

CHAPTER ONE

INTRODUCTION

This is the study entitled "**Teachers' Characteristics Associated with the English Language Classroom Management.**" This chapter consists of background, statement of the problem, rationale of the study, objectives of the study, significance of the study, delimitation of the study and operational definition of the key terms.

1.1 Background

The act of language teaching is a complex phenomenon though it is an established profession. The teacher is the main person who has a key role to foster language learning genuinely and naturally. It is intellectually challenging and it is a matter of having dynamic personality to execute as the classroom situations demand. According to Sthapit (2000, p.1) "The objective of teaching a thing is to help the learners in learning it. Teaching therefore should be geared to facilitating learning on the part of the learners. This is true of language teaching as well." Every teacher does everything they can to make sure that their lessons are a success to address the problems of different individuals. However, things do not go as they had planned. There may be myriad reasons for this, but the one that many teachers find most difficult to deal with is when students fail to co-operate in the classroom. This of course disrupts smoothness of teaching and learning process when students get significantly out of control, lessons have to stop and the teacher has to re-establish the order of language teaching. Such moments of disruptions can be unsettling, not just for the teacher but also for the students.

Sharma (2006, p.34) argues that "English classes are naturally noisy because we and English teachers, assign them different group works, pair works and projects. Indiscipline, however, is not a problem of only English classes; it is equally problematic for teachers of all subjects." Disciplined classroom is a

desirable in language classroom in general and in English language classroom in particular. Smooth running process is the main outward manifestation of discipline in the classroom. Discipline is the central of their behavior on the part of individual or groups in order to attain their goals and purpose.

Ur (1996, p.288) says "It seems fairly clear that in a disciplined classroom it is easier to activate students in the way the teachers want and that time will be probably spent on-task rather than wasted on organizational problem or disruptive behavior". Good and qualified teachers are essential for efficient functioning of educational systems and for enhancing the quality of learning. Teachers also have a fundamental role in their learner's academic achievement and their quality can highly influence student outcomes. "Effective language teachers have been described in the literature as having not only a profound competence in the target language but a set of personal qualities like sensitivity, warmth and tolerance". Vadillio (1999, as cited in Shishavan and Sadeghi, www.ccsenet.org/journal.html, 2009, vol.2, No.4.)

Classroom management is so important that it is virtually impossible to be a truly effective teacher without being an effective manager. Preventive measures are the key variable in effective management. The teacher uses classroom organization and management skills that successfully establish the classroom as an effective learning environment. The key to successful classroom management is prevention- teachers do not have to deal with misbehavior that never occurs. Many problems originate when student are crowded together or forced to wait. Teachers need to specify desired behavior in positive terms, provide instruction and opportunities to practice routines, offer cues or reminders when particular procedures are to be followed and monitor student for compliance with expectations. Teaching strategies should maximize student involvement in productive activities. Teachers should established clear signals to gain students attention and alert them when an activity is beginning, provide a brief overview or advance organizer to help them prepare for it and then keep the activity moving at a brisk pace, avoiding unnecessary delays. The more

directive aspects of classroom management can be faded to minimal levels as students acquire the ability to manage their own learning with increasing degrees of autonomy and responsibility.

There are different aspects of teaching learning process. Among them classroom management is a cover term. To manage classroom effectively there should be the management of physical infrastructure as well as the classroom discipline. A teacher, as an effective manager, should have knowledge of student psychology. Nowadays managing student behavior is one of the issues of classroom management. To manage students' behavior and the classroom, the teacher should have certain characteristics because the teacher is central to effective instruction, primary factor in student's motivation to learn and central to a well managed classroom. Different scholars have presented different characteristics of teachers but my concern is on common characteristics associated with effective classroom management, so I have followed Eggen and Kauchak (1994, p.503) i.e. the common characteristics of effective managers- they are caring, firm and democratic.

1.2 Statement of the Problem

As teachers are the central to a well managed classroom, certain characteristics and personal qualities are basic to the successful management because they make the teacher someone whom students will respect and want to please not merely obey. As we know that teachers can use management skills to promote a democratic, trusting and caring environment in the classroom, they need to use classroom management skills with a commitment to cultural and social democracy. Without this commitment, management skills lead to control, not to student empowerment. To establish groundwork for successful classroom management, teachers must earn the respect and affection of the students. They must be consistent and therefore credible and dependable. They need to help students develop responsibility. In general effective managers usually have three characteristics they are caring, firm and democratic.

Despite the fact that all the teachers have certain characteristics; a number of problems are identified in its relation with effective classroom management in ELT classroom in term of caring, firmness and democratic qualities. Such as the question of teachers' behavior towards their students, ability to create democratic environment in the classroom, flexibility, punctuality, ability to be firm and fair, availability to students, ability to inspire and motivate students , let students assume responsibility, discriminate between issues of responsibility and problem ownership etc.

1.3 Rationale of the Study

The main purpose of the study was to identify the teachers' characteristics associated with effective classroom management in ELT classroom in terms of caring, firmness and democratic qualities. Classroom management involves organizing learning space to create a stimulating learning environment. It is affected by the classroom teacher and depends on teacher characteristics such as academic and professional qualifications, teacher experience, teacher training, nature of caring, firmness and democratic qualities etc.

A mix of the right teacher characteristics has a positive effect on classroom management since without classroom management skills the teacher cannot employ the necessary classroom management strategies. Skills in classroom management depend on teacher characteristics.

Most of the teachers are probably unaware of much of their behavior and its effects on students and most of the classroom problems that occur in part because of lack of teacher awareness and information. Teachers' characteristics reflect on their behavior. Teachers' lack of awareness about their behavior or its effects lessens their classroom effectiveness so every teacher must be familiar with their characteristics and effectiveness of those characteristics in classroom management.

The study tried to identify the three common characteristics (caring, firmness and democratic qualities) of teacher by the help of some classroom activities

related with those characteristics. There are many researches in the department of English in faculty of education in T.U. related to teachers' characteristics and classroom management but none of them have attempted to see the issues of teachers characteristics associated with effective classroom management. For this reason, this research was conducted to fill the gap emerged in this context. Especially, it will help the teachers to evaluate their characteristics who are facing difficulties in managing the classroom.

1.4 Objectives of the Study

The objectives of the study were as follows;

- 1) To identify teachers' characteristics associated with effective classroom management in ELT classroom in terms of caring, firmness, and democratic qualities.
- 2) To suggest some pedagogical implications based on the findings of the study.

1.5 Research questions

The study seeks to answer the following questions.

1. What are the teachers' characteristics associated with effective classroom management in ELT classroom in terms of caring, firmness and democratic qualities?
2. In what ways do teachers' characteristics affect on classroom management?

1.6 Significance of the Study

Each and every research work provides some fruitful views or guidelines for those who want to be familiar with that work. This study mainly concerns with the teachers characteristics associated with the English language classroom management. This study will be significant to the teachers, educational administrations, ELT managers, curriculum planner, course designer, material

writer, etc. This research work will be equally significant for those who want to carry out further study in this field in the future.

1.7 Delimitations of the Study

The delimitations of the study were as follows;

- i) The study was delimited to the five secondary schools of Lamjung district.
- ii) The study was delimited to 5 English teachers and 20 students of the secondary level.
- iii) The study was delimited to the characteristics of teachers associated with effective classroom management in terms of caring, firmness and democratic qualities.
- iv) Only five classes of each teacher were observed.
- v) The tools for data collection were only questionnaire, observation checklist and group interview.

1.8 Operational definitions of the key terms

The following operational definitions are adopted in this study.

- i) **Teacher characteristics:** teacher qualities that may affect the performance of the teacher
- ii) **Classroom management:** organization of learning space to create a stimulating learning atmosphere
- iii) **Classroom behavior:** The activities performed by teacher and students in the classroom
- iv) **Student behavior:** Activities performed by students in the classroom
- v) **Teacher behavior:** Activities performed by teacher in the classroom
- vi) **Caring:** The foundation of positive classroom climate
- vii) **Firmness:** Helping students develop responsibility
- viii) **Democratic:** Combining caring and firmness

- ix) **Basic rules:** The rules that apply to virtually all classrooms and all teaching situations
- x) **Discipline:** The subset of management that focuses directly on teacher actions in responses to student behavior that detracts from the order and safety of the environment or interferes with the opportunity to learn

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

2.1 Review of Theoretical Literature

A theoretical framework is a collection of interrelated concepts, like a theory. It is a structure that is used for supporting a theory of any research work. It explains the theory of why the research is necessary. The framework helps the reader to make sense of the question that the research is founded on. This section consists of the concept of management, classroom management, classroom behavior, discipline management, ideas for effective classroom management and characteristics of teachers as effective managers.

2.1.1 The Concept of Management

The term management refers to the control and making decisions in business or similar organizations or the process of dealing with or controlling people or things. "Management is the process of designing or maintaining an environment in which individuals working together in groups effectively accomplish selected aims" (Koontz and Weihrich 1994, p.1). In the same way for Stoner, (1995, p.105) "Management is the process of planning, organizing, leading, controlling the work of organizational goals." We can say that management is the way of presenting the art of organization to accomplish the goals.

The above definitions indicate that management is the process of getting works done effectively, efficiently and through other people to achieve expected goals, which manage resources employers and other obstacles and objectives successfully.

2.1.1.1 Classroom Management

A classroom is a place where students gather to learn. Creating a safe and orderly environment in the classroom is a survival skill for teacher and optimizes the learning environment for student. The strategies teachers use to create such classroom environment have been studied and development as the area of "classroom management" for many years.

Classroom management includes several issues, ranging from furniture arrangement to discipline management to dynamics. A well managed classroom will certainly be more productive than usual. In EFL classes this issue is more crucial as language teaching is heavily based on process more than contents. In 1970s and 80s, researchers and practitioners examined management issues such as how to organize the room, make it safe and establish the rules of behavior for the students in that classroom. Management is working with and through others to accomplish the organization goals. Then, the major reform agenda is to make effective schools on the organizational level.

Wragg (1981, p.7) defines classroom management as "What teachers do to ensure that children engage in the task in hand, whatever they may be." Here the focuses on teachers' activities in managing classroom. How the teachers manage their classroom depend upon what activities they do apply in the classroom. Successive and goal oriented learning is always directed by the activities that are implemented in the classroom. The activities that the teachers implement in the classes not only help to achieve the goals of learning but also help to manage the class. By Wragg definition of classroom management, we can say that learning activities and good management of the class are co-interrelated factors. Less emphasis on the one factor hinders the other too. Thus classroom management is a management of students for creating learning environment. And it is also a term used by the teachers to describe the process of ensuring that classroom lessons run smoothly despite disruptive behavior of students.

Classroom management is a planned, organized activity and procedure which allows for effective teaching and learning to take place. Through the use of effective classroom management practices the average teacher is expected to manage student behaviour that falls within the range from consistently attentive to mildly disruptive. Actually, classroom management is the key for learning to take place. Managing a school classroom effectively is a highly individualized job. What works for one instructor does not necessarily work for another. However, the basic goals of classroom management for almost all instructors, articulated by Eggen and Kauchak (1994, p.490) are;

- i) To create the best learning environment possible.
- ii) To develop student responsibility and self-regulations.

