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ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
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MANAGEMENT
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**CLASSROOM MANAGEMENT PRACTICES IN SOME SELECTED
PREPARATORY SCHOOLS IN CENTRA ZONE OF TIGRAY REGION**

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Oct. 2014

Addis Ababa

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CLASSROOM MANAGEMENT FACTORS IN SOME SELECTED
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BY : GETU KAHSAY

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Abstract

The purpose of this study was to identify classroom management practice in four preparatory schools of central zone of Tigray region. Descriptive survey method was employed to conduct the study. A total of 208 respondents participated as the source of data. Included are 120 teachers, 80 students, 4 principals and 4 supervisors all involved in the study. Questionnaires, classroom observation and focus group discussion were used as data gathering tools. The collected data were analyzed using both quantitative and qualitative techniques. The findings of the study revealed that teachers were not effective in employing classroom management components such as applying classroom rules ,motivating learners, organizing students for various instructional tasks, monitoring and providing feedbacks. Besides, some major problems that affect the implementation of classroom management were also found, which include: inadequacy of instructional resources, facilities, lack of conducive classrooms, failure to know the background of the learners and disciplinary problems. Thus, to solve the above problems recommendations were forward: Providing training, allocating necessary resources adequately and mobilizing the community and governmental organizations.

CHAPTER ONE

1. Introduction

1.1. Background of the study

Scientific and technological development has brought an improved system of education. As a result, many exciting developments have been seen at the level of classroom instruction and classroom management. Classroom management taken as a pre-requisite to effective instruction is frequently discussed in professional literature and there appeared three approaches to classroom management. As Lehman (1982:7) categorized these approaches the behavioral approach, the reality therapy approach and humanistic approaches to classroom management are foundations of psychologists and they view classroom management differently.

The behavioral approach focuses on the modification of human behavior and as it can be conditioned to a certain stimuli and encourages rewards for better performance where as the reality therapy approach stresses on the accomplishment of schools based on the interest of learners. The humanistic approach, on the other hand, gives attention to autonomy of learners and stresses that teachers should create classroom environment characterized by freedom and trust.

Beside to the three approaches to classroom management there are various philosophical schools of thought on classroom management. As Cohen, Lawrence and Keith (1996:292) and Wragg (1981:15-18) classified they are authoritarian, permissive, behavior modification, interpersonal relationships, scientific, social systems and folklore.

The authoritarian school of thought, for example, views classroom management as a mechanism for controlling the students' behavior.

Accordingly, the teacher is expected to establish and maintain an order and the primary focus being on preserving order and maintaining discipline.

The belief is that teachers know best and should be obeyed (Weber, 1990: 231 and Wragg, 1981:15). However, opponents of this school of thought argue that this view is repressive and

it is not appropriate to an age in which students need to learn independence if society is to become democratic.

The other view which is directly opposite to the view of the authoritative school of thought and that considers classroom management as the process of creating a positive socio-emotional climate in the classroom is the interpersonal relationship school of thought. The basic assumption in this school of thought is that learning effectively takes place in a positive classroom climate which in turn comes out of the positive interpersonal relationship between teachers and students themselves. In other words, it involves teacher actions to create a conducive learning environment that encourages positive social interaction, active engagement in learning and self-motivation. Here the teacher's role is to develop a conducive socio-emotional classroom climate through the establishment of healthy interpersonal relationships (Lawrence and Kelth, 1996:292;Weber, 1990:232).

Gradually, based on the recent philosophical views and approaches and due to scientific studies on human behavior, an improved system of education appeared as a result of which teaching has passed through many changes. It has been moved away from the teacher centered approach which considers learners as the passive receivers of knowledge to student- centered approach that actively involves learners in the learning process and that considers the prior knowledge and experience of the learners as an integral part of the learning process (Plass, 1998:310)

The learner-centered methodology as Weber (1990:232) noted considers teaching and learning as a social activity and it has its own way of treating the instructional and managerial activities of teachers. In this context teachers take on various roles of classroom leader, an advisor, supporter, facilitator, and an expert and so on. The teacher as a facilitator plays a very important role in keeping the social climate of the classroom a tolerable, easy and lively that promotes opportunities for problem solving or creativity on the part of the students. Generally, in today's classrooms, the role of teacher is expected to be not only indoctrination or transmitting facts but also setting stage for students to learn by themselves.

In our schools, however, in most cases the role of the teacher in preparatory school classroom is typically considered to be that of the provider of knowledge and the teachers concentrate on

transmitting knowledge leaving the major components of classroom management. This research tries to identify and describe how teachers in preparatory school classroom organize learners, manage discipline, motivate learners, manage and facilitate instruction, arrange the physical environment in line with an integrated approach to classroom management. Attempts were also made to identify factors affecting classroom management practices of teachers in preparatory schools of central zone of Tigray.

1.2. Statement of the problem

Good classroom management employed by teachers can help the students to develop their proficiency. As Belevel (2003:36) indicates over a span of many years, the research consistently indicates a high correlation between a caring teacher- student relationship, academic achievement and cooperative student behavior.

It guarantees that the teacher student relationship is the heart of classroom management. To employ effective classroom management however, teachers should acquaint themselves with the components of classroom management. To ensure the proper functioning of the dynamic classroom they require knowledge of classroom management components like managing discipline, motivating learners, organizing classrooms, facilitating instruction and arranging the physical environment. However, at present teachers at preparatory level lack knowledge of these classroom management components .The teachers consciously or unconsciously do not employ the proper methods of making the learners involve in the teaching and learning process hence their methodology remains teacher- centered.

Besides the teacher training as well as in-service programs do not solve this situation clearly .This shows the need for conducting research on this area, hence, this study is designed as an additional piece. Ethiopian schools, Ayalew (1996:209) reported 15 types of disciplinary problems in junior and senior secondary schools based on the results of his study entitled “school discipline and corporal punishment in Ethiopian schools” They are listed below according to the rank order of their seriousness from high to low.

The study is aimed at investigating how and to what extent do preparatory schools teachers in central zone of Tigray apply the components of classroom management in teaching. It also

tries to identify the major factors that affect the classroom management practices in some selected preparatory schools in central zone in Tigray Regional state.

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

1. What are the internal factors that affect classroom management of teachers in preparatory school?
2. What are the external factors that affect class room management of teachers in preparatory school?
3. To what extent do teachers in preparatory schools organize the physical environment of the classroom to enhance learning?

1.3. Objective of the study

This study has set the following general and specific objectives.

1.3.1. General Objective

Classroom management can be adversely affected by a number of factors. The general objective of this study was, therefore, to investigate those factors that affect the implementation of classroom management components and to suggest ideas that may help to manage classrooms effectively.

1.3.2. Specific objectives

The specific objectives of the study be:

- Identify the internal factors that affect classroom management in the study area.
- Identify the external factors that affect classroom management in the study area.
- Examine how teachers organize the physical environment of the classroom to enhance learning in the study area.

1.4. Significance of the study

The study would have the following significances:

- It may create a better understanding and awareness of the problems associated with the implementation of classroom management components in the minds of teachers, principals and supervisors of the sample schools.
- The education experts in the zone, region may use the research findings as a reference for better administrative and supervisory activities.
- The study may contribute to the existing domestic literature.
- The findings of this study could provide specific information on effective implementation of classroom management components for other researchers.

1.5. Delimitation of study

This study was delimited to the assessment of classroom management practices and teachers application of the classroom management components in four woredas and four preparatory schools of central zone of Tigray region.

To make the study manageable and specific, its content was delimited to the assessment of the application of classroom management components like motivation, communication, organization, managing discipline, monitoring and setting rules and procedures. The study also considers the major factors that hinder the implementation of classroom management. Moreover, the study tried to assess the practice of classroom management in the 2013/14 academic year.

1.6. Limitations of the study

Even though the researcher tried his best to manage and minimize different barriers in the course of this study, he has encountered the following problems:

- Absence of willingness on the part of some respondents to arrange for an interview or offer relevant data from documents for reasons of feeling of insecurity in one way or another.
- Some respondents were reluctant to fill out and return the questionnaire within expected time. These have made the researcher to be out of schedule.

Definitions of key terms

The following terms are used in this research as they are defined below.

Class size: It refers to the number of students enrolled in a class (Good, 1973:103)

Classroom management: It is the set of activities by which the teacher establishes and maintains those classroom conditions that facilitate effective and efficient instruction (Weber, 1990:32).

Discipline: It is a form of mental and moral training for pupils, a system of rules for conduct (Wragg, 1981:73)

Monitoring: It is the process of observing, mentally recording, and when necessary redirecting or correcting students behaviors (Borich, 1988:355).

Motivation: It is the process of arousing, sustaining, and regulating activity, a concept limited to some aspect such as the energetic of behavior or purposive regulation (Good, 1973:375)

Order: the maintenance and observance of law abiding behaviors, the absence of riot or turbulence (Wragg, 1981:73).

Rule: a principal custom or habit which governs conduct (wragg 1981:73)

1.7 Organization of the study

The study is organized in to five chapters. The first chapter deals with introduction (background of the study) statement of the problem, objectives, significance, delimitation. The second chapter presents the review of related literature. The third chapter is about research design and methodology. The fourth chapter consists of data presentation, analysis and interpretation. The fifth chapter presents the summary; conclusion and recommendations.

CHAPTER TWO

Review of Related Literature

This chapter focuses on review of related literature and research findings which lay conceptual framework of classroom management. It discusses the concept of classroom management; classroom management components and roles of teachers in implementing them.

2.1. The Concept of Classroom Management

Under this section the meaning and importance of classroom management are discussed in brief.

2.1.1. The Meaning of Classroom Management

The term classroom management has different definitions in different literatures. The variation in defining the concept is attributed to the philosophical position and operational approaches the writers followed.

The authoritarian approach for example, views classroom management as the process of controlling student behavior (Weber, 1990:321) According to this position, the teacher is expected to establish and maintain order in the classroom. The primary focus here is then on preserving order and maintaining discipline.

Classroom management is also represented by the idea that the effectively managed classroom is one a where the students are quite, orderly and polite (Lehman, 1982:3). This view suggests that classroom management is an activity merely restricted to controlling students to be quiet, orderly and passive. Besides, the above assumption implies that any disruption is undesirable and a threat to effective classroom management.

Another scholar Wragg (1981:7) defines classroom management as an instrument of engaging the learners in the intended activity and as a guarantee to know whether the learners are involved or not. Here the writer views classroom management as an instrument of effective classroom instruction. Viewed in this light classroom management includes more than the

elimination of undesirable behavior classroom management is on the other hand defined as all teacher actions performed in classrooms to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation. (Burden, 2003:3) this definition tells us as classroom management is an instrument for creating a positive relationship between the teacher and the students and among the students themselves as a result of which they engage themselves in learning. Besides it tells us that self motivation will come through positive social interaction.

One of the definitions given by Elliot (2000) explains classroom management as the use of rules and procedures to maintain orders so that learning may result. According to this view, classroom management is not confined to classroom discipline alone, but establishing routine that enable learners to know how they behave in the classrooms, how they carryout their duties, how they cooperate with their peers and groups and generally what is expected from them.

Similarly Wolfrgang (2005) defines classroom management as the arrangement of students' materials and furniture and the movement of this overtime. According to this writer, classroom management is the organization of students, physical environment and instructional materials in order to precede teaching-learning activity.

2.1.2. Importance of Classroom Management

Although teaching and learning takes place in many setting (home work place etc...) school teaching occurs in classrooms. These classrooms are ecological systems in which the inhabitants (teacher and students) interact for the purpose of completing values tasks. Classrooms as ecological systems have certain features that make them complex to deal with. That is why writers like Weinstein and Mignano. (1997:4-5) and Arends (1997:17:18) confirmed that building a democratic learning society is an awesome task in schools where students have very little in common with each other, may even dislike one another, or fear one another.

Though the task is such an awesome its advantages lets teachers to deal with it. Emphasizing its purpose writers like Borich (1988:34) have stated that classroom management enables

teachers to keep learners activity engaged in the learning process. As a pre- requisite for effective instruction it aims at:

- Promoting an environment (physical and emotional to be conducive to effective learning.)
- Guarantees class time to be used for learning effectively.
- Securing the support and cooperation of students in classroom activities and
- Ensuring the active and meaningful engagement of students to the learning task at hand.

2.2. Components of Classroom Management and Teachers' Role in implementing them

Components of classroom management planning, motivating, communication, leadership behavior, discipline, establishing standards for appropriate classroom behavior, monitoring and providing feedback, classroom organization, planning to work with parents and the role of teachers in implementing them are discussed below.

2.2.1. Planning

Particular lessons taught by teachers and all activities done in the classroom do not just happen. They need a certain kind of planning. Thus, this planning as Borich (1988:111) tried to define is the systematic process of deciding what and how the students should learn. It involves the use of time, choosing an appropriate method of instruction; creating students interest and building a productive environment. As part of preventive management it helps also to minimize management and discipline problems.

Besides planning to work with parents as Burden (2003:59) explains is essential to create good communication with parents and to keep teachers and parent informed about what is happening. It also builds trust so that there can be a working partnership in the event when there are difficulties with the students.

Since a good start is so important, you should take great care with your planning. Poorly planned classes that wonder, or classes in which pupils have nothing to do, or that seem

worthless, or that are dull and drab have the seeds of discipline problems in them. Adlib teaching is sloppy teaching and sloppy teaching leads to control and learning problems. To prevent or minimize problems of this sort, the teacher should take care in planning. The following suggestions should help:-

- Furnishing the pupils with enough purposeful activities to keep them busy and active. The devil makes work for idle hands, so be sure the pupils have plenty of worth while things to do.
- Avoid dead spots. Be sure you have something worth while planned for every minute or the entire period.
- Be ware of scheduling too much time for lectures or teacher talk. One fifth of the class time is usually about all of the time that should be given to such activities. Most classes get restless after more than twenty minutes of straight lecture. If you must lecture and sometimes it may be the only practicable procedure, then plan to lighten your lecture with key questions, audio-visual aids, or some other interest-catching tactics.
- Provide for individual differences in your planning. Be sure pupils know what to do and how to do it, if necessary, provide instruction in how to study the lesson, how to use the equipment or reference, and how to do the assignment. Plan the lesson so that it keeps the class moving quickly with no dead spots. Furnish plenty of all the necessary materials. Be sure they are ready for use at the time they can be used. Allow for pupils' predispositions. Let your plan fit the nature of the pupils but, if for some reason their mood is not what you expected, be ready to adjust your plan to meet the occasion if it seems necessary. Any plan that combats the natural inclinations of the pupils is likely to go down in defeat. Unreasonable expectations, such as absolute quiet from an excited student body, will lead only to complications.
- Provide for good motivation. The lesson planned should seem interesting, challenging, and valuable to the pupils. Avoid planning classes that repeat the same deadly routine day after day after day. This is the type of class that so often results from adlib teaching.
- Routines' the organizational and administrative details of classroom management in classroom decorum. The routines should be part of your plan.

