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

Teachers' Class Room Management Practices in Secondary Schools of North Western Zone of Tigray

By:
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June 2013
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A THESIS PRESENTED TO THE SCHOOL OF GRADUATED STUDIES OF ADDIS ABABA UNIVERSITY IN PARTIAL FILLFILLMENT OF THE REQIURMNTS FOR THE DEGREE OF MASTER OF ARTS IN EDUCATIONAL LEADERSHIP

June 2013

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

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Acknowledgment

First of all, I would like to thank my advisor Dr. Zenebe Baraki, for he gave me unreserved genuine, technical and professional advice.

Secondly, I am greatly interested to thank Addis Ababa University for its financial support.

Again, I am very much grateful to express my thanks to all of my family members for their moral and financial support.

I would also like to thank all the students, principals, vice principals and teachers of Hakfen preparatory school, Shire preparatory school, General Hayelom secondary school and Barud secondary school for their cooperation in willingly supplying the necessary data.

Finally, I would like to express my thanks to Teacher G/Medhin G/Egziabher Hailemariam for his close support in encouraging me to push ahead to complete my thesis work

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Acronyms

MOE = Ministry of Education

n.d. = no date

TGE = Transitional Government of Ethiopia

ABSTRACT

The purpose of this study was to investigate teachers classroom management practices in the selected government secondary schools of north western zone of Tigray. Quantitative approach was the research design employed in this study .Simple random and purposive sampling techniques were applied to select participants. Four woredas out of eight woredas of the zone were selected for the study. Four secondary schools out of the ten secondary schools of the selected woredas were involved in the study. Questionnaire and classroom observation checklist were used to gather the data to conduct the study. Out of the 107 teachers, 38 teachers/36%; out of 2458 students, 246 students/10%/; out of 4 principals, 3 principals; out of 5 vice principals, all of them filled the questionnaire. With regard to classroom observation, 23 classroom observations were conducted in grade nine of one first cycle secondary school and one preparatory school /second cycle secondary school/.Planning motivation, implementing rules and procedures, managing discipline, organization of students and materials in the classroom, and establishing strong relationship with the students were classroom management components assessed in this study. According to the results of the study, teachers failed to implement classroom management components such as planning, implementing classroom rules and procedures, motivation, and establishing strong relationship with the students and managing discipline. The findings also show that there were classroom management problems in the secondary schools of North Western Zone of Tigray. Ineffective teachers, administrators and staff, inadequate facilities and instructional materials, and student crowding from the school, and economic problems and inappropriate parental supervision of the students from the families were among the causes of these problems.

CHAPTER ONE

1. INTRODUCTION

1.1. Background of the study

Classroom is the setting where most teaching and learning occurs. There are numerous ways to think about classrooms. One way is to think about them as ecological systems in which a set of inhabitants (teachers and students) interact within a specific environment (the classroom) for the purpose of completing valued activities and tasks Arends(1997: 17-19).

Classroom management involves teacher actions to create a learning environment that encourages positive social interaction, active engagement in learning, and self motivation. Successful teachers are often very effective managers of the classroom environment; they create a positive learning community where students are actively involved in their own learning and the management of the classroom. They organize the physical environment, manage student behavior, create respectful environment, facilitate instruction, promote safety and wellness, and interact with others when needed. All of these issues relate to management. The main objective is to create a positive learning community, and then to take steps to maintain that positive environment by guiding and correcting student behavior (Burden, 2003: 2-3).Therefore, teaching consists of two major sets of activates: instruction and management. Regarding these two components, Parrott (in Fetene, 1998) states:

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

If instruction is those set of activities intended to facilitate the students achievement of educational objectives directly, and if management is those set of activities intended to set conditions in which instruction can take place, it follows that effective management is a critical prerequisite to effective instruction. Research findings also reveal Positive and significant relationship between certain teacher management behaviors and desirable learning out comes (Fetene, 1998).

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

From the late 1960s till these days extensive studies have been conducted on how teachers tend to manage their classroom For example, Kounin studies 1970s and Texes studies in the late1960 and early 1980s (Arends ,1997). The results obtained in these two research themes explicitly assured that classroom management skill is not purely a natural human behavior. Rather, it is a highly disciplined set of skills (Rinne, 1997) that can be acquired and developed through an ever ending process of professional training.

A teacher's capacity to address the challenges of disruptive behavior will depend on self-esteem, training, knowledge, and understanding, and skills and abilities. The ability to maintain an orderly, disciplined classroom environment is essential if teaching and learning are to occur. Any disruption will be stress-inducing for teachers and pupils alike. The level of support available from peers and other agencies will lessen stress and improve a teachers potential to overcome the problem. Senior managers have a central role in the management of discipline (Blandford,1998).

The reality, however, is different from the aforementioned research finding. Regarding this, Arends, (1997) states that: "Although a rich knowledge base and many guide lines on classroom management have been developed over the past decades, beginning teachers continue to feel insecure about managing their classroom."

The crucial issue that currently demands the attention and commitment of most scholars in education is the question of as to how instructional effectiveness in classrooms of having large and diversified learners could consistently be maintained. As a matter of fact, beginning from early days till now a good large number of individuals in the field of education have been observed exerting their enormous amount of human, material and financial resources in the arena to suggest valid and reliable solution for the issue being raised. Unfortunately, however, none of them still seem to be courageous enough to put instructional effectiveness in a nutshell presuming that it would be secured merely through the formulation of sound curriculum. Even the best curriculum and the most perfect syllabus remain dead unless quickened into life by right methods of teaching (Agrawal, 1996). But though the right method of teaching are employed, as Callahan and Clark (in Ebrahim, 2002) noted, the teacher classroom effort will totally be futile if the learners' attitudes are antagonistic towards learning. Supporting this concept, Dunkin and Biddle (in Arends,1997 : 38) said " management of the classroom learning forms a necessary condition for learning and if the teacher cannot solve problems in this sphere we give the rest of teaching away." From this time on wards in effect both methodologists and psychologists in all walks of life have gone to the extent of giving more weight to the potential values of classroom management for instructional effectiveness. This is because without a properly managed classroom, effective instruction cannot occur (Arends, 1997:37). Consequently, learners are neither efficient nor effective (Ebrahim, 2002).

Survey studies in some secondary school of Ethiopia have attempted to reveal the prevalence of classroom management problems (Ebrahim, 2002). Grima (in Ebrahim, 2002) associated the problem with one of the sources of stress among senior secondary school teachers ; (Degarege,1993) found large class size and inadequate exposure of teachers to methods of teaching courses as negatively influencing variables in teachers' classroom management skills, and (Getachew, 1995) found disciplinarily problems in the classroom like unwillingness to do assignments, chewing gums, tardiness, absenteeism and shunning classes as one of the factors that disappointed both junior and senior secondary schools teachers.

1.2. Statement of the problem

One of the biggest keys to being a successful teacher is classroom management. Without good classroom management, a teacher loses control. Once you lose control of the classroom the amount of actual teaching and learning diminishes to almost nothing (Edward College, 2011). Classroom management is also a powerful influence on student achievement. Greater than students 'general intelligence, home environment, motivation, and socioeconomic status (L.Kool beeze III, 2008).

Teacher education institutions fail to cover the subject and subsequently teachers lack adequate skills, knowledge and training in classroom management. This affects the teaching – learning process and places a challenge on the teachers to establish an effective teaching and learning environment. According to the findings of South Africa literature and research on: "how do secondary school teachers manage classroom behavior problems?", most teachers were inadequately, if not at all, trained in handling classroom behavior problems. This is eventually made them to rely more on their intuition than on strategies and techniques that may have been identified as being helpful in minimizing classroom disruptions. The teachers were aware of their inadequacies but lacked proper guidance (Zondi, zithulele, 1997).

