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**CONSTRUCTION OF CLASSROOM MANAGEMENT SCALE (CMS) FOR  
HIGH SCHOOL TEACHERS****\* A. Vences Cyril****\*\* Dr.M. Antony Raj****ABSTRACT**

The paper aims to develop and standardize the classroom management scale for high school teachers. The steps followed in construction and standardization are; (i) Ensuring Purpose and Usefulness of Items, (ii) Structuring the Tool, (iii) Pilot Study and Item analysis; (iv) Validity; (v) Reliability and (vi) Final Draft of the tool. The researchers: developed the preliminary version of AVSCM Scale (99 items) with simple, clear and concise statements for better understanding both in English and Tamil. The validity for each item was tested. Thus the final AVSCM Scale consists of 74 items. This scale aimed at covering the knowledge and conceptions of high school teachers about the Classroom Management. This tool would be a great help for the researchers and high school teachers to evaluate their Classroom Management ability.

**Key Words:** Classroom Management and High School Teachers

**INTRODUCTION**

Classroom is a room in a school where a group of students are taught. The classroom is an operational venue in schools which holds students together and offers them the opportunity of achieving the purpose of education (Hill and Hill, 1990). Management is an art of getting things done through people. Management is a process of reaching organizational goals by working with and through people and other organizational resources. Management process, as it pertains to management functions, is the organizational goal attainment and the need to manage organizational resources effectively and efficiently (Certo, 1994). Classroom management is the process of enhancing the learning environment, physical interaction between teachers and students, student to student, parents and others, stimulating and motivating children to learn, control and supervision throughout the school to facilitate and encourage co-operation in teaching and learning activities in the classroom smoothly, will as a result, improve the quality of students performance (Wisetrinthong, SirisuthiandWeangsamoot, 2012).

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\* Ph.D. Research Scholar, St. Xavier's College of Education, Palayamkottai,

\*\*Research Supervisor, St. Xavier's College of Education, Palayamkottai.

### ***Construction of Classroom Management Scale (CMS) for High School Teachers***

#### ***a) Ensuring Purpose and Usefulness of Items***

The tool (CMS) has been developed by the researchers to measure the classroom management of high school teachers those who are handling classes from sixth to tenth standard. The investigators referred to the available tools on classroom management to acquire knowledge for constructing the tool. The following Classroom Management Scales prepared and validated by various researchers were referred to: (i) Classroom Management Inventory prepared and validated by Barnabas and Antony Raj (2015), St. Xavier's College of Education, Palayamkottai, Tamil Nadu. This scale contained 55 items with seven dimensions namely, Management of physical environment, Management of material resources, Management of classroom time, Management of classroom instruction, Management of just behaviour, Management of attention and Management of discipline; (ii)The Classroom Management Inventory (2013) prepared and validated by Rany and Sudharma, Mahatma Gandhi University, Tamilnadu which contained 50 items with five dimensions namely, Management of Advance Planning, Management of Physical Arrangements, Behaviour Management, Instructional Management and Evaluation Management. These tools helped and ensured the researchers to construct a Classroom Management Scale. In addition to these, the following books guided and motivated them to develop the tool; (i) "Classroom Management: Creating a Positive Learning Environment" written by Ming-tak Wai-shing (2008), (ii) the book "Classroom management" written by Dewey (2009), (iii)the book "Effective classroom management" written by Coetzee, Niekerkand Wydeman (2008), Chapter 1: Self-management for the educator, Page (2-21), (iv) the book "Breaking the mold of Classroom Management" written by Honigsfeld and Cohan (2014), Chapter 1: Implementing Self-Management Strategies in the Secondary Classroom Page (19-26), (v) the book "A handbook for classroom management that works" written by Marzano et al. (2005); Section 2: Discipline and Consequences and the book "Classroom management in language education" Written by Wright (2005); Part 1: Issues and themes in classroom management, Pedagogy, Models of teaching and classroom management and Teachers' knowledge and classroom management and Managing 21<sup>st</sup> Century Classrooms, and (vi) How do I avoid ineffective classroom management practices? Written by Bluestein (2014).These are the books

which helped the investigator to finalize the dimensions of classroom management scale and items.

