

CLASSROOM MANAGEMENT STYLE AMONG COLLEGE TEACHERS IN MADURAI

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Introduction

Teachers are required to follow certain curriculums for their classes that are set either by the school or the state, but neither of those governing bodies instruct them on how to manage their classrooms. So, teachers have a few options: They can either take complete control of their classroom, let their students run free, or do something in-between. In this classroom management style, the teacher has all of the power and control in the classroom, no questions asked. There are strict rules to follow, such as assigned seating, and if students don't comply, there are consequences. Some benefits of this style include: high efficiency, stability for both teacher and students, and very little room for nonsense. On the other hand, a downside to this style is that students may feel powerless because they don't have much room for creativity.

Think about the "cool" teachers you had in school; they were the ones who used the democratic approach to classroom management. This style gives the students more power when it comes to setting rules and punishments and other major decisions. Teachers who employ this technique give their students more freedom and rarely enforce punishments. Students like this management style because their feelings and opinions are taken into account, but there is a chance that learning may be hindered because of the lack of structure and discipline.

This is probably not a style that most teachers would brag about using in their classroom, but quite a few teachers do use the free-for-all management style. In this classroom, teachers have little to no control over their classroom and allow their students to do as they please. They do not plan out concrete lessons and generally do not give many assignments to the students. As a result, the students do not learn very much and other behavioral issues can arise between them because of the teacher's lack of intervention.

Need for the Study

Classroom management is one of the most important roles played by teachers because it determines teaching success. Effective teachers appear to be effective with students of all achievement levels regardless of the levels of heterogeneity in their classes. Even if the school they work in is highly ineffective, individual teachers can produce powerful gains in student learning. Effective teachers are passionate about educating their students. They want to spend their time teaching, not dealing with classroom disruptions.

Effective use of classroom management techniques can dramatically decrease the disruptions in your classes. Students in classes where effective management techniques are employed have achievement higher than students in classes where effective management techniques are not employed.

It is not possible for a teacher to conduct instruction or for students to work productively if they have no guidelines for how to behave or when to move about the room, or if they frequently interrupt teacher and one another. Students in the class where rules and procedures were implemented might have been less disruptive by their very nature than students in the class that did not implement rules and procedures.

Related Studies

Martin and Baldwin (1996) extended their research to investigate the differences between the classroom management style of elementary and secondary level educators and their beliefs regarding the nature of appropriate and inappropriate student behaviors. The findings indicated that elementary teachers scored significantly less interventionist than their secondary level counterparts.

Laut (1999) conducted a study on beliefs of pre service teachers and classroom teacher concerning classroom management styles. It was hypothesized that greater experience in teaching would be associated with less interventionist management styles. Findings suggested that there were no differences on the classroom management style. Pre service teachers- those with the least teaching experience – were more non-interventionist than other group. Interns with the middle level of teaching experience were more interventionist than experienced teachers. The experienced teachers, also reacting in a non-interventionist manner, same to the practicum pre service – students. According to results of this study, as mentioned, for intern teachers (Middle level of teaching experience) is easier to interact with the students from an interventionist position than create opportunities for students to communication with the teacher. There is greater security for the teacher with specific rules and procedures are stabilized and management restricted to use of; direction statement, modeling behavior, reinforcement, intervention and isolation. There can be little doubt that beliefs regarding experiences and the manner in that teachers approach them, to create a unique and individual styles of classroom management. Of great importance is that efficient lesson planning and effective classroom management are both necessary in order for learning to take place.

Akbaba (1998) in his study examined 14 sixth grade teachers' opinions about classroom management, gathering information from on online discussion group. It was found that nine teachers (64, 21) were using the interventionist classroom management approach, three teachers (21.4%) were using the interactionalist classroom management approach, and only one teacher (7%) was using both the interactionalist and the interventionist. Based on the data analysis, the interventionist classroom management approach is the most frequently used one by the teachers. It seems that teachers still determine the rules (instructional Behavioral) by themselves and like to run the classroom with these rules. They also support or prevent behaviors with reinforcements. It is also found interesting that none of 14 teachers was using the non-interventionist approach, although the importance of humanities approach is mentioned in many educational environments there might be some reasons for teachers such as that humanistic approach or non-interventionist approach takes time to apply perfectly in the classroom. In addition, they do not find it appropriate situations. Classroom

management depends on many things such as class size, the place where school is located, socio-economic status of students and their aspiration for education and students personal characteristics. Moreover, to being awarded of all theories that they provide basis for classroom management models, is necessary, too. Stensmo (1995) conducted a study on classroom management styles in context- two grades 5 Swedish teacher-in terms of five management tasks: planning, control, motivation, grouping, and individualization. He in his study reported that Mrs. A reflected a production oriented style, focusing on subject matter and tight management of classroom activities towards teacher defined goals. Mr. B exhibited a more relation oriented style, focusing on individual students, and a soft management of classroom activities according to expressed students needs and feelings. Mrs. A. and Mr. B work in the same school context with parallel classes. This means that they have common conditions; common goals and curricula. But the school context also permits them to work differently in their classrooms. Mrs. A and Mr. B have different kinds of philosophies of Education Mrs. A stands for a philosophy of 45 adjustment and Mr. B. stands for a philosophy of change. Mrs. A. class is a teacher- centered (interventionist), following Mrs. A: agenda through the curriculum. Mr. B. class is a student – centered (non-interventionist), following individuals agenda.

