

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

A COMPARATIVE STUDY OF CLASSROOM MANAGEMENT
SKILLS OF MALE AND FEMALE TEACHERS IN
THE SENIOR SECONDARY SCHOOLS OF
NAKAMTE AND SIRE TOWNS

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THE SENIOR SECONDARY SCHOOLS OF
NAKAMTE AND SIRE TOWNS

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ABSTRACT

The purpose of this study was to compare classroom management skills between male and female teachers. It was also attempted to assess the influence of certain variables namely teachers' job experience, age and attitude, and class size on classroom management skills. Five-point observers' and students' ratings of teachers comprising various categories were used to assess teachers' managerial skills. The subjects included 18 purposely selected teachers (9 males and 9 females) and 360 randomly selected students taken from Darge and Sire Senior Secondary Schools, in East Wellega Zone. Furthermore, teachers' personal file, self-report inventory and structured interviews were used to obtain data pertaining to the independent variables considered in the study. The data were then analysed using a t-test, Pearson Product Moment Correlation Coefficient and multiple regression mode. The results of the analyses indicated that there is no significant difference between male and female teachers in over all categories of classroom management skills at 0.01 level. However, when the categories are seen separately, female teachers were found to be significantly higher in the categories of communication and democratic leadership than their male counterparts. From the independent variables, teachers' attitude was found as a strong and positive predictor of classroom management skills regardless of sex. On the other hand, class size was found as a negative factor in teachers' managerial skills. Based on the findings, possible recommendations were made.

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Schooling takes place within the classroom social group settings. In these settings there are two human components: the teacher and the students. Classroom activities occur in a continuous interaction between these components. In order to achieve the intended instructional objectives, the teachers, who are the facilitators of instruction, have also the responsibility to create conducive learning environment. Therefore, teaching consists of two major sets of activities: instruction and management. Regarding these two components Parrott (1982 : 10) states:

Instructional activities are intended to facilitate the pupils' achievement of specific objectives directly. Management activities, on the other hand, are intended to create and maintain conditions in which instruction can take place effectively. They are activities by which a teacher maintains a productive classroom organization.

If instruction is those set of activities intended to facilitate the students achievement of educational objectives directly, and if management is those set of activities intended to set conditions in which instruction can take place, it follows that effective management is a critical prerequisite to effective instruction. Thus, one can logically state that effective classroom management is a critical aspect of teaching learning process.

In addition to the above logical argument made for the importance of effective classroom management, research findings reveal positive and significant relationships between certain teacher classroom management behaviors and desirable learning outcomes (Evertson

and Emmer (1982 : 485), Good (1979: 54), Weber (1986: 275), and Callahan and Clark (1988: 153)) .

Classroom management skills require teachers to know and apply different principles and techniques of teaching. In other words, the presence of motivated, disciplined and controlled students in a class is largely attributed to effective teachers who have clear ideas of the principles and techniques to be used.

Concerning the importance of knowing and applying the principles and techniques of classroom management, some educators recommend the need for training teachers in the arts and methods of classroom management through some professional courses. Stressing this, Davies (1981: 32) states that :

Methods offer a system, a way of doing things in an organized manner. When classroom learning activities become random and haphazard, the resulting inefficiencies indicate an absence of organization. Method is missing.

Classroom investigations in teaching effectiveness in general and classroom management in particular reveal the existence of differences among individuals based on the teacher's sex, qualification (training) and experience in teaching. Hemphill et. al (1979), for example, in their study of classroom teaching of 417 male and female primary school teachers confirmed that women possessed interest in the objectives of teaching, encouraging pupils' participation and arousing pupils' interest and maintaining classroom discipline than did the male teachers.

However, an early study on professional commitment of teachers by Epperson (1965) showed that female teachers have less professional commitments, including interest in organizing classroom activities, dealing with individual differences and motivating students, which are one of the major components of classroom management skills. Substantiating this

Ryans (1970) arrived at the conclusion that male teachers possess favorable attitude towards democratic practices in the classroom, more child centeredness in educational views and more emotional stability than female teachers in managing teaching learning processes.

Another crucial variable that differentiates teachers in their skills of classroom management is the duration and type of training they attend. An experimental study carried out by Borg and Ascione (1982: 85) proved that teachers who trained in the Utah State University Classroom Management Program in the elementary mainstreaming classroom were found more effective in the classroom management skills than the control group who did not attend the program. Hence, experts in classroom observation recommend the importance of intensive and extensive training of teachers in classroom management skills (Evertson and Emmer, 1982 ; Good and Brophy, 1987; Gordon, 1974).

Moreover, Classroom management skills can vary among teachers depending on the number of years a teacher teaches. Callahan and Clark (1988:152), Veenman (1984:143) and Doyle (1986:410) considered classroom management, particularly maintaining discipline, as the most worrisome to inexperienced teachers.

Hence, the above mentioned three variables, i.e. sex, qualification and experience in teaching need to be taken into consideration when one studies teachers' skills in classroom management.

1.2. Statement of the Problem

In the present school system of ours, senior secondary schools host large number of students beyond the optimum figure (MOE,1996:7; Tekeste ,1996: 89). The range of pupils' behaviors and attitudes in such large classrooms is diversified and is therefore likely to be beyond teacher's experience, training and expectation (Bellon, J. et.al, 1992: 19 ; Rao, 1990:290).

Under such varied circumstances teachers may feel confusion and uncertainty about appropriate measures to be taken in dealing with inappropriate behaviors and how to maintain individual differences and provide conducive learning environment. In other words, in classes where there are manageable number of students, the teachers can easily detect attendance, mark the work of students and provide individualized assistance to students. When class size increases, not only does the teacher become incapacitated to accomplish such professional commitments, but lack capacity even for mere classroom management.

Survey studies in some senior secondary schools of the country have attempted to reveal the prevalence of classroom management problems. To mention a few, Girma (1995) associated the problem with one of the sources of stress among senior secondary school teachers; Degarege Minale (1993) found large class size and inadequate exposure of teachers to methods of teaching courses as negatively influencing variables in teachers' classroom management skills, and Getachew(1995) found disciplinary problems in the classroom like unwillingness to do assignments, chewing gums, tardiness, absenteeism and shunning classes as one of the factors that disappointed both junior and senior secondary schools teachers.

Personal reports of inspectors also indicate out the escalation of classroom management problems. The inspectors from the Zonal Education Office of East Wellega (1996) revealed that most teachers in the senior secondary schools of the zone suffered from difficulties of controlling students inside and outside the classroom. The report also identified that some teachers lack interest and commitment in controlling student behavior, a problem which, according to the report, was more pronounced among female teachers than their male counterparts.

Accordingly, this study aims at investigating how and to what extent male and female teachers in the senior secondary schools of Nakamte and Sire towns, in East Wellega Administrative Zone apply the components and variables of classroom management skills in teaching .

To guide the study within the specified scope and make the attainment of the intended objectives possible, the following research questions were raised :

1. How are teachers rated both by observers and students in applying the components and variables of classroom management skills in classroom teaching ?
2. Is there a significant difference between male and female teachers in applying the components and variables of classroom management skills in the classroom?
3. What are the major factors that affect teachers' classroom management skills?
4. Are there significant differences between male and female teachers in the factors influencing teachers' skills of classroom management ?
5. What are the relationships among the factors influencing teachers' skills of classroom management?
6. What are the major problems in the application of classroom management skills as perceived by the teachers themselves?
7. Is there a correspondence between the classroom management problem perceived by both sexes?

1.3 Significance of the Study

The study is expected to:

- Provide information on the relationships between classroom management skills and teachers' sex

- Suggest possible recommendations to solve some teachers' perceived and observed problems of classroom management skills.
- Give information regarding the on- job training needs of teachers.

1.4 Delimitation of the Study

As mentioned earlier the study is aimed at comparing classroom management skills of male and female teachers in the senior secondary schools of Nakamte and Sire towns. It should also be noticed that the study considers:

- I. the main components of classroom management skills, namely planning, motivation, communication, leadership style, discipline, rule and procedure settings, monitoring, punishment, assignment (homework) giving and time management.
- II. variables in classroom management skills as identified by Kounin (1970) including with-it-ness, overlapping, smoothness and momentum, group alerting and accountability.

Moreover, due to the nature of the data collection instrument, i.e. observation, and the limited number of female teachers, the study is limited to a few teachers from the population.

1.5 Limitation of the Study

- I. Evaluating teachers' classroom management skills through observation could be adequately analyzed using videotape. However, due to the expense of the instrument, in this study, teachers' classroom management skills were assessed and analyzed by considering description (narration) of teachers' and students' classroom behaviors and activities.

II. It is difficult to evaluate teachers' classroom management skills in a few observational sessions. In some cases it requires a year long study. However, due to financial and time constraints this study is confined to ten observational sessions. These sessions provide some information, if not fully adequate, on teachers' skills in this regard.

1. 6 Operational Definitions

Attitude:

feeling directed towards an idea, object or event, including likes or dislikes and perception of appropriateness or inappropriateness. Attitude is here considered to contribute to performance.

Classroom Management Skill Components:

principles and techniques in teaching that have something to do with classroom management skills in one way or another.

Classroom Management Variables:

teacher behaviors identified in skills of classroom management as defined by Kounin (1970).

Dangle :

an instance in which the teacher leaves one activity dangling in midair to start another activity and then returns to the first activity.

Flip-flop:

an instance in which the teacher terminates one activity, start a second and then turns to the first.

Fragmentation:

an instance in which the teacher breaks down an activity into several unnecessary steps when it could have been appropriately handled as a whole.

Group Alerting:

teachers' attempt to keep children attentive when not reciting.

Inappropriate Behaviors:

behaviors that do not conform to norms of acceptable social conduct. These behaviors can cause physical and psychological harms to other persons, violate established rules or order, or disrupt the learning progress of students. For example, talking without raising hand, talk back, acting out, tardiness, showing hostility, failing to complete assignment or homework, moving about without permission.

Overdwelling :

an instance in which the teacher spends too much time giving explanations and / or directions.

Thrust:

an instance in which the teacher suddenly bursts into an activity with a statement or direction when the group is not ready.

Truncation:

an instance in which the teacher simply leaves one activity dangling in midair and starts another activity.

CHAPTER II

PREVIEW OF RELATED LITERATURE

2.1 The Concept of Classroom Management

2.1.1 The Meaning of Classroom Management

According to Johnson and Bany, classroom management is the process of establishing and maintaining the internal environment of the group and the classroom conditions for the attainment of educational goals. It consists of all “ the provisions and procedures necessary to maintain an environment in which instruction and learning can occur,” cited in Clark and Starr (1986:94). Similarly, Callahan and Clark (1988:153) understood the term as a process of organizing and conducting a class so that it is efficient and effective and resulting in maximum student learning.

According to the above views the concept of classroom management encompasses activities like arranging the physical setting, establishing and maintaining classroom procedures, monitoring pupils behavior, dealing with deviant behavior, keeping students accountable for work, and conducting lessons that keep students on task. Doyle (1986:394) also has the same idea.

Strengthening the above meaning of classroom management, Azeb Desta (1984:20) considers the term as referring to the use of techniques and skills other than force as means to accomplish instructional objectives. Here, the task of the teacher is facilitating the physical and social environment of the classroom for teaching and learning tasks.

Depending on the above definitions, one can generalize that classroom management as teacher's activity involves organizing and conducting the class so that it runs smoothly. When properly done it economizes time; helps students to spend their school time on learning tasks;

reduces problems of discipline and order; ensures student engagement on task. Without it, classroom activities are neither efficient nor effective.

To manage classroom instruction successfully, therefore, teachers need to carefully plan their classes ; equip students with a pleasant supportive climate for learning; create interest and desire to achieve learning; establish control; and avoid disciplinary disturbances (see Moore (1995;281); Callahan and Clark, 1988:153)). This leads us to the generalization that teachers need to know the details of different principles and techniques of teaching, the knowledge of which helps them to acquire and develop the skills of classroom management. Accordingly, classroom management tasks include:

- Planning
- Organizing
- Directing and leading
- Controlling and communicating
- Manipulation of time, space , materials, authority and responsibility
- Reward and punishment, and
- Motivating students to arouse their interest during presentation

2.1.2 The Relationship Between Classroom Management, Student Learning and Achievement

In Discussing the relationships between classroom management and learning, Montague (1987: 254) states the following:

Applying classroom management principles and procedures helps teachers to make the class a pleasant, businesslike, and enjoyable place in which to learn. Failure to manage a classroom adequately can result in confusion, misbehavior, antagonism, anger and unpleasantness.

From Montague's point of view, skills in classroom management help teachers to arouse and maintain pupils' interest in order to conduct instruction. Effective classroom managers direct students' effort toward learning which in turn makes students work more thoroughly, make fewer mistakes, and in general become more productive Wolfgang and Glickman (1986: 312,), Dune and ^{Wragg} (1994: 23), and Lehman (1982: 3) have similar idea with Montague.

Moreover, research findings support for the existence of a causal dependent relationship between effective management skills and student achievement, even though effective classroom management alone does not guarantee good achievement (Evertson and Weade, 1991:140)

To substantiate this view, in reviewing the detailed and systematic research on follow-through classroom, Sallings and Hantzell (cited in Good, 1979: 54), reported that how teachers manage classes is fundamentally related to students' progress in the acquisition of basic skills in elementary schools. In similar manner, Good and Brophy (1987:222), Doyle (1986:394) and Borich (1988:237) confirm positive and significant correlation between student achievement measures and indicators of management effectiveness. Therefore, teachers' managerial skills are cardinal in influencing student learning. It might be from this point of view that Doyle (1986:394) placed classroom management skills at the center of teaching tasks.

2.2 Components Of Classroom Management And Characteristics Of Effective Managers

2.2.1 Planning

Emphasizing the role of planning in classroom teaching, Davies (1981: 78) states that "success depends upon effective planning." In elaborating this he argues that good lesson preparation allows a teacher to command the future rather than allow the future to command him/her. This enables the teacher to anticipate decision making before the events occur in

classroom environment through delimiting how to do (i.e., method), when to do, (i.e. time), why to do (i.e. objective) and with what to do (i.e. instruction material) .

Many management problems are caused because students do not know what they are supposed to do, why, how or with what to do it. Such problems happen mostly because of the absence of careful and effective planning which helps to eliminate empty and dead spots that ruin many classes. To avoid these problems some authors suggest the use of preplanning to escape from planning in which a teacher performs all the work and the students just sit and vegetate (see Clark and Starr (1986: 97-98), Cole and Chan (1994:305 ,334), and Callahan and Clark (1988;154) .

Moreover, some classroom observation findings have suggested that ill-prepared lessons are among the causes for student inappropriate classroom behaviors. Kounin (1970) has reported research findings that are relevant to this. He found that the key to effective classroom management is the ability to plan and prepare lessons that prevent inattention, boredom, and misbehaviors. He also held that effective classroom managers teach well prepared lessons that proceed smoothly and at a regular pace with a minimum of confusion or loss of focus; waste little time moving students from one activity to another and provide seat work activities geared to the abilities and interest of the students (cited in Weber, 1986: 302).

Hence, it is possible to say that successful classroom management is achieved through careful planning that comprises what, when, how, and with and what to do.

2.2.2 Motivation

The term refers to techniques teachers use to activate student learning. In emphasizing the role of motivation in teaching and learning, Davies (1981:274) states four effects:

- a) *Motivation energizes learners: it causes them to become active, involved and concerned .*

- b) Motivation is goal directed: it directs students complete a task to achieve desired objectives*
- c) Motivation is selective: it selects what activities should be undertaken and determines priority.*
- d) Motivation patterns learners' behavior: it organizes activities which add vigorous and efficacy to effort.*

In general, as fuel makes cars move, as Max and Tombough put it, motivation also makes students move in the desired direction of the teaching learning process, thereby enabling teachers to manage the classroom effectively, cited in Yelon and Westein (1979:295). It is when a teacher relates learning activities to students' interest and prior knowledge; communicates the values and objectives of every lesson to students; establishes a positive atmosphere; and uses variety in teaching that students get motivated to learn (see Perrott (1982: 29), Azeb (1984: 195), Everton (1989:65) and Moore(1995:285)).

In this regard, it appears that highly motivated students become eager to participate in their lessons and they do not create problems associated with breakdown of discipline. On the contrary, Curzon (1990:211) confirmed that students who have no real desire to participate in the process of learning would rarely enter the class in the sense of involvement in the lesson. They have higher potential to misbehave.

2.2.3 Communication

Communication in instruction is the vehicle through which meaningful interaction of members takes place during the teaching learning process. Effective communication means that the receiver correctly interprets the message that the sender intends to communicate. Therefore, a two fold task of the teacher is to open the channels of communication so that all students express their thoughts and feelings freely, Weber (1986:324).

Studies on students preference of the characteristics of teachers showed that the students like teachers who communicate ideas in a clear way, show interest in pupils and be able to demonstrate that interest through ideas as well as through shared values (see Cole and Chan (1994: 294,304) and Collingford (1995: 12)).

Research works on classroom management have also shown that poor classroom communication, that is too remote teacher language from students' developmental level including poor explanation of subject matter, ambiguous presentation and absence of clear expectations, poor language and direction are among the causes of inappropriate behavior in the classroom (Alexander and Halverson (1956: 172), and Cole and Chan (1994: 304). Consequently, a positive and significant correlation revealed between effective communication and successful classroom management . To mention a few examples, the findings of Good and Brophy (1987 : 222), Emmer and Evertson (1981:345), and Book and Putnam (1992:21) confirmed positive correlation between the characteristics of better managers and strong communication skills such as listening and expression of feeling, clear presentation of information, knowledge of giving directions, stating objectives and ability to break down complex tasks into step by step procedures..

2.2.4 Leadership Style

In an effective classroom, group leadership functions are performed by both the teacher and the students. In other words, an effective classroom group is one in which the leadership functions are well distributed and all the group members can feel power, and self worth in accomplishing academic tasks by working together. When students share classroom leadership with the teacher, they are far more likely to be self regulating and responsible for their own behaviors. Thus, the effective teachers is the one who creates a climate in which students perform leadership function.

From the above explanation, it is evident that the type of leadership style that characterizes an effectively managed classroom is the democratic one. In such style of

leadership the classroom atmosphere is communicative, firm, encouraging, stimulating, helping, and warm.

In this type of classroom students are treated as responsible, worthy individual who are capable of intelligent decision making and problem solving. Here, the teacher guides; neither dominates nor abdicates like authoritarian and laissez-faire teachers respectively. Classroom management problems escalate more in classroom led by teachers who follow permissive and authoritarian leadership style (see Moore, 1995: 281-282; Weber, 1986: 229-319; Clark and Starr, 1986:95-97; Borich, 1988: 229; Nordberg et. al, 1962:215)

2.2.5 Discipline

Doyle (1986:394) defined discipline as “ the treatment of misbehavior in classroom or school.” It is usually concerned with the enforcement of classroom order.

Classroom research findings by Doyle (1986:394), and Good and Brophy (1987: 219) support the view that sound discipline correlates positively with proficient classroom organization and efficient instruction. That is, if a teacher treats pupils with respect, uses variety of teaching methods and audiovisual materials, and if students are interested, inappropriate behaviors diminish. Purkey and Avila(1971:326-327) and Moore(1995:280) have supported this view.

In disciplining students, effective teachers follow the following principles of classroom management according to Cole and Chan (1994:326-330) :

- *Focus on the unacceptable behavior itself and not the non specific personality factors that may underlie the inappropriate behavior.*
- *Never humiliate or ridicule students. Because students perceive this as a form of attack on their personal worth or status.*
- *Attempt to manage severe inappropriate behavior by private conference*

or counseling.

