



A Study Of Teacher's Classroom Management Behaviour In Relation To Their Happiness Index

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ABSTRACT

The purpose of this study is to access the effect of teacher's classroom management behaviour in relation to their Happiness Index. A total sample of 600 senior secondary school teachers from various districts of Haryana state were taken. By using Happiness scale developed by RL Bhardwaj and Poonam Pandey and Teacher,s Classroom Management Behaviour scale developed by Umender Malik and Ganga. The researcher studied the teacher's classroom management behaviour in relation to their happiness index. The magnitude of (r) indicates that teacher's classroom management behavior is positively correlated with happiness index of senior secondary school teachers. This research paper reveals that classroom management behaviour of senior secondary school teachers is correlated with Happiness Index of senior secondary school teachers in a remarkable way. Through scatter plot graph as we travel from left to right the data display an upward trend ,which suggests that Happiness Index and Teacher's classroom management behavior tend to increase when the value of Happiness index increases.The teachers with greater happiness can manage their classroom more efficiently.

Keywords: Happiness Index, Teacher's Classroom Management Behaviour, Senior Secondary Teachers

INTRODUCTION

India is a nation rich in many cultures, customs, languages, and lifestyles. Despite this, it ranks 126th out of 150 countries on the world's happiness index (UN sustainable development solutions network) which is quite low. Its pursuit of pleasure is a low and complex trait, despite its diversified culture and traditions. Instead of relying just on economic metrics from the offices of different institutions and organizations, one may assess the social and emotional well-being of a nation's citizens (Forbes India). If we look at the core of all these organizations and institutions, there is no doubt that schools are the most important. Schools serve as teachers' workspaces where they impart knowledge and contribute to the growth and success of their pupils' education. It represents the general standard of living that teacher experience, including the level of social support they receive, the degree of autonomy they have at work, and the level of trust they may expect from their organization. And the faith they have in their organization. The way they manage their professional lives. Their relationship with nature, which includes their excursions, and equality—which can be tied to social class, gender, and/or income—are the most significant things. Teacher's lives are impacted by all of the aforementioned characteristics in various ways. Integrating the teacher happiness index with the teaching profession will undoubtedly impact students' lives and academic performance, as well as teacher's ability to oversee their classrooms.

A study by Ganga (2022) states that keeping the classroom in order is often linked to classroom management. Effective classroom management techniques lead to a decrease in problem behaviours and an increase in students' participation behaviours. The establishment of a productive learning environment depends heavily on the efficiency of classroom management. Effective classroom management is therefore the first step in succeeding academically. Classroom management is a broad and complex topic. It is evident that the significance of the action's teachers take depends on the multitude of skills, teaching staff need to accomplish

effective classroom management. These skills include teaching effectiveness, classroom organisation, and a host of other social and emotional elements that support the creation of a productive learning environment. Another study states that Teachers have additional obstacles when working with children who have been diagnosed as having special educational needs (SEN) and behavioural issues, and they also need extra assistance in the classroom. The results show that the training program's tactics seem suitable for kids who have been diagnosed with behavioural issues in addition to special education needs.

Another study by Ngô Vũ Thu Hằng, et, al,2022 states the variations in classroom management competencies amongst teachers with one to five years of experience and concentrates on identifying the competencies of rookie Vietnamese instructors. Novice instructors from several Vietnamese provinces were surveyed using questionnaires and subjected to in-depth interviews. The findings demonstrated that these inexperienced teachers were not consistently demonstrating classroom management skills in their classes. Furthermore, teacher-oriented activities were conducted more frequently than student-oriented ones, and instructors were thus more concerned with them. The classroom management skills of instructors with one to five years of experience varied significantly. Compared to teachers with one year of experience, those with five years of experience gave classroom management more thought. They used the competencies—managing student learning activities, creating a learning environment, and controlling behaviour—in their classroom practices more frequently. Ultimately, the study suggested using a social constructivist approach while taking into account aspects of a Confucian heritage culture in order to create a classroom management plan that would address the remaining issues and assist inexperienced teachers in efficiently managing classrooms.

So looking into these aspects many questions came out regarding factors responsible for management of classroom , here in this study one of those has been taken into account .

STATEMENT OF THE PROBLEM

A Study of Teacher's Classroom Management Behaviour in relation to their Happiness Index

OPERATIONAL DEFINITIONS OF THE TERM USED

Happiness Index

Happiness Alliance, 2014c states. In order to measure life satisfaction, the sensation of happiness, and other contentment, the phrase "happiness index" is defined by taking into account the following domains: psychological well-being, time harmony, society as a whole social assistance, schooling, culture and the arts, surroundings, governance, material prosperity, and occupation.

In the present study Happiness index refers to the score obtained by senior secondary school teachers on Happiness Scale developed by RL Bhardwaj and Poonam Das.

TEACHER'S CLASSROOM MANAGEMENT BEHAVIOUR

Malik and Ganga (2022) defined, Teachers Classroom management behaviour is the set of strategies teacher uses to increase student participation and collaboration while reducing disruptive conduct.

In this study Teacher's classroom management behaviour refers to the score obtained by teachers in Teacher's classroom management behaviour scale developed by Malik and Ganga.

