



A Study on Impact of Class Room Management on Student Behaviour in Secondary Level Schools

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ABSTRACT

The present study has been designed to study the Impact of Class Room Management on Student Behaviour in Secondary Level Schools. Various Indian and foreign studies were reviewed. Descriptive Survey method has been used in this study. The sample consists of 100 teachers working in secondary schools. The investigator used stratified random sampling technique for selecting the sample. Questionnaire was constructed for the teachers to find out the opinions on the Impact of Class Room Management on Student Behaviour in Secondary Level Schools. The data were analyzed using various statistical methods like mean, SD, 't' test and F-test were the statistical techniques used. The score obtained by different groups are compared across the variables like gender, age, designation, marital status, educational qualifications, teaching experience, management and teaching subject. The results are discussed in light of previous research studied; suggestions and Recommendations for further research were also suggested.

Key words: Classroom Management, Student Behaviour.

Introduction:

Classroom management have been defined and redefined by scholars throughout the decades. In laymen term, classroom management refers to the actions and strategies that teachers use to maintain order (Doyle, 1986). Martin, Yin and Baldwin (1998) define classroom management as a broader and comprehensive construct that describes all teacher efforts to oversee a multitude of activities in the classroom including learning, social interaction and students behaviors. Classroom management constitutes three broad dimensions; person, instruction and discipline. According to Evertson and Harris (1999), "the meaning of the term classroom management has changed from describing discipline practices and behavioural interventions to serving as a more holistic descriptor of teachers' actions in orchestrating supportive learning environments and building community". Classroom management from a narrow point of view is viewed primarily as maintaining discipline and management of student behaviour accomplishing a successful teaching is not an easy task controlling student behaviour is just an expect of it. Discipline is the mechanism through which classroom management is credited, classroom management is a skill which is complex by its very nature it includes much more than the ability to influence and control student behaviour, it all sums up to discipline.

Classroom Management is the most common problem that a student teacher experiences (Clement, 1999; Clement, 2000) be it a novice or an experienced teacher (Pigge & Marso, 1997; Veenman, 1984; Wesley & Vocke, 1992; White, 1995). Good & Brophy (1986) found that classroom studies of effective teaching have emphasized the behavioural aspects of teaching and highlighted classroom management as one of the most critical features of good teaching. Student teacher reports unprepared and challenging and difficult in learning to be an effective classroom manager. (Matus, 1999; Pilarski, 1994; Tulley, 1995; White, 1995). Even earlier within the teacher education process, Armstrong (1976) believes classroom management is a pressing concern among undergraduate education students as they approach their all-important student teaching experience. Some students fear that this area is given the least amount of attention during their teacher training programs (Welker, 1976) even though it is a major concern. Although a number of teacher preparation programs address issues of classroom management and discipline within their programs of study, not all have explicit courses set out to identify strategies and practices, to assist pre-service teachers in this specific area. Clement (2002) believes "student teachers attribute their under preparation to not having required college coursework in this area, or having impractical, theoretical coursework. As teacher educators strive to increase the knowledge base of teaching and teacher education, attention has to be directed to the creation of effective courses in classroom management". Researches have shown that new teachers are burdened as they tend to report a feeling of unpreparedness when it comes to classroom management skills. Duck, 2007; Freiberg, 2002; Meister & Mel nick, 2003; Merrett Wheldall, 1993; Stoughton, 2007) and that teachers are usually unprepared with regards to managing administrative tasks, curriculum and behaviour problems in functioning successfully in today's classroom. (Allen & Blackston, 2003; Bauman & Del Rio, 2006; Kirkpatrick, Lincoln, Morrow, 2006; Public Agenda, 2004; Thompson & Walter, 1998). Novice teachers leave the profession as a result of the factor of teacher burnout and inability to manage student misbehaviour which is a well-established fact. (Public Agenda, 2004). The successful classroom management skill has not diminished even when the central focus is placed on academic testing and student achievement. Thus Martin, Yin, & Baldwin,

1998, defined classroom management as a comprehensive concept that consists of three independent dimensions: instructional management, people management, and behaviour management.

Need and significance of the study:

Teachers should have better classroom management skill, than their mastery of the content knowledge. With the demands of quality education one of the most progressive and stressful occupation today is teaching (Hepburn & Brown, 2001). Teaching has become more organized and systematic teachers are burden with workload and the aspect of completing it within a prescribed time as well as more responsibilities to shoulder. These responsibilities include preparation of lesson plan ahead of carrying out lessons, shouldering responsibility on the outcome of student academic performance, coordinating co-curricular activities and maintaining the decorum of a classroom (NUT, 1999). There exists a substantial body of literature describing teaching as stressful occupation and suggesting that teacher stress appears to be an increasing problem (Antoniou et al., 2006; Chaplain, 1995; Guthrie, 2006; Kyriacou, 2001; Laughlin, 1984; Manthei & Gilmore, 1996; Munt, 2004; Punch & Tuetteman, 1996). In recent time, several studies have examined occupational stress in the teaching profession. Studies have suggested that teachers experience disproportionately high level of stress (Adeyemo & Ogunyemi, 2005; Borg, 1990). Thus the present study on the issue of stress among secondary school teachers is a necessity for ensuring effective classroom management, which will assist the teachers in bringing about reformation to further improve their work cultural environment and condition to assist in managing stress and bringing about the efficiency of teachers in the implementation of effective classroom management skills. Teachers who experienced behaviour that were less tolerable and manageable, more severe, and influenced other students would have a lower sense of self-efficacy in classroom management and discipline. In comparison to teachers who had classroom experiences with behaviors that were tolerable and manageable, less severe, and less likely to influence other students, would have a higher sense of self-efficacy in classroom management. Therefore the investigator felt the need to undertake the present study on A Study on impact of class room management on students behavior in Secondary level schools.