Finally the Classroom Management Scale was constructed with seven dimensions. The discussion held with the teachers who were more experienced and young from various schools helped the investigator to design and refine the tool.

#### *b) Structuring the Tool*

CMS was constructed with seven dimensions namely Management of Planning, Management of Teaching Learning Resources, Management of Self-Discipline, Management of Student Behaviour, Management of Classroom Instruction, Management of Learning Atmosphere and Management of Evaluation.

##### *1. Management of Planning*

The success of any activity depends on effective planning. Management of planning includes a teacher's planning of general policies, scholastic and non-scholastic activities to be carried out, general and specific procedures to be followed for each activity in the academic year.

##### *2. Management of Teaching Learning Resources*

Management of teaching learning includes monitoring of seat work, arrangement of bulletin boards, reading corner, interior decoration, instructional materials, computer station and the like. The manner in which these tasks are managed by a teacher contributes to the general classroom atmosphere. It also includes creating the best possible teaching-learning equipments and aids to ensure that the students have a comfortable and pleasant atmosphere to learn.

##### *3. Management of Self Discipline*

Management of self-discipline includes teacher's communications through facial expression, body movements and attitudes of intimacy, concern, aloofness or indifference. A student's expectations from the teacher is a consequence of behaviour based on positive teaching and student achievement and teachers should orient students towards independent and continuous learning.

##### *4. Management of Student Behaviour*

This dimension focuses on the pre-planned means of preventing misbehaviour of students rather than on the teacher's reaction to it. Specifically this fact includes setting rules, behaviour

management plan and discipline plan. Establishing an effective reward structure and encouraging student input can be a useful tool in the prevention of misbehaviour and maintenance of order in classroom environment.

#### *5. Management of Classroom Instruction*

It focuses on the different types of instructional planning, time management, resource management and the like. Teachers must prepare learning objectives, select content, prepare teaching and learning materials and design activities with the goal of devising a curriculum that meets their students' diverse needs. The instruction must be vivid, interesting so that the attention of the students is not disturbed.

#### *6. Management of Learning Atmosphere*

Management of learning atmosphere includes creating effective learning environments for all students. This dimension focuses on the ventilations, seating and illustrations and group activities provided to students' interaction. Learning atmosphere is identified by the way the teacher treats and interacts with students.

#### *7. Management of Evaluation*

Evaluation helps to identify how the teacher succeeds in his/her attempt. This dimension focuses on testing the cognition through student evaluation and teacher evaluation. This helps to improve the classroom teaching-learning process. The recent trends like Continuous and Comprehensive Evaluation (CCE), peer evaluation and self-evaluation can be done to evaluate students as well as the performance of the teacher.

#### *c) Pilot test*

The pilot test was administered to find the weakness and usability of the items. It was tried out in an investigative basis on 100 respondents. The goal at this point was to get rid of the irrelevant items from the procedure. Items which were lengthy, ambiguous and not appealing were reconstructed to be clear, precise and easily answerable.

#### *d) Item Analysis*

The tool with 99 items was administered to a sample of 100 high school teachers teaching sixth to tenth standards at government, aided and matriculation schools in rural and urban areas of Dindigul and Madurai districts. The teachers were instructed to select the given options for each

item by a tick in the relevant column provided in the scale. The collected responses were scored with the help of a scoring key prepared by the investigators. The statements had a scoring key in the order 5, 4, 3, 2 and 1 for the options always, sometimes, occasionally, seldom and never respectively (Appendix 1). The total score of CMS ranges between 495 and 99. Item total and the sum of each individual score were calculated.

Item Total Correlation should be at least 0.4 and Alpha value should be  $\geq 0.7$  for the item to be accepted. The Corrected Item Total Correlation's lowest value indicated the items that are inconsistent. They were removed step by step and hence the Alpha value increased. Thus the removal of 25 items resulted in an increase of Cronbach's Alpha from 0.902 to 0.931, which is considered as a high value of Cronbach's alpha and it indicated a high consistency of the items in the scale. The item total correlation values are given the following tables 1 and 2.