Terms and Definitions

Classroom Management Style - refers to all the things a teacher does to organize students for student learning can take place.

College Teachers – refers to those who are working as Teachers in Arts and Science Colleges in Madurai.

Variables of the Study

Dependent Variable - Classroom Management Style

Independent Variable

- | | |
|-----------------------|-------------------------------|
| 1. Sex | : Male / Female |
| 2. Religion | : Hindu / Muslim / Christian |
| 3. Newspaper Reading | : Yes / No |
| 4. Television Viewing | : Yes / No |
| 5. Food Habit | : Vegetarian / Non-vegetarian |

Objectives of the Study

1. To measure the Classroom Management Style among College Teachers in Madurai.
2. To find out whether there is significant difference in Classroom Management Style among College Teachers in Madurai.

Hypothesis of the Study

Each of the population variable involved in this study exerts a significant influence on Classroom Management Style among College Teachers in Madurai.

Methodology in Brief

Sample

A random sample of 282 College Teachers in Madurai with due representation to the variables, viz. Sex, Religion, Newspaper Reading, Television Viewing, and Food Habit.

Tools Used

1. General Information Sheet structured by the Investigator.
2. Classroom Management Style Inventory structured by the investigator.

Statistical Treatments

't'-test for significance of a difference between the means of large independent samples.

Results and Discussions

Classroom Management Style among College Teachers in Chennai

The **empirical average** of Classroom Management Style among College Teachers in Madurai is found to be 30.89, while the **theoretical average** is 20 only. This shows that Classroom Management Style among College Teachers in Madurai is found well above the average level.

Table 1: Results of test of significance of difference between the mean scores of Classroom Management Style among College Teachers in Madurai: Population Variables – Wise

Sl. No.	Variable	Sub-Variables	N	M	S.D.	't'-value	Significance at 0.05 level
1.	Sex	Male	166	31.70	6.53	2.296	Significant
		Female	116	29.72	7.52		
2.	Religion	Hindu	177	31.15	6.86	0.820	Not Significant
		Muslim	47	30.11	8.00		
		Hindu	177	31.15	6.86	0.421	Not Significant
		Christian	58	30.72	6.67		
		Muslim	47	30.11	8.00	-0.423	Not Significant
		Christian	58	30.72	6.67		
3.	Newspaper Reading	Yes	172	30.85	7.23	-0.108	Not Significant
		No	110	30.95	6.68		
4.	Television Viewing	Yes	96	31.73	6.82	1.465	Not Significant
		No	186	30.46	7.08		
5.	Food Habit	Vegetarian	37	31.28	7.50	0.387	Not Significant
		Non-vegetarian	245	30.89	6.87		
		No	184	30.26	7.13		

Classroom Management Style and Sex

The calculated 't' value (2.296) is **greater than** the table value (1.96) at 0.05 level of significance. This shows that there is a **significant difference** in classroom management style of college teachers.

Classroom Management Style and Religion

Hindu vs Muslim

The calculated 't' value (0.820) is **lesser** than the table value (1.96) at 0.05 level of significance. This shows that there is **no significant difference** in classroom management style of college teachers.

Hindu vs Christian

The calculated 't' value (0.421) is **lesser** than the table value (1.96) at 0.05 level of significance. This shows that there is **no significant difference** in classroom management style of college teachers.

Muslim vs Christian

The calculated 't' value (-0.423) is **lesser** than the table value (1.96) at 0.05 level of significance. This shows that there is **no significant difference** in classroom management style of college teachers.

Classroom Management Style and Newspaper Reading

The calculated 't' value (-0.108) is **lesser** than the table value (1.96) at 0.05 level of significance. This shows that there is **no significant difference** in classroom management style of college teachers of Newspaper Reading and Non-newspaper Reading teachers.

Classroom Management Style and Television Viewing

The calculated 't' value (1.465) is **greater than** the table value (1.96) at 0.05 level of significance. This shows that there is a **significant difference** in classroom management style of college teachers of Television Viewing and Non-viewing teachers.

Classroom Management Style and Food Habit

The calculated 't' value (0.387) is **lesser** than the table value (1.96) at 0.05 level of significance. This shows that there is **no significant difference** in classroom management style of college teachers of vegetarian and Non-vegetarian teachers.

Conclusions

The major conclusions emerged out of the study are presented below:

1. Classroom Management Style among College Teachers in Madurai is well above the average level.
2. Classroom Management Style among College Teachers in Madurai is dependent upon-Sex only.
3. Classroom Management Style among College Teachers in Madurai is independent upon-Religion; Newspaper Reading; Television Viewing; and Food Habit.

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