Impact of the Syllabus in the Learning Environment Strategies of Teachers for Effective Classroom Management

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**ABSTRACT**
Teaching young learners may be challenging, rewarding, and even surprising. Since young learners tend to have boundless physical energy, poor discipline, awareness and short attention spans, a challenging part of teaching is coping with many unexpected events that occur in the classroom each day. Many teachers feel deflated after their lessons since it is demanding to teach and control the learner’s behaviour at the same time.

1. Introduction

“**Great teachers empathise with kids, respect them, and believe that each one has something special that can be built upon.**”

- Ann Lieberman

Every teaching day poses new challenges. Without effective classroom management, teachers have little or no chance of teaching successfully since classroom management is considered one of the most important aspects of teaching and a significant part of classroom life. It is part of a process of organizing and conducting a class that includes time management, student’s involvement, student engagement, and classroom communication.

1.1 Research Question
Is there any significant difference between teachers of State syllabus schools and CBSE schools in learning environment strategies towards effective classroom management?

2. Objective of the Study.
To study the strategies taken by teachers of State and CBSE syllabus for effective classroom management.

3. Hypothesis of the Study.
There is no significant difference between teachers of State syllabus schools and CBSE schools in learning environment strategies.

4. Significance of the Study.
Teachers are responsible for managing and monitoring student learning and therefore losing control of the classroom can be one of the most frustrating experiences for them. Dewey claims the classroom represents a real life and that the child performs the fundamental activities of our civilization. Individuals must share common aids, beliefs, aspirations, and knowledge to form a community (as cited in Lemlech, 1990, p.4).

5. Statement of the Problem.
The investigator studies the strategies taken by the teachers of STATE and CBSE schools for effective classroom management.
6. **Scope of Present Study.**

The present study is limited to primary and secondary teachers of selected state and CBSE schools of Visakhapatnam City.

7. **Design of the Study.**

The investigator followed the survey method of descriptive research. It involves a clearly defined imaginative planning, careful analysis and interpretation of data gathered and logical reporting on the investigation. To carry out the research of this type for collection of data, for testing the hypothesis and for arriving at certain conclusions, it is necessary to choose the technique and the proper tools to be employed. Each data gathering device has both merits and limitations. For this investigation the opinionnaire has been considered as a suitable tool for the collection of data.

8. **The Research Tool.**

Since the present investigation is related to the collection of information from the teachers regarding the strategies taken by them for effective classroom management, an opinionnaire was constructed with forty items and standardised and then administered.

8.1 **Opinionnaire for Teachers.**

Generally, in Descriptive survey, an opinionnaire is conducted as a better research tool for collecting data. An information form that attempts to measure the attitude or belief of an individual is known as opinionnaire. An opinionnaire was constructed to study the strategies taken by teachers for effective classroom management.

8.2 **Construction of the Tool.**

The investigator has developed a tool with forty statements on a three point scale.

8.3 **Standardization of the Tool.**

The opinionnaire was constructed for the teachers. The data is analysed and reliability test has been carried out. The items which are unanswered or which are undecided / blank by all is omitted. The final tool was opinion about planning and organizing, learning environment, punishment reward, teacher student relationship strategies of the teachers.

8.4 **Population and sampling.**

Data is collected by the census method or by the sample method. In this, the information is obtained only from a part of the population and based on this inference is drawn for the entire population. Sampling is thus a study of strategies of teachers in the school of urban area of Visakhapatnam.

8.5 **Sampling.**

The investigator adopted simple random sampling technique to identify the schools and teachers for collecting data. Schools were selected on the basis of simple random sampling procedure. All together hundred teachers from different schools in Visakhapatnam city were randomly selected for the study.

9. **Data collection.**

A brief orientation is given before distributing the tool to the sample. Necessary instructions were provided to the teachers. No time limit is kept for the answering of the tool but almost all teachers answered the tool with in twenty minutes time. Hence, hundred teachers of various schools of Visakhapatnam city have participated in the data collection. The distribution of the sample is given below.

![Syllabus-wise distribution of sample teachers](image-url)
The above table indicates that syllabus-wise distribution of sample teachers in the study. It shows that a highest group of teachers are teaching CBSE syllabus (57.0%) and the remaining 43.0 percent of teachers are teaching state syllabus. It can be conclude that majority group of teachers are teaching CBSE syllabus.

