



Effect of classroom management skills as a parameter of personality development module on teacher effectiveness of teacher trainees in relation to internal locus of control

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Abstract

The present paper is based on research study undertaken to find out the effect of classroom management skills as a parameter of personality development module on teacher effectiveness of teacher trainees in relation to locus of control. An experiment was conducted on 300 teacher trainees. For data collection, teacher effectiveness scale was developed by the investigator. Analysis by t-test revealed that the teacher trainees taught through classroom management skills as a parameter of personality development module attained more teacher effectiveness than the students taught through traditional strategies.

Keywords: classroom management skills, teacher effectiveness, locus of control

Introduction

Among so many dimensions of the teacher effectiveness classroom management skills is of utmost importance. Classroom management is a term teachers use to describe the process of ensuring that classroom lessons run smoothly despite disruptive behavior by students. It refers to the actions teachers take to create a supportive environment for the academic and social-emotional learning of students. The term also implies the prevention of disruptive behaviour. Hence, it is an ongoing interaction between teachers and their students. Classroom management and management of student conduct are such skills as teachers acquire and hone over time. Skills like effective classroom management are central to teaching and require common sense, perseverance, an often undervalued teacher behavior, a sense of fairness, and courage.

Definitions

Classroom Management

Classroom management is the term educators use to describe methods of preventing misbehavior and dealing with it if it arises. In other words, it is the techniques teachers use to maintain control in the classroom. (Melissa Kelly, 2017) ^[12].

Classroom management is defined as the methods and strategies an educator uses to maintain a classroom environment that is conducive to student success and learning. (Ministry of Education, Guyana, 2015) ^[13].

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. (The Glossary of Reform, 2014) ^[17]. Classroom management is the process by which teachers and schools create and maintain appropriate behavior of students in classroom settings. (American Psychological Association, 2006) ^[1].

Personality Development

Personality development is the development of an organized pattern of behaviors and attitudes that makes a person distinctive. Personality development occurs by the ongoing interaction of temperament, character, and environment (Encyclopedia of Children's Health, 2014) ^[6].

Teacher Effectiveness

Effective teachers collaborate with other teachers, administrators, parents, and educational professionals to ensure students' success, particularly the success of students with special needs and those at high risk of failure (Fla and Orlando, 2014) ^[7].

The possession of knowledge and skills falls under the heading of teacher competence and the use of knowledge and skills in the classroom is referred to as teacher performance. Teacher competence and teacher performance with the accomplishment of teacher goals, is the teacher effectiveness (Medley, 2011) ^[11].

Locus of Control

Locus of control is a theoretic construct designed to assess a person's perceived control over personal behavior; classified as internal if the person feels in control of events, external if others are perceived to have that control (Medical Dictionary for the Dental Professions Farlex, 2012) ^[10].

The means of locus of control is a belief system regarding causes of a person's experiences and factors affecting success or failure (Barzegar, 2011) ^[2].

Locus of control refers to the extent to which individuals believe that they can control events which affect them (Hellriegel, 2010 and Spector, 2008) ^[9].

Significance of the Study

The purpose of the study is to throw light on what is

classroom management and what influence does it exert on the teacher effectiveness. It provides information specifically pertaining to classroom management (with an emphasis on teacher characteristics); classroom climate; classroom communication; management of student behavior in the classroom (Discipline); teaching strategies and managing the new generation classroom which is supposed to be helpful for a teacher to give better outcomes in terms of students' outcome.

Studies of Related Literature

Classroom Management

Duck (2007) ^[5] attempted to find a solution to the high dropout rate of beginning educators. His study concluded that teachers who left the profession did so because they did not have a practical understanding of what effective classroom management practices were, nor did they have a basis upon which to formulate a preference in teaching style.

Yell & Rozalski (2008) ^[18] concluded that classroom management and discipline, by law, must yield to the needs of individuals with disabilities. The set of rules and consequences for the majority may not apply to the Individualized Educational Plan (IEP) of some individuals.

