A STUDY ON THE PREDICTIVE ABILITY OF CLASSROOM MANAGEMENT IMPACT ON SELF-EFFICACY AND APPROACHES TO LEARNING OF HIGHER SECONDARY SCHOOL STUDENTS

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Abstract:
Ordinary teachers discipline their classrooms with consequences and punishments whereas excellent teachers manage with strategies and approaches. The teaching-learning process and class activities require a creative pursuit on the part of the teachers. New problems and new opportunities constantly arise which cannot be solved unless the teachers are equipped with the skill of Classroom management. So, the Classroom should be well managed and maintained to bring about a healthy learning environment. Classes are the sub-organizations where the objectives of education become more visible to students. Changing student behaviour, which is the target of education, takes place. Effective Classroom management practices can create a conducive learning environment that fosters a lot of learner variables. The quality of educational administration is largely dependent upon the quality of Class management which offers a range of possible effects on the Self-efficacy and Learning approach of adolescents. Efficient teachers know how to convey that life in the classroom has a connection and relevance to students' future. When students feel safe and comfortable in the classroom, they are more likely to be motivated to learn. This study performed a meta-analysis and research synthesis of the Predictive ability of Classroom management Impact on Self-efficacy and Learning approach of higher secondary school students.

Key Words: Predictive Ability, Classroom Management Impact, Self-Efficacy, Approaches To Learning.

Classroom Management:

The quality of educational administration is largely dependent upon the quality of class management (Toprakci, 2012). Effective classroom management is a critical factor in creating an optimal learning environment and promoting positive student outcomes in secondary schools. It encompasses a wide range of strategies and practices employed by teachers to establish a structured and engaging classroom atmosphere, foster student motivation, and maintain discipline. Classroom management is expressed in terms of goals and sets of operations designed to achieve the goals. In terms of classroom management, teachers perform various tasks such as planning, organizing, coordinating, directing, controlling and communicating teacher behaviour; therefore, it can be understood in terms of tasks accomplished. The teachers' primary responsibility is to manage the classroom well and that is a critical element for successful instruction. Classroom management is important to the whole education process because it offers student's ideal learning environment and makes students and teachers feel safer and happier.

Self-Efficacy:

'Self-efficacy is the belief in one's capabilities to organize and execute the sources of action required to manage prospective situations'. (Bandura,1986). It affects all areas of human effort and determines the views that a person has about their ability to influence circumstances, therefore significantly affecting both the ability and the decision of a person in the process to confront difficulties effectively. Self-efficacy is the assessments of the capacity of a person and is capable of taking the necessary action to accomplish in a task. It is one of the greatest predictors of success in such varied fields as athletics, business and education. Self-efficacy is a significant success predictor in academic contexts.

Learning Approach:

Any learning practice or way that you use to gain knowledge is a learning approach. The difference here is that a learning approach is categorized based on the goals that it helps to achieve. Approaches to learning extend our understanding about how students learn the academic material in the classroom. Children may vary not only in their capacities for learning but also in the ways in which they approach the given task. In simple terms the approach to studying is the way in which a person approaches a learning material. During the schooldays a deep learning approach may silently grow the minds of children due to the impact of the Classroom management strategies of teachers. Approaches to Learning can be differentiated to Deep and Surface, from the way they are related to levels of understanding.

Objective of the Study:

To find out the predictive ability of Classroom management Impact on Self efficacy and on Approaches to learning of higher secondary school students

Methodology:

The method adopted should always be valid, reliable and appropriate to the nature of the problem under investigation and the kind of data that the problem demands. The present study aims to find out the predictive ability of Classroom management Impact on Self efficacy and on Approaches to learning of Higher secondary school students. For getting a clear picture of the scenario of the problem; it was intended to collect extensive and true representative data. Hence normative survey method will be adopted by the investigator for collecting the data.

Variables of the Study:

The independent variable used for the present study is Classroom Management Impact and the dependent variables used for the present study is Self-efficacy and Approaches to learning.

Sample for the Study:

A sample of 400 High school students will be selected using stratified random sampling technique giving due representation to the classificatory variables.

Tools for the Study:

The tools used for the collection of the data are: Classroom management impact scale, Self-efficacy scale and Approaches to learning scale.

Statistical Techniques Employed:

The statistical techniques used for analyzing the data are the descriptive statistics like Mean, Median, Mode, Standard deviation, Karl Pearson's Coefficient of Correlation and Regression analysis to find out the Predictive ability.

Hypothesis:

There exists Significant Predictive ability of Classroom Management Impact on Self-efficacy and Approaches to learning of higher secondary school students

Regression Analysis:

The correlation analysis shows that there exist significant positive correlation of the self-efficacy (r = .537, p = 0.000) and approaches to learning (r = .436, p = 0.000) with Classroom management impact on Higher secondary school Students. Simple Regression analysis has been performed to know the predictive ability of, on Classroom management impact on Approaches to learning and self-efficacy of higher secondary school students.

The summary of the regression analysis for Self-efficacy with Classroom management impact as predictor variable are given in table 1.

Table 1: Summary of Regression Analysis for Self-efficacy with Classroom Management Impact as Predictor Variable

Model	R	R-Square	Adjusted R Square	Standard Error of the Estimate
1	0.537	0.289	0.287	4.8849
	Sum of Squares	Df	Mean Square	F
Regression	3851.259	1	3851.259	161.393
Residual	9497.338	398	23.863	(p=.001)
Total	13348.598	399		
Predictor: Classroom Management Impact Depended Variable: Self-efficacy				

The correlation coefficient between the predictor variable (Classroom management impact) and the dependent variable (Self-efficacy) is 0.537. This value indicates a moderate positive correlation between the two variables. The coefficient of determination (R-squared) is 0.289. It represents the proportion of variance in the dependent variable (self-efficacy) that can be explained by the predictor variable (Classroom management impact). In this case, approximately 28.9% of the variability in self-efficacy can be attributed to the variations in Classroom management impact.