- *Ask for assistance from expert staff if conflicts cannot be resolved using normal management procedure.*
- *Cooperate with administrators, parents and counselors to solve the problems of students who have difficulty in coping with normal classroom or school routines.*

2.2.6 Setting Rules and Procedures

Rules are prescriptions that demand particular types of behaviors from students in a specific situation. Procedures, on the other hand, are ways that guide students how to perform certain learning tasks. Setting up rules and procedures enable students to know what and how to do without being told over and over. The following are some areas of rules and procedures teachers and students set cooperating each other :

- Interaction between students themselves and with the teacher.
- Rules and procedures related to school work such as listening to instruction, working hard and completing work set.
- Specific rules and procedures based on particular activities such as use of equipment.

Studies have demonstrated that setting specific class rules and procedures leads to reduction in disruptive pupil behavior. Herman and Traymontana found that rules and procedures were effective in reducing inappropriate behavior. These results were also supported by research reported by Greenwood, Hops, Delquadri and Guild, cited in Borg and Ascione (1982:85).

Classroom Observation on studying teachers effectiveness in classroom management showed that effective managers set and applied specific rules and procedures about appropriate behavior during the beginning of the new academic year. For example, an extensive study of

twenty eight third-grade teachers by Emmer and his associates (1980) showed that more effective managers spent considerable time at the beginning of the new academic year helping students learn how to behave in their classrooms, cited in Emmer and Evertson (1981:345).

In general, results of different studies identified that effective classroom manager set clear expectations for behavior and academic work standards during the beginning of the new academic year class meeting. Moreover, they were found clearly explaining, modeling and rehearsing the items of rules and procedures set by the teacher with the participation of students (see Cohen, Inter and Robbins (1979 : 138), Evertson (1989: 163), Emmer (1987:44), Lasley (1981), Callahan and Clark, (1988:156), Emmer, Evertson, Clements and Worsham (1994:17-40).

2.2.7 Monitoring

Monitoring involves consistent checking whether everyone attends activities in the classroom. It also involves checking the extent to which students understand the assistance provided by the teacher. Hence, effective managers consistently takes students attendance during their sessions and avoid student tardiness and absenteeism more successfully than ineffective managers.

Careful monitoring can prevent both present and future problems of classroom instruction and ensures business like learning environment. Therefore, it seems possible to say that positive relationships exist between effective monitoring and successful classroom management (see Evertson, Emmer, Sanford and Clements (1983:173-188), Callahan and Clark (1988:160) and Doyle, 1986: 414)).

2.2.8 Punishment

Punishment is also found to be used by many teachers as a technique of classroom management skills. However, Kounin, cited in Biehler and Snow (1990: 655), concluded that

extreme reactions did not seem to improve the inappropriate behaviors of children. Instead, anger and severe reprimands upset the children and made them feel nervous. Use of sarcasm, ridicule, threats and warning almost always evoke resentment, silent rebellion, hostility and even resistance.

In order to overcome these problem some writers recommend the avoidance of applying the following inappropriate punishment including:

- severe personal criticism
- physical punishment for tardiness, unfinished homework and forgotten materials
- assignment of extra classroom or school work
- mass punishment and
- purposeless writing

These inappropriate punishments were found to be the characteristics of less effective classroom managers according to Lasley (1981:16), Kounin and Gamp (1964:10), and Cole and Chan (1994:327).

2.2.9 Homework and Assignment

One of the differences between more and less effective classroom managers in the study carried out by Evertson and Emmer (1982) was the manner in which the teachers handle giving assignments and homework. Handling assignments appeared almost effortless for the more effective managers while for the less effective managers, the normal classroom routine sometimes came to an abrupt halt, noise level went up and much inappropriate behaviors were noticed.

One of the reasons suggested for the occurrence of these problems in the less effective teacher managers' classrooms was lack of considering individual differences. That is individuals in the classroom have different abilities and interests. Teachers need to given value

to these differences if their classrooms are to be conducted effectively. This can be achieved through assigning different tasks to students depending on their interests and capabilities.

Chaube and Chaube (1996:180-181) have recommended assigning homework based on lessons already done in the class, clarifying home works and assignments, correcting and assigning certain marks to the home works and assignments to minimize problems arise from homework or assignment giving.

2.2.10 Time Management

Time is “the most precious and scarcest instructional resources,” Davies (1981:320). Effective classroom managers know how to use time in teaching. They account for every minute of it.

In stressing the role of time in classroom management, Bull and Solity (1987:67) suggest the responsibility of teachers to be punctual: to be in the classroom when the class arrives and to start and finish lessons on time.

However, in several research studies where students are observed, the amount of time discovered to be spent on off-task was high: the amount of time children spent waiting, not actually engaged in learning was found to be around seventy-five percent.

Classroom observations also proved that inappropriate behaviors like talk back, tardiness and leaving seat were common when students showed off-task behavior (Croll and Moses,1985: 96-97).

2.3 Variables in Classroom Management and Effective Managers.

A classical study on classroom management, Kounin’s (1970) investigation, identified several teachers’ behaviors. He examined the relation between these variables and student’s

work involvement in the classroom. He came to the conclusion that the variables appear to be the most effective in the skills of classroom management tasks.

According to Kounin (1970:74) these identified teacher variables are with- it -ness, overlapping, smoothness and momentum, and group focus variables. The variables are important in preventing student activity that are not task-oriented. Moreover, the variables are distinctive areas of effective and ineffective classroom managers (see Emmer and Evertson (1981:342), Wolfgang and Glickman (1986:301-306), Good and Brophy(1987:219), Biehler and Snowman (1990:650-656), and Creemers (1994:76).Bennett (1979:220) has also considered these variables as the most salient teacher behaviors in maintaining involvement in teaching situations.

2.3.1 With-it-ness

Kounin coined this variable to emphasize that teachers who prove to their students that they know what is going on in a class usually have fewer disciplinary problems than teachers who appear to be unaware of disruptions at early stage. Effective classroom managers nip trouble in the bud by commenting on potentially disruptive behavior before it gains momentum. Ineffective classroom managers may not notice such behavior until it begins to spread.

Callahan and Clark (1988: 159) called this variable "having eye in the back- " The variable is also similar to Parrott's (1982:29) "teacher movement" and "focusing behavior "which help teachers to arouse pupils' attention to focus it upon the daily lesson during presentation. Moore (1995:293) has also defined this variable as the ability to know what is going on in all parts of the classroom at all times.

Based on his own extensive investigation, Kounin concluded that with-it-ness is significantly related to managerial success. That is to say, teachers who demonstrate with-it-ness are more likely to have fewer and less serious student misbehavior, Weber (1986:329).

In Similar manner, classroom investigations carried out by Evertson and Emmer (1982), Emmer and Evertson (1981), Evertson, Emmer, Sanford and Clements (1983), and Good and Brophy (1987) showed teachers who were aware of what was going on throughout the classroom had high student participation and low student misbehavior.

According to the results of the above research works, effective managers showed this behavior by moving over to the students , giving a quick reprimand, or asking a student a question, group scanning and eye contact.

2.3.2 Overlapping

Overlapping variable behaviors are those behaviors by which a teacher indicates that he/she is attending to more than one issue when there is more than one issue to deal with at a particular time (Weber, 1986:329). Arends (1997:18) called this variable "simultaneity. "

In his classroom investigation, Kounin found that some teachers seem to have one-track minds. They are inclined to deal with only one thing at a time, and this way of proceeding causes frequent interruptions in classroom routine. He concluded that with-it-ness and skill in handling overlapping activities seem to be related and complementary practices, cited in Biehler and Snowman (1990:650).

Depending on the findings of Kounin , it is possible to conclude that overlapping as a teachers' variable in classroom management is keeping eye contact on the rest of the class while communicating with individual student, controlling signs of inappropriate behavior when writing notes on the black- board or it is the ability to deal with problem behaviors and at the same time proceed with instructional tasks.

2.2.3 Smoothness and Momentum.

Kounin also found that unsuccessful teachers are inadequately prepared and therefore, unable to exhibit smoothness and momentum. They do not move students smoothly from one activity to the next; nor do they maintain momentum within activity. Instead they display behaviors Kounin saw as contributing to 'jerkiness' (thrusts, dangles, truncations, and flip-flops) and 'slowdowns' (overdwelling and fragmentation), Weber (1986:302). Kounin's contention is that these teacher behaviors hinder smoothness and momentum and contribute to 'jerkiness' and 'slowdowns' that result in student inattention, boredom and misbehavior.

These variables as an area of distinction between effective and ineffective classroom managers are also supported by Evertson and Emmer (1982:486), Clark and Starr (1986: 101), Creemers (1994:76), and Cole and Chan (1994:321). They agreed with Kounin that great pupil involvement and less deviant behaviors are observed when the teachers maintained momentum and smoothness instead of interrupting activities in the way listed above.

Therefore, effective classroom managers are teachers who continue activities without being distracted by some unplanned event, interrupting students from working, leaving learning activities in midstream or reversing direction. Moreover, they avoid continuing teaching to elaborate on a point that students already understood; reduce wastage of time in completing work scheduled; and avoid nagging their students.

2.3.4 Group Focus Variables

They are those variables (behaviors) teachers use during individual recitations to maintain a focus on the group rather than on an individual.

Kounin identified two aspects of group focus behaviors:

a. Group Alerting:

It refers to the extent to which a teacher involves non reciting students, maintains their attention and "keeps them on toes. " A teacher alerts students by choosing reciters randomly creating suspense, using chorus responses or signaling students that they may be called on.

Non-alerting practices are those that protect students from being accountable. A predetermined pattern of calling of students ,such as calling on only students with their hands up (or down) or in a clockwise manner are examples of non-alerting practices (see Wolfgang and Glickman (1986:304), Creemer (1994:76), Emmer and Evertson (1981:342), and Weber (1986:329)).

b. Accountability:

If refers to the extent to which the teacher holds students accountable and responsible for their task performances during recitations. In other words, it is how well a teacher monitors and maintains student performance during recitation. Accountability behaviors include requiring students to show readiness to perform, or circulating to check students work (Emmer and Evertson (1981:342)).

Kounin suggests that teachers who maintain a group focus are more successful in promoting student goal-oriented behavior and in preventing student misbehavior than teachers who do not, cited in Weber (1986:329).

To sum up, Kounin found that the key to effective classroom management is the teacher's ability to prepare and conduct lessons that prevent inattention, boredom and misbehavior. He found that successful teachers:

- teach prepared lessons that proceed smoothly and at a good pace with minimum of confusion or lose of focus;
- waste little time moving students from one activity to another; and
- provide seat-work activities geared to the ability and interest of students.

Successful teachers, he found, are prepared and therefore able to exhibit what he called smoothness and momentum. Such teachers employ effective movement management.

Subsequent work by other investigators indicates that these variables in classroom management are key to success and that they are associated with student learning gains (see Good and Brophy (1987:220), Doyle (1986:394), Wolfgang and Glickman (1986:307) and Evertson and Emmer (1982:486)).

As it is seen under(2.2) and (2.3), it is possible to generalize that effective classroom management is based on skills developed in teaching domains. In particular, it is based on competencies in classroom communication, planning lesson, leadership style, motivation, rules and procedures setting, techniques of disciplining and other mentioned components and variables.

However, teachers often err in their judgments about the causes of management problems. In many instances they presume that discipline is lacking, but classroom observation results often reveal that other aspects of teaching, mentioned above, are the causes of most problems.

2.4 Factors Affecting Classroom Management Skills

2.4.1 Teacher's Related Factors

2.4.1.1 Teacher Training

One of the most important teacher related factors influencing classroom management tasks is the training of teachers. In an experimental study carried out by Evertson (1985) in secondary school classrooms, teachers who were trained in classroom management skills rated higher than the control groups. The differences were statistically significant specially in areas of managing student behavior including restriction of students freedom of movement around the classroom.

Similar study has confirm that teachers who are trained in specific techniques that help them to reduce off-task behavior and disciplinary problems in their classroom showed positive results. For example, Borg and Ascione (1982) found that teachers who were trained in the Utah State University Classroom Management Program learned to use the specific skills emphasized in the training program and that students' classroom behavior was favorably affected. Hence, teacher training in classroom management skills is one of the most crucial factors in influencing teachers' performance and proficiency in classroom management tasks.

2.4.1.2 Teacher's Experience and Age

Experience in teaching and teachers' age are also found as crucial teacher related factors that have something to do with classroom management tasks. In fact, these two variables correlate positively in most cases.

Good classroom teaching practice can greatly be influenced by teacher's accumulated experience in teaching for a number of years. Brooks, cited in Doyle (1986:441) , found that

more experienced and old junior high teachers had better organization, sequence, smoothness and with-it-ness (eye contact and visual scanning) than inexperienced and young teachers. The result of the study was consistent with those in junior high school classroom investigations by Evertson and Emmer (1982).

The results of these and other investigations show more experienced teachers solve and view classroom management problems different from less experienced teachers. They are better in interpreting the complexity of environment in which they work (Cole and Chan 1994:15). This seems why some novice teachers leave the profession during their induction period. They present classroom management as their most worrisome (Callahan and Clark (1988:152), Lehman (1982:1), Doyle (1986:410) and Veenman (1984:143).

2.4.1.3 Teacher's Attitude

In addition to training, experience and age of teachers, some evidences showed that the "desirable professional attitudes " of teachers have positive relationships with successful teaching in the classroom including managing children and overall successful teaching (Fontana, 1995:38 ; Cole and Chan, 1994:318-319).

Teachers who have unfavorable attitude towards their profession reflect unnecessary behavior in the classroom. These teachers threaten the students with terrible punishment, shout at them to establish control and being inconsistent in the action taking place in the classroom.

2.4.2 Student Related Factors

Classroom management tasks can also be greatly influenced by some student related variables. To mention a few:

2.4.2.1 Class size:

As class size increases, the amount of discussion and the percentage of those who participate in the discussion decrease. However, in smaller class size teachers can give more attention to individual or small groups of pupils; a sense of group identification can easily be established; and the possibility of disruptions escalating into minor disorder will decrease.

Generally, in smaller classes there is more individualization, greater group activities, more positive student attitudes and less misbehavior. Not surprisingly, teachers are more satisfied in smaller classes (Hetherington and Parke (1993:502-503), Department of Education and Science (1989:277), and Pollock and Waller (1994:143)).

2.4.2.2 Age and Background of Students

The early period of adolescence is the period when teachers face more problems of managing individual student both inside and outside classroom than any student's developmental stage. In stressing this, Eccles and Midgley states that teachers of early adolescents tend to spend more of their time dealing with issues of classroom management and student behavior than with direct instruction, cited in Wentze (1991:1067).

Classroom management tasks are also influenced by students' background particularly their parents' socio-economic status. The findings of classroom observations in junior and secondary schools carried out by Evertson, Emmer and Clements (1980) and Emmer and Evertson (1980) showed teachers in low socio-economic status schools face more special problems in establishing productive learning climate within their classroom. These students manifest more misbehavior in the classroom than students from high and middle socio-economic status, cited in Sanford and Evertson (1981:34)

2.5 Effective Teaching vis-à-vis Male and Female Teachers.

Reports of different research results revealed that there exist differences in the qualities of effective teaching between male and female teachers. For example, in the study carried out by Bernard and his associates (1981:681) on the description of high school male and female teachers teaching behavior, the former group was rated more highly than the latter.

Similarly, Ryans (1970) found that male and female teachers differ in their personal and social characteristics. He indicated that male teachers possess favorable attitudes towards democratic practices in classroom, more permissiveness, more child centeredness in educational views and more emotional stability than female teachers. Furthermore, there seems to be difference between male and female teachers in the way of approaching students.

In a study of student-teacher relationships in an actual classroom situations, Wilinsky and Lee, cited in Abraham (1993:10-11), observed the following differences:

Male teachers were slightly more approving towards boys, whereas female teachers were slightly more approving towards girls. Female teachers, moreover, inclined to become disapproving towards boys than girls, while the opposite held for approval. They also found that boys and girls believed that their male teachers like them better than their female teachers did. Both boys and girls stated that female teachers preferred girls; while their male teachers did not show preference.

Depending on the above findings one might conclude that males are better teachers than females. However, a number of other studies challenge this assumption. To mention a few:

In the study of Bennett (1982:170) female teachers at Bryn Mawr College were rated more highly than their counterparts on over all teaching effectiveness, a finding that the author attributed to the perception of female teachers are warm and less authoritarian than male

teachers. He found positive correlation between student ratings of teacher performance and student perception of a teacher as warm, supportive and interested individual.

Similarly, in studying teacher effectiveness of 417 male and female teachers, Hemphill and associates (1979) revealed women possessed interests in the objective of teaching, encouraging pupil participation and evaluating learning to a significantly greater degree than men did.

According to Adams and Biddle (1970) , generally warm person-oriented style of teaching has been viewed as more effective for female than male teachers. Male teachers have been perceived as being more talkative, direct and authoritarian, and female teachers have been viewed as less direct and warm, cited in Bernard and associates (1981:682).

In another study of male and female teachers differences, significant variations were observed in communication aspect of teaching, the way teachers convey messages and the level of influence they gain over students. Although, style differences in language use are largely a matter of differences, sex characteristic stereotypings are still intervening factors in light of this issue as well. A phenomena which Dickens calls "genderlect " is a common aspect in giving gender tone and color to the style of speech women and men make, cited in Colwill (1989:108).

In verbal communication, women are observed using many correct speech forms than men (German ,1992:41). They are also found to use language that encourages politeness. According to Shakeshaft (1989:181), women's politeness is exhibited in their listening behavior, they are observed to listen more than men.

All the above similar and different research results show that there exist differences between male and female teachers compared in the qualities of effective teaching. However, other investigations of male and female teacher difference in teaching found and judged equal

competencies and performances between the two sexes (Harris, cited in Bernard (1979:553), and Goebel and Cashen (1979:646)).

CHAPTER III

METHOD AND PROCEDURE OF THE STUDY

3.1 Sampling

The subjects in this study were male and female teachers who were graduates of Addis Ababa University, Kotobe and Bahar Dar Teachers' Colleges and Ambo Junior College of Agriculture. They are currently teaching in Nakamte and Sire towns, at Darge and Sire Senior Secondary Schools respectively.

In order to ensure representation of subjects with considerable number of female teachers, purposive sampling technique (non - probability) was employed for the sample size is small (Koul, 1984:108). That is all female teachers in these schools were taken as the subjects of the study.

All female teachers in these schools were diploma holders except one who is a B.Sc. holder in Mathematics and teaching the same subject. The rest were teaching subjects such as Agriculture (1), Amharic (1), Book Keeping or Commerce (1), English (2) and Home Economics (3).

The sampling of male teachers was based on female teachers sampling procedure. From all male teachers teaching in these schools, only those who teach the same subjects with female teachers at the same grade level were taken as a sample in the study. This was done mainly because of the fact that teacher's classroom management skills can be influenced by different teaching models and subjects taught, Arends (1997:37).

In order to reduce the influence of teacher's qualification on the result of the study, matching sampling technique was also employed, Best and Kahn (1989:117). Accordingly, the total samples taken for the study were nine male and nine female teachers making a total of eighteen teachers from both schools.