It is not possible to have a positive learning environment if students' behavior goes unchecked and if students have not developed the sense of responsibility that goes along with being a student. Good classroom management involves equal participation of student and teacher to solve classroom-related problems. It is possible to plan well but not be able to react to the classroom dynamics or student needs. Some of the most important features of classroom management are the things that students do not necessarily see and instructors find difficult to describe. We must not only prepare for what we want to teach in a period, we also somehow have to prepare ourselves for the unexpected behavior of the student as well. Without carefully constructed classroom management plans, teachers may develop defensive reactions to disruptive students and this will most seriously compromise their effectiveness as teachers.

Thus, classroom management is the management for creating a learning environment. And it is also a term used by the teacher to describe the process of ensuring that classroom lessons proceed smoothly despite disruptive behavior of the students.

2.1.2 Classroom Behaviour

The term behavior refers to the actions or reactions of an object or organism, usually in relation to the environment. This happens in an environment. It is an action or reactions of something under some circumstances. In other words, it refers to the way person behaves, especially towards other people. It is a cover term. It can be good behavior or bad behavior. In school there is a particular environment which is provided in the school. From this environment a child seeks a lot. In environment there are many factors which influence the behavior of child.

2.1.2.1 Teacher Behavior in the Classroom

Classroom behaviour of teacher is a significant factor for effective teaching. Brophy and Good (1974, p.82) found, "Teachers warmth and enthusiasm consistently show a positive correlation with student achievement, what the teacher says and does is so significant in establishing classroom atmosphere that it cannot weight the effects of materials, methods and educational facilities" (as cited in Samadarsi 1988, p.7). Similarly, Spratt (1996, p.134) found that classroom behavior of a good teacher is to:

-) Make your classroom attractive.
-) Make your work easy.
-) Plan your lessons well.
-) Manage your pupils' needs to be calm, patient and measured.
-) Provide more reward than punishment.
-) Be consistent.
-) Evaluate systematically.

Moskowitz (1976, p.4) says, "the teacher's behaviours are divided into two types of influences direct and indirect. The direct categories limit the actions of

students and their opportunity to participate. The indirect categories encourage the actions of students and their opportunity to participate”.

Teachers' activities can be based on different subject to subject. Teachers behaviour can be both desirable and undesirable. But by nature desirable behavior are effective for the success of teaching process. Successful teaching takes place only when teacher performs desirable behavior in a classroom. Performing desirable behavior in a classroom is a good sign of well managed classroom. To perform desirable behavior, teacher has to play different roles in a classroom. Harmer (1991, pp.235-243) mentions the multiple roles of teacher in English classroom, they are; controller, assessor, organizer, prompter, participant performer, tutor, investigator, teaching aid, language model, motivator, resource, feedback provider, facilitator, and observer.

Mangal and Mangal (2009, p.391) say, " The term teaching or teacher behavior refers to the behavior (verbal and non-verbal) maintained and demonstrated by a teacher at the time of carrying out his teaching activities in the classroom along with students". The way teacher behaves during teaching is almost guided by his/her own personal philosophy and the environment. That is why teacher behavior may be regarded as a function of the characteristics of the teachers, his/her environment and the task in which the teacher engaged. Thus teacher behavior is teaching which include practical classroom activities. These are verbal- questions, explains and nonverbal- movement, gesture, pause, demonstration, using blackboard, etc. These behaviors are instructional activities practiced by teacher in the language classroom.

2.1.2.2 Student Behavior in the Classroom

Student behavior in the classroom refers to the activities done by students within the classroom. Students might have good behavior or bad behavior. There are various forms of students' behaviours. They are troublesome behavior, emotional behavior, aggressive behavior and disruptive behavior etc.

In case of teaching and learning process, teacher always complains discipline problem of students that are causes of failure of behavioural problems on internal characteristics of students. Harmer (1991, p.235) writes, "The most effective activities can be made unless if teacher does not organize (disruptive behavior) properly and disruptive behavior can spoil the best classes if it is not checked." The teacher believes that the school environment is a prime location for resilience to be nurtured. Treatment of bad behavior is implemented to lead to successful outcomes or effectiveness of teaching. Teaching learning process can not be separated from student behavior and teachers behaviours.

Mishra (2009, p.4) states, "Teacher tends to value academic progress over behavioural progress". Progress is needed on bad behaviors. Good behaviors are practicing to sustain academic progress. Students' disruptive behavior should be well managed to get the academic goal in the classroom. Following Brophy and Everston (1976), Eggen and Kauchak (1994, p.494) have given different stages of students characteristics which affect classroom management. According to their view, students think, act and feel differently at different stages of intellectual and moral development. A student progress through different grade, levels, the ways that they interpret and respond to classroom rules and procedures vary. In addition, their ability to regulate and control their own behavior increases over time.

In those stages, we see a pattern of increasing independence and self regulation as students develop. In the process they retreat somewhat from their compliance and affection for teachers and become more likely to question authority. The process peaks during early adolescence, when students, responses to their own physical, emotional and intellectual changes are most uncertain. In later adolescence, during the high school years, self-regulation matures and students behave as young adults and respond well to being treated that way.

Despite these developmental changes, however, students at all still need the emotional security of knowing that their teachers are genuinely interested in them as people and sincerely care about their learning.

2.1.3 Discipline Management

Discipline is the act of extinguishing negative behavior and the teaching of positive and appropriate behavior through the use of various behavior management techniques. Behavior management technique is a form of discipline that relies on the administration of rewards and consequences to gain compliance from others. Eggen and Kauchak (1994, p.489) define discipline as "the subset of management that focuses directly in teacher actions in response to student behavior that detract from the order and safety of the environment to learn." Similarly, Harmer (1986, pp.209-210) defines "A code of conduct which binds a teacher and a group of student together so that learning can be more effective." Code of conduct determines the classroom behavior. It ensures equal opportunity for both teacher and students. The goal of classroom management is to avoid discipline issue that is to channel students' behavior in such a way they maintain a conducive learning atmosphere for the whole class.

Kelly (2010) has given top ten tips for classroom discipline and management, they are as follows:

- i) It's easier to get easier
- ii) Fairness is key
- iii) Deal with disruptions with a little interruption as possible
- iv) Avoid confrontation in front of student
- v) Stop disruptions with little humor.
- vi) Keep high expectation in your class
- vii) Over plan

- viii) Be consistent
- ix) Make rules understandable
- x) Start fresh every day.

(Retrieved on April 15, 2013, from about.com/od/discipline/ht/class-manage.htm)

Discipline management is prevention rather than cure which is crucial to establish and maintain effective learning environment. It helps teachers to make classroom efficient. That is why, most of the schools present discipline (Code of Conduct) at the first day of school. This, disciplinary view is also in contradiction. For, this Brophy and Good (1997, p.127) state:

The findings converge on the conclusion that teachers who approach classroom management as a process of establishing and maintaining effective learning environment tend to be more successful than teachers who place more emphasis on their role as authority figures or disciplinarians.

According to Cohen and Manion (1996, p.218), "Good Classroom management involves establishing clear rules are needed, avoiding unnecessary ones, eliminating punitive ones, reviewing them periodically and changing or dropping them when appropriate."

2.1.4 Ideas for Effective Classroom Management

Managing and controlling the behavior of the students in the classroom is a key issue for teacher. How successfully a teacher can do this has a strong influence on student achievement and attitudes. It is not true that group management technique come naturally to a person, either the teacher has it or he does not. A few teachers do have those skills the rests can certainly learn them. The

behavior of students in a classroom may vary from person to person. Though a difficult task, effective classroom management strategies can make the work relatively easier for the teachers.

Dixie (2008 p.59) gives some psychological tips for effective classroom Management such as:

-) Punctuality
-) Knowing people by name
-) The structure of lessons
-) Using praise appropriately
-) Creating tensions in the lessons
-) Scanning and circulating the classroom
-) The tactical pause and take up time
-) Making the work relevant
-) Optimum control

Being a teacher it is very important to have strong management skills. The teacher should not try to stop classroom managerial issues before they start. This is the best way to maintain an efficient and effective classroom. The teacher should follow the principle that require the least amount of time and offer the least amount of disruption. When this principal is employed the teacher maximizes time and remains on task while managing the classroom. Obviously, when students are on task, it is less likely that they will disrupt that classroom. Any intervention the teacher makes should take the least amount of effort, time, and create the least amount of unpleasant feelings. Classrooms management should not be stressful.

As with so many aspects of education, effective classroom management depends on the quality of support and guidance within the school as well as talent of the individual teacher. In studying the behavior of effective and

ineffective manager, Kounin (1970) concluded that the ways teachers handle misbehavior once it occur are not the key to successful classroom management. So planning for procedures and rules are needed for planning for effective management. In planning procedures and rules for an effective classroom management teacher must consider both the characteristics of the students and physical environment of their classroom. Teacher can use preventive planning techniques, anticipatory responses and systematic interventions to avoid behavior problems by motivating students. Kounin (1970) observed classroom to develop information about relationship between teacher behavior and student behavior." Kounin was the first person who found the key to good management techniques that elicit students' cooperation and involvement in activities and then prevent problems from occurring." (Brophy and Good 1997, p.129)

Accepting Kounin's view Brophy and Good (1997) and Arends (2001) mention these skills (Withitness, Overlapping, Signal continuity and momentum in lesson, Smoothness, Responding quickly to desist incidences, Using reward, privilege and phrase, Coercive, punishment and penalties, Variety and challenges in seatwork, Accountability) which are used by effective manager to handle disruptive behavior.

Many disruptive behaviors in the classroom can be alleviated before they become serious discipline problems. Such behaviors can be reduced by the teachers' ability to employ effective organizational practices. Such practices are at the heart of the teaching process and are essential to establishing and maintaining classroom central. There are some set organizational practices which help to establish effective control of the classroom by the teacher.

- 1) Get off to do a good start
- 2) Learning school policies
- 3) Establishing rules
- 4) Over planning lessons

- 5) Learning names
- 6) Be firm and consistent

2.1.5 Characteristics of Teachers as Effective Managers

To manage the classroom well, first of all, teacher has to understand that the students in the class came from different walks of life. They have different problems of their own. Some deal with them while some cannot. Stress and conflict are prominent in the life of students as well. Though they come to school to learn, they have a list of activities in their mind which according to them, are much exciting than sitting for a forty five minutes period in the class. It's important that the teacher makes this forty five minute class exciting. So that the students can learn and at the same time have fun.

There are some characteristics of effective behavior managers:

-) Respect their own strength and weaknesses as seriously as those of their students.
-) Understand that social-emotional growth is a never ending process.
-) Clearly communicate rules, goals and expectations.
-) Respond to behavior consistently and predictably.
-) Exhibit high degrees of empathy and self efficiency.