- Spice up your assignments. Be sure that you tell the pupils clearly what to do and how to do it. It may necessary to go into great detail, give examples, and demonstrate proper procedures to make everything clear. When pupils are not clear on what they should do or how to do it, they tend to give up easily. In addition, the assignment should seem worth while interesting, relevant and challenging.
- Make sure that you have plenty of materials and that the materials are ready available to the students.

2.2.2. Motivation

One of the approaches that is used for gaining students cooperation is motivation. The term motivation involves more than simply praising a student for a certain behavior. It refers to all the techniques teachers employ for initiation, direction, intensity and persistence of behavior (Edward 2000:304). As it refers to all techniques, Teachers use for engagement of learners it is one important part of effective classroom management. Surely, if teachers can motivate students, are more likely. To participate in activities and less likely to get off- task and contribute to disorder.

Motivation is classified in to two major categories named as extrinsic and intrinsic motivation. As Elliot and others (2000:333) tried to discuss intrinsic motivation or internally oriented motivation means that students themselves demonstrate the desire to learn without the need for external inducements where as extrinsic motivation refers to those rewards and inducements that are external to the learner. Though the two types of motivation have their own merits young students tend to be motivated more intrinsically because at this age they seem to be perpetually in a quest to learn about their environment and put it to their use. Besides in the early school age they show more positive self-concepts and higher success expectations. The longer they are in schools. However, as Edwards (2000:304) says their motivation shifts to intrinsic forms like grades. Thus teachers should act according to the level of the learners. Basically at the preparatory level they should use various strategies for developing intrinsic motivation upon learners to see students who are self-directed, who initiate and maintain interest in what they are learning. More specifically, as long as motivation is an acquired disposition that can be learned and developed through experience,

and is likely to change then it follows that teachers are responsible for trying to stimulate, energize, direct maintain the interest and involvement of the students. Thus teachers can use the strategies such as adopting a positive attitude towards learners, giving pupils meaningful-relevant and interesting tasks to do, involving learners' activity. In the teaching learning process and giving appropriate feedback for learners to foster motivation in class rooms (Atkins, Hailom and Nuru, 1992:18). However, the above ways that are suggested by the writers can do well if teachers tend to respond positively and are willing to provide additional support, affection and environment to the students in their classrooms

2.2.3. Communication

Communication involves sending as well as receiving messages. We say effective communication has taken place when the receiver correctly interprets the message that the sender intends to communicate. This tells one that teachers should have communication skills to effectively communicate with students and students' parents. As a component of classroom management Edwards (2000:320) emphasized proper communication has to be also practiced by teachers with their students and students' parents.

Stressing the importance of communication skill to teachers with students Edwards (2000:32) states that teachers' communication skills are critical factors in creating and maintaining good student- teacher relationship. He also reminds the readers that good communication helps teachers to establish a warmer and friendlier atmosphere in the classroom.

Besides, other writers emphasizing the importance of communication skill for teachers Weinstein and Mignano (1997:78) stated that a teacher: a teacher who had good communication skills, she/he not only how to listen well, she/he was also able to express, her/his feelings to students. What the above authors show us is that effective communication involves sending and receiving messages and it is a skill that teachers should have to establish a positive relationships with the students and to gain students' cooperation on the other hand, communication also allows a teacher to work more effectively with trouble or disaffected youngsters. In this regard as Gordon (1974) cited in Weinsten and Mignano (1997:332) Said "Talk can cure talk, can foster constructive change. But the kind of talk, how teachers talk to their students will determine whether they will be helpful or destructive. The effective teacher

like the effective counselor must learn how to communicate acceptance must require some specific communication skills.” From the above quotation we see that a teacher has to deal also with economically troubled and disaffected students. Although his/her job is not to be a counselor or a therapist he/she ought to learn to listen and the talk to students in ways that have been shown to be effective in counseling situations. Teachers when communicating with students should show that they are concerned for their students. They need to speak courteously to their students and listen to them attentively. In general, teachers should have communication skill that can promote cooperative learning in their classrooms and for teachers believing in the art of communicating competence is a pre-requisite to being a builder of the positive classroom possibilities. Proper communication also should be undertaken with parents. This communication is undertaken to tell the parents about their students’ progress to introduce what has been done in the school concerning the teaching learning, the procedure and rules of the school. Usually the communication is through notes, phone calls, open house discussions and parent –teacher conferences. Communication with parents as Weintein and Mignano (1997:270) said should be early in the school year before stressful situations occur. If teachers contact parents only when some problems arise, the communication will have negative connotations. So, teachers need to communicate with parents even when there is no problem that is when they have got good things to tell them. During communication teachers are expected to treat parents respectfully. They ought to appreciate that parents take time to see them and communicate with them.

2.2.4. Leadership Behavior

Now a days effective classroom leadership functions are performed by both the teachers and the students. In providing leadership, teachers are expected to work cooperatively with their students. Teachers, as Belvel (2003:7) says, leaders in classrooms invite students to be citizens in their classroom rather than “tourists” who simply pass without involvement, commitment or belonging. Thus, the effective teacher is the one who creates a climate in which students perform leadership functions.

In education students, teachers are preparing them to enter a complex, rapidly changing world by letting them acquire the following leadership skills suggested by Belved (2003:18)

- An abiding respect for themselves and others.
- The ability to choose responses on the basis of accepted values rather than immediate feelings
- A clear sense of their capacity for influence and responsible behavior

A number of leadership styles are identified by Cohen, Manion and Morrison (1996:307) on the part of the teachers. These include the despot (authoritarian) whose main concern is with keeping order and which views students in negative. The nonentity (permissive) leadership style that employs, Non- interventionist approach and unwilling to use any of the leadership styles that could involve learners in their own leaning. The third one democratic leadership style that creates classrooms to be communicative and allows learners to play a leadership role. In democratic leadership style students are treated as a responsible, worthily individuals who are capable of intelligent decision making and problem solving. In this style since the teacher guides, neither dominates nor abdicates like authoritarian and laissez- faire teachers and play a facilitative leadership role classroom management problems are less likely to happen.

2.2.5. Discipline Problems and Issues in Classroom Discipline

The maintenance of control may be said to be the first responsibility of a principal in his school and a teacher in his classroom. Student's disciplinary problems are offences against the established code of schools of fences, as to Yeager's (1949:257) definition are those acts which disturb or interfere with any classroom or school procedure and throw off balance of the control aspect of the school. These offences or misbehaviors have classified in to three categories (Pitman 1985) based on his case study cited in Weinstein and Mignano (1997:104). In the first category were minor misbehaviors /offenses; noisiness, wondering, daydreaming inattentiveness and etc. The second category consisted of behaviors considered more serious arguing, fussing, acting boisterously, tattling, failing to respond to a group directive etc. in the third category were behaviors that never tolerated stealing, intentionally hurting someone, (fighting) destroying property (vandalism) etc Charles (1981:4) Brown and Phelps (1961:120). Alexander and Halverson (1956:167) also enumerated typical classroom or school offenses or misbehaviors of students which are commonly observed in classrooms, in school compounds and outside school compounds on the way going to and coming from

schools. These are: Tardiness, Gum- chewing, Deliberate destruction of school property (Vandalism), Passing notes to friends, Discourtesy, Truancy, Inattentiveness, Taking back, Throwing anything, Rudeness, Carelessness, Cheating, Forget violation of regulations.

They also indicated the minor classroom offenses are irritating but in the main are not serious by themselves but if uncontrolled, however, they may develop in to behavior patterns which lead to more serious offences. Minor offences of school life are originated in classrooms and more serious offences are originated in play ground, toilet room's locker rooms, and on the way going to and coming from schools.

With regard to Ethiopian schools, Ayalew (1996:209) reported 15 types of disciplinary problems in junior and senior secondary schools based on the results of his study entitled "school discipline and corporal punishment in Ethiopian schools" They are listed below according to the rank order of their seriousness from high to low: Not doing homework, Cheating in examination, Tardiness/ late coming, Truancy/ absence, Jumping over the fence, Lack of interest in education, Poor classroom participation, Property damage/ vandalism, Fighting among students, Bad habits e.g. smoking, getting drunk, Insulting/ at tacking teachers.

Discipline is an educative order that refers always to the kind of order involved in trying to reach appropriate standards or follow appropriate rules for engaging in valued activity (wragg.1981:33). As the writer says Discipline is an order in a certain setting that allows a certain organization to reach a certain standard so that there could be smooth translation of activities.

In class rooms as it has been defined by burden (2003; 3) Discipline is the treatment of miss behavior to enforce class room order. And in this paper the discussion of Discipline goes in line with the definition of Discipline in class room.

Miss behavior on the other hand is a sort of irregularity that interferes with teachers teaching interferes with the rights of others to learn is psychologically or physically unsafe or destroys property. Though miss behavior has this definition it does not mean that all miss behaviors are the same. They differ in the nature and level of complexity (severity).they range from mildly

to severely disruptive or they can be classified as major and minor disruptive (miss behaviors).

- A. **Minor disruptive;** - these are problems limited to mostly a single student and are likely to pass soon. Behaviors like in attentiveness noisiness wandering or unfriendly feelings are minor miss behaviors (Weinstein and mignano, 1987; 103 and burden, 2003; 9).
- B. **Major disruptive:** - these are more serious miss behaviors that penalties should be laid on some of them are arguing, fussing acting boisterously, and tattling failing to respond to a group directive. Penalties are laid on because they are likely to harm the teaching learning activities as well as the social relation ships existing in the class (Weinstein and mignano, 1997:103) and (burden, 2003:9).

Student related causes, home society related causes and school related causes (Edwards, 2000:1) and (Atkins, hailom and nuru, 1992:190).

A. **Teacher related causes**

Teachers usually take students to be the source of class room Discipline problems. However; many problems are aggravated and some times caused by methods and procedures that the teachers followed. Mostly when teachers have negative attitude and hatred against the profession and the learners they tend to be the causes of miss behaviors in class rooms. Mostly as Weinstein and mignano (1997:104) stressed beginning teachers have more difficulty in responding appropriately to the learner needs and they magnify disruptive behaviors. As a whole, teachers can be causes for disciplinary problems as Edwards (2000:10) and Atkins, Hailom and nuru (1992:191) stated when they:-

1. Go to class room un prepared and when they require students to learn information that is meaningless to them.
2. Fail to encourage the development of independent thinking patterns in students
3. Use Discipline procedures that promote miss behavior and when they are inconsistent in implementing them.

4. Establish rigid conditions for students to meet and when they issue threats in order to feel accepted.
5. Are unfair in grading ,and in handling learners
6. Are disciplining with punishment and when they use mass punishment. In general, teachers sometimes needlessly create disciplinary problems by the way they manage and conduct their classes. As burden says (2002:19) says only few teachers have managed to avoid all of causes of disciplinary problems and they remain to be the source of the problem.

B. Student related

AS the students are the other elements acting in the instructional processes. They can be one of the causes for class room miss behaviors. The main reasons why students cause discipline problems are their disinterest in learning lack of interest in a particular subject, dislike to a teacher attention. Seeking and ignorance of the class room rules (Burden, 2003:9) though these are not the only causes students related causes are the source of disruptive behaviors.

C. Home and society related causes

The source of class room misbehavior can be home and society. Conditions and experiences in the student's home have influences on student's behavior. As burden (2003:9) describes students miss behavior can be associated with alack of adequate clothing or housing, parental supervision, home routines, and significant events such as divorce and death parents.

Besides students from dysfunctional families who do not get enough attention at home also misbehavior in classes in order to get attention. As it has been stated above students may not be supervised and may be rejected at home. Thus rejection at home may encourage students to search else where for acceptance. When they entered the society if the community leads them to act out of the accepted values then the society also may contribute to the student's misbehavior.

School related causes

It is common that school environment can contribute to classroom misbehaviors. This includes factors such as:-

- Class size: - students who have the tendency to misbehave will be engaged in misdeeds when the students per section increase in number.
- Absence of sufficient materials for the classes:- Laboratories, workshops, books etc totally of the instructional materials are not enough this situation makes students strive to get them or become withdrawn which ultimately lead to misbehavior
- Rules in school: - if the school doesn't have recognized policy for dealing misbehavior severe problems that can affect the teaching learning process can be prevailed.

2.2.5.1 Dealing with disruptive behaviors

Most of the discipline problems teachers' encounters in preparatory schools are not seriously disruptive. They are as Doyle /1986/ cited in Weinstein and Mignano/ 1997:100/ mentioned talking to neighbors, not having homework done, calling out , day dreaming forgetting to bring supplies and books , testing , name calling, poking etc. Though these misbehaviors are not seriously disruptive they could affect the flow of instructional activities. Basically, teaching and learning needs full attention for the activities to be performed with in the allotted time.

Therefore, teachers should deal with the types of misbehaviors using the strategies suggested for each type of misbehaviors. Seriously disruptive they could affect the flow of instructional activities. Basically, teaching and learning needs full attention for activities to be performed with in the allotted time.

Therefore, teachers should deal with all type of misbehaviors using the strategies suggested for each type of the miss behaviors.

A. Dealing with minor misbehavior

Minor misbehavior is dealt with non-verbal and verbal interventions. Non-verbal intervention are strategies like facial expressions, eye contact, hand signals and proximity that help the teacher to deal with minor misbehaviors. They allow the teacher to promote appropriate behavior without disrupting lesson and encourage students to assume responsibility for changing behavior. In situations where it is not possible to use non-verbal cues teachers can

use verbal interventions verbal interventions allow the teacher to get back the appropriate behavior. By simply calling the name of the student , and by using I-messages , by directing the students to the task at hand and by reminding the misbehaving student about the rule or behavioral expectations teachers can maintain classroom order/Burden , 2000:199/In short, in order to deal with minor misbehaviors a teacher can use non-verbal and verbal interventions. However, if the misbehavior is extremely brief deliberately ignoring is preferable since sometimes an intervention can be more disruptive than the students' misbehavior.