3.2 Instruments

Teachers' self-report inventory, questionnaire of student ratings, observation rating scale, structured interview and documentary (archive) examination for personal information and daily lesson plan evaluation were the main sources of the data collected

3.3 Variables included in the study

- a. Independent variables
 - . Teaching experiences (X_1)
 - . Class size (X_2)
 - . Teachers' attitude (X_3)
 - . Age of the teachers (X_4)
- b. Dependent Variables
 - . Observers' ratings, the mean of ten observation result by two observers (Y_1)
 - . Students' ratings scores (Y_2)

3.4 Procedure

3.4.1 Data Collection

- a. **Teaching Experience (X_1):** It is the number of years a teacher stayed in the teaching profession. This was collected from the teacher's personal file.
- b. **Class size (X_2):** It is the average number of students the teacher teaches in a section. This was obtained by dividing the total number of the students the teacher teaches to the total number of sections he/she teaches obtained from the record office of the schools. Here, the rational numbers were changed in to the nearest whole number.
- c. **Teachers' attitude (X_3):** The instrument supposed to measure teachers' attitude

was obtained through self-report inventory. The source for collecting and writing of the items were adapted from previously developed inventories for assessing the attitude of teachers by Abraham (1993) who adapted the instrument from the works of Dutton and Keisler (1961), Robbins and Hughes (1967) and Maracco et al., (1982). A five point Likert Scales were used to rate the items in such a way that: 5 = Strongly agree; 4 = Agree; 3 = Uncertain or indifferent; 2 = Disagree; and 1 = Strongly disagree.

The inventory consisted of thirty four items grouped under four dimensions, namely attitude towards teaching profession, attitude towards school administration, attitude towards social values and attitude towards students. The items were evaluated by a group of six senior graduate students and two instructors from the Department of Psychology, and Curriculum and Instruction after they have been translated into Amharic from English version.

- d. **Age of Teachers (X_4).** The age of the teachers under investigation was obtained though requesting them to fill the questionnaire designed to measure their attitude. For its reliability the result obtained was counter checked with the teacher's personal file obtained from the Zonal Education Office, Nakamte.
- e. **Observers' Rating Scores (Y_1)** In order to obtain more valid and reliable information for the study a five-point observation rating scale was developed that addressed the purpose of the study and how to use the rating scale.

The observers' rating scale was adapted from the previously developed scales for assessing teacher's skills in classroom management from the works of Kounin (1970), Evertson and Emmer (1982), Good and Brophy (1987) and Evertson (1985).

It consists of sixty-nine items grouped under fifteen categories namely with-it-ness, overlapping, smoothness and momentum, group alerting, accountability, planning, motivation, communication, democratic leadership style, discipline, rule and procedure, monitoring,

punishment, assignment and homework giving, and time management all which were assumed to be variables or components of teachers' classroom managerial skills.



The results of the observation rating scale were obtained from two observers who were selected and oriented in how to use the scale. The observers were selected purposefully from six instructors who have B. Ed. degree in Pedagogical Science and currently teaching "Afaan Oromoo," Oromo Language (2), Pedagogy (2) and Psychology (2) at Nakamte Teachers' Training Institute.

The purposeful selection of observers was based on the teaching load of the instructors and area of qualification. The selected observers have two years of teaching experience at the teachers' training institute and one and three years in other (see Appendix - C)

Observers were oriented on how to use the instrument. The main contents of the orientation were the explanation on the purpose of the study, definition of the components or variables of classroom management skills (the categories), how to narrate the observed classroom activities, how to rate teachers on the scale and reduce observer biases based on ethnicity, sex, attractiveness, age, height and weight of the teachers being observed.

Both observers rearranged their teaching period with the shift system of the schools so that the observers' main duty (i.e. teaching at the institute) would not be affected. The results of the observers' rating scores (Y_1) were, therefore, the average results of the teacher's score rated by the two observers for ten observational sessions for each subject teacher, five observational sessions each in the afternoon and in the morning shifts during the first and second semesters respectively. Moreover, efforts were made by the observers to observe a single subject at least once in the classroom where he/ she entered to teach. In general, hundred and eighty class observations (each ranging for forty minutes) were conducted in the two senior secondary schools.

Observers rated the teachers soon after each observational session based on the qualitative data: narration of classroom activities and behaviors of both the teachers and the students. Here the researcher has also participated in the narration and not in the rating

f. Students' Ratings of Teachers (Y₂)

In addition to observers' ratings, students' rating was also used in evaluating teachers' classroom management skills. The rationale for using students' ratings as a source of information backing observers' ratings was based on the following arguments:

- i Students are the main source of information about the accomplishment of certain educational goals and areas of rapport.
- ii. They are the only ones who are directly and extensively exposed to teachers, textbooks, home works, course contents and methods of instruction.

These enable the students to have better opportunity of observing and evaluating their teachers than other persons concerned in this respect (Aleamoni (1981:111); Edward and Allen (1992: 19 3)).

The questionnaire designed for this purpose was developed from the five-point rating instrument designed to be used by the observers in the same study. It consists of sixty- three items. Therefore, the correlation between the two instruments was high.

The main differences between the instruments used by the observers and students were the absence of items listed in the category of planning to be used by the students, and a few different items used in both ratings . Five and three items were used in the category of rule and procedure setting for students' and observers' ratings respectively. See Appendix A - 1 and A-2. The reason for the absence of the items in either category is the assumed effect of using students to evaluate the lesson plan of their teachers and that observers could not observe subject teachers during the first week of the new academic year.

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Each teacher in the sample study was rated by a group of twenty student (ten males and ten females). The students were randomly selected after they had been grouped into three: upper, middle and lower achievers by their homeroom teachers. Each group comprised six students except the middle achievers which had eight students. In general, a total of three hundred and sixty students participated in the rating of the teachers.

3.4.2 Screening of Items

The items used in the instruments of data collection have passed through two screening methods.

a. Judges' Comment:

In this case, six senior graduate students and two instructors from the department of Curriculum and Instruction, and Psychology of the Addis Ababa University were used to judge a total of thirty-four, sixty-three and sixty-nine items of attitude inventory, students' and observers' rating scales respectively.

The items were presented to the judges on a five-point continuum which ranges from 5= very high to 1= very low. The judges were requested to circle the number they believed corresponded to the value of the item along the continuum in terms of the adequacy of the items .

The judges were also oriented on the following criteria to evaluate each items:

- i. For attitude inventory items
 - . The extent to which the items measure the attitude of senior secondary school teachers.
 - . The extent to which the items refer to any one of the four dimensions namely teaching profession, school administration, social values and students.

Appendix B-1 shows the judges result on the inventory questionnaire

ii. For observers' and students' ratings instrument

- . The extent to which the items under each category measures classroom management skills of teachers in senior secondary schools.
- . The extent to which each item relates to the category under which it is listed
- . Whether the item helps observers or/and students to rate the behavior of senior secondary schools teacher classrooms.

Depending upon the judges' comments, the scale value of each item was determined by computing the median value of the ratings that the items got from the judges (Koul, 1984:164). the items with scale median value of three and above were taken as those expressing adequate values and those with media value below three were taken as items expressing inadequate values. In this respect ten items: item 11, 19, 23, 31 and 34 from teachers' self-report inventory and item $O_1(5)$, $Sm_3(11)$, P_4 , $DL_2(34)$, $D2(43)$, and $D3(44)$ from observers' and students' ratings of teachers were found ineffective in measuring teachers' attitude and classroom management skills respectively and therefore omitted (see Appendix B-2)

b. Results of the Pilot Study

A tryout was made for the instruments of data collection in order to know their reliability following the results obtained from the judges.

The tryout was administered to the cross-section of the representative target population from Hawas Senior Secondary School, Nazereth. The study was administered as follows:

* Numbers written in parentheses above represent the corresponding item number used by student raters.

Two teachers of Pedagogics from Adama Teachers' Training Institute were selected and oriented on how to use the observers' rating scale. Both observers have B.Ed. degree in Pedagogical Science and their teaching experience in teacher training institute was three years. Appendix- C shows background information on observers in the pilot study.

The total number of teachers observed in this study were eight, four male and four female teachers teaching Amharic, English, History and Home Economics. All teachers had diploma in the subject they teach except one female and one male teacher who both had B.A in History. Appendix D- give some information on the teachers.

Each teacher was observed four times during their normal period in the classroom for forty minutes. In addition, the teachers' daily lesson plan was used to evaluate and rate on the items under the category of planning.

The teachers were also provided with the self-report inventory questionnaire to assess their attitude. Moreover, each teacher under the study was rated by eight students (four males and four females)

Based on the result of the pilot study, the internal consistency of the inventories and students rating scale was calculated using the split-half method. The correlation coefficient between the two observers' result was computed using Pearson Product Moment Correlation Coefficient, Koul (1984:239). In this case it was the average of four observational sessions rated value for each teachers that was correlated between the two observers. (See the results on Appendix E-3) . The computed reliability coefficients were found to be 0.928, 0.791 and 0.9962 for teachers' self-report inventory, students' and observers' ratings of teachers respectively. (See Appendices E-1, E-2 and E-3).

The refined twenty-nine items of teachers' self-report inventory, fifty-eight items used in students' rating questionnaire and sixty-three items of observers' rating questionnaire were then used for the final data collection.

3.4.3. Data Analysis

Different statistical techniques were employed to analyze the obtained data:

- . Descriptive statistical values such as mean and standard deviation were computed for all variables.
- . Test of significance (t-test) was used to know whether there exist significant differences between the mean scores of the two sexes at 0.01 level of significance.
- . Pearson Product Moment Correlation Coefficient was used to see the relationships between the dependent variables and each of the independent variables.
- . Multiple regression was also employed to see the contribution of all independent variables in predicting the dependent variables.

CHAPTER IV

RESULTS, ANALYSES AND DISCUSSIONS

In this chapter, the results obtained from the observers' and students' ratings, questionnaire and interview are presented, analyzed and discussed to give answers to the basic questions raised in the first chapter of the study.

4.1 RESULTS AND ANALYSES

The descriptions and illustrations of the ratings of teachers made against each category by observers and students are presented as follows:

4.1.1 With-it-ness and Teachers' Sex.

This variable of teacher behavior has been rated in terms of four unit variables included in the category : teacher movement in the classroom and his/ her awareness of what is going on in all areas, teacher's avoidance of ignoring the rest of the class when dealing with individual pupils, arranging students to be in his/ her sign and the use of eye contact to control students.

In this variable observers rated male teachers higher (2.51) than female teachers (2.31). Students did this in the reverse way; they rated female teachers higher (3.02) than they did for male teachers (2.97). However, no substantial differences appeared between male and female teachers in both forms of rating. That is, the t-calculated values in both cases of rating (1.11 and 0.21) are less than t-critical value (2.921) at 16 degree of freedom and 0.01 alpha.

TABLE- I

Summary on teachers' rating scores in the category of with-it-ness.

Observers' Rating							Students' Rating							t-value between n observe rs' & student s' ratings
Sex	X	SD	SE	SEM	DF	t-value	Sex	X	SD	SE	SEM	DF	t-value	
M	2.51	0.394	0.13	0.177	16	1.11	M	2.97	0.47	0.156	0.238	16	0.21	Sex
F	2.31	0.3176	0.12				F	3.02	0.54	0.18				M F
														1. 3. 26 2 8 8 0

X= Mean

SEM= Standard error of mean difference

SD= Standard deviation

DF= Degree of freedom

SE= Standard error of mean

t- value = t- Calculated (observed)

According to Table I, further analysis has shown a significant difference between observers' and students' ratings regarding female teachers as t- value, calculated (3.280) is greater than the critical value of t (2.921) at 16 degree of freedom and 0.01 alpha.

4.1.2 Overlapping and Teachers' Sex

Overlapping, which is teacher's ability to attend more than one issue at a time, was rated based on three criterion - variables used to represent the category. They were teacher's control of pupils while guiding them, teacher's clear explanation of ideas while watching for

signs of inattention and teacher's ability to control students while writing notes on the black-board.

In these three criterion- variables both observers and students rated male and female teachers similarly despite differences observed between the two forms of rating . The observers rated male and female teachers 2.27 and 2.20 respectively. Students rated 2.98 and 3.00 for male and female teachers respectively. In both forms of rating, significant differences were not observed between the two sexes at 16 degree of freedom and 0.01 level of significance. However, students rated both male and female teachers significantly higher than the observers did.

TABLE -II

Summary of Teachers' Rating Scores in the Category of Overlapping

Observers' Rating							Students' Rating							t-value between observers' and students' ratings				
Sex	X	SD	SE	SE M	DF	t- valu e	sex	X	SD	SE	SE M	DF	t-value					
M	2.27	0- .60	0.20	0.21	16	0.33	M	2.98	0.25	0.08	0.17	16	0.1176	Sex				
F	2.27	0.22	0.07				F	3.00	0.46	0.15	M						M	F
																	3.30	4.83

X= Mean

SEM= Standard error of mean difference

SD= Standard deviation

DF= Degree of freedom

SE= Standard error of mean

t-Value = t- calculated

4.1.3 Smoothness and Momentum, and Teachers' Sex.

Four criterion variables were used to rate teachers in this category. They include the extent to which the teachers finish one activity before moving to another; avoid going into unnecessary details or over dwell on a minor or already understood part of the lesson ; and conduct a lesson in line with ability level of the students.

On average, observers rated male teachers as 2.90 and female teachers as 2.89. On the other hand, the results of students' ratings showed 3.48 and 3.82 for male and female teachers respectively. In each form of rating, substantial differences were not observed between the two sexes. However, this difference was more significantly observed between observers and students ratings of female teachers. In this case, female teachers were rated significantly higher by their students than the observers because the observed t-value (4.043) between observers and students' ratings of female teacher was higher than the critical value of t (2.921) at 16 degree of freedom and 0.01 alpha.

TABLE III

Summary of Teachers' Rating Scores in the Categories of Smoothness and Momentum

Observers' Rating							Students' Rating							t-value between observers' & students' ratings	
Sex	X	SD	SE	SEM	DF	t-value	Sex	X	SD	SE	SEM	DF	T-value		
M	2.90	0.35	0.116	0.166 9	16	0.06	M	3.48	0.69	0.23	0.30 4	1 6	1.12	Sex	
F	2.89	0.36	0.12				M	3.48	0.69	0.23				M	F
							F	3.82	0.60	0.20				2.26 9	4.0 43

4.1.4 Group Alerting and Teachers' Sex

The variables teachers use to maintain a focus on an individual student during individual recitation was rated in view of three criterion-variables under this category . Therefore, teachers were rated on the following criterion variables:

Using questioning or recitation strategies that maintain active participation by all students; calling on students at random to answer questions rather than using predetermined pattern of calling ; and physically moving in the classroom and checking on what all students have done.

The process of rating with respect to the variables in this category was made by observing the teacher's performance during questioning or student recitation. Accordingly, Table IV summarizes the extent to which both male and female teachers were rated by the observers and the students

TABLE - IV

Summary of Teachers' Rating Scores in the Category of Group Alerting

Observers' Rating							Students' Rating							t-value between observes' & students' ratings.	
sex	X	SD	SE	SEM	D F	t- Valu e	SEX	X	SD	SE	SE M	DF	t- Val ue	Sex	
M	2.03	0.43	0.144	0.20	16	0.75	M	2.66	0.74	0.25	0.42	16	0.05	M	F
F	2.18	0.42	0.141				F	2.64	1.02	0.34				2.1875	125

According to Table- IV, no substantial differences were observed between male and female teachers in both forms of rating. Furthermore, the difference between observers' and students' ratings of male and female teachers independently was found to be insignificant at 0.01 alpha although it was more magnified in male teachers' rating than in their female counterparts.

4.2.5 Accountability and Teachers' Sex

The extent to which teachers make students' responsible for their task performance during recitation and other classroom activities was rated based on the following three criterion-variables under the category of accountability:

Teacher's telling of students' responsibility for their assignment or homework; teacher's requirement of students' readiness to perform classrooms activities; and teacher's maintenance of student performance.

In this category, male teachers were rated as 2.64 and 3.01 by the observers and the students respectively. On the other hand, female teachers were rated (2.59) and (3.8) by the observers and the students each separately in the order mentioned. A statistical test of significant difference was applied and the result showed the existence of substantial difference between male and female teachers for students' rating, and not for the observers', at 0.01 level

Moreover, the t- test showed the presence of significant difference between observers' and students' rating of female teachers. Table V shows the summary of teachers' rating scores in the category of accountability by observers and students and the significant differences observed between the two sexes and the raters.

According to Table- IV, no substantial differences were observed between male and female teachers in both forms of rating. Furthermore, the difference between observers' and students' ratings of male and female teachers independently was found to be insignificant at 0.01 alpha although it was more magnified in male teachers' rating than in their female counterparts.

4.2.5 Accountability and Teachers' Sex

The extent to which teachers make students' responsible for their task performance during recitation and other classroom activities was rated based on the following three criterion-variables under the category of accountability:

Teacher's telling of students' responsibility for their assignment or homework; teacher's requirement of students' readiness to perform classrooms activities; and teacher's maintenance of student performance.

In this category, male teachers were rated as 2.64 and 3.01 by the observers and the students respectively. On the other hand, female teachers were rated (2.59) and (3.8) by the observers and the students each separately in the order mentioned. A statistical test of significant difference was applied and the result showed the existence of substantial difference between male and female teachers for students' rating, and not for the observers', at 0.01 level

Moreover, the t- test showed the presence of significant difference between observers' and students' rating of female teachers. Table V shows the summary of teachers' rating scores in the category of accountability by observers and students and the significant differences observed between the two sexes and the raters.

TABLE- V

Summary of Teachers' Rating Scores in the Category of Accountability

Observers' Rating							Students' Rating							t-value between observers' and students' ratings	
Sex	X	SD	SE	SE M	DF	T-Value	Sex	X	SD	SE	SE M	DF	t-Value	Sex	
M	2.64	0.43	0.14	2.26	16	0.088	M	3.01	0.09	0.03	2.24	16	3.29	M	F
F	2.59	0.71	0.24				F	3.8	0.71	0.24				2.642	4.08

4.1.6 Motivation and Teachers' Sex

The degree to which teachers activate students' learning was rated on the scale in terms of the seven criterion -variables outlined below:

- Provision of varied and challenging learning activities;
- Use of varied instructional materials during presentation;
- Relating learning activities to students' experience and prior knowledge;
- communicating (telling) the values or objectives of every lesson to students;
- Use of verbal encouragement;
- charting / displaying the achievement or name of intelligent students; and
- calling students by name to involve them in class discussion.

The average result of teachers in this category is shown in Table VI.

TABLE- VI

Summary of Teachers' Rating Scores in the Category of Motivation

Observers' Rating							Students' Rating							t-value between observers' and students' ratings	
Sex	X	SD	SE	SEM	DF	t-Value	Sex	X	SD	SE	SEM	DF	t-Value	Sex	
M	2.16	0.29	0.10	0.197	16	0.20	M	2.34	0.62	0.207	0.1297	16	0.976	M	F
F	2.12	0.50	0.141				F	2.63	0.64	0.213				0.818	1.89

Table VI shows that students rated their female teachers higher than they did for their male teachers. However, the statistical test of differences between the mean values in all cases indicated that there was no substantial differences at 16 degree of freedom and 0.01 level of significance .

4.1.7 Planning and Teachers' Sex

The daily instructional plans of the observed sessions for each teachers have been evaluated in terms of ~~sex~~ unit variables contained in the category of planning. The teachers' daily lesson plan of each observed session was rated so on the basis of the following criterion-variables:

- Stating specific instructional objectives;
- Preparing challenging, encouraging and interesting learning experiences;

- Stating suitable methods of instruction that encourage student participation;
- Preparing questions of checking students in and after the instructional session;
- Setting standard of performance to check students entry behavior (prior knowledge); and
- Sequencing the content of instruction in a logical and orderly way.

Table- VII depicts the mean scores of both male and female teachers in the category of planning as rated by the observers.

