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**TEACHERS CLASSROOM MANAGEMENT PRACTICES IN
GOVERNMENT SECONDARY SCHOOLS IN NIFAS SILK
LAFTO SUB-CITY**

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**Teachers Classroom Management Practices In Government
Secondary Schools In Nifas Silk Lafto Sub-City**

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of Master of Arts in School Leadership**

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Addis Ababa Ethiopia

DECLARATION

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

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LIST OF ACRONYMS AND ABBREVIATIONS

CRC	Cluster Resource Center
EGSECE	Ethiopian General Secondary Education Certificate Examination
MOE	Ministry of Education
SPSS	Statistical Package for Social Science
PTSA	Parent Teachers and Students Association
WAEC	West African Examination Council
NECO	National Examinations Council
S.D	Standard Deviation

ABSTRACT

The main purpose of this study was to assess Teachers Classroom Management practices and Students Academic Performance in Government Secondary School in Nifas Silk Lafto Sub-City at Addis Ababa City Administration. The research design employed in the study was descriptive survey. The research method was both quantitative and qualitative approaches. The sampling techniques employed were purposive, availability and simple random sampling. The sample size was 84 teachers, 4 vice principals, 4 main principals, 4 supervisors and 98 secondary school students with the total of 194 participants out of 7013 study populations. The data gathering tools were questionnaire, interview and document analysis. The participants of interview were principals, and supervisors. Questionnaires were administered to 72 teachers, 4 vice principals, 4 main principals, 4 supervisors and a total number of 12 administrative organs of the school. The questionnaires were prepared for both teachers and students. There were a total number of 194 participants a total 84 teachers filled questionnaire. The rest 98 students were all of them properly filled and returned the questionnaire. Then, the information gathered through close-ended questionnaire was analyzed using percentage and mean score by rounding up the mean and standard deviation result. Meanwhile the information gathered through interview and open-ended questions were analyzed clearly. Results of document analysis were also described alongside of each table under the questionnaire results. The findings of the study indicated that the factors influencing classroom management affects students' academic, behavioral and over all educational achievement. The improper Classroom management practices and systems are those factors can easily make a decline on learners' achievement. The different stakeholders and such as principals, PTSA, teachers, school communities and the like played role to overcome the problem of classroom management. The school principals, PTSA, students' families and supervisors were providing insufficient activities on classroom management. The major challenges identified were, lack of training, lack of plan on classroom management, lack of commitment, lack of parents' participation, disciplinary infraction, lack of inadequate classroom, school facilities, educational inputs and lack of experiences having and on job training and the insufficient allocation of budget brings less achievements. To overcome the challenges encountered, recommendations have been forwarded. The recommendations from the findings of the study includes preparing plan on classroom management, orienting teachers in advance with the overall implementation of classroom management, parents should advise their children and follow them at school, motivating all stakeholders to willingly take more responsibilities in the implementation process, and allocation of sufficient resources by education office to effectively achieve the intended goals.

Key Words:- Classroom Management, Academic Performance, Learners Behavior, Educational Achievement

CHAPTER ONE

1. INTRODUCTION

This introductory chapter consists of the background and orientation to the study by introducing the research problem. It places the topic in the context of the current situation of public secondary school teachers' class-room management practice and students' academic performance in the study area and describes why the problem is relevant at this time. It also describes its foundations by explaining the research problem, aim and objectives; significance, scope limitations; operational definitions, organizations of the study and conceptual frame work of the study.

1.1 Background of the study

The school is being held liable for every aspect of students' performance by members of the society. Among others, classroom management plays a very significant role in students' academic performance. Effective classroom management put the teacher in firm control of the classroom and provide orderliness and safety needed for instruction and learning. Yet, the various reforms in education, like, the National Policy on Education of 2014, failed to mention or address classroom management and the connectivity between students' academic performance and classroom management. Classroom Management is one of the neglected areas in our secondary schools, despite the fact that the success or failure of any teaching and learning process depends on the way classroom are managed. Failure to effectively manage the classroom can have an overall negative influence on the success of the entire school, especially in its sound academic performance of the school. When this happens other negative consequences follow such as the depletion of the student population of the school because parent/guardians prefer to enroll their children and ward in schools that are doing well academically.

There are different factors those affect academic performance of learners among these Discipline, is one of the key variables of Classroom Management. Discipline is a function of the interaction between teacher and student that bring about self control and respect for authority. It entails creating and keeping rules based on reciprocal understanding limits that must not be breeched. What is common in the present time are students breeching the limits, turning violent

in classroom, and exhibiting extreme unruly behavior. The result is a class full of arrogance and unruly student resulting in a noisy and chaotic classroom that does not support effective teaching and learning. This situation agrees no-less with the observation of Martin and Sass, (2010), that over the years, classroom management has been observed to be issue for teachers.

Both (Maktin and Sass, 2010) continued their arguments as if students' performance has been affected in schools where discipline and behavior issues are not properly handled. Marzono (2007) also expressed similar worry according to him, the importance of students feeling of safety at school is linked to students' learning. He said, without this feeling of safety, students will develop anxiety and become uneasy in the classroom. Safety and orderly environment protect students from physical and psychological harm and maintain order so learning can take place. Another worrisome issue in the public secondary schools is that of teacher's quality. Nonprofessional teachers have been recruited into the system.

Classroom management according to (George, 2017) should incorporates having good materials, dealing with better instruction carrying out the educational policies and procedures. In addition to the these time, behavior and layout are the major and basic points to be included.

The practices of CRM varies from context to context. But the universal theory and principle agreed that there were nearly ten practices to be carried out. These are self-care good setting expectations, differentiation, giving rewards, parental contact, building relationships, praising publically and criticizing privately and working on how to win over the bad kids (learners) and bringing a positive framing.

The direct relationship and the linkage between CRMPs and AAC could be seen from the prospects of according to (Larrivee, 2017) are classroom design, the instructional techniques used by teachers, abided and keeping the class room rules, dealing with well-organized and planned lesson bounded by time. According to (Levin and Nolan, 2015) the relationship and direct linkage between class room management practices and academic achievement performance could pass through better arranged class rooms, positive student teacher relationships, working on time siring strategies, having good instructional tips, preventing misbehavior, and handling students with less performance at all.

A professional teacher is one that has passed the Teacher Registration Council of Nigeria (TRCN) professional qualifying examination. A qualified and professional teacher is more likely to change the life of the students by planting the seeds of aspiration, noble goals and dreams in the heart of students and be a role model and show the way to greatness to students. A qualified and professional teacher is more likely to resolve and prevent conflict in the classroom, thus, bring about a better classroom environment conducive for teaching and learning, leading to better academic performance. Poor classroom management may influence the academic performance of students negatively. It is therefore important for teachers to learn to effectively manage their classrooms for a greater output.

The academic performance of students these days have given many people serious concern. Our secondary school graduates cannot defend their certificates. This could be as a result of indiscipline exhibited by students in classroom such as lateness to classroom, noise making, and so on. Therefore this research work tend to conduct a research work and study four high schools in Addis Ababa city Administration Naïfs silk lacto sub city the four high school were selected to investigate and Assess how teachers deal with class room management practices they are doing and carrying at the study also intended to find out the effect of class room management practices result in association with students academic performance. Hence the need for effective classroom management that encompasses teachers' efforts to oversee the activities of the classroom including student's behavior, interaction and learning.

1.2 Statement of the Problem

In a well-organized and well managed class room students deeply involved with their work, become successful and become pleasant & relaxed. Effective classroom management contributes significantly to students learning and development, (Stough, Palmer, and Leyva, 1998 as cited in Ormrod, 2003) and is considered by principals, teachers and pre-service teachers to be an important skill to acquire (Stoughton, 2007). At the same time, classroom management is the most significant cause of concern for pre-service teachers (Bromfield,2006), while there are various ways classroom management has been defined, they usually involve actions by the teacher to establish (Emmer and stough, 2001, p.103). Classroom management and good discipline in classroom size is successful of teaching and learning. The absence of effective

classroom management in classroom prevents students from learning effectively. Therefore, it is difficult to offer the whole instructional process according to the desired plan. If there is no misbehavior students and more effective teaching and learning process in the classroom there is effective class room management. Behavior in classroom management is directly affected by the quality of teachers in classroom management skills.

The writer of this paper still has been working in the school context observed and encountered various problems and hindering ideas those encounter the CROM practices and SAA. Based on this from the theoretical and empirical studies of other research works done the various gaps and problems those arose in this area passes through lack of organized a productive class room. Establish a positive relationship with all students in the classroom, positive climate and classroom atmosphere, communication, model, and reinforcing skills, motivation, feedbacks on learners performance, and the provision of numerous opportunities to make a response were some of the figs those the researcher found while conducting this paper.

Building a consistent class room management would not reached over night or with in twenty four hours. Effective management has a direct correlation to student achievement (Darling-Hammond, 2000; Haycock, 1998). According to Haycock, an effective classroom manager can expect students to gain roughly 52 percentile points in one year, compared to less effective managers who gain approximately 14 percentile points. The difference is even more significant when it is noted that a six-percentile point gain comes from basic developmental maturation (Cahen& Davis, 1987; Hattie, 1992). The classroom teacher is ultimately responsible for student learning and the organization of that learning (Joyce, Calhoun, & Hopkins, 1997). The teacher achieves this by “organizing classroom groups, establishing rules and procedures, reacting to misbehavior, monitoring and pacing classroom events, and the like” (Doyle, 1986, p.395).

The major goal of CRM and SAA dealt with two goals the first is involvement of learners in classroom activities and becoming productive. Effective classroom management strategies increase the opportunity for achievement gains in mathematics, reading, and language arts (Evertson&Weade, 1989; Weade & Evertson, 1988). The teacher who acts as a manager, establishing classroom structure and a safe learning environment, is able to handle not only behaviors but also instruction and people. Marzano and Marzano (2003) referenced that “one of

the classroom teacher's most important jobs is managing the classroom effectively” (p. 6). Classroom management directly influences the success of both the teacher and the student, ultimately affecting both the academic and behavioral successes of the school and Student Achievements. This study was emphasized teachers class room management practices and student academic performance.

There were various research works done on CRM and SAA. Among these an article that was published by (Abdul-Aziz 2019) on the title class room management challenges and its solution its implications for secondary schools in Addis Ababa the result shows that communication motivation and implementation of good plans leads to good performance and academic achievements the finding of this article also proposed that students proper engagement also matters on better performance and good academic performance.

There was also another research work that was conducted by (Among, 2014) indicated that discipline and class room management practices are interrelated factors those can affect both the fetching and learning environment and brings the ineffectiveness of academic performance in general. In addition to other foreign studies a research work that was done by (Zufan, 2014) in Addis Ababa Gulele sub city this school on the title class room management practices to bring a good discipline and empowerment of fetchers engaging in a good managerial class room activity tend to identify information trainings clearly set objectives possessing and developing a skill and performing effective administration were some of the results and finding got from her study.

The researcher that conducted this study through his pilot study was reported on teachers’ classroom management and students’ academic performance in any of the Schools in Nifas-silik-Lafto Sub-City. But there was a gap on implementation of teachers’ classroom management practice in the Sub-City's secondary schools. As the researcher observed from different schools as school Principal, subject teacher and one of the administrative body in the school, he I faced a number of problems. Among them some were as follows: the result and the academic achievements of learners and students on national examination (EGSECE) is declining from year to year. On the other hand, were challenges of drop outs, misbehaving in school compounds, lack of cooperativeness the number of challenges faced the teachers and school administration due to misbehaved students is increasing from year to year that became one of the students’ discipline is

a serious problem. In addition to this during classroom observation the researcher also observed different activities teachers do to make the teaching learning effective and interesting. Some teachers use different mechanisms to manage their classroom well and students are well disciplined and some of them are not successfully used the different methods of classroom management. These are the methods those universally accepted and locally used like creativity, making a contact, resolving conflicts, establishing good relationships, participations, and working on ethics and motivating and inspiring the learners the reasons why the researcher selected variables of his research questions among other variables. The study focused on the initiation that the researcher to study and find out what would be the possible solution for the problem on teacher's classroom management practices and student's academic performance in four selected public secondary schools at N/S/L sub-city.

1.3 Research Objectives

1.3.1 General Objectives

The general objectives of this study is to investigate teacher's classroom management practices and student's academic performance in four selected public secondary schools at N/S/L sub-city, and to give possible recommendations for improving the existing situations.

1.3.2. Specific Objectives of the study

The specific objectives of the study are

1. To assess and find out the relationship between teachers' classroom management practices and students' academic performance in the study area at N/S/L sub-city.
2. To identify teachers classroom management practices strategies that can be used in classroom how it improve students' academic performance in the study area at N/S/L sub-city.
3. To investigate the teachers Classroom management practices and those problems influence the student's behavior and academic achievement and foster and to forward possible recommendations to improve the problem in the study area at N/S/L sub-city.

1.4 Research Questions

1. What is the relationship between teachers Classroom management practices and students' academic performance?
2. What are the effective strategies those the theory states and that are used in classroom management practice by teachers to improve students' academic performance?
3. How do teachers Classroom management practices problems influence the student's behavior and academic performance?

1.5 Significances of the study

The significance of this study to describe and find out the substantial contribution of something which is valuable and will have an effect (lavits & wert,2009) as for them, study offers nontrivial to a very important breakthrough at empirical conceptual theoretical or policy level is useful and will have impacts, causes those inside and possible those outside community to see things differently influences the conversation research and teaching has implication for advances in the field the discipline or other society.

The purpose of this study is also raise on awareness about the teachers' classroom management strategies and academic performance of students. The research will provide an insight to in determining the effectiveness of the strategies used in schools' level. This study helps the school community stake holders, teachers learners, academic environment in ensuring and in improving their classroom management practices Strategies which ultimately enhance the academic performance level of the students as well.

Therefore, the result and the outcome of this research study would contribute to fill the gaps those existed and the knowledge gap and enrich information about this research problem the result of this study may have benefits teachers, supervisors, students and the educational sector, among other ministry of education, teachers, students and other stake holders through presentations and documentations given to the sub city and the high schools.

1.6 Limitations of the study

This study may not be conducted being free from difficulties. Among other the researcher may encounter problems related to time constraints due to the responsibilities that he had at working environment, family and the community. Some of the participants of this study while filling data hesitated to provide the necessary responses on time.

The purpose of this study is to check the “teachers Classroom management practices and students’ academic performance. So, the main focus of this study is teachers Classroom management practices.

This will not be able to bring light on some of the more hidden problems in teaching style, included factors such as Teachers’ role, the students’ eLearning, and socio-economic issue and socio-cultural issues as well. The study focuses mainly on teacher’s classroom management practices and students’ academic performance in Government Secondary school.

