

**INNOVATIVE RESEARCH ORGANISATION****International Journal of Advance Research in Education, Technology & Management***(Scholarly Peer Review Publishing System)***Problems inside and outside the classroom**

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INTRODUCTION

Traditionally, teachers are encouraged to believe that the learning environment must be orderly and quiet. For some principals, a quiet classroom means effective teaching. With the growing movement toward cooperative learning, however, more teachers are using activities in which students take an active role. Sharing ideas and information with various activities occurring at the same time can make for noisy classrooms. But it would be a mistake to conclude that in such classrooms students are not learning (Carr et al. 1998) [3]. The classroom management and mastering order inside the classroom are the most important factors in educational process and basic requirements. They are considered the basic problems which face the teacher since teachers complain about mastering the order inside the classroom, and it consumes much effort and time, and they are considered as sensitive, important and critical factors for the teacher's success or failure in his tasks. The concept "classroom order" point to the learner's behavior discipline according to the followed systems and rules which facilitate the process of classroom interaction towards achieving the planned goals (Marei and Mustafa 2009). [2]

The school behavioral problems considered the most dangerous ones, which face the components of the educational process (teachers, principals, parents, and supervisors) .The disorder,theft, properties vandalism, violence against teachers and student, are the matters that may threaten the educational process (Owidat and Hamdi 1997). Students that practice disruptive behavior cause disciplinary problems in the classroom and have negative efforts on student, it may also lead to low achievement. There are many academic and behavioral problems regarding students that face teacher in the classroom and has a direct impact on the teaching-learning process such as: forgetting school tools, frequent absence, lack of attention, hyperactivity, inappropriate talk in the classroom vandalism, disobedience, aggressiveness, refused to do tasks and school works.[1]

Factors for improving classroom behaviour:

1. Teachers
2. Family
3. School Administration



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What is the common problem usually observe inside the classroom?

the biggest problems are usually student behaviours, as it can cause disrupt for other students in the class. Other issues are students who dont want to participate for various reasons. Also students being unprepared for school, not having the resources, or having homework done, because of various reasons (home life, parent problems, etc). Im an qualified teacher, in an early childhood classrooms, there are always issues which arise that can be quite difficult, but as long as the right sort of teacher is in the classroom they can be managed to still provide the best learning enviornment possible. [4]

If anybody asks me what is the first thing a teacher does when they enter the room, the answer is easy: make the students SIT DOWN, in their ASSIGNED SEATS. And the teacher assigns the seats! I use the "4 corner defense", that is, I give the kids a few days to see who their friends are, letting them sit wherever they want. Then on day 5, I take the worst 4 kids are sit them in each of the 4 corners and surround them with quiet kids. Unfortunately, you often have more than just 4 bad kids, but this is a start.

All experienced teachers know that the seating chart you create is your best friend. It may sound cruel, separating the kids from their best friends, but you can't teach them anything if you don't have their attention. So you have to have these rules.

And teachers learn this by experience and talking with other teachers. Nobody teaches you this when you are in college. You have to learn almost everything on your own when you are a teacher....so you better be VERY SMART, or you won't make it. Teaching is a very demanding, incredibly complex and stressful job, and surprisingly, the kids are not the biggest problem. It's usually the principals and the parents who are the biggest problem. And that's the facts.

One more thing: I had an innovative principal in junior high one time; he allowed the teachers themselves to make the kids stay after school, and if they didn't, the teacher had the right to kick the kid out of school until the parent called THEM. And I can tell you, from experience, this was the ONLY way that REALLY worked to solve many of the serious discipline problems. It truly worked, as the WORST thing to do to a kid is to make them stay after school. This was in an inner city school environment; it worked there, but I don't know if that would work elsewhere. This points out the major PROBLEM facing teachings today: THEY HAVE NO POWER AT ALL, except to use their own wits and devices, to come up with solutions to all these kids problems. The power has been stripped from them by the administrators (ie: principals and their assistants) and the parents. If you really want the kids to perform better, I say you MUST RETURN POWER TO THE TEACHER! Support them, they are a parents best friend, but most parents don't understand this AT ALL!