TABLE VII

Summary of Teachers' Rating Scores in the Category of Planning

Observers' Rating						
Sex	X	SD	SE	SEM	DF	t-Value
M	3.07	0.22	0.07	0.23	16	0.261
F	3.01	0.67	0.22			

According to Table- VII a significant difference did not appear between teachers based on sex

4.1.8 Communication and Teachers' Sex

Six variables contained in the category have been employed as criteria to rate teachers' skills of communication as one of the components of teachers' classroom management skills. Teachers' rating was based on their attentive listening to students; using simple language that can be understood by the students; explaining key concepts of the lesson; speaking clearly with varied voices; using non-verbal communication; and encouraging students to express their own views and feelings freely. Differences were noticed between male and female teachers on several variables related to skills of communicating information. In both cases of rating, female teachers were rated higher than male teachers.

Analysis was also made to see if there is a significant difference between male and female teachers effectiveness in the application of this category. Accordingly, the t-test showed the existence of significant difference between the two groups. The test also showed significant differences between the two groups of raters. Students rated both male and female teachers significantly higher than the observer did. Table-VIII shows the summary result under this category.

TABLE VIII

Summary of Teachers' Rating Scores in the Category of Communication

Observers' Rating							Students' Rating							t-Value between observers' and students' ratings	
Sex	X	SD	SE	SEM	DF	t-value	sex	X	SD	SE	SEM	DF	t-value	Sex	
M	2.54	0.28	0.09	0.15	16	8.53	M	3.72	0.34	0.11	0.149	16	4.23	M	F
F	3.82	0.35	0.12				F	4.35	0.3	0.1				8.42	3.397

4.1.9 Democratic Leadership Style and Teachers' Sex

Eight criterion -variables were used to rate teachers in this category. The variables include:

- Carrying out the business of the classroom smoothly;
- Teachers' sympathy, warmth, kindness and caring for students;
- Avoiding criticism and giving special attention to particular students;
- Focusing on the misbehavior rather than the personality of the students;
- Respecting the rights of all students;

- Discussing issues with students rather than arguing with them; and
- Guiding rather than dominating or abdicating the students.

Results of the investigation under this category are presented in Table -IX

TABLE IX

Summary of Teachers' Rating Scores in the Category of Democratic Leadership Style

Observers' Rating							Students' Rating							t-value between observers' and students' ratings	
Sex	X	SD	SE	SEM	DF	t-Value	Sex	X	SD	SE	SEM	DF	t-Value	Sex	
M	2.84	0.30	0.1	0.16	16	4.625	M	3.56	0.46	0.15	0.03	16	23.33	M	F
F	3.58	0.38	0.13				F	4.23	0.22	0.07				4	4.403

According to Table IX, female teachers were rated higher than male teachers by both observers and students in these criterion-variables. The t- test has also shown that there exist differences between the two sexes. Moreover, a substantial difference was also observed regarding the raters. Students rated both male and female teachers significantly higher than the observers did.

4.1.10 Disciplining and Teachers' Sex

Two criterion-variables were developed and used to rate teachers' skills of classroom management under this category. They are using private conferences or counseling in dealing with misbehavior and sending to or cooperating with senior staffs (unit leaders ,deputy director or director) to solve problems of students with inappropriate behaviors.

Table- X shows the results of the study under the category of discipline

TABLE -X

Summary of Teachers' Rating Scores in the Category of Disciplining

Observers' Rating							Students' Rating							t-Value between observers' and students' ratings	
Sex	X	SD	SE	SE M	DF	t-Value	Sex	X	SD	SE	SE M	DF	t-Value	Sex	
M	1.92	0.39	0.13	0.31	16	0.29	M	3.06	1.22	0.41	0.55	16	0.38	M	F
F	2.01	0.85	0.28				F	3.27	1.17	0.37				2.651	2.7155

According to Table- X, no substantial difference appeared between male and female teachers rated under this category in cases of both observers' and students' ratings. Moreover, significant difference did not appear in case of inter raters because the t-calculated values in all cases were found lower than the t-critical value at 0.01 level of significance and 16 degree of freedom.

4.1.11 Rule and Procedure Setting, and Teachers' Sex

Three and five criterion- variables were respectively employed by observers and students to rate teachers. The criterion- variables included were setting of classroom rules and procedures; giving or reminding the set rules to stop disruptive behaviors; and showing firmness and consistency in maintaining the set rules and procedures . In addition to these criterion-variables, students' rating form has included two more variables: participating students in rule setting ,and telling students the importance of rules and procedures of the classroom during the new academic year.

TABLE XI

Summary of Teachers' Rating Scores in the Categories of Rule and Procedure setting.

Observers' Rating							Students' Rating						
Sex	x	SD	SE	SEM	DF	t- Value	Sex	X	SD	SE	SEM	DF	t- Value
M	1.26	0.20	0.07	0.086	16	0.449	M	1.83	0.08	0.03	0.03	16	1.00
F	1.22	0.14	0.05				F	1.86	0.03	0.01			

According to Table XI, male and female teachers were rated in similar manner but differently by the two groups of raters. However, no significant difference was observed between the two sexes in both forms of rating. Here, the inter rater differences were not computed because the two groups of raters used different items intended to measure the same category.

4.1.12 Monitoring and Teachers' Sex

Under this category, two criterion-variables were used to rate the teacher: the teacher's consistency in taking students' attendance; and teacher's avoidance of student's absenteeism and tardiness during his/her class.

In this regard teachers were rated based on the extent to which they take students' attendance before they start presenting the daily lesson, and the degree to which students are absent and tardy in coming to the classroom during the rated teacher's sessions.

Teachers' scores in the application of this category is presented in Table XII.

TABLE XI

Summary of Teachers' Rating Scores in the Categories of Rule and Procedure setting.

Observers' Rating							Students' Rating						
Sex	x	SD	SE	SEM	DF	t- Value	Sex	X	SD	SE	SEM	DF	t- Value
M	1.26	0.20	0.07	0.086	16	0.449	M	1.83	0.08	0.03	0.03	16	1.00
F	1.22	0.14	0.05				F	1.86	0.03	0.01			

According to Table XI, male and female teachers were rated in similar manner but differently by the two groups of raters. However, no significant difference was observed between the two sexes in both forms of rating. Here, the inter rater differences were not computed because the two groups of raters used different items intended to measure the same category.

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In this regard teachers were rated based on the extent to which they take students' attendance before they start presenting the daily lesson, and the degree to which students are absent and tardy in coming to the classroom during the rated teacher's sessions.

Teachers' scores in the application of this category is presented in Table XII.

TABLE XII
Summary of Teachers' Rating Scores in the Category of Monitoring

Observers' Rating							Students' Rating							t-Value between observers' and students' ratings	
Sex	X	SD	SE	SEM	DF	t-Value	Sex	X	SD	SE	SEM	DF	t-Value	Sex	
M	2.37	0.88	0.29	0.389	16	0.33	M	3.11	1.55	0.52	0.70	16	0.13	M	F
F	2.24	0.78	0.26				F	3.02	1.40	0.47				1.24	1.45

According to Table XII, significant differences were not observed between the two sexes. In all cases the critical value of t (2.921) was found greater than the t -calculated values at 16 degree of freedom and 0.01 alpha level of significance.

4.1.13 Punishment and Teachers' Sex

Under this category, three criterion-variables were used to rate teachers. They were :

- Teacher's avoidance of physical punishment for tardiness, unfinished homework (assignment), forgotten materials and inappropriate behaviors;
- Teacher's avoidance of giving extra work as punishment; and
- Teacher's avoidance of entire punishment of the class.

As it is depicted in Table XII, significant differences were not evidenced between the two sexes in both forms of rating. The differences were more substantiated between the raters.

TABLE - XIII

Summary of Teachers' Rating Scores in the Category of Punishment

Observers' Rating							Students' Rating							t-Value between observers' and students' ratings	
Sex	X	SD	SE	SE M	DF	t-Value	Sex	X	SD	SE	SEM	DF	t-Value	Sex	
M	3.62	0.37	0.12	0.16	16	0.1875	M	4.28	0.37	0.123	0.169	16	0.828	M	F
F	3.59	0.29	0.10				F	4.42	0.35	0.116				3.84	5.42

4.1.14 Assignment (Homework) Giving and Teachers' Sex

In this category ,five criterion-variables were used to rate the teacher by both the observers and the students. These include :

- Appropriateness of teacher's assignments (home works) to students ability;
- Clarity of the assignments (home works);
- Teacher's effectiveness in monitoring student completion of assignments or home works;
- Teacher's allocation of appropriate time to student completion of assignment or homework; and
- Teacher's assignment of certain values or marks to homework or assignments.

Table- XIV Summarizes the results of the study under this category

TABLE- XIV

Summary of Teachers' Rating Scores in the Category of Assignment (Homework)
Giving.

Observers' Rating							Students' Rating							t-value between observers' and students' ratings	
Sex	X	SD	SE	SEM	DF	t-Value	Sex	X	SD	SE	SEM	DF	t-Value	Sex	
M	3.73	0.48	0.16	0.36	16	0.86	M	4.18	0.08	0.03	0.06	16	0	M	F
F	3.42	0.95	0.32				F	4.18	0.16	0.05				2.78	2.35

According to Table- XIV, observers rated male teachers relatively higher than they did for female teachers, whereas students rated the two sexes on equal scale. However, the level of differences between the two sexes as rated by the observers was not significant. Furthermore, substantial differences were not observed between the observers' and students' ratings of the teachers.

4.1.15 Time Management and Teachers' Sex

In order to rate teachers in this category ,three criterion-variables were made to be used. They are starting and finishing daily lesson on time; avoiding killing time after starting classroom activities; and advising students to use time efficiently. Results of the study under this category are presented in Table- XV.

TABLE -XV

Summary of Teachers' Rating Scores in the Category of Time Management.

Observers' Rating							Students' Rating							t-value between observers' and students' ratings	
Sex	X	SD	SE	SEM	DF	t-Value	Sex	X	SD	SE	SEM	DF	t- Value	Sex	
M	3.43	0.61	0.20	0.27	16	0.59	M	3.68	0.58	0.19	0.23	16	0.61	M	F
F	3.27	0.54	0.18				F	3.82	0.4	0.13				0.91	2.48

According to Table -XV ,observers rated male teachers higher than they did for female teachers (3.43 and 3.27 respectively) ,whereas students did it in the reverse way. In both forms of ratings, however, significant differences were not observed. In similar manner inter rater differences did not show significant variation.

4.1.16 Components and Variables of Classroom Management Skills and Teachers' Sex

All components and variables employed to measure classroom management skills of teachers in this study were taken together in order to analyze whether there exist differences between male and female teachers in applying the skills. The average results of all components and variables were computed to find the mean results, for both teachers' sex and the two groups of raters . Accordingly, the results were present in table below:

TABLE- XVI
Summary of Teachers' Rating Scores in the Components and Variables of
Classroom Management Skills.

Observers' Rating							Students' Rating							t-value between observers' and students' ratings	
Sex	X	SD	SE	M	DF	t- Value	Sex	X	SD	SE	SEM	DF	t- Value	Sex	
M	2.62	0.15	0.05	0.13	16	0.54	M	3.20	0.67	0.22	0.34	16	0.676	M	F
F	2.69	0.36	0.12				F	3.43	0.07	0.26				2.571	2.59

As has been indicated in the summary Table -XVI ,observers rated both male and female teachers relatively at similar level. However, female teachers were rated higher than male teachers by their students (3.43 and 3.20 respectively), although significant difference was not observed.

Further analysis of the data was made to see if there are substantial differences between male and female teachers and between the two groups of raters. In both cases, as indicated in table XVI, substantial differences did not appear. That is the calculated t-values in all cases were found less than the critical value of t (2.921) for 16 degree of freedom at 0.01 alpha level. This implies teachers in both sexes have applied and used different techniques and principles of classroom management skills in similar manner.

Further attempt was also made to analyze the mean scores of male and female teachers under each category in presenting the scores in interval scales. The intervals were set using the class size formula , the ratio of range to class interval (Fallick and Brown, 1983:29). Accordingly, teachers' scores were made to be placed in one of the five class intervals; namely very poor (1.00-1.80), poor (1.81-1.61), average (2.62-3.42), good (3.43-4.23) , and very good (4.24-5.04)

TABLE - XVII

Teachers' Mean Rating Scores under each Category when Presented in the Interval Scale.

S. No	Categories	Observers' Rating		Students' Rating	
		Male	Female	male	Female
1	With-it- ness	Poor	Poor	Average	Average
2	Overlapping	Poor	Poor	Average	Average
3	Smoothness & Momentum	Average	Average	Good	Good
4	Group Alerting	Poor	Poor	Average	Average
5	Accountability	Average	Average	Average	Good
6	Motivation	Poor	Poor	Poor	Average
7	Planning	Average	Average	-	-
8	Communication	Poor	Good	Good	v. good
9	Democratic leadership	Average	Good	Good	Good
10	Discipline	Poor	Poor	Average	Average
11	Rule and Procedure	V. poor	V. poor	Poor	Poor
12	Monitoring	Poor	Poor	Average	Average
13	punishment	Good	Good	V. Good	V. Good
14	Assignment / home work/	Good	Average	Good	Good
15	Time Management	Good	Average	Good	Good
	Total	Average	Average	Average	Good

According to Table -XVII , both male and female teachers were rated in the ' average' interval of the rating scale by the observers. On the other hand ,both teachers were rated in 'average' and ' good' interval by their students respectively.

However, when teachers' mean scores are considered under each category, varied results were obtained. For example, both male and female teachers were rated 'very poor' under the category of rule and procedure setting by the observers. In an almost similar manner, students rated both sexes 'poor' under the same category. This implies that teachers in the schools, regardless of sex, were rarely observed applying the principles of rule and procedure setting in the classroom. Appendix F-1 shows the results of observers' rating of teachers in each item of the categories.

According to the interview made with eight male and eight female teachers at the beginning of the school year, teachers did not instruct the way students had to act and the rules and procedures they had to follow in the classroom. In fact, the researcher observed only one teacher (a female Amharic teacher) at the beginning of the second semester instructing students how they had to progress in the subject, what consequences they would encounter in their failures to complete assignment and home work, coming on time to class, going to the library when told and avoiding shunning the classroom. She had noticed that most of them scored below average in the first semester due to their reluctance to practice what she had told them.

The lesson plan of most teachers (except that of the one female Amharic teacher) revealed similar evidence. The observer raters found only one female teacher's out of sixteen (eight male and eight female) lesson plans describing the rules and procedures students should follow during the first week of the new academic year. Most teachers were directly started the first units of the subjects they taught.

Furthermore, Table XVII depicts that both male and female teachers were rated 'poor' by observers under the categories of with-it-ness, overlapping, group alerting, motivation, discipline and monitoring. On the other hand, the teachers were rated either 'average' or 'good' in all of the categories mentioned above by their students except under the category of motivation in which male teachers were rated 'poor'.

According to the observers' results, therefore, both male and female teachers under the study were found and rated 'poor' in applying the following principles of classroom management skills, (see also Appendix F-1):

- Physical movement in all areas of the classroom. Teachers' movement was limited to the front side of the columns of students' seat.
- Demonstrating the ability to attend more than one issue at a time like , for example, controlling other students while helping individual student and using eye contact while writing on the black-board.
- Randomly calling students to answer questions, participate in problem solving and discussion.
- Use of variety of materials during presentation
- Communicating the values or objectives of every lesson to the students.
- Charting or displaying the achievement of intelligent students.
- Calling students by their names to involve them in discussion
- Using private conferences in dealing with misbehavior.
- Taking attendance consistently during each session in different sections.

An interview conducted at the end of observational sessions of the study has also revealed similar results with the above mentioned observers' rating scores. In this regard ,sixteen teacher's (eight males and eight females) were interviewed on what they would do if serious inappropriate behaviors were observed in the classroom; how they motivated students' learning as a means of managing the classroom; and what techniques they would use to monitor student learning during their session. Almost all male and female teachers replied that they rarely communicated with students' parents and rarely used private conferences to deal with misbehaved pupil. Most teachers had similar responses, they sent the students to unit leaders and required them to bring permission slip from the unit leaders. A few of them (one male and two female teachers) suspended the student from entering class for certain periods. Nevertheless, non of the teachers replied assigning extra work, removing privileges or using physical punishment for students' inappropriate behaviors.

Regarding motivation, thirteen teachers (six males and seven females) replied that they sometimes used varied instructional materials (like charts and models) and verbal encouragement. On the other hand, they rarely charted the achievement of intelligent students, called students by their names and communicated the values or objectives of every lesson to their students for motivating them. The main reasons given by most of the respondents in this regard were large class size and inadequacy of instructional materials in the schools.

Moreover, almost all of the teachers (seven male and eight female) replied that they rarely took attendance of students during their sessions unless the section was where they assigned as homeroom teachers. It is surprising to find only one teacher who consistently took attendance before starting the daily lesson in every section.

Teachers were also interviewed on the forms and extents of inappropriate behaviors they encountered. All male and female teachers mentioned work avoidance (idleness) and impunctuality as the main inappropriate behavior forms they faced in managing students' behavior. On the other hand, more male than female teachers (six and one respectively) reported to have faced either physical aggression or verbal abuse in their experiences of teaching in the senior secondary schools.

4.2 The Relationships Between Teachers' Classroom Management Skills (Dependent Variables) and Each of the Independent Variables Considered in the Study.

In order to determine the correlation coefficients between the variables for the case of male teachers, female teachers, and for both sexes taken together, the results of the analysis made are presented below in Table XVIII, XIX and XX respectively.

Regarding motivation, thirteen teachers (six males and seven females) replied that they sometimes used varied instructional materials (like charts and models) and verbal encouragement. On the other hand, they rarely charted the achievement of intelligent students, called students by their names and communicated the values or objectives of every lesson to their students for motivating them. The main reasons given by most of the respondents in this regard were large class size and inadequacy of instructional materials in the schools.

Moreover, almost all of the teachers (seven male and eight female) replied that they rarely took attendance of students during their sessions unless the section was where they assigned as homeroom teachers. It is surprising to find only one teacher who consistently took attendance before starting the daily lesson in every section.

Teachers were also interviewed on the forms and extents of inappropriate behaviors they encountered. All male and female teachers mentioned work avoidance (idleness) and impunctuality as the main inappropriate behavior forms they faced in managing students' behavior. On the other hand, more male than female teachers (six and one respectively) reported to have faced either physical aggression or verbal abuse in their experiences of teaching in the senior secondary schools.

4.2 The Relationships Between Teachers' Classroom Management Skills (Dependent Variables) and Each of the Independent Variables Considered in the Study.

In order to determine the correlation coefficients between the variables for the case of male teachers, female teachers, and for both sexes taken together, the results of the analysis made are presented below in Table XVIII, XIX and XX respectively.

TABLE -XVIII

Correlation Matrix Showing Correlation Coefficient Between the Independent and Dependent Variables, and the Interrelation Coefficient Among the Independent Variables for the case of Male Teachers.

N=9

Variables	X ₁	X ₂	X ₃	X ₄	y ₁	y ₂
X ₁	1					
X ₂	-.38687	1				
X ₃	0.3908	-0.6911**	1			
X ₄	0.7316**	-0.2732	-0.0665	1		
y ₁	0.4364	-0.5159	0.9438***	0.0016	1	
y ₂	0.1346	-0.3311	0.8512***	0.4225	0.8440***	1

x₁= Teaching experienceX₄= Age of teachersx₂= Class sizey₁= Observers' rating of teachersx₃= Attitude mean scoresy₂= Students' rating of teachers

** = p<0.05

***= p< 0.01

TABLE -XIX

Correlating Matrix Showing Correlation Coefficient Between the Independent and Dependent Variables, and the Interrelation Coefficient Among the Independent Variables for the case of Female Teachers.

