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Secondary School Teachers Towards Classroom Management: A Study in Relation to Gender and Type of Schools

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ABSTRACT:
National Education Policy 2020 (NEP-2020) in its suggestion mentioned that classroom management can be learner cantered with teacher professional development; school environment and culture, flexible and innovative methods can be used, holistic development, respectful teacher-student relationship, e-learning platform like SWAYAM, DIKSHA, PM eVIDYA, NISHTHA etc. The present study will be help to investigate the current status of secondary school teacher towards classroom management and take measures accordingly for effective implementation of NEP-2020. The study highlighted on helping teachers to understand the importance to maintain a positive attitude towards classroom management. It will be encouraging teachers to adopt effective strategies like positive communication, students' engagement and discipline techniques to create a better learning environment. The study may help the policy makers in preparing policies for the betterment of the attitude of teachers towards classroom management. The state and educational institutions at their individual level can organise activities like seminar, conferences, workshops, training programs, lectures to create more awareness among the student, teacher, teacher trainee and teacher educator.

Keywords: Secondary; School Teachers; Classroom Management; Study; Gender; Type of Schools.

1.0 Introduction

Effective classroom management involves building respective and trustful relationship, maintain discipline, organizing the physical space, engaging and motivating students, time management etc. good classroom management create an environment where students feel comfortable, supported and motivated to study. It maintains peaceful situation and makes the best use of teaching time.

According to Harry K. Wong (2009) "Classroom management involves the teacher's ability to establish order, engage students and create a positive learning environment." Three approaches to classroom management were proposed by Glickman and Tamashiro in 1980: Interventionist approach: It is believed that an interventionist approach is teacher oriented. The external environment has an impact on an organism's development, according to interventionists. (Uludag and Unal 2008), Non-interventionists educators think that students can make a difference in the classroom and that teachers should have little or no role to play. Interactionalists have good and efficient classroom management, instructors and students should share accountability, according to interactionalists. (Martin et al., 1998a).

2.0 Significance and Background

The present study helps to understand the attitude of secondary school teacher towards classroom management, which is the key factor of this study. The study also investigated the difference between gender (male and female) teacher to understand and realize the present situation of classroom management between them. It will help to design more balance in teachers' attitude and classroom practices. Also, the finding helps the policy makers and administrator in improving the attitude of classroom practice and support system. The present study is also beneficial for pre-service and in-service related classroom information. The study also provides foundation for further research in the field of classroom management.

3.0 Objectives

- To find out the attitude of secondary school teachers towards classroom management.
- To find out the attitude of secondary school teachers towards the self-discipline in classroom management.
- To study the attitude of secondary school teachers towards conducive learning environment for classroom management.
- To find out the attitude of secondary school teachers towards the management of learning behaviour in fostering environment teaching-learning process in classroom management.
- To find out the attitude of school teachers towards various classroom instruction procedures in effective learning.
- To find out the attitude of secondary school teachers towards various evaluation strategies in effective classroom management.

4.0 Hypotheses

H1 There is significant difference in the attitude of gender (male & female), location (urban & rural), type of school (Government & private) secondary school teachers towards the system of classroom planning for effective classroom management.

H1 There is significant difference in the attitude of gender (male & female), location (urban & rural), type of school (Government & private) secondary school teachers towards the self-disciple in classroom management.

H1 There is significant difference in the attitude of gender (male & female), location (urban & rural), type of school (Government & private) secondary school teachers towards the conducive learning environment for classroom management.

H1 There is significant difference in the attitude of gender (male & female), location (urban & rural), type of school (Government & private) secondary school teachers towards the management of learning behaviour in fostering environment in teaching-learning process in classroom management.

H1 There is significant difference in the attitude of gender (male & female), location (urban & rural), type of school (Government & private) secondary school teachers towards various classroom instruction procedures in effective learning.

H1 There is significant difference in the attitude of gender (male & female), location (urban & rural), type of school (Government & private) secondary school teachers towards various evaluation strategies in effective classroom management.

5.0 Methodology and Procedure

Methodology refers to the general strategy to be used for the population and sample design, data collection instruments, and data processing methods. In actuality, even if every research project uses some methodology, the quality and validity of the results depend on the skill and precision of the approach used.

