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

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Abstract

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. 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 affect the quality of the teaching-learning process. For this purpose, two types of schools in Colombo district have been selected as samples. The study has been carried out in association with 250 sample units targeting four aims as outlined below;

1. To examine the current classroom management practices at 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 within students.
4. To identify the challenges faced by the teachers in the process of classroom management for an effective learning-teaching.

For the purpose of ascertaining answers to the research questions formulated to cover these aims, the researcher has made use of questionnaires, discussions, and observation schedules. The data so collected have been analyzed by means of percentage, tables and graphs. For the purpose of analyzing the responses obtained in

connection with the observation schedule, numerical value of each sample unit has been measured making use of a numerical value offered for the task.

Recommendations and suggestions were arrived at, through the analysis of data carried out accordingly.

When taken as a whole, it revealed that the majority of the teachers' sample had not paid considerable attention in regard to the importance of human resource management and physical resource management in the classroom. It also revealed that the teachers failed to attract the attention of students inside the classroom resulting in a big problem for teachers in regard to human resource management. Further, majority of the student sample had negative attitudes in regard to the attention paid by the teachers on the students' discipline. Hence, it has been revealed that there is a necessity for using more relevant and practical classroom management practices for maintenance of quality of the teaching-learning process.