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Emerging Trends in Classroom Management Research

Kelli Herlitz

Illinois Wesleyan University

Leah Nillas, Faculty Advisor

Illinois Wesleyan University

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EMERGING TRENDS IN CLASSROOM MANAGEMENT RESEARCH

Kelli Herlitz and Leah Nillas*

Educational Studies, Illinois Wesleyan University

RESEARCH QUESTION

What are some common trends found in classroom management research?

Classroom management refers to a “critical ingredient in the three-way mix of effective teaching strategies, which includes meaningful content, powerful teaching strategies, and an organizational structure to support productive learning” (Larrivee, 2005, p. vi).

METHODOLOGY

- This literature review discussed classroom management research studies regulated in four major areas:
 - Teacher management relations to bullying in the classroom
 - Effects of classroom management on teacher burnout
 - Positive family involvement contribution to the classroom environment
 - Effects of classroom management on student academic achievement
- Through the process of finding repetition, similarities and differences, missing information, and linguistic connections in several peer-reviewed studies, latent social patterns and structures of classroom management trends were conceptualized.

LITERATURE REVIEW

- When teachers manage their classrooms with an authoritative style, which includes being in control of the classroom, providing positive encouragement, and aiding students in becoming independent, the environment is less likely to promote bullying (Allen, 2010).
- It has been found when classroom management attributes begin to affect the performance of the teacher and students, a teacher’s self-efficacy is negatively affected, which can lead to teacher burnout (Aloe, Amo, & Shanahan, 2013).
- Parents and teachers’ interactions with one another play a significant role in motivating students for success and solve the students’ poor behavior (Savas & Karakus, 2012).
- Students respond more positively in terms of learning gains and motivation when classroom settings are emotionally supportive and person-centered (Freiburg, Huzinec, Templeton, & Pianta 2009).

RESULTS

- Teachers are unaware of many bullying situations in their classroom because they do not possess the knowledge or skill to recognize it among their students. In addition, many teachers aren’t intervening because of their perceptions and views on the subject matter (Allen, 2010; Ladd, 2006).
- Dealing with disruptive student behavior and establishing poor teacher-student relations were found to be significant sources of teacher stress, which can lead to burnout (Aloe, Amo, & Shanhan, 2013; Friedman, 2006).
- When parents maintain an authoritative parenting style, they are continuing to possess attributes central to school success that can lead students to manage their learning and behavior more effectively, which results in the absence of bullying in a classroom (Allen, 2010; Savas, 2012).
- There is a direct connection between teachers’ aggressive classroom management style and students’ negative attitudes towards their schoolwork and teachers (Romi, Lewis, Roache, & Riley, 2011).

CONCLUSION

- Many pre-service teachers are entering the teaching field feeling unprepared to manage their classrooms in a way that prevents poor student behavior, teacher stress, and lack of student achievement.
- It is recommended for schools to adapt programs for pre-service and in-service teachers to help them reduce classroom disruptive behavior, support student passion in learning, and enhance academic achievement and readiness.