# EFFECTIVENESS OF A CLASSROOM MANAGEMENT COMPETENCY ENHANCEMENT PROGRAMME FOR PROSPECTIVE TEACHERS AT SECONDARY LEVEL

*Thesis*
*Submitted for the degree of*
**DOCTOR OF PHILOSOPHY IN EDUCATION**

*By*

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# DECLARATION

I SHAMINA E., do here by declare that this thesis entitled as '**EFFECTIVENESS OF A CLASSROOM MANAGEMENT COMPETENCY ENHANCEMENT PROGRAMME FOR PROSPECTIVE TEACHERS AT SECONDARY LEVEL**' is a genuine record of research work done by me under the supervision of Dr. MUMTHAS N.S., Associate Professor, Farook Training College, Research Centre in Education, University of Calicut, and that no part of the thesis has been presented earlier for the award of any Degree, Diploma or Associateship in any University.

Place: Farook College                                            **SHAMINA E.**

Date:

# CERTIFICATE

This is to certify that the thesis entitled '**EFFECTIVENESS OF A CLASSROOM MANAGEMENT COMPETENCY ENHANCEMENT PROGRAMME FOR PROSPECTIVE TEACHERS AT SECONDARY LEVEL**' is an authentic record of research work carried out by **SHAMINA E.,** for the degree of Doctor of Philosophy in Education, Farook Training College, Research Centre in Education, University of Calicut, under my supervision and guidance and that no part thereof has been presented before any other Degree, Diploma, or Associateship in any other University.

Place : Farook College                                **Dr. Mumthas N.S.**
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Education is the key factor in determining nation's progress and teachers play a crucial role in shaping and guiding it in the right direction. Teaching profession is a building block for all other professions. The quality of teaching shapes the future of students and prepares them to be responsible citizens. The wealth of a nation depends on how effectively its young minds are trained and educated to take up the challenges of the future. With such a great responsibility, it is very important to strengthen the teaching profession. The main actor on the educational stage is the teacher. Success or failure of any educational scheme depends upon the quality, commitment, and enthusiasm of the teaching profession. Successful teaching involves keeping pace with the latest trends and modern practices in education. Teachers play a central role in ensuring quality and effectiveness in learning and establishing foundations of a cultured and educated society.

Every child needs and deserves dedicated, outstanding teachers, who know their subject matter and effectively trained in how to teach high standards and make learning alive for students. Teacher influences students' achievement the most. They help them to identify and grow their intellectual capacities and develop interest in diverse areas of learning. A good teacher can make even a dull and boring topic interesting. The teacher should always be a learner. Only a burning candle could light another candle.

One way to draw excellent minds and committed individuals to the teaching profession is to have promising policies and practices, which can attract creative

talent which meets high quality standards and has the potential to meet further challenges. The modern policy and programmes of teacher education must reflect diversity and take social changes in its ambit. Social changes has brought new perspective in the field of education. The socio cultural, economic, and political, environment is changing rapidly whereas the system is slow to respond. These changes pose greater challenges to the community and one of the best ways of managing these pressures is to have a set of 'trained trainers'. Teacher education must be able to equip teachers with contemporary and relevant set of skills to make classroom learning as effective as possible. A trained set of educators would assure secured and educated future for the nation. Thus with such responsibilities in the hands of teachers, it is time that we give teachers the training and essential support, that they need to teach children the required strands that the 21st century demands.

The Education Commission (1964-66) of India opined "no people can rise above the level of its teachers". It further stated "status of teacher reflects the socio-cultural ethos of a society". The society is indebted to the teachers for shaping the destiny of the nation through the education of young minds. Teachers are not only born but they can be made effective through training institutions. Teacher education is said to be very significant investment for bringing qualitative improvement in education. If a revolution in education has to be initiated, it is the teacher education which can be taken as a starting point. The quality of teachers produced in any institution largely depends upon the quality of curriculum offered to them during their training period. It is also true that the competence and quality of teacher educators too has its share in the quality of teachers trained by the institution.

National Council for Teacher Education (NCTE) has analyzed the existing curriculum of teacher education from the point of view of competency areas. It has emerged that to enhance the quality of school education equal emphasis need to be laid on competencies, commitment and willingness to perform. Competency areas namely contextual competencies, conceptual, content, transactional, related to other educational activities, developing teaching learning material, evaluation, management, working with parents and working with community and other agencies have been identified as critical to teacher preparation programme. Acquisition of competencies alone will not be sufficient until and unless the teacher is fully committed. Teacher commitment areas identified include commitment to the learner, commitment to the society, profession, attaining excellence for professional actions and commitment to basic human values.

Teachers' education is a continuous process and the concept is undergoing profound changes as the transformations in the world pose a greater challenge to the community of teachers and learners. These challenges and demands require new capacities and knowledge on the part of teachers. The current situation is dynamic as well as varied. The breadth of challenges and demands, and the pace of change make the current situation different from the earlier years. Teachers must be able to accommodate continuing changes to achieve goals of contemporary world and teacher education is a means to accomplish it.

### Need and Significance of the Study

Today, teachers are expected to manifest a high degree of professional competence, and should be able to manage their classes in the way that students

derive maximum benefit from their learning. Mastery of classroom management is a critical component of effective teaching and learning, thus, teachers are often evaluated based on their management of the classroom. Classroom management refers to any action a teacher takes to create and sustain a learning environment conducive to attain the goal of instruction by organizing the physical environment of the classroom, establishing rules and procedures, maintaining attention to lessons and engaging in academic activities. Classroom management focuses on three major competencies: competencies in content management, competencies in conduct management and competencies in covenant management (Froyen &Iverson, 1999). Content management places special emphasis on instructional management skills, sequencing and integrating additional instructional activities, and dealing with instruction-related discipline problems. Conduct management is centered on disciplinary interventions taken to elicit or compel changes in the behaviour of students who fail to conform to expectations, especially behaviour that is salient or sustained enough to disrupt the classroom management system. Covenant management stresses the classroom group as a social system. Teacher and student roles and expectations shape the classroom into an environment conducive to learning.

Managing classroom behaviour is one of the most difficult tasks entrusted to school teachers. Moreover the shift from behaviourism to constructivism poses great challenges in managing the classroom. Constructivist classroom demands certain skills of teachers especially in planning and execution of teaching learning, managing collaborative learning, addressing student diversity, and maintaining

discipline in the classroom. Teachers in present day classrooms experience high rates of disruptive classroom behaviour which interferes with instruction time. Discipline problems are frequently cited as one of the most troubling concerns for teachers (Ingersoll & Smith, 2003). Furthermore, the inclusive nature of the todays' classroom has made the situation much more difficult for teachers. In addition to the high demands of managing a full classroom, many teachers also have two or three differentially abled children in their classrooms. The balancing act that is required to successfully manage such a situation would be challenging for even the most veteran teacher. As a result, many teachers resort to ineffective and sometimes detrimental strategies to manage misbehaviour (Ducharme, 2007; Parsonson, 2012). It is unsurprising that teachers who are consistently faced with such challenges report high levels of teacher stress, burnout, job dissatisfaction and quit their jobs (Clunies-Ross, Little, & Kienhuis, 2008; Freedman, 2006; Ingersoll, 2001; Kokkinos, 2007).

A significant body of research attests to the fact that "classroom organization and behaviour management competencies significantly influence the persistence of new teachers in teaching careers" (Ingersoll & Smith, 2003). New teachers typically express concerns about lacking effective means to handle the significant disruptive behaviour of students (Brouwers &Tomic, 2000). A wealth of research indicates that both experienced and novice teachers feel unprepared to cope with classroom management issues and place the blame on their teacher preparation programmes (Merrett & Wheldall, 1993; Pigge & Marso, 1997; Stough, 2006). Inadequate preparation and insufficient professional development are the major contributing factors to the classroom management problems faced by new teachers. Although the

importance of effective classroom organization and behaviour management is widely acknowledged by educators, many new teachers report inadequate training and little assistance from colleagues and supervisors in establishing positive and productive classroom environments (Baker, 2005). Teacher educators insist that their preparation programmes teach classroom organization and behaviour management skills, but the indication is that such skills are not taught thoroughly or with adequate supervision in a real classroom context (Siebert, 2005). The absence of supervised experience and professional development in the critical competencies of classroom organization and behaviour management significantly reduces the effectiveness of many teachers, especially new teachers (Berliner, 1986; Espin & Yell, 1994). One of the most important professional qualifications for teachers that must be gained during pre-service education is classroom management.

Learning how to manage a classroom effectively is a difficult task for pre-service teachers. This is compounded by the lack of attention that classroom management receives in many teacher preparation programmes and in the field of education in general. Although a great body of research exists concerning the perceptions and beliefs of classroom management preparation, fewer studies have investigated how classroom management is taught to pre-service teachers (Stough, 2006). Studies that have looked at classroom management content usually do so by examining the course listings of each programme as well as the requirements necessary to graduate (Ben-Peretz et al., 2011; Hammerness, 2011; Oliver & Reschly, 2010; State et al., 2011). In addition, teachers (pre-service, novice and experienced) and school administrators report that the minimal coursework that is

provided in classroom management is too theoretical and does not adequately address situations likely to be encountered by teachers in the classroom (Jones, 2006). The limited content of classroom management in teacher preparation programmes has been described as consistent across nationwide programmes. Pre-service teachers believe it would be more helpful if teacher preparation programmes provide more real life experiences on how to resolve classroom management issues (Stewart, 2000).

It is clear from the above mentioned researches that pre-service teachers require further training in classroom management. Tackling this issue early on is the key, thus pre-service teacher training programmes serve as a logical starting point. Investing in teacher preparation programmes has a great impact on student outcomes (Rivkin, Hanushek, & Kain, 2005; Van- Tartwijk & Hammerness, 2011).

Hence the proposed study aims at assessing the effect of an intervention programme on classroom management competencies that will help prospective teachers significantly to improve their classroom management skills in managing instruction, maintaining discipline, and establishing interpersonal relationship in the classroom.

## Statement of the Problem

The present study is entitled as "EFFECTIVENESS OF A CLASSROOM MANAGEMENT COMPETENCY ENHANCEMENT PROGRAMME FOR PROSPECTIVE TEACHERS AT SECONDARY LEVEL".

## Definition of Key Terms

**Effectiveness**

Effectiveness refers to the intervention's ability to do more good than harm for the target population in a real world setting (Schillinger, 2010).

In the present study, effectiveness is operationally defined as the extent to which Classroom Management Competency Enhancement Programme enhances the Classroom Management Competency of prospective teachers at secondary level in terms of their Knowledge in Classroom Management, Classroom Management Performance, Self-rated Classroom Management Competency, and Pupil-rated Classroom Management Competency.

**Classroom Management Competency**

"Classroom management has been defined as any action a teacher takes to create an environment that supports and facilitates both academic and social-emotional learning" (Evertson & Weinstein, 2006).

Classroom Management Competency refers to the knowledge and skills that enable a teacher to succeed in the three dimensions of classroom management viz., Content Management, Conduct Management and Covenant Management (Froyen & Iverson, 1999).

For the present study Classroom Management Competency is operationally defined as the knowledge and skills that enable prospective teachers to succeed in managing instruction (Content Management Competency), maintaining discipline

(Conduct Management Competency) and establishing interpersonal relationship (Covenant Management Competency) in the classroom.

**Classroom Management Competency Enhancement Programme**

Classroom Management Competency Enhancement Programme is a programme aimed at enhancing the competencies of prospective teachers in the three dimensions of Classroom Management Competency Viz., Content Management Competency, Conduct Management Competency and Covenant Management Competency**.**

**Prospective teachers at secondary level**

Prospective teachers are the students undergoing training to be a teacher at secondary level. For the present study it is operationally defined as students who are undergoing pre-service teacher education at secondary level in the institutions under the University of Calicut.

**Variables**

In the present study Classroom Management Competency is treated as the dependent variable. It has three dimensions viz., Content Management Competency, Conduct Management Competency, and Covenant Management Competency. The treatment variable of the study is Classroom Management Competency Enhancement Programme. The two levels of treatment variable are,

   i.    One Year Secondary Teacher Education Programme combined with Classroom Management Competency Enhancement Programme in the experimental group.

   ii.    One Year Secondary Teacher Education Programme without Classroom Management Competency Enhancement Programme in the control group.

## Objectives

Major objective of the study is,

To develop a Classroom Management Competency Enhancement Programme for prospective teachers at secondary level and to test its effectiveness in enhancing their Classroom Management Competency and its dimensions viz.,

   a)  Content Management Competency

   b)  Conduct Management Competency

   c)  Covenant Management Competency

For achieving the major objective the following specific objectives are formulated.

1.    To analyze the classroom management training needs of prospective teachers at secondary level.

2.    To assess the effectiveness of Classroom Management Competency Enhancement Programme for prospective teachers in enhancing their

   a)    Knowledge in Classroom Management (total)

   b)    Knowledge in Content Management

c)    Knowledge in Conduct Management

d)    Knowledge in Covenant Management

3.    To assess the effectiveness of Classroom Management Competency Enhancement Programme for prospective teachers in enhancing their

a)    Classroom Management Performance (total)

b)    Classroom Management Performance in Content Management

c)    Classroom Management Performance in Conduct Management

d)    Classroom Management Performance in Covenant Management

4.    To assess the effectiveness of Classroom Management Competency Enhancement Programme for prospective teachers in enhancing their Self-rated Competency in

a)    Classroom Management (total)

b)    Content Management

c)    Conduct Management

d)    Covenant Management

5.    To assess the effectiveness of Classroom Management Competency Enhancement Programme for prospective teachers in enhancing their Pupil-rated Competency in

a)    Classroom Management (total)

b)    Content Management

c)    Conduct Management

d)    Covenant Management

6.     To verify whether two year secondary teacher education programme significantly improves the Classroom Management Competency of prospective teachers than that of who

    a)     underwent One Year Secondary Teacher Education Programme combined with Classroom Management Competency Enhancement Programme

    b)     underwent One Year Secondary Teacher Education Programme without Classroom Management Competency Enhancement Programme

**Hypotheses**

The hypotheses formulated are,

1.     Prospective teachers at secondary level who undergo Classroom Management Competency Enhancement Programme have significantly higher mean score of Knowledge in Classroom Management (total), than the control group.

2.     Prospective teachers at secondary level who undergo Classroom Management Competency Enhancement Programme have significantly higher mean score of Knowledge in Content Management, than the control group.

3.     Prospective teachers at secondary level who undergo Classroom Management Competency Enhancement Programme have significantly

higher mean score of Knowledge in Conduct Management, than the control group.

4. Prospective teachers at secondary level who undergo Classroom Management Competency Enhancement Programme have significantly higher mean score of Knowledge in Covenant Management, than the control group.

5. Prospective teachers at secondary level who undergo Classroom Management Competency Enhancement Programme have significantly higher mean score in Classroom Management Performance (total), than the control group.

6. Prospective teachers at secondary level who undergo Classroom Management Competency Enhancement Programme have significantly higher mean score of Classroom Management Performance in Content Management, than the control group.

7. Prospective teachers at secondary level who undergo Classroom Management Competency Enhancement Programme have significantly higher mean score of Classroom Management Performance in Conduct Management, than the control group.

8. Prospective teachers at secondary level who undergo Classroom Management Competency Enhancement Programme have significantly higher mean score of Classroom Management Performance in Covenant Management, than the control group.

9. Prospective teachers at secondary level who undergo Classroom Management Competency Enhancement Programme have significantly

higher mean score of Self-rated Competency in Classroom Management (total), than the control group.

10. Prospective teachers at secondary level who undergo Classroom Management Competency Enhancement Programme have significantly higher mean score of Self-rated Competency in Content Management, than the control group.

11. Prospective teachers at secondary level who undergo Classroom Management Competency Enhancement Programme have significantly higher mean score of Self-rated Competency in Conduct Management, than the control group.

12. Prospective teachers at secondary level who undergo Classroom Management Competency Enhancement Programme have significantly higher mean score of Self-rated Competency in Covenant Management, than the control group.

13. Prospective teachers at secondary level who undergo Classroom management Competency Enhancement Programme have significantly higher mean score of Pupil-rated Competency in Classroom Management (total), than the control group.

14. Prospective teachers at secondary level who undergo Classroom Management Competency Enhancement Programme have significantly higher mean score of Pupil-rated Competency in Content Management, than the control group.

15. Prospective teachers at secondary level who undergo Classroom Management Competency Enhancement Programme have significantly

higher mean score of Pupil-rated Competency in Conduct Management, than the control group.

16.  Prospective teachers at secondary level who undergo Classroom Management Competency Enhancement Programme have significantly higher mean score of Pupil-rated Competency in Covenant Management, than the control group.

17.  Two year secondary teacher education programme does not significantly improves the Classroom Management Competency of prospective teachers than that of who undergo the Classroom Management Competency Enhancement Programme.

18.  Two year secondary teacher education programme significantly improves the Classroom Management Competency of prospective teachers than that of prospective teachers in one year secondary teacher education programme.

## Methodology

The study employs mixed method by beginning with a survey to identify the classroom management training needs of prospective teachers at secondary level for the development of Classroom Management Competency Enhancement Programme. Then the study proceeds to an experimental method for testing the effectiveness of the programme on Classroom Management Competency using a pretest posttest nonequivalent quasi experimental group design. Later a cross validation of the results obtained in the experimental phase is also done. Thus the study proceeds in three phases.

**Phase I**

The first phase focused on the development of Classroom Management Competency Enhancement Programme. The first phase included survey, interview and content analysis. These methods were used to identify the classroom management training needs of prospective teachers.

**Phase II**

The second phase of the study is experimentation. For experimentation pretest posttest nonequivalent quasi experimental design is adopted.

The design of the study is illustrated below.

O1 X O2

O3 C O4

Where,

O1, O3 are pretests

O2, O4 are posttests

**Phase III**

Phase III involves cross validation of the results obtained in the experimental phase. In the midst of experimentation the one year secondary teacher education curriculum was revised and the two year secondary teacher education curriculum came in to effect. So as a cross validation of the results obtained in the experimental phase was done in phase III. A cross validation was attempted to verify whether two

year secondary teacher education programme significantly improves the Classroom Management Competency of prospective teachers compared to that of experimental and control groups. For this the study employs content analysis and survey method.

**Sample**

As the study is conducted in three phases separate samples are used in each phase. The first phase involves a sample of 150 prospective teachers in one year B.Ed. programme drawn through stratified sampling technique. For experimental phase, the study consists of a sample of 80 prospective teachers in one year B.Ed. programme (40 in experimental group and 40 in control group). The third phase of the study consisted of 300 prospective teachers in two year B.Ed. programme.

**Tools used for the study**

The following tools are used in the present study.

1.  Classroom Management Competency Enhancement Programme (Shamina & Mumthas, 2015)

2.  Test of Knowledge in Classroom Management (Shamina & Mumthas, 2015)

3.  Classroom Management Observation Schedule (Shamina & Mumthas, 2015)

4.  Self-rated Classroom Management Competency Scale (Shamina & Mumthas, 2015)

5.  Pupil-rated Classroom Management Competency Scale (Shamina & Mumthas, 2015)

**Statistical techniques used**

Apart from descriptive statistics and percentage analysis, the study employs the following statistical techniques.

1. Test of Significance of Difference between Means for Large Independent Samples
2. Cohen's d

## Scope, Delimitations, and Limitations of the Study

The main purpose of the study is to develop and validate a Classroom Management Competency Enhancement Programme for prospective teachers at secondary level. It was of particular interest to evaluate prospective teachers' Classroom Management Competency using indicators viz., Knowledge in Classroom Management, Classroom Management Performance, Self-rated Classroom Management Competency, and Pupil-rated Classroom Management Competency. This research sought to determine whether student teachers who underwent the programme were better prepared to manage the classroom compared to students who did not underwent the programme.

The study developed a Classroom Management Competency Enhancement Programme (CMCEP) for equipping student teachers with the knowledge and skills to make them competent and succeed in managing todays classrooms with diverse learners. The programme addressed the training needs in the three dimensions of Classroom Management Competency viz., Content Management Competency, Conduct Management Competency, and Covenant Management Competency.

Training programmes on how to manage instruction, maintain discipline and establish interpersonal relationship in the classroom would help prospective teachers to design and implement appropriate strategies for better management of the classroom. The CMCEP incorporates various strategies like role playing, case analysis, video sessions, brainstorming, and discussion to improve Classroom Management Competency of prospective teachers.

Classroom Management Competency is measured through the indicators viz., Knowledge in Classroom Management, Classroom Management Performance, Self-rated Classroom Management Competency, and Pupil-rated Classroom Management Competency. Knowledge in Classroom Management measures the required cognitive knowledge for managing the classroom. Classroom Management Performance pertains to the observable behaviour pattern of student trainees in actual classroom. Self-rated Classroom Management Competency measures prospective teachers' belief of how they are capable of managing the classroom. Thus these indicators address the overall competency of the trainees by considering cognitive, affective and psychomotor domains.

The study developed reliable and valid tools viz., Test of Knowledge in Classroom Management, Classroom Management Observation Schedule, Self-rated Classroom Management Competency Scale, and Pupil-rated Classroom Management Competency Scale. Different samples were employed in the study,150 student teachers from one year B.Ed. programme, 15 teacher educators, and 20 mentors of B.Ed. students in schools (for identifying the classroom management

training needs), 80 student teachers (for experimentation, 40 in each group) and 300 student teachers in two year B.Ed. programme (for cross validation).

Furthermore the study employs actual classroom observations by multiple observers to assess the Classroom Management Performance of prospective teachers. To assess the Classroom Management Performance of prospective teachers, three independent observers- researcher, teacher educators, and mentors of B.Ed. students in schools conducted periodic observations of the classes of each teacher trainee during their internship period. Moreover pupil ratings were obtained from the pupils taught by prospective teachers during their internship period. Thus the study collected data from multiple samples to yield more valid findings. Moreover it would be helpful to the authorities to change the curriculum and policies with respect to pre-service teacher education programmes as the study highlights the training needs of prospective teachers. Thus the study broadens the literature on classroom management training in pre-service teacher education by evaluating the effectiveness of a Classroom Management Competency Enhancement Programme.

The investigator delimited the study in certain aspects. The population for the study is prospective teachers in secondary teacher education programme. Moreover the study focused on the competencies of prospective teachers in managing the classroom only ie., the required knowledge and skills for managing instruction, maintaining discipline and establishing interpersonal relationship in the classroom. In addition majority of the sample included in the study are females. This is unsurprising considering that the majority of students enrolled in teacher training programmes are women. The sample is homogeneous with regards to gender. So a

genderwise comparison of Classroom Management Competency among prospective teachers was not attempted.

Even though considerable efforts have been made to make the study as successful as possible the investigator could identify certain limitations. Though population of the study comprised of prospective teachers at secondary level, the sample is limited to prospective teachers under the University of Calicut. In the survey phases of the study the sample is limited to 150 prospective teachers in one year B.Ed. programme and 300 prospective teachers in two year B.Ed. programme.

The study intended periodic classroom observations of prospective teachers by three independent observers (researcher, teacher educators and mentors of B.Ed. students in schools) during the beginning, middle and at the end of internship period respectively. Since the student teachers are scattered in various schools during internship, and the limited time of internship, the researcher could observe the classes only during the first and second half of internship period respectively. Though the study intended the classroom observations by the three observers through out a lesson, the investigator doubts whether teacher educators and mentors in schools could observe teacher trainees through out the class due to time constraints. So a comparison among the oservations of the three observers was not done.

In spite of the above limitations, it is hoped that the study will yield valid findings and pave the way for further research in the area, to yield more generalized results.

# REVIEW OF RELATED LITERATURE

> *Theoretical Overview*

> *Review of Related Studies*

Review of related literature is an important aspect of any investigation. It is necessary for the investigator to make a through survey of related studies before planning and carrying out the study. A proper study of related studies would enable the researcher to locate and go deep into the problem (Best & Khan, 2006).

In order to get an insight to the theoretical background of the subject of study, related literature was thoroughly reviewed. The result of the review is summarized in this chapter. For convenience this has been attempted under the following heads.

**I.** Conceptual Overview

**II.** Review of Related Studies

## I. Conceptual Overview

The conceptual overview of the variable Classroom Management Competency is presented under the following heads.

A. What is classroom management?

B. Significance of classroom management

C. Theories of classroom management

D. Principles of classroom management

E. Classroom management competencies

F. Skills of effective classroom managers- proactive, supportive, and responsive skills

G. Assessment of classroom management

H. Changing role of teacher in constructivist classroom

## A. What is classroom management?

The term classroom management apparently looks simple, but when deeply explored, is quite complex as it has major implications on student learning.

The framework offered by Evertson and Weinstein (2006) represents a current and widely accepted view of classroom management. "Classroom management has been defined as any action a teacher takes to create an environment that supports and facilitates both academic and social-emotional learning" (Evertson & Weinstein, 2006). According to them, "classroom management seeks to establish and maintain an orderly environment to engage students in meaningful learning. Moreover it also aims to enhance students' social and moral growth". They view classroom management as a multifaceted activity including five specific tasks,

  i.   develop caring, supportive relationships with and among students

 ii.   organize and implement instruction in ways that optimize students' access to learning

iii.   use group management methods that encourage student engagement with academic tasks

iv.   promote the development of students' social skills and self-regulation, and

  v.   use appropriate interventions to assist students' who have behaviour problems.

According to Brophy (2006) "classroom management refers to actions taken to create and sustain a learning environment conducive to successful instruction.  It

includes arranging the physical environment, establishing rules and procedures, maintaining students' attention to lessons and engagement in activities".

Marzano (2003) defined "classroom management as the confluence of teacher actions in four distinct areas: (i) establishing and enforcing rules and procedures, (ii) carrying out disciplinary actions, (iii) maintaining effective teacher student relationships, and (iv) maintaining an appropriate mental set for management". Only when effective practices in these four areas are employed and working in concert makes the classroom effectively managed.

Froyen and Iverson (1999) stated classroom management focuses on three major components: content management, conduct management, and covenant management.

"Content management occurs when teachers manage space, materials, equipment, the movement of people, and lessons that are part of a curriculum or programme of studies" (Froyen & Iverson, 1999, p. 128). Content management places special emphasis on instructional management skills, sequencing and integrating additional instructional activities, and dealing with instruction-related discipline problems. Instruction refers to action taken specifically to assist students in mastering the formal curriculum through presenting or demonstrating information, conducting recitations or discussions, supervising work on assignments, testing, re-teaching etc.

"Conduct management refers to the set of procedural skills that teachers employ in their attempt to address and resolve discipline problems in the classroom"

(Froyen & Iverson, 1999, p. 181). Conduct management is centered on one's beliefs about the nature of people. By integrating knowledge about human diversity and individuality, teachers can manage their classrooms in a better, more effective way. Disciplinary interventions are action taken to elicit or compel changes in the behaviour of students who fail to conform to expectations, especially behaviour that is salient or sustained enough to disrupt the classroom management system.

"Covenant management focuses on the classroom group as a social system that has its own features that teachers have to take into account when managing interpersonal relationships in the classroom" (Froyen & Iverson, 1999). Covenant management stresses the classroom group as a social system. Teacher and student roles and expectations shape the classroom into an environment conducive to learning. Student socialization refers to actions taken with an intention of influencing students' attitudes, beliefs, expectations, or behaviour concerning personal or social issues. Socialization includes articulation of ideals, communication of expectations, modelling, teaching and reinforcing of desirable personal attributes and behaviour, as well as counselling and modification and other remediation work with students who show poor personal or social adjustment.

The diagrammatic representation of the three dimensions of classroom management as postulated by Froyen and Iverson (1999) is given in Figure 1.

*Figure 1.* Diagramatic representation of dimensions of classroom management.

**B**. **Significance of classroom management**

One of the most important role teacher plays in the classroom is that of classroom manager. Effective teaching and learning cannot take place in a poorly managed classroom. If students are disorderly and disrespectful, and no apparent rules and procedures guide the behaviour, chaos becomes the norm. In these situations, both teachers and students suffer. Teachers struggle to teach, and students most likely learn much less than they should. In contrast, well-managed classrooms provide an environment in which teaching and learning can flourish. But a well-managed classroom doesn't just appear out of nowhere. It takes a good deal of effort to create—and the person who is most responsible for creating, is the teacher.

The ability of teachers to organize classrooms and manage the behaviour of their students is critical to achieve positive educational outcomes. Although sound

behaviour management does not guarantee effective instruction, it establishes the environmental context that makes good instruction possible. Reciprocally, highly effective instruction reduces, but does not eliminate, classroom behaviour problems (Emmer & Stough, 2001). New teachers typically express concerns about lacking effective means to handle the significant disruptive behaviour of students (Brouwers & Tomic, 2000). Teachers who have problems with behaviour management and classroom discipline are frequently ineffective in the classroom, and they often report high levels of stress and symptoms of burnout (Berliner, 1986; Browuers &Tomic, 2000; Espin & Yell, 1994).

## C. Theories of classroom management

There have been various classroom management theories formulated over the years. Hardin (2008) arranged various classroom management models according to their primary focus: 'classroom management as discipline', 'classroom management as a system', and 'classroom management as instruction'.

The principle 'classroom management is regarded as a discipline' views "the teacher is responsible for maintaining classroom control, discipline comes before instruction, and consequences must exist for inappropriate behaviour" (Hardin, 2008, p. 4). The advocates of this theory include Skinner's Applied Behavioural Analysis, Canter's Assertive Discipline, and Jone's Positive Classroom Discipline.

*Applied Behaviour Analysis*

Applied Behaviour Analysis (ABA), based on the seminal work of Skinner (1953) postulates that behaviours are simply controlled by their antecedent

conditions and their consequences, i.e. reinforcement consequences increase the occurrence of behaviours and punishing consequences decrease the occurrence of behaviours.  By analyzing the relationship between antecedent, behaviour and consequences teacher can develop a comprehensive plan for behaviour modification. ABA upholds a strictly authoritarian approach to behaviour management.

The basic principles of  Applied Behaviour Analysis are (i) all learned behaviours are voluntary and may be modified by the manipulation of antecedent conditions and reinforcing consequences, (ii) behaviours are observable, functional and purposeful, (iii) behaviour is shaped by its consequences (iv) reinforcement strengthen the occurrence of behaviour and punishment weakens the occurrence of behaviour .Teachers who align to ABA implement positive practices such as establishing classroom order so that students can be successful at learning, using a direct instruction approach to teaching  and focusing instruction on increasing desirable learning behaviours and decreasing undesirable behaviours.

*Assertive Discipline*

Canter studied the traits of teachers whose students displayed high levels of on-task behaviours. Their research led to the formulation of principles and techniques by which teachers take charge of their own classroom in a forceful but calm manner. With the Canter's approach teachers i) use the assertive response style that is associated with assertion training, ii) recognize facilities in reasons for excusing off-task behaviours, iii) specify exactly what type of behaviours will be required and what type will not be tolerated, iv) develop a plan for encouraging on-task behaviours and discouraging off-task behaviours, v) persists in following

through with the plan, vi) seek and expect support from parents, instructional supervisors, and school administrators.

According to Canter (1976) teachers are either assertive, hostile or nonassertive. Assertive response style is characterized by openness, directness, spontaneity and appropriateness. Hostile communication encourage antagonistic feelings that detract from an atmosphere conducive to cooperation and learning. A nonassertive teacher is passive, often inconsistent and unwilling to impose demands on student behaviour. He fails to let the students clearly know what he wants and what he will not accept.

*Positive Classroom Discipline*

Jones has developed and promoted techniques for managing classroom and motivating students through the classroom management training programme. Jones advises teacher to use four major teaching strategies: say, see, do teaching; working the crowd; using body language effectively; and promoting responsibility through incentive system.

Secondly, the principle classroom management is identified as a system, emphasizes the importance of classroom management that is systematic. Teachers are expected to "plan and organize engaging activities for their students keeping in mind to minimize any kinds of disruptions and defiance during these activities" (Hardin, 2008, p. 5). This model focuses at preventing problem from occurring rather than reacting to the problem. The proponents of this model are Curwin and

Mendler's Discipline with Dignity, Kohn's Building Community, and Marshall's Discipline without Stress.

*Discipline with Dignity*

Discipline with Dignity is a flexible programme for effective school and classroom management that teaches responsible thinking, cooperation, mutual respect and shared thinking. The central focus of Curwin and Mendler's Discipline with Dignity (1988) is to help all students to have a better opportunity for success in school through procedures that establish a sense of dignity and hope. They use the term "dignity" to indicate the value placed on human life. Mendler suggested a three dimensional approach to creating discipline with dignity.

Prevention: what can be done to prevent problems from occurring?

Action: what is to be done once problems occur to solve the problem without making it worse?

Resolution: what can be done for the student misbehaving?

*Kohn's Building Community*

Central to Kohn's theory is classroom communities. Kohn believes that classroom communities are the most important part of teaching. The needs and interests of students can be meet through classroom communities. In his opinion, traditional methods of classroom management foster extrinsic motivation rather than intrinsic. Kohn believes that if the classroom is run with cooperation in mind, and if the students' curiosity is being nurtured, then students will act appropriately and

neither rewards nor punishments will be necessary. Overall, curiosity and cooperation should govern the classroom. Kohn says that students need to be given the freedom to discover, explore and struggle with ideas in order to learn effectively. Another aspect of Kohn's theory is that we need to show respect for our students and make our classrooms a safe place for learning, relationship building, and development to occur.

*Discipline without Stress*

Discipline without Stress is a relatively new classroom management model, Marshall's Discipline without Stress was designed to teach students responsible behaviour. The model evolved through Marshall's personal search for a classroom management plan that was proactive rather than reactive (Marshall & Weisner, 2004). In his view even talented teachers need a systematic plan to meet the needs of today's diverse students and that a systematic approach to classroom management allows all teachers to have a productive learning environment. Marshall's theory of Discipline without Stress revolves around the idea that most students would rather be disruptive than unintelligent. He suggest five practices for managing the pupil. a) use procedures rather than rules, b) promote responsibility not obedience, c) communicate in positive terms, d) encourage reflection, and e) elicit rather than impose.

Thirdly, classroom management is identified as instructions. It focuses on "to teach appropriate behaviour and social skills, with the focus being on helping students to develop positive interactions throughout their lifetime rather than on behaviour at a particular moment" (Hardin, 2008, p.7). The models fall under this

category are Coloroso's Inner Discipline, Lickona's Character Education, and Gathercoal's Judicious Discipline.

*Inner Discipline*

Inner Discipline is defined as the ability to behave cooperatively and responsibly without being directed. The theory of Inner Discipline is proposed by Coloroso. She suggests three philosophical stances that are essential to teaching Inner Discipline:

i)      All children are worth the effort that it takes to teach them and should be treated with respect at all times.

ii)     Teachers should always respect their students and treat them the way they would want to be treated.

iii)    Students should be empowered to believe in themselves and learn self-discipline.

One of the key points of Coloroso's Inner Discipline is that students are capable of taking ownership of their problems not because of fear but because it is the right thing to do. To Coloroso, the teacher is responsible for teaching students the Inner Discipline to accept ownership of the behaviour and the responsibility to take appropriate action to address it.

*Lickona's Character Education*

Character Education (CE) is everything you do that influences the character of the kids you teach. "Character Education is the deliberate effort to help people

understand, care about, and act upon core ethical values .When we think about the kind of character we want for our children, it's clear that we want them to be able to judge what is right, care deeply about what is right, and then do what they believe to be right—even in the face of pressure from without and temptation from within" (Lickona, 1991).  In his view discipline and classroom management concentrate on problem-solving rather than rewards and punishments. Character Education favours democratic classrooms where teachers and students hold class meetings to build unity, establish norms, and solve problems. Character Education helps schools create a safe and caring environment for every student and supports academic progress. It fosters qualities that will help students to be successful in social and academic level.

*Judicious Discipline*

Judicious Discipline is a philosophy and a framework for classroom management and school discipline. Gathercoal (1997), proponent of Judicious Discipline, presents educators with a model that respects the rights of every student and balances these human rights with the rights and interests of the rest of the students in the class. The underlying assumptions of Judicious Discipline are (i) school is a miniature form of democratic society, ii) students can learn to regulate their personal behaviour, and iii) students can create valid rules for the classroom. Gathercoal suggested class meetings can be an effective means for determining mutually agreed upon standards of responsible behaviour. They allow input from students about their needs and desires and from educators about their educational

methods and strategies which require responsible behaviours as well as some behavioural restraints.

## D. Principles of classroom management

*General principles of classroom management*

- Students are more likely to follow classroom rules when they understand and accept them.

- Management should fix its sights towards maximizing the time students spent in productive work.

- Teachers' goal is to develop inner self control in the students and not merely to exercise external control.

- Student engaged in meaningful work in accordance with their interests and aptitudes have less discipline problems.

*Specific principles of classroom management*

- Establish clear rules when rules are needed

- Minimize disruptions and delays

- Plan independent activities as well as organized lessons

- Let students assume independent responsibility

- Encourage effort

- Cue and reinforce appropriate behaviour

### E.  Classroom management competencies

Classroom management competencies are the skills and knowledge that enable a teacher to succeed in the classroom. To maximize student learning, teachers must have expertise in a wide array of competencies in an especially heterogeneous classroom environment where hundreds of critical decisions are required each day (Jackson, 1990). The major components of classroom management competency are content management competency, conduct management competency, and covenant management competency (Froyen & Iverson, 1999).

*Content management competency*

Content management competency is otherwise termed as instructional competency. It refers to how teacher plan, sequence and deliver instruction in classroom. It involves designing appropriate instructional activities, sequencing instructional activities, and dealing with instruction related off-task behaviour. For this a teacher should possess content knowledge, skills to design and deliver engaging lessons, and the skills to monitor learning progress.

Teaching and learning takes place effectively in a well-managed classroom where students meet success. But when instruction fails to engage students actively in learning process the class become noisy and teacher struggles a lot to manage the class.

Teachers who have content management competency,

- understand students' level of knowledge and design lessons accordingly

- clearly set the learning objective for the lesson

- design learning activities that are relevant and suitable to students and instructional goals

- structure lessons so students can engage in variety of instructional methods

- pace instruction to the level of students

- incorporate students' interest into lessons

- use variety of learning aids to facilitate student understanding

- teach through different learning modalities –auditory, visual, and kinesthetic to ensure multisensory learning

- frequently assess students' learning and provide feedback

- deal effectively with instruction related off-task behaviour.

*Conduct management competency*

Conduct management competency refers to the skills involved in maintaining discipline in the classroom. Competent command of student behaviour is vital to a teacher's success. Conduct management competency refers how teachers influence student behaviour to create an environment conducive to learning. Effective teachers maximize the occurrence of appropriate behaviour and minimize misbehaviour.

Disruptive behaviour takes most of the instructional time away. Teachers must adopt a continuum of strategies to respond to disruptive or inappropriate behaviour.

Teachers who possess conduct management competency,

- use a variety of discipline techniques

- consistent in their approach towards discipline

- use a continuum of strategies to acknowledge appropriate behaviour

- use a continuum of strategies to deal with misbehaviour

- focus on preventive rather than punitive measures.

- establish rules and procedures

- make students clear about behavioural expectations

- focuses on recognizing and acknowledging desirable conduct

*Covenant management competency*

Covenant management competency refers to the interpersonal skills needed for maintaining a positive relationship between teacher and student and peer to peer interaction. Developing positive teacher student relationship is critical to effective classroom management. Thompson (1998) opined "the most powerful weapon available to secondary teachers who want to foster a favorable learning climate is a positive relationship with our students" (p. 6). Students with good relationship with the teacher accept more readily the rules and procedures. The nature of an effective teacher student relationship is one that addresses the needs of different types of students.

Teachers who possess covenant management competency,

- develop a caring and supportive attitude towards students

- value students' opinion

- respect the individuality of students

- promote healthy classroom interaction

- maintain appropriate level of dominance

- communicate positive messages

- call on all students equitably

- correct students in a constructive way

- identify and accept the student's feelings and

- communicate an expectation that the student will do better in the future.

## F. Skills of effective classroom managers - proactive, supportive and responsive skills

Effective classroom managers are characterized by certain skills. Teachers are either supportive, responsive or proactive in their approach to classroom management.

Proactive teachers are characterized by their positive attitude towards students in dealing with discipline problems. They organize the classroom in such a way that promote positive behaviour among students. They always focus on preventive measures rather than waiting for problems to develop and then reacting. They understand each student has strengths and weaknesses. Proactive teachers' challenge is to bring out the best in a student. Brophy (1983) pointed out that proactive teachers assume the responsibility of their students' success and failure. They set themselves as model for their students and develop qualities they expect from students. Proactive teachers integrate social skill lessons into their classroom activities and routines. He listed three principles that guide the proactive teacher's approach to classroom management:

   i.     instead of blaming students for behavioural problems, the teacher accepts responsibility for classroom control.

  ii.     rather than using short term compliance strategies the teacher seeks long-term solutions to problem behaviours.

 iii.     the teacher analyzes the causes of behavioural problems including developmental, emotional, and family factors.

Moreover proactive teachers are distinguished by three characteristics. First, they possess a "can-do" attitude; second, they enable the growth of students at risk; and third, they adopt and accept-no-excuses motto.

Supportive teachers,

- establish a warm, supportive environment that everyone feels they are an important part of the class

- empower students in helping them feel ownership of the class through active involvement in the discipline process

- focuse on active involvement of parents and other staff in the discipline process

- focuse on student growth toward responsible behaviour choices

- focuse on building up students' sense of accomplishment and

- focuse on choices in creating positive relationships between teachers and students.

The responsive classroom approach helps teachers achieve 21$^{st}$ century effectiveness by offering evidence-based teaching tools in three interrelated domains: viz., engaging academics, effective management, and positive community. A responsive teacher,

- establishes calm, orderly, and safe environment for learning

- helps children develop self-control and self-discipline,

- teaches children to be responsible and contributing members of a democratic community and

- promotes respectful, kind, and healthy teacher–student and student–student interaction.

## G.  Assessment of classroom management

Teacher evaluation is a formal and systematic process of examining teacher performance in the classroom. A performance-based teacher evaluation system is critical to improving teaching competency, thus improving student knowledge and performance. It supplies information and feedback regarding effective practice, offers a pathway for individual professional growth, allows a mechanism to nurture professional growth toward common goals and supports a learning community in which people are encouraged to improve and share insights in the profession. Observation and self-assessment techniques are frequently used for assessing the classroom management skills of teachers.

*Classroom observations*

Classroom observations are critical to the teacher evaluation process and it offers the researcher to garner live data from what is happening in the situation rather than depending on second hand data. Evaluators (peers, mentors, supervisors, and administrators) conduct classroom observations to gather and document evidence on teacher performance. Classroom observations include formal, informal and pop-in observations. Formal observations are announced and include observation of one complete lesson. Informal and pop in observations are unannounced and focus on a specific domain or component.

*Formal observation*

Formal classroom observation process consists of a pre observation conference, the classroom observation, and a post observation conference. In the pre-observation conference the observer become familiar with the lesson to be observed, including: lesson objectives, instructional strategies that the teacher is planning to implement during the lesson and connections with past and or future lessons. Pre observation conference provides teachers with an opportunity to demonstrate their skills in planning and preparation. Moreover the teacher can ask the evaluator to observe any components on which the teacher would like additional input. It helps them in rigorous planning and preparation to facilitate effective classroom teaching.

The actual classroom observation takes place over an entire lesson and generally lasts 30–40 minutes. During the observation, the evaluator observes the teacher performance in the classroom according to the components described. The observer rates only the components that are observed during the lesson. The

observer completes his observation summary form and shares with the teacher during the post observation conference.

During the post observation conference the observer meets the teacher and provides feedback. The post observation meeting provides an opportunity for the teacher to reflect upon his /her class, and the observer share ideas, feedback, and suggestions. The observer discuss the lesson strengths, suggestions for improvement, and next steps, such as suggestions for different teaching approaches and strategies, or professional development.

*Informal Observation Process*

The informal observation process supplements the formal observation process. Informal observation provides mentors, peers, supervisors, and administrators an opportunity to conduct additional observations in order to gather more information about the teacher's classroom practices. Informal observations are shorter in length and may not reflect an entire lesson.

*Pop in Observation*

Pop in observation is conducted by peers, mentors, principals, or other administrators to capture and document their observations from four to seven minute classroom visits.

*Self-Assessment Reports.*

"Self-assessment is a very powerful tool for measuring teacher quality as side by side using the ratings done by principals or other administrators" (Danielson, 1996; Peterson, 2000). Teacher self-assessment is a process in which teachers make judgments about the adequacy and effectiveness of their own knowledge and performance. Self-assessment measures the extent to which effective classroom management practices are in place.  Self-assessment measures are important as it extends assistance to new teachers, and makes teachers more responsible for demonstrating their own competence. "Self-assessment scales can measure teaching performance if developed diligently" (Conceicao, Strachota, & Schmidt, 2007; Klecker, 2005). Providing a self-assessment tool is a constructive strategy for improving the effectiveness of both preservice and in-service professional growth. All self-assessment reports are expected to include action plans which build on strengths and address weaknesses.

## H.  Changing role of teacher in constructivist classroom

The paradigm shift from behaviourism to constructivism poses many challenges to teachers. In current educational contexts, behaviourism is the term used to describe teacher-centered, teacher-controlled, outcome- driven, highly structured, and non-interactive instructional practices (Rowe, 2006). In behaviourism teachers assume the role of transmitter of knowledge and students are simply passive listeners. Behaviourist classroom management emerges from the teachers' position of authority, classroom management is teacher-centered and it takes an autocratic pattern. Constructivism is the term used to describe student-centered, student-controlled, process-driven, loosely structured, and highly

interactive instructional practices (Rowe 2006). Constructivism sees students as active constructer of knowledge not as passive listeners. In a constructivist classroom, the teacher acts as a collaborator in the production of knowledge within the classroom. Teachers help learners construct knowledge through social interaction. They together develop the norms for the classroom. In a constructivist classroom, learners are more actively involved in learning process than in a behaviourist classroom. They share ideas, engage in group learning, ask questions, and discuss concepts. In constructivism, learning is self-directed, and the teacher's role is to act as a guide, facilitator and motivator.

The movement from behaviourist to constructivist approach reflects a paradigm shift in perspectives of learning and classroom management. A behaviourist management system with rigid rules that orients students toward passivity and compliance will undoubtedly weakens the potential effects of constructivist learning. Though the system has changed, the training in classroom management approaches remains unchanged. During preservice training much time is devoted on teaching student teachers about the principles of learner-centered teaching and the outcomes to be achieved, yet very little attention is given to training them on changing their approach to classroom management. There is a need to rethink about classroom management in learner-centered settings within the constructivist framework. Classroom management in learner-centered setting should move towards constructivist guidelines.

In a constructivist classroom planning of instruction, execution of classroom activities, managing issues of group work and collaborative learning,

accommodating the diversity of learners, and monitoring student behaviour demand certain skills of teachers. To accomplish this, teachers must know what their management plan will be and how to change their plan for achieving positive outcomes. The shift from behaviourist to constructivist classroom management, with regard to planning, organizing, monitoring and evaluation, calls for the new set of principles. These principles should not only support the construction of knowledge in the constructivist setting, but should also promote a feeling of individual accountability, face-to-face interaction and a feeling of positive interdependence in cooperative groups (Pitsoe,2014).

In conclusion constructivism has a number of implications for classroom management. The constructivist teacher has to move beyond the conventional approach of instruction, discipline and teacher student relationship to transform classroom into one that engages students actively during learning activities. In a constructivism teachers need to analyze how to apply basic principles of good classroom management to emerging instructional revolutions.

**Review of Related Studies**

A brief account of the relevant literature reviewed is detailed under the following heads.

   I.  Perceptions on  pre-service teacher training in classroom management

  II.  Classroom management aspects in pre-service teacher training programmes

  III. Classroom management  strategies and their effectiveness

  IV. Factors influencing classroom management

V.  Classroom management  training programmes and  their usefulness

I.  **Perceptions on pre-service teacher training in classroom management**

Bulut and Iflazoglu (2017) investigated prospective teachers' perceptions about the physical dimension of classroom management. A sample of hundred pre-service teachers at the Primary School Education Department of a state university were instructed to visit a primary school and to observe a classroom in terms of its physical dimensions. The students were asked to tell about the actual classroom they observed and their dream classroom. The research findings revealed that most of the teacher candidates described their dream classroom according to the actual classroom and only one third of them designed the classroom in line with their own dream classroom characteristics. Also teacher candidates did not mention the affective influences of physical organization of the classroom on individuals.

Moore, Wehby, Oliver, Chow, Gordon, and Mahanay (2017) examined teachers' reported knowledge about research-based behaviour management strategies and its implementation in the classroom. On average, teachers reported to be somewhat knowledgeable and implement somewhat all of the 10 sets of research-based strategies. Teachers seemed to be most knowledgeable and more frequently implement prevention practices but less knowledgeable and less frequently implement individualized behavioural intervention strategies.

In a phenomenological study Akin, Yildirim, and Goodwin (2016) explored Turkish elementary teachers' (i) perceptions of classroom management, (ii) classroom management problems they experience, and (iii) their classroom

management practices. The data were collected from 15 elementary teachers through semi-structured interviews and analyzed through content analysis. Teachers expressed both positive and negative perceptions of classroom management. Teachers stated classroom management problems in relation to physical environment, planning, time management, relationship management, and behaviour management. To deal with classroom management problems teachers employed physical environment practices (e.g. seating arrangement), planning practices (e.g. developing effective lesson plans), time management practices (e.g. preparation for the class beforehand), relationship management practices (e.g. encouraging team spirit), and behaviour management practices (e.g. assigning responsibilities to students).

Macías, and Sanchez (2015) identified classroom management challenges, the approaches to confronting them, and the alternatives for improving pre-service teachers' classroom management skills. The sample comprised of 34 preservice teachers in public university in Colombia. The results revealed pre-service teachers consider classroom management as a serious problem. Inadequate classroom conditions, physical aggression, bullying, and showing disrespect to the teacher were the various classroom management challenges faced by pre-service teachers. Pre-service teachers reported that it is desirable to have a course work on classroom management. Actual classroom observation tasks and learning from experienced teachers can improve their classroom management skills.

Tillery, Varjas, Meyers and Collins (2010) conducted qualitative interviews with kindergarten and first-grade general education teachers to identify their

perspectives of and approaches to behaviour management and intervention strategies (e.g. use of praise, rewards, implementation of classroom management, and knowledge about Positive Behavioural Interventions and Supports (PBIS) and Response to Intervention (RTI). Findings indicated that regarding behaviour management strategies, teachers inclined to focus more on individual student behaviour than on group or school wide behaviour. Furthermore the teachers were unfamiliar with RTI and PBIS. They perceived themselves as strong influences on student behaviour and described the use of positive strategies.

In a study Maskan (2008) examined pre-service teachers' (n=177) perspectives on classroom management difficulties. The study was carried out with two aims a) to determine pre-service teachers' attitude and belief on classroom management b) to reveal their perception of classroom management difficulties. Data were collected through Attitude and Belief of Classroom Control Inventory, and Classroom Management Questionnaire. Pre-service teachers tend to be less interventionist in their approach to instructional management, behaviour management and pupil management. Majority of the participants believed that it is too difficult to manage disruptive behaviour in the classroom. Most important misbehaviour of students were verbal aggression, making unnecessary noise, taking out of turn, and refusing to obey instructions and rules. Moreover they reported the classroom management instruction they receive is too theoretical and disconnected from the real teaching experiences.

Atici (2007) addressed student teachers' perceptions of classroom management and strategies for dealing with misbehaviour. Nine student teachers

were interviewed prior to and at the end of their teaching practice. Student teachers perceive instructional management, behaviour management, communication, and physical organization of classrooms as the main components of classroom management. They tend to use non-verbal messages, warnings, and positive reinforcement to manage student behaviour. The study revealed that student teachers feel confident about starting a teaching career, but they need assistance in understanding child psychology, in handling different classroom situations, and in becoming competent in contemporary teaching methods.

Bromfield (2006) sought to ascertain the ongoing concerns of student teachers during pre-service training, and to identify the key issues to be addressed in. Data were collected through interview and questionnaire. It was found that there is a need to move trainees' thinking from a traditional behaviourist approach to one which highlights the relationship between behaviour and learning.

Stephens, Kyriacou and Tannessen (2005) examined how teacher trainees in Norway (n=86) and England (n=100) perceive students' misbehaviour. It was found that students in Norway being relatively more tolerant to pupils' misbehaviour. Six types of misbehaviours were labelled: aggression towards others, delinquent behaviour, oppositional behaviour, passive deviance, anti-social behaviour, and off-task behaviour. Student teachers in Norway and England regarded serious aggressive, delinquent and anti-social behaviour as totally unacceptable.

Barrett and Davis (1995) surveyed beginning teachers' perceptions of in-service training needs. Beginning teachers were asked to rank the areas in which they needed the most training. The highest ranked topic was student motivation.

Practical classroom management ideas and positive reinforcement ranked second. Behaviour problems and diversity also received high rankings.

Tulley and Chiu (1995) analyzed 135 student teachers' written narratives on effectively managed and ineffectively managed incident involving a discipline problem. The discipline problems cited by student teachers include disruption, defiance, and inattention. The most effective strategies used were positive reinforcement, explanation, and change of teaching strategy. The study concluded that a) elementary and secondary level student teachers defined and managed discipline problems in much the same way, (b) the most effective strategies were the most 'humanistic', and (c) the least effective strategies were the most 'authoritarian'.

Houston and Williamson (1993) compared elementary teachers' perceptions of their teaching assignments and preparation for teaching. Teachers were found less enthusiastic, appreciated academic courses more, and rated the impact of preparation programmes higher. They also mentioned inadequate preparation in classroom management and behaviour management strategies as the main weakness of pre-service teacher preparation programmes.

Merrett and Wheldall (1993) collected the opinion of 176 student teachers about their pre-service training and their later classroom experience, with regard to behaviour management. Majority of the teachers see classroom management skills as of very importance to them. Nearly 33 percent of them were dissatisfied with the training they received in classroom management. Most of them opined that training in classroom behaviour management can reduce stress among teachers and might help to reduce students' disruptive behaviour.

## II. Classroom management aspects in pre-service teacher training programmes

Flower, McKenna, and Haring (2017) examined the behaviour management content included in pre-service teacher preparation programmes for general and special education teachers. Through survey the researchers collected information from the sample about the types of behaviour and classroom management strategies and skills included in their preparation programmes. It was found that pre-service teachers were more likely to be taught universal management strategies than specific skills and strategies for increasing or decreasing behaviours. Significant differences were found between general and special education teacher preparation programmes in the areas of increasing appropriate behaviour and behavioural assessment.

A meta-analysis by Korpershoek., Hankeharms, Doolaard, and Simone (2016) examined which classroom management strategies and programmes enhanced students' academic, behavioural, social-emotional, and motivational outcomes in primary education. 54 random and nonrandom controlled intervention studies published during 2003–2013 were analyzed. Results indicated classroom management programmes have small but significant effects on students' academic, behavioural, and social-emotional outcomes. Programmes were coded for the presence/absence of four categories of strategies: focusing on the teacher, on student behaviour, on students' social-emotional development, and on teacher–student relationships. Focusing on the students' social-emotional development appeared to have the largest contribution to the interventions' effectiveness, in particular on the social-emotional outcomes.

Ben-Peretz, Eilam, and Landler-Pardo (2011) examined how classroom management is taught in teacher education in Israel. The study addressed the structure of classroom management programmes, and how is classroom management conceived. Findings indicated that almost all teacher education programmes offer at least one course on classroom management. Nevertheless most of these courses are elective rather than mandatory. Classroom management is mainly treated as a behavioural issue.

State, Kern, Starosta, and Mukherjee (2011) reviewed the syllabi of 80 courses pertaining to the management of Emotional and Behavioural Disorders (EBD) in children in 26 university and college teacher preparation programmes. Of the 26 colleges surveyed, four did not offer a course related to EBD, and only a few colleges offered courses with the management of EBD as the main objective or described assignments related to EBD.

Wubbels (2011) overviewed the treatment of classroom management in teacher education and teaching around the world. Six approaches to classroom management are noted: classroom management approaches that focus on external control of behaviour, on internal control, on classroom ecology, on discourse, on curriculum, and on interpersonal relationships. No clear picture of cross-national differences in classroom management practices or universality of one of the approaches was found.

Oliver and Reschly (2010) reviewed the course syllabi of 26 special education teacher preparation programmes with regard to classroom management. It was found that only seven programmes devoted a full course to classroom

management. The remaining 19 university programmes had content related to behaviour management scattered within various courses.

John (2006) conducted a study on pre-service classroom management education and concluded that the nominal coursework that is provided in classroom management is too theoretical and does not adequately address the classroom management problems to be encountered by teachers in the classroom.

Kher, Lacina-Gifford and Yandell (2000) studied preservice teachers' knowledge about effective and ineffective classroom management strategies for defiant behaviour. Extended written responses were obtained from pre-service teachers in a rural, southern teacher education programme at the end of their teaching practice. The strategies most frequently reported included sending children to the principal's office, using verbal directives, lecturing, or involving the students' parents. None of the participants reported that they would use preventative strategies to cope with the challenging behaviours.

### III. Classroom management strategies and their effectiveness

Floress, Rock and Hailemariam (2017) in a single-case experimental design evaluated the effects of the Caterpillar Game, a classroom management system, on disruptive behaviour in a general education first grade classroom. A multiple baseline design across settings was used to evaluate changes in student disruptive behaviour and teacher praise. It was observed that across all three settings, the Caterpillar Game increased teacher praise and reduced student disruptive behaviour.

Kleinert, Silva, Codding, Feinberg, and James (2017) evaluated the effectiveness of the Classroom Check-Up (CCU), a structured consultation model on student engagement and classroom disruptions. The model utilizes classroom assessments, co-development of intervention options, intervention selection, action planning, ongoing monitoring, and performance feedback to address key classroom variables. A delayed multiple baseline design across three urban elementary classrooms was used to evaluate both teacher and student outcomes. Results suggested that CCU is an effective model for improving the number of teacher-directed opportunities to respond and increasing student engagement.

Kurt (2017) tested the effectiveness of flipped approach on self-efficacy and learning outcomes of pre-service teachers (n=62) in Turkey. Through pretest-posttest quasi-experimental study, a classroom management course was flipped and its effectiveness was measured against a traditionally taught class. Findings revealed experimental group in flipped classroom showed a higher level of self-efficacy beliefs and better learning outcomes compared to the control group in the traditional classroom.

In a quasi-experimental study Gaudreau, Royer, Frenette, Beaumont, and Flanagan (2013) examined a training programme in classroom management in relation to the efficacy beliefs of elementary school teachers. Twenty-seven elementary school teachers in the greater Quebec City were the participants of the study. The programme has positive effect on teachers' personal teaching efficacy beliefs, and their perceived self-efficacy in managing challenging behaviours.

Jackson, Simoncini, and Davidson (2013) investigated the effectiveness of Classroom Profiling Training on pre-service teachers' knowledge and confidence in using Essential Skills for Classroom Management (ESCM), developed by The Queensland Department of Education, Training and Employment (DETE). Findings suggested that Classroom Profiling Training improved pre-service teachers' perceptions of their knowledge and confidence in classroom management techniques.

Rany and Sudharma (2013) developed certain behaviour management strategies for effective classroom management at the higher secondary level. The researchers prepared modules on Behaviour Management Strategies (BMS) for teachers at the higher secondary level and self-learning packages on behaviour management strategies for teacher trainers. The effectiveness of the prepared strategies was assessed through an inservice teacher training Programme (n=190) in terms of achievement and classroom practices of participants in behaviour management strategies and on-task behaviour of students per class period. In-service teacher training based on modules and the self-learning packages on BMS was found effective in enhancing the awareness and classroom practices of teachers.

Ducharme (2008) ascertained the effectiveness of Errorless remediation approach to treatment of severe problem behaviour that provides an alternative to interventions that require punishment strategies such as time-out to reduce the frequency of problem responses. The errorless strategy has been found effective for children with conduct difficulties, including children with developmental disabilities and child witnesses and victims of family violence.

In a multiple-baseline across subjects design, Ducharme and Harris (2005) tested the effectiveness of errorless embedding, a rapport-based, nonpunitive intervention, in improving on-task behaviour in children with severe behavioural difficulties. Five children with severe behavioural difficulties were observed to determine baseline levels of on-task and off-task behaviour. Children demonstrated improved on-task behaviour during and after intervention.