B. Dealing with major disruptive behavior

Preparatory school classrooms have rules and procedures that are planned and supplemented by the students. These rules and procedures have to be followed by the teachers and the students. After telling students to do something teachers have to make sure that students have done it according to the rules and the procedures. Otherwise, it seems they are communicating that they don't really mean it.

In dealing with more serious misbehaviors as long as non-verbal and verbal cues are not enough teachers have to impose a penalty. As wenstein and mignano /1997:110/ further explained effective and experienced classroom teachers deal quickly with rule violations using the penalties incorporated within the rules and procedures.

2.2.5.2 preventing disruptive behaviors

A comprehensive classroom management program includes both reactive /responding to problems/ and proactive planning for productive behavior. The proactive classroom management as Elliot and others/ 2000:377/ say is preventive in character. In order to prevent disruptive behaviors teachers need to have the following effective teachers behaviors that have been studied by Kounins/1970/. These effective behaviors as Arends/ 1997:38/, Elliot and others /2000:398/ and Wragg/1981:74/ tried to quote Kounin /1970/ includes:

- **Witness**– the ability to see deviant behavior almost before it occurs or teacher's knowledge and understanding of what is occurring in their classrooms.
- **Overlapping**– the ability to attend to different teaching events simultaneously and deal with a disruption while continuing the lesson.

- **Smoothness and moment in lessons-** conducting smooth and well-organized lessons without behaviors that interrupt the flow of the lesson
- **Group altering**–the ability keep students alerted to the task at hand.

To sum up, teachers of all levels if they want to be proactive classroom managers they have to be equipped with the above effective teachers behaviors, and they should have positive attitude towards the profession and the learners. Above all, they to be trained well for effective implementation of the characteristics above

2.2.6 Establishing standards for appropriate classroom behavior

In actual situations not knowing what is expected of oneself causes discomfort and insecurity. In classrooms also unless students are provided with the clear guide lines they lack confidence and it is less likely that they perform along with the expectations. Therefore students should be provided

with well defined classroom rules and procedures at the beginning of the academic year (Burden, 2003:78) and Weinstein and Mignano, 1997:53).

Preparatory school classrooms especially are crowded and complex settings in which students engage themselves in a variety of activities. However, having clear rules and procedures once established decreases the complexity of the classroom.

2.2.6.1 Setting and Using Classroom Rules

Rules communicate expectations and the basis for catching students being good. They guide the way the students interact with each other, prepare for class, and conduct themselves during or codes of conduct that are intended and avoid disruptive behaviors.

As Burden (2003:79) reminds us the effective use of rules involves the following actions:

Examine the need for the rules, select appropriate rules, select the consequence, teach rules to the students, obtain a commitment from the students about the rules, and then periodically review the rules throughout the school year. In addition to the actions that are used for effective implementation the writers suggested that classroom rules should be minimum in number (3-6), corollary, concise, positively stated, and thought continuously

2.2.6.2 Setting and Using Classroom Procedures

As Burden,(2003:86) tried to define classroom procedures are approved ways to achieve and perform specific tasks in classrooms. They are basically set to assist the learners perform a particular task than prevent inappropriate behavior like that of classroom rules.

Most activities in classrooms occur on a regular basis. Getting materials and starting lessons, asking the teacher for assistance, and moving from one activity to another one are examples of activities which occur on a daily basis. Thus, classrooms which establish general procedures, procedures during seatwork and teacher-led instruction for students group work etc for accomplishing these activities are effective and efficient.

2.2.7 Monitoring Students' Performance and Providing Feedback

Monitoring in classrooms is the process of observing, mentally recording, and when necessary redirecting or correcting students' performance and behavior while doing a certain task (Borich, 1988:355) . In actual practice, teachers monitor students after they give the task and direction for an assignment and the class gets to work individually or in small groups. To investigate the advantage of monitoring researches have been conducted in classrooms. And it has been found that classrooms persistently monitored by teachers were actively engaged in the learning process (Weintein and Mignano, 1977:153). Besides, this practice enabled the teacher to identify and help with problems, and to verify that the tasks are matched to the students' ability.

A. Monitoring the whole class

Effective teachers after they give tasks to be done for the whole class they rarely sit down. Their desks are out of the way and used for storage, rather than a place to sit. In monitoring the whole class performance one of the behaviors of effective teachers "witness" is essential. Effective classroom managers or experienced teachers who exhibited this essential teacher's behavior are aware of what is happening in all corner of the classroom and are able to see different things at the same time (Borich,1988:356).

B. Monitoring Group Work

One of the great problems associated with group work is an equal participation of the group members. Particularly students refuse to contribute to the group unless they are monitored and controlled properly. One way to encourage the participation of all children is to hold all group members responsible for a task or a level of performance. This can be done by grading each individual's part of the total group project.

In monitoring group work the teacher's most frequent monitoring function will be telling students where to find needed information, repeating how to complete the task, exhibiting the form of the product to be produced (in whole or part) , and / or modeling for a group the process to be used in achieving the whole group goal(Borich, 1988:324).

In general, teachers need to monitor the students' effort and progress during group work time. They ought to circulate continually throughout the room , observing each group's activity. In this way, they can identify problems, provide assistance and keep students on-task.

When a teacher circulates and monitors while students are working on a task, she/he can provide them with immediate feedback about the performance. She/he can easily sort out the errors, assist with problems, and affirm correct and thoughtful work.

Emphasizing the importance of feedback Weinstein and Mignano (1997:156) stated by saying: lack of academic feedback is not simply infuriating. It is also detrimental to students' involvement and achievement.

Thus, teachers are required to check the tasks given and return them to students as soon as possible. Because students need to know how they are progressing. If the teacher doesn't provide them with frequent, specific, informative feedback learners may spend valuable time doing the tasks incorrectly.

2.2.8 Classroom Organization

The way a teacher organizes her/his classroom exerts a powerful influence on both teaching and learning. It can either support or detract from the efforts of the teacher and students if it is properly handled, however, it contributes a lot to the amount of learning that takes place in the

classrooms. Thus, in order to gain students' cooperation and to promote their involvements generally to create conducive physical and social classroom climate well established classroom organization is essential (Cohen, 1996:150) and (Edwards, 2000:369).

As Vijayasekar (2007:1) further elaborates a teacher needs to organize his classroom to maximize the amount of learning to minimize frequency of behavior problems and to create a positive and safe environment. This involves as Cohen (1996:150) states the organization of pupils and the physical environment.

2.2.8.1 The Organization of Pupils

In many schools as Weinstein and Mignano (1997:198) described students in most classrooms work either alone or recite in chorus. This indicates as there are few opportunities for students to interact, to assist one another, or to collaborate on tasks. Though it is not employed, organizing learners to work together in pairs or small groups has been found to be beneficial. As Vijayasekar (2007:11) asserts making the learners work in small instructional groups is beneficial to;

- Reinforce learning which has been introduced in previous learning activities;
- Provide additional corrective and supportive feedback to student while they are in the process of mastering a skill;
- Promote discussion communication, and cooperation among students and between students and the teacher;
- Introduce skills needed by one or more students

Above all group work or working with peers on tasks can enhance students' motivation which is crucial for learning. And creating opportunities for interaction also has social pay offs. When students work in heterogeneous groups, they can develop relationship across gender, racial and ethnic boundaries.

Given all these benefits, nonetheless, there is so little group work in preparatory schools. It is because teachers concentrate on keeping an order and covering the curriculum. For these accomplishments they preferred teacher whole instructions since it is the easiest way.

Though group work has the advantages discussed above it has certain pitfalls. If teachers do not understand these problems associated with group work they will not work to prevent them

from occurrence. So, as Weinstein and Mignano (1997:201) declared it would be advisable to take closer look too the problems. First, allowing children to form their own groups often leads to segregation among students in terms of gender and ethnicity. In preparatory school it is common for boys to sit with boys, girls with girls and they choose to sit with whom they perceive as similar.

A second problem of group work is the unequal participation of the group members. This is because of the monopoly of one or two group members doing all the work, the rest sitting idle.

A third pitfall is lack of accomplishment. A significant amount of instructional time is wasted while forming groups. And many tasks remain incomplete.

Finally, a fourth problem associated with group work is student's lack of cooperation. Either members may spent time by arguing or they may not have the interest due to the dominant role of the previous traditional classroom teaching methodology.

In short, successful group work will not just happen. If the teacher wants her/his students to work together, she/he must plan on how to organize the students, prepare communicative tasks and she/he should teach the students the new norms and provide opportunities for them to practice the behaviors that are required (Cohen, 1996:150). In organizing the learners deciding on the size of the group compositions is the task they assign. Pairs are appropriate in preparatory school class rooms when students are using flash cards to drill one another for reviewing facts. In situations where the task needs division of labor and collaborative discussion groups of four up to six members is recommended (Weinstein and mignano, 1997:207-208).

In addition to deciding on the type and size of the group formation, teachers need to think about its composition. For collaborative learning it is suggested that the groups should be heterogeneous with respect to gender, ability and ethnicity (vijayasekar, 2007:11)

2.2.8.2 The Physical Environment

The physical environment or classroom environment is one of the features of classroom organization that can help teachers to cope with the complex demands of teaching by

minimizing interruptions delays, and dead times. The major issue concerning the classroom climate is to organize it in such way it enhances the educational purpose. Furniture must be arranged to accommodate the instructional program. Consequently, the physical arrangement of the classroom must be flexible enough so that adjustments can be made for individual work, group work, and whole-class activities. Space must be properly arranged to accommodate the traffic patterns of the teacher and the students. Generally, classrooms not only should be functional they should be aesthetically pleasing and comfortable. As Vijayasekar (2007:23) confirms warm, well-run classrooms begin with the room's physical layout the arrangement of desks and working space, the attractiveness begin and presence of bulletin boards, the storage of materials and supplies.

Furthermore, a teacher has to make decisions about how to make classroom arrangement or the physical layout of the classroom based on the following points suggested by Burden (2003:52):

- a) The movement patterns of the students throughout the classroom;
- b) The need for students to obtain a variety of materials, texts, reference books, equipment and supplies; and
- c) The need for students to see the instructional presentations and display materials.

Considering the above points, a teacher needs to arrange the physical layout of the room. She/he ought to arrange the spaces: floor space, bulletin board and notice board spaces.

A. Floor Space

Floor space in a classroom contains items such as student desks, the teacher's desk, and activity centers. Where one discusses about arranging floor space she/he considers the above points.

i. Student desks

The arrangement of student desks is important not only to the movement of the teacher through the classroom but also to the creation of specific learning environment that suits the intended purpose. Concerning the arrangement of the desk there is no one best way to arrange

students' seating. Thus, a teacher can use a certain kind of seating arrangement if she/he thinks it provides him/her maximum interaction. On the other hand, however many writers like Edwards (200:370) and Weinstein and Mignano(1997:28) suggest that the student desks be arranged in a circle and in cluster of desks. Because as they said this kind of arrangement provokes interaction and develops on task behavior where as student desks arranged in rows are more likely to withdraw from discussion and engage learners in more off-task behavior. Thus teachers are advised to use the former ones so that students' works together on activities, share materials, have direct eye contact with friends, and help each other with the task.

ii. The Teacher's Desk

The teacher's desk as Buden (2003:54) says should be situated in the front of the room so that she/he can see all the students. But the writer reminds us that the students' desks should not be so close to the teacher's desk because students sitting near the teacher will be distracted by other students coming to the teacher.

iii. Activity Centers Or Work Areas

An activity center is an area where one or more students come to work on a special activity. Each classroom as Burden (2003:56) tells us should have enough space and tables for working area. It should also be situated at the back of the room.

B. Storage Space

As Cohen (1996:162) asserted the availability and use of resources in the secondary classroom are of the greatest possible importance for student's learning since teachers and students at this level use a wide variety of instructional materials, all of these materials must be stored in a certain storage space when not in use. Thus, storage space has to be provided for frequently used instructional materials and equipment. Besides library corner has to be placed in classrooms to promote their reading skill.

C. Bulletin Boards and Wall Space

Classrooms should be exciting and comfortable places, because interesting and attractive classrooms produce a feeling of security and warmth upon the learners and the teachers

(Edwards, 2000:371). Subsequent studies have also demonstrated that aesthetically pleasing secondary school classrooms have an impact on the learner's behaviors; they were found engaged on their task. Besides, teachers were also found more controlling and unfriendly when the quality of the classroom deteriorates (Weinstein, miganano, 1997:36) and (Edwards, 2000; 371).

Thus, in order to make classrooms interesting and educative teachers can post different pictures on the wall of the classrooms and they can display relevant instructional materials, Assignments rules and procedures, students work on the bulletin boards.

2.2.9 Planning To Work With Parent

Parents and teacher are often at odds with one another, because it is not unusual to find teachers talking about parents' lack of cooperation, their unrealistic demands and their irresponsibility. Similarly, when parents get together they often voice complaints about their student's teachers. This adverse relation is, however, unfortunate. Because researchers have documented many advantages of close communication and collaboration between families by citing that parent involvement in their student's schooling is associated with higher academic achievement, better attendance, more positive student attitudes and behavior, and greater willingness to do homework (Burden, 2003:59).

From classroom management perspective, planning to work with parents should be a priority concern of teachers. Not only planning but also creating good communication with parents lets both the teachers and the parents be informed about the learners. Besides, it builds trust so that there can be a working partnership in the event when there are difficulties with the students. The term parent in this discussion is used as Burden (2003:59) indicates a broad sense to represent the adult or adults who have parental responsibility for taking care of the child. It could include the biological parents and the guardians.

2.2.9.1 Reason for Working with Parents

Though the teachers' primary responsibility is to work with learners, they also ought to work with the students' parents throughout the school year. This is because students ultimately benefit from good communication and effective working relationship between the school and

home. Specifically saying, as Burden (2003:60) Weinstein and Mignano (1997:262) stated there are several reasons why teachers need to communicate with parents. These are;

- To create open, two way communication and to establish friendly relations. Teachers' positive contact with parents early at the beginning of the year helps them to establish positive relations that foster the teaching learning process.
- To understand the student's home condition knowing about a child's home situation can help the teacher to decide on an appropriate course of action with the student. If the child is for example from parents having marital problems the teacher can decide to help the student academically and behaviorally.
- To inform parents of academic expectations and event as well as student performance. Parents want to know how their students are doing, what they are learning and the grading system. So, teachers ought to provide information for parents through report cards and conferences.
- To enlist parents' help with academic issues. When parents understand what the teachers are doing for their students they usually provide valuable support and assistance.
- To inform parents of disciplinary expectations and actions. If parents are informed about disciplinary policy of the school, they can help to implement the policy. Working together, parents and teachers can bring about improvements in students behavior that would be impossible by working alone.
- To enlist the parents' help in dealing with their children. When students have difficulties and/or misbehave in a certain way parents should be contacted to identify ways they might help. As a result, teachers and parents can work together to find ways of helping the student and to help the students stay on task and be successful.