5.1 Research Method

Depending on the nature of the research and its objectives the investigator has adopted the descriptive research design cum survey method of educational research. The qualitative and quantitative approaches also are adopted in this particular research in its mode.

5.2 Population

In the present study the population was taken from all the secondary school teachers, Kamrup District. According to the data of Unified Digital Information on School Education (UDISE) 2023-2024, Assam, the total number of teachers is 16474 in 845 schools in Secondary Education Board of Assam (SEBA) in Kamrup Distirct. The present study is concerned with attitude of secondary school teachers. The table given below shows the above figures.

Table-1: Population of Secondary Schools and teachers in Kamrup District

Types of Schools	Total Number of schools	Total number of Teachers
Government schools	455	7727
Private schools	390	8747
Total	845	16474

Kamrup Districts	Total Government Teachers	Total Private Teachers	Total Teachers
Metropolitan (Urban)	2485	5458	7943
Rural	5242	3289	8531
Total	7727	8747	16474

Sources of the Population: Unified Digital Information on School Education (UDISE) 2023-2024, Assam

5.3 Sample

In the present study the investigator selected the sample size from the main population 16474 where 10% of the teachers or faculties have been selected to represent the population from which 249 government teachers and 545 private secondary teachers are from Kamrup Metropolitan, 524 government secondary school teachers and 329 private secondary school teachers are from Kamrup rural district. Here the sample is selected randomly based on simple random proportionate sampling which is 10% in all from the population 16474. The following table represent the figures clearly.

Table-2: Sample size of Secondary Schools and teachers in Kamrup District

Kamrup Districts	Total Government Teachers	Total Private Teachers	Total
Metropolitan (Urban)	249	545	794
Rural	524	329	853
Total	**773**	**873**	**1647**

5.4 Tool Used

The investigator prepared a self-constructed tool for the present study. For making this tool perfect the investigator discussed this tool with expert and the guide. For the purpose of collection of data related to the present study, the researcher used-Tool- Attitude scale of secondary school teachers towards classroom management in relation to gender and type of school. The reliability and validity of the tools was established with the proper construction and development of the tool. Guttman Split-Half Coefficient value for the reliability was .76 which shows high level of reliability of the tool.

5.5 Procedure for Data Collection

The investigator visited the secondary schools in Kamrup district and particularly distributed the attitude scale among the teachers who inturn filled the attitude scale and returned to the investigator. Thus, Government secondary school teachers and private secondary school teachers gave the primary data for the present study.

5.6 Statistical Techniques

The data was analysed with the help of mean, standard deviation, one sample t-test for item analysis, and t-test for significance for testing the hypothesis with two means in order to compare the means of two samples.

6.0 Major Findings

The major findings are illustrated in the followings:

- All the attitude of secondary school teachers on the whole is very good and sound towards classroom management. On the other hand, the mean value of the male secondary school teachers (55.06) and female secondary school teachers (55.29) indicates female secondary school teachers possesses slightly better attitude than male secondary school teachers in classroom management.
- The mean value of the urban(M) secondary school teachers (55.32) and rural secondary school teachers (55.09) indicates urban (M) secondary school teachers possesses slightly better attitude than rural secondary school teachers in classroom management.
- The mean value of the government secondary school teachers (55.22) and private secondary school teachers (55.18) indicates government secondary school teachers possesses slightly better attitude than private secondary school teachers in classroom management.
- The mean value of the male secondary school teachers (31.27) and female secondary school teachers (31.34) indicates female secondary school teachers possesses slightly better attitude than male secondary school teachers in classroom management.
- The mean value of the urban(M) secondary school teachers (31.40) and rural secondary school teachers (31.23) indicates urban (M) secondary school teachers possesses slightly better attitude than rural secondary school teachers in classroom management.
- The mean value of the government secondary school teachers (31.47) and private secondary school teachers (31.13) indicates government secondary school teachers possesses slightly better attitude than private secondary school teachers in classroom management.
- The mean value of the male secondary school teachers (17.96) and female secondary school teachers (17.60) indicates male secondary school teachers possesses slightly better attitude than female secondary school teachers in classroom management.
- The mean value of the rural secondary school teachers (18.70) and urban(M) secondary school teachers (16.73) indicate rural secondary school teachers possesses slightly better attitude than urban

(M) secondary school teachers in classroom management.

