CLASSROOM MANAGEMENT: A RESEARCH STUDY WITH PRIMARY SCHOOL TEACHERS

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Abstract

Conceptual framework: as the study of the concept of classroom management has been emerging as an important and current subject, the shortage of empirical research and the need for developing proper theoretical models has become clearer. Teachers develop strategies for classroom management, but encounter obstacles when defining favorable conditions for the teaching and learning process. Objective: the study we present had the objective of answering two research questions: «How are teachers distributed according to the indicators of "classroom management skills" (CMS), in terms of low and high skills?» and «What is the relationship between “classroom management skills” (CMS) and the student disruption inferred by teachers?».

Method: the authors conducted a quantitative study, in which 181 teachers of primary education, in the district of Lisbon, answered to the Classroom Management Scale by Emmer & Hickman (1991), and the School Disruption Scale Inferred by Teachers by Veiga (2006). Results and conclusions: the results indicate that most teachers perceive their classroom management skills as high, particularly in the dimensions of behavior management and teaching management. The classroom management skills emerge as being significantly and negatively correlated with the student disruption inferred by teachers. Implications for practice are presented, as well as suggestions for future studies.

Keywords: classroom management, primary school teachers, indiscipline, student disruption.