### Statistical Techniques Used

As the present study is more of quantitative in nature, collected data were analyzed using quantitative techniques by simple statistics methods. The investigation has been carried out by descriptive statistical analysis, such as calculating measures of central tendency like Mean, Median and calculating measures of dispersion like standard deviation. For testing the null hypothesis, the t-test and analysis of variance (ANOVA) have been used by the investigator. The data were coded and prepared for analysis using the statistical package for research software program (SPSS).

### Interpretation of the data

The collected data was item analysed and interpreted. The interpretation of the data is enumerated as following.

**Table 3: Perceptions of teachers on learning environment strategies for effective classroom management**

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Statements</th>
<th>Yes</th>
<th>No</th>
<th>Can’t say</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>I use humour to redirect mild misbehaviour</td>
<td>87 (87.0)</td>
<td>11 (11.0)</td>
<td>2 (2.0)</td>
<td>100 (100.0)</td>
</tr>
<tr>
<td>14</td>
<td>When student are misbehaving, I give them clear, firm directions to do something</td>
<td>94 (94.0)</td>
<td>6 (6.0)</td>
<td>-</td>
<td>100 (100.0)</td>
</tr>
<tr>
<td>15</td>
<td>I consistently enforce rules by moving through the hierarchy of consequences of misbehaviour</td>
<td>74 (74.0)</td>
<td>22 (22.0)</td>
<td>4 (4.0)</td>
<td>100 (100.0)</td>
</tr>
<tr>
<td>16</td>
<td>I am in control of my emotions when disciplining</td>
<td>85 (85.0)</td>
<td>2 (2.0)</td>
<td>13 (13.0)</td>
<td>100 (100.0)</td>
</tr>
<tr>
<td>17</td>
<td>I never yell at students</td>
<td>63 (63.0)</td>
<td>18 (18.0)</td>
<td>19 (19.0)</td>
<td>100 (100.0)</td>
</tr>
<tr>
<td>18</td>
<td>I use respectful terminology when disciplining my students</td>
<td>98 (98.0)</td>
<td>2 (2.0)</td>
<td>-</td>
<td>100 (100.0)</td>
</tr>
<tr>
<td>19</td>
<td>I use a calm, firm, respectful tone of voice when administering consequences</td>
<td>95 (95.0)</td>
<td>3 (3.0)</td>
<td>2 (2.0)</td>
<td>100 (100.0)</td>
</tr>
<tr>
<td>20</td>
<td>I am a good role model for the courteous and respectful behaviour I desire from my students</td>
<td>77 (77.0)</td>
<td>2 (2.0)</td>
<td>21 (21.0)</td>
<td>100 (100.0)</td>
</tr>
<tr>
<td>21</td>
<td>I maintain a warm, helpful, and positive learning environment</td>
<td>98 (98.0)</td>
<td>2 (2.0)</td>
<td>-</td>
<td>100 (100.0)</td>
</tr>
<tr>
<td>22</td>
<td>If a student is disruptive during class, I assign him/her to detention, without further discussion</td>
<td>24 (24.0)</td>
<td>67 (67.0)</td>
<td>9 (9.0)</td>
<td>100 (100.0)</td>
</tr>
<tr>
<td>23</td>
<td>I am concerned about both what my students learn and how they learn</td>
<td>99 (99.0)</td>
<td>1 (1.0)</td>
<td>-</td>
<td>100 (100.0)</td>
</tr>
<tr>
<td>24</td>
<td>The classroom must be quiet in order for students to learn</td>
<td>71 (71.0)</td>
<td>26 (26.0)</td>
<td>3 (3.0)</td>
<td>100 (100.0)</td>
</tr>
<tr>
<td>25</td>
<td>I make sure that every student has an opportunity to respond in classroom discussions</td>
<td>98 (98.0)</td>
<td>2 (2.0)</td>
<td>-</td>
<td>100 (100.0)</td>
</tr>
<tr>
<td>26</td>
<td>I only call on those students who raise their hands for answering/enquiring</td>
<td>18 (18.0)</td>
<td>80 (80.0)</td>
<td>2 (2.0)</td>
<td>100 (100.0)</td>
</tr>
</tbody>
</table>

The above table indicates that perceptions of teachers on learning environment strategies for effective classroom management. It shows that a majority group of teachers use humour to redirect mild misbehaviour (87.0%), 11.0 percent of teachers don’t use and the remaining two percent of teachers are can’t say. Among the total sample teachers, 94.0 percent of teachers told that when student are misbehaving, I give them clear, firm directions to do something and the remaining only six percent of teacher don’t give. It is found that nearly three-
fourth of teachers consistently enforce rules by moving through the hierarchy of consequences of misbehaviour (74.0%), 22.0 percent of teachers don’t consistently and the remaining four percent of teachers can’t say anything.

