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CLASSROOM MANAGEMENT AS A BASE FOR EFFECTIVE TEACHING

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ABSTRACT:
Today's classrooms are much more complicated than in years past. Classroom management approach is needed for every teacher to maintain the students in positive way. This study focus on, what should be classroom management during the classroom interaction. Classroom management is an essential skill, that can make the journey of learning and teaching more successful for both students and teachers. A classroom is that place, where gathered diverse population of students with different cultural and social behaviors and different emotional pressure in their lives. Due to these factors, the classroom environment become disorderly and chaotic. Effective classroom management would help bring order and productive learning back into the classroom.

KEYWORDS
Classroom management, effective teaching.

RATIONAL OF THE STUDY:

Managing a classroom is an integral part of the teaching learning process. Creation of an environment of care, trust and excellence enables the teacher to maintain student engagement in the classroom and in the course, that are being taught. Classrooms are multidimensional universe. Palumbo and Saracore (2007) stated, "Classroom management is an open door, that good teaching must walk through to establish itself in the classroom. Without it, the education of students that society depends on for its own continuity will not have a chance to settle in. Effective management of a classroom shows, the concern of a teacher for the instructional process. Classroom management has a closure relation with students' accomplishment of learning objectives". Classroom management refers to the shaping of learning environment in classroom. Like teaching – learning, classroom management is a complex activity. The skilled teacher keeps his class attentive to what is being taught and involves the students in productive activities. Research reveals that, teachers' success on their jobs largely depends on managing their classroom well (Akin & Kocak, 2007). The five aspects of classroom management identified by Senturk (2006) involvs: (a) creating a physical environment conducive to effective teaching and learning (b) providing effective management of instructional time (c) planning and facilitating classroom learning (d) aligning interpersonal relations with instructional goals and objectives, and (e) managing student behaviours.

A cohesive and thoughtfully constructed personal philosophy of classroom management can effectively deal with student issues and create a love for learning and teaching. There are different models of classroom management, that may be adopted depending on the subjects taught, class size, geographical location and so on (Buckley & Cooper, 1978; Malmgrer et. All, 2005; Senturk, 2006). Teachers also need to be aware of the fact, that all students are unique and that, they do not fit into the one-size-perspective (Palumbo & Sanacore, 2007).

Effective teaching requires considerable skill in managing myriad tasks and situations, that occur in the classroom each day. Skills such as effective classroom management are central to teaching as they make the classroom environment conducive to teaching. They require common sense, consistency, a sense of fairness, enquiry and courage to change towards making improvement. Effective classroom management creates an order that, will enhance learning. Cohen, Intilli and Robbino (1979) describe order as "The situation where there is a clear set of expectations for all classroom members, where people can anticipate expectation, and where there is a high degree of conformity to the expectations". In every classroom, classroom order will be essential to cultivating learning since the number of students in the classroom may be beyond 50. The classroom is model of a community. If individuals are able to interact, learn, support, appreciate, and understand one another, then the classroom will go a long way in nation building. Democracy is not just limited to the freedom of choice such as what books to read, what projects to taken on and so on. In a democratic classroom, children learn to challenge, collaborate, negotiate, and work together effectively, recognizing the individual difference in learning, understanding and perception. The learner needs to assume responsibility for his or her learning.

Classroom management is defined as the provision and procedures necessary to establish and maintain an environment in which instruction and learning can occur. It encompasses a range of activities including planning, classroom arrangement, developing rules and routines and handling unproductive student behaviuor (Duke,1990)

OBJECTIVES OF THE STUDY:

1.To study the attitude of teachers for classroom management.
2.To study the effect of classroom management in learning of the students.

Sample

For the present study the investigators have selected 10 secondary schools from Nagaon districts of Assam. The sample consisted of 60 secondary school teachers from these sample schools. Out of 60 secondary school teachers of Nagaon district, 30 were trained teachers and 30 were untrained teachers. Similarly, 60 students were taken as sample participants, containing two groups one is contolled group consist of 30 students and other is experimental group consist of 30 students of a sample secondary school of Nagaon district.

