

Classroom Management in Secondary Level: Bangladesh Context

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Abstract- The purpose of the present study was to assess the properly managed classroom in secondary level. 66 students from two Schools were used as respondents for the above purpose. The finding of the experiment is that overall secondary classroom management in Bangladesh is at high risk due to some environmental and personal factors. Classrooms do not have adequate seats; necessary equipments and the classroom sizes are very high. A satisfying fact in our classrooms is that most of the students feel they have good relations with their peers. Necessary steps have to be taken to come out from the problems in the classroom management aspect of secondary education.

Index Terms- Classroom management, Schools, Teachers, Students.

I. INTRODUCTION

The educational system in Bangladesh is three-tiered and highly subsidized. The secondary level poses to be the most important tier of education sector as it builds the foundation of other tiers. In our country, the educational system faces several problems. One of the prominent problems in school levels is ineffective classroom management. As classroom management is highly correlated with the academic result of the students. So, if the proper classroom management is hampered, it will also affect the academic achievement of them.

Classroom management is possibly the most difficult aspect of teaching for many teachers in Bangladesh. The quality and quantity of pupils dropping out or failing the first learning certificate examination has gone beyond the expectation. The performance of pupils admitted into high school year one with the first learning certificate is also below expectations. This situation brings to mind certain questions concerned with the influence of the type and quality of classroom management. Recently, JSC (Junior Secondary Certificate) examination has added in our educational system. If any student unfortunately cannot do well in JSC exam, he or she becomes frustrated which may affect his or her secondary level life. Like this student, many need special attention, care and help in classroom to get rid of the frustration which can be possible only by an effective classroom and potential teacher.

Although modern classroom management is a challenge to educators, they are still trying their best to go over it and help students to be educated. Some important steps might help teachers to manage the classes and provide better education to the students. First, they should keep the lessons moving and allocate the whole time for lesson and not for different matters. Second, they must prepare for activities that will energize,

entertain and educate the students all at the same time. Third, teachers must take time to talk to their students and try to find a better way in disciplining the students instead of scolding them. Finally, which is very important, is to have constant conversations with the parents of the students to hear feedback from them which can let the teachers know how their children are doing in school.

Classroom management which is culturally responsive, and based on developing connectedness and community fostered more class participation, self-discipline, and higher expectations by both the students and the teacher. Teachers who manage democratic, cooperative classrooms enjoy students who are more involved, responsible and academically successful (Evans, 1996, and Freiberg, 1995).

A most significant and connected part of classroom management is discipline. There are three meanings that are commonly ascribed as "discipline" which are punishment; control by enforcing obedience and orderly conduct; and finally training that corrects and strengthens. But, today following other developed nations Bangladeshi government strictly discourage punishment form of classroom management. Public consciousness about this matter is increasing day by day and especially parents are becoming strict against corporal punishment. The most effective type of classroom management involves creating a positive classroom community with mutual respect between teacher and student. Teachers using the preventative approach offer warmth, acceptance, and support unconditionally - not based on a student's behavior. Fair rules and consequences are established and students are given frequent and consistent feedback regarding their behavior.

In Bangladesh, positive planning and implementation of classroom discipline by the teachers are influenced by problems with over-populated classrooms, inadequate instructional materials, a nonconductive school climate; negative attitudes of pupils towards school, and inadequate amount of basic materials such as seats for teachers and pupils in order to function effectively. Overcrowded classrooms, parental neglect of the health condition of their children, and an unhygienic and non-conductive teaching and learning environment are major causes of classroom management problems in high schools in Bangladesh. The study is about assessing classroom management in secondary level in Bangladesh and the study focuses on two schools in Hathazri Upazilla. The schools are Chittagong University School and Jobra High School.

Objectives of the Study

The purpose of the study was to assess classroom management of secondary level in Bangladesh.