In general, parents want their students to succeed in school and generally appreciate the teachers' effort if they are informed. In doing so teachers have to listen carefully to their suggestions and recognize their views to develop trust between them.

2.2.9.2 Resentences of Parents and Teachers Resistance Against Working Together

Given the benefits of communication and collaboration between parents and teachers their relationships is to lose because of the following barriers: teachers' reluctance to involve parents and parent's reluctance to become involved.

Primary reasons for teachers' reluctance are noted by Weinstein and Mignano (1997:268). They stated that teachers become reluctant to have relationship with parents because of the extra time and energy it requires. And teachers fear that parents may blame them for the students' problems or question their professional competences. On the other hand, parents resist involvement as Burden (203:62) and Weinstein and Mignano (1997:264) said due to the fact that some adults have unhappy memories of their own experiences as students. And others also believe that schooling should be left to the experts. A teacher as a responsible person, for creating smooth relationship with parents, should not know only the barriers to parent involvement. She/he must also be aware of the ways that parents and schools can work together. First and foremost as Weinstein and mignano (1997:266) remarked in order to overcome the barriers teachers ought to give trainings to assist parents and school, teachers need to communicate with parents using the following ways: face interaction, report cards, notes, phone calls and parent-teacher conferences.

CHAPTER THREE

3. The research design and methodology

3.1. Research design

This study employed a descriptive survey design since it enables the researcher to gather first hand information about the problems teachers encounter in implementing classroom management techniques and the prevailing factors that constrain implementation. It also enables to draw conclusion based on the facts obtained from respondents (Best, 1989).

3.2 The sources of data

The data that have relevance to this research was collected from the participants of the research. These include primary data sources: sample school principals, supervisors, teachers and students. Secondary sources such as relevant books, journals, policy manuals, and websites from internet and lesson plans of teachers were also properly reviewed.

3.3 Sampling techniques

Central zone of Tigray has twelve woredas and eight (8) preparatory schools; because of population distribution, some woredas have their own preparatory schools, but there are woredas which have only one preparatory school for two. To make the research manageable, the researcher selected four preparatory schools. Twenty students from each school and 120 teachers were selected based on simple random sampling techniques (lottery system). However, four principals and four supervisors were selected from each of the schools using availability sampling because one supervisor and one principal are assigned in each of these schools.

Table1. Sample woredas and schools

No	Name of woredas	Total number of schools	Number of samples schools
1	Adwa	2	1
2	Axum	1	1
3	Aheferom	1	1
4	Merebleke	1	1
5	Werle Leke	1	-
6	Tahtai Michew	1	-
7	Laelay Michew	1	-
8	Adet	1	-
	Total	9	4

3.4 Instruments and procedures for data collection

3.4.1. Instruments for data collection

The instruments used to collect the required information include questionnaires, focus group discussion and classroom observation. Questionnaire is the most important tool in gathering data from large population. It is also preferable for its relative ease for respondents to fill out within short time (Koul, 1984). The questionnaires comprised mainly close ended and a few open ended items.

The researcher also used classroom observation to collect data using observation check- list to see the actual practices of the classroom management. As Lewy (1977) noted observation is useful to indicate how the lesson is divided in a variety of activities such as individuals work, group (pair work, whole class activity and others. Morris, (1997:89) also indicated because of the richness and credibility of information, site observation was to be included.

Table 2, **sample respondents by category and instrument**

No	Category of Respondents	Instruments by type			
		Questionnaire	Focus group discussion	Observation	Total
1	Teachers	120	-	-	120
2	Principals	4	-	-	4
3	Supervisors	4	-	-	4
4	Students	-	20 from each school	-	80
	Total	128	80	-	208

3.4.2 Procedures of data collection

By presenting the letter of cooperation written from the department of EDPM of AAU, the researcher contacted with the woreda education office to get permission to carry out the study in the preparatory schools. The woreda education office wrote cooperation letter to the schools and the researcher contacted responsible officers from each sample schools before the days of distributing instruments. Necessary appointments were arranged with the officers especially for observation and focus group discussion.

The questionnaires were pilot tested in Dr. Tsegaye preparatory school which is out of sample schools for insuring the clarity and reliability of the items. After conducting pilot test and necessary correction was made, the questionnaires were administered and collected. Necessary observation was made by using observation checklist. Guidelines were prepared for the school administrators, teachers and supervisors. In the effort of collecting the relevant data from respondents the ethical considerations were given due attention.

3.5. Data Analysis

The techniques for data analysis used in this study are both quantitative and qualitative in nature. After the questionnaire are returned from the respondents, the process of tallying and tabulation was carried out and then according to the nature of questions, percentage and frequency were used for analysis to describe similarities and differences between the responses of the respondents. The information obtained from the open-ended items of the questionnaire, observation, and focus group discussion was also considered in the analysis.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the presentation, analysis and interpretation of data gathered through questionnaire, focus group discussion and classroom observation. Part one presents the characteristics of the respondents' part two, three and four of this chapter focus on presenting, analyzing and interpreting the data that are more pertinent to the problem under the study.

Part one: 4.1 Characteristics of the respondents

The study included total of 208 respondents drawn from students, teachers, principals and supervisors. The questionnaires that contained 42 close ended and 5 open ended items were distributed to and filled out by 120 teachers, 4 principals and 4 supervisors of four preparatory sample schools. Besides, focus group discussion was held with 80 randomly selected students of 4 schools. For the discussion unstructured discussion questions were employed. Based on the responses obtained from the teachers, students, principals and supervisors the characteristics of the study group were examined in terms of sex, age, qualification, service years, and these are presented in Table-3.

Table -3-Characteristics of the respondents

No	Item	Teachers N= 120		Principals N=4		Supervisor s N=4		Students N=80		
		F	%	F	%	F	%	F	%	
1	Sex	a)Male	88	73.3	4	100	4	100	40	50
		B)Female	32	26.7	-	-	-	-	40	50
2	Age	a)20-30 years	40	33.3	-	-	-	-	-	-
		b)31-40 years	56	46.7	1	25	2	50	-	-
		c)41-50 years	24	20	3	75	2	50	-	-
		d)51years & above	-	-	-	-	-	--	-	-
3	Qualification	a)Diploma	-	-	-	-	-	-	-	-
		b)Bachelor Degree	117	97.5	1	25	4	100	-	-
		c)Masters Degree	3	2.5	3	75	-	-	-	-
4	Year of experience	a)1-5 years	8	6.7	-	-	-	-	-	-
		b)6-10 years	44	36.7	-	-	-	-	-	-
		c)11-15 years	30	25	-	-	-	-	-	-
		d)16-20years	20	16.7	1	25	-	-	-	-
		e)21-25years	12	10	1	25	-	-	-	-
		f)26years & above	6	4.9	2	50	4	100	-	-

As shown in Table 3, the characteristics of the three groups of respondents' i.e. sex, age, qualification and years of experience are presented. In item 1, a breakdown of the respondents

in terms of sex show that 88 (73.3%) of teachers were males. However, 32 (26.7%) of the respondents were females. On the contrary all of the principals and the supervisors are males which clearly show that females are not in leadership positions, which of course, needs the attention of the authorities.

With regard to their age 40(33.3%) of the teachers are in the age of 20-30 years. In addition to this, 56(46.7%) of the teachers, 1(25%) and 2(50%) of the principals and supervisors are between the age interval of 31-40 years. More over, 24 (20%) of the teachers, 3(75%) of the principals and 2(50%) of the supervisors are with in the age interval of 41-50 years. This indicates that the majority of the respondents were in and above adult age category.

With respect to educational background of the teacher respondents 117(97.5%) of the teachers are degree graduates, similarly 1(25%) and 4(100%) of the principal and supervisors are degree graduates too. However, only 3(2.5%) of the teachers, 3(75%) of the principals have masters. Generally, the respondents had the necessary qualification for the position they hold. This would also have a positive impact on the teaching-learning process.

As far as the respondents' service year is concerned, 8(6.7%) of the teachers had served from 1-5 years, 44(36.7%) of the teachers had served 6-10 years, and 30(25%) of the teachers 16-20 years and 12(10%) of the teachers had served from 21-25 years. As far as the principals and the supervisors is concerned 1(25%) of the principal had served from 16-20 years and 1(25%) of the supervisor had served from 21-25 years. Due to this, they could have sufficient information and awareness on the research topic so that their responses could be beneficial to the researcher to make possible conclusions.

4. 2. Classroom management practices

Table 4: Average Classrooms of the Schools

Item	Teachers N=120		Principals N=4		Supervisors N=4		Total 128	
	#	%	#	%	#	%	#	%
a)40-50	-	-	-	-	-	-	-	-
b)51-60	120	100	4	100	4	100	128	100
c)61-70	-	-	-	-	-	-	-	-
d)71 &above	-	-	-	-	-	-	-	-
Total								

As we can observe from the above table with respect to the class size 128 (100%) of the respondents responded that average number of students in each class is within an interval of 51-60. This is also seen in the classrooms observation. According to the standard of the ministry of education in education policy, TGE (April, 1994), the standard class size is 50 students in one class. But the above figure exceeds the standard and this would create a problem upon the teachers to organize the learners in a manageable size of the group members. This means the number of groups to be formed would become very large in size and becomes difficult for a single teacher to facilitate all groups within a given period. Besides to this, it would be also difficult for a teacher to put the teaching materials in a classroom and to know the progress of each student.

Table 5: classroom facilities

No	Items	Respondents	Rating scale									
			5		4		3		2		1	
			F	%	F	%	F	%	F	%	F	%
1	Students Desk and tables	Teachers	5	4.1	10	8.3	35	29	65	54.1	5	4.1
		principals	-	-	2	50	1	25	1	25	-	-
		Supervisors	-	-	-	-	1	25	3	75	-	-
		Total	5	4.1	12	58.3	37	79	69	154.1	5	4.1
2	Bulletin board	Teachers	10	8.3	10	8.3	79	65.8	15	12.5	6	5
		Principals	1	25	-	-	2	50	1	25	-	-
		supervisors	-	-	2	50	1	25	1	25	-	-
		Total	11	33.3	12	58.3	82	140.8	17	62.5	6	5
3	Instructional materials	Teachers	8	6.6	13	10.8	19	15.8	70	5.8	10	8.33
		Principals	-	-	2	50	-	-	1	25	1	25
		supervisors	-	-	1	25	-	-	3	75	-	-
		Total	8	6.6	16	85.8	19	15.8	74	105.8	11	33.33
4	Table and chairs for teachers	Teachers	5	4.1	5	4.1	10	8.5	90	75	10	0.83
		Principals	-	-	-	-	-	-	4	100	-	-
		supervisors	-	-	1	25	1	25	2	50	-	-
		Total	5	4.1	6	29.1	11	33.5	96	225	10	0.83
5	Chalk board	Teachers	2	1.66	27	22.5	87	72.5	2	1.66	-	-
		Principals	2	50	2	50	-	-	-	-	-	-
		supervisors	1	25	3	75	-	-	-	-	-	-
		Total	5	76.66	32	147.5	87	72.5	2	1.66	-	-

Key = 5 =Very much adequate 4=adequate 3=moderately adequate 2=inadequate 1=very much inadequate

According to Table 5 item 1, 5(4.1%) of the teachers responded that the availability of desks and tables for students are very much adequate .10(8.3) of the teachers replied that the availability of desks and tables for students are adequate. The remaining 35(29%) of the teachers also responded that the availability of desks and tables for students are moderately adequate and 65(54%) of the respondents responded that the availability of desk and table are inadequate. whereas 5(4.1%) of the respondents replied that the availability of desks and tables for students are very much inadequate.

Besides to this, 2(50%) of the principals responded that the availability of desks and tables for students are adequate. 1(25%) of the principals responded that the availability of desks and tables for students moderately adequate. the remaining one respondent 1(25%) replied that the availability of desks and tables for teachers are inadequate. 1(25%) of the supervisor responded that the availability of desks and tables are moderately adequate. The remaining 3(75%) of the supervisors responded that the availability of desks and tables for students are inadequate. So we can conclude from this table the availability of desks and tables are inadequate. During classroom observation the researcher observed that the availability of chairs and tables were not enough.

With regard to item 2 ,10(8.3%), 10(8.3%), 79(65.8%) 15(12.5%) and 6(5%) of the teachers responded that the availability of bulletin board in their schools are very much adequate, adequate, moderately adequate, inadequate and very much inadequate respectively. Similarly 1(25%) of the principal replied that the availability of the bulletin board in their schools are very much adequate. 2(50%) and 1(25%) of the remaining principals responded that the availability of the bulletin board in their schools are moderately adequate and inadequate respectively .Whereas 2(50%), 1(25%) and 1(25%) of the supervisors responded that the availability of the bulletin board in their schools are adequate, moderately adequate and inadequate respectively. From this one can say that the availability of the bulletin board is moderately adequate due to this students have problem of bulletin board in their school, this can create communication barrier between teachers and students.

In item-3 8(6.6%), 13(10.8%), 19(15.8%), 70(5.8%) and 10(0.83%) of the teachers responded that the availability of instructional materials is very much adequate, adequate, moderately adequate, inadequate and very much inadequate respectively. 2(50%) of the principals replied

that the availability of instructional materials are adequate. 1(25%) of the principal and 1(25%) of the principal responded that the availability of instructional materials are inadequate and very much inadequate, similarly 1(25%) of the supervisor and 3(75%) of the supervisors responded that availability of instructional materials are adequate and inadequate respectively.

This implies that the schools have lack of instructional materials. It was also seen that during that class room observation none of the teachers used instructional materials when they teach.

In item 4:- 5/4.1% of the Teachers responded that the availability of tables and chairs for teachers are very much adequate, and 5/4.1% of them said that adequate. 10 /8.3% of the teachers replied that the availability tables and chairs for students are moderately adequate. 90/75% of the teachers responded that the availability of tables and chairs are inadequate. The remaining 10/8.33% Of the teachers replied that the availability of tables and chairs for students are very much inadequate. Whereas 4/100% of the principals responded that the availability of chairs and table for teachers are inadequate. Besides to this 1/25% Of the supervisors, and 1/25%, and 2/50% of the supervisors responded that the availability of chairs and tables for teachers adequate, moderately adequate and inadequate respectively. So one can say that availability of chairs and tables for teachers are inadequate, this can result classroom management problems during teaching and learning process. During the focus group discussion students also reported that their teachers have problems of chairs and tables.

