

Attitude of Teachers in Classroom Management Skills for Professional Development

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ABSTRACT:

The classroom is a place of knowledge where the future generation gathers learning and carry it forward to the next generation. However, when the classroom environment becomes disturbed teachers face several challenges in controlling their classrooms. Therefore, teachers need to develop a positive attitude towards classroom management skills for professional development. The attitude that teachers hold towards classroom management significantly affects the way they manage their classrooms. Teachers with a positive attitude towards classroom management are more confident, organized and responsive to students' needs. The main purpose of the study was to examine the attitude of teachers towards classroom management skills for professional development. For this purpose, an attitude scale was prepared by the authors and a survey was conducted in Kamrup District. The present study was based on three objectives. It focused on understanding the attitude of secondary school teachers towards classroom management with respect to gender (male and female), location (rural and urban(M)) and type of school (government and private). For the analysis of the data, statistical techniques such as mean, standard deviation and t-test used. The study also attempted to understand how professional development programmes contributed to improvement of teachers' classroom skills. The overall results indicated that attitude of secondary school teachers towards classroom management skills for professional development with respect to gender, location and type of school. To overcome the challenges, the authors suggested strong subject mastery, continuous training, organization of cultural programs, effective lesson planning, peer collaboration and reflective teaching practices. Classroom management was identified as a main responsibility of teachers and teachers must develop expertise in this area for their professional growth.

Keywords: Attitude, classroom management, teachers, secondary school.

1.0 Introduction

Education is a lifelong process which is essential for the overall development of individual and society. Educational institute are a place where knowledge is shared and developed students for future life with values, discipline, behaviour, social skills and so on. Teacher is a friend, philosopher and guide who plays an important role in this process. The success of teaching and learning depends on how effectively teachers manage their classroom. A classroom is a place where teaching and learning takes place and implement classroom management strategies to create a positive learning environment. Classroom management refers to the techniques and strategies used by teachers to maintain students' behaviour, classroom activities, discipline and positive environment. Effective classroom management always helps

teacher to minimise disruptions, support students' participation and promote meaningful learning experiences. This helps a teacher to maintain order and encourages student engagement and support academic success. The attitude of teacher towards classroom management always influences how they manage their classroom. Positive attitude towards classroom management makes a teacher confident, patient and willing to deal with classroom challenges.

Professional development helps a teacher to improve their knowledge, skills, teaching practices, classroom management skill and professional attitude. With the help of experiences, training, workshop, conference teachers develop better classroom management techniques that help them address diverse learning needs and maintain an effective learning environment.

Classroom management skills help a teacher to maintain discipline, organise classroom activities and create an effective teaching and learning environment. These skills are developed through professional training, teaching experiences and continuous professional development. Some of the important classroom management skills include the followings-

- **Planning and Organisation:** Planning and organisation are the foundation of good classroom management. For good classroom management teachers always prepare lessons in advance which can help to manage time effectively and engaged students in learning activities.
- **Setting rules and Expectations:** Teacher should set simple and clear rules for the classroom and explain it in the beginning of the academic year. Clear classroom rules help student to understand acceptable behaviour.
- **Behaviour Management:** Effective behaviour management focuses on guiding students' behaviour in a positive way. Teacher should use encouragement, motivation and positive reinforcement rather than punishment.
- **Communication Skills:** Teacher should communicate with students and build a relationship of trust and understanding. It will help a teacher to make a clear and respectful communication between students and teachers.
- **Time management:** Time management is the most important skill in classroom management. Teacher should ensure that maximum time is spent on classroom teaching and learning. This helps teachers to reduce classroom management problem and prevent discipline.
- **Classroom Climate:** Positive classroom climate helps teachers to make teaching valuable and respectable for students. A supportive classroom climate encourages active participation and learning where students can feel safe, respected and valued.

2.0 Significance of the Study

The present study focuses on the attitude of secondary schoolteachers towards classroom management skills and their role in professional development. Teachers play a crucial role in creating a positive and effective learning environment in the classroom. Their attitude towards classroom management influence how they handle student behaviour, maintain discipline and organize classroom activities. Therefore, attitude towards classroom management skill is important to understand the quality of teaching and learning.

This study also highlights the importance of teachers' role of positive attitudes in developing effective classroom management skills. By understanding their attitude towards classroom management teachers may become more aware of the importance of maintaining discipline, managing students' behaviour and creating an environment that support active participation and learning.

The study also significance educational administration and teachers for future generation. The finding may help them to understand how factors like gender (male and female), location (rural and urban (M)) and type of school (government and private) influence teachers' attitude towards classroom management. This information may help in planning new things and make the classroom more interesting.

Altogether the study emphasizes the importance of developing positive teacher attitude and effective classroom skill for improving teaching effectiveness and supporting the professional growth of secondary school teachers.

3.0 Need of the Study

In the present time, the role of teacher has become more challenging due to increasing diversity in classroom, changes in the teaching moods and the growing expectations from the education system. Teachers not only delivering knowledge but also manage classroom effectively, maintain discipline and create learning environment that supports the overall development of students. Therefore, classroom management has become an essential skill for teachers.

