A STUDY ON CLASSROOM MANAGEMENT SKILLS IN RELATION TO STRESS

THE INFLUENCE OF PROFESSIONAL QUALIFICATION IN SECONDARY SCHOOL TEACHERS IN SRIKAKULAM DISTRICT

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Abstract:

The main purpose of this paper is to demonstrate the classroom management skills in relation to stress in secondary school teachers. A total of 200 prospective secondary school teachers were examined in order to investigate the effect of professional qualification on the relation to stress in classroom management skills. In this study the questionnaire "classroom management skills" was used to collect the data from secondary school teachers. There is no significant difference between head master and teacher management skills in relation to stress in secondary schools of Srikakulam district.

Keywords: management skills, secondary schools, stress, classroom management.

Introduction:

Classroom management is one of the trickiest issue faced by teachers today because classrooms are much more complicated than they were in the previous years, more students come to school with behavioral problems, so that teachers face the challenge of managing the classroom. Classroom Management is the most common problem that a student teacher experiences (Clement, 1999; Clement, 2000). Classroom management comprises the organization of the physical environment of the classroom, management of planning and programming activities, management of relations and communication in the classroom and management of children's behavior (Martin & Sass, 2010). Classroom management skills are nothing but the ability to manage their stress levels therefore it brings quality education in secondary level. Teachers should have better classroom management skill, than their mastery of the content knowledge. With the demands of quality education one of the most progressive and stressful occupation today is teaching (Hepburn & Brown, 2001). Stress is an inevitable part of teachers' life in school the sources of job stress among the secondary school teachers. (P.Mohanraj 2013).

Method

Study design:

The present study is the survey method of the descriptive research. It involves a clearly defined imaginative planning, careful analysis and interpretation of data gathered and logical reporting on the study. To carry out the research of this type for collection of data, for testing the hypothesis and for arriving at certain conclusions, it is necessary to choose the technique and the proper tools to the employed. For this study the questionnaire had been considered as a suitable tool for the collection of data.

Objective of the Study:

To find out the opinion of teachers based on their Profession towards Classroom Management Skills and Stress among Secondary School Teachers in Srikakulam District.

Hypotheses:

There will be no significant difference between opinion of teachers based on their Profession towards Classroom Management Skills and Stress among Secondary School Teachers in Srikakulam District.

Results and Discussion:

Table 1: Significant difference between Head masters and teachers perceptions towards Classroom management skills among secondary school teachers in srikakulam district
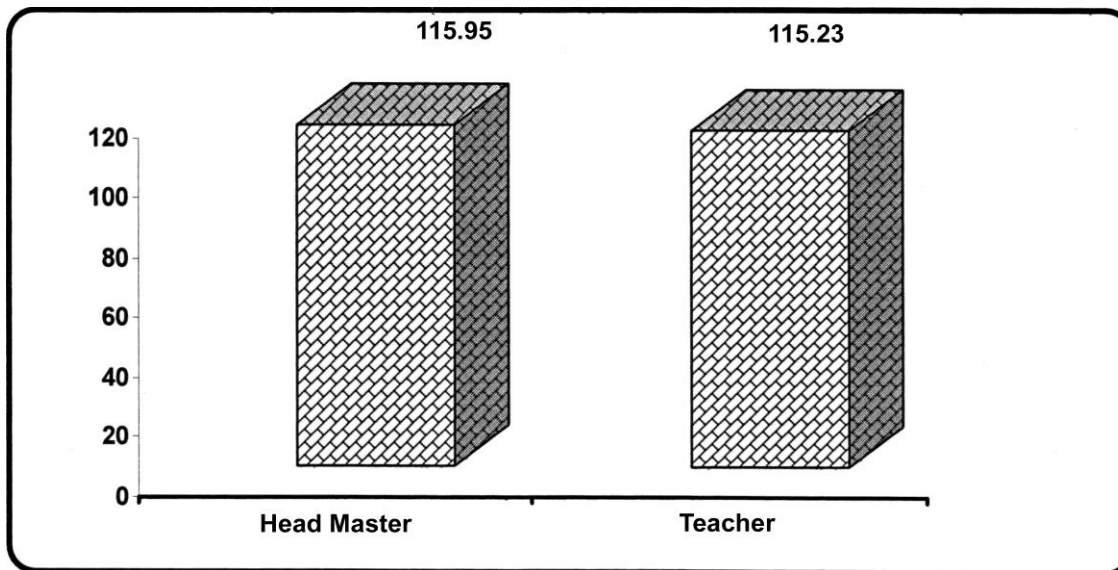
Area	Designation	N	Mean	Std. Dev.	t-value	p-value
Classroom Management	Head Master	50	115.95	8.26	0.16[NS]	0.85
	Teacher	150	115.23	7.74		

