

**SECONDARY LEVEL ENGLISH LANGUAGE
TEACHERS' PERCEPTION ON CLASSROOM
MANAGEMENT TECHNIQUES**

**A Thesis Submitted to the Department of English Education
In Partial Fulfilment for the Master of Education in English**

Submitted by

Rinu Poudel

Faculty of Education

Tribhuvan University

Saptagandaki Multiple Campus, Bharatpur

Chitwan, Nepal

2016

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2016

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Proposal Approval: Jan 29, 2016

Thesis Submission: May 2, 2016

DECLARATION

I hereby declare to the best of my knowledge that this thesis is my own; no part of it was included in any of the thesis submitted for the candidature of research degree to any university.

Date : April 25, 2016

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that Miss. Rinu Poudel has prepared the thesis entitled **Secondary Level English Language Teachers' Perception on Classroom Management Techniques** under my guidance and supervision.

I recommend the thesis for acceptance.

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DEDICATION

**This research is dedicated
to
my parents who devoted their lives to make me what I am today, all my
inspiring teachers and supportive friends.**

ACKNOWLEDGEMENTS

First of all, I would like to express my gratitude to my supervisor **Mr. Padam Lal Bharati**, Lecturer, Department of English Education, for his ceaseless supervision and guidance with regular inspiration, encouragement and insightful suggestions throughout the study. He familiarized me with all the stages and procedures. I would not be able to accomplish this task without his invaluable guidance and supervision.

I am grateful to **Mr. Dharma Raj Ghimire**, Head of the Department of English, Saptagandaki Multiple Campus for his encouragement and help from beginning to the end of this research work. Similarly, I would like to extend my sincere gratitude to **Mr. Dipak Adhikari**, Lecturer, Saptagandaki Multiple Campus, for his support and inspiration. He always showed his keen interest towards this research work.

I would like to extend my gratitude to **Dr. Anjana Bhattarai**, Professor, Department of English Education, Kritipur, who helped me to develop an overall insights related to this research work.

I am equally indebted to all my gurus honorable and respected gurus and gurumas: **Mr. Om Prakash Pokhrel, Mr. Purnanada Sharma, Mr. Min Prasad Sharma and Tirtha Raj Wagle** for enabling me to accomplish this research work. Similarly, my especial thanks are deserved by all the respondents for their cheerful participation and the head teachers who allowed me to consult with their teachers.

Last but not the least, I am indebted to **Mr. Shubarna Neupane** of Fonet Computer Institute, Saptagandaki Chowk for framing my research work and correcting my inaccuracies. All my friends and seniors were immensely helpful to me as they showed me the pathways.

Rinu Poudel

ABSTRACT

Classroom management means managing necessary elements in classroom and creating favorable condition for teaching. It is one of the most feared parts of teaching for the novice teachers and to other teachers as well. Lack of effective classroom management can mean that learning is reduced in the classroom. So, I have decided to carryout research in this area in order to facilitate the teachers who are facing problems. This research entitled **Secondary Level English Language Teachers' Perception on Classroom Management Techniques** was carried out with the objectives of finding out the secondary level English language teachers' perception on classroom management techniques. This research work tried to compile the knowledge that ELT teachers possess in relation to classroom management techniques. For this research data obtained from both primary and secondary sources were studied and interpreted. Forty secondary level English language teachers were selected using random sampling method. The collected data were studied applying simple statistical tools and descriptively after editing and codification. All the teachers accepted that classroom management is very essential and crucial for effective and fruitful teaching learning activities, but only the 80% of the teachers could define the term classroom management. In addition, they have minimal opportunities to learn about classroom management and are rarely supported by the administrative bodies, local and national level of authorities.

The research study has been organized in five chapters. The first chapter comprises background information, statement of the problem, objectives of the study research questions, significant of the study and delimitation of the study. The second chapter includes the literature review. Similarly, research methodology, study design, data analysis and interpretation procedures etc. are discussed in the third chapter. The penultimate chapter includes analysis of data and interpretation of the results and summary. In the last chapter, conclusion and recommendation for different groups are presented. Likewise a set of questionnaire is presented in the appendix section.

TABLE OF CONTENTS

<i>Declaration</i>	I
<i>Recommendation for Acceptance</i>	II
<i>Recommendation for Evaluation</i>	III
<i>Evaluation and Approval</i>	IV
<i>Dedication</i>	V
<i>Acknowledgements</i>	VI
<i>Abstract</i>	VII
<i>Table of Contents</i>	VIII
<i>List of Tables</i>	XI
<i>List of Figures</i>	XII
<i>List of Abbreviations</i>	XIII
CHAPTER ONE : INTRODUCTION	1-6
1.1 Background of the Study	1
1.1.2 Concept of Management	2
1.1.2.1 Classroom Management	2
1.1.2.2 Role of Teachers in English Language Classroom	3
1.2 Statement of the Problem	4
1.3 Objectives of the Study	5
1.4 Research Questions	5
1.5 Significance of the Study	5
1.6 Delimitations of the Study	6
1.7 Definitions of the Key Terms	6
CHAPTER TWO : REVIEW OF THE RELATED LITERATURE AND CONCEPTUAL FRAMEWORK	7-19
2.1 Review of Theoretical Literature	7
2.1.1 Classroom Management and its Types	7
2.1.2 Classroom Management and Instruction	9
2.1.3 Importance of Classroom Management	10
2.1.4 Challenges of Classroom Management	11

2.1.5 Rules of Classroom Management	11
2.1.6 Strategies of Classroom Management	14
2.2 Review of Empirical Literature/Previous Studies	17
2.3 Implication of the Literature Review for the Study	18
2.4 Theoretical/Conceptual Framework	18
CHAPTER THREE : METHODOLOGY AND PROCEDURES OF THE STUDY	20-21
3.1 Design and Method of the Study	20
3.2 Population, Sample and the Sampling Strategy	20
3.3 Study Area/Field	20
3.4 Data Collection Tools and Techniques	21
3.5 Data Collection Procedure	21
3.6 Data Analysis and Interpretation Procedure	21
CHAPTER FOUR : ANALYSIS AND INTERPRETATION OF RESULTS	22-34
4.1 Analysis of Data and Interpretation of the Results	22
4.1.1 Teachers' Opinion Regarding Classroom Management	22
4.1.2 Teachers' Perception on Classroom Rules	27
4.1.3 Teachers Perception on Classroom Management/Child Management System	28
4.1.3.1 Teachers Responses to continuous non compliant offender	29
4.1.3.2. Reinforcement for Appropriate Behavior	30
4.1.4. Teachers Perception on Lesson Planning	31
4.1.5 Teachers Perception on Material Management	31
4.1.6. Teachers Perception of Their Role as a Teacher	32
4.2. Summary of Findings	33
CHAPTER FIVE : CONCLUSION AND RECOMMENDATIONS	35-38
5.1 Conclusion	35
5.2 Recommendations	36
5.2.1 Policy Level	36
5.2.2 Practice Level	37

5.2.3 Further Research	37
References	39
Appendix	42

LIST OF TABLES

Table 1 : Strength and weaknesses of English teachers in classroom management	26
Table 2 : Perception on Classroom Rules.	27
Table 3 : Responses to Continuous Non-compliant Offender	29
Table 4 : Perception Survey	32

LIST OF FIGURES

Figure 1 : Conceptual Framework	19
Figure 2 : Problem in creating effective classroom management	24
Figure 3 : Perception on Classroom Management/Child Management	28
Figure 4 : Reinforcement for Appropriate Behavior	30
Figure 5 : Perception on Material Management	31

LIST OF ABBREVIATIONS

%	Percent
B.Ed.	Bachelor of Education
EFL	English as the foreign language
ELT	English Language Teaching
No.	Number
Regd.	Registered
Res.	Respondents
S.N	Serial Number
Sts.	Students
T.U.	Tribhuvan University
Ts.	Teachers
Vol.	Volume

CHAPTER ONE

INTRODUCTION

This study attempts to look into secondary level English language teachers' perception on classroom management techniques, of Chitwan district.

This chapter highlights the overall study by giving background to the study, statement of the problem, objectives of the study, significance, scope and delimitations of the study. For convenience the meaning of the key terms used in the study are also presented.