With regard to item 5 , the quality of chalkboards, 2/1.66%, 27/22.5%,87/72.5%, and 2/1.66% of the teachers responded that the quality of chalkboards in the class are very much adequate, adequate, moderately adequate and in adequate respectively. 2/50%/of the supervisors and the remaining 2/50% of they responded that the quality of chalkboards are very much adequate and adequate, 1/25% of the supervisor replied that the quality chalkboards are very much adequate. The remaining 3/75% of the supervisors responded that the quality of the chalkboards are adequate. So we can conclude from this data the quality of the chalkboards is moderately adequate. The researcher also observed that the qualities of the chalkboard were not smooth enough for writing.

Table 6 -Condition of the classroom

No	Items	Respondents	Rating scales										
			5		4		3		2		1		Total
			F	%	F	%	F	%	F	%	F	%	
1	Width of the class room	Teachers	22	18.3	20	16.6	48	40	30	25	-	-	-
		Principals	1	25	1	25	1	25	1	25	-	-	-
		Supervisors	-	-	1	25	2	50	1	25	-	-	-
		Total	23	43.3	21	66.6	51	115	32	75			
2	Cleanness of the class room	Teachers	32	26.7	20	16.6	48	40	-	-	20	16.6	-
		Principals	-	-	2	50	2	50	-	-	-		-
		Supervisors	-	-	2	50	2	50	-	-	-		-
		Total	32	26.7	24	116.6	52	140	-	-	20	16.6	-
3	Brightness of the class room	Teachers	24	20	44	36.7	52	43.3	-	-	-	-	-
		Principals	1	25	3	75	-	-	-	-	-	-	-
		Supervisors	2	50	2	50	-	-	-	-	-	-	-
		Total	27	95	49	161.7	104	43.3	-	-	-	-	-
4	Conduciveness of the class room	Teachers	8	6.7	24	20	40	33.3	48	40	-	-	-
		Principals	3	75	1	25	-	-	-	-	-	-	-
		Supervisors	3	75	1	25	-	-	-	-	-	-	-
		Total	14	156.7	26	70	40	33.3	48	40	-	-	-

Key: 5=V. good 4= Good 3= Fair 2= Poor 1= V. poor

The condition of classroom is one of the important non-human factors which facilitates or hinders the instructional and managerial role of a teacher. This Item concerning the classroom conditions were forwarded to the four groups of respondents.

In item 1 of Table 6, 22(18.3%) of the teachers responded that the width of the class rooms are very good. 20(16.6%) of the teachers replied that the width of the class room is good. 48 (40%) Of teachers claimed that the width of the class rooms are fair and 30(25%) of the teachers responded that the width of class rooms are poor respectively. Similarly 1(25%) of the principals responded that the width of the class rooms are very good, good, fair and poor respectively. Besides to this, 1(25%) of the supervisors answered that the width of the class rooms are good. 2(50%) of the supervisors replied that the width of the class rooms are fair and 1(25%) of the supervisors answered that the width of the class room are poor, so we can concluded from this the width of the class rooms are below the standard or poor. in this case

the researcher also observed that the class rooms were not wide enough to conduct different activities.

With regard to cleanness of the classrooms , 32(26.7%), 20(16%), 48(40%), 20(16%), of the teachers responded that the cleanness of the class room is very good, good, fair and poor respectively. 2(50%) of the principals and 2(50%) of the supervisors answered that cleanness of the classrooms are good, similarly 2(50%) of the principals and 2(50%) of the principals were rated that good, but the remain 2(50%) of the principals responded that the cleanness of the classrooms are fair. in addition to the supervisors rated 2(50%) of them the remaining 2(50%) answered that the cleanness of the classrooms are good and fair. So, one can say that based on the above table the condition of the class rooms are poor. During the FGD respondents said that “our classrooms are not clean and attractive. Our floors are not well cemented and dirty too.” (FGD 1, 05/08/2006E.C). However, classrooms have to be clean and attractive and healthy places for students.

As indicated in item 3, 24(20%),44(36.7%) and 52(43.3%) of the teachers answered very good, good, and fair respectively.1(25%) of the principals and 3(75%) of the principals replied that very good and good respectively, where as the two 2(50%) of the principals and the remaining 2(50%) of the supervisors responded that the brightness of the class rooms are very good and good accordingly. during the class room observation the researcher observed that the class room was good. Therefore, the brightness of classroom may not be a factor for classroom management.

Item 4, of the Table -6- shows whether the class rooms are conducive for teaching-learning ,in this regard 8(6.7%) of the teachers rated that the conduciveness of the class rooms are very good, where as 24(20%),40(33.3%),48(40%) of the teachers rated the conduciveness of the class rooms are good, fair and poor respectively.3(75%) of the principals and 1(25%) of the principals rated the conduciveness of the class rooms are very good, and good respectively. Similarly, 3(75%) of the supervisors and 1(25%) of the supervisors rated the conduciveness of the class rooms are very good and good respectively. Generally, the information which is depicted in Table-6- the class room observation and focus group discussion demonstrated that the condition of the class rooms are not conducive for effective teaching and managing class rooms.

Table 7: Teachers experiences on classroom management

No	Items	Respondents	Rating scale									
			5		4		3		2		1	
			F	%	F	%	F	%	F	%	F	%
1	Teachers training on classroom management	Teachers	5	4.1	30	25	70	58.3	10	8.3	5	4.1
		principals	3	75	1	25	-	-	-	-	-	-
		Supervisors			2	50	1	25	1	25	-	-
		Total	8	79.1	33	100	71	83.3	11	33.3	5	4.1
2	Teachers use of suitable method of instruction for every lesson	Teachers	10	8.3	20	16.6	65	54.1	20	16.6	5	4.1
		Principals	-	-	1	25	1	25	2	50	-	-
		supervisors	-	-	-	-	-	-	4	100	-	-
		Total	10	8.3	21	41.6	66-	79.1	26	156.6	5	4.1
3	Teachers use various tasks for teaching	Teachers	10	8.3	10	8.33	15	12.5	85	70.8	-	-
		Principals	1	25	1	25	1	25	2	50	-	-
		supervisors	-	-	-	-	-	-	3	75	-	-
		Total	11	33.3	11	33.3	16	37.5	90	195.8	-	-
4	Teachers relate learning activities with the students experience	Teachers	3	2.5	10	8.3	15	12.5	90	75	-	-
		Principals	-	-			3	75	1	25	-	-
		Supervisors	-	-	1	25	2	50	1	25	-	-
		Total	3	2.5	11	33.3	20	137.5	92	125	-	-
5	Teachers use variety instructional materials for every lesson	Teachers	8	6.6	12	10	10	8.3	85	70.8	5	4.16
		principals	-	-	-	-	-	-	3	75	1	25
		Supervisors	-	-	-	-	-	-	4	100		-
		Total	8	6.6	12	10	10	8.3	92	245.8	6	29.16
6	Teachers display the works of the students on bulletin board	Teachers	5	4.16	5	4.16	30	25	68	56.6	12	50
		Principals	-	-	-	-	-	-	3	75	1	25
		supervisors	-	-	-	-	2	50	2	50	-	-
		Total	5	4.16	5	4.16	32	75	73	181.6	4	75
7	Teachers use various seating arrangements during their lessons	Teachers	5	4.16	8	6.6	7	5.8	97	80.8	3	2.5
		Principals	-	-	-	-	1	25	3	75	-	-
		supervisors	-	-	-	-	2	50	2	50	-	-
		Total	5	4.16	8	6.6	10	80.8	102	205.8	3	2.5
8	Teachers provide feedback while students do their activities	Teachers	10	8.33	15	12.5	70	58.3	20	16.66	5	4.16
		Principals			3	75	1	25				
		Supervisors			2	50	2	50				
		Total	10	8.33	20	137.5	73	133.3	20	16.66	5	4.16

Key: = 5 =Very much adequate 4=adequate 3=moderately adequate 2=inadequate 1=very much inadequate

Professional efficiency is very decisive factors for effective implementation of classroom management components in the actual classroom, thus, as the three respondents are decisive persons for effective implementation of classroom management. 5/4.1%/ of the teachers responded that teachers trained on classroom management is very much adequate. The

remaining 30/25%,70/56.3%,10/8.33% and 5/4.1% of the teachers replied that teachers trained on classroom management adequate, moderately adequate, inadequate and very much inadequate respectively. 3/75% of the principals and 1/25% of the principals replied that teachers trained on classroom management is very much adequate and adequate respectively. Whereas 2/50% ,1/25% , and 1/25% of the supervisors responded that teachers trained on classroom is adequate , moderately adequate and inadequate respectively. Anyone can conclude from item 1 table 5 the teachers do not trained in class room management , but the principals and the supervisors undermined that they got very much adequate training.

With regard to item 2, 10/8.33%,20/16.66%,65/54.1%,20/16.6% and 5/4.1% of the teachers responded that teachers use suitable method of instruction for every lesson very much adequate, adequate, moderately adequate, inadequate and very much inadequate respectively. Whereas the principals 1/25% of them, 1/25% and 2/50%/responded that teachers use suitable method of instruction for every lesson adequate, moderately adequate and inadequate respectively. The remaining all the supervisors rated that teachers in using suitable method of instruction for every their lesson was inadequate. So, one can say from the above table teachers use suitable method of instruction moderately. According the researchers classroom observation the habit of the teachers in using suitable method of instruction is not good. It is also possibly to see the response of the principals and supervisors.

With regard to item 3 Table 7, 10/8.33% of the teachers and one 1/25% of the supervisors responded that teachers in using various tasks for teaching is very much adequate. Whereas 10/8.33% of the teachers and 1/25% of the principals responded that teachers in using various tasks for teaching is adequate.15/12.5% and 1/25% of the teachers and one principal also responded that teachers in using various tasks for teaching is moderately adequate. The remaining 85/70.8% of the teachers 2/50% of the principals and 3/75% of the supervisors replied that teachers in using various tasks for teaching were inadequate. During the researcher classroom observation also except one teacher who gave arithmetic questions by varying the types of questions to do in and outside of their class, the other teachers gave tasks from the text books as it was written. According to the FGD with students they said that: “our teachers do not give us various tasks during teaching learning process (FGD 2,

05/08/2006E.C).” However, they assured that most teachers give exercises from their text books.

Item 4 indicate that, 3/2.5% of the teachers rated that teachers in relating learning activities with the students experience was very much adequate. 10/8.33% of the teachers and 1/25% of the supervisors rated that teachers in relating learning activities with the students experience is adequate. Whereas 15/12.5% of the teachers, 3/75% of the principals and 2/50% of the supervisors responded that teachers in relating learning activities with students experience is moderately adequate. 90/75% of the teachers and 2/50% of the principals and supervisors responded that teachers in relating learning activities with the students experience is inadequate. The remaining 2/ 1.66% of the teachers responded that teachers in relating learning activities with the students experience was very much inadequate. One can say from the information teachers are not in mood of relating learning activities with the student’s experience. During the classroom observation only one of the teachers was observed relating the teaching activities with the students experience while he was teaching localities.

With regard to item 5 Table 7, 8/6.66% of the teachers responded very much adequate that teachers in using variety instructional materials for every lesson. 12/10%, 10/8.33% , 85/70.8% and 5/4.16% of the teachers responded that adequate, moderately adequate , inadequate and very much inadequate respectively teachers in using variety instructional materials for every lesson. The remaining respondents 3/75% of the principals and 4/100% of the supervisors replied that teachers in using variety instructional materials for every lesson was inadequate. Whereas 5/4.16% of the teachers and 1/25% of the principals responded that very much inadequate teachers in using variety instructional materials for every lesson. This clearly shows that teachers in using various instructional materials are inadequate. Due to this, they are not practicing using instructional materials, but it was observed in the schools wall like world map, periodic table, and human anatomy etc. Students in the focus group discussion also assured that their teachers rarely use instructional materials while they teach. To arose the interest of the learners concretize the lesson and to make the classroom resemble with the outside world using differing instructional materials is important.

In item 6 Table 7, 5/ 4.16% of the teachers responded that very much adequate teachers in displaying the works of students on bulletin boards .The remaining of the teachers 5/16%,

30(25%) ,68(56.6%) and 12(10%) of them rated that board adequate , moderately adequate ,inadequate and very much inadequate respectively teachers in displaying the works of students on the bulleting. 3(75%), and 1(25%) of the principals responded that inadequate and very much inadequate teachers in displaying the works of students on bulletin board respectively.

The remaining respondents 2/50%/ of the supervisors responded that moderately adequate teachers in displaying the works of students on bulletin board. What is more 2/50%/ of the supervisors responded that teachers in displaying the works of students on bulletin board were in adequate. One can say from this, teachers in displaying the works of students on bulletin board is in adequate. During the classroom observation the researcher observed that some works of the teachers like pictures and charts are posted, but in order to motivate learners, the works of teachers and students should be displayed.

With regard to item 7, Table 7 teachers in using various seating arrangements, 5(4.16%) of the teachers responded that very much adequate in applying teachers various seating arrangements. 8/6.66%/ of the teachers responded that adequate teachers in using various seating arrangements. The remaining teachers 7(5.83%), 97(80.8%) and 3(25%) of them responded that moderately adequate, Inadequate and very much inadequate respectively teachers in using various seating arrangements. Whereas 1(25%) and 3(75%) of the principals responded that moderately adequate and inadequate teachers in using various seating arrangement respectively. The remaining 2(50%) and 2(50%) of the supervisors responded that moderately adequate and inadequate teachers in using various seating arrangements respectively. So one can say from these data teachers in using and applying various seating arrangements were inadequate. During FGD with students they said that: “our teachers do not employ different seating arrangement based on our ability to promote our learning autonomy.” (FGD3, 06 /08/2006 E.C)Sometimes to help students each other and to promote maximum interdependence various seating arrangements are essential.

With regard to item 8 Table 7, teachers in providing feedback while students do their activities, 10 (8.33%) of the teachers rated that teachers in providing feedback while students do their activities was very much adequate. 15(12.5%) of the teachers, 3(75%) of the principals and 2(50%) of the supervisors responded that teachers in providing feedback while

students do their activities was moderately adequate. During the classroom observation it was observed that teachers were doing exercise with the learners. In the students exercise they had also marked and signed on it. This may be because of time limitation.

