

PRACTICES AND CHALLENGES OF CLASSROOM MANAGEMENT
STRATEGIES IN HANDLING DISCIPLINARY PROBLEMS IN CLASS
OF SECONDARY SCHOOLS OF ASOSSA ZONE, BENISHANGUL-
GUMUZ REGION



BY

FENTAHUN BANTIE MIHRETU

APRIL, 2013

JIMMA, ETHIOPIA

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DECLARATION

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ACRONYMS and ABBREVIATIONS'

ADEA- Age Discrimination in Employment Act

BGRS- Benishangul-Gumuz Regional State

df- degree of freedom

MOE- Ministry of Education

n. d.- no publication date

OECD-Organization for Economic Co-Operation and Development

PBS- Positive Behavior Support

PTAs'- Parent Teacher Associations

SPSS- Statistical Package for Social Science

TDP - Teachers Development programme

ABSTRACT

The purpose of this study was to investigate the major cause for disciplinary problems and the commitment of teachers that practiced classroom management strategies to handle the disciplinary problems in government secondary schools of Asossa zone. The study particularly, treats the practice of teachers in preventing students disciplinary problems by using different classroom management strategies and challenges that affect the implementation of classroom management strategies. To accomplish this purpose, the study employed a descriptive survey method, which is supplemented by qualitative research to enrich data. The study was carried out in simple randomly selected seven secondary schools of Asossa Zone. Then 82 teachers and 296 students were selected using simple random sampling techniques. All 7 schools principals and 3 cluster supervisors were also included in the study for interview. Questionnaires were the main instruments of data collection. Interviews, Observation, document analysis were also utilized to substantiate the data gained through the questionnaires. Frequency, percentage, chi-square and mean were utilized to analyze the questionnaire. The qualitative data obtained through interview, observation, and document analysis were analyzed using narration. The results of the study reveal that teachers practice to prevent disciplinary problems and to facilitate teaching learning smoothly by using different classroom management strategies were rare. The practices of teachers in developing rules and procedures in the classroom in order to minimize the confusion and disruptive behavior of students were inadequate and rare. The practices of teachers to tell the objectives of the lessons for their students during lesson presentations and the objectives of rules and regulations in the classroom were not common. The results of the study also reveals many of the secondary school teachers do not motivate students by using various motivational devices, furthermore, the practices of teachers having smooth relationship with students in the classroom was ineffective. Many of the teachers do not follow the principles of classroom management for the success of better classroom discipline. The practices of teachers to avoid behavior problems by improving the management of time in the classroom activities were inefficient. Moreover, teachers were not devoted to use the allocated instructional time for lesson purpose properly. The study revealed that: lack of insufficient support to teachers from the school, unconducive physical environment of the classroom that make students to feel insecure and unstable, the disruptive nature of the student's behavior and overcrowded classroom delay proper implementation of classroom management strategies and exposed to disciplinary problems in the classroom. Finally recommendations were drawn based on the above findings. The point of the recommendations include: commitment on the part of teachers should be created through discussion and support how the disciplinary problems can be prevented by using different strategies of classroom, Moreover, concerned stakeholders should be cooperated to minimize problems that occurred in classroom that hinder classroom management activities.

CHAPTER ONE

1. THE PROBLEM AND ITS APPROACH

1.1 Background of the Study

It is indisputable that education plays a decisive role in the overall development of any society. For an educational system to be efficient, a clear direction, which is compatible with the objective of socio-economic realities of a given country need to be devised. The main objective of an educational institution is to bring behavioral change in terms of cognition, skill, and attitude. In order to achieve these objectives classroom management or methods of teaching employed or to be employed are one of the means among the many. This is so because the effectiveness of teaching-learning process is primarily dependent upon the strategies selected and used by teachers at different levels of an educational system. Hence, the crucial issue that currently demands the attention and commitment of most scholars in education is the question of how instructional effectiveness in large classrooms of diversified learners could consistently be maintained. This is the effective execution of educational and teaching task of the teacher.

According to Evertson and Weinstein (2000) cited in Tartwijk, Brok, Veldman, and Wubbels (2008) indicated classroom management as the actions teachers take to create an environment that supports and facilitates both academic and social emotional learning. They distinguish two themes in contemporary research on classroom management. These are the importance of positive teacher–student relationships for effective classroom management, and classroom management as a social and moral curriculum. However, many teachers employ classroom management ideas and strategies, tossing them spontaneously and inconsistently into the classroom, as a result they become discouraged when the classroom they hope does not materialized (Yasar, 2008).

The teachers' most essential tasks in the schools are controlling classroom instruction. Regarding to this, Zuckerman (2007) stated classroom management strategies are crucial

part of teachers' success in creating a safe and effective learning environment for students. Therefore, teachers should know how to use and apply strategies that will allow students to learn. As Farant (1991) cited in Lusuwe (2005) also revealed that uncontrolled class can be like a runaway lorry causing havoc and misery to many people. To alleviate this challenge, teachers should practice effective classroom management strategies in order to reduce opportunities for distractions, boredom and disruptions, and thus increase academic engagement and opportunities for learning. Because, as Crandell et al (1995) explained that effective teachers are extremely good classroom managers. Since, effective teaching and learning cannot take place in a poorly managed classroom.

As Cole and Chain (1994) concluded classroom management is a very broad concept that accompanied attribute of discipline, instructional efficiency and organizational skills. Similarly, Doyle (2001) cited in Ahmed (2010) indicated that classroom management is very important, that keeps students motivated to continue their work, provides appropriate instruction and feedback, managing student work and it can keep disruptive behaviors down to a minimum.

Beginning from early days till now scholars in the field of education have been exerting enormous human, material and financial resources in the arena to suggest valid and reliable solution for instructional effectiveness in the classroom having large and diversified learners. Even the best curriculum and the most perfect syllabus remain dead unless quickened into life by the right methods of teaching (Aggrawal, 1996). Despite the fact that the right methods of teaching are employed, the teacher's classroom effort will totally be futile if the learners' attitudes are antagonistic towards classroom learning (Callahan and Clark, 1998).

Marzano and Marzano (2003) stated effective classroom management strategies are significant to a successful teacher's delivery of instruction and prepares the classroom for an effective instruction which is crucial for the progress of learning. Similarly, Yasar (2008) indicated that classroom management strategies have potentials to positively influence student achievement and learning, they are also paramount concern for many teachers.

Consequently, Mayer (2002) cited in Alleen (2010) realized that effective instruction in the classroom focuses on active involvement of students in their own learning, with opportunities for teacher and peer interactions that engage students' natural curiosity. All teachers want to have positive interactions with students in a classroom where students are motivated, engaged, and positive about learning, but not all teachers are able to create such an environment. Besides, Ahmed (2010) indicated that students succeed in a positive class climate and an environment in which they feel safe, cared for and involved; such effective classroom management provides students with opportunities to socialize learning with interesting content.

In line with this, Good and Brophy (2003) suggested three main aspects of classroom management that influence the implementation of effective instruction in the classroom, such as, physical environment of the classroom, the amount of teacher preparation and the ways in which the lesson is presented, it also includes all the things teachers must do to enhance student involvement and cooperation in classroom tasks to establish a productive learning environment.

But, the actual implementation of classroom management in the current situation is influenced by various problems and each problem has its own effect on the students as well as the teachers effective practicing of the teaching learning process. As the research findings of Mwamwenda (1996) cited in Lusuwe (2005) also indicated that the problem of discipline is not new in African schools. In fact, students defy the teacher's authority thus creating a state of tension and hostility. When there are discipline problems in the society, home, curriculum and the teachers, consequently there are discipline problems at the school. However, the role of teachers in controlling problems originating outside the school is rather limited. On the other hand, they are capable of influencing students' behavior as they interact with them on the school premises and in the classroom (Lusuwe, 2005).

Moreover, Cangelosi (1993) gave witness that the studies carried out over the past 75 years have come up with the fact that the leading cause of teachers failure in their

classroom teaching is the improper management of students' behavior. Eventually, on the basis of the empirical supports given above educators rated classroom discipline as the teachers' number one concern. Many reasons have in fact been suggested as causal variables for the case in point. The first among those many, however, blamed mainly teachers for the existing chaos. As he said, teachers lose control over those variables that have an impact on the effectiveness of their instruction because they fail to organize the classroom in advance.

Similarly, the findings of Tirualem (2003) who were conducted in primary schools of Addis Ababa indicated that teachers were faced by lack of adequate and proper classroom practices such as the seating arrangements in the classroom were all of the traditional type. The teacher, too, never tried to re-arrange the desks or to try and put their students in some sort of group or pair work organizations.

Likewise, Ebrahim(2002) concluded that teachers' classroom endeavor to effectively manage classrooms through employing the multifaceted strategies was used in rare cases, similarly, transmitting the lesson clearly and calmly, using a firm voice at an appropriate volume, dealing the issues of students consistently, and having a face to- face communication with all the students was not as such promising.

In line with this, Cowley (2003) cited in Oyinloye (2010) said that effective teachers would describe objective clearly, give accurate instructing for assignment and respond to students questions and understand the needs of the students. Communication should be made in clear language, which will enhance pupils understanding.

According to Doyle (2001) cited in Ahmed (2010) managing a class full of students is also one of the biggest challenges faced by teachers. If teachers do not have effective strategies in place, there will not be much opportunity for students to engage in meaningful learning experiences. Thus, teachers will find themselves refereeing instead of teaching. Research findings of Brophy(1988); Cakmak(2008) cited in Unal,Z. and Unal,A.(2012) continuously have shown that one of the keys to success in teaching is the teacher's ability to manage the classroom and to organize instruction.

Similarly, Farrell (2002) cited in Karima and Elizabeth (2006) indicated in the search for ways to improve quality of education, most countries increasingly focus on understanding complex interactions that take place at the school, classroom, and community levels as the primary engines of quality and as a way of engaging local actors to address the frequently weak link between policy and practice.

According to Oliveria and Farell (1993) cited in Ayalew (2009) indicated that the strength of any educational system largely depends on the quality and commitment of its teachers. Teachers play a decisive role in the fulfillment of educational goals whatever curriculum change is introduced and whatever reforms are made all will be of little or no avail without qualified and committed teachers.

1.2 Statement of the Problem

Foutz (2005) cited in Rahman et al (2010) indicated that effective classroom management begins with the teacher. The teacher must plan well so that the students will be able to meet their learning objectives. However, if teachers do not have an effective plan in place, there will not be much opportunity for students to engage in meaningful learning experiences.

Schools face a number of challenges related to disruptive and antisocial students. The behavior of these students interferes with learning, diverts administrative time, and contributes to teacher burnout (Kendziora & Osher, 2009).

Research findings of Yuanshan, Chang, and Youyan (2009) indicated that the problems in the classroom and schools in general are considered one of the most serious factors facing the participants of the educational activity (parents, teachers, educational administrators, and supervisors). This includes problems of theft, destruction of property, poor academic achievement, lack of educational facilities such as equipment and technology, uncondusive physical environment, and violence against teachers and students. All these issues could threaten the whole educational process.

Glavin (2002) cited in Kalis (2006) pointed out teachers face challenges such as students' misbehavior, negative interaction, un-conducive classroom environment, misuse of behavior management procedures, lack of student involvement and lack of understanding or inappropriate response to student differences.

However, Veenman (1984) cited in Tartwijk et al (2008) indicated that creating a positive working atmosphere in the classroom is the first concern of most students and teachers in secondary education. However, findings of Evertson and Weinstein (2006) indicated in Tartwijk et al (2008) revealed that creating a positive working atmosphere in the classroom by beginning teachers still regard as their most serious challenge and teaching in multicultural classrooms provide an additional challenge for these teachers. Similarly, the time that teachers have to take to correct misbehavior caused by poor classroom management skill results in a lower rate of academic engagement in the classroom.

In addition, Salem-alamarat (2011) indicated teachers face many behavioral and academic problems that threaten the educational system. These problems have direct influence on the learning process that taken place in the classroom. Behavioral problems occur when students are unable to communicate needs or desires effectively. As a result, inappropriate behavior significantly disrupts individual learning, social acceptance and opportunities for inclusion in to the society at large. Similarly, Clunies-Ross, Little, and Kienhuis (2008) indicated both recent graduate teachers and more experienced teachers found that managing classroom behavior problems is a major cause of stress, as behavioral problems divert the teacher's attention from instructing the class and cause excess time to be spent engaged in disciplinary action.

For this reason, as Oliver and Reschly (2007) indicated inadequate preparation and inadequate professional development are the major contributing factors to the classroom management faced by teachers. Likewise, Tartwijk et al (2008) indicated that the majority of teachers in secondary education tend to a traditional or custodial orientation to classroom management. Teachers with such orientations believe in the teacher as the authority, in a strict adherence to rules, and in a fair set of punishments for infractions that increase in intensity aligned with the severity of infractions.

Furthermore, Ebrahim (2002) assured that teachers of the secondary schools did not provide motivation to all students in the classroom, if they provide, it is intertwined with the sex, ability and background of students. Towards this, Marzano et al (2003) indicated that teachers need to design their classes and instructional techniques in a way that enhances all students' motivation to learn. This will make easier for the teacher to manage the class smoothly and effectively.

As scholars agreed, one of the keys to effective classroom management is the development of smooth relationship between the teacher and the students in the classroom. Regarding to this, Brown (2005) explained that trust begins to develop when teachers establish appropriate means of communication with each student. This is to mean, effective communication is the basis of developing an environment of mutual respect between students and teachers. The more congruent the communication is between students and teachers, the more likely students are to become willing participants in the learning process and teachers can maintain a comfortable classroom environment. However, to the contrary, he assured that teachers often inadvertently discourage communication with young adolescents by using traditional responses to their impulsive behaviors and comments. If teachers are to implement engaging, meaningful instructional activities that enhance student motivation and higher-level thinking skills, teachers must become comfortable with their classroom management skills.

However, observed evidences, meanwhile, indicates students' misbehavior, disrespect with each other's and their teachers, disobediences, negative interactions uncondiucive classroom environments and inefficient practices of strategies to cope the disciplinary problems are the significant problems of classroom management. Students' misbehavior is not only prevalent but also serious enough deserving the immediate need for appropriate coping strategies. But, little has been known and documented regarding the disciplinary problems with coping mechanisms and its impact on classroom management at the BGRS. Consequently, the researcher was initiated to investigate how teachers practice different classroom management strategies to handle the disciplinary problems for facilitating teaching learning in the

classroom properly in the secondary schools of Asossa zone. Thus, to address the issue of the problems, the researcher tried to find out answers for the following basic questions.

1. To what extent do school teachers practiced classroom management strategies to handle the disciplinary problem and to effect teaching learning goals
2. What are the major reasons behind the prevailing disciplinary problems in secondary schools of Asossa Zone?
3. What are the major challenges that face teachers in implementing classroom management strategies properly?

1.3 Objectives of the Study

1.3.1 General Objective

The main objective of this study was to assess the practices and challenges of classroom management strategies in handling disciplinary problems in the classes of government secondary schools in Asossa zone.

1.3.2 Specific Objective

Beyond the above general objective of the study, specific objectives of the study were:

1. To examine how teachers practiced classroom management strategies to handle the disciplinary problems in the classroom
2. To assess major reasons for disciplinary problems in the classroom
3. To identify challenges that makes classroom management ineffective
4. To examine the opinion difference between respondents on the practice of classroom management strategies to handle disciplinary problems

1.4 The Significance of the Study

The findings of this study are believed to have the following potential contributions:

1. It may provide information for zonal and woreda officials on the current status of classroom management and help them to do their share to improve the practices in secondary schools.

2. It may inform school principals, supervisors, and TDP process ownership to have better understanding of teachers' practice of classroom management strategies that cope with the disciplinary problems and achieving effective teaching learning in order to treat them accordingly. Thus, it may provide a base line of teachers' previous practice of classroom management, their current practice and their future expectations.
3. It is also hoped that the study would contribute to the improvement of quality education by creating conducive learning environment in the school which ultimately ends with the highest learners' achievement.
4. It may help all concerned stakeholders to identify the strengths and weaknesses of classroom management to take remedial measures against the challenges that secondary schools faced.
5. The research result may help teachers to evaluate themselves as how much they used strategies to handle the disciplinary problems and what is needed from them to do more . Besides, the result may help students to think more about their disciplinary problems and its impact on classroom management for teaching learning process.
6. It may serve as a starting point for other researchers who are interested to do their research in Asossa zone.

1.5 Delimitation of the Study

The study was aimed to assess the practices and challenges of classroom management in secondary schools of Asossa zone. In order to make the study more manageable the the scope of this study was geographically delimited to seven secondary schools of Asossa Zone. So, the results of this study cannot be generalized to any primary school in Asossa zone and secondary schools of other zones found in the Benishangul- Gumuz regional state. Therefore, the results can only provide us with insights and a general opinion from this specific sample. The researcher worked as teacher and principal for the last eight years in the sample zone. This helped the researcher to easily obtain relevant information on the practices of class room management to supplement the study. The study also delimited to secondary schools (grade 9 and 10). This was because the researcher is witness about the

disciplinary problems of students at the level and the inadequate practices of strategies by teachers to handle disciplinary problems at large.

Conceptually, classroom management is a multidisciplinary and multidimensional paradigm. However, for the purpose of this study classroom management was looked at the practices of strategies to handle the disciplinary problems and to facilitate effective teaching learning process in the classroom. Therefore, the researcher has derived the following concepts as strategies in which a more contemporary approach, much more used to practice by teachers in the classroom and if it is observed extensively affect the teaching learning process in the classroom. Such as: physical environment of the classroom(organizing and managing the physical environment of the classroom), instructional activities (motivating students, instructional time utilization, developing rules and procedures, establishing relationship and facilitating interaction, telling objectives of lessons, following principles of classroom management and classroom management style) in the classroom were assessed. Because this strategies are inseparable from the content and more significant to the teaching learning process by creating healthy and organized conditions of the classroom to handle disciplinary problems and other challenges that make the classroom management ineffective were also investigated.

1.6. Limitations of the Study

It is obvious that research work could not be free from constraints. For that matter, this study was also constrained with both shortage of time and finance, as a result of this fact, all secondary schools in the zone could not be incorporated as data sources although they were believed to provide resourceful information regarding the overall practices of classroom management.

Similarly, most of the school principals, supervisor and teachers were burdened by routine office and teaching activities and they were not exact to fill the questionnaires and interviewed on time. In addition, lack of local recent and relevant literatures. However, it was attempted to make the study as complete as possible.

1.7 Definitions of Operational Terms and Concepts

Behavior management-Is any pre-planned intervention aimed at preventing misbehavior (Ulana & Ulana, 2012). It is a means of preventing misbehavior rather than a reaction to misbehavior. Specifically, this aspect includes setting rules, establishing a reward structure, and providing opportunities for student participation.

Classroom management- Kaliska (2002) defined as a systematic instructional process used by teachers to guide students toward successful rule compliance in the classroom. For this study Classroom management is a condition in which both teacher and learners accept and consistently observe a set of techniques or rules about behavior in the classroom, whose function is to facilitate smooth and efficient teaching and learning in a lesson.

Classroom management strategy- As Rashid (2007) define it is the determination of some rule before presenting the contents with the help of which the students force is faced and the teaching objectives are achieved. However, for the purpose of this study, classroom management strategies are skills, techniques, or ways that can be employed to handle disciplinary problems and manage classrooms effectively.

Classroom organization: Is the logical starting point for classroom management in which teachers organize students sit where and with whom and arrange the physical setting of teaching materials in the classroom.

Off-task behavior -When a student is not attempting to follow the instructions of the teacher and not engaged in disruptive behavior (Osman, 2010). Students who did not give attention for their learning and are simply passive observer in the classroom.

On-task behavior –Is a behavior in which students cooperate with the teacher and do what their teacher planned for them to display (Osman, 2010).A behavior of students who are obeyed for their teachers and rules, to perform activities that are expected from them in the classroom.

1.8 Organization of the Study

This study is organized in to five chapters. The first chapter contains the introduction part which consists of, the background of the study, statement of the problem,

objectives of the study, significance of the study, the delimitation of the study, limitation of the study, and definition of operational terms or concepts. The second chapter contains review of related literature pertinent to the research. The third chapter deals about research methodology that incorporates, research design, research method, source of data, population of the study, sample size and sampling technique, Instrument of data collection, procedures of data collection, methods of data analysis, and ethical consideration. The fourth chapter concerns with the analysis and interpretation of data and discussion on important issues. Whereas, chapter five presents summary of findings, conclusions and recommendations of the study. Finally, list of reference materials used for conducting the study, questionnaires, interview questions and observation check lists are annexed at the end.

CHAPTER TWO

2 . REVIEW OF RELATED LITERATURE

2.1 Definition of Classroom Management

The term CRM is defined in several ways by different scholars'. For instance, Savage and Savage (2010) defined classroom management as the process of organizing and conducting the business of the classroom. Many perceive it as the preservation of order through teacher control. While, classroom management is much more than that, however, it also involves the establishment and maintenance of the classroom environment so that educational goals can be accomplished.

Wong (2011) also defined classroom management as all of the things that a teacher does to organize students, space, time, and materials so that learning can take place. This management includes fostering student involvement and cooperation in all classroom activities, establishing a productive working environment and it also refers to those activities of classroom teachers that create a positive classroom climate within which effective teaching and learning can occur.

Besides, Robert and Jana (2003) cited in Ahmed (2010) defined classroom management as a term used by many teachers to describe the process of ensuring lessons run smoothly without disruptive behavior by students. It is possibly the most difficult aspect of teaching for many teachers and indeed experiencing problems in this area causes many people to leave teaching altogether. It is to mean that, closely linked to issues of motivation, discipline and respect.

Classroom management refers to everything a teacher does to organize students' space, time, and materials so that learning can take place effectively. It includes fostering student involvement and cooperation in all classroom activities and establishing a productive working environment. Hence, effective classroom instruction can't be achieved without effectively managed classroom (Saricoban & Bariskan, 2005).

Classroom management recently viewed as an art of establishing a good climate and managing instructions effectively. For these reason, Ming-Tak and Wai-Shing (2008) cited in Zerlin (2009) have defined classroom management as teachers steering and coordinating a complex environment for the purpose of effective learning and teaching.

Similarly, Larrivee (2005) cited in Alleen (2010) indicated that classroom management is a critical ingredient in the three-way mix of effective teaching strategies, which includes meaningful content, powerful teaching strategies, and an organizational structure to support productive learning. To reveal these, successful teachers employ strategies for establishing rules and procedures, organizing groups, monitoring and pacing classroom events, and reacting to misbehavior and when done well, it looks seamless, even invisible (Alleen,2010). Despite an understanding that classroom management is a complex set of skills that includes much more than being able to influence and control student behavior, there remains an overall impression that classroom management is primarily about discipline.

