

Classroom Management in Relation to Professional Commitment of Secondary School Teachers

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ABSTRACT

Teachers play very important role in managing classroom activities and use strategies to ensure that the classroom provides a context to support and facilitate learning. In today's classrooms teachers must possess high degree of professional competences so that they can manage their classes efficiently and students get the maximum gain from their schooling. So, in the present study the investigator tried to explore the relationship between classroom management and professional commitment among secondary school teachers. Data was collected from 500 secondary school teachers by using classroom management scale by Neerja Gautam (2011) and Professional commitment scale by Dr. Ravinder Kaur, Sarvjit Kaur Brar and Dr. Sarabjit Kaur Ranu (2013). Results of the study revealed positive and significant relationship between classroom management and professional commitment.

Keywords: Classroom management, professional commitment, secondary school teachers

Classroom is a place where students make effective and maximum use of the resources available. Teachers play very important role in the classrooms. They act as an agent of change in the classrooms. Teachers help in creating a community of learners where they form their own environment, understand their roles and work cooperatively and effectively with their peers. So, whole responsibility of classroom lies on teachers. Teachers should manage and maintain classrooms with the aim to minimize disruptions and development of an effective environment where each student can be benefitted.

Classroom Management is a comprehensive term but usually perplexed with discipline.

Bellon, Bellon and Blank (1992) differentiated the term discipline from classroom management as discipline focuses on misbehavior, ill deeds and punishment whereas classroom management emphasize on all those positive behaviors and decisions teachers make to facilitate the learning process of their students.

Tan, Parson, Hinson and Sardo-Brown (2003) defined Classroom management as all those activities which are necessary to create and maintain an orderly learning environment such as planning and preparation of materials, organization, decoration of the classroom and certainly the establishment and enforcement of routines and rules.

The main purpose of classroom management is translating instructional goals into learning experiences. It is the teacher who plays active role in it by organizing the environment, managing the learning process and student behavior as well as establishing the framework for a spirit of enquiry. Highly successful teachers will be found utilizing different strategies and will express different ideas about maintaining student discipline.

Glickman and Tamashiro (1980) developed three classroom management styles:

1. Interventionist approach is considered to be teacher oriented. According to interventionists external environment

influences the development of the organism. (Unal & Uludag, 2008)

2. Non-interventionists: Non-interventionists believe that students have the capability to exert influence in the classroom and teacher has no or less role to play in the classroom.
3. Interactionalists: According to Interactionalists for good and effective classroom management, teachers and students should together share responsibility. (Martin *et al.*, 1998a).

According to Martin, Yin and Baldwin (1998) classroom management is a comprehensive concept and consist of three dimensions:

1. Instructional Management: It is concerned with the daily routines of the classroom and allocation of materials.
2. People Management: This dimension involves students and teachers relationship with the students.
3. Behavior Management: It focuses on teachers preplanned methods of preventing misbehavior by setting rules, establishing reward structure and providing opportunities for student input. (Martin, Yin and Baldwin (1998), p.2).

Classroom management is concerned with a process of organizing and managing a class that involves time management, students' involvement, student engagement and classroom communication. Classroom management is a skill but not a gift- a skill that can be learnt and proficiency can be achieved only by practice. In addition to skills (such as planning, organizing, and reflecting as well as an aptitude for teamwork and perseverance) it requires willingness and commitment to adjust one's thinking and actions as one learns what works and what does not work.

Professional commitment

Teaching is considered to be one of the noblest professions and in this profession teacher's role is very important for the welfare and development of the society as well as the nation. As teacher's plays duties like transfer of knowledge, imparting skills, inculcating values among students which make them better citizens of character.

So, there is dire need to improve the quality of

teachers, which can be possible only with cooperation of society, teacher educational institutions and by large on government. Teacher education programs brings professionalism among future teachers which help them in the discovery of new knowledge, promote enquiry, know the psychology of the child so there should be innovations in teacher education programs from time to time.

Thorat (2008) noted that, "The physical infrastructure facilities, the methods and technological innovations to enable teaching in a better manner are important. But what is important above all is the quality of teacher, the commitment of the teacher as far as the education is concerned."

According to Oreilly (1989), Commitment is defined as an individual's emotional bond to the organization, including a sense of job involvement, loyalty and belief in the values of the organization. Teaching is a complex and more demanding profession. Teachers should be professionally committed in order to maintain their energy and enthusiasm for the work (Day, 2000). As the knowledge and proficiency changes and improves, the teachers are also expected to come up with these capabilities; it can only be possible if they are committed to their profession.

Thus, professional commitment appears to be highly influential for both teachers and the systems who are seeking to bring about the change. The level of teacher's commitment is very important factor in the success of current educational reform agenda because it influences teacher's willingness to engage in cooperative reflective and critical practices.

Arya (2012), Professional commitment of the teacher is to devote personal time and dedicated towards his profession.

