

Learner Friendly Classroom Management Package in Biology for enhancing on-task behavior of students at secondary school level

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ABSTRACT

Learner-friendly Classroom management not only means the organization of the physical classroom environment but also the emotional climate, atmosphere, and ambiance we wish to effectively establish. Major objective of the study is to prepare learner friendly classroom management package in biology for enhancing on-task behavior of students at secondary level. Experimental method was adopted for this study. The experimental study was conducted on the sample of 120 secondary school students, 60 students were randomly selected as the experimental group and another 60 treated as a control group. This study concluded that the Learner Friendly classroom management package was more effective than the prevailing classroom management practices for enhancing on-task behavior of students at secondary level

Keywords: Learner Friendly, Classroom Management, package, on-task behavior, secondary school, student participation,

Introduction

Classroom management refers to the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class. When classroom management strategies are executed effectively, teachers minimize the behaviors that impede learning for both individual students and groups of students, while maximizing the behaviors that facilitate or enhance learning. Classroom management is defined as a wide range of teachers' efforts to supervise students' learning activities, social interactions, and behaviors (Brophy, 1988; Burden, 2005; Good & Brophy, 2003; Wolfgang & Glickman, 1986). Effective classroom management should be the primary responsibility of the classroom teacher with the students accepting the responsibility of their inappropriate behavior. A well-managed classroom generates a stress free environment where positive learning is experienced and students feel increased sense of belonging to classroom (Freeman, Anderman, & Jensen, 2007). Brophy (1988) asserted that one of the determining factors in effective classroom management is the use of appropriate instructional methods to maximize learning which suits the academic needs of students.. Further, research has shown that teachers who had good relationships with their students had fewer discipline problems and rule violations than those who did not have poor relationships.

Learner-friendly Classroom management not only means the organization of the physical classroom environment but also the emotional climate, atmosphere, and ambiance we wish to effectively establish. A positive climate conducive to learning will set the tone for the way students interact among themselves and with teachers. A positive climate evokes in students' sense of belongingness to the classroom community. Their sense of ownership and belonging will impact their level of collaboration in classroom procedures. Teachers' positive attitude, fairness, and open communication with students will affect the classroom environment. A learning-friendly environment is an environment where children have the right to exploit to the fullest their potential within a safe and welcoming environment. It is an environment that is learner-friendly and teacher-friendly, and where learning is child-centered. In this environment, the learners are encouraged to learn actively while the teachers can teach more effectively and enjoy teaching (UNESCO, 2004). Child friendly classroom is child centered and inclusive in nature. This child friendly school provide protective safe and healthy environment for the learners. The environment for learning is a critical feature of child-friendly school. But it is also important from a child-centered perspective to consider what children bring to this environment and how this environment should cater to other aspects of a child's well-being in order to support learning.

Task Behavior of the learners is a response to a task-based environment in the classroom. The term describes how the learners perform their tasks and whether the environment appears to be responsive to their task performance. Task behavior characterizes a learners' ability to be oriented on task performance

and to accomplish task-based activities. On-task behavior was defined as physical contact with one or more objects in a manner that could result in completion of a task. Keeping students on task is an essential skill that teachers use every day. When students lose focus on classroom activities, their learning suffers. Off-task behavior also is contagious and often distracts other students.

2. Need and Significance of the Study

Effective classroom management does not consist of just a list of rules and procedures, but the sensitivity and caring attitude of the teacher. Classroom management continues to be a serious concern for teachers and especially in urban and diverse learning environments (Richard 2010). Schools today are under great pressure to create safe, orderly environments that encourage social as well as academic skills that allow students to succeed in attainment of the required competencies in school and in their future endeavours (Dollman, et al., 2007). But many schools of the 21st century continue to follow management paradigms of the 19th and 20th centuries. Generally, students in all levels and specifically at the Secondary level enter the classroom with diverse academic needs, but classrooms are handled by poorly prepared or even novice professionals with little or no classroom management skills (Lannie and McCurdy, 2007), and often they enter the classroom secretly afraid of their students.

Nowadays teachers face many challenges that threaten the educational system. Classroom management may be the most difficult challenge faced by the teachers during their teaching. Creating orderly, productive classroom environment is viewed as one of the essential element in the teaching learning process. Review of related literature also shows that students are attaining more academic achievement in well managed classroom environment (Griffith 2002; Wong & Watkins 1998). Teachers who use a set of classroom management strategies such as organization, teaching management, teacher-student relationship, teacher punishment-reward strategies become successful (Shower 2006). To be successful in the classroom, teachers also need to possess advanced skills for identifying students' problems and deal judiciously with the multifaceted classroom set-up.

To be successful in the classroom, teachers also need to possess advanced skills for identifying students' problems and deal sensibly with the endowed classroom set-up. But the prevailing Classroom Management practices of teachers are not equipped in such a way to meet all the problems occurred in the same classroom set-up. It is very important to integrate certain classroom management practices with more emphasis on classroom organization, Instructional management, Behavior Management and Evaluation Management. These dimensions of classroom management can translate research-based connections between teaching and learning into classroom-oriented, logical and coherent plans for actions. Each teacher is as unique as each student and orchestrates properly the diversified classroom environment. But beyond this individual uniqueness and pedagogic decisions some strands exist that pull the behavioral misappropriations among students; hence the need to develop certain new strategies for improving the achievement.