On the other hand, Tan, Parsons, Hinson, and Sardo (2003) explained that classroom management is the term we will use to highlight all of those positive behaviors and decisions teachers make to facilitate the learning process of their students. According to them it refers to all those activities necessary to create and maintain an orderly learning environment such as planning and preparation of materials, organization, decoration of the classroom and certainly the establishment and enforcement of routines and rules.

Moreover, Kruger and VanSchalkwyk (2000) cited in Pitsoe (2007) defined classroom management as the sum total of activities that are necessary to enable the core or main task of teaching and learning situation to take place effectively; a means to the effective execution of educational and teaching task of the teacher. Similarly, Good and Brophy (1990) in Pitsoe (2007) defined classroom management is a thoughtful implementation of the plan by the teacher, who makes on the spot judgments about where to apply the rules and procedures and how to communicate those decisions to learners.

2.2 Importance of Classroom Management

Research findings of Brophy and Everton as cited by Jones and Jones(1981) cited in Zerlin (2009) indicated all most all surveys of teachers effectiveness report that class room management skills are primary importance in determining teaching success, whether it is measured by student learning or by rating .Thus, management skills are crucial and fundamental. A teacher who is grossly inadequate in classroom management skills is probably not going to accomplish much. Classroom management includes grouping and seating, setting up activities, time management ,teachers control over students in the class room ,proper start and end of the lesson, maintaining discipline, dealing with problem, using proper tools and techniques, giving instructions ,monitoring etc. Thus, class room management is necessary in order to create a suitable learning environment and encourage the learner to learn the lesson (Zerin, 2009).

Similarly, Oliver and Reschly (2007) indicated that in all classrooms there should be no blind areas in the room where students can be out of view. To structure traffic flow and minimize disruption, teachers separate high-traffic areas such as group work areas, learning centers, students' desks, the teacher's desk, the pencil sharpener, bookshelves, computer stations, and storage areas. Teachers ensure plentiful room for student movement, especially for students who have physical handicaps. Furthermore, teachers decide how to store classroom materials, including students' personal items, textbooks, resource books, instructional materials, frequently used materials, equipments, and they decide what materials will be accessible by students and which areas are designated for teacher use only. Moreover, classroom-management systems (and especially the multi tiered system of positive behavior support–PBS) promote an orderly learning environment for students. They enhance students' academic skills and competencies, as well as their social and emotional development (Oliver & Reschly, 2007).

Generally, according to ADEA (2003) cited in Getnet (2009) realized that effective classroom management skill is used to assess students learning in the classroom (both by teachers and by students themselves) and is an integral component of the teaching-learning process.

2.3. Conceptual Framework

Many behavioral theorists have contributed to the comprehensive development of classroom management, neither of these paradigms has remained static, but their core tenets have been recycled, refined and reframed to accommodate constant changes and developments in teaching and learning globally. The classrooms of most secondary schools today are being occupied by those young students who are endowed with their own abilities, needs, interests, age, sex, behavior, social background etc. To secure effective and consistent classroom instruction, without creating a wider gap in the above mentioned variables in classroom needs special management strategies. Actually countless classroom management strategies are available for the purpose being sought. To mention some, Weber (1986) on his part said that the strategies are the authoritarian, the intimidation, the behavioral modification, the socio-emotional, the permissive, the instructional and the group process. Good and Brophy (1997) stated assertive discipline, and cognitive behavioral modification as strategies for classroom management. However, if seen critically have some common characteristics. Therefore, considering their similarities and also their methodological value for the students' classroom learning, and controlling disciplinary problems the researcher of this study has derived the following classroom management strategies in which a more contemporary approach, practiced by teachers in the classroom to handle disciplinary problems which are an eclectic approach to classroom management that would acknowledge the breadth and depth of this study in terms of coping disciplinary problems. These are organizing and managing the physical environment of the classroom, motivation, time utilization, developing rules and procedures, establishing relationship and facilitating interaction, telling objectives of lessons, following principles of classroom management and classroom management style.

2.4. Classroom Management Strategies for Creating Healthy and Organized Conditions of the Classroom

Classroom management refers to the strategies that teachers use to create a safe, orderly and conducive learning environment in the classroom. The term strategy refers to pattern of acts that serve to attain certain outcomes and to guard against certain others. It is clear

that classroom management strategy means the determination of some policy by planning before presenting the contents with the help of which the students force is faced and the teaching objectives are achieved (Rashid, 2007). This is to mean that classroom disciplinary climate not only affects student outcomes and attainment but is a prominent policy issue in a number of countries and regions. Students' actions in classrooms and a safe and productive learning environment are important for many schools and can be a challenging dimension of teachers' work. Teachers' self-efficacy is an important dimension given teachers' impact on students(OECD, 2009).As Evertson, Emmer, and Worsham(2000) described that classroom management is the actions and strategies teachers use to solve the problem of order in classrooms. Effective teachers also use rules, procedures, and routines to ensure that students are actively involved in learning. In essence, they use management not to control student behavior, but to influence and direct it in a constructive manner to set the stage for instruction.

Besides, Rahman et al (2010) described that classroom management should be used to meet both the students' and the teacher's needs. It should be constantly evaluated and re-evaluated in order to maintain an environment that is effective for both learning and teaching. An effective classroom management strategy will enable the students and the teacher to respect each other. In fact there are several strategies that are used by teachers to effective instructions. In line with this, classroom management strategies that are directly linked with the classroom instructions and that are used to handle disciplinary problems if they are adequately and properly practiced were stated detailed here under.

2.4.1 Organizing and Managing the Physical Environment of the Classroom

Arranging the physical environment of the classroom adequately and constantly is one way to improve the learning environment and to prevent problem behaviors before they occur. The spatial structure of the classroom refers to how students are seated, where the students and teacher are in relation to one another, how classroom members move around the room, and the overall sense of atmosphere and order. The research on classroom environments suggests that classrooms should be adequately and constantly organized to accommodate a variety of activities throughout the day and to meet the teacher's instructional goals (Savage, 1999).

2.4.1.1 Organizing the Physical Environment of the Classroom

According to Osman (2010) the starting point of practicing effective classroom management is the arrangement of the physical setting so that teaching would flow smoothly. The physical setting of the classroom includes the classroom space, furniture, equipment, and supplies. Because it is a task that teachers must complete before actual learning and teaching commences in the classroom. Teachers will find it easier to plan other aspects of classroom management after they have a clear idea of how the physical features of their classroom will be organized. Good room arrangement is important for classroom management since it helps the teacher cope with complex demands of teaching many students in one class for five or more periods a day.

Supporting this, Rashid (2007) indicated that class room organization is one of the most important components in classroom management. It is also the one component hard to do as a first year teacher. Organizing is the toughest battle in the classroom because teacher needs to be organizing with many tasks in and out of class. Besides, Rashid indicated that classroom organization affects the physical elements of the classroom, making it a more productive environment for its users. They strategically place furniture, learning centers, and materials in order to optimize student learning and reduce distractions.

According to Evertson, Emmer, and Worsham (2003) assured that the physical classroom environment influences students' learning, participation, and involvement in class activities. Classrooms are where students feel safe to take risks, acquire new knowledge, and know they are valued members of a community and classrooms are where learning is optimized.

According to OECD (2009) noted creating a warm and nurturing classroom climate is a method used to prevent discipline problems. Thus, classrooms should be a place where students feel safe and accepted; subsequently, the environment should be a welcoming and homelike atmosphere. Besides, the learning environment must be envisioned in both a physical space and a cognitive space; the physical space of the classroom is managed as the teacher prepares the classroom for the students. During this time, the teacher consider the following, is the space warm and inviting? does the room arrangement match the

teacher's philosophy of learning? do the students have access to necessary materials?, are the distracting features of a room eliminated?, attending to these and similar questions aids a teacher in managing the physical space of the classroom. Additionally, OECD noted that teachers must also consider the cognitive space necessary for a learning environment; this cognitive space is based upon the expectations teachers set for students in the classroom and the process of creating a motivational climate. Therefore, effective teachers create and implement classroom management practices that cultivate an engaging classroom environment for their students (OECD, 2009).

In similar way, Evertson et al (2003) described that maximizing access is a strategy for arranging the physical space around a student so that the student has maximized access to instruction, materials, and demonstrations and the teacher has maximized access to the student. Its implication is, maximizing access works in tandem with minimizing distractions to support student learning.

To this point, Swanquist (1999) cited in Challan (2004) found that comfortable classroom seating helped to improve the students' attention span and also increased their retention of information.

Matching the seating arrangement in the classroom sufficiently and continuously with lesson purpose is a strategy for arranging the classroom in a manner to support the purpose of the lesson. Lessons designed for independent work (seatwork, tests, etc.) are supported by an arrangement in rows or paired rows. Lessons designed for group work (centers, teams, etc.) are supported by an arrangement in groups. This is to mean that, seating arrangements should match lesson purpose). Grouped seating arrangements can increase student social interaction; seating in rows can increase the quantity of independent student work completed. For a further explanation, flexibility in class room seating arrangement enables a variety of instructional formats to be used (whole group, small group, and student pairs, individual). The seating arrangement in the classrooms that do not match lesson purposes can be distracting to students (Evertson et al, 2003).

Similarly, Jones (2000) cited in Dunbar (2004) indicated good classroom seating arrangement is the cheapest form of classroom management. Besides, many experienced teachers recommend assigned seating for students to facilitate discipline and instruction. Accordingly, best practices suggest a few common-sense rules to guide classroom seating arrangements.

- A. Students should be seated where their attention is directed toward the teacher.
- B. High traffic areas should be free from congestion.
- C. Students should be able to clearly see chalk board, screens, and teacher.
- D. Students should be seated facing the front of the room and away from the windows.
- E. Classroom seating arrangements should be flexible to accommodate a variety of teaching activities.

Albeit, there is an infinite number of ways of seating arrangement in classrooms, the following three are most common, such as traditional, horseshoe and modular. The traditional seating arrangement for classrooms historically explained the straight-row arrangement evolved to make the best use of the only adequate lighting then available natural light from side windows (Dunbar, 2004). Similarly, Dunbar added the horseshoe or semi-circular arrangement is frequently employed in smaller classes, such as seminars. However, some rooms are not physically conducive to this arrangement for larger (Englewood classes) because of the "dead space" in the middle. The modular arrangement is found mostly in specialized classrooms (e.g. home economics, Science laboratories). The modular arrangement is advocated for classes in which student-student interaction is most important; besides, if task groups are formed in the class, this arrangement permits maximum interaction among those groups while minimizing the interference of one group with another. This arrangement is also recommended for classes which require that the teacher work closely with individuals or small groups rather than primarily with the class as a whole. However, some researchers argue that the traditional system is least conducive to interaction and that if the teacher seeks to increase communication in the classroom, one of the other arrangements should be chosen (Dunbar, 2004).

Students in a classroom often experience an unexpected change in seating. According to Scrivener (1994) cited in Zerlin (2009) changing seating arrangement can help students interact with different people. Similarly, Laslett and Smith(2008) cited in Zerlin(2009) agreed with the fact that proper seating arrangement takes care of students' disruptive behaviors in the class and says not only helps to avoid the disruptive behaviors of the students but also helps the teachers to remember the name of the students quickly.

Similarly, Good and Brophy (2000) and Evertson et al (2003) indicated that teacher interaction with students is connected to student seating location. Those students seated at the front of the room and down its center (the "action zone") are more likely to receive attention from the teacher. Whereas, students facing an instructional area have easier access to it; those with their backs to instruction can avoid participation.

2.4.1.2 Managing the Physical Environment of the Classroom

It involves the management of floor space, shelf, cupboard and closet space and general ambiance. According to Ming-Tak and Wai-Shing(2008) cited in Zerlin(2009) indicated to ensure students comfort and provide them with a pleasant atmosphere for learning, teachers need to create the best possible physical environment.

Besides, Miller and Hall (2005) pinpointed the best organized physical environment accommodate the various classroom activities. Such as;

- A. Place the teacher's desk in a low-traffic area or near the door if there is a need to control in-and -out student traffic.
- B. Organize students in circles if interaction by the students is sought.
- C. Organize students in rows or a straight-sided, U shape (horse shoe) for teacher-led instruction.
- D. Provide for quiet independent work areas.
- E. Provide for small-group work centers and/or reward areas.
- F. Plan for easy access to materials by the teacher and the students.
- G. Plan for a smooth traffic flow to enable students to move around without disrupting others.

- H. Place any bulletin board containing items that may distract students from instructional time in a high-traffic area located behind the students.

Savage (1999) has shown that the physical arrangement of the classroom can affect the behavior of both students and teachers. If a classroom is not properly organized and managed to support the type of schedule and activities a teacher has planned, it can impede the functioning of the day as well as limit what and how students learn. However, a well-arranged classroom environment is one way to more effectively manage instruction because it triggers fewer behavior problems and establishes a climate conducive to learning. Consequently, the physical space of a classroom is managed as the teacher prepares the classroom for the students (Savage, 1999).

Generally, organizing and managing the physical environment of the classroom is the core aspects for teaching learning process in the classroom that are used to provide healthy and organized instructions of the classroom and are the means to minimize disciplinary problems when properly practiced by teachers. If teachers organize and manage their class properly disruptive nature of the students can be handled easily as the same times the way of teaching learning process goes through smoothly.

2.4.2 Teachers Classroom Management Style

Perhaps the successful teacher is one who can evaluate a situation and then apply the appropriate style of management in the classroom to minimize inappropriate behavior and to maximize the appropriate one. Based on this, Dunbar (2004) classified and explained the major management styles as authoritarian, democratic style, and laissez-faire styles.

2.4.2.1. Authoritarian Classroom Management Style

According to Dunbar the authoritarian teacher places firm limits and controls on the students. Students must be in their seats at the beginning of class and they frequently remain there throughout the period. This teacher rarely gives hall passes or does not excused absences. Since verbal exchange and discussion are discouraged, students do not have the opportunity to learn and/or practice communication skills. This teacher prefers vigorous discipline and expects swift obedience. Failure to obey the teacher usually results

in detention or a trip to the principal's office. In this classroom, students need to follow directions and not ask why. At the extreme, the authoritarian teacher gives no indication that he\she cares for the students (Dunbar, 2004).

According to Kruger and VanSchalkwyk (1997) cited in Shonubi (2012) indicated that the autocratic classroom management style or the teacher centered style means that the teachers role or direction constitute the greatest part in the teaching learning situation. The teacher keeps to a fixed, incredible schedule in the class, arranges and controls all the activities in the classroom.

2.4.2.2. Democratic Classroom Management Style

The democratic teacher places few demand or controls on the students. This teacher accepts the student's impulses and actions and is less likely to monitor their behavior (Dunbar, 2004). A democratic style attempts to involve students in decision-making and appeals to the students' intrinsic motivation. Democratic management involves a variety of components to maintain students' attention. The more opportunities students have to move and change positions, the better they will behave. Students are allowed to voice their perspective and it is respected by staff. Students can experience participating fully in democratic process by allowing students to establish their own rules for behavior and sanctions. Democratic management values the need to increase student motivation. Students are allowed more input into classroom activities. This increases participation and reduces the amount of behavior issues (Henley, 2006).

Similarly, Kruger and VanSchalkwyk (1997) cited in Shonubi (2012) indicated that a teacher who has a democratic leadership style is friendly, firm, encouraging, helpful, warm caring and fair. In addition ,this approach will of course, be to the advantage of the teaching and learning procedures amongst students that will take part in classroom activities with more confidence, students imitative and creativity are encouraged , students received recognition and appreciation, relaxed but still productive classroom atmosphere operates. This is to mean, there are both sound and effective discipline which results students to feel involved in the teaching activities with more confidences.

2.4.2.3. Laissez-Faire Classroom Management Style

The laissez-faire teacher sometimes known as indifferent teachers are not very involved in the classroom. This teacher places few demands, if any, on the students and appears generally uninterested. The laissez-faire teacher just doesn't want to impose rules on the students. As such, he/she often feels that class preparation is not worth the effort. This teacher simply won't take the necessary preparation time. Sometimes, he/she will use the same materials, year after year. Also, classroom discipline is lacking. This teacher may lack the skills, confidence, or courage to discipline students (Dunbar, 2004).

Teachers classroom management styles have paramount importance for the proper classroom management which is used to evaluate a situation and then apply the appropriate style of management in the classroom to minimize inappropriate behavior of students.

2.4.3 Principles for Successful Classroom Management

Principle defines the positive attitudes and expectations for long term behavioral growth, like showing respect and caring about others. As Laslett and Smith (1984) cited in Bhargava and Paty (2010) noted that successful classroom management implies to state where involvement in academic work is more and distractions are less. For every teacher, classroom management is affected by the age range of the students but there are some principles of classroom management which can be very effective when adequately and regularly applied. Ahmed (2010) stated the principles that are very essential for successful classroom management, include:

1. Having clear and realistic expectations.
2. Communicating with other teachers.
3. Being self-assured.
4. Always do a follow-up.
5. Understanding your role.
6. Personality of the teacher.
7. Giving recognition for adolescent students.

Similarly, Levin and Nolan (2000) added principles of effective classroom management as:

1. Planned not improvisational
2. Preventative rather than simply reactive
3. Controlled and organized rather than chaotic
4. An opportunity for all students and teachers to experience success

Besides to this, effective classroom management principles appear to work across a number of subject areas and grade levels (Brophy, 2006; Lewis et al., 2006; cited in Kratochwill, 2009). Effective classroom-management systems work best when three basic principles are embedded:

1. Emphasize student expectations for behavior and learning rather than focusing only on problematic behavior and discipline problems;
2. Support the learning environment by promoting active learning and student involvement and not just compliance with rules;
3. Identify to students the behaviors that are an integral part of the instructional agenda

Using or applying the principles of classroom management helps teachers to have clear idea or vision for long term behavioral growth like showing respect and caring about others.

Therefore, teachers to be effective in their classroom management they should be clear for their students, and prepare conducive conditions before problems in the classroom occurred,

2.4.4 Establishing Relationship and Facilitating Interaction in the Classroom

Robert and Jana (2003) cited in Ahmed (2010) noted that communication is a very important component of classroom management. Effective teachers encourage congruent communication processes with students and are able to create meaningful bonds with their students based on genuine social interactions. Creating a positive learning environment requires attentiveness to the way in which teachers communicate with students. In the

same manner, communication is the process of sending and receiving messages that enables humans to share knowledge, attitudes and skills. Mainly, what occurs at home can affect what happens in the classroom. Parental participation in the classroom may exterminate some problems that a student may be demonstrating in the class. Hence, parents and administrators should be aware of what is going on in the classroom by strengthen their communications (Ahmed, 2010).

Consequently, Glasser (1990) cited in Ahmed (2010) indicated that important aspect of learning is for students to be able to communicate what they know or think they know. So, teachers need to encourage their students to verbalize their own knowledge so that they can teach more efficiently. In short, having frequent and good relationship has great importance for good classroom management. Effective communication in the classroom is essential to the success of both the student and the teacher. The kind of communication as well as the amount of communication that occurs in the classroom has long been thought to be partially a function of the seating arrangement of students

As Pfeiffer (1998) described the importance of using effective communication skills cannot be over emphasized. But, they are the foundation of good classroom management. Unless we use effective communication skills, all other attempts at creating well-managed, positive learning environment will be severely limited and short-lived. This is to mean that, caring interpersonal interactions are essential in meeting such important individual needs as safety, security, belongingness and self-esteem. Effective teachers need to have substantial skills in the two main categories of communication, namely sending skills and receiving skills. Sending skills are commonly used when speaking to someone. Receiving skills are techniques that can be used to become a more effective listener (Pfeiffer,1998).

Besides, as Scott-Webber et al (2000) cited in Callahan (2004) indicated possible teacher-student relationships are divided into different types of communication styles. They include one-on-one, presentation, teamwork, and discussion. The one-on-one communication style is associated with self-directed learning, learning through electronic tutorials, or teacher-to-student learning. While, Hativa and Birrenbaum (2000) cited in

Callahan (2004) concluded that the one-on-one style places an emphasis on the student's understanding and discovery. They also described that, teamwork is increasingly becoming popular and is also referred to as collaborative learning. The activities involved with teamwork are intergroup work, shared discovery, brainstorming, and games. Therefore, the teacher becomes a facilitator of knowledge. As Hativa and Birrenbaum assured this style allows students to be recognized as individuals with different strengths. Furthermore, the discussion style involves the exchange of information, making decisions, and meeting. Besides, Scot-Weber et al. (2000) cited in Callahan (2004) pinpointed that the most common communication style is known as presentation. This includes activities such as lecturing, sharing information, motivating, and performing demonstrations. Because students are less willing to learn in a lecture format and prefer a more active learning environment, presenters must emphasize quality. However, teachers' negative reactions to call response may cause and accentuate strained relationships between students and teachers.

Generally, having smooth relationship with students in the classroom helps both teachers and students to minimize disciplinary problems. Effective teachers need to have sufficient skills to create a bond linkage between their students to minimize the disciplinary problems that occurred in the classroom and to facilitate the ongoing process of teaching learning

2.4.5 Motivating Students in the Classroom

Motivation is one of the fundamental psychological factors at work behind learning. The teacher by creating sufficient and regular interactional atmosphere can enhance the motivation of the bright learner, the average learner, and the slow learner in various degrees (Mukalel, 2003).

Maehr and Meyer (1997) cited in Brophy (2004) explained that motivation is something that energizes, directs, sustains behavior and it gets students moving in a particular direction and keeps them going. According to Maehr and Meyer motivation is a theoretical construct used to explain the initiation, direction, intensity, persistence, and quality of behavior, especially goal-directed behavior. Besides, they realized that efficient learning will take place when there is strong motivation of learner to learn by the teacher. This

motivation may be aroused by either extrinsic or intrinsic stimuli both of which are important in directing and regulating the learner's behavior towards attainment of the desired goals. Students should therefore be motivated adequately through various ways which may include advising them on career choices, providing the required physical facilities like laboratories and verbal encouragements (Brophy,2004).

According to Benjamin, Hebl, Brewer and Jr (2000) motivation has several effects on students' behavior and learning including the following:

- a) It directs behavior toward particular goals.
- b) It increases energy and effort expended toward those goals.
- c) It increases initiation of, and persistence in, activities.
- d) It enhances information processing.
- e) It determines what consequences are reinforcing.
- f) It leads to improved performance.

Motivating students may not always be an easy task especially for student-teachers and newly qualified teachers. Although experienced teachers may easily cope with the competitive and more motivated students, this may pose a problem for newly qualified teachers. For instance, as Veenman (1984) cited in Cakmak (2009) assured beginning teachers' perceived coping with competitive and more motivating students as problems. However, Hastings and Schulieso (1987) indicated that an important assumption in educational psychology literature is students' motivation which is one of the most important of the elements which contribute to learning. It seems logical to speculate that teacher behaviors might influence students' motivation and that the enhanced learning outcomes associated with a teacher's use of prosocial compliance gaining messages and immediacy behaviors might occur because those behaviors affect students' motivation (Hastings & Schulieso, 1987).