**Table 1**  
**Item Total Correlation for AVSCM**

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No of Items
.902	.931	99

**Table 2**  
**Item-Total Statistics**

Sl. No.	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
1.	410.83	1152.122	.298	.901
2.	410.67	1149.375	.492	.900
3.	410.66	1151.116	.424	.900
4.	411.24	1148.386	.295	.901
5.	411.25	1136.311	.424	.900
6.	411.1	1146.414	.339	.900
7.	411.03	1123.019	.686	.898
8.	411.05	1134.816	.475	.899
9.	410.78	1130.396	.661	.899
10.	410.68	1160.280	.180	.901
*11.	410.79	1143.865	.070	<b>.903</b>
12.	410.84	1156.217	.257	.901
13.	410.73	1149.128	.491	.900
14.	410.7	1146.010	.506	.900

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15.	410.92	1137.044	.459	.900
16.	410.66	1147.883	.406	.900
17.	410.65	1137.179	.605	.899
18.	410.69	1148.317	.408	.900
19.	411.13	1142.357	.328	.901
20.	412.48	1161.929	.434	.900
21.	410.83	1152.284	.288	.901
*22.	411.19	1145.085	-.174	<b>.906</b>
*23.	411.99	1152.050	.150	<b>.903</b>
*24.	410.82	1155.785	-.109	<b>.905</b>
25.	410.57	1158.167	.300	.901
26.	410.66	1137.297	.546	.899
27.	410.59	1139.578	.609	.899
*28.	410.59	1138.507	-.077	<b>.905</b>
29.	410.64	1144.213	.419	.900
30.	411.02	1142.848	.350	.900
*31.	412.01	1188.475	-.136	<b>.905</b>
32.	411.94	1149.875	.160	.900
33.	412.27	1181.896	.260	.901
34.	410.89	1153.311	.218	.901
35.	413.14	1177.718	.619	.899
36.	413.28	1184.345	.378	.900
*37.	410.8	1155.515	-.025	<b>.904</b>
*38.	411.79	1172.390	.080	<b>.903</b>
39.	411.1	1160.838	.157	.900
40.	411.09	1149.477	.267	.901
41.	411.61	1150.705	.166	.901
42.	411.69	1161.691	.204	.901
43.	410.76	1146.144	.413	.900
44.	411.07	1140.005	.323	.901
45.	411.33	1136.749	.392	.900
*46.	412.35	1163.078	.050	<b>.904</b>
47.	410.94	1148.340	.334	.901
48.	411.07	1138.914	.450	.900
*49.	411.02	1142.404	.012	<b>.903</b>
50.	410.75	1141.321	.476	.900
51.	410.69	1139.105	.566	.899
52.	410.8	1138.404	.529	.899
53.	410.59	1154.709	.366	.901
54.	410.64	1151.768	.396	.900
55.	410.65	1146.432	.452	.900

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56.	410.62	1143.086	.527	.900
*57.	410.75	1137.725	.077	<b>.902</b>
58.	411.36	1143.263	.271	.901
59.	410.63	1154.538	.322	.901
*60.	411.66	1170.227	.002	<b>.903</b>
61.	412.17	1141.112	.231	.900
62.	411.49	1155.970	.132	.901
*63.	412.34	1157.944	.092	<b>.903</b>
*64.	412.17	1151.435	.055	<b>.902</b>
65.	411.18	1153.927	.187	.901
66.	411.57	1136.995	.357	.900
*67.	410.70	1149.667	.061	<b>.902</b>
68.	410.77	1137.068	.573	.899
69.	410.69	1143.166	.526	.900
70.	410.76	1140.790	.576	.899
71.	410.65	1141.725	.567	.900
*72.	410.40	1159.535	.031	<b>.902</b>
*73.	410.63	1158.498	.336	<b>.902</b>
*74.	410.65	1151.503	.009	<b>.903</b>
75.	411.00	1155.313	.301	.901
76.	411.21	1153.784	.195	.900
77.	410.72	1152.325	.364	.901
*78.	410.58	1142.468	.057	<b>.903</b>
79.	410.70	1142.495	.437	.900
*80.	411.35	1141.947	.082	<b>.904</b>
81.	411.52	1130.798	.332	.901
*82.	410.81	1139.630	.002	<b>.903</b>
83.	411.47	1150.696	.224	.901
*84.	410.94	1144.926	.044	<b>.903</b>
85.	410.80	1162.202	.156	.900
*86.	410.99	1149.384	.040	<b>.902</b>
87.	410.61	1150.240	.348	.901
88.	410.70	1129.646	.617	.899
89.	410.62	1155.834	.322	.901
90.	410.63	1157.528	.373	.901
*91.	410.80	1153.030	.016	<b>.903</b>
92.	411.36	1155.849	.161	.902
93.	410.64	1160.172	.247	.901
94.	410.60	1155.818	.387	.901
95.	411.22	1151.042	.223	.901
*96.	411.98	1154.242	.131	<b>.903</b>