1.1 Background of the Study

Classroom management is a term used by teachers to describe the process of ensuring that classroom lesson run smoothly despite disruptive behaviors by students. It is very important to improve students' learning process. When there is noisy, disruptive and unhealthy scenario, student can hardly concentrate and study. The learning of English has become very important and crucial in our context because it is the most powerful means of communication between the people throughout the world. Many efforts have been made in the field of teaching English. But despite all the effort, English still remains a fearful subject to the students in Nepal and yet to achieve its functionality.

The main reason behind the un-fulfillment of the objectives regarding English in the context of Nepal is the lack and weakness of education pattern, English teaching methodology, and unmanaged English teaching classrooms at schools. The weakness in English entails with other problems the scarcity of well trained and skilled English teachers and exam oriented tendency of the guardians.

As English is not mother tongue of the people of Nepal, people are found not comfortable and feel shy to speak. Teaching English is a huge problem for the most of the English language teachers. Many teachers do not have enough

knowledge and skill about classroom management .So, this study will try to find out the situation of management in ELT classrooms.

1.1.2 Concept of Management

The term ‘management’ refers to the capacity of controlling and making decision in business or similar organization as the process of dealing with or controlling people or things. A simple traditional definition defines it as the ‘art of getting things done by others. This definition brings in two elements namely accomplishment of objectives and direction of group activities towards the goal. The weakness of this definition is that firstly it uses the word ‘art’ where as management isn’t merely an art but it is both art and a science. Secondly, the definition doesn’t state the various functions of a manager clearly.

Terry (2003) defines management as a process “consisting of planning, organizing, actuating and accomplish the objectives by the use of people and resources” .It considers management as a process i.e. systematic way of doing things. It states four management activities: planning, organizing, actuating and controlling.

We can derive the conclusion that management as an art of knowing what is to be done and seeing that it is done in the best possible manner. To put it simple, management is the coordination of all resources through the process of planning, organizing, directing and controlling in order to achieve stated goals.

1.1.2.1 Classroom Management

Classroom management is the term educators use to describe methods of preventing misbehaviors and dealing it if it arises. In other words, it is the techniques teachers use to maintain control in the classroom .Classroom management is one of the most feared parts of teaching for the novice teachers. For the students, lack of effective classroom management can mean that learning is reduced in the classroom. For the teachers, it can cause unhappiness and stress and eventually lead to individuals leaving the teaching profession.

Classroom management refers to the wide variety of skills and techniques use to keep students organized, orderly, focused, attentive, on task and academically productive during a class. When classroom management strategies are executed effectively, teachers minimize the behaviors that impede learning for both individual students and groups of students, while maximizing the behaviors that facilitates or enhance learning .Generally speaking effective teachers tend to display strong classroom management skills, while hallmark of the inexperienced or less effective teachers is a disorderly classroom filled with students who are not working or paying attention.

While a limited or more traditional interpretation of effective classroom management may focus largely on “compliance” rules and strategies that teachers may use to make sure students are sitting in their seats, following instructions, listening attentively etc. a more encompassing or updated view of classroom management extends to everything that teacher may do to facilitate or improve student’s learning, which would include such factors as behavior (a positive attitude, happy facial expressions, encouraging statements, the respectful and fair treatment of students etc.),environment (for example, a well coming, well lit classroom filled with intellectually stimulating learning materials that’s organized to support specific learning activities),expectations (the quality of work that teachers expect students behave towards other students, the agreements that teachers make with students),materials (the types of texts, equipment ,and other learning resources that teachers use),or activities (the kind of learning experiences that teachers design to engage student interests, passions and intellectual curiosity).

1.1.2.2 Role of Teachers in English Language Classroom

Teachers may have varying, sometimes quite different roles. Kumaravadivelu (2003) illustrates three potential teacher roles. The first one are the Passive Technicians, who develop their role as a filter, they are only centered in the content of language, their role in the classroom is to function like a conduit(a

channel), channeling the flow of the information, their task is to execute what is prescribed for them.

Then, we can find the Reflective Practitioners, teachers who analyses and reflect about class what improvement, in the practice they always learning to be better. He or she takes the responsibility of their professional development. They use the imagination, ideas and techniques to learn in a different way and make more interest and funny the class.

The last one are the Transformative Intellectuals who are called "Critical Pedagogists", they think that the classroom, schools, and Campuss are not only instructional sites, they are places to provide solutions and ideas to the students, with a vision of a better and more human life, and they strive not only for educational advancement but also for a personal transformation.

It is useful to treat the three perspectives not as absolute opposites but as relative tendencies, with teachers learning toward one or other at different moments. What is crucial to remember is that passive technicians can hardly become transformative intellectuals without continual process of self-reflection and self-renewal. In other words, the process of transformative teaching demands that, teachers take the critical look at the dichotomy between theory and practice, between theorist and practitioners.

1.2 Statement of the Problem

For teachers classroom management is a term used to describe the process of ensuring that classroom lesson run smoothly despite *disruptive behavior by student*. The term also implies the prevention of disruptive behavior. It is possibly the most difficult aspect of teaching for many teachers; indeed experience problem in this area causes some to leave teaching altogether. In 1981 the US *National Education Association* reported that 36% of teacher said they would probably not go into teaching if they had to decide again. A major reason was "negative student attitude and discipline."

While the teachers practice their old management techniques, methodologies present learners get distracted from their studies. Consequently teaching becomes boring, dull and meaningless. And teachers also feel tired, unsatisfied, stressed and ruthless.

To deal with this management problem it is essential to learn about teachers' level of knowledge regarding classroom management and their efforts to make their class a well managed class. This research study on "Perception of Secondary Level English Language Teachers on Classroom Management Techniques" aims to measure the level of existing knowledge regarding classroom management.

1.3 Objectives of the Study

The objectives of the study were as follows:

- a. to find out the secondary level English language teacher's perception on classroom management.
- b. to measure the efforts made by English language teachers for effective classroom management.
- c. to suggest some pedagogical implications.

1.4 Research Questions

The classroom context where the students learn English gives a lot of opportunities for natural language use. It enables the learners to speak freely where the majority of them can show their true capacity. The following questions motivated the researcher to carry out this research.

1. Do the teachers know the concept of Classroom Management?
2. What is their perception towards their classroom management techniques?
3. What do they do to manage their class?

1.5 Significance of the Study

This research work entitled **Secondary Level English Language Teachers' Perception on Classroom Management Techniques** aims at finding out teachers' perception regarding classroom management. This study is expected to

be useful for the policy makers, teachers, educators and other authorities to take necessary steps to implement the remedial actions. It also helps the secondary level ELT teachers to reflect on their teaching to bring effective changes in their classroom. Similarly, it can also be useful for those researchers who wish to undertake researches on different aspects of classroom management. The findings of this study will also be useful to all who are directly or indirectly involved in teaching and learning English.

1.6 Delimitations of the Study

As it is a small research, the researcher carried out the research taking the following limitations and considerations:

- a. This study was only limited to 40 secondary level English teachers.
- b. This study was only limited to the secondary level English teachers of government school
- c. It was only related to the knowledge about Classroom Management techniques.
- d. Only in service teachers were distributed the questionnaire.
- e. It did not check the teachers' language competence but the efforts made by them to make their English language class a well equipped and well managed class.

1.7 Definitions of the Key Terms

Sample: specified number of population which is used in research.

Population: particular number of people which is selected by the researcher for the research work.

Perception: awareness of something through the senses.

Classroom: place where the learning teaching takes place.

Techniques: methods ,tricks or processes that teachers use to make class a well mannered class.

Management: the act of controlling and running a business or similar organization.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

2.1 Review of Theoretical Literature

Different books, articles and journals related to the Classroom Management which were found useful for the research work have been reviewed below.

Underwood (1987) in her book focuses on the organizational aspects of teaching English. It has recommended many useful devices to the teacher. It focuses on good way of organizing work in the class-room and useful guidelines on making the most of one time and resources. Likewise, Smith and Laslett (1995) emphasizes that good classroom management depends more upon teacher and children working equitably together because they are confident together than upon peremptory instruction and resigned obedience.

