

Investigating Classroom Management Approaches of Teachers at Selected Basic Education High Schools

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Abstract

This study focused on investigating the classroom management approaches of teachers. The pilot test was participated by 82 teachers from selected Basic Education High School in Chan Mya Thar Zi Township. There were 453 teachers from the six selected schools in that township. In this study, quantitative research method was mainly used to collect data. The study was conducted by the use of two Questionnaire for principals and teachers, namely Questionnaire for principals and Questionnaire for teachers. In order to collect the general information of selected schools and demographic information of principals, Questionnaire for principals was used. In Questionnaire for Teachers, Classroom Management Inventory developed by Yasar (2008) was mainly used to investigate the classroom management approaches of teachers from selected high schools. It consists of two dimensions of classroom management approaches of teachers: Teacher-Centered and Student-Centered Classroom Management Approaches. Descriptive statistics, the independent sample t-test, One-way analysis of variance (ANOVA), and Post-Hoc Turkey Tests were used to investigate the classroom management approaches of teachers and to find out the differences between the various independent variables. The results of the study indicated that the mean value of Teacher-Centered Classroom Management Approach was ($\bar{X} = 3.25$) and the mean value of Student-Centered Classroom Management Approach was ($\bar{X} = 3.58$). So, the teachers prefer to use Student-Centered Classroom Management Approach rather than Teacher-Centered Classroom Management Approach. But, the significant differences were not found in classroom management approaches of teachers with respect to gender, positions, years of teaching experiences, and the average number of students in their classes. Finally, suggestions and recommendations for the classroom management approaches of teachers were discussed.

Keywords : Pilot test, classroom management approaches

Introduction

Classroom management is one of the most important factors in the teaching and learning situation. It is an important area in the life of every teacher, whether experienced or not. Classroom is a place where the teachers meet the pupils and lead the pupils to interact with subjects and materials in order to cause learning to happen. A teacher can be assumed as a manager, an instructor, a resource, a guide, an evaluator, an organizer who helps facilitate and accelerate the learning process. The way a teacher manages all the different aspects of classroom will have a powerful influence on how effectively the children learn and also on how well they behave. So, the success of a teacher depends on their making use of the managerial classroom abilities of planning, organization, guidance, follow up, evaluation and time management.

Significance of the Study

Classroom management is a cardinal feature of the total education process. It contains all the steps through which interaction between teachers and students take place. Managing a classroom is the ultimate responsibility of a teacher. The way a teacher manages the classroom will change the thinking of the students towards learning. Classroom management is one of the most effective factors in learning and teaching and it has a big role in facilitating the teaching and learning process. So, effective classroom management decides the effectiveness of teachers' teaching quality and students' learning.

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Aim of the Study

The general aim of this study is to investigate the classroom management approaches of teachers in Chan Mya TharZi Township.

The specific purposes of the study are:

- To study the classroom management approaches of teachers in Selected Basic Education High School, Chan Mya TharZi Township.
- To study the difference among classroom management approaches of male teachers and female teachers in Selected Basic Education High School, Chan Mya TharZi Township.
- To study the differences among classroom management approaches of teachers with respect to the years of teaching experience, positions and the average number of students in Selected Basic Education High School, Chan Mya TharZi Township.

Research Questions

The following research questions guide the study:

- (1) Which classroom management approach (Teacher-Centered or Student-Centered) do teachers have in Chan Mya TharZi Township?
- (2) Do male and female teachers differ in their classroom management approaches at selected Basic Education High Schools in Chan Mya TharZi Township?
- (3) Is there a significant difference among classroom management approaches of teachers with respect to the years of teaching experience?
- (4) Is there a significant difference among classroom management approaches of teachers with respect to their positions?
- (5) Do teachers differ in classroom management approaches with respect to the average number of students in their classes?

Theoretical Framework

Rogers and Freiberg (1994; cited in Yasar, 2008) identified two approaches based on the locus of control in the classroom as organizer; Teacher-Centered and Student-Centered Classroom Management Approaches. Yasar (2008) stated that behaviorism is more focused on teacher directed methods; whereas, cognitive theory emphasizes student-centered methods. The Student-Centered Classroom Management Approach started from criticizing the perspective of behaviorism, which is considered as a Teacher-Centered Classroom Management Approach.

