



Research Paper

Self-reported classroom management in relation to leadership quality of B.Ed. Student teachers in Kerala

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Abstract

Prospective teachers studying in B.Ed. courses need to develop management skills to deal with the classroom situations during teaching-learning process. Managing classroom activities is one of the most challenging problems for a teacher of present-day classroom today. The present study is an attempt to compare the Self-reported classroom management and leadership quality in terms of management of institution and their subject of study. It also tried to find relationship between Self-reported classroom management in relation to leadership quality of B.Ed. Student teachers in Kerala on a sample of 151 B.Ed. student teachers selected through random sampling technique. Data collected were analysed using t-test and product moment correlation. The results indicate that self-reported classroom management is not differing significantly when compared with respect to type of management and subject of study, but the leadership quality differ significantly at 0.01 level for both these subsamples. The value of coefficient of correlation between Self-reported classroom management and Leadership quality of B.Ed. student teachers is 0.4427 which is significant at 0.01 significant level. Classroom management is the need for success or the attainment of excellence in teaching profession for which we need to enhance the leadership quality among teachers at the preservice training itself. If done so we can get more effective teachers in future.

Key words: Self-reported classroom management, leadership quality, Student teachers

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I. Introduction

The transaction of curriculum in the present-day class room, is based on social constructivist philosophy. Co-operative and collaborative learning strategies are mainly used by the teachers. So, the children are expected to work in groups. Managing the curricular activities along with individual differences in the classroom becomes a challenge for the present-day teachers. The pre-service teacher education institutions are giving training to the student teachers in developing management skills at two different phases of school internship programmes.

Student teachers studying in B.Ed. courses need to develop management skills to deal with the classroom situations during teaching-learning process. The essential management skills that any teacher ought to be possessed when involved in the teaching-learning process are skill of planning, communication, decision-making, problem-solving, motivating, understanding the children, bringing children together, developing new ideas, making good relationships, using emotional intelligence, and many more. Every teacher needs to excel both in hard skills and soft skills. It is important to develop these abilities to instruct students in gaining certain hard skills. Soft skills are applicable in any role and are often even more important for management than technical proficiencies. Generally, soft skills are developed over time by managing one's responsibilities and interacting with others. While hard skills are key when completing specific tasks, soft skills are essential when directing individuals. So, the hard skills are important for teaching profession. The most effective management skills a teacher needs to develop, can be grouped into four primary categories namely; organizational skills, planning and strategy skills, communication skills and student management skills.

Classroom contexts and required skills

Skills	Classroom contexts
Organisational skills	<ul style="list-style-type: none">• to motivate a group of students towards the goal during a cooperative learning situation.• leading group discussions, assigning works, projects and supporting collaboration among children• the context of evaluation and professional development• overseeing multiple activities, deadlines and calendar events such as classroom activities, laboratory works, continuous and comprehensive evaluation processes, online material collection and presentations
Planning and strategy skills	Managing students' projects Lab works
Communication skills	to understand the needs and goals of the curriculum and convey the objectives to the students through simple and straightforward instructions.

Teachers are in a strong position to influence the school's instructional programme. No school can offer an exemplary instructional programme to its students without devoted work of its teachers. Teacher leaders, by mobilizing the energy of their colleagues, have a significant influence on the quality of educational programmes. A school's approach to teaching-learning involves several interrelated aspects: a focus on results, curriculum, assessment, and teaching. Teacher leaders make material contributions for the improvement in all these areas. However, the efforts of teachers and teacher educators are a bit different from their contributions in the other aspects of this framework, such as schoolwide policies and programmes.

Need and significance of the study

Managing classroom activities is one of the most challenging problems for a teacher of present-day classroom today. It is posing a problem requiring serious concern of the educators and the educational researchers. Ineffective management leads to serious conditions of indiscipline causing damage to the conducive climate for learning. Though teachers are provided with inputs, they are not provided with any specific technique to suit specific problems in classroom management. The teacher therefore, requires to plan in detail, creating strategies of management in order to develop a productive learning environment.

The present study will pave way for the betterment and improvement in the performance of prospective teachers. The teachers must have knowledge about the factors that lead to a significant enhancement in teaching. From the review of related literature, the investigator could realise that a few attempts were made to find out the relationship between management and leadership skills of in-service and prospective teachers in Kerala. Hence the investigator decided to study the relationship of these variables of student teachers in Kerala.