2.1.1 Classroom Management and its Types

Classroom management is a term used by teachers to describe the process of ensuring that classroom lessons run smoothly despite disruptive behavior by students. The term also implies the prevention of disruptive behavior. It is possibly the most difficult aspect of teaching for many teachers; indeed experiencing problems in this area causes some to leave teaching altogether. In 1981 the US National Educational Association reported that 36% of teachers said they would probably not go into teaching if they had to decide again. A major reason was "negative student attitudes and discipline". According to Moskowitz & Hayman (1976), once a teacher loses control of their classroom, it becomes increasingly more difficult for them to regain that control. Also, research from Berliner (1988) and Brophy & Good (1986) shows that the time a teacher has to take to correct misbehavior caused by poor classroom management skills results in a lower rate of academic engagement in the classroom. From the student's perspective, effective

classroom management involves clear communication of behavioral and academic expectations as well as a cooperative learning environment.

a. Assertive Discipline

Assertive discipline was a system developed by Lee Canter in the 1970s. Assertive discipline is very structured and systematic. Its main design proposes to help educators run a classroom in which the teacher is in charge. This method teaches that the teacher has a "right" to decide what is best for his or her students. Teachers should determine what is best for all students and then expect compliance. The main axiom of this method is that no student should ever prevent a teacher from teaching or keep another student from learning, period. In order to achieve this axiom, teachers must behave assertively, not aggressively or passively. They must be consistently assertive in their wants and expected behavior in the classroom. This works well, because the students see the teacher is firmly requesting a standard of behavior, and that he or she is going to take assertive steps to ensure that students respect their wishes. This method has the teacher giving clear, firm direction, which, if followed, is met with positive reinforcement; if not followed, the undesired behavior is met with negative consequences. Students are not viewed as enemies and are not treated with a hostile or sarcastic attitude. Rather, students are viewed as allies who are expected to cooperate for the good of all. The technique is very simple with assertive discipline. It puts the teacher in charge and makes him or her "the boss" of the classroom. It does not use intimidation, threats, sarcasm, or authoritarianism to get results. Similar to a traditional boss/employee relationship, the teacher treats her/his students as employees, or allies, in the goal of achieving a "profit," wherein, the profit, is an education, peace in the classroom, and a positive learning environment for all. Assertive discipline allows for differences of personality and supportive friendships. It has no room for negatively disruptive behavior, bullying, or ostracizing of other students.

b. Cooperative Discipline

Cooperative discipline was developed by Rudolf Dreikurs, and uses the theories of Alfred Alder, who created classic Adlerian psychology. Like assertive discipline, it

proposes to use the cooperation of students to achieve good behavior in the classroom. The basic premise of this model is that students misbehave to achieve one or all of four goals: attention, power, revenge, or avoidance of failure. It is up to the teacher to determine which goal is driving the behavior of the student and help thwart it by using cooperative discipline techniques. While many classroom management and discipline methods provide input to teachers on how to address bad behavior while it is occurring, most do not help teachers stop the behaviors from recurring again in the future. Cooperative discipline seeks to address this issue by having teachers put strategies in place that will build a student's self-esteem, thus encouraging them to change old behaviors and develop an interest in cooperating and learning. Encouragement techniques are not time-consuming for the teacher, and they are easy to learn and practice. The purpose is to make the misbehaving student feel they are valuable members of the classroom.

2.1.2 Classroom Management and Instruction

Classroom management is a term used by teachers to describe the process of ensuring that classroom lesson run smoothly despite *disruptive behavior by student*. The term also implies the prevention of disruptive behavior. It is possibly the most difficult aspect of teaching for many teachers; indeed experience problem in this area causes some to leave teaching altogether. In 1981 the US *National Education Association* reported that 36% of teacher said they would probably not go into teaching if they had to decide again. A major reason was “negative student attitude and discipline.”

According to Moskowitz and Hymes (1976), once a teacher loses control of their class, it becomes increasingly more difficult for them to control. Also, research from Berliner (1988) and Broffly and Good (1986) shows that the time that teacher has to take to correct misbehavior caused by poor classroom management skills results in a lower rate of academic engagement in the classroom. From the student's perspective, effective Classroom Management involves clear

communication of behavioral and academic expectations, as well as cooperative learning environment.

Classroom management is closely linked to issues of motivation, discipline and respect. Methodologies remain a matter of passionate debate amongst teachers; approaches vary depending on the beliefs a teacher holds regarding educational psychology. A large part of traditional classroom management involves behavior modification, although many teachers see using behavioral approaches alone as overly simplistic. Many teachers establish rules and procedures at the beginning of the school year. Rules give students concrete direction to ensure that our expectation becomes a reality.

2.1.3 Importance of Classroom Management

Classroom management is important to the whole education process because it offers students an ideal learning environment, helps prevent teachers burnt out and makes students and teachers feel safer and happier. Classroom management involves more than just discipline and rules. It also entails organization, routines with which students come to feel comfortable and positive attitudes on the part of teachers and students.

A well organized classroom with routines and rituals helps students feel more secure, children need structure. The routines and rituals of a well managed classroom allows more time for learning. Teachers spend more time in teaching and less time getting class started. Students are more engaged and less distracted in an organized, well managed classroom so the learning environment is greatly enhanced. Both teachers and students enjoy the educational process more. In a well managed classroom, discipline issues are more quickly spotted and addressed. Issues are less likely to get out of hand or become volatile. Students are more likely to feel they are treated fairly because they understand the policies from the beginning. Classroom management gives students parameters that help them feel a measure of control over their environment when students know the rules and consequences of breaking the rules, what happens to them is within their control.

2.1.4 Challenges of Classroom Management

We have already mentioned that classroom management is a planned, organized activity and procedure that facilitate learning environment. It is the crucial part of leaning as well as a being; ELT teacher should have ideas to manage the successful classroom. Different linguistics has given different ways of classroom management. But, there are some challenges for successful classroom management that hinder to classroom management. Chaube and Chaube (2003) mention the following management problems:

- Talking is the class
- Destroying school property
- Bullying the younger student
- Irrespective behavior towards teacher
- Stealing things
- Cheating at examination

2.1.5 Rules of Classroom Management

Classroom management is a very important as of learning environment to can improve or mar students learning process if not well managed. When there is noisy, disruption and unhealthy scenario, students can hardly concentrate and study. Beside most students might end up deviate from the core reasons why they are in school.

Is there any special personal magic to quiet an excited class by merely appearing before them? There are indeed some teachers who can get the class to be quiet and get busy by just standing in front of them. But what if the teacher is not around?

Naturally the class is rowdy and disorganize and the teacher has to scream at the top of his voice to get their attention. There may indeed be some kind of charisma in classroom management but studies have shown that effective teachers learn and apply specific skills to gain such control over the students. These four rules of

classroom management (Manus 1989) have been tested by successful teachers which are like a math that you can assimilate and apply to more than one classroom scenarios.

Rule One: Get Them in

This rule implies that a lesson that does not start well will definitely take time to start. When a teacher gets into the class and gets himself busy with setting up displays, distributing materials and searching for equipments then there is a tendency that the class will be idle and start chattering leading to distraction and delay in the beginning of the lesson, should the teacher decide to punish. So effectively managing your class should involve:

Being there and prepared before the class arrives

Age and nature of activity may affect this, but it is important the teacher decides where each student sits. You may either encourage them to sit with friend or separate them from their friends.

Starting the lesson should be a smooth and quiet process which depending on the age of students should be something they can do without any assistance, most likely start with a recap of previous lessons to help them relax.

Rule Two: Get Them Out

It is most common that most disciplinary problems in classroom management occur during the start of the lesson, it is also important that you carefully plan your exit and end of lesson to avoid opportunities for trouble making. Manus (1989) puts it, the structure at the end of the lesson is all too easily lost in a sigh of relief that is nearly over. Every interested lesson or pleasant developing relationship during a learning experience can be spoilt if the end of lesson turns into a chaotic noisy finale.

As the teacher, carefully use these two phases to end every lesson; To stop work, especially if the students are still busy writing and gathering materials give an

early warning e.g. 'writing stops in two minutes' or whatever time will help the students finish writing. It is important that all work must stop in due time, to enable them gather materials, put away and settle down for revision which should include brief question and answer.

