



CLASSROOM MANAGEMENT COMPETENCY OF VISUALLY IMPAIRED TEACHERS

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ABSTRACT

Classroom management strategies are essential, especially for a Visually Impaired teacher. An outstanding features of the classroom is extensive use of students to administer their own affairs. According to Gertrude Berger (1970), Effective discipline and good classroom management is a mandate for all teachers. The blind college teacher is capable of performing as effectively in the classroom as the sighted teacher (Alonso 1987, McCauley 1961, Shalinsky 1983). Considering the rationale on need of Classroom Management Competency of any teacher this study aimed to reveal the Classroom Management Competency of Visually Impaired Teachers. Descriptive Survey design was adopted in this study and the sample consist of 30 Visually Impaired teachers from school and 30 Visually Impaired teachers from college/universities. A rating scale was administered to the sample to measure the Classroom Management Competency of Visually Impaired Teachers. The result revealed that the Visually Impaired teachers Competency in Classroom Management and Responsibility for Discipline is at Moderate level.

KEY WORDS: Visually Impaired teachers, Classroom Management Competency, Teaching

Introduction

Classroom management strategies are essential, especially for a Visually Impaired teacher. The Visually Impaired teacher must be assertive. The teacher manages everything in the educational process. These days a teacher must have the skills to deal with students with a variety of unique needs, such as professional or personal needs. According to Sanford et al (1983), classroom management refers broadly to all activities that teacher carry out in the classroom, It aims to promote student involvement and cooperation.

An outstanding features of the classroom is extensive use of students to administer their own affairs. Students coming in to a strange classroom often feel like intruders in a hostile land. Difficult students are tempted to test the limits beyond which they dare not go and still remain part of the organized social group. These students will change a blind teacher even as they would a sighted one and the need for effective discipline and good classroom management a mandate for all teachers Gertrude Berger (1970).

Systematic study of classroom management was done by Jacob Kounin (1970). He analyzed videotapes of 49 first and second grade classrooms and coded the behavior of students and teachers. It was identified several critical dimensions of effective classroom management. Those dimensions are (1) "withitness," (2) smoothness and momentum during lesson presentations, (3) letting students know what behavior is expected of them at any given point in time, and (4) variety and challenge in the seatwork assigned to students.

The blind college teacher is capable of performing as effectively in the classroom as the sighted teacher. He or she can engage in the same activities and achieve the same educational goals. However, in order to function effectively, the blind teacher must develop creative, innovative, and sometimes unusual methods and techniques for performing those same classroom activities and achieving typical educational goals (Alonso 1987, McCauley 1961, Shalinsky 1983).

Gertrude Berger (1970) stated in The Blind Teacher and the Socialized Classroom, The blind teacher, using procedures in which may students are entrusted with the management of classroom management affairs, constitutes both a surprise to complaint student and a disarming change to rebellious ones. Students rotate assignment in taking attendance even though the teacher has a Braille seating chart and attendance cards with student names in both Braille and print. The class leader takes charge of roll call and attendance sheets. In some situations, a student will report the absence of each row to the teacher. The students take responsibilities of housekeeping chores and distribution of equipment and supplies when one student goes to the chalk board and writes home work assignment another student reads it aloud.

Considering the rationale on need of Classroom Management Competency of any teacher this study aimed to reveal the Classroom Management Competency of Visually Impaired Teachers.

Materials & Method

Tools

Personnel Data Sheet to collect the demographic details of the visually impaired teachers was used in this study. The investigator developed her own Rating Scale

to measure Classroom management Competency of Visually Impaired Teachers.

Design of the Study

Descriptive survey design is adopted in this study. Descriptive research which include selection, surveys and fact-finding enquiries of different kinds were collected.

Data Collection Procedure

The study was conducted in three phases.

In the first phase the investigator made a survey to identify visually impaired teachers working in various schools and Colleges/University in Coimbatore and Chennai districts of Tamilnadu. In phase two the investigator administered the Rating Scale to 30 selected visually impaired teachers working in Schools In third phase the investigator administered the rating scale to 30 visually impaired teachers working in College /University to assess their Classroom Management Competency. The investigator carried out the assessment as direct interview with the sample selected.

Data Analysis

Qualitative Analysis was used to assess the Level of Classroom management Competency, Components of Classroom Management strategy and Responsibility for Discipline of Visually Impaired Teachers.

Results

Table 1 Level of Classroom Management

Level	No.	Percent
Low(≤ 13)	18	30.0
Moderate(14-16)	25	41.7
High(> 16)	17	28.3
Total	60	100.0

A qualitative analysis was done to find out the level of Classroom Management terms of low, Moderate and high considering the total score of 20. The results revealed nearly 30% were at low level in Classroom Management, whereas 42 % were at moderate level and 28% at high in Classroom Management.

Result 2

Table 2 Components of Classroom Management Strategy

Classroom Management Competency skills	Level		
	Low (%)	Moderate (%)	High (%)
Teaching Method	45	31	23
Strategy for Visual Tasks (Attendance, Black Board, Home Work and Paper Correction etc)	40	36	24
Classroom Orientation	43	32	25
Responsibility for Discipline	41.7	30	28.3

Considering the Components of Classroom Management Strategy for Responsibility for Discipline seems to be very low level (45%), and Classroom orientation at moderate level (48%), only 28.3% teachers are good at Teaching.

Result 3

Table 3 Level of Responsibility for Discipline

Level	No.	Percent
Low(≤ 12)	23	38.3
Moderate(13-15)	24	40.0
High(> 15)	13	21.7
Total	60	100.0

A qualitative analysis was done to find out the level of Responsibility for Discipline in terms of low, Moderate and high considering the total score of 20. The results revealed that 38% were at low level in Responsibility for Discipline, whereas 40 % were at moderate level and nearly 22% at high in Responsibility for Discipline.

Discussion

As many studies indicated that Competency in Classroom Management is essential for a successful teacher the present study revealed that the Visually Impaired teachers Competency in Classroom Management and Responsibility for Discipline is at Moderate level this findings is in line with Dr. Huntington(1972) in his study of blind teachers find that of 32 schools in his study, only 5 reported less than average discipline. The blind teacher appears to employ methods which contribute to a well disciplined classroom.

The overwhelming conclusion that the Visually Impaired teacher employs indigenous techniques in classroom management, they can better lead the classroom.

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