

## Study of Classroom Management Practices among Secondary School Teachers with Regard to their Place of Residence and Gender

**Ajaydeep**

Assistant Professor Dev Samaj College of Education for Women Ferozpur City, India

### Abstract

The study was conducted to study of classroom management practices among secondary school teachers with regard to their place of residence and gender. For this purpose a limited sample consists of 100 Secondary School Teachers ( from urban and rural) comprising both male and female from different schools of Ferozpur City and adjoining areas were taken. The data was collected by Classroom Management Practices Scales (C.M.P.) Shivani Rani (2009). After analyze the data it was found that rural and urban Male and female secondary teachers do not differ on the variable classroom management practices i.e. gender and place of residence does not affect the level of classroom management practices.

The whole system of education revolves, around the teacher. He is the spiritual and intellectual father of the student. In classroom he has to manage the situations, conditions, behaviour of pupils. Teacher develops a plan through the year. For instance students are aware of what to do when they are absent, where to put their backpacks and what to do when they first enter the class. They know where their home-work goes on a daily basis and can complete tasks, without asking the teacher. Most students' outer school with some prior knowledge of basic procedures based from their home environment. The teacher helps in shaping the personality of the pupils. Teacher has a crucial role in molding the behaviour of the pupils. He turns the pupils from animalist to specialized human beings. He can work as wonder as a moment historian, philosopher Hennery **Adams** observed, " A teacher offsets eternity. He can never tell where his influence stops. Classroom management is an integral part of running a well organized and effective classroom where children can achieve optimum learning. When effective teachers talk about how they work, it is hard for them to express the complexity of decision making which occur from minute to minute in managing a class. Success is a mixture of hard-work, knowledge, personality, professional commitment and the implementation of a range of teaching skills. So a teacher can get successful in his teaching only if he has proper knowledge of classroom management skills. Only a well manage class can succeed in learning educational activities. A wise teacher should always try to learn the art of effective classroom management. **Doyle (1990)** said," Classroom knowledge provides a framework of understanding how classroom system work and how curriculum can be represented and enacted in these environments. It also provides a framework for inventing practices grounds into the realities of school setting."

**Conceptual Meaning-** In viewing classroom management from the conceptual point, one recognized some of recent approaches to management such as management by objectives, behaviour modification, transactional analysis and contingency management. In classroom management a number of activities are to be performed by teacher. These activities include motivating the students, explaining the concept, managing a classroom, assigning and checking the home-work, interaction with the

students. **McMell and Wiles (1990)** state that the teacher's personal style is reflected in the teaching related activities.

**Operational Meaning** – A system of action and activities are managed in classroom to include learning through teacher taught relationship. The teacher and students are basis components for managing classroom activities.

**Classroom Management** – Classroom management is a term used by teachers to describe the process of ensuring that class room lessons run smoothly despite disruptive behaviour by students. The term also implies the prevention of disruptive behaviour. It is possibly the most difficult aspect of teaching for many teachers, indeed experiencing problems in these areas causes some to leave teaching altogether. In 1981 the US National Educational Association reported that 36% of teachers said they would probably not go into teaching if they had to decide again. A major reason was “negative student attitudes and discipline.” Johns and Brooks (2007) said that, Classroom management is an organizational function in which tasks are performed in a variety of setting, resulting in the inculcation of certain values such as human respects, personal integrity, self direction, group cohesion etc.

**The five steps of classroom-management**

**i) Planning curriculum:-**

The teacher and the group of teacher should work together to plan giving equal weightage to various school subjects keeping in mind enough time, teaching task, learning experiences, tests and evaluation procedure. It is also pre-determine the course of action.

**ii) Pre-requisites are in place:-**

Teachers and students are in relationship with each other as are students with students.

**iii) Organizing procedures and resources:-**

Parameters are clear at all times general and specific rules, procedures and direction. Teacher selects human and material resources. The resources can also be planned and used to introduce or enter into the teaching learning process.

**iv) Arranging the climate and environment to maximize efficiency in work:-**

The teacher teaching behaviour in classrooms turns into various styles which are derived as either authoritarian or democratic behaviour. This creates an environment in school which is either lead to utilization of maximum or minimum efficiency of teachers work.