Definitions of the Key Terms

This study is guided by the following definitions.

Classroom refers to the physical place in the school where the teacher means a group of students to interact with subject matter and materials so that learning can take place (i.e. the physical, social, political and intellectual context of the teacher and students). (Ahma, et al., 2012)

Management refers to the process of planning, organizing, leading and controlling the resources (physical, human) required to achieve the goals/functions of teaching and learning (i.e., attending to the logistics of teaching). (Ahmad, et al., 2012)

Classroom management refers to the actions of the teacher to ensure that things get done. It has to do with rules, routines, structure – managing instruction, organizing learning materials and activities. (Ahmad, et al., 2012)

Teacher-Centered Classroom Management refers to the traditional methods utilized by teachers for management and in this study it is measured as one dimension of Classroom Management Approach Inventory. (Yasar, 2008)

Student-Centered Classroom Management refers to the current – constructivist methods utilized by teachers for management and in this study it is measured as one dimension of Classroom Management Approach Inventory. (Yasar, 2008)

Review of Related Literature

Classroom management is a multifaceted concept and views about classroom management approaches can be categorized in various ways. Writers categorize different classroom management approaches basing on the different aspects of classroom management. Nevertheless, most generally degree of teacher-control over classroom issues and students is taken as the organizer for classification by researchers.

Among various writers and researchers, Rogers and Freiberg (1994) (cited in Yasar, 2008) identified two approaches based on the locus of control in the classroom as organizer; teacher-centered and student-centered approaches. These two approaches are the opposite ends of a continuum; and it is difficult to say that a teacher has just Teacher-Centered or Student-Centered Classroom Management Approach (Freiberg, 1999, cited in Yasar, 2008). However, this classification is useful to find out which orientation is dominant on teacher's classroom management approach.

Traditional classrooms can be called as teacher-centered classrooms that are directly affected by the principles of behaviorist approach emerged from the work of Skinner. Traditional approaches were mostly based on the behavioral principles and laws of learning. (Goffin, 1994, cited in Asseres, 2014). The child is often viewed as the recipient of knowledge and teacher has the control over the students and subject matter.

The student-centered theory places the learner at the center of classroom management models. This approach is derived from cognitive learning theory that emphasizes a child's capacity to lead his or her own learning and thinking, developing self-automaticity (Lerner, 2003, cited in Yasar, 2008). Cognitive learning theorists perceive the learning as process. Thus, they are concerned more about individual differences than individual academic outcomes.

Methodology

Research Method

- Quantitative Research Method

Population and Sample

- Principals and teachers in 6 selected Basic Education High Schools in Chan Mya TharZi Township

Research Instruments

- Questionnaire for Principals to collect the general information of selected high schools and demographic information of principals
- Questionnaire for Teachers to investigate the classroom management approaches of teachers (*Classroom Management Inventory* developed by Yasar, 2008)

Research Findings

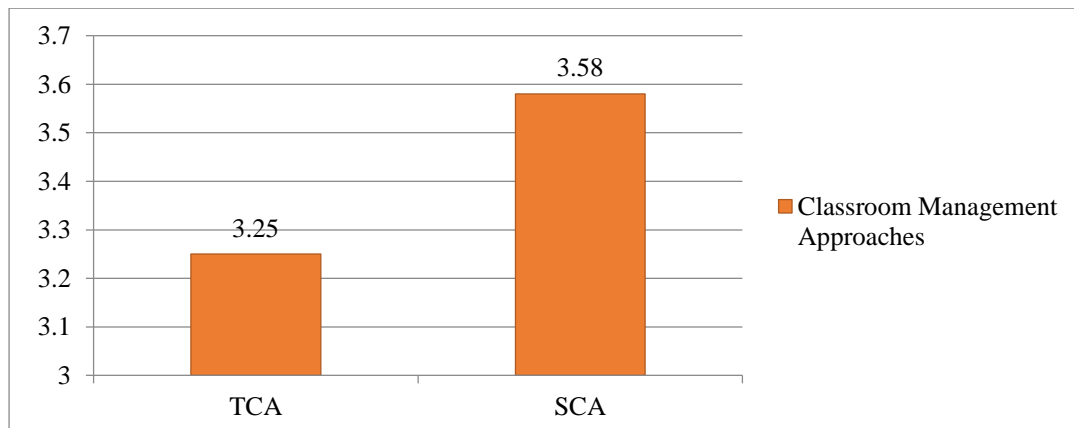
The purpose of this study was to investigate the classroom management approaches applied by teachers. This study showed teachers' classroom management approaches with respect to gender, years of teaching experiences, positions, and the average number of students in their classes.

