Studying Effective Factors of Classroom Control and Management in Primary Schools

Abstract

The goal of the research is “studying effective factors of classroom control and management in primary schools”. Classroom control and management has become, in recent years, more frustrating and difficult for teachers of all grade levels as the social problems of the outside world have found their way into the schools. This study surveyed primary teachers from two Ghaemshahr schools in the Mazandaran province in the north of Iran to identify types of classroom control and management currently being used. The findings indicated that in their management philosophy, about half of the teachers emphasized classroom structure and routines and allowing student input to rule-making. Almost 34% focused on material selection, conflict resolution, role playing, and teacher-student discussion. About 30 percent emphasized clear expectations, consistent rules, assertive teacher management, and tangible rewards and punishments. Most teachers asserted that discipline should be balanced evenly between prevention and correction of behavior problems. In summary, commonly used classroom management techniques reflected increased student input and a more positive approach to discipline. However, the teachers still relied mostly on behavioristic management strategies with discipline as the core of classroom management.

Key words: classroom management, teachers, primary school, Iran.