## IV. Factors influencing classroom management

Kwok (2017) explored the differences in 1st year urban teachers' behavioural, academic, and relational beliefs and how these beliefs shape the actions used in managing their classrooms. The teachers focused on both student behaviour and academics when managing classrooms. Moreover they did not enforce behavioural systems for obtaining teacher authority. Some of the participants were more relational in their classroom management approach and they preferred ways to build positive relationships with students. Those who hold relational classroom management approach were associated with higher ratings of instructional quality.

Schiefele (2017) looked into the role of elementary teachers' classroom management and mastery-oriented instructional practices as mediators of the effects of teacher motivation on student motivation. 1731 students constituted the participants for the study. The data revealed teachers' educational interest contributed to student reports of teachers' instructional practices. Teachers' instructional practices significantly predicted students' interest and mastery goals at both the student and the class level. It is also found that teachers' educational

interest showed significant and considerable indirect relations to student motivation that were mediated by teachers' instructional practices

Cobbold and Boateng (2016) investigated kindergarten teachers' efficacy beliefs in classroom management. 299 teachers from both private and public kindergarten   schools in Ghana constituted the sample for the study. It is observed that kindergarten teachers had high efficacy beliefs in classroom management practices.  It was also found the efficacy beliefs in classroom management practices of trained and untrained, and of public and private kindergarten teachers were not significantly different.

Dikmenli and Cifci (2016) examined geography teachers' attitude and belief levels regarding classroom management. Data were collected from a sample of 58 Geography teachers through Attitudes and Beliefs on Classroom Control Inventory. Teachers tend to be interactionalist in their instructional management and people management, whereas for behaviour management they preferred non-interventionist approach. In addition, no significant relationship was found between experience in teaching and instructional management. But, a negative significant relationship was noticed between experience in teaching and people management, behaviour management, and classroom management attitude and belief.

Kazemi and Soleimani (2016) in a mixed method study, sought the relationship between classroom management approaches in behaviour management and instructional management, and the dominant teaching style. Both qualitative and quantitative data were collected from a sample of 103 randomly selected English as Foreign Language (EFL) Iranian teachers. Teachers were found to be interventionist

in their approaches to behaviour and instructional management. They predominantly use the formal authority teaching style. Moreover, their teaching styles significantly correlated with both behaviour management and instructional management.

Aliakbari and Heidarzadi (2015) analyzed Iranian EFL teachers' classroom management beliefs and the relationship between teachers' beliefs and their actual classroom management practices. The study also sought whether there exists significant difference between classroom management belief and actual classroom practices with regard to gender, qualification, and teaching experience. EFL teachers favoured interactionalist orientation on behaviour and instructional management dimensions. No significant difference was observed between males and females in terms of relationship between their beliefs and actual practices. But there was a significant relationship between teachers' beliefs and their actual classroom management practices among less experienced teachers. It was further found that increase in teachers' educational level leads to decrease in discrepancy between their beliefs and actual practices.

Moghtadaie and Hoveida (2015) investigated the relationship between classroom management styles of teachers and their academic optimism. The participants of the study were 384 teachers. A significant relation between teachers' classroom management style and academic optimism ($r=.39$) was observed. A correlation coefficient of .47 was obtained between the academic optimism and non-interventionist classroom management, and the correlation coefficient of .43 was attained between the academic optimism and interactionalist classroom

management, and the correlation coefficient of .24 was obtained between the academic optimism and interventionist classroom management.

In a multivariate meta-analysis, Aloe, Amo, and Shanahan (2014) examined the evidence for Classroom   Management Self-Efficacy (CMSE) in relation to the three dimensions of burnout: emotional exhaustion, depersonalization, and personal accomplishment. Results indicated that there is a significant relationship between classroom management self-efficacy and the three dimensions of burnout. Furthermore teachers with higher levels of CMSE are less likely to experience the feelings of burnout.

Farook (2011) analysed perceptions of prospective teachers' influential factors of classroom management. Student teachers of three teacher training institutions constituted the sample for the study. Most of the respondents strongly agreed that classroom environment and student teacher interaction are the important factors influencing classroom management.

Pakarinen, Kiuru, Lerkkanen, Poikkeus, Siekkinen, and Nurmi (2010) surveyed the extent to which observed teaching practices and self-reported teacher stress predict children's learning motivation and phonological awareness in kindergarten (n=1268). Teacher stress and good classroom organization predicted high learning motivation in children and children's motivation contributed to their level of phonological awareness. Furthermore children's learning motivation mediated the association between teacher stress and children's phonological awareness.

In a self-report study Elik, Wiener, and Corkum (2010) investigated the degree to which pre-service teachers' (n=274) open-minded thinking dispositions, readiness to learn about students with Learning and Behavioural Disorder (LBD), beliefs about the role of regular classroom teachers in providing for these students, and emotions in relation to dealing with these students' difficulties predict their likelihood of engaging in punitive reactions and planned behaviours. Teachers with more open-minded thinking dispositions and readiness to learn about students with LBD conveyed a higher likelihood of adapting instruction. Pre-service teachers' negative emotions moderately mediated the relationship between their beliefs and punitive reactions and fully mediated the relationship between their open-minded thinking dispositions and punitive reactions.

Clunies-Ross, Little and Kienhuis (2008) investigated the relationship between primary school teachers' (n=97) self-reported and actual use of classroom management strategies. The study also sought how the use of proactive and reactive strategies is related to teacher stress and student behaviour. It was noticed that teacher self-reports mirror actual practice that relatively minor forms of student misbehaviours are a common concern for teachers, and that teachers are spending a considerable amount of time to deal with behaviour management issues.

Giallo and Little (2003) sought the differences in self-efficacy in behaviour management between graduate and student teachers. The sample consisted of 54 primary education teachers with less than three years of experience, and 25 pre-service teachers in final year of primary education training. Significant positive association between self-efficacy in behaviour management, preparedness and

classroom experiences was observed. Moreover preparedness and classroom experiences significantly predicted pre-service teachers' self-efficacy in behaviour management. Both graduate and student teachers reported feeling only moderately prepared and self-efficacious. Sample in the study rated their training in classroom management as "minimally sufficient" and they preferred additional training in Classroom Management.

## V.  Classroom management training programmes and their usefulness

Fossum, Handegard, and Drugli (2017) assessed the effectiveness of Incredible Years Teacher Classroom Management Training programme on behaviour and social competence of kindergarten children. The programme was found effective in reducing aggression, internalizing and attention problems, and increases social competence in kindergarten children.

Hickey et al. (2015) assessed the effectiveness of the Incredible Years Teacher Classroom Management Training Programme for improving teacher competencies and child adjustment. Teacher and child behaviours were assessed at baseline and 6 months later using observational measures. Positive changes in teachers' self-reported use of positive classroom management strategies as well as negative classroom management strategies was noticed. The programme also improved the classroom behaviour of the high-risk group of children.

Ficarra and Quinn (2014) analysed teachers' self-reported knowledge and competency ratings for the evidence based classroom management practices, how they learned evidence-based classroom management practices. Teachers working in

schools that implement Positive Behavioural Interventions and Supports (PBIS) possessed higher knowledge in the area of posting, teaching, reviewing, monitoring and reinforcing expectations than those who do not teach in a PBIS school. Teachers certified in special education had significantly higher knowledge and competency ratings for the evidence based classroom management practices.Teachers' knowledge of each of these practices came mostly from in-service sources.

The study conducted by Philip (2011) focused on TRIBES Learning Community (TLC). TRIBES is an intensive universal prevention strategy implemented in the class for the entire academic year. In this programme the children were organized into smaller learning groups and teachers were trained to facilitate positive classroom climate, respect for others, teamwork, and building of relationships. The programme significantly improved the instructional, behavioural and relational outcomes.

Luiselli, Putnam, Handler, and Feinberg (2005) established the effects of Positive Behaviour Support on discipline problems and academic outcomes of elementary students. The programme aimed at (i) improving instructional methods, (ii) formulating behavioural expectations, (ii) increasing classroom activity engagement, (iv) reinforcing positive performance, and (v) monitoring efficacy through data-based evaluation.  The programme resulted in decreased discipline problems and improved academic outcomes.

Classroom Organization and Management Programme (COMP) developed by Evertson (1995) addresses the classroom management needs of both beginning and experienced teachers. COMP provides an integrated management plan that

focuses on: planning and implementing effective strategies for room arrangements, rules and procedures, student accountability, consequences and intervention strategies for behaviour management, and planning and conducting class lessons. Results indicated the trained group exceeded the control group on both management skills and student task engagement.

The Good Behaviour Game (GBG) by Saunders (1967) is a behaviour management strategy that is designed to encourage prosocial behaviour and reduce disruptive behaviour among elementary students. Teachers initiate Good Behaviour Game by dividing children into small teams that are balanced for gender and child temperament. Teams are rewarded with points for good behaviour, according to basic classroom rules which are reviewed in class. Short games are played several times per week. It has been found that GBG is effective in reducing disruptive behaviour among students.

## Conclusions from Review of Related Studies

The review of classroom management literature can be summarized as follows.

### *Novice teachers feel unprepared to meet the classroom management challenges*

A great body of research indicates that both novice and experienced teachers feel unprepared to meet the challenges of managing students in the classroom. They blame their teacher preparation programmes for not equipping them with the classroom management skills (Merrett & Wheldall, 1993; Tillery et al.2010). Pre-service teachers often report that they lack the necessary skills to manage difficult

classroom behaviours (Bromfield, 2006; Pilarski, 1994; Tulley & Chui, 1995). Moreover novice teachers rate classroom management skill as the necessary factor for their success in teaching career. Studies by Atici (2007) and Stephens, Kyriacou, and Tennessean (2005) underlined pre-service teachers require additional training in classroom management focusing on instructional and behavioural dimension. In fact, classroom management training is often the most frequently requested topic for professional development. All these findings indicate pre-service teachers' strong need for classroom management training.

### *There exist a disconnect between theory and practice*

Very few studies have investigated how classroom management is taught in teacher preparation programmes. Studies reviewed by Ben-Peretz et al. (2011); Oliver and Reschly (2010); State et al. (2011) indicate most of the teacher preparation progrmmes provide minimal course work in classroom management. Tillery et al. (2010) reported teachers receive in-service training related to classroom management through workshops or consultations on a per need basis. Furthermore both novice and experienced teachers report that the training they received in classroom management is too theoretical and is disconnected from the problems they face in real classroom setting (John, 2006). The limited content of classroom management in teacher preparation programmes has been described as consistent across programmes in worldwide (Wubbels, 2011).

### *Classroom management strategies have been found useful*

Empirical researches evaluating the effectiveness of various classroom management strategies have been found useful. Ducharme, (2007, 2008) described

proactive and preventive strategies are more effective in managing student behaviour in the classroom. The review also highlights that teachers use reactive and punitive strategies such as punishment and verbal reprimands to deal with student behaviour. The common strategies teachers use include logical consequences, teacher proximity, and verbal reprimands.

***Several factors have been associated with classroom management skills of pre-service teachers***

Successful classroom management is associated with several factors. The key factors associated with classroom management skills of pre-service teachers is their self-efficacy, attitude towards children, and academic optimism. Teaching style influences one's classroom management skill.  Researches reveal that teachers with a high sense of self efficacy tend to take more initiatives for executing their responsibilities in the direction of the learning objective and exert more efforts for learning activities (Giallo & Little, 2003).

Classroom management literature identifies three types of teaching styles viz., authoritarian, authoritative and permissive teaching styles. Other factors associated with classroom management include teachers' attitudes towards children with emotional and behavioural difficulties (Elik, Wiener & Corkum, 2010). Farook (2011) opined classroom environment and student teacher interaction are the important factors influencing classroom management. Teachers who are confident in their ability to manage a classroom, are warm in their interactions with children, have high expectations of their students and hold positive attitudes towards children with emotional and behavioural difficulties. They tend to be most successful with

their students and in their role as classroom managers. He also stressed the need for developing classroom management skills among the prospective teachers through supervised practice.

*Classroom management training programmes rarely have sufficient empirical evidence of effectiveness*

There are various classroom management training programmes. Most of the programme have rarely sufficient evidence of effectiveness except the programmes such as Classroom Organization and Management Programme (COMP) and the Incredible Years of Teaching Programme (Hickey et al. 2015). Most of the programmes give emphasis to behaviour management, whereas the instructional and pupil management dimension of classroom management is often receive little attention. Some programmes are designed for at-risk and special education children only.  All the programmes reviewed here have some common tools and strategies for dealing with misbehaviour of children. Though most of the programme focus on training at individual level, the Positive Behavioural Support is organized at system level. It is hopeful that some classroom management programmes have been evaluated using randomized control group trials as well as longitudinal follow-up study designs (Philip, 2011). However, the need to have more empirically-based classroom management programmes is crucial to further understand the effectiveness of various classroom management approaches.

To sum-up, the aforementioned review of related studies and the discussion follows shed light in to classroom management in pre-service teacher preparation programmes. One of the major conclusion emerged from the review is that

preservice teachers feel unprepared to manage todays' crowded classroom with a heterogeneous group of students.  They often blame their teacher preparation programmes for the little assistance they receive in classroom management. Moreover they face problems in dealing effectively with disruptive and non-disruptive behaviour in the classroom. Moreover they lack competence in instructional management and pupil management dimension of classroom management. Studies looked into the training needs emphasize that pre-service teachers require further training in all the dimensions of classroom management-instructional, behavioural, and relational. Therefore, classroom management must be taught more comprehensively in the curriculum.

It has been observed that classroom management strategies and programmes have been useful in producing competent teachers. Different strategies are there to ease the management of diverse classrooms, however teacher training programmes doesn't pay much attention to incorporate these research based classroom management strategies.  It is the responsibility of teacher training programmes to discover alternative strategies and implement it effectively to deal with issues inherent in teaching profession. The guidance and training in classroom management during initial teacher training period is crucial and it eases beginning teachers' transition from teacher training institutions to real classroom setting.

# METHODOLOGY

- ➢ *Variables*

- ➢ *Objectives*

- ➢ *Design of the Study*

- ➢ *Tools Used for the Study*

- ➢ *Sample Selected for the Study*

- ➢ *Data Collection Procedure, Scoring, and Consolidation of Data*

- ➢ *Statistical Techniques Used for Analysis*

Methodology is a process which reveals all the methods and techniques followed by the researcher during the course of research work. The success of any research work depends largely upon the suitability of methods, tools, and techniques followed in collecting and processing the data. Thus the role of methodology is to carry out the research work in a scientific and valid manner.

The present study intended to develop and validate a Classroom Management Competency Enhancement Programme for prospective teachers at secondary level. The first part of the objective is to develop a Classroom Management Competency Enhancement Programme and second part of the objective is to test its effectiveness in enhancing Classroom Management Competency of prospective teachers. Methodology of the study in detail is presented below under the following heads viz,

Variables

Objectives

Design of the Study

Tools Used for the Study

Sample Selected for the Study

Data Collection Procedure, Scoring and Consolidation of Data

Statistical Techniques Used for Analysis

## Variables

Variables are the conditions or characteristics that are experimenter manipulates, controls or observes (Best & Khan, 2016). In the present study

Classroom Management Competency is treated as the dependent variable. It has three dimensions viz., Content Management Competency, Conduct Management Competency, and Covenant Management Competency. The treatment variable of the study is Classroom Management Competency Enhancement Programme (CMCEP). The two levels of treatment variable are

i)      One Year Secondary Teacher Education Programme combined with Classroom Management Competency Enhancement Programme in the experimental group,

ii)     One Year Secondary Teacher Education Programme without Classroom Management Competency Enhancement Programme in the control group.

## Objectives

Major objective of the study is

To develop a Classroom Management Competency Enhancement Programme for prospective teachers at secondary level and to test its effectiveness in enhancing their Classroom Management Competency and its dimensions viz.,

   a) Content Management Competency

   b) Conduct Management Competency

   c) Covenant Management Competency

For achieving the major objective the following specific objectives are formulated.

1.    To analyze the classroom management training needs of prospective teachers at secondary level.

2.    To assess the effectiveness of Classroom Management Competency Enhancement Programme for prospective teachers in enhancing their

   a)    Knowledge in Classroom Management (total)

   b)    Knowledge in Content Management

   c)    Knowledge in Conduct Management

   d)    Knowledge in Covenant Management

3.    To assess the effectiveness of Classroom Management Competency Enhancement Programme for prospective teachers in enhancing their

   a)    Classroom Management Performance (total)

   b)    Classroom Management Performance in Content Management

   c)    Classroom Management Performance in Conduct Management

   d)    Classroom Management Performance in Covenant Management

4.    To assess the effectiveness of Classroom Management Competency Enhancement Programme for prospective teachers in enhancing their Self-rated Competency in

   a)    Classroom Management (total)

   b)    Content Management

   c)    Conduct Management

   d)    Covenant Management

5.      To assess the effectiveness of Classroom Management Competency Enhancement Programme for prospective teachers in enhancing their Pupil-rated Competency in

    a)      Classroom Management (total)

    b)      Content Management

    c)      Conduct Management

    d)      Covenant Management

6.      To verify whether two year secondary teacher education programme significantly improves the Classroom Management Competency of prospective teachers than that of who

    a)      underwent One Year Secondary Teacher Education Programme combined with Classroom Management Competency Enhancement Programme

    b)      underwent One Year Secondary Teacher Education Programme without Classroom Management Competency Enhancement Programme

## Design of the Study

The plurality of the process involved in the study calls for multiple methodologies which include both survey and experimental methods. The present study was conducted in three phases. The first phase focused on the development of Classroom Management Competency Enhancement Programme. The first phase included survey, interview and content analysis. These methods were used to identify the classroom management training needs of prospective teachers.

The second phase of the study was experimentation. For experimentation pre-test posttest nonequivalent quasi experimental design was adopted. Quasi experimental design is highly prevalent in education as it is often impossible to randomize subjects effectively. The pretest-posttest non-equivalent group design is often used in classroom experiments when experimental and control groups are such naturally assembled groups as intact classes, which may be similar (Best &Khan, 2016). This design was used in the present study since the study uses two comparable groups that are as similar as possible so we can fairly compare the treated one with the comparison group.

The design of the study is illustrated below.

O1 X O2
O3 C O4

Where,

O1, O3 are pretests

O2, O4 are posttests

In the midst of experimentation the one year B.Ed. curriculum was revised and the two year B.Ed. curriculum came into effect. As a third phase, cross validation of the results obtained in the experimental phase was also done. A cross validation was attempted to know whether two year B.Ed. programme significantly improves the Classroom Management Competency of prospective teachers compared to that of experimental and control groups.

For obtaining summary view of methodology at a glance, an outline of the total procedure is given as Figure. 2.

**PHASE I**
**Development of the Programme**

Determining the classroom management training needs

Designing the programme

Development of the programme

Implementation of the programme

Evaluation of the programme

**PHASE II**
**Experimentation**

Experimental (n=40)

Control (n=40)

Pretesting
Measuring Knowledge in Classroom Management
at the begining of B.Ed.programme

Training in C.M.C.E.P along with B.Ed.programme

Training in B.Ed.programme

Classroom observations during internship

Measuring Self-rated Classroom Management Competency after internship

Measuring Pupil-rated Classroom Management Competency after internship

Posttesting
Measuring Knowledge in Classroom Management at the end of B.Ed. programme

Analysis of the result

**PHASE III**
**Cross Validation**

Analysis of two year B.Ed.curriculum with regard to classroom management

Measuring Knowledge in Classroom Managment at the end of B.Ed programme (n=300)

Measuring Self-rated Classroom Management Competency after internship

Drawing conclusions

*Figure* 2. Outline of the total procedure.

**Tools Used for the Study**

The meaningfulness of results of any research work depends not only on method and procedure, data analysis or result interpretations but also on the appropriateness of the tools and measures employed in the study. They should be appropriate, reliable and valid as well as suitable for the kind of sample involved in research work.

The following tools were used in the present study.

1. Classroom Management Competency Enhancement Programme

2. Test of Knowledge in Classroom Management

3. Classroom Management Observation Schedule

4. Self-rated Classroom Management Competency Scale

5. Pupil – rated Classroom Management Competency Scale

The development of each tool is explained in detail in the following section. General pattern followed for the development of all the tools except Classroom Management Competency Enhancement Programme is a) reviewing literature on the related area b) identifying component skills of classroom management c) deciding the item format d) deciding the number of items under each component, f) item writing g) item editing by experts h) item analysis i) selection of final items, and establishing validity and reliability. All the tools were prepared by the investigator with the help of supervising teacher.

Review of classroom management literature and discussion with experts helped the investigator to identify the dimensions of classroom management.

According to Froyen and Iverson (1999) classroom management focuses on three major dimensions viz.,

a) Content Management

b) Conduct Management

c) Covenant Management

**a) Content Management**

Content management occurs when teacher manages space, materials, equipment, the movement of pupil and lessons that are part of a curriculum or pogramme of studies (Froyen & Iverson, 1999).

Content management places a special emphasis on instructional management skills, sequencing and integrating additional instructional activities, and dealing with instruction-related discipline problems.

**b) Conduct Management**

Conduct management refers to the set of procedural skills that teachers employ in their attempt to address and resolve discipline problems in the classroom (Froyen &Iverson, 1999).

Conduct management is centered on disciplinary interventions taken to elicit or compel changes in the behaviour of students who fail to conform to expectations, especially behaviour that is salient or sustained enough to disrupt the classroom management system.

### c)  Covenant Management

Covenant management focuses on classroom as a social system that has its own features that teachers have to take in to account when managing interpersonal relationship in the classroom (Froyen &Iverson, 1999).

Covenant management stresses the classroom group as a social system. Teacher and student roles and expectations shape the classroom into an environment conducive to learning.

The investigator prepared the tools bearing mind the above mentioned dimensions. Researches have shown that quality of instruction is the key stone for all other aspects of classroom management. Effective instruction reduces behaviour problems and facilitates productive learning (Oliver & Reshley, 2007). It is evident from the review that of the three selected dimensions of classroom management, content management has more powerful impact on classroom management. Considering this, while preparing research tools more weightage is given to the content management dimension.

### 1.  Classroom Management Competency Enhancement Programme

Classroom Management Competency Enhancement Programme (CMCEP) was developed by the investigator with the help of supervising teacher for enhancing Classroom Management Competency of prospective teachers. The different stages involved in the development of CMCEP are,

a)  Determining the classroom management training needs of prospective teachers

b) Designing the programme

c) Development of the programme

d) Implementation of the programme

e) Evaluation of the programme

### a) Determining the classroom management training needs of prospective teachers

The process of identifying the right training needs of student teachers is regarded as the first step in planning suitable programmes for pre-service teachers. As a prelude to the development of CMCEP the investigator analyzed the then one year secondary teacher education curriculum i.e., B.Ed. curriculum-2012 with regard to classroom management aspects. It was found that classroom management aspects included in the curriculum is not adequate. Moreover, it is scattered throughout the curriculum, so it doesn't receive a concentrated focus as it deserves. Furthermore to identify the classroom management training needs of prospective teachers, investigator constructed an unstructured questionnaire which sought the training needs in the three dimensions of Classroom Management Competency viz., Content Management Competency, Conduct Management Competency, and Covenant Management Competency. The questionnaire was administered on a sample of 150 prospective teachers at secondary level in one year B.Ed. programme [government 40, aided 40, unaided 70]. In addition unstructured interviews were also conducted with the teacher educators (n=15), and mentors of B.Ed. students in schools (n=20) to collect information regarding the classroom management training needs of student teachers. The data obtained through the questionnaire and interview reflected the

need for beginning teachers to develop a solid knowledge base in classroom management strategies. Prospective teachers, teacher educators, and mentors of B.Ed. students in schools perceive classroom organization skill, management of group activities, monitoring student behaviour, dealing with misbehaviour and efficient use of time are the major areas in which prospective teachers need training. Moreover investigator had felt difficulty in managing classrooms during her internship period.

### b) Designing the programme

After identifying the training needs investigator with the help of supervising teacher designed a CMCEP to meet the training needs of prospective teachers. In the design phase investigator determined the structure and sequence of the content to be included in the programme. The programme addressed prospective teachers' classroom management training needs in managing instruction, maintaining discipline and establishing interpersonal relationship in the classroom. It was decided to include topics related to each dimension of Classroom Management competency viz., Content Management Competency, Conduct Management Competency, and Covenant Management Competency. The general pattern of the unit consists of a) objectives, b) introduction, c) content, d) let's sum up, e) mode of transaction, f) task and assignments, g) references. Various techniques like role play, case analysis, videos, discussion, brainstorming, and lectures were incorporated in each unit for enhancing various component skills in classroom management of prospective teachers. The rationale behind selecting the various techniques are the following.

*Role playing*

In role playing, students explore human relations problems by enacting problem situations and then discussing the enactments (Joyce, Weil, & Calhoun, 2009). This technique is especially helpful for new teachers who need guidance and advice on how to handle themselves and challenging students. Through role playing, beginning teachers will learn to handle any kind of situation and utilize effective strategies to keep an even class flow and also keep students engaged in learning.

*Case analysis*

Case method has been widely used in teacher education to help pre-service teachers learn how to teach and experiment in making teaching decisions. Several researchers have suggested that cases representing a variety of classroom conditions be included in teacher education curricula in order to better prepare students for teaching (Merseth, 1996; Shulman, 1992; Sykes & Bird, 1992). Case method helps pre-service teachers to understand complex classroom situations, analyze these situations from multiple perspectives, make them competent in using evidence to support their interpretations and decisions, and their skills to reflect on what they learned from cases.

*Video session*

Videos of teaching are regarded as an effective means of deepening pre-service teachers' learning (Llinares & Valls, 2010). An important potential benefit of the use of video excerpts is that they might make to the holistic development of teacher knowledge. Discussion that follows viewing of videos of teaching can assist

pre-service teachers to appreciate alternative viewpoints and to think more critically (Lin, 2005). Video excerpts could be used to assist pre-service teachers to observe and make sense of classroom activity; a capacity they referred to as professional vision.

*Discussion*

Well managed, class discussion can help students to examine, evaluate and share knowledge about a subject, provide opportunities for students to think critically and creatively, and improve their communication and expression skills. Discussion provides a platform for prospective teachers to discuss a problem from various angles and find a solution to the problem. During discussion students are more encouraged to openly converse with one another.

*Brainstorming*

Brainstorming is a cooperative approach in which a number of people collectively agree upon a solution after all of their ideas are brought forth and discussed. Brainstorming sessions allow individual students' voices to become one with the group's voice. Brainstorming sessions can be a useful strategy to encourage genuine collaboration and interaction in the classroom. Putting together well-stated classroom problems and careful planning strategies can lead to meaningful idea generation which can be used in solving problems or addressing specific classroom related issues.

*Lecture*

According to Perrott (1982) in almost all lessons or learning sequences, the teacher has to present information and ideas. He has to introduce topics, summarize the main points of the learning activity and stimulate further learning. All these activities require the use of lecture techniques. Lecture provides an efficient method for delivering considerable amount of information to a large number of students. Lecture is an effective method for communicating theories, ideas, and facts to students.

### c) Development of the programme

In the development stage investigator prepared the contents of the programme that were in blue print in the design phase. The programme consists of eight units. The activities in the units were carefully prepared so as to satisfy the objective of CMCEP. Various techniques used for transacting the programme include role play, case analysis, videos, discussions, brain storming, and lectures. An illustration of various techniques used to transact the programme is as follows. More illustrations are appended along with Appendix A.1.

*Role playing*

Students were asked to role play and make suggestions on how to handle some common problems in classroom. Prospective teachers were grouped and each group role played the scene by taking the role of the teacher and students in the case. Before the role play, they had the chance to discuss and evaluate the various strategies being used. A discussion was held after each role play session, helped to

consolidate what they had learned. In this way, prospective teachers were contextualized of being in the classroom and they learned from the discussion to grasp some ideas on classroom management strategies.

Example

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**Scene 1**

Students are engaged in group discussions. One student is off task with minor disruptive behaviour and the other student is mildly distracted but is working. Teacher ignores disruptive behaviour, focuses on the positive. Looks for chance to engage disruptive student. Role play the situation.

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*Case analysis*

Teacher provides cases to analyze, prospective teachers think and reflect upon the cases and how to handle the situation mentioned in the case.

Example

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**Case 1**

A student approaches and tells you that he is differentially abled. He can't take the test within the time allotted, do assignments on time, or take notes, etc. He is requesting for special consideration. Other students in the class overhear your conversation and start to whisper among themselves.

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*Video session*

After viewing a video excerpt of teaching, prospective teachers were asked to identify the focus of the lesson and aspects of the teacher's practice that were effective, identify anything that they would do differently and what they would do

next, compare the teaching videoed with that observed during their school days, describe the extent and ways in which it contradicted or confirmed their existing beliefs about effective teaching, and to assess the value of video excerpts as a teaching tool.

Example

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Prospective teachers watch a video English language classroom: idioms (Vocabulary) (https://www.youtube.com/watch?v=C7WK8ZwBO4E) and after watching the video teacher provide some questions for discussion.

1. What questions would you ask to establish students' understanding of idioms?
2. What would you do if you were teaching the lesson?
3. What other materials/aids could you incorporate to facilitate Aiman's understanding?
4. What would you do to address the misconception of students about idioms?

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*Discussion*

Teacher puts a problem for discussion. During discussion prospective teachers openly converse with one another, discuss the problem from various angles and find a solution to the problem.

Example

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Consider the following scenario and discuss your plans for how to effectively manage the situation.

The assignment you gave today took less time for students to complete than expected and you have 15 minutes remaining. You do not have the next day's assignment ready to go.

---

*Brainstorming*

Teacher presents a problem, students are organized into groups to brainstorm all possible ideas which could solve the problem. Discussion of these ideas takes place after the brainstorming session ends, usually after a defined period of time. Each idea will be discussed and considered, some ideas will be eliminated, and a final list will be ranked for possible use as a solution toward solving the problem.

Example

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Understanding classroom management

Take 15 minutes to think, reflect on and record your responses to the following questions. Please be prepared to contribute your responses verbally to the group.

1.  What is your definition of classroom management?
2.  What are the main aspects of classroom management?
3.  Provide one or two examples of classroom strategies used in your classroom.

---

*Lecture*

Teacher challenges students' existing knowledge and values, and helps them to form a more complex and integrated perspective. Here the teacher encourages students to comment or express concern rather than simply raise questions. The lecture class begins with the teacher speaking for few minutes and then stimulating a few minutes of discussion around a key point in her remarks. During such discussion the teacher offers brief clarification or integration between students' comments. In

the programme, concept of classroom management, dimensions of classroom management and principles of classroom management are some of the topics transacted through lecture method.

### d) Implementation of the programme

After developing the programme, pilot study was conducted to test whether the selected contents and activities were effective for the sample. For this selected topics from the programme was executed on a sample of 15 B.Ed. students, and observed their classes during microteaching and criticism sessions. The feedback from the B.Ed. students and teacher educators helped the investigator to modify the contents of the programme and finalize the duration of different sessions of the units. The duration of each unit varies according to the expected time for completing the activities in the unit. The investigator herself transacted the programme to the participants.

### e) Evaluation of the programme

The prepared units were given to a few educational experts for scrutiny and refinement. Further modifications were carried out on the basis of suggestions provided by them. Then the Classroom Management Competency Enhancement Programme was finalized. Thus CMCEP is a 33 hour programme consisting of 8 units. An outline of Classroom Management Competency Enhancement Porgramme is given in Table 1.

Table 1

*Outline of Classroom Management Competency Enhancement Programme*

| Unit title | Content covered | Mode of transaction | Hours |
|---|---|---|---|
| I. Introduction to Classroom Management | What is classroom management, its significance, Principles, Dimensions, Characteristic skills of effective classroom managers. | Brainstorming, Lecture, Discussion, Video session. | 3 |
| II.Organizing Your Classroom | Classroom organization, Key to good classroom arrangement, Classroom seating arrangement Resources in the classroom, bulletin boards and walls spaces. | Brainstorming, Video session, Lecture, Discussion, Case analysis. | 4 |
| III. Establishing Classroom Rules and Procedures | Why classroom rules and procedures, Guide lines for setting classroom rules, Using rules effectively, Sample rules, Establishing procedures, Sample procedures. | Brainstorming, Discussion,Case analysis, Lecture. | 3 |
| IV.Managing Interpersonal Relationship in the Classroom | Why teacher student relationship matters, Characteristics of effective teacher student relationship, Tips for creating healthy classroom relationships, Relationship building strategies for effective classroom management. | Discussion, Video, Case analysis, Brainstorming. | 4 |
| V.Managing Instruction | Ideas for lecture session, Ideas for cooperative learning sessions, Ideas for discussion sessions, Ideas for questioning sessions, Ideas for independent work sessions, Ideas for homework assignments | Brainstorming, Lecture, Video, Role play, Case analysis. | 5 |
| VI.Managing Cooperative | What is cooperative learning and why should I use it in my class, Designing a cooperative exercise, | Lecture, Brainstorming, Role play, | 5 |

| Unit title | Content covered | Mode of transaction | Hours |
|---|---|---|---|
| Classroom | Managing behavioural problems in cooperative classroom | Discussion, case analysis. | |
| VII.Managing Technology Integrated Classroom | Effective organization of physical environment, Planning lessons for technology integrated classroom, Establishing rules for technology integrated classroom, Monitoring students in technology integrated classroom | Lecture, Brainstorming, Case analysis, Role play. | 4 |
| VIII. Managing Student Behaviour | Systematic techniques for changing habits, maintaining desirable behaviour changes, Dealing with disruptive behaviour, behaviour management strategies. | Video, Case analysis, Role play, Brainstorming, discussion. | 5 |

Classroom Management Competency Enhancement Programme is given as Appendix A.1.

## 2. Test of Knowledge in Classroom Management

'Test of Knowledge in Classroom Management' is constructed by the investigator with the help of supervising teacher. The test is constructed on the basis that every teacher trainees should possess adequate conceptual understanding about classroom management and the skills involved. The procedure followed in the construction of Test of Knowledge in Classroom Management is given below.

**Planning of the test**

While planning investigator went through the available literature related to classroom management. Review of related literature, and discussion with experts

helped to identify the dimensions to be included in the test. Knowledge in three select dimensions viz., Content Management, Conduct Management and Covenant Management of prospective teachers are measured through the test. It was decided to construct multiple choice test items with four options.

**Preparation of the test**

Based on the three dimensions of Classroom Management Competency – Content Management, Conduct Management, Covenant Management, the investigator developed 'Test of Knowledge in Classroom Management'. The draft test consists of 65 multiple choice test items with four options. The draft test consists of 32 items under Content Management, 19 items under Conduct Management and 14 items under Covenant Management. Illustrative items from each dimension of Test of Knowledge in Classroom Management is given below.

1. Content Management

E.g.  Before you start a lesson you should find out

    a)  how long will it take to complete it

    b)  how many students are present in the class

    c)  how much do the students know about the lesson

    d)  how much effort is needed to learn it

2. Conduct Management

E.g.  How will you develop quality discipline among students?

    a)  by getting knowledge about rules of conduct

b) by enforcing strict rules

c) by assigning discipline duty to a teacher

d) by offering them responsibilities

3. Covenant Management

E.g.    If a student shares his personal problems, you would

      a.   warn him, never discuss the matter  again

      b.    suggest him to discuss with his family members

      c.   inform other teachers and the student's parents

      d.   extend reasonable help, boost his morale and counsel

**Finalization of the test**

The present test being a criterion referenced test, item analysis based on the difficulty index and discriminating power is not performed. Before drafting the final form, the investigator had discussion with a few educational experts for suggestions to modify and discard the invalid items. Based on experts' suggestions some items were restructured and some were discarded to meet the criteria of truthfulness, consistency, comprehensiveness, language precision and practicability. Thus final form of the test consists of 60 multiple choice test items with four options. The test consists of 32 items under Content Management, 18 items under Conduct Management and 10 items under Covenant Management.

Details regarding items under each dimension of Test of Knowledge in Classroom Management is given in Table 2.

Table.2

*Items under each Dimension of Test of Knowledge in Classroom Management*

| Dimension | Item number | Total number of items |
|---|---|---|
| Content Management | 1,4,7,8,11,15,16,19,22,23,25,26,27, 28,30,31,32,34,38,39,42,44,47,51 ,52,53,55,56,57,58,59,60 | 32 |
| Conduct Management | 2,5,9,12,13,17,20,24,29,33, 37,40,43,45,46,49,50,54 | 18 |
| Covenant Management | 3,6,10,14,18,21,35,36,41,48 | 10 |

**Scoring procedure**

Since the test is a multiple choice one, one mark is given for right option and zero for incorrect option. Thus the maximum score in the test is 60.

A copy of Test of Knowledge in Classroom Management (English) is given as Appendix B.1. The answer key of Test of Knowledge in Classroom Management is given as Appendix B.2.

**Reliability**

Reliability is the extent to which test results are consistent, stable, and free of error variance. According to Best and Khan (2016) 'reliability is the degree of consistency that the instrument or procedure demonstrates, whatever it is measuring, it does so consistently'. The reliability of the present test was found out by test retest method. The test was administered to a group of 30 B.Ed. students and again repeated in the same group by giving an interval of two weeks. The scores obtained

for the first test was correlated with the scores of the retest. The reliability coefficient was found to be .72 which indicates the test is reliable for measuring prospective teachers' Knowledge in Classroom Management.

**Validity**

Validity is the most important consideration in test evaluation. The concept refers to the appropriateness, meaningfulness, and usefulness of the specific inferences made from test scores. Test validation is a process of accumulating evidences to support such inferences. Validity is that quality of a data gathering instrument or procedure that enables it to measure what it is supposed to measure (Best & Khan, 2006). Validity of the present test was ensured by using face validity and content validity.

A test is said to have face validity when it appears to measure whatever the author has in mind namely what he thought he was measuring (Garrett, 1993). For ensuring face validity the investigator consulted experts during the development of the test. After the test construction the test was given to the experts for the approval of items and they approved the test is an appropriate tool for measuring teacher trainees' Knowledge in Classroom Management. This ensured face validity.

'Content validity refers to the degree to which the test actually measures or is specifically related to the traits for which was it designed.' Content validity is based upon careful examination of course, text book, syllabi, objectives and the judgment of subject matter specialist (Best & Khan, 2006). In the present study content validity of the tool was established by comparing the dimensions of the test with the

theoretical dimensions of classroom management as proposed by Froyen and Iverson in 1998. While preparing the items due weightage was given to each dimension of Classroom Management Competency .Thus content validity of the tool was ensured.

### 3. Classroom Management Observation Schedule

Observation offers a researcher an opportunity to garner live data from "naturally occurring situations" where the researcher can actually look at directly what is happening in situation rather than depending on secondhand data source (Cohen, Manion, & Morrisonal, 2007).

The present study relates to Classroom Management Performance i.e., classroom management skills of prospective teachers, and therefore, observes and measures such competencies that can be classified as observable behaviour. With this aim investigator in collaboration with supervising teacher developed a Classroom Management Observation Schedule to assess the Classroom Management Performance of prospective teachers. The procedure followed in the development of Classroom Management Observation Schedule is given below.

### Planning

While planning investigator analyzed the observation studies in classroom management. Studies by Middendorf and Mc-Nary (2011), Rockey (2008), and Zaare (2013) were reviewed for this purpose. Investigator also referred existing observation schedules on classroom management (Teacher Evaluation Rubrics-Marshall, 2011; The Brief Classroom Interaction Observation–Revised- Reinke,

Stormont, Herman, Wachsmuth, and Newcomer, 2015). Review of literature stressed the need for an observation rubric to make observation authentic and accurate. A rubric is a scoring guide used to evaluate ones' performance based on a full range of criteria rather than a single or arithmetical or numerical attainment. A classroom management observation rubric was planned to make assessment fair and authentic. The observation rubric provide specifications for the level of performances provided in the schedule. On the basis of rubric assessment it was decided to rate teacher performance on a three point scale.

**Preparation**

After identifying the items in the selected three dimensions viz., Content Management, Conduct Management and Covenant Management the investigator developed an observation schedule to rate prospective teachers' Classroom Management Performance. An observation rubrics was also prepared, which provided specifications for the level of performance given in the schedule. The observation schedule has three major dimensions incorporating all aspects pertaining to classroom management skills and yields quantitative measure thus facilitating observation and evaluation of prospective teachers' Classroom Management Performance. The draft form of observation schedule consists of 30 items, measuring Classroom Management Performance of prospective teachers on a three point scale. The three levels of ratings are proficient, satisfactory and unsatisfactory respectively.

Illustrative items from each dimension of Classroom Management Observation schedule is given in Table 3.

Table 3

*Illustrative Items from each Dimension of Classroom Management Observation Schedule*

| Dimension | Area of assessment | Level of performance | | |
|---|---|---|---|---|
| | | Proficient | Satisfactory | Unsatisfactory |
| Content Management | Demonstrating knowledge of content | Teacher possesses solid content knowledge and make connections between the content and other areas of the subject and other disciplines. | Teacher possesses basic content knowledge but cannot make connections with other areas of the subject or with other disciplines. | Teacher makes content errors or does not correct content errors made by students. |
| Conduct Management | Monitoring student behaviour | Monitors the behaviour of all students throughout the class | Monitors the behaviour of students only when disruptions arise. | Does not monitor the behaviour of all students throughout the class |
| Covenant Management | Teacher interaction | Teacher student interactions are friendly, democratic and demonstrates general warmth, caring and respect through eye contact and body language. | Teacher student interactions are generally appropriate, but may reflect occasional inconsistencies favoritism, or disregard for students. | Teacher interaction with students is negative, sarcastic, inappropriate, or indifferent |

**Finalization of the schedule**

During the development of Classroom Management Observation Schedule investigator consulted experts in the field and sought their suggestions. They were asked to review the observation schedule and the rubric, and make suggestions on how to improve the wordings and categorization of behaviour. Based on expert's opinion some items were modified and some items were excluded from the schedule. Thus the final form of Classroom Management Observation Schedule consists of 27 items from the three dimensions of Classroom Management Competency. There are 17 items under Content Management, 5 items under Conduct Management and 5 items under Covenant Management.

Details regarding items under each dimension of Classroom Management Observation Schedule is given in Table 4.

Table 4

*Items under each Dimension of Classroom Management Observation Schedule*

| Dimension | Item number | Total number of items |
|---|---|---|
| Content Management | 1,4,5,8,9,10,13,15,16,18,19, 20,22,24,25,26,27 | 17 |
| Conduct Management | 2,6,11,14,21 | 5 |
| Covenant Management | 3,7,12,17,23 | 5 |

A copy of Classroom Management Observation Schedule and Classroom Management Observation Rubric (English version) are given as Appendix C.1 and Appendix C.2 respectively.

**Scoring**

Against each item of Classroom Management Observation Schedule three levels of performance namely proficient, satisfactory and unsatisfactory were given. For each level a score of 3, 2, and 1 were given. The independent observers (researcher, teacher educators, and mentors of B.Ed. students in school) were asked to observe the classes of prospective teachers periodically during their internship period. During observation they were asked to rate the items in the observation schedule across the three levels specified in the rubric that best describes trainees' performance. Observers were asked to conduct at least three periodic observations during the beginning, in the middle and at the end of internship period respectively.

**Reliability**

Reliability refers to the consistency of observations, usually whether two or more observers, or the same observer on separate occasions, studying the same behaviour comes away with the same data. Reliability of the Classroom Management Observation Schedule was established by inter rater reliability. For this, independent observers (researcher and teacher educators) observed the classes of 25 prospective teachers during their internship period, based on the same observation schedule without consulting each other and referring only to the behaviour descriptions in the observation rubrics. Observations of the two observers were correlated. The inter rater reliability co-efficient thus obtained is .63. It indicates the tool is reliable for assessing Classroom Management Performance of prospective teachers.

**Validity**

Validity refers to the extent to which observations accurately record the behaviour in which the researcher is interested. For ensuring face and content validity the observation schedule was given to three experts in the field of teacher education who have more than 15 years of teaching experience. The expert panel determined if the items were clear and correctly grouped into the dimensions or if the items were poorly worded or superfluous. The panel gave comprehensive feedback and opinion on the validity of the content, relevancy of the items in to the dimensions and redundancy between the items. All the experts viewed the schedule incorporates the major competencies related to classroom management and therefore, it is an appropriate tool for measuring the Classroom Management Performance of prospective teachers. Hence the tool possesses both face validity and content validity.

**4.  Self-rated Classroom Management Competency Scale**

Self-assessment is a very powerful tool for measuring teacher quality (Danielson, 1996; Peterson, 2000). Since self-assessment is a frequently advocated tool for measuring teacher effectiveness, investigator with the help of supervising teacher developed a Self-rated Classroom Management Competency Scale for assessing prospective teachers' Classroom Management Competency. The aim of the scale is to help prospective teachers to rate themselves in the three selected dimensions of the Classroom Management Competency viz., Content Management, Conduct Management and Covenant Management. The procedure followed in the development of the scale is given below.

**Planning of the scale**

In this stage investigator made an extensive study on Classroom Management Competencies expected from teacher trainees. Investigator reviewed the literature focusing on the three major competencies selected viz., Content Management, Conduct Management and Covenant Management. Investigator also referred the available tools for self-assessment of teacher trainees on classroom management competencies viz., Self-Assessment Instrument for Teacher Evaluation-II (Akram & Zepeda, 2015) and The Thoughtful Classroom Teacher Effectiveness Framework (Strong & Associates, 2011). In consultation with experts and supervising teacher it is decided to develop a rating scale following the Likert's method of summated rating procedure with three responses viz., fully succeeded, partially succeeded, and failed.

**Preparation of the scale**

Initially 35 items were pooled from the three select dimensions of Classroom Management Competency. After a thorough discussion with the experts some statements were modified and some others were rejected. The draft scale consists of 30 statements, out of which 14 under Content Management, 5 under Conduct Management and 11 under Covenant Management.

Illustrative items from the three dimensions of Self-rated Classroom Management Competency Scale are given below.

1. Content Management

E.g.   In designing learning activities that are relevant and suitable to students and instructional goals,

a) fully succeeded   b) partially succeeded  c) failed

2.   Conduct Management

E.g.   In monitoring the behaviour of students throughout the class,

a) fully succeeded   b) partially succeeded c) failed

3.   Covenant Management

E.g.   In establishing positive rapport with students,

a) fully succeeded   b) partially succeeded  c) failed

**Scoring procedure**

Each statement of the scale has three possible responses viz., fully succeeded, partially succeeded and failed. A score of 3, 2 and 1 were given to the responses fully succeeded, partially succeeded and failed respectively.

**Try out and item analysis**

Self-rated Classroom Management Competency Scale was standardized by applying the technique of item analysis. The purpose of item analysis is to select items that have item characteristics. For this the draft scale was administered to a sample of 370 B.Ed. students drawn through stratified sampling technique. The scored response sheets were arranged in the descending order on the basis of scores obtained.  Two groups, one with high scores on the scale (top 27% of the group) and

the other with low scores (bottom 27% of the group) were selected to find out the 't'

value of each statement by using the formula given by Garret (1998).  For each item

the mean and standard deviation were calculated.  The t value of each statement was

calculated by using the formula:

$$t = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}}$$    **(Garret, 1998)**

Where,

$\overline{X}_1$    =    the Mean score obtained on a given statement for the high group

$\overline{X}_2$    =    the Mean score obtained on a given statement for low group

$\sigma_1^2$    =    the variance of the distribution of the response scores on a given

statement for the high group

$\sigma_2^2$    =    the variance of the distribution of the response scores on a given

statement for the low group

$N_1$    =    Number of subjects in the high group

$N_2$    =    Number of subjects in the low group.

Items with critical ratio greater than 2.58, the table value of 't' at .01 level of

significance were selected for the final scale.

The critical ratios obtained for each item for the two groups are given in

Table 5.

Table 5

*Details of item analysis of Self-rated Classroom Management Competency Scale*

| Item no | Category | N | Mean | S.D | t value |
|---------|----------|-----|------|------|---------|
| 1 | high | 100 | 2.65 | 0.47 | 4.59** |
| | low | 100 | 2.31 | 0.56 | |
| 2 | high | 100 | 2.91 | 0.28 | 4.34** |
| | low | 100 | 2.57 | 0.72 | |
| 3 | high | 100 | 2.73 | 0.44 | 7.45** |
| | low | 100 | 2.10 | 0.71 | |
| 4 | high | 100 | 2.39 | 0.49 | 6.49** |
| | low | 100 | 1.85 | 0.67 | |
| 5 | high | 100 | 2.27 | 0.58 | 6.72** |
| | low | 100 | 1.56 | 0.87 | |
| 6 | high | 100 | 2.52 | 0.50 | 4.99** |
| | low | 100 | 2.12 | 0.62 | |
| 7 | high | 100 | 2.71 | 0.47 | 8.49** |
| | low | 100 | 2.03 | 0.64 | |
| 8 | high | 100 | 2.57 | 0.51 | 5.18** |
| | low | 100 | 2.10 | 0.74 | |
| 9 | high | 100 | 2.52 | 0.65 | 7.83** |
| | low | 100 | 1.73 | 0.76 | |
| 10 | high | 100 | 2.89 | 0.31 | 7.23** |
| | low | 100 | 2.26 | 0.81 | |
| 11 | high | 100 | 2.25 | 0.90 | 6.11** |
| | low | 100 | 1.41 | 1.03 | |
| 12 | high | 100 | 2.83 | 0.37 | 8.45** |
| | low | 100 | 2.23 | 0.60 | |
| 13 | high | 100 | 2.88 | 0.32 | 6.48** |
| | low | 100 | 2.36 | 0.73 | |
| 14 | high | 100 | 2.71 | 0.45 | 7.31** |
| | low | 100 | 2.16 | 0.59 | |
| 15 | high | 100 | 2.81 | 0.39 | 9.22** |
| | low | 100 | 2.23 | 0.48 | |
| 16 | high | 100 | 2.49 | 0.50 | 4.00** |
| | low | 100 | 2.17 | 0.62 | |

| Item no | Category | N | Mean | S.D | t value |
|---|---|---|---|---|---|
| 17 | high | 100 | 2.93 | 0.25 | 7.45** |
|  | low | 100 | 2.46 | 0.57 |  |
| 18 | high | 100 | 2.79 | 0.40 | 9.02** |
|  | low | 100 | 2.17 | 0.55 |  |
| 19 | high | 100 | 2.56 | 0.49 | 8.69** |
|  | low | 100 | 1.97 | 0.45 |  |
| 20 | high | 100 | 2.77 | 0.42 | 9.57** |
|  | low | 100 | 2.09 | 0.57 |  |
| 21 | high | 100 | 2.86 | 0.34 | 9.26** |
|  | low | 100 | 2.22 | 0.59 |  |
| 22 | high | 100 | 2.50 | 0.52 | 8.81** |
|  | low | 100 | 1.71 | 0.72 |  |
| 23 | high | 100 | 2.63 | 0.48 | 7.95** |
|  | low | 100 | 1.97 | 0.67 |  |
| 24 | high | 100 | 2.79 | 0.43 | 8.43** |
|  | low | 100 | 2.11 | 0.68 |  |
| 25 | high | 100 | 2.91 | 0.32 | 9.16** |
|  | low | 100 | 2.35 | 0.51 |  |
| 26 | high | 100 | 2.84 | 0.36 | 6.13** |
|  | low | 100 | 2.44 | 0.53 |  |
| 27 | high | 100 | 2.96 | 0.19 | 6.85** |
|  | low | 100 | 2.52 | 0.61 |  |
| 28 | high | 100 | 2.87 | 0.33 | 6.93** |
|  | low | 100 | 2.43 | 0.53 |  |
| 29 | high | 100 | 2.90 | 0.30 | 7.66** |
|  | low | 100 | 2.32 | 0.69 |  |
| 30 | high | 100 | 2.45 | 0.57 | 7.90** |
|  | low | 100 | 1.83 | 0.53 |  |

**$p<$ .01 level

**Finalization of the scale**

Items with critical ratio greater than 2.58, the table value of 't' at .01 level of significance were selected for the final scale.  All the items in the draft scale were

selected. Thus the final scale consists of 30 statements. Details regarding statements under each dimension of Self-rated Classroom Management Competency Scale is given in Table 6.

Table 6

*Items under each Dimension of Self-rated Classroom Management Competency Scale*

| Dimension | Item number | Total number of items |
|---|---|---|
| Content Management | 1,2,3,4,5,7,8,,9,12,13,15, 16,25,29 | 14 |
| Conduct Management | 18,19,20,22,23 | 5 |
| Covenant Management | 6,10,11,14,17,21,24,26, 27,28,30 | 11 |

Since all the statements in the draft scale is selected, the final form of Self-rated Classroom Management Competency Scale (Malayalam &English version) are given as Appendix D.1 and Appendix D.2 respectively.

**Reliability**

Reliability of a test is its ability to yield consistent result from one set measure to another. Reliability is the degree of consistency that instrument or procedure demonstrates (Best & Khan, 2006).

Reliability of the scale was established by means of test retest method. The scale was administered to a group of 30 B.Ed. students and again repeated in the same group by giving an interval of two weeks. The scores obtained for the first test were correlated with the scores of the retest. The reliability coefficient is found to be

.70 which indicates the scale is reliable for measuring Self-rated Classroom Management Competency of prospective teachers.

**Validity**

An index of validity shows that the degree to which a test measures what it intends to measure when compared with accepted criterion. Best and Khan (2016) defines validity as the quality of a data gathering instrument or procedure that ensure to measure what is supposed to measure. The validity of the scale was ensured by establishing face validity and content validity.

For ensuring face validity the investigator consulted experts during the development of the scale and it was given to the experts for the approval of items. They were asked to judge the worth and relevance of the content included in the scale. The experts approved the scale as an appropriate tool for measuring Self-rated Classroom Management Competency of prospective teachers. Thus the tool has face validity.

Content validity refers to the degree to which the test actually measures or is specifically related to the traits for which was it designed.' For ensuring content validity adequate number of items were included in each dimension of Classroom Management Competency. Moreover the scale was given to the experts and they were asked to judge whether the items were grouped under the specific dimensions of classroom management as postulated by Froyen and Iverson in 1999. They approved the scale as an appropriate tool for measuring prospective teachers' Self-

rated Classroom Management Competency. Thus content validity of the tool was ensured.

### 5. Pupil-rated Classroom Management Competency Scale

The only direct, daily observers of a teachers' classroom teaching performance are the students in the classroom. Students are thus a potentially valuable source of information about their teachers' teaching. Quantitative student ratings of teaching are the most common method to gauge teaching since student ratings are used as the primary measure of teaching effectiveness (Kwan, 1999).

Taking these into consideration investigator developed a Pupil-rated Classroom Management Competency Scale to know how pupils taught by prospective teachers during their internship period, perceive their teacher is capable in managing the classroom. The procedure followed in the development of Pupil-rated Classroom Management Competency Scale is described below.

**Planning of the scale**

For identifying the components investigator went through the available literature related to classroom management. The three selected competencies viz., Content Management, Conduct Management and Covenant Management of trainees are measured through the scale. In consultation with supervising teacher and experts it was decided to construct a three point scale consists of statements from the select three dimensions of Classroom Management Competency.

**Preparation of the scale**

Based on the select three dimensions of Classroom Management Competency the investigator developed a Pupil-rated Classroom Management Competency Scale. Initially 40 items were prepared. After discussing with experts some items were modified and some were rejected. Thus the draft scale consists of 36 statements including 21 positive statements and 15 negative statements. The scale include 15 statements under Content Management, 10 statements under Conduct Management, and 11 statements under Covenant Management. Illustrative items from Pupil-rated Classroom Management Competency Scale is given below.

E.g.     Teacher manage technology well to facilitate learning

a)  Always  b) sometimes c) never

(Content Management)

E.g.     Most often teacher fails to control students

a)  Always  b) sometimes c) never

(Conduct Management)

E.g.     Teacher is supportive and caring for all students.

a)  Always  b) sometimes c) never

(Covenant Management)

**Scoring procedure**

Each statement in the scale has three response alternatives viz. always, sometimes and never. A score of 3, 2, and 1 were given to the responses always, sometimes and never respectively for positive statements. For negative statements the scoring was done in the reverse order.

**Item analysis**

The purpose of item analysis is to select items that have item characteristics. A sample of 370 prospective teachers were selected for item analysis. The procedure of item analysis are described below.

The scored response sheets were arranged in the descending order on the basis of scores obtained. Two groups, one with high scores on the scale (top 27 percent of the group) and the other with low scores (bottom 27 percent of the group) were selected to find out the't' value of each statement by using the formula given by Garret (1998). For each item the mean and standard deviation were calculated. The t value of each statement was calculated by using the formula,

$$t = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}}$$   **(Garret, 1998)**

Where,

$\overline{X}_1$   =   mean response score obtained on a given statement for the high group

$\overline{X}_2$   =   mean response score obtained on a given statement for Low group

$\sigma_1^2$   =   variance of the distribution of the response scores on a given

statement for the high group

$\sigma_2^2$   =   the variance of the distribution of the response scores on a given

statement for the low group

$N_1$   =   number of subjects in the high group

$N_2$   =   number of subjects in the low group

Items with critical ratio greater than 2.58, the table value of 't' at .01 level of significance were selected for the final scale.

The critical ratios obtained for each item for the two groups are given in Table 7.

Table 7

*Details of Item Analysis of Pupil-rated Classroom Management Competency Scale*

| Item no | Category | N | Mean | S.D | t value |
|---------|----------|-----|------|------|---------|
| 1 | high | 100 | 2.88 | 0.35 | 4.96** |
|   | low | 100 | 2.56 | 0.53 | |
| 2 | high | 100 | 2.68 | 0.69 | 5.60** |
|   | low | 100 | 2.16 | 0.61 | |
| 3 | high | 100 | 2.90 | 0.33 | 4.75** |
|   | low | 100 | 2.61 | 0.51 | |
| 4 | high | 100 | 2.67 | 0.66 | 5.42** |
|   | low | 100 | 2.17 | 0.63 | |
| 5 | high | 100 | 2.94 | 0.23 | 6.33** |
|   | low | 100 | 2.43 | 0.76 | |
| 6 | high | 100 | 2.95 | 0.21 | 6.24** |
|   | low | 100 | 2.45 | 0.77 | |
| 7 | high | 100 | 2.42 | 0.87 | 5.35** |
|   | low | 100 | 1.77 | 0.83 | |
| 8 | high | 100 | 2.43 | 0.86 | 5.46** |
|   | low | 100 | 1.77 | 0.83 | |
| 9 | high | 100 | 2.86 | 0.44 | 4.05** |
|   | low | 100 | 2.48 | 0.82 | |
| 10 | high | 100 | 2.85 | 0.47 | 3.82** |
|   | low | 100 | 2.49 | 0.81 | |
| 11 | high | 100 | 2.78 | 0.50 | 6.10** |
|   | low | 100 | 2.24 | 0.72 | |
| 12 | high | 100 | 2.87 | 0.44 | 5.38** |
|   | low | 100 | 2.40 | 0.75 | |

| Item no | Category | N | Mean | S.D | t value |
|---------|----------|-----|------|------|---------|
| 13 | high | 100 | 2.85 | 0.47 | 5.56** |
|    | low  | 100 | 2.34 | 0.78 |        |
| 14 | high | 100 | 2.77 | 0.56 | 6.79** |
|    | low  | 100 | 2.11 | 0.79 |        |
| 15 | high | 100 | 2.88 | 0.38 | 4.37** |
|    | low  | 100 | 2.53 | 0.70 |        |
| 16 | high | 100 | 2.91 | 0.35 | 5.08** |
|    | low  | 100 | 2.51 | 0.70 |        |
| 17 | high | 100 | 2.83 | 0.47 | 4.96** |
|    | low  | 100 | 2.39 | 0.75 |        |
| 18 | high | 100 | 2.84 | 0.50 | 5.86** |
|    | low  | 100 | 2.26 | 0.84 |        |
| 19 | high | 100 | 2.78 | 0.54 | 4.21** |
|    | low  | 100 | 2.39 | 0.75 |        |
| 20 | high | 100 | 2.79 | 0.55 | 5.22** |
|    | low  | 100 | 2.26 | 0.84 |        |
| 21 | high | 100 | 2.86 | 0.44 | 6.54** |
|    | low  | 100 | 2.26 | 0.79 |        |
| 22 | high | 100 | 2.72 | 0.68 | 4.63** |
|    | low  | 100 | 2.22 | 0.83 |        |
| 23 | high | 100 | 2.58 | 0.78 | 3.82** |
|    | low  | 100 | 2.38 | 0.81 |        |
| 24 | high | 100 | 2.82 | 0.51 | 5.94** |
|    | low  | 100 | 2.26 | 0.78 |        |
| 25 | high | 100 | 2.68 | 0.70 | 6.47** |
|    | low  | 100 | 1.94 | 0.89 |        |
| 26 | high | 100 | 2.75 | 0.64 | 4.81** |
|    | low  | 100 | 2.24 | 0.84 |        |
| 27 | high | 100 | 2.62 | 0.74 | 4.59** |
|    | low  | 100 | 2.09 | 0.87 |        |
| 28 | high | 100 | 2.53 | 0.82 | 3.17** |
|    | low  | 100 | 2.15 | 0.86 |        |
| 29 | high | 100 | 2.65 | 0.72 | 4.97** |
|    | low  | 100 | 2.08 | 0.88 |        |

| Item no | Category | N | Mean | S.D | t value |
|---------|----------|------|------|------|---------|
| 30 | high | 100 | 2.61 | 0.75 | 6.54** |
|    | low | 100 | 1.84 | 0.90 | |
| 31 | high | 100 | 2.65 | 0.74 | 4.99** |
|    | low | 100 | 2.07 | 0.89 | |
| 32 | high | 100 | 2.76 | 0.62 | 5.58** |
|    | low | 100 | 2.17 | 0.85 | |
| 33 | high | 100 | 2.69 | 0.69 | 5.47** |
|    | low | 100 | 2.08 | 0.87 | |
| 34 | high | 100 | 2.62 | 0.76 | 4.89** |
|    | low | 100 | 2.05 | 0.88 | |
| 35 | high | 100 | 2.82 | 0.55 | 5.97** |
|    | low | 100 | 2.21 | 0.85 | |
| 36 | high | 100 | 2.75 | 0.62 | 5.77** |
|    | low | 100 | 2.13 | 0.87. | |

**p<.01*

**Finalization of the scale**

Items with critical ratio greater than 2.58, the table value of 't' for significance at .01 level were selected for the final scale. All the items in the draft scale were selected. Thus the final scale consists of 36 statements.