(Retrieved on April 17, 2013, from [http:// www.teachervision.fen.com](http://www.teachervision.fen.com))

High levels of self efficiency have a positive effect on behavior management as well as academic achievement. Teacher who exhibit high level of self efficiency use more positive reinforcement, prefer to work with whole group and persist with students who are experiencing difficulty, rather than ignoring or giving up them. The teachers' ability to be empathetic can also be associated

with the student success. Empathetic teachers report experiencing less stress and exhibit the following qualities.

- | | |
|----------------|--|
|) Warm |) Caring |
|) Affectionate |) Friendly (Smile frequently) |
|) Soft spoken |) Ability to systemize |
|) Relax |) Humorous |
|) Motivating |) Analytical of behavior and motives |
|) Inspiring |) Not easily incited to express anger |
|) Humorous |) Not easily depressed under difficult circumstances |

(Retrieved on April 17, 2013, from <http://www.teachervision.fen.com/>)

Similarly, Spratt (1996, p.14) says the characteristics of a good teacher are;

Being able to put yourself in the same position as on the same level as the students, good personality, a basic teaching knowledge, being able to help students rather than order them, kindness, patience, tolerance, pleasure in contact with others and sociability.

The teacher is central to a well managed classroom. Effective managers cover a spectrum of personalities. Some appear quiet and unassuming; others have voices like a drill sergeant, while one type isn't necessarily better than another. Eggen and Kauchak (1994, p.503) State "Effective managers usually have three characteristics in common they are caring, firm and democratic". These terms are the main concern of this study.

2.1.5.1 Caring

Sincere interest and caring are essential pre-conditions for working with at risk students. Teachers who care and who display high levels of warmth and empathy, motivate students to a greater extent than those who do not. Comer,

(1984) says "Students value caring in their teachers more than any other characteristics" (as cited in Eggen & Kauchak 1994, p.503). It is virtually impossible to manage a classroom successfully or succeed in any part of teaching without genuinely caring about students and their learning. Eggen and Kauchak say, "A caring teacher creates an environment in which students feel free to learn, this relates to Maslow's hierarchy of needs. Students can't focus their energies on intellectual achievement if their needs for safety, belonging and self-esteem aren't met"(ibid).

Showing students the teacher care about them helps to create positive, supportive relationship and build an environment where learning can flourish. Most teachers care about imparting knowledge to students. But the best teachers also care about the relational aspect of teaching. They take time to establish a trusting and caring connection with their students, who in turn become more receptive to what's being taught. They get to know their students' interest, talents and needs which help them prepare lessons and help students feel the partnership of the learning experience.

Zakrazewski (2012), in his article "four ways teachers can show they care" suggests practical tips for teachers to help them build caring relationship with students:

- 1) Get to know your students and the lives they live
- 2) Actively listen to student
- 3) Ask students for feedback
- 4) Reflect on your own experience with care.

A teacher who is caring will make all students feel valued and students will be able to learn more effectively because they are at ease in their classroom. A teacher can demonstrate caring by being familiar with the interests and well being of their students.

2.1.5.2 Firmness

"Firmness means viewing students as capable of exercising responsibility and holding them accountable for their actions" (Eggen and Kauchak, 1994, p.508). A teacher who doesn't stand firm when a student breaks a rule communicates that the rule has no real purpose and that actions don't necessarily have consequences. These messages confuse students who are trying to make sense of the world. It is critical that teachers follow through in making students responsible and accountable for their actions. One of the reasons management problems persist is that teachers simply give up. This is another way of saying that they fail to stand firm.

To manage a classroom, the teacher should be firm and strict in their classroom. Being firm in the classroom requires a balancing act. The teacher needs to know what he/she expects, and be fair in his/ her expectations. A teacher can be firm yet still be supportive and friendly with students. A firm teacher can provide an environment where the students feel safe and secure. Many teachers report that it is easier to begin the year in a firm manner and relax later, than to begin in a lax manner and then try to become firm.

An effective classroom manager is consistent. Consistency is the key to classroom discipline. Students perform best in an educational environment in which they know the routine. Establishing consistent routines facilitates classroom management and student achievement. It results in less down time and fewer discipline problems. Additionally, students accept behavior and academic consequences better when they see that the consequences are applied consistently.

2.1.5.3 Democratic

Maintaining order and discipline in the classroom is essential to creating a constructive learning environment for students. The traditional classroom management model was authoritarian based on fear and intimidates. This affected not only the atmosphere of the classroom but also the way on which students learned. An authoritarian model regards children as passive learners

who learn through rote memorization. The move toward a more inclusive and democratic classroom model was introduced by the American philosopher John Dewey and Swiss psychologist Jean Piaget as well as others. A democratic classroom is easier to manage and creates a richer learning environment.

Democracy includes the development of a series of fair rules and a respect for the rights of all members of the classroom. In a democracy, the students participate in setting up the rules. Then they are made responsible for keeping their own rules and for complying with reasonable class norms. The teacher and students need to work together to establish norms for acceptable behavior and to develop sanctions for those who don't cooperate. According to Campbell (1996, p. 189) teachers can design their classroom for better democratic control by:

- a) Creating a positive classroom environment
- b) Promoting on task behavior and
- c) Promoting positive teacher student communications.

Dreikurs (1968) argues that "firmness combined with caring is one characteristics of a democratic teacher. Firmness indicates that teachers respect themselves and caring shows respect for others. Dreikur helps us relate the two by connecting them in a democratic classroom" (as cited in Eggen and Kauchak, 1994, p.503)

There are four points about how to democratic style affect classroom management:

- 1) Principles
- 2) Class meeting
- 3) Inclusive Environment
- 4) Empowerment and confidence

(Retrieved on April 9, 2013, from <http://www.ehow.com>)

2.2 Review of Empirical Literature

A number of research works have been carried out in the field of classroom management and teacher characteristics in the department of English education. The review of some of the related major research works are mentioned below.

Samadarshi (1998) carried out a research on 'Expected Classroom Behaviours of Trained English Teachers' to find out the expected classroom behaviors of trained teachers in English classroom. The research tools he used were classroom observation form and questionnaire for teachers and head teachers. In his study, he found the teachers were 'good' for twelve behaviours such as teaching of grammatical items, classroom control, etc. But majority of the teachers were found poor for eighteen behaviours like use of English appropriately, teaching functions of language, etc.

Thani (2008) carried out her research entitled 'The Role of Classroom Management'. Her study was intended to identify and analyze the physical resources of the secondary English classrooms. She selected eight secondary schools by using non random sampling design. She used questionnaire and observation checklist as tools for data collection. She found that physical and teaching aspect play the main role in classroom management. Her finding also showed that the condition of present classroom management is satisfactory (i.e. neither too good nor too bad). She focused on that private schools are better in classroom management in both physical as well as teaching aspects rather than the public schools.

Chamlagain (2009) conducted a research entitled 'Characteristics of a Good English Language Teacher: Student Evaluation'. The objective of his research was to find out students' expectations of a good teacher. He selected two private and three public schools through judgmental non random sampling procedure. He used questionnaire as tool for data collection. In his research he found that the students expect different personal, social, professional qualities of a language teacher. He mentioned the expected behaviors of the English

teacher were speaking fluently, showing friendly manner, cracking jokes, giving equal chance to all etc. and unexpected behaviors of the English teachers were giving only lecture, giving more punishment, dominating the students, over criticizing to the students etc.

Bashyal (2010) carried out his research on the same field. The title of his research was 'Strategies of Classroom Management used by Secondary Level English Teacher'. He tried to explore the major strategies adopted by the secondary level English teacher. He selected nine teachers from government – aided secondary schools by using purposive sampling procedure. He used questionnaire and checklist as the tools for data collection. He found that the teachers' treatment on disruptive behavior of the students were to make them sit in the front bench of the class.

Shrestha (2010) conducted a research in the same field. His research title was 'A Study on Disruptive Behavior of Students in English Classroom'. He tried to find out the different behavior of higher secondary level students that teacher has to face into the classroom. He selected four English teachers of higher secondary schools along with their students by using simple random sampling. In his study, he used questionnaire, observation checklist and interview schedule as tools. He analyzed the data with data triangulation process. He found in his research that teacher should not avoid the disruptive behavior like sleeping in the class, even participation, uneven participation, etc. to make classroom successful. He mentioned that home environment has a key role to play in shaping disruptive behavior.

Dhakal (2012) carried out a research 'Teachers' Skills at Managing Disruptive Classroom Behavior in ELT Classroom. He tried to analyze teachers' skills at managing disruptive behavior in terms of procedures and rules, classroom organization, lesson movement and communication. He selected eight teachers and 12 students from four campuses of Kaski district by using non- random sampling procedure. He used questionnaire, observation checklist and interview as tools for data collection. He found that effective communication

was the key to success and there was a gap between teachers' knowledge and their practice in the classroom. He added that student behaviors were influenced by teacher characteristics. He mentioned that the teachers' techniques of responding student's behavior in the classroom of one teacher to another were not identical.

In conclusion, all aforementioned researches are related to classroom management and teachers' roles but none tried to find out the characteristics of teachers associated with effective classroom management. So I want to find out such issue which is very important in effective management. The present work is new attempt in the exploration of above mentioned untouched areas.

2.3 Implications of the Review for the Study

Determining and reviewing the related literature is the central and most important task for researcher in any research. It helps to bring the clarity and focus on research problem, improve methodology and contextualize the findings. Reviewing the literature is a continuous process. It begins before a research problem is finalized and continuous until the report is finished. A literature review is an evaluative report of studies found in the literature related to the selected area. The review should describe, summarize, evaluate and clarify this literature. It should give a theoretical basis for the research and help us to determine the nature of our own research. We have to select a limited number of works that are central to our area rather than trying to collect a large number of works that are not as closely connected to our topic area.

Reviewing literature can be time consuming, daunting and frustrating, but it is also rewarding. Kumar (2009, p.30) states, a literature review has a number of implications:

- a) It provides a theoretical background to your study.
- b) It helps you to refine your research methodology.

