

Effect of Classroom Management Skills as a Parameter of Personality Development Module on Teacher Effectiveness of Teacher Trainees in Relation to Internal Locus of Control

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Abstract: The present paper is based on research study undertaken to find out the *Effect Of Classroom Management Skills As A Parameter Of Personality Development Module On Teacher Effectiveness Of Teacher Trainees In Relation To Locus Of Control*. An experiment was conducted on 300 teacher trainees. For data collection, *Teacher Effectiveness Scale* was developed by the investigator. Analysis by t-test revealed that *the teacher trainees taught through classroom management skills as a parameter of Personality Development Module attained more teacher effectiveness than the students taught through traditional strategies*.

Keywords: Classroom Management Skills, Teacher Effectiveness, Locus of Control

I. INTRODUCTION

Among such huge numbers of measurements of the instructor adequacy classroom administration abilities is of most extreme significance. Classroom administration is a term instructors use to portray the way toward guaranteeing that classroom lessons run easily regardless of troublesome conduct by understudies. It alludes to the moves educators make to make a steady domain for the scholastic and social-enthusiastic learning of understudies. The term likewise suggests the counteractive action of troublesome conduct. Henceforth, it is a continuous communication amongst educators and their understudies. Classroom administration and administration of understudy lead are such abilities as educators get and sharpen after some time. Aptitudes like viable classroom administration are vital to instructing and require presence of mind, tirelessness, a regularly underestimated educator conduct, a feeling of reasonableness, and mettle.

II. DEFINITIONS

CLASSROOM MANAGEMENT

Classroom administration is the term instructors use to portray techniques for forestalling trouble making and managing it in the event that it emerges. As it were, it is the methods instructors use to keep up control in the classroom. (Melissa Kelly, 2017).

Classroom administration is characterized as the techniques and systems an instructor uses to keep up a classroom domain

that is helpful for understudy achievement and learning. (Service of Education, Guyana, 2015).

Classroom administration alludes to the wide assortment of aptitudes and procedures that educators use to keep understudies sorted out, precise, engaged, mindful, on errand, and scholastically profitable amid a class. (The Glossary of Reform, 2014).

Classroom administration is the procedure by which educators and schools make and keep up proper conduct of understudies in classroom settings. (American Psychological Association, 2006).

PERSONALITY DEVELOPMENT

Identity improvement is the advancement of a sorted out example of practices and mentalities that makes a man unmistakable. Identity advancement happens by the continuous collaboration of personality, character, and condition (Encyclopedia of Children's Health, 2014).

TEACHER EFFECTIVENESS

Viable instructors team up with different educators, chairmen, guardians, and instructive experts to guarantee understudies' prosperity, especially the accomplishment of understudies with unique needs and those at high danger of disappointment (Fla and Orlando, 2014).

The ownership of learning and abilities falls under the heading of instructor capability and the utilization of information and aptitudes in the classroom is alluded to as educator execution, Teacher fitness and instructor execution with the achievement

of educator objectives, is the educator viability (Medley, 2011)..

LOCUS OF CONTROL

Locus of control is a theoretic develop intended to evaluate a man's apparent control over individual conduct; delegated interior if the individual feels responsible for occasions, outer in the event that others are seen to have that control (Medical Dictionary for the Dental Professions Farlex, 2012).

The methods for locus of control is a conviction framework with respect to reasons for a man's encounters and factors influencing achievement or disappointment (Barzegar, 2011). Locus of control alludes to the degree to which people trust that they can control occasions which influence them (Hellriegel, 2010 and Spector, 2008)..

III. SIGNIFICANCE OF THE STUDY

The purpose of the study is to throw light on what is classroom management and what influence does it exert on the teacher effectiveness. It provides information specifically pertaining to classroom management (with an emphasis on teacher characteristics); classroom climate; classroom communication; management of student behavior in the classroom (Discipline); teaching strategies and managing the new generation classroom which is supposed to be helpful for a teacher to give better outcomes in terms of students' outcome.

IV. STUDIES OF RELATED LITERATURE

CLASSROOM MANAGEMENT

Duck (2007) endeavored to discover an answer for the high dropout rate of starting instructors. His investigation presumed that instructors who left the calling did as such in light of the fact that they didn't have a functional comprehension of what successful classroom administration hones were, nor did they have a premise whereupon to plan an inclination in educating style.

Shout and Rozalski (2008) presumed that classroom administration and teach, by law, must respect the requirements of people with handicaps. The arrangement of standards and results for the larger part may not have any significant bearing to the Individualized Educational Plan (IEP) of a few people.