Table 8: Teachers relationship with the students and their family, interest, background and abilities

No	Items	Respondents	Rating scale									
			5		4		3		2		1	
			F	%	F	%	F	%	F	%	F	%
1	Teachers know the interest of their learners	principals	-	-	1	25	-	-	3	75	-	-
		Supervisors	-	-	-	-	-	-	4	100	-	-
		Total	-	-	1	25	-	-	7	175	-	-
2	Teachers know the family background of the learners.	Principals	-	-	-	-	-	-	1	25	3	75
		supervisors	-	-	-	-	-	-	2	50	2	50
		Total	-	-	-	-	-	-	3	75	5	125
3	Teachers know the ability of their learners	Principals	-	-	-	-	1	25	1	25	2	50
		supervisors	-	-	-	-	-	-	1	25	3	75
		Total	-	-	-	-	1	25	2	50	5	125
4	Teachers know The classroom participation of their learners	Principals	1	25	3	75	-	-	-	-	-	-
		Supervisors	2	50	2	50	-	-	-	-	-	-
		Total	3	75	5	125	-	-	-	-	-	-
5	Teachers know the class discipline of the learners.	Principals	-	-	4	100	-	-	-	-	-	-
		Supervisors	1	25	3	75	-	-	-	-	-	-
		Total	1	25	7	175	-	-	-	-	-	-

Key: 5=strongly agree 4= agree 3=undecided 2= disagree 1=strongly disagree

According to Azeb (1982:95) the core of any teaching situation is the relation between teachers and students, in order to work successfully with students the teachers must know the interest, family background, homes and the ability of the learners. Thus, table above discuss about the relationship between the teachers and the students. In this table all the administrative bodies (principals and supervisors) where asked to respond. 1(25%) of the principal agreed that teachers know the interest of their learners and the remaining 3(75%) of

the principals rated that as they are strongly disagree about teachers knowledge their learners interest. Moreover, in this item all 4(100%) of the supervisors responded that teachers do not know the interest of their learners. So, one can say from this table teachers don't know the interest of their learners.

With regard to item 2 Table 8 both the principals and the supervisor were asked to rate whether teachers know the family background of their learners or not based on this 1(25%) of principal and 2(50%) of the supervisors were strongly disagree about teachers knowing the family background of the learners. The remaining 3(75%) of the principals and 2(50%) of the supervisors replied that as they were strongly disagree about teachers knowing the family background of their learners. From this item one can concluded that teachers do not know the family background of the learners. However, as literature says teachers need to know the family background of all the learners, because some students are brought up in rather restricted authoritarian families and the others may came from democratic and considerable family. Thus, the teacher knew the family background of the learners he/she could act in the class room accordingly (Atkins ,1992).

With regard to item 3, the respondents were asked whether they know the individual ability of their learners or not consequently, 1(25%), 1(25%) and 2(50%) of the principals responded that undecided, disagree and strongly disagree respectively about knowing teachers the ability of their learners. Whereas the supervisors 1(25%) of the supervisor responded that as disagreed about teachers knowing the ability of their learners and 3(75%) of the supervisors responded that as they were strongly disagree knowing about teachers the individual ability of their learners. From these responses given, one can say that the administrative bodies (the principals and the supervisors) strongly disagree about knowing teachers the ability of their learners. However, though preparatory school classrooms are more diverse nowadays, teacher has to know the ability of each learner in order to treat the gifted learners and non-gifted learners accordingly.

With regard to item 4 the participants were asked about knowing classroom participation of the learners, based on this one principal and 2(50%) of the supervisors strongly agreed that teachers have the knowledge on classroom participation of their learners, and the remaining subjects 3(75%) of the principals and 2(50%) of the supervisors rated that as they agreed that

teachers know their learners participation in their class. So we can conclude from this item teachers know the class room participation of their learners.

Item 5 among the major factors that affect the healthy condition of learning in the classroom is class discipline, and it is unimportant matter for teachers because of some stage of their lives all teachers in counter disruptive behavior. Based on this all (100%) of the principals strongly agreed that teachers know the classroom discipline of their learners. The remaining one 1(25%) of principal strongly agreed and 3(75%) of the supervisors strongly agreed that teachers know their learners participation in their classroom. During the classroom observation the researcher didn't come across a disciplinary situation where there were unable to continue the progress of the learning process.

Table 9: Teachers acquaintance with the students family, interest, background and abilities

No	Items	Respondents	Rating scales									
			5		4		3		2		1	
			F	%	F	%	F	%	F	%	F	%
1	I know the interest of my learners	Teachers	5	4.1	10	8.33	30	25	50	25	25	20.8
2	I know the family background of the learners	Teachers	-	-	-	-	26	21.6	80	66.6	14	11.6
3	I know the ability of the learners	Teachers	15	12.5	65	54.1	30	25	5	4.1	5	4.1
4	I know the class participation of the learners	Teachers	20	16.6	70	58.33	15	12.5	15	12.5	-	-
5	I know the class room discipline of the learners	Teachers	71	59.16	22	18.33	20	16.66	5	4.16	2	1.6

Key=5 strongly agree 4=agree 3=undecided 2=disagree 1=strongly disagree

Knowing the family background of the learners, the ability of the learners and the discipline of the learners is vital in class room. This can pave the way to keep going smoothly teaching and learning process in a class. Based on this, teachers were asked to rate to what extent they are familiar with these issues.

Table 9 item 1, 5 (4.1%) of the teachers themselves strongly agree that they know the interest of their learners .10(8.33%) of the teachers agreed that they know the interest of their learners.

30/25% of the respondents were undecided about the interest their learners. 5(41.6%) of the subjects were disagreed that about knowing their learners. The remaining 25(20.8%) of the teachers were strongly disagree in knowing the interest of their learners. So one can say from this item teachers do not know the interest of their learners. Moreover, during the FGD students said that: “our teachers do not know our interests (FGD 4, 06/08/2006E.C).” Therefore, lack of knowledge on learner’s interest affects the classroom management negatively.

As indicated in Table 9, item 2, 26(21.6%) of the teachers rated that undecided about knowing the family background of the learners. 80(66.6%) and 14(11.6%) of the teachers responded that disagreed and strongly disagreed respectively about knowing the family background of their learners. One can say from this item teachers do not know the family background of their learners. This can result negative consequence on their classroom management.

With regard to item 3 ,15(12.5%)of the teachers responded that they were strongly agree knowing in the ability of their learners. 65(54.1%) of the teachers responded that as they were agree in knowing the ability their learners. 30(25%) of the subjects were in a position of undecided . 5(4.1%) of the teachers responded that they were disagree in knowing the ability their learners . the remaining teachers 5(4.1%) were strongly disagree in knowing the ability of their learners. Based on this, one can say teachers are familiar with the individual ability of their learners.

Table 9 Item 4, 20(16.6%), 70(58.33%), 15(12.5%) and 15(12.5%) of the teachers responded that strongly disagree, agree, undecided, disagree and strongly disagree respectively. There for, we can conclude from this data the teachers know the participation of their learners. In addition to this, the focus group discussion also agreed teachers know the participation their learners.

With regard to item 5, 71(59.16%) of the teachers rated that they strongly agree in knowing the classroom discipline of their learners. 22(18.33%) of the teachers agreed that as they know the classroom discipline of their learners. 20(16.66%) of the respondents responded undecided about the classroom discipline of the learners. 5(4.16%) of the teachers were disagree about knowing the classroom discipline of their learners. The remaining 2(1.66%) of the teachers

were strongly disagreed in knowing the classroom discipline of their learners. So, one can say that majority of the teachers familiar with the classroom discipline of their learners. This also supported during the classroom observation, the researcher observed that teachers knew the discipline of the learners during teaching and learning process.

Table 10: Major problems teachers face in managing their classrooms

No	Items	Respondents	Rating scales									
			5		4		3		2		1	
			F	%	F	%	F	%	F	%	F	%
1	Talking in the classroom	Teachers	57	47.5	40	33.3	3	2.5	15	12.5	5	4.16
		principals	3	75	1	25	-	-	-	-	-	-
		Supervisors	2	50	2	50	-	-	-	-	-	-
		Total	62	172.5	43	108.3	3	2.5	15	12.5	5	4.16
2	Not doing home work	Teachers	15	12.5	75	62.5	2	1.66	7	5.8	21	17.5
		Principals	4	100	-	-	-	-	-	-	-	-
		supervisors	3	75	1	25	-	-	-	-	-	-
		Total	22	187.5	76	87.5	2	1.66	7	5.8	21	17.5
3	Failure to bring supplies and books	Teachers	76	63.3	16	13.3	9	13.33	13	10.8	6	5
		Principals	3	75	1	25						
		supervisors	4	100								
		Total	83	238.3	17	38.3	9	13.3	13	10.8	6	5
4	Cheating during test and examination	Teachers	93	77.5	13	10.8	2	1.66	8	6.66	4	3.33
		Principals	-	-	3	75	-	-	1	25	-	-
		Supervisors	1	25	3	75	-	-	-	-	-	-
		Total	94	102.5	19	160.8	2	1.66	9	31.66	4	3.33
5	Inattentiveness	Teachers	30	25	65	54.1	15	12.5	12	10	8	6.66
		principals	1	25	3	75	-	-	-	-	-	-
		Supervisors	3	75	1	25	-	-	-	-	-	-
		Total	34	125	69	154.1	15	12.5	12	10	8	6.66
6	Disobeying teachers	Teachers	75	62.5	30	25	5	4.1	10	8.33	-	-
		Principals	1	25	3	75	-	-	-	-	-	-
		supervisors	2	50	2	50	-	-	-	-	-	-
		Total	78	137.5	35	150	5	4.1	10	8.33	-	-
7	Vandalism (damaging school properties)	Teachers	-	-	5	4.1	70	58.33	43	35.8	2	1.66
		Principals	-	-	-	-	1	25	3	75	-	-
		supervisors	-	-	-	-	-	-	4	100	-	-
		Total	-	-	5	4.1	71	83.33	50	210.8	2	1.66

Key 5= strongly agree 4=Agree 3=Undecided 2=Disagree 1=strongly disagree

Students misbehave for many reasons; one is the sheer devilry of it. Classroom situations are somewhat unnatural, restrictive situations so, pupils like to relive the tension. Other reasons for misbehave may stem from their family and community background or their emotional life. Some misbehavior is simply the outburst of the restlessness, rowdiness and exuberance of youth.

In Table 10 Item 1, 57(47.5%) of the teachers, 3(75%) of the principals and 2(50%) of the supervisors strongly agreed that students talk in classroom when teaching was going on. 40(33.33%) of the teachers, 1(25%) of the principals and 2(50%) of the supervisors agreed that students talk in a classroom. The remaining 3(2.5%), 15(12.5%) and 5(4.16%) of the teachers responded that undecided, disagreed and strongly disagreed respectively. So we can conclude from this students talk in classroom during teaching and learning process. Furthermore; the focus group discussion indicates that there is talk in class. During the classroom observation students were talking in class.

With regard to item 2 Table 10, 15(12.5%) of the teachers, 4(100%) of the principals and 3(25%) of the supervisors strongly agreed that students do not do their home work. 75(62.5%) of the teachers and 1(25%) of the supervisor also agreed that as the students do not do their home work. The remaining 2(1.66%), 7(5.8%) and 21(17.5%) of the teachers responded that undecided, disagree and strongly disagree respectively. Therefore, one can say from this the students do not do their home work. During the FGD most of the students said that: “many of our classmates do not do their home work; rather they cheat home works from their friends.” (FGD 4,06/08/2006E.C).

Item 3, 76(63.33%) of the teachers, 3(75%) of the principals and 4(100%) of the supervisors strongly agreed that students do not bring their materials in to the classroom. 16(13.33%) of the teachers and 1(25%) of the principal were agreed that as the students do not bring their materials. The remaining 9(13.33%), 13(10.8%) and 6(5%) of the teachers also responded that undecided, disagree and strongly disagree respectively. So one can say from this data students do not bring their materials. During FGD the students said that: “many of us do not bring our materials such as text books.” The researcher also observed that many of the students do not bring their materials. For instance, books, pens and pencils.

With regard to item 4, 93(77.5%) of the teachers and 1(25%) of the supervisor were strongly agreed that as students cheat during tests and examinations. 13(10.8%)of the teachers, 3(75%) of the principals and 3(75%) of the supervisors were agreed that students cheat during tests and examinations .So one can say from this students they cheat during tests and examinations. This idea also supported from the response of the focus group discussion.

Item 5 Table10, indicates, 30(25%) of the teachers, 1(25%) of the principal and 3(75%) of the supervisors strongly agreed that students feel inactiveness during teaching and learning process. 65(54%) of the teachers, 3(75%) of the principals and 1(25%) of the supervisor responded that students have a problem of inattentiveness. The rest respondents 15(12.5%), 12(10%) and 8(6.66%) of the teachers rated that undecided, agreed and strongly disagreed respectively. Based on this information one can concluded that students have problems of inattentiveness.

With regard to item 6, 75(62.5%) of the teachers, 1(25%) of the principals and 2(50%) of the supervisors strongly agree that the students are disobeying their teachers. 30(25%) of the teachers, 3(75%) of the principals and 2(50%) of the supervisors agreed that the students were undecided. The remaining 5(4.1%) and 10(8.33%) of the teachers disagreed and strongly disagreed respectively. So based on this data, one can say that students are disobeying their teachers. This can result classroom management problems in a classroom. Both the focus group discussion and the researcher observation indicate that students do not obey their teachers.

As indicated in item 7 table 10, 5(4.1%) of the teachers agreed that students damage school property. 70(58.3%) of the teachers and 1(25%) of the principals were responded that undecided. 43(35.8%) of the teachers, 3(75%) of the principals and 4(100%) of the supervisors disagreed that students do not damage school properties. The remaining 2 (1.66%) of the teachers strongly disagreed that students damage school property. Therefore, we can conclude from the above item the respondents are not certain whether students damage school property or not.