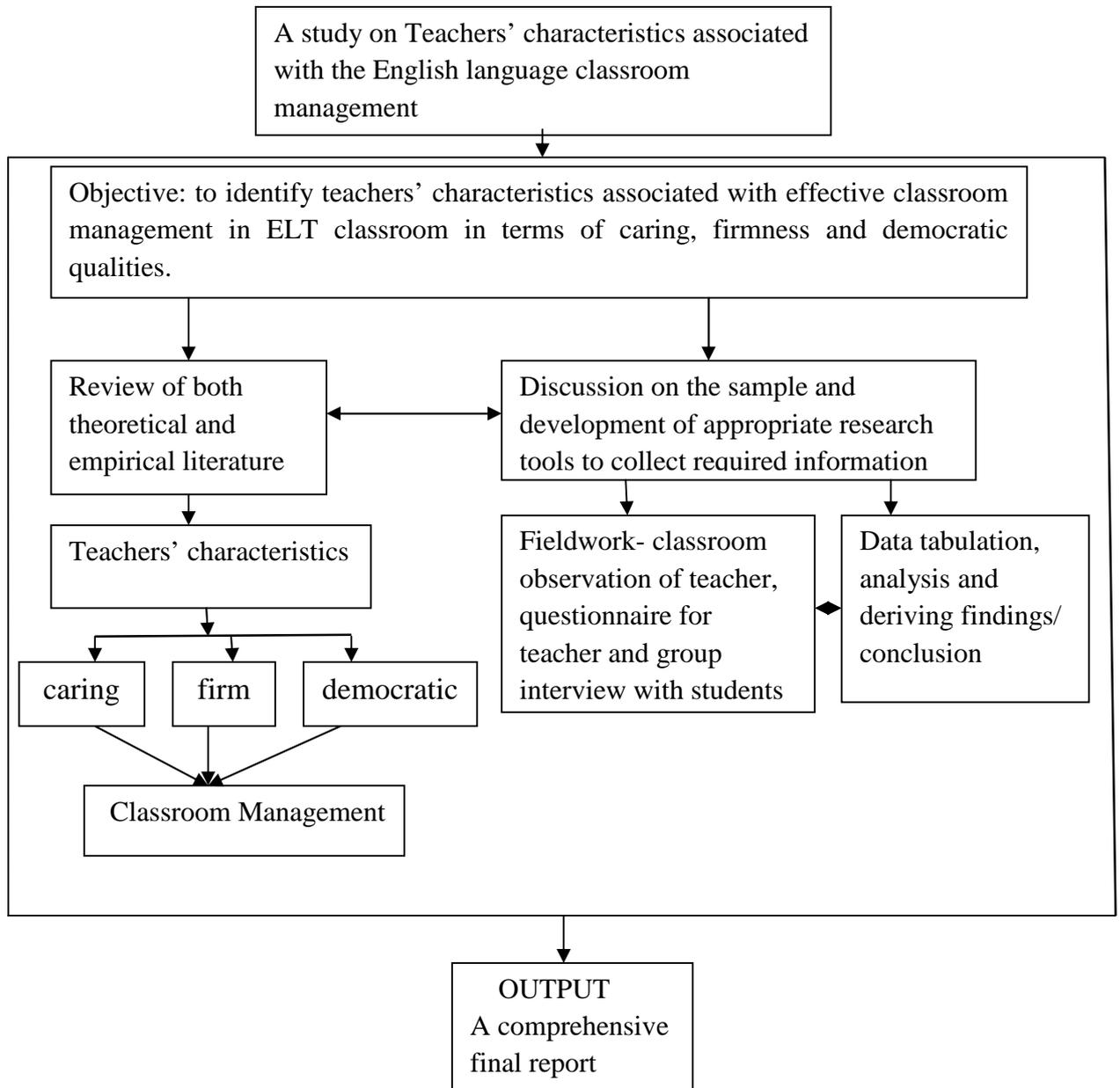
- c) Through the literature review you are able to show how your findings have contributed to the existing body of knowledge in your profession.
- d) It enables you to contextualize your findings.

As a researcher, therefore, I have gone through different existing literature and other different articles, books, along with journals. In conclusion, all those reviewed literatures have described about the teachers' characteristics, classroom management, teachers behaviour, and teacher roles in classroom etc. They helped to establish my area of study, justified the research and provided a context for the research. Similarly, literature review enabled me to learn from the previous theory on the subject, and illustrated how the subject has been studied.

After reviewing the existed literature, it was found that there was still an untouched area of teachers' characteristic associated with effective classroom management, so I have selected this topic. Therefore, this study will become really important to explore the characteristics of teacher associated with classroom management.

2.4 Conceptual Framework

The study “Teachers’ characteristics associated with the English language classroom management in terms of caring, firmness and democratic qualities” will be based on following conceptual framework.



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

The following methodologies were adopted for this research work.

3.1 Design of the Study

Survey research was used to complete this study.

The Survey Research

“Survey research is that kind of research which studies large and small population (or universe) by selecting and studying samples chosen from the population to discover the relative incidence, distribution and interrelationships of social and psychological variables” (Kerlinger 1973; 410). A survey research has a carefully designed set of questions, a specific group of individuals to be studied and a plan for how these questions will be studied in order to accomplish the researcher’s purpose. Although the principles of survey have been used both in physical world and social world, survey research in social scientific sense is quite new which has emerged in the later parts of the twentieth century. Nowadays surveys are widely used for collecting data in most areas of social inquiry from politics to sociology, from education to linguistics and so on.

Survey is a superficial study of an issue or phenomenon. It is a general view and characterization of the circumstances and the testing of its status. It is the most commonly used method of investigation in educational research.

According to (Nunan 1992, p.140) "The main purpose of survey research is to obtain a snapshot of conditions, attitudes and/ or events at a single in point."

According to Cohen and Manion (1985) "Surveys are the most commonly used descriptive method in educational research and may vary in scope from large scale government investigations through small scale studies carried out by a single researcher" (as cited in Nunan 1992, p.140). Survey research in

education involves the collection of information from members of group of students, teachers or other persons associated with educational process, the analysis of this information to illuminate important educational issues. A survey usually address the large group of population, sampling is a must to carry out the investigation. The concern here is to ensure that the sample should be representative of the study population as a whole sampling is done to obtain practicability of the study.

Nunan (1992, p.141) suggests the following eight step procedure of survey research:

- | | |
|--|---|
| Step 1: Define objectives | -How do we want to find out? |
| Step 2: Indentify target population | -Who do we want to know about? |
| Step 3: Literature review | -What have others said/discovered about the issue? |
| Step 4: Determine Sample | -How many subjects should we survey and how will we identify these? |
| Step 5: Indentify survey instruments | -How will the data be collected: questionnaire/ interview? |
| Step 6: Design survey procedure | -How will the data collection actually be carried out? |
| Step 7: Indentify analytical procedure | -How will the data be assembled and analyzed? |
| Step 8: Determine reporting procedure | -How will results be written up and presented? |

3.2 Population and sample of the Study

The teachers and students of secondary level of Lamjung district were the population for this study. Five teachers and twenty students of secondary level of same district were the total sample size.

3.3 Sampling Procedure

Five secondary schools of Lamjung district were selected by using non-random sampling design. One teacher of English from each of the selected schools was also selected by using non random purposive sampling procedure. In the reference of classroom observation, five classes of each teacher were observed. Interview was conducted with group of students of each school. The students were from the same class in which I did classroom observation, each group contained four students. Quota/chunk sampling was used to select the group of students in each school for group interview. Hence, 5 teachers and 20 students of secondary level were the total sample size of this study.

3.4 Data Collection Tools

Questionnaire was used for teachers, observation checklist was used for classroom observation and guided questionnaire was used for focus group discussion for student's interview as tools for data collection. Open ended and close ended questions were used to collect data.

3.5 Data Collection Procedures

Following steps were followed to collect data for this research from primary sources.

- i) At first, the selected schools of Lamjung district were visited and requested the authority for permission to carry out my research.
- ii) After that the purpose and process of research were explained to the authority.
- iii) After getting permission from authority, the English language teachers were consulted, built rapport with them and the purpose of the research was explained.

- iv) After that the concerned teachers were requested and their classes were observed with the help of observation checklist.
- v) Then the questionnaire forms were distributed to the concerned teachers and requested them to complete them.
- vi) Then the time and place for the interview were fixed with the discussion of the selected students.
- vii) After that the interviews were conducted with the selected students then the filled questionnaires were collected from the teachers. At last, all the informants and school authority were thanked for their co-operation.

CHAPTER FOUR

RESULT AND DISCUSSION

This chapter is mainly concerned with results, analysis and interpretation (discussion) of the collected data. Various information were collected on teachers' characteristics associated with the English language classroom management. The data were collected from classroom observation checklist, questionnaire and group interview. Required data were collected from 5 teachers and 20 students of five secondary level schools of Lamjung district.

4.1 Results

The major concern of this study was to identify the teachers' characteristics associated with the English language classroom management in terms of caring, firmness and democratic qualities. My study focused on these three qualities. In order to delve into the depth, I employed three tools; observation, questionnaire and group interview. These three tools assisted me to identify the characteristics of the teachers.

The following findings have been drawn after completing analysis and interpretation of the data as results.

4.1.1 Findings based on Caring

-) It was found that teacher showed caring through different activities such as motivating students, calling them by name, communicating with students effectively etc.
-) Similarly, it was found that most of the teachers were helpful in students need.
-) Likewise, it was found that majority of the teachers provided positive reinforcement and feedback in the students' appropriate behavior.
-) It was found that only some teachers organized group work and pair work to manage the classroom.

-) It was found that in caring classroom, students were actively participating in every classroom activities. It was very helpful in effective classroom management.

4.1.2 Findings based on Firmness

-) It was found that most of the teachers provided responsibilities to the students in managing classroom.
-) Similarly, it was found that few of the teachers made basic rules before starting lesson.
-) Likewise, it was found that majority of the teachers were not firm in their agreed upon decisions.
-) Similarly, most of the teachers were punctual and responsible in their duties.
-) It was found that almost all the teachers did not make lesson plan to prepare the lesson.
-) It was found that firm teachers' classrooms were well disciplined.

4.1.3 Findings Based on Democratic Qualities

-) It was found that most of the teachers provided equal opportunity to learn and participate in the classroom activities, if the students were interested.
-) Likewise, it was found that almost all the teachers maintained gender and caste fair situation in the classroom.
-) It was found that most of the teachers did not involve students in the free interaction.
-) Most of the teachers used verbal praise for the positive behavior of the students.
-) It was found that in democratic teacher's classroom students had got freedom and they created unnecessary noise in the classroom.

) Lastly, the teachers were not found as practical as they responded in the questionnaire forms. There was a gap between theory and practice in a great deal.

4.2 Discussion

I collected information about teachers' characteristics associated with the English language classroom management to accomplish the goal of my study. I described, analyzed and interpreted the information gathered from the students, teachers and my close observation descriptively and narratively.

In order to analyze and interpret the collected data mixed method was used. Various heading and sub heading are given below in the sub section of discussion.

4.2.1 Teachers' Behaviour Obtained through Classroom Observation

In order to collect data, I employed observation tool. I prepared the observation checklist in order to find out the teachers' characteristics associated with the English language classroom management. I observed twenty five classes of five teachers. There were three main headings and other sub heading under main headings.

The following table provides a holistic picture of data.

