

RESEARCH AND REFLECTIONS ON EDUCATION

ISSN 0974-648X

a peer reviewed and refereed quarterly journal

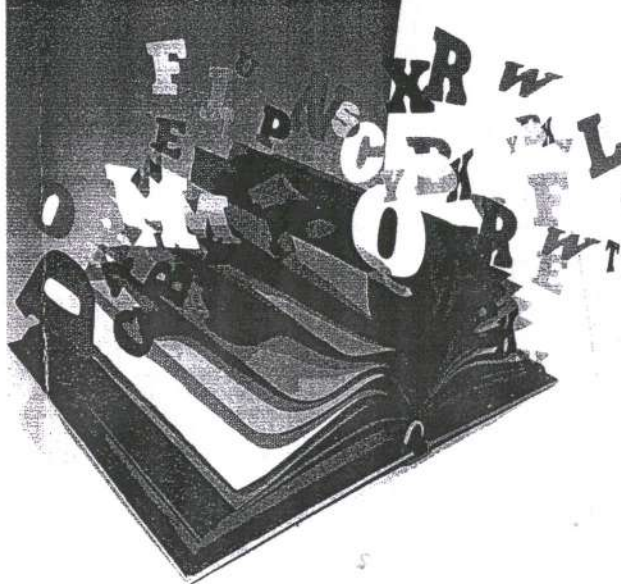
rresxce@gmail.com / www.sxcejournal.com

Volume : 16 No : 04

Oct - Dec 2018

Single Copy Rs. 50/-

- * *ACADEMIC ACHIEVEMENT, EMOTIONAL INTELLIGENCE AND HOME ENVIRONMENT*
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[Re-accredited (3rd cycle) at 'A' Grade by NAAC with CGPA : 3.67]

PALAYAMKOTTAI - 627 002. TAMIL NADU.



Dear Readers,

Greetings from Editorial Board!

As we approach the last phase of the academic year, our senior students in Universities and colleges must be preparing for the campus interviews, which would decide their future. The employers, most of them, expect the candidates to be not merely excellent with academic qualifications but specifically qualified for human relationships, which is otherwise named as emotional intelligence. The management of emotions in a meaningful and balanced manner in a smaller environment ensures better human relationship and enhances the customer-satisfaction. The two domains of emotional intelligence, namely personal and social competences, comprehensively evaluate the person as a social animal. Personal competence indicates the ability of the person to have deeper personal awareness and management of one's emotions, whereas social competence deals with abilities of a person for a smoother social relation with neighbors.

Transcending the literal understanding of teaching, the teacher has to be more of a person with human face than being a robot of programmed actions in the classroom. An effective teacher is known for his or her in-depth knowledge, interactive pedagogy, down-to-earth examples, context based elaborative discussion, and finally, maximum of human touch. This is ultimately the question of management of persons, academically and socially in the classroom. Where there is deeper awareness about oneself, there will be more understanding of others in reality; it is the empathy. That is how we learn, that self-awareness and empathy are called as mother soft skills. Efforts are to be enhanced in all the teacher education institutions so that the prospective teachers pay attention to the need of identifying their strengths, weaknesses and challenges and thus they remain firm in their vision and mission of imparting a human-value based education in this world of crimes and silent-culture.

As usual, we have six papers in this issue of RRE; do go through them and be benefitted of the same. We also invite new articles and research papers of original work and thus help us maintain the quality. We would like to let you know, ours is the peer-reviewed journal and the online issue is available in the journal website; online reading could be done easily. The papers published in our journal are also recognized by UGC for performance scoring system, as our journal is a peer-reviewed. Continue to support us with quality papers.