In fact the evidence is irrefutable, surveys of graduates of education school and colleges indicate that number one area of concern of new teachers is their feelings of inadequacy in managing classrooms. Despite clinical experiences, practicum, student teaching and other observation in classroom setting, this problem has persisted for decades (Bob, 2010).

Difficulty in managing behavior in the classroom is frequently cited as a source of frustration for teaching and a common reason why new teachers leave the profession (Ingersoll,2001) .Establishing and maintaining order is an important part of classroom management. Classroom order is threatened by misbehavior of students. A minimal level of order is necessary for instruction to occur (Burden, 2003:3-5).

Teaching is one of the most difficult jobs of all because you have to consider, while teaching, issues such as students' backgrounds, interests, and most suitable teaching methods. However, first of all, the teachers should provide best learning environment such as a -warm, cooperative, relaxed atmosphere and suitable materials for the students so that they can easily acquire the topic. Dodge, Rudick and Colker(2009) commented:

> *Learning environment, the use and organization of the space in the classroom, the daily schedule and routines, and the social and emotional atmosphere, meet students' developmental needs .It makes all students feel safe and comfortable and that they belong. As a result, they are helped to become independent and confident learners.*

However, there are many barriers to have this kind of environment. These barriers may be the number, the age, the motivation of the students and the attitude of them towards lesson and the teacher. In fact, it is really difficult to maintain discipline in crowded classes or with young learners. Besides, if the students lack the motivation or if the students do not like the teacher or lesson, it is really hard to get the students' attention to the lesson (Simsek and Yilmaz, 2011).

In the present school system of ours, senior secondary schools host large number of students beyond the optimum figure(MOE,1996:7) and (Tekeste, 1996).The range of pupils' behaviors and attitudes in such large classrooms is diversified and is therefore, likely to be beyond teachers' experience, training and expectations (Fetene,1998)). The average class size in the Ethiopian schools is likely to be between 60 and 90 (Ebrahim, 2002). With this fact, contemplating of quality of education is hardly possible (Tekeste, 1990). This is because the goal of instruction and of schooling cannot be realized with the absence of effectively managed classrooms (Ebrahim, 2002).Dunkin and Buddle (in Arends 1997:38) pointed out this important fact: "management of classroom … forms a necessary condition for cognitive learning; and if the teacher cannot solve problems in this sphere, we can give the rest of teaching away".

To summarize, the different researches conducted on the issue of classroom management show that classroom management is a precondition for effective teaching. Moreover, the findings of these researches reveal that there are several problems in realizing effective classroom management. Beginning teachers continue to feel insecure about managing their first classrooms. The finding also confirmed that classroom management is a problem in the Ethiopian schools. In fact, Survey studies in some secondary school of Ethiopia have attempted to reveal the prevalence of classroom management problems. This implies that the issue of classroom management needs more emphasis and studies so that effective teaching could be implemented.

1.3. Objectives

1.3.1 General objectives

The objective of this study is to investigate teachers' classroom management practices in the secondary schools of North Western Zone of Tigray.

1.3.2 Specific objectives

1. To assess teachers' skills on the implementation of classroom management components.
2. To investigate the conduciveness of classroom environment for effective teaching.
3. To identify the major problems those hinder the implementation of effective classroom management.
4. To assess the possible solutions for classroom management problems.

1.4. Research questions

In order to realize the above objectives, the study will answer the following basic research questions:

1. To what extent do teachers implement classroom management components?
2. What are the major problems that hinder the implementation of effective classroom management and the underlying reasons for these problems?

3. What are the possible solutions for these classroom management problems?

1.5 Significance of the study

This study would be significant in the following ways:

1. It would give the real picture of classroom management practices to teachers and help identify the problems encountered during the practices so that the teachers could apply best classroom management practices.
2. It would help as a reference to concerned policy makers and educational practitioners.
3. The findings of this study would also provide information for these who are interested in conducting research on related issues in the future.

1.6 Delimitation of the Study

Due to time and financial constraints the study is delimited to four Woredas of North Western zone of Tigray that include Tahtay Adiabo, Laelay Adiabo, Medebay Zana and Shire Endasilasse; four government secondary schools namely Barud first cycle secondary school, General Hayelom first cycle secondary school, Hakfen second cycle secondary school /preparatory school / and Shire second cycle secondary school/ preparatory school/.

Moreover, the study is delimited to the assessment of the implementation of classroom management components like motivation, organization, managing discipline, and setting rules and procedures, planning and building relationship with students. It also assessed the major problems that hinder the implementation of classroom management, the reasons for these problems and the methods teachers apply to solve these problems.

1.7 Limitations of the study

The researcher conducted the study living in a remote area/Adinebried/where little reference materials are found. Due to this problem, the researcher traveled from

Adinebried to Shire and other large towns several times to get internet service and other reference materials. This condition exposes the researcher for more expenses, energy and delay. During the process of data gathering, some teachers were not voluntary to fill the questionnaires. Moreover, some of the respondents missed the questionnaires given to them and delay in filling the questionnaires. Some teachers were also not willing to be observed during the process of classroom observation. The problems in relation to the gathering of data were solved by giving questionnaires to other volunteer respondents. Discussions were also conducted with those teachers who had not been volunteer to be observed earlier.

1.8 Definitions of operational terms

Secondary school: refers to the educational level that is divided in to first cycle (9-10) and second cycle (11-12) secondary schools.

First Cycle Secondary school: It refers to the type of school that contains grades nine and ten.

Second Cycle Secondary school: It refers to the type of school that contains grades eleven and twelve.

1.9 Organization of the study

This study has five chapters. The first chapter includes introduction, statement of the problem, and significance of the study, delimitation of the study, objectives, limitations, and operational terms used. Chapter two deals with the review of the related literature. Chapter three contains the research design, instruments of data collection, population and sampling technique, procedures of data collection, methods of data analysis; while the fourth chapter entails presentation and analysis of the findings; the final chapter contained summary, conclusions and recommendations of the study.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1. The definition of classroom management

Classroom management is defined in the literature in various ways. According to (Wolfgang ,2005), classroom management is the arrangement of students (grouping), materials, and furniture, and the movement of these over time.(Wolfgang and Glickman,1986) defined classroom management as a term used by teachers to describe the process of ensuring that classroom lessons run smoothly despite disruptive behavior by students. The term also implies the prevention of disruptive behavior. According to them, it is possibly the most difficult aspect of teaching for many teachers; indeed experiencing problems in this area causes some to leave teaching altogether.

According to Elliott (2000), classroom management is the use of rules and procedures to maintain order so that learning may result. Burden (2003) explains classroom management as all teacher actions performed in classroom to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation. Azeb (1984) defines classroom management as the use of techniques and skills other than force as a means to accomplish instructional objectives. According to Marvin (2012), class room management deals with how things are done. It entails structure, Procedures, and routines, to the point of becoming rituals. When procedures are explained to and practiced by students, and, when necessary, periodically reinforced by practicing again, classroom management is enhanced. When Procedures are learned, practiced and reinforced, instruction becomes efficient. This is the foundation of classroom management and is a prime responsibility of the teacher. Arends (1997) also describes Classroom management as the ways teachers organize and structure their classroom for the purpose of maximizing student cooperation and engagement and minimizing disruptive behavior.

2.2. The rationale for classroom management

Both professional and personal reasons underline the need for a specific classroom management system. First, virtually little or no learning can occur in a classroom without effective management and discipline. In classes lacking discipline, precious learning time is wasted as the teacher attempts to implement management strategies. Second, effective classroom management and discipline help to teach students responsibility and self control. Third, from a legal perspective, if classroom management is absent or inconsistent, liability issues can loom. Teachers and administrators can be helped legally responsible for nearly anything and everything that transpires in a classroom. And fourth, successful classroom management can set the stage for optional learning, as well as reduce stress on the teacher.