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97.	411.75	1144.492	.244	.901
98.	410.88	1158.753	.221	.901
99.	411.30	1140.111	.353	.900

**Note: \* Items are deleted**

#### *e) Establishing the Validity*

The validity of the tool can be found in different methods. For the tool CMS, the investigator established the face and concurrent validities.

##### *i) Face Validity*

The preliminary draft of the tool CMS was given to the teachers alone because they are the people who handle the actual classroom in schools. Their opinions were obtained. Necessary rewording and rephrasing of the items in the scale were done with the help of experts. Finally the tool contained 74 positive items in which 10 items were related to management of planning, 10 items to management of teaching learning resources, 10 items to management of self-discipline, 12 items to management of student behaviour, 11 items to management of learning atmosphere, 12 items to management of classroom instruction and 9 items to management of evaluation respectively.

##### *ii) Concurrent Validity*

To establish concurrent validity, the researchers used the Classroom Management inventory Prepared and validated by Barnabas and Antony Raj (2015). The investigators administered the tool CMS to 100 high school teachers from three different schools and later CMS was given to the same set of teachers on the same day. After scoring, the product moment correlation coefficient was found with the value 0.873, which was substantial. Thus the concurrent validity of the tool was established.

#### *f) Establishing Reliability*

Among the different methods of establishing reliability split-half method and test-retest methods were used to determine the reliability coefficient of the tool.

##### *i) Split-Half Method*

In split-half method, CMS was administered to 100 high school teachers from three different schools. The scores of all odd numbered items were combined into one group and all the even

numbers into another group. Reliability estimate of the two halves was determined by using Spearman-Brown Prophecy formula,  $r' = 2r / (1+r)$  and it was found to be 0.758, which is high. Hence the tool is highly reliable.

*ii) Test-Retest Method*

To establish the reliability of CMS by test-retest method, it was administered to 100 high school teachers and it was re-administered to the same set of teachers after an interval of 15 days. The two sets of scores were correlated using Pearson product moment correlation and the value was found to be 0.867, which was substantial. So the tool is considered as more reliable.

*g) Final Draft of the Tool*

After establishing the reliability and validity of the tools the investigators printed the tool for the data collection. The particulars of the CMS are given in tables 3 and 4. The final draft of the tool is enclosed (Appendix 2).

**Table 3**  
**Dimension wise Distribution of Items in AVSCM**

<b>Dimensions</b>	<b>Item Numbers</b>	<b>Number of Items</b>	<b>Final Items</b>	<b>%</b>
Management of Planning	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	10	1-10	13.33
Management of Teaching Learning Resources	11, 12, 13, 14, 15, 16, 17, 18, 19, 20	10	11- 20	13.33
Management of Self-Discipline	21, 22, 23, 24, 25, 26, 27, 28, 29, 30	10	21-30	13.33
Management of Student Behaviour	31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42	12	31-42	16.00
Management of Learning Atmosphere	43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53	11	43-53	14.67
Management of Classroom Instruction	54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65	12	54-65	17.34
Management of Evaluation	66, 67, 68, 69, 70, 71, 72, 73,74	9	66- 74	12.00
<b>Total</b>		<b>74</b>	<b>1-74</b>	<b>100.00</b>

**Table 4**  
**Scoring Key for AVSCM**

Response	Score Value
Always	5
Sometimes	4
Occasionally	3
Seldom	2
Never	1

## CONCLUSION

Evaluation is making decisions about various phenomena or presentation on the basis of some determined objectives. In this scale, items were prepared on the basis of pre-determined specific objectives and ensured that the expected answers were definite and objective. Clear spelt-out scheme for scoring and conducting evaluation under identical and ideal condition was provided and that helped in enhancing the reliability. Validity is the most important quality needed for an evaluation tool. It fulfilled the objectives for which it was developed. This tool well it satisfied all the above criteria. This scale aimed at covering the knowledge and conceptions of high school teachers about the classroom management. This tool would be of a great help not only for researchers but also for high school teachers to evaluate their classroom management ability.