Scholars, such as Bandura (1996) cited in Zimmerman (2000) indicated that self-efficacy beliefs have also shown convergent validity in influencing key indices of academic motivation as choice of activities, level of effort, persistence, and emotional reactions.

Bandura realized that self-efficacious students participate more readily, work harder, persist longer, and have fewer adverse emotional reactions when they encounter difficulties than do those who doubt their capabilities.

Besides, Ryan and Deci (2000) suggested that learning requires a certain level of motivation for one to master the necessary skills and content. Indeed, students with high degree of motivation frequently spend a great deal of time and energy in achieving the learning objectives they are supposed to attain. As a result of their motivation levels, such students are characterized by maximum time-on-task during learning which greatly contributes to the order of the classroom thus the effectiveness of teaching and learning. Correspondingly, Ryan and Deci indicated that intrinsic motivation has emerged as an important phenomenon for teachers as a natural wellspring of learning and achievement that can be systematically catalyzed or undermined by parent and teacher practices. Because intrinsic motivation results in high-quality learning and creativity, it is especially important to detail the factors and forces that engender versus undermine it. Additionally, Ryan and Deci stated that intrinsic motivation is an individual's inherent inclination from which stems his/her tendency to learn about particular areas of life regardless of the presence of external enticements.

In the same manner, Stipek (1998) cited in Jurisevic, Glazar, Vogrinc and Devetak (2009) described that for students who are intrinsically motivated have typically the following behavioral qualities. (1) independently start their learning; (2) they choose to do tasks or parts of tasks they find challenging; (3) they spontaneously integrate the knowledge acquired in school with their experiences gained outside school; (4) ask questions and broaden their knowledge; (5) complete additional tasks; (6) persevere to complete the tasks they have undertaken; (7) learn regardless of the presence of external enticements (marks, teacher's supervision); (8) experience and express positive emotions while learning, and (9) take pride in their work. As a result, highly intrinsically motivated students are more successful in learning new concepts and show better understanding of the learning matter. By understanding this Ryan, Connell, and Plant (1990) cited in Lai (2011) typically consider intrinsic motivation to be more desirable than extrinsic motivation, and some

research suggests that the learning outcomes of intrinsic motivation are better than those obtained under extrinsic motivation.

Consequently, Ryan and Deci (2000) indicated that equally important in the current review is the explication of the very different types of motivation that fall into the category of extrinsic motivation. Therefore, students can perform extrinsically motivated actions with resentment, resistance, and disinterest or alternatively with an attitude of willingness that reflects an inner acceptance of the value or utility of a task.

Motivation helps students to get efficient learning by their teachers and also used students to motivate them for further activities as the same time it is used to minimize their misbehavior by a means of encouraging them by various devices. Therefore as a strategy it can minimize misbehavior and enhance students engagement when teachers properly practiced in the classroom.

2.4.6 Developing Rules and Procedures, in the Classroom

According to Singh (2003) good classroom management is based on students understanding what behaviors are expected of them. A carefully planned system of rules and procedures make it easier for the teacher to communicate his/her expectations to the students. Effective classroom management always requires clear principles, rules and procedures to be established for students. Teachers also need to enforce these rules and procedures in a consistent manner. Students must be taught these rules and the behavioral expectations of each of them. Rules and procedures vary in different classrooms, but all effectively managed classrooms have them. It is just not possible for a teacher to conduct instruction or for students to work productively if they have no guidelines as to how to behave or when to move about the room, or if they frequently interrupt the teacher or one another. Furthermore, insufficient procedures or the absence of routines in classroom life can waste large amounts of time and cause students' attention and interest to wane. Further, Singh noted, during the development of classroom rules and procedures, students should be taught the behaviors that are expected of them. This will guide them to the appropriate behavior in many regular classroom activities. Of course, just knowing what is

appropriate does not mean that students will behave that way. However, as Mukalel (2003) describes a clear set of expectations as to what constitutes appropriate behavior will be a major start toward the establishment of a well managed classroom environment.

According to Arif (2003) cited in Gujjar, Khan, Baig, Ramzan, and Saifi (2010) assured that teachers established classroom rules either with his or her students or before the school year begins. He also added that there is no research that one approach is better than the other, however, rules are best if they are few in number, simple and easy to understand, and fair. Also rules should be posted in the classroom for all to see and the teacher should go over the rules on the first day of school.

2.4.6.1 Setting Expectations

Mukalel (2003) pinpointed that in both elementary and secondary classrooms the start of the school year is crucial to effective classroom management. A significant aspect of this beginning is the teacher's establishment of expectations for student behavior which are expressed through rules and procedures. Teachers should identify expectations for student behavior and communicate those expectations to students periodically. Rules indicate the expectations for behavior in the classroom and for how one interacts with one's peers and the teacher. Procedures have to do with how things get done. Rules can be and frequently developed with the students' help which increases the likelihood of compliance. He also added teachers that have effective classroom rules incorporated into their classroom management plan have more success in maintaining positive student behavior.

However, ultimately, Mayer (2000) indicated with or without student input the teacher must have a picture of what code of behavior is essential for the classroom to function as desired. Both rules and procedures must be taught, practiced, and enforced consistently. Included with the development of rules and procedures is the accountability system of the classroom which must communicate to students how they are held responsible for the academic work that they do and what behavior they do have. Besides his findings has shown that teachers whose students demonstrated high task engagement and academic achievement implement a systematic approach toward classroom management at the

beginning of the school year. On top of this, he concluded that one of the critical aspects of managing classrooms effectively, or managing classrooms in ways to enhance student learning and minimizing the distracting behavior is setting expectations.

2.4.6.2 Planning Classroom Rules

Purkey and Smith (1983) cited in Eggen and Kauchack (2004) explained that rules are descriptions of standards for acceptable classroom behavior, such as “listen when someone else is talking”. Their research confirms that the values of rules in creating productive learning environments and many evidences exist indicating that clear, reasonable rules, fairly and consistently enforced, not only can reduce behavior problems that interfere with learning but also can promote a feeling of pride and responsibility in the school community. Besides, they stated that clearly and adequately communicating the rules of a social and personal code of conduct is a major step in setting up an effective program for classroom discipline. This step not only makes sense but is reinforced in statute. Unclear policies or rules dealing with classroom discipline are likely to result in a lack of compliance or an increase in problem behavior, because the students are unclear as to what behaviors are acceptable and unacceptable. Unfortunately, the lack of compliance is likely to promote an increase in the use of more punitive sanctions in the classroom .When the teacher is conducting a lesson; students are expected to be in their seats or area and directing attention to the teacher. At other times, some teachers allow students to move freely about the classroom for purposeful use of areas that can accommodate only one student at a time and for classroom supplies (Mayer, 2000).

According to Marazona et al (2003) in the teaching learning activities many different rules are possible, but a set of rules usually less than ten and should be developed to cover most of the important areas of behavior in the classroom. The following are some commonly used, basic rules and their relevant behaviors.

1. Bring all needed material to class. It is important that the students know exactly what should be brought to class for this rule to be followed.
2. Be in your seat and ready to work when the bell rings.

3. Respect and be polite to all people.
4. Do not talk or leave your desk when somebody is talking.
5. Respect other people's property. The rule may include guidelines such as: Keep the room clean and neat.
6. Obey all school rules.

Besides, PARA Project(2004) pinpointed students need to be involved in rule setting in order to promote student "ownership" of the rules and more student responsibility for their own behavior. Student involvement can take many forms such as a discussion of reasons for having a rules and clarifying the rationale and meaning of particular rules. Another way of involving students is to allow them to share in the decision-making process for specific rules. This is sometimes done at school level by having a representative of students participate in the identification of school rules.

2.4.6. 3 Planning Classroom Procedures

Effective classroom management procedures promote independent learning and success for all students in classrooms that are productive, orderly, and pleasant. Jon (2009) described that procedures are steps for the routines students follow in their daily learning activities such as how they turn in papers, sharpen pencils and make transitions from one activity to another. Similarly, expert teachers plan and teach procedures until they become routines that students follow automatically. These routines provide a sense of regularity and equilibrium for both students and teachers.

As Wong (2011) stated four categories of classroom procedures are need in a typical secondary school. These include:

1. General procedures. These procedures should be specified in the areas such as:
 - a) Beginning-of- the period. Procedures which include attendance check, students absent the previous day, late students, and behaviors expected of all students;
 - b) Use of material and equipment; and
 - c) Ending the period.

2. Procedures during seat work and teacher-led instructions. Such procedures are related to
 - a) Student attention during presentations
 - b) Student participation and
 - c) Procedures for seatwork such as talk among students, obtaining help, out-of-seat Procedures, and when seatwork is completed.
3. Procedures for student group work. The following procedures should be planned for the group work to run smoothly. They cover such procedures as: use of materials and supplies, assignment of students to groups, student goals and participation.
4. Miscellaneous procedures. These procedures may include:
 - a) Signals for student attention
 - b) Public address announcements
 - c) Use of special equipment or materials

If students clearly and regularly understand the rules, routines, and standards of the class student misconduct can be minimized. However, if students did not have clear and sufficient understanding about the rules and routines of the classroom their distracting behavior cannot be controlled. An effectively managed classroom runs smoothly, has minimal confusion and interruptions to learning, has little down-time and has maximal opportunities for students to learn. Movement is purposeful and productive with the amount of noise acceptable to the activity. Planning for movement and noise frees the teacher to teach without interruption due to procedural concerns. As a result, one way to make the most instructional impact on students is to establish expectations for how the class will begin each day (Evertson & Emmer, 2009).

Setting rules and procedures are the main way of minimizing disciplinary problems in the classroom, therefore, teachers need to enforce rules in consistent manner. Besides students need to be involved in rule setting in order to promote their ownership of the rules and responsibility for their own behavior. As a way of controlling disciplinary problems it is the main strategy that teachers should perform to have healthy classroom environment.

2.4.7 Explaining Instructional Objectives for Learners

Instructional objectives (sometimes referred to as intended learning outcomes or course-specific goals) are clear statements that describe the competences that students should possess upon completion of a course (Anderson, 2003). Similarly, he concluded that effective learning objectives state what students should know and be able to demonstrate, as well as the depth of learning that is expected. As the educators, clearly defined and intentionally integrated course learning objectives in the class room can:

- 1) Help to organize structure and enhance student learning
- 2) Improve communication with students and other teachers regarding the important concepts and skills covered in a course and
- 3) Improve assessment practices

Moreover, Briqqs (1991) explained that an effective lesson begins with the introduction during which the teacher states the objective of the lesson. This describes what he or she is going to teach. Then, by stating the objective clearly and specifically, teachers provide the way for students to get ready for the lesson and benefit from it. Having stated the objective, the teacher is more likely to teach the objectives and then evaluate for that objectives. As a result, students are most successful when their teacher uses this consistent sequence, known as curriculum alignment. An instructional objective may describe the mediating conditions under which the behavior is to be achieved as well as provides the procedures for determining whether or not a certain level of attainment has occurred. Besides, Briqqs explained that, stating the lesson objective in the introduction to the lesson and asking questions during the lesson are the main strategies that are used to involve students in the lesson to take place. In addition to teaching the lesson, at the same time the effective teacher is managing the classroom and guiding student achievement. Similarly, Briqqs noted that managing the classroom includes not only discipline but all procedures that support the lesson such as pacing the lesson and giving directions. Guiding student achievement allows the teacher to find out if the students are mastering the subject matter. Thus, Briqqs concluded that educational research has established the fact that achievement is enhanced in a classroom and misbehavior minimized where children can perceive a

sense of direction or learning. Therefore, classroom management and teaching blend together as a unified process when instructional objectives provide goal clarity for teachers and children. So, stating instructional objectives of a lesson establishes maximum level of attainment for deciding whether or not the desired learning has been achieved.

Similarly, Brophy and Good (1987) cited in Briqqis (1991) stated that achievement is maximized in part, when teachers structure the content to be learned by beginning instruction with one or more orienting techniques including objectives.

Glicken (n.d.) concluded that rather than describing how information is taught, instructional objectives shift the attention instead to what is expected of the student in demonstrating mastery of the knowledge, skills or attitudes. This shift clarifies the purpose of instruction and helps educators begin to think about how this skill is taught and how student learning is evaluated. Subsequently, a clearly articulated learning objective can provide a roadmap for the teacher and the student so that both share the same perspective of where their instructional journey is taking them. Moreover, Norman Gronlund (1985) cited in Glicken depicted the three purpose of stating instructional objective:

- A) To convey intent of instruction to others
- B) To provide guide lines for testing
- C) To provide direction for instruction

Explaining the instructional objectives of the lesson regularly and adequately for students in the classroom can help students to have attention for the instruction and not to be confused during lesson presentation with ultimate end is not disturbing the class. An instructional objective may describe the mediating conditions under which the behavior is to be achieved as well as provides the procedures for determining whether or not a certain level of attainment has occurred. Therefore stating instructional objectives of a lesson establishes maximum level of attainments for deciding whether or not the desired learning has been achieved.

2.4.8 Utilization of Time

As North(2004) cited in Ojo and Olaniyan (2008) defined time management as the organization of tasks or events by first estimating how much time a task will take to be completed, when it must be completed, and then adjusting events that would interfere with its completion. Besides, North, indicated that time management is not about getting more things done in a day rather it is about getting the things that matter most done .Hence, time management is the ability to decide what is important in life both at work, at home and even in our personal live. Besides Evans et al (1991) in Jon (2009) noted one of the effective approach teachers can use to prevent or control a discipline problem is properly managing the classroom environment by timing various classroom activities. Managing time in the classroom in order to keep students on-task is very important in maintaining good discipline. Students will often misbehave if they do not know exactly what they should do or when it should be done. The teacher must take consideration the time allotted for each planned activity. Students' participation during engaged time should be indicated by various behaviors such as asking questions, listening and watching the teacher, making comments in reference to the task discussed and successfully completing the task. When these indicators are absent from students participation, students will replace them with other behavior therefore learning will not take place effectively. The practice of using time management strategies can aide in designing classroom rules that will facilitate all students. These students will become stronger, more confident learners.

A widely held assumption in the research literature concerns the impact of instructional time on pupil learning. Bloom,1974; Smyth , 1985;Anderson,1994; and Millot,1995 cited in Benavot and Amadio(2004) simply stated that the more time that educational authorities require that pupils be present in classrooms the greater the chances of positive time effects on desired learning outcomes (e.g., knowledge acquired, skills mastered, values and attitudes internalized). On the other hand, Harnischfeger and Wiley (1977) cited in Benavot and Amadio (2004) explained that more complex models of allocated time take into account. Schools and classroom contingencies such as teacher absences due to strikes, in-service training, conferences or illnesses, and time allocated to non-instructional

activities such as recreation, breaks, examinations, holiday celebrations or classroom management due to disciplinary problems are all affects the utilization of time for teaching learning.

As Norris (2003) noted that inappropriate time utilization is also observed in most secondary classrooms. Some secondary teachers for example use 40 minutes of a 45 percent period to develop concepts, some other use only 20 to 25 minutes for developing subject matter concepts. Recognizing the danger of wasted time and taking the necessary means to improve the problem accordingly would be the teacher's primary concern.

The amount of time available for learning depends largely on two factors: Allocated time and engaged time. Allocated time is the time scheduled by the teacher for a particular lesson or subject and then actually used for instructional activities. Allocated time is mostly under the direct control of the school and teacher. In contrast, engaged time, the time students actually engage in learning task is not under the direct control of the school or the teacher. Engaged time or time-on-task is largely a product of quality of instruction, student motivation, and allocated time. Thus, allocated time is an alterable element of instruction (like quality, appropriateness, and incentive), but engaged time is a mediating variable linking alterable variables with the student achievement (Slavin,2009).

Allocated instructional time is important. The time allocated for teaching should be used for teaching purposes. If students learn within allocated instructional time properly, their achievement will increase accordingly (Getahun, 2002).

As Bruce (1988) cited in Getahun (2002) stated, using instructional time has the following importance:

“ It is the real number (rather than the paper number) of hours of instructional time that is important. There are many countries where officially there may be say, 240 school days per year, but in effect 30 are given free because of local public holy days, visiting dignitaries, and teacher absence, (for whatever cause, e.g., illness, death or marriage in the family, teacher attending courses, etc); thus the real number of days is much less. Teacher attendance at school is another important

problem. In some countries measures have to be taken (involving, for example, the community or the parents in the management of school) so that teachers actually turn up in school for the lessons they have to teach". (p, 32)

As the above study shows, the planned academic time is not often executed in schools due to various reasons this affects the learners' academic achievement and students behavior.

Time management is also one of the strategies that help to minimize disciplinary problems in the classroom. In order to maintain good discipline managing time in the classroom to keep students on-task is very important. Teachers must take consideration on the time allotted for each activity. However with the inappropriate time utilization in the classroom students may be exposed to misbehavior.

2.5. Challenges that makes classroom management Ineffective

2.5.1. Large class size

The main classroom management challenges that hinder teachers in the classroom were large class size that students make a lot of noise which is difficult to keep discipline, and evaluation of each individual student's progress cannot be done. This makes the teaching learning process ineffective. As Kucukahmet (2000) cited in Cakmak (2009) described that the number of students is one of the factor that determines the teaching methods used in the classroom by the teachers or causes to disciplinary problems. Thus, crowded classrooms provide students with few opportunities to engage the teacher one on one in meaningful conversation. Therefore, teachers face class room management while teaching large classes. Additionally, Duncanson (2003) cited in Getnet (2009) pointed out that the lack of large spaces that students can self-select to work in forces the teacher to schedule all events in a one-size fits all modality, focus on the delivery of general instruction to all students, and deal with one activity at a time. Consequently, where there are broad areas for student movement and work, students direct their own learning inquiry activities at once (Duncan son,2003; cited in Getenet,2009).

2.5.2 Discipline Problems of Students

Discipline problems are listed as the major concern for most new teachers. What can teachers expect and how can they effectively handle discipline problems? Classroom management combined with an effective discipline plan is the key. Where order is lacking, the school system crumbles, the upright will be squeezed in to the mold of the wicked, the school environment will be unsafe for the good and right hearted because of the activities of the bullies. Therefore, even if the teacher cannot turn the way toward the path of rectitude they should at least rescue the quiet and peaceable from the incredible (Nakpodia,2010).

Disruptive behavior is a concern to schools and parents and to fellow pupils whose education may be adversely affected. Students misconduct in the classroom interfere with teaching and learning and is thought to be precursor to later school droup out and similar negative social out comes. Therefore, students' behavioral problems are thought to be a leading contributor to teachers stress and attrition (Harris, 2001).

2.5.3 The Availability of Instructional Materials and Facilities

It is true that classrooms operate most efficiently when each student has his/her own resources and materials. The risk of classroom destruction grows when students are told to share resources and when resources are located further away from their proper seats. Properly set teaching materials and facilities, on the other hand, have the potential to produce the best learning because they bear the best qualities predominantly influencing the students' sense of sight through which most human learning is believed to take place.

Otherwise, the decline of students' attention and interest is inevitable (Callahan and Clark 1998). According to MoE (1994) educational materials are considered as the major contributing factor for improving the quality of education if they are well managed and utilized. Writing on the role of facilities in teaching, Balogun (1982) cited in Owoeye et al (2011) submitted that no effective science education programme can exist without equipment for teaching. This is because facilities enable the learner to develop problem-solving skills and scientific attitudes. In their contribution, Ajayi and Ogunyemi (1990) cited in Owoeye, et al(2011) reiterated that when facilities are provided to meet relative needs of a school system,

students will not only have access to the reference materials mentioned by the teacher, but individual students will also learn at their own paces. The net effect of this is increased overall academic performance of the entire students and minimizes their disruptive behavior.

Moreover, both physical facilities and instructional facilities bring desired improvement in teaching-learning processes by making it effective to the maximum for cognitive, affective and psychomotor aspect of the people (Farooq, 1993 cited in Gujjar et al, 2010). These facilities also make the classroom teaching easy, clear, interesting and scientific. But unfortunately these facilities are not available in many secondary schools and those schools where these facilities are available; teachers are not interested in proper utilization. It is presumed that adequate availability and proper utilization of instructional and physical facilities improve the performance and output of the institutions. The institutions having inadequate educational facilities do not give a better result. Such institutions fail to attract the students, which affects the enrolment ratio resulting in wastage of time and resources (Gujjar et al, 2010).

2.5.4 Insufficient Support to Teachers from Schools

Beginning teachers faced several problems at the workplace that include organizational and administrative issues as well as difficulties in coping with groups of students. Besides, they did not get sufficient support from their head teachers and in some cases, considered the culture at the school to be antagonistic. In order to perform their instructional activities effectively, they need to get support on the part of the schools in particular with the head teachers through better and more frequent communication, and openness in the organizational climate. To be more effective in promoting teachers' inquiry into teaching and learning, school administrators should provide regular formative feedback, have strong interpersonal skills, be integrated with school communities, collaborate closely with cooperating teachers(Jeffery, 2008)

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

This chapter deals with the research design, research method, source of data, population of the study, sample and sampling techniques, instruments of data collection, procedures of data collection and method of data analysis were stated here under.

3.1 Research Design

The purpose of this study was to assess the practices and challenges of classroom management strategies to handle disciplinary problems in secondary schools of Asossa zone. To this end, a descriptive survey research design was employed. The rationale for selection of this research design was that it is appropriate to describe an on-going process and trends. Besides, it is appropriate for collecting information from a relatively large number of respondents under study (Cresswell, 2003).

3.2 Research Method

Both quantitative and qualitative research methods were employed. Quantitative method is used to analyze the quantitative data obtained from close ended questionnaire. Besides, the qualitative method is used to analyze the qualitative data obtained from open ended questions, interview, observation, and document analysis to complement and to enrich the quantitative one.

3.3 Source of Data

In this study, both the primary and secondary sources were used to get adequate information about the current practice of classroom management in secondary schools of Asossa zone.

1. **Primary Sources:** were used to get first hand information concerning the current practice of classroom management in secondary schools of Asossa zone. Accordingly, principals', teachers, supervisors, and students were relevant sources of the study.

2. **Secondary Sources:** were used to strengthen the primary sources. Hence, school documents such as supervision and discipline files of the schools were assessed to strengthen the data.

3.4 Population of the Study

The target population of the study that were involved as data sources were obtained from 7 (43.75%) secondary schools among sixteen secondary schools that are found in four woredas of Asossa zone which were selected by simple random sampling techniques in particular lottery method. The woredas in which the sample schools found are Asossa, Bambasi, Oda and Homosha. The researcher believed that the sample size obtained from 7 secondary schools is representative and would help to compose well-founded generalization at the end of the study to all secondary schools found in the zone.