Table 1. Mean Values and Standard Deviations for Two Classroom Management Approaches Applied by Selected High School Teachers

Schools Subscales	A (76)	B (81)	C (59)	D (82)	E (61)	F (94)	All Schools (n=453)
Teacher-Centered Classroom Management Approach	3.28 (0.28)	3.27 (0.30)	3.12 (0.26)	3.29 (0.24)	3.23 (0.03)	3.24 (0.03)	3.25 (0.27)
Student-Centered Classroom Management Approach	3.64 (0.29)	3.57 (0.34)	3.64 (0.36)	3.57 (0.38)	3.50 (0.04)	3.56 (0.30)	3.58 (0.33)

According to Table 1, it was found that teachers from 6 selected high schools (School A, B, C, D, E and F) applied “Student-Centered Classroom Management Approach” more than “Teacher-Centered Classroom Management Approach” in their classroom.

When studying the classroom management approaches applied by teachers from all selected schools, teachers agreed that they applied “Student-Centered Classroom Management Approach” (\bar{X} =3.58) in their teaching but they could not decide whether they used “Teacher-Centered Classroom Management Approach” or not (\bar{X} =3.25) in their classrooms.



Note: TCA= Teacher-Centered Classroom Management Approach
SCA= Student-Centered Classroom Management Approach

Figure 1. Two Classroom Management Approaches Applied by Selected High School Teachers

Figure 1 shows the two classroom management approaches applied by selected high school teachers from all selected schools.

Table 2. Results of ANOVA for Two Classroom Management Approaches Applied by Selected High School Teachers

Approaches	Sum of Squares	df	Mean Square	F	Sig.
Teacher-Centered Classroom Management Approach	1.194 31.040 32.235	5 447 452	0.239 0.069	3.440	0.005
Student-Centered Classroom Management Approach	0.909 49.438 50.347	5 447 452	0.182 0.111	1.644	0.147

Table 2 shows the results of ANOVA for two classroom management approaches applied by selected high school teachers. When analyzing the classroom management approaches

applied by teachers among selected high schools, there was a statistically significant in use of “Teacher-Centered Classroom Management Approach” among teachers from selected schools.

Table 3. Post-Hoc Turkey Tests for Teacher-Centered Classroom Management

(I) Schools	(J) Schools	Mean Difference (I-J)	Std. Error	Sig.
A	B	0.009	0.042	1.000
	C	0.155	0.046	0.009
	D	-0.012	0.042	1.000
	E	0.046	0.045	0.912
	F	0.038	0.041	0.932
B	A	-0.009	0.042	1.000
	C	0.146	0.045	0.016
	D	-0.022	0.041	0.995
	E	0.036	0.044	0.965
	F	0.029	0.039	0.978
C	A	-0.155	0.046	0.009
	B	-0.146	0.045	0.016
	D	-0.168	0.045	0.003
	E	-0.109	0.048	0.207
	F	-0.117	0.044	0.084

Post-Hoc Turkey tests and cross tabulations were used to further analyze the approach of “Teacher-Centered Classroom Management Approach” among schools. The post-hoc Turkey results can be found in Table 3. Table 3 shows a significant difference in means between School A and School C in “Teacher-Centered Classroom Management Approach” used by teachers.