Table No. 1

Holistic Data

Teachers' characteristics	Good	Satisfactory	Poor	Remarks
1. Caring				
• Motivate students towards lesson	32%	60%	8%	
• Provide positive reinforcement and feedback	60%	36%	4%	

• Teach incorporating students' various learning style	4%	84%	12%	
• Call students by name	40%	52%	8%	
• Listen to the students opinion	64%	24%	12%	
• Love and respect to the students	32%	56%	12%	
• Organize pair work, group work	24%	32%	44%	
• Check class work, homework	40%	48%	12%	
2. Firmness				
• Established routine	8%	56%	36%	
• Start class on time	48%	40%	12%	
• Maintain good classroom authority, if necessary	20%	68%	12%	
• Treatment for bullying nature of student	-	-	-	not seen
• Use punishment for negative behaviour	-	-	-	not seen
• Responsible	56%	32%	12%	
3. Democratic				
• Provide equal opportunity to learn	52%	40%	8%	
• Maintain gender fair situation in the classroom	92%	4%	4%	
• Maintain ethnicity and caste fair situation	92%	8%	-	
• Free interaction in the classroom	24%	52%	24%	
• Use praise for appropriate behaviour	64%	28%	8%	
• Encourage the weak and shy student	24%	56%	20%	
• Cooperative and flexible	44%	48%	8%	

Three main headings (characteristics) including twenty one sub headings were observed to identify teachers' characteristics associated with effective classroom management in the ELT classroom in terms of caring, firmness and democratic qualities. These types of activities were the reflection of teachers' characteristics.

From the above table we can conclude that majority of the teachers took care of their students. They asked the problem of students and tried to diagnose them. Most of the teachers (60%) always provided positive reinforcement and feedback to their students. Majority of the teachers (64%) listened to student's opinion. Out of 25 classes 84% teachers sometimes taught incorporating students various learning style. 44% teachers rarely used group work and pair work in their classroom.

Firmness has been found sometimes in the most of teachers. They sometimes remained firm in their agreed upon decisions and classroom activities and sometimes they gave up. Only 8% teachers always made basic rules before starting the lesson. Bullying nature and negative behaviour of the students were not seen in most of the classes. Majority of the teachers (56%) were good at taking responsibility in their duties and towards their students.

Democratic qualities have been found in majority of the teachers. They did not discriminate students on the basis of gender, caste and ability (i.e.92%), very rarely teachers focused only talent and active students. Out of 25 classes 6 classes were without free interaction and effective communication (i.e. 24%).

Above table shows that, to a greater or lesser extent, all the teachers showed above mentioned characteristics while teaching. Some characteristics were always seen, some were frequently and some were very rarely seen. If the teachers always showed certain characteristics, they were kept at 'good' ratings and if they sometimes or frequently showed same characteristics they were kept in 'satisfactory' ratings and if they rarely showed or almost did not show certain characteristics they were kept at 'poor' ratings.

4.2.1.1 Analysis of Caring Characteristics

During the study, various items were observed related to the caring. They have been analyzed and interpreted in the following sub headings.

i) Motivation of Students towards Lesson

Motivation is one of the most influential factors in classroom management. If students are motivated, the classroom will be managed automatically. The teachers should have the skill to motivate students by telling stories, interesting events, cracking jokes, playing games etc. The following table shows the data:

Table No. 2

Motivation of Students towards Lesson

Ratings	Good	Satisfactory	Poor
Percentage	32%	60%	8%

The above table shows the data that majority of the teachers (60%) usually motivated their students toward lesson. Out of 25 classes 32% teachers always motivated the students and 8% teachers taught in their own style without caring the students.

ii) Use of Positive Reinforcement and Feedback

Reinforcement and feedback are the information that is given to the learner about his/her performance of learning task with the objective of improving the performance. Positive reinforcement and feedback encourage the students. This is also an important quality under caring. The following table displays the data:

Table No. 3

Use of Positive Reinforcement and Feedback

Ratings	Good	Satisfactory	Poor
Percentage	60%	36%	4%

From the above table it can be said that 60% teachers always provided positive reinforcement and feedback. Out of 25 classes 36% teachers sometimes provided positive reinforcement and feedback and only 4% teachers never or rarely provided feedback to their students.

iii) Teaching Incorporating Students’ Various Learning Style

Different student have different learning style and understanding level. Some students may have brilliant mind, some may have medium and some have slow too. So it is necessary to teach incorporating students various learning style to make the teaching learning effective. The following table reveals the data:

Table No. 4

Teaching Incorporating Students’ Various Learning Style

Ratings	Good	Satisfactory	Poor
Percentage	4%	84%	12%

The above table reveals the data that only 4% teachers always taught incorporating students various learning style. Majority of the teachers (i.e.84%) frequently addressed all the students’ needs and 12% teachers were poor at teaching incorporating students various learning style.

iv) Calling Student by Name

Being able to address students by name has considerable advantage both for teachers and students. It avoids all kinds of confusion which might arise in identifying who should be responding. It generates a friendly relationship with the students and helps in effective classroom management. The following table shows the data:

Table No. 5

Calling Students by Name

Ratings	Good	Satisfactory	Poor
Percentage	40%	52%	8%

The above table shows that 40% teacher always called their students by name. Out of 25 classes 52% teachers knew all students' name but they sometimes used their name and sometimes they used their Surname, Roll No. and pronoun like 'you'. Few of the teachers (8%) did not know all students' name.

v) Listening to Student's Opinion

To manage classroom effectively, the teachers should address students' opinion. When the teacher addresses their opinion, they feel that they are cared by teacher. Teacher should treat their students as they are also important members of classroom activities and without them teaching learning process will be incomplete. The following table shows the data:

Table No. 6

Listening to Student's Opinion

Ratings	Good	Satisfactory	Poor
Percentage	64%	24%	12%

The above table displays the data that out of 100% teachers 64% always listen to student's opinion and 24% teachers sometimes addressed the opinion of students. Only 12% teachers did not listen to student's opinion.

vi) Showing Love and Respect to the Students

Love and respect show the caring nature of teacher. When the students are cared and respected by teacher they also love and respect to their teachers. It helps in effective classroom management. The following table reveals the data:

Table No. 7

Showing Love and Respect to the Students

Ratings	Good	Satisfactory	Poor
Percentage	32%	56%	12%

The above table shows the data that 32% teachers always loved and respected their students. They always used polite languages. Out of 25 classes 56% teachers sometimes showed loving and caring nature towards their students and 12% teacher were impolite towards their students.

vii) Organizing Pair Work and Group Work

Pair work and group work make students engage in interaction to each other. They are learner centered techniques. They are very useful for teaching students in an interactive way. In this study I wanted to explore whether the teachers organize these work or not to manage classroom. The following table displays the data:

Table No. 8

Organizing Pair Work and Group Work

Ratings	Good	Satisfactory	Poor
Percentage	24%	32%	44%

The above table shows that 24% teachers always organized pair work and group work to manage classroom. 32% teachers conducted such works according to the nature of subject matter and 44% teachers rarely organized such works.

viii) Checking Class work, Homework

Class work and homework are the measuring tools of students' achievement. The teachers can measure their effectiveness through class work and homework. The teacher should give and check the class work and home work to show the caring towards students. The given table shows the data.

Table No. 9

Checking Class work, Homework

Rating	Good	Satisfactory	Poor
Percentage	40%	48%	12%

The above table displays the data that out of 25 classes 40% teachers always gave and checked class work and homework. Most of the teachers (48%) gave and checked class work and homework if they had sufficient time in class period. Few of them (12%) teachers rarely gave and checked class work and homework.

4.2.1.2 Analysis of Firmness

Under the heading firmness, there were other sub headings which were designed to identify the firmness in the teachers. During the observation I observed the different activities shown by teachers while teaching. Those items have been analyzed and interpreted in the following section.

i) Establishment of Routines/Rules

The rules and routines are designed to establish the order and discipline which needed to promote motivation and achievement. It is also one strategy under firmness to manage classroom effectively. The following table reveals the data.

Table No. 10

Establishment of Routines

Ratings	Good	Satisfactory	Poor
Percentage	8%	56%	36%

The above table shows the data that only 8% teachers made rules before starting the lesson. Out of 100% most of them (56%) sometimes made basic rules and 36% teachers did not make any rules and routines to manage classroom.

ii) Starting Class on Time

Time is the most important thing in this world. Time waits for none so everybody has to do everything on time. Doing things on time shows the punctuality and makes the person responsible. The following table shows the data.

Table No. 11

Starting Class on Time

Ratings	Good	Satisfactory	Poor
Percentage	48%	40%	12%

The above table displays the data that 12% teachers always came late in the classroom. 48% teachers entered classroom on time. They were very punctual in their duty and 40% teachers sometimes came on time.

iii) Maintenance of Good Classroom Authority, if Necessary

Students are restless by their nature. So, if needed the teachers have to maintain classroom authority and discipline. The responsibility for indiscipline does not rest only with the students but also with the teachers. The following table shows the data.

Table No. 12

Maintenance of Good Classroom Authority, if Necessary

Ratings	Good	Satisfactory	Poor
Percentage	20%	68%	12%

From the above data it can be said that out of 25 classes majority of the teachers (68%) sometimes controlled their classes. 20% teachers maintained classroom authority to manage classroom and 12% teachers did not maintain classroom authority.

iv) Treatment for Bullying Nature of the Student

v) Use of Punishment for Negative Behaviour

Within one classroom, there are many students who have different attitude and behaviour. Some students have calm nature whereas others are offensive ones. Some of the students always try to dominate and threaten other either physically or mentally. Some students show negative behaviour in the classroom such as making noise, beating to the friends, quarrelling, not responding to the teachers etc. The teachers should have the knowledge to treat such type of students in a positive way.

Keeping above mentioned statement in mind I included those two points under firmness. During my observation in most of the classes I did not see such type of activities from the students. In a very few classes they tried to show such habits, some teachers took reaction immediately and some left them by suggesting.

vi) Being Responsible

Being responsible means having an obligation to do something or having control over or care for someone. The teachers should be responsible in their own duty and towards their students. Responsibility is the main characteristics of the teacher to be an effective manager. The following table gives the data:

Table No. 13

Being Responsible

Ratings	Good	Satisfactory	Poor
Percentage	56%	32%	12%

The above table displays the data that out of 25% classes 56% teachers were fully responsible in their duties. Among all the teachers 32% sometimes showed responsibility and 12% teachers were not responsible in their duties.

4.2.1.3 Analysis of Democratic Qualities

In this section, I have included those items which are under democratic qualities and they help to manage the classroom effectively. Democratic environment allows students to learn freely and participate actively in classroom activities.

i) Providing Equal Opportunity to Learn and Ask Question

Democratic teachers provide equal opportunity to teach. They provide time to ask questions, share ideas and participate in classroom activities. The following table reveals the data:

Table No. 14

Providing Equal Opportunity to Learn

Ratings	Good	Satisfactory	Poor
Percentage	52%	40%	8%

The above table displays the data that most of the teachers (52%) always provided equal chance to the students in learning. 40% teachers sometimes provided equal chance to all the students. They only focused active students.

ii) Maintaining Gender Fair Situation in the Classroom

Gender fair situation is the most obligatory part of effective management. If teachers only focus on one gender then other feel biasness. They become disruptive in the classroom. Before some years it was a growing issue but nowadays it rarely happens. The following table reveals the data:

Table No. 15

Maintaining gender Fair situation in the Classroom

Ratings	Good	Satisfactory	Poor
Percentage	92%	4%	4%

The above table shows the data that almost all the teachers (92%) always created gender fair situation in their classes. They equally treated boys and girls. Only 4% teachers sometimes focused only one gender.

iii) Maintaining Ethnicity and Caste Fair Situation in the Classroom

In a heterogeneous classroom there are no students with same ethnicity and caste. Teacher should behave them equally. Biasness in terms of ethnicity and caste is a crime in our context. The following table shows the data;

Table No. 16

Ethnicity and Caste Fair Situation

Ratings	Good	Satisfactory	Poor
Percentage	92%	8%	-

From the above table it appears to me that there was not biasness in term of ethnicity and caste in practice from teachers. Among them 92% teachers maintained totally ethnicity and caste fair situation in the classroom.

iv) Conduction of Free Interaction

Free interaction in the classroom makes students able to share their ideas and feeling with friends and teachers freely. It helps to make teaching learning effective and to manage classroom. The following table shows the data:

Table No. 17

Conduction of Free Interaction

Ratings	Good	Satisfactory	Poor
Percentage	25%	51%	24%

From the above table it can be said that out of 25 classes 51% teachers frequently created environment for free interaction. 25% teachers were good at creating free interaction and 24% teachers were poor in creating free interaction in the classroom.

v) Use of Praise for Appropriate Behaviour

Praise is a positive feedback given to the students that express approval or commendation. Teachers praise students when they display good classroom behaviours and progress in the learning hoping that the praise will reinforce the desirable behaviour and students will repeat it. The following table shows the data.