Thanking you

With regards

Editorial Board



RESEARCH AND REFLECTIONS ON EDUCATION (A Quarterly Journal)

Reg.No : TNENG/2003 / 10220
: ISSN 0974-648X

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CONSTRUCTION OF CLASSROOM MANAGEMENT SCALE (CMS) FOR HIGH SCHOOL TEACHERS

Research
Paper

ABSTRACT

The aim of this study was to develop and standardize the classroom management scale for high school teachers. The steps followed in construction and standardization were; (i) Ensuring Purpose and Usefulness of Items, (ii) Structuring the Tool, (iii) Pilot Study and Item analysis; (iv) Validity; (v) Reliability and (vi) Final Draft of the tool. The researchers developed the preliminary version of CMS Scale (99 items) with simple, clear and concise statements for better understanding both in English and Tamil. The validity for each item was tested. Thus the final CMS Scale consists of 74 items. This scale aimed at covering the knowledge and conceptions of high school teachers about the Classroom Management. This tool would be a great help for the researchers and high school teachers to evaluate their Classroom Management ability.

Key Words: Classroom Management and High School Teachers.

INTRODUCTION

Classroom is a room in a school where a group of students are taught. The classroom is an operational venue in schools which holds students together and offers them the opportunity of achieving the purpose of education (Hill and Hill, 1990). Management is an art of getting things done through people. Management is a process of reaching organizational goals by working with and through people and other organizational resources. Management process, as it pertains to management functions, is the organizational goal attainment and the need to manage organizational resources effectively and efficiently (Certo, 1994). Classroom management is the process of enhancing the learning environment, physical interaction between teachers and students, student to student, parents and others, stimulating and motivating children to learn, control and supervision throughout the school to facilitate and encourage co-operation in teaching and learning activities in the classroom smoothly, will as a result, improve the quality of students performance (Wisetrinthong, Sirisuthiand Weangsamoot, 2012).

CONSTRUCTION OF CLASSROOM MANAGEMENT SCALE (CMS) FOR HIGH SCHOOL TEACHERS

a) Ensuring Purpose and Usefulness of Items

The tool (CMS) has been developed by the

researchers to measure the classroom management of high school teachers those who are handling classes from sixth to tenth standard. The investigators referred to the available tools on classroom management to acquire knowledge for constructing the tool. The following Classroom Management Scales prepared and validated by various researchers were referred to: (i) Classroom Management Inventory prepared and validated by Barnabas and Antony Raj (2015), St. Xavier's College of Education, Palayamkottai, Tamil Nadu, that contained 55 items with seven dimensions namely, Management of physical environment, Management of material resources, Management of classroom time, Management of classroom instruction, Management of just behaviour, Management of attention and Management of discipline; and (ii) The Classroom Management Inventory (2013) prepared and validated by Rany and Sudharma, Mahatma Gandhi University, Tamilnadu which contained 50 items with five dimensions namely, Management of Advance Planning, Management of Physical Arrangements, Behaviour Management, Instructional Management and Evaluation

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Management. These tools helped and ensured the researchers to construct a Classroom Management Scale. In addition to these, the following books guided and motivated them to develop the tool; (i) The book "Classroom Management: Creating a Positive Learning Environment" written by Ming-tak Wai-shing (2008), (ii) the book "Classroom management" written by Dewey (2009), (iii) the book "Effective classroom management" written by Coetzee, Niekerk and Wydeman (2008), Chapter 1: Self-management for the educator, Page (2-21), (iv) the book "Breaking the mold of Classroom Management" written by Honigsfeld and Cohan (2014), Chapter 1: Implementing Self-Management Strategies in the Secondary Classroom Page (19-26), (v) the book "A handbook for classroom management that works" written by Marzano et al. (2005); Section 2: Discipline and Consequences and the book "Classroom management in language education" Written by Wright (2005); Part 1: Issues and themes in classroom management, Pedagogy, Models of teaching and classroom management and Teachers' knowledge and classroom management and "Managing 21st Century Classrooms : How do I avoid ineffective classroom management practices"? Written by Bluestein (2014). These are the books which helped the investigator to finalize the dimensions of classroom management scale and items.

