

STUDY OF CLASSROOM MANAGEMENT AMONG SECONDARY SCHOOL TEACHERS

*Puneet Kaur

**Dr. Sarbjit Kaur Ranu

Abstract

In the present study the investigator studied classroom management among secondary school teachers with respect to gender and locale. Data was collected from 500 secondary school teachers selected randomly from Amritsar and Ludhiana district. Results revealed significant difference in classroom management among male and female secondary school teachers of Amritsar district whereas no significant difference was found among male and female secondary school teachers of Ludhiana district. Moreover, it was found that no significant difference in classroom management among rural and urban secondary school teachers of Amritsar district but significant difference exist among rural and urban secondary school teachers of Ludhiana district.

Keywords: Classroom Management, Secondary School Teachers

Today, it is expected that teachers must possess high degree of professional competences so that they can manage their classes efficiently and students get the maximum gain from their schooling. Definitely, mastery of classroom management appears to be a necessary part of effective teaching and learning, thus, teachers are often evaluated based on their management of the classroom. (Sridar and Semana, 2011). But in today's scenario good and effective classroom environment is not found. Teachers have to put great efforts in creating effective classroom environment. Today, either the teachers are experienced or novices, both are concerned about controlling the students and creating a disciplined environment in the classrooms for effective teaching and learning to take place. Thus, classroom management is considered as complex part of teaching for teachers.

Classroom management is a multifaceted concept. It is defined differently by various writers. Narrow concept of effective classroom management involves rules and strategies used by teachers to make sure whether students are sitting on their seats and following attentively to the instructions. Whereas classroom management is much more than that, as it involves effective instructions,

resources, expectations of teachers from their students and effective learning experiences to enhance productive learning among students.

According to Brophy and Good (2003) classroom management is wider term than discipline. Classroom management involves the teacher's beliefs and values; and how these beliefs and values influence various aspects of the class structure such as

1. Physical environment of the class.
2. Amount of teacher preparation.
3. Way in which lesson is presented.

Akbaba and Altun (1998) also defined classroom management with the phrase "classroom climate" and stated that classroom management relates to preparing specific rules, establishing a warm climate, and maintaining an orderly environment with problem solving strategies

According to Burden (2000) classroom management refers to all those efforts made by teachers to effectively organize and manage all aspects of classroom activities such as student behavior learning and social interactions. Stenberg and Williams (2002) defined classroom management as a set of techniques and skill used by the teacher to direct students effectively in order to create positive

*Assistant professor, D.D. Jain College of Education, Ludhiana

**Off. Principal, G.H.G. Khalsa College of Education, Gurusar Sadhar

learning environment for all students. According to (Burden (2005); Good and Brophy (2006)); classroom management involves teachers efforts to oversee classroom activities in addition to learning, social interaction and student behavior. Johnson et al. (2005) defined classroom management as "a wide array of proactive, well established and consistent techniques and practices teachers employ to create an atmosphere an atmosphere conducive to learning." According to Wong and Wong (2009) classroom management is the capability of the teacher to maintain order in the classroom, engage all students in learning and eliciting student's cooperation and moreover, balancing the unskilled tasks of the classroom. Thus, it has aim to maintain effective environment in the classroom for making teaching and learning effective and involving all the students for better achievement.

STYLES OF CLASSROOM MANAGEMENT

Glickman and Tamashiro(1980) developed three classroom management styles

- a) Interventionist approach is considered to be teacher oriented. According to interventionists external environment influences the development of the organism. (Unal and Uludag, 2008). It includes physically restraining, isolation, modeling and reinforcement (Witcher et al., 2002).
- b) Non-interventionists: In Non-interventionists approach the goal of the teacher is to provide opportunities to the students to learn and manage appropriate behavior. This approach is student centered. It include glances and reflective forms of questioning (Unal and Uludag, 2008).
- c) Interactionalists: According to Interactionalists for good and effective classroom management, teachers and students should together share responsibility. (Martin et al. 1998a). Some of the actions used by Interactionalists teachers involve directive as well as non directive statements or questions. (Unal and Uludag, 2008).

