

## Outcomes and Conclusions

Not completed yet and expected to be submitted later.

# A Study on Classroom Management Practices Leading to an Effective Teaching-Learning Process in Secondary Schools in Sri Lanka

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## Background of the Study

Numerous problems have arisen in regard to quality and success of the teaching-learning process of the secondary schools in view of the high rate of failures among secondary level students, and particularly among those who have completed their G.C.E. (O/L) examination. Specially, failure of the majority of candidates at the G.C.E. (O/L) demonstrates the actual situation of the teaching-learning process that takes place within the classroom. Hence an attempt has been made in this study to examine the current classroom management practices used by the teachers in secondary schools as it directly affects the quality of the teaching-learning process. For this purpose, 25 schools from two types of schools in Colombo district have been selected as the sample.

## Methodology

The population of this study consists of all the 1AB and 1C schools in the Western Province in Sri Lanka that consist grade 8 and 9 classes. There are 67 1AB schools and 70 1C schools in the Colombo district. Out of 67 1AB schools 13 schools and out of 70 1C schools 12 schools were selected as the sample. Accordingly, 25 schools were selected in order to maintain a meaningful representation of the school population and the research study was limited only to the Colombo district.

The student sample was selected using stratified random sampling method. Altogether 160 students were selected from the 25 schools comprising both 1AB and 1C schools in order to represent 15 percent of the total population.

The main data collection tools for the study were questionnaire, discussions and observation schedules.

The objectives of the study are as follows;

1. To examine the current classroom management practices in Secondary Schools in Sri Lanka.
2. To find out the classroom management practices that leads to better student interaction.
3. To examine classroom management practices that moulds better discipline patterns among students.
4. To identify the challenges faced by the teachers in the process of classroom management for an effective learning-teaching.

### Outcomes of the Study

Majority of the teachers' in the sample had not paid considerable attention to the importance of human resource management and physical resource management in the classroom. It also revealed that the teachers failed to draw the attention of students inside the classroom resulting in a major problem for teachers with regard to human resource management. Further, majority of the student exhibited negative attitudes with regard to the attention paid by the teachers on students' discipline. Hence, it has been revealed that there is a necessity for adhering to more relevant and effective classroom management practices for maintenance and enhances the quality of the teaching-learning process.

### Conclusions and Recommendations

When considering human resource management it can be concluded that teachers do not take much interest to avoid the work not related to the lesson which students do during the period of teaching-learning. Hence, appropriate actions should be taken to stop activities not related to the lesson.

It is concluded that majority of teachers do not use appropriate devices to monitor the human resources. Hence teachers should pay careful attention to use devices such as emphasis on the importance of learning, showing students the importance of disciplined behaviour, guiding them on exemplary human characters, asking questions frequently from students, stoppage of lesson in different situation of its continuance and teachers being active to attract the attention of students etc. to enhance teaching-learning process.

In regard to the nature of location of the classroom where the teaching-learning process takes place, the conclusion can be made that, the control and the management of classes has become a big challenge to teachers. It is essential to take action to have closed classrooms because various distractions that arise in an open hall make the learning-teaching process unsuccessful. Further,

when classrooms are enclosed by walls it will specially facilitate classroom management for teachers.

It can be concluded that, learning-teaching process in the classroom would be unsuccessful and expected results would not be achieved, if the physical setup of the classroom is ignored. Every teacher should essentially pay attention to physical facilities of the classroom before the learning-teaching process is commenced, because in particular, physical environment of the classroom directly effects Classroom Management.

Majority of teachers do not use teaching-learning materials required for a successful learning-teaching process. Very often teachers continue to teaching even without using the chalk board. Attention should be paid to use chalk board and other appropriate teaching materials prepared by themselves to enhance student learning.

Majority of students do not engage in group activities with enthusiasm. When group activities are assigned the students behave inappropriately and do not extend their cooperation to complete group activities successfully. Teachers should pay continuous attention to students' actions and facilitation when students are engaged in group activities.

## An inquiry into the teacher pupil interaction patterns in classes of PGDE teachers during their teaching practice

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### Background of the Study

In the Sri Lankan education system only about 750 complete junior secondary cycle and 250 students complete senior secondary cycle out of 1000 cohort who enters the Grade one. The low efficiency is due to many reasons. One reason may be the ineffectiveness of the teacher pupil