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And I'll go one step further: if people don't start treating teachers with more respect, you're not going to get any more good teachers. Think about that....and I further tell you, a good teacher is worth their weight in GOLD! If you think education is too expensive, what until you see how expensive ignorance is.[4]

Ten common problems in the Classroom

1. Students become overly dependent on teacher

Many times, students will automatically look to the teacher for correct answers instead of trying themselves. If the teacher obliges them with the answer each time, it can become a detrimental problem. Instead, focus on giving positive encouragement to students. This will help to make students more comfortable and more willing to answer (even if incorrectly).

2. Persistent use of first-language

When teaching English as a foreign language, this is possibly the most common problem. As an ESL teacher, it's important to encourage students to use English, and only English. However, if students begin conversing in their first language, move closer to the student. Ask them direct questions like "do you have a question?" Another idea is to establish a set of class rules and develop a penalty system for when they use their first-language. For example: if a student is caught using their first-language three times, have them recite a poem in front of the class (in English). Remember, for the 1-2 hours they are in English class, it must be English only.

3. Student is defiant, rowdy, or distracting of others

This will happen, no matter what, in every classroom. If the entire class is acting up, it may be the fault of the teacher i.e. boring material or poor classroom management. If it one particular student, you should react swiftly to show dominance. In order to resolve the issue, an ESL teacher must be strict and discipline the student if needed. If it continues to happen, further disciplinary action through the school's director could be pursued.

4. Students "hijack lesson" - The lesson doesn't go where you want it to

When teaching English as a foreign language, you can always count on students hijacking a lesson. To some extent, this can be a good thing. It shows that students interest, and as long as they are participating and conversing in English, it is a productive experience. However, if the lesson strays too far off topic, in a direction you don't want it to go, it's important to correct the problem by diverting the conversation.



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5. Personalities between students clash

Not every student in an ESL classroom will become best of friends. If drama arises between certain students, the easiest solution is to separate them away from one another. If the tension persists, switching a student to another classroom may be your only option.

6. Students unclear what do to, or do the wrong thing

This happens far too often when teaching English as a foreign language. The fact is, it's often the fault of the teacher. If your instructions to an assignment yield looks of confusion and soft whispers among students, don't worry, there is a solution. In order to avoid this problem, it's important to make sure your instruction are clear. Use gestures, mime, and short concise sentences. Speak clear and strong. Most importantly, use models and examples of the activity. You can use pictures, miming, gestures etc. to model the entire activity exactly how you want the students to do it.

7. Students are bored, inattentive, or unmotivated

Many times, it is the teachers fault that class is boring. Fortunately, with proper planning, this problem can be solved. Choose a juicy theme to the lesson; one that the students can relate to and one you know they will enjoy. This will automatically give them some motivation and interest. Get to know your students and identify their interests and needs, then design your course accordingly.

8. Strong student dominance

As an ESL teacher, you will encounter students of different learning capabilities and language skills. While it is good to have some students who excel in the classroom, it is important that they don't take away from others. If certain students begin to constantly "steal the show," take warning. Focus on calling on weaker students in the class to answer questions. Encourage, but gently deflect some answers from the strong students and give production time to other not-so-strong members of the class.

9. Students are unprepared

The last thing you want as an ESL teacher is for students to drop out simply because they felt lost and/or unprepared. Concentrate on a more shared learning experience. Make sure students are all on the same page before moving onto a new topic by concept checking multiple times, and encouraging individual participation.



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10. Tardiness

Even I have a hard time arriving places on time. But the truth is, tardiness is not only rude, it can be distracting and disruptive of other students. If tardiness becomes a problem for your students, make sure they are disciplined. Set rules about tardiness and penalties for breaking them.

Conclusion

The purpose of this study is to investigate the classroom problems faced by schools teachers inside and outside the classroom

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