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## APPENDICES

## Appendix 1

## CLASSROOM MANAGEMENT SCALE (CMS) – Preliminary Draft

Sl. No.	Items	Always	Sometimes	Occasionally	Seldom	Never
<b>Management of Planning</b>						
1.	I plan to rectify previous year feedback received from students in the present academic year.					
2.	I plan to choose the best teaching method for each topic in my classroom teaching.					
3.	I plan to identify and give remedial measures to the slow learners in my classroom.					
4.	I discuss with the subject experts for clear understanding of my subject.					
5.	I plan to discuss with my peer group teachers prior to the beginning of the year.					
6.	I prepare well in advance an evaluation procedure before the beginning of the year.					
7.	I follow the different teaching techniques based on the different levels of learners.					
8.	I prepare a learner's yearly plan before the commencement of the year.					
9.	I plan my teaching time carefully.					
10.	I explain the consequences for misbehaving in the beginning of the academic year.					
*11.	I plan my every class room journey well advanced.					
<b>Management of Teaching Learning Resources</b>						
12.	I prepare my own teaching materials for my teaching.					
13.	I motivate my students also to prepare needed learning materials.					
14.	My teaching aids are visible to all students.					
15.	My teaching aids are apt for teaching given lessons.					
16.	I allow my students to do activities by using my teaching aids.					
17.	I use black board for drawing pictures.					
18.	I see to it that the blackboard in my classroom is visible to all.					
19.	My teaching aids are not unusable for my teaching.					
20.	I use teaching aids correctly.					
21.	I take more efforts to prepare improvised apparatus.					
*22.	My students are attentive during my demonstration.					
*23.	I have utilized television and radio lessons in my teaching.					
*24.	I ask my headmaster to purchase essential teaching aids.					

<b>Management of Self-Discipline</b>						
25.	I finish my teaching in time.					
26.	I come to school in time.					
27.	I have a good code of conduct.					
*28.	I ask students to rub the black board.					
29.	I dress neatly every day.					
30.	My dress will not distract my student's attention.					
*31.	I have authoritative behaviour over my class student.					
32.	I don't sit on my chair while teaching.					
33.	I never use filthy words in my class.					
34.	I want to be a role model to my students by my self-discipline.					
35.	I don't ask students to rub the black board.					
36.	I don't perform my own personal works during the class hours.					
*37.	I have sympathetic feeling for my students.					
*38.	I use mobile phone during the class hours.					
<b>Management of Student Behaviour</b>						
39.	I am not affected by the prejudiced behavior of my students.					
40.	When the rules do not work in my class. I replace them with the new ones based on my experience.					
41.	I avoid unnecessary discussion during the class.					
42.	I have no favorite student.					
43.	I have never provided collective punishment to the class.					
44.	I hope a word of praise is more effective than hundred words of report or punishment.					
45.	In no way, I abuse my students.					
*46.	If students aren't paying attention, to get them focused, i use nonverbal signals of disapproval.					
47.	I don't impose any under authority on my students.					
48.	If students are talking while I teach, I pause and look at them.					
*49.	Calling on a student by name brings almost a student out of his or her reverie.					
50.	I walk towards the problematic students and stop near them and teach.					
51.	I ask questions to the students who are not paying attention.					
52.	I keep an eye on my students always.					
<b>Management of Learning Atmosphere</b>						
53.	I allow my students to say the allied examples relevant to my topic.					
54.	I feel happy when students interact with me during my teaching.					
55.	I encourage group activities in the classroom.					
56.	I give positive reinforcement when the students respond.					
*57.	I motivate my students to volunteer time when the help is needed.					
58.	I do not punish my students when they answer wrongly.					
59.	I encourage my students to raise questions whenever they have doubts.					
*60.	As there is a platform in my class all students are visible to me.					