**v) Positive attitudes:-**

Teacher models a positive mental attitude towards students and classroom activities. The teacher and the group of pupils co-operate each other in teaching learning process.

**Need and Importance of the Study**

The role of the teacher is crucial in every programme of education. A teacher leaves a deep impression on his/her pupil. If the pupil are to learn the value of trust,, integrity and democracy. The teacher must make the school environment such that he/she leaves an atmosphere of mutual trust, integrity and democracy. Only a well managed class can succeed in learning educational activities. A teacher has to be called as a good manager of a class. A teacher can't be called as a good teacher if he is not able to control the class well. School management comes under the purview of the head of the institution but classroom management is the ultimate responsibility of the class teacher. A teacher has been always a key figure in any education endeavour.

During teaching learning process teacher has to play different roles to understand the inner needs of the pupils and to satisfy them. Teacher who is active source of educational shaping destiny of India, in form of educated and well adjusted students in the classroom can be a best productive source only if he possesses suitable teaching environment having suitable classroom management practices. The investigator had an opportunity to visit five Secondary Schools in connection with teaching practice in and around Ferozpur. He was stunned to find the deplorable condition of management practices among Secondary School teachers. He also found that no research study or investigation has been conducted by any researcher in rural and urban Secondary Schools of Ferozpur District so far. So he has decided to fill up this gap and undertake the most needy and crucial investigation in the form of research study.

**A.M. Iverson (1999)**, when we talk about an effective teacher. We always get the picture of a teacher who has those qualities which makes his teaching effective in the classroom like control in the class and his good relation with his students.

**Barr (1978)** studied the teacher who had taken a course on behaviour problems in the public school at bride to determine the effectiveness of this particulars and after evaluating the effectiveness of the college course on behaviour problem, the strongest preference for a particular approach was given to humanistic approach but a little differences was found in responses of elementary and Secondary School teachers.

**Ashraf (1988)** studied the impact of innovative classroom practices on student's teachers and school and found that the sex of teachers and students was important factor in the success or failure of an innovative classroom practices and location of the school was not an effective factor for smooth functioning of an innovative classroom practice. **Woolfolk (1995)** found that past learning might create barrier to the learning of new material and procedure. Thus, new teachers may have difficulty in implementing new models of classroom management because previous knowledge and experience with other forms of management inhibit new learning. **Harrywong (1998)** found that classroom organization and management includes all of the things that a teacher must do towards two ends: 1 To foster students involvement and co-operation in all classroom activities. 2. To establish a productive working environment. **Lederman (1998)** resulted that teacher's conception of resource don't necessarily influence classroom practice. Of critical importance were teacher's level of experience, intentions and perceptions of the students. The results have important implications for teacher as well as successful implementation of current reforms.

**Watson et al. (2007)** conducted the research on improving institutions for teacher candidates in classroom management and discipline issues. The results of this study were that teacher can't teach effectively if they don't possess appropriate classroom management skills. It explored practical research based methods to instruct teacher candidates in management and discipline. **Donpolo (2009)** studied how teacher's absenteeism, classroom management and leadership affect student performance: Teacher leadership affect classroom management and modified based on student's behaviour. Hence, the lack of leadership and classroom management are causes of negative results in students. The results of this study indicated that Hillsborough County and Pinellas County public school teacher's opinions and beliefs were very similar with few difference concerning teachers absenteeism classroom management and leadership in the classroom. The area where their differences are most evident is when starting their opinion about student teacher's classroom management and leadership performance in the classroom.

### **OBJECTIVES OF THE STUDY**

- (1) To study the level of classroom management practices among male and female Secondary School teachers of rural area.
- (2) To study the level of classroom management practices among male and female Secondary School teachers of urban area.

### **HYPOTHESES OF THE STUDY**

- (1) No statistically significant difference exists among male and female Secondary School teachers of Rural Area regarding their classroom management practices.
- (2) No statistically significant difference exists among male and female Secondary School teachers of Urban Area regarding their classroom management practices.

### **DELIMITATION OF THE STUDY**

- (1) The present study was delimited to 100 Secondary School teachers (from urban and rural areas) comprising both male and female.
- (2) Study was delimited to school teachers taking Secondary School classes.
- (3) Study was a delimited to Secondary Schools of Ferozpur City and adjoining areas.