Omomia O. and Omomia T. A. (2014) discovered that viable educators who are viable classroom administrators will include such exercises in all parts of their work as arranged principles and methods which are painstakingly and efficiently instructed to the understudies. This paper along these lines, inspected the apparent effect of classroom administration on powerful educating. The mean was figured for each of the thing on the survey. The choice decide was that any mean of 2.5 or more was acknowledged. Furthermore, the mean of underneath 2.5 was rejected. Every

one of the things on the survey had mean over 2.5. This implied they were altogether acknowledged
Rahimi, Fatemeh, and Rajae. (2015) examined the part of EFL instructors' classroom train methodologies in their showing adequacy and their understudies' inspiration and accomplishment in learning English as an outside dialect. 1408 middle school understudies communicated their impression of the procedures their English educators used to teach the classroom. The understudies assessed their educators' showing viability by finishing successful Iranian EFL instructor poll. The outcomes demonstrated that EFL instructors reward and acclaim understudies for good conduct and they are not extremely dictator. Further, showing adequacy, inspiration and accomplishment in learning English were altogether observed to be identified with teach methodologies.

Seyithan Demirdag. (2015). An aggregate of eight center teachers and 60 center school understudies from a urban center school in western United States took an interest in the investigation. Information obtained from the Classroom Management Self – Assessment (CMSA) and the Coopersmith Self-Esteem Inventory (CSEI) were broke down with free examples t-tests. The discoveries of the examination showed a critical contrast between educators on CMSA and between understudies on CSEI..

TEACHER EFFECTIVENESS

Riti (2012) contemplated the educator viability of three hundred fifty instructors at auxiliary level in connection to class hierarchical atmosphere and directors' involvement. Sixty government schools from three locale viz. Solan, Una and Bilaspur from Himachal Pradesh state were taken up for the investigation. The consequences of the examination demonstrated that (I) Different sorts of school hierarchical atmosphere existed in various schools. Controlled sort of school authoritative atmosphere was the most common in the schools. (ii) Teacher viability of educator instructing in urban schools was observed to be fundamentally higher than that of instructors instructing in country schools. (iii) No huge contrast was found in the instructor adequacy amongst male and female educators.

Chaiyappan and Ushalaya (2014) surveyed the educator adequacy of auxiliary and higher optional teachers. The real discoveries of the investigation demonstrate that the male and female teachers don't vary essentially in their instructor adequacy. The investigation uncovers that there is a noteworthy contrast in instructor adequacy among the teachers regarding region, expressions and science stream, optional and higher auxiliary level, showing knowledge and sort of school administration..

V. OBJECTIVES OF THE STUDY

While conducting the study the researcher had the following objectives in mind:

1. To develop instructional material for implementing classroom management skills as a parameter of

Personality Development Module for teacher trainees.

2. To study and compare the effect of classroom management skills as a parameter of Personality Development Module and traditional training on teacher effectiveness among teacher trainees with internal locus of control.
3. To study and compare the effect of classroom management skills as a parameter of Personality Development Module and traditional training on teacher effectiveness among teacher trainees with external locus of control.

VI. RESEARCH QUESTIONS

1. Will there be significant difference in mean gain scores of the teacher effectiveness of teacher trainees in relation to internal locus of control?
2. Will there be significant difference in mean gain scores of the teacher effectiveness of teacher trainees in relation to external locus of control?

HYPOTHESES

H-1 The two instructional treatments will yield equal mean gain scores of the teacher effectiveness of teacher trainees in relation to internal locus of control.

H-2 The two instructional treatments will yield equal mean gain scores of the teacher effectiveness with external locus of control.

VII. SAMPLE

The present study was conducted on 300 teacher trainees of colleges of education affiliated to Panjab University, Chandigarh and Panjabi University, Patiala. A random sampling technique was used to select the teacher trainees of B.Ed. course. The whole sample was divided into experimental group and control group on the basis of locus of control.

VIII. RESEARCH DESIGN

The present study employed on variable of instructional treatments which was studied at two levels namely experimental group which was taught by classroom management skills as a parameter of Personality Development Module and control group which was taught by traditional instruction. The variable of to locus of control was studied at internal and external locus of control.

IX. TOOLS USED

- Lesson plans on the basis of classroom management skills as a parameter of Personality Development Module developed especially for the purpose by the investigator.
- Teacher Effectiveness Scale developed and standardized by the investigator.
- Locus of Control Scale by Madhu Gupta and Indu Nain (2017).

X. STATISTICAL TECHNIQUES USED

Mean, Standard Deviation and t- test were employed to analyse the data.

METHODOLOGY

The procedure will be conducted in five phases as stated below:

Two main stages were adopted as the procedure of the experiment. These stages were:

Stage I: Selecting the sample

Stage II: Procedure of the study

Stage I: Selecting the sample

A random sampling technique was used to select the teacher trainees of B.Ed. course. The study was conducted on the sample of 300 teacher trainees of B.Ed. course studying in colleges of Education affiliated to Panjab University, Chandigarh and Panjabi University, Patiala.