Good classroom management allows the children to get clear picture of what is going on and what is expected of them, and allows them to see more clearly the consistent consequences of their own behavior, both desirable and undesirable (Blandford,1998). Besides, good classroom management can help to ensure that students are protected from physical attacks, from unhealthy environmental conditions, and from psychological abuse (Gordon, D.G., 2001).

Research has shown us that teachers' actions in their classrooms have twice the impact on student achievement as do school policies regarding curriculum, assessment, staff collegiality, and community involvement J.Marzanoand and S.Marzano (n.d.). We also know that one of the classroom teacher's most important jobs is managing the classroom effectively.

A comprehensive literature review by Wang, Haertel, and Walberg, 1993(in Gaston) amply demonstrates the importance of effective classroom management. These researchers analyzed 86 chapters from annual research reviews, 44 handbook chapters, 20 government and commissioned reports, and 11 journal articles to produce a list of 228

variables affecting student achievement. They combined the results of these analyses with the findings from 134 separate meta-analyses. Of all the variables, classroom management had the largest effect on student achievement. This makes intuitive sense-students cannot learn in a chaotic, poorly managed classroom Gaston (n.d.).

Moreover, according to specialists in the field of education, school and classroom management aims at encouraging and establishing student self-control through a process of promoting positive student achievement and behavior. Thus academic achievement, teacher efficacy, and teacher and student behavior are directly linked with the concept of school and classroom management (Froyen, and Iverson, 1999).

Lastly, good classroom management allows the children to get a clear picture of what is going on and what is expected of them, and allows them to see more clearly the consistent consequences of their own behavior, both desirable and undesirable (Blandford,1998).

2.3. Classroom management components

Research of the 1970s and 1980s produced some very good classroom management guidelines that apply to virtually all classrooms and all teaching models. These involve the way teachers strive to gain student cooperation, the means they use to motivate students, the way they establish and teach clear rules and procedures, and the actions taken at the begging of the school year that lead to smooth running classrooms later on. Although these general aspects of classroom management are extremely important, it is equally important for teachers to recognize that management behavior varies depending on the instructional approach a teacher uses and the type of learning tasks that derive from that approach. What might be considered "out of control" in one instance might be "in order" in another (Arends, 1997).

There are several classroom management components. However, the researcher of this study focuses only on those components commonly mentioned in several researches and

those he believes as the key components of classroom management to the secondary schools of North Western Tigray. These are: Planning, motivation, organization, setting rules and procedures, building relationships with students, and managing students discipline (Burden, 2003), (Lemlech, 2002) and (Emmer et.al., 1994).

2.3.1. Planning

Teacher planning sets the conditions for allocating the use of time, choosing an appropriate method of instruction, creating student interest in the lesson, and building a productive learning environment. Planning also helps control the unpredictability and the fast moving pace of classroom life. Similarly, once a lesson has been taught, a teacher must evaluate how much was learned and then use that information to plan subsequent lessons. In short, planning is a crucial and ongoing part of effective teaching (Arends, 1997).

Planning is also important for cooperative learning in how time and space will be used. As time is a scarce commodity as most teachers realize, and cooperative learning, with its reliance on small group interaction, makes stronger demands on time resources than do some other models of instruction (Arends,1997).

Planning and implementing an appropriate and challenging lesson plan is a key component in classroom management. Students should be given varied lesson plans that reflect an assortment of challenging materials. For effective classroom management, teachers must monitor students' individual and group progress while also encouraging them to provide feedback on classroom content. Proper planning and designing beforehand can eliminate content repetition as well as help a teacher to anticipate areas where students may experience difficulty Gaston (n.d.).

2.3.2. Implementing rules and procedures

Rules refer to general behavioral standards or expectations that are to be followed in the classroom .They are general codes of conduct that are intended to guide individual behavior in an attempt to provide positive interaction and avoid disruptive behavior. Rules guide the way students interact with each other, prepare for class, and conduct themselves during class Burden (2003).Rules are "statements that specify the things students are expected to do and not to do. Procedures on the other hand are the routines used to accomplish work and other activity."Hence, rules and procedures are written code of conduct that guides the student's behavior in away to promote conducive learning environment and avoid disruptive behavior .In other words, rules provide guide lines for appropriate behaviors so that teaching and learning can take place (Arends ,1997).

Discipline in the classroom starts with defining classroom rules and establishing an orderly environment for all. Classroom management cannot begin if students do not know what is expected of them as learners and as participants in the environment of the classroom. Outline specific rules and expectations as well as consequences, so students understand what is considered "good" behavior and what is considered "inappropriate" behavior (Ebrahim, 2002).

The seminal research of the 1980s points to the importance of establishing rules and procedures for general classroom behavior, group work, seat work, transitions and interruptions, use of materials and equipment, and beginning and ending the period or the day. Ideally, the class should establish these rules and procedures through discussion and mutual consent by teacher and students.

Along with well-designed and clearly communicated rules and procedures, the teacher must acknowledge students' behavior, reinforcing acceptable behavior and providing negative consequences for unacceptable behavior J. Marzano and S. Marzano (n.d).

2.3.3. Managing discipline

The term discipline is defined as the act of responding to misbehaving students in an effort to restore order. Misbehavior is defined as the behavior that interferes with a teacher's teaching, and with the right of others to learn. This shows that if the misbehaving act of the students is not managed properly the classroom order and the whole teaching-learning process can be affected. You may need to intervene to stop the misbehavior (Burden, 2003).Because children need structure. An orderly classroom is an achieving classroom. We have the responsibility of keeping the peace in our classrooms J. Marzano and S. Marzano (n.d).

The characteristics of misbehavior range from mildly to severely disruptive. Severely disruptive in schools may involve violence, vandalism, coercion, robbery, theft, and drug use. These behaviors typically occur outside the classroom. Mild levels of misbehavior involve tardiness, talking, calling out answers in class, mild verbal and physical aggression, inattentiveness, failure to do homework, and assignments and failure to bring supplies and books. Most behaviors are comparatively mild and related to attention, crowd control, and getting work accomplished in the classroom (Burden, 2003).

2.3.4. Motivation

Motivation is one important part of effective classroom management. Student motivation will be affected by your selection of instructional content, the instructional strategies, the tasks that you ask the students to complete, the way you provide feedback, the means of assessment, and other issues.

Motivational strategies

a) Motivational strategies concerning instruction

The instructional strategies that you use, the tasks that you ask the students to complete, and the way that you interact with students during instruction all influence students' motivation to learn. As you prepare your plans, try to incorporate the following motivational strategies in to your instruction.

Capture student interest in the subject matter; highlight the relevance of the subject matter; vary your instructional strategies to maintain interest; Plan for active student involvement; select strategies that capture students' curiosity ; Select strategies and personal material with an appropriate degree of challenge and difficulty; and group students for tasks(Burden ,2003).

b) Motivational strategies concerning evaluation and recognition

The way that you evaluate student performance and provide recognition influences students' motivation to learn. According to Burden (2003), the following motivational strategies should be considered as they relate to assessment and recognition: establish evaluation expectations and criteria; select procedures for monitoring judging; decide when to give feedback and rewards; select the types of feedback and rewards; help students feel satisfied with their learning outcomes; use mistakes and redoing work as learning opportunities; and press students to think

2.3.5. Building relationships with students.

A significant body of research indicates that academic achievement and student behavior are influenced by the quality of the teacher-student relationship Jones and Jones, (in Burden, 2003).Students prefer teachers who are warm and friendly. Students who feel liked by their teachers reportedly have higher academic achievement and more

productive classroom behavior than students who feel their teachers hold them in low regard.