Omomia O. & Omomia T. A. (2014) ^[14] found out that effective teachers who are effective classroom managers will involve such activities in all aspects of their work as planned rules and procedures which are carefully and systematically taught to the students. This paper therefore, examined the perceived impact of classroom management on effective teaching. The mean was calculated for each of the item on the questionnaire. The decision rule was that any mean of 2.5 and above was accepted. And the mean of below 2.5 was rejected. All the items on the questionnaire had mean above 2.5. This meant that they were all accepted

Rahimi, Fatemeh, & Rajae. (2015) ^[15] investigated the role of EFL teachers' classroom discipline strategies in their teaching effectiveness and their students' motivation and achievement in learning English as a foreign language. 1408 junior high-school students expressed their perceptions of the strategies their English teachers used to discipline the classroom. The students evaluated their teachers' teaching effectiveness by completing effective Iranian EFL teacher questionnaire. The results showed that EFL teachers reward and praise students for good behavior and they are not very authoritarian. Further, teaching effectiveness, motivation and achievement in learning English were all found to be related to discipline strategies.

Seyithan Demirdag. (2015) ^[4]. A total of eight middle school teachers and 60 middle school students from an urban middle school in western United States participated in the study. Data acquired from the Classroom Management Self – Assessment (CMSA) and the Coopersmith Self-Esteem Inventory (CSEI) were analyzed with independent samples t-tests. The findings of the study indicated a significant difference between teachers on CMSA and between students on CSEI.

Teacher Effectiveness

Riti (2012) ^[16] studied the teacher effectiveness of three hundred fifty teachers at secondary level in relation to school organizational climate and administrators' experience. Sixty

government schools from three districts viz. Solan, Una and Bilaspur from Himachal Pradesh state were taken up for the study. The results of the study showed that (i) Different types of school organizational climate existed in different schools. Controlled type of school organizational climate was the most prevalent in the schools. (ii) Teacher effectiveness of teacher teaching in urban schools was found to be significantly higher than that of teachers teaching in rural schools. (iii) No significant difference was found in the teacher effectiveness between male and female teachers. (

Chaiyappan and Ushalaya (2014) ^[3] assessed the teacher effectiveness of secondary and higher secondary school teachers. The major findings of the study show that the male and female school teachers do not differ significantly in their teacher effectiveness. The study reveals that there is a significant difference in teacher effectiveness among the school teachers with respect to locale, arts and science stream, secondary and higher secondary level, teaching experience and type of school management.

Objectives of the Study

While conducting the study the researcher had the following objectives in mind:

1. To develop instructional material for implementing classroom management skills as a parameter of Personality Development Module for teacher trainees.
2. To study and compare the effect of classroom management skills as a parameter of Personality Development Module and traditional training on teacher effectiveness among teacher trainees with internal locus of control.
3. To study and compare the effect of classroom management skills as a parameter of Personality Development Module and traditional training on teacher effectiveness among teacher trainees with external locus of control.

Research Questions

1. Will there be significant difference in mean gain scores of the teacher effectiveness of teacher trainees in relation to internal locus of control?
2. Will there be significant difference in mean gain scores of the teacher effectiveness of teacher trainees in relation to external locus of control?

Hypotheses

H-1 The two instructional treatments will yield equal mean gain scores of the teacher effectiveness of teacher trainees in relation to internal locus of control.

H-2 The two instructional treatments will yield equal mean gain scores of the teacher effectiveness with external locus of control.

Sample

The present study was conducted on 300 teacher trainees of colleges of education affiliated to Panjab University, Chandigarh and Panjabi University, Patiala. A random sampling technique was used to select the teacher trainees of B.Ed. course. The whole sample was divided into experimental group and control group on the basis of locus of control.

Research Design

The present study employed on variable of instructional treatments which was studied at two levels namely experimental group which was taught by classroom management skills as a parameter of Personality Development Module and control group which was taught by traditional instruction. The variable of to locus of control was studied at internal and external locus of control.

Tools Used

- Lesson plans on the basis of classroom management skills as a parameter of Personality Development Module developed especially for the purpose by the investigator.
- Teacher Effectiveness Scale developed and standardized by the investigator.
- Locus of Control Scale by Madhu Gupta and Indu Nain (2017).

Statistical Techniques Used

Mean, Standard Deviation and t- test were employed to analyse the data.

Methodology

The procedure will be conducted in five phases as stated below:

Two main stages were adopted as the procedure of the experiment. These stages were:

Stage I: Selecting the sample

Stage II: Procedure of the study

Stage I: Selecting the sample

A random sampling technique was used to select the teacher trainees of B.Ed. course. The study was conducted on the sample of 300 teacher trainees of B.Ed. course studying in colleges of Education affiliated to Panjab University,

Chandigarh and Panjabi University, Patiala.