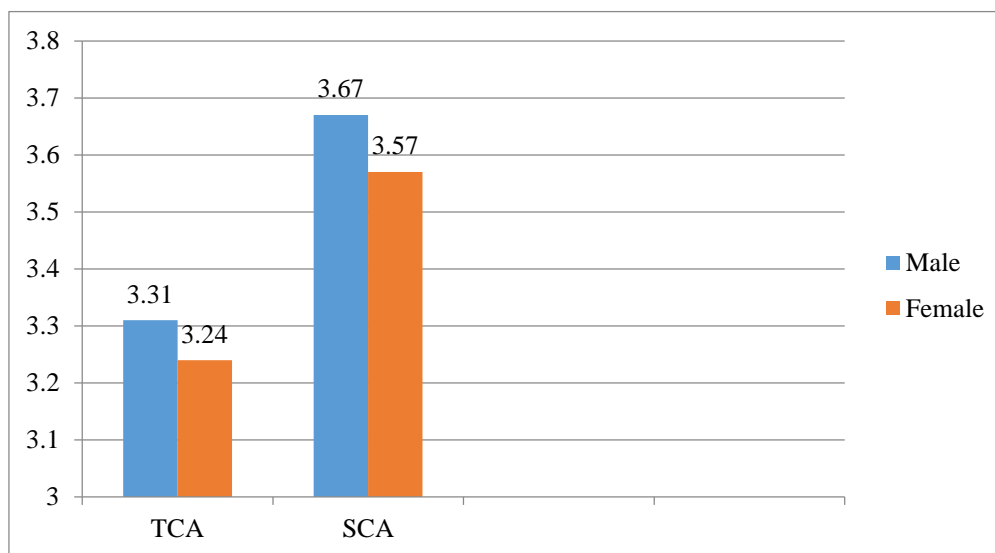
According to Table 3, there was also a significant difference between School A, School B, School C and School D in “Teacher-Centered Classroom Management Approach” used by teachers. It indicated that teachers from School C tended to have lower scores in “Teacher-Centered Classroom Management Approach” than those of teachers from School A, School B and School D. However, there were no significant differences in the application of “Student-centered Classroom Management Approach” among selected high schools.

Table 4. Mean Values and Standard Deviations for Application of Two Classroom Management Approaches between Male Teachers and Female Teachers

Subscales	Gender	Male	Female	Total
		(24)	(429)	(n=453)
Teacher-Centered Classroom Management Approach		3.31 (0.37)	3.24 (0.26)	3.25 (0.27)
Student-Centered Classroom Management Approach		3.67 (0.38)	3.57 (0.33)	3.58 (0.33)

Descriptive statistics were used to report the application of classroom management approaches between male teachers and female teachers in selected high schools. Table 4 shows the mean values and standard deviations for application of classroom management approaches between male teachers and female teachers.

According to Table 4, male teachers applied the two classroom management approaches more than female teachers did in selected high schools. Based on the responses of teachers from selected high schools, the mean value for “Teacher-Centered Classroom Management Approach” by male teachers was 3.31 (SD=0.37) and the mean value for “Student-centered Classroom Management Approach” by male teachers was 3.67 (SD=0.38). Similarly, the mean value for “Teacher-Centered Classroom Management Approach” by female teachers was 3.24 (SD=0.26) and the mean value for “Student-centered Classroom Management Approach” by female teachers was 3.57 (SD=0.33).



Note: TCA= Teacher-Centered Classroom Management Approach

SCA= Student-Centered Classroom Management Approach

Figure 2 Two Classroom Management Approaches Applied by Male and Female Teachers

Figure 2 shows the two classroom management approaches applied by male and female teachers from all selected schools.

Table 5. Results of *t*-test for Two Classroom Management Approaches Applied by Male Teachers and Female Teachers

Subscales	<i>t</i>	Sig (2-tailed)
Teacher-Centered Classroom Management Approach	0.87	0.39
Student-Centered Classroom Management Approach	1.41	0.16

Although the mean values of two classroom management approaches for male teachers were higher than those of female teachers, independent sample *t*-tests were used to analyze differences in means between genders. Results of this can be found in Table 5.

In the *t*-test for gender in two classroom management approaches, differences between mean values were not found to be statistically significant. So, there was no difference in application of both classroom management approaches between male teachers and female teachers.