N= 9

Variables	X ₁	X ₂	X ₃	X ₄	Y ₁	Y ₂
X ₁	1					
X ₂	0.2667	1				
X ₃	-0.1039	-0.1417	1			
X ₄	0.3329	0.0466	-0.1389	1		
Y ₁	0.3663	-0.554	0.6657**	-0.1467	1	
Y ₂	0.1010	-0.2618	0.814 ***	-0.0111	0.6092 *	1

*** = p<0.01

**= p< 0.05

*= $p > 0.05$

TABLE -XX

Correlation Matrix Showing Correlation Coefficient Between the Independent Variables and the Dependent Variables, and Interrelation Coefficient Among the Independent Variables for the case of Male and Female Teachers.

N= 18

Variables	X ₁	X ₂	X ₃	X ₄	Y ₁	Y ₂
X ₁	1					
X ₂	-0.0271	1				
X ₃	0.355	-0.4887***	1			
X ₄	0.6384***	-0.0595	-0.1932	1		
Y ₁	0.1841	-0.1963	0.6633***	-0.1331	1	
Y ₂	-0.190	-0.3562	0.8183***	-0.256	0.5823**	1

*** = $p < 0.01$

**= $p < 0.05$

From the three correlation matrices presented above the following results were observed:

Year of Teaching Experience (X₁)

The number of years teachers stayed in the teaching profession was positively and significantly correlated with age of teachers (X₄) (0.7316) in the case of male teachers. However, the positive correlation of the variable with teachers' age (0.3329) was non significant for female teachers.

Teaching experience was also positively correlated with attitude mean scores (0.3908), observers' (0.4364) and students' ratings (0.1346), although the correlation was non significant in the case of male teachers. In similar manner, year of teaching experience was

*= $p > 0.05$

TABLE -XX

Correlation Matrix Showing Correlation Coefficient Between the Independent Variables and the Dependent Variables, and Interrelation Coefficient Among the Independent Variables for the case of Male and Female Teachers.

N= 18

Variables	X ₁	X ₂	X ₃	X ₄	Y ₁	Y ₂
X ₁	1					
X ₂	-0.0271	1				
X ₃	0.355	-0.4887***	1			
X ₄	0.6384***	-0.0595	-0.1932	1		
Y ₁	0.1841	-0.1963	0.6633***	-0.1331	1	
Y ₂	-0.190	-0.3562	0.8183***	-0.256	0.5823**	1

*** = $p < 0.01$

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From the three correlation matrices presented above the following results were observed:

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The number of years teachers stayed in the teaching profession was positively and significantly correlated with age of teachers (X₄) (0.7316) in the case of male teachers. However, the positive correlation of the variable with teachers' age (0.3329) was non significant for female teachers.

Teaching experience was also positively correlated with attitude mean scores (0.3908), observers' (0.4364) and students' ratings (0.1346), although the correlation was non significant in the case of male teachers. In similar manner, year of teaching experience was

positively but non significantly correlated with the two dependent variables, observers' (0.3663) and students' ratings (0.1010), in the case of female teachers.

When year of teaching experience was seen in cases of male and female teachers, positive coefficients of correlation with attitude mean scores (0.355), age (0.6384) and observers' ratings (0.1841) were observed. The correlation coefficient, however, was significant only in the case of teachers' age (X_4). On the contrary negative but not significant correlation coefficient (-0.190) was found between teaching experience and students' ratings of male and female teachers.

In this regard, teaching experience was found to be a good indicator of teachers' age. However, it was not a good indicator of teachers' classroom management skills.

Class Size (X_2)

The average number of students the teachers teach in a section was found correlating negatively in all cases with all variables (both dependent and independent) considered in the study except in one case, i.e., age of teachers for female teachers. However, negative and significant coefficient of correlation was observed between class size and teachers' attitude (X_3) mean scores, which is -0.6911 for male teachers, and -0.4887 when all teachers are considered.

Here, it was also found that class size is not a significant correlative variable with dependent variables in all cases.

Attitude Mean Scores (X_3)

Of all the independent variables considered in the present study, attitude mean scores (X_3) of both male and female teachers were positively and significantly correlated with the dependent variables, (y_1) and (y_2). The coefficient of correlation was observed the highest when independent variables were correlated with the dependent variables in all the three cases.

This variable as mentioned earlier, was also the highest variable which was negatively and significantly correlated with class size (X_2).

Age of Teachers (X_4)

Teachers' age was observed to be positively correlated with students' rating (y_2) for male teachers. The coefficient of correlation was however non significant. On the contrary, this variable was negatively correlated although non significant with the dependent variables (y_1) and (y_2) in case of female teachers and also, when all teachers in the study were considered. Therefore, alike some of the independent variables, age was found not good predictor of teachers' classroom management skills.

Observers' Rating of Teachers (y_1)

As it is already mentioned, the coefficients of correlation for observers' rating (y_1) were observed positive with teaching experience (X_1) and attitude mean scores (X_3) of the teachers. Its coefficient of correlation was significant with teachers' attitude mean scores. Furthermore, observers' rating score was correlated significantly positive with students' rating of teachers. On the contrary, observers rating score found negatively correlated with class size and age of teachers in almost all cases regardless of its significance.

Students' Rating (y_2)

This dependent variable was found positively correlated with teaching experience (X_1), attitude mean scores (X_3), age of teachers (X_4), and observers' ratings (Y_1) of teachers in the case of male teachers. The coefficients of correlation were significant with X_3 and Y_1 . Similar results were found in the case of female teachers except that X_4 was negatively correlated regardless of its significance.

When this variable was considered in the case of male and female teachers, attitude mean score (X_3) and observers' rating (Y_1) of teachers were positively and significantly correlated. The rest variables were negatively but insignificantly correlated with student rating.

In general, the highest negative correlation coefficient was observed in the relationship between class size (X_2) and attitude mean scores (X_3). This was observed in the case of male teachers ($r = 0.6911$) and when all teachers are considered ($r = 0.4887$).

On the contrary, the highest positive correlation coefficient was observed when the values of dependent variable, observers' rating scores (Y_1), correlates with the values of attitude mean scores (X_3) ($r = 0.9438$). This was also obtained in the case of male teachers.

Regardless of the degree of the inter variables correlation in the three cases, the trends of the relationships are similar. Thus, class size (X_2) was negatively correlated in almost all cases with the variables: number of years in teaching (X_1), attitude mean scores (X_3), age of teachers (X_4), observers' (Y_1) and students' rating (Y_2) scores. On the contrary, observers' (Y_1) and students' (Y_2) rating scores, which were positively correlated with each other, were also correlated positively with the attitude mean scores (X_3) but negatively correlated with age of teachers in the cases of female and when all teachers were taken into consideration.

Further relationships between the dependent and independent variables were explained through multiple regression in Table XXI to XXVI in the following pages:

TABLE- XXI

Summary of Multiple Regression on observers Ratings (Y_1) for Male Teachers.

Variables Entered	Regression Coefficient	Standard Error of Estimate	Beta standard Coefficient	Computed t-value	Constant
X_1	-0.004064	0.007110	-0.122705	-0.572	-0.503086
X_2	0.012233	0.005137	0.410367	2.381	
X_3	0.529585	0.085352	1.294609	6.205*	
X_4	0.009980	0.007493	0.289587	1.332	

Multiple R= 0.97830 * P <0.01, significant at 0.01

R square = 0.95707

Adjusted R^2 = 0.91414

Regression Equation

$$Y_1 (\text{pred.}) = -0.004064 X_1 + 0.01223 X_2 + 0.529585 X_3 + 0.00980 X_4 - 0.503086$$

As shown in Table XXI the following findings were obtained when multiple regression was computed on observers' rating (Y_1) for male teachers in classroom management skills:

- All independent variables contributed 91.4 percent (Adjusted R^2 = 0.91414) in predicting classroom management skills of male teachers rated by the observers. The F-test has also shown significant contribution ($F(4,4) = 22.294904$, $P < 0.01$).
- Attitude (X_3) was found to have the highest significant positive effect in predicting male teachers classroom management skills as rated by the observers.

TABLE XXII

Summary of Multiple Regression on Observers Rating (y1) for Female Teachers.

Variables Entered	Regression Coefficient	Standard Error of Estimate	Beta Standard Coefficient	Computed t-Value	Constant
X ₁	0.093552	0.053777	0.536825	1.740	-0.915552
X ₂	-0.007752	0.024711	-0.092079	-0.314	
X ₃	1.068968	0.451465	0.676878	2.368*	
X ₄	-0.036571	0.048273	-0.227050	-0.758	

Multiple R= 0.82803

* Significant at 0.1 level of significance

R square = 0.68563

Adjusted R= 0.37127

Regression Equation

$$Y_1 (\text{pred}) = 0.093552X_1 - 0.007752X_2 + 1.068968 X_3 - 0.036571X_4 - 0.915552$$

Regarding observers' rating (Y_1) for female teachers in classroom management skills, the result in Table XXII depicts that about 69 percent of the variation in the observers' rating of female teachers was explained by the four variables. The unbiased estimate of the variance (adjusted $R^2 = 0.37127$) reveals that all independent variables used in the study jointly explain 37.1 percent of the variance in Y_1 . Table XXII also shows that female teachers' attitude (X_3) was the highest positive predictor of classroom management skills as measured by the observers' rating.

TABLE XXII

Summary of Multiple Regression on Observers Rating (y1) for Female Teachers.

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X ₄	-0.036571	0.048273	-0.227050	-0.758	

Multiple R= 0.82803

* Significant at 0.1 level of significance

R square = 0.68563

Adjusted R= 0.37127

Regression Equation

$$Y_1 (\text{pred}) = 0.093552X_1 - 0.007752X_2 + 1.068968X_3 - 0.036571X_4 - 0.915552$$

Regarding observers' rating (Y_1) for female teachers in classroom management skills, the result in Table XXII depicts that about 69 percent of the variation in the observers' rating of female teachers was explained by the four variables. The unbiased estimate of the variance (adjusted $R^2 = 0.37127$) reveals that all independent variables used in the study jointly explain 37.1 percent of the variance in Y_1 . Table XXII also shows that female teachers' attitude (X_3) was the highest positive predictor of classroom management skills as measured by the observers' rating.

TABLE- XXIII

Summary of the Multiple Regression on observers Rating (Y_1) for Male and Female Teachers

Variables Entered	Regression Coefficient	Standard Error of Estimate	Beta Standard Coefficient	Computed t-Value	Constant
X_1	0.014806	0.022607	0.185645	0.655	-2.42324
X_2	0.007615	0.013057	0.136152	0.583	
X_3	0.640335	0.225796	0.802970	2.887*	
X_4	-0.011041	0.022635	-0.135335	-0.488	
SEX	0.107520	0.129372	0.206953	0.831	

Multiple R= 0.72090

*.significant at < 0.05

Multiple R^2 = 0.52842Adjust R^2 = 0.33192

Regression Equation

$$Y_1 (\text{pred}) = 0.014806 X_1 + 0.007615 X_2 + 0.640335 X_3 - 0.11041 X_4 + 0.107520 \text{ Sex} - 2.42324$$

According to Table- XXIII, all variables in the study jointly (including sex) explain 33.2 percent of variance in the dependent variable (Y_1). The F-test, however, shows that it is not significant ($F_{5,12} = 2.68924$, $P > 0.01$). This means that there are other independent variables that could have explained the dependent variable (Y_1) but not treated by the researcher. Table XIII also evidences that teachers' attitude (X_3) had the highest significant positive effect in predicting classroom management skills of the teachers as rated by the observers.

TABLE-XXIV

Summary of Multiple Regression on Students' Rating (Y_2) for Male Teachers.

Variables Entered	Regression Coefficient	Standard Error of Estimate	Beta Standard Coefficient	Computed t-Value	Constant
X_1	0.011487	0.21431	0.164920	0.536	-0.98882
X_2	0.017756	0.015484	0.283226	1.147	
X_3	0.822209	0.1257264	0.955704	3.196*	
X_4	-0.029152	0.022584	-0.402234	-1.291	

*= significant at 0.05

Multiple R= 0.95489

R square= 0.91182

Adjusted R^2 = 0.82364

Regression Equation

Y_2 (pred)= 0.011487 X_1 +0.017756 X_2 +0.822209 X_3 - 0.029152 X_4 - 0.98882.

According to Table -XXIV, the unbiased estimate of the variance (adjusted R^2 = 0.82364) indicates 82.4 percent prediction accounted for all independent variables in the study. That is, all independent variables in the study predict about 82.4 percent of male teachers' classroom management skills as rated by the students. The table also reveals that the attitude of male teachers (X_3) predicts the highest positive coefficient in this regard. F-test (4,4)= 10.34067, $P < 0.05$ was significant, too.

TABLE- XXV

Summary of Multiple Regression on Students' Rating (Y_2) for Female Teachers.

Variables Entered	Regression Coefficient	Standard Error-of Estimate	Beta Standard Coefficient	Computed t-value	Constant
X_1	0.042878	0.053049	0.229606	0.808	-1.762515
X_2	-0.01947	0.024376	-0.210000	-0.777	
X_3	1.369569	0.445359	0.809276	3.075 *	
X_4	0.005978	0.047621	0.034635	0.126	

Multiple R= 0.85650

* Significant at 0.05

R square = 0.73360

Adjusted R= 0.46719

Regression Equation

$$Y_2(\text{pred}) = 0.042878 X_1 - 0.01947 X_2 + 1.369569 X_3 + 0.005978 X_4 - 1.762515$$

The unbiased estimate of the variation (Adjusted $R^2 = 0.46719$), in Table XXV, reveals that all the independent variables used in the study jointly explain about 47 percent of the variance in the students' rating of female teachers. However, F- test ($F(4,4) = 2.75369$) is not significant at 0.01 alpha. Moreover, the table depicts that attitude (X_3) was found to have the highest significant positive effect in predicating female teachers' classroom management skills as rated by the students.

TABLE XXVI

Summary of Multiple Regression on Students Rating (Y₂) for Male and Female Teachers.

Variables Entered	Regression Coefficient	Standard Error-of Estimate	Beta Standard Coefficient	Computed t-value	Constant
X ₁	2.37588E-04	0.27348	0.002017	0.099	-0.334410
X ₂	0.002792	0.015795	0.033795	0.177	
X ₃	0.996121	0.268309	0.845785	3.713 *	
X ₄	-0.012859	0.02782	-0.106723	-0.470	
SEX	0.047476	0.156503	0.061874	0.303	

Multiple R= 0.82680

* Significant at 0.01

R square = 0.68360

Adjusted R² = 0.55177

Regression Equation

$Y_2(\text{pre})=2.37588\text{E-}04X_1+0.002792X_2+0.996121X_3-0.012859X_4+0.047476\text{Sex}- 0.334410$

Table XXVI depicts the unbiased estimate of the variance (Adjusted R² = 0.55177) reveals that all the independent variables (including sex) jointly explain about 55.2 percent of the variance in the students' rating of male and female teachers. The F- test (F(12,5)= 5.18540, p<0.01) is significant. Similar to regression on (Y₁) teachers' attitude (X₃) contributed the highest positive and significant value in the prediction of dependent variable (Y₂).

In general ,the analysis of multiple regression in computing the contribution of independent variables to predict the dependent variables Y₁ and Y₂ has shown the following results:

- i. Male teachers' classroom management skills were more highly explained by the independent variables used in the study than that of female teachers. That is the variables considered predicted classroom management skills more for male than for female teachers. In other words, there are certain independent variables that could have predicted female classroom management skills but not treated by the researcher.
- ii. Attitude (X_3) explained the highest positive and significant coefficient in predicting both male and female teachers' classroom management skills
- iii. Sex is found to be insignificant independent variable in explaining classroom management skills as measured by both the observers' and the students' ratings.

4.2 DISCUSSIONS

4.2.1 Classroom Management Skills of Male and Female Teachers.

The test of significant difference between male and female teachers showed that there exist negligible differences between the two sexes in over all categories used to measure the skills of classroom management . In other words, sex was found to be insignificant explanatory variable of classroom management skills.

Depending on the analyses of the result, therefore, it might be possible to generalize that the present study agrees with some of the studies that investigate differences in teaching effectiveness between male and female teachers. Accordingly, the findings are in line with the works of Veldman and Peck (1964) who indicated that there is no gender difference in teachers' teaching effectiveness and popularity; Harris (1975) who found male and female college instructors judged equal in competence and performance; and Goebe and Cashen (1979:646) who found student ratings equally fair to male and female teachers.

On the contrary, the present study seems to disagree with some of the previous findings on gender difference in teaching , like for example, Ryans (1970) who stated that male teachers possessed more favorable attitudes towards democratic practice in the

classroom; more permissive and more child-centeredness in educational view than female teachers.

The results of the present study also seem to disagree with those of Bernard and his associates (1981), Yee (1961), Shakeshaft (1989:39) and Grambs (1978:41) all of which cited incapability of female teachers to handle students disciplinary problems as one of the reasons for small proportion of female teachers as educational administrators.

When each category is considered, substantial differences appeared between both sexes on the one hand and between raters on the other. This was particularly true in the categories of communication and democratic leadership style in the classroom. In these two cases female teachers were rated significantly higher than their male counterparts.

Regarding the category of communication, the finding seems to coincide with those of Colwill (1989), McGrath and Goin (1992) and German (1992). In these findings females were observed and rated more than men in communicating effectively with their audiences. They were found using more clear and simpler language, many correct speech forms, exhibiting variety in language communication like intonation, using qualifiers, pitch, loudness and change in the rate of speaking. Moreover, their findings revealed more politeness of females when compared with males.

The present study also seems to support the findings of Bennett (1982) who reported female instructors' warmth and less authoritarian character to be rated more than male instructors; Adam and Biddle cited in Bernard and associates (1981) who found male teachers to be rated higher as talkative, direct and authoritarian than female teachers; and Bukatko and Marvin (1992:494), Jacklin and Maccoby (1975:34) and Dapboye (1989:118) who stated that men in general are more aggressive and dominant in character than women. It was probably for these characteristics of male teachers that most of them, as opposed female teachers, encountered physical aggression or verbal abuse from their students in the senior secondary schools under the study.

In this regard, it appears possible to suggest that general feminine characteristics like kindness, cooperativeness, nurturant, warmth, expressiveness and sensitivity to others of female teachers made them to be rated significantly different and higher than male teachers under the category of democratic leadership styles of classroom management skills.

4.2.2. Observers' and Students' Ratings of Teachers in Classroom Management Skills.

In most of the categories and over all (average) ratings, students rated both male and female teachers higher than the observers did . This might be because of the following reasons:

- i. Students are generally lenient in their judgment. They are more generous than other raters of teachers in evaluation (Centra as cited in Andrews ,1995:19).
- ii. Both observers and students might have viewed teachers as their duties from different points. Explaining this idea Bush (1954) has indicated that the divergent views of peers, administrators, students and other raters of teachers made them to rate teachers from different vantage-points and with different standards in mind.
- iii. Different levels of opportunity to observe the teachers' work . Here, students have more opportunity.

Moreover, students rated female teachers higher than they did for male teachers under thirteen categories out of fifteen. Whereas ,observers did so only under four categories. This higher ratings of female than male teachers by the students seems because of the fact that students are much more likely to cooperate with teachers who are more sympathetic, warm, sensitive, helpful and caring to others (Clark and Starr , 1986:95) . Most of these personal characteristics seem to represent females. In other words, teachers who have a warm oriented person style of teaching, which mostly characterizes females than males, receive the highest student ratings.

In this regard, it appears possible to suggest that general feminine characteristics like kindness, cooperativeness, nurturant, warmth, expressiveness and sensitivity to others of female teachers made them to be rated significantly different and higher than male teachers under the category of democratic leadership styles of classroom management skills.