According to Martin et al. (1998) Classroom management is a comprehensive concept and consists of three dimensions:

- i. Instructional Management

- ii. People Management
- iii. Behavior Management
- i. Instructional Management: -- It is concerned with the daily routines of the classroom and allocation of materials.
- ii. People Management: -- This dimension involves students and teachers relationship with the students.
- iii. Behavior Management: -- It focuses on teachers preplanned methods of preventing misbehavior by setting rules, establishing reward structure and providing opportunities for student input. (Martin et al., 1998).

According to Froyens and Iverson (1999) Classroom management focuses on three major components:

1. Content management or Instructional management: According to Kounin, this component involves not only providing instructional material to the students but also activities and skills must be provided which are required to make instructions effective and useful
2. Conduct management: This component is related to one's beliefs about the nature of people. For managing the classrooms, instructional material and skills should be prepared by considering the individual differences among the students.
3. Covenant management: According to this component, classrooms should be considered as a society. Teachers should consider societal needs while providing instructions to the students.

Classroom management is a skill but not a gift- a skill that can be learnt and proficiency can be achieved only by practice. In addition to skills (such as planning, organizing, and reflecting as well as an aptitude for teamwork and perseverance), it requires willingness and commitment to adjust one's thinking and actions as one learns what works and what does not work.

Review of Related Literature shows that Martin and Baldwin (1996) investigated the differences between the classroom management style of elementary and secondary level educators and their beliefs regarding the nature of appropriate and inappropriate student behaviours. Results of the study indicated that elementary teachers scored

significantly less interventionist than their secondary level counterparts. Martin, Yin and Baldwin (1997) conducted the study to measure teachers' perceptions of their classroom management beliefs and practices. Data was collected from 154 certified high school teachers using ABCC inventory (Attitudes and beliefs on classroom control). Findings of the study revealed that no significant differences were found between male and female teachers regarding their attitudes and beliefs on classroom control. Further, the results showed that significant difference was found in rural and urban settings in determining beliefs regarding classroom management style. Martin and Yin (1999) found differences in classroom management among rural and urban teachers. From analysis it was found that urban teachers were significantly more interventionist than rural teachers in terms of people management. Weiner (2003) conducted the study to understand the issues related to classroom management in urban schools specifically. It was found that the teachers need to put in huge efforts and commitment to enable the students be successful in their academic skills and social skills as urban classroom situation poses more problems due to the great number, especially when the urban schools are placed in high poverty neighbourhoods. The high poverty areas present problems of indiscipline more than the middle class and upper class schools. Sadik and Akbulut (2015) investigated classroom management skills of high school teachers. Data was collected from 467 female and 533 male teachers by using Classroom Management Skills Scale developed by Ilgar (2007). Results of the study revealed that significant relations exists between classroom management skills and some variables such as gender, age, professional experience, classroom management courses/seminars taken before, reading classroom management books, pedagogical background, types of schools.

Secondary education is a stage where a student enters the teen age. The students make their own perceptions and belief in this stage. They have to make adjustments socially, emotionally, physically and intellectually, i.e., in all spheres of life. Thus, secondary education is only the stage where the child moves towards the man. His behavior,

attitudes, beliefs towards others and towards his own life develops. Moreover, Hon'ble Prime Minister of India Shri Narendra Modi also has a vision and mission before him and that is "make in India", a developed India, a skilled India, to be achieved by 2020. This aim can only be achieved if its every citizen is educated. Classrooms are the places where future of students is shaped and teacher is the architecture who has to give the shape to these students by providing quality education and make them better citizens of tomorrow. The teachers who are well versed with the resources and rules of the classroom by making good arrangements can properly manage the classrooms. In a well organized classroom, teachers can make use of effective resources, aids and hence, helps in developing cooperation among peers. Most important is to understand their students and can make them work effectively to improve students' achievements thereby to make better adjustment in life. Classrooms can be managed well if teachers have a plan in their hands. This plan be such that it results in productive learning and there should be no disruption in the classrooms. Thus, teachers should learn some skills, techniques and competencies to manage their classrooms and to get focus the attention of their students in order to reduce disruptions.