1.7 Delimitations of the study

The study focused on CRMP and SAA in some selected high schools of NSCSC in Addis Ababa. secondary school in Addis Ababa .However due to time labor and budget and man power constraints it man power become too tedious and out of reach for the researcher to include all public financial schools to make the study more manageable, as a result, it delimited to four selected government secondary school these are Fitawurari Lakeadegeh Secondary school, Ginbot Haya Secondary school, Lebu Secondary school, and Frehiwot Secondary school Found in Addis Ababa NSLSC during 2022-2023 academic years.

1.8 Operational Definitions of key words

Definitions for technical terms are often defined according to the discipline in which they are used. However, there is an opportunity for the researcher to define terms operationally, especially in thesis projects; Thus, the following operational definitions are given to the key terms in order to ensure consistency throughout the study.

- **Classroom management:** - refers to preventing disruptive behavior so as to improve academic performance of students.

- **Academic performance:** - refers to the ability of students to remember facts and be able to communicate their knowledge verbally or through writing.
- **Teachers' classroom management:** - is clearly associated with students' out comes. It was found that effective classroom management significantly increases academic achievement of students and decreases behavioral problems of the students
- **Empowerment:** - “Empowerment is the sense of being able to make a difference in the attainment of individual, group, and organizational goals”
- **A teacher:** -is a person, who provides education for people; one who teaches or instructs.
- **Psychological empowerment:** -Psychological empowerment is defined as a motivational construct manifested in four cognitions: meaning, competence, self –determination, and impact
- **Instructional leadership :-**“ The ability to guide adults to improve instruction through the creation of favorable learning environments, building of adult content and pedagogical knowledge, and explicit monitoring of the leading of both adults and students ”

1.9 Organization of the Study

This study is organized in to five chapters. The first chapter includes introduction about the study, Statement of the Problem, research question, objectives of the study, significance of the study, and delimitation of the study, Limitation of the study and definition of the key terms and organization of the study. The second chapter deals with review of related literature. The third cheaper is about the research design methodology. Chapter four is about data, findings presentation and analysis part. Chapter five is about summary, conclusion and recommendation part of the study. Finally at the end of this paper appendix was attached.

CHAPTER TWO

2. LITERATURE REVIEW

2.1 Introduction

Literature is basically published information related to specific topic, area, or subject. It can be said that literature reviews encompass prior studies and their findings related to the teachers' classroom management practices and students' academic performance of Public Schools. It is related to secondary work; therefore, it does not provide any novel work. For this particular study, this chapter of literature review is meant to critically review the classroom management practice strategies this chapter deals with a literature study performed in order to address the aims of the study. The review of the literatures uses the following outshines. First conceptual review is presented. Next the related literature followed by review of empirical literatures is delta. Then the research gap is described finally the conceptual framework of the study is developed

2.2 Theoretical Literature Review

2.2.1 Class Room Management

Classroom and Classroom Management A classroom is a space provided in a school where students gather and the teacher meets them for lectures. It is a room designated for teaching and learning. Classroom is a room set aside and specifically designed and furnish for the purpose of teaching and learning (Akinwumiju & Agabi 2008) in (Agabi, et al., 2013). A classroom is one of the facilities a school must have. Agabi, Onyake and Wali succinctly put: a school is not complete without at least one block of classroom to facilitate organized teaching and learning. A classroom is very important because it facilitate teaching and learning. A conducive classroom environment increases the desire for knowledge and heightens creativity in learners, (Agabi et al., 2013). The classroom protects learners from the erratic weather condition such as rain, wind, and extreme weather conditions (Agabi et al., 2013). The classroom, with the aid of its facilities such as: the writing board, classroom seats and instructional materials, enhances teaching and learning. For the classroom to be useful for the purpose it was meant to serve, teaching and learning, it has to be organized and maintained. This brings about the concept of classroom management. Classroom management refer to the sum total of plan of actions taken by the

teacher in the classroom to bring about a conducive classroom environment that supports teaching and learning leading to success and achievement. Mcreary (2010) in Agabi, Onyeieke and Wali, (2013) defined classroom management as the process and strategies an educator uses to maintain a classroom environment that is conducive to students learning and success. Similarly, Dollad and Christensen (2015) defined classroom management as the action a teacher takes to bring about an environment that support and make easy instructions, academic, social and emotional learning.

Teachers in the classroom are the managers of the classroom activities. He is concerned with maintaining order, regulating the sequence of events and directing his own attention towards achieving educational goals. Classroom management plays a very important role in the teaching and learning process. Marzono (2003) said a classroom that is well managed will provide an environment in which teaching and learning can flourish. The success of any educational system depends largely on the effectiveness of classroom management. Classroom management techniques have been divided into two major components, behavioral management and instructional management (Martin & Sass, 2010)

Classroom management has been highlighted across numerous research studies as a major variable that affects students' academic performance (Marzono, 2008). The most obvious reason for this assertion is that, effective classroom management sets the stage for teaching and learning. It sets a tone in the classroom that captures students' attention – as a necessity for effective teaching and learning (Marzono, 2008). This statement is obvious since a classroom which is chaotic and disorganized as a result of poor classroom management is highly unlikely to enhance expansive learning and students' academic performance and might, indeed, inhibit it. In chaos, according to Idopise (2004), very little academic learning can take place. According to Walter (2006), classroom management differs from one teacher to another because of the teacher's personality, teaching style, preparedness, and number of students in the classroom. According to Umoren (2010), the concept of classroom management is broader than the notion of student control and discipline, it includes all the things teachers must do in the classroom to foster students' academic involvement and cooperation in classroom activities to create conducive learning environment.

Morse (2012), relates that classroom management involves curtailing learner's disruptive behaviors such as fighting and noise making, close observation, arrangement of classroom learning materials, and response to students who suffer from poor sight (vision), poor hearing, poor reading, poor writing, poor spelling, shame, dullness, hyperactivity and poor study habits. When classroom management is viewed in a wider and more holistic sense, incorporating every element of the classroom from lesson delivery to classroom environment becomes important (Nicholas, 2007). According to Nicholas (2007), this includes creating organized and orderly classroom, establishing expectations, inducing students' cooperation in learning tasks, and dealing with the procedural demands of the classroom. This view of

Classroom management contrasts to a narrower view of classroom management as it deals with just discipline and control. According to Bassey (2012), the wider view of classroom management shows increased engagement, reduction in inappropriate and disruptive behaviors, promotion of student responsibility for academic work, and improved academic performance of students.

2.2.2. Academic Performance

Academic performance is the extent to which a student, teacher or institution have achieved their short- or long-term educational goals. It is commonly measured through examination or continuous assessment for instance; number of credits obtained at a sitting in WAEC or NECO examination represents academic performance of the candidate. Students' academic performance is contingent upon a number of factors including: previous educational outcome, socio economic status of the parents, parent educational background, self- effort and self - motivation of students, learning preferences, standard and type of educational institution in which student get their education and the school in which they study, amongst others. Durden and Ellis (2018) observe that, the measurement of student's previous educational outcomes are the most important indicators of student future achievement, that is, the higher previous appearances, the better the students' academic performance in future endeavors. However, Roddy and Talcott (2006) disagree with the assumptions that future academic performance is determined by preceding performance. In their research on the relationship between previous academic performance and subsequent achievement at university level; they found that student learning or studying at

graduate level and the score secured did not predict any academic achievement at university level. Addition, noticed that these parents make available sufficient psychological and emotional shore up to their children by providing good education and learning environment that produce confidence and the improvement of skill needed for success. Standard and type of education institution in which students get their education, strongly affect student learning outcome and educational performance. The education environment of the school one attends sets the parameters of students learning outcomes.

Sparkles (2013) in Considine and Zappala (2000) showed that schools' environment and teachers' expectation from their students also have strong influence on students' academic performance. Teachers, teaching in poor schools or schools having poor basic facilities often have low performance expectation from their students and when students know that their teacher have low performance expectations from them, it leads to poor performance by the students. Kwesiga (2002) asserts that students' performance is also influenced by the school in which they study and that the number of the facilities in school offers usually determine the quality of the school which in turn affect the performance and accomplishment of its students. In his own argument, he also asserts that schools influence educational process in content organization, teacher and teaching and learning and in the end evaluation of all. It is generally agreed that schools put strong effect on academic performance and educational attainment of students. Students from elite schools perform better because these elite schools are usually very rich in resources and facilities. Hence the ownership of school and the fund available indeed influence the performance of the student.

Adetayo, (2008) confirms this position when they noticed that school ownership, provision of facilities and availability of resources in school is an important structural component of the school. Private school due to better funding, small size, serious ownership, motivated faculty and access to resources such as computers perform better than public schools. These additional funding resources and facilities available in private schools enhance academic performance and educational attainment of their student. Behavioral Management According to Martin & Sass (2010) behavioral management refers to the general daily maintenance of the classroom which include classroom rules for students impute during instructional time and the type of reward system utilized. That it is not enough to expect students to keep their hands to themselves or raise

their hand to speak, students also need to understand how you expect them to walk in the classroom, how to turn in their papers, how you want them to sit at their desk; they need to know how to get your attention appropriately and what voice level to use, at what time. Slater (2002) mention five areas an educator should make their focal point as they desire to maintain people management: communication, fairness, listen, empower and change.

The other form of class room management that dealt with teachers performance is Instructional Management is when the educator maintain control within their classroom with the rigor of the lesson within the classroom where the student engaged and on task because students are very impressionable and require teachers who have the knowledge of how to create the best outcome for everyone in the learning environment. Churchward (2009) suggested three approaches to classroom management: Noninterventionist, Interventionist and Interactionist.

These approaches were investigated in this study. According to Churchward (2009), Non-interventionist, a proactive approach is being prepared and being in control, interventionist, a reactions approach, is doing this because some students did that while integrationist believe that students learn from interacting with peers in their environment, which is a shared classroom management strategy.

Classroom Management and Student Academic Performance are both those interouinde and go together. Classroom Management is the action and direction a teacher takes to create a successful learning environment, having a positive impact on students' performance, given learning requirement and goals. A well-managed classroom gives the teacher affirm control over the class whereas the teacher loses control over the class if it is not well managed. According to (2017) the diagnosis of Robert positive classroom management as the result of four factors: How teachers regard their students, how they set up the classroom environment, how skillful they teach the content and how well they address students' behavior. Positive (well managed) classroom environment is consistent with expectation (better performance). According to Gutierrez, (2016) It then implies that classroom management involves two aspects, instructional management and behavioral management. Student's behavior, if not well managed, it can affect instructions, learning and performance. In his own observation Walker (2009) noted that the best teachers don't simply teach content, they teach people.

2.2.3 Classroom Discipline

Discipline involves the preparation of an individual to be a complete and efficient member of a community; and a disciplined member of a community is one that knows his/her rights and obligation to the community. That is, the individual must be trained to have self-control, respect, obedience and good manners. Okumbe (2009) identifies two types of disciplines, Positive and negative discipline. The positive discipline also known as self-discipline comes from the aims and desires that are within the person, where there is no element of fear. Okumbe (2008) connects positive discipline with preventive discipline, providing gratification in order to remain committed to a set of values and control individual responsibility in the management of time, respect for school property, school rules and authority and good relation between students and teacher. Punishment in schools is considered as a disciplinary measure and therefore used as a means to maintain good discipline, referring to conformity and order in schools. Punishment as a social institution is intended to control, correct or bring into desired line, the individual or group of individuals behavior. In line with this opinion, Okumbe (2010), said punishment in school is meant to instill discipline and is meted on students who violate the school rules and regulations and that it is administered to bring about the desired change in behavior and improve school discipline if commensurate with the offence committed. Viewing from the angle of accountability, Cotton (2006) opined that punishment in the school system are expected to teach students accountability for their mistakes, that is, to teach them the relationship between their behaviors and the outcome.

However, Omari (2006) argued that punishment does not teach the correct behavior, that it destroys even the opportunity to demonstrate the acceptable behavior. He asserts that from the age of eighteen years onwards, there is a growing opposition to any use of physical force in disciplining the individual. This argument brings us to the negative form of discipline which according to Okumbe (1998) occurs when our individual is forced to obey orders blindly or without reasoning. In which, he continued, the individual may pretend to do the right thing or behave well when the superiors are present but turned the other way round when his/her superiors are absent. He illustrated his argument with a situation where a student may behave well when the teacher is present but resort to mischief as soon as the teacher is out of sight. This discipline, the positive discipline, also referred to as self-discipline, boost academic achievement.

Time management not only an element of discipline but an indicator of self - discipline is an essential ingredient in goal attainment, academic outcome inclusive. In their view, Eilam and Aharon (2003) stressed that time management can be viewed as a way of monitoring and regulating self as regards the performance of multiple tasks within a certain time period and, therefore, for a better academic outcome, the students' self -attitude and participation is required as a principle of time management practice. Success can only be achieved when students discipline themselves and show a good management of time.

Teaching involves human resource development for individual and economic growth, done systematically by professionals who have acquired some skills and knowledge through training and or experience. In Akinmusire (2012) opinion, to make desirable impact, teaching must aim at total development of the individual, that is, to enhance intellectual capabilities, developmental and cognitive intellectuality, foster psychosocial skills and draw out neuro-physical talent of the learners. These facts obviously show that teaching is very important hence schools give high priority to developing effective

Teachers obviously are the hub of the educational system. According to Okolocha, and Onyeneke, (2013), teachers are the most important factor in students learning next to students themselves. Still stressing on teachers' effectiveness, Okolocha and Onyeneke (2013) said the importance of teachers, the application of pedagogical knowledge into classroom-oriented plan of action constitute the most essential fabric upon which the success of the school, its administration and the entire education system rest. Similarly, Ademola (2007) opined that an educational system with low quality teachers will produce students with poor inspiration and aspiration. Such students he said, will not grasp enough of the subject matter and cannot learn with ambition.

Babalola (2012) posited that experience in Nigeria has revealed that students' academic achievement in secondary schools largely depend on the competence and dedication of the teacher who has a significant role to play in the reshaping of the creative potentials and ability of students. From these facts, it becomes clear that students' academic performance is to a great extent dependent on the effectiveness of the teacher. According to Afe (2001), teachers have been shown to have important influence on students' academic achievement and they also play a

crucial role in educational attainment because the teacher is ultimately responsible for translating policy into action and principles based on practice during interaction with students. Although, teachers strong effect would significantly influence students' academic achievement, other intervening variables such as socio economic background, family support, intellectual aptitude of student, personality of students, self-confidence and previous instructional quality have been found to also influence students examination score either positively or negatively (Starr, 2002). Even though, students' academic score are not the only predictors of teachers effectiveness but students, administrators, colleagues and teachers self -evaluation has been used to evaluate teachers' effectiveness.