The F-statistic is 161.393. It is used to test the overall significance of the regression model. In this case, the p-value associated with this F-statistic is stated to be 0.001, which is below the typical significance level of 0.05. Therefore, we can conclude that the regression model is statistically significant, and the predictor variable (Classroom management impact) does have a significant impact on the dependent variable (self-efficacy). Obtained regression coefficients of the results are presented in table 2.

Table 2: The Regression Coefficients and their Significance in Predicting of Self-efficacy

Model	Unstandardized Coefficients		Standardized Coefficients	t - value
	B	**Std. Error**	**Beta**	
(Constant)	26.449	1.475		17.93**
Classroom Management Impact	0.122	0.010	0.537	12.70**
Dependent Variable: Self efficacy				
* *Significant at 0.01 level				

The value of 't' for the beta value of Classroom management impact (t = 12.70, p = 0.001) is statistically significant, hence Classroom management impact is a significant predictor of self-efficacy. The unstandardized coefficient (B) of 0.122 for the predictor variable Classroom management impact indicates the effect of this variable on the dependent variable Self efficacy without any standardization. For every one-unit increase in the predictor variable Classroom management impact, the dependent variable Self efficacy is predicted to increase by 0.122 units, it suggests a positive relationship between Classroom management impact and self-efficacy. This means that when Classroom management improves by one-unit, Self-efficacy is predicted to increase by 0.122 units. Standardized coefficients show the standardized effect of predictor variable on the dependent variable, representing the change in the dependent variable in standard deviation units. For Classroom management impact, the standardized coefficient (Beta) is 0.537, indicating that a one-standard-deviation increase in Classroom management impact is associated with a 0.537 standard deviation increase in self-efficacy.

With the values of unstandardized coefficient B, the regression model can be expressed as

$$Y^1 = 26.449 + 0.122 \, X_1$$

Where,

Y^1 - Predicted value of Self-efficacy

X_1 **–** Score on Classroom Management Impact

The summary of the regression analysis for approaches to learning with Classroom management impact as predictor variable are given in table 3**.**

Table 3: Summary of Regression Analysis for Approaches to learning with Classroom management impact as predictor variable

Model	R	R-Square	Adjusted R Square	Standard Error of the Estimate
1	0.436	0.190	0.188	7.8408
	Sum of squares	Df	Mean Square	F
Regression	5749.915	1	5749.915	93.529
Residual	24468.075	398	61.478	(p=.001)
Total	30217.990	399		
Predictor: Classroom management impact				
Depended Variable: Approaches to learning				

The correlation coefficient between the predictor variable (Classroom management impact) and the dependent variable (Approaches to learning) is 0.436. This value indicates a moderate positive correlation between the two variables. The coefficient of determination (R-squared) is 0.190. It represents the proportion of variance in the dependent variable (approaches to learning) that can be explained by the predictor variable (Classroom management impact). In this case, approximately 19% of the variability in approaches to learning can be attributed to the variations in Classroom management impact.

The F-statistic is 93.529. It is used to test the overall significance of the regression model. In this case, the p-value associated with this F-statistic is stated to be 0.001, which is below the typical significance level of 0.05. Therefore, it can infer that the regression model is statistically significant, and the predictor variable (Classroom management impact) does have a significant impact on the dependent variable (Approaches to learning). Obtained regression coefficients of the results are presented in table 4

Table 4: The regression coefficients and their Significance in Predicting Approaches to learning

Model	Unstandardized Coefficients		Standardized Coefficients	t-Value
	B	**Std. Error**	**Beta**	
(Constant)	34.172	2.367		14.44**
Classroom Management Impact	0.150	0.015	0.436	9.67**
Dependent Variable: Approaches to learning				
* *Significant at 0.01 level				

The value of 't' for the beta value of Classroom management impact (t = 9.67, p = 0.001) is statistically significant, hence Classroom management impact is a significant predictor of approaches to learning. The unstandardized coefficient (B) of 0.150 for the predictor variable Classroom management impact indicates the effect of this variable on the dependent variable approaches to learning without any standardization. For every one-unit increase in the predictor variable Classroom management impact, the dependent variable approaches to learning is predicted to increase by 0.150 units, it suggests a positive relationship between Classroom management impact and approaches to learning. This means that when Classroom management improves by one-unit, Approaches to learning is predicted to increase by 0.150 units. Standardized coefficients show the standardized effect of predictor variable on the dependent variable, representing the change in the dependent variable in standard deviation units. For Classroom management impact, the standardized coefficient (Beta) is 0.436, indicating that a one-standard-deviation increase in Classroom management impact is associated with a 0.436 standard deviation increase in approaches to learning.

With the values of unstandardized coefficient b, the regression model can be expressed as

$$Y^1 = 34.172 + 0.150\ X_1$$

Where,

Y^1 - Predicted value of Approaches to learning

X_1 **–** Score on Classroom Management Impact

Findings:

From the results of the simple regression analysis it is clear that Classroom Management Impact is a Significant Predictor of Self-efficacy and Approaches to learning. Hence the hypothesis 'There exists significant Predictive ability of Classroom management Impact on Self-efficacy and Approaches to learning of Higher secondary school students is Accepted.

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