According to Allen (2010), Clement (2010) and Lemov (2010) classroom management is an essential factor in bringing about academic success in students and emphasized the need for training teachers on strong classroom management practices. Further they opined that a highly qualified teacher would have attained mastery in classroom management practices, taking into consideration the time, the space, the size and the material to be delivered to the students. Donovan and Cross (2002) found that teachers' inability to effectively manage classroom often contributes low achievement in academics.

Teachers' Perceptions Towards Leadership Capacity and their Classroom Management is studied by Xu and Vinitwatanakhun (2021) at Kunming Real-E Foreign Language Middle School found a weak positive association between teachers' leadership capacity and classroom management s in the selected school, ($r(73) = .486, p = .000$).

Mangi, Shar, & Jamali (2020) found that the teachers' efficacy of classroom management has become a grave potential problem in achieving educational perfection for the educational institutions. Also, realised a causal relationship amongst the transformational leadership, personality and teachers' efficacy of class room management. The respondents for this study are the faculty members who are engaged in imparting business education in public sector business institutes of Karachi. This study found a significant positive relationship between the teachers' personality and teachers' efficacy of classroom management. Transformational leadership was also significantly related with the teachers' efficacy of classroom management among the faculty members of public sector educational institutes of Karachi.

Olabisi and Folasade (2020) found out that there was significant influence of classroom management on pupils' motivation for learning $F(1,248) = 121.155, p < 0.05$ and their academic achievement ($F(1,248) = 28.947, p < 0.05$). It was therefore recommended that teachers should be encouraged to adopt appropriate classroom management to motivate pupils to learn for improved academic achievement. Also, courses on classroom management and leadership should be integrated into the teacher training curriculum.

Nganga & Chan (2015) found a relationship between teacher leadership and classroom management practice on special education with learning disability. There are six dimensions under teacher leadership practice. They are creating energy in the classroom, building capacity, securing environment, extending the vision, meeting and minimizing crisis, and seeking and charting improvement. The study utilized quantitative

method survey design with a sample of 179 special education teachers including elementary and secondary schools in Penang state of Malaysia. The results showed that teacher leadership (mean score = 4.08, SD = 0.50) and classroom management practice (mean score = 4.22, SD = 0.44) were practised very frequently. Furthermore, Pearson correlation analysis indicated that all the six dimensions of teacher leadership, namely meeting and minimizing crisis dimension ($r = 0.731, p < .01$), seeking and charting improvement dimension ($r = 0.726, p < .01$), extending the vision dimension ($r = 0.697, p < .01$), securing environment dimension ($r = 0.647, p < .01$), building capacity dimension ($r = 0.535, p < .01$) and creating energy in the classroom dimension ($r = 0.531, p < .01$) are significantly and positively associated with classroom management practice. Findings also revealed that meeting and minimizing crisis dimension, seeking and charting improvement dimension, creating energy in the classroom dimension, and extending the vision dimension are significant predictors which contributing 53.2 percent, 8.6 percent, 3.9 percent and 3.2 percent of variance on classroom management practice respectively.

Chamundeswari (2013) intended to investigate the different classroom management of 90 female teachers and its influence on performance and personality development of 900 students at the secondary level. It shows that management of authoritative, authoritarian and contingency models of management brings forth enormous contribution to both, the academic and social skills development among students. It is natural that an authoritative as well as an authoritarian teacher will be goal oriented, disciplined with expectations from the students. The management of indulgent and permissiveness have been inconsistent in their influence with regard to academic performance and social skill development of the students.

Watana (2013) examined the relationship between the instructors' leadership and classroom management efficiency of students who are studying General Education at Assumption University of Thailand. The instructors' leadership was examined by applying Bass's theory and concepts of classroom management efficiency Theory. Bass's theory focuses on transactional leadership and transformational leadership to explain the interaction between a leader and the members of a group. Transactional leadership includes contingent reward, active management by intervention and management by exception. Transformational leadership contains four dimensions: idealized attributes, inspirational motivation, intellectual stimulation and individualized consideration. The positive relationship between transformational leadership and classroom management efficiency was hypothesized and the hypothesis was significantly supported. Questionnaires were administered to 379 participants. Descriptive statistics and Pearson Correlation Coefficient Analysis were used in the quantitative analysis of collected data. The results of this study indicate that Inspirational Motivation (0.681) and Individualized Consideration (0.585) are the most important factors influencing classroom management efficiency. This study leads to the fact that most students value transformational leadership in two dimensions: firstly, inspirational motivation; instructors should have a high expectations for the students and explain the major purpose and content of the class's mission to the students and understand further and make efforts to achieve the target through representative symbols and emotional persuasion, secondly, individualized consideration; instructor concern about the students' personal demand and respect each student.