METHODOLOGY OF THE STUDY

VARIABLES IN THE STUDY

Independent Variable

- ❖ Happiness Index

Dependent variable

- ❖ Teacher's classroom management behaviour

OBJECTIVE OF THE STUDY

O1. To study the relationship between Teacher's classroom management behaviour and Happiness index of senior secondary school teachers

HYPOTHESIS OF THE STUDY

Ho1. There is no significant relationship between Teacher's classroom management behaviour and Happiness index of senior secondary school teachers

TOOLS USED

- Happiness Scale by RL Bhardwaj and Poonam Das.
- Teacher's classroom management behaviour by Malik and Ganga.

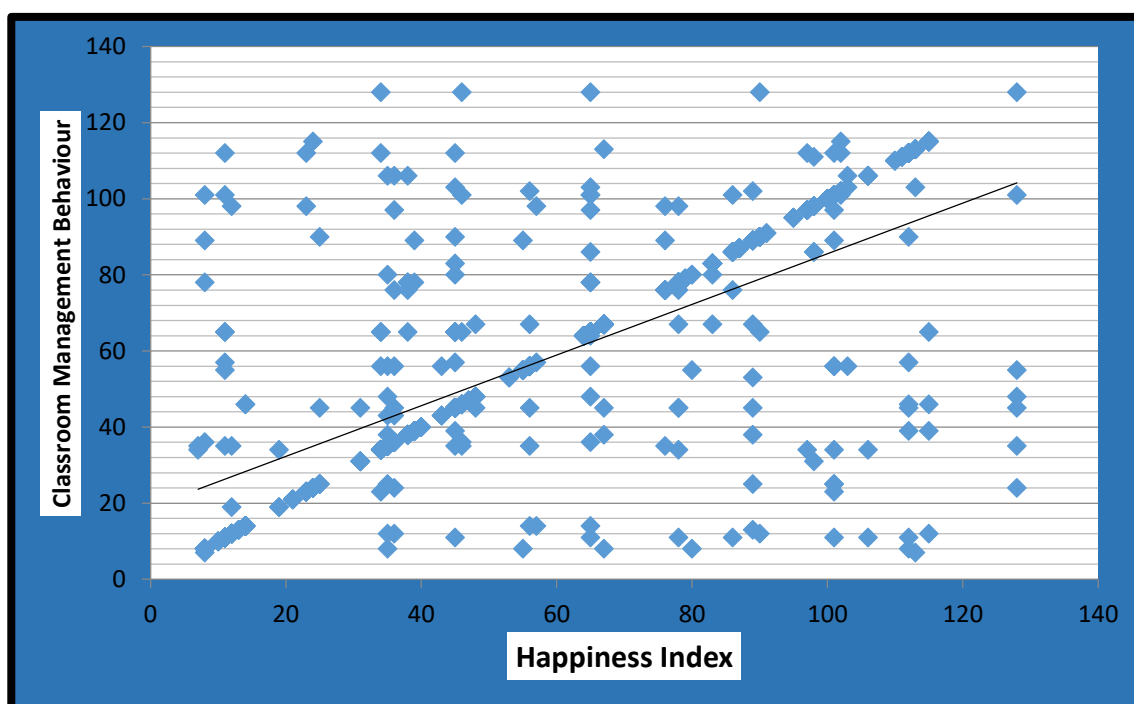
RESULTS AND DISCUSSION

Table-1.1 Co-efficient of Correlation (r) between Teacher's Classroom Management Behaviour and Happiness Index among Sr. Sec. School Teacher`s

	Correlation (r)	Happiness Index
Teacher's Classroom Management Behaviour	Pearson Correlation	0.669**
	Sig. (2-tailed)	.000
	N	600

** *Significant at 0.01 level*

Scatter Plot Showing Relationship btw. Teachers' Classroom Management Behavior and Happiness Index of Sr. Sec. School Teachers



On examination of Table 1.1 it is revealed that coefficient of correlation (r) between Teacher's Classroom Management Behaviour and Happiness Index of senior secondary school teachers is 0.669 which is positive and significant at 0.01 level of significance. So the null hypothesis i.e. There exists no significant relationship between Teacher's classroom management behavior and Happiness index of senior secondary school teacher's stands rejected. The magnitude of (r) indicates that teacher's classroom management behavior is positively correlated with Happiness index of senior secondary school teachers. Therefore it can be concluded that higher the level of happiness among teachers better is their management in classroom. Through scatter plot graph as we travel from left to right, the data display an upward trend, which suggests that Happiness Index and Teacher's classroom management behaviour have a positive association. The value of teacher's classroom management behaviour tend to increase (move up) when the value of happiness index increase (move right).

CONCLUSION

The above study investigates the connection between teacher's classroom management behaviour and Happiness Index. While studying certain domains related to happiness index and classroom management behaviour of teachers, the gaps of previous knowledge related to this study are closed. Results indicate that happiness index of teachers positively impact the classroom management behaviour of teachers, which results in positive outcome of students learning. The study highlights that in order to improve the institutions environment and education, it is critical to make significant contribution to psychological well-being and mental health of teachers as per their demography and social status. This study highlights that happiness index of teachers helps in balancing their positive and negative emotions, feelings and give them an optimistic outlook in their teaching profession besides that it also bestows teachers with life satisfaction things like career, student's achievement, work and other important things.

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