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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>						