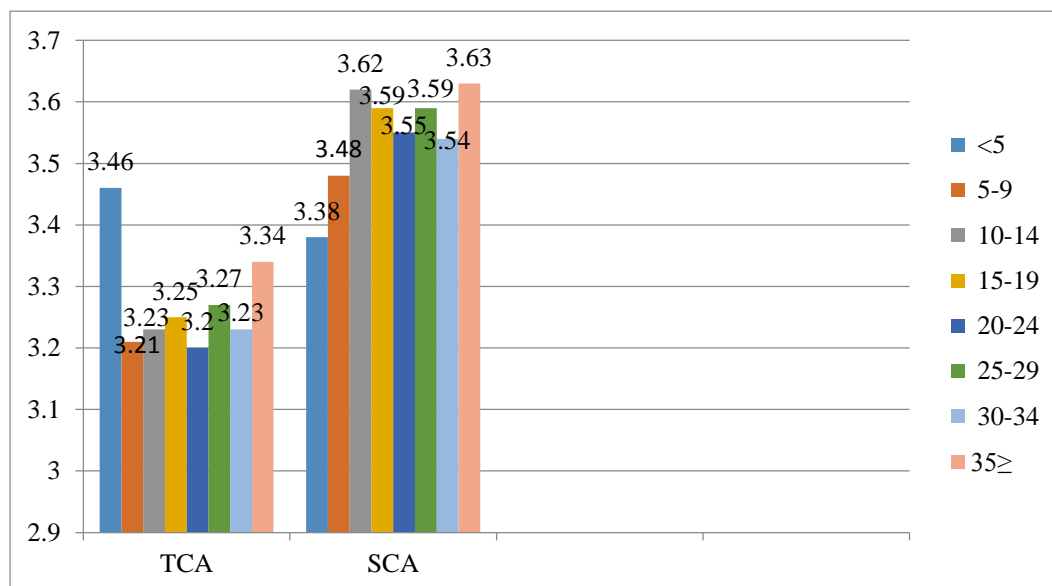
Table 6. Mean Values and Standard Deviations for Two Classroom Management Approaches Applied by Teachers with Respect to Their Years of Teaching Experience

Years Sub-scales	<5 (1)	5-9 (29)	10-14 (112)	15-19 (51)	20-24 (45)	25-29 (131)	30-34 (69)	35≥ (15)	Total (453)
Teacher-Centered Classroom Management Approach	3.46 (0.00)	3.21 (0.28)	3.23 (0.25)	3.25 (0.24)	3.20 (0.32)	3.27 (0.27)	3.23 (0.29)	3.34 (0.19)	3.25 (0.27)
Student-Centered Classroom Management Approach	3.38 (0.00)	3.48 (0.36)	3.62 (0.31)	3.59 (0.37)	3.55 (0.31)	3.59 (0.33)	3.54 (0.34)	3.63 (0.33)	3.58 (0.33)

Table 6 shows the mean values and standard deviations for the two classroom management approaches applied by teachers with respect to their years of teaching experience.

According to Table 6, teachers who had less than 5 years and 5-9 years of teaching experience could not decide whether they applied both approaches or not in their classrooms.

However, teachers who had 10-14, 15-19, 20-24, 25-29, 30-34 and 35 and above years of teaching experience answered that they applied “Student-centered Classroom Management Approach” more than “Teacher-Centered Classroom Management Approach” in their teaching.



Note: TCA= Teacher-Centered Classroom Management Approach
 SCA= Student-Centered Classroom Management Approach

Figure 3. Two Classroom Management Approaches Applied by Teachers with Respect to Their Years of Teaching Experience

Figure 3 shows the two classroom management approaches applied by teachers with respect to their years of experiences in all selected schools. In application of “Teacher-Centered Classroom Management Approach”, teachers who had less than 5 years of teaching experience used more than teachers from other groups did. Accordingly, teachers who had 35 years and above teaching experience used more than teachers from other groups did in “Student-Centered Classroom Management Approach”.

Table 7. Results of ANOVA for Two Classroom Management Approaches Applied by Teachers with Respect to Their Years of Teaching Experience

Subscales	Sum of Squares	df	Mean Square	F	Sig.
Teacher-Centered Classroom Management Approach	0.477 31.758 32.235	7 445 452	0.068 0.071	0.954	0.464
Student-Centered Classroom Management Approach	0.687 49.660 50.347	7 445 452	0.098 0.112	0.880	0.522

In order to analyze the differences in application of two classroom management approaches among teaching experience of teachers, Analysis of Variance (ANOVA) was used.