***According to the subjects (teachers, principals and supervisors) the following are the major problems teachers face in managing their classroom:**

- ✓ Discipline problems from students

- ✓ Inadequate instructional materials
- ✓ Un conduciveness classroom set up
- ✓ Lack of classroom facilities
- ✓ Absence of interest from students

Subjects (teachers, principals and supervisors) response about supervision practicing in their school:

- Self supervision is rarely practice according to the respondents

Resource of the schools to support teaching according to the subjects poor

- ✓ Fundraising comes form the community

Table 11: Techniques of teachers in managing their classrooms

No	Items	Respondents	Rating scale									
			5		4		3		2		1	
			F	%	F	%	F	%	F	%	F	%
1	Apply positive reinforcement	Teacher	2	1.66	6	5	20	16.66	71	59.16	13	10.83
		Principals					3	75	1	25		
		Supervisor					1	25	3	75		
		Total	2	1.66	6	5	24	116.66	75	159.16	13	10.83
2	Communicate with parents of the misbehaving students.	Teacher	15	12.5	83	69.16	3	2.5	12	10	7	5.83
		Principals	2	50	2	50						
		Supervisor	1	25	2	50	1	25				
		Total	18	87.5	87	169.16	4	22.5	12	10	7	5.83
3	Ignore the misbehave if it is not serious	Teacher	15	12.5	79	65.83	5	4.16	15	12.5	6	5
		Principals					4	100				
		Supervisor					4	100				
		Total	15	12.5	79	65.83	13	204.16	15	12.5	6	5
4	Send the misbehave students to the unit leaders and principals.	Teacher	49	40.83	68	56.66	2	1.66	1	0.83		
		Principals	3	75	1	25						
		Supervisor	4	100								
		Total	56	215.83	69	81.66	2	1.66	1	0.83		
3	Remind the students about classroom rules and procedures	Teacher	3	2.5	7	5.83	20	16.66	83	69.1	12	10
		Principals					4	100				
		Supervisor					4	100				
		Total	3	2.5	7	5.83	28	216.66	83	69.1	12	10
4	Apply physical punishments	Teacher			3	2.5	8	6.66	75	62.5	24	20
		Principals					2	50	2	50		
		Supervisor					4	100				
		Total			3	2.5	14	156.66	77	112.5	24	20

Key=5=strongly agree, 4=agree,3=undecided ,2=disagree,1=strongly disagree

Table 11 shows that 2/1.66% of the teachers strongly agreed that they use positive reinforcement to maintain discipline in the class .6/5% of the teachers also agreed that they use positive reinforcement to maintain to discipline .20/16.66% of the teachers, 3(75%) of the principals and 1(25%) of the supervisors undecided teachers in using positive reinforcement to maintain discipline in a classroom. 71(59.16%) of the teachers ,1(25%)of the principal and 3(75%)of the supervisors on the other hand disagreed teachers in applying positive reinforcement to maintain the discipline of the classroom. The remaining 13(10.83%) of the teachers strongly disagreed that teachers in applying positive reinforcement to maintain discipline in a classroom. So It is possible to say from this, teachers do not apply positive reinforcement to maintain disciplinary problems in a classroom. All the idea of the focus group discussion also shows that teachers do not apply positive reinforcement to maintain classroom discipline.

With regard to item 2, 15(12.5%) of the teachers, 2(50%) of the principals and 1(25%) of the principal strongly agree that teachers communicate with the parents of the misbehaving students. 83(69.16%) of the teachers , 2(50%) of the principals and 2(50%) of the supervisors agreed that teachers communicate with the parents of misbehaving students to maintain discipline. 3(75%) of the teachers and 1(25%) of the supervisor also undecided whether teachers communicate or not with he parents of the misbehaving students to maintain their classroom discipline. 12(10%) of the teachers disagreed that teachers in having communication with the parents of misbehaving students. The remaining 7(5.83%) of the teachers strongly disagreed that teachers communicate with the parents of the misbehave students to maintain discipline in their classroom. Based on the above result we can conclude that teachers communicate with the parents of the misbehave students to maintain classroom discipline. Moreover, students reported that: “our teachers order us to bring our parents whenever we misbehave in a class so that to communicate with our parents.”(FGD 4, 06/08/2006E.C)

In item 3, 15(12.5%) of the teachers strongly agreed that teachers ignore the misbehaves if it would not serious. 79(65.83%) of the teachers also they were agreed that teachers ignore the misbehaves if it is not serious. 5(4.16%) of the teachers, 4(100%) of the principals and 4(100%) of the supervisors were remaining undecided whether teachers ignore or not the

misbehave students if it is not serious. The remaining 6(5%) of the teachers on the other hand strongly disagreed that as teachers ignore the misbehave students if it is not serious. We can conclude from this item, teachers ignore misbehaves if it is not serious.

As indicate Table 11 , item 4,49(40.83%) of the teachers, 3(75%) of the principals and 4(100%) of the supervisors strongly agreed that teachers send misbehave students to the unit leaders and the school principals as the means of maintaining discipline problems in the classroom. 68(56.66%) of the teachers and 1(25%) of the principal agreed that teachers sending out students to the unit leaders and school principals. 2(1.66%) of the teachers remain undecided whether teachers send misbehave students to the unite leader and school principals. The remaining 1(0.83%) of the teachers disagreed that teachers don't send out students to the unit leaders school principals to maintain discipline problems in their class. So one can say that teachers send out misbehave students to the unite leaders and school principals to maintain disciplinary problems in their classroom. Similarly, according to the FGD participants "Teachers sent off students from the classroom if they misbehave during teaching and learning process."

With regard to item 5, 3(2.5%) of the teachers strongly agreed that teachers remind the classroom rules and procedures to their students. 7(5.83%) of the teachers agreed that teachers remind in the classroom rules and procedures to maintain students discipline in their class. 20(16.66%) of the teachers, all the principals and the supervisors remain undecided that whether teachers remind the classroom rules and procedures or not. 83(69.1%) of the teachers were disagreed that teachers remind the classroom rules and procedures to maintain classroom discipline. So one can say from this item teachers do not remind to their students the rules and the procedures of the classroom to maintain disciplinary problems.

With regard to item 6, 3(2.5%) of the teachers agreed that teachers physical punishments to maintain their classroom discipline. 8(6.66) of the teachers, 2(50%) of the principals and 4(100%) of the supervisors remain undecided whether teachers apply physical punishment as the means of maintaining classroom discipline or not. 75(62.5%) of the teachers and 2(50%)of the principals were disagreed that teachers in applying physical punishments to maintain classroom discipline. The remaining 24(20%) of the teachers strongly disagreed in applying teachers physical punishments to maintain classroom discipline. Therefore, one can say from

this result teachers do not apply physical punishment to maintain their classroom discipline. During the FGD students indicated that: “our teachers do not apply physical punishment to us to maintain classroom discipline.”

Table 12: Practice and application of group work in the classroom

No	Items	Respondents	Rating scale									
			5		4		3		2		1	
			F	%	F	%	F	%	F	%	F	%
1	Teachers employ group work when needed	Principals	3	75	1	25						
		supervisor	4	100								
		Total	7	175	1	25						
2	Students know the group work procedures	Principals					3	75	1	25		
		supervisor					4	100				
		Total					7	175	1	25		
3	The students are interested in the group work	Principals	1	25	2	50			1	25		
		supervisor	2	50	2	50						
		Total	3	75	4	100			1	25		
4	Group members participate in the discussion equally	Principals					3	75	1	25		
		supervisor					1	25	3	75		
		Total					4	100	4	100		
5	Teachers give different tasks for each group	Principals			1	25			3	75		
		supervisor							4	100		
		Total			1	25			7	175		
6	Teachers give feedback for all the groups	Principals					3	75	1	25		
		supervisor							4	100		
		Total					3	75	5	125		

Key=5=strongly agree,4=agree 3=undecided, 2=disagree, 1=strongly disagree

Perhaps the most helpful way to start thinking about process of participation and group interaction is to view the total class as a group. In their efforts to provide discussion and group experiences for learners’ teachers frequently overlook the opportunity to make the total class sessions more interactive in nature.

Table 12 item 1 shows that, 3(75%) of the principals and 4(100%) of the supervisors strongly agreed that teachers employ group work activities when needed. The remaining 1(25%) of the principals also agreed that teachers employ group work activities when needed. So one can say from this item teachers employ group work activities when needed. Similarly the FGD participants reported that: “our teachers give us different activities based on our group.” (FGD 3, 06 / 08 / 2006E.C).

With the regard to item 2, 3(75%) of the principals and all 4(100%) of the supervisors where remain undecided about knowing students their group work procedures. The remaining 1(25%) of the principal disagreed that students know the procedures of group work. Therefore, we can say from this information, it is difficult to say students know their group work procedures.

Item 3, 1(25%) of the principal and 2(50%) of the supervisors strongly agreed as students are interested in their group activities. 2(50%) of the principals and 2(50%) of the supervisors also agreed that as students are interested in group work activities. The remaining 1(25%) of the principal disagreed that students are not interested in the group work activities. So we can conclude from the above result students are interested in their group work activities. Moreover, during the FGD students noted that: “we are interested when ever our teachers group us to do different activities.”

With regard to item 4, 3(75%) of the principals and 1(25) of the supervisor remain undecided to rate whether group members participate in their discussion equally or not. The remaining 1(25%) of the principal and 3(75%) of the supervisors disagreed that participating group work members equally during discussion. So one can say from this information, the correspondents are not clear whether group members participate in their discussion equally or not.

Table 10 item 5, 1(25%) of the principal agreed that teachers give different tasks for each group. The remaining 3(75%) of the principals and all 4(100%) of the supervisors disagreed that teachers provide different tasks for each group. Therefore, we can say from this, teachers do not give different tasks for each group and majority of the group discussants agreed that teachers do not give different task for each group.

With regard to item 6, 3(75%) of the principals were undecided whether teachers give feedback for all the groups or not. The remaining 1(25%) of the principal and 4(100%) of the supervisors rated that disagreed on giving teachers feedback for all the groups. So it is possible to say from this data, teachers are not in favor of giving feedbacks for all the groups. During the classroom observation, the researcher also observed that teachers didn't give feedbacks for the groups when activities went on.

Table 13: Practice and application of group work in the classroom

No	Items	Respondents	Rating scale									
			5		4		3		2		1	
			F	%	F	%	F	%	F	%	F	%
1	I employ group work when needed	Teachers	83	69.16	22	18.33	13	10.83	2	1.66	-	-
2	Students know group work procedures	Teachers	13	10.83	65	54.1	40	33.3	2	1.66	-	-
3	Students are interested in the group work	Teachers	-	-	17	14.16	30	25	73	60.83	-	-
4	Group members participate in the discussion equally	Teachers	5	4.16	5	4.16	11	9.16	93	77.5	6	4.16
5	I give different tasks for each groups	Teachers	13	10.83	18	15	33	27.5	40	33.33	16	13.33
6	I give feedback to all the groups	Teachers	27	22.5	68	56.66	5	4.16	13	10.83	7	5.83

Key=5=strongly agree,4=agree 3=undecided, 2=disagree, 1=strongly disagree

Table 13 item 1 indicates that, 83(69.16%) of the teachers strongly agreed on employing group work activities .22(18.33%), 13(10.83%)and 2(1.66%) of the teachers rated agreed , undecided and disagreed respectively .So one can say from this result teachers employ group work activities during their teaching and learning process .

In regard to item 2, 13(10.83%) of the teachers strongly agreed that their students know the procedures of group work. 65(54.1%) of the teachers agreed that students know the group work procedures. 40(33.33%) of the teachers remain undecided that whether their students

know the group work procedure or not. The remaining 2(1.66%) of the teachers were disagreed in knowing their students their group work procedures. So we can say from this, students know their group work procedures, but during the focus group discussion, they hesitating to say so.

With regard to item 3, 17(14.16%) of the teachers agreed that students are interested in the group work. 30(25%) of the teachers remain undecided whether students are interested or not in group work. The remaining subjects 73(60.83%) of the teachers disagreed that students are interested in the group work. One can say from this result students are not in the group work activities.

In item 4 Table 13, 5(4.16%), 5(4.16%), 11(9.16%), 93(77.5%) and 6(4.16%) of the teachers rated that strongly agreed, agreed, undecided, disagreed and strongly disagreed respectively. Therefore, one can say from this information students during group discussion do not participate equally. The researcher also observed that during activities some students were only actively participated.

With regard Table 13 item 5, 13(10.83%), 18(15%), 33(27.5%), 40(33.33%) and 16(13.33%) of the teachers responded that strongly agreed, agreed, undecided, disagreed and strongly disagreed respectively in giving different tasks for each group. we can conclude from this result teachers do not give different tasks for each group and this idea was supported by the result of focus group discussion.

In item 6, Table 13, 27(22.5%) of the teachers strongly agreed in giving teachers feedback to all the groups. 68(56.66%) of the teachers agreed that teachers give feedback to all the groups. 5(4.16%) of the teachers remaining undecided whether teacher give feedback to all the groups or not. 13(10.83%) of the teachers disagreed that feedback to all the groups. The remaining 7(5.83%) of the teachers strongly disagreed that teachers do not give feedbacks to all the groups. Therefore, one can say from this information, teachers give feedbacks to all the groups. However, the idea of the members of the group discussion was different, majority of the members disagreed in giving feedbacks to all the groups.

Table 14: Motivation techniques

Item	Variables	Respondents	No	Percentage
Which group of students teachers frequently motivate?	Students who are doing well	Teachers	16	13.3%
		Principals	-	-
		Supervisors	1	25%
	Students who are trying to do	Teachers	8	6.7%
		Principals	-	-
		Supervisors	-	-
	Students who are discipline and quite	Teachers	11	9.2%
		Principals	-	-
		Supervisors	-	-
	Students who are weak in the subject they teach	Teachers	19	15.8%
		Principals	2	50%
		Supervisors	1	25%
	All the students	Teachers	66	55%
		Principals	2	50%
		Supervisors	1	25%
Total	Teachers	120	100%	
	Principals	4	100%	
	Supervisors	3	75%	

As indicate in the above Table 14, 16(13.3%), 8(6.7%), 11(9.2%), 19(15.8%) and 66(55 %) of the teachers responded that they motivate for those who are doing well, for those who are trying to do their exercise, for those who are disciplined and quite, for those who are weak in the subject they learn and all of the students respectively. Therefore, it is possible to conclude that teachers motivate for all of their students.1 (25%) of the supervisor responded that teachers motivate only for those trying to do well. 2(50%) and1 (25%) of the principals and the supervisors replied that teachers motivate for those who are weak in the subject they teach. 2(50%) of the principals and 1(25%) of the supervisors replied that teachers they motivate all their students. We can conclude from this teachers motivate for all their students.

During the FGD students said that: “all our teachers motivate us equally during teaching learning process.”