### **SAMPLE OF THE STUDY**

A limited sample consisting of approximately 100 Secondary School Teachers taken from different schools of Ferozpur City and adjoining areas.

The detail sample is as follows. Out of 100 Secondary School Teachers 50 teachers from urban area and 50 teachers from Rural areas which were further distributed gender wise.

### **TOOL USED**

In order to collect and analyse the data the following tool was used by the investigator.

**Classroom Management Practices Scale (C.M.P.) Shivani Rani (2009)**

### **PLAN AND PROCEDURE**

All the Secondary teachers were asked to sit comfortably and good rapport was established. Instructions printed on the questionnaire were read by the researcher and the teachers read it silently. There was no right or wrong answer Teachers were required to select anyone of the five responses strongly agree, agree, undecided, disagree and strongly disagree. They were free to give their responses frankly. They were made sure that their responses would be kept strictly confidential. Respondents were cautioned not to discuss with other members while answering the questionnaire.

There was no fixed time limit for the test, but ordinarily the teachers took 30-40 minute to complete the test. The investigator was present there all the time to answer the queries to satisfy the curiosity of the respondents and to motivate them to answer the questions carefully. All efforts were made to get maximum cooperation of the teachers. As soon the teachers finished their work, test material was collected. The procedure of scoring the test was quite simple. In all there are forty five items out of which 26 were positive and 19 were negative. Scoring was done with the help of five point likert type scale. All positive items were from maximum to minimum i.e. from score of 5 to a score of 1 i.e. 5 for strongly agree and 1 for strongly disagree. The negative items were scored in opposite order i.e. from a score of 1 to a score of 5 i.e. 1 for strongly agree and 5 for strongly disagree. The total of these scores on all the items measures a respondent's level of Classroom Management Practices, i.e. higher score indicated greater level of Classroom Management Practices.

**RESULTS AND DISCUSSION**

For the purpose of arriving at meaningful results and conclusions the following statistical techniques were used.

Mean, Standard Deviation, Normal Distribution (limit formula), Standard error of difference between the two uncorrelated Means ( $\sigma_D$ ) and t-ratio.

**HYPOTHESES (1)**

**"No statistically significant difference exists among male and female Secondary School teachers of Rural Area regarding their classroom management practices."**

For the verification of the above mentioned hypotheses, first of all raw scores of male and female of Rural Secondary School teachers regarding their classroom management practices were calculated and tabulated. On the basis of their scores they were categorized as follows:-

**TABLE 1**

**Showing Categories-wise Distribution of Male and Female of Rural Secondary School Teachers**

Categories of Classroom Management Practices	Gender		
	Male	Female	Total
Good	7	7	14
Moderate	11	18	29
Bad	2	5	7
Total	20	30	50

For the distribution of whole sample into above mentioned categories viz, good, moderate and bad classroom management practices. Firstly Mean score for classroom management practices for ( N=50) Rural Area secondary teacher i.e. 156.10 and Standard Deviation i.e. 10.57 were calculated. By following normal distribution method i.e.  $M \pm 1\sigma$ , Mean + Standard Deviation i.e.  $156.10 + 10.57 = 166.67$ . 166 i.e. cut off point for good category and Mean – Standard Deviation i.e.  $156.10 - 10.57 = 145.53$ . 145 i.e. cut off point for bad category and between 145 to 166 is a cut off point for moderate category.

Now, while looking at table 1 it is clear that majority of Rural secondary teachers ( N = 29) lie in the category of moderate classroom management practice. Out of which majority of female secondary teachers are moderate in classroom management practices compare to male secondary teachers. Only 7 female secondary teachers are good as well as 5 are bad in their classroom management practices.

Now to test the third hypotheses, various statistical techniques i.e. Mean, Standard Deviation, Difference between Means, Standard error of difference between uncorrelated Means and t – value were calculated. For the verification of the above framed hypotheses the following given table was framed.

**TABLE 2**

**Showing Mean, Standard Deviation, Difference between Means, Standard error of difference between uncorrelated Means (  $\sigma_D$  ) and t – value for variable Classroom Management Practices.**

Group	Sample (N)	Mean (M)	Standard Deviation ( $\sigma$ )	Difference between Means (D)	$\sigma_D$	t -value
Male	20	158.05	9.15	3.28	2.95	1.10

						(insignificant)
Female	30	154.80	11.66			

at 0.05 level of significance.