Finally the Classroom Management Scale was constructed with seven dimensions. The discussion held with the teachers who were more experienced and young from various schools helped the investigators to design and refine the tool.

b) Structuring the Tool

CMS was constructed with seven dimensions namely Management of Planning, Management of Teaching Learning Resources, Management of Self-Discipline, Management of Student Behaviour, Management of Classroom Instruction, Management of Learning Atmosphere and Management of Evaluation.

1. Management of Planning

The success of any activity depends on effective planning. Management of planning includes a teacher's planning of general policies, scholastic and non-scholastic activities to be carried out, general and specific procedures to be followed for each activity in the academic year.

2. Management of Teaching Learning Resources

Management of teaching learning includes monitoring of seat work, arrangement of bulletin boards, reading corner, interior decoration, instructional materials, computer station and the like. The manner in which these tasks are managed by a teacher contributes to the general classroom atmosphere. It also includes creating the best possible teaching-learning equipments and aids to ensure that the students have a comfortable and pleasant atmosphere to learn.

3. Management of Self Discipline

Management of self-discipline includes teacher's communications through facial expression, body movements and attitudes of intimacy, concern, aloofness or indifference. A student's expectations from the teacher is a consequence of behaviour based on positive teaching and student achievement and teachers should orient students towards independent and continuous learning.

4. Management of Student Behaviour

This dimension focuses on the pre-planned means of preventing misbehaviour of students rather than on the teacher's reaction to it. Specifically this fact includes setting rules, behaviour management plan and discipline plan. Establishing an effective reward structure and encouraging student input can be a useful tool in the prevention of misbehaviour and maintenance of order in classroom environment.

5. Management of Classroom Instruction

It focuses on the different types of instructional planning, time management, resource management and the like. Teachers must prepare learning objectives, select content, prepare teaching and learning materials and design activities with the goal of devising a curriculum that meets their students' diverse needs. The instruction must be vivid, interesting so that the attention of the students is not disturbed.

6. Management of Learning Atmosphere

Management of learning atmosphere includes creating effective learning environments for all students. This dimension focuses on the ventilations, seating and illustrations

and group activities provided to students' interaction. Learning atmosphere is identified by the way the teacher treats and interacts with students.

7. Management of Evaluation

Evaluation helps to identify how a teacher succeeds in his/her attempt. This dimension focuses on testing the cognition through student evaluation and teacher evaluation. This helps to improve the classroom teaching-learning process. The recent trends like Continuous and Comprehensive Evaluation (CCE), peer evaluation and self-evaluation can be done to evaluate students as well as the performance of the teacher.

c) Pilot test

The pilot test was administered to find the weakness and usability of the items. It was tried out in an investigative basis on 100 respondents. The goal at this point was to get rid of the irrelevant items from the procedure. Items which were lengthy, ambiguous and not appealing were reconstructed to be clear, precise and easily answerable.

d) Item Analysis

The tool with 99 items was administered to a sample of 100 high school teachers teaching sixth to tenth standards at government, aided and matriculation schools in rural and urban areas of Dindigul and Madurai districts. The teachers were instructed to select the given options for each item by a tick in the relevant column provided in the scale. The collected responses were scored with the help of a scoring key prepared by the investigators. The statements had a scoring key in the order 5, 4, 3, 2 and 1 for the options always, sometimes, occasionally, seldom and never respectively. The total score of CMS ranges between 495 and 99. Item total and the sum of each individual score were calculated.

Item Total Correlation should be at least 0.4 and Alpha value should be = 0.7 for the item to be accepted. The Corrected Item Total Correlation's lowest value indicated the items that are inconsistent. They were removed step by step and hence the Alpha value increased. Thus the removal of 25 items resulted in an increase of Cronbach's Alpha from 0.902 to 0.931, which is considered as a high value of Cronbach's alpha and it indicated a high consistency of the items in the scale. The item total correlation values are given the following tables 1 and 2.