Table No. 18

Use of Praise for Appropriate Behaviour

Ratings	Good	Satisfactory	Poor
Percentage	64%	28%	8%

The above table reveals the data that majority of the teachers (64%) always praised their students when they showed appropriate behaviours, 28% teachers frequently used praise for students' good behaviours and 8% teachers did not take care of the appropriate behaviour of students.

vi) Encouraging the Shy and Weak Students

In mix ability classes, certainly there are some students who are weak and shy. All students do not have same ability to learn and grasp the things. Some students do not want to take part in classroom activities even if they have the knowledge. They feel shy to speak, so it is the responsibility of teacher to involve all the students in classroom activities. The following table displays the data.

Table No. 19

Encouraging the Shy and Weak Students

Ratings	Good	Satisfactory	Poor
Percentage	24%	56%	20%

From the above table it appears to me that out of 100% few of the teachers (20%) did not encourage shy and weak students. 24% teachers encourage them effectively and 56% teachers sometimes encouraged the shy and weak students.

vii) Cooperativeness and Flexibility

To be a democratic teacher, the teacher should have the quality of cooperativeness and flexibility. It helps to make teaching learning activities fruitful. The following table shows the data:

Table No. 20

Cooperativeness and Flexibility

Ratings	Good	Satisfactory	Poor
Percentage	44%	48%	8%

From the above table it can be said that most of the teachers (48%) were sometimes cooperative and flexible with their students. 44% teachers were always flexible and only 8% teachers tried to force students to obey them strictly without caring their voice.

4.2.2 Teachers' Views on Their Classroom Management

Five secondary level English teachers were provided with a set of questionnaire including fifteen questions (open ended and close ended). The analysis and interpretation of the data obtained from the teacher's responses is presented below:

4.2.2.1 Characteristic of Teacher for the Effective Management

Regarding the question 'which characteristic of the teacher is the most for effective classroom management?', majority of the teachers (60%) gave emphasis on democratic qualities. Two teachers (T₁ and T₂) focused on caring. T₁ and T₂ added that in the favour of caring *"it develops relationship between students and teachers and motivates children to learn then students can work productively and creatively."*

Other three teachers (T₃, T₄ and T₅) had similar view. They viewed that democratic qualities were essential for effective classroom management. In this connection the reasons of T₃ were "..... *students are not afraid of teachers, they can take part in all activities freely and actively*". Similarly T₄ opined that democratic class was student centered and inclusive. Likewise T₅ said that democratic classroom provided freedom and friendly environment and encouraged the students in learning.

From the above mentioned ideas it appears to me that different teachers have their own perception towards teacher's characteristics. If the teacher takes care of their students there will be good relation between teachers and students. On the other hand democratic qualities of teachers help the students to take part freely in all the classroom activities. None of the teacher was in favour of firmness.

4.2.2.2 Activities to Arouse Students Interest

Regarding the question 'what type of activities do you provide which arouse students' interest in learning English?', T₁ said that s/he focused on project based activity, newspaper reading and listening English news. Another teacher (T₂) focused on classroom task, positive feedback and reinforcement in their mistake. T₃ said that communicative and functional activities were practiced in which students read, discuss and express their views. Likewise, T₄ opines "*using of teaching materials, giving freedom to express student's views and ideas on lesson arouse students' interest in learning English*". Another teacher (T₃) had also similar opinion. He added that student centered techniques can be used.

From all the views of teachers it can be concluded that student centered activities should be provided to arouse students' interest in learning English. Teacher should give freedom in learning and they should play the role of helper in the classroom.

4.2.2.3 Caring of Students

Regarding the question 'Do you take care of your students inside as well as outside the classroom? Why/why not?', all the teachers (5 out of 5) said 'yes'. T₁ adds the reason in this way "*the limited time of inside classroom is not enough for learning, they can learn a lot of things from outside ... if we care them everywhere they will be attentive towards learning*". Likewise, T₂ said that she observed and suggested her students everywhere not only in the classroom. She added that it would be helpful to make teaching learning fruitful and to manage classroom.

Another teacher said that caring of students was responsibility of teachers because teachers should perform their guardianship to the students from which students were encouraged to think and do positively. T₅ said that caring of students helped him to find out strength and weakness of them and provide reinforcement and feedback according to their activities. A different view was given by T₄. He said that he cared students everywhere to control their mischief, to keep them in discipline and stop from derailing.

From these arguments it appears to me that caring of the students is common characteristics of every teacher. They are responsible towards their students not only in the classroom. It helps in creating good relationship between students and teachers and effective for classroom management too.

4.2.2.4 Record of Students

Regarding the question 'Do you keep personal and family record of your students?', majority of the teachers (80%) said 'yes' and one teacher said 'no'. He added that keeping record of the student is the duty of school administration and class teacher.

From this data it appears to me that especially class teacher and school office keep the whole record of students. Some subject teachers also keep general record of students.

4.2.2.5 Promote Sense of Belonging

Regarding the question 'what do you do to promote a sense of belonging in each of your students?', T₁ said that by motivating students, building rapport with them and taking their views positively. Likewise T₂ said that she behaved friendly and co-operated with them. She sometimes helped them as the member of their group. Another teacher (T₅) had also similar opinion. He said that he behaved as frank, clear, model, tutor and he recognized all the students properly and respected them.

T₃ viewed differently. He said that by organizing co-curricular and extracurricular activities he tried to promote a sense of belonging. Another teacher (T₄) mentioned that he involved students in making rules and teaching learning materials to promote a sense of belonging.

All the teachers wanted to promote sense of belonging in each of the students by doing different activities. They thought that it helps to manage classroom effectively.

4.2.2.6 Basic Rules

Regarding the question 'Do you make basic rules before starting your lesson?', all the teachers (100%) replied 'yes'. They added that they made simple rules.

From this data it can be concluded that they make general rules to run the classroom smoothly and to manage the classroom effectively.

4.2.2.7 Remaining Firm

Regarding the question 'Do you remain firm in agreed upon decisions? Why/why not?', out of 5 teachers 60% teachers (T₁, T₂, T₃) said that sometimes they remained firm and sometimes they did not remain firm. They stated the reason that to address the student's intention and to make teaching learning effective they should be flexible.

On the other hand, two teachers (T₄ and T₅) had different view. They said that they remained firm in agreed upon decision. T₄ added that not to keep the

students in confusion, he remained firm. T₅ said that for the betterment of classroom activities he remained firm.

From all the above arguments presented by teachers it happens to me that remaining firm in agreed upon decisions depend upon teacher's personal thinking and classroom situation too.

4.2.2.8 Behave with Students

Regarding the question 'How do you behave with indiscipline students?', T₁ said that he changed teaching techniques, paid more attention on them and if repeated time and again he informed to the principal and parents. Another teacher (T₂) said that she did not tell them directly but using indirect way she suggested them and discussed about the consequences of the bad behaviour. Likewise, T₃ said that he first tried to find out the causes and then solved through counselling and convincing. He added that in such situations teacher should not be the dictator. T₅ had also same opinion like T₂ and T₃. Another teacher (T₄) said that "*... I don't punish them instead I try to realize them about their mistake.*"

From the above mentioned interpretation it can be concluded that all the teachers behave positively with indiscipline students. At first they try to find out the reason behind this then they suggest them indirectly.

4.2.2.9 Provide Responsibilities

Regarding the question 'Do you provide responsibilities to your students to manage classroom environment?', all the teachers (100%) replied 'yes'.

Regarding the sub question 'what type of responsibilities do you provide?', T₁ focused on as monitor, manager, leader. Likewise, T₂ and T₃ expressed that students had to clean classroom daily, they should take care of classroom goods and decorate classroom. Another teacher (T₄) argued that he provided responsibilities such as making code of conduct for classroom, conducting extracurricular activities, maintaining sanitation. Similarly, T₅ added that he

provided responsibilities in controlling unnecessary talking, conducting group work, pair work, arranging seats etc.

From the above discussion it appears to me that all the teachers provide responsibilities to their students in managing classroom. It reduces the burden of teachers and promotes the feeling of ownership in students.

4.2.2.10 Democratic Teacher

Regarding the question 'what do you understand by democratic teacher?', T₁ said that who responded the voice of students positively and play the role of supporter. Another teacher (T₂) mentioned that who did not provide the mental and physical punishment but helped to develop the good habit. Similarly, T₃ stated that *"democratic teacher means the teacher who listen others view, behave students as friends, responsible towards his duty and always think of achieving goals keeping friendship with students."* Likewise T₄ argued that democratic teacher taught according to the needs and interest of the students. T₅ said that to be a democratic teacher, the teacher should be advisor, encourager, rapport builder, respecting students.

Above mentioned facts reveal that democratic teachers always respect and address the student's demand and needs. They always try to make teaching learning activities fruitful by creating positive learning environment.

4.2.2.11 Use of Rewards

Regarding the question 'Have you ever used rewards for the positive behaviours of the students? If yes what are they?', out of 5 teachers all of them (100%) responded 'yes'. They said that frequently they used verbal rewards such as 'thank you', 'good', 'nice', 'correct', 'excellent', 'well done' etc. Sometimes they provided copies, pens, flowers, sweets as reward. One of the teacher said that he provided clapping when somebody showed the positive behaviour.

From the above responses it appears to me that every teacher provides reward for the positive behaviour of the students. Either they can be verbal reward or they can be concrete reward.

4.2.2.12 Equal Participation

Regarding the question 'How do you ensure your students' equal participation in learning activities?', T₁ responded that he involved all the students in group work, pair work, class discussion, debate, games. T₂ expressed different view. She said that she made the group of students and selected the leader then encouraged the other students to follow the leader. Similarly, T₃ said that to ensure equal participation the teacher should conduct activities which students love and make them responsible without any bias. Likewise, T₄ responded that he involved all the students in different activities according to their individual differences. T₅ mentioned that he used task based and communicative learning principle to ensure equal participation of students.