II. METHOD

Sample design and Participants

In this study, the probability sampling technique was followed as this technique permits the researchers to specify the probability of each sampling unit being included in the sample. To determine the sample size from the universe/population, standard statistical formula in case of known population as mentioned by Kothari (2004) was used. Sample size was calculated at 90% confidence level and 10% margin of error.

The formula for calculating the sample size is as follows:

$$n = \frac{z^2 \cdot p \cdot q \cdot N}{e^2 \cdot (N - 1) + z^2 \cdot p \cdot q}$$

The estimated sample size:

$$n = \frac{(1.96)^2 \cdot (0.50 \times 0.50) \cdot 80}{(0.05)^2 \cdot (80 - 1) + (1.96)^2 \cdot (0.50 \times 0.50)}$$

$$n = \frac{76.83}{1.1579} = 66.35$$

Indeed, the participants of the present study comprised of 66 students and they were selected randomly from two schools of Chittagong. Among them 24 were girls and 42 were boys. Age of the respondents varied from 14 to 15 with Mean of 14.50.

Education level of the students was class 9. Most of them were from same economic status that is middle class. It was assumed that the intelligence of them is almost same level.

Measuring Instrument

The questionnaire was developed to investigate the classroom management in Bangladesh. Selected respondents were interviewed with semi-structured questionnaire. For collecting the data the structured interview schedule was developed with balanced combination of both closed and open-ended questions. There were 33 statements of the questionnaire. The items were answered in two type of response format. One type was yes- no answer and another type was open answer.

Procedure

For collecting data from the participants under study, at first, permission from the concerned schools was sought. The questionnaire was administered to the students of the selected schools individually. Before starting the questions respondents were instructed verbally and all possible clarifications were given to on request from the respondents. There was no time limit for the respondents to complete the questionnaire. After completion of the task they were thanked for their participation.

III. RESULTS AND DISCUSSION

The results of the participant's response obtained by analyzing the data (Microsoft excel, 2007). The following figure shows the percentage of the interrelations among peer group

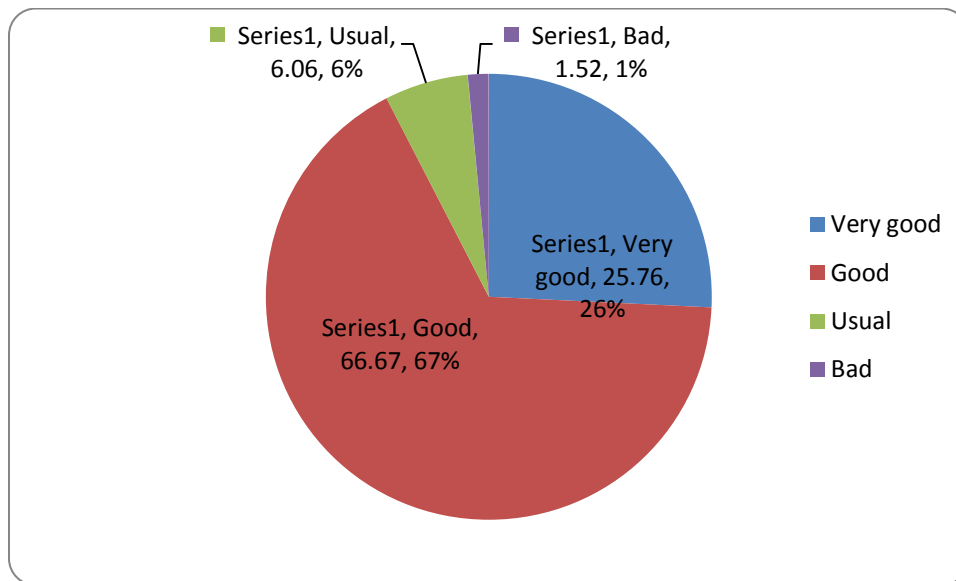


Figure 1: Percentage of the interrelations among peer group

To find the correlations of the good classroom management with the interrelations among the peer groups the figure 1 shows the percentage of the students from whom 66.67% students feel that they have good relations with their peers. Almost 25.76% have very good relations with others. 6.06% students answered that they have usual relations among the peer groups. Only 1.52% reported that they have bad relationship. The percentages

of the pie indicate that most of the students are satisfied with their relationship among their peers. From the result it can be said that good interrelations among peers help in well managed classroom.

