SUMMARY

The present study was intended to investigate the relationship of Classroom Management with Professional Commitment, Teaching Experience and Self Efficacy of Secondary School Teachers. The study was a descriptive survey conducted on 500 secondary school teachers of Ludhiana and Amritsar District. Tools used for the study were Classroom Management Scale (Gautam, 2011), Professional Commitment Scale (Kaur, Ranu and Brar, 2013) and Self Constructed Self Efficacy Scale. Teaching Experience was measured by selecting teachers on the basis of teaching experience such as 0-10 years, 10-20 years and 20 years and above.

Findings revealed average positive correlation between Classroom Management and Professional Commitment among female and urban secondary school teachers. Low positive correlation between Classroom Management and Professional Commitment among male and rural secondary school teachers. No relationship was found between classroom management and teaching experience with respect to locale and among female secondary school teachers. Low negative correlation was found between Classroom Management and Teaching Experience among male secondary school teachers. Average positive relationship was found between Classroom Management and Self Efficacy among male and urban secondary school teachers. Low positive relationship was found between Classroom Management and self efficacy among female and rural secondary school teachers. Professional Commitment and Self-Efficacy conjointly predict classroom management higher as compared to their separate prediction for Secondary School Teachers.