

UNIVERSITI TEKNOLOGI MARA

**TEACHER'S BELIEFS ON
CLASSROOM MANAGEMENT
STYLES : A CASE STUDY OF A
MONTESSORI KINDERGARTEN**

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AUTHOR'S DECLARATION

I declare that the work in this dissertation was carried out in accordance with the regulations of Universiti Teknologi MARA. It is original and is the results of my own work, unless otherwise indicated or acknowledged as referenced work. This dissertation has not been submitted to any other academic institution or non-academic institution for any degree or qualification.

I, hereby, acknowledge that I have been supplied with the Academic Rules and Regulations for Post Graduate, Universiti Teknologi MARA, regulating the conduct of my study and research.

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ABSTRACT

Instructional Leadership encompasses a number of aspects in the teaching and learning process including classroom management. As an effective classroom manager the teacher needs to take into consideration the many multi-faceted constructs of classroom management including behavioural management and instructional management. With scant empirical research on classroom management in the Malaysian preschool context, this descriptive case study aimed to explore teachers' beliefs toward classroom management styles in a Montessori kindergarten located in the Klang Valley. Besides that, this study also investigated the challenges that teachers faced and recommended strategies for effective classroom management. This study employed a mixed-methods approach involving both quantitative and qualitative data collection instruments such as a questionnaire and semi-structured interviews. Since this was a case study, the total population was involved in the study. A total of 71 respondents responded to the questionnaire whilst another eight respondents were randomly selected from the total population for the interview sessions. Findings revealed that a majority of the teachers used the interactionist style in classroom management. The same style was also used by the teachers in the instructional management dimension while behavioural management dimension indicated that a majority of the teachers were interventionists. T-test analysis found that there is no significant difference in classroom management style with regards to teacher's age and training attendance. However, there was a significant difference between experienced and novice teachers with regards to instructional management. Interviews further revealed that teachers face challenges such as handling mixed-age group, time management, language barrier, and children behaviour. Teachers also suggested aspects such as classroom setting, behavioural management, instructional management and training to improve classroom management. In conclusion, the findings that teachers are able to apply the Montessori approach in instructional management but could do with more training in understanding the concept of Montessori in behavioural management. Therefore, it is recommended for the school management to provide sufficient training to the teachers.

ABSTRAK

Kepemimpinan pengajaran merangkumi beberapa aspek dalam proses pengajaran dan pembelajaran termasuk pengurusan bilik darjah. Sebagai pengurus bilik darjah yang berkesan guru perlu mengambil kira pelbagai aspek pengurusan bilik darjah termasuk pengurusan tingkah laku dan pengurusan pengajaran. Dengan penyelidikan empirikal yang sedikit mengenai pengurusan bilik darjah dalam konteks prasekolah di Malaysia, kajian kes deskriptif ini bertujuan untuk meneroka kepercayaan guru terhadap gaya pengurusan bilik darjah tadika Montessori terletak di Lembah Klang. Selain itu, kajian ini juga menyiasat cabaran yang dihadapi guru dan mencadangkan strategi untuk pengurusan bilik darjah yang berkesan. Kajian ini menggunakan pendekatan kaedah bercampur yang melibatkan instrumen pengumpulan data dari segi kuantitatif dan kualitatif seperti soal selidik dan temu bual separa berstruktur. Oleh kerana ini adalah satu kajian kes, total populasi telah terlibat dalam kajian ini. Seramai 71 responden telah menjawab soal selidik manakala lapan responden lain telah dipilih secara rawak daripada jumlah responden untuk sesi temuduga. Dapatan kajian menunjukkan majoriti guru menggunakan gaya interactionalist dalam pengurusan bilik darjah. Gaya yang sama juga digunakan oleh guru dalam dimensi pengurusan pengajaran manakala dimensi pengurusan tingkah laku menunjukkan bahawa majoriti guru interventionists. Analisis Ujian-T mendapati bahawa terdapat perbezaan yang signifikan dalam gaya pengurusan bilik darjah yang berkaitan dengan umur guru dan kehadiran latihan. Walau bagaimanapun, terdapat perbezaan yang signifikan antara guru yang berpengalaman dan guru baru berhubung pengurusan pengajaran. Temubual juga mendedahkan bahawa guru-guru menghadapi cabaran seperti pengendalian kumpulan bercampur umur, pengurusan masa, halangan bahasa, dan tingkah laku kanak-kanak. Guru juga mencadangkan aspek seperti penyusunan bilik darjah, pengurusan tingkah laku, pengurusan pengajaran dan latihan untuk meningkatkan pengurusan bilik darjah. Kesimpulannya, hasil kajian menunjukkan bahawa guru-guru dapat menggunakan pendekatan Montessori dalam pengurusan pengajaran tetapi lebih banyak latihan diperlukan untuk lebih memahami konsep Montessori dalam pengurusan tingkah laku dengan lebih mendalam. Oleh itu, adalah disyorkan kepada pengurusan sekolah untuk memberi latihan yang secukupnya kepada guru-guru.

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