Details regarding statements under each dimension of Pupil-rated Classroom Management Competency Scale is given in Table 8.

Table 8

*Items under each Dimension of Pupil-rated Classroom Management Competency Scale*

| Dimension | Item number | Total number of items |
|---|---|---|
| Content Management | 1,2,3,4,6,7,8,12,26,28,29, 31,32,34,35 | 15 |
| Conduct Management | 10,11,14,15,16,17,18,19,20,36 | 10 |
| Covenant Management | 5,9,13,21,22,23,24,25,27,30,33 | 11 |

Since all the items in the draft scale were selected, the final form of Pupil-rated Classroom Management Competency Scale (Malayalam &English version) are given as Appendix E.1, and Appendix E.2 respectively.

**Reliability**

Reliability of a test is its ability to yield consistent result from one set measure to another. According to Best and Khan (2006) 'Reliability is the degree of consistency that instrument or procedure demonstrates'. With respect to student ratings, reliability most often concerns consistency or inter rater agreement (that is, within a given class whether students tend to give similar ratings on a given item). For this pupils' ratings (n=40) on teachers' competency in the three dimensions viz., Content Management, Conduct Management, and Covenant management were obtained. The scores obtained ranges from 32-37 (Content Management), 22-26 (Conduct Management), 25-30 (Covenant Management). This shows there is higher agreement among pupils' ratings on teachers' Classroom Management Competency.

It indicates the scale is reliable for measuring prospective teachers' Pupil-rated Classroom management Competency.

**Validity**

An index of validity shows that the degree to which a test measures what it intends to measure when compared with accepted criterion. Best and Khan (2006) defines validity as the quality of a data gathering instrument or procedure that ensure to measure what is supposed to measure. The validity of the scale was ensured by establishing face validity and content validity. The scale has both face and content validity since at every stage of its development, discussions were held with teachers and teacher educators with regard to the items included from the selected three dimensions of Classroom Management Competency. The scale was reviewed by three experts in the field of teacher education who have more than 15 years of teaching experience. Reviewers were asked to judge the importance of each item on the scale and the accuracy or clarity of the language used to describe the behaviour. All the experts approved the scale as an appropriate tool for measuring Pupil-rated Classroom Management Competency of prospective teachers.

**Sample Selected for the Study**

It is one of the obligations of parametric statistical procedures that a sample should be fairly large so as to cancel out all internal imbalances as well as to yield largely applicable findings. Size of the sample is of paramount significance. Sampling for the present study is done in three phases as the study proceeds in three phases. In the first and third phase of the study investigator relayed on survey. For

the survey, stratified sampling technique was adopted since it ensures representativeness and is applicable when the population is composed of subgroups or strata of different sizes. In the selection of the sample, due representation was given to factors like gender, type of management of institutions, and subject of specialization.

**Sample selected for survey**

The total sample selected for the survey in the first phase consisted 150 prospective teachers in one year B.Ed. programme from various B.Ed. colleges under University of Calicut. The break-up of the sample is illustrated as Figure 3.
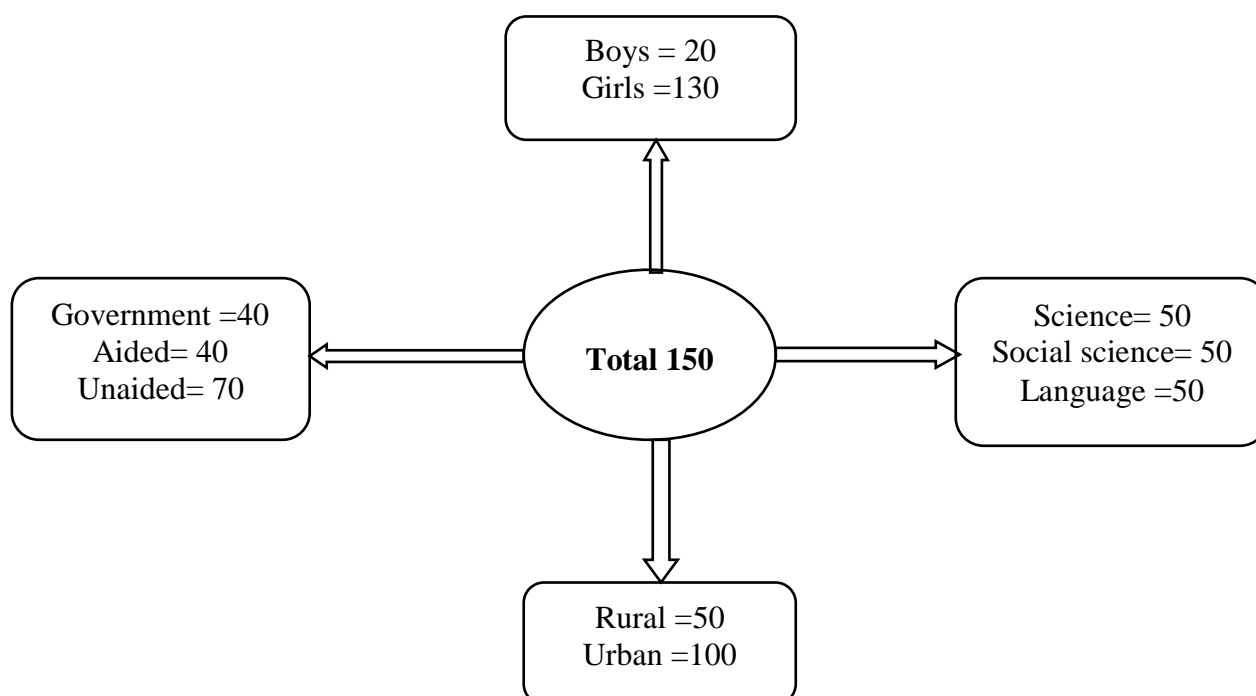


*Figure 3.* Break-up of the sample for survey in phase I.

In the third phase of the study the sample consisted of 300 prospective teachers in two year B.Ed. programme. The break-up of the sample is given in Figure 4.

```
                        ┌─────────────┐
                        │ Boys = 30   │
                        │ Girls =270  │
                        └─────────────┘
                               ↑
┌──────────────────┐       ╭─────────╮       ┌──────────────────────┐
│ Government =50   │ ←──── │ Total   │ ────→  │ Science= 100         │
│ Aided= 50        │       │  300    │        │ Social science= 100  │
│ Unaided= 200     │       ╰─────────╯        │ Language =100        │
└──────────────────┘           ↓              └──────────────────────┘
                        ┌─────────────┐
                        │ Rural= 100  │
                        │ Urban= 200  │
                        └─────────────┘
```
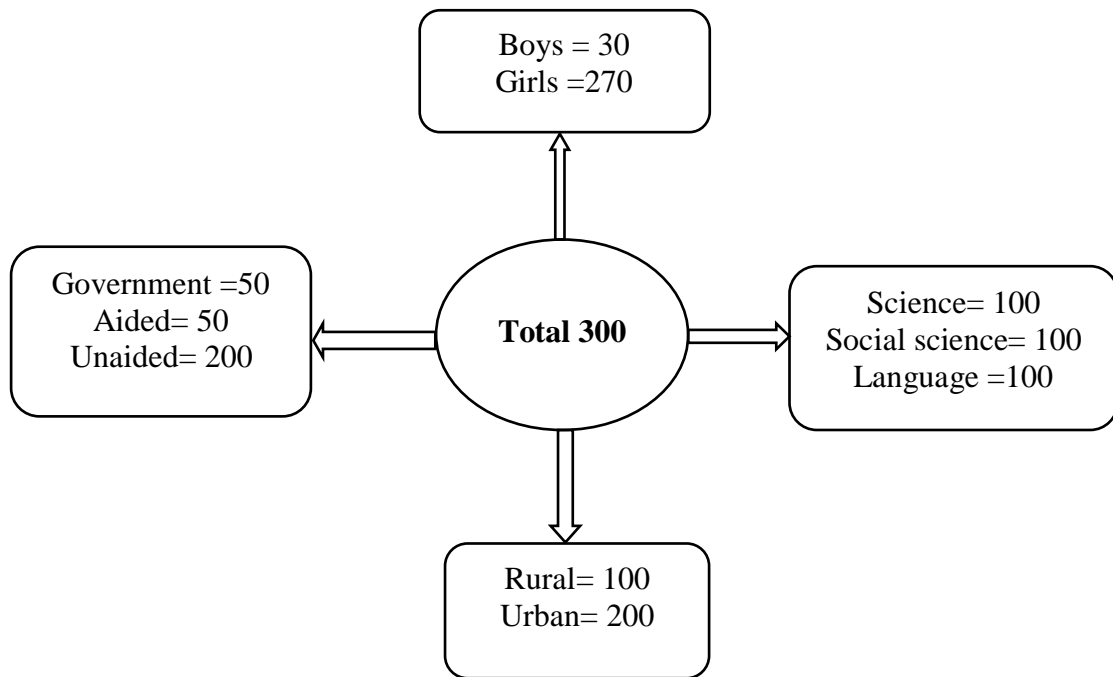
*Figure 4.* Break-up of the sample for survey in phase III.

**Sample for experimentation**

For experimentation sample consisted of carefully selected prospective teachers from two B.Ed. colleges with almost identical academic and demographic background, thus yielding theoretical homogeneity even without randomization. The total sample consisted of 200 prospective teachers resulting 100 in each group. The break-up of the total sample is as given in Table 9.

Table 9

*Break-up of the Total Sample for Experimentation*

| Group | Boys | Girls | Total | Graduate | Post graduate | Total | Science | Language | Social Science | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| Experimental | 6 | 94 | 100 | 72 | 28 | 100 | 45 | 25 | 30 | 100 |
| Control | 7 | 93 | 100 | 70 | 30 | 100 | 35 | 30 | 35 | 100 |
| Total | | | 200 | | | 200 | | | | 200 |

**Matching cases among experimental and control groups**

Selecting pairs or sets of individual with identical or nearly identical characteristics and assigning one of them to the experimental group and the other to the control group is a means of control. This method is limited by the difficulty of matching on more than one variable. It is also likely that some individuals will be excluded from the experiment if a matching subject is not available. Investigator matched the samples in both groups based on gender, qualification and subjects of specialization. This resulted 40 participants in each group. Break-up of the final sample for experimentation is given in Table 10.

Table 10

*Break-up of the Final Sample for Experimentation*

| Group | Boys | Girls | Total | Graduate | Post graduate | Total | Science | Language | Social science | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| Experimental | 6 | 34 | 40 | 23 | 17 | 40 | 18 | 12 | 10 | 40 |
| Control | 6 | 34 | 40 | 23 | 17 | 40 | 18 | 12 | 10 | 40 |
| Total | | | 80 | | | 80 | | | | 80 |

**Data Collection Procedure, Scoring and Consolidation of Data**

The present study attempted to ascertain the effectiveness of a Classroom Management Competency Enhancement Programme (CMCEP) in enhancing Classroom Management Competency of prospective teachers. An investigation was planned in which effect of a classroom management training programme on Classroom Management Competency is established by empirically comparing the competency of prospective teachers who underwent the CMCEP with those who do not underwent   the programme. The data collection procedure of the present study is as follows.

After preparing all the research tools viz., Test of Knowledge in Classroom Management, Classroom Management Competency Enhancement Programme, Classroom Management Observation Schedule, Self-rated Classroom Management Competency Scale, and Pupil-rated Classroom Management Competency Scale, the investigator approached the intended sample. Investigator selected prospective teachers from two B.Ed. colleges with almost identical academic and demographic background as experimental and control group. The principals of the two B.Ed. colleges were contacted and permission for collecting the data were sought.

As the first step to data collection, during the pretesting stage investigator measured the initial level of conceptual understanding about classroom management of both experimental and control group at the beginning of B.Ed. programme through the Test of Knowledge in Classroom Management. Subsequently the experimental group was exposed to a 33 hour CMCEP along with B.Ed. programme. Whereas control group was not exposed to the treatment and received only the B.Ed.

programme prescribed by the University. Upon completion of the treatment, during their internship period classroom observations of both experimental and control group were carried out. Independent observers (researcher, teacher educators, and mentors of B.Ed. students in school) periodically observed the classes of both the groups. Observers were asked to conduct at least three observations during the beginning, middle and towards the end of internship period respectively.

After internship both the groups self-rated their competency in classroom management through Self-rated Classroom Management Competency Scale. Investigator also obtained the perception of pupils taught by both experimental and control group through administering a Pupil-rated Classroom Management Competency Scale. Then at the end of the B.Ed. programme Test of Knowledge in Classroom Management was again administered to both the groups as a posttest. The response sheets were scored according to the scoring key prepared.

In the midst of experimentation the one year B.Ed. curriculum was revised and the two year B.Ed. curriculum came into effect. So a cross validation of the result obtained in the experimental phase was attempted. A cross validation is attempted to verify whether the two year B.Ed.programme significantly improves the Classroom Management Competency of prospective teachers. With this purpose the two year B.Ed. curriculum 2015-2017 was analyzed with regard to the classroom management aspects incorporated in the curriculum.Then the Self-rated Classroom Management Competency Scale was administered on a sample of 300 prospective teachers in two year B.Ed. programme immediately after internship. Moreover Test

of Knowledge in Classroom Management was administered on the same sample at the end of the B.Ed. programme.

The collected data were tabulated and analysed using appropriate statistical techniques.

## Statistical Techniques Used for Analysis

In the phase I prospective teachers' classroom management training needs were analyzed using frequency constants and percentages. Appropriate statistical techniques were used for testing the hypothesis. The collected data were analyzed using statistical software. Apart from descriptive statistics and percentage analysis the following statistical techniques were employed in the study.

1. **Test of significance of difference between means**

Test of significance of difference between means was used to compare the mean scores obtained for Knowledge in Classroom Management, Classroom Management Performance, Self-rated Classroom Management Competency and Pupil- rated Classroom Management Competency of prospective teachers between experimental and control group. In the study, it is also used for comparing the Classroom Management Competency among experimental, control groups and two year B.Ed. programme.

2. **Effect size**

An effect size is simply a way of quantifying the difference between two groups (Coe, 2000). In the present study it informs how much is the effect of Classroom Management Competency Enhancement Programme on Classroom

Management Competency of prospective teachers in terms of Knowledge in Classroom Management, Classroom Management Performance, Self-rated Classroom Management Competency and Pupil-rated Classroom Management Competency compared to the B.Ed. programme.

In the present study the effect size is determined and interpreted yielding the statistics Cohens d. Cohens d is calculated using the formula given by.

$$\text{Cohen's } d = \frac{\text{Mean of experimental group} - \text{mean of Control group}}{\text{Standard deviation of control group}}$$

(Glass Mc Graw and Smith, 1981)

Standard deviation of the control group is preferable as the denominator as it provides the best estimate of standard deviation, since it consists of a representative group of the population who have not been effected by experimental intervention (Coe, 2000). The effect varies according to the varying indices of Cohen's d. The indices are as follows;

0-0.20        Weak Effect

0.21-0.50   Modest Effect

0.51-1.00   Moderate Effect

>1.00         Strong Effect

# ANALYSIS AND INTERPRETATION

> ➢ *Analysis of Classroom Management Training Needs of Prospective Teachers at Secondary Level*
>
> ➢ *Effectiveness of Classroom Management Competency Enhancement Programme on Classroom Management Competency of Prospective Teachers at Secondary Level*
>
> ➢ *Comparison of Classroom Management Competency among Experimental, Control Groups and Prospective Teachers in Two Year B.Ed. Programme*
>
> ➢ *Major Findings*
>
> ➢ *Tenability of Hypotheses*

The analysis and interpretation of data involves the objective material in the possession of the researcher and his subjective reaction and desires to derive from the data the inherent meanings in their relation to the problem (Best and Khan, 2006). A critical examination of the results will lead to acceptance or rejection of the proposed hypotheses that in turn will contribute to knowledge in the particular area.

The study intended to develop and validate a Classroom Management Competency Enhancement Programme (CMCEP) for prospective teachers at secondary level. The first part of the objective is to develop a CMCEP and second part of the objective is to test its effectiveness in improving Classroom Management Competency of prospective teachers.

Analysis of the present study is based on the following hypotheses.

1. Prospective teachers at secondary level who undergo Classroom Management Competency Enhancement Programme have significantly higher mean score of Knowledge in Classroom Management (total), than the control group.

2. Prospective teachers at secondary level who undergo Classroom Management Competency Enhancement Programme have significantly higher mean score of Knowledge in Content Management, than the control group.

3. Prospective teachers at secondary level who undergo Classroom Management Competency Enhancement Programme have significantly

higher mean score of Knowledge in Conduct Management, than the control group.

4.  Prospective teachers at secondary level who undergo Classroom Management Competency Enhancement Programme have significantly higher mean score of Knowledge in Covenant Management, than the control group.

5.  Prospective teachers at secondary level who undergo Classroom management Competency Enhancement Programme have significantly higher mean score in Classroom Management Performance (total), than the control group.

6.  Prospective teachers at secondary level who undergo Classroom Management Competency Enhancement Programme have significantly higher mean score of Classroom Management Performance in Content Management, than the control group.

7.  Prospective teachers at secondary level who undergo Classroom Management Competency Enhancement Programme have significantly higher mean score of Classroom Management Performance in Conduct Management, than the control group.

8.  Prospective teachers at secondary level who undergo Classroom Management Competency Enhancement Programme have significantly higher mean score of Classroom Management Performance in Covenant Management, than the control group.

9.  Prospective teachers at secondary level who undergo Classroom Management Competency Enhancement Programme have significantly

higher mean score of Self-rated Competency in Classroom Management (total), than the control group.

10. Prospective teachers at secondary level who undergo Classroom Management Competency Enhancement Programme have significantly higher mean score of Self-rated Competency in Content Management, than the control group.

11. Prospective teachers at secondary level who undergo Classroom Management Competency Enhancement Programme have significantly higher mean score of Self-rated Competency in Conduct Management, than the control group.

12. Prospective teachers at secondary level who undergo Classroom Management Competency Enhancement Programme have significantly higher mean score of Self-rated Competency in Covenant Management, than the control group.

13. Prospective teachers at secondary level who undergo Classroom management Competency Enhancement Programme have significantly higher mean score of Pupil-rated Competency in Classroom Management (total), than the control group.

14. Prospective teachers at secondary level who undergo Classroom Management Competency Enhancement Programme have significantly higher mean score of Pupil-rated Competency in Content Management, than the control group.

15. Prospective teachers at secondary level who undergo Classroom Management Competency Enhancement Programme have significantly

higher mean score of Pupil-rated Competency in Conduct Management, than the control group.

16.  Prospective teachers at secondary level who undergo Classroom Management Competency Enhancement Programme have significantly higher mean score of Pupil-rated Competency in Covenant Management, than the control group.

17.  Two year secondary teacher education programme does not significantly improve the Classroom Management Competency of prospective teachers than that of who undergo the Classroom Management Competency Enhancement Programme.

18.  Two year secondary teacher education programme significantly improves the Classroom Management Competency of prospective teachers than that of prospective teachers in one year teacher secondary education programme.

Analysis of the present study is detailed in three sections.

**Section I**. Analysis of Classroom Management Training Needs of Prospective Teachers at Secondary Level

**Section II.** Effectiveness of Classroom Management Competency Enhancement Programme on Classroom Management Competency of Prospective Teachers at Secondary Level

**Section III**. Comparison of Classroom Management Competency among Experimental, Control Groups and Prospective Teachers in Two Year B.Ed. Programme

**Section I. Analysis of Classroom Management Training Needs of Prospective Teachers at Secondary Level**

Since the first objective of the study is to develop a Classroom Management Competency Enhancement Programme, as a prelude to the development of the programme, the investigator identified the classroom management training needs of prospective teachers in the three dimensions of Classroom Management Competency viz., Content Management, Conduct Management, and Covenant Management.The main focus of this section of analysis is to get a thorough understanding of the classroom management training needs of prospective teachers at secondary level. The research questions formulated for this section of analysis are,

1. What are the perceived training needs of prospective teachers in managing instruction in the classroom?

2. What are the perceived training needs of prospective teachers in maintaining discipline in the classroom?

3. What are the perceived training needs of prospective teachers in establishing interpersonal relationship in the classroom?

To address the research questions the study used a combination of survey method using a questionnaire and qualitative method through interview and content analysis. The analysis is presented under the following heads.

a) Analysis of classroom management training needs through questionnaire

b) Analysis of classroom management training needs through unstructured interview

c)      Analysis of B.Ed. curriculum-2012 with regard to classroom management aspects

**a)   Analysis of classroom management training needs through questionnaire**

The investigator identified the training needs of prospective teachers through a Questionnaire on Classroom Management Training Needs from a sample of 150 prospective teachers in one year B.Ed. programme. The training needs were clustered in to the three dimensions of Classroom Management Competency viz., Content Management, Conduct Management, and Covenant Management. Prospective teachers' responses were analyzed by taking the number and its corresponding percentages in each category of options viz., not needed, less needed, most needed, and it is presented in Table 11.

Table 11

*Prospective Teachers' priority of Training Needs in Classroom Management*

| No. | Item | Not needed 1 | Less needed 2 | Most needed 3 |
|---|---|---|---|---|
| | **Content Management** | | | |
| 1 | Practice to manage time effectively to achieve the lesson objectives. | 14 (9.33%) | 48 (32%) | 88 (58.6%) |
| 2 | Training on how to organize physical space for various teaching methods. | 15 (10%) | 65 (43.3%) | 70 (46.6%) |
| 3 | Training to pace instruction to the level of students. | 63 (42%) | 52 (34.6%) | 35 (23.3%) |
| 4 | Training to plan lessons in advance. | 112 (74.6%) | 23 (15.3%) | 15 (10%) |
| 5 | Training to manage technology in classroom. | 18 (12%) | 50 (33.3%) | 82 (54.6%) |
| 6 | Training in asking questions. | 89 (59.3%) | 41 (27.3%) | 20 (13.3%) |

| No. | Item | Not needed 1 | Less needed 2 | Most needed 3 |
|---|---|---|---|---|
| 7 | Training to ensure participation of all students in learning activities. | 15 (10%) | 76 (50.6%) | 59 (39.3%) |
| 8 | Training to conduct smooth transition between activities. | 21 (14%) | 50 (33.7%) | 79 (52.3%) |
| 9 | Training in active supervision of learning activities. | 34 (22.6%) | 54 (36%) | 62 (41.33%) |
| 10 | Training on how to manage group activities. | 20 (13.3%) | 57 (38%) | 73 (48.6%) |
| 11 | Training in explaining the subject matter. | 105 (70%) | 30 (20%) | 15 (10%) |
| 12 | Training in using blackboard. | 100 (66.6%) | 30 (20%) | 20 (13.3%) |
| **Conduct  Management** | | | | |
| 13 | Training to establish rules and expectation. | 30 (20%) | 57 (38%) | 63 (42%) |
| 14 | Training to monitor student behaviour. | 18 (12%) | 42 (28%) | 90 (60%) |
| 15 | Training in strategies to prevent misbehaviour. | 12 (8 %) | 33 (22%) | 105 (70%) |
| 16 | Training in strategies to acknowledge appropriate behaviour. | 28 18.75% | 55 36.5% | 67 44.75% |
| 17 | Training to maintain discipline in the classroom. | 14 (9.3%) | 26 (17.6%) | 110 (73.3%) |
| 18 | Training on the use of reward and punishment. | 68 (45.5%) | 57 (38%) | 25 (16.5%) |
| **Covenant  Management** | | | | |
| 19 | Training in establishing rapport. | 105 (70%) | 30 (20%) | 15 (10%) |
| 20 | Training on how to attain respect. | 23 (15.3%) | 55 (36.6%) | 72 (48%) |
| 21 | Training to gain students' trust in discussing personal problems. | 33 (22%) | 69 (46%) | 48 (32%) |
| 22 | Training to maintain healthy relationship with students. | 25 (16.6%) | 55 (36.6%) | 70 (46.6%) |
| 23 | Training to develop caring and supportive attitude towards students. | 54 (36%) | 45 (30%) | 51 (34%) |

| No. | Item | Not needed 1 | Less needed 2 | Most needed 3 |
|---|---|---|---|---|
| 24 | Training on how to treat students with dignity | 21 (14%) | 60 (40%) | 69 (46%) |
| 25 | Training to boost motivational aspects among students | 27 (18%) | 66 (44%) | 57 (38%) |

Table 11 depicts prospective teachers' training needs in the three dimensions of Classroom Management Competency viz., Content Management, Conduct Management, and Covenant Management. In Content Management dimension, 'practice to manage time effectively to achieve the lesson objectives' was marked as the most priority training requirement (88 out of 150; i.e., 58.6% of the respondents). 'Managing technology to facilitate learning' is the second most priority need of prospective teachers (82 out of 150 ie.,54.6%).Training on how to conduct 'smooth transition between activities' was ranked third with the consensus of 79 respondents (52.3%).The three training needs which were ranked fourth, fifth and sixth were 'management of group activities', 'organization of physical space for various teaching methods' and 'active supervision of learning activities'. The percent of teachers who identified these items to have these priority rankings were 48.6%, 46.6%, and 41.3% respectively. On an average, nearly half of the student teachers reported they need training to 'ensure participation of all students in learning activities'. One third of the sample opined they require more assistance in 'pacing instruction to the level of students'. 'Planning lessons in advance', 'asking questions', 'explaining subject matter' and 'using black board' were the areas in which they need little assistance.

In Conduct Management dimension, training to 'maintain discipline' is the highest priority training requirement of prospective teachers (110 out of 150, i.e., 73.33% of the respondents). A total of 105 teachers (70%) selected 'strategies to prevent misbehaviour' as the second most important training need. 'Monitoring student behaviour' is the third priority need of prospective teachers (90 out of 150, i.e., 60%). Nearly half of the student teachers (44.75%) reported they need assistance in 'acknowledging appropriate behaviour'. More   than one third of the sample (42%) require training in 'establishing rules and expectation'. Nearly half of the teachers (45.5%) need no assistance in the 'use of reward and punishment'.

In Covenant Management dimension, training on 'how to attain respect' was ranked as the most priority training requirement (72 out of 150 ie., 48%). Nearly half of the prospective teachers identified 'maintaining healthy relationship with students', 'how to treat students with dignity' as their need in classroom management. More than one third (41%) of prospective teachers reported they need training to 'boost motivational aspects among students'. Nearly one third of the prospective teachers require training in 'developing caring and supportive attitude towards students' and assistance 'in gaining students' trust in discussing personal problems'. 70 percent of prospective teachers were satisfied with the training they receive in 'establishing rapport with students'.

Analysis of classroom management training needs of prospective teachers at secondary level revealed that more than half of the sample require training in the three select dimensions of Classroom Management Competency-Content Management Competency, Conduct Management Competency, and Covenant

Management Competency. Results throw light on the fact that prospective teachers receive little assistance in classroom management and they require more training in managing time effectively to achieve the lesson objectives, managing technology to facilitate learning, management of group activities, conducting smooth transition between activities, maintaining discipline in the classroom, preventive strategies for misbehaviour and attain respect from students.

b) **Analysis of classroom management training needs through unstructured interview**

The investigator conducted unstructured interview with teacher educators (n= 15) and mentors of B.Ed. students in schools (n=20) on what areas beginning teachers need to be successful in the classroom. Both teacher educators and mentors expressed the need for beginning teachers to develop solid knowledge in classroom management. Maintaining order in the classroom, managing group activities, efficient use of time, and dealing with disruptive behaviour were identified as important areas in which student teachers need further training. They also discussed the need for training in classroom organization, establishing rules, and planning appropriate lessons that motivate and engage students. Generally teachers opined that all aspects of classroom management are essential for beginning teachers to perform effectively. Mentor teachers added the necessity of giving training in establishing positive relationship with students. The teachers disclosed in the interview that involving students in classroom activities can be achieved via training prospective teachers in establishing good relationship between the teacher and pupils through discussions and dialogue. They also stressed the need for training to use the

technology tools they had for instructional purposes. The major training needs of prospective teachers suggested by teacher educators and mentors are presented in Table 12.

Table 12

*Prospective Teachers' Training Needs Suggested by Teacher Educators and Mentors in Schools*

| Sl. No. | Training needs |
|---|---|
| 1 | Maintaining order in the classroom |
| 2 | Managing group activities |
| 3 | Efficient use of time |
| 4 | Dealing with disruptive behaviour |
| 5 | Training in classroom organization |
| 6 | Establishing rules |
| 7 | Planning appropriate lessons that motivate and engage students |
| 8 | Training to use technology tools |

c) **Analysis of B.Ed. curriculum-2012 with regard to classroom management aspects**

The investigator made an attempt to analyze the B.Ed. curriculum- 2012 with regard to classroom management aspects. The investigator analyzed the classroom management aspects in the core courses, optional courses and practical sessions of the B.Ed. curriculum. The details are given in Table 13.

Table 13

*Aspects Related to Classroom Management in B.Ed. Curriculum-2012*

| B.Ed.curriculum | Aspects related to classroom management |
|---|---|
| **Semester I** | |
| **Theory courses** | |
| EDU101 Perspectives on Education | ------ |
| EDU 102 Psychology of the Learner | ------ |
| EDU 103 Technology and Informatics in Education | ------ |
| **Optional courses I** | ------ |
| EDU111-EDU123<br>Methodology of optional subjects | ------ |
| **Optional courses II** | |
| EDU 131-EDU 143<br>Pedagogic practices in optional subjects | Module II<br>Teaching skills for classroom extension-micro-teaching, skill based practice, three different skills and link practice.<br>Module IV<br>Lesson planning-ways of introducing various topics, developing the skills. |
| **Semester II** | |
| **Theory courses** | |
| EDU 104 Education in the Socio Cultural Context | ------ |
| EDU 105 Psychology of Learning | ------ |
| EDU 106 Educational Management | ------ |
| **Optional courses III** | |
| EDU 151-EDU163<br>Curriculum and Resources of optional subjects | ------ |
| **Optional courses IV** | |
| EDU 171-EDU183 | Module V competencies listed by |

| B.Ed.curriculum | Aspects related to classroom management |
|---|---|
| Professionalizing optional subjects | NCTE |
| | Soft skills for a teacher |
| **Practical (EDU 201 and EDU 202)** | |
| Micro teaching | Skill based practice, three different skills and link practice. |
| Discussion lessons | Develop and discuss lesson plans |
| Demonstration lessons | Observe teaching skills through demonstration classes |
| Criticism lessons | Conduct a macro lesson, observe and record criticism of the classes |
| Preparation of teaching aid | ------- |
| Field trip, field work with community based Programme | ------- |
| Community living camp | ------- |
| School internship | Real classroom teaching of 30 working days. |
| | Keep Reflective journal |
| Preparation of achievement test | ------- |

Analysis of B.Ed. curriculum revealed that the aspect of classroom management is very less and some aspects like grouping techniques, reinforcement of appropriate behaviour, and how to organize classroom for various teaching strategies are included in the optional subjects. Few skills associated with classroom management is trained through micro teaching. It should be noted that the practice in micro teaching is confined to any three skills mentioned in the curriculum. Moreover the curriculum doesn't address the necessary skills needed for a constructivist classroom. Prospective teachers get a chance to observe the classroom behaviour of teachers through demonstration lessons. During criticism prospective teachers conduct a macro lesson and observe the classes of their peers. In fact the quality of

training received by prospective teachers solely depends on how the teacher educators provide assistance in practicing the skills needed for a classroom. The investigator couldn't find standalone training in classroom management in the B.Ed. programme.

**Conclusion**

Analysis of prospective teachers' training needs in classroom management through survey, interview with teacher educators and mentor teachers, and analysis of B.Ed.  curriculum with regard to classroom management lead to the conclusion that prospective teachers need training in all the three dimensions of Classroom Management Competency viz., Content Management, Conduct Management, and Covenant Management. Classroom management aspects are scattered throughout the curriculum and doesn't get the adequate focus as it deserves. Taking this into consideration the investigator developed the Classroom Management Competency Enhancement Programme to meet prospective teachers' training needs in the select three dimensions of Classroom Management Competency.

The effectiveness of the Classroom Management Competency Enhancement Programme is assessed in the experimental section.

**Section II. Effectiveness of Classroom Management Competency Enhancement Programme on Classroom Management Competency of Prospective Teachers at Secondary Level**

The main thrust of this section of analysis is to assess the effectiveness of Classroom Management Competency Enhancement Programme on Classroom

Management Competency of prospective teachers at secondary level. This was achieved through measuring prospective teachers'

1. Knowledge in Classroom Management

2. Classroom Management Performance

3. Self-rated Classroom  Management Competency

4. Pupil-rated Classroom  Management Competency

**Preliminary analysis**

As a first step to analysis, to see whether the pretest scores of Test of Knowledge in Classroom Management is normally distributed or not, important statistical constants like mean, median, mode, standard deviation, skewness and kurtosis were calculated for the experimental and control groups. The details of the statistics are presented in Table 14 and Table 15 respectively.

Table 14

*Descriptive Statistics of the Pretest Scores of Knowledge in Classroom Management of Experimental Group*

| Group | N | Mean | Median | Mode | S.D | Skewness | Kurtosis |
|-------|---|------|--------|------|-----|----------|----------|
| Experimental | 40 | 27.08 | 27.00 | 27.00 | 7.71 | 0.10 | 0.16 |

Table 14 reveals that the three measures of central tendency viz., mean, median, and mode of the pretest scores of Knowledge in Classroom Management of experimental group are almost equal. The extent of skewness or index of symmetry

is 0.10. This shows that the distribution is slightly positively skewed .The measure of kurtosis is 0.16 which shows that the curve is slightly lepto kurtic (Ku<0.263).

Graphical representation of the distribution of pretest scores of Knowledge in Classroom Management of experimental group is presented as Figure 5.
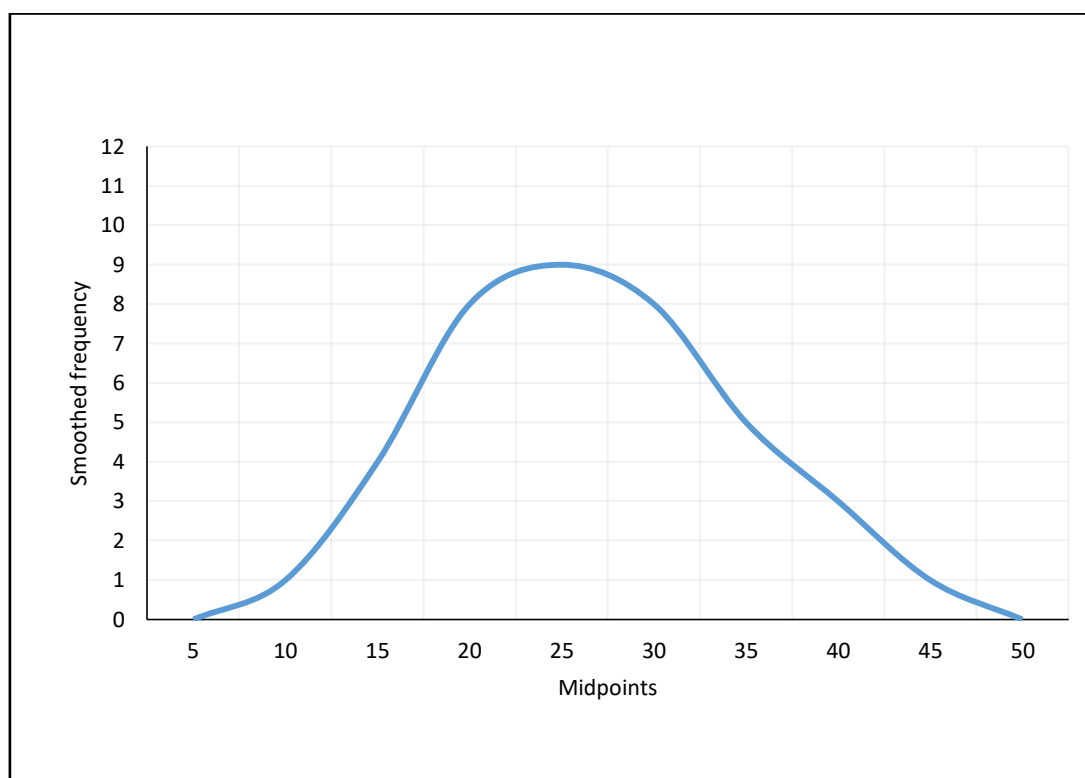


*Figure 5.* Smoothed frequency curve of the distribution of pretest scores of 'Knowledge in Classroom Management' of experimental group.

The statistical constants and graphical representation of the distribution of pretest scores of Knowledge in Classroom Management of experimental group follow approximately a normal distribution.

Table 15

*Descriptive Statistics of the Pretest Scores of Knowledge in Classroom Management of Control Group*

| Group | N | Mean | Median | Mode | S.D | Skewness | Kurtosis |
|-------|----|-------|--------|-------|------|----------|----------|
| Control | 40 | 25.68 | 25.00 | 27.00 | 6.25 | 0.00 | 0.06 |

Table 15 reveals that the three measures of central tendency viz., mean, median, and mode of the pretest scores of Knowledge in Classroom Management of control group are almost equal. The extent of skewness or index of symmetry is 0.00.The measure of kurtosis is 0.06 which shows that the curve is slightly lepto-kurtic (Ku<0.263).

Graphical representation of the distribution of pretest scores of Knowledge in Classroom Management of control group is presented as Figure 6.
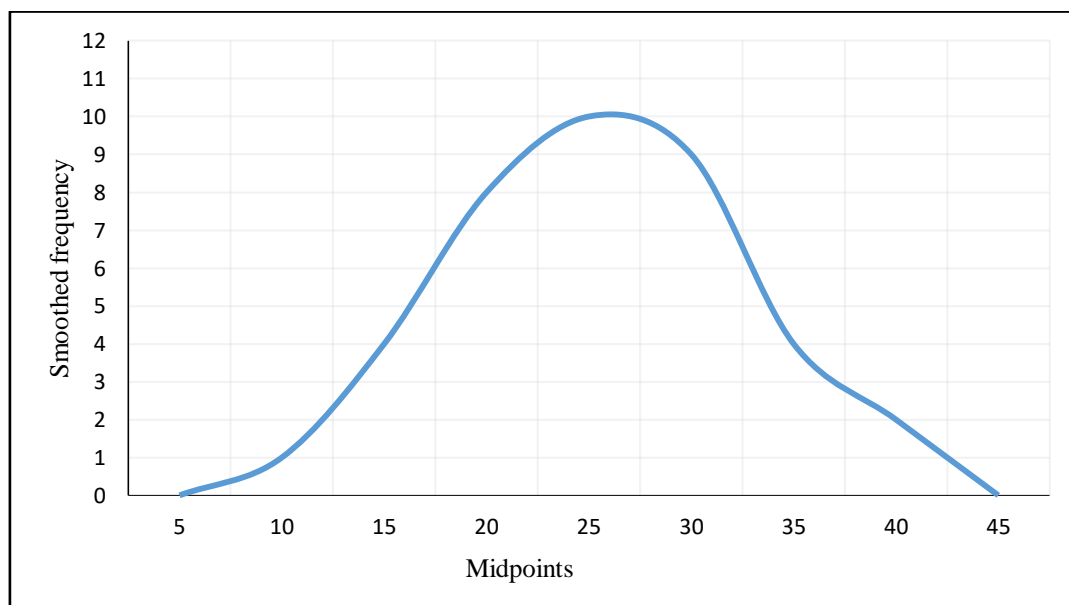


*Figure 6.* Smoothed frequency curve of the distribution of pretest scores of 'Knowledge in Classroom Management' of control group.

The statistical constants and graphical representation of the pretest scores of Knowledge in Classroom Management of control group follow approximately a normal distribution.

After preliminary analysis the investigator measured the effectiveness of Classroom Management Competency Enhancement Programme (CMCEP) in the select indicators viz., Knowledge in Classroom management, Classroom Management Performance, Self-rated Classroom Management Competency, and Pupil-rated Classroom Management Competency. The details are presented under the following heads.

1.  Effectiveness of Classroom Management Competency Enhancement Programme on Prospective Teachers' Knowledge in Classroom Management

2.  Effectiveness of Classroom Management Competency Enhancement Programme on Classroom Management Performance of Prospective Teachers

3.  Effectiveness of Classroom Management Competency Enhancement Programme on Self-rated Classroom Management Competency of Prospective Teachers

4.  Effectiveness of Classroom Management Competency Enhancement Programme on Pupil-rated Classroom Management Competency of Prospective Teachers

**1. Effectiveness of Classroom   Management Competency Enhancement Programme on Prospective Teachers' Knowledge in Classroom Management**

Knowledge in Classroom Management include all the required cognitive knowledge for creating effective teaching and learning environment. It refers to the conceptual understanding regarding the three dimensions of Classroom Management Competency viz., Content Management, Conduct Management, and Covenant Management. Prospective teachers' Knowledge in Classroom Management is measured through 'Test of Knowledge in Classroom Management'. Prior to the experimentation as well as after experimentation the Test of Knowledge in Classroom Management was administered on the sample as pretest as well as posttest.

To find out the effectiveness of Classroom Management Competency Enhancement Programme (CMCEP) in enhancing prospective teachers' Knowledge in Classroom Management, the investigator compared the mean pretest and posttest scores of experimental and control groups. The details of comparison are as follows.

a. Comparison of mean pretest scores of Knowledge in Classroom Management between experimental and control groups

b. Comparison of mean   posttest scores of Knowledge in Classroom Management between experimental and control groups

**a. Comparison of mean pretest scores of Knowledge in Classroom Management between experimental and control groups**

Prior to the experimentation, in order to check whether the experimental and control groups are identical in their knowledge regarding classroom management, the investigator compared the mean pretest scores of both the groups using test of significance of difference between means for large independent samples. The data and results of test of significance of difference between means of pretest scores of experimental and control groups are given in Table 16.

Table 16

*Data and Results of Test of Significance of Difference between Mean Pretest Scores of Experimental and Control Groups*

| Dimension | Group | N | Mean | S.D | t value |
|---|---|---|---|---|---|
| Knowledge in Classroom Management (total) | Experimental | 40 | 27.07 | 7.71 | 0.89 |
| | Control | 40 | 25.67 | 6.25 | |
| Content Management | Experimental | 40 | 15.40 | 3.69 | 0.71 |
| | Control | 40 | 14.77 | 4.13 | |
| Conduct Management | Experimental | 40 | 7.52 | 3.08 | 1.31 |
| | Control | 40 | 6.70 | 2.50 | |
| Covenant Management | Experimental | 40 | 4.15 | 2.29 | 0.10 |
| | Control | 40 | 4.20 | 1.93 | |

From Table 16 it can be seen that the mean pretest scores of experimental and control groups do not differ significantly in Knowledge in Classroom Management (total) and in the three dimensions viz., Content Management, Conduct Management, and Covenant Management since the t values obtained are below 1.96,

the required table value of t for significance at .05 level. From the mean scores of experimental and control groups it can be concluded that both the groups are almost identical with regard to Knowledge in Classroom Management.

For obtaining a clear picture about the comparison of mean pretest scores of 'Knowledge in Classroom Management (total) and in the three dimensions' between experimental and control groups, smoothed cumulative percentage frequency curves are given in Figure 7.

*Figure 7.* Smoothed cumulative percentage frequency curves of comparison of pretest scores of 'Knowledge in Classroom Management (total) and in the three dimensions' between experimental and control groups.

Figure 7 indicates the frequency of each score obtained by experimental and control groups for 'Knowledge in Classroom Management and its three dimensions' do not differ significantly. The curves support the data given in Table 16, i.e., the two groups are identical in their Knowledge in Classroom Management.

**b) Comparison of mean posttest scores of Knowledge in Classroom Management between experimental and control groups**

To find out whether CMCEP has significant effect in enhancing prospective teachers' Knowledge in Classroom Management, the comparison of mean posttest scores of experimental and control groups was done. The data and results of the test of significance of difference between means are given in Table 17.

Table 17

*Data and Results of Test of Significance of Difference between Mean Posttest Scores of Experimental and Control Groups*

| Dimension | Group | N | Mean | S.D | t value | Effect size |
|---|---|---|---|---|---|---|
| Knowledge in Classroom Management (total) | Experimental | 40 | 43.37 | 6.75 | 11.40** | 2.52 |
| | Control | 40 | 26.00 | 6.85 | | |
| Content Management | Experimental | 40 | 27.92 | 4.81 | 12.45** | 2.81 |
| | Control | 40 | 14.62 | 4.73 | | |
| Conduct Management | Experimental | 40 | 9.57 | 2.30 | 6.19** | 1.37 |
| | Control | 40 | 6.35 | 2.34 | | |
| Covenant Management | Experimental | 40 | 5.87 | 1.57 | 2.56** | 0.61 |
| | Control | 40 | 5.02 | 1.38 | | |

 *$p<.05$, **$p<.01$

Table 17 reveals that the mean posttest scores of Knowledge in Classroom Management (total) and in the three dimensions between experimental and control groups differ significantly since the t values are above the table value of t for significance. The mean scores of Knowledge in Classroom Management (total) of experimental and control group differ significantly since the value 11.40 is greater than 2.58, the required table value of t for significance at .01 level. Higher mean score is obtained by experimental group. The wide variation in the mean scores indicate that experimental group far excels the control group in Knowledge in Classroom Management. This means experimental group possess higher conceptual knowledge regarding the three dimensions of Classroom Management Competency.

In Content Management, significant difference is observed at .01 level since the t value 12.45 exceeds 2.58, the table value of t for significance. There is wide variation in the mean scores and higher mean score is achieved by experimental group. This clearly indicates that the CMCEP significantly improved the conceptual knowledge regarding the management of instruction in the classroom.

In Conduct Management, there is significant difference between the mean scores of experimental and control groups as the t value 6.19 is greater than 2.58, the required value of t for significance at .01 level. The mean score obtained by both groups varies much and higher mean score is associated with experimental group. Mean scores indicate that  experimental group benefited from CMCEP in acquiring knowledge of procedural skills involved in managing discipline problems in the classroom.

Regarding the dimension Covenant Management, experimental and control groups show significant difference only at .05 level since the t value 2.56, is greater than 1.96 the required value for significance. Higher mean score of experimental group indicates experimental group showed better knowledge in managing interpersonal relationship in the classroom compared to the control group.

Table 17 also reveals the effect size of CMCEP on Knowledge in Classroom Management. The effect size indicates that CMCEP has large effect in improving the Knowledge in Classroom Management (total) and in the three dimensions viz., Content Management, Conduct  Management since the value of Cohen's d >1.00 . Whereas the programme has moderate effect in improving the knowledge in Covenant Management since the value of Cohen's d 0.61 lies between 0.51 and 1.00. Thus it can be inferred that B.Ed. programme combined with CMCEP is more effective in improving prospective teachers' Knowledge in Classroom Management.

The comparison of mean posttest scores of 'Knowledge in Classroom Management (total) and in the three dimensions' between experimental and control groups is clearly visible from the smoothed cumulative percentage frequency curves given in Figure 8.
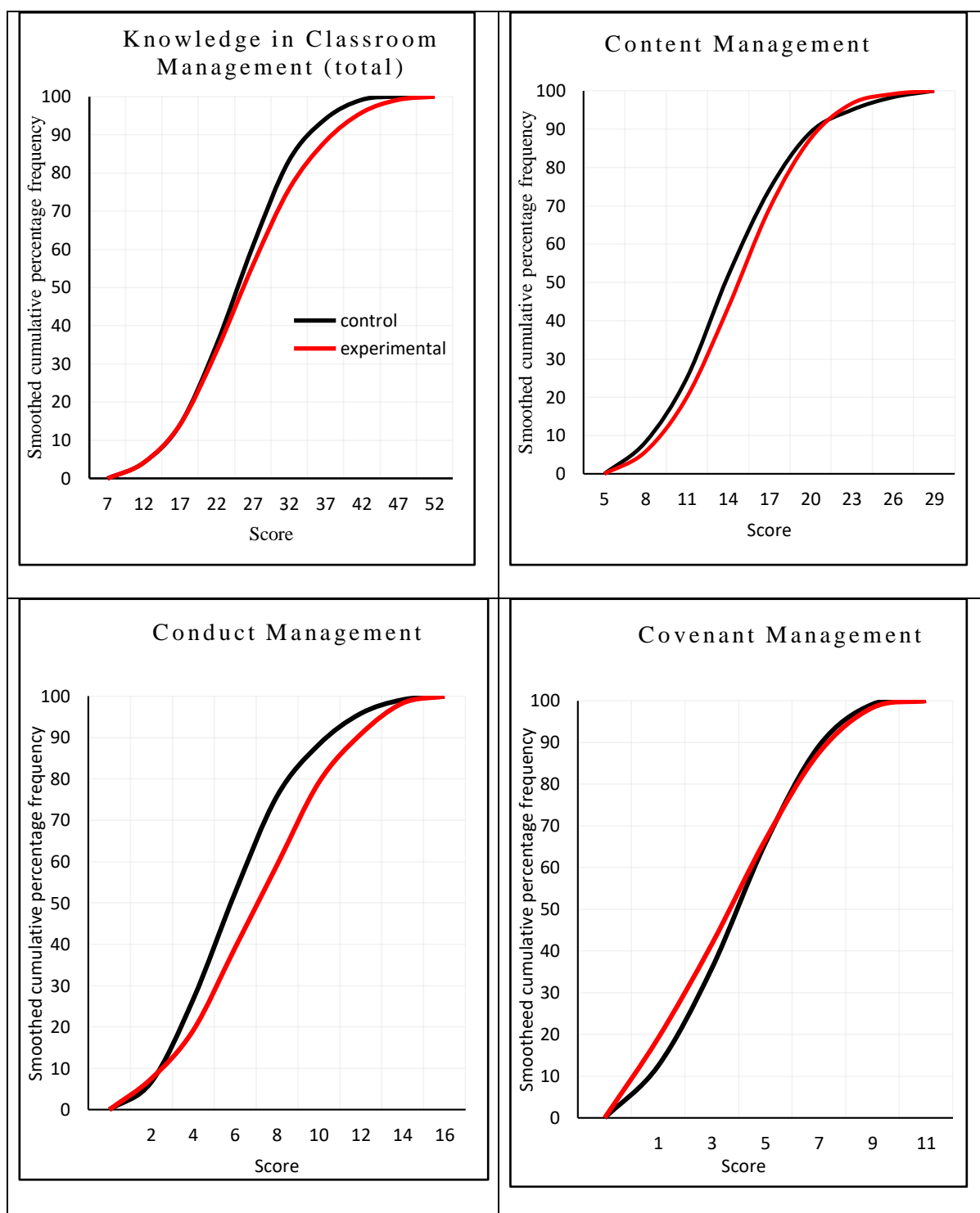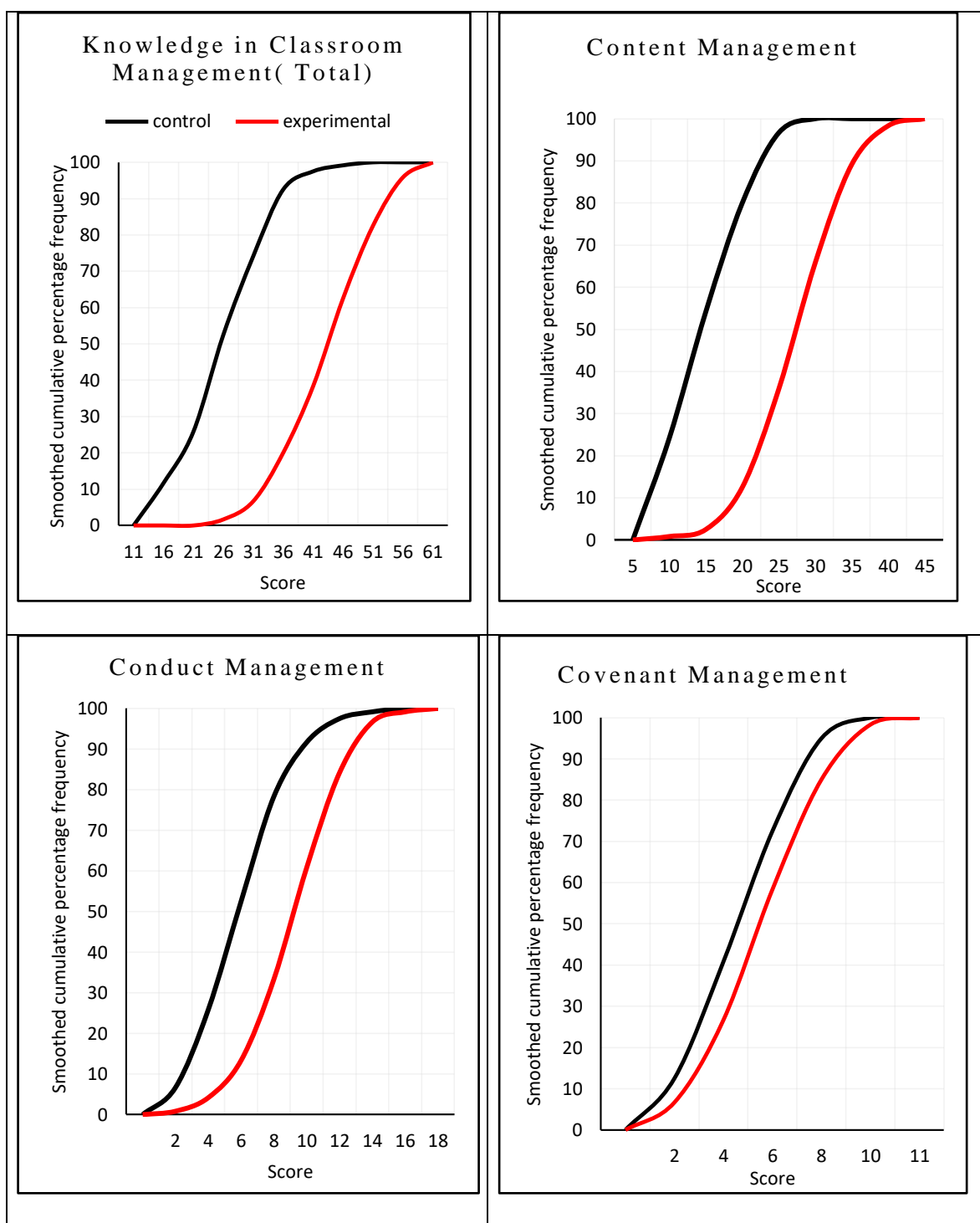
*Figure 8.* Smoothed cumulative percentage frequency curves of the comparison of mean posttest scores of 'Knowledge in Classroom Management (total) and in the three dimensions' between experimental and control groups.

Figure 8 indicates that the frequency of each score obtained by experimental and control groups on Test of Knowledge in Classroom Management differ remarkably, favoring experimental group in total and in the three dimensions. The figure clearly illustrates that the effect of CMCEP on 'Knowledge in Classroom Management (total) and in the three dimensions' is present not only in the mean level, but all along the distribution.

**Discussion**

Comparison of mean pretest scores of experimental and control groups clearly shows that both the groups are identical in their Knowledge in Classroom Management. After experimentation, the comparison of posttest scores revealed that the mean scores of 'Knowledge in Classroom Management (total) and in the three dimensions' of experimental group far excels the control group. Experimental group benefitted from the programme in acquiring conceptual knowledge in managing instruction related problems, procedural skills involved in dealing with indiscipline, and in establishing interpersonal relationship in the classroom. Experimental group showed better knowledge in Content Management, Conduct Management, and Covenant Management. Thus it can be concluded that CMCEP significantly improves prospective teachers' Knowledge in Classroom Management.

## 2. Effectiveness of Classroom  Management Competency Enhancement Programme on Classroom Management Performance of Prospective Teachers

Classroom Management Performance refers to the observable behaviour pattern a teacher exhibits in managing instruction, maintaining discipline, and

establishing interpersonal relationship in the classroom. The Classroom Management Performance of prospective teachers is measured through the Classroom Management Observation Schedule. The independent observers (researcher, teacher educators, and mentors of B.Ed. students in schools) conducted periodic observations of classes of each teacher trainee in both experimental and control group during their internship period. To find out the effectiveness of Classroom Management Competency Enhancement Programme (CMCEP) on Classroom Management Performance, the investigator compared the Classroom Management Performance assessed by the three observers separately. The details of comparison are as follows.

a. Comparison of Classroom Management Performance between experimental and control groups  as assessed by the researcher

b. Comparison of Classroom Management Performance between experimental and control groups as assessed by the teacher educators

c. Comparison of Classroom Management Performance between experimental and control groups as assessed by the mentors of B.Ed. students in schools

**a. Comparison of Classroom Management Performance between experimental and control groups as assessed by the researcher**

To assess the Classroom Management Performance of prospective teachers, the researcher conducted two periodic observations of the classes of both experimental and control groups during internship period. The two observations were conducted during the first half and second half of internship period respectively. To know the effectiveness of CMCEP on Classroom Management

Performance, the investigator compared the mean scores of the two observations of the researcher between experimental and control groups. The data and results of the test of significance of difference between means are given in Table 18.

Table 18

*Data and Results of Test of Significance of Difference between Means of Classroom Management Performance of Experimental and Control Groups as Assessed by the Researcher*

| Time of observation | Dimension | Group | N | Mean | S.D | t value |
|---|---|---|---|---|---|---|
| 1st half of internship | Classroom Management performance (total) | Experimental | 40 | 59.08 | 11.73 | 3.32** |
| | | Control | 40 | 52.37 | 5.18 | |
| | Content Management | Experimental | 40 | 36.35 | 7.61 | 2.67** |
| | | Control | 40 | 32.50 | 5.10 | |
| | Conduct Management | Experimental | 40 | 10.85 | 3.05 | 2.21* |
| | | Control | 40 | 9.52 | 2.32 | |
| | Covenant Management | Experimental | 40 | 11.90 | 2.22 | 3.52** |
| | | Control | 40 | 10.35 | 1.87 | |
| 2nd half of internship | Classroom Management performance (total) | Experimental | 40 | 67.25 | 12.06 | 6.37** |
| | | Control | 40 | 53.99 | 5.33 | |
| | Content Management | Experimental | 40 | 40.95 | 6.21 | 5.92** |
| | | Control | 40 | 33.60 | 4.91 | |
| | Conduct Management | Experimental | 40 | 12.85 | 2.31 | 7.0** |
| | | Control | 40 | 9.77 | 1.74 | |
| | Covenant Management | Experimental | 40 | 13.45 | 1.82 | 6.90** |
| | | Control | 40 | 10.62 | 1.98 | |

*$p< .05$, **$p<.01$

From Table 18 it is evident that, in the two observations carried out by the researcher, significant difference is noticed in the Classroom Management Performance between experimental and control groups. For the first observation ie., during the first half of internship the critical ratio obtained for 'Classroom

Management Performance (total) and in the three dimensions' viz., Content Management and Covenant Management are significant at .01 level since the t values (3.32, 2.67, and 3.52) are above 2.58, the table value of t required for significance at .01 level. Whereas for the dimension Conduct Management, significant difference is observed only at .05 level as the obtained t value is 2.21. In the second observation significant difference is observed in the mean scores of Classroom Management Performance (total) and in the three dimensions since the t values (6.37, 5.92, 7.0, and 6.90 respectively) are greater than 2.58, the required value of t for significance at .01 level. An estimation of mean scores in the two observations indicates that student teachers in experimental group exhibit better Classroom Management Performance than control group.