The experience of the student teachers acquire during the teacher training programme make them to know the theoretical skills and the practical skills which helps to determine whether a teaching career is really fit for them. Today's student teachers are the teachers of tomorrow. Each student teacher should have the essential abilities, competencies needed for a teacher.

The purpose of the present study is to find out the relationship between self-reported classroom management and leadership quality of B.Ed. student teachers. The assumption of the study is that leadership quality will influence various classroom management skills adopted by B.Ed. student teachers. Hence the present study is entitled as "*Self-reported classroom management in relation to leadership quality of B.Ed. Student teachers in Kerala*".

Objectives

1. To find out the extent of self-reported classroom management and leadership quality of B.Ed. student teachers for the total sample and relevant sub samples.
2. To find out whether there is any significant difference in the self-reported classroom management and leadership quality of B.Ed. student teachers in different colleges of teacher education under various types of management.
4. To find out whether there is any significant difference in the self-reported classroom management and leadership quality of B.Ed. student teachers opted different subjects.
5. To find out whether there is any significant relationship between self-reported classroom management and leadership quality of B.Ed. student teachers.

Procedure of study: Survey method was adopted for the study. Population for the present study is B.Ed. student teachers of different teacher education colleges in Kerala. The data required for the present study was collected from a representative sample of 151 B.Ed. student teachers of different teacher education colleges in

Kerala. It includes student teachers from Government, Aided, Unaided and University Colleges of Teacher Education under different Universities of Kerala. The variables of the study are Self-reported classroom management and Leadership quality. Two categorical variables used were management of institution and optional subject of study. Self-reported Classroom Management Scale for B.Ed. Student Teachers (Bindu 2020) and Leadership Quality Scale for B. Ed. Student Teachers (Bindu 2020) were the tools used. The test – retest reliability of the Self-reported Classroom Management Scale for B.Ed. Student Teachers is 0.89 (N=89). Reliability (Cronbach’s α) for the total score of the classroom management scale has been reported as 0.91. In addition to reliability the investigator established the content validity, construct validity and face validity in consultation with experts in the field of education and psychology. The test – retest reliability of Leadership quality Scale for B.Ed. Student Teachers is 0.83 (N=85). Reliability (Cronbach’s α) for the total score of the Leadership quality scale has been reported as 0.86. In addition to reliability the investigator established the content validity, construct validity and face validity in consultation with experts in the field of education and psychology. A General Data Sheet was also used.

Analysis and interpretation

The obtained data were analysed using Descriptive Statistics, Test of significance of difference between means of independent samples (t-test) and Pearson Product Moment Correlation.

Descriptive statistics of self-reported classroom management and leadership Quality of B.Ed. student teachers

The details of the descriptive statistics of the variables regarding the Sample Size, Mean and Standard Deviation of the variables Self-reported classroom management and Leadership quality of B.Ed. student teachers are given in Table 1.

Table 1

Sample size, Mean and Standard Deviation of Self-reported classroom management and leadership quality of B.Ed. student teachers classified on the basis of Management of Institution and Subject of specialisation

Variables	Management	N	Mean	SD
Self-reported classroom management	Govt/Govt Aided	83	72.06	4.47
	Self -financing	68	73.41	5.21
	Arts/Humanities	66	72.11	4.39
	Science	85	73.11	5.16
	Total	151	72.66	4.8
Leadership Quality	Govt/Govt Aided	83	73.71	4.15
	Self -financing	68	75.49	3.22
	Arts/Humanities	66	73.53	4.13
	Science	85	75.27	3.44
	Total	151	74.50	3.85