On the basis of above interpretation I concluded that by providing different activities and engaging all the students the teachers ensure equal participation of students in learning.

4.2.2.13 Students Voice in Classroom Decision

Regarding the question 'Do you allow students voice in making classroom decision? Why/why not?', all the teachers (100%) said 'yes'. T₁ argued that the students remembered their voice for long term. T₂ said that without participation of students in classroom decision, learning would be incomplete. Similarly, T₃ and T₅ said that if the students were given the chance to make classroom decision, they feel proud and do work effectively then it helps in classroom management. Likewise, T₄ said that students had also creative and supportive ideas which can enhance teaching learning activities.

From the above responses it appears to me that student's voice in making classroom decision plays vital role in managing effective classroom.

4.2.2.14 Frequent Communication

Regarding the question 'Do you do frequent communication with your students?', all the teachers (100%) said 'yes'. They added that communication made the teaching learning live.

From the above data it appears to me that frequent communication motivates and encourages the students to participate in classroom activities. In the absence of frequent communication between teachers and students, teacher plays the role of dictatorship and it will be ineffective in classroom management.

4.2.2.15 Essential Characteristics

Regarding the question 'In your opinion, what are the essential characteristic should an effective manager have in ELT classroom?', all teachers expressed some common opinion. They said that the teacher should play the role of organizer, manager, facilitator, democratic, intelligent, well trained, skilful etc. Beside these T₂ added that co-operative, use target language only, give responsibility to the students. Similarly, T₃ said that dutiful, commanding. Likewise T₄ mentioned that effective manager should understand overall background of the students, update with new innovation and should have psychological knowledge of students. Similarly T₅ added that friendly behave with students, creative, clarity in voice, organize group work, pair work were the essential characteristics of effective manager.

From the above statements it can be concluded that intelligent and energetic, dutiful and democratic, knowledgeable and cooperative, friendly and fair, motivator and helpful are some of the characteristic of effective manager in ELT classroom.

4.2.3 Students' Views Obtained through Group Interview

I conducted group interview to collect data thinking that it can generate wider ranges of responses than in individual interview. Cohen, Manion and Morrison (2010, p.373) say that "one technique within the methodology of interviewing

to have grown in popularity is that of group interviewing.” I selected four students from each school after completing the class observation and conducted five group interviews to make the data more reliable and valid which were found from questionnaire and classroom observation. The groups of student were from the same class in which I completed classroom observation. All the students participated equally in the interaction.

The school wise information of group interviews are presented and analyzed in the sub sequent section. I have summarized the interview within one topic dividing the different information in different paragraphs. Each first paragraph contains the discussion of caring characteristic, second describes about firmness and third about democratic qualities. Every fourth paragraph presented as conclusion of whole interview. I have included all characteristic within one heading in order to make the analysis simple and economical.

4.2.3.1 School A

In SA, T1 taught English in class 10 ‘A’. I selected the four students (S1, S2, S3, and S4) from class 10 ‘A’. They were interviewed after the five days class observation of T1.

Caring, Firmness and Democratic Qualities

In their interview, regarding the discussion on caring they said that T1 always called them by name. He encouraged them to speak and learn English by involving them in different classroom activities. He was always ready to help them if they needed. One of them said that he taught according to the level and interest of the students and always used polite language.

As responses of firmness, they told me that they were not provided any responsibilities to manage classroom instead the teachers themselves managed their classroom in their periods. T1 made some basic rules to run the classroom smoothly. He followed those rules and made them to follow. If students committed mistakes he provided positive feedback. He did not make lesson

plan to teach them. He frequently evaluated his teaching by asking questions at the end of the lesson. They added that he was punctual teacher.

In the discussion of democratic qualities, they said that T1 provided equal chance to all the students in learning. He always encouraged their positive behaviours by providing verbal praise. They were allowed to speak Nepali language in English period too. One of them said that T1 was very friendly and had a sense of humour. He made classroom interesting by conducting different extra - curricular activities. From the above discussion it can be concluded that T1 was a caring and democratic teacher rather than firm. He was very helpful to his students.

4.2.3.2 School B

In SB, T2 taught English in class 9 'C'. Four students (S5, S6, S7 and S8) were participating in the interview. They were interviewed after the class observation of T2.

Caring, Firmness and Democratic Qualities

The students in their interview said that T2 always motivated them towards English speaking. She addressed them by their name. She always helped them. They added that she started lesson by asking some question related to the lesson. She sometimes showed love and respect towards them. She became angry in their negative behavior. They said that she frequently checked class work, home work and rarely organized group work and pair work in the class.

Regarding the discussion of firmness, they said that they got responsibilities to manage classroom. They had monitors in their classroom and all students obeyed them. She was their class teacher too. She made them strictly follow the rules and regulations. They added that she was a strict teacher. One of them said that she entered classroom without lesson plan. She sometimes did evaluation at the end of the lesson. She always entered class on time.

In the discussion of democratic qualities, they told me that she allowed students to ask question in doubt but she did not allow them to make unnecessary noise.

She behaved them equally. Sometimes she provided negative feedback too in their mistake. They added generally she did not show biasness but sometimes she focused on only talented students.

From their statements, it appears to me that she was firm teacher rather than democratic but she takes care of her student and if needed she helps them.

4.2.3.3 School C

In SC, T3 taught English in class 10 'B'. Four students (i.e. S9, S10, S11 and S12) were there in the group interview. They were interviewed after the class observation of T3.

Caring, Firmness and Democratic Qualities

The students of SC told me that T3 knew all the students' name in their class but he sometimes called them by name, sometimes by surname, roll no. and using pronoun 'you' too. He always tried to provide new things in the class. They added that he always spoke English in their class and encouraged them to speak. One of them added that everybody in their class could understand him easily. They said that he started new lesson by giving some pre- reading activities. He sometimes told interesting stories, events, jokes etc. to motivate them. He loved and respected all the students.

In the discussion of firmness, they said that most of the time students themselves maintained classroom discipline. They are given responsibilities to manage classroom. He sometimes made basic rules before starting the lesson and followed them properly. One of them said that he entered classroom without lesson plan but he prepared the lesson well. He frequently came late in the class. He always evaluated his students at the end of the lesson.

Regarding the discussion of democratic qualities, they said that he provided equal chances in any classroom activities to all the students. He provided positive feedback in positive behaviour of the students. He was helpful and always encouraged shy and week students. One of them added that he helped them according to their need. He did not discriminate them on the basis of

gender, caste and ability. One student added that he felt very interesting in English class.

From their arguments it can be concluded that T3 was democratic and caring teacher rather than firm. His students were very positive towards him.

4.2.3.4 School D

In SD, T4 taught English in class 9 'A'. Four students (S13, S14, S15 and S16) were participating in the interview. They were interviewed after the class observation of T4.

Caring, Firmness and Democratic Qualities

In their interview, the students said that T4 was very active and intelligent. He always remembered their name. He motivated them by engaging in different curricular and co- curricular activities. One of them said that he conducted 'Happy Friday program' in every Friday and involved all the students. He frequently started new lesson by correcting homework in mass. He loved and respected every student. One student said that he frequently organized pair work and group work to manage classroom.

Regarding the discussion of firmness, they told me that they did not have any particular rules and procedures in class but most of the subject teachers made basic rules on the spot. He sometimes remained firm but sometimes gave up. He did not make lesson plan. They added that frequently he did evaluation at the end of the lesson.

In the discussion of democratic qualities, they said that he was very friendly and always encouraged them to learn new things. He equally focused on shy and weak students and always used verbal praise. He provided positive feedback in the student's mistakes too. He provided freedom in the classroom. One of them said that every student enjoyed in his class period.

From the above mentioned discussion it appears to me that T4 was a democratic teacher. He treated all the students equally and never dominated them.

4.2.3.5 School E

In SE, T5 taught English. Four students (S17, S18, S19, and S20) were participating in group interview. They were interviewed after the class observation of T5.

Caring, Firmness and Democratic Qualities

In their interview they said that T5 frequently addressed them by their name but sometimes he used 'you'. He always tried to motivate them to learn English. He provided sufficient time in the students' needs. He started new lesson by giving the meaning of difficult words from the lesson. He never prepared lesson plan to teach them. He presented the lesson in simple way and always used polite language with them.

Regarding the discussion of firmness, they said that they got responsibilities to manage the classroom. One of them added that "..... Umm... we have two monitors in each classroom, they control other students. and I think monitors are the second teachers." They said that T5 made basic rules to keep the students in discipline and made them to follow. If they try to violate the rules, he excused them for the first time but if they repeated he punished them. One of them said that sometimes he came to the classroom door before bell rang, he was very punctual.

On the discussion of democratic qualities, they told me that he provided freedom in the classroom discussion within the subject matter. They got chance to raise question. He behaved friendly and encouraged all the students to participate in classroom activities. He addressed students' view in teaching. He provided positive feedback in their every response.

From the above mentioned statements it appears to me that T5 had all three characteristic in balance to manage the classroom. He was an effective teacher.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND IMPLICATIONS

This chapter deals with the summary and conclusions of the research on the basis of collected data. It also incorporates some pedagogical implications for policy level, practice level and further research on the basis of the findings of the study.

5.1 Summary

The main principle of this study was to identify the teachers' characteristics associated with the English language classroom management in terms of caring, firmness and democratic qualities. Classroom observation, questionnaire and group interview were the data collection tools to collect required data.

This thesis consists of five chapters. The first chapter deals with the background of the study, statement of the problem, rationale of the study, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms. The second chapter contains theoretical and empirical review of literature, implication of the review for the study, and conceptual framework. Similarly, the third chapter deals with the methods and procedures of the study which includes the design of the study, population and sample, sampling procedure, data collection tools and data collection procedures. The fourth chapter consists of the result and discussion of the collected data. The result is presented under the three main headings: caring, firmness and democratic qualities. In the discussion part, the data are analyzed descriptively and narratively. The fifth chapter deals with the summary, conclusion and some pedagogical implications. In summary section, chapter wise summaries are included and in conclusion, major findings of the study are included. Finally, implications of the study are presented for the policy level, practice level and further research.

5.2 Conclusion

Through the comparison of observational, questionnaire and interview information it was found that the teachers' behaviours shown by them determine the characteristics of teachers. Teachers' characteristic had a strong influence on students' behaviour and learning.

Majority of the teachers asked the problem of students and tried to diagnose them. Most of the teachers (60%) always provided positive reinforcement and feedback to their students. Most of the teachers took care of their students inside as well as outside the classroom. From all the information it was found that caring characteristic was very effective in classroom management.

Firmness has been found sometimes in the most of teachers. They sometimes remained firm in their agreed upon decisions and classroom activities and sometimes they gave up. Only 8% teachers always made basic rules before starting the lesson. Majority of the teachers (56%) were good at taking responsibility in their duties and towards their students. Firm teachers did not keep students in confusion, they do what they suppose to do.