According Dave (1998), there are five areas or dimensions towards which the teacher should be committed. These are as follows:

1. Commitment to a learner: The primary duty of the teachers should be that they should be committed to learners. Commitment to the learner includes love for the learner, readiness to help the learner, concern for their all round development etc.
2. Commitment to The society: Teachers must be committed towards society which involves

awareness and concerns about impact of teachers work on the degree of advancement of families, communities and nations.

3. Commitment to the profession: Teacher must be committed towards its profession. He/ She must be willing to accept his responsibilities of the teaching profession and feel proud for being in the teaching profession and engage him/her in continuous professional development.
4. Commitment to achieve excellence: Teacher must be committed to do everything well and with the spirit of 'do it well' attitude.
5. Commitment to basic human values: Teachers must understand and realize the importance of human values like honesty, truthfulness, cooperation, love and objectivity as the good quality of life depends on the quality of values while dealing with its problems of existence.

Thus, teaching is a passion, profession but not only a job. An motivated teacher can also inspire its students. A right positive attitude of the teacher helps in achieving the ultimate goal of education through the use of resources and material according to the needs of the students. It is only the committed teachers who build up the characters of students shows positive attitude towards its work, always try to update and add in his/her knowledge and strengthen his professional competencies. Also it is he who helps his students to get achievement in the classroom by utilizing various types of resources. So, classroom management depends upon professional competencies and commitment of the teachers.

Reviews

Firestone and Pennell (1993), in his study entitled Teacher commitment, working conditions, and differential incentive policies noted that low teacher commitment can contribute to a reduction in student achievement. Teachers who are less committed extend fewer plans to improve the academic quality of their instruction. Moreover, they are less sympathetic toward students, have more anxiety, and have less tolerance for frustration in the classroom. This shows that professional

commitment has influence on management of classrooms.

Goyne, Padgett, Rowicki and Triplitt (1994), in the "Journey to Teacher Empowerment" (1999) share that increase in teachers' confidence enhances teachers abilities which further results in improvement in classroom instruction.

Gamoran (2003), in his the study, School Effectiveness and school improvement , found that professional development opportunities are more likely to increase teachers sense of professional commitment. Professional commitment may strengthen teacher social ties, contributing to the schools social resource thereby classroom management.

Palumbo and Sanacore (2007), conducted the study and found that use of good practices in the classroom such as writing objectives on the blackboard, preparing activity based lesson plan arises from professionalism and commitment of the teachers.

Nabukenya (2010), indicated that more the teacher is committed better is the performance and quality of school. Committed teachers will play their roles effectively in schools and classrooms and hence will maintain healthy relationship with students.

Shukla (2014), in her study entitled A study of Teaching Competency and Professional Commitment of Primary school teachers in relation to their Job Satisfaction conducted on selected primary schools of the city of Lucknow found that professional commitment is related with job satisfaction. Teachers who are happy and satisfied with their profession, will surely manage their classes well.

Delima (2015) in his study revealed the significant relationship between professional commitment and teachers' performance. This implies that teacher commitment is highly related to teachers' work performance which has a significant influence on students' achievement. Thus, teachers Professional Identity and Professional Commitment are important components that may lead to greatest degree of internal motivation, enthusiasm and job satisfaction which can considered as the important factors for the success of education in terms of performance.

NEED OF THE STUDY

With the diversity in students and social and emotional pressure children had in their lives,

the classroom environment became chaotic and disorderly. This has led to ineffective teaching and learning which further caused misbehavior of students in the classrooms. In dealing effectively with student's misbehavior teachers skills in this area play an important role in determining whether considerable time is wasted or used effectively for planned teaching activities.

The teachers who are well versed with the resources and rules of the classroom by making good arrangements can properly manage the classrooms. In a well organized classroom, teachers can make use of effective resources, aids and hence helps in developing cooperation among peers. Most important is to understand their students and can make them work effectively to improve students' achievements thereby to make better adjustment in life.

Those teachers who have some skills, competencies can well manage the classrooms and help in achieving goals. One of the competencies is professional commitment. Teachers who will be professionally committed to their job will surely indulge in all the activities of the school. They will put all their efforts to achieve excellence. They will maintain and manage their classrooms properly which will further enhance their student's achievements.

Objectives

1. To study relationship between classroom management and professional commitment of secondary school teachers.
2. To study relationship between classroom management and professional commitment of male secondary school teachers.
3. To study relationship between classroom management and professional commitment of female secondary school teachers.
4. To study relationship between classroom management and professional commitment of rural secondary school teachers.
5. To study relationship between classroom management and professional commitment of urban secondary school teachers.

Hypotheses

1. There exists no significant relationship

between classroom management and professional commitment of secondary school teachers.

2. There exists no significant relationship between classroom management and professional commitment of male secondary school teachers.
3. There exists no significant relationship between classroom management and professional commitment of female secondary school teachers.
4. There exists no significant relationship between classroom management and professional commitment of rural secondary school teachers.
5. There exists no significant relationship between classroom management and professional commitment of urban secondary school teachers.

Method and Procedure

Present study will be descriptive in nature. Survey method will be used to collect the relevant data and valid conclusions will be drawn from facts discovered. In the present study classroom management is a dependent variable and professional commitment is an independent variable.