Objective of the study

1. To study the impact of class room management on students behavior in Secondary level schools.
2. To study the significant difference among the perceptions of teachers based on their demographic variables i.e. gender, age, designation, marital status, educational qualifications, teaching experience, and teaching subject towards Impact of Class Room Management on Student Behaviour in Secondary Level Schools.

Hypotheses of the present study

1. There is no significant difference between the perceptions of male and female category teachers towards Impact of Class Room Management on Student Behaviour in Secondary Level Schools.
2. There is no significant difference among the perceptions of teachers based on their age group towards Impact of Class Room Management on Student Behaviour in Secondary Level Schools.
3. There is no significant difference among the perceptions of teachers based on their designation towards Impact of Class Room Management on Student Behaviour in Secondary Level Schools.
4. There is no significant difference among the perceptions of teachers based on their marital status towards Impact of Class Room Management on Student Behaviour in Secondary Level Schools.
5. There is no significant difference among the perceptions of teachers based on their general qualification towards Impact of Class Room Management on Student Behaviour in Secondary Level Schools.
6. There is no significant difference among the perceptions of teachers based on their professional qualification towards Impact of Class Room Management on Student Behaviour in Secondary Level Schools.
7. There is no significant difference among the perceptions of teachers based on their teaching experience towards Impact of Class Room Management on Student Behaviour in Secondary Level Schools.
8. There is no significant difference among the perceptions of teachers based on their school management towards Impact of Class Room Management on Student Behaviour in Secondary Level Schools.
9. There is no significant difference among the perceptions of teachers based on their teaching subject towards Impact of Class Room Management on Student Behaviour in Secondary Level Schools.

Review of Related Literature:

Sana Talib Malik (2022) studied on "Impact of Classroom Management on Students' Behavior and Learning: An Empirical Study of Secondary School Teachers in Taluka Faiz Gunj, District Khairpur, Pakistan". The correlation analysis revealed a connection between the two variables. The Pearson

correlation coefficient between effective classroom management and low secondary school dropout rates is .810. Strong correlation between independent and dependent variables. This showed that a more organized and productive classroom environment can have a positive impact on student behavior and achievement. As a result, we have accomplished our study's aims. The research suggested that teachers should use counselling and guiding techniques to help kids with behavioral problems. For violent behavior, corporal punishment of students is inappropriate. Counseling procedures should investigate the causes of aggressive conduct and address them.

Azizeh Chalaki, Raziye Fallah (2019) studied on "Effect of Classroom Management and Strategies on Students' Achievement at Undergraduate Level". The results showed that students' need and teachers' knowledge and teachers' skills were three things that affect classroom management. Regarding the classroom strategies, the teachers' idea was that they have to provide instructional activity awareness. Lastly, teachers believed that management of the class was an interesting process of creating and maintaining a successful learning environment and friendly relationship which leads to students' success and in this way the teachers' role impact students' academic achievements. The second aim was to investigate students' perceptions of classroom management. Survey method was used to collect the data from the students through an adopted questionnaire. For this purpose, 250 students were selected from Science and Art University of Iran from fields of Psychology, Management, law and Accounting. Data was collected by using a Five-Likert scale. The result showed students' idea was that the latest technologies must be used in classrooms to facilitate the learners. There must be transparency and strict implementation of rules regulations and time schedule.

Design of the Study

The researcher followed the survey method of the descriptive research. For this investigation the questionnaire had been considered as a suitable tool for the collection of data. The questionnaire consisted of 24 statements as perceived by the Teachers.

Reliability and Validity:

For the purpose of the present study the split-half method was adopted. The split-half reliability co-efficient for the Impact of Class Room Management on Student Behaviour in Secondary Level Schools as perceived by Teachers was 0.88 and for the validity of the scale it is based on the content and construct validity.

Administration of Tool:

The tool was administered among teachers, necessary instructions were given in filling the tool. All the respondents followed the instructions and filled the tool by reading the all the items carefully.

Data Collection:

The investigator personally visited the sampled schools and administered the tool among the sampled respondents. The data collected through questionnaire and Interview schedule were used for analytical purposes.

Statistical Techniques Used:

The statistical techniques used mainly for analytical purposes were means, standard deviations were used To study the significant differences in between the socio-economic variables, 't'-test and 'F'-test (ANOVA) have been used by the investigator with the help of Statistical Package for Social Sciences (SPSS).