Democratic qualities were found in majority of the teachers. They did not discriminate students on the basis of gender, caste and ability (i.e.92%), very rarely teachers focused only on talent and active students. Students were actively participated in making classroom decision in democratic classroom.

It would be fair to say that to a greater or lesser extent the teachers showed all kinds of characteristics i.e. caring firmness and democratic qualities.

5.3 Implications

On the basis of the findings of the research, I have made the following pedagogical implications for the policy level, practice level and further research.

5.3.1 Policy Level

-) The government can evaluate the efficiency of the teacher training programs in shaping the necessary teacher characteristics associated with effective classroom management and make decisions concerning the programs.
-) The government can also decide to consider all teacher characteristics when selecting training candidates and also recruitment of trained teachers.
-) Teacher trainer can train the teachers to develop certain characteristics to manage the classroom effectively.
-) Curriculum planner, course designer and textbook writer can develop the related ideas while designing the curriculum, course book, training course, textbooks, materials etc.
-) The teacher trainees can be guided by the study findings to choose the effective teacher training programme.
-) School management committees can employ teachers who have the right mix of different teachers' characteristics.
-) Parents can choose best teacher for their children.

5.3.2 Practice Level

-) All the teachers should take care of their student everywhere, it helps to develop good relationship between them and then classroom will be managed.
-) Teacher should conduct extra-curricular activities frequently. It can make a significant contribution in maintaining a good atmosphere in the classroom.
-) The teachers should remain firm in agreed upon decisions to avoid the confusion in students and to handle the classroom smoothly.
-) The teachers should provide responsibilities to the students in managing classroom.

-) Teachers' own confidence in using the language has a great influence on the students' willingness to speak in English so teachers should teach English through English. It helps to avoid unnecessary noise in the classroom.
-) Teachers are suggested to prepare their lesson before going to the class. It helps them to run the class effectively.
-) Classroom should be democratic, but teachers should not lose their presence in the classroom.
-) All the teachers should address the shy and weak students to make teaching learning effective.
-) Lastly, the teachers should have the equal balance in all characteristics to manage the classroom effectively.

5.3.3 Further Research

-) This study is just an entry in the department of English Education so that we need to make more detailed study. There are various characteristics of teachers' associated with effective classroom management. Therefore this study opens the door for detailed study for the further research.
-) Further researchers can take this study as a guideline who wants to carry out researches in the similar field.

References

- Arends, R. (2001). *Learning to teach*. Singapore: McGraw- Hill Book Companies
- Bashyal, C. (2010). *Strategies of classroom management used by secondary level English teaching*. An unpublished M.Ed. thesis. Kathmandu: T.U.
- Brophy, J.E. & Good, T.L. (1997). *Looking in classroom*. New York: Longman.
- Campbell, D. E. (1996). *Choosing democracy: A practical guide to multicultural education*. USA: Prentice- Hall.
- Chamlagain, P. L. (2009). *Characteristics of a good English language teacher: Students evaluation*. An unpublished M.Ed. thesis. Kathmandu: T.U.
- Cohen, L. & Manion, L. (1996). *A guide to teaching practice*. London: Routledge.
- Dhakal, N. (2012). *Teacher's skills at managing disruptive classroom behavior in ELT classroom*. An unpublished M. Ed. thesis, Kathmandu: T.U.
- Diexie, G. (2008). *Managing your classroom* (2nd Ed.). New Delhi: Viva Books Printed Limited.
- Eggen, P. & Kauchak, D. (1994), *Educational psychology classroom connection*. New York: Macmillan College Publishing Company.
- Harmer, J. (1986). *The practice of English language teaching*. London: Longman.
- Harmer, J. (1991). *The practice of English language teaching*. London: Longman.
- Kelly, J. (2010). *Top ten tips for classroom management*. Retrieved on April, 2013, from about .com
- Kerlinger, F.N. (2000). *Foundations of behavioural research*. New Delhi: Surjeet Publication.

- Koontz, H. & Weihrich, H.(1994). *Management: A Global Perspectives*
MCGrow Hill Inc.
- Kounin, J.S. (1970). *Discipline and Group management in the classroom*.
NewYork: Holt, Rinehart and Winson.
- Kumar, R. (1996). *Research Methodology*. London: Sage Publication.
- Mangal, U. & Mangal S. K. (2009). *Essentials of educational technology*.
New Delhi: PHI Learning Privet Limited.
- Mishra, R.C. (2009). *Classroom Behaviour*. New Delhi: APH Publishing
Corporation.
- Moskowitz, G. (1976). *The Foreign Language Teacher*. Chicago: Association
for Productive Teaching.
- Nunan, D.(2008). *Research methods in language learning*. Cambridge: CUP.
- Samadarshi, S. (1988). *A study on the expected classroom behavior of trained
English teachers*, An unpublished thesis of M.Ed. Kathmandu: T.U.
- Sharma, B. (2006). *ELT classroom management: Problems with students
discipline*, *Young Voices in ELT*, 5, 34-37
- Shrestha, R. (2010). *A study on disruptive behavior of student in English
classroom*. An unpublished M.Ed. thesis, Kathmandu: T.U.
- Spratt, M. (1996). *English for the teacher*. London: Cambridge
- Sthapit, S. K. (2000). Teaching language for communication. *Journal of
NELTA*, 5,1-16.
- Stoner, J. (1995). *Management*. New Delhi: Prentice-Hall.
- Thani, D. (2008). *A study on classroom management*. An unpublished M .Ed.
thesis, Kathmandu: T.U.
- Ur, P. (1996). *A course in language teaching: practice and theory*. Cambridge:
CUP.
- Wragg, E.C. (1981), *Classroom management and control: A teaching skill
workbook* .London: McMillan.

Zakrazewski, V. (2012). *Four ways teacher can show they care.*

<http://www.teachervision.fen.com/teaching-methods/classroom-management/7236.html>

<http://ehow.com/about-6615427-classroom-management-promote-student-learning.html>

<http://www.ehow.com/info.7954719-democratic-style-affect-classroom-management.html>

www.google.com

www.jstar.com

APPENDIX-I

Classroom Observation Checklist

Name of School:

Date:

Name of teacher:

Class:

Subject:

S.N.	Activities	Responses			
	Teacher characteristics	Good	Satisfactory	Poor	Remarks
1.	Caring				
	) Motivate students towards lesson				
	) Provide positive reinforcement and feedback				
	) Teach incorporating students various learning style				
	) Call students by name				
	) Listen to student's opinion				
	) Love and respect to the students				
	) Organize pair work, group work				
	) Check class work, homework				
2.	Firmness				
	) Establish routine				
	) Start class on time				
	) Maintain good classroom authority, if necessary				
	) Treatment for bullying nature of student				

	) Use punishment for negative behavior				
	) Responsible				
3.	Democratic				
	) Provide equal opportunity to learn				
	) Maintain gender fair situation in the classroom				
	) Maintain ethnicity and caste fair situation in the classroom				
	) Free interaction in the classroom				
	) Use praise for appropriate behavior				
	) Encourage the weak and shy student.				
	) Cooperative and flexible				

Researcher

Luna Shrestha

T.U. Kirtipur, Kathmandu.

APPENDIX-II

Questionnaire for the Teacher

Respected informants,

This questionnaire is a part of my research study entitled "Teachers Characteristics Associated with Effective Classroom Management in ELT Classroom," under the supervision of **Dr. Tara Datta Bhatta**, Professor at the Department of English Education, T.U. Kirtipur. Different teachers have different characteristics as effective classroom manager. My study tries to find out the characteristics of teachers as effective classroom managers in terms of caring, firmness and democratic qualities. Your cooperation in completion of the questionnaire through authentic and reliable information will be a great value to me. Please feel free to put your responses required by the questionnaire. I assume you that the responses made by you will be exclusively used only for the present study.

Part I: Personal Profile

Name:

Date:

Address:

Teaching experience:

School:

Qualification:

Part II: Survey Questionnaire

Q.No.1. Which characteristic of the teacher is the most for effective classroom management?

Caring

Firmness

Democratic

Why do you think it is more effective?

a).....

b).....

c).....

d).....

Caring

Q.No.2.What type of activities do you provide which arouse students interest in learning English?

.....
.....
.....

Q.No.3. Do you care your students inside as well as outside the classroom?
Why/ why not?

.....
.....
.....

Q.No.4. Do you keep record of your student personal and family background?
If yes, How?

.....
.....
.....

Q.No.5.What do you do to promote a sense of belonging in each of your students?

.....
.....
.....

Firmness

Q.No.6. Do you make basic rules before starting your lesson?

.....

If yes, what types of rules do you make, please write in point.

- a)
- b).....
- c).....
- d).....

Q.No.7. Do you remain firm in agreed upon decisions? Why/ Why not?

.....
.....
.....

Q.No.8 How do you behave with the students in your classroom?

.....
.....
.....

If you found indiscipline students, how do you respond them?

.....
.....
.....

Q.No.9. Do you provide responsibilities to your students to manage the classroom environment?

.....
.....

What type of responsibilities do you provide?

.....
.....
.....

Democratic qualities

Q.No.10. What do you understand by democratic teacher?

.....
.....
.....

Q.No.11. Have you ever used rewards for positive behavior of the student?

Yes

No

If yes, What are they?

.....
.....
.....

Q.No.12. How do you ensure your student's equal participations in learning activities?

.....
.....
.....

Q.No.13. Do you allow students' voice in making classroom decision?
Why/ Why not?

.....
.....
.....
.....

Q.No.14. Do you do frequent communication with your students?

.....
.....

Q.No.15. In your opinion, What are the essential characteristics should an effective manager have in ELT classroom?

- a)
- b).....
- c).....
- d).....

.....

Informant

.....

Researcher

Thank you for your kind response.

APPENDIX-III

Guiding Questions for Student Interview

Caring

- 1) Does your teacher call you by your name?
- 2) Does your teacher motivate students to learn English? How?
- 3) Does your teacher give his/her personal time to the students?
- 4) How does your teacher start lesson?
- 5) Does s/he present subject matter relevant to your level and interest?
- 6) Does your teacher love and respect you? How do you know?
- 7) Does s/he assign and check class work and homework?
- 8) Does s/he provide you chance to discuss in pair and groups?

Firmness

- 1) Do you have monitor in your classroom?
- 2) Does your teacher make rules and regulations in your classroom?
- 3) Does s/he apply those rules strictly?
- 4) Do you get punishment from your teacher? If yes what type of they are?
- 5) Does your teacher come with lesson plan every day?
- 6) Does s/he evaluate you at the end of the lesson and unit?
- 7) Is your teacher punctual?

Democratic

- 1) Does your teacher allow you to ask questions in the classroom?
- 2) Do you get equal chance in participating classroom activities?
- 3) Does your teacher behave friendly with all the students?
- 4) Do you get reward for positive behavior? If yes what type of they are?
- 5) Does your teacher encourage shy and weak students? How?
- 6) Does s/he encourage students to communicate with each other in English?
- 7) What activities of your teacher make your English class interesting?
- 8) What do you think what are the characteristics that an effective manager should have in English classroom?