The insight gained from the literature review and from the personal experience of the investigator. Teachers are not practicing Learner Friendly Classroom Management strategies which give importance to teaching learning process and positive classroom environment.

From the above points, it can be concluded that building a future requires a package includes Learner Friendly Classroom organization designs, Learner Friendly Instructional Designs and Learner Friendly Lesson transcripts.

3. Hypothesis of the Study

H1. The Learner Friendly classroom management package is effective for enhancing on-task behavior of students in Biology class at secondary school level.

4. Objectives of the Study

1. To find out the effectiveness of learner friendly classroom management package for enhancing on-task behavior of students in biology class at secondary level

5. Methodology

Experimental method is used for the study. The investigator selected non-equivalent pre-test- post-test experimental group design. Secondary school students of Kerala were selected as the population of the study and the 120 secondary school students from Trivandrum were selected as the sample for the study. The sample was divided into experimental and control groups and student participation record (Webber) was administered to both the groups for assessing on-task behavior of students. Activity oriented teaching method was administered to the control group and the experimental group was exposed to the Learner

Friendly classroom management package. Student participation record was again administered for assessing on-task behavior of the students of experimental and control group per class period. Percentage analysis and critical ratio between the percentage were used as statistical analysis.

The investigator observed the class consist of 60 students with 'student participation record' of Webber (1982). This assessment involves the collection and analysis of the investigator's perception regarding the on-task behaviour of students per class period.

To find out the on-task behaviour of students per class period, Webber has suggested four levels of students such as:

- Level 1: The pupil is not involved in the classroom activity. He or she is either bored or is involved in some activity unrelated to the class activity, although there is possibility of being quite involved in what he or she is doing.
- Level II: The pupil participates in the class activity some of the time, that is, the pupil is in and out of the class activity; even when in the activity, he or she shows no enthusiasm for it.
- Level III: The pupil participates in the class activity most of the time and demonstrates enthusiasm for it. The pupil seems excited over what he or she is doing, but sticks pretty much to the rules established by the teacher.
- Level IV: The pupil participates in the class activity most of the time and Demonstrates creative enthusiasm for it. He or she goes beyond the limits set by the teacher and explores new ideas, questions, activities and the like.

6. Analysis and Interpretation of the Data

The data was collected by the investigator using student participation record by Webber and the information regarding the percentage of students in each level is given in table 1

Table 1

Percentage of Students' On-task Behavior per Class Period and their comparison in the Select Four Levels of Experimental and Control Group

| Levels | control | Experimental | t- value |
|-----------|---------|--------------|----------|
| Level I | 36 (%) | 38 (%) | 0.476 |
| Level II | 22(%) | 39(%) | 2.02 |
| Level III | 32 (%) | 12 (%) | 3.096 |
| Level IV | 31 (%) | 50(%) | 2.12 |

From Table 4.11, the number of students in the experimental and control group of Level I is 36percentage and 38percentage. Critical ration obtained for the Level I is 0.476 ($P < 0.05$), were not significant at 0.05 level. Therefore, there is no significant difference in the on-task behavior of students of both experimental and control group in Level I.

While the Level II percentage of number. of students in the control group is 22percentage and that of Experimental group is 39percentage. The Critical Ratio of this Level II is 2.02 ($P < 0.01$), which is significant at 0.01 level. Which implies that there is significant difference in the on-task behavior of students of both experimental and control group in Level II. Experimental group bear higher percentage (39%) of the students than that of the control group students.(22%).

In the level III Critical ratio between the percentage of the number of students from both experimental and control group is 3.096 ($P < 0.01$) which is significant at 0.01 level. it implies that the experimental and control group is significantly differ in terms of on-task behavior per class period.

In Level IV critical ratio between the percentages of the number of students in Experimental and Control group is 2.12. This implies that the percentages of no of students in Experimental group (31%) and Control group (50%) significantly differ in on-task behavior of students per class period.

Data obtained from the student participation record (on-task behavior of students per class period) was analysed, on-task behavior of students per class period from both experimental and control group and it was found that the on-task behavior of students are significantly differ in both experimental and control group. The student from the experimental group shows better on- task behavior than that of students from the control group. From the above analysis it is clear that the learner friendly classroom management package is effective in enhancing on-task behavior of students per class period.

Learner Friendly classroom management package was organized with a view to enhance the on-task behavior of students. The results obtained from the student participant record also revealed that

Learner Friendly Classroom Management Package were effective in the in improving the on-task behavior of secondary school students per class period.

7.Conclusion

Through this study the investigator proved that the Learner Friendly Classroom Management Package in Biology is more effective for enhancing on-task behavior of students at secondary level..It hoped that the findings of the present study would improve the learning process and attention of the students. It also supports the curriculum designers to design new curricula, create favorable attitude towards the method of teaching which reduce the disciplinary problems of the classroom. It can be used to bring about good learning outcomes. It also hopes that this Learner Friendly Classroom can enhance students interest towards the subject matter.

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