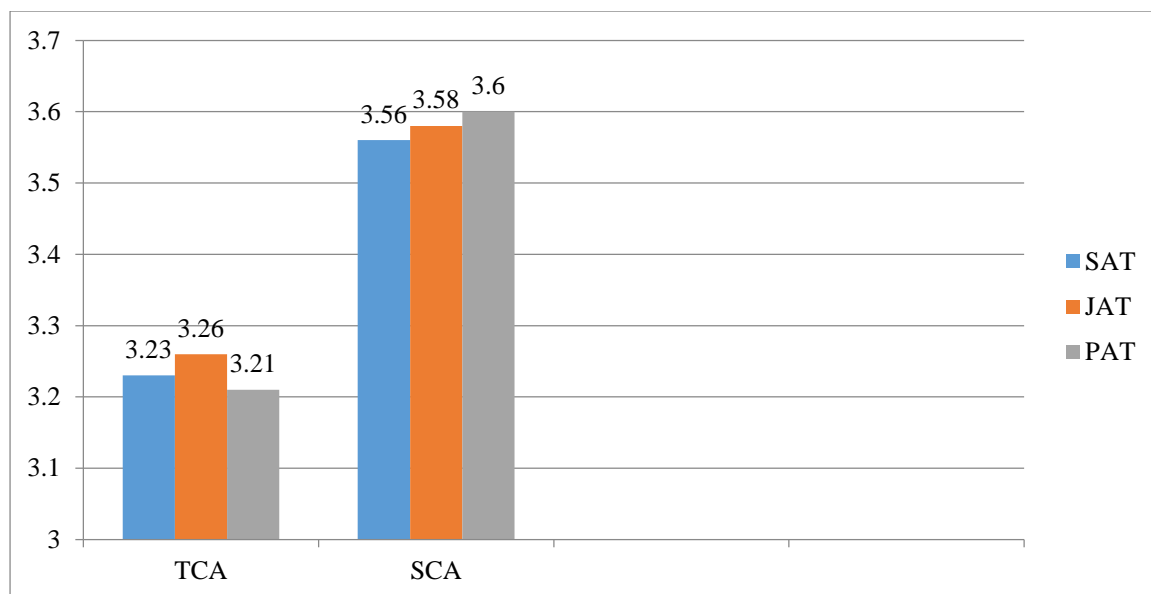
According to the Table 7, there was no statistically significant difference in application of “Teacher-Centered Classroom Management Approach” and “Student-Centered Classroom Management Approach” among teaching experience of teachers.

Table 8. Mean Values and Standard Deviations for Two Classroom Management Approaches Applied by Teachers with Respect to Their Positions

Subscales	Positions	SAT (95)	JAT (305)	PAT (53)	Total (n=453)
Teacher-Centered Classroom Management Approach		3.23 (0.26)	3.26 (0.28)	3.21 (0.21)	3.25 (0.27)
Student-Centered Classroom Management Approach		3.56 (0.29)	3.58 (0.36)	3.60 (0.29)	3.58 (0.33)

Descriptive statistics were used to report the application of classroom management approaches by teachers with their positions for each subscale.

Table 8 shows the mean values and standard deviations for two classroom management approaches applied by teachers with respect to their positions. According to Table 8, all teachers who served at different positions (PAT, JAT & SAT) applied both approaches in their classrooms. However, they reported that they used “Student-Centered Classroom Management Approach” in their teaching but they did not decide whether they used “Teacher-Centered Classroom Management Approach” or not.



Note: TCA= Teacher-Centered Classroom Management Approach
 SCA= Student-Centered Classroom Management Approach

Figure 4. Two Classroom Management Approaches Applied by Teachers with Respect to Their Positions

Figure 4 shows the two classroom management approaches applied by teachers with respect to their positions in all selected schools. According to Figure 4, all teachers who served at different positions (PAT, JAT & SAT) used “Student-Centered Classroom Management Approach” more than “Teacher-Centered Classroom Management Approach” in selected schools.

Table 9. Results of ANOVA for Two Classroom Management Approaches Applied by Teachers with Respect to Their Positions