While looking at the table 2 it is cleared that Mean value of male and female secondary teachers for classroom management practices comes out to be 158.05 and 154.80 respectively which shows that male secondary teachers possess more classroom management practice as compare to female secondary teachers. But to find out whether this difference between Means is significance or not, t – value was calculated which comes out to be 1.10, when the calculated t- value was compared with the tabulated value at 0.05 level of significance. The calculated value was less than tabulated value at 0.05 level, which means that calculated value is insignificant. **So, hypotheses (1) which is framed as, "No statistically significant difference exists among male and female Secondary School teachers of Rural Area regarding their classroom management practices" is accepted.** The present study revealed that male and female of secondary teachers do not differ in their level of classroom management practice. It may safely be concluded that classroom management practices is independent of gender. The possible reason may be that the classroom management practice includes personal dimension, instructional dimension, and discipline. Classroom management practices can be improved by experience gender does not influence the classroom management practices.

**HYPOTHESES (2)**

**"No statistically significant difference exists among male and female Secondary School teachers of Urban Area regarding their classroom management practices."**

For the verification of the above mentioned hypotheses, first of all raw scores of male and female of Urban Secondary School teachers regarding their classroom management practices were calculated and tabulated. On the basis of their scores they were categorized as follows:-

**TABLE 3**

**Showing Categories-wise Distribution of Male and Female of Urban Secondary School Teachers**

Categories of Classroom Management Practices	Gender		
	Male	Female	Total
Good	2	4	6
Moderate	16	21	37
Bad	2	5	7
Total	20	30	50

For the distribution of whole sample into above mentioned categories viz, good, moderate and bad classroom management practices. Firstly Mean score for classroom management practices for ( N=50) Urban secondary teacher i.e. 157.36 and Standard Deviation i.e. 9.76 were calculated. By following normal distribution method i.e.  $M \pm 1\sigma$ , Mean + Standard Deviation i.e.  $157.36 + 9.76 = 167.12$ . 167 i.e.

cut off point for good category and Mean – Standard Deviation i.e.  $157.36 - 9.76 = 147.60$ . 148 i.e. cut off point for bad category and between 148 to 167 is a cut off point for moderate category.

Now, while looking at table 3 it is clear that majority of Urban secondary teachers (  $N = 37$  ) lie in the category of moderate classroom management practice. Out of which majority of female secondary teachers are moderate in classroom management practices compare to male secondary teachers. Only 4 female secondary teachers are good as well as 5 are bad in their classroom management practices.

Now to test the fifth hypotheses, various statistical techniques i.e. Mean, Standard Deviation, Difference between Means, Standard error of difference between uncorrelated Means and t – value were calculated. For the verification of the above framed hypotheses the following given table was framed.

**TABLE 4**

**Showing Mean, Standard Deviation, Difference between Means, Standard error of difference between uncorrelated Means (  $\sigma_D$  ) and t – value for variable Classroom Management Practices.**

Group	Sample (N)	Mean (M)	Standard Deviation ( $\sigma$ )	Difference between Means (D)	$\sigma_D$	t -value
Male	20	159.35	9.02	3.32	2.72	1.22 (insignificant)
Female	30	156.03	10.01			

at 0.05 level of significance.

While looking at the table 4 it is cleared that Mean value of male and female secondary teachers for classroom management practices comes out to be 159.35 and 156.03 respectively which shows that male secondary teachers possess more classroom management practice as compare to female secondary teachers. But to find out whether this difference between Means is significance or not, t – value was calculated which comes out to be 1.22, when the calculated t- value was compared with the tabulated value at 0.05 level of significance. The calculated value was less than tabulated value at 0.05 level, which means that calculated value is insignificant. **So, hypotheses (2) which is framed as, "No statistically significant difference exists among male and female Secondary School teachers of Urban Area regarding their classroom management practices." is accepted.** The present study revealed that male and female of secondary teachers do not differ in their level of classroom management practice. It may safely be concluded that classroom management practices is independent of gender. The possible reason may be that the classroom management practice includes personal dimension, instructional dimension, and discipline. Classroom management practices can be improved by experience gender does not influence the classroom management practices.