Tools Used

In order to collect the necessary data to meet the first objective of the study, an attitude scale was used. The scale consists of 20 items in a 3 point Likert scale ranging from strongly agree, agree, and disagree. As the tool is a three-point scale, the answers to each question has been scored in a system of 3, 2 and 1. To meet the second objective investigators have constructed a self designed questionnaire consists of 20 items containing yes/no for pre-test which were parallel to the post- test covering a specific chapter for experiment of the present study to know the effect of classroom management in classroom transaction.

Design of the study

In the present study, quantitative methods of data analysis were used by the investigators for analyzing the data. The investigators used the statistical technique “t” test for analysis of quantitative data relating to the present study.

Statistical Analysis and Results of the Study

Data of the present study were analyzed and interpreted under these points (in relation to the objectives of the study):

Table -1.1
Table indicating the comparison of attitude of trained and untrained teachers regarding classroom management

Sl. No.	Status of teachers	N	Mean	SD	SEm	"t" value	Table Value of "t" at 0.05 level of sig.	DF	Sig.
1.	Trained teacher	30	50.43	1.52	0.48	21.73	1.96	58	*
2.	Untrained teacher	30	40.00	2.14					

The Table 1.1 indicates the comparison of the attitude of trained teachers and untrained teachers regarding classroom management in classroom transaction. From the same table it is found that, the obtained "t" value 21.73 is more than the table value of "t" 1.96 for 58 DF. Therefore, it is concluded that, there exist significant difference between the attitude of trained teachers and untrained teachers regarding classroom management in clasrrom transaction. Since mean score of attitude of trained teachers regarding classroom management (50.43) is more than the mean score of attitude of untrained teachers regarding classroom management (40.00), so, it is summarized that, attitude of trained teachers regarding classroom management is better than the untrained teachers.

Table -1.1
Table indicating the effect of classroom management in learning of the students

Sl. No.	Type of test	N	Mean	SD	SEm	"t" value	Table Value of "t" at 0.05 level of sig.	DF	Sig.
1.	Pre test	30	50.43	1.52	0.48	21.73	1.96	58	*
2.	Post test	30	40.00	2.14					

The Table 1.2 indicates the effect of classroom management in learning of the students. To analyse the second objective of the present study the investigators have followed two levels of test – pre test level and post test level. In pretest investigators did not apply any techniques of classroom management while teaching learning process was followed. But after applying techniques of classroom management in teaching learning post test was conducted. Post test was also consisting of twenty items which were parallel to the pretest. The Table 1.2 indicates the comparison of the result of pretest and posttest regarding the effect of classroom management in learning of the studends. From the same table it is found that, the obtained "t" value 21.73 is more than the table value of "t" at 0.05 level

significance for 58df. For 58 df, the table value of "t" is 1.96 at 0.05 level of significance. Therefore, it is concluded that, there exist significant difference between the pretest and post test regarding use of classroom management in learning of the students. Since mean score of post test (91.8) is more than the mean score of pretst (73.2), so, it is summarized that, classroom management is a fruitful technique for effective learning of the studends.

EDUCATIONAL IMPLICATION

- Classroom management makes each classroom unique. Classroom management serves as a positive base for effective teaching.
- The teacher can create classroom task that relate to students' interest and goals through proper classroom management.
- Classroom management helps teachers to make rational, informal decisions regarding behavior problems.

CONCLUSION

Classroom management is a systematic instructional process used by teachers to guide students toward successful learning in the classroom. Effective classroom management procedures promote independent learning and success for all students in classrooms that are productive, orderly, and pleasant. The teacher has to manage classroom in that way, where they create favourable environment to motivate and direct students learning. Classroom management is the formost need for all resourceful teachers to adjust their teaching method for different kinds of groups of students who carreies different potentialities.

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