From Table 1 it can be seen that the mean of Self-reported classroom management of B.Ed. student teachers (total) is 72.66 and Standard Deviation is 4.8. Mean and standard deviation of self-reported classroom management of B.Ed. student teachers studying in Government/government aided colleges of teacher education are 72.06 and 4.47 respectively and Mean and Standard Deviation of Self-reported classroom management of B.Ed. student teachers studying in Self-financing colleges of teacher education are 73.41 and 5.21 respectively. The mean of Leadership quality of B.Ed. student teachers (total) is 74.50 and Standard Deviation is 3.85. Mean and Standard Deviation of Leadership quality of B.Ed. student teachers studying in government/ government aided colleges of teacher education are 73.71 and 4.15 respectively and Mean and Standard Deviation of Leadership quality of B.Ed. student teachers studying in Self-financing colleges of teacher education are 75.49 and 3.85 respectively.

From Table 1 it can also be seen that Mean and Standard Deviation of Self-reported classroom management of B.Ed. student teachers who have opted Arts/Humanities are 72.11 and 4.39 respectively and Mean and Standard Deviation of Self-reported classroom management of B.Ed. student teachers who have opted Science subjects are 73.11 and 5.16 respectively. From Table 1, it can also be seen that the Mean and Standard Deviation of Leadership quality of B.Ed. student teachers who have opted Arts/humanities are 73.53 and 4.13 respectively and Mean and Standard Deviation of Leadership quality of B.Ed. student teachers who have opted Science as their optional subjects are 75.27 and 3.44 respectively.

Comparison of Self-Reported Classroom Management and Leadership Quality of B.Ed. Student Teachers Classified in Terms of Nature of Management of Institution and Optional Subject of Study

Self-reported classroom management and Leadership quality of B.Ed. Student teachers classified on the basis of Management of institution and Optional subject of study of student teachers were compared using test of the significance of difference between means of two large independent groups. The data and results of test of significance of difference between means of Self-reported classroom management of B.Ed. student teachers

belonging to institutions under different managements namely; Government/Government Aided and Self-financing are given in Table 2

Table 2
Data and results of Test of significance of mean scores of self-reported Classroom management scores and leadership quality scores of B.Ed. student teachers belonging to institutions under different managements and Subject of specialisation

Variable	Sample	N	Mean	Standard Deviation	t- Value
Self-reported classroom management	Government/Government Aided Colleges	83	72.06	4.47	1.72
	Self-financing Colleges	68	73.41	5.21	
	Arts/Humanities	66	72.11	4.39	1.28
	Science	85	73.11	5.16	
Leadership quality	Government/Government Aided Colleges	83	73.71	4.15	2.89
	Self-financing Colleges	68	75.49	3.22	
	Arts/Humanities	66	73.53	4.13	2.75
	Science	85	75.27	3.44	

The t- value of Self-reported classroom management scores of B.Ed. student teachers belonging to institutions under different managements namely; Government/Government Aided and Self-financing is found to be 1.72. Here the value obtained is smaller than 1.96, the table value set for significance at 0.05 level. That means there is no significant difference in Self-reported classroom management scores of B.Ed. student teachers belonging to institutions under different managements namely; Government/Government Aided and Self-financing.

The t-value of Leadership quality scores of B.Ed. student teachers belonging to institutions under different managements namely; Government/ Government Aided and Self-financing is found to be 2.89. Here the value obtained is greater than 2.58, the table value set for significance at 0.01 level. This indicates that there is significant difference in Leadership quality scores of B.Ed. student teachers belonging to institutions under different managements namely; Government/Government Aided and Self-financing.

Comparison of Self-Reported Classroom Management and Leadership quality of B.Ed. student teachers with different optional subjects

In order to find out whether there is any significant difference between Self-reported classroom management scores of B.Ed. student teachers with different optional subjects namely, Arts/Humanities and Science, test of significance of difference between means of two independent sample was attempted. The data and results of test of significance of difference between means of self-reported classroom management and leadership quality of B.Ed. student teachers belonging to different optional subjects namely, Arts/Humanities and Science are given in Table 2.

The t-value of Self-reported classroom management scores of B.Ed. student teachers with Arts/Humanities and Science as optional subjects is found to be 1.28. which is less than 1.96, the table value set for significance at 0.05 level. This indicate that there is no significant difference in Self-reported classroom management scores of B.Ed. student teachers with different optional subjects: Arts/Humanities and Science.