Effective teaching a teacher needs to reflect on the learning environment he has created and whether this engages all children actively and meaningfully. Do teachers involve all students – also those at the back of the classroom? How do teachers ask questions? It is important for a teacher to investigate how his style of teaching can affect progress and behavior of different students (Omoifo, 2007). Teachers plan and organizes the environment of the classroom, determine the detailed curriculum to be presented to the students, as well as its sequence and pacing, the overall structure of the lesson (how much and what kinds of student listening and activities), the feedback mechanisms to know how each child is 'getting on' and the correctives to be taken. Timing, pacing and sequencing of different teaching learning interactions is an essential part of classroom management and many behavior problems can be avoided by improved management of the classroom environment and activities. Effective teachers and classroom managers address the needs of children both in terms of what they teach and how they teach. Though teaching is generally a group activity, learning is very individual. Effective teachers are sensitive to these differences and take actions to accommodate these so that, ideally, each child is provided an optimal learning experience. Managing classrooms for better teaching and learning, teachers decide where children sit in the classroom. This may appear an unimportant decision, but it is not. The seating arrangement in a classroom can enable or disable interaction, as well as impact student behavior and attitudes. (Adediwura, 2007). Thus, it is important to decide who will sit where and during which activity, based on the teacher's knowledge of his/her students. Research shows that children sitting farthest away from the

teacher have the fewest interactions with them, are the least involved in classroom activities, and have the lowest achievement scores.

Research on teacher-student interaction shows that teachers often behave differently towards individual students based on their own perception of what a student can or cannot do. Students labeled as “low-achievers” get less opportunities to participate, and those seen as “disruptive” are perceived to be behaving badly, even when behaving well. Teachers can learn from students. To be successful a teacher must attend to what students do, what they say and how they perform. He should observe children’s reactions in class to find out whether he is ‘getting across’ to them. Thus, teaching is not a matter of reading from a textbook, or dictating notes, but a participatory process. Teachers rely on a variety of ‘signals’ from their students. For example, ‘eyes on’ behavior means students are paying attention. Squirming behavior means they are tired or bored. Affirmative nods of the head mean they follow and understand; puzzled looks mean they are confused (Freeman, 2012).

Lock head (2008) asserted that motivation to learn and to behave well is largely contingent on interest. If a teacher’s teaching can harness the curiosity of children, he can also elicit a willingness of students to learn and behave. Interest satisfying teaching motivates children far more effectively than coercing them into tasks they consider irrelevant and boring. This implies that the execution of the tasks of a teacher and what a teacher models is crucial in the prevention of misbehavior. Research shows that teacher behavior which keeps students focused on learning reduces disruptions in the classroom. Effective teaching and classroom management prevents discipline problems or disruptions before they distract from the learning process. The following teacher behaviors are effective in creating and maintaining a positive learning environment: High expectations for student learning and behavior. These expectations are communicated to students through a warm and encouraging manner. It is important that students know they are expected to learn well and behave appropriately. Teachers clearly communicate to students that they know what is happening in the classroom all the time. Establish classroom rules and procedures which are clear and fair. All students know and agree with the rules and consequences. Teachers need to teach behavioral rules and classroom routines in much the same way as they teach learning content. The rules need to be reviewed regularly throughout the school year. Classroom rules are posted in primary classrooms (Adediwura, 2007).

Kowin (2010) Specified consequences and their relation to student behavior as regards effective teaching in class room. Effective teachers explain the connection between students' misbehavior and consequences carefully. This connection is taught and reviewed as needed. Classroom rules enforced promptly, consistently, and equitably.

Teachers attempt to involve non-participating students in learning activity and keeping all students focused on current activity or task. Monitoring classroom activities and providing feedback and reinforcement. Effective teachers observe and comment on student participation and behavior, and they positively reinforce efforts to participate and behave well through the provision of verbal, symbolic, and tangible rewards. Despite efforts to be effective classroom managers, behavior problems may occur. Reward System Many new teachers wonder if they need to have a classroom reward system. The short answer is yes, to an extent. There are advantages of having a classroom reward system. Then, we will see how you can design your own system and mention some pitfalls that you will want to avoid along the way.

After all, many people would not work if it weren't for what they receive at the end of the week: a paycheck (Adediwura, 2008). Although it's good to encourage students to become intrinsically motivated, it's also worth noting that extrinsic motivators are important, too. It will save your sanity to accept that external rewards such as money, grades, prizes, and praise will drive most of their behavior. Lockhead (2009) listed that whether we like it or not, humans need motivation. As we mature, most of us become intrinsically motivated. This means that we can motivate ourselves from within based on

Internal desires to do something, such as reading because you genuinely enjoy it and not just because you are told to, or because you want to appear smart to your peers. This is a tough concept for little students and even some adults. After all, many people would not work if it weren't for what they receive at the end of the week: a paycheck. Although it's good to encourage students to become intrinsically motivated, it's also worth noting that extrinsic motivators are important, too. It will save your sanity to accept that external rewards such as money, grades, prizes, and praise will drive most of their behavior. If you are struggling with any of the following classroom issues, consider implementing a reward system:

- Failing grades
- Incomplete assignments or homework
- Low student motivation and interest

2.2.4. Approaches to Classroom environment

“Approaches to Classroom environment may be classified by the degree of teacher intervention and control that each approach requires.

“The following represents continuum strategies

1. Intimidation approach

Intimidation attempts to control students’ behavior through strategies that create fear. These strategies include threats, sarcasm, ridicule, disapproval, psychological coercion, and physical force (Suleman & Hussain, 2014). “This approach also views Classroom environment as the process of controlling student behavior”. “The role of the teacher is to compel the student to behave as the teacher wishes out of a fear to do otherwise”.

2. Authoritarianism:

“Authoritarianism sets and enforces rules in a dictatorial way, using obtrusive discipline as necessary”. “Authoritarian teachers seek to control students’ behavior by issuing commands, orders, and directives supplemented by careful monitoring” (Suleman & Hussain, 2013). “The desks are usually in straight rows and there are no deviations””. “Students must be in their seats at the beginning of class and they frequently remain there throughout the period”. “This teacher rarely gives hall passes or recognizes excused absences”.

3. Behavior modification approach”

“Behavior modification approach views Classroom environment as the process of modifying student behavior”. “The role of the teacher is to foster desirable student behavior and to eliminate undesirable behavior” (Asad& Hassan, 2013). “Likewise, a behavioral approach to Classroom environment focuses on establishing clear expectation for appropriate behavior, monitoring

behavior, and redirecting inappropriate behavior”. “It is especially important to create the desirable classroom climate”.

4. Instructional approach:

“Instructional strategies are techniques teachers use to help students become independent, strategic learners”. “These strategies become learning strategies when students independently select the appropriate ones and use them effectively to accomplish tasks or meet goals”. “Instructional strategies can motivate students and help them focus attention, organize information for understanding, remembering and monitor and assess learning”. “The instructional approach to Classroom environment-is based on the premise that carefully planned and executed instruction will prevent most student behavior problems and will solve those it does not prevent”.

2.2.5 Classroom environment Strategies

“Classroom environment refers to the strategies that teachers use to create a safe, orderly and conducive learning environment in the classroom” (Akalin&Sucuoglu, 2015). “Classroom environment is the actions and strategies teachers use to solve the problem of order in classrooms”. “Effective teachers also use rules, procedures, and routines to ensure that students are actively involved in learning”. “In essence, they use environment not to control student behavior, but to influence and direct it in a constructive manner to set the stage for instruction”. “Furthermore, the term classroom environment refers to the procedures, strategies, and instructional techniques teachers use to manage student behavior and learning activities” (Hincksonet al., 2016).

“There are many Classroom environment strategies to effective Classroom environment. “Some of these strategies are used both in Public and Private schools. “The important Classroom environment strategies are following.

2.3. Empirical Research on Classroom Management

Empirical research has demonstrated the importance of classroom management. Little and Akin-Little (2008) gave a self-assessment survey addressing classroom management practices to 149

teachers, encompassing four major components of classroom management: classroom rules, enhanced classroom environment, reinforcement strategies, and reductive procedures (Little & Akin-Little, 2008). The

survey revealed 83% employed verbal reprimands in response to class disruptions, 97% showed verbal praise used as reinforcement for appropriate behavior, and 63% showed frequent behavioral problem students' freedoms were revoked, while 10% showed the utilization of corporal punishment in response to chronic offenders. Further, Taila (2009) found that high school student outcomes were better when students perceived the teacher management approach as being well prepared and well organized. Together, the findings of Little and Akin-Little (2008) and of Taila (2009) demonstrate the wide range of teacher utilization of rules, procedures, and consequences in managing the classroom.

In a study of 22 teachers of grades 3-6, Gilpatrick (2010) found that "100% of the teachers felt that they could become discouraged with the ineffectiveness of their classroom management strategies. Yet, 64% of the teachers claimed that their current strategies are effective in minimizing the disruptions made by noncompliant students." (p. 59-60). The findings of Gilpatrick (2010) demonstrate the

Importance of determining the optimal classroom management strategies for promoting positive student outcomes. Empirical research comparing the interventionist, noninterventionist, and internationalist approaches to classroom management began with the Beliefs on Discipline Inventory of Wolfgang & Glickman in 1980. The development of the Attitudes and Beliefs on Classroom Control (ABCC) by Martin, Yin, and Baldwin in 1998 allowed researchers to directly focus on classroom control from interventionist, noninterventionist, and internationalist perspectives. However, the ABCC and the revised ABCC-R (Martin, Yin, Z., & Mayall, 2007) had unacceptable overlap in inter-item correlation and therefore lacked discriminates validity. For these reasons the Behavior and Instructional Management Scale (BIMS, Martin & Sass, 2010) was designed to provide a psychometrically sound measuring instrument for determining interventionist, noninterventionist, and internationalist approaches to instructional and behavioral classroom management. Crucial to appreciating the background of the proposed study, interventionist, noninterventionist, and internationalist management styles can now be reliably

measured using the Behavioral and Instructional Management Scale (BIMS) (Brannon, 2010; Martin & Sass, 2010).

“The most essential findings that are behind this study are from Martin and Sass (2010). Classroom management is “multi-faceted contracts that includes two independent constructs: Behavior Management and Instructional Management” (Martin and Sass, 2010, p. 1126).

Martin and Sass (2010) performed three studies on the Behavior and Instructional Management Scale (BIMS). These studies included 550 K-12 certified teachers from the southwestern United States. In the initial study, Martin and Sass (2010) assessed a shortened form of the 24-item BIMS using an exploratory factor analysis. The factor analysis showed a reliability of .85, respectively. As for the second study, the validity and reliability were investigated through using a confirmatory factor analysis in another shortened version of the survey. Both factors, behavioral and instructional management revealed a good internal consistency ($\alpha = .77$). After the previous studies, Martin & Sass (2010) felt discriminate and convergent validity should be tackled on the BIMS. This prompted the last study conducted. Martin and Sass (2010) did a comparison between the BIMS and a short version of the Ohio State Teacher Efficacy Scale (p.1126). The study revealed a good overall model fit. The findings of these studies verified the Behavior and Instructional Management Scale successfully measures teachers’ beliefs of their practices in the areas of behavior and instructional management. In addition to the verification of the BIMS, Martin and Sass suggest the 24-item BIMS for use in future studies to incorporate a relationship across gender, grade levels, and content areas.

Additional research studies have conferred similar results to Martin and Sass’s (1998, 2010) findings. Baker’s (2005) research study was seeking to discover the self efficacy beliefs of Ohio’s 345 public school teachers. The teachers utilizing the survey came from an array of academic areas. The survey was designed by the author, which consisted of two components: a mixture of Brouwers and Tomic’s (2001) Teacher Interpersonal Self-Efficacy and Bullock, Ellis, and Wilson’s (1994) survey instrument. Both components used a Likert scale to investigate the classroom management techniques of teachers. Overall, the authors reported a correlation between teachers’ perceptions of classroom management and willingness to control unpleasant classroom behaviors displayed by students. Santiago (2012) found that, in high school teachers,

BIMS scores varied across a wide range in both instructional classroom management and in behavioral classroom management.

Brannon (2010) explored the relationship between student academic success and classroom management beliefs on fifth grade English language arts and math scores. Brannon used the Attitudes and Beliefs on Classroom Control (ABCC) Inventory-R to identify teachers as interventionist, noninterventionist, and internationalist, so that “the lower survey score results in a less controlling (noninterventionist) ideology, and the higher survey score results in a more controlling (interventionist) ideology” (p. 48). ELA and math achievement were assessed using the California Standards Test (CST) database. For the forty-one fifth grade teachers who participated, Brannon found that ELA and math scores were did significantly differ by group for 4th grade students, but cautioned, “It is important to note that the means are higher for ELA for noninterventionist, teachers with a less controlling ideology, while for Math, there was a higher mean for Internationalist teachers that mix both controlling and non controlling ideologies.

2.4. Conceptual Frame Work

Conceptual Frame Work The conceptual framework presents the independent variables focus on teachers’ classroom management practices which are limited to behavioral and instructional management only. The demographic profile of the respondents such as gender, age, and educational attainment, length of service, monthly income and number of children are considered to be intervening variables and assumed to have significant relationship to the independent variables and dependent variable which is the academic performance of the Secondary school students.

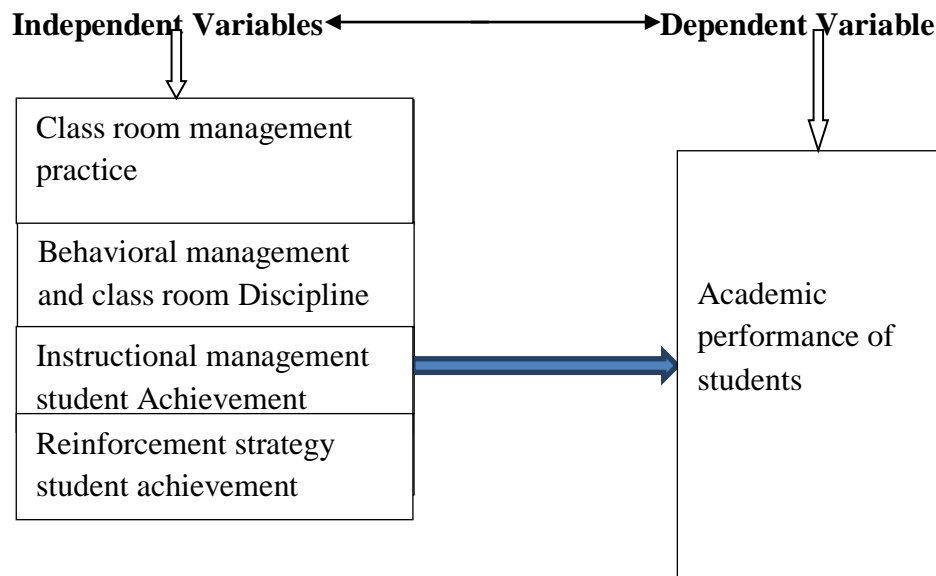


Figure 1 : Schematic Diagram of the Variables Will be investigated in the Study

2.5. The relationship between class room management and students' Academic performance

2.5.1. The use of verbal instruction

Using verbal instruction is taken as one of the techniques for effective classroom management that can be adopted by teachers. According to Adu et al. (2014) clear instruction on what should be done, gives the students concrete direction to compliance. In this approach, teachers try to be consistent in enforcing the verbal instruction so that it produces the desired results. Until recently; corporal punishments were used widely as an effective classroom management technique to curb disruptive behaviors in the classroom. It is now not commonly applicable though it is still practiced in some schools as an effective classroom management adopted by teachers in the classroom. According to Pane (2010) instructional supervision involves moving around the classroom to observe students closely, engaging, students in academic activities, asking questions and employing both verbal and non-verbal teaching methods to ensure that students are paying undivided attention and taking more from the lesson than simple facts.