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- iii. Different levels of opportunity to observe the teachers' work . Here, students have more opportunity.

Moreover, students rated female teachers higher than they did for male teachers under thirteen categories out of fifteen. Whereas ,observers did so only under four categories. This higher ratings of female than male teachers by the students seems because of the fact that students are much more likely to cooperate with teachers who are more sympathetic, warm, sensitive, helpful and caring to others (Clark and Starr , 1986:95) . Most of these personal characteristics seem to represent females. In other words, teachers who have a warm oriented person style of teaching, which mostly characterizes females than males, receive the highest student ratings.

In this regard, although there is no substantial difference between male and female teacher ratings, the finding seems to agree with that of McKeachie and Lin (1971) and Bennett (1982) who associated higher student ratings with warm and less authoritarian personality, a stereotypically feminine characteristics.

Moreover, the correlation between the two forms of ratings was found to be positive and significant. In this case the study supports the findings of Edwards and Allen (1992) who revealed that there exists moderate relationship between the ratings of observers and students.

4.2.3 Teaching Experience and Classroom Management Skills.

An attempt has been made to identify the relationships between teaching experience and classroom management skills. As shown in Appendix -G the mean years of teaching experience for male and female teachers were 16 and 14.11 respectively. This indicates that male teachers possessed relatively higher teaching experience than their female counterparts in the samples used.

Classroom management skills of teachers were found to correlate positively with experience of teaching in all cases except in the case of students' rating of female teachers where the correlation was negative and non significant ($r_{X_1 Y_1} = -0.190$).

The observed low and inverse relationships between female teachers' classroom management skills and their teaching experience (X_1) may be attributed to the relative higher ratings of female teachers by the students and their lower mean years of teaching experience, as compared with male teachers.

The results of this study are partially in line with the ideas that consider teaching experience as a positive factor in classroom management skills of teachers (Doyle (1986), Evertson and Emmer (1982), Veenman (1984), and Lehman (1982)).

4.2.4. Class Size and Classroom Management Skills

The index of correlation coefficient showed negative (inverse) and non significant relationships between these two variables. The inverse relationships indicate an increase in students' number in a classroom with a decrease in teachers' scores on classroom management skills. In this case the results of the study support the ideas of Hetherington and Parke (1993), Pollock and Waller (1994) and Bellon and associates (1992).

4.2.5 Teachers' Attitude and Classroom Management Skills

The attitude of teachers towards the teaching profession and other related matters was found to be the most significant factor in teachers' classroom management skills in this study. A significant positive index of correlation has been obtained in all the three cases between teachers' attitude scores and classroom management rating scores. Moreover, this independent variable has been found to be the only variable that explained the dependent variables significantly higher.

In this regard, the results of the present study seem to agree with some of previous research conclusions and theoretical ideas on teachers' attitude as a positive factor in teaching. Specifically, attitude of teachers towards their profession (Epperson, 1965; Aklilu, 1967; Amberber, 1985), attitude of teachers towards their students (Fontana, 1995; Wolinky and Lee, 1973; Ellenburg, 1975) ; and teachers' teaching effectiveness and their attitude (Johnson, 1957).

CHAPTER V

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 SUMMARY AND CONCLUSION

The purpose of the study was to compare the extent to which male and female senior secondary school teachers of Nakamte and Sire towns apply the components and variables of classroom management skills in teaching . To this end, the research attempted to:

- Identify the extent to which the teachers are rated in the application of the components and variables of classroom management skills.
- Determine whether there is a significant difference between male and female teachers in the application of the components and variables of classroom management skills.
- Identify major factors affecting classroom management skills of teachers.
- Identify whether there is a significant difference between male and female teachers in factors affecting their classroom management skills
- Pinpoint the relationships between major factors affecting teachers' classroom management skills.
- Identify whether there are differences between male and female teachers in the relationships between the major factors affecting their classroom management skills.
- Identify the major perceived problems of teachers in managing their students in the classrooms.
- Determine whether there is difference between the perceived problems of male and female teachers in classroom management skills.

The sample of the study consisted a total of eighteen (nine male and nine female) purposely selected teachers and three hundred and sixty randomly selected students from the senior secondary schools of Darge and Sire, located at Nakame and Sire towns respectively.

Structured questionnaires were used to assess the attitude of teachers. Moreover, a five- point observers' and students' rating scales, and structured interviews were used . The instrument used in the rating scale was adapted from the works of Kounin (1970), Evertson and Emmer (1982), Good and Brophy (1987) and Evertson (1985) The adequacy (content validity) and reliability estimates of the instruments involved judges and used results of the pilot study.

Following the collection and processing of the data, the analyses procedure employed t-test, simple correlation and multiple regression model . The significant differences between male and female teachers in the criterion- variables were determined at 0.01 alpha level of significance.

Based on the analysis and interpretation of the data the study resulted in the following findings:

1. Teacher Ratings

- 1.1 Teachers were rated 'very poor' in the category of rule and procedure setting by the observers. Moreover, teachers were rated ' poor' in the categories of with-it-ness, overlapping, group alerting, motivation, disciplining and monitoring by the observers.
- 1.2 In the categories of smoothness and momentum, accountability, planning, democratic leadership style, punishment, assignment (homework) and time management, teacher were rated either 'average ' or 'good' by the observers.
- 1.3 In most of the above mentioned categories students rated the teachers one interval surpassing the observers.
- 1.4 When the overall ratings of teachers were considered a t-test showed no significant difference between the observers' and students' rating scores.

2. Differences Between Male and Female Teachers.

- 2.1 When all categories were considered, significant differences were not observed between male and female teachers in both forms of ratings. However, when each category was seen separately, substantial differences appeared between male and female teachers in the categories of communication and democratic leadership style in which female teachers were rated higher than male teachers for both sides of ratings.'

3. Factors bearing on Teachers' Classroom Management Skills.

- 3.1 Teachers teaching experience ,age ,attitude and class size contributed 32.2 percent of variance in explaining teachers' skills of classroom management as measured by the observers' ratings. In the students' ratings, the above mentioned independent variables contributed about 55.2 percent in explaining teachers' classroom management skills.
- 3.2 Teachers' attitude has been found to be the most important variable in affecting classroom management skills positively. It explained the skills significantly higher than all the independent variables used in the present study.

4. Differences among Male and Female Teachers in factors Affecting Classroom Management Skills.

- 4.1 Male teachers' classroom management skills were more significantly explained than female teachers' skills by the independent variables used in the study.
- 4.2 Sex was found as insignificant independent variable in explaining classroom management skills.

5. The Relationships Among Factors Affecting Classroom Management Skills.

- 5.1 Teaching experience was positively correlated with teachers' age and attitude. The relationship was found to be significant in the case of males and when all teachers were considered.

5.2. Class size was found to correlate negatively with all the independent variables considered in the study. However, the coefficients of correlation were most significant in the case of males' attitude and when that of all teachers were considered.

6. The major Problems Perceived by the Teachers in the Application of Classroom Management Skills.

6.1. Large Class size, work avoidance, impunctuality, inadequacy of instructional materials, verbal abuse and physical aggression of the students towards their teachers were found to be the most important problems teachers perceived for the application of classroom management skills in the senior secondary schools.

6.2. Verbal abuse and physical aggression of students towards teachers were found more common among male than female teachers.

5.2. RECOMMENDATIONS

Depending on the study, the following recommendations can be made:

- i. Attitude was found significant in affecting teachers' classroom management skills in positive direction. Therefore, to have effectively managed classrooms, factors related to teachers' attitude need attention. Thus, strategies proposed to improve the work life quality of teacher's by the New Education and Training Policy should be promoted. This includes teacher promotion, in and on-job training, upgrading and improvement of the career structure.
- ii. Class size was found correlating negatively with both teachers' attitude and classroom management skills. This raises the need for building more classrooms in the same school or building new school to have enough classrooms which are proportional to the growing number of the enrollees. This can be effective through mobilizing resources for the improvement of education by the school administrators. This includes:

- Involving the local people in the work of school
 - Initiating, encouraging and allowing individuals capable of investing or embarking in this area.
- iii. Students were found rating their teachers higher than, if not significant in most cases, the observers did. Therefore, total dependence on students' ratings for teacher evaluation would not seem fair. Teacher evaluation program should depend on different forms of rating like directors and colleague evaluation.
- iv. In order to ameliorate the problem of students' work avoidance and physical aggression or verbal abuse towards teachers, teachers in the schools should carry out the following principles of classroom management skills:
- Spending much of their time on setting rules and procedures of the classroom during the beginning of the new academic year. Moreover, teachers have to explain the set rules and procedures with the participation of students, on a democratic bases.
 - Strengthening guidance and counseling services in the schools.
 - Establishing an active chain of communication with students' parents or guardians in cases where students misbehave seriously.
- v. Female teachers were rated significantly surpassing their male counterparts in the categories of communication and democratic leadership style. Therefore, sharing experience, being an invited guest in female teachers' classrooms may help male teachers to gain awareness of some techniques of effective communication and leadership style. Moreover, mechanisms by which the number of female teachers in senior secondary schools can be increased need attention. These include, for example, encouraging female students to join the teaching profession by providing certain privileges like residence house in a community they are working, special training and promotions.

- vi. Conducting short-duration programs like seminars and workshops aiming at discussing on classroom management skills in general and components and variables of classroom management on which the teachers were rated poor and very poor in particular. On these programs the Ministry of Education, Oromia Education Bureau or/ and Zonal Education Office have to provide the necessary support in case of materials and specialists in the area.
- vii. Finally, the researcher calls on other researchers to carry out more study on wider population by including different independent variables like teachers training, marital status and students' age, family background and academic ability level by improving the instrument used in this study.

- vi. Conducting short-duration programs like seminars and workshops aiming at discussing on classroom management skills in general and components and variables of classroom management on which the teachers were rated poor and very poor in particular. On these programs the Ministry of Education, Oromia Education Bureau or/ and Zonal Education Office have to provide the necessary support in case of materials and specialists in the area.
- vii. Finally, the researcher calls on other researchers to carry out more study on wider population by including different independent variables like teachers training, marital status and students' age, family background and academic ability level by improving the instrument used in this study.

41	ተማሪዎችን ይመራል /ትመራለች እንጂ አይጫናቸውም/ አትጫናቸውም					
	ስነሥርዓት (Discipline)	5	4	3	2	1
42	የተማሪዎችን አለአግባብ የሆኑ ባህሪያትን በግል ውይይት እና ምክር ለማስተካከል ይጥራል /ትጥራለች።					
43 *	የተማሪዎችን ሥነ ምግባር ለመቆጣጠር ሲባል መተቸትን እንደዋነኛ ስትራቴጂ አይጠቅምም /አትጠቅምም።					
44 *	የሥነምግባር ችግሮችን ለመፍታት ከተማሪ ወላጅ/ አሳዳጊ ጋር ግንኙነት ያደርጋል/ ታደርጋለች።					
45	አግባብነት የሌለው ባህሪ ያሳዩ ተማሪዎችን ወደ የበላይ አካል (የፈረቃ መሪ፣ ርዕሰ መምህር ወይም ምክትል ርዕሰ መምህር) የሚልከው /የምትልከው ችግሩ በቀላሉ የሚፈታ ካልሆነ ነው።					
	ደንብና ቅደም ተከተል (Rule and Procedure)	5	4	3	2	1
46	መምህሩ /ሯ አንዳንድ የክፍል ደንቦችንና ቅደም ተከተሎችን አዋቅሯል/ አዋቅራለች					
47	የተዋቀሩትን የክፍል ደንቦችንና ቅደም ተከተሎች አስፈላጊነት በመጀመሪያዎቹ የትምህርት ቀናት ወይም ሳምንታት ገልጻል ወይም ገልጻለች።					
48	የክፍሉን ደንቦችና ቅደም ተከተሎች በማዋቀር ላይ ተማሪዎችን አሳትፋል ወይም ያብዛል/አሳትፋለች ወይም ጋብዛለች።					
49	ተማሪዎች የጣሱትን ሕግና ደንብ ያስታውሳቸዋል/ታስታውሳቸዋለች					
50	በተዋቀሩት ደንቦችና ቅደም ተከተሎች ላይ በጥብቅና በቁርጠኝነት ይቆማል/ትቆማለች።					
	ቅጣት (Punishment)	5	4	3	2	1
51	ተማሪዎች ሲያረፍዱ የቤት ሥራ ሳያጠነቅቁ ሲቀሩ የትምህርት መገልገያ መሣሪያ ሲረሱ እና አለአግባብ ፀባይ ሲያሳዩ የአካል ቅጣትን አይጠቀምም/ አትጠቀምም					
52	ትርፍ ማሠራትን እንደቅጣት አይጠቀምም /አትጠቀምም።					
53	ሁሉንም የክፍል ተማሪዎች አንድ ላይ አይቀጣም/ አትቀጣም።					
	የቤት ሥራ ወይም የሥራ ምድብ መስጠትን በተመለከተ (Home Work and Assignment)	5	4	3	2	1
54	መምህሩ/ሯ የሚሰጠው/የምትሰጠው የቤት ሥራ ከተማሪዎች ችሎታ ጋር የተገናዘበ ነው።					
55	ተማሪዎች የተሰጣቸውን የቤት ሥራ ወይም የሥራ ምድብ ማጠናቀቃቸውን ለመከታተል ያለው /ያላት ውጤታማነት።					
56	መምህሩ/ ሯ የሚመደበው /የምትመደበው ሥራ ወይም የቤት ሥራ ግልፅነት።					
57	የሥራ ምድቡን ወይም የቤት ሥራውን ለማጠናቀቅ መምህሩ/ሯ የሚፈቅደው/ የምትፈቅደው ጊዜ ተገቢነት /ትክክለኝነት።					
58	መምህሩ/ሯ ለምድብ ሥራው ወይም ለየቤት ሥራው ዋጋ ይሰጣል/ ትሰጣለች					
	ክትትልን በተመለከተ (Monitoring)	5	4	3	2	1
59	በክፍል ጊዜው/ዋ በተከታታይ ተማሪዎች መገኘታቸውን ያረጋግጣል/ ታረጋግጣለች					
60	በክፈለ ጊዜው/ዋ የተማሪዎችን የመቅረትና/ የመዘግየት ዝንባሌ ያስወግዳል።					

	የጊዜ አጠቃቀምን በተመለከተ (Time Management)	5	4	3	2	1
61	መምህሩ/ሯ የእሉቱን ትምህርት በጊዜ ጀምሮ/ራ በጊዜ ስለመጨረሱ/ሷ					
62	በክፍል ውስጥ እያለ የእሉቱን የትምህርት ጊዜ አያባክንም/ አታባክንም					
63	ለተማሪው ጊዜን በተገቢው ስለመጠቀም የሚሰጠው/የምትሰጠው ምክር።					

* የተጣኩትን በመጻፍ

APPEDIX A-3

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

FACULTY OF EDUCATION.

DEPARTMENT OF CURRICULUM AND INSTRUCTION

Teachers' Attitude Self Report Inventory.

Code_____

PART I

Personal Information

- Sex_____Age_____
- Year of service in teaching _____ -
 - In Senior Secondary School _____
 - In others _____
- Educational status
 - Degree _____
 - Diploma _____
- Area of training _____
- The subject you teach _____ -
- Name of the school you are teaching in _____
- Grade and section you teach _____ -
- Average number of your students in a section _____

PART II

Direction

The following are several statements which have been designed to assess the attitude of teachers in senior secondary schools. The inventory is expected to include items measuring teacher's attitudes toward teaching profession, students, school administration and the society.

The degree of adequacy (agreement) for the items consists of strongly agree, agree, undecided (uncertain), disagree and strongly disagree with corresponding values of 5,4,3,2, and 1 respectively. You are, therefore, kindly requested to judge the adequacy of each item by circling the number corresponding the value of the item.

Thank you !

	Scale Values
1. Teacher's interest in his/ her profession influences his/ her performance in teaching	5 4 3 2 1
2. A teacher should abandon his /her profession if he/she offered more favorable income	5 4 3 2 1
3. Teaching does not require extended professional preparation	5 4 3 2 1
4. Most of the recruits to colleges / faculties/ teachers' training institutes are not psychologically inclined to become a teacher	5 4 3 2 1
5. A teacher has to involve in many duties other than teaching	5 4 3 2 1
6. Teaching requires one's talents and abilities less effectively than other occupations	5 4 3 2 1
7. Teaching is accepted as a profession not because an individual is interested in teaching but because he/she could not get into other profession	5 4 3 2 1
8. Teaching is free from corruption in comparison to many other professions	5 4 3 2 1
9. Teaching is not one of the highly respected professional fields	5 4 3 2 1
10. A teacher feels personal satisfaction for being involved in one of the professions considered as the basis for national development	5 4 3 2 1
* 11. An intelligent and capable person can teach effectively without being trained	5 4 3 2 1
12. Teaching provides an opportunity to the teachers to keep in touch with current scientific and technological development	5 4 3 2 1
13. To most teachers, teaching is taken as a ladder to other aspects of education or other avocations	5 4 3 2 1
14. A teacher should have an interest and ability to observe the rules and regulations of the school and implement them accordingly	5 4 3 2 1
15. A teacher must be a model in his/ her behaviors for the students	5 4 3 2 1
16. Teaching youth and their constant company keeps a teacher mentally alive and physically alert	5 4 3 2 1
17. There need not be a mutual contact between teachers and parents in solving students disciplinary problems at schools	5 4 3 2 1
18. Corporal punishment helps teachers to manage students effectively and, therefore, should be implemented.	5 4 3 2 1

*19.	Female teachers treat students more favorably	5	4	3	2	1
20.	Teacher's effort to identify the interest, attitude and ability of each student promotes teaching learning process	5	4	3	2	1
21.	A teacher should use absolutely fair and impartial methods in disciplining or controlling students.	5	4	3	2	1
22.	A teacher has good discipline where he has the full cooperation with his class.	5	4	3	2	1
*23.	Boys and girls have different tasks in life and should, therefore, be treated differently	5	4	3	2	1
24.	If students are interested in what they are learning, classroom misbehavior reduces	5	4	3	2	1
25.	Students behave better in a calm, friendly situation with a teacher who is respected and in turn respects the children	5	4	3	2	1
26.	The success of the school depends upon the willingness and cooperation of its staff.	5	4	3	2	1
27.	The evaluation scales used in schools are subjective and unreliable	5	4	3	2	1
28.	Your director treats all staff members equally	5	4	3	2	1
29.	Certain restrictions should be imposed on teachers as regard to extra work that negatively affects teaching learning process.	5	4	3	2	1
30.	The criticism given by society should be used by teachers in a constructive ways to improve teaching learning process.	5	4	3	2	1
*31.	Teachers are not responsible for students failure to be active citizen in the community	5	4	3	2	1
32.	A close relationship between teachers and the community helps to solve school problems more effectively and efficiently.	5	4	3	2	1
33.	Teachers have to adapt to the culture and language of the community they are living in	5	4	3	2	1
*34.	Teachers need to participate fully in community development activities.	5	4	3	2	1

*Items dropped

APPENDIX A-4

Interview Questions Presented to the Respondent Teachers

1. What was the content of your lesson on the first day or during the first week of the academic year you entered the classroom ?
 - 1.1 Did you teach rules and procedures your students should follow in the classroom ?
 - 1.2 If not, why?
2. How you motivate your students learning as a technique of managing them?
 - . Do you always use different instructional materials ?
 - . If not, why?
3. What strategies you use to monitor (control) your students' attending your class?
 - . Do you consistently take attendance in the classroom?
4. Which of the following students' inappropriate behaviors you encountered or faced most in the classroom ?
 - Physical aggression towards you
 - Verbal abuse towards you
 - Talk out of turn
 - Work avoidance/ idleness (like home works, and) assignments
 - Physical destructiveness
 - Not being punctual
 - Getting out of seat without permission
 - Making unnecessary (non-verbal) noise
 - Persistently violating class (school) rules.
5. Which of the following strategies and sanctions you use or employ most to deal with difficult pupil /pupils.
 - . Reasoning with the pupil/ pupils in the classroom setting
 - . Reasoning with pupil/ pupils out side the classroom (private counseling)
 - . Requiring the pupil / pupils to do extra work
 - . Deliberately ignoring minor disruptions.
 - . Discussing with the whole class why things are going wrong
 - . Asking a pupil / pupils to withdraw temporarily
 - . Referring a pupil to another teacher, unit leaders, vice director or director
 - . Removing privileges, like reducing marks
 - . Detention, keeping the pupil / pupils in school after school hours, as a punishment.
 - Consulting his/her parents or guardians.