NS: Not Significant

Table 1 show that, the mean opinion scores of Head Masters with respect to Classroom management (115.95) are higher than the mean score of teachers (115.23). The 'f value is found to be 0.16 and the 'p' value is 0.85, which is not significant. This shows that there is no significant difference between Head masters and

teachers perceptions towards Classroom management in secondary schools of srikakulam district. Hence, the null hypothesis is accepted.

Graph-1: mean comparison between Head masters and teachers perceptions towards Classroom management skills
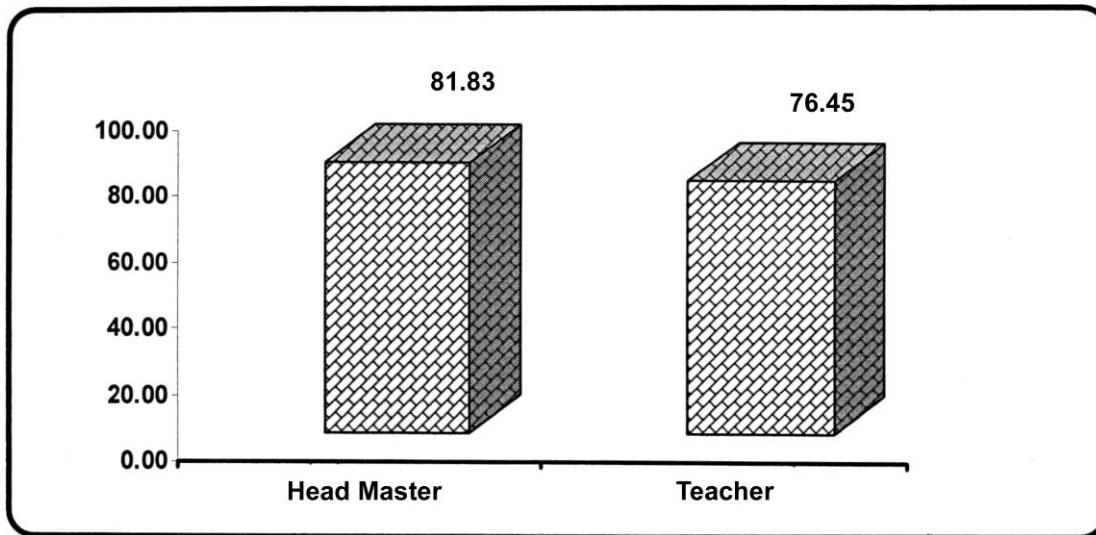

Table 2: Significant difference between Head masters and teachers perceptions towards Stress among secondary school teachers in srikakulam district

Area	Designation	N	Mean	Std. Dev.	t-value	p-value
Stress	Head Master	50	81.83	12.88	3.43**	0.00
	Teacher	150	76.45	22.58		

**Significant at 0.01 level

    Table 2 show that, the mean opinion scores of head Masters with respect to Stress (81.83) is higher than the mean score of teachers (76.45). The 't' value is found to be 3.43 and the 'p' value is 0.00, which is significant at 0.01 level. This shows that there is a significant difference between Head masters and teachers perceptions towards Stress in Secondary schools of srikakulam district. Hence, the null hypothesis is rejected

Graph-2: mean comparison between head masters and teachers perceptions towards Stress

Conclusions:

The study reveals that there is a significant correlation between Classroom management skills among secondary school teachers in relation to Stress. Teachers expressed high perceptions towards Classroom management skills among secondary school teachers in Srikakulam district. According to their designation, Headmasters expressed high perceptions towards Stress among secondary school teachers in Srikakulam district than that of School Assistants.s

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