However, many teachers face difficulties in managing classroom effectively due to various factors such as large classroom size, behavioural problems of students, lack of proper training and differences in learning background and learning abilities. The attitude of teacher towards classroom may differ depending on factors such as gender, location of the school and type of school. Teachers face different experiences in gender, location of the school and type of school in classroom conditions that can influence towards classroom management.

Therefore, the present study undertakes to understand the attitude of secondary school teachers' classroom management skills and highlight the importance of these skills for teachers' professional development and effective classroom practices.

4.0 Objectives

- To find out the attitude of secondary school teachers towards classroom management with respect to gender (male and female).
- To find out the attitude of secondary school teachers towards classroom management with respect to location (rural and urban (Metro)).
- To find out the attitude of secondary school teachers towards classroom management with respect to type of school (government and private).

5.0 Hypotheses

H1 There is no significant difference in the attitude of secondary school teachers towards classroom management with respect to gender (male and female).

H1 There is no significant difference in the attitude of secondary school teachers towards classroom management with respect to location(rural and urban (Metro)).

H1 There is no significant difference in the attitude of secondary school teachers towards classroom management with respect to type of school (government and private).

6.0 Research Questions

- What is the attitude of secondary school teachers towards classroom management with respect to ge-

nder (male and female)?

- What is the attitude of secondary school teachers towards classroom management with respect to location (rural and urban (Metro))?
- What is the attitude of secondary school teachers towards classroom management with respect to type of school (government and private)?

7.0 Review of Related Literature

Hammond (2017), conducted a study on the importance of teacher's professional development in improving classroom practices. The study highlighted that teacher who receive proper training and support are better able to manage classrooms effectively and address diverse learning needs.

Mangal (2013), emphasized that classroom management is closely related to teachers' professional competence. The study highlighted that teachers' attitude, teaching strategies and interaction with students play a major role in maintaining discipline and promoting effective learning in the classroom.

Sharma (2018), conducted a study on the teachers' attitudes towards classroom management significantly influence student engagement and classroom discipline. The study emphasised the need for continuous profession development programs for improving teachers' classroom management abilities.

Lukose and Humtsoe (2024), investigated teacher effectiveness in relation to self-confidence and students' academic achievement in secondary school of Karbi Anglong district, Assam. The study used a survey method and collected data from 400 teachers. The results revealed that teacher effectiveness is closely related to teacher's self-confidence and professional competence in classroom situations.

8.0 Methodology

• Research Design

The present study is quantitative in nature and follows descriptive survey research design. This design helps to collect qualitative data to study the attitude of secondary school teachers towards classroom management skill for professional development in Kamrup district. For the purpose of data collection, a self-constructed questionnaire/attitude scale was used by the investigators. The tool will consist of a set of statement related to attitude of teacher in classroom management skills and teachers respond to that statement according to their level of agreement. After data collection the data were analysed using appropriate statistical techniques to identify the differences in teachers' attitude.

Therefore, the descriptive survey research design is selected by the investegators. It allows investigators to qualitatively examine teachers' attitude towards classroom management skills and understand their role in professional development.

• Population

In this study the investigators selected Kamrup district secondary school teachers in Assam State School Education Board (ASSEB), where the total number of schools is 845 and the number of teachers is 16464 (According to Unified Digital Information on School Education (UDISE) 2023-2024).

Table1 Population of school and teacher in Kamrup District

Type of school	Total Number of School	Total number of Teacher
Government School	455	7727
Private School	390	8737

Total	845	16464
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Source-Unified Digital Information on School Education (UDISE) 2023-2024, Assam

• **Sampling**

In this study the investigators selected the sample size from population 16464 where 10% were in selected from the main population i.e. 1646.

Location	Type of school		Total
	Government Teachers	Private Teachers	
Rural	524	328	852
Urban(M)	249	545	794
Total	773	873	1646

• **Tool of the Study**

The tool was made by the investigators with the help of experts. The tool undertaken from pilot study and reliability was established with the help of Spearman-Brown Coefficient (reliability value 0.76). In this attitude scale 56 statements are included where there are 27 positive statements and 29 negative statements. The attitude scale was based on six dimensions-attitude, self-discipline, conducive learning, teaching learning process, instruction procedure and evaluation strategies.

• **Procedure of the Data Collection**

The data for this study was collected by the self-constructed attitude scale. For data collection the investigators visited secondary schools personally and distributed attitude scale to the teacher and instructed them about the attitude scale. After completing the attitude scale the investigator took the attitude scale and carefully checked, organised and prepared for further analysis using statistical methods.

• **Data analysis**

Objective1: To find out the attitude of secondary school teachers towards classroom management with respect to gender (male and female).

H1 There is no significant difference in the attitude of secondary school teachers towards classroom management with respect to gender (male and female).