3.5. Samples and Sampling Techniques

To determine the number of samples of the study, both purposive and simple random samplings were employed. The total teachers including the unit leaders in the sample secondary schools were 102 (Male=90, Female=12). Consequently, to make the study manageable, 82 (80%) teachers were selected as samples. Based on the proportion of teachers in each school sample teachers were selected by simple random sampling technique in particular lottery method. Similarly, the total numbers of students in sample secondary schools were 2960 (Male=1941, Female=1019). Accordingly, 296 (10%) students were selected as samples. The total samples of students from each grades in each school, based on the proportion of students in each section the sample students were chosen by simple random sampling technique. This sampling technique was chosen because it provides an equal and independent chance for each teachers and students in the definite target population to be selected as a sample of the study.

Table1: Student Population and Sample Size distribution by Schools, Grades and Sex

No	Schools Name	Grade	Total number of student in each grade level			Total Sample size in each grade level			% of samples from the total number of students
			M	F	Total	M	F	Total	
1	Bambasi	9 th	510	228	738	56	18	74	10%
		10 th	220	100	320	15	17	32	„
2	Komishiga	9 th	170	110	280	15	13	28	„
		10 th	192	87	279	18	10	28	„
3	Ewket fana	9 th	139	71	210	14	7	21	„
		10 th	60	20	80	5	3	8	„
4	Bilidiglu	9 th	61	21	82	4	4	8	„
		10 th	41	22	63	4	2	6	„
5	Daleti	9 th	81	38	119	8	4	12	„
		10 th	38	22	60	4	2	6	„
6	Goh	9 th	111	107	218	10	12	22	„
		10 th	59	58	117	8	4	12	„
7	Homosha	9 th	168	104	272	14	13	27	„
		10	91	31	122	10	2	12	„
Total			1941	1019	2960	185	111	296	„

Table 2: Teachers Population, Sample Size and Sampling Technique by Schools and Sex

No	Schools	Total number of teachers			Sample size of teachers			% of samples teachers in each school
		M	F	T	M	F	T	
1	Bambasi	20	4	24	15	4	19	80 %
2	Komoshiga	12	3	15	9	3	12	„
3	Ewket fana	10	1	11	8	1	9	„
4	Bilidiglu	10	-	10	8	-	8	„
5	Daleti	11	-	11	9	-	9	„
6	Goh	16	3	19	12	3	15	„
7	Homosha	11	1	12	9	1	10	„
	Total	90	12	102	70	12	82	„

Therefore, a total of 378 copies of questionnaires were prepared and distributed to 82 teachers and 296 students. Out of this figure, a total of 355(93.9%) copies of questionnaires were filled and returned properly. Thus, 74 (90.2%) and 281 (94.9%) copies of questionnaires were filled and returned by teachers and students respectively. The analyses for questionnaires were made by using the responses of 74 teachers and 281 students.

The principals of the seven secondary schools and 4 cluster supervisors one from each woreda were selected purposively. Because they have the responsibility of facilitating and providing supervisory service in the classroom and follow the school instructional activities and teachers work effectiveness.

3.6 Data Gathering Instruments

The instruments used to gather data were questionnaires, semi structured interview, observation checklist and document analysis. With respect to this, Cresswell (2003) stated

that employing multiple data collection instruments help the researcher to combine, strengthen and amend some of the inadequacies and for triangulation of the data. Accordingly, questionnaires were used as the main data gathering instruments whereas semi structure interview, observation and document analysis were used to enrich the data obtained through questionnaires.

3.6.1 Questionnaire

Questionnaires were used to collect relevant and first hand information from informants such as teachers and students. All of the questionnaires for teachers were prepared in English as the researcher believes that they can understand the questions easily. Whereas, questionnaires for students were written in English and translated in to Amharic by the help of language professionals. Within the questionnaires open and close ended questions were included. The researcher preferred questionnaires as the main data gathering instruments because it is easier to handle and simpler for respondents to answer within short period of time.

3.6.2 Interview

Semi structured interview was conducted with seven secondary school principals and three cluster supervisors to enrich the data obtained through questionnaires. The reason that semi structured interview was used is due to the advantage of its flexibility in which new questions were forwarded during the interview based on the response of the interviewee.

3.6.3 Observation

To supplement and triangulate the information gathered through questionnaires and interview unstructured observation check list was used as data gathering instrument. Because, the information obtained under this method relates to what is currently happening without being complicated by the past behavior or future intentions or attitude. Thus, observation checklist was prepared to obtain data on the general features of the classroom and the ongoing process of teaching learning in terms of managing the classroom. Therefore, the researcher conducted classroom observation in the classes of three subjects: Physics, Mathematics and Chemistry classes in both grade levels with a total of 42 observations in 28 sections that were selected randomly. These subjects were chosen by considering the priority that needs more interaction

and implementations of various activities between students and teachers in the teaching learning process, and that most secondary school students considered as difficult subjects.

3.6.4 Document Analysis

The researcher was also used document analysis to gather necessary information about classroom disciplinary problems and the ongoing process of teaching learning by handling disciplinary problems. For this purpose supervision and discipline files were observed to strengthen the data obtained through questionnaires and interviews.

3.7 Data Gathering Procedures

To answer the research questions raised, the researcher went through series of data gathering procedures. The expected relevant data was gathered by using questionnaires, interview, observation and document analysis. Having letters of cooperation from Jimma University and Zone education office (for additional letters towards woredas and schools) for ethical clearance, the researcher directly went to Asossa secondary school for pilot test. At the end of all aspects related to pilot test, the researcher contacted all woredas education offices and the principals and supervisors of respective schools for consent. After making agreement with the concerned participants, the researcher introduced his objectives and purposes. The participants were allowed to give their own answers to each item independently as needed by the researcher. Then, the final questionnaires were distributed to sample teachers and students separately by the help of data collectors. Finally, after the questionnaires were filled, collected back by the help of data collector. However, after consent was made from subject teachers, supervisors and principals; sequentially, interview, classroom observation and document analysis were conducted by the researcher himself.

3.8 Validity and reliability check

To check the consistency and validity of the instruments the researcher directly conducted pilot test. The objective of checking was whether the items enclosed in the instruments could enable the researcher to gather relevant information or not. Besides, to make necessary amendments so as to correct confusing and ambiguous question.

Accordingly, 10 teachers and 20 students of Asossa secondary schools were taken through simple random sampling technique to fill the questionnaire. The school was not included in the main study. The result of the pilot testing was statistically computed by the SPSS computer program. The Cronbach's Alpha Model was used for analysis. Based on the pilot test, the reliability coefficient of the instrument was found to be 0.812(81.2%) and 0.804(80.4%) for teachers questionnaires and students questionnaires respectively. Hence, it was reliable. That is the instrument was found to be reliable as statistical literature recommend a test result of 0.65 (65%) reliability and above as reliable (ÁK" < s"Ç"k, 1998).

Besides, to be sure of the face validity, senior colleagues and more experience teachers in Bambasi preparatory school were invited to provide their comment after the pilot study was conducted. Based on their reflections, the instruments were improved before they were administered to the main participants of the study. As results of the pilot test irrelevant items were removed, lengthy item was shortened, and unclear items were made clear.

3.8 Methods of Data Analysis

After collecting the data, the responses of close ended questionnaires of students and teachers' were entered into SPSS version 16. The data obtained through questionnaires which are liable to quantitative analysis were analyzed using means, which is used to determine the severity of challenges that make classroom management ineffective and chi-square test, at 0.05 level of significance to determine the opinion differences between the responses of the sample groups on the same issue followed by discussion of the most important points. To make the analysis of the data better, clear and manageable the 5 rank responses of the questionnaires which were analyzed by chi-square test were made to be categorized in to three scales (rarely, moderately, and frequently) and (disagree, undecided, agree). The data gathered through open ended questions, interviews, observation checklist and document investigations were analyzed qualitatively through descriptive narration for the purpose of triangulation where necessary and some were analyzed separately. Finally, based on the findings, conclusions and recommendations were made.

3.9 Ethical Considerations

Having received official letter of cooperation from Jimma University, the researcher communicated all institutions and participants legally and smoothly. The purpose of the study was made clear and understandable for all participants. Any communication with the concerned bodies was accomplished at their voluntarily consent without harming and threatening the personal and institutional wellbeing. The school records and information were kept confident.

CHAPTER FOUR

4. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with presentation, analysis and interpretation of the data gathered from respondents through questionnaires, interviews, observation and document analysis. Thus, the quantitative as well as the qualitative analysis was incorporated in to this chapter. Mainly, the qualitative part was supposed to be complementary to the quantitative analysis. Hence, the qualitative data includes the data gathered through interview, observation and from documents of the schools. The data from questionnaires was collected properly from a total of 355 respondents. To this effect, a total of 378 copies of questionnaires were distributed to 82(80%) teachers (male= 70, female=12) and 296(10%) students (male= 185, female= 111).Among this 74 (90.2%) teachers and 281(94.9%) students were clearly filled and returned. On the other hand, 5(6.1%) teachers and 5(1.7%) students were not returned the questionnaires. Besides, 3(3.6 %) teachers and 10(3.4%) students were not filled properly so the questionnaire was rejected before analysis.

Moreover, seven school principals, and three secondary school cluster supervisors were interviewed. Whereas, from the sample cluster supervisors one cluster supervisor was not interviewed for the time being the school had not cluster supervisor. This can be regarded as acceptable for a survey study of its kind to get the needed research information. The chapter consists two parts. The first section deals with the characteristics of the respondents and the second section presents the analysis and interpretation of the main data.

4.1 Characteristics' of Respondents

The details of the characteristics of student respondents are given in table 3 below

Table 3: Description of students by sex, age, and grade

No	Grade	Sex	Responses	
			No	%
1	10	Male	80	68.4
		Female	37	31.6
		Total	117	100
2	9	Male	105	64
		Female	59	36
		Total	164	100
3	Age	15-20	105	37.4
		21-25	124	44.1
		Above 25	52	18.5
		Total	281	100

The above table 3 indicates the sex, grade level and ages of student respondent. Accordingly, as the information obtained from respondents in this regard shows, 185(65.8%) of student respondents were male and 96(34.2 %) of respondents were female students.

Regarding the respondents' age, as shown in the same table, 105(37.4%) of the respondents were between 15-20 years old, 124(44.1%) of the respondents were within the range of 21-25 years and the remaining 52(18.5%) of the respondents were above 25 years old. Thus, it is possible to conclude that the majority of the respondents were youngster \geq 21 years. Hence, the majority of the respondents were enough to provide information for their level about the ongoing process of teaching learning as well as the disciplinary problems that occur in the classroom.

The three groups of respondents were asked to indicate their back ground information's.

The details of the characteristics of the respondents are stated below.

Table 4: Description of Teachers, Principals and Supervisors by Sex, Age, Qualification and Service

No	Items		Respondents							
			Teachers		Principals		Supervisors		Total	
			No	%	No.	%	No	%	No	%
1	Sex	Male	63	85.2	7	100	3	100	73	86.9
		Female	11	14.8	-	-	-	-	11	13.1
		Total	74	100	7	100	3	100	84	100
2	Age	20-25	37	50	3	42.8	-	-	40	47.6
		26-30	28	37.8	3	42.6	2	66.6	33	39.3
		31-35	7	9.4	1	14.3	1	33.3	9	10.7
		36-40	1	1.4	-	-	-	-	1	1.2
		≥ 41	1	1.4	-	-	-	-	1	1.2
		Total	74	100	7	100	3	100	84	100
3	Qualification	Diploma	10	13.5	-	-	-	-	10	11.9
		Degree	64	86.5	5	71.4	3	100	72	85.7
		MA/MSc	-	-	2	28.6	-	-	2	2.4
		Total	74	100	7	100	3	100	84	100
4	Service	1-5	51	68.9	2	28.6	-	-	53	63.1
		6-10	15	20.3	4	57.1	3	100	22	26.1
		11-15	5	6.8	1	14.3			6	7.1
		16-20	2	2.7	-	-	-	-	2	2.4
		≥21	1	1.4	-	-	-	-	1	1.2
	Total	74	100	7	100	3	100	84	100	

As shown under table 4 item 1, 63 (85.2%) teachers, 7(100%) principals and 3(100%) secondary school cluster supervisors were males. On the other hand, 11(14.8%) of teachers were females. This implies that the participation of female teachers in the sample

secondary schools were low. Therefore, in case of staff respondents mainly the data found in this study were the perceptions of 86.9% male teachers, principals and supervisors.

The interviewees (Principals and cluster supervisors) were all males. From this one can conclude that female teachers were not adequate as teachers and leadership positions in schools. Hence, female teachers should be encouraged to be a leader as well as a teacher to be a model for female students especially in rural areas.

The age distribution of the respondents under item 4 of the same table indicated that the majority of the respondents, 37(50%) of teachers are found in the range of 20-25, 28(37.8%) of teachers were under the range of 26-30, and 9 (21.7%) of teachers are under the category of 31-45. Whereas, 6(85.7%) of principals and 1(33.3%) of cluster supervisor were under the category of 26-30 , only 1(14.3%) principal and 2(66.7%) cluster supervisors were under the category of 31-35 years. This indicates that a large number of respondents were found under the young age. Thus, it is possible to conclude that young teachers have a good opportunity and sufficient potential to manage their classroom effectively.

As far as the ages of principals and cluster supervisors concerned all are found under the young age. This indicates that they could be in a better position to help teachers in improving their work effectiveness’.

Item 3 of table 4 shows educational qualification of respondent. As it is indicated 10(12%) and 64(77.1%) of teachers had diploma and first degree respectively. With respect to educational qualification of supervisors and principals in item 3 of the same table reflects that 2 (28.6%) of principals were MA in educational leadership and 5(71.4%) were first degree in other subjects. While 3(100%) of the supervisors were first degree with none educational management. The data indicated that there is a discrepancy between for the teachers and for those under leadership positions that is prescribed by the ministry of education for the secondary level with a minimum requirement for teachers at least first degree and for principals and supervisors second degree (MOE, 2010). From this, one can deduce that insufficiently qualified teaching staffs and leadership positions appear

doubtfully to carry out the teaching-learning process and the management activities effectively.

Item 4 of the same table shows, 51(68.9%) of teacher respondents have 1-5 years of experience. Whereas 15(20.3%) of them have 6-10 years of service. The remaining 8(10.8%) of respondent teachers have above 10 year service. It is possible to conclude that the majority of the respondents' experiences were below six years. Thus, many of them are categorized under junior and beginner, assessing their attentiveness and promise towards classroom management timely would help to take the remedial solutions .Because having low service in teaching has its own significant impacts on managing students' behavior. Regarding the impacts of low experience Bosch (2006) in Unal and Unal (2012) assured that classroom management is a skill that can be gained through training and many years of experience in the field. He also added as teachers experienced, they become more controlling on both behavior and instructional management.

With respect to the experience level of the interviewees, principals 4(57.2%) have 6-10 years of service ,while 3(42.8%) of the principals have above 10 years of service. Whereas,3(100%) cluster supervisors have a service under the range of 6-10 year service.

4.2 Organizing and Managing the Physical Environment of the Classroom

Organizing and managing the physical environment of the classroom is one of the most important ways to improve the learning environment and prevent behavior problems before they actually occur. The physical arrangement of the classroom affects both the behavior of teachers and students. The teachers need to know different methods of organizing and managing their classrooms so that they can achieve their instructional objectives in an efficient manner as the same time can easily handle disciplinary problems

Table5: Respondents Views on the Practice of Organizing and Managing the Physical Environment of the Classroom

	Items	Responde nts	Responses						computed χ^2
			Rarely		Moderately		Frequently		
			No	%	No	%	No	%	
1	Teachers make unexpected change on students seating arrangement	Teachers	44	59.4	13	17.6	17	23	6.1
		Students	164	58.3	47	16.7	70	24.9	
		Total	208	58.6	60	16.9	87	24.5	
2	The seating arrangement in the classroom								
	A. Straight Row	Teachers	20	27	8	10.8	46	62.1	4.6
		Students	78	27.7	27	9.6	176	62.6	
		Total	98	27.6	35	9.8	222	62.5	
	B. Horse-shoe (U-shape)	Teachers	69	93.2	2	2.7	3	4	3.2
		Student	272	96.7	6	2.1	3	1.1	
		Total	341	96	8	2.2	6	1.7	
C. Modular(group or square)	Teachers	43	58.1	8	10.8	23	31	6.7	
	Students	159	56.5	44	15.7	78	27.7		
	Total	202	56.9	52	14.6	101	28.4		
3	Whatever method of teaching teachers employed, the straight row pattern of students' seating arrangement is more appropriate	Teachers	8	10.9	13	17.6	43	58.1	3.7
		Students	19	6.8	61	21.7	201	71.5	
		Total	17	4.8	74	20.85	244	68.7	
4	Teachers organize instructional materials in the classroom that enable students to see and hear instruction , and to minimize disruptive behavior	Teachers	25	33.8	11	14.9	38	51.3	15.3*
		Students	153	54.4	40	14.2	88	31.3	
		Total	178	50.14	51	35.5	126	35.5	
5	Teachers change their standing position in classroom periodically to support students and to control discipline problem	Teachers	24	32.4	12	16.2	38	51.3	16.4*
		Students	155	55.1	37	13.2	89	31.6	
		Total	179	50.4	49	13.8	127	35.7	
6	The physical environment of the classroom is arranged to improve learning and to prevent misbehaviors	Teachers	21	28.3	17	23	36	48.6	14.6*
		Students	146	51.9	53	18.9	82	29.1	
		Total	167	47	70	19.7	118	33.2	

The table value =9.487 at 0.05 significant levels with four degrees of freedom

As can be observed in table 5 of item 1, teacher and student respondents were asked whether teachers make unexpected change on students seating arrangement or not. To this end, 44(59.4%) teachers and 164(58.3%) student respondents confirmed the existence of such practice were rare. On the other hand, 17(23%) teachers and 70(24.9%) students replied that the stated activity was implemented frequently. Whereas, 13(17.6%) teachers and 47(16.7%) students replied that unexpected change on students seating arrangement was implemented moderately. In this regard, the computed chi-square value $\chi^2=6.1$ which is lower than the table value = 9.487 at significant level 0.05 with four degree of freedom. Thus, this shows there is no statistical significance difference between the majorities of the two groups of respondents' opinion.

Though, as many of the respondents replied the existence of the given activity were rare, the evidence obtained from observation in observed classes indicated that students during instruction were not seen to perform unexpected change on their seating. Teachers also were not practiced such activity by matching with the lesson purpose.

Responses for item 2, in the same table shows that 46(62.1%) teacher and 176(62.6%) of students assured that the seating arrangement that teachers frequently practiced in the classroom is straight row. On the other hand, 20(27%) teachers and 78(27.7) students replied that the stated activity were implemented rarely. Whereas, 8(10.8%) teachers and 27(9.6%) students replied more or less the straight row seating arrangement is practiced in the classroom. The computed Chi-square value $\chi^2= 4.6$ which is below the table value .This signifies that there is no significant difference of opinions with respondents' positions.

Under the same item 2 respondents were also asked how much is the horse shoe seating arrangement of students are practiced in the classroom .In this regard the majority of teachers 69(93.2%) and 272(96.7%) of students replied that the horse shoe seating arrangement was rarely practiced in their classroom. On the other hand, 3(4%) teachers and 3(1.1%) students replied that the activity was implemented frequently. While, 2(2.7%)

teachers and 6(2.1%) students assured that horse shoe seating arrangement were practiced but not as expected. The chi-square test signifies that there is no significant difference of opinions with respondents' positions. Similarly, respondents were also asked whether teachers practice modular (group or square) seating arrangements of students in the classroom or not. To this end, 43(58.1%) teacher and 159(56.5%) student respondents confirmed the existence of such practice were rare. On the other hand, 23(31%) teachers and 78(27.7%) students replied that teachers were frequently practiced the modular seating arrangement on their classroom. While, 8(10.8%) teachers and 44(15.7%) students also replied that the activity were implemented moderately. In this regard, the computed chi-square value $\chi^2=6.7$ is lower than the table value= 9.487 at significant level 0.05 with four degree of freedom. Thus, this shows that there is no significance difference between the majorities of the two groups of respondents' opinion.

Though, respondents respond differently evidences from classroom observation in the observed classes indicated that almost all of the sample secondary schools students seating arrangement were traditional (straight row). Besides, the physical facilities in the classroom were not conducive to make different seating arrangement.

However, regarding the types and appropriateness of seating arrangement studies conducted by Evertson et al. (2003) indicated that matching the seating arrangement sufficiently and continuously in the classroom with lesson purpose is a strategy for arranging the classroom in a manner to support the purpose of the lesson (e.g. Lessons designed for independent work such as seatwork, tests, etc.) are supported by an arrangement in rows or paired rows, lessons designed for group work (centers, teams, etc.) are supported by an arrangement in groups. This is to mean that, seating arrangements should match with lesson purpose. He concluded that if the seating arrangements in the classrooms do not match, lesson purposes can be distracting to students.

In table 5 of item 3, respondents were asked whether or not the straight row pattern of seating arrangement is more appropriate whatever teaching method is employed. Consequently, 43(71.7%) of teachers and 201(71.6%) respondents revealed that the stated

issue is more appropriate and implemented frequently. On the other hand, 8(10.9%) teachers and 19 (6.8%) students replied that the stated activity is less appropriate and rarely implemented. Whereas, 13(17.6%) teachers and 61(21.7%) students assured that the straight row pattern of students seating arrangement is moderately appropriate whatever teaching methods teachers applied. The chi-square test ($\chi^2 = 3.77$) which is lower than the tabulated value =9.487 also confirms that statistically there is no significant difference on the opinions of respondents or there was opinion similarity. Based on the majority of respondents, it is possible to infer that the practice of using straight row seating arrangement is frequently applied and teachers used for all types of teaching methods in the classroom.

On contrary, Jones (2000) in Dunbar (2004) indicated that a good classroom seating arrangement not to be constant rather it should be flexible to accommodate a variety of teaching activities. Besides, Evertson et al. (2003) assured that seating arrangement should match with lesson purpose.

As shown in table 5 of item 4, 38(51.4%) teachers and 88(31.3%) student respondents asserted that they were frequently practiced the stated task. Whereas, 153(54.4%) student and 25(33.8%) teacher respondents replied that teachers were less organized instructional materials in the classroom that enable students to see and hear instruction, to maximized their attention, task engagement and minimize their disruptive behavior. While, 11(14.9%) teachers and 40(14.2%) students assured more or less instructional materials were organized in the classroom that enable students to see and hear instruction .The Chi-square test also confirms that there is a significance opinion difference of the two groups of respondents about their knowledge on the teachers' effort in organizing and facilitating instructional materials in the classroom for the sake instructional effectiveness and minimizing disruptive behavior.

The information obtained from principals and supervisors that were conducted during supervision and follow up of the instructional activities in the classroom indicated that teachers did not adequately organized instructional materials. However, the researcher from his classroom observation confirmed that no other instructional materials were organized in the classroom to maximize the attention of students. They only use text books and chalk

didn't used and organized teaching aids like charts models and other instructional materials in the classroom that helps to get the attention of students. One can conclude from here, even though student and teacher respondents respond differently, based on the majority response and the data obtained from observation and interview the activity were not implemented adequately and regularly.