Regarding the statement “I am in control of my emotions when disciplining”, more than eighty percent of teachers are controlling their emotions when disciplining (85.0%), 13.0 percent opted can’t say and only two percent of teachers do not control their emotions when disciplining. Out of the total sample teachers, 63.0 percent of teachers never yell at students, 19.0 percent can’t say and the remaining 18.0 percent are negatively responded. Among the total sample teachers, most of the teachers use respectful terminology when disciplining their students and only two percent of teachers don’t use respectable terminology.

The response of teachers on the statement “I use a calm, firm, respectful tone of voice when administering consequences”, 95.0 percent of teachers are positively, 3.0 percent of teachers are negatively responded and only two percent of teachers can’t say. Out of the total sample teachers, more than seventy percent of teachers (77.0%) said “I am a good role model for the courteous and respectful behaviour I desire from my students”, 21.0 percent of teachers can’t say and the remaining two percent of teachers are responded negatively. Among the total sample teachers, 98.0 percent of teachers maintain a warm, helpful and positive learning environment and the remaining two percent of teachers don’t maintain it.

According to the total sample teachers, more than sixty percent (67.0%) of teachers are negatively responded that if a student is disruptive during class, I assign him/her to detention, without further discussion, 24.0 percent of teachers are positively responded and the remaining nine percent of teachers can’t say. Among the total sample teachers, almost cent percent of teachers are concerned about what students learn and how they learn (99.0%) and the remaining only one percent of teachers are not concerned about this. It shows that more than seventy percent of teachers said the classroom must be quiet in order for students to learn (71.0%), 26.0 percent of teachers are responded negatively and only three percent of teachers opted can’t say.

Regarding the statement “I make sure that every student has an opportunity to respond in classroom discussions”, 98.0 percent of teachers make sure that every student has an opportunity to respond classroom discussions and the remaining two percent of teachers don’t make. It is found that eighty percent of teachers never call on those students who raise their hand for answering/ enquiring, 18.0 percent are teachers only call on those students and only two percent of teachers are can’t say.

### Table 3: Difference between different types of syllabus instructed by teachers in their perceptions on learning environment strategies for effective classroom management

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Type of syllabus</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error</th>
<th>t-value</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning environment strategies</td>
<td>State</td>
<td>43</td>
<td>37.55</td>
<td>2.302</td>
<td>0.351</td>
<td>4.186**</td>
<td>0.000</td>
</tr>
<tr>
<td></td>
<td>CBSE</td>
<td>57</td>
<td>35.47</td>
<td>2.666</td>
<td>0.353</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Regarding learning environment strategies, the average score of state syllabus (37.55) found little higher than CBSE (35.47) and the calculated t-value is 4.186 and found significant at 1% level.

10. Major findings.
There is a significant difference between teachers instructing STATE and CBSE syllabus in their learning environment strategies.

10.1 Limitations of the study.

a) The study has been carried out in the urban area of Visakhapatnam only.
b) The study has been carried out in the selected schools of CBSE and State syllabus only.
c) The study has been carried out for primary and secondary teachers only.

11. Summary.

Classroom management is considered an essential part of the teaching and learning process. It refers to the methods, strategies and skills teachers use to maintain a classroom environment that results in a student’s learning success. Classroom management is connected to a process of organizing and conducting a class that includes time management, student’s involvement, student engagement, and classroom communication.

11.1 Implications of the study.

The study would be very useful for the school administrators and managers to sensitize the teachers on strategies for effective classroom management. It also helps the government to frame the policies for inclusion of discussed strategies in pre-service and in-service teacher training programs.

11.2 Suggestions for further research.

The investigator has delimited the study to the schools of Visakhapatnam city. The investigator has restricted the study to the primary and secondary teachers of state and CBSE schools. In addition, study can be extended to the other parts of the district and state. A comparative study of classroom management strategies of two different states also can be done. The study can also be extended to the teachers of higher education.

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