Dismissing the class, would follow different methods, depending on the age of student, students should be cued into the next activity if below ten of age. E.g. 'children is time for sports everybody get ready, first row line up to the door, second row follow, third, okay let's move to the field in a single file'

Rule Three: Get On With It

This is the nature and manner of lesson to be presented; teachers often encounter problems during lessons, when the nature of structure of lesson do not matches the age and ability of students. Before lessons, all materials and aids should be examine to ensure it is not too low or high for the students. The teachers' manner in addressing the students goes a long way to establish a friendly understandable relationship with the students, it is important to get the children focused on you before speaking, use a calm but stern tone and a friendly facial expression, if a teacher frowns persistently it creates anxiety and fear in the students. Make use of eye contact with each student in the class.

The teacher's eyes should sweep through the classroom like a beam and the teachers' brain should pick up the 'feel' of the classroom and adjust to it if need be.

Rule Four: Get on with Them

Teachers develop good personal relationship with the students by fostering mutual respect and trust, to do this you need to be aware of the mood of individual child and the class as a whole.

Awareness of individual difference and classroom management begins with learning the names and faces of each child, once you know a child's name you can

easily personalized rebuke or requests, instead of ‘stop the noise class, sit upright the boy at the back’ you say ‘John keep quiet, Damilola sit up’ keeping of daily attendance register will help you master their names.

Before every storm, there are signs; the difference is the teacher can do something to stop and incoming class storm by being sensitive to the class’ atmosphere. A teacher should be wholly involved in activities whether you are marking, talking to a student or addressing a group of students ensure you glance round the class often to identify trouble spots and makers.

2.1.6 Strategies of Classroom Management

Effective classroom management is essential to the learning, productivity and well-being of students. After all, the rules and routines that govern classroom help to keep students on task, focused and engaged in their learning. While classroom management strategies will vary by grade level, course type and teacher personality, the goal of every strategy is to help manage the behavior, participation and expectations of students. According to Brozak (2013), the following strategies will be useful for the effective classroom management:

Rules of Conduct

Before the students arrive on the first day of school, establish a set of classroom rules and post them in an obvious spot in classroom. The list should be short and direct, with no more than five to ten rules, depending on grade level. Rules could include such directives as “Raise your hand before speaking,” “Treat each other with respect,” and “No chewing gum.” Alternatively, during the first few days of school teachers could work with their students to create a list of classroom rules by asking for their individual input. This can help students feel a sense of ownership over the rules, making them more likely to adhere to them.

Clear Consequences

Once teachers have the rules of conduct established, the next question is what teachers do if one of the students chooses to break a rule. Students should understand that there will be set consequences for their transgressions. Therefore, when teachers introduce code of conduct, they must also discuss the consequences of breaking a rule and then adhere to those consequences without fail. For instance, teacher may want to create a “three-strikes-you’re-out” series of consequences. The first strike is a warning; the second strike is a call home to mom and dad; and the third strike results in formal disciplinary action. The key is to remain consistent. Issue a pass for one kid and have set the precedent that the rules can be bent or broken without fear of consequence, leading to a chaotic, uncontrolled learning environment.

Bell-to-Bell Instruction

As the saying goes, “Idle hands are the devil’s playground.” In other words, if teachers don’t give the students enough work to fill a class period, they’ll find something to do to fill the time -- and it likely won’t be in line with the instructional goals. From early in the year, set the expectation that students will be learning the entire time they are in classroom. To set expectations, present them with a “bell ringer” activity, which they are expected to complete within the first five minutes of class. This will help them to settle in their seats while giving you a few minutes to take attendance and perform other administrative tasks. Teacher also must ensure that lesson plans are thorough enough to fill up a full class period. If students are working independently on an assignment, have extra assignments available for those who finish their work early. These assignments can be something as simple as a coloring page for younger children or brain teasers related to the lesson topic for older students.

Seating Arrangements

The way teachers physically arrange the desks and tables in the classroom also directly affects the classroom management. The right seating arrangements can not only help teacher control student behavior but it can also help to monitor student work by allowing move freely about the room. Use common sense to guide the classroom arrangement: seat students where their attention will be directed toward the teacher, make sure students are clearly able to see the chalk boards and screens and keep aisles or pathways between desks free of congestion. Seating arrangement should also be flexible and allow students to easily switch gears from one activity to the next.

Dixie (2008, p.59) have suggested following techniques for classroom management:

- Body language
- Eye contact
- The voice
- Gestures

Some psychological tips by Dixie (ibid)

- Punctuality
- Knowing people by name
- The structure of the lesson
- Using praise appropriately
- Scanning and circulating the class-room
- Optimum control

Similarly Hyden (2009, p.69) has given following guideline to keep the students in a calm environment.

- The teacher should keep the lesson moving,
- The teacher should not lecture the whole period,

- The teacher should talk to his students,
- When students are being disruptive by talking, polling or crumpling paper, the teacher should stand by them. He should take to them and keep them busy with lesson and if they are still disruptive, he should take them in a hall way.

2.2 Review of Empirical Literature/Previous Studies

Review of the previous studies provides basic knowledge to the study that is carried out. To carry out the present study the following works related to my research were reviewed as following:

Phyak (2006) has written an article on “How Does Teacher Interact with Students in English Classroom”. The study aimed to find out the strategies used by their students in the classroom for effective classroom management. He found out that one of the real problems in teaching of English was lack of the interaction strategies from both teachers and students side.

Shrestha (2008) had carried out the research in the same field. His research title was “A Study on Disruptive Behavior of Student in English Classroom”. He tried to find out the different behaviors of the students that teacher has to face into the classroom. He found in his research that teacher should not avoid the disruptive behavior done in the class i.e. sleeping in the class, even participation, uneven participation etc. while to make classroom successful.

Giri (2008) had carried out the research on “Problem of Classroom Management in Primary Level”. He tried to find out several problems in primary level English classroom. He found that it is very difficult to manage the primary level classroom. In this regard, teacher has to be trained, qualified and capable of understanding the psychology of students.

Thani (2008) had conducted the research in the same field entitled “A Study on Classroom Management”. She focused on general concept of management. She finds in her research that good classroom management is very crucial part of

learning activity. She mentions that one single criterion is not enough for managing the class.

Bashyal (2010) carried out research on “Strategies of Classroom Management Used by Secondary Level English Teacher”. He tried to explore the major strategies adopted by the secondary level English teachers. He found out that encourage, feedback, motivation etc were the major strategies for classroom management.

Khatri (2012) also carried out a research on the classroom management techniques used by ELT teachers: a comparative study. In his research he has made comparison between the techniques used by the teachers of government aided schools and non government aided schools of Palpa district. After having reviewed the related literature, it is found that none of the studies focused on secondary level English language teachers’ perception on classroom management techniques.

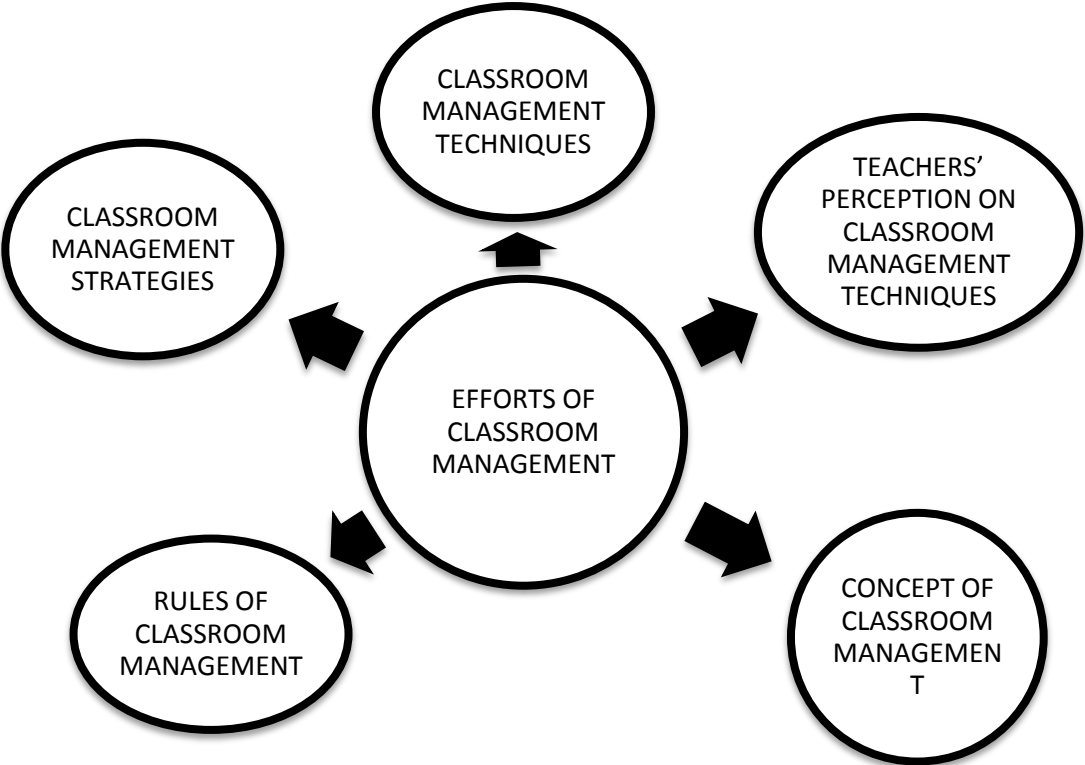
2.3 Implication of the Literature Review for the Study