- The mean value of the government secondary school teachers (17.88) and private secondary school teachers (17.57) indicates government secondary school teachers possesses slightly better attitude than private secondary school teachers in classroom management.
- The mean value of the male secondary school teachers (24.73) and female secondary school teachers (24.77) indicates female secondary school teachers possesses slightly better attitude than male secondary school teachers in classroom management.
- The mean value of the urban(M) secondary school teachers (24.85) and rural secondary school teachers (24.67) indicate rural secondary school teachers possesses slightly better attitude than urban(M) secondary school teachers in classroom management.
- The mean value of the government secondary school teachers (24.81) and private secondary school teachers (24.69) indicates government secondary school teachers possesses slightly better attitude than private secondary school teachers in classroom management.
- The mean value of the male secondary school teachers (22.42) and female secondary school teachers (22.63) indicates female secondary school teachers possesses slightly better attitude than male secondary school teachers in classroom management.
- The mean value of the urban(M) secondary school teachers (23.94) and rural secondary school teachers (23.19) indicate rural secondary school teachers possesses slightly better attitude than urban(M) secondary school teachers in classroom management.
- The mean value of the government secondary school teachers (22.60) and private secondary school teachers (22.50) indicates government secondary school teachers possesses slightly better attitude than private secondary school teachers in classroom management.
- The mean value of the male secondary school teachers (21.34) and female secondary school teachers (21.16) indicates male secondary school teachers possesses slightly better attitude than female secondary school teachers in classroom management.
- The mean value of the rural secondary school teachers (21.34) and urban(M) secondary school teachers (21.09) indicate rural secondary school teachers possesses slightly better attitude than urban(M) secondary school teachers in classroom management.
- The mean value of the government secondary school teachers (21.12) and private secondary school teachers (21.34) indicates private secondary school teachers possesses slightly better attitude than government secondary school teachers in classroom

7.0 Suggestions

- Teachers should develop a positive nature for every student towards classroom management irrespective of gender.
- Teacher should get equal opportunity for male and female for their professional development.
- Teacher should build a positive attitude towards their professional upliftment thinking.
- Teachers should build a confident nature in front of classroom with unacceptable behaviours of students.
- Teacher should always maintain a consistency in self-discipline for students' success and confidence to act a role model for students.

- Regular programmes for a clear goal can help a teacher to control emotion and patience of a student in classroom which will help a teacher to act as a role model for a student.
- Government and private school should encourage students with reinforcement and praise for self-discipline.
- Teacher should create a friendly environment for students to make the classroom comfortable for all students.
- School and administration should provide adequate infrastructure and learning resources for teacher to manage classroom properly.
- Teacher should maintain proper seating arrangement in a classroom for discipline and patience.
- Teacher should use activity types teaching or learning by doing method instead of lecture method. It will help a teacher to make positive learning behaviour of a student.
- Teacher should guide a student for their upliftment of inner talent development and participation in programmes which will prepare a student for self-control, responsible and respect elder and give love to younger for their future life.
- Teacher should plan their lessons every day, keeping objectives and time management in mind.
- Government should give proper training on ICT for teacher upliftment in these upcoming features.
- A teacher should utilized varied teaching aid in every class to make lesson interesting.
- Teacher should promote Continuous and Comprehensive Evaluation (CCE) methods instead of exam-based method.
- Honest and equal thinking should be built up for every student irrespective of gender, location and types of school.

8.0 Conclusion

The present study is beneficial for teacher educational institute as it provide valuable information about pre-service and in-service teachers training related information. The study also gives implications for curriculum planers or developer. They can include more information about the attitude of teachers in classroom management in relation to gender and type of school especially at the secondary level. This study can help policymakers to design better and effective educational policies like teacher support system, professional development, improvement of the school environment. The suggestions of the present study indicated that teachers did not have sufficient resources for their classrooms. For making the teacher and student comfortable for the classroom, government/institutions can invest more funds and facilities in the secondary schools so that learning will take place in greater height which can create better attitude of the teachers so to manage the classrooms in an effective manner.

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