Table 1: Factors influence the classroom management

Factors influence the class management	Yes(%)	No(%)	
Regular school going	93.94	6.06	
Attentive	93.94	6.06	
Good feeling in class session	71.21	28.79	
Favorable environment during class	39.39	60.61	
Disturbance of students during class	56.06	46.06	
Desire neat and clean class	100	0	
Feel better in clean classroom	59.1	40.9	
Feel better in adequate light and air	71.21	28.79	
Have adequate practical instruments	63.64	36.36	
Get health facility	51.52	48.48	
Feel mentally relaxed in class gaps	75.76	24.24	
Enjoy the morning shift classes	69.7	30.3	
Enjoy the day shift classes	45.45	54.54	
Have entertainment facility during leisure	3.03	96.97	
Have adequate seat	54.55	45.45	
Feel better in organized classroom	71.21	28.79	
Any class representative	81.82	16.67	
Representatives have good relations with others	54.55	45.45	
	Boys	Girls	Both
Disturb the class	4.55	18.18	77.27
	0< 10	20>10	
	min.	min.	
Break time between classes	92.42	7.58	

Besides teacher-student and peer group relationships, there are some environmental and organizational factors which influence the classroom management. The above table (2) summarizes such factors and the percentage of the students who answered against the factors. It is a good matter that around 94% students are regular school going as well as attentive. Maximum students (71.21%) feel good in class session whereas only 28.79% students don't feel like that. 56.06% students disturb during the class. All the students (100%) desire neat and clean classroom. The table also shows that maximum students (71.21%) feel better in adequate light and air in their classroom. It is remarkable that almost 75.76% students feel relaxed during class gaps. From the table it is shown that students do not have any entertainment facility during leisure as 96.97% student's feel like that. It is also remarkable that almost 71.21% feel better in organized classroom which is very much important factor in classroom management. Maximum (77.27%) feel that both boys and girls disturb the class. 92.42% answer that they get less than 10 minutes between classes.

From all of the data, table, diagram and pie chart we can mention some management lacking which may probably affect the classrooms-

- Much of the teachers cannot control the class properly. As a result, it affects the overall classroom management.

Teachers must know how to have full control over the students.

- Almost half students make disturbance of the class discipline. They talk to each other during the class sessions which badly affect the classroom discipline as well as good management.
- Our schools do not have adequate practical instruments. Almost 1/3 students feel the lacking of sufficient practical instruments.
- It is really disappointing that students do not get any entertainment facility during leisure. As they are not entertained, they feel bored during class sessions which adversely affect the proper classroom management.
- Almost half students do not get adequate seat facility. They cannot sit properly. So they themselves feel disturbed and also disturb others. To encourage active learning and student involvement, seats must be arranged so students can see each other as well as the teacher. Maximum classroom space must be arranged for proper management.

These above lacking adversely affect the classroom management in secondary level. Despite these shorting, there are some factors which help the effective classroom management.

- It is a matter of hope that the interrelations among peer groups are good (66.67%). The good relationships among them help to maintain properly managed classroom.
- Almost all of the students are regular school going and attentive in the class (93.94%).
- Maximum students desire neat and clean, organized classroom. If they get such facilities, it is hoped that there will be more properly managed classrooms.
- Most of the classes have classroom representative. They help to maintain classroom discipline as well as management.

As the sample and the population size are small, we cannot apply our findings from the present study to the total country. But, at least it can be said that if the factors which influence the classroom management is balanced, the classrooms in secondary level in Bangladesh will be properly managed which is highly correlated with academic achievement of the students as well as their cognitive and intellectual development.

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