APPENDIX B-1
SUMMARY of THE JUDGES RATING
(Teachers' Attitude Self Report)

Items	001	002	003	004	005	006	007	008	Median
1.	4	5	4	3	3	4	4	5	4.00
2.	3	5	3	2	5	4	5	4	4.00
3.	4	5	3	2	4	4	4	4	4.00
4.	3	4	3	3	4	3	3	4	3.00
5.	5	4	5	4	3	2	4	4	4.00
6.	3	4	4	2	3	4	5	4	4.00
7.	4	5	5	5	4	3	4	5	4.50
8.	4	3	3	4	4	4	5	5	4.00
9.	5	5	4	4	5	4	5	5	5.00
10.	4	5	4	4	4	5	5	5	4.50
11. *	1	2	3	4	2	2	2	3	2.00
12.	3	4	3	4	5	2	3	5	3.50
13.	2	3	4	4	4	4	3	5	3.00
14.	4	5	4	2	3	5	5	4	4.00
15.	4	5	4	3	4	3	2	5	4.00
16.	4	5	4	3	4	4	3	4	4.00
17.	3	3	4	2	4	4	5	5	4.00
18.	3	2	2	2	3	4	4	4	3.50
19. *	2	3	3	1	2	2	2	3	2.00
20.	3	2	3	3	3	3	2	4	3.00
21.	3	4	5	4	5	3	4	5	4.00
22.	3	4	5	2	4	4	5	5	4.00
23. *	2	3	2	1	2	2	1	3	2.00
24.	3	4	4	3	4	5	4	5	4.00
25.	3	2	3	2	3	4	4	3	3.00
26.	2	3	3	2	3	4	4	4	3.00
27.	2	3	4	5	5	5	4	3	4.00
28.	3	4	5	5	4	3	3	4	4.00
29.	3	4	2	2	3	4	5	5	3.50
30.	3	4	3	2	3	3	3	3	3.00
31. *	3	1	2	2	2	3	3	3	2.50
32.	3	3	2	3	3	4	3	3	3.00
33.	3	4	4	3	4	3	4	5	4.00
34. *	3	3	2	2	2	3	2	4	2.50

* Items dropped.

[illegible]

Scale Values Given By Judges

Item code	001	002	003	004	005	006	007	008	Median
**P1	5	4	4	5	3	3	5	5	4.50
**P2	3	5	4	5	4	4	5	5	4.50
**P3	4	3	3	3	4	3	5	3	3.00
*P4	1	3	2	2	3	4	3	2	2.00
**P5	3	3	2	3	3	4	2	3	3.00
**P6	3	2	4	3	4	3	3	2	3.00
**P7	4	3	3	2	4	2	2	3	3.00
M1	5	4	4	4	4	5	4	4	4.00
M2	4	4	3	3	4	5	5	4	4.00
M3	5	5	4	4	4	4	4	4	4.00
M4	4	5	3	4	4	3	4	3	4.00
M5	5	4	3	5	3	4	5	4	4.00
M6	4	5	4	5	4	4	5	4	4.00
M7	3	3	4	4	5	4	5	5	4.00
C1	5	4	5	4	4	5	5	4	4.50
C2	4	3	5	5	3	5	5	4	4.50
C3	5	3	5	5	4	5	5	5	5.00
C4	4	4	4	5	4	4	5	5	4.00
C5	5	4	4	5	4	5	5	5	4.50
C6	5	4	4	5	4	5	5	5	5.00
DL1	3	4	4	4	4	4	4	4	4.00
*DL2	5	2	3	2	2	3	2	4	2.50
DL3	3	4	3	4	3	5	5	4	4.00
DL4	5	5	3	5	5	5	5	4	5.00
DL5	4	4	4	5	3	5	4	4	4.00
DL6	5	5	4	5	2	3	5	5	4.50
DL7	4	4	5	4	3	4	4	5	4.00
DL8	3	3	4	4	4	4	4	5	4.00
DL9	4	4	5	5	3	3	4	3	4.00

Scale Values Given By Judges

Item code	001	002	003	004	005	006	007	008	Median
D1	5	4	4	4	5	4	5	4	4.00
*D2	3	2	2	2	2	3	4	4	2.50
*D3	2	1	2	1	1	3	2	3	2.00
D4	5	3	3	4	3	3	3	3	3.00
R1	3	4	2	4	4	4	3	2	3.5
R2	2	3	4	4	2	4	2	3	3.5
R3	3	4	2	3	4	2	3	3	3.5
R4	3	3	3	4	4	4	3	4	3.5
R5	2	3	4	3	5	4	4	4	4.00
Pn1	5	3	3	4	2	2	4	4	3.50
Pn2	4	4	4	5	3	3	5	4	4.00
Pn3	5	4	4	5	4	2	5	5	4.50
As1	5	4	3	3	5	4	3	4	4.00
As2	5	4	2	3	4	3	3	3	3.00
As3	4	4	3	4	4	3	5	5	4.00
As4	3	5	2	4	3	2	3	3	3.00
As5	4	2	4	3	4	4	3	4	4.00
Mn1	3	4	4	2	4	3	5	3	3.50
Mn2	5	4	2	4	3	4	5	4	4.00
T1	5	2	4	5	4	3	2	5	4.00
T2	4	5	2	4	2	4	5	4	4.00
T3	5	4	4	5	3	4	5	4	4.00

- * Items dropped
- ** Items used only by the observers
- *** Items used only by the students

APPENDIX C

Preliminary Information Regarding Observer Raters

Observer	Sex	Qualification	Area of Study		Year of Experience in Teaching		Subject He/she teaches currently
			Major	Minor	In Teachers Training Institutes	In other	
During the Pilot Study							
A	M	B. Ed	Pedagogical Science	English	3	-	Pedagogics
B	M	B.Ed	"	English	3	-	"
During the Main Study							
C	M	B.Ed	Pedagogical science	English	2	3	Oromo Language
D	M	"	"	"	2	1	"

APPENDIX D

Preliminary Information On Teachers Observed During The Pilot Study

Teacher	Sex	Qualification	Area of Study	Year of Experience in teaching		Subject He/she teaches	Grade
				In senior secondary schools	In other		
A	M	B.A	History	14	-	History	11
B	M	Diploma	Amharic	13	2	Amharic	10
C	M	"	English	10	2	English	9
D	M	"	H. Economics	9	-	H. Economics	9
E	F	B.A	History	11	-	History	10
F	F	Diploma	Amharic	8	2	Amharic	10
G	F	"	English	12	2	English	9
H	F	"	H. Economics	10	1	H. Economics	10

APPENDIX E - 1

Computation Of Split-half Reliability Coefficient for Teachers' Attitude Inventory Items.

Teacher	I T E M N U M B E R																													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	SUM
A	4	3	5	4	2	5	4	5	5	4	4	3	4	4	4	4	3	4	4	4	4	4	4	4	3	3	4	5	3	113
B	5	3	5	4	2	5	3	5	4	5	5	3	4	4	5	5	5	5	3	4	5	4	4	5	3	3	3	4	4	119
C	5	3	3	4	2	5	2	5	5	3	5	4	4	4	5	5	5	5	3	4	5	4	4	5	3	5	5	4	5	121
D	5	2	5	4	1	4	4	5	5	4	4	4	5	5	5	5	4	5	2	5	5	5	4	4	4	3	5	5	5	124
E	4	3	5	4	2	5	3	5	5	4	5	4	5	4	4	5	4	4	4	4	5	5	4	4	3	5	4	4	4	121
F	5	3	4	4	1	5	4	5	5	4	4	2	5	4	4	5	4	5	3	5	4	5	4	3	3	5	4	4	4	117
G	4	2	4	3	1	5	4	5	4	4	5	3	5	4	5	5	4	5	3	5	4	5	4	4	3	5	3	4	5	117
H	4	1	4	5	2	5	3	5	5	4	4	3	4	5	4	4	5	4	2	5	4	4	4	4	4	5	4	4	4	115

	A	B	C	D	E	F	G	H	SUM	MEAN
Score for Even	56	59	60	62	60	59	59	58	473	59.125
Score for odd	57	60	61	62	61	58	58	57	474	59.25
Even X odd	3192	3540	3660	3844	3660	3422	3422	3306	38046	3505.75

$$\{E = 4.73$$

$$E = 59.125$$

$$\{E^2 = 27987$$

$$\{EO = 28046$$

$$\{O = 474$$

$$O = 59.25$$

$$\{O^2 = 28112$$

$$r_{EO} = \frac{N \{EO - \{E\}O}{\sqrt{(N \{E^2 - (E)^2) (N \{O^2 - (O)^2)}}$$

$$= 0.866$$

$$r_{xx}^1 = \frac{n \times r_{EO}}{1 + (n-1) r_{OE}}$$

$$= \frac{2 \times 0.866}{1 + (2-1) 0.866}$$

$$= 0.9282$$

APPENDIX E-2
Reliability For Students' rating Items In Pilot Study

S. Number	Category	Coefficient of Correlation
1	With-it-ness	0.9759
2	Overlapping	0.672
3	Smoothness & Momentum	0.8070
4	Group Alerting	0.476
5	Accountability	0.762
6	Planning	-
7	Motivation	0.67
8	Communication	0.74
9	Democratic Leadership	0.6868
10	Discipline	0.7143399
11	Rule & Procedure setting	0.7714
12	Monitoring	0.77
13	Punishment	0.721
14	Assignment/ Homework	0.79
15	Time Management	0.72656
Mean	-	0.791

* The coefficient of correlation was done using split half method based on 40 students' ratings of teachers used in the pilot study.

APPENDIX E-3

Reliability (Pearson Correlation Coefficient) between the two observers of the pilot Study

x	y	x-x	(x-x) ²	(y-y)	(y-y) ²	(x-x) (y-y)
2.21	2.04	-0.46	0.2116	-0.54	0.2916	0.2484
1.83	1.83	-0.84	0.7056	-0.75	0.5625	0.63
3.44	3.26	0.77	0.5929	0.68	0.4624	0.5236
1.68	1.72	-0.99	0.9801	-0.86	0.7396	0.8514
2.55	2.38	-0.12	0.0144	-0.2	0.04	0.024
3.64	3.46	0.97	0.9409	0.88	0.7744	0.8536
1.7	1.62	0.97	0.4356	-0.96	0.9216	0.9312
3.33	3.30	0.66	0.9474	0.72	0.5184	0.4752
3.59	3.50	0.92	0.4356	0.92	0.8464	0.8464
1.73	1.64	0.94	0.8464	-0.94	0.8836	0.8836
7.03	1.06	-1.64	0.8836	-1.52	2.3104	2.4928
2.34	2.32	-0.33	2.6896	-0.26	0.0676	0.0858
4.32	4.03	1.65	0.1089	1.45	2.1025	2.3925
3.51	3.52	0.84	2.7225	0.94	0.8836	0.7896
3.11	3.06	0.44	0.7056	0.48	0.2304	0.2112
x = 2.67	y = 2.58		12.9722		11.635	12.2393

$$r = \frac{12.2393}{\sqrt{(12.9722)(11.635)}} = \frac{12.2393}{12.28542} = 0.9962866$$

The score of x and y are based on mean of each category for all observed teachers and total observation.

APPENDIX F-1
Observers' Rating Result of Teachers under each Item for the Main study

Item	Observe A		Observer B		Average	
	Male	Female	Male	Female	Male	Female
W ₁	1.90	2.81	2.24	2.07	2.07	2.44
W ₂	2.01	2.31	2.27	1.89	2.14	2.40
W ₃	2.87	3.62	3.91	2.92	3.39	2.97
W ₄	2.23	1.67	2.61	1.19	2.42	1.43
X	2.25	2.60	2.76	2.02	2.51	2.31
01*	-	-	-	-	-	-
02	2.57	2.56	2.05	2.36	2.31	2.41
03	1.76	1.65	2.02	2.29	1.89	1.97
04	2.83	2.08	2.39	2.26	2.61	2.22
X	2.39	2.10	2.15	2.30	2.27	2.20
Sm1	2.01	2.60	3.95	3.28	2.97	2.94
Sm2	2.71	3.16	4.07	3.96	3.39	3.56
Sm3*	-	-	-	-	-	-
Sm4	2.09	1.98	3.53	3.14	2.81	2.56
Sm5	2.17	2.83	2.67	2.17	2.42	2.50
X	2.25	2.64	3.55	3.13	2.90	2.89
G ₁	2.01	2.07	2.17	1.81	2.09	1.94
G ₂	2.06	1.60	2.17	2.28	1.99	1.94
G ₃	1.81	2.48	1.94	2.86	2.00	2.67
X	1.96	2.05	2.09	2.32	2.03	2.18
AC1	2.62	2.91	2.97	2.87	2.67	2.89
AC2	2.82	2.97	3.56	3.05	3.29	3.01
AC3	1.82	1.62	2.05	2.12	1.96	1.87
X	2.42	2.50	2.86	2.68	2.64	2.59
P1	2.70	3.29	4.74	3.50	3.72	3.97
P2	2.89	3.32	3.67	3.89	3.28	3.03
P3	2.64	2.93	2.90	2.98	2.77	3.00
P4*	---	-	-	-	-	-
P5	3.92	2.96	3.42	3.96	3.67	3.96
P6	2.81	3.26	4.41	3.07	3.61	3.12
P7	1.82	2.90	2.12	1.84	1.97	1.87
P8	2.40	2.09	2.54	2.15	2.47	2.12
X	2.74	2.96	3.77	3.06	3.07	3.01
M1	2.02	2.85	3.48	3.25	2.75	3.05
M2	1.20	2.03	1.36	3.24	1.28	1.80
M3	3.92	2.42	3.58	3.00	3.75	2.83
M4	1.26	1.01	1.18	1.57	1.22	1.19
M5	2.04	2.36	3.58	2.47	2.81	2.68
M6	1.01	1.76	1.41	1.37	1.21	1.17
M7	1.92	1.81	2.42	1.18	2.17	2.14
X	1.91	1.95	2.43	2.30	2.17	2.12
C1	2.81	3.56	3.05	3.82	3.08	3.94
C2	2.61	3.91	2.67	4.53	2.84	4.22
C3	2.91	2.63	2.67	2.51	2.64	2.57
C4	2.91	4.42	2.15	4.80	2.28	4.61
C5	1.26	4.09	2.34	4.85	1.80	4.22
C6	2.51	3.29	2.63	3.43	2.62	3.36
X	2.50	3.65	2.59	3.99	2.54	3.82

Item	Observe A		Observer B		Average	
Code	Male	Female	Male	Female	Male	Female
DL1	2.62	3.01	2.76	3.55	2.59	3.28
DL2	-	-	-	-	-	-
DL3	2.69	3.21	2.87	3.83	2.68	3.67
DL4	3.29	2.91	3.42	3.72	3.02	3.50
DL5	3.14	3.21	3.30	3.07	3.22	3.14
DL6	2.67	3.62	3.17	3.86	2.59	3.94
DL7	2.63	3.91	2.51	3.91	2.90	3.56
DL8	2.52	3.56	2.75	4.00	2.97	3.78
DL9	2.70	3.82	2.52	4.09	2.81	3.77
X	2.78	3.41	2.91	3.75	2.84	3.58
D1	2.28	2.11	2.28	2.57	1.78	2.35
D2*	-	-	-	-	-	-
D3*	-	-	-	-	-	-
D4	2.10	2.09	2.02	1.27	2.06	1.67
X	2.19	2.10	2.15	1.92	1.92	2.01
R1	1.03	1.19	1.09	1.14	1.06	1.13
R7	1.21	1.07	1.41	1.41	1.31	1.25
R5	1.26	1.12	1.56	1.37	1.41	1.28
X	1.17	1.13	1.35	1.31	1.26	1.22
Pn1	3.41	3.32	3.73	4.00	3.57	3.66
Pn2	3.90	3.02	3.28	3.20	3.59	3.11
Pn3	3.50	3.80	3.92	4.20	3.71	4.00
X	3.60	3.38	3.64	3.80	3.62	3.59
As1	2.82	3.22	4.28	3.68	3.55	3.45
As2	3.02	3.29	4.32	4.07	3.87	3.68
As3	3.41	3.07	4.51	3.19	3.76	3.13
As4	3.56	3.21	4.43	3.78	3.81	4.21
As5	2.59	3.16	4.31	3.53	3.66	2.63
X	3.08	3.19	4.37	3.65	3.73	3.42
Mn1	1.89	1.62	1.85	2.04	1.87	1.83
M2	2.62	3.20	3.12	3.30	2.87	3.25
X	2.26	2.41	2.49	2.67	2.37	2.24
T1	2.83	2.62	4.95	2.88	3.89	3.25
T2	3.42	3.82	4.26	4.62	3.84	3.82
T3	2.12	2.17	3.00	2.51	2.56	2.74
X	2.79	3.20	4.07	3.34	3.43	3.27

* Items dropped

X= Mean

APPENDIX F-2

Observers' Reliability Pearson Correlation Coefficient For Each Category In The Main Study

Ser No	Categories	Male	Female	Average
1	With it nees	0.935	0.876	0.9055
2	Overlapping	0.8707	0.7575	0.8141
3	Smoothness & Momentum	0.66	0.954	0.807
4	Group Alerting	0.9815	0.52516	0.7533
5	Accountability	0.9871	0.9827	0.9849
6	Planning	0.50	0.6554	0.5777
7	Motivation	0.7693	0.7388	0.75405
8	Communication	0.7166	0.9795	0.84805
9	Leadership style	0.79365	0.5285	0.661075
10	Discipline	0.917	0.942	0.9295
11	Rule and procedure setting	0.83	0.50	0.665
12	Punishment	0.50	0.885	0.6925
13	Assignment/ H.Work	0.855	0.9846	0.9198
14	Monitoring	0.99	0.99	0.99
15	Time management	0.682	0.90052	0.79126
	Average	0.79919	0.813312	0.80625

APPEDIX G

PRELIMINARY INFORMATION ON TEACHERS AND THEIR SCORES IN CLASSROOM MANAGEMENT SKILLS AND ATTITUDE

1. Male Teachers

Teacher s code	Age	Qualific ation	Year of service in teaching	Subject taught	Grade	Class size	Mean score of classroom management skills		Attitude mean score
							Observ ers' rating	Students' Rating	
M1	32	B.SC	11	Mathemati cs	10	60	2.64	3.43	4.03
M2	35	Diploma	17	Agriculture	10	65	2.56	3.32	3.83
M3	33	"	12	Commerce	9	70	2.45	3.11	3.34
M4	36	"	12	Home Economics	10	70	2.35	2.63	3.19
M5	32	"	17	Amharic	9	60	2.73	3.42	4.10
M6	44	"	24	English	10	60	2.61	3.03	3.79
M7	37	"	18	Home Economics	9	65	2.82	3.48	4.14
M8	33	"	17	English	9	70	2.67	3.37	3.79
M9	38	"	16	Home Economics	9	62	2.74	3.01	3.76
Mean	35.55	—	16	-	-	64.67	2.62	3.20	3.77
Standard Deviation	3.84	—	4.00	-	-	4.44	015	0.28	0.32

2. Female Teachers

Teachers Code	Age	Qualifica tion	Year of service in Teaching	Subject taught	Grade	class size	Mean Score of classroom Management skills		Attitude Mean Score
							Observers' ratings	Students' ratings	
F1	37	Diploma	16	Home Economics	10	64	2.67	3.43	4.07
F2	34	Diploma	12	Agriculture	10	60	2.40	3.29	4.24
F3	31	B.Sc	11	Mathematics	10	60	3.40	4.01	4.60
F4	36	Diploma	18	Amharic	9	70	2.97	3.87	4.17
F5	34	"	14	Home Economics	9	65	2.56	3.42	4.28
F6	36	"	14	Commerce	9	65	2.47	3.01	3.76
F7	34	"	17	English	10	55	3.00	3.58	4.16
F8	36	"	12	Home Economics	9	65	2.40	2.61	3.76
F9	36	"	13	English	9	55	2.37	3.61	3.93
Mean	34.11	—	14.11	-	-	62.11	2.69	3.43	4.11
Standard Deviation	2.62	—	2.42	-	-	5.01	0.36	0.43	0.27

Let us consider the score of male and female teachers under the category of with- it - ness as an example according to the observers' rating scores:

Male	Female	$\bar{X}_1 - \bar{X}_2$	
		t= $\frac{\bar{X}_1 - \bar{X}_2}{S_{X_1 - X_2}}$	
		Standard Error of the Mean	
		Male	Female
		$\frac{S_1}{\sqrt{N_1}}$	$\frac{S_2}{\sqrt{N_2}}$
2.25	2.01		
2.45	2.20		
2.56	2.88		
2.50	2.56		
2.18	1.97		
2.50	1.98		
3.50	2.50	$\frac{0.39}{\sqrt{9}}$	$\frac{0.32}{\sqrt{9}}$
2.25	2.51		
<u>2.40</u>	<u>2.18</u>	0.13	0.12
Mean 2.51	2.31		
Standard deviation = 0.39	0.32		

$$\begin{aligned}
 t &= \frac{\bar{X}_1 - \bar{X}_2}{S_{X_1 - X_2}} \\
 &= \frac{2.51 - 2.31}{0.18} \\
 &= 1.11
 \end{aligned}$$

The degree of freedom for the data is 16 i.e 18-2=16 . Alpha level of significance = 0.01. The critical t- value from the table is 2.92. In this case, the calculated t- value is less than critical value of t. Hence, it can be concluded that there is no significant difference between the means scores of male and female in the application of with - it - ness as a variable in classroom management skills.