For Classroom Management Performance (total), in the two observations made by the researcher, the mean scores of experimental group varies much and there is gradual increase in the mean scores. Whereas the mean scores of control group are almost equal. The higher mean scores of experimental group indicate the dominance of experimental group over control group in Classroom Management Performance.

For Content Management dimension, in the two observations significant difference is noticed in the mean scores of experimental and control groups. Higher mean score is achieved by experimental group. This shows prospective teachers in experimental group manage instruction related problems better than the control group. It is also remarkable that in experimental group, there is gradual increase in the mean scores from first observation to the second observation. Whereas the mean

scores of control group remain almost same in the two observations. The increase in the mean scores of experimental group indicates CMCEP is effective in improving instructional management skills of prospective teachers.

Regarding the Conduct Management dimension, in the two observations made by researcher the mean scores of experimental group varies much and there is gradual increase in the mean scores. Whereas the mean scores of control group are almost equal. The higher means scores of experimental group indicate the dominance of experimental group over control group in Conduct Management. Participants in the intervention condition scored significantly higher in the behavioural intervention measure than participants in the control condition, indicating that teachers exposed to the programme tend to apply classroom management practices to a larger extent than those who were not exposed to the programme. Therefore it is inferred that CMCEP enhanced prospective teachers' procedural skills in managing discipline in the classroom.

From the mean scores of Covenant Management, it is understood that experimental group has higher mean scores and the scores varies much. The mean scores of control group are less when compared to experimental group and do not vary much. This clearly indicates that student teachers in experimental group better manage interpersonal relationship in the classroom than the control group. It is therefore inferred that the CMCEP significantly enhances prospective teachers' skills needed for managing interpersonal relationship in the classroom.

To conclude, in the two observations of the researcher, experimental group achieved higher mean scores in Classroom Management Performance (total) and in

the three dimensions. Moreover, the mean scores of experimental group keep on increasing, but at the same time the mean score of control group remain almost equal. The significant variation in the mean scores clearly indicates CMCEP improves the Classroom Management Performance of prospective teachers.

For obtaining a clear view of the comparison of mean scores of Classroom management performance between experimental and control groups, the percentage mean scores obtained for 'Classroom Management Performance (total) and in the three dimensions' are plotted in a graph and it is given in Figure 9.

*Figure 9.* Graphical representation of comparison of percentage mean scores of 'Classroom Management Performance (total) and in the three dimensions' between experimental and control groups as assessed by the researcher.

Figure 9 illustrates comparison of percentage mean scores of 'Classroom Management Performance (total) and in the three dimensions' between experimental and control groups as assessed by the researcher. O1 and O2 represent researcher's observations during the first half and second half of internship period respectively. It is evident from the figure that experimental group dominates over control group in Classroom Management Performance (total) and in the three dimensions. The mean scores of experimental group significantly increased from the first observation to the second, whereas the mean scores of control group remains almost equal.

b) **Comparison of Classroom Management Performance between experimental and control groups as assessed by the teacher educators**

To assess the Classroom Management Performance of prospective teachers, the teacher educators conducted three periodic observations of the classes of both experimental and control groups during internship period. The first, second, and third observations were carried out at the beginning, middle and at the end of the internship period respectively. The investigator compared the mean scores of the three observations of teacher educators between experimental and control groups. The data and result of the test of significance of difference between means is given in Table 19.

Table 19

*Data and Results of Test of Significance of Difference between Means of Classroom Management Performance of Experimental and Control Groups as Assessed by the Teacher Educators*

| Time of observations | Dimension | Group | N | Mean | S.D | t value |
|---|---|---|---|---|---|---|
| at the beginning of internship | Classroom Management Performance (total) | Experimental Control | 40 40 | 60.17 56.45 | 13.15 7.11 | 1.57 |
| | Content Management | Experimental Control | 40 40 | 37.27 35.12 | 8.53 4.66 | 1.39 |
| | Conduct Management | Experimental Control | 40 40 | 11.02 9.95 | 2.98 2.02 | 1.88 |
| | Covenant Management | Experimental Control | 40 40 | 11.87 11.37 | 2.83 1.93 | 0.92 |
| in the middle of internship | Classroom Management Performance (total) | Experimental Control | 40 40 | 60.52 57.22 | 13.09 6.86 | 1.41 |
| | Content Management | Experimental Control | 40 40 | 37.65 35.67 | 8.37 4.31 | 1.32 |
| | Conduct Management | Experimental Control | 40 40 | 11.71 10.42 | 2.84 2.20 | 1.31 |
| | Covenant Management | Experimental Control | 40 40 | 11.70 11.12 | 2.76 1.88 | 1.08 |
| at the end of internship | Classroom Management Performance (total) | Experimental Control | 40 40 | 65.12 58.57 | 6.12 2.16 | 3.36** |
| | Content Management | Experimental Control | 40 40 | 39.17 36.15 | 6.18 3.57 | 2.48* |
| | Conduct Management | Experimental Control | 40 40 | 12.65 10.60 | 2.49 2.08 | 3.98** |
| | Covenant Management | Experimental Control | 40 40 | 13.30 11.82 | 2.16 1.93 | 3.21** |

*$p< .05$, **$p<.01$

Table 19 reveals the comparison of mean scores of Classroom Management

Performance between experimental and control groups as assessed by the teacher

educators. In the first observation ie., at the beginning of internship no significant

difference is found between experimental and control groups in the mean scores of Classroom Management Performance (total) and in the three dimensions since the values (1.57, 1.39, 1.88, and 0.92) are below 1.96, the required t value for significance at .05 level. In the second observation, ie., in the middle of internship also no significant difference is noticed in the mean scores of Classroom Management Performance (total) and in the dimensions   since the t values (1.41,1.32, 1.31, and 1.08) are below 1.96, the required t value for significance at .05 level. In the third observation ie., at the end of internship the t value obtained for Classroom Management Performance (total), Conduct  Management, and Covenant Management (3.36,3.98, and 3.21) are above 2.58, the table value of t for significance at .01 level. In Content Management, significant difference is found only at .05 level. In all the three dimensions of Classroom Management Competency higher mean scores are obtained by experimental group. It is also noticed from Table 19 that there is gradual increase in the mean scores obtained by experimental from first observation to the third observation, whereas the mean scores of control group remains almost equal. The results indicate experimental group possess better Classroom Management Performance in the three select dimensions of Classroom Management Competency than the control group.
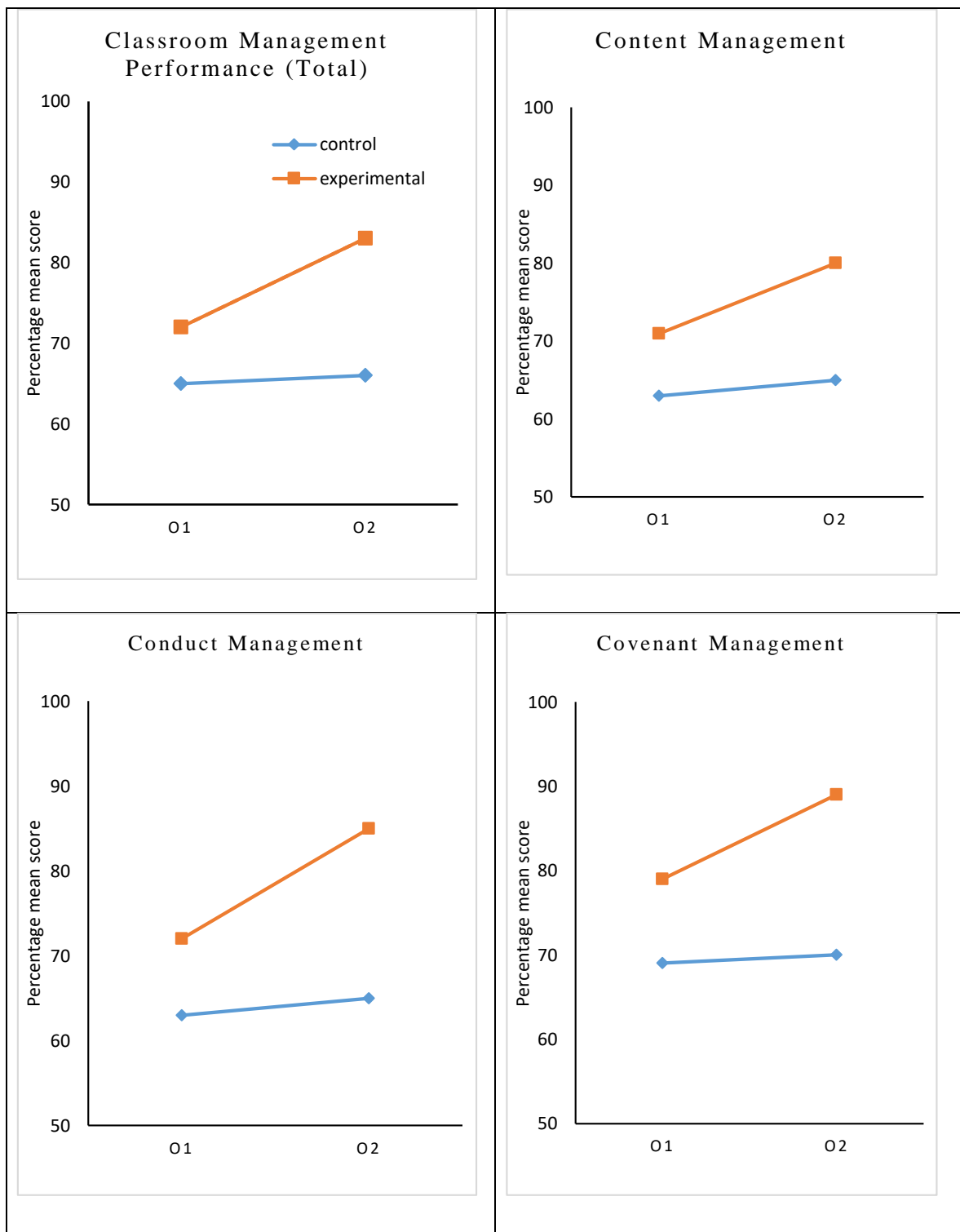
Graphical representation of comparison of percentage mean scores of 'Classroom Management Performance (total) and in the three dimensions' between experimental and control groups is given as Figure 10.

*Figure 10.* Graphical representation of comparison of percentage mean scores of 'Classroom Management Performance (total) and in the three dimensions' between experimental and control groups as assessed by the teacher educators.

Figure 10 represents the comparison of percentage mean scores of 'Classroom Management Performance (total) and in the three dimensions' between experimental and control groups as assessed by the teacher educators. $O_1$, $O_2$, and $O_3$ are observations conducted at the beginning, in the middle, and at the end of internship period respectively. It is evident from the graph that in the first two observations, both the groups do not differ significantly in 'Classroom Management Performance (total) and in the three dimensions'. But towards the end of internship period significant difference is observed between the groups in 'Classroom Management Performance (total) and in the three dimensions', and experimental group dominates over control group, indicating the effectiveness of CMCEP on prospective teachers' Classroom Management Performance.

b) **Comparison of Classroom Management Performance between experimental and control group as assessed by the mentors of B.Ed. students in schools**

To assess the Classroom Management Performance of prospective teachers, the mentors of B.Ed. students in schools conducted two periodic observations of the classes of both experimental and control group during internship period. The first, and second observations were carried out in the first half and second half of teaching practice respectively. Investigator compared the two observations of mentors of B.Ed. students between experimental and control group. The data and results of the test of significance of difference between means is given in Table 20.

Table 20

*Data and Results of Test of Significance of Difference between Means of Classroom Management Performance of Experimental and Control Groups as Assessed by the Mentors of B.Ed. Students in School*

| Time of observations | Dimensions | Group | N | Mean | S.D | t value |
|---|---|---|---|---|---|---|
| 1st half of internship | Classroom Management Performance (total) | Experimental | 40 | 55.32 | 10.48 | 0.33 |
| | | Control | 40 | 55.17 | 6.65 | |
| | Content Management | Experimental | 40 | 35.07 | 7.03 | 1.53 |
| | | Control | 40 | 33.05 | 4.51 | |
| | Conduct Management | Experimental | 40 | 10.62 | 2.42 | 0.31 |
| | | Control | 40 | 10.47 | 1.78 | |
| | Covenant Management | Experimental | 40 | 11.65 | 2.38 | 2.65** |
| | | Control | 40 | 10.42 | 1.69 | |
| 2nd half of internship | Classroom Management Performance (total) | Experimental | 40 | 61.57 | 9.11 | 2.46* |
| | | Control | 40 | 57.27 | 6.21 | |
| | Content Management | Experimental | 40 | 38.00 | 5.60 | 2.04* |
| | | Control | 40 | 35.75 | 4.14 | |
| | Conduct Management | Experimental | 40 | 11.60 | 2.19 | 2.70** |
| | | Control | 40 | 10.47 | 1.44 | |
| | Covenant Management | Experimental | 40 | 12.97 | 2.31 | 5.27* |
| | | Control | 40 | 10.65 | 1.78 | |

*$p< .05$, **$p<.01$

Table 20 depicts the comparison of mean scores of Classroom Management Performance between experimental and control groups as observed by mentors of B.Ed. students in school. In the first observation, ie, in the first half of internship, significant difference is noticed only in the Covenant Management between experimental and control groups. The obtained t value 2.65 is significant at .01 level. In the second observation i.e., in second half of internship, the t values obtained for

Classroom Management Performance (total), Content Management and Covenant Management (2.46, 2.04, and 5.27 respectively) are significant only at .05 level. The t value obtained for Conduct Management is 2.70 which is significant at .01 level since the value is greater than 2.58. Higher mean values of experimental group indicate experimental group dominates in Classroom Management Performance over the control group.

The two observations made by the mentors between experimental and control groups show that in the first half of internship period, the two groups are similar in their Classroom Management Performance except in Covenant Management. Experimental group exhibits better management of interpersonal relationship in the classroom. But in the second half of internship period significant improvement is noticed in all the three dimensions of Classroom Management Competency of experimental group, whereas control group remains with almost equal performance. The higher mean scores of experimental group clearly indicates experimental group has better Classroom Management Performance compared to control group.
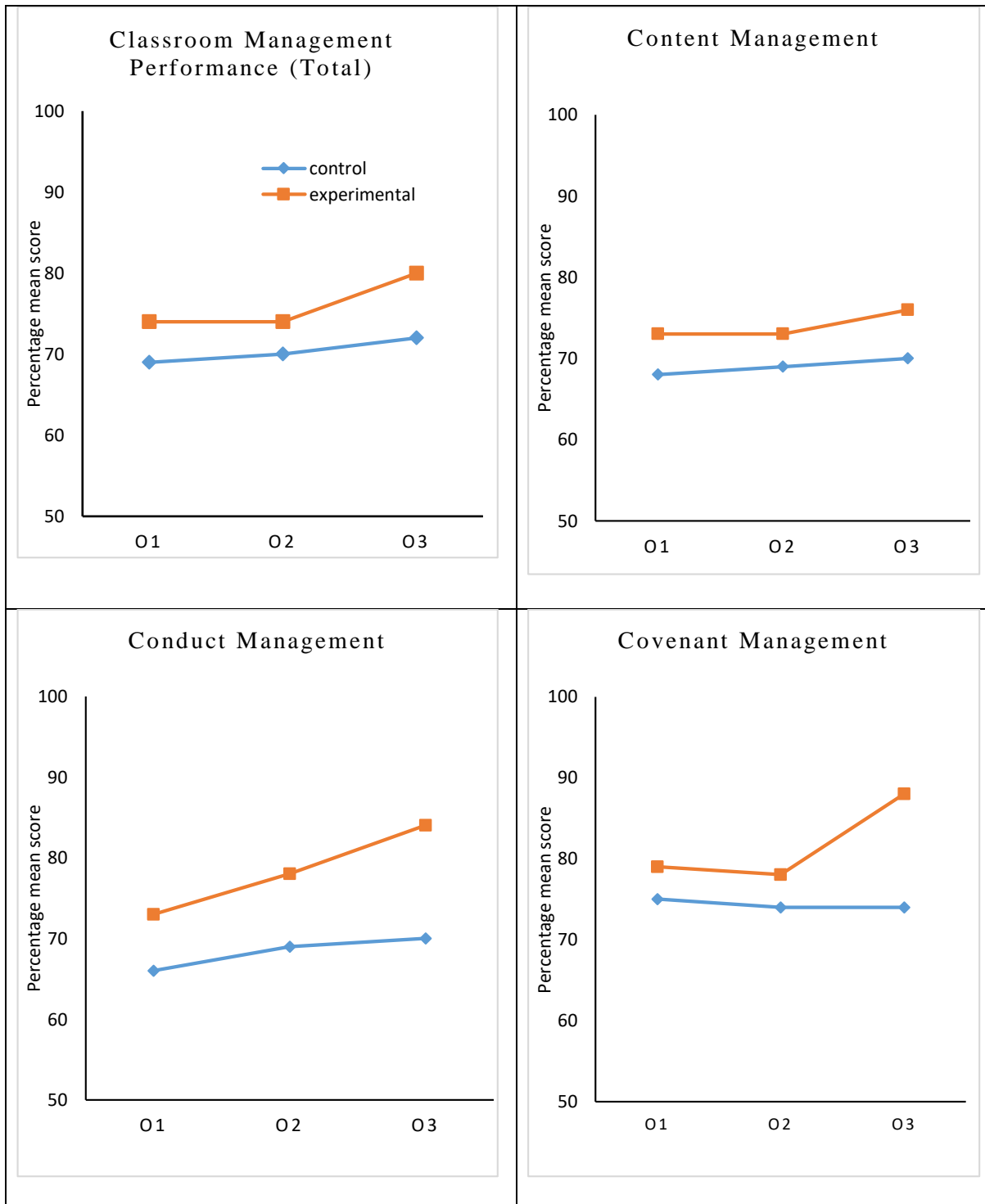
Graphical representation of comparison of percentage mean scores of 'Classroom Management Performance (total) and in the three dimensions' between experimental and control groups in the two observations of mentors of B.Ed. students in schools is given in Figure 11.
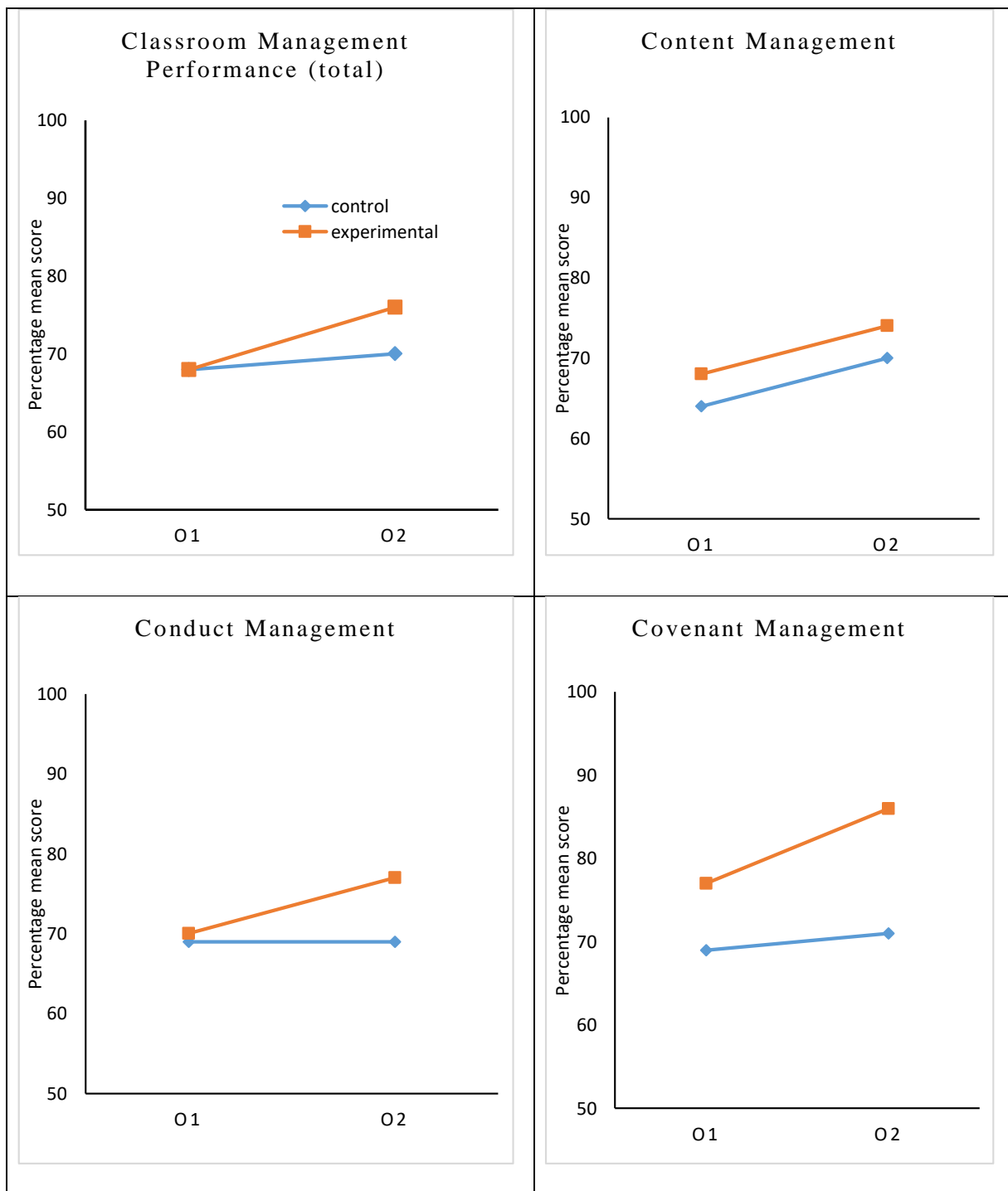
*Figure 11.* Graphical representation of comparison of percentage mean scores of 'Classroom Management Performance (total) and in the three dimensions' between experimental and control groups as assessed by the mentors of B.Ed. students in schools.

Figure 11 illustrates the comparison of mean scores of 'Classroom Management Performance (total) and in the three dimensions' between experimental and control group as assessed by the mentors of B.Ed. students in schools. O1 and O2 are observations conducted during the first half and second half of internship period respectively. During the first half of internship both group differ significantly only in Covenant Management. But during the second half of internship period significant difference is observed between the groups in 'Classroom Management Performance (total) and in the three dimensions', and experimental group dominates over control group, indicating the effectiveness of the CMCEP on prospective teachers' Classroom Management Performance.

**Discussion**

The observations of the researcher, teacher educators and mentors of B.Ed. students in school provide clear picture about the effectiveness of CMCEP on Classroom Management Performance of B.Ed. students. In the two observations of researcher, experimental group shows significant improvement in their management skills. In the observations of teacher educators significant difference is noticed in the mean scores of Classroom Management Performance in total and in the three dimensions at the end of internship period. In all the three selected dimensions of Classroom Management Competency experimental group dominates the control group. In the observation conducted by mentors of B.Ed. students in schools during the first half of internship significant difference between the mean scores of the two group is noticed only in Covenant Management dimension. But in the observation conducted by mentors during the second half of internship period intervention group

showed marked improvements in the mean scores of    Classroom Management Performance in total and in the three dimensions.

To sum-up experimental group benefited from the programme in acquiring skills in managing instruction related off task behaviour. Moreover the programme also enhanced the procedural skills involved in maintaining discipline in the classroom. The intervention group also tends to apply strategies for maintaining interpersonal relationship in the classroom. Moreover the influence of time can be seen in all the observations made by the researcher, teacher educators, and mentors of B.Ed. students in schools. It is observed from the results that there is gradual increase in the mean scores of experimental group from the beginning of internship to the end of internship period. Whereas the difference in the mean scores of control group is negligible. The Classroom Management Performance of prospective teachers in experimental group gets improved from the beginning of internship to the end of internship period. This clearly indicates classroom management skill of experimental group improves if they get sufficient time to practice. The above discussion helped the investigator to conclude that incorporating CMCEP in B.Ed. programme along with providing sufficient time for practice can enhance Classroom Management Performance of prospective teachers.

3.  **Effectiveness of Classroom   Management Competency Enhancement Programme on Self-rated Classroom   Management Competency of Prospective Teachers**

Self-rated Classroom Management Competency refers how prospective teachers perceive themselves as competent in managing instruction, maintaining

discipline, and establishing interpersonal relationship in the classroom. Self-rated Classroom Management Competency of prospective teachers is measured through Self-rated Classroom Management Competency Scale. To know the effectiveness of Classroom Management Competency Enhancement Programme (CMCEP) on Self-rated Classroom Management Competency, the investigator compared the mean scores of Self-rated Classroom Management Competency between the experimental and control groups. The data and results of the test of significance of difference between means are given in Table 21.

Table 21

*Data and Results of Test of Significance of Difference between Means of Self-rated Classroom Management Competency of Experimental and Control Groups*

| Dimension | Group | N | Mean | S.D | t value | Effect size |
|---|---|---|---|---|---|---|
| Self-rated Classroom Management Competency (Total) | Experimental | 40 | 76.85 | 6.26 | 3.79** | 0.75 |
| | Control | 40 | 70.60 | 8.31 | | |
| Content Management | Experimental | 40 | 35.70 | 2.84 | 3.37** | 0.64 |
| | Control | 40 | 33.00 | 4.18 | | |
| Conduct Management | Experimental | 40 | 12.60 | 1.59 | 4.14** | 0.84 |
| | Control | 40 | 10.92 | 1.99 | | |
| Covenant Management | Experimental | 40 | 28.55 | 2.91 | 2.51* | 0.52 |
| | Control | 40 | 26.67 | 3.56 | | |

*p< .05, **p<.01

Table 21 depicts the comparison of mean scores of Self-rated Classroom Management Competency between experimental and control groups. The difference between the mean scores of Self-rated Classroom Management Competency (total) of experimental and control groups is significant at .01 level since the t value 3.79 is above 2.58, the required t value for significance. An estimation of mean scores

indicate the Self-rated Classroom Management Competency of experimental group is higher than that of control group. There exists significant difference in the Content Management dimension between experimental and control groups as the t value 3.37 is greater than 2.58, the required table value of t for significance at .01 level. Higher mean score of experimental group indicates the experimental group teachers perceive themselves as more competent in managing instruction in the classroom. In Conduct Management, significant difference is noticed at .01 level as the t value 4.14 exceeds 2.58, the required t value for significance. Higher mean score is associated with experimental group indicating student teachers in experimental group perceive themselves as more competent in maintaining discipline in the classroom. In Covenant Management, significant difference is observed only at .05 level as the t value 2.51 is above 1.96. An estimation of mean scores indicates Self-rated Classroom Management Competency of prospective teachers in experimental group is higher than that of control group.

`       Table 21 also shows the effect of CMCEP on prospective teachers Self-rated Classroom Management Competency. The effect size indicates that CMCEP has moderate effect in improving the Self-rated Classroom Management Competency (total) and in the select three dimensions since all the indices of effect size lie between 0.51 and 1.00.

The difference in the mean scores of 'Self-rated Classroom Management Competency (total) and in the three dimensions' between experimental and control groups is clear from the smoothed cumulative frequency percentage curves given as Figure 12.
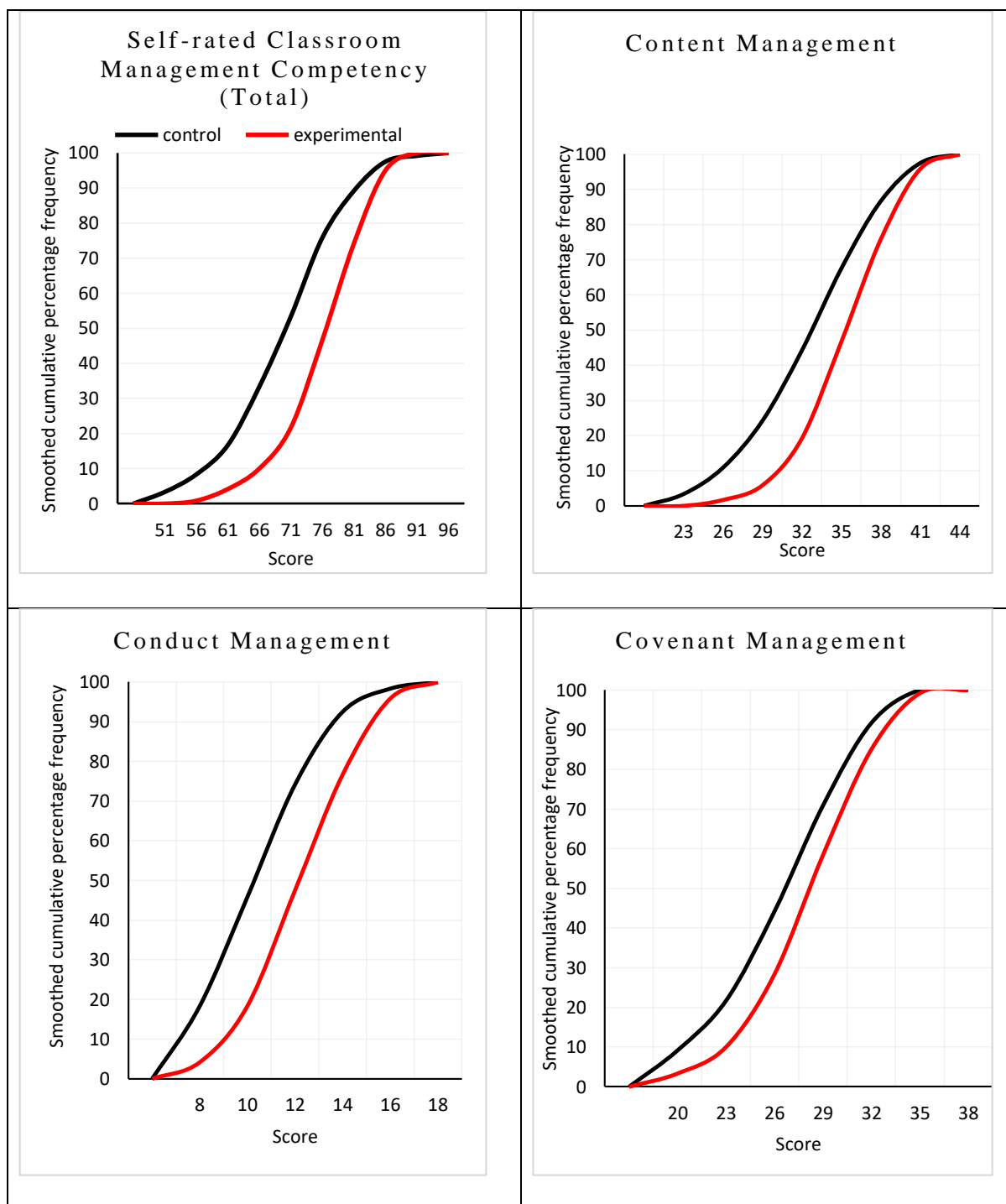
*Figure 12.* Smoothed cumulative percentage frequency curves of comparison of 'Self-rated Classroom Management Competency (total) and in the three dimensions' between experimental and control groups.

Figure 12 indicates that the frequency of each score obtained by the experimental and control groups on Self rated Classroom Management Competency Scale differ remarkably, favouring experimental group in Self-rated Classroom Management Competency (total)  and in the dimensions. The Figure 14 clearly illustrates that the effect of CMCEP on Self-rated Classroom Management Competency is present not only at the mean level but all along the distribution.

**Discussion**

Comparison between mean scores of Self-rated Classroom Management Competency between experimental and control groups show that the experimental group is more competent in managing instruction, maintaining discipline and in establishing interpersonal relationship in the classroom than control group. The dominance of experimental group over control group indicates experimental group benefitted from CMCEP in acquiring the knowledge and skills needed for effective management of the classroom. They perceive themselves to be confident in organizing the classroom for various teaching methods, in engaging students, in dealing with misbehaviour in establishing classroom etiquettes, and in expressing caring and supportive attitude towards students. Thus it may therefore be inferred that prospective teachers who underwent the CMCEP have better Self-rated Classroom Management Competency than those who trained in B.Ed. programme.

**4. Effectiveness of Classroom Management Competency Enhancement Programme on Pupil - rated Classroom Management Competency of Prospective Teachers**

Pupil-rated Classroom Management Competency refers how pupil perceive teachers' competency in managing instruction, maintaining discipline and establishing interpersonal relationship in the classroom. Pupil rated Classroom Management Competency of prospective teachers is measured through Pupil rated Classroom Management Competency Scale. For this investigator selected 250 pupils from the same classes in which the student teachers of both experimental and control group took classes. Effectiveness of Classroom Management Competency Enhancement Programme (CMCEP) on Pupil- rated Classroom Management Competency of prospective teachers was found out by means of t test. The data and result of the test of significance of difference between means is given in Table 22.

Table 22

*Data and Results of Test of Significance of Difference between Means of Pupil-rated Classroom Management Competency of Experimental and Control Group*

| Dimension | Group | N | Mean | S.D | t value | Effect size |
|---|---|---|---|---|---|---|
| Pupil-rated Classroom Management Competency (Total) | Experimental | 250 | 94.14 | 7.08 | 21.38** | 2.28 |
| | Control | 250 | 82.23 | 5.22 | | |
| Content Management | Experimental | 250 | 43.71 | 3.95 | 18.45** | 1.91 |
| | Control | 250 | 37.88 | 3.04 | | |
| Conduct Management | Experimental | 250 | 24.41 | 2.20 | 17.09** | 1.55 |
| | Control | 250 | 20.58 | 2.47 | | |
| Covenant Management | Experimental | 250 | 26.26 | 2.60 | 10.59** | 0.93 |
| | Control | 250 | 23.76 | 2.67 | | |

**p<.01

Table 22 reveals the comparison of Pupil rated Classroom Management Competency between experimental and control groups. There is significant difference in the mean scores of Pupil-rated Classroom Management Competency (total) between experimental and control group as the t value 21.38 is above 2.58. The critical ratio 18.45 obtained for Content Management is above 2.58 the t value for significance at .01 level. Hence there is significant difference between the Pupil-rated Competency in Content Management of experimental and control group and higher mean score is achieved by experimental group. This means pupils perceive experimental group teachers are more competent in managing instruction.  The difference in the mean scores of Conduct Management dimension shows significant difference at .01 level since the t value is 17.09. The mean scores show pupils perceive teachers in experimental group are more skilled in maintaining discipline in their classroom than those in control group. In Covenant Management, significant difference is observed at .01 level since the critical ratio10.59 exceeds 2.58. In the perception of the pupils the experimental group showed better competence in maintaining interpersonal relationship. The comparison of the pupil's rating about their teachers' competency clearly shows that student's perceive experimental group teachers are better in managing the classroom. Thus it can be concluded that CMCEP is effective in improving Classroom Management Competency of prospective teachers.

Table 22 also reveals the effect size of CMCEP on prospective teachers Pupil-rated Classroom Management Competency. The effect size indicates that CMCEP has large effect on improving Pupil-rated Classroom Management

Competency (total) and in the dimensions viz.,Content Management and Conduct Management since the value of Cohen's d >1.00 . Whereas the programme has moderate effect on improving the Pupil-rated Competency in Covenant Management of prospective teachers since the value of Cohen's d 0.61 lies between 0.51 and 1.00.

**Discussion**

The comparison of mean scores of Pupil- rated Classroom Management Competency between experimental and control groups clearly indicates that CMCEP has significantly improved the Pupil rated Classroom Management Competency of prospective teachers in experimental group. Pupils perceive teachers in experimental group are more competent in managing classroom than the teachers in control group. Thus it can be inferred that CMCEP is more effective than the B.Ed. programme in improving prospective teachers' Pupil-rated Classroom Management Competency.

**Conclusion**

Section II of analysis chapter provides clear picture about the effectiveness of Classroom Management Competency Enhancement Programme on Classroom Management Competency of prospective teachers.

Regarding Knowledge in Classroom Management experimental group shows better conceptual understanding regarding managing instruction, maintaining discipline and establishing interpersonal relationship in the classroom. The Classroom Management Performance ie., the behaviour pattern exhibits in the three dimensions viz., Content-, Conduct-, and Covenant Management by those who underwent the programme is better than the control group. Experimental group

teachers handle instruction related off-task behaviour, discipline problems and personal dimension of teaching in a better way compared to the control group. The periodic observations of the classes of both experimental and control group revealed that the Classroom Management Competency of the intervention group get increased from the beginning of internship towards the end. They tend to apply the skills needed for managing instruction, deal effectively with classroom disruptions, and use a continuum of strategies to acknowledge appropriate behaviour. Moreover experimental group teachers perceive themselves as more competent in managing the content, maintaining the discipline and establishing good interpersonal relationship with students. Furthermore pupil rate experimental group teachers are more successful in managing the classroom.

To sum up prospective teachers in the experimental group far excels the control group in the four selected indicators viz., Knowledge in Classroom Management, Classroom Management Performance, Self-rated Classroom Management Competency and Pupil rated Classroom Management Competency. Thus it can be concluded that Classroom Management Competency Enhancement Programme (CMCEP) is effective in enhancing the Classroom Management Competency of prospective teachers.

**Section III. Comparison of Classroom Management Competency among Experimental, Control groups and Prospective Teachers in Two Year B.Ed. Programme**

During the course of experimentation of the present study, the one year secondary teacher education programme was revised and the two year secondary

teacher education programme came into effect. As per the regulations of NCTE 2014 the two year B.Ed. programme came into effect from 2015-2017 onwards. As this shift was in the midst of experimentation investigator cross validated the results obtained in the experimental phase. The main focus of this section of analysis is to verify whether the two year B.Ed. programme significantly enhances the Classroom Management Competency of prospective teachers compared to that of experimental and control groups. With this purpose the investigator analysed the two year B.Ed. curriculum with regard to classroom management and measured the Classroom Management Competency of prospective teachers in two year B.Ed. programme in terms of their Knowledge in Classroom Management and Self-rated Classroom Management Competency. More over a comparison of Classroom Management Competency among the three groups was also done with respect to the above mentioned indicators.

The analysis of section III is detailed under the following heads.

1.  Analysis of two year B.Ed. curriculum with respect to classroom management.

2.  Extent of Knowledge in Classroom Management of prospective teachers in two year B.Ed. programme

3.  Comparison of Knowledge in Classroom Management among the three groups- experimental, control and prospective teachers in two year B.Ed. programme

4.  Extent of Self-rated Classroom Management Competency of prospective teachers in two year B.Ed. programme

5.    Comparison of Self-rated Classroom Management Competency among the three groups - experimental, control and prospective teachers in two year B.Ed. programme

**1. Analysis of  two year B.Ed. curriculum with regard to classroom management**

The investigator made an attempt to analyse two year B.Ed. curriculum (2015-2017) with regard to the aspects of classroom management. Table 23 shows the classroom management aspects reflected in the two year B.Ed. curriculum.

Table 23

*Classroom Management Aspects Reflected in the Two Year B.Ed. Programme 2015-2017*

| B.Ed.Curriculum | Aspects related to classroom management |
|---|---|
| **Semester I** | |
| **Theory  Courses** | |
| EDU 01 Education in Contemporary India | ------ |
| EDU 02 Development of the Learner | ------ |
| EDU 03 School Organization language across curriculum | ------ |
| EDU 04 Understanding Disciplines and Subjects | |
| Optional courses I | ------ |
| EDU 05.1  - 05.13 | |
| Theoretical basis of teaching subjects subjects | ------ |
| **Practical Courses** | |
| EDU101 EPC1 -Reading and reflecting on texts | ------ |

| B.Ed.Curriculum | Aspects related to classroom management |
|---|---|
| EDU102 Yoga ,Health and Physical Education | ------ |
| **Semester II** | |
| **Theory courses** | |
| EDU 06  Perspectives on Education | ------ |
| EDU 07 Facilitating Learning | ------ |
| EDU 08 Assessment  for Learning | ------ |
| Optional courses II | |
| EDU 09.1- 09.13 Pedagogic practices of teaching subjects | Planning of instruction-lesson planning |
| EDU 10.1-10.3 Professionalising subject education | Techno-pedagigic  skills,soft  skills for teacher |
| Practical courses | |
| EDU 201.1 Micro teaching | 5 teaching skills through micro practice and their integration through link practice |
| EDU 201.2 Peer Discussion Lessons | Discuss and develop lesson plans |
| EDU.201.3 Observation Lessons & Faculty Demonstration Lessons. | Obseve  teaching  skills  through demonstration lessons |
| EDU 201.4 Criticism Lessons. | Obsrve  and  record  criticism  of classes |
| EDU.201.5 Workshop on teacher enrichment | ------ |
| EDU 201.6. Initiatory School Experience | Opportunity  to  acquaint  with classroom environment |
| **SEMESTER III** | |
| Practical Courses | |
| EDU 301  School Internship | School  internship  of  16  weeks. Practice  teaching  skills  in  real classroom |
| EDU 302 Drama and  Art in Education | ------ |
| EDU 303  Yoga Health and Physical Education | ------ |
| EDU 304  Community Living Camp | ------ |

| B.Ed.Curriculum | Aspects related to classroom management |
|---|---|
| **SEMESTER IV** | |
| Theory Courses | |
| EDU 10.Gender School and Society | ------ |
| EDU 11.Educational Thoughts and Practices | ------ |
| EDU.12. Creating an Inclusive School | ------ |
| Optional courses | |
| EDU 14.1 –EDU 14.7 Additional Optional Courses | ------ |
| EDU11-14, EDU 401-404 Practicals | ------ |

It is clear from Table 23 that the aspects of classroom management is very less and it doesn't have an adequate space in the two year B.Ed. curriculum. Nothing new is added to the curriculum apart from the aspects in B.Ed programme -2012 with regard to classroom management. Few skills desirable for classroom management is practiced through micro teaching like skill of reinforcing, and skill of establishing rapport. It is noteworthy that in micro teaching session a student teacher has to practice five skills separately and its link practice. Micro teaching skill doesn't include classroom management skill needed for constructivist classrooms. It is remarkable that the period of internship is extended to four months providing sufficient time to practice.  The curriculum doesn't include behaviour management strategies, relationship building strategies for effective classroom management, and strategies to handle off task behaviour during instruction which are essential for effective classroom teaching. Moreover the aspects related to classroom

management is scattered throughout the curriculum and often it doesn't receive the adequate focus as it deserves.

## 2. Extent of Knowledge in Classroom Management of prospective teachers in two year B.Ed. programme

The Knowledge in Classroom Management of prospective teachers in two year B.Ed. programme was measured by using Test of Knowledge in Classroom Management. The test was administered to a sample of 300 B.Ed. students at the end of the B.Ed. programme (2015-2017). The extent of their conceptual understanding in classroom management was established by using mean. The data is given in Table 24.

Table 24

*Descriptive Statistics of Knowledge in Classroom Management of Prospective Teachers in Two Year B.Ed. Programme*

| Dimension | N | Mean | S.D. | Maximum score obtainable | Skewness | Kurtosis |
|---|---|---|---|---|---|---|
| Knowledge in Classroom Management(total) | 300 | 27.03 | 7.54 | 60 | 0.36 | -0.86 |
| Content Management | 300 | 15.01 | 5.64 | 32 | 0.18 | -0.96 |
| Conduct Management | 300 | 7.61 | 2.33 | 18 | 0.25 | -0.33 |
| Covenant Management | 300 | 5.21 | 1.95 | 10 | 0.30 | -0.46 |

Table 24 reveals the extent of Knowledge in Classroom Management of prospective teachers in two year B.Ed. programme. For the Content Management

dimension the maximum score obtainable is 32. The mean score obtained is 15.01. It shows that prospective teachers in two year B.Ed. proramme do not possess adequate conceptual understanding regarding the management of instruction in the classroom since the mean score lies even below the half of the total score. For Conduct Management dimension the mean score obtained is 7.61, which is far below the half of the total score 18. It can be inferred that prospective teachers in two year B.Ed. programme do not possess adequate knowledge about handling discipline problems in the classroom. For Covenant Management dimension the obtained mean score is 5.21, is just half of the total score 10 indicating prospective teachers possesses an understanding on managing interpersonal relationship in the classroom, but it may not indicate they possess the required level of knowledge in managing interpersonal relationship in the classroom.The mean score obtained for Knowledge in Classroom Management (total) is 27.03. It shows that prospective teachers in two year B.Ed. programme do not have adequate understanding on the concept Knowledge in Classroom Management since the mean score lies even below the half of the total score 60. For Knowledge in Classroom Management (total) and the select three dimensions the distribution is positively skewed. The values of kurtosis indicate the curves are lepto kurtic (Ku < 0.263). The positive skewness of the distribution indicates the frequency of the scores are concentrated at the lower end of the distribution. That means majority of the prospective teachers in two year B.Ed. programme scored low in Knowledge in Classroom Management and in the three dimensions.

### 3. Comparison of Knowledge in Classroom Management among the three groups-experimental, control and two year B.Ed.students

In order to verify whether the two year B.Ed. programme significantly enhances prospective teachers' Knowledge in Classroom Management compared to that of experimental and control groups, the investigator compared the mean scores of Knowledge in Classroom Management among experimental, control groups, and two year B.Ed. students. For this the data obtained from a sample of 300 two year B.Ed. students, by administering Test of Knowledge in Classroom Management, was compared with that of experimental and control groups.

The details of comparison are as follows

a) Comparison of Knowledge in Classroom Management between experimental group, and two year B.Ed. students.

b) Comparison of Knowledge in Classroom Management between control group, and two year B.Ed. students

### a) Comparison of Knowledge in Classroom Management between experimental group, and two year B.Ed. students

The investigator compared the mean scores of Knowledge in Classroom Management between experimental group and two year B.Ed. students by means of test of significance of difference between means. The data and results are present in Table 25.

Table 25

*Data and Results of Test of Significance of Difference between Means of Knowledge in Classroom Management between Experimental Group and Two Year B.Ed. Students*

| Dimension | Group | N | Mean | S.D | t value |
|---|---|---|---|---|---|
| Knowledge in Classroom Management (total) | Experimental | 40 | 43.37 | 6.75 | 14.33** |
| | Two Year B.Ed. | 300 | 27.03 | 7.54 | |
| Content Management | Experimental | 40 | 27.92 | 4.81 | 15.93** |
| | Two Year B.Ed. | 300 | 15.01 | 5.64 | |
| Conduct Management | Experimental | 40 | 9.57 | 2.30 | 5.29** |
| | Two Year B.Ed. | 300 | 7.61 | 2.33 | |
| Covenant Management | Experimental | 40 | 5.87 | 1.57 | 2.53* |
| | Two Year B.Ed. | 300 | 5.21 | 1.95 | |

*$p<.05$ **$p<.01$

Table 25 reveals that the mean scores of Knowledge in Classroom Management (total) and in the three dimensions between experimental group and two year B.Ed.students differ significantly since the t values are above the table value of t for significance. The mean scores of Knowledge in Classroom Management (total) of experimental group and two year B.Ed. students differ significantly at .01 since the t value 14.33 is greater than 2.58, the required table value of t for significance. Higher mean score is obtained by experimental group. The wide variation in the mean scores indicate that experimental group far excels the comparison group in Knowledge in Classroom Management. This means

experimental group possess higher conceptual knowledge regarding the three dimensions of Classroom Management Competency.

In Content Management significant difference is observed at .01 level since the t value 15.93 exceeds 2.58, the table value of t for significance. There is wide variation in the mean scores and higher mean score is achieved by experimental group. This clearly indicates that the experimental group have better conceptual knowledge regarding the management of instruction in the classroom.

In Conduct Management, there is significant difference between the mean scores of experimental and the comparison group as the t value 5.29 is greater than 2.58, the required value of t for significance at .01 level. The mean score obtained by both groups varies much and higher mean score is associated with experimental group. Mean scores indicate that experimental group possess higher knowledge of procedural skills involved in managing discipline problems in the classroom.

Regarding the dimension Covenant Management, experimental and control groups show significant difference only at .05 level since the t value 2.53, is greater than 1.96 the required value for significance. Higher mean score of experimental group indicates experimental group showed better knowledge in managing interpersonal relationship in the classroom compared to the comparison group.

b) **Comparison of Knowledge in Classroom Management between control group, and two year B.Ed. students**

The investigator compared the mean scores of Knowledge in Classroom Management between control group and two year B.Ed. students by means of test of

significance of difference between means. The data and results are present in Table 26.

Table 26

*Data and Results of Test of Significance of Difference between Means of Knowledge in Classroom Management between Control Group and Two Year B.Ed.Students*

| Dimension | Group | N | Mean | S.D | t value |
|---|---|---|---|---|---|
| Knowledge in Classroom Management (total) | Control | 40 | 26.00 | 6.85 | 0.88 |
| | Two year B.Ed. | 300 | 27.03 | 7.54 | |
| Content Management | Control | 40 | 14.62 | 4.73 | 0.48 |
| | Two year B.Ed. | 300 | 15.01 | 5.64 | |
| Conduct Management | Control | 40 | 6.35 | 2.34 | 3.40** |
| | Two year B.Ed. | 300 | 7.61 | 2.33 | |
| Covenant Management | Control | 40 | 5.02 | 1.38 | 0.86 |
| | Two year B.Ed. | 300 | 5.21 | 1.95 | |

*\*\*p<.01*

From Table 26 it can be seen that the mean scores of control groups and two year B.Ed.do not differ significantly in Knowledge in Classroom Management (total) and in the dimensions viz., Content Management and Covenant Management since the t values obtained are below 1.96, the required table value of t for significance at .05 level. From the mean scores of the two groups it can be concluded that both the groups are almost identical with regard to Knowledge in Classroom Management (total) and Knowledge in Content Management and Covenant management. Whereas Knowledge in Conduct Management shows

significant difference at 0.01 level since the t value 3.40 is above 2.58. Higher mean score is obtained by two year B.Ed. students, indicating they possess better knowledge in procedural skills involved in maintaining discipline in the classroom, compared to the control group.

From Table 25 and 26 it is clear that in Knowledge in Classroom Management (total) and in the three dimensions of Classroom Management Competency experimental group achieved significantly higher mean scores than that of control group and two year B.Ed. students, indicating the effectiveness of Classroom Management Competency Enhancement Programme (CMCEP) in enhancing prospective teachers' Knowledge in Classroom Management. A graphical comparison of extent of Knowledge in Classroom Management in terms of percentage mean scores among the three groups was attempted for easy visualization of which group excels the best. The bar diagram showing the comparison of percentage mean scores in Knowledge in Classroom Management (total) and in the three dimensions obtained by each group is illustrated as Figure 13.
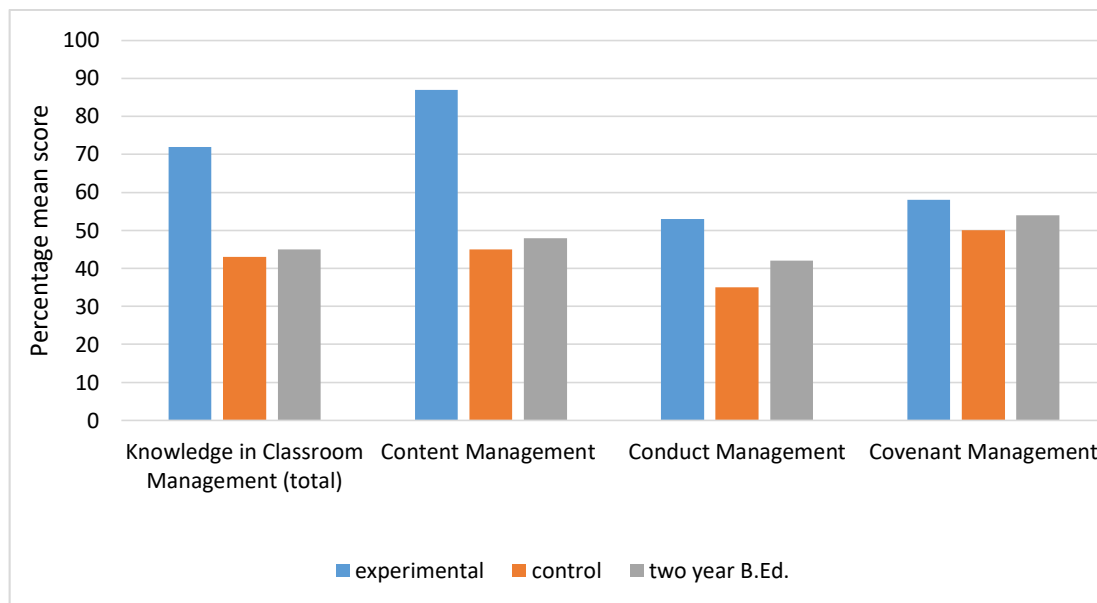
*Figure 13.* Bar diagram representing the comparison of percentage mean scores of 'Knowledge in Classroom Management (total) and in the three dimensions' among experimental, control groups and two year B.Ed. students.

From Figure 13 it is clearly seen that in Knowledge in Classroom Management (total) and in the three select dimensions of Classroom Management Competency, the experimental group stands first followed by prospective teachers in two year B.Ed. and control group respectively.

## 4. Extent of Self-rated Classroom Management Competency of prospective teachers in two year B.Ed. programme

The extent of Self-rated Classroom Management Competency of prospective teachers in two year B.Ed. programme is measured through Self-rated Classroom Management Competency Scale. The scale was administered to a sample of 300 B.Ed. students (2015-2017) immediately after their internship period. The extent of

Self-rated Classroom Management Competency is established by using mean. The

data is given in Table 27.

Table 27

*Descriptive statistics of Self-rated Classroom Management Competency of Prospective Teachers in Two Year B.Ed. Programme*

| Dimension | N | Mean | S.D. | Maximum score obtainable | Skewness | Kurtosis |
|---|---|---|---|---|---|---|
| Self -rated Classroom Management Competency(total) | 300 | 71.30 | 6.08 | 90 | 0.01 | -0.39 |
| Content Management | 300 | 34.02 | 4.15 | 42 | 0.07 | -0.65 |
| Conduct Management | 300 | 11.10 | 1.78 | 15 | 0.09 | -1.10 |
| Covenant Management | 300 | 27.32 | 3.06 | 33 | 0.06 | 0.66 |

Table 27 reveals Self -rated Classroom Management Competency of

prospective teachers in two year B.Ed. programme. For the dimension Content

Management the mean score of Self-rated Competency is 34.02. There is not much

variation between the mean score and total score obtainable for Content

Management dimension, indicating prospective teachers perceive themselves as

somewhat competent in managing instruction in the classroom. The mean score

obtained for Conduct Management is 11.10. There is only a small variation between

the mean score and total score possible. That means they perceive themselves as

competent to a certain extent in managing discipline problems in the classroom. For

Covenant  Management the mean score obtained is 27.32, the mean score and total

score obtainable do not varies much, indicating they are confident to some degree in managing interpersonal relationship in the classroom. The mean score obtained for Self-rated Classroom Management Competency (total) shows that they are confident to a certain extent in managing the classroom.

For Self-rated Classroom Management Competency (total) and the three dimensions the distribution is positively skewed. Even though the curves are positively skewed they are approximately equal to zero. The values of kurtosis indicate the curves except are lepto kurtic (Ku< 0.263) except for Covenant Management dimension. For Covenant Management the curve is platy-kurtic (Ku>0.263).

5. **Comparison of Self-rated Classroom Management Competency among the three groups-experimental, control and two year B.Ed.students**

In order to verify whether the two year B.Ed. programme significantly enhances prospective teachers' Self-rated Classroom Management Competency compared to that of experimental and control groups, the investigator compared the mean scores of Self-rated Classroom Management Competency among experimental, control groups, and two year B.Ed. students. For this the  data obtained from a sample of 300  two year B.Ed. students, by administering Self-rated Classroom Management Competency Scale, was compared with that of experimental and control groups. The details of comparison are as follows.

a) Comparison of Self-rated Classroom Management Competency between experimental group, and two year B.Ed. students

b) Comparison of Self-rated Classroom Management Competency between control group, and two year B.Ed. students

**a) Comparison of Self-rated Classroom Management Competency between experimental group, and two year B.Ed. students**

The investigator compared the mean scores of Self-rated Classroom Management Competency between experimental group and two year B.Ed. students by means of test of significance of difference between means. The data and results are given in Table 28.

Table 28

*Data and Results of Test of Significance of Difference between Means of Self-rated Classroom Management Competency of Experimental group and Two Year B.Ed.Students*

| Dimension | Group | N | Mean | S.D | t value |
|---|---|---|---|---|---|
| Self-rated Classroom Management Competency (Total) | Experimental | 40 | 76.85 | 6.26 | 5.33** |
| | Two year B.Ed. | 300 | 71.30 | 6.08 | |
| Content Management | Experimental | 40 | 35.70 | 2.84 | 3.30** |
| | Two year B.Ed. | 300 | 34.02 | 4.15 | |
| Conduct Management | Experimental | 40 | 12.60 | 1.59 | 5.76** |
| | Two year B.Ed. | 300 | 11.10 | 1.78 | |
| Covenant Management | Experimental | 40 | 28.55 | 2.91 | 2.56* |
| | Two year B.Ed. | 300 | 27.32 | 3.06 | |

*$p<.05$ **$p<.01$

Table 28 depicts the comparison of mean scores of Self-rated Classroom Management Competency between experimental group and two year B.Ed. students.

The difference between the mean scores of Self-rated Classroom Management Competency (total) of experimental and two year B.Ed. students is significant at .01 level since the t value 5.33 is above 2.58, the required t value for significance. An estimation of mean scores indicate the Self-rated Classroom Management Competency of experimental group is higher than that of two year B.Ed. students. There exists significant difference in the Content Management between experimental and two year B.Ed. students   as the t value 3.30 is greater than 2.58, the required table value of t for significance at .01 level. Higher mean score of experimental group indicates the experimental group teachers perceive themselves as more competent in managing instruction in the classroom. In Conduct Management significant difference is noticed at .01 level as the t value 5.76 exceeds 2.58, the required t value for significance. Higher mean score is associated with experimental group indicating student teachers in experimental group perceive themselves as more competent in maintaining discipline in the classroom. In Covenant Management dimension significant difference is observed only at .05 level as the t value 2.56 is above 1.96. An estimation of mean scores indicates experimental group perceives themselves as more competent in establishing positive relationship with students.

b)      **Comparison of Self-rated Classroom Management Competency between control group and two year B.Ed. students**

The investigator compared the mean scores of Self-rated Classroom Management Competency between control group and two year B.Ed. students by

means of test of significance of difference between means. The data and results are given in Table 29.

Table 29

*Data and Results of Test of Significance of Difference between Means of Self-rated Classroom Management Competency of Control Group and Two Year B.Ed. Students*

| Dimension | Group | N | Mean | S.D | t value |
|---|---|---|---|---|---|
| Self-rated Classroom Management Competency (Total) | Control | 40 | 70.60 | 8.31 | 0.51 |
| | Two year B.Ed. | 300 | 71.30 | 6.08 | |
| Content Management | Control | 40 | 33.00 | 4.18 | 1.47 |
| | Two year B.Ed. | 300 | 34.02 | 4.15 | |
| Conduct Management | Control | 40 | 10.92 | 1.99 | 0.58 |
| | Two year B.Ed. | 300 | 11.10 | 1.78 | |
| Covenant Management | Control | 40 | 26.67 | 3.56 | 1.12 |
| | Two year B.Ed. | 300 | 27.32 | 3.06 | |

From Table 29 it can be seen that the mean scores of control groups and two year B.Ed.do not differ significantly in Self-rated Classroom Management Competency (total) and in the dimensions viz., Content Management, Conduct Management, and Covenant Management since the t values obtained are below 1.96, the required table value for significance at .05 level. From the mean scores of the two groups it can be concluded that both the groups are almost identical with regard to Self-rated Classrom Management Competency (total) and in the three dimensions of Classroom Management Competency.