Table 1
Item Total Correlation
for CMS

*Research
Paper*

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No of Items
0.902	0.931	99

Table 2
Item-Total Statistics

Sl. No.	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
1	410.83	1152.122	0.298	0.901
2	410.67	1149.375	0.492	0.9
3	410.66	1151.116	0.424	0.9
4	411.24	1148.386	0.295	0.901
5	411.25	1136.311	0.424	0.9
6	411.1	1146.414	0.339	0.9
7	411.03	1123.019	0.686	0.898
8	411.05	1134.816	0.475	0.899
9	410.78	1130.396	0.661	0.899
10	410.68	1160.28	0.18	0.901
*11.	410.79	1143.865	0.07	0.903
12	410.84	1156.217	0.257	0.901
13	410.73	1149.128	0.491	0.9
14	410.7	1146.01	0.506	0.9
15	410.92	1137.044	0.459	0.9
16	410.66	1147.883	0.406	0.9
17	410.65	1137.179	0.605	0.899
18	410.69	1148.317	0.408	0.9
19	411.13	1142.357	0.328	0.901
20	412.48	1161.929	0.434	0.9
21	410.83	1152.284	0.288	0.901
*22.	411.19	1145.085	-0.174	0.906
*23.	411.99	1152.05	0.15	0.903
*24.	410.82	1155.785	-0.109	0.905
25	410.57	1158.167	0.3	0.901
26	410.66	1137.297	0.546	0.899
27	410.59	1139.578	0.609	0.899
*28.	410.59	1138.507	-0.077	0.905
29	410.64	1144.213	0.419	0.9
30	411.02	1142.848	0.35	0.9
*31.	412.01	1188.475	-0.136	0.905
32	411.94	1149.875	0.16	0.9

33	412.27	1181.896	0.26	0.901
34	410.89	1153.311	0.218	0.901
35	413.14	1177.718	0.619	0.899
36	413.28	1184.345	0.378	0.9
*37.	410.8	1155.515	-0.025	0.904
*38.	411.79	1172.39	0.08	0.903
39	411.1	1160.838	0.157	0.9
40	411.09	1149.477	0.267	0.901
41	411.61	1150.705	0.166	0.901
42	411.69	1161.691	0.204	0.901
43	410.76	1146.144	0.413	0.9
44	411.07	1140.005	0.323	0.901
45	411.33	1136.749	0.392	0.9
*46.	412.35	1163.078	0.05	0.904
47	410.94	1148.34	0.334	0.901
48	411.07	1138.914	0.45	0.9
*49.	411.02	1142.404	0.012	0.903
50	410.75	1141.321	0.476	0.9
51	410.69	1139.105	0.566	0.899
52	410.8	1138.404	0.529	0.899
53	410.59	1154.709	0.366	0.901
54	410.64	1151.768	0.396	0.9
55	410.65	1146.432	0.452	0.9
56	410.62	1143.086	0.527	0.9
*57.	410.75	1137.725	0.077	0.902
58	411.36	1143.263	0.271	0.901
59	410.63	1154.538	0.322	0.901
*60.	411.66	1170.227	0.002	0.903
61	412.17	1141.112	0.231	0.9
62	411.49	1155.97	0.132	0.901
*63.	412.34	1157.944	0.092	0.903
*64.	412.17	1151.435	0.055	0.902
65	411.18	1153.927	0.187	0.901
66	411.57	1136.995	0.357	0.9
*67.	410.7	1149.667	0.061	0.902
68	410.77	1137.068	0.573	0.899
69	410.69	1143.166	0.526	0.9
70	410.76	1140.79	0.576	0.899
71	410.65	1141.725	0.567	0.9
*72.	410.4	1159.535	0.031	0.902
*73.	410.63	1158.498	0.336	0.902
*74.	410.65	1151.503	0.009	0.903
75	411	1155.313	0.301	0.901
76	411.21	1153.784	0.195	0.9
77	410.72	1152.325	0.364	0.901
*78.	410.58	1142.468	0.057	0.903