APPENDIX I
 Total Number Of Teachers In The Senior Secondary Schools

Name of the senior secondary school	Male		Female		Total
	Degree	Diploma	Degree	Diploma	
Darge	19	36	1	4	60
Sire	10	16	-	4	30
Total	29	52	1	8	90

Source: The Schools' Record Office

DECLARATION

I, the undersigned, declare that this thesis is my original work, has not been presented for a degree in any other university and that all sources of material used for the thesis have been duly acknowledged.

Name: Fetene Regassa

Signature: 

Place and Date of Submission: Addis Ababa University, May, 1998

D2*	The teacher avoids using criticism as a primary strategy in disciplining students					
D3*	The teacher communicates with parents to solve disciplinary problems					
D4	The teacher sends students with inappropriate behavior to senior staffs (unit leader, vice director or director) if the problem cannot be resolved easily					
Code	Categories of Rule and procedure	5	4	3	2	1
R1	The teacher has set some class rules and procedures					
R2***	The teacher has explained the importance of the set rules and procedures during the new academic year					
R3***	The teacher has invited students to participate in setting the rules and procedures					
R4	The teacher reminds rules to stop disruptive behavior					
R5	The teacher shows firmness and consistency in maintaining established rules.					
Code	Categories of punishment	5	4	3	2	1
Pn1	The teacher avoids physical punishment for tardiness unfinished homework and assignment, forgotten materials and inappropriate behaviors.					
Pn2	The teacher avoids giving extra work as punishment					
Pn3	The teacher avoids mass punishment					
Code	Categories of Assignment (Homework)	5	4	3	2	1
As1	The teacher's assignments or home works are appropriate to students' ability					
As2	The teacher's clarity of assignment (homework)					
As3	The teacher's effectiveness in monitoring students completion of assignment (home work)					
As4	The teacher allows appropriate time for assignment (homework) completion					
As5	The teacher assigns certain values to the assignments (home works)					
Code	Categories of Monitoring	5	4	3	2	1
Mn1	The teacher's consistency in taking attendance during his class (period)					
Mn2	The teacher avoids students' tardiness and absenteeism during his class (period)					
Code	Categories of Time Management	5	4	3	2	1
T1	The teacher starts and finishes daily lesson on time					
T2	The teacher avoids killing time after he/she starts the lesson					
T3	The teacher advises students to use their time efficiently					

*= Items dropped

**= Categories used by the observers only

***= Items used in the students ratings only

APPENDIX A- 2

በአዲስ አበባ ዩኒቨርሲቲ
ድህረ ምረቃ ትምህርት ቤት
የትምህርት ፋክልቲ
የካሪኩለምና ኢንስትራክሽን ትምህርት ክፍል

ተማሪዎች መምህራንን የሚገመግሙበት ፎርምመመሪያ

የዚህ ጥናት አላማ የከፍተኛ ሁለተኛ ደረጃ ትምህርት ቤት መምህራንን የክፍል አመራር ጥበብን (ክህሎቶችን) Classroom Management Skills ለመገምገም ሲሆን ጥበቡን (ክህሎቶችን) በተመለከተ አሥራ አራት ምድቦች ተጠቅሰዋል። እነሱም አብሮ የመሆን (With-it-ness) ፣ መደራረብ (Overlapping) ፣ የማስተማር አካሄድ (Smoothness and Momentum) ፣ በቡድን ማነቃቃት (Group Alerting) ፣ ኃላፊነትን የመስጠት (Accountability) ፣ ማበረታት ወይም መገፋፋት፣ (Motivation) ፣ መግባባት (Communication) ፣ ዲሞክራሲያዊ አመራር (Democratic Leadership) ፣ ስነ ስርዓት (Discipline) ፣ ደንብና ቅደም ተከተል (Rule and Procedure) ፣ ክትትል (Monitoring) ፣ ቅጣት (Punishment) የቤት ሥራ ወይም የሥራ ምድብ መስጠት (Home work and Assignment) እና የጊዜ አጠቃቀምን (Time Management) የሚመለከቱ ናቸው።

ከእያንዳንዱ ዐረፍተ ነገር ፊት ለፊት አምስት አምስት ሳጥኖች 1, 2, 3, 4 እና 5 ተብለው በተዘረዘሩት ቁጥሮች ሥር ተቀምጠዋል። ቁጥሮቹም በተከታታይ በጣም ዝቅተኛ ፣ ዝቅተኛ ፣ መካከለኛ ከፍተኛ እና በጣም ከፍተኛን ይወክላሉ። ስለዚህ አንተ/ቺ የመምህሩን/ሯን የክፍል ውስጥ ፀባይና ሥራ ይገልጻል ብልህ/ሽ የምትገምተውን /የምትገምቻውን ከቁጥር ሥርና ከዐረፍተ ነገሩ ፊት ለፊት ካለው ሳጥን ውስጥ የ 'X' ምልክት ፃፍ/ፊ

ማስታወሻ

- 1 የግምገማው ውጤት በአንተ/ቺ በመምህሩ/ሯ ወይም በትምህርት ቤትህ/ሽ የሚያመጣ አሉታዊ ተፅእኖ የለውም።
- 2 ስምህን /ሽን ወይም የተገምጋሚውን መምህር ስም መፃፍ አያስፈልግም።
- 3 ለተዘረዘሩት ዐ.ነገሮች ሁሉ መልስ ካልሰጠህ /ሽ ጥናቱን የተሟላ አያደርገውም።

ስለ ትብብሩ በጣም አመሰግናለሁ

ክፍል አንድ

የግል መረጃ

የትምህርት ቤትሀ /ሽ ስም _____

ዕድሜ _____

ፆታ _____

ክፍልና ሴክሽን _____

ክፍል ሁለት የክፍል አመራር ይዘቶች

ተ ቁ	አብሮ የሚሆን (With it ness)	5	4	3	2	1
1	መምህሩ /ሯ በክፍል ውስጥ ይነቀሳቀሳል/ ትንቀሳቀሳለች በሁሉም አካባቢ እየተደረገ ያለውን ነገር ያውቃል/ታውቃለች					
2	መምህሩ /ሯ አንዱን ተማሪ ሲያስረዳ /ስታስረዳ ሌሎችን የክፍል ተማሪዎች እንዳይዘጋ/እንዳትዘጋ ይጠነቀቃል /ትጠነቀቃለች።					
3	መምህሩ/ ሯ በሁሉም ጊዜ ተማሪዎቹን ማየት በሚችል መልኩ ያስተካክላል /ታስተካክላለች					
4	መምህሩ/ሯ የዓይን ግንኙነትን ይጠቀማል/ትጠቀማለች					
	መደራረብን በተመለከተ (Over lapping)	5	4	3	2	1
5*	መምህሩ/ሯ በአንድ ጊዜ ከአንድ በላይ ጉዳዮችን የመከታተል ችሎታን ያሳያል /ታሳያለች					
6	መምህሩ/ሯ ተማሪዎችን በቡድን ከፋፍሎ ሲያስረዳ ከቡድኑ ውጪ ያሉትን ተማሪዎች ይቆጣጠራል/ ትቆጣጠራለች					
7	መምህሩ/ሯ በጥሞና ትምህርቱን የማይከታተሉትን ተማሪዎች ሲቆጣጠር የትምህርቱን ሀሳብ በግልፅ ይገልጻል /ትገልጻለች።					
8	መምህሩ/ሯ በጥቁር ሠሌዳ ላይ ሲፅፍ /ስትፅፍ ተማሪዎችን ይቆጣጠራል/ትቆጣጠራለች					
	የማስተማር አካሄድ (Smoothness and Momentum)	5	4	3	2	1
9	መምህሩ/ ሯ አንድን ክንዋኔ ሳያጠነቅቅ/ ሳታጠናቅቅ ወደ ሌላ አይሸጋገርም/ አትሸጋገርም።					
10	መምህሩ/ሯ ከመጠን ካለፈ አስፈላጊ ዝርዝር ውስጥ አይገባም/ አትገባም					
11*	መምህሩ /ሯ ትምህርቱን በተቀላጠፈ ሁኔታ ያስኬዳል /ታስኬዳለች					
12	ጥቃቅን በሆኑ ወይም ተማሪዎች በተረዱት የትምህርት አካል ላይ ጊዜ አይወስድም/ አትወስድም ወይም እይደጋግምም/ አትደጋግምም					
13	መምህሩ/ ሯ ትምህርቱን ከተማሪዎች ብቃትና ችሎታ ጋር ያስኬዳል/ ታስኬዳለች።					
	ቡድን የማነቃነቅ (Group Alerting)	5	4	3	2	1
14	መምህሩ/ሯ የሁሉንም ተማሪዎች ቀልጣፋ ተሳትፎ የሚያበጅ የመጠይቅና የማስታወሻ ስትራቴጂዎችን ይጠቀማል ትጠቀማለች					
15	መምህሩ/ሯ ተማሪዎችን ጥያቄ እንዲመልሱ የሚጋብዘው /የምትጋብዘው እንደመጣለት/ እንደመጣላት ነው።					
16	በክፍል ውስጥ በአካል በመንቀሳቀስ ተማሪዎችን የሠሩትን ይጠይቃል /ትጠይቃለች።					
	ኃላፊነትን የመስጠት (Accountability)	5	4	3	2	1

17	ለተማሪዎች የሥራ ኃላፊነታቸውን ይነገራል/ ትናገራለች።					
18	መምህሩ/ሯ የክፍል ሥራዎችን እንዲሰሩ ዝግጅታቸውን ይጠይቃል/ ትጠያቃለች።					
19	መምህሩ/ሯ የክፍል ሥራዎችን በመስጠት ተማሪዎች በሥራ እንድንያዙ ያደርጋል /ታደርጋለች					
	ማበረታታትን ወይም መገፋፋትን በተመለከተ (Motivation)					
20	ተማሪዎችን የሚፈትኑ አዳዲስ የተለያዩ የመማር ሥራዎችን (ክወናዎችን) ያቀርባል /ታቀርባለች።					
21	ትምህርቱን ሲያቀርብ /ስታቀርብ የተለያዩ መገልገያዎችን ይጠቅማል/ ትጠቀማለች					
22	የትምህርት ክወናዎችን ከተማሪዎች ፍላጎትና የበፊት እውቀት ጋር ያዛምዳል/ታዛምዳለች					
23	የእያንዳንዱን ትምህርት ዋጋና ዓላማ ለተማሪዎች ያሳውቃል/ ታሳውቃለች					
24	የቃል ማበረታቻዎችን ይጠቀማል /ትጠቀማለች					
25	የትጉህ ተማሪዎችን ውጤት ዘርዘሮ/ ዘርዘራ እንዲታይ ያደርጋል/ ታደርጋለች					
26	መምህሩ/ሯ ተማሪዎችን በክፍል ውይይት ለማሳተፍ ስማቸውን በመጥራት ይገባል /ትገባለች					
	መግባባትን በተመለከተ (Communication)	5	4	3	2	1
27	መምህሩ/ሯ ተማሪዎችን በጥሞና ያዳምጣል/ታዳምጣለች					
28	ተማሪዎች የሚረዱትን ቀላል ቋንቋ ይጠቀማል/ትጠቀማለች					
29	ዓብይ ፅንሰ ሀሳቦችን ያብራራል ወይም ይገልጻል ታብራራለች ወይም ትገልጻለች።					
30	ሲናገር/ ስትናገር ግልፅ በሆነ የተለያዩ ቃና ባለው ድምፅ ነው					
31	በክፍል ውስጥ የቃል ባልሆኑ የመግባቢያ ዘዴዎችን ይጠቀማል/ ትጠቀማለች					
32	ተማሪዎች በጠቃሚ ሀሳቦች ላይ ያለቸውን አመለካከትና ስሜት በነፃነት እንዲገልፁ ያበረታታል/ታበረታታለች					
	ዲሞክራሲያዊ አመራርን በተመለከተ (Democratic Leadership)	5	4	3	2	1
33	መምህሩ/ ሯ የትምህርት ክፍሉን ጉዳዮች በርጋታ ያከናውናል/ ታከናውናለች					
34*	ኃላፊነትን ለተማሪዎች ያካፍላል /ታካፍላለች					
35	ሰው ወዳድ ትሁትና ለሰው አሳቢ ነው /ናት					
36	ከመተቸት ይቆጠባል/ ትቆጠባለች					
37	በተማሪው መኖሪያ ሥራ ላይ እንጂ በስብእና (Personality) ላይ ትኩረት አያደርግም /አታደርግም።					
38	የሁሉንም ተማሪዎች መብት ያከብራል /ታከብራለች					
39	በሀሳቦች ላይ ከተማሪዎች ጋር ይወያያል/ትወያያለች እንጂ አይከራከርም አትከራከርም ወይም አይጨቃጨቅም/ አትጨቃጨቅም።					
40	ለአንዳንድ ተማሪዎች የተለየ ትኩረት ከመስጠት ይቆጠባል/ ትቆጠባለች።					

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APPENDIX A- 1

*ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
FACULTY OF EDUCATION
DEPARTMENT OF CURRICULUM AND INSTRUCTION*

Code _____

Observation Rating Scale

The purpose of this observation rating scale is to collect information and evaluate the extent to which teachers apply the skills of classroom management. The result obtained through the observation rating scale is used only for academic purposes. Therefore, your cooperation in giving frank, honest and genuine information is highly valuable to complete the study.

Note: In rating the teacher's classroom management skills on the scale developed, use an "X" mark in the rectangle provided in front of the item in which the teacher is to be rated in respect to your judgment given in number. The numbers 5,4,3,2 and 1 on the scale represent very good, good, average, poor and very poor respectively.

No need of writing your name or the name of the observed teacher on the paper.

I. Bio data regarding the observer:

- Sex _____
- Age _____
- Year of experience in teaching _____

- a. In teacher training institute _____ year/ s
- b. In another _____ year/s

- Qualification (mark an "X" on the space provided)
- M.A. / M.Sc _____
- B.A/B.Sc. _____
- Diploma _____
- Other, specify _____
- Area of study _____
- Current status _____

II. Bio data regarding the teacher being observed.

- Sex _____
- Age _____
- Year of experience in teaching _____
- a. In senior Secondary School _____
- b. In another _____ year/ s
- Qualification (Mark an "X" on the space provided)
- B.A/B.Sc _____ . Diploma _____ . Other, specify _____
- Name of the school the observed teacher is teaching _____
- Grade and section he/ she is observed in _____
- Date of observation _____
- Length of observation period / in minutes _____
- Number of students in observed section _____

Category, Code and Number of Items used in the Observation Format.

Category	Code	Number of Items
1. With -it- ness	W	4
2. Overlapping	O	3
3. Smoothness and Momentum	SM	4
4. Group Alerting	G	3
5. Accountability	AC	3
6. Planning	P	7
7. Motivation	M	7
8. Communication	C	6
9. Democratic Leadership	DL	8
10. Discipline	D	2
11. Rule and procedure	R	3
12. Punishment	Pn	3
13. Assignment and Homework	As	5
14. Monitoring	Mn	2
15. Time Management	T	3
Total		63

P3	The teacher's planning encourages student participation					
P4*	The teacher plans the lesson so that extraneous matters are taken care of before hand.					
P5	The teacher states suitable method of instruction					
P6	The teacher prepares questions of checking students in and after the instructional session					
P7	The teacher sets standard of performance to check students entry (prior knowledge)					
P8	The teacher sequences the content of instruction in a logical and orderly way.					
Item code	Categories of Motivation	Scale Values				
		5	4	3	2	1
M1	The teacher provides varied and challenging learning activities					
M2	The teacher uses variety of materials during presentation					
M3	The teacher relates learning activities to students experience and prior knowledge					
M4	The teacher communicates the objectives of daily lesson to the students.					
M5	The teacher uses verbal encouragement					
M6	The teacher charts or displays the achievement of intelligent students					
M7	The teacher calls students by name to involve them in class discussion					
Code	Categories of Communication	5	4	3	2	1
C1	The teacher listens attentively to the students					
C2	The teacher uses simple language that the students understand					
C3	The teacher explains key concepts of the lesson					
C4	The teacher speaks clearly with varied voices					
C5	The teacher uses non-verbal communication in the classroom					
C6	The teacher encourages students to express their own views and feelings freely					
Item code	Categories of Democratic Leadership style	5	4	3	2	1
DL1	The teacher carries out the business of the classroom smoothly					
DL2*	The teacher shares responsibility to students					
DL3	The teacher is warm, kind caring, and sympathetic					
DL4	The teacher avoids criticisms.					
DL5	The teacher focuses on the misbehavior rather than the personality of the students					
DL6	The teacher respects the rights of all students					
DL7	The teacher discusses ideas with students rather than arguing with them					
DL8	The teacher avoids giving special attention to particular students.					
DL9	The teacher guides rather than dominates the students.					
Code	Categories of Discipline	5	4	3	2	1
D1	The teacher uses private conference (counseling)					

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