From Table 28 and 29 it is clear that in Self-rated Classroom Management Competency (total) and in the three dimensions of Classroom Management Competency, experimental group achieved significantly higher mean scores than that of control group and two year B.Ed. students, indicating the effectiveness of CMCEP in enhancing prospective teachers Self-rated Competency in Classroom Management. A Graphical comparison of extent of Self-rated Classroom Management Competency in terms of percentage mean scores among experimental group, control group and two year B.Ed, students was attempted for easy visualization of which group excels the best. The bar diagram showing the comparison of percentage mean scores of Self-rated Classroom Management Competency (total) and in the three dimensions obtained by each group is illustrated as Figure 14.
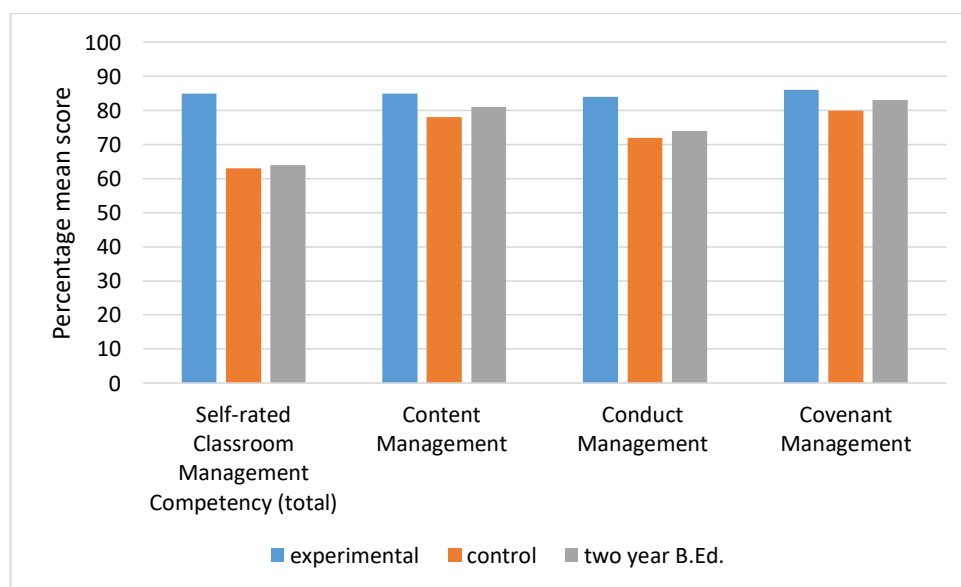


*Figure 14.* Bar diagram representing the comparison of percentage mean scores of 'Self-rated Classroom Management Competency (total) and in the three dimensions' among experimental, control groups and two year B.Ed. students.

From Figure 14 it is clearly seen that in 'Self-rated Classroom Management Competency (total) and in the three dimensions of Classroom Management Competency' experimental group stands first followed by prospective teachers in two year B.Ed. programme and control group respectively.

**Conclusion**

Section III of analysis chapter depicts the Classroom Management Competency of prospective teachers in two year B.Ed. programme. The two year B.Ed. curriculum incorporates various disciplines to equip future teachers with the emerging challenges resulting out of globalization and its consequences. It is desperate to notice that classroom management, a serious concern for both veteran and novice teachers don't has an adequate weightage in the new curriculum.

Regarding Knowledge in Classroom Management, two year B.Ed. students do not possess adequate conceptual understanding about classroom management. Their cognitive knowledge in instructional, behavioural, and personal dimensions of classroom management is not adequate. The comparison of Knowledge in Classroom Management between the experimental, and two year B.Ed. students revealed that prospective teachers who underwent CMCEP scored significantly higher mean score in Knowledge in Classroom Management (total) and in the three dimensions of Classroom Management Competency. Moreover, the comparison of mean scores of Knowledge in Classroom Management between the control group and two year B.Ed. showed that both the group donot differ significantly in their Knowledge in Classroom Management(total) and in the dimensions viz., Content Management and Covenant Management. Whereas in Conduct Management two

year B.Ed. Students have significantly higher mean score, indicating two year B.Ed. programme improves their Knowledge in Conduct Management. It is remarkable that in Knowledge in Classroom Management (total) and in the three dimensions of Classroom Management Competency, among the three groups, experimental group showed significantly higher knowledge. This clearly indicates B.Ed. programme combined with C.MCEP is more effective in enhancing prospective teachers Knowledge in Classroom Management than the one year and two year B.Ed. programme.

Furthermore prospective teachers in two year B.Ed. programme perceive themselves as competent to a certain extent in all the three dimensions of Self-rated Classroom Management Competency. They feel confident to a certain extent in dealing with instruction related off-task behaviour, indiscipline and in managing teacher student and peer to peer interaction in the classroom.  The comparison of Self-rated Classroom Management Competency between the experimental, and two year B.Ed. students revealed that prospective teachers who underwent CMCEP scored significantly higher mean score in Self-rated Classroom Management Competency (total) and in the three dimensions of Classroom Management Competency.  Moreover, the comparison of mean scores of between the control group and two year B.Ed. showed that both the group do not differ significantly in their Self-rated Classroom Management Competency. This clearly indicates that two year B.Ed. programme doesn't significantly enhances the Self-rated Classroom Management Competency of Prospective teachers, and B.Ed. programme combined with C.MCEP is more effective in enhancing prospective teachers' Self-rated

Classroom Management Competency. To sum-up two year B.Ed. programme doesnot significantly enhances the Classroom Management Competency of Prospective teachers in terms of Knowledge in Classroom Management, and Self-rated Classroom management Competency.

## Major Findings

Major findings of the study are as follows

1.  Prospective teachers at secondary level who underwent Classroom Management Competency Enhancement Programme (CMCEP) scored significantly higher mean score of Knowledge in Classroom Management (total), than the control group ($p<.01$). The CMCEP has large effect in enhancing prospective teachers' Knowledge in Classroom Management.

2.  Prospective teachers at secondary level who underwent Classroom Management Competency Enhancement Programme (CMCEP) scored significantly higher mean score of Knowledge in Content Management, than the control group ($p<.01$). The CMCEP has large effect in enhancing prospective teachers' Knowledge in Content Management.

3.  Prospective teachers at secondary level who undergo Classroom Management Competency Enhancement Programme scored significantly higher mean score of Knowledge in Conduct Management, than the control group ($p<.01$). The CMCEP has large effect in enhancing prospective teachers' Knowledge in Conduct Management.

4.    Prospective teachers at secondary level who underwent Classroom Management Competency Enhancement Programme (CMCEP) scored significantly higher mean score of Knowledge in  Covenant  Management, than the control group ($p<.05$). The CMCEP has moderate effect in enhancing prospective teachers' Knowledge in Covenant Management.

5.    Prospective teachers at secondary level who underwent Classroom management Competency Enhancement Programme scored significantly higher mean score in Classroom Management Performance (total), than the control group.

Classroom Management Performance of prospective teachers is measured through classroom observations conducted by the researcher, teacher educators, and mentors of B.Ed. students in schools.

i)    In the observations carried out by the researcher during the first and second half of internship period, prospective teachers who underwent the CMCEP scored significantly higher mean scores in Classroom Management Performance , than the control group ($p<.01$).

ii)    In the observations carried out by teacher educators during the beginning and middle  of internship period, no significant difference is observed  in the mean score of  Classroom Management Performance  between experimental and control groups ($p>.05$). But in the observation conducted towards the end of internship period, prospective teachers who underwent the CMCEP

scored significantly higher mean score in Classroom Management Performance, than the control group ($p<.01$).

iii) In the observations carried out by mentors of B.Ed. students in schools during the first half of internship period, no significant difference is observed in the mean score of Classroom Management Performance between experimental and control groups ($p>.05$). But in the observation conducted during the second half of internship period, prospective teachers who underwent the CMCEP scored significantly higher mean score in Classroom Management Performance than the control group($p<.01$).

6. Prospective teachers at secondary level who underwent Classroom Management Competency Enhancement Programme scored significantly higher mean score of Classroom Management Performance in Content Management, than the control group.

i) In the observations carried out by the researcher during the first and second half of internship period, prospective teachers who underwent the CMCEP scored significantly higher mean scores of Classroom Management Performance in Content Management, than the control group ($p<.01$).

ii) In the observations carried out by teacher educators during the beginning and middle of internship period, no significant difference is observed in the mean scores of Classroom Management Performance in Content Management between experimental and

control groups (*p*>.05). But in the observation conducted towards the end of internship period, prospective teachers who underwent the CMCEP scored significantly higher mean scores of Classroom Management Performance in Content Management  (*p*<.05).

iii)     In the observations carried out by mentors in schools during the first half  of internship period, no significant difference is observed  in the mean scores of  Classroom Management Performance in Content Management  between experimental and control groups (*p*>.05). But in the observation conducted during the second half of internship period, prospective teachers who underwent the CMCEP scored significantly higher mean scores of Classroom Management Performance in Content Management (*p*<.05).

7.     Prospective teachers at secondary level who undergo Classroom Management Competency Enhancement Programme have significantly higher mean score of Classroom Management Performance in Conduct Management, than the control group.

i)     In the observations carried out by the researcher during the first half of internship period, prospective teachers who underwent the CMCEP scored significantly higher mean scores of Classroom Management Performance in Conduct Management (*p*<.05). But in the observation during the second half of internship period, prospective teachers who underwent the CMCEP scored significantly

higher mean scores of Classroom Management Performance in Conduct Management ($p<.01$).

ii)     In the observations carried out by the teacher educators during the beginning and middle  of internship period, no significant difference is observed  in the  mean scores of  Classroom Management Performance in Conduct Management  between experimental and control groups ($p>.05$). But in the observation conducted towards the end of internship period, prospective teachers who underwent the CMCEP scored significantly higher mean scores of Classroom Management Performance in Conduct Management ($p<.01$).

iii)    In the observations carried out by mentors in schools during the first half  of internship period, no significant difference is observed  in the mean scores of  Classroom Management Performance in Conduct Management  between experimental and control groups ($p>.05$). But in the observation conducted during the second half of internship period, prospective teachers who underwent the CMCEP scored significantly higher mean  score  of Classroom Management Performance in Conduct Management ($p<.01$).

8.    Prospective teachers  at  secondary  level  who  undergo  Classroom Management Competency Enhancement Programme have significantly higher mean score of Classroom Management Performance in Covenant Management, than the control group.

i)      In the observations carried out by researcher during the first and second half of internship period, prospective teachers who underwent the CMCEP scored significantly higher mean scores of Classroom Management Performance in Covenant Management ($p<.01$).

ii)     In the observations carried out by teacher educators during the beginning and middle of internship period, no significant difference is observed in the mean scores of Classroom Management Performance in Covenant Management between experimental and control groups ($p>.05$). But in the observation conducted towards the end of internship period, prospective teachers who underwent the CMCEP scored significantly higher mean score of Classroom Management Performance in Covenant Management ($p<.01$).

iii)    In the observations carried out by mentors in schools during the first half of internship period, prospective teachers who underwent the CMCEP scored significantly higher mean score of Classroom Management Performance in Covenant Management ($p<.01$). But in the observation conducted during the second half of internship period, prospective teachers who underwent the CMCEP scored significantly higher mean score of Classroom Management Performance in Covenant Management ($p<.05$).

9.   Prospective teachers who underwent Classroom Management Competency Enhancement Programme scored significantly higher mean score in Self-rated Classroom Management Competency (total) ($p<.01$).CMCEP has

moderate effect in enhancing prospective teachers' Self-rated Classroom Management Competency.

10. Prospective teachers who underwent Classroom Management Competency Enhancement Programme scored significantly higher mean score of Self-rated Classroom Management Competency in Content Management ( $p<.01$ ). CMCEP has moderate effect in enhancing prospective teachers' Self-rated Classroom Management Competency in Content Management.

11. Prospective teachers who underwent Classroom Management Competency Enhancement Programme scored significantly higher mean score of Self-rated Classroom management Competency in Conduct Management ($p<.01$).CMCEP has moderate effect in enhancing prospective teachers' Self-rated Classroom Management Competency in Conduct Management.

12. Prospective teachers who underwent Classroom Management Competency Enhancement Programme scored significantly higher mean score of Self-rated Classroom Management Competency in Covenant Management ($p<.05$). CMCEP has moderate effect in enhancing prospective teachers' Self-rated Classroom Management Competency in Covenant Management.

13. Prospective teachers who underwent Classroom Management Competency Enhancement Programme scored significantly higher mean score in Pupil-rated Classroom Management Competency (total) ($p<.01$).CMCEP has large effect in enhancing prospective teachers' Pupil-rated Classroom Management Competency.

14. Prospective teachers who underwent Classroom Management Competency Enhancement Programme scored significantly higher mean score of Pupil-

rated Classroom Management Competency in Content Management ($p$<.01).CMCEP has large effect in enhancing prospective teachers' Pupil-rated Classroom Management Competency in Content Management.

15. Prospective teachers who underwent Classroom Management Competency Enhancement Programme scored significantly higher mean score of Pupil-rated Classroom Management Competency in Conduct Management ($p$<.01).CMCEP has large effect in enhancing prospective teachers' Pupil-rated Classroom Management Competency in Conduct Management.

16. Prospective teachers who underwent Classroom Management Competency Enhancement Programme scored significantly higher mean score of Pupil-rated Classroom Management Competency in Covenant Management ($p$<.01). CMCEP has moderate effect in enhancing prospective teachers' Pupil-rated Classroom Management Competency in Covenant Management.

17. Two year secondary teacher education programme did not significantly improve the Classroom Management Competency of prospective teachers than that of who underwent the Classroom Management Competency Enhancement Programme.

   i)  Prospective teachers who underwent CMCEP scored significantly higher mean score in Knowledge in Classroom Management (total) and in the Content Management and Conduct Management dimensions, than prospective teachers in two year B.Ed. programme ($p$<.01). Prospective teachers who underwent CMCEP scored significantly higher mean score of Knowledge in Covenant

Management, than prospective teachers in two year B.Ed. programme ($p<.05$).

ii)     Prospective teachers who underwent CMCEP scored significantly higher mean score in Self-rated Classroom Management Competency (total) and in the Content Management and Conduct Management dimensions, than prospective teachers in two year B.Ed. programme ($p<.01$). Prospective teachers who underwent CMCEP scored significantly higher mean score of Self-rated Competency in Covenant Management , than prospective teachers in two year B.Ed. programme ($p<.05$).

18.     Two year secondary teacher education programme doesnot significantly improved the Classroom Management Competency of prospective teachers than that of prospective teachers in one year teacher education programme.

i)      No significant difference is observed in the mean scores of Knowledge in Classroom Management (total) and in the Content Management and Covenant Management  dimensions between prospective teachers in two year and one year  B.Ed. programme ($p>.05$). Prospective teachers in two year B.Ed. programme scored significantly higher mean score of Knowledge in Conduct Management than prospective teachers in one year B.Ed. programme ($p<.01$)

ii)     No significant difference is observed in the mean scores of  Self-rated Classroom Management  Competency (total) and in the three

dimensions of Classroom Management Competency between prospective teachers in two year and one year  B.Ed. programme (p>.05).

### Tenability of Hypotheses

Based on the findings, tenability of the hypotheses for the study were reviewed.

The first hypothesis states that **prospective teachers at secondary level who undergo Classroom Management Competency Enhancement Programme have significantly higher mean score of Knowledge in Classroom Management (total), than the control group.** The results revealed that both the groups differ significantly in their mean posttest scores of Knowledge in Classroom Management (total).  Those who underwent CMCEP scored significantly higher mean score in Knowledge in Classroom Management (total) than the control group. Hence the hypothesis is fully accepted.

The second hypothesis states that **prospective teachers at secondary level who undergo Classroom Management Competency Enhancement Programme have significantly higher mean score of Knowledge in Content Management, than the control group.** The findings of the study revealed that prospective teachers in experimental and control groups differ significantly in their mean posttest scores of Knowledge in Content Management. The intervention group obtained higher mean score compared to the control group. Thus the hypothesis is fully substantiated.

The third hypothesis states that **prospective teachers at secondary level who undergo Classroom Management Competency Enhancement Programme have significantly higher mean score of Knowledge in Conduct Management, than the control group.** Results revealed that prospective teachers in experimental group and control group differ significantly in their mean posttest scores of Knowledge in Conduct Management.  Experimental group achieved higher mean scores than the control group. Thus the hypothesis is fully substantiated.

The fourth hypothesis states that **prospective teachers at secondary level who undergo Classroom Management Competency Enhancement Programme have significantly higher mean score of Knowledge in Covenant Management, than the control group.** Results revealed that prospective teachers in experimental group and control group differ significantly in their mean posttest scores of Knowledge in Covenant Management. The mean scores achieved by intervention group dominates over the control group. Thus the hypothesis is fully substantiated.

The fifth hypothesis states that **prospective teachers at secondary level who undergo Classroom management Competency Enhancement Programme have significantly higher mean score in Classroom Management Performance (total), than the control group.** Results revealed that significant difference exists in the Classroom Management Performance between experimental and control groups in the observations conducted by the researcher during the first half and second half of internship respectively. The higher mean score is associated with the experimental group. In the observations carried out by teacher educators at the beginning and in the middle of internship period respectively, no significant

difference is found in the mean scores of Classroom Management Performance between experimental and control groups. But in the observations conducted by teacher educators at the end of internship period, significant difference is noticed in the mean scores of Classroom Management Performance between experimental and control groups. The mean score of intervention group is higher than that of the control group. Also there is no significant difference in the Classroom Management Performance between experimental and control groups in the observations carried out by mentors of B.Ed. students in schools during the first half of   internship period. There is significant difference in the mean scores of Classroom Management Performance between experimental and control groups in the observations carried out by mentors of B.Ed. students in schools during the second half of   internship period. Higher mean score is achieved by the intervention group. Thus the hypothesis is only partially substantiated.

The sixth hypothesis states that **prospective teachers at secondary level who undergo Classroom Management Competency Enhancement Programme have significantly higher mean score of Classroom Management Performance in Content Management, than the control group**. Findings showed that in the observations carried out by the researcher during the first half and second half of internship period respectively, both experimental and control groups differ significantly in the mean scores of Classroom Management Performance in Content Management. The intervention group obtained the higher mean scores than the control group. In the observations conducted by teacher educators at the beginning, in the middle and at the end of internship period, significant difference between the

mean scores of both the groups is noticed only at the end of internship period. In the observations conducted by mentors of B.Ed. students in schools during the first half and second half of internship period, significant difference between the mean scores of both the groups is noticed only in the second half of internship period. In all the observations the mean score of Content Management of experimental group is higher than that of the control group. Hence the hypothesis is only partially substantiated.

The seventh hypothesis states that **prospective teachers at secondary level who undergo Classroom Management Competency Enhancement Programme have significantly higher mean score of Classroom Management Performance in Conduct Management Competency, than the control group.** In the observations carried out by the researcher during the first half and second half of internship period respectively, both experimental and control groups differ significantly in the mean scores of Classroom Management Performance in Conduct Management. The intervention group obtained the higher mean scores than the control group. But in the observations of teacher educators significant difference between the mean scores of Conduct Management between experimental and control group is observed only at the end of internship period and experimental group dominates over the control group. During the first half of internship, in the observation of mentors of B.Ed. students, the two groups do not show significant difference in their mean scores of Conduct Management. Whereas during the second half of internship period the two groups differ significantly in their mean scores of

Conduct Management and intervention group scored the higher mean score. Thus the hypothesis is only partially substantiated.

The eighth hypothesis states that **prospective teachers at secondary level who undergo Classroom Management Competency Enhancement Programme have significantly higher mean score of Classroom Management Performance in Covenant Management, than the control group.** In the observations carried out by the researcher during the first half and second half of internship period respectively, both experimental and control groups differ significantly in the mean scores of Classroom Management Performance in Covenant Management Competency. The intervention group obtained the higher mean scores than the control group. But in the observations of teacher educators significant difference in the mean scores of Covenant Management Competency between experimental and control group is observed only at the end of internship period and experimental group dominates over the control group. In the observations of mentors of B.Ed. students conducted during the first half and second half of internship period significant difference is observed between the groups in their mean scores of Covenant Management Competency and intervention group scored the higher mean score. Thus the hypothesis is only partially substantiated.

The ninth   hypothesis states that **prospective teachers at secondary level who undergo Classroom management Competency Enhancement Programme have significantly higher mean score in Self-rated Classroom Management Competency (total), than the control group.** Results showed that those who underwent the CMCEP scored significantly higher mean score in Self-rated

Classroom Management Competency (total) compared to the control group. Thus the hypothesis is fully accepted.

The 10th hypothesis states that **prospective teachers at secondary level who undergo Classroom Management Competency Enhancement Programme have significantly higher mean score of Self-rated Classroom Management Competency in Content Management, than the control group.** Results indicated that those who underwent the CMCEP scored significantly higher mean score compared to the control group. Hence the hypothesis is fully substantiated.

The 11th hypothesis states that **prospective teachers at secondary level who undergo Classroom Management Competency Enhancement Programme have significantly higher mean score of Self-rated Classroom Management Competency in Conduct Management, than the control group.** Results indicated that the mean score achieved by the experimental group is significantly higher than that of the control group. Hence the hypothesis is fully substantiated.

The 12th hypothesis states that **prospective teachers at secondary level who undergo Classroom Management Competency Enhancement Programme have significantly higher mean score of Self-rated Classroom Management Competency in Covenant Management, than the control group.** Findings revealed that significant difference is noticed between the experimental and control groups in the mean scores of Covenant Management. The intervention group achieved the higher mean score. Thus the hypothesis is fully accepted.

The 13th hypothesis states **prospective teachers at secondary level who undergo Classroom management Competency Enhancement Programme have significantly higher mean score of Pupil-rated Competency in Classroom Management (total), than the control group.** Results showed that those who underwent CMCEP achieved significantly higher mean score in Pupil-rated Classroom Management Competency compared to the control group. Thus the hypothesis is fully accepted.

The 14th   hypothesis states that **prospective teachers at secondary level who undergo Classroom Management Competency Enhancement Programme have significantly higher mean score in Pupil-rated Competency in Content Management, than the control group.** Result indicated in Pupil-rated Competency in Content Management, the mean score of experimental group dominates over the mean of control group and both the group differs significantly. Thus the hypothesis is fully accepted.

The 15th   hypothesis states that **prospective teachers at secondary level who undergo Classroom Management Competency Enhancement Programme have significantly higher mean score of Pupil-rated Competency in Conduct Management, than the control group.** As the hypothesis indicates, the intervention group scored significantly higher mean score than the control group in Pupil-rated Competency in Conduct Management. Hence the hypothesis is fully accepted.

The 16th hypothesis states that **prospective teachers at secondary level who undergo Classroom Management Competency Enhancement Programme have significantly higher mean score of Pupil-rated Competency in Covenant**

**Management, than the control group.** Results revealed that the two groups differ significantly in their Pupil-rated Competency in Covenant Management. The higher mean score is achieved by the experimental group. Thus the hypothesis is fully accepted.

The 17th hypothesis states that **two year secondary teacher education programme does not significantly improve the Classroom Management Competency of prospective teachers than that of who underwent the Classroom Management Competency Enhancement Programme.** Results revealed that prospective teachers who underwent CMCEP scored significantly higher mean score in Knowledge in Classroom Management (total) and in the three dimensions of Classroom Management Competency, than prospective teachers in two year B.Ed. programme. It is also found that prospective teachers who underwent CMCEP scored significantly higher mean score in Self-rated Classroom Management Competency (total) and in the three dimensions of Classroom Management Competency, than prospective teachers in two year B.Ed. programme. Thus the hypothesis is fully substantiated.

The 18th hypothesis states that **two year secondary teacher education programme significantly improves the Classroom Management Competency of prospective teachers than that of prospective teachers in one year secondary teacher education programme.** Findings showed that regarding knowledge in Classroom Management, both the groups differ significantly only in Covenant Management dimension and higher mean score is associated with two year B.Ed. students. It is also observed that the two groups are identical with regard to their

Self-rated Classroom Management Competency (total) and in the three dimensions of Classroom Management Competency. Thus the hypothesis is only partially substantiated.

# SUMMARY,
# CONCLUSIONS AND SUGGESTIONS

- ➤ *Restatement of the Problem*
- ➤ *Variables*
- ➤ *Objectives*
- ➤ *Hypotheses*
- ➤ *Methodology*
- ➤ *Major Fndings*
- ➤ *Educational Implications*
- ➤ *Suggestions for Further Research*

This chapter highlights the significant stages of the study, important findings, their educational implications and suggestions for further research.

**Restatement of the Problem**

The study was entitled as 'Effectiveness of a Classroom Management Competency Enhancement Programme for Prospective Teachers at Secondary Level'.

**Variables**

In the present study Classroom Management Competency is treated as the dependent variable. It has three dimensions viz., Content Management Competency, Conduct Management Competency, and Covenant Management Competency. The treatment variable of the study is Classroom Management Competency Enhancement Programme. The two levels of treatment variable are,

i)    One Year Secondary Teacher Education Programme combined with Classroom Management Competency Enhancement Programme in the experimental group.

ii)   One Year Secondary Teacher Education Programme without Classroom Management Competency Enhancement Programme in the control group.

## Objectives

Major objective of the study is,

To develop a Classroom Management Competency Enhancement Programme for prospective teachers at secondary level and to test its effectiveness in enhancing their Classroom Management Competency and its dimensions viz.,

a)      Content Management Competency

b)      Conduct Management Competency

c)      Covenant Management Competency

For achieving the major objective the following specific objectives are formulated.

1.      To analyze the classroom management training needs of prospective teachers at secondary level.

2.      To assess the effectiveness of Classroom Management Competency Enhancement Programme for prospective teachers in enhancing their

a)      Knowledge in Classroom Management (total)

b)      Knowledge in Content Management

c)      Knowledge in Conduct Management

d)      Knowledge in Covenant Management

3.      To assess the effectiveness of Classroom Management Competency Enhancement Programme for prospective teachers in enhancing their

a)      Classroom Management Performance (total)

b)      Classroom Management Performance in Content Management

c)      Classroom Management Performance in Conduct Management

d)      Classroom Management Performance in Covenant Management

4.      To assess the effectiveness of Classroom Management Competency Enhancement Programme for prospective teachers in enhancing their Self-rated Competency in

a)      Classroom Management (total)

b)      Content Management

c)      Conduct Management

d)      Covenant Management

5.      To assess the effectiveness of Classroom Management Competency Enhancement Programme for prospective teachers in enhancing their Pupil-rated Competency in

a)      Classroom Management (total)

b)      Content Management

c)      Conduct Management

d)      Covenant Management

6.      To verify whether two year secondary teacher education programme significantly improves the Classroom Management Competency of prospective teachers than that of who,

a)      underwent One Year Secondary Teacher Education Programme combined with Classroom Management Competency Enhancement Programme.

b)      underwent One Year Secondary Teacher Education Programme without Classroom Management Competency Enhancement Programme.

## Hypotheses

The hypotheses formulated are,

1.      Prospective teachers at secondary level who undergo Classroom Management Competency Enhancement Programme have significantly higher mean score of Knowledge in Classroom Management (total), than the control group.

2.      Prospective teachers at secondary level who undergo Classroom Management Competency Enhancement Programme have significantly higher mean score of Knowledge in Content Management, than the control group.

3.      Prospective teachers at secondary level who undergo Classroom Management Competency Enhancement Programme have significantly higher mean score of Knowledge in Conduct Management, than the control group.

4.      Prospective teachers at secondary level who undergo Classroom Management Competency Enhancement Programme have significantly

higher mean score of Knowledge in Covenant Management, than the control group.

5.  Prospective teachers at secondary level who undergo Classroom management Competency Enhancement Programme have significantly higher mean score in Classroom Management Performance (total), than the control group.

6.  Prospective teachers at secondary level who undergo Classroom Management Competency Enhancement Programme have significantly higher mean score of Classroom Management Performance in Content Management, than the control group.

7.  Prospective teachers at secondary level who undergo Classroom Management Competency Enhancement Programme have significantly higher mean score of Classroom Management Performance in Conduct Management, than the control group.

8.  Prospective teachers at secondary level who undergo Classroom Management Competency Enhancement Programme have significantly higher mean score of Classroom Management Performance in Covenant Management, than the control group.

9.  Prospective teachers at secondary level who undergo Classroom Management Competency Enhancement Programme have significantly higher mean score of Self-rated Competency in Classroom Management (total), than the control group.

10. Prospective teachers at secondary level who undergo Classroom Management Competency Enhancement Programme have significantly

higher mean score of Self-rated Competency in Content Management, than the control group.

11.  Prospective teachers at secondary level who undergo Classroom Management Competency Enhancement Programme have significantly higher mean score of Self-rated Competency in Conduct Management, than the control group.

12.  Prospective teachers at secondary level who undergo Classroom Management Competency Enhancement Programme have significantly higher mean score of Self-rated Competency in Covenant Management, than the control group.

13.  Prospective teachers at secondary level who undergo Classroom management Competency Enhancement Programme have significantly higher mean score of Pupil-rated Competency in Classroom Management (total), than the control group.

14.  Prospective teachers at secondary level who undergo Classroom Management Competency Enhancement Programme have significantly higher mean score of Pupil-rated Competency in Content Management, than the control group.

15.  Prospective teachers at secondary level who undergo Classroom Management Competency Enhancement Programme have significantly higher mean score of Pupil-rated Competency in Conduct Management, than the control group.

16.  Prospective teachers at secondary level who undergo Classroom Management Competency Enhancement Programme have significantly

higher mean score of Pupil-rated Competency in Covenant Management, than the control group.

17. Two year secondary teacher education programme does not significantly improves the Classroom Management Competency of prospective teachers than that of who undergo the Classroom Management Competency Enhancement Programme.

18. Two year secondary teacher education programme significantly improves the Classroom Management Competency of prospective teachers than that of prospective teachers in one year secondary teacher education programme.

## Methodology

The study employed mixed method by beginning with a survey to identify the classroom management training needs of prospective teachers at secondary level for the development of Classroom Management Competency Enhancement Programme. Then the study proceeds to an experimental method for testing the effectiveness of the programme on Classroom Management Competency using a pretest posttest nonequivalent quasi experimental group design. Later a cross validation of the results obtained in the experimental phase was also done. Thus the study proceeds in three phases.

### Phase I

The first phase focused on the development of Classroom Management Competency Enhancement Programme. The first phase included survey, interview and content analysis. These methods were used to identify the Classroom Management training needs of prospective teachers.

**Phase II**

The second phase of the study was experimentation. For experimentation pre-test posttest nonequivalent quasi experimental design is adopted.

The design of the study is illustrated below.

O1 X O2

O3 C O4

Where,

O1, O3 are pretests

O2, O4 are posttests

**Phase III**

Phase III involved cross validation of the results obtained in the experimental phase. In the midst of experimentation the one year secondary teacher education curriculum was revised and the two year secondary teacher education curriculum came in to effect. So as a cross validation of the results obtained in the experimental phase was done in phase III. A cross validation was attempted to verify whether two year secondary teacher education programme significantly  improves the Classroom Management Competency of prospective teachers compared to that of experimental and control groups. For this the study employed content analysis and survey method.

**Sample**

As the study was conducted in three phases separate samples are used in each

phase. The first phase included a sample of 150 prospective teachers in one year B.Ed. programme drawn through stratified sampling technique. For experimental phase, the study consisted of a sample of 80 prospective teachers in one year B.Ed. programme (40 in experimental group and 40 in control group). The third phase of the study consisted of 300 prospective teachers in two year B.Ed. programme.

**Tools used for the study**

The following tools were used in the present study.

1.    Classroom Management Competency Enhancement Programme (Shamina & Mumthas, 2015)

2.    Test of Knowledge in Classroom Management (Shamina & Mumthas, 2015)

3.    Classroom Management Observation Schedule (Shamina & Mumthas, 2015)

4.    Self-rated Classroom Management Competency Scale (Shamina & Mumthas, 2015)

5.    Pupil-rated Classroom Management Competency Scale (Shamina & Mumthas, 2015)

**Statistical techniques used**

Apart from descriptive statistics and percentage analysis, the study employed the following statistical techniques.

1.    Test of Significance of Difference between Means for Large Independent Samples

2.    Cohen's d

## Major Findings

Major findings of the study are as follows

1.  Prospective teachers at secondary level who underwent Classroom Management Competency Enhancement Programme (CMCEP) scored significantly higher mean score of Knowledge in Classroom Management (total), than the control group ($p<.01$). The CMCEP has large effect in enhancing prospective teachers' Knowledge in Classroom Management.

2.  Prospective teachers at secondary level who underwent Classroom Management Competency Enhancement Programme (CMCEP) scored significantly higher mean score of Knowledge in Content Management, than the control group ($p<.01$). The CMCEP has large effect in enhancing prospective teachers' Knowledge in Content Management.

3.  Prospective teachers at secondary level who undergo Classroom Management Competency Enhancement Programme scored significantly higher mean score of Knowledge in Conduct Management, than the control group ($p<.01$). The CMCEP has large effect in enhancing prospective teachers' Knowledge in Conduct Management.

4.  Prospective teachers at secondary level who underwent Classroom Management Competency Enhancement Programme (CMCEP) scored significantly higher mean score of Knowledge in Covenant Management, than the control group ($p<.05$). The CMCEP has moderate effect in enhancing prospective teachers' Knowledge in Covenant Management.

5.    Prospective teachers at secondary level who underwent Classroom management Competency Enhancement Programme scored significantly higher mean score in Classroom Management Performance (total), than the control group.

Classroom Management Performance of prospective teachers is measured through classroom observations conducted by the researcher, teacher educators, and mentors of B.Ed. students in schools.

i)    In the observations carried out by the researcher during the first and second half of internship period, prospective teachers who underwent the CMCEP scored significantly higher mean scores in Classroom Management Performance , than the control group ($p<.01$).

ii)    In the observations carried out by teacher educators during the beginning and middle  of internship period, no significant difference is observed  in the mean score of  Classroom Management Performance  between experimental and control groups ($p>.05$). But in the observation conducted towards the end of internship period, prospective teachers who underwent the CMCEP scored significantly higher mean score in Classroom Management Performance, than the control group ($p<.01$).

iii)    In the observations carried out by mentors of B.Ed. students in schools during the first half  of internship period, no significant difference is observed  in the  mean score of  Classroom Management Performance between experimental and control groups ($p>.05$). But in the observation

conducted during the second half of internship period, prospective teachers who underwent the CMCEP scored significantly higher mean score in Classroom Management Performance than the control group($p<.01$).

6.  Prospective teachers at secondary level who underwent Classroom Management Competency Enhancement Programme scored significantly higher mean score of Classroom Management Performance in Content Management, than the control group.

    i)    In the observations carried out by the researcher during the first and second half of internship period, prospective teachers who underwent the CMCEP scored significantly higher mean scores of Classroom Management Performance in Content Management, than the control group ($p<.01$).

    ii)   In the observations carried out by teacher educators during the beginning and middle  of internship period, no significant difference is observed  in the  mean scores of  Classroom Management Performance in Content Management  between experimental and control groups ($p>.05$). But in the observation conducted towards the end of internship period, prospective teachers who underwent the CMCEP scored significantly higher mean scores of Classroom Management Performance in Content Management  ($p<.05$).

    iii)  In the observations carried out by mentors in schools during the first half  of internship period, no significant difference is observed  in the

mean scores of  Classroom Management Performance in Content Management  between experimental and control groups (*p*>.05). But in the observation conducted during the second half of internship period, prospective teachers who underwent the CMCEP scored significantly higher mean scores of Classroom Management Performance in Content Management (*p*<.05).

7.     Prospective teachers at secondary level who undergo Classroom Management Competency Enhancement Programme have significantly higher mean score of Classroom Management Performance in Conduct Management, than the control group.

i)     In the observations carried out by the researcher during the first half of internship period, prospective teachers who underwent the CMCEP scored significantly higher mean scores of Classroom Management Performance in Conduct Management (*p*<.05). But in the observation during the second half of internship period, prospective teachers who underwent the CMCEP scored significantly higher mean scores of Classroom Management Performance in Conduct Management (*p*<.01).

ii)     In the observations carried out by the teacher educators during the beginning and middle  of internship period, no significant difference is observed  in the  mean scores of  Classroom Management Performance in Conduct Management  between experimental and control groups (*p*>.05). But in the observation conducted towards the

end of internship period, prospective teachers who underwent the CMCEP scored significantly higher mean scores of Classroom Management Performance in Conduct Management ($p<.01$).

iii) In the observations carried out by mentors in schools during the first half of internship period, no significant difference is observed in the mean scores of Classroom Management Performance in Conduct Management between experimental and control groups ($p>.05$). But in the observation conducted during the second half of internship period, prospective teachers who underwent the CMCEP scored significantly higher mean score of Classroom Management Performance in Conduct Management ($p<.01$).

8. Prospective teachers at secondary level who undergo Classroom Management Competency Enhancement Programme have significantly higher mean score of Classroom Management Performance in Covenant Management, than the control group.

i) In the observations carried out by researcher during the first and second half of internship period, prospective teachers who underwent the CMCEP scored significantly higher mean scores of Classroom Management Performance in Covenant Management ($p<.01$).

ii) In the observations carried out by teacher educators during the beginning and middle of internship period, no significant difference is observed in the mean scores of Classroom Management

Performance in Covenant Management  between experimental and control groups ($p$>.05). But in the observation conducted towards the end of internship period, prospective teachers who underwent the CMCEP scored significantly higher mean score of Classroom Management Performance in Covenant Management ($p$<.01).

iii)    In the observations carried out by mentors in schools during the first half  of internship period, prospective teachers who underwent the CMCEP scored significantly higher mean score of Classroom Management Performance in Covenant Management ($p$<.01). But in the observation conducted during the second half of internship period, prospective teachers who underwent the CMCEP scored significantly higher mean score of Classroom Management Performance in Covenant Management ($p$<.05).

9.    Prospective teachers who underwent Classroom Management Competency Enhancement Programme scored significantly higher mean score in Self-rated Classroom Management Competency (total) ($p$<.01).CMCEP has moderate effect in enhancing prospective teachers' Self-rated Classroom Management Competency.

10.    Prospective teachers who underwent Classroom Management Competency Enhancement Programme scored significantly higher mean score of Self-rated Classroom Management Competency in Content Management ( $p$<.01). CMCEP has moderate effect in enhancing prospective teachers' Self-rated Classroom Management Competency in Content Management.

11. Prospective teachers who underwent Classroom Management Competency Enhancement Programme scored significantly higher mean score of Self-rated Classroom management Competency in Conduct Management ($p<.01$).CMCEP has moderate effect in enhancing prospective teachers' Self-rated Classroom Management Competency in Conduct Management.

12. Prospective teachers who underwent Classroom Management Competency Enhancement Programme scored significantly higher mean score of Self-rated Classroom Management Competency in Covenant Management ($p<.05$). CMCEP has moderate effect in enhancing prospective teachers' Self-rated Classroom Management Competency in Covenant Management.

13. Prospective teachers who underwent Classroom Management Competency Enhancement Programme scored significantly higher mean score in Pupil-rated Classroom Management Competency (total) ($p<.01$).CMCEP has large effect in enhancing prospective teachers' Pupil-rated Classroom Management Competency.

14. Prospective teachers who underwent Classroom Management Competency Enhancement Programme scored significantly higher mean score of Pupil-rated Classroom Management Competency in Content Management ($p<.01$).CMCEP has large effect in enhancing prospective teachers' Pupil-rated Classroom Management Competency in Content Management.

15. Prospective teachers who underwent Classroom Management Competency Enhancement Programme scored significantly higher mean score of Pupil-rated Classroom Management Competency in Conduct Management

($p$<.01).CMCEP has large effect in enhancing prospective teachers' Pupil-rated Classroom Management Competency in Conduct Management.

16.  Prospective teachers who underwent Classroom Management Competency Enhancement Programme scored significantly higher mean score of Pupil-rated Classroom Management Competency in Covenant Management ($p$<.01). CMCEP has moderate effect in enhancing prospective teachers' Pupil-rated Classroom Management Competency in Covenant Management.

17.  Two year secondary teacher education programme did not significantly improve the Classroom Management Competency of prospective teachers than that of who underwent the Classroom Management Competency Enhancement Programme.

   i)    Prospective teachers who underwent CMCEP scored significantly higher mean score in Knowledge in Classroom Management (total) and in the Content Management and Conduct Management dimensions, than prospective teachers in two year B.Ed. programme ($p$<.01). Prospective teachers who underwent CMCEP scored significantly higher mean score of Knowledge in Covenant Management, than prospective teachers in two year B.Ed. programme ($p$<.05).

   ii)   Prospective teachers who underwent CMCEP scored significantly higher mean score in Self-rated Classroom Management Competency (total) and in the Content Management and Conduct Management dimensions, than prospective teachers in two year B.Ed. programme ($p$<.01). Prospective teachers who underwent CMCEP scored

significantly higher mean score of Self-rated Competency in Covenant Management , than prospective teachers in two year B.Ed. programme ($p<.05$).

18. Two year secondary teacher education programme doesnot significantly improved the Classroom Management Competency of prospective teachers than that of prospective teachers in one year teacher education programme.

    i) No significant difference is observed in the mean scores of Knowledge in Classroom Management (total) and in the Content Management and Covenant Management dimensions between prospective teachers in two year and one year B.Ed. programme ($p>.05$). Prospective teachers in two year B.Ed. programme scored significantly higher mean score of Knowledge in Conduct Management than prospective teachers in one year B.Ed. programme ($p<.01$)

    ii) No significant difference is observed in the mean scores of Self-rated Classroom Management Competency (total) and in the three dimensions of Classroom Management Competency between prospective teachers in two year and one year B.Ed. programme ($p>.05$).

**Conclusions**

The conclusions that emerged from the results of the analysis of data are discussed below.

*Prospective teachers receive little training in classroom management*

Analysis of classroom management training needs of prospective teachers throws light on the fact that prospective teachers receive little assistance in classroom management. They require more training in the areas like managing time effectively to achieve the lesson objectives, managing technology to facilitate learning, management of group activities, conducting smooth transition between activities, maintaining discipline in the classroom, preventive strategies for misbehaviour and attaining respect from students. Interview with optional teachers and mentors of B.Ed. students in school also stressed the same. It is noticed that the B.Ed. curriculum- 2012 rarely addresses the classroom management training needs of prospective teachers. Analysis of prospective teachers' training needs in classroom management through survey, interview and analysis of B.Ed. Curriculum lead to the conclusion that prospective teachers need training in all the three dimensions of Classroom Management Competency viz., Content Management, Conduct Management and Covenant Management. The findings is supported by Begeny and Martens (2006) and Chelsey and Jordan (2012). They report many teachers do not receive adequate classroom management training prior to beginning their teaching careers and feel unprepared for the demands of managing student behaviours in their classrooms.

***Classroom Management Competency Enhancement Programme (CMCEP) significantly enhances the Classroom Management Competency of prospective teachers in terms of their a)Knowledge in Classroom Management b) Classroom Management Performance c) Self-rated Classroom Management Competency and d)Pupil-rated Classroom Management Competency***

*Effect on Knowledge in Classroom Management*

The classroom Management Competency Enhancement Programme is effective in improving prospective teachers Knowledge in Classroom Management ie., the conceptual understanding regarding the three dimensions of Classroom Management Competency viz., Content Management, Conduct Management, and Covenant Management. The conclusion is supported by the following findings.

When the mean posttest scores of Knowledge in Classroom Management and its three dimensions between experimental and control groups were compared, significant difference was observed between the mean scores of the two groups and the intervention group scored the higher means in Knowledge in Classroom Management in total and in the three dimensions. Moreover the effect size Cohen's d indicates CMCEP has large effect in improving prospective teachers Knowledge in Content Management, Conduct Management and total Knowledge in Classroom Management. The programme showed moderate effect in improving prospective teachers' knowledge in Covenant Management.

*Effect on Classroom Management Performance*

The Classroom Management Competency Enhancement Programme is found

effective in improving the Classroom Management Performance of prospective teachers. The data of classroom observations of both experimental and control groups revealed that prospective teachers those who underwent the programme manages the classroom well compared to the control group. Comparison of mean scores of Classroom Management performance in total and in the three dimensions viz., Content Management, Conduct Management, and Covenant Management between experimental and control groups revealed that intervention group scored significantly higher mean scores in instructional, behavioural, and interpersonal measures than the control group. Intervention group appears to be more skilled in managing instruction related off-task behaviour, organizing the physical environment of the classroom, monitoring students' behaviour, and in establishing positive rapport with students. They tend to apply a continnum of strategies to appreciate appropriate behaviour, and to prevent disruptive and non-disruptive off-task behaviour to a larger extent than the control group. The observation data also shows that the classroom management skills of the intervention group kept on increasing from the beginning to the end of internship period. Thus it can be concluded that the Classroom Management Competency Enhancement Programme is effective in enhancing prospective teachers' Classroom Management Performance.

*Effect on Self-rated Classroom Management Competency*

The Classroom Management Competency Enhancement Programme is effective in enhancing the Self-rated Classroom Management Competency of prospective teachers. It is supported by the finding that experimental scored

significantly higher mean scores in Self-rated Classroom Management Competency in total and in the three dimensions, than the control group. Prospective teachers who underwent the programme rated themselves as more competent in managing instruction, maintaining discipline and establishing positive relationship with students, than compared with control group. Intervention group was found more confident in actively engaging students through use of varied instructional strategies, in using a continuum of strategies to acknowledge expected behaviour, and in developing caring and supportive relationships. The programme improved their confidence by equipping them with the skills needed for effective management of the classroom. Moreover it is also revealed that CMCEP has moderate effect in improving the Self-rated Classroom Management Competency of prospective teachers.

*Effect on Pupil-rated Classroom Management Competency*

Classroom Management Competency Enhancement Programme is found effective in enhancing Pupil-rated Classroom Management Competency of prospective teachers at secondary level. The mean scores of pupil-rated Classroom Management Competency between experimental and control groups differ significantly and higher mean score is associated with experimental group. In the perception of pupils, experimental group teachers shows better understanding of students' needs, fairly addresses and resolve indisciplinary attitude of students and promote positive teacher student and peer to peer interaction in the classroom.

To sum-up, those who underwent the CMCEP significantly improved their Knowledge in Classroom management, Classroom Management Performance, Self-

rated Classroom Management Competency, and Pupil-rated Classroom Management Competency. Thus it can be concluded that Classroom Management Competency Enhancement Programme is effective in enhancing Classroom Management Competency of prospective teachers.

***Two year secondary teacher education programme does not significantly improve the Classroom Management Competency of prospective teachers***

Analysis of two year B.Ed. curriculum revealed that it does not include the core classroom management skills like behaviour management strategies, relationship building strategies and strategies to deal instruction related off task behaviour. Instruction and practice on classroom management strategies are often scattered throughout the curriculum rarely receiving the connected and concentrated focus they deserve. It is also noticed from the study that the conceptual understanding about the classroom management and its three dimensions viz., Content Management, Conduct Management and Covenant Management of prospective teachers in two year B.Ed. programme is not adequate. It is also concluded from the study that prospective teachers in two year B.Ed. Programme perceive themselves as competent to certain extent  in managing instruction, maintaining discipline and establishing interpersonal relationships in the classroom. Furthermore the comparison of Knowledge in Classroom Management and Self-rated Classroom Management Competency among control, experimental, and two year B.Ed. students revealed that in the above two indicators experimental group scored significantly higher mean scored compared to that of control group and two year B.Ed. students.

## Educational Implications

The ability of teachers to organize classrooms and manage the behaviour of their students is critical to positive educational outcomes. Comprehensive teacher preparation and professional development in effective classroom organization and behaviour management is therefore needed to improve outcomes for students in general education.

The findings of the present study have wide educational implications for classroom management training in pre-service teacher education. The study put forward the following implications.

### *Develop a comprehensive and practical approach to classroom management*

Analysis of classroom management training needs of prospective teachers demand a comprehensive and practical approach to classroom management by addressing the three dimensions of classroom management viz., Content Management, Conduct Management, Covenant Management. Analysis of B.Ed. curriculum revealed that only few aspects are incorporated with regard to classroom management. Moreover, instruction and training in classroom management strategies and the skills involved are often scattered throughout the curriculum hardly receiving the connected and concentrated focus they deserve.  There is a need to strengthen the classroom management content in teacher preparation programmes.This necessitates a standalone course in classroom management in teacher preparation programmes.

***Incorporate various techniques to classroom management training.***

The present study ascertained the effectiveness of Classroom Management Competency Enhancement Programme (CMCEP) on Classroom Management Competency of prospective teachers.  CMCEP is found effective in enhancing prospective teachers' Knowledge in Classroom Management, Classroom Management Performance, Self -rated Classroom Management Competency, and Pupil-rated Classroom Management Competency of prospective teachers. What makes the programme effective and different from the B.Ed. programme is, it incorporates various strategies to improve Classroom Management Competency of prospective teachers. These strategies include role playing, case analysis, video sessions, brain storming, and discussion.

*Role play makes student teachers contextualized of being in the classroom*

Role playing is useful for preservice teachers who need guidance and assistance on how to handle themselves and challenging classroom situations. In role play students are contextualized of being in the classroom and put in practice various classroom management strategies. A discussion that follows role play and showing real life episodes on classroom situations help them consolidate what they have learned.

*Videos showing authentic classroom situations contribute to the holistic development of teacher knowledge*

It is noticed from the study that participants in the programme valued videos featuring authentic classroom settings and presenting classroom management strategies in a concise manner. An important potential benefit of the use of video

excerpts is that they might contribute to the holistic development of teacher knowledge. Discussion that follows viewing of videos of teaching can assist pre-service teachers to appreciate alternative viewpoints and to think more critically (Lin, 2005). Integrating videos showing authentic classroom situations is regarded as an effective means of deepening pre-service teachers' learning (Llinares&Valls, 2010). The study suggest that video excerpts could be used to assist pre-service teachers to observe and make sense of classroom activity and how to deal problems in an effective manner. Video scenarios engage teachers on a cognitive level by allowing them to recognize themselves in a given situation and by providing them with the rationale for why a specific practice is important. So teacher education institution should have a collection of videos showing various classroom management issues and ways to solve the problems.

*Case method helps to analyse different challenging situations from multiple perspective*

Case method is found effective in the programme to help pre-service teachers acquire how to teach and experiment in making teaching decisions. Several researchers have suggested that cases representing a variety of classroom conditions be included in teacher education curricula in order to better prepare students for teaching (Merseth, 1996; Shulman, 1992; Sykes & Bird, 1992). Case methods helps pre-service teachers to understand complex classroom situations, to analyze these situations from multiple perspectives, make them competent in using evidence to support their interpretations and decisions, and their skills to reflect on what they learned from cases. The knowledge acquired through case analysis should be

integrated with pragmatic experiences in multiple classroom contexts, which provide practice to develop adequate competencies (Emmer &Stough, 2001). Developing a case library can contribute to teachers' management competence by analyzing ways to solve various classroom problems.

*Brainstorming contribute to meaningful idea generation on classroom management concept and strategies*

Brainstorming sessions used in the programme allowed individual students' voices to become one with the group's voice and encouraged genuine collaboration and interaction in the classroom. Putting together well-stated problem and careful planning strategies can lead to meaningful idea generation which can be used in solving problems or addressing specific issues. Brain storming various classroom management issues help preservice teachers develop solid knowledge on classroom management concept and strategies.

*Discussion offers a platform to discuss a problem from various angles*

Discussion sessions in the programme provide a platform for prospective teachers to discuss a problem from various angles and find a solution to the problem. Students are more encouraged to openly converse with one another- rather than stare at the teacher - when they are facing each other.

**Address the challenges facing prospective teachers in creating positive classroom context**

It is found from the study that participants in the intervention condition scored higher on instructional measures and they were found successful in dealing with instruction related off task behaviour to a greater extent. They were able to

create a positive classroom climate by establishing rules and procedures, organizing classroom environment that eases traffic flow, minimizes distractions, and provides teachers with good access to students in order to respond to their questions and better control behaviour, and clearly communicating appropriate behaviours for particular classroom activities. It is recommended that prospective teachers must be trained in establishing rules and prcedures, organizing classroom environment, and clearly communicating expected behaviour so as to decrease instruction related off task behaviour.

***Training in behaviour management strategies help pre-service teachers in addressing and resolving discipline problems***

The study further suggests that training in behaviour management strategies will enhance prospective teachers' awareness on discipline problems in the classroom and preventive and corrective discipline strategies to deal effectively with inappropriate behaviour. It seems particularly important to provide specific strategies for dealing with problems that prevent from productive learning processes. Behaviour management strategies like Behavioural contracting techniques, specific contingent praise ,peer praise, a token economy system, in which students earn rewards for behaviour are effective in increasing positive behaviour. Preventive strategies like redirection, and choices can prevent behaviour problems in the classroom. Training in behavioural intervention strategies like antecedent based instruction, social skill training, self-management intervention can help pre-service teachers to address the behavioural problems of differentially abled children. The study strongly recommends to incorporate behavioural intervention strategies and

practice these strategies in authentic learning environment so as to help pre-service teachers in better management of discipline in the classroom.

### *Incorporate relationship building strategies to classroom management training*

Many of the management issues can be solved through establishing positive relationship with students. Prospective teachers should view classroom management as an ongoing exercise in building relationships. Teachers can build relationship by providing clear purpose and strong guidance conveyed by fair rules and productive routines, as well as by clear learning goals and expectations. For dealing with the most challenging students, teachers can learn and apply strategies used in the field of positive psychology such as building empathy, admiring negative attitudes and behaviours, and leaving one's ego at the door. In the area of classroom management, it is critical that teachers find ways of building relationships with all students, from the most motivated to the most difficult. To borrow the words of Rogers and Renard (1999), when we enter into understanding human needs and relationship-driven teaching, "amazing things can happen" (p. 34).

### *Practice classroom management skills with adequate supervision*

It is observed from the study that the programme significantly enhances classroom management performance. The periodic observation with feedback help preservice teachers to rectify the problems that they face in real classrooms. The observation data throws light on the fact that if prospective teachers get sufficient time to practice along with the training in classroom management can improve their classroom management competence. Providing sustained instruction and guided

practice with feedback help prospective teachers to change their classroom management approaches to meet the demands of present day classrooms.  It is desirable to notice that in two year B.Ed. curriculum prospective teachers get sufficient time to practice during their internship period. So incorporating Classroom Management Competency Enhancement Programme in to the curriculum can bring credible changes in the classroom management competence of prospective teachers which in turn will enhance their professional competence.

***Changes in teacher preparation programmes should focus on providing teacher candidates with instructional approaches for classroom management through coursework and guided practice with feedback***

In teacher preparation programmes, greater emphasis needs to be placed on preparing prospective teachers to be competent and efficient at managing today's classrooms with their diverse range of learners. Pre-service teachers must be provided an understanding of the issues involved and have ample opportunity for guided practice and feedback in implementing both preventive and corrective behaviour management strategies. Changes in teacher preparation programmes should focus on providing teacher candidates with instructional approaches for classroom management through coursework and guided practice with feedback, and address the challenges facing teacher candidates and new teachers in creating a positive classroom context (Oliver &Reshly, 2010).The study argues for a standalone course in classroom management in teacher preparation programmes. Pilarski (1994) suggests that instruction in classroom management should be more realistic, pay more attention to the complexity of classroom management, and

provide opportunities to link practice with theory. Teacher education programmes should identify a detailed core of classroom management and instructional knowledge and practices so that teacher candidates will be provided with the foundations for professional development (Gilberts &Lignugaris-Kraft, 1997).

### *Seek measures to increase teacher quality and improve teacher preparation programmes*

These findings of the study also have implications for policy makers, teacher preparation programmes, school administrators, and researchers. First, the state should recognize the importance of effective classroom management skills and should seek the measures to increase teacher quality and improve teacher preparation programmes. Both nation and State-level accreditation policy should reflect an expectation that all pre-service teachers be provided instruction related to research-based classroom management in general. These skills are critical to beginning teachers' success and to student achievement. Second, teacher preparation programmes must ensure that upon completion of the programme, prospective teachers have adequate exposure to classroom management content and evidence-based classroom management practices. School teachers and principals must be aware that pre-service teacher training may not contain adequate content related to classroom management and schools should be prepared to provide professional development and ongoing mentoring and coaching for new teachers to ensure that all teachers are able to effectively manage student behaviours in their classrooms (Simonsen et al., 2013). Finally, further research is needed to identify the most effective policy mechanisms for ensuring that all pre-service teachers are provided

high-quality evidence-based instruction in classroom management. In addition, research is needed to better understand the most effective methods for teaching classroom management skills to pre-service teachers.

New teachers and our children deserve better from teacher preparation Programmes, and training that is carefully designed to prepare teacher candidates to be both effective instructors and effective classroom managers will make teaching learning a happier and more rewarding experience for both teachers and their students.

## Suggestions for Further Research

Teacher preparation programmes have a lot to do in order to equip future teachers required knowledge and skills in the area of classroom management. The focus of future research should be on how we can best produce teachers who are highly skilled and prepared to use their knowledge and skill set for effective learning.

1. An examination into the factors associated with classroom management such as self-efficacy, preparedness, motivation, teaching aptitude, academic optimism could provide useful information on how these factors contribute to preservice teachers' classroom management skill.

2. An investigation of how Classroom Management Competency Enhancement Programme addresses the conflict resolution skill of prospective teachers can contribute to development of certain strategies for conflict resolution skill of prospective teachers.

3.  Future research should also focus on variables which predict the classroom management skills such as teacher effectiveness, student academic and behavioural outcomes.

4.  An investigation in to how classroom management competency enhancement programme contribute to student outcomes in academic and social arena is also recommended.

5.  Researches aimed at investigating the effectiveness of various classroom management training programmes can assist preservice training by providing evidence based classroom management strategies. An examination into the close connection between the context and classroom management practices is also recommended.  ie. how teachers understand and implement  classroom management processes requires a close look into physical, cultural, and psychological aspects of classrooms.

6.  A meta-analysis of classroom management training programmes can be initiated to draw out best practices in classroom management. It was found in the review of related studies that  several studies lacked detailed descriptions of the design of  intervention that  was implemented in the schools, the classroom settings where the intervention was conducted , what type of school or educational context it was implemented, such contextual factors may strongly influence student behaviour in the classroom. Including detailed descriptions of these aspects makes the findings much easier.

7.  Observation studies can be conducted to determine the extent to which teachers use evidence based practices during classroom instruction and the support and resources necessary for implementation.

8.    Future research should continue to investigate how educators can best help student teachers become more aware of the attitudes and behaviours they hold towards children.

The aforementioned suggestions may help teacher education programmes and policies.

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### APPENDIX A.1
### FAROOK TRAINING COLLEGE
### CLASSROOM MANAGEMENT COMPETENCY ENHANCEMENT
### PROGRAMME

**Shamina E**                                     **Dr.Mumthas N.S.**
Research Scholar                              Associate Professor
Farook Training College                  Farook Training College

**Programme Goals**

The goal of the programme is to help prospective teachers to improve their overall instructional, behavioural, and interpersonal relationship management skills through planning, implementing and maintaining effective classroom management practices.

**Expected outcome**

Teachers who participated in the Classroom Management Competency Enhancement Programme use effective practices in their classrooms to a greater extent than teachers in the control group. Students in trained teachers' classrooms are significantly less off- task, inappropriate and disruptive, and make better use of class time than students in the untrained teachers' classes.

Classroom Management Competency Enhancement Programme contains eight units. The programme include lecture sessions, classroom activities, case studies, brainstorming sessions, videos and role plays. A brief description of the units is discussed below.

I.   **Introduction to Classroom Management**

Prospective teachers develop a factual understanding about the term classroom management, its significance, principles of classroom management, the dimensions of classroom management- content management –conduct management- covenant management, and Characteristic skills of effective classroom managers.

## II. Organizing Your Classroom

Prospective teachers identifies the physical characteristics of a good classroom and learn different methods of arranging their classrooms, so that they can achieve instructional objectives in an efficient manner.

## III. Establishing Classroom Rules and Procedures

Prospective teachers decide what behaviors are acceptable and desirable in their classrooms. They then consider what rules and procedures student must follow to demonstrate these acceptable behaviors to participate successfully in class activities. Student teachers develop rules and procedures that facilitate the smooth running of the classrooms and minimize disruptions. Finally, they learn how to teach these needed procedures.

## IV. Managing Interpersonal Relationship in the Classroom

Equip the prospective teachers with the ability to establish positive interpersonal relationship with the students. Student teachers discuss relationship building strategies for effective classroom management.

## V. Managing Instruction

Prospective teachers develop technique to manage independent work and group work effectively. Ideas for lecture session, discussion session, and questioning session are discussed.