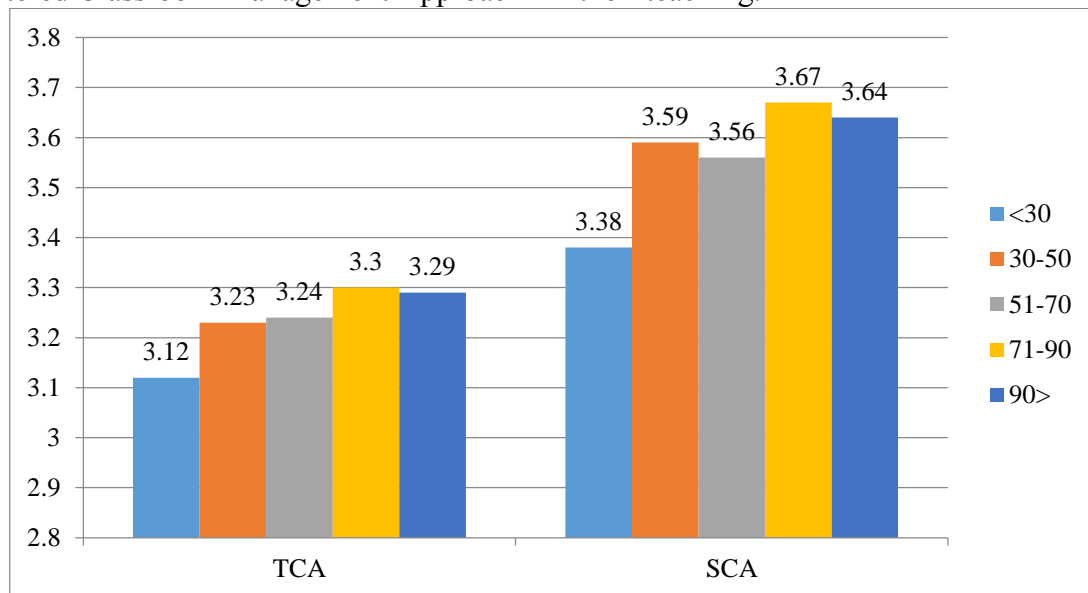
Subscales	Sum of Squares	df	Mean Square	F	Sig.
Teacher-Centered Classroom Management Approach	0.143 32.091 32.235	2 450 452	0.072 0.071	1.005	0.367
Student-Centered Classroom Management Approach	0.056 50.291 50.347	2 450 452	0.028 0.112	0.249	0.780

In order to study the differences in mean values of two classroom management approaches in accordance with teachers’ positions, Analysis of Variance (ANOVA) was utilized. Table 9 presents the results of ANOVA for two classroom management approaches applied by teachers with respect to their positions. Based on the findings of Table 9, it could be said that there was no significant differences in application of both classroom management approaches among PAT, JAT & SAT teachers in selected high schools.

Table 10. Mean Values and Standard Deviations for Two Classroom Management Approaches Applied by Teachers With Respect to the Average Number of Their Students

Students Subscales	<30 (6)	30-50 (113)	51-70 (262)	71-90 (38)	90> (34)	Total (n=453)
Teacher-Centered Classroom Management Approach	3.12 (0.20)	3.23 (0.23)	3.24 (0.27)	3.30 (0.34)	3.29 (0.24)	3.25 (0.27)
Student-Centered Classroom Management Approach	3.38 (0.27)	3.59 (0.31)	3.56 (0.34)	3.67 (0.37)	3.64 (0.30)	3.58 (0.33)

The research findings showed those teachers who taught less than 30 students did not decide whether they used both approaches in their classrooms or not but other teachers who taught 30-50 students, 51-70 students, 71-90 students and above 90 students expressed that they used “Student-centered Classroom Management Approach” more than “Teacher-Centered Classroom Management Approach” in their teaching.



Note: TCA= Teacher-Centered Classroom Management Approach

SCA= Student-Centered Classroom Management Approach

Figure 5. Two Classroom Management Approaches Applied by Teachers with Respect to the Average Number of Their Students

Figure 5 shows the two classroom management approaches applied by teachers with respect to the average number of their students in all selected schools. According to Figure 5 teachers who taught different student groups used “Student-Centered Classroom Management Approach” more than “Teacher-Centered Classroom Management Approach” in selected schools.

In order to analyze the differences in mean values of two classroom management approaches applied by teachers among different groups of students, Analysis of Variance (ANOVA) was used. According to the Table 11, there was no statistically significant difference in both classroom management approaches applied by teachers with respect to the average number of their students.