2.5.2. Delegation of Authority

Delegation of authority to learners is still another technique of effective classroom management where the teachers delegate his/her authority to deserving students and assign them duties such as cleaning chalk board, time keeping, controlling noisemakers, managing learning material, collecting assignment from students, copying lesson notes on the chalk board, class representative on behalf of the class (Pane, 2010). These contribute a great deal to making the classroom a conducive place since cooperation between students and teachers in the classroom is fostered. Classroom management techniques therefore, are aimed at producing conducive learning environment where students can learn with ease and perform better academically. All of these techniques can be adopted in the classroom depending on the nature of the problem at hand.

2.5.3. Effective class room management linkage with SAA

Effective classroom management is therefore, obviously linked to teacher's ability to set an appropriate tone and gain learner respect and cooperation in class. The way teachers discipline their classes has a profound impact on the way they project themselves as effective teachers. It is evident that more caring teachers choose relationship-based discipline strategies (for example, discussing with students about their misbehavior) over coercive strategies (for example, aggressive and punishment) in an attempt to prevent disciplinary problems (Rahimi & Karkami, 2015). Noddings (2007) supported the fact that more caring teachers and those who use relationship-based discipline strategies are perceived to be more effective teachers by their students. Teachers appropriate teaching strategies also help

The association and connection between ESRM and SAA helps students leaving to become fruitful. Managing physical resources, managing students behavior the practical achievement of teaching methodology and teacher's and learner's practices and learner's achievement was found important and basic elements of high academic scores. (Muhammad, Igbal, and Faridullah, 2019).

According to (Akosubo, 2020), there was a significant relationship between effective teaching and academic performance of students. Teachers reward system, school discipline, management

practices, behavior and the reinforcement strategies used by teacher has had a positive significant effect and had a relationship on students' academic achievements.

CHAPTER THREE

3. RESEARCH METHODOLOGY

3.1 Introduction

In methodology sections the researcher emphasizes on instrument and procedures of data collection, how to analyzed and measured it. This chapter therefore describes in detail about methodology that will be used in this research study. It includes the research design, research approach, population and sampling technique, data collection instrument data collection procedures, data analysis methods, and ethical considerations.

3.2 Research Approach and paradigm

In terms of approach, this study was employed employ a mixed method research approach that uses both quantitative and qualitative methods. The reason for using this approach is that neither quantitative nor qualitative method is intrinsically better than the other for the context, purpose, and nature of this research study in question (Jaonson, Onwuegbuzie & Turner,2007). The central reason for using this mixed methods approach is, therefore, it helps to learn more about the research topic by considering multiple perspectives, collecting data on processes and experiences along with objective data that can answer every question illustrated in this research questions.

Philosophical ideas continue to influence the practice off research so that need to be identified though they are still found very much hidden in research (Creswelt,2009) Therefore, among the three commonly known assumptions.

3.3 Research design:

Descriptive Survey method was be employed to examine the current research problem. It is with an assumption that descriptive survey method that can provide sufficient data to understand the current conditions and trends in relation to the specified research problem and challenges associated with it. According to yin (2009). The method of research which concerns itself with the present phenomena in terms of conditions, particles, beliefs, processes, relationships or trends invariable is termed as descriptive survey study. The specific research design carried out was

both quantitative and qualitative research design employed in the study. The cause and was effect relationship method of study was employed.

Descriptive research method employed to study the problem entitled as teachers Classroom management practices and academic performance on the students. Descriptive research is “aimed at casting light on current issues or problems through a process of data collection that enables them to describe the situation more completely than was possible without employing this method.”

3.4 Sources of data and population of the study

There are primary and secondary source of data in this study: were both questionnaire, and interview sources. Questionnaire was administrated by both students & teachers.

3.4.1. Primary Sources of Data

The primary sources of data in the study are questionnaires and interview sources those filled by teachers, principals and supervisors of the secondary schools. The researcher used both close ended and open-ended questions to get available information from both questionnaire and interview sources.

3.4.2. Secondary Sources of Data

The secondary data that was used by the study was recording documents about statistics of students' results, report card records and achievements, statistics of teachers those rewarded in secondary schools, school annual and quarter reports based on work performance and efficiency.

3.5.Samples of the study and sampling techniques

The population of this study consists of students. Teachers, principals and supervisors who are currently engaged in the teaching learning process at secondary school level under the jurisdiction of Nifase-Silk Lafto sub-city. According to the sub-city Education office reports (2021/23), there are twenty-two Secondary schools. The researcher focused on low achievers of those secondary schools found in the sub city. Of these schools' 6 are government school and the remaining sixteen are non-government school. There are a total of 20,950 students

(government,9591 and non-government,11,360),1554 teachers (government,670 and non-government, 884) ,56 secondary school principals (government ,24 and non-government ,32) and 45 secondary school supervisors (government, 12 non-government ,27) the set of all these specified groups of people are considered as the universe of this study. And they are assumed to have great valued for the objective of the current study.

However, all the units of the population was include informants of this ‘study. Rather, samples will be selected by using the two commonly known sampling techniques: probability and non-probability sampling method. Accordingly, by using particularity purposive sampling and available sampling techniques four governments secondary schools, four secondary school supervisors, four main principals and four vice principals are selected to be studied from a total of six government secondary schools, twelve secondary school Supervisors, six main principals and from eighteen vice secondary school principals in that order. Probability sampling method is also used to select sample teachers and students. From a total of five-hundred and sixteen teacher units of the study population, therefore, eighty-four teachers were selected by using the stratified random sampling technique methods was employed. In other words, twenty-one teacher informants from each secondary school are selected by using a purposive sampling method and also by employing a proportionate sampling technique. This was done due to the results, the nearness and appropriate places where the schools located and situated. Based on the pilot study of finding out where the very least achievers were recorded.

To determine the appropriate sample size, a combination of levels of precision, confidence and variability is specified and calculated by applying Yemane’s formula. Yemane (1967) provides a simplified formula to calculate sample size. According to **Yemane, $n=N/(1+n(e)^2)$** . Thus, this formula is used to calculate the sample size of teachers and students assuming a 90% level of confidence and 0.1 level of precision for the equation, where: -‘**N**’ is the population size and ‘**e**’ is the level of precision when this **formula** is applied, we get the sample size of teachers and student as shown below: -

$$n = \frac{516}{(1+516(0.1)^2)} \quad \text{and} \quad n = \frac{6455}{(1+6455(0.1)^2)}$$

$$n = \frac{516}{6.16} \quad n = \frac{6455}{65.55}$$

$$n = 84 \text{ teacher's} \quad n = 98 \text{ students}$$

Table 3.1: Summary of Population and Sampling

No	Description	Population size	Sample size	Sampling technique
	Government secondary schools	6	4	Purposive
1	Secondary school supervisor	12	4	Purposive
2	Secondary school Main principles	6	4	Purposive
3	Secondary school vice principals	18	4	Proportional sampling simple random
4	Secondary school teachers	516	84	simple random sampling in relation to proportion
5	Secondary school students	6455	98	Simple random sampling in relation to proportion.
Total		7013	194	

In sum, 98 students, 84 teachers, 8 principals and 4 secondary school supervisors are selected from the larger population of the study. Thus, all one –hundred and ninety-four (194) cases population of this study.

3.6 Data collection Instruments

Since the current study was employed a mixed research approach which combines both quantities and qualitative research methods. The variety of different data collection tools will be used Teddies & Taskakkori ,2009) stated that all methods have inherent biases and weakness, and that the use of different data collection instrument can increase the possibility of the collected dada to be richer more meaningful and ultimately more useful to answer the research questions. Since this research allows for a wide variety of methods for data gathering questionnaire, and interview will be used as data collection instruments.

Therefore, questionnaire was prepared and filled by student, teacher, principal, supervisor’s respondent. It was also self-developed based on the existing questionnaires published by other

researchers on order to suit the present study. The questionnaire consists of both closed ended and open-ended questions.

3.6.1 Questionnaire

Questionnaire was developed and administered to be filled by students and teachers who will participate in the study. The questionnaire was developed by the researcher based on the existing questionnaires these taken and adapted from (Adu, 2014) and (Pone, 2010) developed and suggested by scholars to be used in future studies related to teacher's beliefs of their practices in the areas of behavior and instructional management. That questionnaire will be structured in different sections under different content areas of the study. It will have both close ended and open-ended questions.

Close ended questions were constructed by using a five –point Likert scale, that ranges from strongly disagree to a strongly agree which was also represented by the numbers from one to five in that order Following this open –ended questions which allow participants for a through description of their opinion and clarity responses for greater depth and more freedom was prepared.

3.6.2 Interview

A semi structured interview was employed in order to collect data from principals and supervisors who were used as sample subjects of this research study. The reason for choosing this data collection instrument is that it is a widely used tool to supplement and extend our knowledge about respondents' thoughts, meaning, and interpretations made from quantitative data. As stated by Patton (2002), the purpose of interviewing is to allow the researcher to learn about other's perspective. More comprehensively, semi structured interviews are more flexible and consisting of open-ended questions so that the interviewer has a certain amount of room to arrange the sequence of questions and add further questions based on the context of the participant's responses (Fontana and Frey.2005).Therefore, a semi –structured interview which is more flexible and consisting of open-ended question items were designed and it was conducted with individual sample subjects of this study in order to gather information from each unit of this study.

3.7. Reliability and Validity

3.7.1 Reliability

Gall, Gall & Borg (2007) defined reliability as ‘ the degree to which test scores are free from errors of measurement’’. And its goal is described by Yin (2009). According to him, minimizing errors and biases in the study is the goal of reliability. Therefore, in order to achieve this goal, before administering the data collection tools to the actual participants of this study; was taken through pilot study.

A pilot study was done to test the questionnaires those first has had fifty five questions on one high school. Finally out of the fifty five questions were minimized into thirty five items and the thirty five items measured based on the reliability measurement that has had 0.712 in alpha cronbach measurement. Finally the commented by the research advisor for clarity, completeness and relevance. Taking in to account the comments and suggestions given, the required adjustments will be made. Then, the issue of reliability will be also addressed by using a test-retest method in order to check if they are clearly understood by each respondents.

Moreover, the reliability of the data collection instruments will be measured using Cronbach’s alpha result (0.712) indicated that considered as the most widely used objective measure of reliability. Research indicated that when multiple item measures of a concept or construct are used, Cronbach’s alpha is the most objective measure of reliability (Tavakol & Dennick, 2011)

3.7.2 Validity

Researcher indicate that validity of a research is enhanced through different methods Patton (2002) states that multiple sources of information are sought and used because no sight source of information can be trusted to provide a comprehensive perspective, therefore teacher principal and office experts are used as data sources items in the questionnaires were similar for all respondents and used to all interviewees

Yin (2009) designed external validity as the domain to which a study s finding can be generalized Thus the data from respondents was checked thorough an external mechanism that examine the findings via an establish criterion Data obtained from the different sources was

mixed and analyzed in in order to generate a clear accurate portrayal of the perceptions of the different group within the context. This is supported by research A researcher can gain broader perspectives. When he/she uses different methods as opposed to using abominate method alone (crewel, 2009)

3.8 Data collection procedure

The process of data collection will follow the following procedures.

- First a consent letter was presented to the school's principal to seek permission for the study
- Once permission is granted, meeting helped individually with the school principal to inform him /her the purse and design of the study and for the reason that a face – to-face meeting can establish truest and help the researcher make the necessary arrangements
- Then questionnaire was distributed to be filled by all the participant of the study and then collected.
- The task of data collection was performed by the researcher himself during office hours
- Finally, those data obtained from the respondents of this study was made ready for analysis

Data was collected through questionnaires. Open ended and closed ended questions ware used for the purpose of data collection. In closed ended questionnaires 5 Likert point scale questions are developed in the form of strongly agreed (SA=5), Agree (A=4), Undecided (UD=3), Disagree (DA=2) and strongly Disagree (DA=1).these stastical data explanation was summarized by the help mean and standard deviation and interpreted significantly.

3.9. Data Analysis Methods

The analysis method was used and done through SPSS-23 version. That was both quantitative and quantitative data was analyzed concurrently. Thus, following steps was describe the details used to conduct the analysis.

In Summary quantitative data that was uploaded into the SPSS data base and the significance relationship between the dependent and independent variables was calculated by the help of both liker scale and mean and median result. All interview data was transcribed in verbatim and the labeled with the code given to each participant .emerging themes from interviews and data that was collected was described .Thus the result from both qualitative and quantitative data was integrated and interpreted by using concurrent transformative procedure noted by Creswell and Plano Clark (2007) data analyzing in mixed methods research consists of analysis the quantitative data using quantitative methods and the qualitative data using qualitative methods.

3.10 Ethical Consideration

Research ethics refers to the type of agreement that the researcher enters into with his or her research participants. Ethical considerations play a role in all research studies and all researchers must be aware of and attend to the ethical considerations related to their studies. Therefore, the researcher has communicated all secondary schools in the district legally and smoothly. The purpose of the study was cleared and understandable for all participants. Any communication with the concerned bodies will accomplish at their voluntarily agreement without harming and threatening the personal and institutional wellbeing. The identity of the respondents kept confidential.

CHAPTER FOUR

4. PRESENTATION, ANALYSIS AND INTERPRETATION OF THE DATA

This chapter focuses on the description of the sample population, analysis and interpretation of the data based on the information obtained from the questionnaires, Interviews and document analysis. It consisted of two parts. The first part is concerned with the description of characteristics of the respondents whereas; the second part dealt with the analysis and interpretation of the main data from questionnaire, interview and document analysis. The purpose of this data was to explore the extent of teachers' classroom management practices and students' academic performance in some selected government secondary schools in Nifas -Silk Lafto Sub-city.