61.	<b>The noises from outside the class do not disturb me.</b>					
62.	<b>I can easily seek the co-operation of my headmaster to maintain proper ventilation, lighting and furniture.</b>					
*63.	<b>Even when the power goes off that does not disturb my teaching.</b>					
*64.	<b>The varied postures of my students do not annoy my teaching.</b>					
65.	<b>I educate my students about the desired postures during my class.</b>					
66.	<b>I am friendly with all my students.</b>					
*67.	<b>I pursue the school authorities to get things done in time.</b>					
68.	<b>I function like a learner in the classroom.</b>					
<b>Management of Classroom instruction</b>						
69.	<b>I select innovative teaching methods to facilitate students' learning.</b>					
70.	<b>I maintain pupil's attention in classroom teaching.</b>					
71.	<b>I make my class room instruction interesting.</b>					
*72.	<b>My teaching learning materials stimulate the desire of learning.</b>					
*73.	<b>I often use group works since they are necessary for students' social development.</b>					
*74.	<b>I function like a learner and a companion for the students in the classroom.</b>					
75.	<b>I direct the students' transition from one learning activity to another.</b>					
76.	<b>I pay attention to the individual differences during my teaching.</b>					
77.	<b>I prepare my teaching aids keeping in mind the different learning abilities of my students.</b>					
*78.	<b>My students never felt frustrated after my class.</b>					
79.	<b>I know very well the mental competencies of every student in my class.</b>					
*80.	<b>I don't show my feeling of hatred towards my students.</b>					
81.	<b>I care for the wholesome development of the students in the classroom.</b>					
*82.	<b>I know that I am impartial.</b>					
83.	<b>I have never made repeated request to my students for paying attention in the class.</b>					
*84.	<b>I never permit my students to use other student properties without their consent.</b>					
85.	<b>I insist my students to raise their hands before raising questions or answering a question.</b>					
*86.	<b>I am passionate about educating my students.</b>					
87.	<b>I cannot tolerate students copying down the answers of their classmates.</b>					
88.	<b>I get everyone's attention prior to my teaching.</b>					
<b>Management of Evaluation</b>						
89.	<b>I administrate appropriate tests to measure the quality of student's learning.</b>					
90.	<b>I use test results and findings to improve teaching-learning process.</b>					
*91.	<b>My students assess their own work themselves.</b>					

92.	I report student's achievement to parents through progress report.					
93.	I prompt my students to give correct answers when they are not able figure them out.					
94.	I practice continuous and comprehensive evaluation to assess students in my class.					
95.	I encourage students' peer evaluation.					
*96.	I provide opportunities to students for self-evaluation.					
97.	I encourage students to evaluate their teachers.					
98.	I seek peer evaluation for my professional growth.					
99.	I practice self-evaluation for my professional growth.					

*Appendix – 2***CLASSROOM MANAGEMENT SCALE (CMS) – Final Draft**

Sl. No.	Items	Always	Sometimes	Occasionally	Seldom	Never
<b>Management of Planning</b>						
1.	I plan to rectify previous year feedback received from students in the present academic year.					
2.	I plan to choose the best teaching method for each topic in my classroom teaching.					
3.	I plan to identify and give remedial measures to the slow learners in my classroom.					
4.	I discuss with the subject experts for clear understanding of my subject.					
5.	I plan to discuss with my peer group teachers prior to the beginning of the year.					
6.	I prepare well in advance an evaluation procedure before the beginning of the year.					
7.	I follow the different teaching techniques based on the different levels of learners.					
8.	I prepare a learner's yearly plan before the commencement of the year.					
9.	I plan my teaching time carefully.					
10.	I explain the consequences for misbehaving in the beginning of the academic year.					
<b>Management of Teaching Learning Resources</b>						
11.	I prepare my own teaching materials for my teaching.					
12.	I motivate my students also to prepare needed learning materials.					
13.	My teaching aids are visible to all students.					
14.	My teaching aids are apt for teaching given lessons.					
15.	I allow my students to do activities by using my teaching aids.					