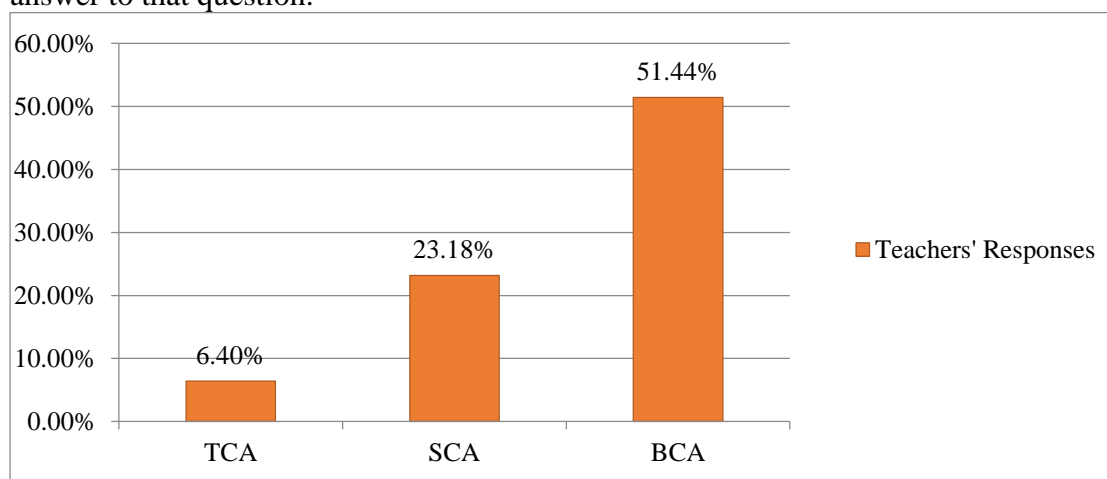
Table 11. Results of ANOVA for Two Classroom Management Approaches Applied by Teachers with Respect to the Average Number of Their Students

Subscales	Sum of Squares	df	Mean Square	F	Sig.
Teacher-Centered Classroom Management Approach	0.300 31.934 32.235	4 448 452	0.075 0.071	1.054	0.379
Student-Centered Classroom Management Approach	0.850 49.497 50.347	4 448 452	0.129 0.056	2.327	0.106

Open-ended Responses

Besides quantitative item, the researcher asked teachers with one open-ended questions at the end of the teachers’ questionnaire. The question asked teachers to express their classroom management approach applied in their classrooms and give a reason for using these approaches.

For this question, only 367 teachers (81.02%) from 6 selected high schools responded to this question. Out of 453 teachers, 86 teachers (18.98) from 6 selected high schools did not answer to that question.



Note: TCA= Teacher-Centered Classroom Management Approach
 SCA= Student-Centered Classroom Management Approach
 BCA=Both Teacher-centered and Student-centered Classroom Management Approaches

Figure 8. Open-ended Responses of Selected High School Teachers for Teacher-centered and Student-centered Classroom Management Approaches

Conclusion, Discussion, and Recommendations

The main purpose to conduct this study was to explore classroom management approaches of selected teachers. The first research question focused on classroom management approaches that teachers have. In this study, teachers from 6 selected high schools (School A, B, C, D, E and F) applied “Student-Centered Classroom Management Approach” more than “Teacher-Centered Classroom Management Approach” in their classroom.

The second question of this research was to investigate the effects of gender on classroom management approaches of teachers. The interaction effect of gender and type of classroom management approaches was not found significance. The third question of this research was to study the differences among classroom management approaches of teachers with respect to

the years of teaching experience. The interaction effect between experience and type of classroom management approaches was not found significance.

Another question of this research is to investigate the effects of teachers' positions on classroom management approaches of teachers. The interaction effect of teachers' positions and type of classroom management approaches was not found significance. Finally, the question of this research was to investigate the effects of average number of students that a teacher has in his/her classes on classroom management approaches. The effect for classroom management approaches and average number of students was not found significance.

In the open ended question of the inventory, most teachers answered that it can be convenient by using both Teacher-Centered and Student-Centered Classroom Management Approaches in their classrooms.

This study was quantitative in nature. In an attempt to gain a deeper understanding of teachers' perceptions, qualitative research should be performed on the same schools surveyed in this study. It may be difficult to indicate facet of its effect as there are other variables influencing classroom management approaches which cannot be controlled. Furthermore, as the data for this study obtained from a limited number of teachers in Chan Mya Thar Zi Township, the results cannot be generalized to all teachers in different townships.

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