4.1. Characteristics of the Respondents

The general information about the respondents was presented for better understanding of their background. The data collected on the characteristics of the respondents were presented in the table 4.1 below.

Table 4.1: Sex, Educational Qualification and years of experience of respondents

Personal Variable	Category	Respondents with respect to academic status					
		Students	Teachers	Main principal	Vice Principal	Super visors	Total 194
Sex	Male	46	61	4	4	4	119
	Female	52	23	-	-	-	75
	Total	98	84	4	4	4	194
Academic Qualification	MA degree	-	27	3	2	2	34
	BA degree	-	57	1	2	2	62
	Diploma	-	-	-	-	-	
	Grade 9-10	52		-	-	-	52
	Grade 11-12	46		-	-	-	46
Year of Work Experience	0-5	-	11	-		-	11
	6-10	-	18	-	1	-	19
	11-15	-	37	2	2	1	42
	16-20	-	19	2	2	1	24
	Above 20	-	13	-	-	2	15
Total Respondents							194

Based on the sampling procedure expressed in chapter three four secondary schools were included in the study. The sample consisted of a total of 194 respondents, which included 84 teachers, 98 Students, 4 Main principals, 4 Vice principals and 4 Super visors. Teachers and students were involved in filling the questionnaires. School principals and supervisors were interviewed. Questionnaires were administered to students and teachers which all of them were returned with a high return rate 100 % and analyzed statistically. Principals and supervisors were involved in the interview. They provided information about the overall status of teachers ‘classroom management practices and students’ academic performances. The interviews were used as supplementary information. Thus, data from interview was incorporated to supplement

the data obtained through the questionnaires. Moreover, documents related to classroom management were analyzed in all the sample schools with the guidance of structured check list. The result of the respondents' characteristics in table 2 above revealed that 77.58 % and 22.41% of the teachers including department heads and unit leaders were males and females respectively, Whereas, 50.99 % and 49.1 % of the students were males and females respectively. On the other hand, all of principals, vice principals and supervisors were males.

From these one can recognize that the majority of the teachers were males. Similarly, all of the principals and supervisors were males. This implies that the work environment was male dominated. But only female students were the majority. With regard to academic qualification, 67.9% of the teachers, 25% principal, 50% vice principal and 50% Super visors had first degree and 32.1% of the teachers, 75% principal, 50% vice principal and 50% Super visors had second degree. With regard to students 53.1 % of them are grade 9-10 and 46.9% are grade 9-12. As to the work experience of the respondents, 13.9% were within interval of 0-5, years., 21.43 %, and 25%, 60%, 40% of teachers and vice principals within interval of 6-10, years respectively. And 44.93%, 50%, 50%, of teachers, main principals, vice principals and supervisors were within interval of 11-15, of experience respectively. 22.62%, 50%, 50 and 25% of teachers , main principals, vice principals and supervisors were within interval of 16-20, of experience respectively. Teachers had work experience of above 20 years to provide relevant information regarding classroom management. It can, therefore, be concluded that the majority of the teachers and responsible classroom management stakeholders had relatively better work experience.

4.2. Presentation, Analysis and Interpretation of main Data

This part of the study was dedicated to the presentation, analysis and interpretation of the data gathered from respondents on the status of factors influencing classroom management. With respect to this, respondents responded to both open and closed-ended questionnaire items. The closed-ended items across sub-categories were computed and analyzed using percentage and mean scores. Percentage was utilized for easy presentation of frequency distribution and for comparison of the degree of the prevailing factors of classroom management. In addition, items across each category were arranged under the rating scale with five points.

These five points scale range from very high = 5, high = 4, medium = 3, low = 2 and very low = 1. Besides, data from interviews and document analysis were triangulated to validate the findings. Mean scores were calculated from the responses. For the purpose of easy analysis and interpretation, the mean values of each item and dimension were interpreted as follows.

4.2.1. The responses related class room physical Environment

This section deals with the items related to the practices of class room management. Each item is analyzed based on the data obtained through questionnaires responded by teachers, students, department heads and unit leaders further backed by the data obtained from interview. Accordingly; the five items are interpreted as indicated in the table below.

4.3. The variable result interpretation of the Implementation of Teachers Classroom management and students' Academic performance

In this part and section of the research the implementation of teachers class room management and the students' academic performance was discussed through descriptive and inferential statistics. The independent variables those directly would bring an effect on students' academic performance from both questionnaire and the interview were analyzed both quantitatively and qualitatively.

This type of analysis assumes that all data are equally important and meaningful in the research work. It was also assumed that each data element contributed meaningful information in the study. The larger the sample size, the more reliable for the mean. The larger the variation could be the less reliable the mean. Due this reason

The major indicator for the purpose of analyzing the implementation of teachers' class room management brings and results students' academic performance based on principles of rounding off mean values interpreted as: follows that was based on (Rahimi, 2015), (Noddings, 2007) and (Pane, 2010) and the interpretation was done.

- A. Means value in between 1.0 – 1.50 strongly disagreed
- B. Means value in between 1.51 -2.50 disagreed
- C. Means value in between 2.51 – 3.50 neutral

D. Means value in between 3.51 -4.50 agreed

E. Means value in between 4.51 – 5.00 strongly agreed

4.4. Major parts of the Analysis

4.4.1. Class room physical environment

Table 4.2. Classroom Physical Environment

No	Item	N	Minimum	Maximum	Mean	Std. Devotion
1	The classroom seat are well maintained and appropriate for the teaching and learning purpose	84	1.00	5.00	2.853	0.927
2	The class room are well organized and maintained for the teaching and learning	84	1.00	5.00	2.582	0.864
3	The class rooms are equipped with basic facilities	84	1.00	4.00	3.540	0.955
4	The sizes of the classrooms are at the level of standards set by the ministry	84	1.00	4.00	3.736	0.6991
5	Class room are clean and safe places for their purposeless (i.e. teaching and learning)	84	1.00	5.00	2.759	1.0873
	Valid N (Listwise)	84				

Source: Own survey (May, 2023)

As it is indicated on the above table class room physical environment summarized as follows. Most of the teachers and students those filled the questionnaire concerning the class room seats appropriateness for class room teach and learning purpose responded neutral, with the mean value (2.853) likewise majority of the respondents agreed that the classroom in their schools were equipped with basic facilities those help to maintain the teaching and learning process good, and the means result was (3.540). similarly the size of the class rooms are at the level of standards set by the M.E majority of the respondents agreed and full fills the level of better class room physical environment that one class accommodate and the mean value is (3.736). On the other hand the safeness and neatness of classroom for the purpose of teaching and learning got the mean value of (2.759) that indicates neutral by majority of the respondents.

With the regard of class room physical environment results indicated that 3 neutral and 2 agreement on the issue those directly shoes the facility, seat, classroom size and neatness of the room.

Considering the overall class room physical environment level and quality the standard deviation results agreed that class room physical environment settings are below the standard and three of the questions got St. Dev. Result (0.927), (0.864), (0.955) and (0.6991). (1.0873) St. Dev rating show agreement

The classroom physical environment setting have had a direct linkage with class room seating arrangements, and an organized and maintained with a well equipped with the necessary basic classroom materials, objects and facilities, the interview result and response also indicated that the class room level and standard set by the MoE works strictly for private and other non-governmental community schools. The neatness the safeness and proper arrangement of desks, chairs, tables and all other facilities include what the overall physical environment brings an effect on the SAA in general.

4.3 Disruptive Behavior to the Order of the class room

Table 4.3 Disruptive Behavior to the order of the class room

No	Item	N	Minimum	Maximum	Mean	Std. Devotion
1	Inappropriate talking i.e. excessive talking out of turn unnecessary talking	84	1.00	5.00	2.853	0.927
2	Inappropriate movement like out of seat behavior	84	1.00	5.00	2.582	0.864
3	Frequently being late to class	84	1.00	4.00	3.540	0.955
4	Inattentiveness and daydreaming	84	1.00	4.00	3.736	0.6991
5	Mild verbal and aggressive acts	84	1.00	5.00	2.759	1.0873
6	Refusal to do work	84	1.00	5.00	3.705	2.615
	Valid N (Listwise)	84				

Source: Own survey (May, 2023)

As it was illustrated on the above table the disruptive behavior to the order of the class room was summarized as follows. Most of the respondents expressed that the inappropriate talking that means excessive talking out concerning unnecessary talking in the class rooms mean value is (3.730) and the standard deviation result is (0.865). This implies that almost all in all the respondents agreed that talking in the classroom especially unnecessary talks were what the data was indicated. Likewise movements of learners from one seat or place to other place is very high and respondents agreed and the mean result and the standard deviation result also shows that (3.950) and (0.568) respectively. Meanwhile, the lateness of students' especially frequent lateness almost majority of the respondents agreed on the disruptive behavior deviation result is (0.873). In other worlds variable that indicated disruptive behavior of learners especially in the idea of in attentiveness and day dreaming the mean result is (2.820) and the standard deviation result is (2.460) the results of mean and the standard deviation result was in the level of disagreement. That means respondents disagreed that learners were not in the position of inattentiveness and day dreaming. This implies that they are attentive and were not participating

in day dreaming. Meanwhile the disruptive behavior that resulted mild verbal act and aggressive acts took place by learners in the class room the mean result is (2.090) and the St. Dev. Result is (0.952). This indicates that respondents disagreed on the acts of learners in the teaching and learning class room.

The last question that was asked in the position of disruptive behavior to the order of the class room that was filled by teachers was the refusal of students not to do their home works and class works, mean result (3.705) and standard deviation (2.615). The finding implies that respondents majority of them were in the level of neutrality that means they neither agreed nor disagreed.

The summarized results on the issue of disruptive behavior shows that there were three agreement two neutrality and one disagreement. Hence the conclusive finding shows that students were in the position of fifty dealing with disruptive behavior to fulfill the rule and regulation of class room while in the school.

The independent variable disruptive behavior result shows and indicates that, learners inappropriate talking's, chats, and speech are some communication barriers those hinder and brought an impact of SAA. The inappropriate movement and moving from one side (seat) of the class into the other place disturb both the teacher and the learners. This might lead to not attending lessons attentively. The notion of inattentiveness and putting self into day dreaming also made learners to score very low results.

The interview result also indicated that disruptive behavior generally the other obstacle, and hindrance that was taken as a factor and a cause of the decline of SAA.

4.4. Teachers Behaviors

Table 4.4: Teachers Behaviors

No	Item	N	Minimum	Maximum	Mean	Std. Deviation
1	Teachers attend what students do	84	1.00	5.00	2.030	0.895
2	Teachers observe students reactions in the class	84	1.00	5.00	2.830	0.653
3	Teachers have high expectations from their students in learning behavior	84	1.00	4.00	2.457	0.751
4	teachers have high expectations from their students in learning behavior	84	1.00	5.00	2.053	0.968
5	Teachers establish classroom rules and procedures	84	1.00	3.00	2.705	0.993
6	Teachers share with their students about classroom responsibility mgt.	84	1.00	5.00	2.415	0.763
7	Teachers teach behavioral rules as one type of learning content.		1.00	4.00	2.425	0.953
	Valid N (Listwise)	84				

Source: Own survey (May, 2023)

As it was illustrated on the above table teachers' behavior in relation to attending what students do in the class room indicated that (2.030) mean result and (0.895) St. Dev, result show that respondents to tally disagreed. This shows that teachers were not aware of attending their students' behavior in the classroom. Mean while the observation of teachers their students reaction in the classroom shows that the mean result is (2.830) and the St. Dev, result is (0.653) this implies that still respondents disagreed on this issue. As far as whether teachers have high expectation from their students in developing behavior is recorded as (2.457) mean result and (0.751) St. dev. Result. This shows that respondents are neutral in the issue of having high

expectation. On the other hand the issue that was set to inquire teachers behavior concerning whether teachers clearly communicate to their students in what happening the mean result shows and indicates that (2.053) and the St. Dev. (0.968) this result indicated that majority of the respondents were responded neither agreed nor disagreed. This means the response were in the level of neutrality. This implies that teacher's behavior towards the communication of teachers with their students on what is happening on the learners behavior and characteristics.

Teachers' behavior and their attitude, character and the ability and the over capacity of teachers controlling their learners movement, learning and the reactions those took place in their classroom. Starting from eye contact, touching, making a speech and offering extra tasks for learners were what both teachers and learners can bring the class room activities conducive for the better of SAA. The establishment of class room rules, ground rules, and regulations help more on the achievement of both the academic and behavioral change of the students. The interview result and responses also tend on the reflection of teachers' approach, readiness, preparation, activity, their passion and strength to confront and bring students behavior to be more and more dealing with their behavioral change and academic achievement and performance.

The establishment of classroom rules and regulations by teachers for their students in the class indicated that the mean result is (2.705) and the St. Dev. Is (0.993) this implies that respondents agreed that teachers established ground rules and regulation in how both students communicate with their peers and their teachers. On the other hand the issue that was taken as one of the teachers' behaviors concerning the carrying out of class room management to fulfill what is expected and needed as sharing responsibility implies that, is expected and needed as sharing responsibility implies that, the mean result is (2.415) and the standard deviation result shows that (0.763) the result shows that majority of the respondents were, in the level of agreement. That means to some extent teachers share responsibility with their own students and learners. As far as teachers' behaviors on teaching behavioral rules for students in the class room as one content implies that the mean result shows and the class room as one content implies that the mean result shows and indicated that (2.425) and the St. Dev, is (0.953) this indicated that respondents became neutral on the teaching of behavioral rules for students.

The overall summative results of teachers behavior in dealing with students, classroom, teaching and creating awareness shows that three disagreement, two agreement and two neutral responses were given. The majority of the response that inclined to disagreement shows that behavior can't be instructed, thought and learned. Rather it was gradually acquired and facilitated in this circumstance.