Classroom Management is very crucial for the fruitful teaching and learning. Some research works have been conducted under this area. The related literature review works are very much helpful for the study. The reviewed works helped the researcher to broaden the horizon of knowledge of research problem. While reviewing the related literature, the researcher got some genuine ideas and concepts on the basis of which she could develop a conceptual framework of research. They provide researcher with theoretical background which helped to develop the theoretical ideas and broaden knowledge.

2.4 Theoretical/Conceptual Framework

Conceptual framework is the plan or frame for the whole research process on which the study is established. It provides the general picture of the study from where the readers conceptualized the whole idea at the very first glimpse. The whole study will proceed within this given framework. It is developed after the literature review as discussed above.

Figure 1 : Conceptual Framework



CHAPTER THREE

METHODOLOGY AND PROCEDURES OF THE STUDY

This chapter deals with the research design and method of the study, population and sampling strategy, study area, tools for data collection, data collection techniques etc.

3.1 Design and Method of the Study

Research designs are implied in accordance with the nature of the research. Researcher has selected the topic classroom management. So, the researcher has selected survey research design to measure the overall knowledge over the topic. This study is appropriate to meet the objective of this research study.

In this research she has selected a sample of respondents from population and administered a standardized questionnaire to them.

3.2 Population, Sample and the Sampling Strategy

All secondary level English language teachers of Chitwan district were the study population. Forty English language teachers from different secondary level schools were used as sample population. The sampled teachers were selected using random sampling method. The researcher chooses this method because it could serve her purpose easily.

3.3 Study Area/Field

The researcher has chosen the study area from Classroom Management. In this area she has intended to figure out the extent of knowledge of secondary level English teaches in Classroom Management.

She has carried out this research basing on the population of Chitwan district. She chose the secondary level English teachers of Chitwan. She made the 40 ELT teachers respond to questionnaire.

3.4 Data Collection Tools and Techniques

A set of questionnaire with open ended and close ended question was the main tool to elicit the required data for this research work. For convenience the following areas related to the classroom management were examined through the questionnaire:

- Classroom Management
- Enhancing classroom environment
- Reinforcement strategies
- Reductive strategies
- Teachers' perception of their roles

The model questionnaire is given in the appendix section of this research work.

3.5 Data Collection Procedure

In the process of data collection the researcher first of all selected 40 secondary schools of Chitwan and asked for the permission. After that, distributed the questionnaire to the participant teachers and request to express their view for the provided questions. Some of the teachers were also contacted through mail.

3.6 Data Analysis and Interpretation Procedure

As this research study is based on qualitative data, qualitative methodological approach was applied for analysis and interpretation. The researcher has gone through the following steps to interpret and analyze the data.

After collecting the data, firstly it was edited and coded. Then it was classified based on common properties and features. After that, the data was tabulated and classified. Finally, analysis and interpretation were carried out statistically and descriptively.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

This chapter provides a detailed analysis and interpretation of the collected data. The main purpose of this study was to find out the secondary level English language teachers' level of knowledge in terms of classroom management and to measure efforts that the teachers are making to make their class well managed. The data was collected from 40 secondary level English language teachers from different schools of Chitwan district.

4.1 Analysis of Data and Interpretation of the Results

After codifying and editing the collected data researcher has presented the result of data using some statistical tools. She has also analyzed and interpreted the data below the tables descriptively.

4.1.1 Teachers' Opinion Regarding Classroom Management

To find out the teachers' opinion on classroom management some open ended questions were asked. The responses of the teachers to each question are analyzed and interpreted qualitatively.

Q.N. 1 How do you define the term Classroom Management?

When the teachers were asked about the meaning of Classroom Management (by open ended question) they responded as following:

Two of the sampled teachers noted that 'classroom management is to create learning environment and favorable and feasible condition for students and teachers.'

Three teachers penned that ‘it refers to place of students’ benches and settlement. It refers to managing the students in a way that help them to learn things comfortably.’

Another three teachers mentioned that ‘it is well co ordination of students’ proper seating, proper use of teaching materials, neat classroom and time management.’

Four teachers stated that ‘it means, make easy comfortable and convenient environment in teaching learning activities inside classroom it is very important and is necessary for every teachers.’

Another four teachers replied ‘it is creating harmony and peaceful classroom for teaching and learning and keeping the class in system.’

Five of the teachers mentioned ‘it refers to the management of students seating proper placement of teaching materials and creating an enjoyable environment in the classroom to ensure the effective teaching and pleasant learning inside classroom.’

Out of forty another five teachers stated that ‘classroom management is the way to manage usable and need based teaching materials according to its subject matter, group division of the students’ cleanliness and attractive classroom.’

Last six teachers opined that ‘it is the process to manage necessary elements in the classroom like; furniture, blackboard/whiteboard, marker, materials etc. It is done to run classroom properly.’

Only 80% of the selected teachers (32 in number) could define the term classroom management. From the obtained information it is clear that Classroom Management is to managing necessary elements in classroom and creating favorable condition for teaching and managing teaching materials. It is to create learning environment, the way of managing the class in terms of physical and psychological supportive environment and making suitable condition for teaching

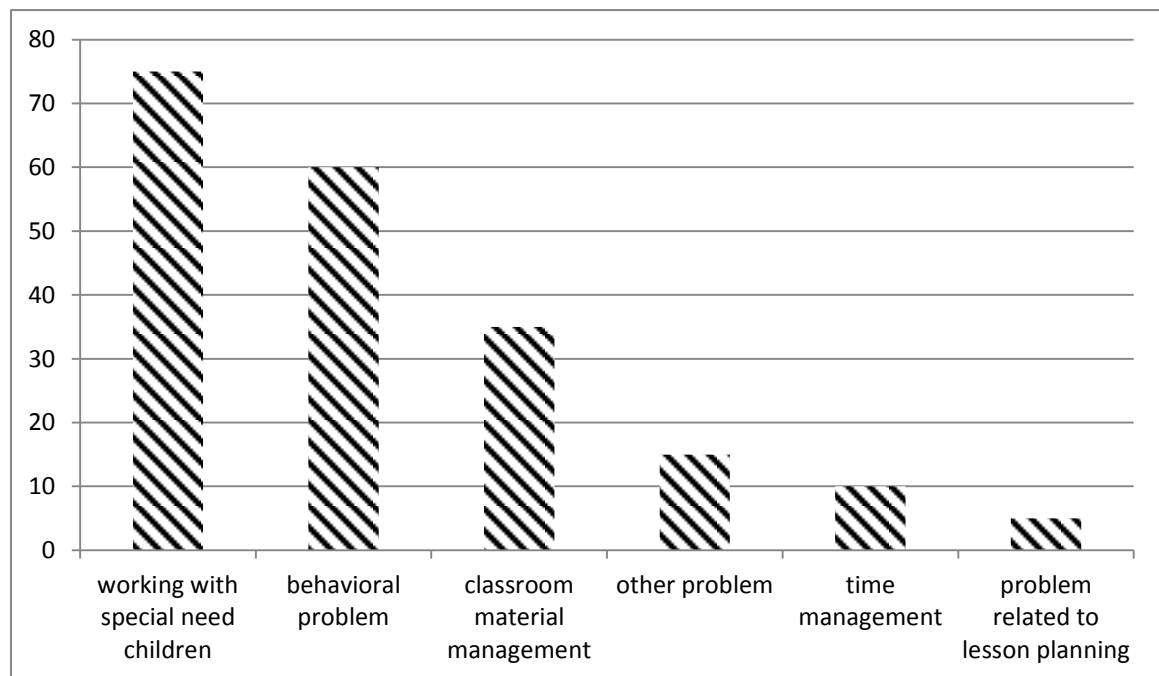
and learning. It can be concluded that classroom management is the process of creating the best learning environment for teaching and learning.