As can be observed in table 5 of item 5, 38(51.3%) teachers and 89(31.6%) students realized that teachers often change their standing position in the classroom to control the entire class discipline and to support students. On the other hand, 155(55.1%) students and 24(32.4%) teachers indicated that teachers were not often changing their position. Similarly, 12(16.2%) teachers and 37(13.2%) students assured that teachers were changed their position moderately in order to control the entire class discipline. The chi square test indicates statistically significance difference between the responses of the two groups.

In addition to this, the facts found from 28 observations conducted in the classroom assured that teachers were not often change their standing position. Moreover, the observed teachers did not seen moving to the inside and the back of the class during conducting instructions in the classroom to support and control the discipline, rather they stand and rarely move only at the front position of their students. Therefore, based on the result of the data obtained from observation and the majority responses, it is possible to conclude that the frequency of teachers to control the classroom discipline by changing their positions inside the classroom were rare.

As observed in table 5 item 6, respondents were asked whether teachers arrange the physical environment of the classroom to improve learning and to prevent misbehaviors before it occur or not. Consequently, 36(48.6%) teachers and 82(29.1%) students reveal that teachers frequently practice the stated activity. On the contrary, 146(51.9%) students and 21(28.3%) teachers replied that teachers were performed the stated activity rarely. While, 17(23%) teachers and 53(18.9%) students replied that teachers moderately arrange the physical environment of the classroom to improve learning and to prevent misbehavior. The chi-square computed at 0.05 level of significance with four degree of freedom was $\chi^2 = 14.6$,

which is higher than the table value =9.487. This implies that there is significance difference among the responses of two groups.

From the classroom observation of the researcher the physical environment of the class room in many of the secondary schools such as; seating arrangement were insufficiently arranged and many of them were not conducive to apply different teaching method.

The results of the majority responses indicated that the activities were practiced rarely, besides the data obtained from observation also assured that the activities were insufficient. From this it is possible to infer that the level of arranging the physical environment of the classroom for instructional improvement and to prevent misbehaviors were inadequate and rare.

In contrast to this, scholars such as, Savage (1999) assured that arranging the physical environment of the classroom adequately and continuously is one way to improve the learning environment and to prevent problem behaviors before they occur. Research on the classroom environment has shown that the physical arrangement of the classroom environment can affect the behavior of both students and teachers; and that a well-structured classroom tends to improve student academic and behavioral outcomes. In addition, the classroom environment should acts as a symbol to students and others regarding what teachers' value in behavior and learning.

4.3 Management Styles of Teachers in the Classroom

Table 6: Respondents view on the Practices of Classroom Management Styles

	Items	Respondents	Responses						Computed χ^2
			Rarely		Moderately		Frequently		
			No	%	No	%	No	%	
1	Teachers impose rules on students in the classroom	Teachers	36	38.7	16	21.6	22	29.8	7.8
		Students	137	46.6	38	13.5	112	32.8	
		Total	173	48.7	54	15.2	134	37.7	
2	Teachers give warning for misbehaving students	Teachers	47	63.6	16	21.6	11	14.9	2.3
		Students	154	54.8	68	24.2	59	20.9	
		Total	201	56.6	84	23.6	70	19.7	
3	Teachers check home works and class works continuously.	Teachers	26	35.1	18	24.3	30	40.5	8.4
		Students	75	26.7	71	25.3	135	48	
		Total	101	28.4	89	25.1	165	46.5	
4	Teachers allow delayed students to their class	Teachers	43	58.1	11	14.9	20	27.1	8.7
		Students	145	51.6	71	25.3	65	23.1	
		Total	188	53	82	23.1	85	23.9	
5	Teachers closely monitor the students behavior in the class	Teachers	25	33.7	21	28.4	28	37.8	14.7
		Students	130	46.2	90	32	61	21.7	
		Total	155	43.6	111	31.3	89	25	
6	Teachers participate students in decision making	Teachers	16	21.6	32	43.2	26	35.2	15.7
		Students	129	45.9	89	31.7	62	22	
		Total	145	40.8	121	34.1	88	24.9	

The table value =9.487 at 0.05 significant levels with four degrees of freedom

As it depicted in table 6 of item1, respondents were asked whether teachers impose rules on students in the classroom or not. Accordingly, 36 (38.7%) teacher and 137(46.6%) students totally 173(48.7%) respondents have confirmed that teachers rarely imposed rules in the classroom. On the other hand, 22(29.8%) teachers and 112(32.8%) students replied that teachers were frequently imposing rules on students. While, 16(21.6%) teachers and 38(13.5%) students realized that teachers moderately impose rules on their students. The chi square value at 0.05 significance level with four degree of freedom also becomes $\chi^2 = 7.8$ which is lower than the table value =9.487. This implies there is no statically significance difference between the responses of the two groups of respondents.

Based on the responses of the majority respondents and the chi-square value it is possible to conclude that teachers were rarely impose rules to be established and respected in the classroom.

Table 6 of item 2, revealed, 47(63.6%) teachers and 154(54.8%) students said that teachers were not often given warning for their students. On the other hand, 11(14.9%) teachers and 59(20.9%) students replied that the stated activity was repeatedly implemented. Whereas, 16(21.6%) teachers and 68(24.2%) students realized that teachers more or less implemented the stated activity. The chi-square test was also calculated to check whether the opinion difference exists among the two groups or not. As a result, the table value $\chi^2=9.487$ was found to be lower than the calculated $\chi^2=2.3$, for $df=4$, at 0.05 level of significance, which implies there is no statistical significant difference among the respondents response.

Furthermore, concerning teachers' classroom management style from the discussion of interview with the school principals and cluster supervisors; it was found that, most of the time teachers were not adequately feel responsibility about the management of students misbehavior by using different preventive mechanisms. The reason that almost all the interviewees suggested for this were "lack of skills and commitment of how to manage students' behavior in the classroom". Besides, as the interviewees described rather than giving solution and taking fair actions they send misbehaving students to the office by leaving their responsibility aside.

As observed in table 6 item 3, respondents were asked about their suggestion whether teachers check home works and class works in the classroom regularly. Accordingly, the majority 30(40.5%) teacher and 135(48%) student totally 165(46.5%) respondents replied teachers were frequently exercised the stated activity. On the other hand 26(35.1%) students and 75(26.7%) teachers totally 101(28.45%) respondents replied that teachers were rarely practiced it. Whereas, 18(24.3%) teachers and 71(25.3%) students totally 89(25.1%) respondents replied more or less teachers were checked class works and home works of their students.

The chi-square test was also calculated to check whether the opinion difference exists among two groups or not. As a result, the computed value $\chi^2 = 8.4$ which is lower than the table value =9.487, for df=4, at 0.05 level of significance, which implies there is no statistical significant difference between the majority respondents responses. It is possible to deduce that checking home works and class works of students were frequently practiced by teachers in the classroom.

Item 4 of table 6 indicated that the majority, 43(58.1%) teachers and 145(51.6%) students totally 188(53%) respondents replied that teachers were rarely allowed delayed students in their classes. Whereas 20((27.1%) teachers and 65(23.1%) students totally 85(23.9%) respondent replied that teachers frequently allowed delayed students for their class. While, 11(14.9%) teachers and 71(25.3%) students assured that teachers to some extent allowed late students in their classes. The calculated chi-square value $\chi^2 = 8.737$ was lower than the table value =9.487 it implies that there is no statistical significance difference between the majority responses of the two group respondents. Based on the majority of respondents and the chi-square value it is possible to conclude that teachers were rarely allowed delayed students from their class.

In the same table of item5, respondents were asked whether teachers closely monitor students' behavior in the class or not. Accordingly, 28(37.8%) teachers and 61(21.7%) students replied that teachers were frequently monitor their students behavior in the class .On the other hand, 130(46.2%) students and 25(33.7%) teachers replied that the stated activity were implemented rarely. While, 90(32%) students and 21(28.4%) teachers respond that the activity were practiced moderately. The chi-square was also calculated to check the opinion difference between the two group respondents. Accordingly, the calculated chi square $\chi^2 = 14.7$ which is greater than the table value=9.487 with 0.05 level of significance at four degree of freedom. This implies that there were opinion differences between the majority respondents response. The information obtained from the interview of many of the principals indicated that teachers were less emphasized to monitor the misbehavior of students in order to have safe learning environment in the classroom. Besides the observed teachers during classroom observation were not seen to treat and

closely monitored misbehavior of their students. Therefore, based on the majority responses, the results of interview and observation it is possible to conclude that the level of implementations of the stated activity was rare and inadequate.

As observed in table 6 of item 6, respondents were asked about the participation of students in classroom decision making. Accordingly, 26(35.2%) teachers and 62(22%) students replied that students were frequently participated in decision making. On the other hand, 129 (45.9%) students and 16(21.6%) teachers replied that students were rarely participated in decision making. While, 32(43.2%) teachers and 89(31.7%) students were replied that teachers participated their students in decision making but not as expected. The calculated chi-square value was also greater than the table value it implies that there is a significance difference between the responses of the two group respondents. While the results obtained from principals and supervisors revealed that students were not often involved in classroom decision making activities, teachers did not participate them. So, it is possible to conclude that the practice of participating students in classroom decision making under the study were rare.

Therefore, as the data obtained from the majority responses, interview with principals and supervisors, and classroom observation that held by the researcher, it is possible to conclude that the activities under the management styles of teachers stated as item 1,2,4,5 and 6 were practiced rarely to enhance students responsibility, interaction and performances. Its overall implication is that teachers need to give warning for misbehaving students, rules should be impose with in agreement or interest of students to prevent disruptive behavior and to guide the classroom activities, students should participate with decisions in the classroom regularly and adequately. This makes the instructional activities in the classroom smooth and democratic.

4.4 Principles of Classroom Management

Classroom management and management of student conduct are skills that teachers acquire and work on time. Skills such as effective classroom management are central to teaching and require common sense, consistency, a sense of fairness, and courage. These skills also require that teachers understand in more than one way the psychological and developmental levels of their students. The skills associated with effective classroom management are only acquired with practice, feedback, and a willingness to learn from mistakes.

Table 7 : Respondents View on the Applications of Classroom Management Principles

No	Items	Respondents	Responses						Computed χ^2
			Rarely		Moderately		Frequently		
			No	%	No	%	No	%	
1	Teachers have clear and realistic beliefs' enhance students learning by minimizing students discipline problem	Teachers	22	29.7	15	20.3	37	50	15.5*
		Students	163	58	35	12.4	83	29.5	
		Total	185	52.1	50	14.1	120	33.8	
2	Teachers recognize and encourage students in the classroom.	Teachers	28	37.8	11	14.9	35	47.2	19*
		Students	138	49.1	53	18.9	90	32	
		Total	166	46.7	64	18	125	35.2	
3	Teachers provide chance of participation in discussion for all students in the classroom	Teachers	28	37.8	7	9.5	39	52.7	20.1*
		Students	163	58	34	12.1	84	29.8	
		Total	191	53.8	41	11.6	123	34.6	

The table value =9.487 at 0.05 significant levels with four degrees of freedom

As depicted table 7 item 1, 37(50 %) teachers and 83(29.5%) students replied that teachers have clear and realistic prospects to enhance students learning by minimizing students' disciplinary problem regularly. On the other hand, 163(58%) student and 22(29.7%) teachers gave their view as teachers have rare prospects to minimize students discipline

problem. While, 15(20.3%) teachers and 35(12.4%) students replied that teachers have prospects to minimize students discipline problem by enhancing students learning but not as much expected.

The computed chi square value $\chi^2 = 15.5$ is greater than the table value = 9.487 at a significant level of 0.05 with four degree of freedom. This implies that there was statically significance difference on the responses of the two groups of respondents concerning their expectation on students' disciplinary problem. The information obtained from the interview held with the principals, and cluster supervisors indicated that many of the teachers have rare beliefs' for their students to enhance their learning by minimizing students' disciplinary problems in the classroom. Therefore, based on the data obtained from the majority responses and the result obtained from interview it is possible to conclude that teachers were rarely used their effort to enhance students learning and minimize the disruptive behavior of students. However, scholars such as, Ahmed (2010) assured that classroom management to be successful teachers should follow certain principles regularly and adequately as having clear and realistic expectations, communicating with other teachers, being self-assured, always do a follow-up and understanding students role is used to minimize disruptive behavior and enhance students to their learning.

As it can be seen from table 7 item 2, respondents were asked whether teachers recognize and encourage students in the classroom or not. As it is depicted that 35 (47.2%) teachers and 90(32%) students replied that teachers recognize all students and frequently encourage in the classroom. On the other hand, 28 (37.8%) teachers and 138(49.1%) student respondents were given their opinion that were rarely applied it. While, 11(14.9%) teachers and 53(18.9%) students said that teachers relatively recognize and encourage students in the classroom. As a result, the table value =9.487 was found to be less than the calculated

$\chi^2=19.02$, at four degree of freedom with 0.05 level of significance, which implies there is statistically significant difference among the respondents responses. While the data obtained during the interview held with supervisors and principals indicated that many of the teachers were not encourage and recognized their students properly this was also one cause for students to disturb the class. Therefore, based on the majority responses and the data obtained from interview it is possible to conclude that teachers were rarely recognized and

encouraged their students in the classroom. However, this finding may go against Ahmed's (2010) finding, because he assured giving regular and adequate recognition for adolescent students and encouraging them helps to have successful classroom management and minimizing misbehaviors.

As indicated in table 7 item 3, respondents asked whether teachers provide an opportunity of participation in discussion for all students in the classroom or not. In this respect, 39(52.7%) teachers and 84(29.8%) students reported that teachers were practiced the stated issue frequently. On the other hand, 163(58%) students and 28(35.7%) teachers respondent replied that the opportunity of participation of all students in the classroom were rare. While, 7(9.5%) teachers and 34(12.1%) students assured that teachers moderately provide opportunity of participation in discussion for all students in the classroom. The chi-square test was also calculated to check whether the opinion difference exists among two group respondents or not. As a result, the computed value $\chi^2 = 20.1$ is greater than the table value =9.487, at four degree of freedom with 0.05 level of significance, which implies there is statistically significant difference between the respondents' responses. As the result obtained from classroom observation and the data obtained from interviewee during the time of interview revealed that many of the teachers were not provide a chance of participation for all students during instructions in the classroom, if they tried to practice only to courageous students. One can infer from this many of the teachers were not often practice the activity properly to participate and discuss students equally rather they focused with some courageous students only. However, students should have gotten a chance of getting participation for all activities that occurred in the classroom.

Regarding table 7 the response of the majority of teachers and students, indicated that the stated activities were rarely practiced besides the data obtained from interview held with school principals and cluster supervisors and the classroom observation conducted by the researcher indicated that many of the teachers were rarely and inadequately perform their duties to follow the principles of classroom management. Performing activities, like recognizing and encouraging students in the classroom, providing opportunities of participation and having clear belief for all students which demand

commitment and effort from teachers that helps for students to be efficient on their learning and minimize their unwanted behavior. Even though they perform the activities rarely as depicted in the above discussion, the literature indicated that they have to play the central role in promoting successful classroom management.

4.5 Relationship between Students and Teachers in the Classroom

Effective and smooth relationship in the classroom is essential to the success of both the student and the teacher. Appropriate teacher-student relationships is an important means for preventing discipline problem. However, teachers' negative reactions to get response may cause and emphasize strained relationships between students and teachers. Learning and teaching in the classroom predominately take place through interpersonal communication between teachers and students. The context in which this communication occurs and the relationships between teachers and students are neither fixed nor predetermined. Rather they are constructed by the teacher and students, and negotiated by them as they act and react through verbal and non-verbal behaviour. The management of communication is one of the central tasks of the classroom teacher.

Table 8: Respondents view on the Practice of Communication in the classroom

No	Items	Respondents	Responses						Computed χ^2
			Rarely		Moderately		Frequently		
			No	%	No	%	No	%	
1	Teachers work collaboratively with students for the good of the school and the education of students	Teachers	21	28.3	22	29.7	31	41.8	14.8*
		Students	148	52.6	61	21.7	72	25.6	
		Total	169	47.6	83	23.4	103	29	
2	Teachers communicate with students positively and accept their feeling, view and suggestion in the classroom	Teachers	21	28.4	21	28.4	32	43.2	19.4*
		Students	139	49.4	46	16.4	96	34.1	
		Total	160	45	67	18.8	128	36	
3	Teachers listen and follow up students attentively to prevent their unwanted behavior	Teachers	14	18.9	24	32.4	36	48.6	17.8*
		Students	146	51.9	60	21.3	75	26.6	
		Total	160	45.1	84	23.7	111	31.3	
4	Teachers use an appropriate volume of voice during lesson presentation in the classroom for students	Teachers	18	24.4	15	20.3	41	55.4	8.7
		Students	91	32.4	32	11.4	158	56.2	
		Total	109	30.7	47	13.2	199	56	
5	Teachers communicate with courageous student than others in the classroom	Teachers	6	8.1	15	20.3	53	71.6	8.2
		Students	23	8.1	31	11	227	80.7	
		Total	29	8.2	46	12.7	280	50.9	
6	Teachers respect and give positive feedback for students to solve common disciplinary problems in the classroom	Teachers	25	33.7	9	12.2	40	54	21.9*
		Students	210	74.7	36	12.8	35	12.5	
		Total	235	66.2	35	9.85	75	21.1	
7	Students are quite listening when someone else is talking in the classroom	Teachers	54	72.9	16	21.6	7	9.5	8.2
		Students	206	73.3	50	17.8	25	8.9	
		Total	260	73.2	66	18.6	32	9	
8	Teachers clearly communicated to their students the social and personal code of conduct in the classroom discipline	Teachers	52	70.2	10	13.5	12	16.2	5.6
		Students	216	76.8	44	15.7	21	7.4	
		Total	268	75.5	54	15.2	33	9.3	

The table value $\chi^2=9.487$ at 0.05 significant levels with four degrees of freedom

As it can be seen from table 8 item 1, respondents were asked about the work collaboration of teachers with students for the good of the school and the education of students. To this point, 31 (41.8%) teachers and 72(25.6%) students reported that teachers frequently work collaboratively with their students. On the contrary, 148(52.6 %) students and 21(28.3%) teacher respondents suggested their view that the practices of work collaboration of teachers with their students were rare. At the same time, 22(29.7%) teachers and 61(21.7%) students asserted that teachers moderately collaborate with students for the good of the school and education of their students. The chi-square test was also calculated to check whether the opinion difference exists among two group respondents or not. As a result, the computed value $\chi^2 = 14.8$ is greater than the table value =9.487, at four degree of freedom with 0.05 level of significance, which implies there is statistically significant difference between the respondents' responses. However as many of interviewees respond during the interview, the level of collaboration between teachers and students were not often seen in the classroom, rather disrespect and aggressiveness were mainly observed. Therefore, based on the majority responses and the data obtained from interviewees, it is possible to infer the work collaboration of teachers with their students in the classroom were rare and not smooth. Its implication is that teachers must be devoted to work towards positive interaction with students, in part by creating an optimal learning environment within the classroom in order to have smooth and sufficient work collaboration regularly.

As shown in the same table of item 2, teacher and student respondents were asked whether teachers communicate with students positively and accept students feeling, view and suggestion in the classroom or not. In this respect, 32(43.2%) teachers and 96(34.1%) students replied that teachers implement the stated issue frequently. On the other hand, 139(49.4%) student and 21(28.4%) teachers showed their views that the communication level between teachers and students were rarely and teachers rarely accepted students feeling, view and suggestions in the classroom. At the same time, 21(28.4%) teachers and 46(16.4%) students promised that teachers moderately communicate with students positively and accept their feeling. The calculated chi-square value is greater than the tabulated value. This implies that there is a significance difference between the responses of the two groups

of respondents. The information obtained during the discussion of the interview held to principals and supervisors reported that the relationship between teachers and students in the classroom were not often smooth, the reason that they suggested for this were students did not give respect and were not obeyed for them, similarly some teachers were not give attention to understand the feeling and suggestion of their students.

Hence, according to many of the respondents' response, and the data obtained from the interviewee, it is possible to conclude that the practice of the stated issue was rare. Its implication is that, if there is no regular and adequate smooth relationship between teachers and students in the classroom, disciplinary problems will be encouraged and leads to the ineffective teaching learning process. Therefore, teachers did not used their effort frequently to create favorable conditions to have smooth relation with their students in order to implement teaching learning smoothly.

In the same table item 3, respondents were requested whether teachers listen and follow up students attentively to prevent their unwanted behavior or not. Accordingly, 36(48.6%) of teachers and 75(26.6%) students verified that teachers were frequently listen their students to prevent students unwanted behavior. On the other hand, 146(51.9%) student and 14(18.9%) teachers agreed on their view that the practices in this respect were rare or not adequate. Whereas, 24(32.4%) teachers and 60(21.3%) students replied that teachers moderately listen and follow students to prevent their unwanted behavior.

The chi-square test was calculated to check whether the opinion difference exists among the two groups of respondents. Accordingly, the computed chi-square value ($\chi^2=17.8$) was greater than the table value =9.487 at 0.05 significant levels with four degrees of freedom. This implies that there is a significance difference between the responses of the two groups of respondents.

Based on the majority responses one can infer from this, teachers rarely make a follow up and listen what their students perceive and need in the classroom to prevent unwanted behaviors.

In the same table above item 4, respondent were asked whether teachers use appropriate volume of voice during lesson presentation in the classroom or not. Accordingly, 41(55.4%) of teachers and 158(56.2%) students replied that teachers frequently applied the stated issues. On the other hand, 18(24.4%) teachers and 109(30.7%) student respondents responded teachers did not often use appropriate volume of voice during lesson presentation. At the same time, 15(20.3%) teachers and 32(11.4%) students realized that volume of voice used by teachers during lesson presentation were moderate.

The calculated chi-square value ($\chi^2=8.7$) which is less than the tabulated value =9.487 at 0.05 level of significance with four degree of freedom. This implies, there is no significance difference between the responses of two groups of respondents.

According to the evidences obtained from the classroom observation many of the observed teachers were reliable in using appropriate volume of voice during lesson presentation. Besides, all supervisors and many of principals assured that the voice volume of teachers during instruction were reliable and they frequently applied it.

As indicated in table 8 of item 5, respondents were asked whether teachers communicate with courageous student than others in the classroom or not. In this respect, 53(71.7%) teacher and 227(80.8%) of student respondents confirmed that communication with courageous student were frequently applied in the classroom. On the other hand, 6(8.1%) teachers and 23(8.1%) students replied that the activity was implemented rarely. While, 15(20.3%) teachers and 31(11%) students assured that teachers moderately communicated with courageous students than others.

The chi-square test was also calculated to check whether the opinion difference exists among two groups or not. As a result, the computed value $\chi^2=8.8$ is lower than the table value =9.487, with four degree of freedom, at 0.05 level of significance, which implies there is no statistically significant difference between the respondents responses.