Stage II: Procedure of the study

The experiment was conducted in five phases as stated below:

- **Phase I:** Administration of locus of control scale: Group was equated on the basis of locus of control scale. 300 Students were divided into two groups each having 150 students with internal locus of control and 150 students with external locus of control. The investigator was continue with the locus of control scale on teacher trainees until he will find 150 teacher trainees with internal locus of control and external locus of control each. Each group of 150 students were again be randomly divided into 75 teacher trainees for four groups i.e. experimental and control.
- **Phase II:** Administration of Pre-Test: Teacher Effectiveness Scale of teacher trainees was used as a Pre-Test.
- **Phase III:** Implementing the instructional programme: The Experimental Group (EG) was taught through lesson plans on the basis of classroom management skills as a parameter of Personality Development Module. The Control Group (CG) was taught by the investigator in the traditional way.
- **Phase IV:** Administration of the Post – Test: Teacher Effectiveness Scale was used as a Post-Test.
- **Phase V:** Scoring: Teacher Effectiveness Scale was scored according to their prescribed scoring key and data was subjected to statistical analysis.

Data Analysis

Hypotheses 1 The two instructional treatments will yield equal mean gain scores of the teacher effectiveness of teacher trainees in relation to internal locus of control. The result pertaining to this hypothesis is presented in the table-1

Table 1: Table 1 showing t-ratio among the two instructional treatments on gain scores of the Teacher Effectiveness for students with Internal Locus of Control.

Variable	Group	N	Mean	SD	t	df	Level of Significance
Teacher Effectiveness	Control	75	7.107	2.4471	-27.356	148	Significant at. 01 level
	Experimental	75	19.547	3.0857			

Interpretation of Result of Table -1

The t-ratio of 27.356 between control and experimental group for gain scores in the Teacher Effectiveness was found significant at.01 level. This inferred that there was a statistically significant difference in gain scores of the experimental group taught through classroom management skills as a parameter of Personality Development Module and control group taught through traditional strategies. Experimental group taught through classroom management skills as a parameter of Personality Development Module had higher mean scores than control group taught through traditional strategies.

This result showed that the teacher trainees with Internal Locus of Control taught through classroom management skills as a parameter of Personality Development Module attained more Teacher Effectiveness than the teacher trainees taught through traditional strategies.

Therefore, the hypothesis H-1 states that the two instructional treatments will yield equal mean gain scores of the Teacher Effectiveness for teacher trainees with Internal Locus of Control stands rejected even at. 01 level of confidence.

Hypothesis 2 The two instructional treatments will yield equal mean gain scores of the teacher effectiveness with external locus of control.

Table 2: showing t-Ratio among the two instructional treatments on gain scores of the Teacher Effectiveness with External Locus of Control.

Variable	Group	N	Mean	SD	t	df	Level of Significance
Teacher Effectiveness	Control	75	7.08	1.4403	-36.18	148	Significant at. 01 level.
	Experimental	75	18.96	2.4519			

Interpretation of Result of TABLE- 2

The t-ratio of 36.18 between control and experimental group for gain scores in the Teacher Effectiveness was found significant at .01 level. This inferred that there was a statistically significant difference in gain scores of the experimental group taught through classroom management skills as a parameter of Personality Development Module and control group taught through traditional strategies. Experimental group taught through classroom management skills as a parameter of Personality Development Module had higher mean scores than control group taught through traditional strategies. This result showed that the teacher trainees with External Locus of Control taught through classroom management skills as a parameter of Personality Development Module attained more Teacher Effectiveness than the teacher trainees taught through traditional strategies. Therefore, the hypothesis H-2 states that the two instructional treatments will yield equal mean gain scores of the Teacher Effectiveness for teacher trainees with External Locus of Control stands rejected even at .01 level of confidence.

Conclusion

1. Classroom management skills as a parameter of Personality Development Module were more useful for gain score of teacher trainees with internal locus of control than control group taught through traditional strategies.
2. The teacher trainees in experimental group actively participated in the classroom activities and showed effective result as compared to control group.
3. The results suggest that classroom management skills as a parameter of Personality Development Module had overall positive effect on teacher effectiveness.

Educational Implications

1. To ensure such a classroom environment where there are more chances of establishing better student teacher relationship.
2. To enable students to explore new ideas on the basis of their previous knowledge.
3. To prepare students for becoming effective teachers so that they can solve the classroom problems in an effective manner.

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