## VI. Managing Cooperative Classroom

Prospective teachers identifies the role of the teacher in cooperative learning classrooms, effectively designs and manage cooperative learning activity. They also learn cooperative learning grouping techniques.

**VII.    Managing Technology Integrated Classroom**

Prospective teachers plan lessons for technology integrated classroom and set rules for managing the classroom effectively.

**VIII.   Managing Student Behavior**

Prospective teachers encourage appropriate behavior, understand the causes of misbehavior and develop strategies to deal with students' non-disruptive, disruptive and violent behaviors. Additionally, student teachers involve in a discussion of possible strategies to be implemented for specific problems.

## UNIT I   Introduction to Classroom Management

1.1 Objectives

1.2  Introduction

1.3  Meaning of classroom management

1.4  Significance of classroom management

1.5  Principles of classroom management

1.6 Dimensions of classroom management

1.7  Characteristic skills of effective classroom managers

1.8  Let's sum-up

1.9  Mode of transaction

1.10 Task and assignments

1.11 Resources and further readings

### 1.1 Objectives

After going through this unit, you will be able to,

- understand the concept classroom management,
- understand the importance of classroom management,
- enumerate the principles of classroom management,
- identifies the various dimensions of classroom management,
- identifies the characteristic skills of effective classroom managers.

### 1.2 Introduction

One of the biggest challenges many teachers face is ensuring that their classroom is focused and free of distractions. Classroom management systems allow teachers to keep their class moving forward and stop disruptions from occurring. By using effective classroom management techniques, teachers can stay in control of their classroom's direction and learning style, ensuring that students can learn in an effective environment that's free of disruption or distraction. This unit explores the meaning of the term classroom management and how it is defined by experts in this field. It will then brief the research findings highlighting the importance of classroom management. It also discusses the classroom management principles and

various dimensions of classroom management. Characteristic skills of effective classroom managers are also discussed in this unit.

**1.3 Meaning of Classroom Management**

In simple terms, classroom management can be understood as the progression of strategies teachers utilize to promote order and student engagement in learning. The term classroom management apparently looks simple, but when deeply explored, is quite complex as it has major implications on student learning. Although there is no agreed-upon definition of classroom management, the framework offered by Evertson and Weinstein (2006) represents a current and widely accepted view. According to Evertson and Weinstein, classroom management has two distinct purposes: "*It not only seeks to establish and sustain an orderly environment so students can engage in meaningful academic learning, it also aims to enhance student social and moral growth*" (p. 4). The authors identify five specific tasks that show classroom management is a multifaceted activity. It extends beyond some of the more traditional behavior management techniques frequently recommended to deal with students with disruptive behavior. Specifically, they note that teachers should do the following:

- develop caring, supportive relationships with and among students,
- organize and implement instruction in ways that optimize students' access to learning,
- use group management methods that encourage student engagement with academic tasks,
- promote the development of student social skills and self-regulation; and
- use appropriate interventions to assist students who have behavior problems.

Marzano (2003) defined classroom management as the following: Classroom management is the confluence of teacher actions in four distinct areas: (i) establishing and enforcing rules and procedures, (ii) carrying out disciplinary actions, (iii) maintaining effective teacher and student relationships, and (iv)

maintaining an appropriate mental set for management. Only when effective practices in these four areas are employed and working in concert is a classroom effectively managed. In short classroom management is usually understood to mean the way teachers organize the space, time, and human resources available to them to increase student learning.

**1.4 Significance of classroom management**

Teachers play various roles in a typical classroom, but surely one of the most important is that of classroom manager. Effective teaching and learning cannot take place in a poorly managed classroom. If students are disorderly and disrespectful, and no apparent rules and procedures guide behavior, chaos becomes the norm. In these situations, both teachers and students suffer. Teachers struggle to teach, and students most likely learn much less than they should. In contrast, well-managed classrooms provide an environment in which teaching and learning can flourish. But a well-managed classroom doesn't just appear out of nowhere. It takes a good deal of effort to create—and the person who is most responsible for creating it is the teacher. The ability of teachers to organize classrooms and manage the behavior of their students is critical to achieving positive educational outcomes.

**Research shows**

- In a 2013 survey, classroom management was "the top problem" identified by teachers (National Council on Teacher Quality, 2014).

- Classroom organization and behavior management competencies significantly influence the persistence of new teachers in teaching careers (Ingersoll & Smith, 2003).

- New teachers typically express concerns about lacking effective means to handle the significant disruptive behavior of students (Browers &Tomic, 2000).

- Teachers who have problems with behavior management and classroom discipline are frequently ineffective in the classroom, and they often report high levels of stress and symptoms of burnout (Espin & Yell,  1994).

**1.5 Principles of classroom management**

*General principles of classroom management*

- Students are more likely to follow classroom rules when they understand and accept them.
- Management should fix its sights towards maximizing the time students spent in productive work.
- Teacher's goal is to develop inner self control in the students and not merely to exercise external control.
- Student engaged in meaningful work in accordance with their interest and aptitudes, have less discipline problems.

*Specific principles of classroom management*

- Establish clear rules when rules are needed.
- Minimize disruption and delays.
- Plan independent activities as well as organized lessons.
- Let students assume independent responsibility.
- Encourage effort.
- Cue and reinforce appropriate behavior

## 1.6 Dimensions of Classroom Management

Classroom management focuses on three major components**:** content management, conduct management, and covenant management (Froyen& Iverson 1999).
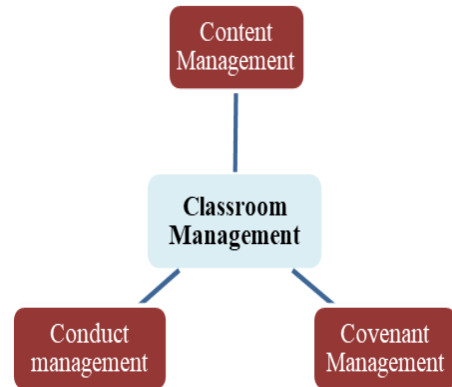


*Content management*

"Content management occurs when teachers manage space, materials, equipment, the movement of people, and lessons that are part of a curriculum or program of studies" (Froyen& Iverson, 1999, p. 128).

Content management is also referred as instructional management. It includes sequencing and integration of instructional activities and dealing with instruction related discipline problems like off-task behavior, talking without permission, failure to raise hand, poor listening and failure to follow verbal directions, late or incomplete assignments, tardiness or absenteeism, sitting idle etc.

*Conduct management*

"Conduct management refers to the set of procedural skills that teachers employ in their attempt to address and resolve discipline problems in the classroom" (Froyen& Iverson, 1999, p. 181).

Conduct management is centered on one's beliefs about the nature of people. It include disciplinary interventions to elicit or compel changes in the behavior of students who fail to conform to expectations, especially behavior that is salient or sustained enough to disrupt the classroom management system.

*Covenant management*

"Covenant management focuses on the classroom group as a social system that has its own features that teachers have to take into account when managing interpersonal relationships in the classroom" (Froyen& Iverson, 1999).

Covenant management stresses the classroom group as a social system. Teacher and student roles and expectations shape the classroom into an environment conducive to learning. Student socialization refers to actions taken with intention of influencing students' attitudes, beliefs, expectations, or behavior concerning personal or social issues. Socialization includes articulation of ideals, communication of expectations, modelling, teaching and reinforcing of desirable personal attributes and behavior, as well as counselling and modification and other remediation work with students who show poor personal or social adjustment.

## 1.7 Characteristic skill of effective classroom managers

Successful teachers are often very effective managers of the classroom environment. They create a positive learning community where students are actively involved in their own learning and in the management of the classroom. They organize the physical environment, manage student behavior, create a respectful environment, facilitate instruction, promote safety and wellness, and interact with others when needed. All of these issues relate to classroom management. Their main objective is to create a positive learning community, and then to take steps to maintain that positive environment by guiding and correcting student behavior.

Teachers are either supportive, responsive or proactive in their approach to classroom management. Proactive teachers are characterized by their positive attitude towards students in dealing with disciplinary problems. They organize the classroom in such a way that promote positive behavior among students. They always focus on preventive measures rather than waiting for problems to develop and then reacting.

Supportive teachers establishes a warm, supportive environment that has everyone feeling they are an important part of the class. They empower students in

helping them feel ownership of the class through active involvement in the discipline process. Rather than wait for a finished product (praise), teachers encourage positive steps, movement, and improvement, progress of the student, and students' efforts and strengths. Supportive teachers focuses on building up students' sense of accomplishment

**Effective Teachers**

➢ organize the physical environment

➢ manage student behavior

➢ promote safety and wellness

➢ establishes good control

➢ does things right, consistently

➢ affects and touches lives

➢ has positive expectations

➢ is a good classroom manager

Responsive teachers establishes calm, orderly, and safe environment for learning, help children develop self-control and self-discipline. They teach children to be responsible, contributing members of a democratic community, and promote respectful, kind, and healthy teacher–student and student–student interactions.

## 1.8. Let's sum up

In this unit we discussed the fundamentals of classroom management including the meaning of classroom management, significance of classroom management, principles of classroom management and characteristic skills of effective classroom managers. The significance of classroom management was well established in the light of research findings. In sum Classroom management refers to the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class. Effective Classroom management increase student success by creating an orderly learning environment that enhances students' academic skills and competencies, as well as their social and emotional development. The unit also discussed how effective classroom management contribute to positive educational outcomes and how ineffective classroom management leads to disruptive behavior and often results in teacher burn out.

**1.9 Mode of transaction**

Lecture method, brainstorming, video session, discussion

**1.10 Task and assignments**

**1**. Think back to your school days and identify one of the best classes you had. Then answer to the following questions.

How was the class arranged?

How was the class managed?

What were the three things you liked about the class?

How did you feel as a learner in the classroom?

What were the main problems in that class?

How were they handled by the teacher?

Describe some of the learning activities in that classroom.

What makes that teacher unique and what were the qualities he/ she possessed?

*2.* Video segment

Watch the video 'Classroom Management, The Difference between Effective and Ineffective Teacher (https://www.youtube.com/watch?v=tW0wPYEloF8) and compare the two teachers you have seen.

**3.** State whether the following are true or false

1. Involving students actively in classroom activities leads to wide spread misbehaviors in classroom.
2. Classroom rules are guidelines that set expectations for student behavior.
3. Classroom management centers around carrying out disciplinary actions only.

4.  An effective teacher always cue and reinforce appropriate behavior.

**4.** Answer the following

1.  What do you mean by classroom management?
2.  What research says about classroom management?
3.  Enumerate the principles of classroom management.

*5.* In the following table write down the actions or behaviours that teachers and students do prominently in a well-managed classroom.

| Teacher behavior | Student behavior |
|---|---|
|  |  |

**1.12 Resources and further readings**

Brouwers, A & Tomic, W. (2000). A longitudinal study of teacher burnout and perceived self-efficacy in classroom management. *Teaching and Teacher Education, 16*(2), 239-253.

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## Unit II. Organizing Your Classroom

2.1   Objectives

2.2   Introduction

2.3   Keys to good classroom arrangement

2.4   Classroom seating arrangement

2.5   Resources in the classroom

2.6   Bulletin boards and wall space

2.7   Let's sum-up

2.8   Mode of transaction

2.9   Task and assignments

2.10 Resources and further readings

### 2.1 Objectives

After going through this unit you will be able to,

- understand the keys to  good classroom arrangement,
- identify the various resources in the classroom,
- organize the classroom's physical setting and environment effectively.

### 2.2 Introduction

The starting point of practicing effective classroom management is the arrangement of the physical setting so that teaching would flow smoothly. The physical setting of the classroom includes the classroom space, furniture, equipment, and supplies. This is a logical starting point, because it is a task that teachers must complete before actual learning and teaching commences in the classroom. Teachers will find it easier to plan other aspects of classroom management after they have a clear idea of how the physical features of their classroom will be organized.

Good room arrangement is important for classroom management because it can help the teacher cope with complex demands of teaching in a crowded classroom.

When arranging the classroom for instruction, teachers will need to make decisions regarding;

i.     setting of desks, tables and chairs,

ii.     location of teacher's desk, computer and other teaching resources,

iii.     area of the room to be used for presentation,

iv.     how the teacher and students will obtain materials and supplies,

v.     where the teaching/learning materials are stored,

vi.     traffic lanes within the classroom,

vii.     how students should exit and enter the classroom.

## 2.3 Key ideas to good classroom arrangement

The following key ideas will be helpful as guidelines when teachers make decisions regarding the arrangement of the classroom.

➢ *Keep high traffic areas free of congestion*

Traffic areas include group work areas, doorways, bookshelves and supply areas, student desk and teachers' desk. High traffic areas should be kept away from each other, have plenty of space, and be easily accessible.

➢ *Be sure students are easily seen by the teacher*

Careful monitoring of students is a major arrangement task. If the teacher cannot see students, it will be difficult to prevent task avoidance or disruptive behavior. Therefore, clear lines of sight must be maintained between areas of the room that the teacher will frequently use and student work and seating areas.

➢ *Keep frequently used teaching materials and student supplies readily accessible*

Easy access to and efficient storage of teaching materials and supplies will aid classroom management by allowing activities to begin and end promptly, and by minimizing time spent on getting ready and cleaning up.

➢ *Be certain students can easily see instructional presentations and displays*

Make sure the that the seating arrangement will allow students to see the overhead projector screen or chalkboard without moving their chairs, turning their desks around, or craning their necks.

➢ *Position groups or stations to minimize distractions from other students*

Areas in which students are to work in groups or individually should be positioned at places with minimum outside distracters. Teachers should consider the potential distractions that can come from windows and doors.

➢ *Students with sensory challenges should be seated at the appropriate place*

Students who have difficult hearing should sit at a place where they can hear well, those who cannot see properly should sit at a place close to the board or display area, and so on.

➢ *Seat students based on compatibility with peers as needed.*

Students who are expected to get well along each other, without engaging in any disruptive behavior, should be matched in classroom seating. Also, students should be paired on the basis that they can support each other academically.

➢ *Seating should be arranged according to desired instructional activities*

Different teaching strategies like discussion, debate, whole class lecture etc. require different types of seating arrangement. The teacher should think of which type of seating arrangement is most effective for his/her teaching method and style.

**2.4 Classroom seating arrangement**

When your classroom setup is in harmony with your teaching style, your students, and the space and furniture you have to work with, the benefits can be endless. But, when it's not, it can be detrimental. Various seating arrangements possible in the classroom are,

*a.  Traditional Rows or Columns*

The rows configuration also known as the columns configuration is the most common classroom arrangement. This type of setup complements class structures that revolve around teacher-based instruction and presentations. Students are more focused on coursework and independent assignments. Though this seating arrangement can be used with any class size, large classes may often see uneven levels of interaction as students in the front row will participate more while those in the back may lose focus.



*b.  Horseshoe or U-Shape*

This model supports both student-to-student interaction and teacher-to-student interaction. The class interacts in a large group format, though teachers have ample opportunity to work with students one on one. Courses that emphasize discussions and presentations typically function well with this configuration.

Teacher- and
Learner-Centered
Instruction

Large Group Format

Best for Small- and
Medium-Sized Classes
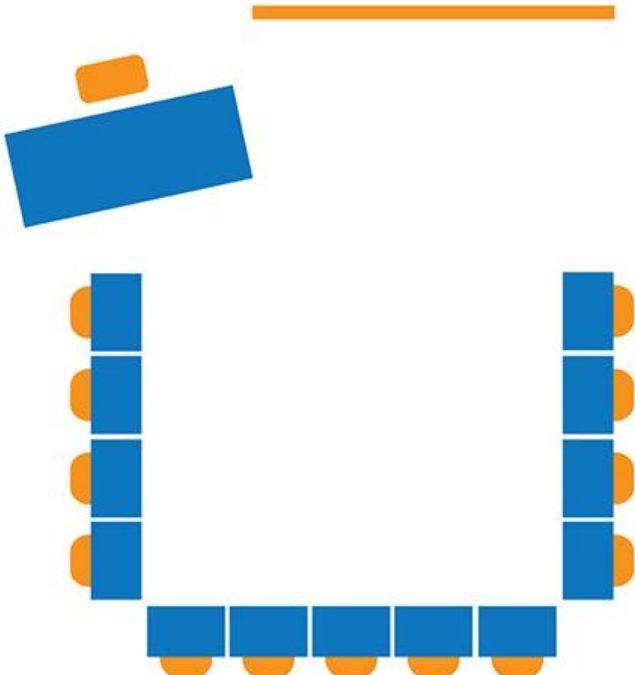
**Pros**
- Easier to interact with entire class
- Encourages discussion and participation
- Fosters connection between students and educator
- Large area for presentations and demonstrations

**Cons**
- Not suitable for work in small groups
- May overwhelm shy students
- May be difficult to control behavior
- Larger classes may have difficulty engaging in discussions

# Horseshoe/U-Shape

*c.  Clusters*

Clustering the desks into small groups promotes student-to-student interaction. Students develop skills such as communication, problem solving, collaboration, and more in this arrangement. These clusters offer safe and comfortable environments for students to share ideas. This comfort, however, also lends itself to off-task behavior and large increase in noise level and distractions.

**Predominantly Learner-Centered Instruction**

**Small Group Format**

**Suitable for All Class Sizes**

# Clusters

## Pros
- Encourages interaction of all students
- Creates a more personal and safe environment for students to convey their ideas
- Promotes cooperation and teamwork
- Develops reflection, problem solving, and communication skills
- Flexibility to strategically form groups
- Suitable for small spaces

## Cons
- Increased noise level, distractions, and off-task behavior
- Decreased productivity
- Less individual accountability (ex. strongest student may do the bulk of the work)
- Harder to assess students' abilities and level of understanding
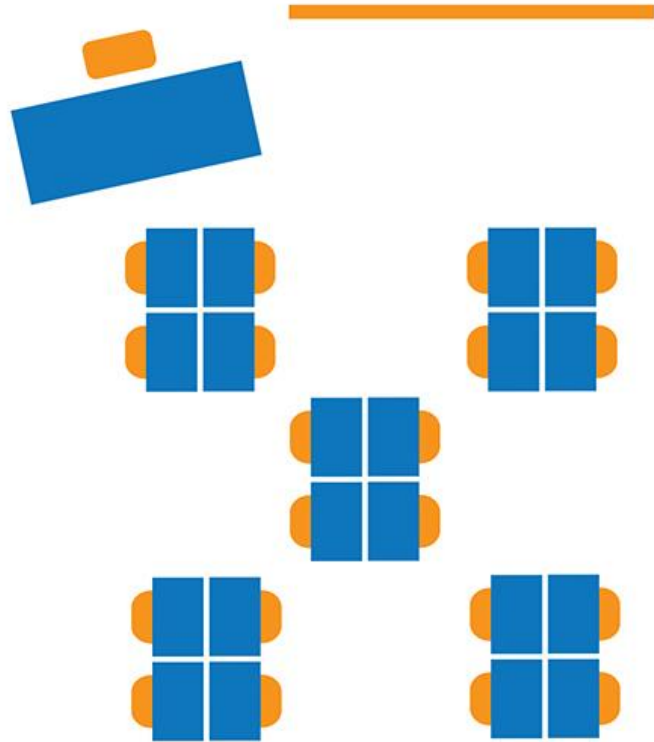
### 2.5 Resources in the classroom

Standard classroom usually have some or most of the following physical objects.

1. Bulletin boards and walls
2. Student desks
3. The teacher's desk, overhead projector and other equipment.
4. Work areas
5. Storage space for

   a. Textbooks and other instructional materials,

   b. Frequently used classroom materials,

   c. Teacher's supplies,

d.  Equipment.

As a teacher, you are required to arrange these equipment and other resources in a way that learning activities will be conducted in the classroom in a smooth manner without major disruptions.

## 2.6 Bulletin Boards and Wall Space

Constructive use of bulletin boards and wall space can contribute to a positive classroom environment. Bulletin boards may be used to aid in instruction This can be achieved by displaying relevant instructional material, assignments, rules, schedules, student work, and other items of interest. Some suggestions for creative use of bulletin boards are,

1.  Strive to create a bulletin board that sparks student interest.
2.  See what materials you will need for a unit of study and decide how a bulletin board may be used for that unit.
3.  post reminders or frequently used concepts such as rules, steps for beginning a lesson, or a schedule of activities.
4.  Consider attractive titles for bulletin boards that explain the theme or purpose of the display.
5.  Think of a variety of materials that could be used to enhance the bulletin boards (crepe paper, construction paper, bright colored markers, cloth, etc.).
6.  Use illustrations that are current, relevant, and interesting to the students.
7.  Involve students in the selection of content and preparation of bulletin boards and the use of wall space
8.  Select different group of students to plan and prepare bulletin board for each month.

**2.7 Let's sum-up**

This unit discussed the importance of a well arranged classroom and guidelines on how to achieve this. The unit also highlighted the different seating arrangements for various classroom activities. Classroom Organization focuses on the physical environment. Effective teachers organize a safe classroom environment they strategically place furniture, learning centers, and materials in order to optimize student learning and reduce distractions.

**2.8 Mode of transaction**

Lecture, brain storming, discussion, video session, case analysis.

**2.9 Task and assignments**

**1.** Design an effective learning environment plan. The diagram must graphically display,

- Seating arrangement
- Teachers desk
- Working area
- Classroom doors
- Board
- Storage areas

A narrative explanation of the learning environment will be included with the diagram describing how the learning environment was set up to maximize learning time in the classroom .The narrative should provide,

a. an introductory paragraph describing the importance of effective classroom set-up
b. why each arrangement was made
c. a conclusion paragraph

2. Assign students to work in groups of four based on subject area. Have each group design a classroom based on subject following the keys of good classroom design. Label items in the classroom.

    a.   Share classroom designs with other groups for critique and suggestions.

    b.   Review and discuss suggestions from the other groups.

    c.   Design a dream classroom that would meet the needs of the students and the teacher.

3. Evaluate the following classroom designs and write down the prose and cones of the design.

| Room A | Room B |
|---|---|
|  |  |

| Room C | Room D |
|--------|--------|
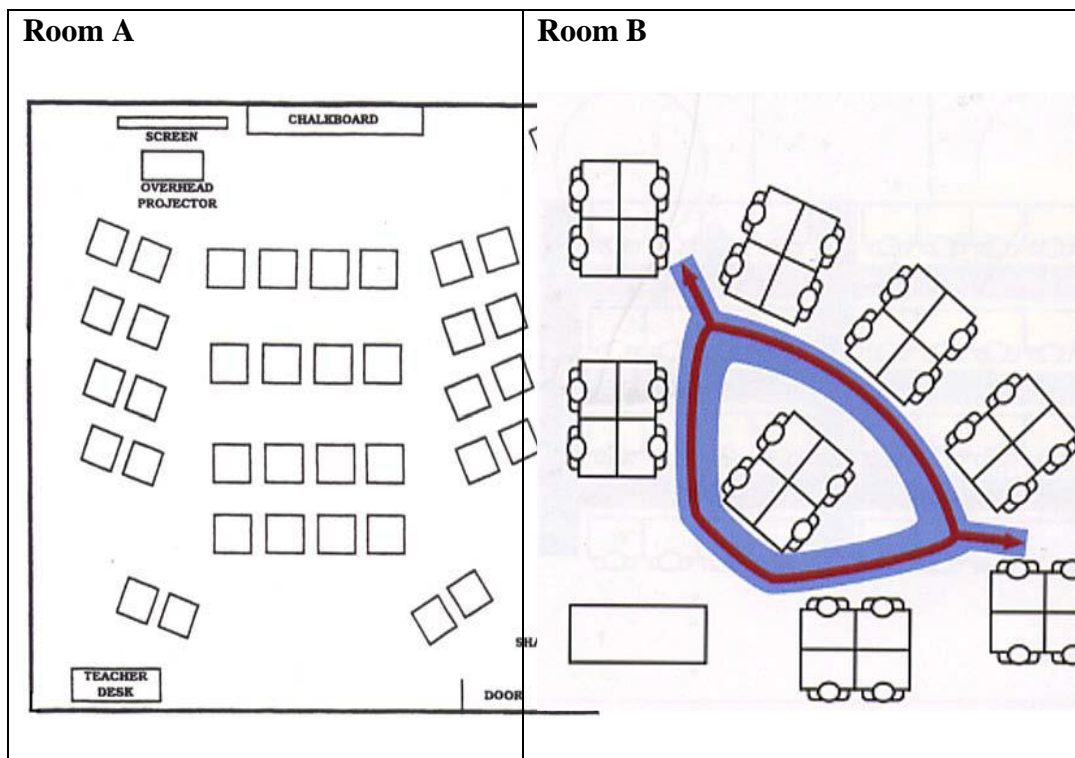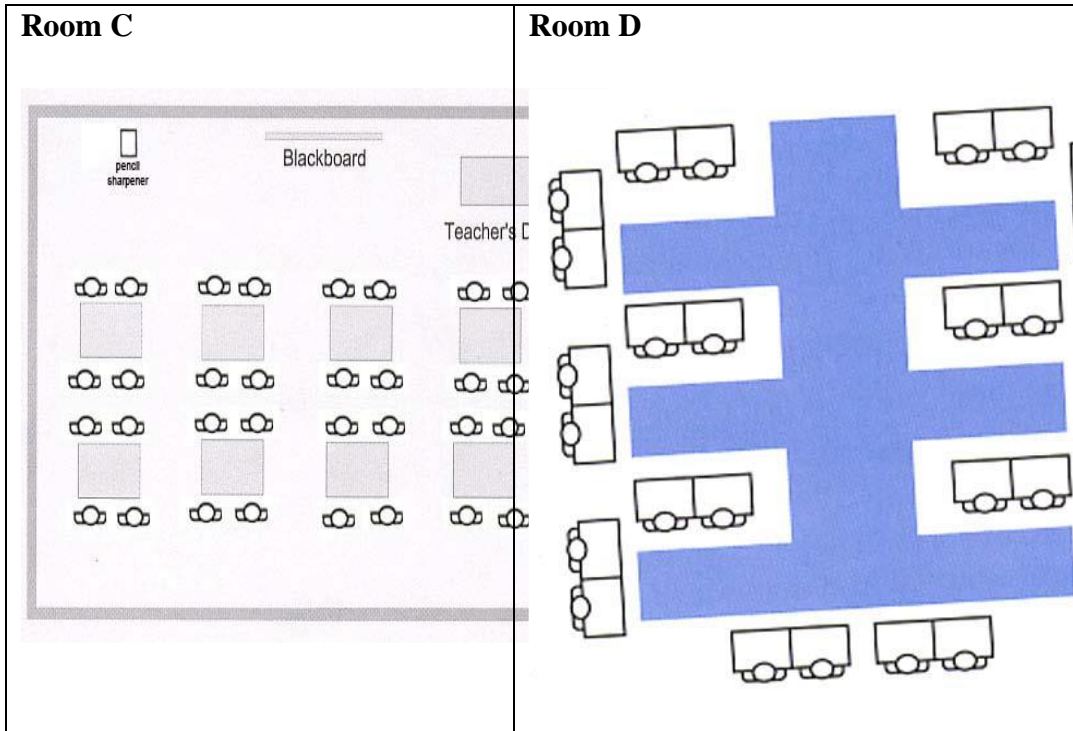


Room A:
Positives                                      Negatives
_____l_____
_____l_____
_____l_____

Room B:
Positives                                      Negatives
_____l_____
_____l_____
_____ l_____

Room C:
Positives                                      Negatives
_____l_____
_____l_____
_____l_____

Room D:
Positives                                      Negatives
_____l_____
_____l_____
_____l_____

**4.** Video session

Watch the video Classroom Seating Arrangements https://www.youtube.com/watch?v=5kOh1VYCsRs and understands, discusses various classroom seating arrangements.

**5.** Analyse the following case.

Rahul, who has low vision struggles to cope with the classroom activities. He often complaints of not seeing what you have written on the board. How will you accommodate Rahul in your classroom?

**2.10 Resources and further readings**

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## Unit III. Establishing Classroom Rules and Procedures

3.1    Objectives

3.2    Introduction

3.3    Why classroom rules and procedures

3.4    Guidelines for setting classroom rules

3.5    Using rules effectively

3.6    Sample rules

3.7    Establishing procedures

3.8    Sample procedure

3.9    Let's sum-up

3.10    Mode of transaction

3.11    Task and assignments

3.12    Resources and further readings

### 3.1. Objectives

After completing this unit you will be able to,

- understand why classroom rules  and procedures are important,
- organize the classroom through the establishment and maintenance of classroom rules and procedures,
- develop sample rules and procedures,
- specify how you might teach your students the classroom rules and procedures.

### 3.2. Introduction

Classroom rules and procedures are fundamental and essential to build a productive learning community with in the classroom. An essential goal for teachers, should be to promote student understanding and ownership of the rules and procedures, necessary to maximize learning. In addition students should be encouraged to periodically revisit classroom operating principles and how the class as a whole might improve students' attention to classroom rules and procedures. Teachers should begin by establishing general classroom rules and then work toward

procedures for more specific activities such as the beginning and end of the school day or period, transitions and efficient use of materials and equipment. Rules and procedures add both consistency and structure to daily classroom activities. Once learned, rules and procedures promote an efficient and effective classroom. This unit provides information on organizing the classroom through the establishment and maintenance of classroom rules and procedures.

## 3.3 Why classroom rules and procedures

Students readily accept the idea of having a uniform set of classroom procedures, because it simplifies their task of succeeding in school. Efficient workable procedures allow a great variety of activities to take place during a school day, and often several activities at a given time with a minimum of confusion and wasted time. If no procedures are established, much time will be wasted while organizing each activity, and students will have to guess what to do. As a result, undesirable work habits and behaviors could develop which would be hard to correct. When a class is managed with procedures and the students know these procedures, they will more willingly do whatever you want them to do. Rules communicate expectations and form the basis for catching students being good. You can then be an exciting, creative and informative teacher with a well-managed learning environment.

## 3.4 Guidelines for setting the rules

The following are suggestions for establishing classroom rules:

- Establish rules the first day of school.
- Involve students in establishing rules.
- Keep rules to a minimum (3 or 4).
- Rules should be broad enough to cover a wide range of behaviors.
- Keep wording simple.
- State rules positively.
- Rules should not be too strict or too lenient.
- Vary the rules for different situations.
- Rules must be developmentally appropriate.

### 3.5 Using Rules Effectively

The teacher should be prepared to use the classroom rules effectively. This includes reaching agreement with the teacher on descriptions of what type of behavior complies with the rules and what type of behavior breaks the rules. It also includes reaching agreement with the teacher on what consequences or procedures should be used when rules are followed and when they are not followed.

Classroom rules must be specifically taught to students. Particularly during the first part of the school year, the teacher and should spend time teaching the rules to the students. This will include explaining the rules and behavior that meets the rules, modeling and practicing these behaviors, providing corrective feedback and providing praise and reinforcement when students follow the rules.

The following also support the classroom rules:

- Post the rules. This both helps the students remember and helps the teacher and be consistent.
- Periodically remind students of the rules.
- Emphasize the positive.
- Explain the importance of rules.

The teacher should also find ways to monitor how consistent they are in applying the rules. Strategies might include completing a self-check questionnaire, recording of interactions with students regarding the rules and observation by the teacher.

### 3.6 Sample Rules

The following three rules are examples which meet the criteria for good rules.

Enter the class quietly

Raise hands to talk

Respect others right to talk

These examples are simple and concise. They are stated positively. They allow you to identify when a student is following the rule.

### 3.7 Establishing Procedures

Most activities in the classroom occur on a regular basis. Getting materials and starting lessons, asking the teacher for assistance, and moving from one activity to another are example of activities which occur on a daily basis. Classrooms which establish procedures for accomplishing these activities are more effective and efficient. To create procedures, the teacher outlines the steps in the activity and creates rules for carrying out the procedure. The procedure is then explained to students and practiced. The teacher provides cues to students, model correct behaviors and reinforce students for following identified procedures. Procedures promote consistent behaviors from both students and teachers.

The following are examples of activities for which the teacher might define procedures:

- General procedures
    - beginning of the period
    - use of materials and equipment
    - ending the period
- Procedures during seatwork and teacher-led instruction
    - student attention during presentations
    - student participation
    - procedures for seatwork
- Procedures for student group work
    - use of materials and supplies
    - assignment of students to groups
    - student goals and participation
    - learning teams
- Miscellaneous procedures
    - behavior during interruptions
    - personal belongings

**3.8 Sample Procedure:**

*Procedure for getting assistance*

Students often need to ask the teacher a question or seek their assistance. It is important that students get help as quickly as possible without interrupting other students or the teacher. The first step in dealing with the problem is to try and eliminate unnecessary questions.

Requests for help

When students need help, it is important that students are provided with a way to let the teacher know they need assistance. Students might typically ask for assistance by:

- Raising a hand
- Holding the pen up
- Calling out the teacher
- Asking another student for help

Some of these options are obviously better than others. When students are working independently, requests for assistance often cause students to stop work and wait for the teacher and may disrupt the class.

Teacher can develop a procedures to help assure that students do not stop working when they have a question.

If you have a question or need assistance take the following steps:

1. Check the activity directions again.
2. Quietly check with your neighbor for assistance.
3. Continue working on the next problem until the teacher arrives.
4. If you cannot continue without assistance take out your personal work folder and continue working in it until help arrives.

Starting New Activities

One of the most difficult times during the day is when activities change. This may occur after lunch or recess or when switching from a reading activity to a math activity. Students must finish what they are doing and reorient themselves to a new objective. This transition presents a greater opportunity for behavior problems. Teaching students a procedure for starting new activities makes this transition as efficient and effective as possible.

Assisting students to begin new activities

- Assist in establishing rules for starting new activities and teach rules.
- Make sure materials are ready for each activity before it begins.
- Provide a signal to students to indicate that transition time. This may be something like:

  Get ready for _____. You need _____.
- The teacher may ask you to work with students to practice transitions.
- Time transitions to the new activity with a stop watch.
- Review rules for starting new activities when necessary.
- Provide praise more often during transition.
- Monitor behavior more closely when changing activities.

The following steps provide an example of a procedure which can be taught to students.

When the signal for the end of the current activity occurs:

1. Return the materials you are using to the correct place
2. Get materials used in the next lesson or activity
3. Return to your seat
4. Look at the teacher and listen for directions

Rules for transition to a new activity

The following might be examples of rules for transitions to new activities:

- Move quietly
- Put your books away and get what you need for the next activity
- Move your chairs quietly and
- Keep your hands and feet to yourself

## 3.9 Let's sum-up

Classroom rules are a crucial component to allow teachers to be successful in the classroom. Classroom rules sets boundaries and provide distinct boundaries of behavior for your students. Classroom rules set limits to inform students how far they can push the envelope and what will be tolerated in the classroom. Teachers should establish and clearly explain the classroom rules on the first day of school. Establishing on saves time during the year, helps students focus on the real work, and reduces stress in the classroom. Involving students in establishing rules makes them more responsible for their classroom behavior. Much of the classroom disruptions can be reduced through the establishment of classroom rules and procedures.

## 3.10 Mode of transaction

Brain storming, discussion, case analysis

## 3.11 Task and assignments

**1**. Develop your procedure for the following

| Event | My procedure |
|---|---|
| Beginning the day | |
| Starting a new activity | |
| Transition to a new activity | |
| Ending the class | |

**2.** Analyse the following cases.

1   There are times during the day when students seem to be in a chaotic state (arrival, after recess time, and at the end of the school day). Students are

wandering around the classroom and minor behavior problems are taking place. What procedures could be put in place to alleviate these issues?

2   Akhil is late to your Maths classroom. He takes his seats and talks with his neighbor. His arrival make noise in the classroom disrupting work assigned. What procedure will you use if a student is late to your class?

3   Reshma, Science teacher in IX grade, while collecting assignments from students interruption occurs and loses most of the instructional time. What procedure will you suggest to Reshma so as to save time?

**3.12 Resources and further readings**

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**Unit IV. Managing Interpersonal Relationship in the Classroom**

4.1      Objectives

4.2.     Introduction

4.3.     Why teacher student relationship matters

4.4.     Characteristics of effective teacher student relationship

4.5      Tips for creating healthy classroom relationships

4.6      Relationship building strategies

4.7      Let's sum-up

4.8      Mode of transaction

4.9      Task and assignments

4.10     Resources and further readings

**4.1 Objectives**

After going through this unit you will be able to

- understand the importance of teacher student relationship
- learn characteristic skill of effective teacher student relationship
- cognize the relationship building strategies for effective classroom management.

**4.2 Introduction**

Relationship building is a continuous process. What students see and experience when they enter your classroom for the first time makes an impression. Teachers who foster positive relationships with their students create classroom environments more conducive to learning and meet students' developmental, emotional and academic needs. Successful teachers are those that have the ability to maximize the learning potential of all students in their class. Developing positive relationships between a teacher and student is a fundamental aspect of quality teaching and student learning. This unit will specifically talk about building relationships with students to support high expectations for their classroom behavior

and strategies derived from positive psychology to build positive relationship with students.

**4.3 Why teacher student relationship matters**

Building positive relationships within a classroom has a major impact on student's academic and behavioral success. When students believe that their teacher values and respects them, they are more likely to value and respect the teacher. This mutual respect leads students to behave more appropriately and participate in classroom activities. In addition to a healthy relationship between teacher and student, healthy peer-to-peer relationships encourage inclusion, participation make children feel safe. When they feel safe in the classroom, they are more likely to take positive risks both academically and socially. Take time during the first two weeks to engage students in activities that help them get to know each other. These activities also provide ways to practice active listening, expressing feelings, and cooperation.

## Building positive student teacher relationship research studies

Christophel (1990) "claims that when teachers use immediacy behaviours to modify student motivation and increase student learning, there is significant impact upon students in the classroom" (Martin, 1994, p. 29).

Student perceptions of immediacy, cognitive learning and humour were examined by Gorham and Christophel (1990). Results "indicate that there is a strong co-relation between an instructor's humour and student's cognitive learning" (Martin, 1994, p. 30).

Chesebro and McCroskey (2001) examined the relationship of teacher clarity and immediacy with student cognitive learning. Findings indicated that students who have teachers that are clear and immediate are less likely to experience anxiety when processing their teacher's messages thus increasing student learning (McNally, 2005, p.26).

**Characteristics of effective teacher-student relationships**

The most effective teacher-student relationships are characterized by specific teacher behaviors: exhibiting appropriate levels of dominance; exhibiting appropriate levels of cooperation; and being aware of high-needs students.

a) *Exhibiting Appropriate Levels of Dominance*

Wubbels et.al (1999) identify appropriate dominance as an important characteristic of effective teacher-student relationships. They define dominance as the teachers' ability to provide clear purpose and strong guidance regarding both academics and student behavior. Teachers can exhibit appropriate dominance by establishing clear behavior expectations and learning goals and by exhibiting assertive behavior. Teachers can also exhibit appropriate levels of dominance by providing clarity about the content and expectations of an upcoming instructional unit through establishing and communicating learning goals at the beginning of a unit of instruction and providing feedback on those goals. Teachers can also communicate appropriate levels of dominance by exhibiting assertive behavior. According to Emmer and colleagues, assertive behavior is the ability to stand up for one's legitimate rights in ways that make it less likely that others will ignore or circumvent them. (2003, p. 146). Assertive behavior differs significantly from both passive behavior and aggressive behavior. These researchers explain that teachers display assertive behavior in the classroom when they,

- use assertive body language by maintaining an erect posture, facing the offending student but keeping enough distance so as not to appear threatening and matching the facial expression with the content of the message being presented to students,
- use an appropriate tone of voice, speaking clearly and deliberately in a pitch that is slightly but not greatly elevated from normal classroom speech, avoiding any display of emotions in the voice, and

- persist until students respond with the appropriate behavior. Do not ignore an inappropriate behavior; do not be diverted by a student denying, arguing, or blaming, but listen to legitimate explanations.

b) *Appropriate Levels of Cooperation*

Cooperation is characterized by a concern for the needs and opinions of others. Although not the antithesis of dominance, cooperation certainly occupies a different realm. Whereas dominance focuses on the teacher as the driving force in the classroom, cooperation focuses on the students and teacher functioning as a team. The interaction of these two dynamics—dominance and cooperation—is a central force in effective teacher-student relationships. Several strategies like providing flexible learning goals, taking personal interest in students, and using equitable and positive classroom behavior can foster appropriate levels of cooperation

Giving students the opportunity to set their own objectives at the beginning of a unit or asking students what they would like to learn conveys a sense of cooperation. Giving students this kind of choice, in addition to increasing their understanding of the topic, conveys the message that the teacher cares about and tries to accommodate students' interests. Probably the most obvious way to communicate appropriate levels of cooperation is to take a personal interest in each student in the class. Teachers can do it through the following;

- Talk informally with students before, during, and after class about their interests.
- Greet students outside of school—for instance, at extracurricular events or at the store.
- Be aware of and comment on important events in students' lives, such as participation in sports, drama, or other extracurricular activities.
- Compliment students on important achievements in and outside of school.

*c) Awareness of High-Needs Students*

Although the classroom teacher is certainly not in a position to directly address severe problems, teachers with effective classroom management skills are aware of high-needs students and have a repertoire of specific techniques for meeting some of their needs (Marzano, 2003). The following table summarizes five categories of high-needs students and suggests classroom strategies for each category and subcategory.

Table 3.1. *Categories, Characteristics and Suggested Classroom Strategies for High-Needs Students*

| Category | Characteristics | Suggestions |
|---|---|---|
| **Passive** | Avoids the domination of others or the pain of negative experiences. Attempts to protect self from criticism, ridicule, or rejection. Avoids connection with others, is shy, doesn't initiate conversations, and attempts to be invisible. Gives up easily. | Provide safe adult and peer interactions and protection from aggressive people. Provide assertiveness and positive self-talk training. Reward small successes quickly. Withhold criticism. |
| **Aggressive** | Hostile: Rages, threatens, or intimidates others. Verbally or physically abuse others. Oppositional: Does opposite of what is asked. Often acts innocent while setting up problems for others. | Be consistent and provide immediate rewards and consequences. Encourage and acknowledge extracurricular activities in and out of school. Give student responsibilities to foster successful experiences. |
| **Attention problems** | Hyperactive: Has difficulty with motor control, both physically and verbally. Fidgets, leaves seat frequently, interrupts, talks excessively. Inattentive: Has difficulty staying focused and following through on projects. Has difficulty with listening, remembering, and organizing. | Contract with the student to manage behaviors. Teach basic concentration, study, and thinking skills. Separate student in a quiet work area. Help the student list each step of a task. Reward successes; assign a peer tutor. |
| **Perfectionist** | Has unrealistically high expectations of self. Focus too much on the small details Will avoid projects if unsure of | Ask the student to make mistakes on purpose, then show acceptance. Have |

| Category | Characteristics | Suggestions |
|---|---|---|
| | outcome. Focuses on results and not relationships. Is self-critical. | the student tutor other students. |
| **Socially inept** | Attempts to make friends but is inept and unsuccessful. Is forced to be alone. Is often teased for unusual behavior, appearance, or lack of social skills. | Provide social skill training Teach the meaning of facial expressions, such as anger and hurt. Make suggestions regarding hygiene, dress, mannerisms, and posture. |

**4.5 Tips for creating healthy classroom relationships**

The following are some tips for creating healthy classroom relationship and transforming the culture of your classroom.

- Greet students at the door and use their names. This lets students know that you know who they are and care for them.
- Call on students randomly and equitably. Students view themselves as more reputable when the teacher trusts them enough to call on them in class.
- Allow for journal writing or other activities that allow students to share their experiences.
- Engage students in cooperative activities. Cooperative learning allows for peers to rely on each other, to begin to trust each other, to problem-solve, to practice conflict-management, and to use social skills.
- Increase class pride by displaying student work and showing your pride through verbal praise.-
- Listen to them - All young children want is to be heard, and when you can give them that opportunity, it will bring you closer. Open your classroom up and let it be known that you are always there to listen.
- Show Respect: By showing your students that you have admiration for them, you will help bridge the gap and build a stronger relationship with them.

**4.6 Relationship building strategies for effective classroom management**

Relationships are the hallmark of positive, welcoming, and focused classrooms. The development of strong relationships can create a positive classroom climate in which students feel welcomed and safe. According to Wolk (2003),"Teacher-student relationships permeate the classroom with relationships both helping and hindering learning and affecting everything from curriculum to choice of teaching methods." Wolk asserted that for most teachers, "their relationships are their teaching" (p. 14). Current literature on building relationships as a means to manage classrooms includes recommendations such as using gentle interventions, finding time for bonding, avoiding punishments, and building activities that ensure success for all students.

These strategies, though helpful, may still leave teachers struggling with the most difficult students. Ideas from the fields of positive psychology can be applied to these classroom struggles. This unit focuses on specific strategies from the fields of positive psychology that teachers can apply in classroom settings when dealing with difficult students.

*Relationship building strategies*
  - ➤ *Building Empathy*
  - ➤ *Admiring negative attitudes*
  - ➤ *Leaving the ego at the door*
  - ➤ *multicultural connections*

*Building Empathy*

Probably the most important aspect of a positive helping relationship is empathy on the part of the helper. In actual practice, empathy on the part of the teacher results in the student feeling understood. Empathetic relationships are especially important for difficult adolescents. Unfortunately in education, empathy is a concept largely misunderstood and even trivialized as a form of affection or caring. Empathy is not to be misconstrued as putting forth effort to demonstrate caring; empathy is simply to see things through another's perspective. Thus, the other person, in this case the student, feels understood. This is a highly effective tactic to employ with a difficult adolescent. Knowing students' interests and

concerns is one sure way to build rapport. Being physically on the same level when talking with students—matching their rate of speech and their tone when it is positive—can help to build rapport. Some educators want students simply to respect rather than like their teachers. But earning the respect of students is not enough. Students must perceive that we care, and even that we like them deep down, as people. As it turns out, they will work harder for someone they like than for someone they simply respect. Teachers can best develop empathy for students when they are aware of their own personal and cultural biases.

*Admiring Negative Attitudes*

Another effective tactic, which comes directly from the discipline of positive psychology, seems counter-intuitive at first. The skill involves acknowledging the negative behavior as a skill rather than as a disciplinary problem. A student may be well-developed in an area that could be destructive in the classroom, by acknowledging it as a skill, the teacher can then reframe and redirect the skill. For example, the class clown could be complimented for his comedic skill; that skill could then be redirected to a more positive use. The result is often a greater sense of respect and loyalty to the teacher, thus diffusing the previous disruptions. This will also lead to an increase in the student's perceived empathy from the teacher. After acknowledging the skill, reframe the skill and then redirect it. It is important that this skill be applied with sincerity. Any hint of sarcasm could lead to further alienation between the student and the teacher.

*Leaving the Ego at the Door*

To follow this relationship approach, a teacher or school administrator must have the capacity to suspend the flaring up of his or her own impulses, issues, and negative reactions. Young adolescents are highly skilled at reading teachers and identifying the things that make them impatient, rigid, angry, and upset. The ability to manage one's own issues as they arise is one of the most demanding skills of effective teachers. Once a teacher gives in to emotions such as anger, exasperation, or displeasure, his or her ability to function becomes impaired to a degree. When a teacher takes the comments and manipulations of students personally, interpersonal

chaos is likely to follow. Thus, it is a good idea for a teacher to learn to suspend his or her own issues as they arise—to "place them on the shelf," so to speak, to be addressed later.

Leaving the ego at the door of the classroom is perhaps the most valuable suggestion to offer, along with showing empathy. Without this, however, empathy may never get a chance to emerge. Demanding respect is not as effective as earning it and how the teacher comports himself or herself has much to do with how he or she is viewed and respected by students.

*Multicultural connections*

Developing relationships with students who come from culturally different backgrounds can be challenging and requires specific skills from new and experienced teachers alike (Nieto, 2008). The challenges within the cross-cultural encounter lie in overcoming the barriers that prevent teachers from letting down their guard to empathize and develop stronger relationships with students. These barriers exist due to a fear of the culturally different, a lack of knowledge about the differences and similarities between cultures, persistent negative stereotyping, and general intolerance. To overcome these barriers and develop multicultural competence, a teacher must overcome his or her fears and unresolved issues regarding cultural difference. This can be achieved by gaining deeper knowledge about himself or herself and the culturally different student. (Kreider, 2001).
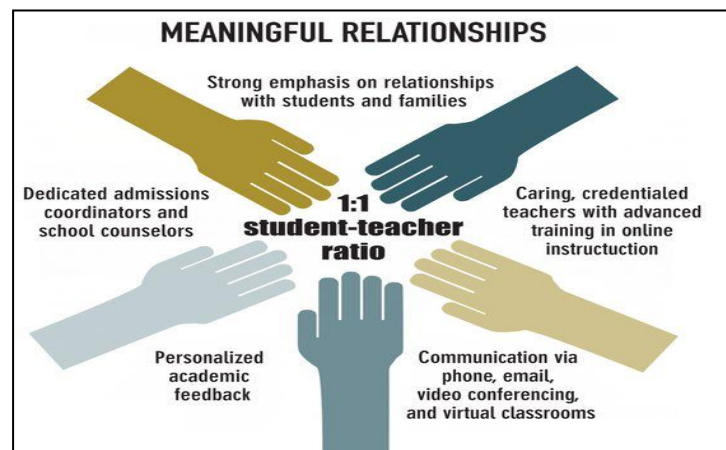


It is important to help teachers become aware of how their racial and cultural heritages may impact their classroom climates. This awareness helps teachers to identify and work through any existing intolerance they may have for students who come from different ethnic, racial, class, or religious backgrounds. It is equally

important for teachers to be aware of their negative and positive emotional reactions to Culturally and Linguistically Disabled students. For teachers to engage in successful intercultural interactions, they must maintain an astute approach to learning relationships and be aware of the ways schooling helps to reinforce social class differences. Teachers who are vested in educating students who come from such backgrounds should develop relationships by making meaning of the curriculum as it relates to their lived experiences outside the school. Taking this approach allows teachers to share their own personal experiences about hardship, triumph, and failure, regardless of the similarities or differences with the student's life.

### 4.7 Let's sum-up

Teacher-student relationships provide an essential foundation for effective classroom management—and classroom management is a key to high student achievement. Teacher-student relationships should not be left to chance or dictated by the personalities of those involved. Instead, by using strategies supported by research, teachers can influence the dynamics of their classrooms and build strong teacher-student relationships that will support student learning.

### 4.8 Mode of transaction

Discussion, brainstorming, video, case analysis.

### 4.9 Task and assignments

**1**. Brainstorm your ideas to the following question

1. What are the characteristics of an ideal teacher student relationship?
2. How can these characteristics contribute to a positive classroom climate?
3. How, in your experience, do good teacher student relationships develop?
   [Probe: what facilitates class size, climate, culture, pedagogy?]

**2**. Video segment

Watch the Short Film - Class of Rowdies
(https://www.youtube.com/watch?v=vsApwK9khRo)

1. Discuss what are the challenges Sakshi face first day at school. What strategies did she employ to deal with the challenging students?
2. What changes will you employ in your classroom to promote healthy relationship?

**3**. Analyze the following cases.

1. Anjali's mother recently passed away and she is beginning to act out in class by refusing to complete assignments and cause class disruptions. As a teacher how would you deal with Anjali?
2. A student approaches you and tells that he is differentially abled. He can't take the test within the time allotted, can't do assignments on time, or can't take notes, etc. He is requesting for special consideration. Other students in the class overhear your conversation and start to whisper among themselves. How would you deal with the situation?

**4.10 Resources and further readings**

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## Unit V Managing Instruction

### 5.1 Objectives

After going through this unit you will be able to,

- develop techniques that encourage students to be engaged during the following type of learning activity sessions a) lecture b) cooperative learning c) discussion d) questioning e) independent work and f) homework assignments.

### 5.2 Introduction

Designing engaging, relevant and stimulating teaching and learning activities that excite and motivate students is a crucial part of a successful aligned and constructive curriculum. This unit discusses ideas to make various learning activities more engaging and productive. The unit explores ideas for conducting lecture, cooperative learning, discussion, questioning, independent work and home work sessions.

### 5.3 Ideas for lecture session

For students to be engaged in a lecture, they must attentively listen to what the teacher is saying. Taking notes and attempting to follow teacher prescribed thought patterns are components of student engagement for many lecture sessions. Such engagement requires students to be cognitively active while physically inactive. Sustaining this type of attention is difficult for students. Lecture that continue uninterrupted for more than five minutes are not advisable for primary grade students. Older student's attention can be maintained somewhat longer but not easily.

Consider the following thoughts when designing a lecture.

1. Students are more likely to be engaged during a lecture session if the teacher has provided clear directions for behavior. Students need to have learned how to attend a lecture. Questions about how to take notes, how to clarify doubts, should be answered before the lecture begins.

2. Some sort of advanced organizer to direct students' thinking helps students actively listen during a lecture. A written outline of topics to be covered or problems to be addressed can be useful in focusing student thoughts.

3. Signals, especially nonverbal ones can efficiently focus students' attention during a lecture. This help students stay on track and prevents mind wandering.

4. Voice volume, intonation, pitch rhythm and pace should be strategically modulated according to the topic you want to send and the level of students. Punctuate key sentences with voice variations. Follow key statements and questions with strategic pauses. Pace your speech so that session move efficiently and students have time to absorb your class and take notes.

5. Students are more likely to follow lectures that use professional- quality communications technology. Students can hardly be engaged when the learning activity requires them to read, see, or hear. Recent technological advances make computerized, multimedia, and sound enhanced presentations cost-effective for every day classroom use.

6. Videotape lectures ahead of time and play them for students in the class. With videotape and other record – and- play devices, teachers can easily start, interrupt, replay, terminate, modify and repeat presentations.

7. Students are more likely to follow a lecture alertly when the lecturer maintains eye contact with them.

8. Mind wandering and day dreaming are major causes of disengagement during lectures. Teachers can deal more effectively with mind wandering and day dreaming during a lecture when they move about the room rather than standing behind a lectern.

> **Key points**
>
> Spark Curiosity
>
> Engage from the beginning
>
> Organization is everything
>
> Use visual aids to maintain interest
>
> Avoid jargon
>
> Pace the lecture well
>
> Test engagement half way through
>
> Achieve a polished finish

9. Students who hear their names are usually alerted to listen to what is being said. Effective teachers purposefully interject the names of individual students into their lectures.

10. To be engaged in lectures, students need to do more than just passively sit and listen. They need to be actively listening, trying to follow the teachers thought patterns. Teachers can facilitate engagement by verbally walking students through cognitive process that lead to information and answers. Such an approach is akin to the spirit of problem- solving learning activities.

11. As teachers lecture, they should frequently monitor their students comprehension of what is being said. Planned breaks in a lecture, in which

students are asked questions, can provide the teacher with formative evaluation that should guide subsequent stages of the lecture.

12. Sometimes students become disengaged during a lecture because the teacher use unfamiliar word, expression, formula or symbol. The teacher continues, assuming that students understand; the students are no longer listening to what the teacher is saying because they are trying to figure out the unfamiliar expression. Teachers should make themselves aware of knowledge and skills that are prerequisite to following a planned lecture and teach for those prerequisite before giving the lecture.

## 5.4 Ideas for cooperative learning sessions

For some learning activities, it may be more efficient for you to organize your class into several subgroups rather than a single large group. Interclass grouping arrangements in which students in each group work on a common task give students greater opportunities than whole class activities to interact with one another, allowing task to be tailored to special interest or needs and a wide variety of task to be addressed during class.



Cooperative learning activities in which students learn from one another have proven to be quite successful. Students can engage cooperative learning activities in large group settings, but small task group sessions are particularly well suited for students who are teaching one another. A variety of task group patterns are commonly used to facilitate cooperative learning , including i) peer instruction group in which one student teaches others , by presenting a brief lesson, tutoring, or providing help with a particular exercise ii) practice group in which students review , drill and provide one another with feedback as part of knowledge – level or skill level lessons iii)interest or achievement level group, which are organized around interest

achievement levels, or combination of interest and achievement  iv) problem solving group in which students use a team approach to undertake project or formulate solutions

**Ten points about cooperative learning sessions**

Consider the following when designing cooperative learning sessions.

1. Expect the sort of off-task behavior that student exhibit. Unless you clearly define not only task for each cooperative task group but also the individual responsibilities of each group member.

2. All group members should jointly accountable for completing the shared task, with each member responsible for fulfilling an individual role.

3. Efficient routine procedures for making transitions into and out of small group activities avoid the time wasting chaos that follows a direction such as 'let us move our desk so that we have four groups of five or six each'.

4. Task sheets and advanced organizers direct students' focus and provide them with an overall picture of what they are expected to accomplish in their groups.

5. To avoid interrupting cooperative group work to clarify directions the whole class should hear, specify the task, and directions for every one before attention are turned to individual group activities.

6. Monitor group activities, providing guidance as needed without unsurprising individual students' responsibilities for designated tasks.

7. Model active listening techniques. Students do not automatically know how to listen to one another without your showing them. From classes they have taken with other teachers, they may have acquired the misperception that anything of academic importance is said by teachers, not peers. Thus you should demonstrate that you intently listen to them and make use of what they say.

8. Use formative feedback to regulate activities. Engaged behaviors during cooperative task –group sessions are observable because students should be

involved in discussions and working on a specified task. Thus, formative feedback for regulating the activities is relatively easy to obtain.

9. Closure points are needed for lengthy sessions. As with other types of sessions, students need to experience climactic moments to reinforce engagement positively. Having a sequence of subtasks rather than one overall task facilitates this need if you provide students with feedback as they complete the subtasks.

10. Individual group work should be followed up and used during subsequent learning activities.

## 5.5 Ideas for discussion sessions

The success of cooperative learning strategies typically depends on students' focusing on particular topic during discussion sessions. For students to be engaged in a discussion activity, they must attentively listen to what classmates say and be willing to make comments and raise questions pertinent to the topic. Discussions can be conducted in small interclass group or in large group meetings of a whole class.

Keep these thoughts in mind when planning discussion sessions.

1. Efficient use of time allocated for a discussion session partly depends on how clearly the directions communicate the exact procedures to be followed. If a teacher consistently follows the same procedures for all discussions, students learn from repeated experiences to follow those procedures automatically without elaborate directions.

2. Students talk is likely to stray from the topic of a discussion unless that topic is specified and the purpose of the discussion is understood. Lead discussion with a questioning session.

3. The focus of a discussion is more likely to be maintained when students perceive that the discussion is purposeful. The purposefulness of discussion can be appreciated by students when the teacher uses lead-in- activities to set the stage for discussion when outcomes of the discussion are used in activities subsequent to the discussion.

4. Students have a tendency to direct their comments on the teacher. Seating arrangements in which students face one another and the teacher is not a focal point encourage students to speak and listen to one another.

5. With only minimal disruption to discussion, teachers can silently use hand signals to remind individuals to attend to a speaker or motion a speaker to direct comments to the group, speak up, or slow down.

6. By using the comment of one student to involve another, teachers model active listening behavior while encouraging participation.

### 5.6 Ideas for questioning session

For students to be engaged in questioning activity, they must attentively listen to each question asked by their teacher, attempt to formulate answers to that question, and either express their answers in a manner prescribed by the teacher or listen to others express their answers.

Here are some thoughts for you to keep in mind when designing questioning sessions.

1. Provide for periods of silent thinking during high-level questioning sessions. This help students to think about questions posed by teachers before expressing answers.
2. Having all students write out their responses to question you pose has at least four advantages over having only students who called on express answers. A) Students have to organize their thoughts to write out answers, thus providing an additional learning experience. b) Allowing time for students to write serves as a silent period for all students to be thinking about how to respond to questions. C) Written responses make it possible for teacher to preview students' answers and decide which ones should be read to the class. D) Having written responses available to read to the class avoids some of the stammering and grasping for words that are typical of students who are answering aloud in front of their peers.
3. Do not designate the respondent before asking the question
4. Teachers need to move quickly from one student to another so that as many students as possible express answers aloud. Use the responses of students to formulate subsequent questions for other students.
5. Students are more likely to engage in questioning sessions in which a) questions are specific, relate to one another and focus on a central theme or problem rather than appear isolated and unrelated

**5.7 Ideas for independent work**

Engagement in an independent work session requires a student to complete some assigned task without disturbing others also working on the task. Typically students work individually with the teacher available for help. When you plan for such sessions, two potential problems should be taken into account; 1) how can you efficiently provide the individual help that students may need to remain engaged with the task?2) How do you accommodate students completing the task at differing times?.

By keeping the following thoughts in mind, you may improve the chances that your students enjoy high levels of engagement during the independent work sessions that you plan and conduct.