79	410.7	1142.495	0.437	0.9
*80.	411.35	1141.947	0.082	0.904
81	411.52	1130.798	0.332	0.901
*82.	410.81	1139.63	0.002	0.903
83	411.47	1150.696	0.224	0.901
*84.	410.94	1144.926	0.044	0.903
85	410.8	1162.202	0.156	0.9
*86.	410.99	1149.384	0.04	0.902
87	410.61	1150.24	0.348	0.901
88	410.7	1129.646	0.617	0.899
89	410.62	1155.834	0.322	0.901
90	410.63	1157.528	0.373	0.901
*91.	410.8	1153.03	0.016	0.903
92	411.36	1155.849	0.161	0.902
93	410.64	1160.172	0.247	0.901
94	410.6	1155.818	0.387	0.901
95	411.22	1151.042	0.223	0.901
*96.	411.98	1154.242	0.131	0.903
97	411.75	1144.492	0.244	0.901
98	410.88	1158.753	0.221	0.901
99	411.3	1140.111	0.353	0.9

Note: * Items are deleted

e) Establishing the Validity

The validity of the tool can be found in different methods. For the tool CMS, the investigator established the face and concurrent validities.

i) Face Validity

The preliminary draft of the tool CMS was given to the teachers alone because they are the people who handle the actual classroom in schools. Their opinions were obtained. Necessary rewording and rephrasing of the items in the scale were done with the help of experts. Finally the tool contained 74 positive items in which 10 items were related to management of planning, 10 items to management of teaching learning resources, 10 items to management of self-discipline, 12 items to management of student behaviour, 11 items to management of learning atmosphere, 12 items to management of classroom instruction and 9 items to management of evaluation respectively.

ii) Concurrent Validity

To establish concurrent validity, the researchers used the Classroom Management Inventory Prepared and validated by Barnabas and Antony Raj (2015). The investigators administered the tool to 100 high school teachers from three different schools and later CMS was given to the same set of teachers on the same day. After scoring, the product moment correlation coefficient was found with the value 0.873, which was substantial. Thus the concurrent validity of the tool was established.

f) Establishing Reliability

Among the different methods of establishing reliability split-half method and test-retest methods were used to determine the reliability coefficient of the tool.

i) Split-Half Method

In split-half method, CMS was administered to 100 high school teachers from three different schools. The scores of all odd numbered items were combined into one group and all the even numbers into another group. Reliability estimate of the two halves was determined by using Spearman-Brown Prophecy formula, $r' = 2r / (1+r)$ and it was found to be 0.758, which is high. Hence the tool is highly reliable.

ii) Test-Retest Method

To establish the reliability of CMS by test-retest method, it was administered to 100 high school teachers and it was re-administered to the same set of teachers after an interval of 15 days. The two sets of scores were correlated using Pearson product moment correlation and the value was found to be 0.867, which was substantial. So the tool is considered as more reliable.

g) Final Draft of the Tool

After establishing the reliability and validity of the tools the investigators printed the tool for the data collection.

Table 3
Scoring Key for CMS

*Research
Paper*

Response	Score Value
Always	5
Sometimes	4
Occasionally	3
Seldom	2
Never	1

CONCLUSION

Evaluation is making decisions about various phenomena or presentation on the basis of some determined objectives. In this scale, items were prepared on the basis of pre-determined specific objectives and ensured that the expected answers were definite and objective. Clear spelt-out scheme for scoring and conducting evaluation under identical and ideal condition was provided and that helped in enhancing the reliability. Validity is the most important quality needed for evaluation of a tool. It fulfills the objectives for which it was developed. This tool well it satisfied all the above criteria. This scale aimed at covering the knowledge and conceptions of high school teachers about the classroom management. This tool would be of a great help not only for researchers but also for high school teachers to evaluate their classroom management ability.

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The Final Classroom Management scale (CMS) will be published in the next issue (January - March 2019.)