According to (Burden, 2003),the following guide lines help to build positive relationships: Use human relations ;establish success; be invitational; use effective communication skills; establish a safe, non threatening environment; be fair and consistent; show respect and affection to students; communicate basic attitudes and expectations to students and model them in your behavior; create open dialogue with students; systematically build better relationships; communicate high expectations and create opportunities for personal discussions.

According to RI Asiyai(n.d),teacher-student relationships provide an essential foundation for effective classroom management and classroom management is a key to high student achievement. Teaching is complex and cannot be reduced to discrete tasks that can be mastered once at a time. Teachers must "win their students' hearts while getting inside their students' heads" Wolk (in Mary Ellen Beaty-O' Ferrall, Alan Green, and Fred Hanna).As Haberman (in Mary Ellen Beaty-O' Ferrall, Alan Green, and Fred Hanna) suggested, this winning of the hearts occurs through very personal interactions, one student at a time.

One of the keys to effective classroom management is the development of a quality relationship between the teacher and the students in the classroom. Marizano, Marizano, and Pickering ,2003(in Mary Ellen Beaty-O' Ferrall, Alan Green, and Fred Hanna) in a meta-analysis of more than 100 studies, reported that teachers who had high-quality relationships with students had 31% fewer discipline problems, rule violations, and other related problems over a year's time than did teachers who did not. This significant statistics justifies further investigation into developing relationships.

A critical component of developing relationships is knowing and understanding the learner. Teachers must take steps to learn and understand the unique qualities of students, who are at a crucial time in their development.

Effective teacher-student relationships have nothing to do with the teacher's personality or even with whether the students view the teacher as a friend. Rather, the most effective teacher-student relationships are characterized by specific teacher behaviors: exhibiting appropriate levels of dominance; exhibiting appropriate levels of cooperation; and being aware of high-needs students Mary Ellen Beaty-O' Ferrall, Alan Green, and Fred Hanna (n.d).

2.3.6. Organizing the classroom, materials, and students

2.3.6.1. Organizing the classroom and materials

The majority of classrooms in primary and secondary schools have their own character as determined by the teacher. There are subjects in the school curriculum that are taught in spaces that are not rooms at all. Classroom must be interpreted as the space in which pupils are taught.

Pupil needs the right conditions to work. They must have access to books and equipment. Cramped classrooms are wholly inappropriate. Pupils also need to be able to see what the teacher is demonstrating. The design of the classroom also impacts on teachers. A teacher's personality will need to be considered when classrooms are assigned by management. The strain of working in an inappropriate space will affect the quality of teaching.

In practice, the effect of the physical arrangements of the classroom will impact on discipline. As resources, classrooms need to be utilized as effectively as possible. Primary school classrooms will need to complete sufficient equipment for all national curriculum subjects, are provided ample space for thirty young pupils. The space must be appropriate to the subject and age-group. The space must reflect the teaching and learning styles of the teacher and subject (Blandford, 1998).

Based on studies of effective classroom managers, there are five keys to good room arrangement (Burden, 2003):

a/ Use a room arrangement consistent with your instructional goals and activities. You will need to think about the main types of instructional activities that will be used in your classes and then organize the seating, materials, and equipment compatibly. Teacher led presentations, demonstrations, or recitations will require students to be seated so they can see the instructional area. In contrast, small group work will require very different room arrangements.

b/ Keep high traffic areas free of congestion. High traffic areas include the space around doorways, the pencil sharpener and trash can, group work areas, certain book shelves and supply areas, the teacher's desk, and student desks. High traffic areas should be kept away from each other has plenty of space, and be easily accessible. For example, try not to seat a student next to the pencil sharpener because of the heavy traffic and the possibility of inappropriate behavior.

c/ Be sure students are easily seen by the teacher. It is important that teachers easily see students to identify when a student needs assistance or to prevent task avoidance or disruption. Clear lines of sight must be maintained between student work areas and areas of the room that the teacher will frequent.

d/ Keep frequently used teaching materials and student supplies readily accessible.
By having easy access and efficient storage of these materials, activities are more likely to begin and end promptly, and time spent on getting ready and cleaning up will be minimized. Establishing regulated storage areas can help reduce the occurrence of students leaving materials in their desks, or taking them out of the room.

e/ Be certain students can easily see instructional presentations and displays.
The seating arrangement should allow all students to see the chalk board or the multimedia screen without moving their chairs, turning their desks around, or craning

their necks. Place the primary instructional area in prominent location to help students pay attention and to facilitate note taking (Burden, 2003).

Supporting this,(Wolfgabg,2005) has provided the following points as guide lines for room arrangements /space use/ :Don't let the janitor dictate the desk arrangement; furniture arrangement is best when it puts the least distance and fewest barriers between teacher and students; Place the teacher's desk on the side or in the rear and get the entire class as close as possible to the chalk board; Compact the students' desks together as much as possible; The teacher goes to the students; students do not come and wait for the teacher; Place misbehaving students in the middle of the interior loop and as close to the teacher as possible; and Place well-behaved, cooperative students in the most distant seats from the teacher.

2.3.6.2. Organizing students

Children in most classrooms work either alone or recite in chorus. This has few opportunities for students to interact, to assist one another, or to collaborate on tasks. Though it is not employed, organizing learning to work together –in pairs or small group has been found to be beneficial (Mitiku ,2008).

Actions to develop and maintain a positive sense of group purpose and enjoyment and to promote group cohesiveness as Charles, 2000; Jones and Jones, 2001(in Burden,2003) cited are: Encouraging a sense of togetherness ;identifying the purpose of class activities; highlighting group achievement ;providing public recognition; stressing the satisfaction the group offers ;increasing the person's prestige within the group ;engaging students in cooperative activities; increasing the frequency of interaction and providing activities that help create cohesive groups.

2.4. Characteristics of effective classroom managers

The most effective classroom managers do not treat all students the same; they tend to employ different strategies with different types of students. Teachers with effective classroom management skills are aware of high needs students and have a repertoire of specific techniques for meeting some of their needs (Mary Ellen Beaty-O' Ferrall, AlanGeen, and Fred Hanna).In contrast, ineffective classroom managers did not appear sensitive to the diverse needs of students J. Marzano and S. Marzano (n.d).

Adelman and Taylor (in MaryEllen Beaty-O'Ferrall, AlanGeen, and FredHanna) reported that 12% to 22% of all students in schools suffer from mental, emotional, and behavioral disorders, and relatively few receive mental health services. Close to one in five students has special needs and requires extraordinary interventions and treatments beyond the typical resources available to classroom teachers (Mary Ellen Beaty-O' Ferrall, Alan Geen, and Fred Hanna).

The more effective classroom managers have procedures that governed student talk, participation, movement, turning in work, and what to do during instructional downtimes; classroom activities, classrooms ran smoothly and effectively; instructions were clear and student's misbehavior washes and led quickly; effective managers had very clear work requirements for students and monitored student progress carefully; gave clear presentations and explanations and their directions about note taking was explicit (Arends, 1997);more effective managers had more contact with students during the first few days and spent considerable time explaining rules and procedures; more effective managers had better instructional procedures and made the first academic activity enjoyable; more effective managers were sensitive to student needs and concerns during the first few day of school, specifically and overall judgment about what to do; more effective managers exhibited better listening and an effective skills and effective classroom managers are consistent in their enforcement of rules and their application of procedures (Arends,1997).

Moreover ,Evertson and Emmer (in Wolf Gang,2005) able to find significant differences between practices of good and poor classroom managers as measured by student achievement ,student on-task behavior, and the amount of disruptive student behavior. With third grade classrooms ,they found that effective teachers at the beginning of the school year: broke down their classroom tasks in to specific rules and procedures for students to understand and follow; taught the rules and procedures as an important classroom lesson consisting of presentation ,examples, practice and feed back ;predict procedures where students would have greatest confusion and emphasized the teaching of those procedures and monitored and handled problems directly and immediately.