1. Clearly define the task in the first place. In this way you will avoid many of the nagging questions about what to do and requests for reiterating directions that can be observed in many classrooms during independent work sessions

2. Provide help to all students when they need it to remain engaged in an independent work session, avoid spending too much time with any one student.

3. To avoid having clearly finishing students idly wait for others to complete the task., sequence independent work sessions so that they are followed by other independent activities with flexible beginning and ending times

4. Establish some sort of formal routine for requesting help. This minimizes the time students spend waiting and maximizes the time they have for working on the task.

### 5.8 Ideas for homework assignments

Unlike most other type of learning activities, homework assignments typically require students to allocate their own time for engagement. Some students may have parents nearby encouraging them to be on task. But parental supervision of homework varies extremely according to circumstances in homes, the ages of students and a myriad of other factors (Cangelosi, 1992). Engagement in homework assignment usually requires students to i) understand directions for the assignment, ii) schedule time away from school for the assignment, iii) resist outside of school distractions while completing the assigned task, and iv) deliver a report of the completed work in class by a specified deadline.

Many teachers find it so difficult to have students' diligently complete homework assignment that they have given up and no longer expect students to do homework. But for most academic subjects, homework is a critical form of learning activity that provide students with needed opportunities for solitary thinking, studying, practicing and problem solving.

Your students are likely to complete homework assignments on time if you keep the following thoughts in mind when planning those assignments.

1. Plan learning activities, to teach students how to budget time for homework and procedures for completing homework. Simple homework assignments are more likely to be followed than complex ones.

2. Students tend to delay the completion of assignments until just before they are due. Thus for long range assignments , set short-range deadline dates for completion of intermediate steps that eventually leads to final completion

3. All homework assignments should clearly be an integral part of an overall plan of learning activities designed to help students achieve worthwhile goals.

4. Using homework as punishment or withholding homework assignments as a reward are destructive forms of punishment or positive reinforcement that teach students to resent having to do homework.

5. Students' behavior pattern of diligently doing homework assignments are encouraged when their efforts are positively reinforced by feedback.

6. Students can learn the importance of diligently doing homework when there is a clear link between homework assignments and tests. To help students to make this association early in the school year, consider giving test requiring students to complete task that are nearly identical to these assigned for home work. Do this early in school in a school term; and until students develop behavior patterns of doing homework, virtually always test after every homework assignment.

7. If the potential for parents to encourage or supervise their children's homework is ever to be realized, teachers, at the very least, must keep parents appraised of homework expectations. Some teachers have parents sign agreements indicating that they will supervise and encourage children

**5.9 Let us sum-up**

A variety of learning strategies are used in the classroom to promote active learning. In this unit we discussed the techniques to design and conduct engaging learning activities. The unit explained the ideas for making various classroom activities more engaging and productive to facilitate successful learning.

**5.10 Mode of transaction**

Brainstorming, lecture, role play, video, case analysis

**5.11 Task and assignments**

1.    Design a lecture activity, cooperative group learning activity, independent work activity, homework activity. Describe your plan for conducting these activities. Compare your plan with that of your peers.

2.    Watch the video 'English language classroom: idioms (Vocabulary)',

https://www.youtube.com/watch?v=C7WK8ZwBO4E . Discuss how the teacher manage instruction, discipline and teacher student relationship to facilitate learning.

3.    Analyze the cases in appendix and prepare a plan to solve the issues.

**5.12 Resources and further readings**

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### Unit 6.  Managing Cooperative Classroom

6.1     Objectives

6.2     Introduction

6.3     What is cooperative learning and why should I use it in my class?

6.4     Designing your cooperative learning activity

6.5     Managing your cooperative exercise

6.6     Managing behavioral problems in the cooperative classroom

6.7     Lets sum up

6.8     Mode of transaction

6.9     Task and assignments

6.10    Resources and further readings

**6.1 objectives**

After going through this unit you will be able to,

- design an effective cooperative learning activity,
- manage cooperative learning effectively,
- engage groups to function successfully,
- manage behavioral problems in a cooperative learning classroom.

**6.2 Introduction**

While a cooperative learning context does introduce unique management challenges, it can be managed as effectively as independent activities and offers a series of benefits that are impossible to achieve by other means-including higher levels of academic achievement (Gettinger & Kohler, 2006; Slavin, 1994; Slavin, Hurley, & Chamberlain 2003). Moreover, the reasons teachers are resistant to the idea of incorporating cooperative learning in their classrooms are typically founded in misconceptions. Most of the causes of failure when implementing cooperative learning are explicable and largely avoidable. It is important to note that to successfully implement cooperative learning we must decide that it is worth making a commitment to doing it well, and we must set about learning the skills to manage it effectively. As we explore the practical aspects of effectively managing the

cooperative learning activity throughout the unit, you will undoubtedly develop a set of your own principles for an effective cooperative learning activity.

**6.3 What is Cooperative Learning and Why Should I Use It in My Class?**

Technically, cooperative learning includes any form of instruction in which students are working together for a purpose. As we will examine in this chapter, the effects will be more powerful to the extent that certain ingredients are present. The more any activity requires mutual interdependence, collective problem solving, and striving for a common goal, the better chance it will have at achieving the potential that cooperative learning offers (Johnson, et al, 1998; Webb et al, 1995).

There are many reasons to decide that cooperative learning is worth the effort. First, it has been shown to have a positive effect on student learning when compared to individual or competitive conditions (Johnson & Johnson, 1999). Second, cooperative learning has the potential to meet more learning style needs more of the time than individualized direct instruction (Shindler, 2004). Third, the interpersonal and collaboration skills that can be learned in a cooperative learning activity teach skills that are critical for later personal and professional success. Fourth, it has the potential to produce a level of engagement that other forms of learning cannot. Fifth, it can be a powerful tool toward several transformative goals including building communal bonds, learning conflict resolution skills, learning to consider others' needs, and learning to be an effective team member (Watson & Battistich, 2006).

*How to Begin*

The starting point for building cooperative learning into curriculum should be an examination of learning targets (e.g., standards, aims, goals, objectives), and management goals.

- *What are my learning targets*
- *Can the objectives that I am trying to reach be accomplished in a collaborative format?*
- *What benefits will the cooperative aspect bring to the learning?*
- *What will I need to change about my approach to teaching and management?*
- *Am I doing it haphazardly, or am I able to commit to developing a system for incorporating cooperative learning and making it work?*

**6.4 Designing your cooperative learning activity**

Once we have identified learning targets that can best be taught within a partial or fully cooperative context, we need to make a number of design decisions. These will include i) selecting a learning format, ii) deciding on the best group structure, iii) developing an effective assessment system that aligns with the goals of the activity.

*i) Selecting an Appropriate Cooperative Learning Format*

The first item when endeavoring to introduce a cooperative exercise is determining which structural format is best suited to our learning targets. Each of the different activity designs will have different benefits and involve different challenges. A brief description of each of these formats is offered in Table 6.1.

*Table 6.1. Condensed List of Cooperative Learning Activity Format Options, with Benefits and Management Challenges*

| CL Activity Format | Benefits | Challenges |
|---|---|---|
| *Group Products/ Performance.* The group works together to create a product or performance that meets certain criteria. | The finished product is motivational. Provides the feeling of winning as a group. | Create increased chances for conflict and therefore need for conflict resolution skills. Assessment choices will have a dramatic influence on the way the project proceeds. |
| *Inquiry/Discovery/ Lab activity.* The group takes part in collaborative research using an inductive or deductive process. | Inherently authentic as well as engaging. The skills learned in this kind of activity lend themselves to real life applications, and meet many learning style needs. | Inquiry-based learning may be unfamiliar to some students, and will need to be well structured. Students can be left behind in the process if they are neglected. |
| *Collaborative Content Processing.* Students examine information together and discuss it, then report their findings. | The quality of thinking is better as a result of having more perspectives and the opportunity to process verbally rather than just mentally. | It is difficult for the teacher to be sure that the groups are discussing the academic content rather than something else. Having effective expectations in place is critical, especially for such things as noise level, how to take turns, and listen effectively. |
| *Jigsaw Model.* Students | This method can be an | The mechanics of the jigsaw |

| CL Activity Format | Benefits | Challenges |
|---|---|---|
| are divided into like-sized groups. Those students learn a topic or skill; each group is then divided into new groups so that each group has a representative who can teach each topic or skill. | effective way to present content. Students learn to become experts and to teach to others. With large numbers it can be more efficient than presentations. | are rather tricky at first, and will always require precise coordination of the teacher. Assessment is difficult in that the teacher cannot observe each presentation of content, so must use some other means to ensure quality. |
| *Graffiti Model.* Groups are given a question or topic. For a set amount of time each group writes answers to the question on a sheet of paper. Groups then rotate to the next sheet of paper. When all groups have completed each station, the original group summarizes the findings for their question or topic. | Groups are exposed to each question in the process. Insights from other groups help reinforce the benefits of working collaboratively. Each answer is completed with a depth that no single group could have accomplished. | Groups need to be encouraged to think independently, or they tend to replicate the comments of previous groups. |
| *Collaborative Assessment.* Groups are given a task and can work together to produce one product or | The quality of the outcome is usually better. The process itself promotes learning and deeper processing of the | Collaborative exams are only recommended for groups who have demonstrated advanced cooperative learning skills and levels of responsibility. |

| CL Activity Format | Benefits | Challenges |
|---|---|---|
| independent products depending on the choice of the teacher. | material. Can be done soundly and reliably. | Having individuals turn in independent products can be a useful compromise design. |
| *Collaborative Group Work*. Students complete independent assignments, but are allowed to talk to one another and give and receive assistance and peer tutoring. | Students learn how to teach one another and explain material in their own words. Students are free to interact as much or as little as they need to in an attempt to meet their goals and needs. | Some students may use the time to socialize rather than attend to the academic task. Expectations need to be in place for what qualifies as an appropriate noise level, what constitutes cheating, and what actions qualify as an abuse of the privilege. |

*ii) Design an Effective Task Structure*

To be effective, cooperative learning activities need to be approached intentionally. When we prepare a group of students for a cooperative learning activity, we are in essence preparing a team for a game. A useful principle to keep in mind is the following: introduce only one new variable at a time. Never ask students to process substantially new content and a new process at the same time. Pick one or the other. Let the students work with content that is at least a little familiar and not too threatening when you ask them to focus primarily on developing cooperative learning skills. When the students have grown comfortable with the dynamics and expectations of cooperative learning, they will be ready to work with content of any kind. Getting there should not take long. The task design elements to determine include: a) the size of the group, b) the completion of the group, c) potential roles for group members.

*What is the optimal size for a group***?**

Two students do qualify as a cooperative group, but if possible, consider creating larger groups. Three or four members are typically optimal. Groups greater than four are typically problematic.

*Group Composition and Selection of Group Members*

There are several configurations that we could choose to use for grouping students. Table 6.2 compares the advantages and disadvantages of various grouping technique.

*Table 6.2: Comparing the Advantages and Disadvantages of Some of the Common Cooperative Learning Grouping Techniques*

| Grouping Format | Advantage | Disadvantage |
|---|---|---|
| *Random* – students number off in a fixed pattern producing groups that have a random composition. | Most likely creates mixed ability, mixed learning style and mixed social group groupings. Can be done easily. Students see it as fair | There is no control over the composition of the group. Groups may or may not be equal or desirable. |
| *Similar Ability* - teacher selects students, or students self-select into high, middle and lower levels depending on the activity, skill or subject. | Students can move at a pace that fits their natural inclination. Students who are low ability can be in a position to be leaders or major contributors. High ability students may feel more challenged. | Group outcomes will vary widely. Students of all abilities will miss the opportunity to work with some students. High ability students lose the opportunity to be leaders to some degree, and lower ability students lose the contribution and modeling of the high ability students. |

| Grouping Format | Advantage | Disadvantage |
|---|---|---|
| *Mixed Ability* - teacher selects students who represent different levels of ability and creates groups that consist of students of all levels. | Sends the symbolic message that the class is democratic. Higher ability students are in a position to be experts, leaders, models and teachers, lower ability students get the benefits of having higher ability students in their group. | Higher ability students may not experience the stimulation or challenge that they would with other higher ability students. Lower ability students may feel always in need of help rather than experiencing the role of leader or expert |
| *Learning Style Similarities* - teacher creates groups that have like personality types, cognitive styles, learning styles or kind of intelligence. | Students feel a greater affinity for one another. Thinking may be more harmonious and familiar to each member. | Products may lack evidence of other types of thinking. Creative groups may lack practical ideas for execution. Practical groups may lack creative energies that would help generate ideas. |
| *Learning Style Mix* - teacher selects students from a variety or learning styles to comprise each group | Groups will have a greater balance of types of intelligences and styles. Products will show evidence of more skills and perspectives. | Groups will inherently have different ways of approaching the task and assigning value to ideas. Requires tolerance and some degree of appreciation for the fact that students will have different learning styles. |

| Grouping Format | Advantage | Disadvantage |
| --- | --- | --- |
| *Self-Selected Groups-* teacher allows students to make their own groups**.** | Relatively easy for most students to find a group. Students will prefer this option and will be pleased that it was chosen. | Can lead to cliques and the maintenance of the social hierarchy and political structure in the class. |

*Student Roles within the Group*

Assigning students roles within the group has many advantages (Johnson & Johnson, 1999; Slavin, 1994). First, it provides students a clearer sense of what to do in the process. Second, assigned roles make it more likely that the necessary roles and duties will ultimately be performed. Some typical roles students can take to contribute to the group's capacity to reach its goals most effectively are a) Manager b) Reporter c) Reader d) Recorder e) Leader f) Mediator g) Monitor. It may be helpful to create an evolving written catalogue of roles and their descriptions you can print for each substantive cooperative activity. Pasting that list into the assignment sheet will bring another level of clarity to the assignment.
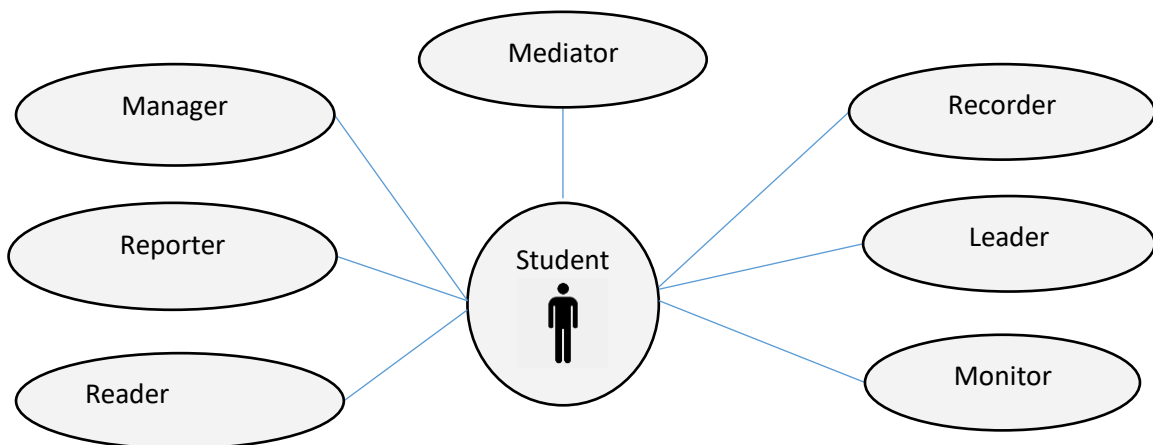


*Time Frame and Nature of the Task*

Defining the time frame of the task is a critical factor in the process (Slavin, 1994). Whether the activity is three days or 30 minutes long, students must be able to pace their efforts and adjust to the level of urgency or reflection required. What are the priority tasks that need attention? What needs to be done carefully? How much time is there for brainstorming or discussion? In most classes there will be groups who tend to oversimplify the task and do it quickly. These efforts are usually missing something that the teacher thought would be included, or do not reflect the kind of deeper processing that we were looking for. There will be groups who may want to over-complicate a task that was intended to be straight forward. These groups can become paralyzed by the idea-generation process and never get to the execution of the process. Especially early in the year, you may want to give timeframes for the duration of each piece of the process.

A useful tool in the effort to structure the task and timeframe is to have students develop benchmarks for the product at intervals along the way. These provide the students with concrete stages of completion that can be motivating and reassuring. They provide the teacher evidence that the group is on track as well as offering a convenient venue for giving formative feedback.

*Arrangement of desks/workspaces*

It will be necessary to structure the room physically so that students can easily interact with their fellow cooperative group members. We will also want to make sure that we are able to move easily within the room. Four chairs placed around medium sized tables provided one solution; however this option is not available to many of us. Placing four desks into pod shapes is a configuration that many teachers use.

**6.5 Managing Your Cooperative Exercise**

If we have designed an effective cooperative learning activity, much of our work will be done. The task itself will create much of the energy and define the focus. So how do we manage it? The effectiveness of our management will be related to our ability to do the following:

i) develop a culture of listening and provide clear directions, ii) be an effective leader and teacher during the activity, iii) teach the skills necessary for groups to function effectively, and iv) respond effectively to behavioral problems when they arise.

*i) Developing a culture of listening and providing good directions*

A successful cooperative learning environment requires a culture of listening. We need to be sure the students understand the directions before they begin, and we need to have an efficient, painless way to get 100% attention for short periods of time. It will be difficult to be fully effective managing our cooperative groups without the use of a well-established cue. When giving directions at the start of the activity:

- Be clear, get 100% attention, check for comprehension and have students wait until all is understood before any group begins.
- Do not enable groups that take a careless approach to listening to the directions.
- Promote a culture of listening in which students feel responsible to listen, or to clarify and ask questions when they do not understand.

When possible, provide written directions and/or guidelines. It will save both you and the students time, create another level of clarity, and improve the quality of the students' performance. Information to include in written directions and/or guidelines a) step-by-step procedures for the task, b) roles and role descriptions, c)Explanations of cooperative group skills that may need attention, and d) assessment instruments for either the process and/or the product.

*ii) Being an effective leader and teacher during the activity*

One of your most important roles as leader of the cooperative learning effort is that of the "link among the groups." Your words and actions act as the mode of communication between each group. Without your words, each group is essentially working in isolation (Johnson & Johnson, 1999a; Slavin, Hurley, & Chamberlain,

2003). A powerful principle to keep in mind related to the social learning model is: "What can be communicated to one group that will inform or improve the performance in the other groups?"

Principles to keep in mind in the process of providing feedback and direction during the cooperative group activity:

1. When you recognize that, for the good of all, providing additional information or clarification would be valuable, stop the whole group with a cue. Wait for 100% attention, and then provide the information in as few words as possible, and as clearly as possible. Be sensitive to maintaining momentum within the groups so do this as little as possible.

2. When you wish to share valuable information that is not necessary for every student to have, simply speak at a slightly higher volume.

3. Move from group to group. Make sure that you get around to each group during each phase of the task. Don't take over when you are there. In fact, the less you need to intervene, the better.

4. Be concrete and specific .You may find yourself saying "Good job!" a great deal, which is fine. However, try to include specifics as well. For example, a more effective statement would be, "Great job staying with it. See, when you are persistent, the ideas do eventually come." Or, "Great idea! I see one group decided to make three columns on their paper and list ideas for each category."

5. Make positive recognitions public, but make negative recognitions, criticisms, and consequence implementations private. Build the vision of a successful performance with your words, but use actions to change behaviors that are need to change

*iii) Teach the process skills that you want to see performed.*

In almost every case, teachers whose students succeed at executing effective cooperative learning activities have taught their students the skills they need to do

so. Teachers who assume their students have the skills to participate in cooperative learning activities without being taught those skills are usually disappointed. Put simply, we reap what we sow.

*How to listen*

Students typically assume they know how to listen. In fact, most of our students will consider it silly

> **The cooperative group skills that students need to master**
>
> how to listen, *how to resolve conflict, how to communicate concerns how to make decisions how to perform a role, how to execute the necessary learning process, and how to share.*

to reflect on the quality of their attention. But in a cooperative learning effort it is not sufficient to be a selective listener. Success requires collective understanding. It is necessary to be an *active listener*. To accomplish this, students need to learn to listen for the essence of what is said and get in the habit of using clarifying questions. These questions will need to help clarify both the conceptual issue (e.g., "I heard you say that you think our group should take the position that…."), and the practical issues (e.g., "So we just decided to make a poster depicting our idea; are we all going to need to do the artwork, or should some of us work on the content while the others draw?"). Making eye contact with the person talking and showing recognition that one understands is also part of active listening. So students need to get used to asking other students to repeat what they have said, or re-explain it when they have not understood.

*How to resolve conflict*

The skills of conflict resolution will be essential to moving the relationships in the class past the common reactivity and unconsciousness. The cooperative learning activity offers both unique challenges as conflict is more likely when students are asked to work together. Successful conflict resolution will include a few fundamental ingredients. First, students will need to be aware of their level of emotion. Second, they will need practice using I-messages instead of personal attacks. Third, students should increasingly see the need and value of being in the habit of thinking win-win rather than win-lose when conflict arises.

*How to communicate concerns and opinions*

Part of effective communication will include finding a constructive way to express one's concerns or opinions. The typical unconscious behavior for most students who are unhappy with group decisions is to: 1) withdraw and hold their resentment inside; 2) make a non-constructive negative judgment about the idea (e.g., "that idea is stupid."); or 3) make a statement that makes the idea personal (e.g., "You guys always want to do that kind of thing."). To express their concerns with more positive and effective way, students need to learn to use a combination of the skill of using I-messages and maintaining the focus on the quality of the ideas rather than the person who came up with the ideas. I-messages make the statement that any idea by definition comes from an individual's personal perspective. Most students state their subjective opinions as objective facts. The result is that too often the intent is missed and the statement fosters defensiveness. It will be useful to help students learn to begin to phrase opinions with I-message language (e.g., I think, I feel, my idea, this is only my opinion, etc.).

*How to make decisions*

Making decisions as a collective is often a problematic task. One of the first things that the class should recognize is that in a group of four there may be times when one or more students are not going to like the direction the group takes. We will need to help our very young students to be prepared for the times when their ideas are not chosen. We might ask the question proactively "So when each group is engaging in the process or picking a topic, what are we going to do if our topic is not chosen? Are we going to take it personally, quit and pout, or are we going to let it evaporate and stay 100% invested in the effort, and do what is best for the group as a whole?" Even if this question sounds a little pedantic and patronizing, it will be a helpful point on the emotional compass.

*How to perform a role*

Few students know what constitutes the successful execution of their role. Giving a student a title is not sufficient preparation for their task. It will be helpful to

create a written description for the common roles that you find yourself using during cooperative learning. A written explanation is useful on many levels. First, it provides the clarity that only words can. Second, it helps the student who would rather read the information privately than have to ask. Third, it gives the members of the group a tool for cases in which they need to remind a member of their group what it means to perform his/her role. Four, it saves us a great deal of verbal explanation over time. However, we will also want to take opportunities to clarify what it means to do each role effectively. An effective means will be our own positive recognitions. In our process of offering feedback we can stop the group and mention a behavior that we have just seen to clarify quality.

*How to execute the necessary learning process*

Procedures such as inquiry-based learning and jigsaw are difficult procedures to learn. They will require practice. We will want to initially teach these procedures in a low threat context until there is evidence that they have been mastered to a sufficient degree before we want to use them in a high anxiety context (e.g., graded work, public presentation or accountability, limited time frame, etc.).

*How to share*

Until students show us that they are capable of sharing effectively, we will need to help them practice asking nicely, taking turns, looking for others who might need the thing that they have just finished using or have been using for a long time, conserving limited resources, etc. If the students demonstrate the ability to share we will know that we are making progress toward becoming more intentional and aware. When we see evidence that they are being selfless and considerate, we point it out to help them recognize that they are making progress toward becoming a functional community.

**6.6 Managing Behavioral Problems in Cooperative Classroom**

No matter how effective we have been at designing an effective activity and teaching the necessary skills, we may have students who violate expectations and exhibit problem behavior. Therefore, we should ensure that our social contract

includes expectations, rules and consequences related to cooperative learning contexts.

Before acting reactively or do the first thing that comes to mind, we may want to ask ourselves, "What am I encouraging tomorrow, if I take this action today?" Table 6.3 outlines some common management strategies to avoid and replacement strategies in managing the cooperative group context.

*Table .6.3 Dos and Don'ts When Managing Behavioral Problems in the Cooperative Group Context*

| dos | don'ts |
|---|---|
| Use the principle that inactivity is the negative consequence and activity is the positive consequence. | Don't reward with inactivity or punish with more activity. |
| Put your energy into the groups that are on task and making a quality effort. | Hovering. Don't stand over a group struggling to perform or get along. |
| Take action if the students are not being responsible. Give consequences, problem-solve and/or teach the necessary skills. | Don't complain about what should be happening. It sends a negative passive message. |
| If you identify a problem, engage the group of students privately. Be constructive, and release the disappointment. Send the implicit and/or explicit message that you know the group is going to fix their problem and you are willing to help them do so. | Public shaming. Public negative recognition toward a group that is off-task is not effective. It is passive and hostile. |
| When a group is unhappy or has members who are unhappy about the group dynamics, help them shift their attention away from the pettiness and intolerance to: 1) what they should be doing at that point; 2) the skills | Don't react to internal group complaints. |

| dos | don'ts |
|---|---|
| (e.g., conflict resolution, active listening, raising the level of personal awareness, etc.) that would help improve the situation. | |
| Use affirming language and the language of responsibility to all group members. No matter what they say is happening, define the situation as one in which they are capable, trustworthy, and responsible. | Perpetuating group drama. If the group has developed a negative dynamic, don't contribute to the reinforcement of that dynamic. |

### 6.7 Let's sum up

While creating an effective system for managing cooperative learning takes time and intention, the rewards are well worth the effort. Cooperative learning contexts provide benefits of which no other context is capable.

### 6.8 Mode of transaction

Brainstorming, discussion, role play, case analysis

### 6.9 Task and assignments

1. In small groups, brainstorm a list of the most common problems that teachers you have observed have when implementing cooperative learning strategies. What are some of the ideas that you would suggest to them to help them solve these problems?

2. In groups of three to five, develop a cooperative activity for a grade level and subject(s) of your choice, and later share your creation with the class.

3. How are you going to communicate your expectations to your students on functioning in a cooperative group? Role play a cooperative technique of your choice.

4.  What do you plan to do if there are groups who are not on task or are in conflict? What if it is

> one student in the group who is the problem?

> a whole group mired in conflict?

5. Put yourself in the position of a student who was being careless in the cooperative learning task. How do you feel after the teacher takes away the materials? Who do you hold responsible? How will your behavior change in the future?

6. As part of problem solving learning activity to her ninth-grade class Aswathi assigns her students in to various group. While working on the problem she notices that Ajith, one of the student in the class has little motivation for working on the task and solving the problem. In what ways Aswathi can engage Ajith in the group activity?

## 6.10 Resources and further readings

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**Unit VII Managing technology integrated classroom**

7.1    Objectives

7.2    Introduction

7.3    Effective organization of physical environment

7.4    Planning lessons for technology integrated classroom

7.5    Establishing rules for technology integrated classroom

7.6    Monitoring students in technology integrated classroom

7.7    Let's sum-up

7.8    Mode of transaction

7.9    Task and assignments

7.10    Resources and further readings

**7.1 Objectives**

After going through this unit you will be able to,

- plan lessons for technology integrated classroom,
- organize class for effective integration of technology,
- set rules for technology integrated classroom,
- manage student behavior in technology integrated classroom.

**7.2 Introduction**

The advent of modern technologies has a remarkable role in revolutionizing the classroom setting. Not only do these resources bring tremendous potential into the classroom, but they also bring a potential management challenges. Teachers across the nation are struggling with these new management issues. Many of the traditional management strategies of even the most veteran educators are either inappropriate or ineffective in today's classroom. New classroom management tools are required along with 21$^{st}$ century instructional resources to harness their potential in a safe and productive environment. It is, therefore, incumbent on teachers to utilize strategies for effective managing of the change. As technology integration requires changes in instructional processes it may require different approaches for classroom management. Classroom management has different dimensions, which

may be affected by or may affect technology integration in instruction, such as arrangement of physical environments, arrangement of program activities and behavior management. Developing an effective expertise in classroom management is essential for effective technology integration.



While adding technology to a classroom equips teachers with a new range of classroom management tools such as spread sheets and data bases to manage school and classroom records and information, technology also presents a series of new classroom management issues like managing the classroom in which students are using a variety of technologies such as wireless laptops or hand held computer devices. Gross (2002) identified the problem of managing technology in the classroom as one of the greatest challenge mentioned by the teachers. Organizing and managing a technology enhanced classroom is not easy. Teachers need to be creative with the skills of a manager and technology expert to "guide students to identify, select and use the most appropriate technology tools for all kinds of learning activities" (Education Technology Service, 2003).

Thus, in a technology-integrated classroom, teachers need to be equipped with technology-related classroom management skills such as how to organize the class effectively so that students have equal opportunities to use computers, or what to do if students run into technical problems when working on computers. Teacher can manage tech equipped classrooms well through effective organization of physical environment, planning appropriate lessons and establishing clear and consistent rules.

### 7.3 Effective organization of physical environment

Classrooms with computers or computer rooms need organization and management. Scheduling and rotation are an important aspect of the "wired" classroom (McKenzie, 1998). Teachers need to plan ahead for student rotation in an efficient way. While organizing the classroom, teacher should consider the following;

- Set up your desk so that if you sit down, you can look at student's computer screens.
- Be sure to move around the classroom. Don't walk the same way each time.
- Make room between aisles so you can move freely and quickly to any spot in the room.
- Student possessions need to be stored under desks or away from desks so there is a clear traffic path throughout the room.
- Determine your needs for the physical classroom so you have what you need to teach from the laptop (monitors, power strips, cables, electrical outlets, projectors, etc.).
- Prevent students from tripping over cords when laptops need to be recharged /plugged in.

### 7.4 Planning lessons for technology integrated classroom

Teachers need to challenge students by keeping them occupied with appropriate learning activities. Successful teaching-learning activity involves sharing, discussing, arguing, clarifying, explaining, making personal connections, thinking out loud, listening to others think out loud, negotiating meanings, and jointly constructing and interpreting texts and using teaching-learning activities in small groups (Cambourne, 2001). There are two reasons for keeping students actively engaged in pairs, individually or in teams. First, it allows the teacher to

work with other individuals or small groups. Secondly, pairs or small teams may be a solution to a limited number of computers in the classroom.

Beyond being prepared, teachers should consider specific instructional strategies that have proven effective for teaching techno equipped classrooms (Ashmus, 2004). Given below are some instructional strategies suited for technology integrated classrooms.

1.  Create trained experts from the students in the class. Let students who are computer savvy and finish early be your class leader to help other students.
2.  Implement cooperative learning methods. Pair students by selecting a "computer literate" student to work with a less experienced student. Choose different student helpers to give more of them an opportunity to serve others and so that the same child doesn't have the task all the time.
3.  Rehearse the computer lesson plan before going into class. Test new lessons on someone before you teach them to your students.
4.  Have a back-up plan! If the network is down, have files ready to use on computers.
5.  Teach students to read the instructions fully before asking for help.
6.  Rotate student computer time.
7.  Know your software - the kids will! Let them help you but don't go in unprepared.
8.  Teach computer ethics.
9.  Limit the number of sites where students are allowed to two or three to avoid just surfing the web.

**7.5 Establishing rules for technology integrated classroom**

Effective classroom management strategies for technology, requires teachers to provide students with clear guidelines on school policies and procedures in working with technology in the classroom. Every school should have an Acceptable User Policy signed by both students and their parents on what constitutes proper behavior when using technology. In addition teachers want to establish norms for

student behavior when using equipment to complete an assignment. It helps to anticipate possible snafus and decide how they will it be handled. Every teacher should notice a problem before it escalates.

Teacher can spend class time in discussing and developing rules and procedures. Keep them brief as simple as possible. Procedures can include structured timing, daily responsibilities, and expectations for behavior while input or discussion is happening.

*Rules for devices in the classroom*

- Laptops including tablets are permitted in the classroom for basic educational purposes only.
- Personal communications (email, face book, chat), digital entertainment (games, movies) never be allowed inside the classroom.
- Teachers should develop rules and routines defining when and how computers should be used in their classroom. It is the responsibility of the teacher to clearly establish and communicate these expectations.
- Computers should be treated as basic educational tools. Access should not be denied as punishment, nor granted as a reward.

### 7.6 Monitoring students in technology integrated classroom

Monitoring or vigilance students in technology classroom is very difficult. Vigilance simply means a teacher is watching, or in other ways, is monitoring what students are doing with their computers. It is extremely important that teachers know what their students are doing on-line or with technological devices in the classroom. The main reasons for close monitoring are i) student safety, to be certain no personal information is given out on-line and ii)

appropriate usage to be sure students are not accessing inappropriate materials. To this end teacher can,

a.  establish expectations and consequences and enforce them consistently and fairly,

b.  set the classroom tone from the beginning. have extra work for students to do if they cannot remain orderly or quiet while you are helping others,

c.  maintain a list of useful sites on your website for when there is a lull in time,

d.  keep students seated unless given permission by the teacher to get up,

e.  expect students to ask permission before accessing the internet or you may elect to allow no internet access unless your class is working on an internet activity,

f.  expect students to understand that ultimately, the responsibility for where their computer goes on the internet is up to them,

g.  have students who are off task put their laptops away,

h.  have students turn off their monitors when you're giving directions,

i.  use a signal such as, "think time", "lids down", or "take five", for the time when you want students' complete attention.

## 7.7 Let's sum up

It is must for every teacher to acquaint with technological devices to facilitate learning and be skilled in managing technology integrated classroom. In this unit we learned how to plan lessons for technology classroom, manage technology integrated classroom by establishing rules, and organizing physical environment. The unit also outlined how to monitor student behavior in the technology classroom

## 7.8 Mode of transaction

Brainstorming, discussion, case analysis, role play.

### 7.9 Task and assignments

**1.** Analyze the following cases.

1. John: "My students are all technology natives using digital materials in almost every aspect of their lives. They use technology for text messaging, viewing websites and movies, downloading music, playing video game systems, and researching for their homework -I find it challenging to incorporate technology due to discipline problem. I feel there is a disconnect between my students and my teaching methods." In what way will you help john?

2. Mr. Rajeev is a beginning teacher who is seeking guidance on what essential content he should be teaching in History classes. There is so much critical information to teach in History and Geography and he wonders what he should focus on when teaching the ancient river valley civilizations such as Egypt and China. What resources should he visit for support?

**2.** Role play the situation

1. Arjun IT teacher in VIIth grade. He assigned the students to work on excel. Some of the students finished the work and started making fun of others who struggles with the task. Some others are playing with the materials they have in hand. Arjun finds it hard to manage the students. What strategies will you suggest to run the class smoothly?

### 7.10 Resources and further readings

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## Unit VIII. Managing Student Behavior

8.1     Objectives

8.2     Introduction

8.3     Systematic techniques for changing habits

8.4     Maintaining desirable behavior changes

8.5     Dealing with non-disruptive off-task behavior

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### 8.1 Objectives

This unit helps you will be able to,

- design learning activities to teach students to supplant off-task behavior pattern with on task behavior patterns,
- understand how the following principles of behavior modification influence the development of behavior patterns: a) extinction b) alternative behavior, patterns, c) shaping, d) reinforcement schedule, e) cuing and f) modelling .
- develop strategies for effectively handling isolated incidents as well as patterns of disruptive and non-disruptive  off-task student behaviours.

### 8.2 introduction

There is nothing quite so distracting for a teacher than a student disrupting the classroom. Classroom disruptions waste valuable instruction time and can also lead to ongoing behavioral problems for students. Some teachers choose a reactive approach to classroom disruptions, however, the most effective approach is to be proactive and take steps toward preventing disruptions before they occur. Though you will probably still have occasional classroom disruptions, you can greatly reduce occurrences through some focused classroom management strategies. This

unit discusses behavior modification principles, behaviour management strategies and some common classroom issues and techniques to solve them.

**8.3 Systematic technique for changing habits**

Theories associated with behavioristic psychology provide explanations for how behavior patterns are formed. They also provide the basis for strategies used to teach students to terminate off-task behavior patterns in favour of on-task ones. Positive reinforcement, punishment, and negative reinforcement in conjunction with the behavior modification principles of extinction, alternative behavior patterns reinforcement schedules, shaping, cuing, and modelling are particularly powerful forces for you to understand and use in dealing with your students' off-task behavior patterns.

Behavior modification principles are continually influencing both the formation and elimination of your students' behavior patterns. Taking advantage of these principles to help students break off-task habits and acquire on-task ones is , of course,

**Technique for changing habits**

*Principle of extinction, alternative behavior patterns, reinforcement schedules, shaping, cuing, modelling*

preferable to having them operate out of your control. You achieve success with the behavior modification principles explained in this unit by consciously considering their influence when planning learning activities and interacting with students and applying them systematically to off-task behavior problems.

*Applying the principle of extinction*

Whenever the positive reinforces for a person's voluntary behavior pattern are removed or cease to exist, the person will begin to discontinue that behavior pattern. The phenomenon is known as principle of extinction. Students begin to break habits when they discover those habits are no longer rewarding. One voluntarily establishes a particular behavior pattern only in the presence of positive reinforcers. The removal of those reinforcers will, in time, extinguish that behavior

pattern. Both desirable (on-task) and undesirable (off-task) behavior pattern are extinguished by either conscious design or unplanned changes in situation.

*Intentional extinction*

You can sometimes take conscious advantage of the principle of extinction to teach students to eliminate certain off-task behavior patterns by i) specifying the exact behavior pattern to be extinguished, ii) identifying the positive reinforcers for the behavior iii) developing a plan for eliminating the positive reinforcement, iv) establish a realistic time schedule for reducing the frequency of the behavior, v) implementing the plan and vi) evaluating how well the pattern is being broken.

*Alternative behavior patterns*

Students, like all living persons, are always behaving in some manner. Sleeping, running, remembering, watching television , doing homework, waiting in line , thinking about school, thinking about an embarrassing incident, talking, and day dreaming are only a minute portion of the cognitive, affective and psychomotor behaviors that contribute to a person's behavior complex at any given moment. Because students are always displaying some sort of behavior, whenever one behavior pattern is extinguished, an alternate behavior pattern emerges. Consequently when you are trying to help a student terminate one undesirable behavior pattern, you should guard against students' replacing the current pattern with another undesirable pattern.

When you apply the principle of extinction, you should specify a suitable alternative behavior pattern that you plan to have positively reinforced. Ideally the on task behavior pattern is incompatible with the off task one that is to be extinguished.

**8.4 Maintaining desirable behavior changes**

Teachers can maintain desirable behavior changes through reinforcement schedules, cuing and modelling.

*Reinforcement schedules*

How long a behavior pattern persists is largely dependent on the scheduling of positive reinforcers. Two types of reinforcement schedules are of particular concern in dealing with off-task behavior in the classroom a) fixed and b) intermittent schedules c) planned schedules

*i) Fixed schedules*

Fixed schedules of positive reinforcement can be either fixed intervals or fixed ratios. Fixed interval schedules provide for a positive reinforce to occur routinely after a set amount of time elapses in which a prescribed behavior has been displayed. Fixed ratio schedule provides for a positive reinforce to occur routinely after a prescribed behavior has been displayed to a specified degree or with a specified frequency. Students on fixed positive reinforcement schedules should always be able to predict how and when they will be rewarded for displaying the prescribed behavior.

*ii) Intermittent schedules*

Fixed schedules of positive reinforcement are particularly powerful in motivating students to initiate a behavior pattern. But intermittent schedules are far more powerful in getting students to retain a behavior pattern once the pattern has been started (Lewis & Doorlag, 1991). The student whose behavior pattern is being positively reinforced cannot accurately predict when rewards will occur because an intermittent schedule of reinforcement is irregular. Most unplanned reinforcement schedules are intermittent. An unplanned reinforcement leads to an undesirable behavior pattern.

*Planned schedules*

A planned schedule of positive reinforcement, which is commonly used in conjunction with shaping, provides i) generous fixed schedule during the stage in which the behavior pattern is to be initiated. ii) a meager fixed schedule after the pattern has been exhibited for a time and iii) intermittent schedule to maintain the

pattern until the students become intrinsically motivated to continue the pattern without outside intervention.

*Cuing*

A cue is a signal that stimulates a student to exhibit a previously learned vocabulary behavior pattern. Consider the following cases;

> Mr. Ratheesh's seventh graders are working in pairs.The noise level in the classroom begins to rise to an unacceptable level. Saying nothing Mr. Ratheesh calmly walks over to the light switch and blinks the lights once. The noise level drops to an acceptable level.

> Ms. Anakha is giving directions to students who are working at laboratory experiments. As they follow her directions, they become somewhat noisy in their efforts to help one another. She continues to speak but gradually lowers her voice so that it is no longer audible to those in the noisy room. The students begin signaling one another to quiet down until the noise level drops below Ms. Anakha's volume.

It is appeared that Mr. Ratheesh had conditioned his students to lower their voices in response to the blinking light cue. Similarly student responded to Ms. Anakha's lowering her voice as a cue to quiet down.

Teaching students to respond to cues, especially nonverbal ones, is invaluable to an efficient, smoothly operating classroom. Krumboltz and Krumboltz (1992) state cuing seems to work better under some circumstances than under others. When cues are verbal, they are sometimes confused with nagging but there is an important distinction. Nagging is persistent unpleasant urging or scolding by finding fault. Cuing is a simple non-hostile direction when the child needs a reminder or when he needs help in learning.

*Applying the principle of modeling*

Individual are modeling behavior when they initiate a behavior pattern they have observed others display. Modeling is a form of generalization in which a person reasons, 'if it is OK for them, it is OK for me'. Because children and adolescents tend to follow the examples set by others, modeling is particularly powerful means for teaching behavior patterns to students. But you should guard against using the destructive and infective tactic of comparing one student's behavior to that of another. If, for example Raju is told, 'why don't you behave more like Anil? Anil never gives me trouble'. Raju is likely to resent Anil and begins protecting his ego by acting as Anil as he can. You efficiently use modeling by either quietly serving as an example of the behavior pattern you want students to follow or by grouping students who need to learn to follow the behavior pattern with those who already display it.

## 8.5 Dealing with non-disruptive off-task behavior

Non- disruptive off-task behavior can easily be disregarded by teachers. Such behavior don't interfere with the learning activities of a class as a whole; a student interferes with his or her own learning by exhibiting non- disruptive off-task behaviors. A student usually suffers only minor consequences from one isolated incident of non- disruptive off-task behavior. But there are three reasons why you should not generally disregard non-disruptive off-task behaviors, even isolated ones:

- Whenever students are off-task, they are failing to benefit from your planned learning activities and consequently are diminishing their chances of achieving learning goals. Because you are responsible for helping students be on-task.

- Off-task behavior patterns begin with isolated off-task behaviurs that are positively reinforced.

- Students exhibiting no disruptive off-task behaviors tend to fall behind in a lesson. Once student miss one part of a learning activity, they are unlikely to understand subsequent parts. Students who are unable to follow a learning activity may become bored, frustrated, and disruptive.

The efficacy of the solutions you prescribe for any off-task behavior problem is dependent on your understanding of the students, the peculiarities of the situation, and yourself.

The following is a compilation of off-task behavior in the classroom and possible solutions for dealing with off-task behavior. The strategy use with one student may not work with another and so it is nice to have an entire list of possible options.

### *Civility*

*1.    Student talks out all the time without being called on*

- Clearly address the issue and explain that each person will get a chance to speak; don't steal another person's opportunity to problem solve.
- Let it go if it does not interfere with the class conversation, especially if it applies to the discussion.  However, do explain to the student how he or she should've contributed to the discussion.  If it is disruptive and off the subject, say their name, give them the 'look,' or walk over to them and put your hand on their shoulder.
- Is this disrupting the lesson? Work with the student after class to figure out a solution together. Try to give a reason for why the behavior needs to change.
- Ask for hands, reiterate how they want to be heard too- so be quiet when others talk.

*2. Students who verbally attack others (teacher or students)*

- Unacceptable.  Make a point to tell the students that you respect them, and that they should respect others in return.  Talk to students alone, call guardians if needed.
- If it is playful or you know the student meant no harm then just let it go.  If the student had the intent to hurt you or another student then have a discussion with the student about their behavior and why they acted the way that they did.  Even if we decide to "let it go," it might be good to still talk to the student

informally about it to let him/her know that even though the comment was meant to be playful, you never know who else in the room might have been offended by it.

 • Don't shame the student who made the comment, but insist that they know better—they do. Request an apology, if necessary. If needed, follow up with both students after class.

 • Pull out, address from "I" perspective.

 • Set up a behavior contract.

*3. Students who interrupt each other*

- Remind the students of the "respect others" rule in the class and discuss whether or not interrupting each other is a sign of respect.  Have a short discussion on when or if it's appropriate to interrupt one another.  If it is appropriate, discuss the times it's appropriate and how to interrupt another person respectfully.  Maybe role model these situations with the entire class to emphasize how important it is to follow these guidelines.

- If someone is talking over someone else, try "Raul is waiting for you to be quiet" or "Krishna has the floor" Turn attention to class' needs, beyond your own.

*4. Name-calling*

- Pull the students aside during or after class (whichever is most appropriate) and have a discussion as to why the students were name-calling.  Usually there's a deeper issue behind the name-calling.  Work through the deeper issue with both students as appropriate.  If the students don't allow you to know what the deeper issue is, then explain that name calling is unacceptable and discuss with the students why they think name calling is unacceptable.  With the students, work through ways that the students could have expressed their anger, frustration, dislike, etc with the other student in a productive manner.

*5. Violence*

- If a student is violent in any way that threatens the safety of the students or the teacher, talk to the student and try to get him or her to calm down.  While the teacher talks to the student, have another student who is near the phone call the main office for security to be sent down and call the police, if necessary.

- Refer the student to the principal for further disciplinary action.

***Responsible scholarship***

*1. Student doesn't turn in homework*

- Stress the importance of doing homework.  Not just for grades or tests, but for an establishment of communication or relationship between you and the student.   Stress the relational importance to homework.  In addition to stressing the importance of doing homework, show the student using the grade book how his or her grade would improve just by completing the assignments.  Sometimes the student needs to see the difference in grades for the student to see the relationship between grades and completing the work.

- Have a discussion with the student as to why they are not turning in homework.  Each student will have a unique reason and it should be dealt with accordingly.

- How are they doing in school? Are there extenuating circumstances at home that I don't know about? Do they have a job or family responsibilities? Is my homework asinine? Ask the student what's going on.

- Call the parent or guardian at home to discuss the situation.

- Check with other teachers to see how the student is doing.  Is this a pattern in other classes?  If so, talk to student and parent to find out why.

*2. Not paying attention and not being on task*

- Walk to their area of the room, and teach the class from there. Verbally or non-verbally refocus the student's attention. Also you can talk to the students one-on-one before or after class.

- If it is during a class discussion or when the teacher is talking, say their name or walk over to them and put your hand on their shoulder to let them know you see that they aren't paying attention. If it is during group or individual work go up to them and see what the problem is. It could be that they don't understand what they are supposed to do.

- Talk to the student to find out why. Some students simply don't care about class. It might be interesting to informally interview the student to find out why he or she doesn't care about class. There could be a learning disability, a dislike for the subject, something we've done as a teacher to offend the student, etc. Finding out the deeper reason to "why" might be helpful. Even if it doesn't change the student's ways, at least he or she might realize that you are sincerely concerned for his or her learning.

- Tell them it's important—ask them why they're not into it.

*3. Students who don't follow directions*

- Prompt student's multiple-times in various ways. Put directions on the board, make handouts, and ask for students to repeat the directions.

- If the student is being blatantly disrespectful by not following directions (like, "no, I don't want to do this!"), then have a one-on-one after class to discuss the student's behavior. Let him/her know that it was disrespectful and try to find out why the student is being disrespectful.

- Tell them why directions are important.

- If on a test, quiz or activity with point value, explain to students that they will benefit if they carefully read the instructions.

- For exceptional students find out if the student needs additional help.

*4. Students who prefer to do work at home rather than participate in class*

- Check up with the student, encourage their participation before and after class. Tell them they are valuable. Also be flexible, while you want to develop social skills, some students take longer to feel comfortable enough to participate in class.

- If it is an individual assignment, and they always turn their work in, then let them do it at home if they prefer. However, if it's group work then explain to them that they need to learn how to work cooperatively.

- If the teacher lets him or her do the work at home, then the teacher should also make it clear that this is still time for the class to be working. The student should not become disruptive towards others' learning. A suggestion would be for the student to bring a subject related book to read in class or to help the teacher with other class projects. Also, since this is a privilege, remind the student that if the student fails to turn in work that should be done at home, then the student will have to start working during class time, if required.

- Tell them some work should be homework, but it's their job to help others in class too.

- Make a clear distinction between class work and homework. If students can do the work at home, maybe you should be doing different activities in class.

*5. Habitual tardiness/absence*

- Address the student and parent—letting them know that absences affect their grade. Make sure to let them know that a number of absences will keep the student from passing your class.

- This depends a lot on each school's policy. If it is habitual, ask the student why they are always late or absent.

- Have a discussion with the student as to why they are absent so much. Be very cautious though as this could raise serious issues like abuse or homelessness. Each student will have a unique reason and it should be dealt with accordingly.

- If a progress report is sent home every couple of weeks or once a month, include number of tardies or absences on the progress report.

- For unexcused absences: Talk with the student one-on-one. Make sure they are aware of the school's policy. Call home. Schedule a conference if necessary. Refer to the counselor if needed. Deal with it- this is a quick way to lose credit or drop out. Always record absences- your attendance book is a legal record.

*6. Students who don't pass on important letters to their parents or guardians.*

- Call the parents directly.Call the parent and let them know that you have sent information home that you believe your child did not give you. Try to work out a solution together, like maybe calling the parent the day something important goes home or maybe mail it.

- Since calling every parent every time letters don't get passed out can be time consuming, may be call every parent at the beginning of the school year and have a brief "introduction" conversation. During this conversation, briefly inform him or her of any consistent papers that are sent home (i.e. progress reports) so that they can expect them. This way there is a greater chance of parents knowing about the letters ahead of time. Although this won't cover every letter, at least it helps cover those important pieces of information that are sent out on a regular basis.

- Find out (if possible) if there is a language, cultural, or educational barrier. Accommodate if possible. Many schools have in-house resources—folks who can translate letters. Many parents feel isolated from schools. Find ways to bridge the gap.

## *Group Work*

*1. One group member doesn't participate or hold their weight for the group work*

- Try jigsaw strategies.

- Randomly assign a spokesperson during group work.

- Meet with the student one-on-one.

- Talk to the student about why they are not participating.  It could be that they do not like the group they are working with or don't feel comfortable in it, in which cases you might change their group.

- Assign roles and that require all group members to participate.  Or, create the assessment so that all group members must be involved.  This is more of an incentive to help all members get the straggler involved.

- Tell groups they get to grade other group members.  Talk to the student. Why is he/she not contributing.

## *Right effort, right attitude*

1. *Student sits in the back of the classroom and doodles and doesn't participate at all*

- Walk to the back of the room, and teach the class from there.  Verbally or non-verbally refocus the student's attention.
- Move their seat closer to the front.
- Call on them to answer questions.
- Try to find out what style of learning this student has and begin incorporating it into the lesson.  For example, if the student doodles a lot, then maybe he or she is a kinesthetic learner. Use hands-on activities or incorporate drawing into the lesson (if possible).  It might gain the student's interest.

- Talk to the student to find out why the student isn't participating,what interests them.

*2. When asked to participate, student just responds with sarcastic remarks or unrelated remarks*

- Go along with their joke.  Yet also show that you take their response seriously.  Get the other students to see that you care about what they say.  Sometimes a student acts in this manner due to a fundamental fear of answering a question incorrectly.  Try to validate the person, instead of getting angry or patronizing them.

- Let them know that their remark was inappropriate by saying their name and then move on so you don't disrupt the discussion/teaching.  During work time or after class talk to them about what they said and why they said it.

- If the remark is unrelated to the discussion, validate what he or she said but then use the answer to steer back to the conversation.

- If the sarcastic remark was actually funny, go ahead and laugh at the joke.  It's good for the students to see that teachers like to have fun in class.  But, as mentioned above, also show that sarcasm isn't a way to get out of answering the question.  Validate the humor in the answer and then say, "That was really funny/clever/hilarious.  But seriously, how would you answer my question?  I'm interested in your response."

- Ask them why, tease them into it, have other kids participate and reward them heavily.

*3. Students falling asleep in class*

- Walk to the back of the room (or wherever the student is sitting) and teach the class from there.  Verbally or non-verbally refocus the student's attention.

- Wake the student up and talk with them about why they were sleeping, if you get a sense that they had a rough night (maybe family problems) ask if they want to go see the counselor/nurse.  If not, allow them to be disengaged for the day.

- Find out the reason behind the sleeping. If it's a habitual problem, find out why. For example, a student who sleeps almost every day in sixth period. Later found out that his medication for causes him to get tired by sixth period. He still gets his assignments in and does his work, so the teacher lets it go.

- Wake up the student and ask him or her to take a quick walk around the school. Tell him or her that you expect him/her to return in the next five minutes and that you expect him/her to stay awake the remainder of class. After class, ask him or her, "What's going on?"

- Get them moving. Do warm ups. Do more group work.

*4. Make faces across the room at other students.*

- Get one or both of the students' eyes on you, even if it is just a quick smile or acknowledgement their misconduct during class.

- If it is during class discussions or when the teacher is talking call their name out or go put your hand on their shoulder to let them know you see them and that their behavior is inappropriate. If it is during individual or group work time; let it go if it's not offensive or disruptive.

- Give "the look" to the student to let him or her know that you saw and that it shouldn't be happened in class.

- If the faces (or any other kind of nonverbal communication) are inappropriate for class, interrupt teaching and quickly tell the student that you "want to see them after class." Talk to the student after class about his/her behavior.

*5. Students who criticize teaching, curriculum, or classmates in front of class*

- Hear what they have to say. But prompt them to give positive feedback as well. Let them know that you value their opinions and that they need to help you and the class to make it better.

- For teaching/curriculum criticism, always be prepared to explain why you are teaching the subject and how it will help them in their future, besides just for doing well in school the next year.

- Listen. Be calm. Own up to any criticism that rings true. It might help to have this conversation outside of class—give the student a few moments to collect him/herself in the hall, then handle it one on one.  Thank them for their feedback. Make changes as needed. If you don't buy any of it, start thinking about what else the student might be reacting to.

- Maybe this could be a "teachable moment" in how to give constructive criticism.  Let the student know that you appreciate the feedback because you want to continually work on your teaching.  Then go on to explain to the entire class that you're always open for feedback.  However, the best time to give this feedback is either before or after school.  And let the students know that if they're uncomfortable about giving feedback, but that they'd like to, then they could always write an anonymous note.  In addition, let them know that feedback is only useful if they also provide ideas of how to "fix" the problem.  Otherwise, it's just complaining and most of us don't like to only hear complaints.   This response validates the student's complaint (and validates his/her feelings) by showing that you really appreciate feedback.  But, it also teaches the best times/ways to communicate the feedback.

- For teaching/curriculum criticism, explain its meaning/relevance. Other kids: pull out, not acceptable.

- Deal with it as quickly as possible for the moment.  Don't allow it to become a group discussion.  Tell the student that if they have comments or suggestions, you would like to hear them after class. Emphasize that class time is not an appropriate forum for this.

### *Class rules*

*1. Attend cell phone or uses text messaging in class*

- Cell phones must be turned off in class.  If not stop what you are doing—thereby treating it as a disruption and a hindrance to reaching the class goals outlined for the day.

- Take the phone away and have the student come back and get it at the end of the day.  If the violation is repeated, let the student know that you will give a detention or some other form of punishment (especially since most schools have a no cell phone/pager policy).

- If the problem persists, call the parents.

- Threaten to take it away. Take away points. Call them on their phone.

*2. Chewing Gum in class*

- If I don't hear it or see it on any objects in the room it is fine.  If anyone breaks my trust, gum will not be allowed in the room.  Students with gum will be asked to get rid of it or go home.

- Have them spit it out.

- If a student is caught placing chewed gum on any piece of school property, then assign a "work day" with the janitor and have them clean off gum from the desks.  Follow up with a discussion with the kid about how leaving gum on someone else's property is a form of vandalizing and takes a lot of time for someone to clean up.

## *Personalities*

*1. Students who always demand teacher's attention and takes away time from teaching or helping other students*

- Encourage the student to help others, and that they will be a better student if they also learn to listen to others.  Let students know that you need to move on.

- Design more activities where students teach each other, and talk about the rationale behind this (builds awareness).

- Limit your interactions—"Parveen, I have five minutes before lunch. What can I do for you?"

- Train the student to not need our help anymore.  Many times the student is demanding attention due to a lack of confidence in own skills.  Tell the student that you will check on their work after they complete half the assignment.  Check in on their progress and praise them by saying "You're doing great!  These are great answers." Or help them if needed.  Then, tell them you'll check in again after the assignment is finished.  Eventually wean the student from our continual reassurance of their abilities.  After the student doesn't need our constant help or support, then occasionally remind them of their abilities by saying something like, "Lakshya, you're doing wonderful this week.  Your work has been great and you're doing it without my help!  You're amazing.

- Help them to Self-monitor.

2. *Classroom interruptions (students who interrupt teaching)*

- Lock your door from outsiders if you like.  For students in class, stress the importance of time and the detriment of interruptions.

- Say their name to let them know you are aware of their behavior.  If it persists have them step outside until the 'teach' time is over.

- Leave a note on the door for deliveries (notes to students, something for teacher, etc), students who come in "just to say hi" or have a question, etc.  The note could read something like, "If you have a delivery, quietly enter class and leave on desk.  Otherwise, I am available before or after school." Eventually, you will be known as the teacher who doesn't like disruptions.

3. *High energy students who can't stay in their chair*

- Don't talk so much, try to integrate activities that require cooperative learning or hands-on materials.  Take class breaks.

- Allow them to get out of their seats as long as it is not disruptive.  If they take advantage of this and are not doing their work, give them gentle reminders that they need to get back to their work.

- Make the class breaks an entire class thing.  For example, take a daily "mental break" and for three or four minutes play "Simon Says" or some other thing to get the students up and moving for a short period of time.  The students will soon learn the classroom expectation that they need to stay on task and work, especially knowing that they'll get a "mental break" part way through the class period.

- Take note of how many times the student gets up during the class period.  After tallying a few days' worth, speak with the student about how many times he/she gets up during the class period.  Create a classroom contract with the student.  Reward good behavior.

- Get them involved in the lesson, let them move if they're not distracting.

- Provide visual aids. Class time outline on the board, let kids know what to expect and when breaks will come.

*5. Students who don't do anything*

- Talk to the kid one-on-one. Ask what's going on.

- Encourage and motivate.

- Create consequences and point out cause and effect (note: this concept is culturally biased to begin with—not all cultures or individuals espouse causal relationship.  Some cultures believe in fate, luck and chance more than cause & effect.) Don't tolerate non-work attitude.

**8.6 Effective behavior-management techniques**

Many behavior problems can be prevented or corrected using effective behavior-management strategies. There are many practices—based on research and demonstrated to work—that are effective for preventing and correcting this

behavior. Techniques for managing the aggressive behavior of students include prevention and intervention. Prevention strategies focus on stopping the behavior before it gets started; intervention techniques focus on stopping the behavior after it gets started.

*Antecedent-based Interventions*

Antecedent-based interventions are changes in classroom events, environment, and stimuli that precede behavior .Antecedents based interventions include use of proximity control, establishing classroom rules, and use of cues. Proximity control is a frequently used strategy where the teacher makes a meaningful effort to be physically near problem areas or target students. Rules are the foundations of effective classroom management. To create an effective, and pleasant learning environment, it is important to establish, teach, and enforce reasonable, culturally sensitive, and developmentally appropriate classroom rules that promote students' learning, socialization, and safety (Babkie, 2006). Cues indicate acceptable or unacceptable behavioral levels in the classroom. Cues  and  visuals  are  effective  in providing individual support to children having  a particularly  hard  time  remembering  what  they   are  expected  to  do in the moment. Verbal and nonverbal cues can be used to prompt group or individual responses.