Sample

A sample of 500 secondary school teachers from Amritsar and Ludhiana districts will be selected randomly. Multistage randomization sampling technique will be employed i.e., districts, schools, teachers will be selected by using random sampling technique.

Design of the Study

Phase 1: The sample will be classified into two districts.

Phase 2: The sample will be classified on the basis of gender.

Phase 3: The sample will be further classified on the basis of locale.

Phase 4: In the fourth phase, Professional Commitment will be measured with respect to classroom management of secondary school teachers.

Tools used

1. Classroom Management Scale by Gautam (2011).
2. Professional Commitment Scale by Kaur, Ranu and Kaur (2013).

RESULTS AND DISCUSSION

Table 1: Showing coefficient of correlation between Classroom Management and Professional Commitment of total sample

Respondents	N	r
Total sample	500	0.415*

**Significant at 0.01 level of confidence*

Interpretation

Table 1 represents coefficient of correlation between Classroom Management and Professional Commitment among secondary school teachers of total sample. The value of coefficient of correlation came out to be 0.415 which is significant at 0.01 level of confidence. Thus we can say that there exists average positive correlation between Classroom Management and Professional Commitment among secondary school teachers. Hence, the hypothesis H1 stating that “there will be no significant relationship in classroom management and professional commitment of secondary school teachers” stands rejected.

Table 2: Showing coefficient of correlation between Classroom Management and Professional Commitment of Male Secondary school teachers

Respondents	N	r
Male	250	0.37*

**Significant at 0.01 level of confidence*

Interpretation

Table 2 represents coefficient of correlation between Classroom Management and Professional Commitment of male secondary school teachers. The value of coefficient of correlation came out to be 0.37 which is significant at 0.01 level of confidence. Thus we can say that there exist low positive correlation between Classroom Management and Professional Commitment of male secondary schoolteachers. Hence, the hypothesis H2 stating that “there will be no significant relationship in classroom

management and professional commitment of male secondary school teachers.” is rejected.”

Table 3: Showing coefficient of correlation between Classroom Management and Professional Commitment of Female Secondary school teachers

Respondents	N	r
Female	250	0.41*

**Significant at 0.01 level of confidence*

Interpretation

Table 3 represents coefficient of correlation between Classroom Management and Professional Commitment of female secondary school teachers. The value of coefficient of correlation came out to be 0.41 which is significant at 0.01 level of confidence. Thus, we can say that there exist average positive correlation between Classroom Management and Professional Commitment of female secondary schoolteachers. Hence, the hypothesis H3 stating that “there will be no significant relationship in classroom management and professional commitment of male secondary school teachers.” is rejected.

Table 4: Showing coefficient of correlation between Classroom Management and Professional Commitment of Rural Secondary school teachers

Respondents	N	r
Rural	252	0.22*

**Significant at 0.01 level of confidence*

Interpretation

Table 4 represents coefficient of correlation between Classroom Management and Professional Commitment of rural secondary school teachers. The value of coefficient of correlation came out to be 0.22 which is significant at 0.05 level of confidence. Thus, we can say that there exist low positive correlation between Classroom Management and Professional Commitment of rural secondary schoolteachers. Hence, the hypothesis H4 stating that “there will be no significant relationship in classroom management and professional commitment of rural secondary school teachers.” is rejected.”

Table 5: Showing coefficient of correlation between Classroom Management and Professional Commitment of Urban Secondary school teachers

Respondents	N	r
Urban	248	0.59*

*Significant at 0.01 level of confidence

Interpretation

Table 5 represents coefficient of correlation between Classroom Management and Professional Commitment of urban secondary school teachers. The value of coefficient of correlation came out to be 0.59 which is significant at 0.01 level of confidence. Thus we can say that there exist average positive correlation between Classroom Management and Professional Commitment of urban secondary schoolteachers. Hence, the hypothesis H5 stating that “there will be no significant relationship in classroom management and professional commitment of urban secondary school teachers.” is rejected.

DISCUSSION OF RESULTS

The said results revealed positive and significant relationship between classroom management and professional commitment. Also, in all the categories of teachers i.e., category of female, male, rural, urban as well a total sample of teachers which consisted of all the categories of teachers, the relationship between classroom management and professional commitment found out to be positive and significant, indicating thereby, if professional commitment of teachers increases, classroom management is likely to increase.

The above results may be due to the reason that the professionally committed teachers are enthusiastic, dedicated, devoted and always inspired. Moreover they devote much of their time and energy in performing their professional duties in classrooms, which results in effective management in class.

These results are supported by Palumbo and Sanacore (2007), Nabukenya (2010) and Shukla (2014) who explored significant correlation between classroom management and professional commitment of secondary school teachers.

Suggestions for further research

- ♦ The present study can be conducted at different levels of education such as primary, elementary and college level.
- ♦ The present study can be conducted with many other variables such as job satisfaction, task environment in the school, leadership roles etc.
- ♦ A comparative research study of classroom management involving private school teachers and government schools teachers need to be undertaken with respect to their professional commitment.

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