The study of junior high school effective and ineffective teachers found differentiating practices similar to the elementary teachers .The findings were that effective managers: Instructed students in specific rules about appropriate behavior; monitored student compliance by consistently enforcing acceptable behavior; make an accounting of student work through precise record keeping of students' work accomplishment and broke down rules from general "holisms" to specific do's and don'ts and organized time so most classroom time was devoted to instruction (WolfGang, 2005).

2.5. Classroom management problems

Even with an effective management system in place, students may lose interest in the lesson and get off task. Students who are off-task are not performing the planned instructional activity. They may be pausing to think about an issue, daydreaming, or doing other things that are none disruptive but prohibit them from being engaged in the instructional activities. Students who are off - task need to be addressed differently than students who are purposely miss behaving and interfering with the academic activities (Burden, 2003).

There are several classroom management problems. These are: gum-chewing (Gordon,D.G.,2001), Stephanie (n.d), and Rodriguez (n.d); not paying attention (inattentiveness) Burden (2003),and Stephanie(n.d);talking back (Burden,2003) and, (Borich,1988); unwilling ness to follow direction (Burden ,2003), and Stephanie (n.d);

tardiness (unpunctuality) Blandford ,Stephanie and Rodriguez (n.d); sleeping in the class Stephanie and Rodriguez (n.d);fighting between students(Burden ,2003), Gordon, D.G.(2001) and Borich(1988);out of seat behavior Blandford (1998), (Burden ,2003)and (Borich,1988);answering cell phones Stephanie and Rodriguez(n.d); refusal to participate or speak Stephanie and Rodriguez (n.d);verbal attack of others(teachers and students) Stephanie (n.d)and (Blandford, 1998) .talks out all the time without being called on (Burden ,2003),(Gordon,D.G.,2001)and Stephanie(n.d); sexually explicit comments (Gordon,D.G.,2001)and Rodriguez (n.d); constant demand for teachers attention (Burden, 2003),and Stephanie(n.d); and idleness or work avoidance (Borich,1988)and Stephanie (n.d).

2.6. Causes for classroom management problems

One way to understand classroom control is to determine why students misbehave. In some cases, the reasons are complex and personal and perhaps beyond your comprehension or control. But some misbehavior comes from common, general causes that can be anticipated.

Student behavior problems may be related to health factors. Lack of sleep, an allergy, illness or an inadequate diet may greatly affect the students' ability to complete assignments or interact with others. For some children, sugar has an effect on their behavior and may result in hyperactivity. Physical impairments such as a vision or hearing lose, paralysis, or a severe physiological disorder may also contribute to behavior problems. Some students may have a mental disorder that affects their behavior in some way. For example, attention deficit disorder is a mental disorder in which the area of the brain that controls motor activity doesn't work as it should. This is among the most common child hood mental disorders and affects about four percent of school age children, according to the national institute of mental health. Such students may be inattentive (easily distracted ,don't follow directions well ,shift from one unfinished task to another ,and seem not to be listening),hyperactive (talkative ,fidget ,and squirm)and impulsive (don't wait their turn ,blurt out answers, and engage in dangerous activities

without considering the consequences).Children born with fetal alcohol syndrome may be hyperactive or impulsive ,and crack babies –children born to women who were using crack during pregnancy-may exhibit similar behaviors.

Medication or drugs, whether legal or illegal, may also be a factor. Over the counter medicine for vassal congestion, for example, may cause a student to be less alert than usual. Alcohol or drug abuse also may contribute to unusual behavior at school.

Influences from the home or society: conditions on the student's home may be related to behavior problems .student behavior problems may be associated a lack of adequate closing or housing, parental supervision and types of discipline home routines, or significant events such as divorce or the death of a friend, or a relative. Factors in the community or in society also may contribute to student behavior problems .There has been considerable concern and debate over the effects of television on the beliefs and conduct of children. Violence on television is seen by some to influence students to be more aggressive.

School and classroom factors: school factors can be related to behavior problems. This includes factors such as the curriculum; effectiveness of teachers, administrators, and staff, school routines; adequacy of facilities; and even other students in the classroom. The physical arrangement of the classroom, temperature, noise, and lighting may affect student behavior. Student crowding may also involved. Instructional factors may be the most important of all the physical factors that directly affect student behavior. They include the classroom learning climate, the appropriateness of the curriculum, and instructional materials, and the effectiveness of the instructional delivery. When students' developmental needs are not being met, there is an increased chance for misbehavior. Teachers sometimes needlessly create disciplinary problems by the way they manage and conduct their classes. These inappropriate behaviors include being overly negative, maintaining an authoritarian climate, overreacting to situations, lacking a clear instructional goal, repeating or reviewing already learned material ,pausing too long

during instruction , dealing with one student at length, and lacking recognition of student ability levels (Burden ,2003).

The teacher who fails to follow through with stated expectations can quickly be interpreted as being less than truthful. Credibility issues can loom in the classroom, creating further challenges to the teacher. In addition, ignoring misbehavior communicates a silent signal to the student that continuing to misbehave is acceptable. Idle threats and the lack of attention to misbehavior clearly translate as open invitations to students. Some students will take advantage of any situation; therefore, sufficient planning, clear communication, and adequate guidance are necessary for student success and proper conduct to occur (Gordon, D.G., 2001).

There are common classroom management mistakes that Kizlik (in Simsek and Yilmaz, 2011) found out. The first one is that the teachers have not figured out what they want and they do not want. That is ,the teachers do not set the rules at the beginning of the term .Secondly ,the teachers talk to only one or one group of students ,spend much time with them ,and they do not monitor the rest of the class. Another one is that the teacher over praises or does not praise the students when they do the thing correctly the teacher asked .Besides, the teachers start lesson without gaining students' attention or choose the topics or texts that the students are not interested in. The teachers are either too serious or too funny; they do not keep it in balance. Moreover, the teachers immediately pass to another student when one student gives a wrong answer. They also do not use their body language effectively in instruction. They choose verbal language most of the time to stop the inappropriate student behavior which may be frustrating for some students or they do not intervene quick enough to stop negative behavior. The teachers permit students to be inattentive to the classroom presentations or activities. They use threats to control the class. They use "SHH" sound as a means of quieting students which is very annoying and ineffective for students. The teachers interrupt students while they are expressing something. They spend too much time to give instructions for a home work or activity.

Lastly, the teachers over use punishment for student misbehaviors (Simsek andYilmaz , 2011).

On the other hand, experience suggests that many pupils have legitimist complaints when they are singled out and punished. Pupils dislike those teachers who are inhuman, interpreting their role too literally exerting power unnecessarily; those who treat pupils anonymously, not as individuals ;those who are soft and/ or inconsistent; those who do not teach goals, forcing pupils to under perform or underachieve; those who are unfair ,making unreasonable demands on pupil ;those who are insensitive to pupils with illness or learning problems; those who bully or hold a grudge based on past misdemeanors ;and those who do not listen.

If pupils consider their teacher to have all or some of the above traits, it is likely that they will manifest their unhappiness by disrupting lessons (Blandford, 1998).
The child's feelings of inadequacy and fear of failure; and the child's lack of pride in self and in school can be causes for students' misbehavior (Gordon, D.G., 2001).Curwin and Medler (in Gordon, D.G., 2001) also suggest more localized contributing factors, such as bored students, feelings of powerlessness, ambiguous parameters for behavior, lack of redirected outlets for expressing negative feelings, and person attacks up on one's dignity (Gordon, D.G., 2001).