Q.N. 2 Have you encountered any problem in creating effective classroom management?

To find out the teachers' perception regarding the problems in creating effective classroom management they were imposed the question. In response to this question all the teachers accepted that they have encountered many problems in creating effective classroom management. Teachers' response to this question can be presented in the figure as below;

Figure 2

Problem in creating effective classroom management



The study indicated that the majority of the teachers (75%, 30 in number) are facing problem in working with special need children, 60% of teach teacher are facing behavioral problem, 35% of the teacher are feeling materials management problem, 15% of the teachers stated that administration should be genuine and collaborative for all in all activities, 10% of the teachers have time management

problem and only 5% of the teachers said that they are facing problem related to lesson planning.

Q.No.3 Why do those problems occur in classroom in your opinion?

While the teachers were imposed with the Q.No.3 of open ended question they expressed different views. Which are as follow:

- Because of the large number of students,
- Because of the lack of (not only good but) the best knowledge about special need children.
- Due to the lack of proper training and refreshment trainings.
- Because of different ability of the students.
- Due to the low economic status of the parents because of which they can't provide sufficient supplementary materials to the pupils.
- Lack of share of responsibilities.
- Due to the lack of update and innovative trends
- Due to the lack of use of sufficient teaching materials
- Due to the poor school administration.
- Because of inexperienced teachers.
- Due to the students of multi-cultural and multi lingual background.

Q.N.4 What types of specific techniques do you use for effective classroom management?

In response to this question the sampled teachers provided the following responses:

- Demonstration, discussion, ICT classes etc.
- Group work, pair work, group discussion according to tallency.
- Proper placement of position of the desk, benches, instructional materials etc.
- Role play, simulation, project work.
- Emphasis on student centered techniques.

- Establishment of proper classroom rule, seating arrangement, mobilizing monitor.

In response to this question most of the teacher responded to focus on group work, pair work, seating arrangement use of student centered teaching method and sufficient use of instructional materials.

Q.NO.5 As an ELT teacher what do you recall as your classroom management strengths and weakness? (Please rank performance on the scale of 1 up to 5)

To find out the teachers’ perception regarding their strengths and weaknesses they were imposed with this question. Their view regarding their strengths and weakness is presented as follow:

Table 1

Strength and weaknesses of English teachers in classroom management

S.N	Statements	Very week	Weak	Neutral	Strong	Very strong
1	Behavioral problem	-	20%	5%	50%	25%
2.	Classroom materials management	5%	10	-	65%	20%
3	Time management	5%	10%	5%	35%	45%
4.	Working with special need children	-	10%	15%	40%	35%
5.	Lesson planning	-	5%	-	70%	25%

In response to this question, 20% of the teachers viewed behavioral problem as their weakness, 5% are neutral, 50% of the teachers take it as their strength and 25% have very strong belief about dealing with behavioral problem. Regarding classroom material management 5% of the teachers took themselves as very weak,

10% weak, none of them are neutral, 65% of the teachers are strong and 20% are very strong. On time management 5% of the sampled teachers are very weak, 10% are weak, 5% are neutral, 35% are strong and 45% of them are very strong. Similarly in the field of working with special need children none of the teachers are very weak, 10% are weak, 15% are neutral, 40% of them are strong and 35% of them are very strong. Finally regarding the lesson planning none of the teachers considered themselves very weak, 5% of the teachers are weak, none of the teachers are neutral, 70% of the teachers are strong and 25% of them are very strong.

4.1.2 Teachers' Perception on Classroom Rules

Teachers are aware about the important of classroom rules. Classroom rules help to reduce disruptive behaviors, while promoting positive interactions. Rules provide a basis for the teachers to manage the class. In managing class rules play the vital role. In this section the teachers were asked about their responses regarding classroom rules, which can be demonstrated as following:

Table 2

Perception on Classroom Rules.

S.N.	Statements	No. of Teachers	Percentage
1.	Follow school wide discipline	38	95%
2.	Employment of separate set of rules	30	75%
3.	Introduction rules in the first day/week of school	26	65%
4.	students involvement in developing rules	34	85%
5.	Use of picture icon for rules	2	5%
6.	Posted rules in the class.	36	90%
7.	Make parents aware of rules	22	55%

The research indicated the majority of teachers, 95% follow a school wide discipline plan, a large number of teachers (75%) employ their own set of

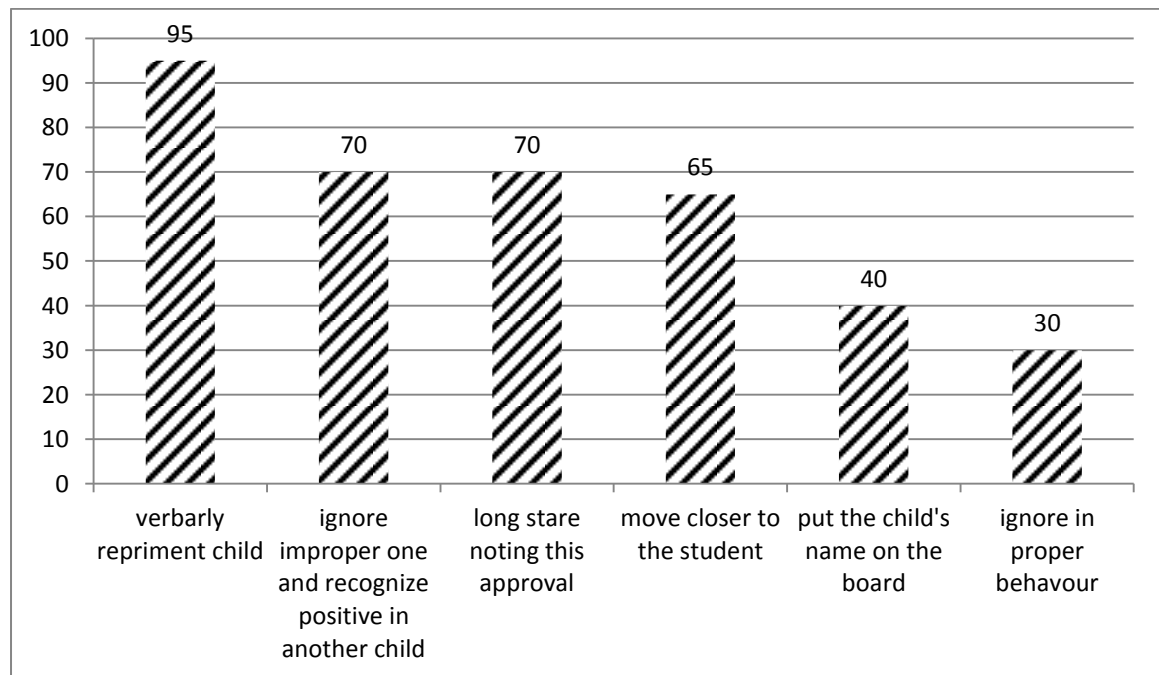
classroom rules. Rules are generally posted at the front of the class 90%, and 65% introduce the rules on the first day or week of the school year, 55% of the sampled teachers reported introducing the rules during class lessons and informing parents at the parents teachers meeting. Only 5% of the sampled teachers use icons or pictures for each rule. Every teacher involved in the development of the rules with 85% indicating student and teacher input. Parents had no involved in the construction of rules.