Table 15: Grouping techniques

Item	Variables	Respondents	No	Percentage
On what base teachers group their students?	Based on the interest of the learners	Teachers	8	6.7%
		Principals	-	-
		Supervisors	-	-
	Based on their ability	Teachers	85	71%
		Principals	1	25%
		Supervisors	1	12.5%
	Based on their participation	Teachers	15	12.5%
		Principals	2	50%
		Supervisors	1	12.5%
	Based on the number of the students.	Teachers	12	10%
		Principals	1	25%
		Supervisors	-	-
Total		Teachers	120	100%
		Principals	4	100%
		Supervisors	2	50%

As indicated in the above Table 15, 8(6.7%) of the teachers responded that they grouping their students based on the interest of their learners. 85(70.8%) of them responded that they grouping their students based on their ability. The remaining 15(12.5%) and 12(10%) of the teachers replied that they grouping based on their participation and based on the number of students respectively. from this results we can say that teachers grouping their students based on their abilities.

In Table 15, item 2, 1(25%), 2(50%), 1(25%), 1(25%) and 1(25%) of the principals and supervisors responded that teachers group their students based on their ability, based on their participation and based on the number of students respectively. One can say from this table teacher grouping their students based on their abilities. Besides the FGD participants said that: “our teachers group us based on our abilities while they teach us.”

CHAPTER FIVE

Summary, Conclusions And Recommendations

This final chapter of the thesis deals with the major findings of the study, conclusions drawn on the basis of the findings and recommendations that are assumed to contribute to alleviate of the problems related to classroom management practices of the teachers.

5.1 Summary

The study aimed at investigating how & to what extent four preparatory school teachers in central zone apply the components of classroom management in teaching. It strived to identify the major factors that currently affect the classroom management practices in the four preparatory government schools in central zone of Tigray regional state. In order to achieve this purpose, the following research questions were raised.

1. What are the internal factors that affect classroom management of teachers' preparatory schools?
2. What are the external factors that affect classroom management of teachers in preparatory schools?
3. To what extent do teachers in preparatory schools organize the physical environment of teachers to enhance learning?

The sources of the data for the study were teachers, principals, supervisors and students. The study employed questionnaires, class room observation and focus group discussion as data collection tools. A total of 128 copies of questionnaires that contained close ended and open ended items were distributed to 120 preparatory school teachers, four principals and four supervisors of the sample schools. Out of the total questionnaires (90%) were returned and were available for analysis. Observation was conducted in ten randomly selected class rooms with a help of a check- list to see the class rooms condition and to observe how teachers manage their class rooms. Focus group discussions were also held with 80 students randomly selected from all grade levels. The unstructured questions used for discussions were translated in to Tigrigna with the aim of making the information collected more reliable, a combination

of quantitative and qualitative, class observation and focus group discussion methods of data gathering methods have been used.

A pilot study was carried out in one preparatory school to improve the research instruments as well as to provide a guide to the execution of the main study. For the purpose of analysis, the data collected through questionnaires were tallied and computed using descriptive statistics such as frequency and percentage. Furthermore, the data collected through classroom observation and focus group discussion were analyzed using qualitative method of analysis. Hence the student researcher has summarized the major findings. as follows

1. Concerning class size majority of the respondents reported that the average number of students in each class was with an interval of 51-60. Besides, the magnitude of the problems varies from school to school, the shortage of class room facilities and the supplementary instructional materials was found to be a problem in almost all the study areas. The study also showed that the condition of the class rooms in terms of width; cleanness, brightness and the standard of black board were not conducive for effective class room's instruction and management.
2. In relation to the provision of training for teachers on class room management 65(54.1%) of the respondents reported that the training they got was not adequate and did not help them to implement class room management components in class rooms and the study showed that teachers do not use various tasks and do not relate learning activities with the students experience. Besides to this, it was found out that teachers do not display the works of students on bulleting board.
3. With regard to teachers acquaintance with the interest, back ground and ability of the ability their learners, the study revealed that teachers do not know the interest, the back ground and the abilities of their learners.
4. The study showed that there were disruptive behaviors in classroom. Concerning classrooms discipline problems, (35.8%) of teachers responded that students are major sources of discipline problems and the remaining teachers confirmed that students do not do their home work, cheating and failure to bring their materials this creates discipline problems in a classroom respectively.

5. The study revealed that 71(59.16%) of the teachers use positive reinforcement and they remind the classroom rules and procedures to maintain classroom discipline.
6. With regard to the application of group work, the study revealed that 4(100%) of the teachers employed group work in classrooms. But teachers do not give various tasks for each groups and they don't give feed back for all their learners.
7. Concerning the application of group work, 83(69.16%) of the teachers replied that they group their students based on their abilities.
8. As far as the motivation of the students is concerned, the respondents agreed that all of their students are motivated equally during teaching and learning process.

5.2 Conclusions

Based on the findings, the following conclusions are drawn

1. As far as the internal factors that hinder the effectiveness of class room management are concerned, lack of class room facilities such as, movable desks, tables, chairs, bulletin boards, chalkboards and supplementary instructional materials found to be the most serious. From this the researcher concluded that local and regional authorities of education gave less attention on the internal factors that could affect classroom management. in other words , the authorities give more attention to enrollment rather than the quality of education provided.
2. The major contribution of implementing class room management components heavily lies on the teacher who has enough knowledge in instructional and managerial skills. However, the findings of this study confirmed that teachers in the preparatory school lack the skill and training in implementing the class room management components and teachers didn't relate activities with students experience, teachers did not display the work of students and did not use various seating arrangement. Therefore, it can be concluded that teachers paid less attention for class room management the skill and training about classroom management.
3. With regard to teachers' acquaintance with the interest, discipline, classroom participation, back ground and the abilities of their students, the study revealed that teachers do not know the interest, back ground and the ability of their students. From the finding it can be concluded that teacher's knowledge about their students was inadequate.
4. Concerning the major problems teachers face in managing their class rooms the study found out that there are disruptive behaviors in classroom such as talking in classroom, not doing home work, cheating during exams, failure to bring instructional materials and inattentiveness. Hence, it can be concluded that teachers didn't work much to be aware of their students about the consequence of misbehaving.

5. Regarding to motivation of learners and the strategies teachers used to motivate learners is concerned the study revealed that students were not motivated to learn. From this it can be concluded that teachers lack knowledge of the strategies like giving varied and interesting tasks, appreciating every effort they do, adopting positive attitude towards learners etc to motivate learners.
6. The study revealed that teachers had contact with the students parents in rare cases like when there had been discipline problems and to get financial and material support. From class room management perspective, however, teachers should have a frequent contact with parents to inform them about the class room teaching learning and their children academic progress as a result of which parents could contribute their own to facilitate the teaching learning. From the above finding it can be concluded that the involvement of parents to assist the teaching learning process was very low. Thus, this low involvement of parents could be the cause for the students discipline problems, and the presence of inadequate instructional materials and class room facilities.
7. With regard to teachers' practice of grouping their students, it was found that teachers apply grouping activities, they give tasks for each of their students and they give feedback for all the groups too. As the study revealed, teachers in the sample schools however, didn't vary the student's seats in such way that can be used for individual work. Generally, teachers have to make classrooms attractive, interesting and instructionally beneficial.

5.3. Recommendations

Based on the major findings and conclusions drawn, the following recommendations were suggested with the hope that they could be helpful to improve the class room management practices in the schools.

1. The result of the study showed that the scarcity of class room facilities like movable desks, standardized black board, bulletin board and other supplementary instructional materials and the un conducive condition of the class room were the internal factors that affected class room management of teachers. It would be, therefore, recommendable that school principals, woreda education officers (educationalists) schools, the community and non government organizations need to give due attention to alleviate the problems.

To overcome the scarcity and absence of class room facilities, the woreda education office should allocate budget for buying the class room facilities and raw materials necessary for making the instructional materials. Besides, the schools need to mobilize the community and the non-government organization to get financial assistance that could enable them to purchase the class room facilities and the raw materials for making supplementary instructional materials.

Class size and un conducive condition of class rooms were found to be negatively affecting the class room management. Thus, to overcome these problems it calls the need for building standardized class rooms in the same schools or building new schools to have enough class rooms which are proportional to the growing number of the students. This can be again effective through mobilizing resources for the construction of new schools and additional class room. Specifically, it includes involving the local people in the construction of class rooms and Schools initiating NGOs so that they could assist to alleviate the problem by allocating budget for the construction of additional class rooms and new schools.

2. The role of teachers can be successful if they are well equipped with knowledge of instructional and managerial skills. In the sample schools, however, the teachers have a problem in organizing the class room, maintaining discipline, preparing appropriate lessons, tasks and instructional materials, implementing class room rules and group work

procedures. To equip teachers with the necessary class room management skills the woredas education office in collaboration with the regional education bureau and Axum University should give extensive on job training to preparatory school teachers on the effective implementation of class room management components like planning, motivation, discipline, class room organization and on ways of implementing class room rules and procedures.

3. As the study disclosed the effort made by teachers to facilitate the physical environment of the class room to enhance learning was low. Thus, the researcher recommends that teachers need to organize the physical environment of the class room in such a way that it enhances cooperative learning. Moreover, teachers need to make their class rooms attractive through implementing various teaching methodologies.
4. Teachers alone cannot alleviate factors that affect classroom instruction and management; they need to have frequent contact with parents. The researcher recommends that teachers and the schools authorities give training on parental role to parents so that they could play their part. Besides teachers need to establish a system of communication with the students parents so that they could assist teachers in class room management
5. Finally, the researcher calls for other researchers to carry out more in-depth study on wider scale by including additional factors that affect class room management practices of teachers at preparatory school level.

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Appendix D

Addis Ababa University

School of Graduate Studies

College of Education Planning and Management

Student Focus Group Discussion

The aim of this focus group secession is to get the necessary information of the classroom managemeng practices in some selected preparatory schools of central zone of Tigray Regional state. The information obtained will help to recommend possible solutions to the problems encountered during the implementation of the classroom management components.

Part One: General Information

Woreda _____ Date _____

Name of the school _____ Time FGD started _____

Group number _____ time FGD ended _____

Number of students in a group _____

Part two: Introduction

This guide for FGD is presented to generate pertinent data concerning your classroom management practices. It is the researcher's belief that in generating data for research purpose due attention should be given to the ethical concerns that would develop trust in part of the participants. Accordingly, the following ethical considerations are forwarded.

- Your participation in this discussion is on voluntary basis
- You have the right to withdraw, to change your ideas or to edit your recorded ideas
- While the information you give belongs to you, the
- the heart of this research ethics. interpretation totally belongs to me.
- You're anonymity and confidentiality of your information holds

During the FGD:

- There is no right or wrong answer and difference of opinions are perfectly acceptable.
- Notes are being taken during this discussion so that an accurate summary can be prepared. All comments are confidential.

Part three: Discussion Questions

1. Is your classroom attractive and have classroom facilities?
2. Do teachers use different methods of teaching?
3. Do they give you varied and interesting tasks?
4. Do your teachers give you exercise from your textbooks or from their own?
5. Do your teachers use variety of teaching materials during presentation?
6. Are you interested in the way they present the lesson?
7. Do they encourage you to ask questions, give suggestions and express your feelings freely?
8. Do they participate all students equally?
9. Are you provided with adequate furniture and teaching materials ?
10. Is there a strong relationship between your teachers and your parents?
11. What sort of disruptive behaviors do you observe in your classroom?
12. How do your teaches maintain discipline?
13. Do you have classroom rules and procedures?
14. Do you discuss in groups in your classroom?
15. Are you interested in the group work?
16. Do you get appropriate feedback from you teachers after you do the exercise given?
17. What are the major problems you see in your classroom?
18. What do you suggest as solutions for the problems?

Appendix E

Classroom observation checklist

This checklist is designed to collect information about the classroom. Management of central zone. Preparatory school classrooms. The information collected is used for academic study. As one of the purposes of the study is to examine the existing situation of the classroom management practices employing observation as one of the instruments is valuable to complete the study.

I. General information

1. Woreda _____
2. Name of the school _____
3. Grade and section _____ Date _____
4. Subject _____ Topic _____
5. Number of students in the class M _____ F _____ Total _____
6. Time begin _____ Time ended _____

II. Bio-data regarding the teacher being observed

Sex _____ Experience _____
Age _____ Qualification _____

III. Classroom facilities and the classroom situation

A. Availability of classroom facilities

Direction: Indicate your observation to the given items by using an (X) mark in the space provided.

Under ‘Yes’ or ‘No’

No	Items	Yes	No
1	Desks and chairs are movable		
2	Desks and chairs are arranged		
3	There are enough desks in the classroom		
4	There are adequate instructional materials in the classroom		
5	There is free space to facilitate different sitting arrangements		
6	The rules are posted on the wall		
7	The classroom has a bulletin board		

B. The class room physical environment

Direction Rate the physical environment of the classroom by using an “X”

Mark Under each value

No	Items	v.good	Good	Fair	Poor	V.poor
1	Classroom width					
2	Cleanness of the classroom					
3	Class size					
4	Condition of the chalk boards					
5	Brightness of the classrooms					
6	Conduciveness of the classrooms					

Part IV Classroom management practices

Direction: in rating the teachers 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 numbers. The numbers 5,4,3,2,1 the scale represent very good, good, average, poor and very poor respectively.

Category	Sub-category	Scale Values				
		5	4	3	2	1
1	1.1. Teachers state suitable method of instruction in planning					
2	2.1. The teacher provides varied tasks to the students 2.2. The teachers use different instructional materials while teaching 2.3. The teachers relates learning activities to the students 2.4. The teacher displays the works of students on the bulletin board or the walls					
3	3.1. The teacher focuses on the misbehavior rather than the misbehaving student 3.2. The teacher gives equal attention to all students 3.3. Teachers know the class discipline of the learners					
4	4.1. There are no disruptive behaviors in the classroom 4.2. The teacher controls the whole class talking, not					

	<p>done homework failure to bring supplies materials</p> <p>4.3. The teacher reminds rules to stop misbehavior</p> <p>4.4. The teacher ignores misbehavior which is non-disruptive.</p>					
5	<p>5.1. There are rules and procedures in classrooms</p> <p>5.2. The classroom rules are short and precise</p>					
6	<p>6.1. The teacher gives constructive feedback</p> <p>6.2. The students group work is monitored</p>					
7	<p>7.1. Students are working in groups properly</p> <p>7.2. The teacher varies grouping</p> <p>7.3. The teacher reminds the groups to use group work procedures</p> <p>7.4. Students finish the task on time</p>					
8	<p>8.1. Teachers use various seating arrangements during their lessons</p> <p>8.2. Teachers know the ability of the learners</p> <p>8.3. Teachers know the family background of ht learners.</p>					