2.7. Solutions for classroom management problems

The most effective means of classroom management are proactive measures. Classroom environments that are positive, quick-paced, and interesting can contribute to effective classroom management. The teacher who consistently prompts students to perform up to expectations, models all preferred behaviors, and quickly diffuses problems can avoid greater frequency and severity of problems. In establishing positive, effective classroom management, the first requisite is a high degree of subject area skill on the part of the teacher. Those teachers skilled in their subject are and management usually demonstrates knowledge of what to teach, as well as how to teach. Their sense of direction is strong,

both for themselves and their programs. The second requisite is a highly organized and well-planned curriculum and lessons that contribute to effective learning .Here, the subject teacher assumes the "travel agent" approach, finding the most efficient way to get the class from point A to point B, or from the beginning to the end of the school year, with definite objectives, goals, and aims. Third, quick pacing profoundly affects classroom management. When students are focused and remained on task, they are much less likely to become involved in covert classroom activity. Focused, participating students are much more likely to learn through activity rather than passivity. Fourth, the appropriateness and variety activities provided can significantly affect classroom demeanor. This requires that the teacher recognize and implement lessons that are age appropriate, motivating, and worthwhile in terms of teaching and learning .Finally the teacher must assess the students frequently ,know the students ,and continually improve the learning experiences by remaining a constant learner.

A teacher's ability to influence his or her classroom environment should not be underestimated .The teacher who models appositive attitude is supportive of students and their efforts and approaches behavior in appropriate ways will usually find that the class mirrors that image. This occurs subtlety because the students learn to act like the teacher by spending time under his or her tutelage; they learn what they are taught. Verbal and body language are easily recognized and interpreted by students .Students are quite perceptive, often more so than we acknowledge. Hence the teacher's body language can become a primary way to convey thoughts and feelings, communicating through physical stance, posture, proximity to the student, tilt of the head, and facial expression. When using the body to further communicate with the students, smiling, nodding, giving thumbs up or a high five, and applauding can effectively communicate approval of students without over using a particular expression such as "very good."

The teacher must be a good role model, further extending the positive atmosphere .The teacher's actions are visible to the student, thereby requiring the teacher to practice what he or her preaches in order to effectively reinforce students. Teachers who expect their

students to be polite listeners and cooperative learners must also model this with students and fellow colleagues. These are learned behaviors.

The teacher who verbalizes expectations and promotes effective learning and self-discipline will usually reap the benefits .Attitudes, behaviors and expectations can be verbally and non verbally reinforced and communicated through a variety of learning experiences .Praising good behavior and accomplishments is one way to focus attention on expectations that have been met. Praise must; however, be used judiciously, to compliment students who perform up to expectations and to encourage students to perform to maximum levels.

According to Kizlik (in Simsek and Yilmaz, 2011), "the teacher should identify expectations for student behavior and communicate them to the students periodically. Some of the rules should emphasize the appropriate student behavior." Besides, he also proposes that the teacher should monitor the compliance with rules constantly. Thus, teachers should review the classroom rules, and identify each rule clearly by telling the underlying reason of each rule.

Kizlik (in Simsek and Yilmaz, 2011) also suggests that instead of overusing verbal efforts to stop inappropriate behaviors, the teacher should use other methods .The best method is to use silence. When the student behaves disruptively, the teacher may look at him, and wait until he stops (Simsek and Yilmaz, 2011).

Moreover, several solutions for the classroom management problems have been suggested by researchers. Effective classroom management techniques included among others constant engagement of students in activities, use of innovative instructional strategies by teachers, monitoring, effective communication, and stimulating classroom environment. Findings further showed that teachers' classroom management effectiveness is a powerful motivator of student's learning RI Asiyai (n.d.).

In a comprehensive review of the literature concerning behavior management techniques, Weber and Roff (in Burden,2003) found that disadvantages outweigh the advantages in the use of harsh reprimands ,threats, and physical punishment .Furthermore , practitioners have identified additional approaches that have questionable effectiveness .The message is clear –teachers should avoid the following practices.

Nagging: continual or unnecessary scolding only upsets the student and arouses the resentment of other students' .The teacher may consider these scolding as mini lectures, but they are seen as nagging from the students' point of view.

Forced apologies: forced students to express an apology that is not felt is away of forcing him or her to lie. This approach solves nothing.

Sarcastic remarks: sarcastic remarks are statements that the teacher uses to deride, taunt, or ridicule the student. While the teacher may consider these statements as a means of punishment, they create resentment; they may lower the student's self esteem, and may lower the esteem of the teacher in the eyes of the students.

Group punishment: group punishment occurs when the entire class or group is punished because of the misbehavior of an individual. Peer pressure is intended to help modify the individual's behavior .Group punishment is difficult to use effectively, and the undesirable side effects are likely to outweigh the advantages. It forces students to choose between the teacher and the classmate .Many students will unite in sullen defiance of the teacher and refuse to blame the classmate if group punishment is used .Even if they go along with the teacher, the punishment engenders unhealthy attitudes.

Assigning extra academic work: when assigning extra academic work as a punishment the teacher implies that the work is unpleasant. It is often in the form of home work that is not normally required. The student then associate's schoolwork with punishment .This is not the message teachers should convey.

Reducing grades: penalizing a student academically for misbehavior again creates an undesirable association. Students who are penalized for misbehavior may develop an attitude of "what's the use?" to ward academic work. Furthermore, reducing grades for misbehavior confounds the grade, which is intended to report only the student's academic progress.

Writing as punishment: after students misbehave, teachers may have them copy pages out of a dictionary, encyclopedia, or other book, or have students write a certain statement ("I will not do such and such again") a number of times. Unfortunately, this approach leads to hostility from the student, gives the impression that writing is a bad thing (English teachers would get upset about the message being conveyed here), and is not logically linked to what the students may have done.

Physical labor or exercise: a teacher may use pushups or some other physical action as punishment. However the teacher may not be familiar with the student's physical abilities and the student could get hurt. In addition to concerns about the student's safety, having students do extra exercises in physical education in response to misbehavior may cause the student to lose interest in the physical activities.

Corporal punishment: corporal punishment is a strategy in which the teacher inflicts physical pain on the student to punish the student for misbehaving. Paddling, spanking, slapping, and pinching are examples. There are many disadvantages to using physical consequences Hyman (in Burden, 2003).Inappropriate behavior may be suppressed only temporarily and appropriate behaviors may be suppressed as well. Other negative behaviors often emerge, such as escape (running away from the punisher), avoidance (lying, stealing, cheating), anxiety, fear, tension, stress, withdrawal, poor self concept, resistance, and counter aggression. The student also may suffer physical harm. Furthermore, physical punishment may also serve as a model of aggressive behavior for the student .Because of these disadvantages, physical consequences should not be used Burden (2003).

Using threats also produces results in short term, but backfire in long term (Simsek and Yilmaz 2011). Besides, after using threats, the misbehavior will stop for a while, but almost invariably, the negative behavior returns. Because the student has not learned a more positive way to meet his or her need. On the other hand, rather than threats or punishments, he claims that the teachers should emphasize the correct behavior .The teachers should teach the students the correct behavior and ask them to behave in that way. Moreover, if the student continues to misbehave, instead of humiliating or threatening him in front of the other students, you should do it alone since he may have a good excuse for that misbehavior. Therefore, while reviewing the rules, it is also important to define the correct behaviors. If they continue to behave negatively, it is important to have a private conversation with the problematic student

We don't win when we subdue our students. We win when our students learn new and better behaviors. Handle behavioral situations in such a way that everyone leaves the event feeling as if they have been respected and treated fairly Gaston (n.d).

According to Thadra petkus (in Simsek and Yilmaz, 2011), one way of preventing the misbehavior is to remind the students correct behaviors frequently. Moreover, Kizlik(in Simsek and Yilmaz ,2011) advises that during the misbehavior, the teacher should move close to the offending student ,make an eye contact and give nonverbal signal to stop the offensive behavior. Another way is that the teacher may call the students name or give short verbal instruction to stop the behavior. If the student is disturbing others or you while lecturing, you can ask questions to the student about the day's topic. All of these methods are better than to stop the lecturing and arguing with the student or sending him or her out of the class.