*Social Skills Instruction*

Some children who do not behave appropriately simply have never been taught how to behave. They have difficulty in developing friendships, meeting adult expectations and dealing with social problems appropriately. Teaching children social skills helps them



develop good relationships with other children and adults. Research shows that social skills instruction should include the following steps:
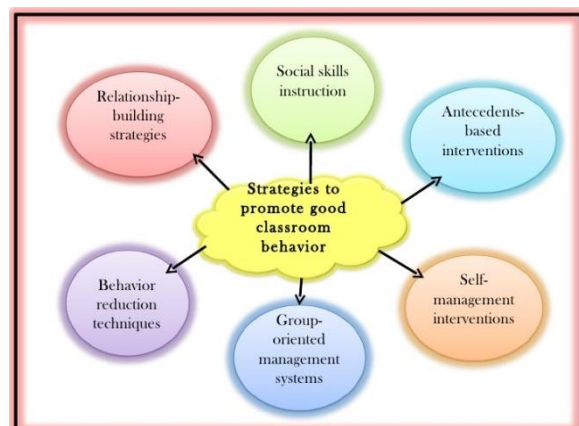
**Identify**

The social skills that are needed to replace problem behavior. Decide which steps are necessary for performing the skill. Ask students to remember the steps of the social skill. For example,

"Asking permission to leave your seat" may

include:

- raising your hand;
- waiting to be recognized;
- asking permission to be dismissed;
- waiting for an answer; and
- asking questions if you do not understand the answer.

**Model** or show the students how to perform the skill. Watching other children use appropriate social skills and seeing them rewarded often leads to imitation of those skills.

**Practice:** Allow the students to practice using the skill through role-play situations.

**Reinforce:** Acceptable performance by letting students know how well they are performing the skills.

*Relationship-Building Strategies*

Building meaningful and genuine relationships with and among your students is an essential aspect of creating a learning environment that supports their learning and promotes their positive classroom behavior. Teachers who adopt a relationship-building approach to behaviour management by focusing on developing the whole person are more likely to help students develop positive, socially appropriate behaviors. Building positive relationships within a classroom has a major impact on a student's academic and behavioral success. When students believe that their teacher values and respects them, they are more likely to value and respect the teacher. This mutual respect leads to students behaving more appropriately and participating in classroom activities. In addition to a healthy

relationship between teacher and student, healthy peer-to-peer relationships encourage inclusion, participation and make kids feel safe. When kids feel safe in the classroom, they are more likely to take positive risks both academically and socially.

Teacher can build relationships with students by

- Knowing students interest and concerns.
- Incorporating  humor in to lessons
- Greeting students at the door and use their names.
- Acknowledging and praising students positive behaviour
- Allowing journal writing or other activities that share students' experiences.
- Engaging students in cooperative activities.

*Self-Management Interventions*

Self-management interventions help children learn to independently regulate their behaviors and act appropriately in a variety of home-, school-, and community-based situations. Self-management interventions can be used to target skills in all domains, including language/communication, social, behavioral, and adaptive. Self-management interventions are both a system to teach learners specifically targeted skills and a bridge to teach learners the principles of self-regulation. Self-management interventions include self-monitoring, self-evaluation, self-reinforcement, self-managed free response token system, self-instruction and self-managing peer interactions.

*Group oriented management system*

Group contingencies is used to connote the application of operant techniques to the group behavior management of children in the classroom. Group oriented contingencies can be categorized into dependent, independent and interdependent group oriented contingency system. The depended group oriented contingency system has been basically used in classroom where peer influence is brought to bear on a class members deficient social or academic performance. Independent system is

extensively used in special education classrooms and less in regular classrooms. Interdependent group oriented contingency system is established when the same response contingencies are simultaneously in effect for all group members but are applied to a level of group performance.

*Behavior reduction strategies*

There are a number of behavior reduction strategies that can be used in classrooms. These include modelling preferred behavior, shaping, giving feedback, redirection, and repetition, reinforcement, ignoring and contracting.

Modelling is demonstrating or showing the person an activity, task or behavior so that they can observe and learn how it is done. Modelling can be used at the beginning of learning a new task or behavior or in a situation which is unfamiliar. Modelling should show the person what is expected of them in a situation or task. Shaping means attempting to shape an initial response or behavior to be closer to the correct or desired behavior.

Feedback is essential for a person to be able to learn new skills and behaviors. Redirection is gradually changing behavior by redirecting the person to a more suitable behavior. Redirection needs to occur each time the unwanted behavior occurs, preferably at the start of the behavior and needs to be consistent. Repetition is necessary with all behavior change, whether you want to increase or decrease the behavior. Reinforcement increases the possibility of a behaviour occurring again in the future. Ignoring or extinction can be used to weaken or decrease an unwanted behavior, by providing no reinforcement.

Contracting can be effectively used with people who have some awareness and insight about their own behavior and who are motivated to make improvements. Contracting is simply a process of;

- Respectfully talking about the behaviour
- Talking about expectations
- Discussing priorities and goals for change

- Deciding about behaviours you would like to see more of
- Deciding about behaviours you would like to see less of
- Considering consequences and rewards
- Working out the support that might be needed to stay on track who should do what, when should it be done?
- Writing things down that you agree on together
- Setting a time frame for reviewing the contract or agreement

**8.7 Lets sum up**

All teachers need to master classroom behavior management techniques in order to establish a successful classroom environment. Effective behavior management strategies are important not only for the success of a stable classroom but for the success of students 'wellbeing, learning and promoting positive behavior. There are many practical strategies that are effective in the classroom. In summary, teachers can eliminate the fear associated with managing student behavior by the behavior management strategies outlined in this unit and that these strategies are keys to effective classroom management. It is up to the teacher to ensure that appropriate strategies are being used in the classroom to assist individual learning styles and provide success to all students.

**8.8 Mode of transaction**

Brainstorming, discussion, role play, video, case analysis

**8.9 Task and assignments**

1. What strategies will you employ to deal with the following types of disruptive behavior

    Disruptive talking

    Interrupting a speaker

    Joking

    Fighting

    Assaulting a student or teacher

2. Analyze the cases given in appendix and develop your own procedure for solving the problems.

3. In a group of three to five role play the vignets given in the appendix and reflect upon the issue.

4. Watch the film How to Handle Misbehaving Students: "Maintaining Classroom Discipline" 1947 McGraw-Hill Films https://www.youtube.com/watch?v=G7bGv7LPL4Y and reflect upon how did the teacher in the film responded to the discipline problem.

5. Watch the film TheRon.Clark.Storyhttps://www.youtube.com/watch?v=xVsld1Wls10&pbjreload=10. Discuss how did Clark cope up with his challenging students during the first days of school.

## 8.10 Resources and further readings

Babkie, A. M (2006). Teachers as researchers. *Intervention in school and clinic*, *39*(5), 260-268.

Cangelosi, J. S. (2013). *Classroom management strategies: Gaining and maintaining students' cooperation*. John Wiley & Sons.

Krumboltz, J. D., &Krumboltz, H. B. (1972). *Changing children's behavior*. Prentice-Hall.

Lewis, R. B., &Doorlag, D. H. (1991). Teaching special students in the mainstream. New York: Merrill. *Macmillan Publishing Co.*

### Classroom Management Scenarios.

### Scenario 1

Sandra is in IX th grade. She comes to class late and puts in the least amount of effort possible to complete her work. After brainstorming some ideas in the classroom, students are given a homework assignment to choose a topic of their choice for the next class. The other students are excited about the chance to choose what they will analyze and are discussing about the assignment. However, Sandra comes to class and puts her head down. How would you intervene with Sandra?

### Scenario 2

Things have been going well in your classroom this year. As time goes along, your students are improving on their assessments and are demonstrating use of greater problem-solving skills. During the last couple of weeks, things have been feeling rushed and the students seem less interested during whole-group instruction. What would you do to improve the motivation of this class?

### Scenario 3

Ms. Sandhya   is a student teacher. She has been noticing that students are struggling with the content area vocabulary she has been teaching. In her inclusive classroom, she is uncertain which vocabulary terms within her teaching unit are really necessary for the students to master. Also, she worries about how much she has covered at this point and is concerned about how much depth she should provide in her lessons. What resources should she visit to alleviate these concerns?

### Scenario 4

Mr. Rajeev is a beginning teacher who is seeking guidance on what essential content he should be teaching in her history classes. There is so much critical information to teach in History and Geography and he if feeling lost about how to begin teaching his standards. He wonders what he should focus on when teaching the ancient river valley civilizations such as Egypt and China. What resources should she visit for support?

**Scenario 5**

The teacher is giving directions 4 to 5 times before the students are complying with the instructions. Why might this be occurring?

**Scenario 6**

The teacher is using check marks on the board to track off-task behavior. Students who have three check marks next to their names for misbehavior miss recess or free-time. Behavior problems are continuing to escalate. Why is this system ineffective? What might work better for this teacher?

**Scenario 7**

There are times during the day when students seem to be in a chaotic state (transition from one period to another, after recess, and at the end of the school day). Students are wandering around the classroom and minor behavior problems are taking place. What procedures could be put in place to alleviate these issues?

**Scenario 8**

A student sitting in the middle of the class has to be constantly reminded to stop talking. When this is addressed with him, he argues with the teacher and states that he was just asking a question. How could his teacher handle this behavior?

**Scenario 9**

A middle-school teacher uses whole group instruction every day to teach algebra. He feels uncertain about changing his routine for fear of behavior problems if he tries cooperative learning activities. What could he try to differentiate his learning format? Where should he begin?

**Scenario 10:**

Anitha said , "I'm exhausted and being so tired is actually affecting my performance in the classroom. I've started to notice that by the end of the week I was getting to a point where I was not functioning very well since I am running low

on fuel. Things are getting to me that wouldn't have bothered me so much on Monday. I noticed that the behavior of the students has also been an issue. By the end of the week, things that I would have dealt with one way on Monday are escalating. I get so exhausted that the students wind me up and this creates more stress as time goes along." Consider this quote from Anitha. How are her feelings influencing students? What suggestions do you have for her to improve her experiences?

**Scenario 11**

It is time to begin a classroom discussion on the topic that you have been teaching. Although your class is usually quite talkative, the room becomes strangely silent when you try to start the conversations. Students are just looking down, pretending to locate classroom supplies, or writing in their notebooks. How can you best facilitate classroom discussions?

**Scenario 12**

Your school mentor stops by to visit your classroom almost daily. She often glances at your lesson plans or stops to talk with students about what they are working on. Sometimes, she will leave a note of encouragement about something she thinks you are doing well. After the class she mention that she noticed many off-task students during a lecture (15 out of 25 students). She wants you to think about different ways to build learner engagement during instruction. What teaching techniques could you include in your upcoming lessons to address this issue?

**Scenario 13**

John: "My students are all technology natives using digital materials in almost every aspect of their lives. They use technology for text messaging, viewing websites and movies, downloading music, playing videogame systems, and researching for their homework assignments. I find it challenging to incorporate less paper and more technology into my classroom. I feel there is a disconnect between my students and my teaching methods."

How does John's classroom compare with your own teaching experiences?

**Scenario 14**

Arun is a new student in VIII grade. He has difficulties related to reading and writing. He tends to be quiet in class. Arun recognizes some simple sight words, but cannot recognize words with more than one syllable. He enjoys hearing stories aloud and can retell many of the facts from the text. When Mike reads on his own, he sometimes has trouble remembering simple story details. One day in class recently, Arun put his head down and fails to participate in the small group lesson. How could this scenario about Arun be influenced by assessment?

**Scenario 15**

Dhanya is a quiet student who turns in all of her work on time. She has been scoring A's and B's on every assignment. As the end of the two weeks, you administer a multiple-choice test on the units you have taught so far this academic year. It is a surprise when you grade Dhanya's paper and find out that she failed this important test. After a couple of months of school, you also realize that you do not know much about her background. Since Dhanya is in many classes with your colleagues, you find out that she has done poorly on all of her quarterly tests. How would you respond?

**Scenario 16**

Alysha and Hanna talk to each other during the class period.  They refuse to go to work when directed and argue when corrected.  What should a teacher do to address the behavior?

**Scenario 17**

Mr . Rahul repeatedly had problems when leading a class discussion with his 8<sup>th</sup> graders. No matter how involved in the topic the students were. There were several students sitting in the back who would talk, shut out silly answers and play with objects.

**Scenario 18**

Mrs. . Rani had one difficult student in his 9<sup>th</sup> grade class. Ajith was a poorly motivated child with limited academic abilities. He rarely completed assignments, although he was able to do the work assigned. He didn't interfere with students around her he was rarely on task. When Mrs. Rani was not looking, he sometimes walked out of the class.

**Scenario 19**

Mr. Arjun had a great deal of trouble with an VIII grade student named Akhil . Akhil was a very angry child from broken home. His mother was totally non supportive. At least five times a day, Akhil would lose his temper, kept the class on edge throughout the entire day.

**Scenario 20**

Students are engaged in group discussions. One student is off task with minor disruptive behavior and the other student is mildly distracted but is working. Teacher ignores disruptive behavior, focuses on the positive. Looks for chance to engage disruptive student.

**APPENDIX B.1**

**FAROOK TRAINING COLLEGE**

**TEST OF KNOWLEDGE IN CLASSROOM MANAGEMENT**

**Shamina E**                                    **Dr.Mumthas N.S.**
Research Scholar                         Associate Professor
Farook Training College            Farook Training College

**Instructions**

This test contains 60 multiple choice test items related to classroom management. Each item carries four choices a, b, c & d. Read each item carefully and answer it by putting (✔) in the boxes provided.

**SECTION A**

**Personal Information:**

Name:

Sex:

Educational qualification:

Subject:

**Information regarding the institution**

Name of institution:

Locale (rural/urban):

Type of management:

(govt/aided/unaided)

## SECTION B

1.  **Before you start a lesson, you should find out**

    a. how earlier you can complete it ☐

    b. how many students are present in the class ☐

    c. how much do the students know about the lesson ☐

    d. how much effort is needed to learn it ☐

2.  **If a teacher complements a student or class on how well they behaved, the teacher is**

    a. reinforcing productive behaviour ☐

    b. using nonverbal signals ☐

    c. redirecting learner attention ☐

    d. Using proximity control ☐

3.  **Teacher –student relationship does not influence the**

    a. class environment ☐

    b. teaching learning process ☐

    c. response of students in the class ☐

    d. teaching efficiency of the teacher ☐

4.  **Which of the following is the most important advantage in showing a visual while teaching**

    a. it provides relief to the teacher for sometime ☐

    b. it helps in the understanding of the teaching ☐

    c. student takes interest in teaching ☐

    d. it provides recreation to the students ☐

5.  **How will you develop quality discipline among students**

    a. by getting knowledge about rules of conduct ☐

    b. by enforcing strict rules ☐

    c. by getting the rules obeyed ☐

    d. by offering them responsibilities ☐

**6. For a poor student who cannot buy his course book, you will**

    a. ask other students in the class to donate books to him ☐

    b. give financial assistance from your side ☐

    c. arrange the books from school library ☐

    d. will ask the parents to meet his needs ☐

**7. What factor is most important while writing on black board**

    a. clear vision of writing ☐

    b. writing in capital letters ☐

    c. writing in small letters ☐

    d. good hand writing ☐

**8. While teaching, the teacher should ask questions because**

    a. through questions he can attract the attention of students ☐

    b. teacher can eliminate fear from the mind of the students ☐

    c. teacher can attain cooperation of students in the understanding of the lesson ☐

    d. teacher can pass some time ☐

**9. Discipline problems are most likely to occur during**

    a. lecture and seat work ☐

    b. transitions ☐

    c. questioning ☐

    d. group work ☐

**10. The most important quality of a teacher which the students like most is**

    a. know the names of all students ☐

    b. let the students to make all the decisions ☐

    c. the knowledge that the teacher is really 'humane' ☐

    d. impartial enforcement of all regulations ☐

**11. What will you do, so that the students do not forget their study materials**

    a. will apply new conditions to whatever has been taught ☐

    b. will give them home work to do ☐

    c.  will repeat whatever has been taught ☐

    d.  will explain them from different angle ☐

**12. The basic cause of teacher's failure to maintain classroom discipline is the lack of**

    a.  competence in teaching methods ☐

    b.  a constructive Programme of learning ☐

    c.  knowledge of the subject ☐

    d.  consistency in his approach to discipline ☐

**13. Rahul didn't do the home work. Being afraid of punishment he told lie, as a teacher you should**

    a.  neglect as it is quite common for children to do so ☐

    b.  give punishment since the excuse given by him was incorrect ☐

    c.  advice Rahul to ask the teacher extra time to complete the homework

    ☐

    d.  ask Rahul to bring his guardian to school to ascertain the truth ☐

**14. If a student shares his personal problems, you would**

    a.  warn him, never discuss the matter again ☐

    b.  suggest him to discuss with his family members ☐

    c.  inform other teachers and the student's parents ☐

    d.  extend reasonable help, boost his morale and counsel ☐

**15. A teacher, while teaching in class should always remember**

    a.  to complete the chapter within the time phase of a period ☐

    b.  students attention should not wander when you are teaching the subject

    ☐

    c.  students should take interest in their studies happily ☐

    d.  subject should be ambitious ☐

**16. While you are taking a period, if a student asks you a question of which you are unable to answer. You will**

    a.  chide at him and ask him to sit down ☐

b. assert that the question is illogical ☐

c. tell him that he shouldn't ask questions during teaching ☐

d. later study it and give the answer ☐

**17. If some of your pupil misbehave with you in the school, you must**

a. report to the principal ☐

b. report to their parents ☐

c. take steps for punishment ☐

d. counsel the students ☐

**18. If your students point out a mistake while teaching, how would you deal with the situation?**

a. ignore the case and note the student ☐

b. will appreciate the students for pointing it out ☐

c. will apologize and leave the class ☐

d. will suggest the students to verify it again for correctness ☐

**19. You fail to complete your syllabus in time, what will you do**

a. take extra classes to complete the syllabus ☐

b. leave the syllabus incomplete ☐

c. teach selected questions out of the remaining syllabus ☐

d. ask the students to complete the syllabus themselves ☐

**20. Class room policy is to raise your hand when you know the answer. Akhil always blurts out answers in class without raising his hand. You continue to correct him. He corrects the problem for a short period but begins to blurt out answers again. What should you do**

a. continue to correct him every time ☐
b. accept his answers and ignore the behaviour ☐
c. call his parents ☐
d. promote self-regulation ☐

**21. A teacher can establish rapport with students by**

a. playing the role of a guide ☐

b. becoming a figure of authority ☐

    c.   impressing the student with knowledge ☐

    d.   implementing strict rules ☐

**22. Arrange the following teaching process in order**

    a.   Relating the present knowledge with the previous knowledge

    b.   Evaluation

    c.   Reteaching

    d.   Formulating objectives

    e.   Presentation of materials

        A.  a,b,c,d,e ☐

        B.  a,c,b,e,d ☐

        C.  d,a,e,b,c ☐

        D.  c,b,a,d,e ☐

**23. All of the following are important steps to follow as one refines the art of questioning except**

    a.   ask questions that match the lesson objectives ☐

    b.   ask questions to help students modify their responses ☐

    c.   reinforce student answers sparingly ☐

    d.   designate the respondent before asking the question ☐

**24. Student behaviour should be moulded not by**

    a.   humour ☐

    b.   negotiation ☐

    c.   punishment ☐

    d.   selective ignoring ☐

**25. Questioning strategy is part of**

    a.   teaching methodology ☐

    b.   teaching strategy ☐

    c.   data processing ☐

    d.   instructional objectives ☐

**26. The major purpose of instructional planning is**

    a.  to focus your instructional methods and skills as well as students learning

        skills ☐

    b.  to mould student behaviour ☐

    c.  to have a plan for a substitute if you are out unexpectedly ☐

    d.  to accomplish state requirements ☐

**27. Participation of students in planning educational activities in classrooms would**

    a.  limit teacher's role ☐

    b.  put classroom action on a democratic basis ☐

    c.  make planning and execution a failure ☐

    d.  relieve the teacher of meticulous planning ☐

**28. The  primary purpose of using audio-visual aids in classrooms is:**

    a.  to solve staff shortage ☐

    b.  to make class quiet ☐

    c.  to ensure multisensory learning ☐

    d.  to minimize teachers burden ☐

**29. If a student is frequently coming late to class, a teacher should**

    a.  ignore him and proceed with the class ☐

    b.  scold him for his conduct ☐

    c.  send him out of class ☐

    d.  talk to him and try to help him be punctual ☐

**30. Planning the lesson helps the teacher**

    a.  in handling the students ☐

    b.  in no way ☐

    c.  in memorizing the content ☐

    d.  in knowing the mental processes involved in learning ☐

**31. A good home assignment should**

    a.  supplement classroom activities ☐

b. be  activity oriented ☐

c. be done with the help of parents/tutor ☐

d. be in application level ☐

**32. When a teacher relates learning materials with life situations**

a. the gap between past and present is reduced to zero ☐

b. materials of life situations work as teaching aid ☐

c. association improves learning and retention ☐

d. none of the above ☐

**33. Which among the following is not an acceptable goal for dealing with behaviour problems in the classroom**

a. helping the child to improve his or her self-control ☐

b. being impersonal and objective ☐

c. understanding the offence ☐

d. utilizing appeal to children that have personal implications ☐

**34. Learning becomes most effective when**

a. students ask questions and teacher helps them to find out the answer ☐

b. teacher explains the lesson and students listen to it ☐

c. students are asked to read the content loudly ☐

d. teacher sends the students to library and directs reading books ☐

**35. Which of the following is the best way to encourage students who are introvert in classroom activities**

a. address these students by calling their name ☐

b. hope  they will become social as they mature during the year ☐

c. ask the group leaders to ensure their participation within their group ☐

d. assign special duties to them ☐

**36. If you have all the potentialities to become an efficient teacher, but the school's adverse conditions do not help you ,how would you adjust with the reality**

    a.  you will complain to the principal    ☐

    b.  you will try to force the administrative machinery to control the conditions    ☐

    c.  you will work willingly and find ways to tackle the situation    ☐

    d.  you  don't think about it    ☐

**37. Rajeev dropped his books loudly in the class and disturbed the whole class. But he did it only once. You should**

    a.  discuss the problem privately    ☐

    b.  ignore the behaviour    ☐

    c.  cue the student    ☐

    d.  confer with the student's parents    ☐

**38. As a teacher, what role will you play while giving project work to students**

    a.  always helps the student in locating the necessary information    ☐

    b.  avoids giving help except in guiding to get correct information    ☐

    c.  gives no help in preparing the report but suggests modification after submission    ☐

    d.  directs the student to follow the previously completed project    ☐

**39. A teacher can maintain momentum in the classroom by**

    a.  walking  around and engage the students in their work    ☐

    b.  providing  frequent break in the lesson ,keeping task engagement high    ☐

    c.  avoiding  interruptions to slow down, keeping the task engagement high    ☐

    d.  having all the lesson materials prepared in advance    ☐

**40. The most important thing about discipline is**

    a. it suppresses the unwanted behaviour and encourages pro-social behaviour ☐

    b. discipline be rigorously enforced in the classroom ☐

    c. shouldn't interrupt the flow of lesson or the flow of student learning ☐

    d. teacher should keep accurate records of disciplinary actions ☐

**41. Teachers class room behaviour should be good because**

    a. it will set an example ☐

    b. students will be more attentive ☐

    c. environment would be conducive to learning ☐

    d. students will appreciate it ☐

**42. A good way to maintain student accountability for task performance is**

    a. having all student hold up their work so the teacher can see it ☐

    b. to have frequent pop quizzes ☐

    c. briefly reviewing each students progress with him or her on daily basis ☐

    d. providing home assignments ☐

**43. Teachers can eliminate much routine classroom misbehaviour without breaking themomentum of the lesson**

    a. by rewarding students for staying on task ☐

    b. by isolating potential trouble makers from the rest of the class ☐

    c. by the use of simple nonverbal cues to students ☐

    d. by talking fast and moving the lesson along ☐

**44. Academic learning time is**

    a. engaged time in which students show a high success rate ☐

    b. time in which students are engaged in subject ☐

    c. allocated time with academic subject ☐

    d. time scheduled for an academic subject ☐

**45. An effective strategy for a student exhibiting a high rate of inappropriate behaviour is**

    a.  punishment ☐

    b.  reinforcing appropriate behaviour ☐

    c.  always make the students engaged in productive work ☐

    d.  utilizing the permack principle ☐

**46. All of the following are principles of managing behaviour except**

    a.  reduce the occurrence of behaviour by punishment ☐

    b.  remember that behaviour is learned ☐

    c.  identify consequences that are meaningful to students ☐

    d.  reduce behaviour problems with careful organization of the classroom ☐

**47. Lower order questions are appropriate in all the following situations except**

    a.  introducing new information ☐

    b.  reviewing previously learned material ☐

    c.  working on problem solving skills ☐

    d.  working on drill and practice ☐

**48. Feeling of cooperation can be developed among students through**

    a.  lecture on cooperation ☐

    b.  group work ☐

    c.  showing pictures on cooperation ☐

    d.  constructive works ☐

**49. Which among the following measure will be taken by an effective teacher**

    a.  ignore all problem behaviours ☐

    b.  suspend students with behavioural problems ☐

    c.  explain rules and procedures correctly ☐

    d.  use corporal punishment ☐

**50. The most useful method to gather student classroom behaviour information is**

    a.  antecedents ☐

    b.  consequences ☐

    c.  direct observation ☐

    d.  peer-tutoring ☐

**51. Application level questions require students to**

    a.  recall or recognize information ☐

    b.  arrange and organize information mentally ☐

    c.  use a rule or directions in solving a problem ☐

    d.  comprehend the information ☐

**52. The teacher should check the written work of a student**

    a.  soon after he finishes the work ☐

    b.  when the student demands to check ☐

    c.  when the teacher is free ☐

    d.  once in a week ☐

**For the following, match the teacher activities with the teacher roles listed**

| | Teacher activities | a. manager | b. facilitator | c. planner | d. diagnostician |
|---|---|---|---|---|---|
| **53.** | The teacher puts students into groups of three for a role-play | | | | |
| **54** | The teacher asks a noisy student to speak more quietly. | | | | |
| **55** | While students write a story, the teacher walks round the class helping students who make errors or ask for new words. | | | | |
| **56** | Teacher wants to identify gaps in students' knowledge | | | | |
| **57** | Teacher invites students to suggest topics for discussion | | | | |
| **58** | Teacher gives students a questionnaire in order to find out more about their learning styles and preference. | | | | |
| **59** | Teacher finds a video to fit into the topic of a unit | | | | |
| **60** | Teacher decides which course book activities will fit in to the time well available for the lesson | | | | |

**APPENDIX B.2**

**TEST OF KNOWLEDGE IN CLASSROOM MANAGEMENT**

**(Scoring Key)**

**Shamina E**                                    **Dr. Mumthas N.S.**
Research Scholar                                 Associate Professor
Farook Training College                          Farook Training College

| | | | |
|---|---|---|---|
| 1. | a. | 31. | c |
| 2. | d. | 32. | d |
| 3. | b. | 33. | a |
| 4. | d. | 34. | c |
| 5. | c. | 35. | c |
| 6. | d. | 36. | b |
| 7. | a. | 37. | b |
| 8. | c. | 38. | c |
| 9. | b. | 39. | a |
| 10. | d. | 40. | c |
| 11. | a. | 41. | c |
| 12. | c. | 42. | b |
| 13. | d. | 43. | a |
| 14. | c. | 44. | a |
| 15. | d. | 45. | c |
| 16. | d. | 46. | a |
| 17. | b. | 47. | d |
| 18. | a. | 48. | b |
| 19. | d. | 49. | c |
| 20. | a. | 50. | c |
| 21. | c. | 51. | c |
| 22. | d. | 52. | a |
| 23. | c. | 53. | b |
| 24. | b. | 54. | a |
| 25. | c. | 55. | b |
| 26. | a. | 56. | d |
| 27. | c. | 57. | b |
| 28. | d. | 58. | d |
| 29. | d. | 59. | c |
| 30. | a. | 60. | c |

# APPENDIX C.1

## FAROOK TRAINING COLLEGE

## CLASSROOM MANAGEMENT OBSERVATION SCHEDULE

**Shamina E**                                        **Dr. Mumthas N.S.**
Research Scholar                                      Associate Professor
Farook Training College                              Farook Training College

**Instructions**

Dear teachers,

Given below is an observation schedule for measuring classroom management competency of prospective teachers. Kindly rate the classroom management performance of the prospective teachers in the 27 items across the three levels specified in the schedule that best describes trainees' performance with observation rubric provided. Mark your ratings by putting ($\checkmark$) in the appropriate column.

Name of student trainee:                             Subject:

Class:                                               Name of the school:

Name of the Observer

Date:

| AREA OF ASSESSMENT | LEVEL OF PERFORMANCE | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Observation 1 | | | Observation 2 | | | Observation 3 | | |
| | Proficient | Satisfactory | Unsatisfactory | Proficient | Satisfactory | Unsatisfactory | Proficient | Satisfactory | Unsatisfactory |
| Demonstrating knowledge of the content | | | | | | | | | |
| Monitoring student behaviour | | | | | | | | | |
| Establishing rapport | | | | | | | | | |
| Understanding the learner | | | | | | | | | |
| Lesson delivery | | | | | | | | | |

| AREA OF ASSESSMENT | LEVEL OF PERFORMANCE | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Observation 1 | | | Observation 2 | | | Observation 3 | | |
| | Proficient | Satisfactory | Unsatisfactory | Proficient | Satisfactory | Unsatisfactory | Proficient | Satisfactory | Unsatisfactory |
| Dealing with misbehaviour | | | | | | | | | |
| Addressing diversity | | | | | | | | | |
| Structure and pacing of the lesson | | | | | | | | | |
| Appropriateness of instructional resources | | | | | | | | | |
| Use of technology | | | | | | | | | |
| Disciplinary Repertoire | | | | | | | | | |
| Classroom interaction | | | | | | | | | |
| Designing Learning Activities | | | | | | | | | |
| Prevention of misbehaviour | | | | | | | | | |
| Organizing Physical Space and Use of Physical Resources | | | | | | | | | |
| Questioning and Discussion Techniques | | | | | | | | | |
| Teacher student relationship | | | | | | | | | |
| Grouping of Students | | | | | | | | | |
| Student Engagement | | | | | | | | | |
| Directions and procedures | | | | | | | | | |
| Management of transitions | | | | | | | | | |
| Establishing closure | | | | | | | | | |
| Teacher interaction with students. | | | | | | | | | |
| Giving follow-up activities | | | | | | | | | |

| AREA OF ASSESSMENT | LEVEL OF PERFORMANCE | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Observation 1 | | | Observation 2 | | | Observation 3 | | |
| | Proficient | Satisfactory | Unsatisfactory | Proficient | Satisfactory | Unsatisfactory | Proficient | Satisfactory | Unsatisfactory |
| Assessment of student learning | | | | | | | | | |
| Communicating expected behaviour | | | | | | | | | |
| Management of group activities | | | | | | | | | |

**APPENDIX C.2**

**CLASSROOM MANAGEMENT PERFORMANCE OBSERVATION
RUBRIC**

**Shamina E**                                            **Dr. Mumthas N.S.**
Research Scholar                                     Associate Professor
Farook Training College                          Farook Training College

| AREA OF ASSESSMENT | LEVEL OF PERFORMANCE | | |
|---|---|---|---|
| | **Proficient** | **Satisfactory** | **Unsatisfactory** |
| Demonstrating knowledge of content. | Teacher possesses solid content knowledge and makes connection between the content and other areas of the subject and other disciplines. | Teacher possesses basic content knowledge but cannot make connections with other areas of the subject or with other disciplines. | Teacher makes content errors or does not correct content errors made by students. |
| Monitoring student behaviour | Monitors the behaviour of all students throughout the class. | Monitors the behaviour of students only when disruptions arise. | Does not monitor the behaviour of students during the class. |
| Establishing rapport | Teacher is fair in the treatment of students, and establishes positive rapport with them. Teacher demonstrates respect for and interest in all students. | Teacher is fair in the treatment of students and establishes rapport with them. | There is little or no evidence of positive rapport between the teacher and students. |
| Understanding the learner | Teacher possesses a good understanding of students' characteristics, skill and level of knowledge and plan for those differences. | Teacher possesses a general understanding of students' characteristics, skill and level of knowledge. | Teacher possesses little understanding of students' characteristic, skill and level of knowledge. |

| AREA OF ASSESSMENT | LEVEL OF PERFORMANCE | | |
|---|---|---|---|
| | **Proficient** | **Satisfactory** | **Unsatisfactory** |
| Lesson delivery | Teacher explanations are clear and accurate. Teacher effectively addresses the doubts of students by re-explaining topic and ensure students' understanding. | Teacher explanations are accurate and generally clear, but teacher cannot fully clarify students' doubts about the content. | Teacher explanations are unclear, or inaccurate and are generally ineffective in building student understanding. |
| Dealing with misbehaviour | As necessary and appropriate, stops misbehaviour promptly and consistently, with a voice level or word choice suitable to the situation, in a manner that promotes positive behaviour. | Address misbehaviour by using inappropriate voice level or word choice. | Ignores misbehaviour of students even it affects the class. |
| Addressing diversity | Plan consistently and successfully address student diversity by skillfully differentiating instruction. | Teacher plans lessons, frequently struggles to address diversity by differentiating instruction. | Fails to plan lesson to differentiate instruction to address student diversity. |
| Structure and Pacing of the lesson | The lesson has a clearly defined structure and it is uniformly maintained throughout the lesson. Pacing of the lesson is consistent in accordance with student's level. | The lesson has clearly defined structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent. | The lesson has no clearly defined structure, or the pacing of the lesson is too slow or rushed, or both. Time allocations are unrealistic. |
| Appropriateness of instructional resources | Instructional materials and resources are aligned to the instructional goals and are appropriate to | Instructional materials and resources are aligned to the instructional goals but inappropriate | Instructional materials and resources are not aligned to instructional goals. |

| AREA OF ASSESSMENT | LEVEL OF PERFORMANCE | | |
|---|---|---|---|
| | **Proficient** | **Satisfactory** | **Unsatisfactory** |
| | students learning styles and needs, and hence actively engage students in learning. | to individual students learning styles and hence fails engage them in learning. | |
| Use of technology | Optimum use of technology to support learning and able to manage it effectively. | Teacher uses technology but cannot manage it effectively and disruptions occur in the classroom. | Teacher do not use technology to support learning or improper use of technology. |
| Disciplinary Repertoire | Teacher is effective to discipline students at any time. | Teacher struggle to get students disciplined. | No attempt is made to discipline the students. |
| Classroom interaction | Classroom interactions among the teacher and individual students are highly respectful, reflect warmth and caring. | Occurs Classroom interactions but focuses on some students only. | Does not promote interaction |
| Designing Learning Activities | Learning activities are relevant and suitable to students and instructional goals. Progression of activities in the unit is fair. | Only some of the learning activities are relevant and suitable to students, or instructional goals. Progression of activities in the unit is uneven. | Learning activities are irrelevant and not suitable to students, or instructional goals. |
| Prevention of misbehaviour | Has a confident, dynamic presence and nips most discipline problems in the bud. | Tries to prevent discipline problems but sometimes little things escalate into big problems. | Teacher is unsuccessful at spotting and preventing discipline problems. |

| AREA OF ASSESSMENT | LEVEL OF PERFORMANCE | | |
|---|---|---|---|
| | **Proficient** | **Satisfactory** | **Unsatisfactory** |
| Organizing Physical Space and Use of Physical Resources | Teacher's classroom is safe, and learning is accessible to all students; teacher uses physical resources well tosupport the learning activities. | Teacher's classroom is safe, and learning is accessible to all students, but physical resources only partially supports the learning activities. | Teacher makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for learning. |
| Questioning and Discussion Techniques | Teacher frames thought-provoking questions and creates problem solving situations that challenge students to explore content and reflect on their understanding. | Teacher frames questions or poses problems that encourage students to explore content, but may not be challenging. | Teacher frames questions or poses problems that do not encourage students to explore content, and are not challenging. |
| Teacher student relationship | Teacher is democratic. | Maintain friendly relationship with a few. | Teacher is autocratic. |
| Grouping of Students | Groups are productive and fully appropriate to the instructional goals of the lesson | Groups are only moderately successful in advancing the instructional goals of the lesson. | Grouping techniques are inappropriate to the students or to the instructional goals. |
| Student Engagement | Gets all students involved in focused work in which they are active learners and problem-solvers. | Attempts to get students actively involved, but some students are disengaged | Mostly lectures and students are passive listeners. |
| Directions and procedures | Specific, clear directions and procedures are given to students at right time with an appropriate level of detail. | Directions and procedures are given. Sometimes teacher fails to provide timely directions, thus leading to disruptions. | Directions and procedures are not provided or are confusing. |

| AREA OF ASSESSMENT | LEVEL OF PERFORMANCE | | |
| --- | --- | --- | --- |
| | **Proficient** | **Satisfactory** | **Unsatisfactory** |
| Management of transitions | Transitions are efficient, occur smoothly and maximize academic learning time. | Transitions occur smoothly, but occasionally lose some instructional time in the process. | Transitions are inefficient and a great deal of instructional time is lost. |
| Establishing closure | Teacher summarizes the main points to consolidate and solidify student learning and help students organize the information into a meaningful context. | Teacher tries to summarize the main points but it doesn't help students to organize the information in to meaningful context. | Teacher doesn't summarizes the main points of the instruction. |
| Teacher interaction with students | Teacher student interactions are friendly and demonstrate general warmth, caring and respect through eye contact and body language. | Teacher student interactions are generally appropriate, but may reflect occasional inconsistencies, favoritism or disregard for students. | Teacher interaction with students is negative, sarcastic, in appropriate or indifferent. |
| Giving follow-up activities | Follow up activities are given with sufficient instruction. The given activities are based on the all the topic covered during the period. | Follow-up activities are given with sufficient instruction. The given activities are focused only on some topics covered during the period. | Do not provide follow-up activities |
| Assessment of student learning | Teacher provides practical, specific and timely feedback to students. | Students receive occasional or limited feedback about their learning. | Teacher does not provide students with feedback about their learning. |

| AREA OF ASSESSMENT | LEVEL OF PERFORMANCE | | |
|---|---|---|---|
| | Proficient | Satisfactory | Unsatisfactory |
| Communicating expected behaviour | Students are engaged and are clear about the expectations of the classroom with no need for reminders. | Students are usually engaged and clear to the expectations of the classroom, requiring few reminders. | Students are disengaged and unclear about the expectations of the classroom. |
| Management of group activities | Tasks for group work are well organized and groups are managed efficiently. All students are actively engaged at all times. | Tasks for group work are organized. Although results in some off task behaviour and teacher fails to manage it effectively. | Instructional groups are off task and not productively engaged in learning. Inefficient management of group activities. |

## APPENDIX D.1

## FAROOK TRAINING COLLEGE

## SELF-RATED CLASSROOM MANAGEMENT COMPETENCY SCALE

## (Malayalam)

**Shamina E**                                           **Dr.Mumthas N.S.**
Research Scholar                                       Associate Professor
Farook Training College                               Farook Training College

**നിർദ്ദേശങ്ങൾ**

നിങ്ങളുടെ ക്ലാസ് റൂം മാനേജ്മെന്റ് കോംപിറ്റൻസിയെ വിലയിരുത്തുന്നതി നുള്ള ചില പ്രസ്താവനകളാണ് താഴെ കൊടുത്തിരിക്കുന്നത്. ഓരോ പ്രസ്താവന യുടെയും നേരെ **പൂർണ്ണമായും വിജയിച്ചു, ഭാഗികമായി വിജയിച്ചു, പരാജയപ്പെട്ടു** എന്നിങ്ങനെയുള്ള മൂന്ന് പ്രതികരണങ്ങൾ കൊടുത്തിരിക്കുന്നു. നിങ്ങളുടെ പ്രതിക രണത്തിന് നേരെ ശരി (✓) രേഖപ്പെടുത്തുക.

## SECTION A

**Personal Information:**

Name:

Sex:

Educational qualification:

Subject:

**Information regarding the institution**

Name of institution:

Locale (rural/urban):

Type of management:

(govt/aided/unaided)

# SECTION B

| നമ്പർ | പ്രസ്താവന | പൂർണ്ണമായും യോജിക്കുന്നു | ഭാഗികമായി യോജിക്കുന്നു | യോജിക്കുന്നില്ല |
|-------|-----------|------|------|------|
| 1 | പഠനാനുഭവങ്ങൾ സമയബന്ധിതമായി ആസൂ ത്രണംചെയ്യുന്നതിൽ | | | |
| 2 | ക്ലാസിൽ കയറുന്നതിന് മുമ്പുതന്നെ പാഠഭാഗത്തെക്കുറിച്ച് വ്യക്തമായ ധാരണ ഉ    ക്കുന്നതിൽ | | | |
| 3 | വിവിധങ്ങളായ പഠനോപാധികൾ ഉപയോഗിച്ച് പഠനപ്ര വർത്തനങ്ങൾ ആസൂത്രണംചെയ്യുന്നതിൽ | | | |
| 4 | പഠന പ്രവർത്തനങ്ങളിൽ മുഴുവൻ കുട്ടികളുടെയും പങ്കാ ളിത്തം ഉറപ്പുവരുത്തുന്നതിൽ | | | |
| 5 | വാൾ സ്പേസ്, ബുള്ളറ്റിൻ ബോർഡ് എന്നിവആകർഷക മായരീതിയിൽ പ്രദർശിപ്പിക്കുന്നതിൽ | | | |
| 6 | ഓരോകുട്ടിക്കും അർഹമായ പരിഗണനയും ശ്രദ്ധയും നൽകുന്നതിൽ | | | |
| 7 | വിദ്യാർത്ഥികളുടെ നിലവാരത്തിനനുസരിച്ച് ക്ലാസിന്റെ വേഗത നിയന്ത്രിക്കുന്നതിൽ | | | |
| 8 | ഗ്രൂപ്പ് പ്രവർത്തനങ്ങളുടെ സുഗമമായ നടത്തിപ്പിനുവേ    ി ക്ലാസിൽ സ്ഥലസൗകര്യമൊരുക്കുന്നതിൽ | | | |
| 9 | പഠനത്തെ സഹായിക്കും വിധം ടെക്നോളജി കൈകാര്യം ചെയ്യുന്നതിൽ | | | |
| 10 | പാഠഭാഗത്തിന്റെ പ്രധാന ആശയം സംഗ്രഹിക്കുന്നതിൽ | | | |
| 11 | ഭിന്നശേഷിയുള്ള വിദ്യാർത്ഥികൾക്ക് അർഹമായ പരിഗ ണന നൽകുന്നതിൽ | | | |
| 12 | ഗ്രൂപ്പ് പ്രവർത്തനങ്ങളിൽ യഥാസമയംവേ    വിധം ഇടപെ ടുന്നതിൽ | | | |
| 13 | പഠനപ്രവർത്തനങ്ങൾക്കാവശ്യമായ മാർഗ്ഗനിർദ്ദേശം നൽകുന്നതിൽ | | | |
| 14 | പഠനത്തിൽ പിന്നോക്കം നിൽക്കുന്ന കുട്ടികൾക്ക് പരിഗ ണനയും പ്രോത്സാഹനവും നൽകുന്നതിൽ | | | |
| 15 | പാഠഭാഗങ്ങൾ മനസ്സിലായിട്ടുേ    ാഎന്ന് പരിശോധിക്കുന്ന തിൽ | | | |

| നമ്പർ | പ്രസ്താവന | പൂർണ്ണമായി യോജിക്കുന്നു | ഭാഗികമായി യോജിക്കുന്നു | യോജിക്കുന്നില്ല |
|---|---|---|---|---|
| 16 | പഠന പുരോഗതിക്കുതകുംവിധം ഫീഡ്ബാക്ക് നൽകുന്ന തിൽ | | | |
| 17 | വിദ്യാർത്ഥികളുടെ നേട്ടങ്ങളെ അംഗീകരിക്കുകയും അഭി നന്ദിക്കുകയുംചെയ്യുന്നതിൽ | | | |
| 18 | നല്ല പെരുമാറ്റരീതികൾ ശീലിപ്പിക്കുകയും പ്രോത്സാഹിപ്പി ക്കുകയും ചെയ്യുന്നതിൽ | | | |
| 19 | ക്ലാസിൽ അച്ചടക്കാന്തരീക്ഷം നിലനിർത്തുന്നതിൽ | | | |
| 20 | ക്ലാസ്റൂമര്യാദകൾ വ്യക്തമാക്കുന്നതിൽ | | | |
| 21 | വിദ്യാർത്ഥികളുടെ അഭിപ്രായങ്ങളെയുംതീരുമാനങ്ങ ളെയും മാനിക്കുന്നതിൽ | | | |
| 22 | പെരുമാറ്റദൂശ്യത്തിനെതിരെ കാരണമന്വേഷിച്ച് നടപടിയെ ടുക്കുന്നതിൽ | | | |
| 23 | അച്ചടക്ക പ്രശ്നങ്ങൾക്ക് അടിയന്തിര പരിഹാരംകാണുന്ന തിൽ | | | |
| 24 | മുഴുവൻ കുട്ടികൾക്കും തുല്യ പരിഗണനയും അവസ രവും നൽകുന്നതിൽ | | | |
| 25 | കൃത്യനിഷ്ഠ പാലിക്കുന്നതിൽ | | | |
| 26 | കുട്ടികളുടെ ബഹുമാനം നേടിയെടുക്കുന്നതിൽ | | | |
| 27 | വിദ്യാർത്ഥികളുമായി സ്നേഹപൂർവ്വം ഇടപെടുന്നതിൽ | | | |
| 28 | കുട്ടികളുമായി സംവദിക്കുമ്പോൾ അവർക്ക്അർഹമായ ബഹുമാനവും പരിഗണനയും നൽകുന്നതിൽ | | | |
| 29 | പ്രയാസമുള്ള പാഠഭാഗങ്ങൾ കൂടുതൽ വ്യക്തമാക്കുന്ന തിൽ | | | |
| 30 | ഒരുമാതൃകാ അദ്ധ്യാപികയാവുന്നതിൽ | | | |

**APPENDIX D.2**

**FAROOK TRAINING COLLEGE**

**SELF-RATED CLASSROOM MANAGEMENT COMPETENCY SCALE**

**(English)**

**Shamina E**                                               **Dr.Mumthas N.S.**
Research Scholar                                        Associate Professor
Farook Training College                          Farook Training College

**Instructions**

Given below are statements related to self-assessment of your classroom management competency. Against each item three responses **a) fully succeeded b) partially succeded c) failed** are given. Mark your response by putting (✓) in the appropriate column.

**SECTION A**

**Personal Information:**

Name:

Sex:

Educational qualification:

Subject:

**Information regarding the institution**

Name of institution:

Locale (rural/urban):

Type of management:

(govt/aided/unaided)

**SECTION B**

| No. | Statements | Fully succeeded | Partially succeeded | Failed |
|-----|-----------|-----------------|---------------------|--------|
| 1 | In planning lessons on time | | | |
| 2 | In developing a proper understanding about the topic before entering the classroom | | | |
| 3 | In planning lessons with a variety of instructional materials and aids | | | |
| 4 | In ensuring participation of all students in learning activities | | | |
| 5 | in displaying wall space and bullettine boards attractively | | | |
| 6 | In providing individual attention and care to each student | | | |
| 7 | In pacing the instruction to the level of students | | | |
| 8 | In organinzing the physical environment of the classroom to facilitate group learning | | | |
| 9 | In managing technology to facilitate learning | | | |
| 10 | In summaraising the main ideas of a topic at the end the class | | | |
| 11 | In addressing student diversity in the classroom | | | |
| 12 | In intervening in group activities at appropriate time or whenever necessary. | | | |
| 13 | In providing clear and specific direction before or during learning activities | | | |
| 14 | In providing extra care and encouragement to the backward students. | | | |

| No. | Statements | Fully succeeded | Partially succeeded | Failed |
|---|---|---|---|---|
| 15 | In checking students understanding of the topic | | | |
| 16 | In providing feedback to enhance learning | | | |
| 17 | In recognizing and appreciating students' achievements | | | |
| 18 | In training and encouraging appropriate behavior among students | | | |
| 19 | In maintaining discipline in the classroom | | | |
| 20 | In establishing classroom rules | | | |
| 21 | In respecting student's opinions and discisions | | | |
| 22 | In judging fairly on a student's indiciplinary attitude only after investigating. | | | |
| 23 | In addressing and resolving disciplinary issues | | | |
| 24 | In providing equal consideration and opportunities to all students | | | |
| 25 | In being punctual | | | |
| 26 | In attaining students' respect | | | |
| 27 | In being supportive and friendly towards students | | | |
| 28 | In respecting students while interacting with them | | | |
| 29 | In explaining complex topics and clarifies student's doubts. | | | |
| 30 | In being a role model for students | | | |

**APPENDIX E.1**

**FAROOK TRAINING COLLEGE**

**PUPIL-RATED CLASS ROOM MANAGEMENT COMPETENCY SCALE**
(Malayalam)

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Farook Training College                    Farook Training College

നിങ്ങളുടെ അധ്യാപികയെ/അധ്യാപകനെ സംബന്ധിച്ച ചില പ്രസ്താവനകളാണ് താഴെ കൊടുത്തിട്ടുള്ളത്. ഓരോ പ്രസ്താവനയുടെയും നേരെ **എല്ലായ്പ്പോഴും, ചില പ്പോൾ മാത്രം, ഒരിക്കലുമില്ല** എന്നിങ്ങനെ മൂന്ന് പ്രതികരണങ്ങൾ കൊടുത്തിരിക്കുന്നു. നിങ്ങളുടെ പ്രതികരണത്തിനു നേരെ (✓) അടയാളപ്പെടുത്തുക.

**Name of student**                                          **Class**

**Name of school**                                           **Subject**

**Name of teacher**

| നമ്പർ | പ്രസ്താവന | എല്ലായ്പ്പോഴും | ചിലപ്പോൾ മാത്രം | ഒരിക്കലുമില്ല |
|---|---|---|---|---|
| 1 | വ്യക്തമായ തയ്യാറെടുപ്പോടു കൂടിയാണ് ടീച്ചർ ക്ലാസിൽ വരാറുള്ളത്. | | | |
| 2 | ആവശ്യമായ സന്ദർഭങ്ങളിൽ ഉപയോഗിക്കാൻ കഴിയുംവിധം പഠനോപകരണങ്ങളുംമറ്റുംതയ്യാറാക്കുന്ന തിൽ ടീച്ചർ ശ്രദ്ധാലുവാണ്. | | | |
| 3 | കുട്ടികളുടെ നിലവാരത്തിനനുസരിച്ച് ക്ലാസിന്റെവേഗം നിയന്ത്രിക്കാറു ്. | | | |
| 4 | പാഠഭാഗത്തിന്റെ പ്രധാന ആശയങ്ങൾ സംഗ്രഹിച്ചു പറ യുന്ന സ്വഭാവം ടീച്ചർക്കില്ല. | | | |
| 5 | പഠനത്തിൽ പിന്നോക്കം നിൽക്കുന്ന കുട്ടികൾക്ക് പ്രത്യേക പരിഗണന നൽകാറു ്. | | | |
| 6 | പഠനത്തെ സഹായിക്കും വിധം ടെക്നോളജി നന്നായി കൈകാര്യം ചെയ്യാറു ്. | | | |
| 7 | ഗ്രൂപ്പ് പ്രവർത്തനങ്ങളിൽ യഥാസമയം വേ വിധം ഇടപെ ടാറു ്. | | | |

| നമ്പർ | പ്രസ്താവന | ഒട്ടും യോജിക്കുന്നില്ല | മിക്കവാറും യോജിക്കുന്നു | പൂർണമായും യോജിക്കുന്നു |
|---|---|---|---|---|
| 8 | പഠനപ്രവർത്തനങ്ങൾക്കാവശ്യമായ മാർഗ്ഗ നിർദ്ദേശങ്ങൾ നൽകുന്നതിൽ ടീച്ചർ പരാജയപ്പെടാറു  ്. | | | |
| 9 | ടീച്ചർ അനാവശ്യമായിദേശ്യപ്പെടാറു  ്. | | | |
| 10 | കുട്ടികളുടെ പെരുമാറ്റദൂഷ്യത്തിനെതിരെകാരണം അന്വേ ഷിച്ച് മാത്രമേ നടപടിയെടുക്കാറുള്ളൂ. | | | |
| 11 | ക്ലാസിൽകുട്ടികളെ നിയന്ത്രിക്കാൻ ടീച്ചർക്ക് സാധിക്കാ റില്ല/ബുദ്ധിമുട്ടാറു  ്. | | | |
| 12 | പഠനപ്രവർത്തനങ്ങളിൽ വിരസതയും ആശയക്കുഴപ്പവും ഉ  ാകാറു  ്. | | | |
| 13 | ചിലകുട്ടികളോട് മാത്രം പ്രത്യേക പരിഗണനയും അടു പ്പവും കാണിക്കാറു  ്. | | | |
| 14 | വിദ്യാർത്ഥികൾ പാലിക്കേ   ക്ലാസ്റൂമര്യാദകൾ വ്യക്ത മാക്കിതരാറില്ല. | | | |
| 15 | കുട്ടികളിലെ അച്ചടക്കരാഹിത്യത്തെ ടീച്ചർ അവഗണിക്കാ റാണ് പതിവ്. | | | |
| 16 | നല്ല പെരുമാറ്റരീതികൾ ശീലിപ്പിക്കുകയും പ്രോത്സാഹിപ്പി ക്കുകയും ചെയ്യാറു  ്. | | | |
| 17 | അസഭ്യം പറയൽ, വഴക്കിടൽ, കളിയാക്കൽ എന്നിങ്ങനെ യുള്ള അച്ചടക്ക പ്രശ്നങ്ങളിൽഅടിയന്തിരമായി ഇടപെടു കയും പരിഹരിക്കുകയുംചെയ്യാറു  ്. | | | |
| 18 | ക്ലാസ്റൂം നിയമങ്ങൾ യുക്തിസഹവും പാലിക്കപ്പെടാവുന്ന തുമാണ്. | | | |
| 19 | കുട്ടികളുടെഅഭിപ്രായംകൂടി കണക്കിലെടുത്താണ് ക്ലാസ് നിയമങ്ങൾ ഉ   ാക്കുന്നത്. | | | |
| 20 | കുട്ടികളിലെ പെരുമാറ്റദൂഷ്യങ്ങളെ നല്ല ശൈലിയിലാണ് കൈകാര്യം ചെയ്യാറുള്ളത്. | | | |
| 21 | കുട്ടികളുടെ അഭിപ്രായങ്ങളെയും തീരുമാനങ്ങളെയും മാനിക്കാറു  ്. | | | |
| 22 | ഉചിതമായ അംഗവിക്ഷേപങ്ങളിലൂടെയാണ് ടീച്ചർ ക്ലാസെ ടുക്കാറുള്ളത്. | | | |
| 23 | ടീച്ചറുടെ തെറ്റുകൾ അംഗീകരിക്കുന്നതിൽ ടീച്ചർ മടികാ ണിക്കാറു  ്. | | | |
| 24 | കുട്ടികളുടെ പ്രയാസങ്ങൾ കേൾക്കുന്നതിൽ ടീച്ചർക്ക് | | | |

| നമ്പർ | പ്രസ്താവന | പൂർണമായും യോജിക്കുന്നു | ചിലപ്പോൾ മാത്രം | യോജിക്കുന്നില്ല |
|---|---|---|---|---|
| | താൽപര്യമില്ല. | | | |
| 25 | പഠനത്തിൽ പ്രോത്സാഹനം നൽകാറു ്. | | | |
| 26 | വിദ്യാർത്ഥികൾ തമ്മിലുള്ള ഇടപെടലുകളെ പ്രോത്സാഹിപ്പിക്കാറില്ല. | | | |
| 27 | അസൈൻമെന്റ് വർക്കുകൾക്ക് വേ മാർഗനിർദ്ദേശം നൽകാറില്ല. | | | |
| 28 | ഞങ്ങളുടെ അഭിപ്രായങ്ങളും ആശയങ്ങളും നിർഭയമായി പങ്കുവെക്കാൻ അവസരം നൽകാറില്ല. | | | |
| 29 | ടീച്ചർകൃത്യനിഷ്ഠ പാലിക്കാറു | | | |
| 30 | പ്രയാസമുള്ള പാഠഭാഗങ്ങൾ കൂടുതൽ വ്യക്തമാക്കിതരികയും സംശയങ്ങൾ ദൂരീകരിച്ച്തരാറുമു ്. | | | |
| 31 | വിദ്യാർത്ഥികളുമായി വളരെ സ്നേഹപൂർവ്വം ഇടപെടാറു ്. | | | |
| 32 | പാഠഭാഗങ്ങൾ കുട്ടികൾക്ക് മനസ്സിലായിട്ടുേ ാഎന്ന് പരിശോധിക്കാറു ്. | | | |
| 33 | വാൾ സ്പേസ്, ബുള്ളറ്റിൻ ബോർഡ് എന്നിവ ആകർഷകമായ രീതിയിൽ പ്രദർശിപ്പിക്കാറു ്. | | | |
| 34 | പഠനപ്രവർത്തനങ്ങളിൽഎല്ലാകുട്ടികളുടെയും പങ്കാളിത്തം ഉറപ്പുവരുത്താറു ്. | | | |
| 35 | കുട്ടികൾ ക്ലാസിൽ ബഹളംവെക്കാറു ്. | | | |
| 36 | ടീച്ചർ ക്ലാസിൽവെറുതെ ഇരിക്കാറു ്. | | | |

Appendices

## APPENDIX E.2

## FAROOK TRAINING COLLEGE

## PUPIL-RATED CLASSROOM MANAGEMENT COMPETENCY SCALE
## (ENGLISH)

**Shamina E**
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**Instructions**

Given below are statements related to your teacher's classroom management competency. Against each item three responses **a) Always b) Sometimes c) Never** are given. Mark your responses by putting (✓) in the appropriate column.

**Name of student**                    **Class**

**Name of school**                     **Subject**

**Name of teacher**

| No. | Statements | Always | Sometimes | Never |
|-----|-----------|--------|-----------|-------|
| 1 | Teacher comes to the class well prepared. | | | |
| 2 | Teacher is diligent in designing instructional materials and aids before coming to the class. | | | |
| 3 | Teacher adjusts the pace of instruction according to the students' level of understanding. | | | |
| 4 | Teacher does not summarise the main points at the end of the class. | | | |
| 5 | Teacher provides extra care and assistance to the backward students. | | | |
| 6 | Teacher manages technology well to facilitate learning. | | | |
| 7 | Teacher intervenes in group activities at appropriate time or whenever necessary. | | | |

| No. | Statements | Always | Sometimes | Never |
|---|---|---|---|---|
| 8 | Teacher fails to provide clear and specific direction before or during learning activities. | | | |
| 9 | Teacher expresses anger unnecessarily. | | | |
| 10 | Teacher judges fairly on a student's indiciplinary attitude only after investigating. | | | |
| 11 | Teacher fails to manage students in the classroom. | | | |
| 12 | Teacher's learning activities that are confusing and boring. | | | |
| 13 | Teacher is partial towards some students. | | | |
| 14 | Teacher fails to establish rules and procedures on classroom etiquettes. | | | |
| 15 | Teacher usually ignores the misbehaviour of students during the class. | | | |
| 16 | Teacher trains and motivates expected behaviour. | | | |
| 17 | Teacher intervenes in time and resolve disciplinary issues. | | | |
| 18 | Classroom rules arereasonable and practical. | | | |
| 19 | Teacher takes into consideration students' opinions while establishing rules and regulations. | | | |
| 20 | Teacher is civil in dealing with misbehaviour among students. | | | |
| 21 | Teacher respects students'opinions and decisions. | | | |
| 22 | Teacher demonstrates appropriate body language during the class. | | | |
| 23 | Teacher is reluctant to accept his/her mistakes. | | | |
| 24 | Teacher is uninterested to listen to students problems. | | | |
| 25 | Teacher motivates learning. | | | |

| No. | Statements | Always | Sometimes | Never |
|---|---|---|---|---|
| 26 | Teacher does not promote peer- to- peer interaction in the class. | | | |
| 27 | Teacher fails to provide directions for assignments. | | | |
| 28 | Teacher does not provide an opportunity to share ideas and opinions with confidence. | | | |
| 29 | Teacher is punctual. | | | |
| 30 | Teacher explains complex topics and clarifies student's doubts. | | | |
| 31 | Teacher is compassionate and supportive. | | | |
| 32 | Teacher makes sure whether students have understood the topic. | | | |
| 33 | Teacher displays wall-space and bulletin boards attractively. | | | |
| 34 | Teacher ensures participation of all students in learning activities. | | | |
| 35 | Students disrupts classroom proceedings. | | | |
| 36 | Teacher is inactive and sits idle in the class. | | | |