16.	<b>I use black board for drawing pictures.</b>						
17.	<b>I see to it that the blackboard in my classroom is visible to all.</b>						
18.	<b>My teaching aids are not unusable for my teaching.</b>						
19.	<b>I use teaching aids correctly.</b>						
20.	<b>I take more efforts to prepare improvised apparatus.</b>						
<b>Management of Self-Discipline</b>							
21.	<b>I finish my teaching in time.</b>						
22.	<b>I come to school in time.</b>						
23.	<b>I have a good code of conduct.</b>						
24.	<b>I dress neatly every day.</b>						
25.	<b>My dress will not distract my student's attention.</b>						
26.	<b>I don't sit on my chair while teaching.</b>						
27.	<b>I never use filthy words in my class.</b>						
28.	<b>I want to be a role model to my students by my self-discipline.</b>						
29.	<b>I don't ask students to rub the black board.</b>						
30.	<b>I don't perform my own personal works during the class hours.</b>						
<b>Management of Student Behaviour</b>							
31.	<b>I am not affected by the prejudiced behavior of my students.</b>						
32.	<b>When the rules do not work in my class. I replace them with the new ones based on my experience.</b>						
33.	<b>I avoid unnecessary discussion during the class.</b>						
34.	<b>I have no favorite student.</b>						
35.	<b>I have never provided collective punishment to the class.</b>						
36.	<b>I hope a word of praise is more effective than hundred words of report or punishment.</b>						
37.	<b>In no way, I abuse my students.</b>						
38.	<b>I don't impose any under authority on my students.</b>						
39.	<b>If students are talking while I teach, I pause and look at them.</b>						
40.	<b>I walk towards the problematic students and stop near them and teach.</b>						
41.	<b>I ask questions to the students who are not paying attention.</b>						
42.	<b>I keep an eye on my students always.</b>						
<b>Management of Learning Atmosphere</b>							
43.	<b>I allow my students to say the allied examples relevant to my topic.</b>						
44.	<b>I feel happy when students interact with me during my teaching.</b>						
45.	<b>I encourage group activities in the classroom.</b>						
46.	<b>I give positive reinforcement when the students respond.</b>						
47.	<b>I do not punish my students when they answer wrongly.</b>						
48.	<b>I encourage my students to raise questions whenever they have doubts.</b>						
49.	<b>The noises from outside the class do not disturb me.</b>						
50.	<b>I can easily seek the co-operation of my headmaster to maintain proper ventilation, lighting and furniture.</b>						
51.	<b>I educate my students about the desired postures during my class.</b>						
52.	<b>I am friendly with all my students.</b>						

53.	<b>I function like a learner in the classroom.</b>						
<b>Management of Classroom instruction</b>							
54.	<b>I select innovative teaching methods to facilitate students' learning.</b>						
55.	<b>I maintain pupil's attention in classroom teaching.</b>						
56.	<b>I make my class room instruction interesting.</b>						
57.	<b>I direct the students' transition from one learning activity to another.</b>						
58.	<b>I pay attention to the individual differences during my teaching.</b>						
59.	<b>I prepare my teaching aids keeping in mind the different learning abilities of my students.</b>						
60.	<b>I know very well the mental competencies of every student in my class.</b>						
61.	<b>I care for the wholesome development of the students in the classroom.</b>						
62.	<b>I have never made repeated request to my students for paying attention in the class.</b>						
63.	<b>I insist my students to raise their hands before raising questions or answering a question.</b>						
64.	<b>I cannot tolerate students copying down the answers of their classmates.</b>						
65.	<b>I get everyone's attention prior to my teaching.</b>						
<b>Management of Evaluation</b>							
66.	<b>I administrate appropriate tests to measure the quality of student's learning.</b>						
67.	<b>I use test results and findings to improve teaching-learning process.</b>						
68.	<b>I report student's achievement to parents through progress report.</b>						
69.	<b>I prompt my students to give correct answers when they are not able figure them out.</b>						
70.	<b>I practice continuous and comprehensive evaluation to assess students in my class.</b>						
71.	<b>I encourage students' peer evaluation.</b>						
72.	<b>I encourage students to evaluate their teachers.</b>						
73.	<b>I seek peer evaluation for my professional growth.</b>						
74.	<b>I practice self-evaluation for my professional growth.</b>						