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4.5. Reinforcement strategies

Table 4.5 Teachers Reinforcement strategies

No	Item	N	Minimum	Maximum	Mean	Std. Devotion
1	I attempt to involve non participating students learning activities	84	1.00	3.00	2.802	0.883
2	Positively reinforce efforts to participate and behave well through the provision of verbal rewards	84	1.00	3.00	1.847	0.950
3	I use tangible rewards to reinforce appropriate behavior	84	1.00	3.00	2.083	0.988
4	I give students preferred activities when they misbehavior to them	84	1.00	3.00	2.222	0.695

5	I praise those students who complete work	84	1.00	3.00	1.974	0.877
6	I praise those who are off task or calling out	84	1.00	4.00	2.043	1.084
7	I set up individual agreements with students whereby they can gain rewards that have educational value		1.00	4.00	1.994	0.519
	Valid N (Listwise)	84				

Source: Own survey (May, 2023)

As it can be illustrated on the above table the rein for cement strategies those given by teachers for students were stated as follows. The attempt of involving in the non-participatory of students learning actives mean result was (2.802) and the stud nard deviation is (0.883) indicated that respondents were strongly agreed on this position this shows that teachers were not participating on the learners learning activities. Likewise the positive rein for cement effort that needs the participation and behaving well through verbal rewards mean result was (1.847) mean result and (0.950) ST. Dev. results. The mean result shows that respondents disagreed on the issue that was raised. This shows that both the mean and standard deviation result shows that positive reinforcement given by verbal rewards are one means of reinforcement strategies. The notion of using tangible rewards to reinforce appropriate behaviors indicated that mean result was (2.083) and the St. Der is (0.988) this shows these respondents agreed on the reinforcement of using tangible rewards to make behavioral rein for cement. Meanwhile giving preferred activities when students misbehave the mean result is (2.222) and the St. Der (0.695) shows that respondents agreed on the issue raised above. Similarly praising those students who complete their tasks effectively indicated that the mean result was (1.974) and the St. Dev. result was (0.877) this implies that majority of the respondents disagreed on the absence of giving preferred activities. This indicated that teachers were not offering activities those pull our students from their misbehaving acts. As far as praising students who complete their homework, class work assignments and other activities shows that mean result of this inquiry indicated that (2.043) and St. Dev (1.084) this implies that respondents disagreed and there was no praise of off tasks or the

calling out of activities. The result shows that there were no praises for off task activities of learners by teachers.

As far as setting up individual agreements with learners, where the students can gain rewards that have educational value's mean result was (1.994) and the St. Dev is (0.519) this implies that respondents disagreed on the setting up of individual agreements with learners.

The summarized result of reinforcement strategy shows and indicated that respondents disagreed on the reinforcement strategy that was facilitated by teachers. Majority of the respondents mean result and St. Dev result was at the level of disagreement. Hence the school, teaching and learning strategies came across with deep investigation to relate with the learners strategies of reinforcement by MoE, teachers parents, students and all the stake holders.

Teachers' reinforcement strategy is the other means to bring learners achievement their over all learning out comes. How and the mechanisms teachers use to bring students achievement and success in their academic areas could be addressed and seen from the prospects of TRS. The ability of teachers in mobilizing the class room to participate, like using rewards verbally, orally, by the means of practical activities like praise, encouragement, provision of bonus also the other means that students prefer and choose to do the various tasks given by their teachers. The interview result also shows and indicates that agreement those came out and resulted out of reinforcement and completion of tasks and activates on time, were come out by the help of teachers.

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4.6. Problem behavior Reductive Procedures

Table 4.6 Problem behavior reductive procedures

No	Item	N	Minimum	Maximum	Mean	Std. Devotion
1	Teachers accept the feelings of students about their individual circumstances	84	1.00	3.00	2.727	0.876
2	Teachers and students should identify behavioral concerns first	84	1.00	4.00	3.023	1.074
3	Get support from school administrators for having an area to which disruptive students can be removed	84	1.00	3.00	2.160	0.088
4	Teachers have private conference with disruptive student during which I accept to excuse for wrong ones	84	1.00	3.00	2.260	0.980
5	Teachers change seating arrangement of learners	84	1.00	3.00	2.250	1.460
6	Teachers give students preferred activities when they misbehavior to get them	84	1.00	3.00	2.680	0.720
	Valid N (Listwise)	84				

Source: Own survey (May, 2023)

As it was indicated on the above table the problem behavior reductive procedures shown that the mean value of the six inquires indicated that teachers acceptance of the feelings of students about their individual circumstances shows that (2.727) mean result and (0.876) St. Dev. Results. Teachers and students should identify behavioral concerns first and frame most mean result (3.023) and St. Der. (1.074). On the other hand getting support from school administrators for having an area of which disruptive students can be removed, mean result (2.160) and St. Der. Result is (0.088). Similarly whether teachers have private conference with disruptive students during which teachers accept to excuse for working doing the mean result is (2.260) and St. Dev result is (0.980). The overall above four questions were in the level of agreement. That means respondents agreed on what problem behavior reductive procedures were accomplished to deal

with minimizing those problems who were taken and accepted as class room problems in relation to problems those relay on making a reductive and minimizing procedures.

Meanwhile the changes of seats and giving some preferred activates for learners are the other mechanisms those dealt with problem behavior reductive procedure. Both the mean and St. Dev. Result inclined to the level of agreement. This indicates that the findings on these areas shows that teachers providing message, school administrators support teachers, and teachers made private conferences, talk, discuss and dealt with what was going as misbehavior in the class room. The maximum mean result was (3.00) and out of the six questions and inquires four of the responses relied on the level of agreement is general and only one could be fit to natural response.

The other effect and variable that shows and indicates teachers' behavior reductive procedure and mechanism matters how those problems those related to behavioral reductive procedures were taken into account and implemented. According to the interview result from both parties and groups indicated that the feelings of learners towards the situations and those happenings matter a lot to reduce and minimize misbehaviors. Similarly the interview results shows that students those need and support from their teachers could not be blamed.

Schools are places where pupils were/are still shaped, made, created, done and grown up. Hence the interview result inclined to the comective measures taken, behavior reductive mechanisms, methods and systems first priority could be given to teachers, then to principals, offer that for the learners themselves and finally to parents. The finding shows that the problem of behavior reductive procedure and mechanism has its own impact and effect on SAA in general and in particular.

4.7. Class room Discipline and Student Achievement

Table 4.7: Class room Discipline and Student Achievement

No	Item	N	Minimum	Maximum	Mean	Std. Devotion
1	Seating arrangement in the class room enable interaction	84	1.00	5.00	3.047	0.878
2	Seating arrangement impacted student behavior and attitude	84	1.00	5.00	2.849	0.799
3	Low achievers got opportunities to participate	84	1.00	5.00	3.099	1.093
4	Disruptive students behave badly	84	1.00	5.00	2.268	0.948
5	Teachers trained their students to have self- control	84	1.00	5.00	2.603	1.087
	Valid N (Listwise)	84				

Source: Own survey (May, 2023)

As it was indicated on the above table, classroom discipline and students' achievement concerning the seating arrangement in the class room enabled interaction, the mean result is (3.047) and (0.878) is St. Dev. This implies that students agreed that the seating arrangement in the class room enabled interaction to bring better discipline and gradually for learners achievement. The result of seating arrangement impacted students behavior and the mean result is (2.849) and the St. Dev is (0.299) this indicated that respondents disagreed the seating arrangement hasn't had an impact on students behavior. On the other hand the low achievers got opportunities to practice participation in the class room. Majority of the respondents disagreed and the mean result is (3.099) and the ST. Dev. Result is (1.093). on the other hand the disruptive learners behave badly in this case the mean result (2.268) and ST. Dev is (0.948) and in the same way whether teachers train their students to make self-control in making classroom discipline and students achieve the standard deviation result (1.087) indicated that class room discipline and student achievement has had interrelated and one especial the discipline matters to got and bring student achievement in general. The mean result respectively except the low achievers got the opportunities to practice and participate in the classroom discipline and that gradually brings learners achievements. Therefore all in all or the majority of respondents were at the level of agreement when compared with the others. The standard deviation results (0.878), (0.299),

(1.093) and (1.087) shows that learners were not trained, equipped with the knowledge of classroom discipline and that has had an impact and significant effect on student achievement.

The above variable assessed the relationship that class room discipline and the impact it has had on students achievement. The above five major factors those assumed to bring a class room discipline impact in one way or the other way brought better or worse achievement on the academic affairs of the learners. The class room seating, so many students those attend lesson the teacher and learners association, the teacher and students relationship and interaction, the initiation of teacher in helping those who were considered to be low achievers and dealing with taking a corrective measure for misbehaving students matters on the overall the teaching and learning activates. The interview result also indicated that class room discipline matter a lot on the achievement of students in one or the other. Bringing an awareness, providing trainings, working on the students self-control characteristics are those factors can affect the learners academic achievements.

4.8. Students Responses concerning the classroom physical Environment

Table 4.8: class room physical in Environment of students response

No	Item	N	Minimum	Maximum	Mean	Std. Deviation
1	The classroom seats are appropriate for teaching and learning	98	1.00	5.00	2.876	0.947
2	The classrooms are well organized and maintained.	98	1.00	5.00	2.662	0.864
3	The classrooms are equipped with basic facilities	98	1.00	5.00	3.290	0.977
4	The sizes of the classrooms are at the required level of the standard set by the Ministry	98	1.00	5.00	3.466	0.769
5	The classrooms are clean and safe places for their purposes(i.e. teaching and learning)	98	1.00	5.00	2.889	1.863
	Valid N (Listwise)	98				

Source: Own survey (May, 2023)

As it was indicated on the above table the students response towards class room environment shows that the appropriateness of class room seating in making the teaching and learning activates to be well is (2.876) and (0.947) both the mean and st.Dev. results respectively.

Majority of the respondents were at the level of disagreement similarly the organization of the classrooms to maintain better and good teaching and learning activities implies that mean result of (2.662) and St. Dev. Result is (0.864) and this indicates that respondents again majority of them disagreed on this issue. On the other hand the class room whether it is equipped with the basic facilities those helps the teaching and learning process the mean result is (3.290) and the St. Dev result is (0.977)

This shows that the response is neither agreed nor disagreed hence it is in the position of neutrality. Facilities for some is fulfilled and for others not fulfilled.

Mean while the size of the classrooms are at the required level of the standard set by the MoE the mean result implies that (3.466) and the St. Dev result is (0.769). This shows that students agreed on this response based on the mean result findings. Finally the classrooms are clean, neat and safe places for learners the mean result indicates that (2.889) and the St. Dev result is (1.863) this implies that respondents disagreed on the neatness and safeness of the classroom for the teaching and learning process.

Majority of the learners responses lied on the level of agreement that class room environment the physical environment matters on the teaching and learning process of the educational activity.

Student's perception and feelings towards the size, seating arrangement and neatness of the class room matters in bringing the better of the overall teaching and learning activates. The subjective open ended questionnaire response to say almost all in all indicated that learners were not satisfied and encouraged by their school compound, toiles, café, class room and the fields of their schools. Hence in one way or the other majority of the students agreed that it has had an impact on their academic achievement and becoming fruitful.

4.9. Students' Responses concerning Disruptive Behavior to the order of the class room

Table 4.9: Disruptive Behavior to the order of the class room

No	Item	N	Minimum	Maximum	Mean	Std. Deviation
1	Inappropriate talking (I.e. excessive talking out of turn , unnecessary talking	98	1.00	5.00	3.420	0.925
2	Inappropriate movement like out of seat behavior	98	1.00	5.00	3.860	0.796
3	Frequently being late to class	98	1.00	5.00	3.325	0.773
4	Inattentiveness and daydreaming	98	1.00	4.00	2.826	2.084
5	Mild verbal and aggressive acts	98	1.00	4.00	2.094	1.097
	Valid N (Listwise)	98				

Source: Own survey (May, 2023)

As it was indicated on the above table, out of the respondents those who participated in disruptive behavior indicated that the mean result of inappropriate talking is (3.420) and the St. Dev is (0.952). in the same way the inappropriate movement like out their regular seat states a behavior of resulting mean result (3.860) and the St. Dev result is (0.796). The third inquiry shows that the disruptive behavior to the order of the class room mean results were (2.826) and St. Dev result is (2.084). Finally the mild verbal and aggressive act that was done by learners as mean result (2.094) and St. Der (1.097)

The above three first responses indicated that majority of the learners agreed on the three responses respectively. Whereas the rest two questions were in the level of neutrality especially the inattentiveness and daydreaming and the mild verbal and aggressive acts of dealing with students responses concerning the disruptive behavior to the order of the class room were in the position of neither agreed nor disagreed hence the two questions got a response of neutrality.

The mean results and St. Der results of the first three questions, the inappropriateness of talking, making an excessive talking out of turn necessary talking and the inappropriate movement like out of seat behavior.

The inattentiveness and day dreaming and concerning the mild verbal and the aggressive acts were in the position of neutrality. Finally the responses concerning the disruptive behavior to the order of the class room were in the level of agreement more when compared with the others.

The learners disruptive behavior can be tackled and minimalized by the different stake holders. The responses those given by monitor of class, home room teachers, parents, subject teachers and those responsible bodies in the educational sector matters a lot in the academic achievement of learners.

4.10. Teachers' Behaviors

Table 4.10: Teachers' Behaviors Responded by Students

No	Item	N	Minimum	Maximum	Mean	Std. Deviation
1	Teachers attend to what students do.	98	1.00	5.00	2.156	0.974
2	Teachers attend to how students perform	98	1.00	5.00	2.557	0.6.6
3	Teachers rely on a Variety of "signals" from their students	98	1.00	5.00	2.864	1.850
4	Teachers clearly communicate to their students that they know what is happening in the classroom	98	1.00	5.00	2.353	0.967
5	Teaches class room rules and procedures are clear and fair	98	1.00	5.00	2.529	0.877
6	Teachers teach class room routines in much the same as they teach learning content	98	1.00	5.00	1.986	0.889
7	Teachers review class room regularly	98	1.00	5.00	3.216	0.955
	Valid N (Listwise)	98				

Source: Own survey (May, 2023)

As it can be indicated on the above table teachers' behavior as far as students response concerning teachers' behavior shows that the mean result (2.156) and the St. Dev. (0.974) indicated that teachers attend to what students do results that disagreed. Similarly the attendance

of students perform indicated that the mean result was (2.557) and St. Dev. (0.606) the result was at the level of disagreement. The overall six responses of the level of item induction indicated that respondents disagreed and only one item shows the mean result (3.216) in dictated neutral and the St. Der result is (0.955). Hence the overall result shows almost majority of the respondents were in the level of disagreement. The learners response indicated that students disagreed on the teachers behavior that was responded by the learners those who filled the questionnaire.

The overall standard deviation result of this inquiry shows that (0.974), (0.606), (0.967), (0.877), (0.889) and (0.955). Generally speaking the standard deviation was at the level of disagreement. Both the mean result and the stand deviation result was at the indicator of the level of disagreement

Students also reflected on the behavior of their teachers by evaluating and suggesting how it matters a lot on their own academic achievement. They agreed that well prepared teacher, that teacher who is democrats, those who act as an elder brother and father, helped their learners more. Hence students view and attitude towards the behavior of teachers towards academic achievement on the learners educational outcome matters a lot. Hence the finding inclined to SAA and performance was/could be affected by teachers' behaviors.