4.1.3 Teachers Perception on Classroom Management/Child Management System

In this third section teachers were asked what course of action they would take when infraction occurred in the classroom. Their responses are presented as following:

Figure 3

Perception on Classroom Management/Child Management



The majority of teachers (95%) reported using a verbal reprimand, 70% ignore improper behavior and recognize positive behavior in another child, the same percentage (70%) of the sampled teachers use the long stare noting disapproval of

behavior 65% move closer to the student, 40% put the child's name on the blackboard/ white board and 30% ignore the improper behavior. In order of effectiveness, the teachers ranked verbal reprimand first, followed by ignoring improper behavior and recognizing positive behavior in another student, the long stare, move closer to the student keeping the child's name on the board and ignore improper behavior.

4.1.3.1 Teachers Responses to continuous non compliant offender

In course of data collection the teachers were asked about their normal course of action or combination of actions for dealing with students who are continuously non-compliant. The teachers' responses regarding this question can be seen in table 3 as follow:

Table 3
Responses to Continuous Non-compliant Offender

S.N	Statements	Response	
		No. of Teachers	Percentage
1	Provide extra work	22	55%
2	Send note home to parents	18	45%
3	Use of corporal punishment	12	30%
4	Removal from the classroom	10	25%
5	Send students to the principal office.	6	15%

The majority of teachers (55%) provided extra works, 45% send note home to parents, 30% use corporal punishment, 25% of the teachers remove the student from the class. Only fewer (15%) of them sent the student to the principal's office. In order of effectiveness as a management strategy teachers identified providing extra works followed by sending a note home to Parents corporal punishment, removal from the classroom and send the student to the principal office.

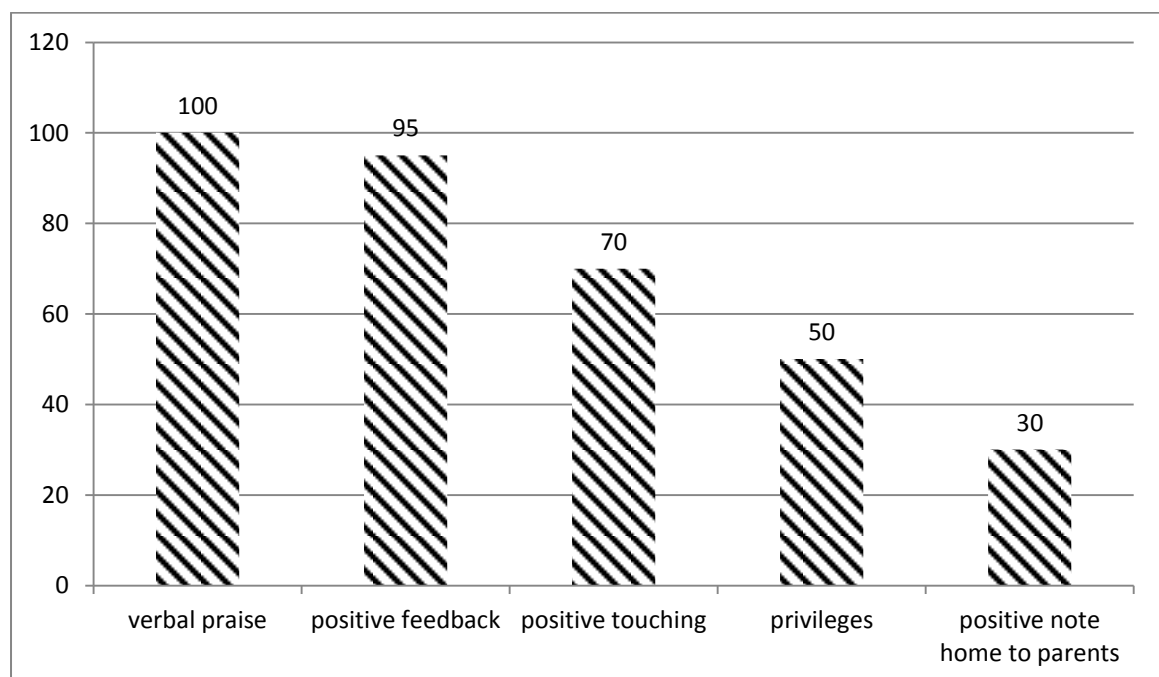
Teachers were also asked at what stage parents were informed or notified of a student’s inability or unwillingness to follow the rules in the classroom, 40% of them reported that they would notify parents when misbehavior continued for a week, while a number of teachers specified 1-2 days if the behavior was seriously impacting on students learning and learning climate of the classroom.

4.1.3.2. Reinforcement for Appropriate Behavior

Reinforcements are stimuli that can strengthen or weaken specific behavior. There are multiple types of reinforcement. The two most common forms are; positive reinforcement and negative reinforcement. The terms positive and negative do not mean good or bad. Instead, they mean we are adding or removing something in order to strengthen the desired behavior. In this section the teachers were asked about their reinforcement strategies for appropriate behavior. Their responses are presented as below:

Figure 4

Reinforcement for Appropriate Behavior



All the teachers (100%) verbally praise (v good, excellent, good job, I like the way) the students, 95% , use positive feedback (a smile or head nod), 70%

reported using positive touching, 50% use privileges and only 30% of sampled teachers send positive note home to parents. In rank of importance verbal praise was ranked 100% followed by positive feedback positive touching, providing extra privileges and positive note home to parents.

4.1.4. Teachers Perception on Lesson Planning

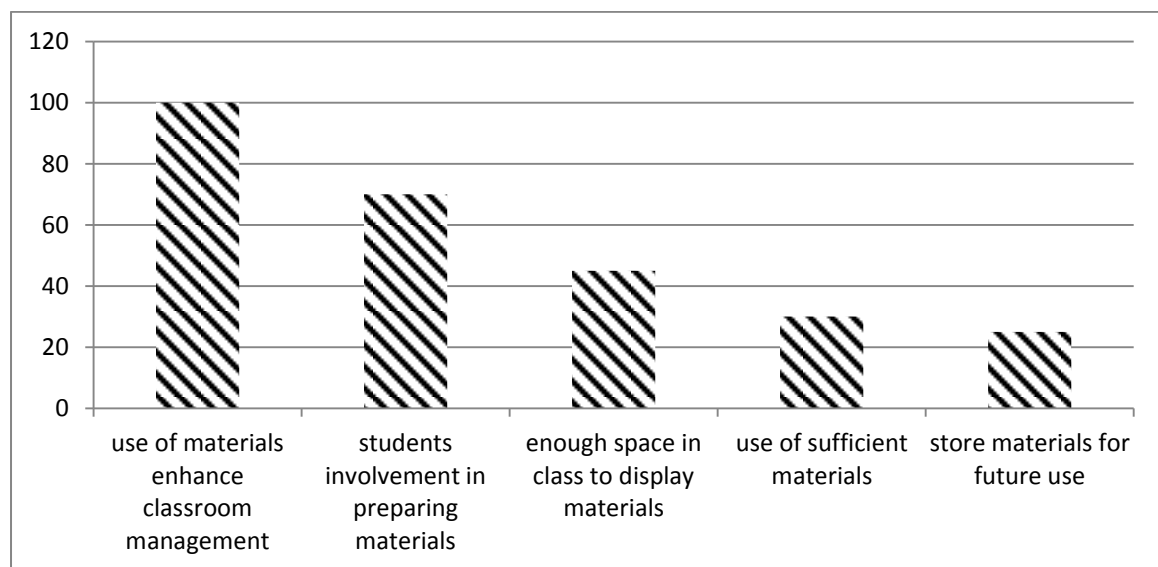
In this section the teachers were asked about their habit of using daily lesson planning for effective teaching. In response to this question all the teachers 100% strongly agree that they use daily lesson planning, 80% were sure that their planning is effective, 75% believed that their planning has clear objectives the same percentage (75%) of the teachers reported that their planning is organized.

4.1.5 Teachers Perception on Material Management

In order to make teaching learning activities entertaining, effective, interesting and successful, various kinds of aids and materials can be used. In teaching learning activities use of instructional materials play crucial and vital role. In the course of this study the teachers were asked about their perception on material management. The responses of the teachers can be presented as below:

Figure 5

Perception on Material Management



In response to this question all the teachers (100%) agreed that use of material enhance classroom management; 70% of them make students' involvement in preparing materials, 30% of the teachers use sufficient materials, 45% teachers reported that there is enough space in the class to display materials and only 25% of the teachers store materials for future use.

