

Classroom Management in Relation to Professional Commitment of Primary 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 Primary school teachers of Ahmadabad Gujarat. Data was collected from 500 Primary 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, Primary School Teachers.

Introduction

Classroom management is a crucial aspect of education, as it helps students optimize their utilization of resources and create a learning community. Teachers play a critical role in this process, as they help establish a learning environment where students understand their responsibilities and collaborate effectively with their peers. Classroom management encompasses all activities necessary for the establishment and maintenance of a well-organized learning environment, including planning and preparation of materials, organizing and decorating the classroom, and establishing and enforcing routines and rules. The primary objective of classroom management is to convert instructional objectives into learning experiences.

Teachers are responsible for managing the classroom, establishing a framework for inquiry, managing the learning process and student behavior, and organizing the environment. Three classroom administration techniques were devised by Glickman and Tamashiro in 1980: interventionist, non-interventionist, and internationalist. Classroom management is a comprehensive concept that encompasses three dimensions: instructional management, people management, and behavior management. Instructional management pertains to the daily routines of the classroom and the distribution of materials, while people management pertains to the interactions between students and their educators. Behavior management focuses on the predetermined strategies that teachers employ to prevent transgression, such as establishing norms, establishing a reward structure, and providing opportunities for student input.

Classroom management is a skill that can be acquired through practice, not a natural talent. It necessitates a willingness and commitment to modify one's thoughts and actions as one discovers what is effective and what is not. This includes the acquisition of skills such as planning, organizing, and contemplating, as well as a propensity for collaboration and perseverance.

Dedication to one's profession is essential for the welfare and advancement of both the nation and society. Teachers are responsible for the transmission of knowledge, development of skills, and instillation of values in their students, contributing to the development of individuals with good character. Therefore, it is imperative to enhance the quality of educators, a task that can only be accomplished

through the collaboration of society, teacher education institutions, and the government at large. Teacher education programs foster professionalism among future educators, aiding in the discovery of new knowledge, promotion of inquiry, and understanding of the psychology of the child.

Teacher commitment is a significant factor in the decision-making process of both educators and the systems that are attempting to effect change. Teacher commitment is a critical factor in the success of the current educational reform agenda, as it affects their propensity to participate in cooperative reflective and critical practices. In 2012, Arya posited that the teacher's professional commitment is to dedicate personal time and dedication to his profession. Dave (1998) posits that teachers should be dedicated to five areas or dimensions: commitment to a learner, society-related commitment and dedication to the profession, dedication to excellence, and adherence to fundamental human values.

The ultimate objective of education is achieved by the teacher's positive attitude and the utilization of resources and materials tailored to the students' needs. Teachers, who are dedicated to developing the character of their students exhibit a positive attitude toward their work, consistently strive to enhance their professional competencies, and update their knowledge. As a result, classroom administration is contingent upon the professional competencies and dedication of the educators.

Reviews

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 be considered as the important factors for the success of education in terms of performance.

Hatim and Shakir (2021) studied the relationship between professional commitment and self-esteem of Primary school teachers. Survey method was adopted for the study. A sample of 136 Primary school teachers (63 Male & 73 Female) was selected from the Aligarh District of Uttar Pradesh. Self-esteem questionnaire developed by Dr. Santosh Dhar and Dr. Upinder Dhar is used to assess the level of self-esteem. Professional commitment questionnaire developed by Ravinder Kaur, Sarbjit Kaur Ranu and Sarjeet Kaur Brar is used to assess the level of professional commitment of teachers. Mean, SD, t-test & correlation techniques employed to analyze the data. Significant correlation was found between professional commitment and self-esteem of teachers. However, no significant difference was found in the professional commitment and self-esteem of male and female teachers. Also, there was no significant difference in the professional commitment and self-esteem of teachers having less than 10 years' experience and teachers having more than 10 years' experience.

Kumar and Shakila(2022) studied the professional commitment of Primary school teachers in relation to type of school, gender, locality and level of experience. The sample consists of 700 teachers from Visakhapatnam District of Andhra Pradesh. The professional commitment scale for teachers (PCST) Standardized by Dr. Ravindrakaur & Dr. Sarbjitkaurrana (2008) was used for collecting data. Mean, S.D. and t-test were used for the analysis of the data. Descriptive method was used for analysis of present study. The result is found that the type of school, gender, locality and level of experience does not have any significant role in professional commitment.

Need of the Study

With the diversity in students and social and emotional pressure children had in their lives Classroom chaos has led to ineffective teaching and learning, resulting in student misbehavior. Teachers' skills in dealing with student misbehavior are crucial in determining the use of time for planned teaching activities. Teachers who are well-versed in classroom resources and rules can effectively manage classrooms, utilizing resources and aids to foster cooperation among peers. Understanding students and helping them work effectively can improve their achievements and help them adjust to life. Teachers with certain skills and competencies, such as professional commitment, can effectively manage classrooms and help achieve goals. Professional commitment ensures teachers engage in school activities, put in

effort to achieve excellence, and maintain and manage classrooms properly, ultimately enhancing student achievement.

Objectives

- To study relationship between classroom management and professional commitment of Primary school teachers.
- To study relationship between classroom management and professional commitment of male Primary school teachers.
- To study relationship between classroom management and professional commitment of female Primary school teachers.

Hypotheses

- There exists no significant relationship between classroom management and professional commitment of Primary school teachers.
- There exists no significant relationship between classroom management and professional commitment of male Primary school teachers.
- There exists no significant relationship between classroom management and professional commitment of female Primary 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 Primary school teachers from Ahmadabad and Gandhinagar 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

The sample will be categorized based on gender and location, and will be divided into two districts for professional commitment evaluation based on classroom administration of Primary school instructors.

Tools used

- Classroom Management Scale by Gautam (2011).
- 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 Primary 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 Primary school teachers. Hence, the hypothesis H1 stating that “there will be no significant relationship in classroom management and professional commitment of Primary school teachers” stands rejected.

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

Respondents	N	r
Male	250	0.37*

Interpretation

Table 2 represents coefficient of correlation between Classroom Management and Professional Commitment of male Primary 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 Primary schoolteachers. Hence, the hypothesis H2 stating that "there will be no significant relationship in classroom management and professional commitment of male Primary school teachers." is rejected."

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

Respondents	N	r
Female	250	0.41*

Interpretation

Table 3 represents coefficient of correlation between Classroom Management and Professional Commitment of female Primary 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 exists average positive correlation between Classroom Management and Professional Commitment of female Primary schoolteachers. Hence, the hypothesis H3 stating that "there will be no significant relationship in classroom management and professional commitment of male Primary 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 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 Primary school teachers.

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