Gender	N	Mean	SD	DF	SED	t value	Level of significance at 0.01 level
Male	604	172.78	3.58	1619	0.17	0.12	Not significant
Female	1017	172.80	3.48				

df= 1619 at 0.05=1.96; 0.01=2.58

For the mean difference between male and female secondary school teacher calculated t value is 0.12 where df is 1619. Therefore, the constructed hypothesis “There is no significant difference in the attitude

of secondary school teachers towards classroom management with respect to gender (male and female)” is accepted. Therefore, the mean value of the male teachers (172.78) and female teachers (172.80) and it shows female teachers are having better attitude than male teachers in secondary school teacher’s classroom management.

Objective2: To find out the attitude of secondary school teachers towards classroom management with respect to location,(rural and urban (Metro)).

H1 There is no significant difference in the attitude of secondary school teachers towards classroom management with respect to location (rural and urban (Metro)).

Gender	N	Mean	SD	DF	SED	t value	Level of significance at 0.01 level
Rural	830	173.16	3.62	1619	0.14	5.07	Significant
Urban (M)	791	172.40	3.36				

df= 1619 -at 0.05=1.96; 0.01=2.58

For the mean difference between rural and urban (M) secondary school teacher calculated t value is 5.07 where df is 1619. Therefore, the constructed hypothesis “There is no significant difference in the attitude of secondary school teachers towards classroom management with respect to location (rural and urban (Metro))” is rejected. Therefore, the mean value of the rural school teachers (173.16) and urban(M) school teachers (172.40) and it shows rural school teachers are having better attitude than urban(M) school teachers in secondary school teacher’s classroom management.

Objective3: To find out the attitude of secondary school teachers towards classroom management with respect to type of school,(government and private).

H1 There is no significant difference in the attitude of secondary school teachers towards classroom management with respect to type of school (government and private)

Gender	N	Mean	SD	DF	SED	t value	Level of significance at 0.01 level
Government	880	173.11	3.50	1619	0.17	4.12	Significant
Private	741	172.41	3.49				

df= 1619 at 0.05=1.96; 0.01=2.58

For the mean difference between government and private the secondary school teachers calculated t value is 4.12 where df is 1619. Therefore, the constructed hypothesis “There is no significant difference in the attitude of secondary school teachers towards classroom management with respect to type of school (government and private)” is rejected. Therefore, the mean value of the government school

teachers (173.11) and private school teachers (172.41) and it shows government school teachers are having better attitude than private school teachers in secondary school teacher's classroom management.

9.0 Result and interpretation

In this study the investigators found the first objective of the study was to examine the attitude of secondary school teachers towards classroom management with respect to gender (male and female). In this part the calculated t-value is 0.12 is less than the table value at the 0.01 level of significance with df 1619. Therefore, the null hypothesis is accepted. This indicates that there is no significant difference in the attitude of secondary school teachers towards classroom management with respect to gender. It is interpreted that both male and female teachers have almost similar attitude towards classroom management.

The second objective of the investigators was to find out the attitude of secondary school teachers towards classroom management with respect to location (rural and urban (M)). The calculated t-value is 5.07 is greater than the table value 0.01 level of significance with df 1619. Therefore, the null hypothesis is rejected. This indicates that there is a significant difference in the attitude of secondary school teachers towards classroom management with respect to location. It is interpreted that both rural and urban(M) teachers are differing in their attitude towards classroom management.

The third objective of the investigators was to find out the attitude of secondary school teachers towards classroom management with respect to the type of school (government and private). The calculated t-value is 4.12 is greater than the table value 0.01 level of significance with df 1619. Therefore, the null hypothesis is rejected. This indicates that there is a significant difference in the attitude of secondary school teachers towards classroom management with respect to type of school. It is interpreted that both government and private school teachers are differing in their attitude towards classroom management.

10.0 Major Findings

- The study revealed that there is no significant difference in the attitude of secondary school teachers towards classroom management with respect to gender (male and female). This indicates that both male and female teachers have similar attitude towards classroom management in secondary school in Kamrup district.
- The study result indicates that there is a significant difference in the attitude of secondary school teacher towards classroom management with respect to location (rural and urban (M)). This indicates that teachers working in rural and urban (M) areas differ in their attitude towards classroom management in Kamrup district.
- This study found that there is a significant difference in the attitude of secondary school teachers towards classroom management with respect to the type of school (government and private). This indicates that teachers working in government and private schools differ in their attitude towards classroom management in Kamrup district.

11.0 Conclusion

Classroom is an essential skill for teachers as it helps in maintaining discipline, organizing classroom activities and creating a positive environment. The attitude of secondary school teachers in Kamrup district towards classroom management skill plays an important role in maintaining an effective teaching learning environment. The study highlighted the importance of teachers' attitude in effective

management of classroom at the secondary school level in Kamrup district. It also focuses on the classroom management skills which is closely related to teachers' professional learning environment. Teachers with positive attitude towards classroom management can handle classroom effectively and promote better student engagement their after.

Therefore, it can be concluded that strengthening teachers' classroom management skills through training, workshop and professional development programmes are necessary to improving the quality of teachers for the teaching learning in schools.

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