The t-value of Leadership quality scores of B.Ed. student teachers with different optional subjects: Arts/Humanities and Science is found to be 2.75. Here the value obtained is greater than 2.58, the table value set for significance at 0.01 level. This indicate that there is significant difference in Leadership quality scores of B.Ed. student teachers with different optional subjects: Arts/Humanities and Science. The higher mean value is associated with science optional students

Relationship of Self-Reported Classroom Management and Leadership Quality of B.Ed. Student Teachers

The Pearson product moment correlation coefficient is used to determine the degree of variation in Self-reported classroom management that can be estimated from knowledge about variation in the Leadership quality of B.Ed. student teachers. The value of coefficient of correlation between Self-reported classroom management and Leadership quality of B.Ed. student teachers is 0.4427. This value is higher than the value set

for 0.01 significance level (0.2099). Hence the obtained correlation is significant. This shows that there is significant positive correlation between Self-reported Classroom management and Leadership quality of B.Ed. student teachers. In other words, any improvement in Leadership quality will enhance classroom management and vice-versa of B.Ed. student teachers. This finding has wide implications in class-room teaching.

II. Discussion Of Results

The imperative results of the study have been inferred and used to develop some practical suggestions for enlightening the current educational practices in the teaching field and also to recognise areas for further research which will help to augment the result of the present study. The study reveals that the mean score of Self-reported classroom management and that of Leadership quality is higher for B.Ed. student teachers studying in Self-financing colleges of teacher education. Class-room management is the action of teachers take to establish and sustain an environment that fosters students' academic achievement. The goal of classroom management aims at getting more academic empowerment to the students. Since self-financing institutions put more demand on teachers to get better academic standards of the students. Since students are demanding, the teachers of such institutions have to experiment modern management techniques in tune with latest information technology applications. But such a very high demand for academic excellence, though very few, may not be precipitating from government and government aided institutions.

Self-reported classroom management of B.Ed. student teachers is not capable of discriminating between student teachers in government and government aided and self-financing colleges. Since they are student teachers, the training procedures adopted by teacher educators in these institutions are not much varied. All these colleges are following the curriculum prepared by the same university. As a result, the teacher educators teaching in these institutions follow teaching techniques incorporated in the curriculum and also the training acquired by them during their training periods. The student teachers do not have much freedom to move away from the structured teaching modalities. Self-reported classroom management is not differing between student teachers with different optional subjects. This may be due to the fact that the classroom transactional methods/techniques/strategies are the same for all the subject curriculum in B.Ed. course. Therefore, all the student teachers are getting same coaching with respect to classroom management.

The present study also throws light on the fact that Leadership quality discriminates between student teachers studying in Government/government aided and self-financing colleges ($P < 0.01$). It can also be seen that the mean score of leadership quality of student teachers of self-financing colleges is higher than the mean score of students of Government/government aided colleges. This may be because self-financing colleges are in a position to foster the leadership quality of student teachers. The approaches adopted by teacher educators in providing direction, implementing plans and motivating their students are seen to be notably high in self-financing institutions. The student teachers may be directed to put in practice the different Leadership styles focusing on their interpersonal approach. Leadership quality discriminates between student teachers studying humanities/arts and science as optional subjects. Science student teachers are possessing higher leadership quality.

There is a significant positive correlation between self-reported classroom management and leadership quality of B.Ed. student teachers. It is easy for the teacher educators to develop leadership skills among student teachers through classroom activities. It will help the student teachers to develop their classroom management abilities during teaching.

Educators are legitimately concerned that the teachers make useful contributions to the society. Such concern runs deep in the code of ethics of the profession. It takes little imagination to recognise that the future of our civilization, depends upon the quality of the managing the next generations and becoming role models for them in future.

Classroom management is the need for success or the attainment of excellence in teaching profession. Teachers should provide opportunities to the students for expressing their thoughts freely. A better environment should be provided to the students so that the creativity in thought can be enhanced. It is sincerely believed that the implications of this study will help to improve the environment of school to assist their students in showing better act in their learning. The investigator would feel gratified if the findings of the present study would lead to a better understanding of the importance of relationship between Self-reported classroom management and Leadership quality of B.Ed. student teachers.

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