According to the majority responses it is possible to infer that communication between students and teachers in the classroom was mainly focused with courageous students.

The implication is that having communication in the classroom should be without discriminations, however, departing only courageous students regularly for communication could create disrespectfulness and discipline problem by other students who had not gotten the chance of communication as that of courageous students have gotten.

As can be seen table 8 of item 6, respondents were asked whether teachers respect and give positive feedback for students to solve common disciplinary problem or not. Accordingly, 40(54%) teachers and 35(12.5%) students replied that teachers were given frequent respectation and positive feedback for their students to solve common disciplinary problems. Whereas, 25(33.7%) teachers and 210(74.7%) students replied the implementation of the stated activity by teachers were rare. As the same time, 9(12.2%) teachers and 36(12.8%) students assured that the activity was moderately practiced by teachers. The computed chi square value ($\chi^2 = 21.9$) is greater than the table value =9.487 at 0.05 significant level with four degree of freedom. This implies that there is a significance difference between two groups of respondents concerning the idea that was stated. However, the response from the interviewee: the five principals and the three cluster supervisors also confirmed that the level of respectation between students and teachers in the classroom were rare. As they stated some troublesome students bullied their teachers and their peers. The reason that they suggested for this were “the disobedient of students for rules and their teachers, and the unresponsive management styles of teachers on students’ behavior”. Whereas, the two principals reported that the level of respectation between teachers and students were moderate. Besides, the evidence from the observed classes indicated that students have a basic lack of respect for themselves and their teachers.

Thus, it is possible to conclude that teachers rarely give fair respectation and positive feedback for students’ opinion to solve common disciplinary problems and students were less obeyed and less respected their teachers in the classroom under the study.

Item 7 of the same table indicated that the majority, 54(72.9%) teachers and 206(73.2%) students responded that students not often listen silently when their teachers taught or someone else talks in the classroom. On the other hand, 7(9.5%) teachers and 25(8.9%)

students responded that students often listen silently when someone else is talking in the classroom. As the same time, 16(21.6%) teachers and 50(17.8%) students replied that students were moderately quite listening. The test revealed the calculated chi-square $\chi^2 = 8.2$ was less than the table value = 9.487 at significant level of 0.05 with four degree of freedom, which implies no significance difference among the two group of respondents' response or have similar opinions.

Similarly, the data obtained from classroom observations and students discipline files indicated that some of the students were not often listen silently their teachers in the classroom rather playing mobile games, were not attentively follow during instruction, they talk, especially those who were sitting at the back of the classroom.

In item 8 of table 8, respondents were asked to give their view about the prevalence of teachers that clearly communicated to their students the social and personal code of conduct in the classroom discipline. Accordingly, 52(70.2%) teachers and 216(76.8%) students replied that the practice of the stated issue were very rare. On the other hand, 12(16.2%) teachers and 21(7.4%) students respond that the activities were implemented frequently. While, 10(13.5%) teachers and 44(15.7%) students replied that teachers moderately communicate the social and personal code of conduct to their students in the classroom discipline. The computed chi-square $\chi^2 = 5.6$ is less than the table value = 9.487 at 0.05 significant levels with four degree of freedom. This depicts that there is no significance difference between the respondents response. Based on the responses of the majority respondents and the calculated chi-square value it is possible to infer that teachers were rarely communicated with their students to specify the communal and individual code of conduct in classroom discipline.

On the contrary, studies conducted by Purkey and Smith (1983) as indicated in Eggen and Kauchack (2004) assured the appropriateness of clearly and adequately communicating the rules of a social and personal code of conduct, which is a major step in setting up an effective program for classroom discipline. However, as they described unclear communication or rules dealing with classroom discipline are likely to result in a lack of compliance or an increase in

problem behavior, because the students are unclear as to what behaviors are acceptable and unacceptable.

Table 8 explicitly shows, the information obtained from the interviewees, classroom observations and the majority of the teachers and student respondents indicated that the relationship between students and teachers in the classroom were less effective or it was not as such expected. For instance, respecting between teachers and students were rare, troublesome students were not always quite listening during instructions and are not obeyed for rules and their teachers. It is possible to conclude that teachers rarely give emphasize to strengthen the relationship in the classroom by creating a positive learning environment in order to minimize disciplinary problems.

However, studies conducted by Robert and Jana (2003) as indicated in Ahmed (2010) assured that effective teachers should continuously encourage congruent communication processes with students and are able to create meaningful bonds with their students based on genuine social interactions. To this end creating a positive learning environment requires attentiveness to the way in which teachers communicate with students. Besides, the findings of Glasser (1990) as indicated in Ahmed (2010) also realized that teachers need to encourage their students to verbalize their own knowledge so that they can teach more efficiently.

4.6 Motivating Students in the Classroom

Motivation is one of the fundamental psychological factors at work behind learning. The teacher by creating interactional atmosphere can enhance the motivation of students at various degrees in order to have smooth and effective instruction to take place and to handle misbehaviors in the classroom .

Table 9: Respondents view on the Practice of Motivating Students on their Learning

	Items	Respondents	Response						Computed χ^2
			Rarely		Moderately		Frequently		
			No	%	No	%	No	%	
1	Teachers motivate all students equally without discriminations in the classroom	Teachers	16	21.6	16	21.6	42	56.8	18.7*
		Students	135	48	51	18.1	95	33.8	
		Total	151	42.5	67	18.8	137	38.6	
2	Teachers encourage Students who respond question willingly in and out of the classroom	Teachers	25	33.8	23	31.1	26	35.2	13.9*
		Students	130	46.2	90	32	61	21.7	
		Total	155	43.6	113	31.8	87	24.5	
3	Teachers use a variety of teaching techniques to motivate students learning and to minimize distracting behavior	Teachers	14	19	23	31.1	37	50	22.8*
		Students	134	47.7	61	21.7	86	30.6	
		Total	148	41.7	84	23.7	123	34.6	
4	Teachers implement their instructional tasks properly to motivate and prevent misbehavior	Teachers	29	39.2	11	14.9	34	46	17.1*
		Students	147	52.3	67	23.8	67	23.8	
		Total	176	49.6	78	22	101	28.4	
5	Teachers create positive learning environment to enhance the motivation of students at all levels of academic achievement	Teachers	17	23	10	13.5	47	63.5	15.2*
		Students	168	59.8	47	16.7	66	23.5	
		Total	185	52.1	57	16.1	113	31.8	

The table value $\chi^2=9.487$ at 0.05 significant levels with four degree of freedom

As indicated in table 9 of item 1, respondents were asked whether teachers motivate students equally without discriminations in the classroom or not. Accordingly, 42(56.8%) teacher and 95(33.8%) students replied that teachers frequently motivate all students equally without discrimination. In contrast, 135(48%) students and 16(21.6%) teachers reported that the activity of motivating students without discrimination were rare. Whereas, 16(21.6%) teachers and 51(18.1%) students realized that the frequency of motivating students equally without discrimination is moderate. The chi-square test was also calculated to check whether the opinion difference exists among two groups or not. As a result, the computed value $\chi^2 = 18.7$ is greater than the table value =9.487, with four degree of freedom, at 0.05 level of significance, which implies there is statistically significant difference between the respondents' responses.

Evidences found from the observed class and interview held with school principals and cluster supervisors in which that were observed during supervision time asserted that teachers were not motivate students equally, and if they might seen committed, their practice was limited mainly to motivate brave students only. From this, it is possible to infer that the motivation level of students equally were limited. As a result of discrimination in motivation many of the students might not dedicated to follow teachers' instruction and rules adequately.

In item 2 of the same table, respondents were asked whether students respond question willingly in the classroom and teachers encourage them or not. Accordingly, 26(35.1%) teachers and 61(21.7%) students assured that students respond questions willingly and teachers encourage them. On the other hand, 25(33.8%) teachers and 130(46.2 %) students reported that the frequency of responding questions willingly by students were rare. Whereas, 23(31.1%) teachers and 90 (32.1%) students were suggested the activity of the stated issue were performed as not expected. The computed chi-square values was also calculated $\chi^2=13.9$, which is greater than the table value =9.487 at significant level of 0.05 with four degree of freedom, it shows there is a significance difference between the responses of the two group of respondents.

As the information collected from the interview held to school principals and supervisors and evidences from class observation indicated that many of the teachers were not much devoted

to motivate their students adequately by providing verbal encouragement as a result of this the prevalence of responding questions freely by students were limited.

Responses for item 3, in the same table shows that 37(50%) teachers and 86(30.6%) students asserted that teachers frequently used variety of teaching techniques to motivate students learning and minimized distracting behaviors. On the other hand, 134(47.7%) students and 14(19%) teachers ensured that using varieties of teaching methods to motivate students learning and minimize distracting behavior in classroom were rare. While, 23(31.1%) teachers and 61(21.7%) students revealed that teachers practiced the stated issue moderately. The calculated chi-square value of this item was also greater than the tabulated value. This implies there is a significance difference between the responses of the two group respondents.

Similarly, the information obtained from the interview with school principals, supervisors and observations conducted in the classroom assured that teachers were less applied different teaching methods to initiate in order to minimize the distracting behavior in the classroom and to improve students' academic achievement. Besides, the document analysis from supervision files indicated that teachers only practiced the lecture methods of teaching. Based on the chi-square result, the data obtained from the majority of respondents, interview, observation and document analysis it is possible to conclude that teachers were rarely used their effort to minimized distracting behavior of students by motivating them using different methods of teaching in the classroom.

In table 9 of item 4, respondents were asked whether teachers implement their instructional tasks properly and were a role model to motivate and prevent misbehavior or not. Accordingly, 34(46%) teachers and 67(23.8%) students replied that teachers were frequently implemented the stated issue. Whereas , 147(52.3%) students and 29(39.2%) teachers pointed out that teachers were rarely implement their instructional tasks properly and they were rarely role models to motivate and prevent misbehavior. On the other hand, 11(14.9%) teachers and 67(23.8%) students agreed that the stated issue were implemented moderately. A chi-square value was also computed to see whether there was difference among the responses of the two groups of respondents. Hence, the table value =9.487 was

lower than the computed chi-square values $\chi^2=17.1$ at significance level of 0.05 with four degree of freedom, which implies there is significance difference between the two group of respondents.

Similar with the majority respondents, responses from interview indicated that almost all of the informants who participated in the interview expressed that many of the secondary school teachers were not much committed to implement their instructional activities effectively and were less role model for their students. For instance, as they described, they did not attend class on time, they leave the class before the bell is rung, did not give attention for disciplinary problems that occur in the classroom. Hence, it is possible to infer that teachers in sample schools were less committed to implement classroom instructional activities properly.

As indicated in table 9 of item 5, the majority, 47(63.5%) teacher and 66(23.5%) students said that teachers frequently create positive work environment to enhance the motivation of students at all levels of academic achievement. On the other hand, 168(59.8%) student and 17(23%) teachers replied that teacher's effort to create positive work environment to enhance and motivate students were limited. While, 10(13.5%) teachers and 47(16.7%) students replied that the activity of the stated issue was implemented moderately.

Similarly, the evidences obtained from the interviewees and observation held in the classroom assured that the interactional atmosphere created by teachers to enhance the motivation of students at all levels were very rare. As many of the interviewees described teachers were less devoted to enhance motivation of their students at all levels (low level, medium level). Rather their practice was limited with only courageous or high achiever students. Therefore, one can infer from the above response that even though majority of teachers perceived themselves as they did best on the stated activities, responses from other respondents and classroom observations disproved it. Its implication is that, teachers should create a positive work environment in order to motivate all students at different levels of academic achievement,

4.7 Developing Rules and Procedures

Classroom management requires that the teachers plan, implement, evaluate, improve and maintain effective classroom management rules and procedures throughout their profession. Comprehensive classroom management involves not only responding effectively to the problems that arise during teaching, but also preventing them from occurring frequently. This will require them to understand and put into practice a number of underlying skills to develop rules and procedures.

Table 10: Respondents Views on the Practice of Developing Rules and Procedures in the Classroom

N O	Items	Respondents	Responses						Computed χ^2
			Rarely		Moderately		Frequently		
			No	%	No	%	No	%	
1	Teachers establish rules with procedures in the classroom for students behavior which is appropriate and which is inappropriate	Teachers	47	63.5	2	2.7	25	33.8	9
		Students	152	54	60	21.4	67	23.8	
		Total	199	56.5	62	17.5	92	25.9	
2	Teachers involve students in the establishing of common ground rules and procedures	Teachers	45	60.8	19	25.7	10	13.5	8.3
		Students	215	76.5	45	16	21	7.5	
		Total	260	73.2	64	18	31	8.7	
3	Teachers minimize confusion and interruptions for learning in the classroom by establishing adequate rules and procedures	Teachers	43	58.1	20	27	11	14.8	8.6
		Students	152	54	76	27	53	18.9	
		Total	195	54.9	96	27	64	18	
4	Students obey for classroom rules and regulation	Teachers	42	56.7	22	29.7	10	13.5	2.1
		Students	167	59.4	68	24.1	46	16.4	
		Total	209	58.9	90	25.3	56	15.8	
5	Rule and procedures in the classrooms are								
	A, Established and known by students and teachers	Teachers	52	70.2	15	20.3	7	9.5	7.8
		Students	205	72.9	65	23.1	11	3.9	
		Total	257	72.4	80	22.5	18	5.1	
	B, Posted on the board	Teachers	62	83.7	7	9.5	5	6.7	8.6
		Students	253	90	27	7.8	6	2.1	
		Total	315	88.7	34	9.57	11	3.1	
	C, Fair and general that encompass many class room behaviors	Teachers	43	58.1	19	25.7	12	16.2	9.1
		Students	181	64.4	62	22.1	38	13.5	
		Total	224	63.1	81	22.8	50	14.1	

The table value =9.487 at 0.05 significant levels with four degree of freedom

As can be seen from table 10 of item 1, the majority, 47(63.5%) teachers and 152(54 %) students, responded that the intensity of teachers to establish rules and procedures in the classroom for students behavior which is appropriate and which is inappropriate were rare. On the other hand, 25(33.8%) teachers and 67(23.84%) students replied that the activity was implemented frequently. While, 2(2.7%) teachers and 60(21.4%) students assured that teachers relatively implemented the stated issue.

The computed chi-square value $\chi^2 = 9$ is lower than the table value =9.487 at a significant level of 0.05 with four degree of freedom. This implies that there is no significance difference among the response of the two groups of respondents.

Likewise, the data from interview indicated that teachers were not practiced to establish specific classroom rules in their classroom which helps students to know what is appropriate and what is inappropriate. As many of the informants said rather than setting their own rules, teachers expect rules and procedures from the school .They also added that teachers have not discipline plan to handle the disciplinary problems that occur in the classroom. It is possible to infer that teachers lack commitment to develop rules and procedures in order to handle disciplinary problem in the classroom. Besides, the absence of discipline plan in the classroom could be the cause of disciplinary problems.

However, this finding may go against the studies of Singh (2003) that he assured effective classroom management always requires clear principles, rules and procedures to be established for students and based on their understanding what behaviors are expected of them.

As can be seen from table 10 of item 2, respondents were asked whether teachers participate students in establishing common ground rules and procedures or not. Accordingly, 45(60.8%) teachers and 215(76.5%) students responded that classroom rules established by the participation of teachers and students were rare. On the other hand, 10(13.5%) teachers and 21(7.5%) students replied that teachers were frequently

participated students in establishing rules and procedures. While, 19(25.7%) teachers and 45(16%) students respond that the activity was implemented moderately.

The calculated chi-square value was also lower than the table value. This indicates that there was no significance difference between the responses of the two groups of respondents.

Similarly, the responses from the interview questions indicated that teachers were not much practiced to establish common classroom rules with the collaboration of students. This was because setting common classroom rules with the collaboration of teachers and students were not common in their schools. One can conclude, students have not gotten adequate chance to establish classroom rules together with teachers, besides teachers were not adequately practiced to establish classroom rules that governs both teachers and students.

However, studies conducted by PARA Project (2004) assured that students always need to be involved in rule setting in order to promote student ownership of the rules and more student responsibility for their own behavior.

Regarding teachers practice to minimize confusion and interruptions for learning in the class room by establishing adequate rules and procedures in table 10 of item 3, the majority, 43(58.1%) teachers and 152(54 %) students reported their view as the practice of the stated issue was not adequate. On the other hand, 11(14.8%) teachers and 53(18.9%) students respond that the activity was implemented frequently. While, 20(27%) teachers and 76(27%) students assured that minimizing confusion and interruptions of learning by teachers in the class room were moderately practiced. The computed chi-square value $\chi^2 = 8.6$ lower than the table value $=9.487$ at significant level of 0.05 with four degree of freedom. This indicates that there is no significant statistical difference between the views of the majority of teachers and students. Therefore, based on the majority responses and the chi square value we can deduce that teachers were less committed to establish rule and procedures in order to facilitate teaching learning activities by avoiding confusion and interruption.

As shown in table 10 of item 4, respondents were asked whether students obey for classroom rules and regulation or not. Accordingly, 42(56.7%) teachers and 167(59.4%)

students agreed on the majority were rarely obeyed for rules and regulation of the classroom.

On the other hand, 10(13.5%) teachers and 46(16.4%) students replied that students were frequently obeyed for rules and regulations. Whereas, 22(29.7%) teachers and 68(24.1%) students assured that the stated activity were implemented moderately.

The calculated chi-square value $\chi^2 = 2.1$ was also lower than the table value =9.487 at significant level of 0.05 with four degree of freedom. This implies that there was no significance difference between the responses of the two groups of respondents.

Similarly, the data obtained from interview indicated that students were mainly indiscipline. The reason that they suggested were unable to find control and absence of adequate and effective leading rules and procedures established in common. Besides, the information taken from documents indicated that some students were not respect rules, disturb their teachers during instruction by playing mobile games, exchange text messages with their peers and laughing, speak without raising hands and permission during instruction. Some were also bullied their peer in the classroom. Thus, it is possible to infer that students were highly disobedient for their teachers due to the absence of adequate and effective leading rules and procedures established with the common interest of students and teachers based on the school policy.

In table 10 of item 5, respondent were asked about the rules and procedures of the classroom whether they established and known by teachers and students, posted in the board, fair and general that encompass many class room behaviors or not. Consequently, the majority of teacher and student respondents responded that the stated issue was rarely practice. On the three sub items under item 5, a chi-square-test was also calculated to check whether opinion difference exists among the two groups or not. Accordingly, the computed chi square value $\chi^2 = 7.8$, 8.6 and 9.1 for sub items A, B and C respectively, was found to be lower than the table value $\chi^2 = 9.487$ with four degree of freedom at the

0.05 level of significant. This implies that there was not statistically significance difference on the response of the two groups of respondents.

The data obtained from interview and observation indicated that classroom rules and procedures were not seen established adequately with the common interests of both teachers and students. As many of the interviewees described it was not habitual to involve students for establishing rules and procedures of events in the classroom.

Therefore, from the results of the chi-square tests and the data obtained from the interview and classroom observations, one can conclude that the practice of setting rules and procedures in the classroom with the participation of students were ineffective. If sometimes, had taken place without ensuring common understanding and agreement between students and teachers. Hence, rules were rarely known, rarely posted in the board and that not encompasses many classroom behaviors, this may mislead the occurrence of smooth relation in teaching learning process in the classroom. Its implication is that, teachers should established classroom rules with students at present or before the school year begins. Classroom rules help to reduce disruptive behaviors, promoting positive interactions and also provide a base for the teacher to catch students being good. However, regarding to this Arif (2003) indicated in Gujjar (2010) assured that rules are best if they are few in number, simple and easy to understand, and fair. Also rules should be posted in the classroom for all to see, and the teacher should go over the rules on the first day of school.

4.8 Explaining objectives of lessons

Table 11: Respondents View on the Practice of explaining objectives in the classroom

No.	Items	Respondents	Responses							Computed χ^2
			Rarely		Moderately		Frequently			
			No	%	No	%	No	%		
1	Teachers define and integrate instructional objectives of the lesson in the classroom without disturb and waste time	Teachers	32	43.2	6	8.1	36	48.6	15.1*	
		Students	171	60.8	36	12.8	74	26.3		
		Total	203	57.2	42	11.8	110	30.9		
2	Teachers state the objectives of instruction to shift the attention of students towards what is expected of them	Teachers	22	29.7	21	28.4	31	41.8	19.9*	
		Students	162	57.6	36	12.8	83	29.5		
		Total	184	51.8	57	16	114	32.1		
3	Teachers clearly explain the objectives of the classroom rules and procedures to improve students' behavior	Teachers	29	39.1	11	14.9	34	45.9	17.1*	
		Students	151	53.7	67	23.8	63	22.4		
		Total	181	50.9	78	22	97	27.3		

The table value $\chi^2=9.487$ at 0.05 significant levels with four degrees of freedom

As depicted in table 11 of item 1, the majority, 36(48.6%) teachers and 74(26.3%) students responded that teachers frequently defined and integrated the objectives of the lesson in the classroom without disturbing and wasting time. On the other hand, 171(60.8%) students and 32(43.2%) teachers replied that teachers were rarely practiced the stated issues. While, 6(8.1%) teachers and 36(12.8%) students respond that the activity was implemented moderately.

The calculated chi-square value $\chi^2=15.1$ is greater than the table value $\chi^2=9.487$. This implies that there is a significance difference between the responses of the two groups of respondents. Even though the responses of the respondents vary, the data obtained from

classroom observation indicated that teachers did not explain organize and integrated the lesson objectives during lesson presentations. And the data obtained from annual supervision documents indicated that teachers prepared the objectives of the lesson on their lesson plan but they were not tell to their students during lesson presentation. However, the data obtained from many of the respondents goes against the findings of Anderson (2003) that he assured effective learning objectives usually state what students should know and be able to demonstrate, as well as the depth of learning that is expected. As he revealed ,if the course learning objectives in the class room clearly defined and intentionally integrated it helps to organize structure and enhance student learning, improve communication with students and other teachers regarding the important concepts and skills covered in a course and improve assessment practices.

As indicated in table 11 of item 2, respondents were asked whether teachers state the objectives of instruction to shift the attention of students towards what was expected of them. Accordingly, 31(41.8%) teachers and 83(29.5%) students replied that teachers frequently tried to change students attention towards what is expected of them by stating the objectives of the lesson. On the other hand, 162(57.6%) student and 22(29.7%) teachers claimed that the activity was not practiced adequately and regularly. As the same time, 21(28.4%) teachers and 36(12.8%) students assured that the stated activity was implemented moderately. The chi-square test also revealed, it was greater than the table value. This implies that there is a statistical significance difference between the responses of the two groups of respondents.

However, information that were obtained from supervision documents and classroom observation indicated that teachers did not state the objective on the daily basis and were not seen to shift the attention of students towards what was expected of them by telling the objectives during lesson presentations. Based on the majority responses, and data obtained from documents and classroom observation one can infer teachers did not often give adequate emphasis about the appropriateness of telling objectives during lesson presentation.