In present study researcher aimed at discovering: the facts relating to classroom management of secondary school teachers. Hence, the present study.

OBJECTIVES

- To study the mean difference in classroom management among male and female secondary school teachers of Amritsar district.
- To study the mean difference in classroom management among among male and female secondary school teachers of Ludhiana district.
- To study the mean difference in classroom management among rural and urban secondary school teachers of Amritsar district.
- To study the mean difference in classroom management among rural and urban secondary school teachers of Ludhiana district.

METHOD

SAMPLE

A sample of 500 secondary school teachers from

Amritsar and Ludhiana districts (250 each) will be selected randomly. Multistage randomization sampling technique will be employed, i.e., districts, the schools, the teachers will be selected by using random sampling technique.

Measures

Classroom Management Scale by Gautam (2011) was used to collect the data. Out of 45 items, 26 were positive items and 19 items were negative.

Results and Discussions

Table 1: Comparison of mean scores of Classroom Management among male and female secondary school teachers of Amritsar district.

Category	N	Mean	S.D.	t-ratio
Male	125	163.28	8.16	6.57 (Significant at 0.01)
Female	125	155.22	11.04	

Table 1 shows mean difference in classroom management among male and female secondary school teachers of Amritsar district. t-ratio came out to be 6.57, which shows significant difference in classroom management among male and female secondary school teachers of Amritsar district. Thus, our hypothesis stating, “there exists no significant difference in classroom management among male and female secondary school teachers of Amritsar district”, stands rejected. Results are in conformity with Sadik and Akbulut (2015). This may be due to the reason that male are given more responsibilities such as field work and clerical work than females, due to which their classroom management is less.

Table 2: Comparison of mean scores of classroom management among male and female secondary school teachers of Ludhiana district.

Category	N	Mean	S.D.	t-ratio
Male	125	158.4	11.18	0.07 (not significant at 0.01)
Female	125	158.30	10.56	

Table 2 shows mean difference in classroom management among male and female secondary school teachers of Ludhiana district. t-ratio came out to be 0.07, which shows no significant difference

in classroom management among male and female secondary school teachers of Ludhiana district. Thus, our hypothesis stating, “there exists no significant difference in classroom management among male and female secondary school teachers of Ludhiana district” stands accepted. The results are in conformity with Martin, Yin and Baldwin (1997).

Table 3: Comparison of mean scores of classroom management among rural and urban secondary school teachers of Amritsar district.

Category	N	Mean	S.D.	t-ratio
Rural	126	158.02	10.15	1.69(not significant at 0.01)
Urban	124	160.21	10.31	

Table 1.3 shows mean difference in classroom management among rural and urban secondary school teachers of Amritsar district. t-ratio came out to be 1.69, which shows no significant difference in classroom management among rural and urban secondary school teachers of Amritsar district. Thus, our hypothesis stating, “there exists no significant difference in classroom management among rural and urban secondary school teachers of Amritsar district” stands accepted.

Table 4 Comparison of mean scores of classroom management among rural and urban secondary school teachers of Ludhiana district.

Category	N	Mean	S.D.	t-ratio
Rural	126	160.91	10.00	3.85 (significant)
Urban	124	155.76	11.12	

Table 4 shows mean difference in classroom management among rural and urban secondary school teachers of Ludhiana district. t-ratio came out to be 3.85, which shows significant difference in classroom management among rural and urban secondary school teachers of Ludhiana district. Thus, our hypothesis stating, “there exists no significant difference in classroom management among rural and urban secondary school teachers of Ludhiana district” stands rejected. The results are in conformity with Martin, Yin and Baldwin (1997) This may be due to that the more facilities are

provided in rural schools than urban schools.

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