Stage II: Procedure of the study

The experiment was conducted in five phases as stated below:

Phase I:

Administration of locus of control scale: Group was equated on the basis of locus of control scale. 300 Students were divided into two groups each having 150 students with internal locus of control and 150 students with external locus of control. The investigator was continue with the locus of control scale on teacher trainees until he will find 150 teacher trainees with internal locus of control and external locus of control each. Each group of 150 students were again be randomly divided into 75 teacher trainees for four groups i.e. experimental and control.

Phase II:

Administration of Pre-Test: Teacher Effectiveness Scale of teacher trainees was used as a Pre-Test.

Phase III:

Implementing the instructional programme: The Experimental Group (EG) was taught through lesson plans on the basis of classroom management skills as a parameter of Personality Development Module. The Control Group (CG) was taught by the investigator in the traditional way.

Phase IV:

Administration of the Post – Test: Teacher Effectiveness Scale was used as a Post-Test.

Phase V:

Scoring: Teacher Effectiveness Scale was scored according to their prescribed scoring key and data was subjected to statistical analysis.

XI. DATA ANALYSIS

HYPOTHESES 1 The two instructional treatments will yield equal mean gain scores of the teacher effectiveness of teacher trainees in relation to internal locus of control. The result pertaining to this hypothesis is presented in the table-1

TABLE -1

Table 1 showing t-ratio among the two instructional treatments on gain scores of the Teacher Effectiveness for students with Internal Locus of Control.

Variab le	Group	N	Me an	SD	t	df	Level of Signifi cance
Teacher Effectiv eness	Control	7 5	7.1 07	2.4 471	- 27.	1 4	Signifi cant at .01 level
	Experi mental	7 5	19. 547	3.0 857	356	8	

Interpretation of Result of Table -1

The t-ratio of 27.356 between control and experimental group for gain scores in the Teacher Effectiveness was found significant at .01 level. This inferred that there was a statistically significant difference in gain scores of the experimental group taught through classroom management skills as a parameter of Personality Development Module and control group taught through traditional strategies. Experimental group taught through classroom management skills as a parameter of Personality Development Module had higher mean scores than control group taught through traditional strategies.

This result showed that the teacher trainees with Internal Locus of Control taught through classroom management skills as a parameter of Personality Development Module attained more Teacher Effectiveness than the teacher trainees taught through traditional strategies.

Therefore, **the hypothesis H-1 states that the two instructional treatments will yield equal mean gain scores of the Teacher Effectiveness for teacher trainees with Internal Locus of Control** stands rejected even at .01 level of confidence.

Hypothesis 2 The two instructional treatments will yield equal mean gain scores of the teacher effectiveness with external locus of control.

TABLE- 2

TABLE- 2 showing t-Ratio among the two instructional treatments on gain scores of the Teacher Effectiveness with External Locus of Control.

Variabl e	Group	N	Me an	SD	t	df	Level of Signifi cance
Teache r Effectiv eness	Control	7 5	7.0 8	1.4 403	- 36.	1 4	Signifi cant at .01 level.
	Experi mental	7 5	18. 96	2.4 519	18	8	

Interpretation of Result of TABLE- 2

The t-ratio of 36.18 between control and experimental group for gain scores in the Teacher Effectiveness was found

significant at .01 level. This inferred that there was a statistically significant difference in gain scores of the experimental group taught through classroom management skills as a parameter of Personality Development Module and control group taught through traditional strategies. Experimental group taught through classroom management skills as a parameter of Personality Development Module had higher mean scores than control group taught through traditional strategies.

This result showed that the teacher trainees with External Locus of Control taught through classroom management skills as a parameter of Personality Development Module attained more Teacher Effectiveness than the teacher trainees taught through traditional strategies.

Therefore, **the hypothesis H-2 states that the two instructional treatments will yield equal mean gain scores of the Teacher Effectiveness for teacher trainees with External Locus of Control** stands rejected even at .01 level of confidence.

XII. CONCLUSION

1. Classroom management skills as a parameter of Personality Development Module were more useful for gain score of teacher trainees with internal locus of control than control group taught through traditional strategies.
2. The teacher trainees in experimental group actively participated in the classroom activities and showed effective result as compared to control group.
3. The results suggest that classroom management skills as a parameter of Personality Development Module had overall positive effect on teacher effectiveness.

EDUCATIONAL IMPLICATIONS

1. To ensure such a classroom environment where there are more chances of establishing better student teacher relationship.
2. To enable students to explore new ideas on the basis of their previous knowledge.
3. To prepare students for becoming effective teachers so that they can solve the classroom problems in an effective manner.

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