4.11. Reinforcement strategies

Table 4.11: Reinforcement strategies of learners behavior

No	Item	N	Minimum	Maximum	Mean	Std. Devotion
1	Teacher s attempt to involve non –participating students in learning activities.	98	1.00	5.00	2.608	0.774
2	Teacher s try to keep all students focus on the current activity or task or task	98	1.00	5.00	2.295	0.988
3	Teachers observe and comment on student participation	98	1.00	5.00	2.407	0.606
4	Teachers observe and comment on student’s behavior	98	1.00	5.00	2.099	0.759
5	Teachers positively reinforce efforts to participate and behave well through the provision of verbal rewards	98	1.00	5.00	1.877	0.994
6	Teachers use symbolic rewards to reinforce efforts to appropriate behavior.	98	1.00	5.00	2.881	1.692
	Valid N (Listwise)	98				

Source: Own survey (May, 2023)

As it can be indicated in the above table, teachers attempted to involve those students who were not participating in the learning activities tend to get the mean result (2.608), and St. Dev, (0.774), majority of the respondents disagreed on the response, likewise teachers try to keep all the students focus on the routine current class room activities or tasks the mean result indicates that (2.295) and the St. Dev. result is (0.988), this implies that majority of the respondents disagreed on the issue raised under the reinforcements strategies on the other hand teachers , comment on student observance and forwarding a comment on students participation the mean result is (2.407), and the St. Dev. (0.606), similarly the teachers comment on students behaviors mean result is (2.099) and the St. Dev. result is (0.759), using symbolic rewards by teachers to reinforce efforts to the appropriate behavior mean result is 2.881), and St. Dev. result is (1.692), meanwhile teachers positively reinforcement of efforts to participate and behave well through

the provision of verbal rewards mean result is (1.877), and the St. Dev. result is (1.692), this implies that respondents strongly disagreed on the reinforcements strategies done by teachers.

The above finding shows and indicates that almost to say all in all student response while filling the question are and the question those tend to answer on the reinforcement strategies inclined to disagreement, that means efforts those done by teachers were not encouraging and the reinforcement to strategies were below the expected standards and situation, the reinforcement strategies those bring and work on the learners behavior still need an effort and setting another strategy as a whole.

The first five mean result consecutively (2.608), (2.295), (2.407), (2.099), and (2.881), lies in the position of disagreement and one response that is (1.877), indicates strongly disagreements similarly the standard deviation result of the five questions those directly asks reinforcement strategies to deal with bringing learners behaviors indicated that (0.774), (0.988), (0.606), (0.759), (0.994), lies at the position of disagreement.

Hence to sum up reinforcement strategies questionnaires question got a response of disagreement mean there was no encouraging idea, there was no focus area to accomplish tasks teacher were not observe their students teacher were not highly forward comments, they were not positively reinforce their learners, they were not provide rewards in reinforcing their learners.

The reinforcement strategies those prepared by schools, principals, subject teachers, home room teachers, parents and the school community matters a lot to being better results in learning outcome. Hence the finding inclined to reinforcement strategy those given by teachers encouraged them to being SAA in one way or the other.

4.12. Problem behavior reductive procedures

Table 4.12: Problem Behavior reductive procedures

No	Item	N	Minimum	Maximum	Mean	Std. Deviation
1	Teachers accept the feelings of students about their individual circumstances.	98	1.00	5.00	3.147	1.559
2	Teachers and students identify behavioral concerns first.	98	1.00	5.00	3.085	1.206
3	Teachers use coercive power to tell students what to do	98	1.00	5.00	3.637	1.049
4	Teachers develop rules for their classroom with students.	98	1.00	5.00	3.186	1.798
5	Teacher s allows students the opportunity to return when they choose to follow class rules	98	1.00	5.00	2.739	1.066
6	Teachers change seating arrangements to bring them closer to students to separate the students who	98	1.00	5.00	2.881	1.190
7	Teachers review rules at the start of class to remind students of expected behavior.	98	1.00	5.00	2.508	1.680
	Valid N (Listwise)	98				

Source: Own survey (May, 2023)

As it can be indicated on the above table the issue of problem behavior reductive procedures whether teachers accept the fillings of students about their individual circumstances mean result is (3.147) and the St. Dev result is (1.559), the finding relies on the level of agreements, similarly, whether teachers and students identifying behavioral concerns mean result is (3,085), and St. Dev, (1.206), in the same way, the use of coercive power to tell students what to do the mean result is (3.637), and the St. Dev result is (1.049), teachers develop rules for their class room with students insolvent shows and indicates that the mean result is (3.192), and the St. Dev result is (1.798), the three consecutive inquiry response result lies on the level of agreements, this implies that majority of the respondents agreed on the four question that is dealing with problem behavior reductive procedures, whereas the other three remaining question that reflects

on the teachers allow students the opportunity to return when they choose to follow class room rules and regulation mean result is (2.739), and the St. Dev, result is (1.066), this implies that respondents were at the level of natural, that means they were neither agreed nor disagreed on the issue raised and reflected. The other two questions the change of seating arrangements of learners and the review done by teachers concerning rules consecutively the mean result is (2.881), and (2.508), in the same way the St. Dev, result , was (1.680), this show that respondents responded natural, this indicates that majority of the respondents neither agreed nor disagreed, on the issue raised

The major problem that was addressed by students were/was that, teachers mechanism of solving problem and dealing with handling disruptive behaviors. The reductive procedures those taken into account the feelings of teachers towards to their teachers, how disruptive behavior was identified and the ground rules those seen and taken as corrective means of solving those problems related to behavioral problems were less than learners expectations. They (learners) agreed that it has had an impact on the academic achievement of students.

The finding indicated that problem behaviors reductive procedures that done by both teacher and the school administrative body or organ is more or less good. Respondents agreed on the acceptance of the feelings of students behavioral concerns and the use of coercive power that is told to students by teachers the overall result and finding indicated that majority of the respondents agreed what was raised above, on the other hand in the issues of teachers allowing students to get opportunity, teachers change seating arrangements and reviewing of the rules were on the level of becoming neutral by majority of the respondents.

4.13. Class Room discipline and Student Achievement

Table 4.13: Responses Concerning the classroom Dissidence and student achievement

No	Item	N	Minimum	Maximum	Mean	Std. Deviation
1	Seating arrangements in the classrooms enable interaction.	98	1.00	5.00	3.023	0.797
2	Teachers give low achievers opportunities to participate.	98	1.00	5.00	3.128	1.031
3	Disruptive students behave badly	98	1.00	5.00	2.268	0.948
4	Teachers train their students to have self control	98	1.00	5.00	3.003	0.959
5	Students behave well when the teachers are in the classroom but turned the other way as soon as they are out sight.	98	1.00	5.00	3.495	1.856
6	Teachers use corporal punishment in response to chronic offenders.	98	1.00	5.00	3.022	0.983
	Valid N (Listwise)	98				

Source: Own survey (May, 2023)

As it can be shown in the above table class room discipline and students achievement from the prospect of seating arrangements in the class rooms enabled interaction the mean result is (3.023) and the St. Dev result is (0.797) this indicates that majority of the respondents agreed that to make a class room discipline teachers tend to make a seating arrangement Except the learners disrupting behavioral change of learners the mean value is (2.268) and the St. Dev. (0.948). Whereas the rest inquiries under these sections indicated that respondents agreed and only on one question respondents responded a neutral response. Giving opportunities for low achievers, the provision of facilitating training for students to develop and make self-control the behavior students to become fine and well and making corporal punishment at high school level is not allowed and performed by teachers on the fine question of the questionnaires. Except the term corporal punishment majority of the respondents agreed that teachers tend to do more work hard engaged and take parts on bringing class room discipline the goal of bringing class room discipline tend to get and find students to become achieves in their lessons and academic affairs.

Almost to say all in all students those filled the questionnaire agreed that class room discipline is the major factor that can affect the result, academic achievement of students, learners' behavior and the better and best outcome that brings learners to be fruitful and becoming successful in their educational carrier. The school environment, class room objects, the desks, black boards, the seating arrangements, play ground in the school compounds matter a lot 7 directly or indirectly has had its own impact on SAA.

The summative results and findings of the research work

This paper tends to address and investigate teachers' class room management practices and students' academic performance. Hence the class room physical environment of school are at the level of fairness based on the response that the study conducted from both teachers students, supervision vice principals and main principals of the school the response from both teachers supervisors and principals agreed that the school environment is at better level based on the standard of MoE. concerning dealing with the disruptive behavior to the order of the class room students disagreed and becoming neutral, Where as teachers and principal agreed to deal with this problem with grate efforts, on the other hand the response from supervisors and principals become neutral the nation that was directed to teachers behaviors resulted that majority of the students response become neutral teacher agreed and few of the teachers disagreed. Whereas principals and supervisors disagreed and equally become neutral on the teachers behavior to work the students problem. As far as reinforcement strategies were concerned students were dissatisfied that means disagreed and teachers agreed on the other hand both supervisors and principals also disagreed that better reinforcement strategies was not done properly to bring good class room managements practices. The issue that concerned with problem behavior reductive procedures majority of students agreed and in the same way teacher also agreed on the mechanism of working with in this issue. Both supervisors, and principals, become neutral. The issue that dealt with class room discipline and student achievement indicated that majority of the students agreed that class room discipline helps students to achier Where as teachers also stressed on this notion view of principals and supervisors were beyond all these that means class room discipline helps to accomplish tasks effectively whereas efforts, hard work, punctuality, submissiveness and obedience and developing good manner and having a good behavior and attitude help learners to achieve well.

This research work has clearly showed that; classroom management practices is necessary for students' academic achievement. The effective engagement on students behavior, teachers capacity and knowledge, class room discipline, the school environment, the reward system that teachers, schools principals, parents and stakeholders tend to use in working or dealing with students' academic achievement brings learners sustained and improved performance. The CRM practices took place in the four government schools shown that students' academic achievement was affected by the CRM those should be implemented by teachers, principals, parents, educational expertise and all the responsible bodies those dealt with the teaching and learning activates at Nifas Silk Lafto Sub city high school particularly where these research work was conducted.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATION

5.1 Summary of Major Findings

The purpose of this study was investigate the extent to which classroom management was properly performed by the responsible parties, to investigate the extent to which classroom management affects students' performance, to identify the factors that influences classroom management and also to bring out the major challenges encountering the process of implementing class room management in some selected secondary schools of Nifas-silik-Lafto-Sub- City. The practices of classroom management activities were dealt with in relation to students, teachers, principals and supervisors. The challenges classroom management responsible parties had faced were also discussed. To achieve the objectives, the study tried to answer the following basic questions.

1. What do the classroom management practices and students' academic performance look like?
2. What are the major factors that affect class room management in Nifas-silik-Lafto-Sub-City secondary schools?
3. To what extent does teachers' skills and knowledge affect classroom management and students' academic performance?

To get answers for these major research questions, the descriptive survey method was employed by the help of mean and St. Dev. Calculation mechanism. Eighty-Four teachers, Ninety eight students, four principals, twelve vice principals, four super visors were participated in responding to the questionnaires. Four principals, and four supervisors were interviewed; in every selected 4 sample schools. Schools annual and, strategic plans, students discipline documents were also analyzed. On the basis of the analysis and interpretation of the data gathered through all the instruments, the following major findings were indicated:

1. The finding of the study revealed that the students' interest on education is very low. This is due to the school environment such as classroom seat are not well maintained and

appropriate for their purpose , the class room are well organized and maintained, class rooms are not equipped with basic facilities, the sizes of the class rooms are below the level of and class room are not clean and safe places for their purpose and these are the major prevailing challenges against the optimal performance classroom management in selected secondary schools of Nifas-silik-Lafto-Sub-City.

2. The other major issue in class room management practice and students' academic performance. Disruptive behavior to the order of the class room is high in the selected secondary school in the sub-city like inappropriate talking, inappropriate movement like out of seat behavior, frequently being late to class, inattentiveness and daydreaming, mild verbal and aggressive acts, talking back to the teacher, distracting others, refusal to do work and complete assignments or home work of serious problem and challenge in the secondary schools.
3. Majority of the respondents from the teachers' side indicated that teachers believe that their behavior towards classroom management and students' academic performance is not satisfactory that they attend to what students do ,to attend to what students say to, behavior to attend to how students perform, behavior to observe students reactions, behavior to rely on a variety of signals from their student , behavior to have clearly communicate to their student that they know what is happening in the class room , establish their class room rules and procedures ,establish their class room rules and procedures are clear and fair ,behavior to teach behavioral rules as they teach learning content in the class room. This shows that the teacher's behavior is not strong enough to influence positively their class room management practices and students' academic performance
4. On the issue of Behavior the result indicate that teachers did not behavior to teach class room routines in much the same as they teach learning content to is never, make all students know and agree with the classroom rules and consequences, review class room regularly, behavior having class room rules are posted in their class room , behavior to respond quickly to misbehavior , did not implemented continuously in the regular bases which is challenge to practices classroom management and student academic performance.

5. The consistent imposition on learners behavior from the side of teachers respondent teachers believe that they impose consistent consequences regard less of gender race and other personal characteristics of students, behavior to do not view discipline as something imposed from the outside and behavior aim to develop in student a sense of belonging.
6. Result of reinforcement strategies indicated about teachers implementation of reinforcement strategies attempt to involve non- participating students in learning activities is law and they tried keep all students focused on the current activity to improve students' academic performance and teachers class room management practices law. And they have high reinforcement strategies interims of tried observe and comment on students participation, low reinforcement they observe and comment on student behavior, positively reinforce efforts to participate and behave well through the provision of verbal rewards, use symbolic rewards to reinforce to participate and behave well, use tangible rewards to reinforce appropriate behavior, state positively the alternative behavior in which they wish the or student to engage, completely ignore misbehavior whose purpose is to gain attention, give students preferred activities when they misbehavior and this contribute for poor reinforcement strategies that the poor performance of teachers classroom management and student academic performance.
7. As it can be shown in the findings, the majority of respondents replied that one of the major problem identified is lack of teachers reinforcement strategies they praise those students who complete work and set up individual agreements with students whereby they can gain rewards that have educational valve the school which results for poor classroom management implementation.
8. Most of the respondents suggested about the Problem behavior reductive procedures such as accept the feelings of students about their individual circumstances, send messages describe what should be done rather than scold what was done
9. Problem those related to behavior reductive procedures if teachers should use praise only to acknowledge exceptional performance to strongly disagree and if teachers and students should identify behavioral concerns first to are strongly agree and agree respectively about teachers identifying behavior concerns offer students alternatives to solving the problem to improve students' academic performance and teachers class room management practices.

10. It was identified that there is low level of use coercive power to cell students what to do to improve students' academic performance and teachers class room management practices, reductive procedures express their feelings through the use of messages to ,develop rules for their classroom with their students, administrators for having an area to which disruptive students can be removed to improve students' academic performance , have private conference with disruptive student during which they accept to excuse for wrong ones and reductive procedures if they always allow students the opportunity to retire when they choose to follow class rules to improve students' academic performance and teachers class room management practices.
11. Most of the respondents those replied about class room discipline and student achievement is low in related to Seating arrangements in their class room enable interaction , Seating arrangement in my class room disable interaction is high, seating arrangement in their class room impact student behavior and attitude in high level, their class gave low achievers opportunities to participate is low, disruptive students behave badly and trained their students to have self-control in high level , trained their students to have respect, obedience and good manners and Students behave well when they are in the class room but turned the other way as soon as they are out sight and use corporal punishment in response to chronic offenders and they prevent student misbehavior in my class room by implementing efficient routines for pupil activities is low and these have high negative influence on the teachers class room management practices and students' academic performance.