Table 1: Overall perceptions of teachers towards Impact of class room management on students behavior of Secondary level schools.

N	Min.	Max.	Mean	Mean Percent	Std. Dev.
100	24	120	115.78	80.40	8.10

Table 4.1 shows that, Teachers expressed high perceptions towards Impact of class room management on students behavior of Secondary level schools.. The mean and mean percentages are found to be 115.78 and 80.40% respectively on their total score

Table 2. Significant difference among the perceptions of teachers based on their demographic variables towards Impact of class room management on students behavior of Secondary level schools

Variable	Category	Mean	Std. Dev.	t/F-value	p-value
Gender	Male	114.00	7.27	2.13*	0.03
	Female	117.31	8.63		
Age	Below 35	115.36	7.44	3.65**	0.00
	35 to 45	115.53	9.12		
	Above 45	117.31	8.44		
Designation	Head Master	115.95	8.26	0.16 ^{NS}	0.85

	Teacher	115.23	7.74		
Marital Status	Married	115.97	8.31	0.60 ^{NS}	0.55
	Un-married	115.18	7.51		
General Qualification	Intermediate	108.43	8.65	3.99*	0.02
	Degree	116.62	9.05		
	PG	114.99	9.32		
Professional Qualification	D.Ed.,	114.50	8.14	3.71**	0.00
	B.Ed.,	115.75	8.31		
	M.Ed.,	117.80	7.51		
Teaching Experience	Below 10	115.40	8.65	0.76 ^{NS}	0.47
	10 to 20	115.79	9.05		
	Above 20	117.94	7.80		
Management	Government	118.33	9.56	3.20*	0.05
	Aided	118.00	8.36		
	Un-aided	115.14	7.54		
Teaching Subject	Maths	115.12	9.42	4.46**	0.00
	Science	115.15	8.31		
	Social	117.79	7.51		
	Language	114.99	8.65		

N=100

There is no significant difference among the perceptions of teachers based on their designation, marital status and Teaching experience towards Impact of Class Room Management on Student Behaviour in Secondary Level Schools.

There is a significant difference among the perceptions of teachers based on their gender towards Impact of Class Room Management on Student Behaviour in Secondary Level Schools and female category teachers perceived high than that of the rest.

There is a significant difference among the perceptions of teachers based on their age group towards Impact of Class Room Management on Student Behaviour in Secondary Level Schools and above 45 years age group teachers perceived high than that of the rest.

There is a significant difference among the perceptions of teachers based on their general qualification towards Impact of Class Room Management on Student Behaviour in Secondary Level Schools and Intermediate qualified teachers perceived high than that of the rest.

There is a significant difference among the perceptions of teachers based on their professional qualification towards Impact of Class Room Management on Student Behaviour in Secondary Level Schools and M.Ed., qualified teachers perceived high than that of the rest.

There is a significant difference among the perceptions of teachers based on their school management towards Impact of Class Room Management on Student Behaviour in Secondary Level Schools and government school teachers perceived high than that of the rest.

There is a significant difference among the perceptions of teachers based on their teaching subject towards Impact of Class Room Management on Student Behaviour in Secondary Level Schools and social studies teaching teachers perceived high than that of the rest.

Findings of the study:

1. There is no significant difference among the perceptions of teachers based on their designation, marital status and Teaching experience towards Impact of Class Room Management on Student Behaviour in Secondary Level Schools.
2. There is a significant difference among the perceptions of teachers based on their gender towards Impact of Class Room Management on Student Behaviour in Secondary Level Schools and female category teachers perceived high than that of the rest.
3. There is a significant difference among the perceptions of teachers based on their age group towards Impact of Class Room Management on Student Behaviour in Secondary Level Schools and above 45 years age group teachers perceived high than that of the rest.
4. There is a significant difference among the perceptions of teachers based on their general qualification towards Impact of Class Room Management on Student Behaviour in Secondary Level Schools and Intermediate qualified teachers perceived high than that of the rest.
5. There is a significant difference among the perceptions of teachers based on their professional qualification towards Impact of Class Room Management on Student Behaviour in Secondary Level Schools and M.Ed., qualified teachers perceived high than that of the rest.
6. There is a significant difference among the perceptions of teachers based on their school management towards Impact of Class Room Management on Student Behaviour in Secondary Level Schools and government school teachers perceived high than that of the rest.
7. There is a significant difference among the perceptions of teachers based on their teaching subject towards Impact of Class Room Management on Student Behaviour in Secondary Level Schools and social studies teaching teachers perceived high than that of the rest.

Suggestions:

1. A comprehensive approach will be needed, involving changes in school and classroom environment, increased teacher-parent involvement.
2. All parties, that is, school staff, students, and parents, as well as organizations connected to the school's community, should be involved in cooperative efforts to improve the family, school, and community climate to prevent and diminish school bullying.
3. The metaphor of "climate" has often, unintentionally, suggested that the perceived social environment of the school is like the weather:
4. School climate can be enhanced by systematic changes in the social organization and instructional regularities of the school.
5. Numerous dimensions of school climate are associated with differences in the size, structure, and activities of interdisciplinary teams in schools.

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