O'banon (in Simsek and Yilmaz , 2011) emphasizes that the presentation of the lecture is important to maintain the classroom discipline. Moving throughout the classroom, at least occasionally, will provide proximity control, and help keep students on task. Eye contact with individual students and looking at a variety of points in the room is also a good

strategy .Therefore, instead of lecturing in front of the board, it is better to walk around the class, easier to monitor the students.

After the responses of the students to the questions about the activities of the lesson, the teacher should give feedback .This feedback may be either as praise or in the form of error correction .Both of them are very important in teaching .If the teacher does not give a feedback, some of the students are affected negatively from the situation .so, the best solution to this problem is to praise the students more.

Although teaching methods are not really related to classroom management, indirectly it affects discipline. The teaching method should be in concordance with the students learning styles. It is important to identify appropriate teaching methods for the students. For example, pair and group works have an important role in teaching language .However it is important to control the class in these group works .In order to control the class, the teacher should check whether the students are on task or not. On this topic, Hayden (in Simsek and Yilmaz , 2011) says that:

> *Some teachers who have disruptive students only blame the students. However, Some times the problem is the teacher. Teachers must look at their teaching practices to improve learning. Disruptive behavior is a red flag that learning is not taking place. Teachers need to take care of the disruptive behavior, but they need to look deeply at their teaching strategies as well.*

Thus, it is important to recheck the teaching methods .If they are not suitable to the students in the class, the methods should be changed. This prevents disruptive behaviors.

In order to motivate the students to the lesson, removing frustration and fear of failure is important. To prevent fluctuations in performance, it is important to arrange group activities according to the levels of the students (Simsek and Yilmaz, 2011).

With understanding of classroom management and discipline, you will need to develop a plan for dealing with misbehavior in the classroom .You need to provide a supportive environment during instruction and also provide situational assistance when students get off-task .If the student doses not get back on task, you need to move through advancing levels of consequences. If none of these actions work, you may need to involve other personnel (Burden, 2003).

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

3.1. Research Design

This study investigated the current teachers' classroom management practices in selected government secondary schools of North Western Zone of Tigray. Quantitative approach of research design was employed in this study.

3.1.2 Data sources

Primary sources of data were used for the study. These were opinions of teachers, students, principals, and vice principals and Class room observations.

3.1.3 Populations and sampling technique

North Western Zone of Tigray has 8 Woredas. Within these Woredas, there were 16 government secondary schools. Out of the total number of Woredas, four Woredas were selected by simple random sampling. This was done by writing the name of the eight woredas on pieces of peppers, folding them and putting them in a box and then four of the woredas were drawn out of the box randomly. There were ten government secondary schools in the selected Woredas. One government secondary school was selected purposefully from each sample Woredas to ensure fair representation of the sample Woredas i.e. a total of four government schools were selected out of the ten government secondary schools of the sample Woredas. These were Barud first cycle secondary school, General Hayelom first cycle secondary school, Hakfen second cycle secondary school /preparatory school / and Shire second cycle secondary school/ preparatory school/.

This was also accomplished by similar simple randomly sampling technique. Thus, two first cycle secondary schools /9-10/ and two second cycle secondary schools / preparatory schools/ from the total number of the first cycle secondary schools and the second cycle secondary schools of the sample woredas were selected respectively to make the study inclusive of the two levels of secondary schools /9-10 and /11-12/.

The sample schools had 107 Teachers, 2458 students, 4 principals, and5 vice principals. 38(36%) Teachers, 246(10%) students, 3 principals and 5 vice principals provided their opinion by filling questionnaires.

All sections of grade 9 and grade 11, were selected for classroom observation. The rest of the grades in the secondary schools were also part of the study by employing other data collection tools. Only grade 9 and 11 were selected for classroom observation due to the following reasons:

Grade nine is the starting grade of secondary education. Hence, many students may face difficulties to adopt themselves in this new situation. "The transfer of students from primary to secondary schools has long been seen as a problematic area" Huggins and Knight (1997: 333). Moreover, the researcher believes that grade nine students of North Western Zone of Tigray face English language barrier in their learning. This would be more problematic when teachers are not effective classroom managers. Thus, the researcher wanted to assess the effectiveness of teachers in managing classrooms in this grade.

Similarly, grade eleven is the starting grade in the preparatory school. In fact, grade eleven students face new situations. For instance, they get new subjects.

The study would be unmanageable both in terms of cost and time, if it includes all of the grades in the secondary education/nine through twelve/.

The classroom observations were carried out in two schools (Shire preparatory school and General Hayelom first cycle secondary school) which are more familiar to the researcher. These observations were conducted in mathematics, physics, and chemistry, biology, English, economics, geography, general businesses, history, civics and Amharic, Tigringa and technical drawing periods of grade 11, and mathematics, physics, and chemistry, biology, English, geography, history, civics, Amharic, and Tigringa periods of grade 9.Thus, the observations were carried out over thirteen subjects and ten subjects of grade 11 and grade 9 respectively. One classroom observation for each subjects and hence, a total of 23 observations were conducted.

3.2. Instruments of data collection

In this study, a number of data gathering instruments were employed to gather the required data.

3.2.1. Questionnaire

Questionnaire is the most important tool in gathering data from large population. It is also preferable for its relative ease for respondents to fill out it within short time (Koul ,1984). Questionnaires were filled by teachers, principals and vice principals and students of the sample schools .The questionnaires for teachers, principals and vice principals were prepared in English, and the questionnaires for students in Tigrigna.

3.2.2. Classroom observation

Observation helps to gather necessary data from natural setting because some information can be obtained through practical activities. Kumar (1996:105) explains observation: "It is one way to collect primary data. Observation is a purposeful, systematic and selective way of watching and listening to an interaction or phenomenon as it takes place." Thus, classroom observation check list was designed to assess the availability of classroom facilities, conduciveness of classroom physical environment, classroom management problems, teachers' mechanisms to solve these problems, and the extent that teachers implement classroom management components.

3.3. Procedures of data collection

In order to address the issues of reliability or to check the appropriateness of the items in the data collection instruments and to make the necessary corrections based on the feedback obtained, the instruments, i.e., the questionnaire and classroom observation check list were first submitted to the advisor and the necessary correction had been carried out over them by him.

3.4. Methods of data analysis

The collected data was analyzed and interpreted using quantitative approaches. Accordingly, percentage was employed to describe the gathered data.

CHAPTER FOUR

4. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

The objective of the study was to assess teachers' classroom management practices in the secondary schools of North Western zone of Tigray. To this end, data were collected from teachers, students, principals, and vice principals, and classroom observation. The collected data was presented, interpreted, and analyzed in this chapter

4.1. Personal data of respondents

The qualification and years of experience of teachers, principals and vice principals as well as the sex of all respondents is summarized in the following tables 1a and 1b.

Table 1a. Characteristics of principals and vice principals

No	Items		Types of respondents	
			P	Vp
1	Sex	Male	3	5
		Female	-	-
2	Qualification of teachers, principals, vice principals and supervisors	Diploma	-	-
		BA/BSc	1	5
		MA/MSc	2	-
3	Years of experience of teachers, principals, vice principals and supervisors	1-5 years	-	1
		6-10 years	2	2
		11-15 years	-	
		16-20 years	1	1
		21-26 years	-	1
		26 years and above	-	-

P=principals Vp= vice principals

Table 1 b. Characteristics of teachers and students

Sex, qualification and experience of respondents is summarized in the following table.