However studies conducted by Glicken (n.d.) revealed the appropriateness of telling instructional objectives, which is used to shift the attention instead to what is expected of the student in demonstrating mastery of the knowledge, skills or attitudes. This shift clarifies the purpose of instruction and helps educators begin to think about how this skill is taught and how student learning is evaluated.

In table 11 of item 3, respondents were asked whether teachers state the objectives of rules with procedures in the classroom or not. Accordingly, 34(46%) teachers and 63(22.4%) students replied that the activity was observed frequently. On the other hand, 151(53.7%) students and 29(39.1%) teachers respond that the frequency of stating objectives of rules and procedures and the activity to improve students' behavior were rare. Whereas, 11(14.9%) teachers and 67(23.8%) students realized that the activity was practiced moderately. The chi-square value $\chi^2=17.1$ which is greater than the table value =9.487 with four degree of freedom at 0.05 level of significance. This implies that there is a significance difference between the responses of the two group respondents. Even though respondents respond differently, based on majority response it is possible to deduce that teachers did not often give emphasis about the effects of stating objectives of classroom rules and procedures in managing the classroom.

However, scholars such as, Briqq (1991) realized the appropriateness of usually stating the lesson objective in the introduction of the lesson and asking questions during the lesson are the main procedures that are used to involve students in the lesson to take place. In addition to teaching the lesson, at the same time, effective teacher is used for managing the classroom such as discipline, all procedures that support the lesson; like pacing the lesson and giving directions.

As can be seen the above table, the chi-square values of item 1, 2 and 3 were significantly depart from the table value =9.487 with four degree of freedom at 0.05 level of significance ($\chi^2=15.1$ and 19.9, and 17.1 respectively). This significant deviation is indicated the existence of opinion difference between respondents. However, the data obtained from the

majority responses, from classroom observation and document analysis the stated activities were not practiced adequately and regularly.

4.9. Time utilization

In classroom management, it is necessary that teachers have the skills to manage the time allocated to instruction properly and smoothly. The way teachers handle the time between sessions and before sessions will seriously influence the quality of the teachers' classroom management, and thus the quality of instruction and learning in the classroom.

Table12: Respondents view on the practice of Time utilization in the classroom

	Items	Respondents	Responses						Computed χ^2
			Rarely		Moderately		Frequently		
			N _o	%	N _o	%	N _o	%	
1	Teachers begin and end lessons on time, and have the skills to manage transitions and waiting time smoothly	Teachers	23	31	21	28.4	30	40.5	17.4*
		Students	154	54.8	41	14.6	86	30.6	
		Total	177	49.8	62	17.5	116	32.7	
2	Teachers avoid behavior problems of students by improving the management of time in the classroom activities	Teachers	18	24.3	25	33.8	31	41.8	12.5*
		Students	165	58.7	50	17.8	66	23.4	
		Total	183	51.5	75	21.1	97	27.3	
3	Teachers devoted to implement the allocated instructional time to lessons and learning activities rather than to non-academic pastimes.	Teachers	17	22.9	16	21.6	41	55.4	19.5*
		Students	135	48	55	19.6	91	32.3	
		Total	152	42.8	71	20	132	37.2	
4	Teachers come to classroom on time	Teachers	20	27	18	24.3	36	48.6	11.5*
		Students	134	47.6	61	21.7	86	30.6	
		Total	154	43.4	79	22.2	122	34.4	

The table value =9.487 at 0.05 significant levels with four degree of freedom

Table 12 of item 1, respondents were asked whether teachers begin and end lessons on time and have the skills to manage the transition and waiting time smoothly or not. Accordingly, 30(40.5%) teachers and 86(30.6%) student suggested their agreement that teachers performed the stated issue frequently. On the other hand, 23(31 %) teachers and 154(34.8%)students asserted that teachers were rarely begin and finished the lesson on the given time and have low skills to manage the transition and waiting time. While, 21(28.4%) teachers and 41(14.6%) students viewed that the practice of the stated activity was moderate. Hence, the stated issue was viewed differently by respondents even though the majority of respondents responded it as rare. The chi-square test justified that the computed value of $\chi^2 = 17.4$ is very much greater than the critical value of =9.487 at 0.05 level of significance for four degree of freedom. This shows that there is a statistically significant difference between teachers and students in evaluating the time utilization ability of teachers

Besides, the data obtained from interview held with school principals and cluster supervisors, and supervision documents assured that teachers were less committed to begin and end the lesson properly. As many of the interview participants replied many of the school teachers were not begin their lesson at the beginning of the school year and were not devoted to end all lessons on time. It is possible to conclude that the way of teachers' inability to handle the transition and wait time between sessions could seriously influence the quality of the teacher's classroom management, and thus the quality of teaching and learning in the classroom. Besides, late beginning and ending lessons results in teachers having to repeat certain instructions or start the lesson all over again ,which frustrates those learners who arrived in time for their classes further more can be an issue for low students achievement.

In the same table of item 2, respondents were asked whether teachers avoid behavior problems of students by improving the management of time in the classroom activities or not. Accordingly,31(41.8%) teachers and 66(23.4%)students responded that the stated activities were implemented frequently. On the other hand, 165(58.7%) students and

18(24.3%) teachers gave their view as the activities were implemented rarely. Whereas 25(33.8%) teachers and 50(17.8%) students replied that the activity was not practiced as expected.

In order to see whether there is a significance difference between the responses of respondents the chi-square value was also calculated. Accordingly, it was greater than the table value; it indicated that there was a significance difference between the responses of the respondents. Even if respondents responded diversely, based on the responses of the majority respondents, it is possible to conclude that teachers were not regularly improving the management of time to avoid behavior problems of students in the classroom.

However, scholar such as Evans, et al (1991) indicated in Jon (2009) clearly realized one of the effective approach that teachers can use to prevent or control a discipline problem is properly managing the classroom environment by timing various classroom activities. Managing time in the classroom in order to keep students on-task is very important in maintaining good discipline. This implies that students will often misbehave if they do not know exactly what they should do or when it should be done.

In the same table of item3, respondents were requested whether teachers dedicated to implement the allocated instructional time to lessons and learning activities rather than to non-academic activity or not. Accordingly, 41(55.4%) teachers and 91(32.3%) students' respondents replied that teachers were committed to implement the stated activity frequently. Whereas, 135(48%) students and 17(22.9%) teachers assured that teachers were rarely dedicated to implement the stated activity. While 55(19.6%) students and 16(21.6) teachers respond that the activity was implemented moderately. The calculated chi-square value $\chi^2 = 19.5$ was also greater than the table value=9.487 with four degree of freedom at 0.05 level of significance. This implies there was statically significance difference between the responses of the respondents. However, based on the responses of the majority respondents it is possible to infer that teachers were not often used the allocated instructional time for lesson purpose only rather they might use for other non instructional activities.

In the same table of item 4 respondents were asked whether teachers come to class on time or not. Accordingly, 36(48.6%) teachers and 86(30.6%) students replied that teachers frequently come to class on time. On the other hand, 134(47.6%) students and 20(27%) teachers replied that teachers were rarely come class in time. While, 18(24.3%) teachers and 61(21.7%) students replied that more or less teachers come to class on time. The calculated chi-square value was also greater than the tabulated value. It implies that there was a significance difference between the responses of the two group respondents. However, the data obtained from interview held to principals and supervisors indicated that many of the teachers were not continuously going to class on time to start the lesson with the allotted instructional time. At least they missed certain minutes before they went to the class. Mainly this makes students to disturb in the class, to be hostile against their peers.

Based on the majority response and the data obtained from interview it is possible to conclude that many of the teachers were not often dedicated to attained class on time.

Table 13: Respondents Perception about the Basis of Communication in Instruction

Item	Respondents	Responses						Computed χ^2
		Disagree		Undecided		Agree		
		No	%	No	%	No	%	
I believe Communication in instruction is the foundation of good classroom management	Teachers	22	29.7	16	21.6	36	48.6	3
	Students	106	37.7	58	20.6	117	41.6	
	Total	128	36	74	20.8	153	43.1	

The table value =9.487 at 0.05 significant levels with four degrees of freedom

Regarding table 13, respondents were asked their perception about the stated issue. In effect, 36(48.6%) teachers and 117(41.6%) student agreed that communication is the base for classroom management. On the other hand, 22(29.7%) teachers and 106(37.7%) students disagree about the stated issue. While, 16(21.6%) teachers and 58(20.6%) students did not decide their position about the stated issue.

A chi-square test was also calculated to check whether the opinion difference exists among the two groups or not. As a result, the calculated chi square value $\chi^2 = 3$ is lower than the table value =9.487 with four degree of freedom, at 0.05 level of significance, which implies there is no statistical significant difference among the respondents response on the stated issue. Therefore, based on the majority responses it can be concluded that both have the necessary perception that communication is essential for effective teaching learning process.

Table 14: Respondents Perception about the Significance of Motivation on Students

Learning

Item	Respondents	Responses						Computed χ^2
		Disagree		Undecided		Agree		
		N ₀	%	N ₀	%	N ₀	%	
I believe highly motivated students spend much of their time and effort in achieving their education	Teachers	18	24.3	15	20.3	41	55.4	8.8
	Students	94	33.4	34	12.1	153	54.4	
	Total	112	31.5	49	13.8	194	54.6	

The table value =9.487 at 0.05 significant levels with four degrees of freedom

In the above table 14, respondents were asked their perception about the effects of motivation on achieving the learning objectives of students' education. Consequently, 18(24.3%) teachers and 94(33.4%) students disagree about the stated issue. Whereas, 41(55.4 %) teachers and 153(54.4%) students agree on the stated issue. On the other hand,15(20.3%) teachers and 34(12.1%) students replied as they did not decide their position about the stated issue.

A chi-square value was also calculated to check whether the opinion difference exists among the two groups of respondents. Accordingly, the computed chi-square values $\chi^2=8.8$ is less than the table value =9.487 at 0.05 significant levels with four degrees of freedom. This implies that there is no significance difference between the responses of the two groups of respondents. Therefore, based on the majority responses one can infer, many of the respondents have sufficient awareness, about the effects of high motivation on students learning to spend much time with educations.

Supporting to this, scholars such as Ryan and Deci (2000) suggested that learning requires a certain level of motivation for one to master the necessary skills and content. Indeed, students with high degree of motivation always spend a great deal of time and energy in achieving the learning objectives they are supposed to attain. As a result of their motivation levels, such students are characterized by maximum time-on-task during learning, which greatly contributes to the order of the classroom.

Table 15: Respondents Perception about the Impacts of Unspecified Lesson Objective to Students Learning

Item	Respondents	Responses						Computed χ^2
		Disagree		Undecided		Agree		
		No	%	No	%	No	%	
I believe, if the daily lesson objectives is not specified and unstated, students will be confused and lacking concentration	Teachers	11	14.9	14	18.9	49	66.2	5.3
	Students	62	22.1	52	18.5	167	59.4	
	Total	73	20.6	66	18.6	216	60.8	

The table value =9.487 at 0.05 significant levels with four degrees of freedom

As shown in table 15, the majority, 49(66.2%) teachers and 167(59.4%) students agreed about the stated issue. On the other hand,11(14.9%) teachers and 62(22.1%) students

disagree, whereas 14(18.9%) teachers and 52(18.5%) students respond undecided about the stated issue.

The calculated chi-square value $\chi^2 = 5.3$ which is less than the table value =9.487 with four degree of freedom at 0.05 level of significant. This implies that there is no significance difference between the majority responses of the two groups.

From this, one can conclude, stating objectives of a lesson is the base for effective teaching learning and helps to indicate direction what outcomes and activities are expected, if it is carried out regularly and adequately. While, if not stated regularly and adequately students would be confused, lack attention and understanding what they perform and where they are going. This leads students to have low performance and make them indiscipline in the classroom.

Table 16: Respondents Perception about the Impacts of Physical Environment on Teaching Learning

Item	Respondents	Responses						Computed χ^2
		Disagree		Undecided		Agree		
		No	%	No	%	No	%	
I believe the physical classroom environment influences students learning participation, and involvement in class activities	Teachers	24	32.4	7	9.5	43	58.1	5.8
	Students	78	27.7	48	17.1	157	55.8	
	Total	102	28.7	55	15.5	200	56.3	

The table value =9.487 at 0.05 significant levels with four degrees of freedom

As can be seen in table 16, respondents requested whether physical classroom environment influences students learning, participation, and involvement in class activities or not. In respect to this, 43(58.1%) teachers and 157(55.8%) students asserted their agreement that the physical classroom environment influences students learning participation and

involvement in class activities .Whereas 24(32.4%) teachers and 78(27.7%) replied their disagreement about the stated issue. While, 7(9.5%) teachers and 48(17.1) students were replied undecided about the influence of the physical environment on students learning The computed chi-square value is lower than the tabulated value it indicates no significant difference between the perceptions of the majority of the two groups.

The response from the interviewees: the principals and supervisors and results of classroom observation also confirmed that the nature of the physical feature of most of the classrooms (the seating arrangement, seating chair, overcrowded class,) and in some classrooms the type and quality of (the wall, floor, window) could make students to feel insecure and unstable and it was the causes for many of the disciplinary problems that occurred in the classroom. Thus, it could be conclude that there was a frequent influence on students learning participation caused by uncondiucive classroom environment.

Supporting to this, Evertson et al (2003) assured that classrooms are where students feel safe to take risks, acquire new knowledge, and know they are valued members of a community and where learning is optimized. Besides, Swanquist (1999) in Challan (2004) found that comfortable classroom helped to improve the students' attention span and also increased their retention of information.

4.10 Challenges that Affect Classroom Management

Teachers were asked about the causes of poor Classroom management using a five point rating scales (very Low = 1, Low =2, Moderate =3, High= 4 and Very high=5) in their respective value

Table17a: Responses of Teachers on the Challenges that Make Classroom Management Ineffective

Challenges of classroom management		Rating Scales							
		Very low	Low	Moderate		High	Very high	Mean	Rank Order
1	In sufficient support to teachers from the school	Fr	4	7	19	28	16	3.60	7
		%	5.4	9.5	25.7	37.8	21.6		
2	Un conducive classroom								
	Absence of bulletin board	Fr	12	14	16	10	22	3.21	11
		%	16.2	18.9	21.6	13.5	29.7		
	Lack of ventilation	Fr	2	20	21	26	5	3.16	12
		%	2.7	27	28.4	35.1	6.8		
	Absence of adequate and proper windows	Fr	5	33	28	8	-	2.53	13
		%	6.8	44.6	37.8	10.8	-		
	Absence of clean board	Fr	5	11	33	12	13	3.23	10
		%	6.8	14.9	44.6	16.2	17.6		
3	Lack of adequate instructional materials or facilities	Fr	2	10	23	22	17	3.57	8
		%	2.7	13.5	31.1	29.7	23		

Table17b: Responses of Teachers on the Challenges that Make Classroom Management

Ineffective

No		Rating scale								
		Very low	Low	Moderate	High	Very high	Mean	Rank		
4	The disruptive nature of student's									
	Forgetting instructional materials (pen, pencils, etc...)	Fr	4	13	28	18	11	3.26	9	
		%	5.4	17.6	37.8	24.3	14.9			
	Frequent absence	Fr	2	4	20	36	12	3.70	4	
		%	2.7	5.4	27	48.6	16.2			
	Lack of attentions	Fr	1	7	24	26	16	3.66	6	
		%	1.4	9.5	32.4	35.1	21.6			
	In appropriate talk in the classroom	Fr	3	2	3	40	26	4.13	1	
		%	4.1	2.7	4.1	54.1	35.1			
	Disobedience	Fr	2	5	19	36	12	3.68	5	
		%	2.7	6.8	25.7	48.6	16.2			
	Aggressiveness	Fr	2	2	17	43	10	3.77	3	
		%	2.7	2.7	23	58.1	13.5			
	5	Large class size	Fr	1	2	15	43	13	3.87	2
			%	1.4	2.7	20.3	58.1	17.6		
	Average mean							3.49		

Key: mean = 2.50 -2.99 is less serious, 3.00-3.49 is moderately serious, 3.50-4.00 is serious and 4.01 – 5.00 is highly serious. Fr=frequency

If the mean value of each challenge is greater than 3.00, the challenge is “seriously” causing poor classroom management but if it is less than 3.00, the problem is “not serious” because the ideal mean is 3.00.

Table 17a & b shows that the challenges that make classroom management futile were ranked according to the mean values of the responses of respondents from the most severe to the least severe one. Hence, inappropriate talk (M= 4.13), large class size (M= 3.87,) aggressiveness (M= 3.77), frequent absence (M=3.7), Disobedience (M=3.68), lack of attention (M=3.66), Insufficient support to teachers from the school(M=3.60), lack of adequate instructional materials and facilities(M= 3.57), Forgetting instructional materials(pen, pencils, etc..) (M=3.26), Absence of clean board (M=3.23), Absence of bulletin board (M=3.21), Lack of ventilation (M=3.16), Absence of adequate and proper windows (M=2.53) were ranked 1st -13th problems based on the degree of their severity respectively.

Moreover, it was also evident from document analysis, interview and observation that most of the mentioned challenges were practically occurred in the classroom.

As a result, one can deduce that the overall mean value (M= 3.49) is greater than the ideal mean value (M= 3.00).This mirrors that most of the above challenges make classroom management ineffective. Even though the absence of adequate and proper windows were rated below the ideal mean. The challenge ranked 1st was the most severe and the 13th was assumed to be the least severe one in hindering proper classroom management.

Table18: Attempts Made to Solve the Problems

Item	Respondent= Teachers		
	Responses	No	%
Is there any attempt made by teachers and Principals to alleviate problems that occurred in the classroom?	Yes	25	33.8
	No	49	66.2
	Total	74	100

As indicated in table 18 above, teacher respondents were asked to mention if any attempts were made to alleviate the problems that hinder the proper practice of classroom management. Accordingly, 49(66.2%) teacher respondents answered that teachers and principals were not made common attempt to solve classroom problems. Whereas, 25(33.8%) teacher respondents suggested attempts were made to improve or alleviate the factors that impede the proper implementation of classroom management in secondary schools of the study area. Among attempts mentioned by some of the respondents in the

open ended items were; they tried to solve disciplinary problems in the classroom by making discussion with students and other teachers.

In the open ended items student respondents were also asked to explain how teachers treat the discipline problems in the classroom. Accordingly, as many of the students replied that the majorities of teachers were not adequately seen to find relevant solutions or took actions for disciplinary problems that occur in the classroom. Besides, as some of the students said rather than giving pertinent solution and actions, some teachers were also ready to send a student to the office of the principal.

Besides, student respondents were asked the sources of discipline problem in the classroom. Accordingly, the majority were rated as the disruptive nature of students' and the low commitment of teachers to manage the classroom. Similarly, as they stated, overcrowded classroom also have a paramount impact on misbehavior of students in classroom.

The interviewees, principals and supervisors were asked as they provide their responses about the teacher readiness to receive support from the school and how much the school give support for teachers to manage their classroom .Accordingly, all of the principals and supervisors verified that many of the secondary school teachers were not open to ask support. Likewise, the schools were not giving formal support as how they manage their classroom other than oral orientation.

Similarly, principals and supervisors were asked about the major problems encountered in the classroom and their causes. Accordingly, as many of the interviewee described the major problems encountered in the classroom were students' misbehavior and inability of handling the disciplinary problems. They also described the causes of problems related to students were the violence, hostile feelings, having low academic performances, disobedience for rules and their teachers, students were not respect each other's opinions and listen to what each person has to say in the classroom. From the teachers side the failure to design and implement recent appropriate class room discipline plan, lack of advice, poor follow-up and failure to take corrective measures timely, and not to

cooperatively work with the student and school community are among the causes that were mentioned by the interviewees participants.

Likewise, evidences from document analysis of the discipline files of almost all secondary schools indicated the causes of disciplinary problems encountered in the classroom were late coming of students, unable to do home work and class work, students are talking amongst themselves without permission and raising hands, playing mobile games and exchanges of text messages by leaving attention to their teachers during instruction , bullying their peers and teachers, un able to give care for classroom facilities.

Besides, the evidence from the observed classes were also indicated that troublesome students were laughing, coming late and struggle to enter to the class without the permission of teachers, and unable to control the entire class during instruction were the observed causes of the problem.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

In this chapter, summary of the findings, conclusions drawn on the basis of the findings and recommendations that are assumed to be useful in alleviating problems related to improve and ensure the current practices of classroom management to handle disciplinary problems with particular reference to secondary schools of Asossa zone are presented.

5.1 Summary

Based on the analysis of the data, the following major findings were obtained from the study:

- Respondents' academic qualification illustrated in chapter four shows that the majority of the respondents 72(85.7%) principals, supervisors and teachers are first degree holders,10(11.9%) teachers are diploma and 2(2.4%) principals are MA in Educational leadership. This indicates that the necessary qualifications determined by the Ministry of Education in the secondary level were not still achieved (MOE, 2010).
- In the analysis it was noted that teachers frequently prefer the traditional (straight row) students seating arrangement by assuming that it was more preferable than other types of seating arrangements.
- The information obtained from many of the respondents and observation confirms that teaching aids and other instructional materials in many of the sample secondary schools were less organized in the classroom and have not specified place that helps to get the attention of students and to minimize disruptive behavior.
- From the analysis made, teachers were not adequately changed their position during conducting instructions in the classroom to support and control the discipline of their students.
- The majority of the four groups of respondents and the observation results indicated that the nature of the physical feature of the classroom in many of the secondary schools of the study area were not conducive and could be the causes

for disciplinary problem. Over all, in most of the secondary schools, the physical condition of classrooms such as the seating arrangement, the availability of instructional facilities such as teaching aids in the classroom were less organized. Particularly in two sample secondary schools the quality of floors and walls of the classroom was not found suitable to achieve the teaching learning process in the classroom. Most of the classrooms of the sample secondary schools were found overcrowded and per student space was not good to control the discipline problems rather it was the causes for discipline problems in the classroom.

- The majority of the respondents indicated that teachers in the secondary schools under the study did not often used classroom management principles for the accomplishment of better classroom discipline.
- The findings of the study revealed that the practice of establishing relationship or communication in the classroom was ineffective or it was not as such expected. Moreover, it was not inclusive rather it was focused only courageous students. However, students have a distinct sense of what is and what is not fair. Its implication is that departing only courageous students for communication could create disrespectfulness and discipline problem by other students who had not gotten the chance of communication as that of courageous students have gotten. Therefore, teachers must act fairly for all students if they expect to be respected.
- Regarding the practice of motivation, the finding showed that many of the secondary school teachers did not motivate students equally using various motivational devices, like oral encouragement, prize of materials etc. If might practiced , they focused to courageous students only. This made those students who were not motivated equally to be passive participants.
- In the analysis evidences obtained from the interviewees, observation and school documents regarding the major problems encountered in the classroom were students' disciplinary problems and inability of teachers to handle the problem. The evidences also identified the basic causes: As the evidences obtained from interviewees the causes of the problems were identified as in terms of students and teachers. Related to students hostile feelings, having low academic performances, the disobedience of students for rules and their teachers and disrespectfulness were

stated by the respondents .Similarly, as they stated the causes of the problem in the classroom related to teachers were absence of clear and uniform discipline plan in the classroom, lack of advice, poor follow-up and failure to take corrective measures timely, not to cooperatively work with the student and school community, and less commitment to implement effective strategies to handle the problem were the identified causes described by interviewees.