4.1.6. Teachers Perception of Their Role as a Teacher

The perception questionnaire required teachers to indicate on a scale of 1-5 how each of the classroom management strategies matched their perception of their role as a teachers. Number 1 indicated that they are strongly agreed and '5' that they strongly disagreed with the classroom management strategy. Teachers' perception of their role as a teacher can be presented as follows:

Table 4
Perception Survey

S.N	Statements	S. Agree	Agree	Neutral	Disagree	S. Disagree
1	Frequent communication	65%	20%	5%	10%	-
2	Attending to two events	25%	40%	25%	10%	-
3	Proximity control	20%	30%	35%	10%	5%
4	Direct questioning	15%	40%	25%	10%	10%
5	Pleased with classroom management	35%	45%	20%	-	-
6	Adequate classroom management	-	25%	-	25%	50%
7	Learn more about classroom management	25%	20%	15%	30%	10%

In response to the use of classroom management strategies, 85% either strongly agree or agree that they communicate frequently to their students that are aware of

what they are doing in their classroom , 65% either strongly agree or agree that they are able to attend to two events simultaneously without being diverted unduly by disruption, 50% either strongly agree or agree that if a student was inattentive or potentially disruptive they would physically move toward a student and 55% either strong agree or agree they would direct question towards the students if the student was disruptive or inattentive. In response to the teachers efficacy in classroom management strategies , 80% either strongly agree or agree that they are pleased with their classroom management strategies, 75% either strongly agree or agree that their classroom management strategies are inadequate and 45% would like to learn more about being an effective classroom manager.

4.2. Summary of Findings

Classroom management is very important and essential for effective and fruitful teaching learning activities. 80% of the secondary level teachers could define it well and had attended training related to classroom management.

All the teachers (100%) accepted that they have encountered many classroom management related problem. Majority of the teachers (75%) were facing problem in working with special need children.

Majority (95%) of the teachers followed a school wide discipline rule, and 75% of them employed their own set of rules.

Majority (95%) of the teachers used verbal reprimand when infraction occurred in the regular classroom and only 30% of the teachers ignore the improper behavior.

Many of the teachers (55%) provided extra works to the students who are continuously non compliant. It means in order of effectiveness, as an effective management strategy, most of the teachers identified providing extra works.

As the reinforcement for appropriate behavior almost all the teacher priorities verbal praise and 95% of them take providing feedback as an effective reinforcement strategy.

All (100%) teachers strongly agreed that they use daily lesson planning, and 80% of them are very sure about the effectiveness of their planning.

All the teachers agreed that use of instructional material enhance the classroom management but only 30% of the teachers mentioned that they used sufficient material in their ELT class.

In the research it is also found that most of the teachers (85%) frequently communicate to the students that they are aware of what they are doing in their classroom.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

This chapter includes the conclusion derived from the summary and recommendations on the basis of the study for policy level, practice level and further research.

5.1 Conclusion

For effective classroom management and well managed class, firstly the teachers should know what classroom management is and its significance. Once they learn its importance, they become ready to be successful and effective teacher in their classroom. In another words, classroom management is not an overnight process indeed it is a very long and complex process for which teachers need to know and realize its benefits in teaching learning process. This kind of knowledge helps the teachers to learn from different circumstances. They focus on their improvisation.

The ELT teachers of Nepal are turning to be trained and professional, it is a good and positive sign. However, they are still not fully conscious about this issue. They have just hatched the mindset of looking for some alternatives to the traditional approaches. They have just started to build positive attitudes towards teaching profession.

Different types of many training programs are conducted from many organizations over a different period of time. However, teachers are reluctant to apply the skills, ideas, techniques etc. learnt in training sessions in their real classroom situations.

The result of the current study indicates that overall, teachers are reporting the use of empirically validated classroom management strategies (e.g., rules and expectations clear, praise for academic and social behavior, infractions dealt immediately). The implication is that teachers are using models that are effective

in their particular context, and there is mix of ‘order and control’ as well as restorative type strategies (e.g., Assertive Discipline and Co-operative Discipline).

The perception survey required teachers to match classroom based management strategies with their role as a teacher. The teachers reported that their classroom based management strategies were adequate. Some of the teachers are benefitted by teachers training. Out of 40 sampled teachers, 20% of them don’t know what the classroom management is.

5.2 Recommendations

This part includes implication of the result in policy level, practice level and further research.

5.2.1 Policy Level

- i. The term classroom management should be considered in the broad sense of the term as it comprises the management of the instructional materials, seating arrangement, lesson planning, time management and all the teaching learning activities. Therefore, mere teachers’ training isn’t sufficient. The policy makers should have the target on developing whole a whole and complete teacher, who is able to make an ELT class a well managed and effective classroom.
- ii. Teachers’ orientation class regarding the classroom management should be the part of education system so that, the teachers will be able to sustain in their job with their all potentials.
- iii. In the research it was found that 20% of the sampled teachers did not have the clear concept of classroom management. So, the teacher need to be trained on why and how to manage class so that they can solve their classroom management related problems in their own initiations so that they can easily achieve their expected goals and students can feel comfortable to be engaged in teaching learning activities.
- iv. To make well managed class, special teachers’ training programs should be launched, focusing on classroom management by the concerned stakeholders.

5.2.2 Practice Level

- i. As classroom management comprises all the teaching learning activities, without a well managed class it is very unlikely to make fruitful teaching and to make change in learners' outcome. Therefore classroom management should be considered an essential move of school reform.
- ii. The meaning and importance of classroom management should be familiar to all the teachers.
- iii. Trained and experienced teachers should play a role model for novice teachers. Similarly taking and giving support should be usual.
- iv. Teachers should initiate themselves to make a well managed class, collaborative learning environment inside and outside the school and use of different teachers learning networks.

5.2.3 Further Research

In the context of Nepal the concept of well managed class is gradually emerging. A handful of researches have been carried out on classroom management. Nepalese teachers are still in need of the knowledge regarding classroom management. Importantly, they need knowledge of classroom management and understand its importance in whole teaching learning process. They should understand that it is something more than mere traditional teaching classes. It is for their convenience, their reputation, effective and fruitful teaching and betterment in work performance and result of the students. Universities, many training providing organizations, concerned Authorities, Stake-holders have made some efforts to train the teachers regarding classroom management, which is really very praiseworthy. As this area functions as the backbone for teachers' career because many teachers are leaving this profession due to the lack of ability to create well managed and effective classroom environment. More information should be collected in this area so that teachers can be well acquainted with its significance and importance. My research focuses only on to what extent the in service teachers

are familiar with the concept of classroom management and their efforts to make well managed ELT class.

The study may have many limitations. A major limitation of the study was the small sample size (40 secondary level English teachers of Chitwan district). As the number of sampled population is limited, this study may not be fully generalized in all contexts. ELT teachers of secondary level are selected for this research, further researchers could also select the ELT teachers of other level for the researches. In addition the survey was a self report questionnaire so there was no way of checking whether teachers actually practiced what they espoused. Further studies could include actual teacher and classroom observations and interview. Further studies could also canvas a broader geographic and include schools outside the Chitwan district and different parts of the country as well.

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APPENDIX

QUESTIONNAIRE

Dear participated ELT teachers,

This questionnaire is designed for the ELT teachers of Chitwan district. This survey aims to explore the Secondary Level ELT Teachers' Perception on Classroom Management Techniques. I would be grateful if you answer these questions to help me in my research for master's degree in education.

Researcher: Rinu Poudel

Saptagandaki Multiple Campus

SECTION I: BACKGROUND INFORMATION

Name: Qualification

Address:

Name of the school:

Experience: Contact number

SECTION II: QUESTIONS PERTAINING CLASSROOM MANAGEMENT

1 How do you define classroom management?

2 Have you encountered any problem in creating effective classroom management? If yes what sort of problem you have encountered? (Please specify all that you encountered).

- a. Behavioral problem
- b. Classroom material management problem
- c. Time management problem
- d. Working with special need children
- e. Problem related to lesson planning
- f. Others (please explain)

3 Why do those problems occur in the classroom in your opinion?