5.2. Conclusion

From the results of the study, it was implied that there were many factors that hinder effective implementation of classroom management and students' academic performance in Nifas silik-Lafto-Sub-city selected secondary schools. In order to implement classroom management effectively, enhancing the involvement of students and providing awareness for all stakeholders is most important. Accordingly, the findings of research indicated that less commitment and involvement of teachers in the implementation of classroom management, classroom management facilitators (principals, vice principals and other responsible bodies) were less effective in creating conducive and stimulating environment and, in providing technical and

professional assistance for less committed teachers. Classroom size, shortage of resources, teaching materials such as, laboratory and chemicals, lack of budget, lack of adequate classroom, desks, and enough light, well lit and comfortable places were insufficient. Furthermore, the study revealed that due to disciplinary infractions such as absenteeism and the late comer students and disobedience of rules and regulations of the schools, teachers cannot manage time, lesson classroom as a whole. The study also shows the experience sharing between teachers and teachers, schools and schools and regular discussion with school community and students were insufficient. Therefore, based on findings, it is possible to conclude that the implementations of effective classroom management has not done in the sample schools .As a result, this clearly indicated that the school are not effectively addressing the needs of the learner. Generally, schools of the study area were unsatisfactory in implementation of classroom management.

5.3. Recommendation

1. The secondary schools should increase the interest of students by improving the school environment such as arranging classroom seat which well-maintained and appropriate, equipped basic facilities, the sizes of the class rooms meet the standard set by Ministry of education, school compound and classroom should be clean and neat.
2. The school principal should mobilize the school community to solve disruptive behavior to the order of the class room such as , talking ,in appropriate movement like out of seat behavior, frequently being late to class, inattentiveness and daydreaming, mild verbal and aggressive acts ,talking back to the teacher ,distracting others, refusal to do work and complete assignments or home work of serious problem and challenge in the secondary schools to improve the teachers classroom management practices and students' academic performance
3. Teachers secondary schools should be responsible to behave towards classroom management and students' academic performance by attending to what students do, what students say to, to how students perform, behavior to observe students reactions, behavior to rely on a variety of signals from their student , behavior to have clearly communicate to their student that they know what is happening in the class room , establish their class room rules and procedures ,establish their class room rules and procedures are clear and fair, behavior to teach behavioral rules as they teach learning

content in the class room to influence students positively by improving academic performance and implement good teachers classroom management practices in the secondary schools

4. It is better that if teachers behavior to teach class room routines in much the same as they teach learning content, make all students know and agree with the classroom rules and consequences, review class room regularly, behavior having class room rules are posted in their class room, behavior to respond quickly to misbehavior, implemented continuously in the regular bases which helps to practices classroom management and student academic performance.
5. Teachers must keep up on impose consistent consequences regard less of gender race and other personal characteristics of students , behavior to do not view discipline as something imposed from the outside and behavior aim to develop in student a sense of belonging.
6. All the secondary school administrator should involve in the implementation of reinforcement strategies to involve non- participating students in learning activities, tried keep all students focused on the current activity to improve students' academic performance and teachers class room management practices law.
7. Both as the school level and teachers level there must be have high reinforcement strategies interims of tried observe and comment on students participation, observe and comment on student behavior, positively reinforce efforts to participate and behave well through the provision of verbal rewards, use symbolic rewards to reinforce to participate and behave well, use tangible rewards to reinforce appropriate behavior, state positively the alternative behavior in which they wish the or student to engage in classroom activities.
8. Most of the respondents suggested that, due to Problem behavior reductive procedures such as accept the feelings of students about their individual circumstances, send messages describe what should be done rather than scold what was done
9. Teachers should not use praise to acknowledge Problem behavior reductive procedures exceptional performance and should identify behavioral concerns first to behavior concerns offer students alternatives to solving the problem to improve students' academic performance and teachers class room management practices.

10. Secondary school teachers should be use reductive procedures to express their feelings through the use of messages to, develop rules for their classroom with their students, administrators for having an area to which disruptive students can be removed and suggestible to have private conference with disruptive student during which they accept to excuse for wrong ones and reductive procedures if they always allow students the opportunity to retire when they choose to follow class rules to improve students' academic performance and teachers class room management practices.
11. The sub-city education office, Woreda education office together with other school stakeholders should do work exhaustively to improve class room discipline and student achievement by solving Seating arrangements in their class room enable interaction ,reduce seating arrangement in their class room impact student behavior and attitude, gave low achievers opportunities to participate , deal with disruptive students behave badly and trained their students to have self-control in high level , trained their students to have respect.

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Appendixes

Appendix.1

Addis Ababa University

College of Education and Behavioral Studies Department of Educational Planning and Management

- Questionnaires' for teachers

Directions:

Dear respondents: the main function of this study is gather relevant data to the study allowed teachers class room management practices and students' academic performance in government secondary school in Addis Ababa particularly at Nifas Silk Lafto Sub City. Your answer is very important for the achievement of the study. Thus, you are kindly requested to respond the questions, in order to provide the information on top of the different issues related to the study. The achievement of this study depends on your truthful and real responses to the questions. The information will be used for academic reason only and responses will be kept private

Notice:

- Please read the questions before attempting to answer the questions
- No need to consult others to fill the questions.
- You do not need to write your name on questionnaire

PART I: personal data please, write your personal background on space provided.

Background information

1. Name of the school----- department-----sex-----
2. Year of foundation-----grade level you are teaching-----
3. Qualification----- work experience in teaching-----
5. position-----

6. How many periods per week do you teach? , indicate by tick (“√”) mark in the box provided

1	10-15 periods	
2	16-20 periods	
3	21-25 periods	
4	More than 25 periods	

PART II: questionnaire that address classroom management practices in the areas of behavioral and instructional management encompassing the major components of class room management

Direction:- please take time to read each of the given statement and give your responses by choosing the one which best suits to you use one of the given likert scales to point out your response from the given rating scales and make a tick (“√”) mark in the box provided.

5 = strangely agree 4= agree 3= neutral 2= disagree 1= strangely disagree

1. class room physical Environment

No	Items	Strongly disagree	disagree	Neutral	agree	Strongly agree
1	The classroom seat are well maintained and appropriate for their purpose					
2	The class room are well organized and maintained					
3	The class rooms are equipped with basic facilities					
4	The sizes of the class rooms are at the level of standards set by the ministry					
5	Class room are clean and safe places for their purposeless (I,e teaching and learning					

2. Disruptive behavior to the order of the class room

No	Items	Never	Rarely	Some times	often	Always
1	Teachers attend to what students do					
2	Teachers observe students Reactions in class to find out whether I am getting across to students					
3	Teachers have high expectations for my student learning behavior					
4	Teachers clearly communicate to their student in happening the class room					
5	Teachers establish class room rules and procedures					
6	Teachers share with my students about class room management					
7	Teachers teach behavioral rules as one type of learning content					

3. Teacher Behaviors

No	Items	Very low	low	medium	High	Very High
1	Inappropriate talking (I.e. excessive talking out of turn , unnecessary talking					
2	Inappropriate movement like out of seat behavior					
3	Frequently being late to class					
4	Inattentiveness and daydreaming					
5	Mild verbal and aggressive acts					
6	Refusal to do work					

4. Reinforcement strategies

No	Items	Very Low	Low	Medium	High	Very High
1	I attempt to involve non- participating students in learning activities					
2	positively reinforce efforts to participate and behave well through the provision of verbal rewards					
3	I use tangible rewards to reinforce appropriate behavior					
4	I give students preferred activities when they misbehavior to them					
5	I praise those students who complete work					
6	I praise those who are off task or calling out					
7	I set up individual agreements with students where by they can gain rewards that have educational valve					

5. Problem behavior reductive procedures

No	Items	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	Teachers accept the feelings of students about their individual circumstances					
2	Teachers and students should identify behavioral concerns first					
3	Teachers get support from school administrators for having an area to which disruptive students can be removed					
4	Teachers have private conference with disruptive student during which I accept to Excuse for wrong ones					
5	Teachers change seating arrangement to bring me closer to students to separate the student who misbehavior					
6	Teachers give students preferred activities when they misbehavior to get them					

6. Class room discipline and student achievement

No	Items	Very Low	Low	Medium	High	Very High
1	Seating arrangements in the class room enable interaction					
2	Seating arrangement impact student behavior and attitude					
3	Low achievers opportunities to participate.					
4	Disruptive students behave badly.					
5	Teachers trained their students to have self-control					

PART III: open ended questions

1. How do you evaluate the impact of the action and direction you take for the best chance of succeeding at managing your classrooms?
2. What cases do you consistently experience in your class room? Please specify the major ones.
3. Please describe your successful practices in class rooms in the areas of behavioral management-----

4. Please describe your class rooms success experience in the areas of instructional management-----

5. What do you suggest for improvement?-----

Thank you

ADDIS ABABA UNIVERSITY

Addis Ababa University College of Education and Behavioral Studies Department of Educational Planning and Management

- Questionnaires' for students

Part-I: participants back ground

Direction: this part of the questionnaire is prepared to get valid information about student's demography please give your personal information by making a tick ("√") mark in the box provided.

1. Sex :

Male Female

2. School name: Firehiwet Ginbot 20 Lebu Fitawrary lagadgeh

3. Level of education : grade 9 grade10
 Grade 11 grade 12

Part II: perception on classroom practices in the areas of behavioral and instructional management

Directions: in this part of the questionnaire a total of questions are presented under components of classroom management please take time to read each of the given statements use the given five –point likert scale as a measure of the behavior described in your classroom .Make a tick ("√") mark in the space provided .

1. Physical Environment

No	Items	Strongly	Disagree	Neutral	agree	Strangle Agree
1.	The classroom seats are appropriate for teaching and learning					
2	The classrooms are well organized and maintained					
3	The classrooms are equipped with basic facilities					
4	The sizes of the classrooms are at the required level of the standard set by the Ministry					
5	The classrooms are clean and safe places for their Purposes (i.e. teaching and learning)					

2. Student Disruptive Behavior to the order of the classroom

No	Items	Very low	Low	Medium	High	Very high
1	Inappropriate talking (i.e. excessive talking, talking out of turn , unnecessary talking					
2	Inappropriate movement like out – of seat behavior					
3	Frequently being late to class					
4	Inattentiveness and daydreaming					
5	Mild verbal and aggressive acts					

3. Teacher Behavior

No	Items	Very low	Low	Medium	High	Very high
1	Teachers attend to what students do.					
2	Teachers attend to how students perform					
3	Teachers rely on a Variety of “signals” from their students					
4	Teachers clearly communicate to their students that they know what is happening in the classroom					
5	Teachers’ classroom rules and procedures are clear and fair					
6	Teachers teach classroom routines in much the same as they teach learning content.					
7	Teachers review classroom rules regularly.					

4. Reinforcement strategies

No	Items	Very low	Low	Medium	High	Very high
1	Teacher s attempt to involve non –participating students in learning activities					
2	Teacher s try to keep all students focus on the current activity or task.					
3	Teacher s observe and comment on student participation					
4	Teachers observe and comment on student’s behavior.					
5	Teachers positively reinforce efforts to participate and behave well through the provision of verbal rewards.					
6	Teachers use symbolic rewards to reinforce efforts to appropriate behavior.					

5. Problem behavior reductive procedures

No	Items	strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	Teachers accept the feelings of students about their individual circumstances.					
2	Teachers and students identify behavioral concerns first.					
3	Teachers use coercive power to tell students what to do					
4	Teachers develop rules for their classroom with students.					
5	Teacher s allows students the opportunity to return when they choose to follow class rules.					
6	Teachers change seating arrangements to bring them closer to students to separate the students who misbehave.					
7	Teachers review rules at the start of class to remind students of expected behavior.					

6. Classroom Discipline and student Achievement

No	Items	Very low	low	Medium	High	Very High
1	Seating arrangements in the classrooms enable interaction.					
2	Teachers give low achievers opportunities to participate.					
3	“Disruptive” students behave badly.					
4	Teachers train their students to have self-control					
5	Students behave well when the teachers are in the classroom but turned the other way as soon as they are out sight.					
6	Teachers use corporal punishment in response to chronic offenders.					

PART - III Open Ended Questions

Direction: Below are questions that require your genuine responses. Please take time to read each question and respond to them according to what you feel think and act. Write your responses briefly and legibly in the space provided.

1. How do you perceive the impact of the actions and directions teachers take in the classroom on your learning and development ?-----

2. What challenges you think your classroom teachers and students consistently experience .please list the major ones. -----

3. What are the behaviors of students that you think they take teacher’s and student’s focus allay from teaching and learning ?-----

4. What do you suggest for improvement?-----

Thank you

ADDIS ABABA UNIVERSITY

Addis Ababa University College of Education and Behavioral Studies Department of Educational Planning and Management

- Semi-Structured **Interview** Questions for public Secondary school principals and supervisors.

General Direction: This interview is going to be conducted in order to collect for a research entitled “Teachers” classroom management practices and students Academic performance in Government Secondary schools in Nifas Silk lafto sub-city “As you know, there is great interest in this area among professionals and talking with you will help me to understand the problem better So I want to appreciate you taking time to talk to me.

In this interview I will focus on your experience regarding this research problem related questions so there are no right or wrong answers. That means you are more than welcome to tell me if there is something that needs to be improved The interview may take not more than an hour depending on how much we talk and I want to assure you that everything you say will be anonymized .

Finally, I want to ask if I can record the audio from our saying it I do not have to take all my notes while we are talking.

Questions to be addressed during the Interview

I- Respondent’s Personal Back Ground

1. Could you tell me your current responsibility in your school organization?
2. What is your level of education? Bachelor degree in teaching? Masters degree in school leadership? or Bachelor /or Masters’ degree in any other field of study?
3. For how many years have you been served as a principal /supervisor in this current school? One year? Two years? Three years or more than that?

II - Questions Related To Classroom Management Practices

1. What do you think are promising strategies available in order to create conducive classroom environment?
2. What are the key student behavior problems experienced in classrooms affecting the success of both the teacher and the student?
3. Please tell me about problems if any, that you think classroom teachers face to perform their classroom management role effectively?
4. What specific behavior’s are exhibited by secondary school teachers in performing their managerial roles and responsibilities?
5. What solutions do you recommend for the problem?