Similarly, evidences from document analysis of the discipline files of almost all secondary schools indicated late coming of students, unable to do home work and class work, students talk amongst themselves without permission and raising hands, playing mobile games and exchanges of text messages by leaving attention to their teachers during instruction ,some students bully their peers and teachers, un able to give care for classroom facilities were the causes of disciplinary problems. Likewise, evidence from the observed classes were also indicated that troublesome students were laughing during instruction and refused to leave the class when ordered by their teachers, coming late and struggle to enter to the class without the permission of teachers, ,and unable to control the entire classroom during instruction were the observed causes of the problem.

- Regarding issues related to rules and procedures in the classroom the findings of the study revealed that the practice of setting rules and procedures in the classroom to avoid the disruptive behavior of students were rare under the study.
- Regarding the issue related to telling the instructional objectives of the lesson and the objectives of activities performed in the classroom, findings of the study revealed that even though teachers stated on their lesson plans, they were rarely told the objectives during lesson presentations. However, being paid students mindful of the instructional objectives on a daily basis would help them not to feel confusion and waste their time unnecessarily.
- Besides the finding from the analysis indicated that stating objectives of a lesson is the base for effective teaching learning and helps to indicate direction what

outcomes and activities are expected if it is carried out regularly and adequately. While, if not stated regularly and adequately students would be confused, lack attention and understanding what they perform and where they are going. This leads students to have low performance and make them indiscipline in the classroom.

- Regarding time utilization, the majority of the respondents indicated that the practices of time management to avoid behavior problems in the classroom activities were rare. The study showed that teachers were not devoted to use the allocated instructional time for lesson purpose only. Moreover, the finding indicated that many of the teachers were not going to class in time to start the lesson with the allotted instructional time. At least they missed certain minutes before they went to the class. Mainly this makes students shouting and disturb in the class and the nearby classroom.
- From the analysis made, the majority of teachers and students respondents had sufficient awareness about the effects of high level of motivation to spend much time and effort on students learning.
- The majority of teacher respondents indicated the existence of challenges based on their severity level that hinder the proper practice of classroom management, such as:
 - In sufficient support to teachers from the school,
 - un conducive physical environment of the classroom such as absence of bulletin board, lack of ventilation, absence of adequate and proper window, inadequate quality of black board, lack of adequate instructional materials and facilities,
 - The disruptive nature of the student's behavior such as forgetting instructional materials(Pen, pencils ,books etc.),frequent absence, lack of attention, inappropriate talk in the classroom, disobedience, aggressiveness.
 - The large class size(overcrowded classes) it was difficult to provide students with individualized or group instruction to undertake an effective teaching – learning process.

Generally, from the researcher's point of view, the extent of the disruptive nature of students' differs from one school to another. For example, multi-cultural schools are more exposed to experience disruptive problems than schools with learners of the same culture and ethnic background. However, the overall disciplinary problems encountered in secondary schools with in different purposes were high in the study area.

5.2 Conclusions

Based on the above major findings of the study the following conclusions were made.

1. From the findings, it can be concluded that the physical environment of the classroom such as the seating arrangement, quality of the floor, walls of the classroom, windows, were less suitable for the smooth functioning of teaching-learning process.
2. Likewise, instructional materials such as teaching aids that function in the classroom were not adequately organized.
3. Moreover, classroom management strategies were not sufficiently practiced to handle disciplinary problems in the classes of secondary schools in Asossa zone.
4. For this reason, the disruptive behaviors of students' were rated at high. To this point it appears that not enough has happened to address the issue from teachers required to manage students with learning and challenging behaviors both inside and outside the classroom.
5. Teachers were not sufficiently creating positive working environment. Thus, the level of respect between teachers and students to ensure effective teaching learning process and to avoid disciplinary problems were unusual. This indicates that there is a gap between the relationship of teachers and students in the class room, with the absence of smooth relationship between teachers and students in the classroom disciplinary problems could be encouraged and leads to the ineffective teaching learning process. These have been evidenced from the students' inappropriate talk, disobediences, disrespectfulness, frequent absence and coming late in actual class room during lesson presentation.
6. Classroom discipline rules were not sufficiently prepared by teachers and known by students.

7. Stating the objectives of a lesson during lesson presentation, and developing rules and regulation is very important it helps students to lead what is expected from them, where and how they are going during the lesson presentations. However, those students who were not familiar with objective were confused and disturb the classroom since; they were not known what was expected from them.

These all happened due to the absence of regular commitment of teachers encountered to motivate students , justified rules and procedures for classroom discipline, lack of managing and organizing the physical environments of the classroom (un able to make the classroom conducive) and absences of smooth relation with students.

8. In most of the classrooms the numbers of students per class were overcrowded; therefore, it was difficult to provide students with individualized or group instruction to undertake an effective teaching – learning process.

Therefore, it is possible to conclude that the existing practices of classroom management in secondary schools of Asossa zone was found to be ineffective when it was assessed from the point of students disciplinary problem and teachers ability to manage disciplinary problems by using classroom management strategies effectively and adequately.

5.3 Recommendations

Based on the above conclusions, the following recommendations were made to be looked critically by the concerned bodies to alleviate the problems of classroom which are associated with students discipline and applications of strategies in the classroom.

1. Motivating students which are found at different level helps to enhance their participation. Hence, teachers should motivate all students at different level without discriminations and respect student's feelings
2. For teaching learning to be effective in the classroom rules with procedures are very essential. Therefore, teachers with students' active participation should establish rules with

its procedures and state classroom rules in positive terms so that misbehavior in the classroom can be handled.

3. The students seating arrangement in many of the classrooms have been observed traditional (straight-row). Using only one type could not serve for applying different teaching methods and students would be frustrated. The access and the physical environment of the classroom might not be conducive. However, Principals and teachers with the collaboration of other stake holders should create conducive conditions in order to use different seating arrangement by matching with lesson purpose to minimize students' frustration.

4. Disciplinary problems in the classroom could be handled by using different strategies (techniques).But, the majority of school teachers where the study was conducted have rarely used strategies to alleviate disciplinary problem. Therefore teachers should be committed to practice different strategies adequately and continuously in order to minimize, more over to avoid disciplinary problem.

5. Woreda education office experts, principals, supervisors and PTA's should create strong line of communication to give pertinent support to teachers how they properly manage students misbehaviors and for other factors that minimize better implementation of classroom management.

6. Even though the interest and regular involvement of parents of the PTA members in school issues were very limited, the principals should encouraged them as they should give timely decision for the problems encountered in the school, should create positive relationship between teachers and students by discussing with them.

7. Ineffective practice of classroom management strategies, the disobedience of students for rules and their teachers, disrespectfulness, overcrowded classroom and uncomfortable classroom environment have been stated as the source of discipline problem .Therefore, principals and supervisors with the collaboration of teachers should create a positive work environment to take strong attempts in order to solve problems that would have been created in the classroom.

8. Classroom management takes a partnership approach between teacher and students and satisfies the needs of both. Therefore, in order to minimize the disruptive behavior of

students in the classroom teacher-student lines of communication should be open and encouraged at all times.

9. The finding indicates that teachers were not sufficiently loyal to use the allocated instructional time properly. Therefore, the schools should exercise continuous follow up, strengthen the internal rules and should take actions to alleviate this problem.

10. It is evident from the literature that classroom management strategies are all essential issues for good classroom management. Therefore, the school principals should increase cooperation between school teachers, supervisors and the departments heads to reduce the commitment problems that face teachers in the classroom, and the school should give support to teachers on how to deal with student behavioral problems, and should create cooperation between school administrators, teachers and students to develop a number of school rules to student behavior in the classroom.

11. Teachers as effective classroom managers should practice skills that used to minimize misbehavior and should monitor students carefully and frequently by moving close to the offending students, making eye contact and giving a nonverbal signal to stop the offensive behavior so that misbehavior is detected early before it involves many students or becomes a serious disruption

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APPENDIX A

**Jimma University
Institute of Education and Professional Development Studies
Department of Educational Planning and Management**

Questionnaire for Teachers

Dear respondents

The purpose of this questionnaire is to collect relevant data to the study entitled “Practices and Challenges of Classroom Management in Secondary Schools of Asossa Zone”. Your responses are vital for the success of the study. So you are kindly requested to read all the questions and fill the questionnaire genuinely. Be sure that your responses will not be used for other purpose rather than academic purpose.

Please note the following points before you start filling the questionnaires:

- You do not need to write your name on the questionnaires
- Read all the instructions before attempting to answer the questions
- Please provide appropriate response by using a tick mark “√” to choose one of the suggested Likert scales. But kindly write your opinion briefly for the short answer questions on the space provide
- Please do not leave the question without giving answer

Thank you in advance for your time and cooperation!!

Section One: Below are the listed the general information about your back ground Therefore you are kindly requested to fill all the information that are stated here under properly within the given space.

1. Name of School -----
2. Sex. Male Female
3. Age . 20-25 , 26-30 ,31-35 ,36-40 , > 41
4. Year of Service -----
5. Educational Background Diploma Bachelor Degree Master’s Degree Others
Specify-----

Section Two: The following procedures are expected to follow for items related to the applications of classroom management strategies

Please use one of the following Likert scales to indicate your response

- 1- Never
- 2- Rarely
- 3- Moderately
- 4- Frequently
- 5- Always

1	Items Related to Organizing and Managing the Physical Environment of the Classroom	Responses				
		1	2	3	4	5
1.1	I make unexpected change in students seating arrangement					
1.2	The seating arrangement of my classroom is					
	Straight Row					
	Horse-shoe (U-shape)					
	Modular(circular or square)					
1.3	Whatever method of teaching I employed, the straight row pattern of students’ seating arrangement is more appropriate					
1.4	I organize instructional materials in the classroom that enable students to see and hear instruction , maximized their attention, task engagement and minimize their disruptive behavior					
1.5	I change my standing position in classroom periodically					
1.6	I arrange the physical environment of the classroom to improve learning and to prevent misbehaviors before they occur.					

2	Items Related to the Practices of Classroom Management Styles	Responses				
		1	2	3	4	5
2.1	I impose rules on my students in the classroom					
2.2	I warn misbehaving students					
2.3	I check home works and class works					
2.4	I allow delayed students to my class					
2.5	I closely monitor the students s behavior in the class					
2.6	I participate students in decision making					

3	Items Related to Classroom Management Principles	Responses				
		1	2	3	4	5
3.1	I have clear and realistic expectation to enhance students learning by minimize students disciplinary problem					
3.2	I recognize and encourage my students in the classroom.					
3.3	I provide an opportunity of participation for all students in the classroom					

4	Items Related to Relationship and facilitating interaction in the classroom	Responses				
		1	2	3	4	5
4.1	I work collaboratively with my students for the good of the school and the education of my students.					
4.2	I communicate with my students positively and accept their feeling, view and suggestion in the classroom					
4.3	I Listen and follow up my students attentively to prevent their unwanted behavior					
4.4	I use an appropriate volume of voice during lesson presentation in the classroom for students					
4.5	I communicate with brave student than others in the classroom					
4.6	I respect and give positive feedback for my students					
4.7	Students are quite listening when someone else is talking in the classroom by respecting the rules of the classroom					
4.8	I clearly communicated to my students the social and personal code of conduct in the classroom discipline					

5	Items Related to the Practices of Motivating students in the Classroom	Responses				
		1	2	3	4	5
5.1	I motivate all students equally without discriminations in the classroom					
5.2	I encourage students who respond to question willingly in and out of the classroom					
5.3	I use a variety of teaching techniques to motivate students learning and to minimize distracting behavior					
5.4	I implement my instructional tasks properly and I am a role model to motivate and prevent misbehavior					
5.5	I create positive learning environment to enhance students of all levels of academic achievement					

6	Items Related to the Practices of Developing Rules and Procedures	Responses				
		1	2	3	4	5
6.1	I establish rules and procedures in the classroom for students behavior which is appropriate and which is inappropriate					
6.2	I participate students in the establishing of common ground rules and procedures					
6.3	I minimize confusion and interruptions for learning in the class room by establishing adequate rules and procedures					
6.4	My students obey for classroom rules and regulation					
6.5	Rule and procedures in the classrooms are					
	Established and known by students and teachers					
	Posted on the board					
	Fair and general that encompass many class room behaviors					

7	Items Related to the Practices of Explaining Instructional objectives of Lessons	Responses				
		1	2	3	4	5
7.1	I define and integrate instructional objectives in the classroom without disturbing and wasting time					
7.2	I explain the objectives of instruction and shifts the attention of students towards what is expected of them					
7.3	I clearly explain the objectives of rules and procedures in the classroom to improve students' behavior					

8	Items Related to the Practices of Time Utilization	Responses				
		1	2	3	4	5
8.1	I begin and end lessons on time, and have the skills to manage transitions and waiting time smoothly					
8.2	I avoid the behavior problems of students by improving the management of time in the classroom activities					
8.3	I am devoted to implement the allocated instructional time to lessons and learning activities rather than to non-academic pastimes.					
8.4	I go to the classroom on time					

Please use one of the Likert scales to indicate your response for the following items

- 1- Strongly disagree
- 2- Disagree
- 3- Undecided
- 4- Agree
- 5- Strongly agree

No	Items	Responses				
		1	2	3	4	5
9.1	I believe communication in instruction is the foundation of good classroom management					
9.2	I believe highly motivated students spend much of their time and enjoying their education					
9.3	I believe, if the daily lesson objectives is not specified and unstated, students will be confused and lacking concentration					
9.4	I believe the physical environment of the classroom influences students learning participation and involvement in class activities					

Please use one of the Likert scales to indicate your response for the following challenge related items

- 1. Very low
- 2. Low
- 3. Moderate
- 4. High
- 5. Very high

10	Items Related to Challenges that Affect Classroom Management	Responses				
		1	2	3	4	5
10.1	Insufficient support to teachers from the school					
10.2	Un conducive physical environment of the classroom					
	Absence of bulletin board					
	Lack of ventilation					
	Absence of adequate and proper window					
	Absence of clean board					
10.3	Lack of adequate instructional materials and facilities					

		Responses				
		1	2	3	4	5
10.4	The disruptive nature of the student's behavior					
	Forgetting instructional materials(Pen, pencils ,books					
	Frequent absence					
	Lack of attention					
	Inappropriate talk in the classroom					
	Disobedience					
	Aggressiveness					
10.5	Large class size					

1. Is there any attempt made to improve the problems that occur in the classroom with the collaboration of principals ? -----
2. If your answer to question number 2 is “Yes” please mention the attempts made to Improve the problems? -----

APPENDIX B

Jimma University

Institute of Education and Professional Development Studies

Department of Educational Planning and Management

Questionnaire for Students

Dear respondents

The purpose of this questionnaire is to collect relevant data to the study entitled “Practices and Challenges of Classroom Management in Secondary Schools of Asossa Zone”. Your cooperation is vital for the success of the study. So you are kindly requested to read all questions and fill the questionnaire with genuine response. Be sure that your responses will not be used for other purpose rather than academic purpose.

Please note the following points before you start filling the questionnaires:

- You do not need write your name on the questionnaires
- Read all the instructions before attempting to answer the questions
- There is no need to consult others to fill the questionnaires
- Please provide appropriate response by using a tick mark “√” to choose one of the suggested alternatives. But, kindly write your opinion briefly for the short answer questions on the space provide
- Please do not leave the question without answered

Thank you in advance!

Section One: Below are the listed the general information about your back ground
Therefore you are kindly requested to fill all the information that are stated here under
properly within the given space.

1. Name of School-----
2. Sex. Male Female
3. Age 15-20 , 21-25 , Above 25
4. Grade -----

Section Two: The following procedures are expected to follow for items related to the
application of classroom management strategies

Please use one of the following Likert scales to indicate your response

- 1= Never
- 2= Rarely
- 3= Moderately
- 4= Frequently
- 5= Always

1	Items Related to Organizing and Managing the Physical Environment of the Classroom	Responses				
		1	2	3	4	5
1.1	I make unexpected change in students seating arrangement					
1.2	The seating arrangement of my classroom is					
	Straight Row					
	Horse-shoe (U-shape)					
	Modular(circular or square)					
1.3	Whatever method of teaching I employed, the straight row pattern of students' seating arrangement is more appropriate					
1.4	I organize instructional materials in the classroom that enable students to see and hear instruction , maximized their attention, task engagement and minimize their disruptive behavior					
1.5	I change my standing position in classroom periodically					
1.6	I arrange the physical environment of the classroom to improve learning and to prevent misbehaviors before they occur.					

2	Items Related to the Practices of Classroom Management Styles	Responses				
		1	2	3	4	5
2.1	I impose rules on my students in the classroom					
2.2	I warn misbehaving students					
2.3	I check home works and class works					
2.4	I allow delayed students to my class					
2.5	I closely monitor the students s behavior in the class					
2.6	I participate students in decision making					

3	Items Related to Classroom Management Principles	Responses				
		1	2	3	4	5
3.1	I have clear and realistic expectation to enhance students learning by minimize students disciplinary problem					
3.2	I recognize and encourage my students in the classroom.					
3.3	I provide an opportunity of participation for all students in the classroom					

4	Items Related to Relationship and facilitating interaction in the classroom	Responses				
		1	2	3	4	5
4.1	I work collaboratively with my students for the good of the school and the education of my students.					
4.2	I communicate with my students positively and accept their feeling, view and suggestion in the classroom					
4.3	I Listen and follow up my students attentively to prevent their unwanted behavior					
4.4	I use an appropriate volume of voice during lesson presentation in the classroom for students					
4.5	I communicate with brave student than others in the classroom					
4.6	I respect and give positive feedback for my students					
4.7	Students are quite listening when someone else is talking in the classroom by respecting the rules of the classroom					
4.8	I clearly communicated to my students the social and personal code of conduct in the classroom discipline					

5	Items Related to the Practices of Motivating students in the Classroom	Responses				
		1	2	3	4	5
5.1	I motivate all students equally without discriminations in the classroom					
5.2	I encourage students who respond to question willingly in and out of the classroom					
5.3	I use a variety of teaching techniques to motivate students learning and to minimize distracting behavior					
5.4	I implement my instructional tasks properly and I am a role model to motivate and prevent misbehavior					
5.5	I create positive learning environment to enhance students of all levels of academic achievement					

6	Items Related to the Practices of Developing Rules and Procedures	Responses				
		1	2	3	4	5
6.1	I establish rules and procedures in the classroom for students behavior which is appropriate and which is inappropriate					
6.2	I participate students in the establishing of common ground rules and procedures					
6.3	I minimize confusion and interruptions for learning in the class room by establishing adequate rules and procedures					
6.4	My students obey for classroom rules and regulation					
6.5	Rule and procedures in the classrooms are					
	Established and known by students and teachers					
	Posted on the board					
	Fair and general that encompass many class room behaviors					

7	Items Related to the Practices of Explaining Instructional objectives of Lessons	Responses				
		1	2	3	4	5
7.1	I define and integrate instructional objectives in the classroom without disturbing and wasting time					
7.2	I explain the objectives of instruction and shifts the attention of students towards what is expected of them					
7.3	I clearly explain the objectives of rules and procedures in the classroom to improve students' behavior					

8	Items Related to the Practices of Time Utilization	Responses				
		1	2	3	4	5
8.1	I begin and end lessons on time, and have the skills to manage transitions and waiting time smoothly					
8.2	I avoid the behavior problems of students by improving the management of time in the classroom activities					
8.3	I am devoted to implement the allocated instructional time to lessons and learning activities rather than to non-academic pastimes.					
8.4	I go to the classroom on time					

Please use one of the Likert scales to indicate your response for the following items

- 1- Strongly disagree
- 2- Disagree
- 3- Undecided
- 4- Agree
- 5- Strongly agree

No	Items	Responses				
		1	2	3	4	5
9.1	I believe communication in instruction is the foundation of good classroom management					
9.2	I believe highly motivated students spend much of their time and energy in achieving their education					
9.3	I believe, if the daily lesson objectives is not specified and unstated, students will be confused and lacking concentration					
9.4	I believe the physical environment of the classroom influences students learning participation and involvement in class activities					

1. Explain how teachers treat the discipline problems in the classroom?-----

2. How do you explain the sources of discipline problem in the classroom?.....

.....

APPENDIX C
Jimma University

Institute of Education and Professional Development Studies

Department of Educational Planning and Management

Observation check list that will be conducted by the researcher in the classroom

The following check list guide questions are prepared to observe the application of classroom management strategies in the secondary schools

1. How teachers motivate students and minimize the distracting behavior of students?
2. How teachers follow the principles of classroom management?
3. How teachers explain the instructional objectives of the daily lesson for their students and how they used appropriate volume of voice?
4. How much was the physical environment of the class room conducive for teaching learning process?
5. Is the rules and regulations of the classroom are established and posted on the walls of the classroom?
6. How students attentively follow teachers during instruction in the classroom?
7. How students give respectation for their teachers and obey for rules and regulations?
8. How much teachers use different teaching techniques to get the attention of students?
9. How the classroom is organized by different instructional materials?
10. How teachers manage their time properly?

APPENDIX D

Jimma University
Institute of Education and Professional Development Studies
Department of Educational Planning and Management
Interview questions to be held with Principals and Secondary Schools
Supervisors

The aim of this interview is to investigate issues related to classroom management in secondary schools of Asossa Zone. The information obtained from you will help to suggest solutions to the problems encountered during the implementation of classroom management in schools.

Thank you in advance for your time and
cooperation

Part I: General Information

1. Sex ____ 2. Age ____ 3. Qualification _____
2. Service in teaching/ management-----

Part II: Give your response to the questions in short and be precise

1. Do teachers follow the principles of classroom management? If yes, are they properly applied?
2. What did you observe in the class room about students motivational activities during?
Supervision time?
3. How much teachers are committed to use the allocated instructional time for lesson purpose?
4. Do teachers set class room rules and procedures with the participation of students?
5. How do teachers and students respect each other in the classroom?
6. Do teachers explain the objectives of the daily lesson for their students? If yes, are they
explaining clearly?
7. How do you explain the relationship of teachers and students in the classroom?
8. Do the school give support for teachers as how they manage their classroom? If yes, in what
form? Specify-----
9. What are the major problems and their causes that are encountered in the classroom?
10. To what extent do teachers receive support from the school for their actions?
11. How teachers used their effort to prevent disciplinary problem before it occur in the classroom?