**EDUCATIONAL IMPLICATIONS OF THE STUDY**

On the basis of above finding and conclusion, under mentioned applications can be drawn

1. The study will be beneficial to new teachers to know about various management skills with the help which they can make classroom environment healthy and can get better results.

2. The study will be beneficial to secondary teacher so that they get information regarding their classroom management practices.
3. The study of also useful for policy makers in framing curriculum regarding teacher education programmes.
4. The study helps the teacher in identifying students who do not understand directions and help individually. Maintain involvement, attendance to routine tasks, uses instructional time efficiently, provides feedback to learner about their behaviour and manage disruptive behaviour among learner.
5. The teacher's conception of resource does not necessarily influence classroom management practices. Of critical importance were teacher's level of experience, intention and perceptions of students. This study has important implications for teachers as well as for successful implementation of current reforms.

### References

- Ashraf (1988). *A case study of selected Delhi schools with special reference to innovative classroom practices*. Buch, M.B. fifth survey of research in education,(1988-1992) Vol (ii) New Delhi, NECRT.
- Atici (2007). *A small scale study on students teacher's perception of classroom management and methods for dealing with misbehaviour* Retrieved from <http://www.informaworld.com/smpp/content =a770945919>
- Berliner. (1988). *Classroom management wikipedia*, the free encyclopedia. Retrieved from [http://www.en.wikipedia.org/wiki/classroom\\_management](http://www.en.wikipedia.org/wiki/classroom_management).
- Bhardwaj. (1984). *Homour in the Indian classroom, A study of classroom situations and materials*. Buch, M.B. *Fourth survey of research in education*, (1983-1988), Vol-i, New Delhi NCERT.
- Christan, Jyoti A. (1991). *Managing classrooms An Instructional Perspective*, The Indian Publications, Ambala Cant.
- Doyle. (1990). *Classroom Knowledge as a Foundation of teaching* Retrived from <http://www.tcrecord.org/content/asp>.
- Feedburner (2007). *Classroom management for secondary teacher*. Retrieved for [http://www.squidoo.com/classroom\\_management\\_for\\_secondary\\_teachers](http://www.squidoo.com/classroom_management_for_secondary_teachers).
- Gakhar, S.C. (2006). *Educational Management Theory, Policy and Practice*. N.M Publications. Panipat (Haryana).
- Garity and Butts.(2006). *The relationship among teacher classroom management behaviour, students engagement and the student achievement of middle and high school Science student of varying aptitude*. Retrieved for <http://www.intersciencewiley.Com>.
- Haydon. (2010). *Classroom management strategies for secondary school teachers*. Retrieved for [http://www.Classroom\\_organisation\\_suite\\_101.com/article.cfm/high-school-classroom\\_management\\_Secondary\\_Teacher/dp/0205349951](http://www.Classroom_organisation_suite_101.com/article.cfm/high-school-classroom_management_Secondary_Teacher/dp/0205349951).
- Iverson,A.M. (1999). *Classroom management*. Retrived from <http://www.brighthub.corn/education/k-i-2/articles/3318.aspx>.
- Johs and Brooks. (2007). *Foundation of school administration and organization*. In Walia, J.S. Paul Publisher,Jalandhar.
- Jose. (2005). *A model of differentiated classroom management-the classroom and the school as an inclusive community*. Retrieved for [http://www.isec2005.org.UK/isec/abstracts/paper.m/morgardo\\_j.html](http://www.isec2005.org.UK/isec/abstracts/paper.m/morgardo_j.html)
- Laut. (1999). *Classroom management and effective instruction interrelated with each other*. Retrieved from <http://www.squido.com/>

Moskowitz and Hayrnan. (1976). *Classroom management- wikipedia*, the free encyclopedia. Retrieved from [http://www.en.wikipedia.org/wiki/classroom management](http://www.en.wikipedia.org/wiki/classroom_management).

Powell and Andresen (1985). *Humour and teaching higher* Retrieved for <http://www.ingentaconnect.com>.

Shannon Burton. (2007). *Strategies for classroom management for teachers*. Retrieved from [http://www.kellybear.com/teacher article teacher strategies 72.html](http://www.kellybear.com/teacher_article_teacher_strategies_72.html).