

**CLASSROOM MANAGEMENT
PRACTICES OF SENIOR SECONDARY
TEACHERS IN THE KALUTARA
EDUCATIONAL ZONE.**

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Abstract

This study was aimed at investigating the classroom management practices of senior secondary teachers in the Kalutara educational zone. The objectives of this research were to find the perception of teachers on classroom management, to examine present classroom management strategies employed by teachers, to identify difficulties, if any, faced by teachers in classroom management, to find the reasons for the above difficulties and to provide suggestions to improve classroom management.

This research was carried out with a mixed methods research design which includes quantitative and qualitative approaches. The population of this study consists of all the teachers who teach in grade 9, 10, 11 classes of 1AB and 1C schools in Sri Lanka. This research has been carried out in randomly selected three schools in Beruwela educational division of Kalutara educational zone of Kalutara district. The sample of this study includes 136 students studying in grade 10, 11 classes, forty 40 teachers who were teaching in those classes and their three principals from the above selected three schools. The researcher used questionnaires, interview schedules and an observation sheet to collect data. Findings of this study revealed many important factors related to classroom management. Majority of the teachers' perception about classroom management was limited to managing total teaching learning process. Most of the teachers were not familiar with students centered teaching methodologies. Although the teachers planned their lesson with lesson plans and term plans, they did not make the lesson plan regularly and they did not go to the class punctually. They did not utilise physical resources effectively for classrooms. Overcrowded classrooms created many distractions in classroom management. Socio economic status of parents and less involvement of parents have created many issues related to classroom management