No	Items		Types of respondents			
			T		St	
			NO	%	NO	%
1	Sex	Male	20	52.6	121	49.2
		Female	18	47.3	125	50.8
2	Qualification of teachers, principals, vice principals and supervisors	Diploma	-		-	-
		BA/BSc	38	100	-	-
		MA/MSc	-	-	-	-
3	Years of experience of teachers, principals, vice principals and supervisors	1-5 years	14	36.8	-	
		6-10 years	10	26.3	-	-
		11-15 years	8	21	-	-
		16-20 years	3	7.8	-	-
		21-26 years	2	5.2	-	-
		26 years and above	1	2.6	-	-

T= teachers St= students

As it can be observed from table 1a above, all of the principals and vice principals were males (100%). This shows that there was no female participation in principal ship and vice principal ship of the sample secondary schools.

As it can be also observed from table 1b, 52.6% and 47.3% of the teachers were males and females respectively. This indicates that male teachers were dominant over female teachers by their numbers in these schools. However, 49.2% and 50.8% of the students were males and females respectively. This shows that female students' participation was slightly higher than male students do.

With regard to qualification, table 1a and 1b show that all of the respondent teachers (36%) and vice principals and 1 principal l were BA/ BSC degree holders. It also shows that 2 respondent principals were MA/MSC holders.

Concerning the years of experience, table 1b shows that the years of experience of the majority respondent teachers / 36.8%/ was in the range from 1 up to 5 years, 26.3% of the respondent teachers served for 6 up to 10 years, 21% of the respondent teachers had also experience that ranges from 11 up to 15 years. Some 7.8% of the respondent teachers served for 16 up to 20 years. 5.2% of the respondent teachers had also a service that ranges from 21 years up to 26 years, and only 2.6% of them had an experience of 26 years and above. On the other hand, the years of experience of 2 respondent principals was in the range from 6 up to 10 years. Only 1 principal served for 16 up to 20 years. 2 vice principals served for 6 up to 10 years , 1 vice principal served for 5 years,1 of the respondent vice principals had also served for 18 years and 1 of the vice principals served for 23 years.

The data in Table 1a and 1b indicate that, the respondent principals, vice principals and teachers were more likely to have adequate knowledge about the topic of the study as they are found at good condition in their academic qualification and their experience. Moreover, as per the standards of the ministry of education (1994), the minimum requisite qualification to teach in the secondary schools was first degree. Thus, the sampled secondary schools had qualified teachers.

Concerning the class size, the majority of teachers /47.3%/, principals (2)and vice principals(3) responded that the average number of students in the classroom of the sample schools ranges from 51-60students.Moreover,39.4% of teachers,1 principal and 2 vice principals responded that the average number of students in the classroom of these schools is in the interval from 40-60 students. Some 10.5% of teachers also responded that the average number of students in the classroom ranges from 61-70 students .Only 2.63% of the teachers replied that the average number of students in the classroom

is 71 and above students. Therefore, the majority of the respondents agreed that the average number of students in the classroom of the sample schools is in the interval between 51-60 students.

The data in table 1a and 1b indicate that the class size/the number of students in classroom/ of the sample schools is above standard because the standard class size according to the Ethiopian education policy (TGE, 1994) is 50 students in one classroom. The class size indicates that effective classroom management is difficult to implement in these secondary schools. In line with this, (Burden, 2003) expresses students' crowding in the classroom as one of the causes of class classroom management problems.

4.2. Classroom physical environment and seating arrangement of students

To make analysis easy, the five point rating scale is synthesized in to three (agree, undecided, and disagree).

Table 2a: Opinions of respondents towards Classroom physical environment and seating arrangement of students

No	Items	Respondents	Scale values					
			A		UD		DA	
			No	%	No	%	No	%
1	The organization of seating, materials and equipment is coincides with instructional activities and objectives	Teachers	24	63.1	-	-	14	36.8
		Principals	3		-	-	-	
		Vice principals	2		2		1	
		Students	206	83.6	-	-	40	16.2
2	Students can easily see instructional presentations/ the activities and the chalk board without moving their chairs and craning their necks/	Teachers	29	76.2	-	-	9	23.6
		Principals	3				-	
		Vice principals	5		-		-	
		Students	221	89.7	9	3.6	16	6.50
3	There is enough space around doorways, group work areas, the teacher desk and students desks	Teachers	18	37.2	-	-	20	52.1
		Principals	1		-		2	
		Vice principals	-		2		3	
		Students	119	48.3	-	-	127	51.5
4	The students are easily seen by the teacher	Teachers	31	81.5	2	5.2	5	13
		Principals	2		-		2	
		Vice principals	3		1		1	
		Students	230	93.4	-	-	16	6.4

A=Agree UD=Undecided DA=Disagree

As can be observed from table 2a, 63.1 % of teachers, 3 principals, 2 vice principals and 83.6% of students agreed with the idea that the organization of seating, materials and equipment of the classroom coincides with the instructional activities and objectives.

However,1vice principal and, 16.2% of students disagreed with this idea.2 vice principals responded undecided. Thus, the majority of the respondents agreed that the organization of seating, materials and equipment of the classroom coincides with the instructional activities and objectives in the sample schools.

Concerning item two of the same table,76.2% of teachers,3 principals, and 89.7% of students agreed with the idea that students can easily see instructional presentations/the activities and the chalk board / with out moving their chairs and craning their necks.However,23.6% of teachers disagreed with item two. Some 3.6% of students also responded undecided. Therefore, the great proportion of the respondents agreed with the idea that students can easily see instructional presentations / the activities and the chalk board / with out moving their chairs and craning their necks.

With regard to item three of this table, 52.1% of teachers, 2 vice principals, 3 principals and 51.5% of students disagreed with the idea that there is enough space around door ways, group work areas, the teacher desk and students' desks. Meanwhile, 37.2 % of teachers, 1 principal and48.3 of students agreed with the idea of item three. Only 2 vice principals rated undecided with this idea. Thus, the majority of the respondents did not agree with the idea that there is enough space around doorways, group work areas, the teacher desk and students' desks in the schools under consideration.

As item four of this table is concerned, 81.5% of teachers, 2 principals, 3 vice principals and 93.4% students agreed with the idea that the students are easily seen by the teacher. However, 13% of teachers, 2 principals, 1 vice principal and 6.4% of students disagreed with this idea.5.2% of teachers and 20% of vice principals also rated undecided. Therefore, the majority of the respondents agreed that students in the classroom are easily seen by the teacher in these schools.

The data obtained from class room observation are summarized in the following table.

Table 2b: Opinions of the researcher towards Classroom physical environment and seating arrangement of students

No	Items	Number of classes observed by the researcher=23	
		A	DA
1	The organization of seating, materials and equipment coincides with instructional activities and objectives	23	-
2	Students can easily see instructional presentations/ the activities and the chalk board without moving their chairs and craning their necks/	23	-
3	There is enough space around doorways, group work areas, the teacher desk and students desks		23
4	The students are easily seen by the teacher	23	-

A=Agree DA=Disagree

As can be observed from table 2b, the organization of seating, materials and equipment coincided with instructional activities and objectives; students could easily see instructional presentations/ the activities and the chalk board without moving their chairs and craning their necks/;and the students were easily seen by the teacher in 23 observed classes. Students were organized in to groups in all of the observed classes. One group is known as 'net work' / 'one to five networks' /that is each group has six members and one of the members is a 'net work leader. However, there was no enough space around doorways, group work areas, the teacher desk and students' desks in all of the observed classes.

Therefore, the data in table 2a and 2b indicate that the organization of students seating, materials and equipments coincided with instructional activities and objectives; students could easily see instructional presentations/ the activities and the chalk board without moving their chairs and craning their necks/;and the students were easily seen by the teacher. This implies that students seating arrangement was conducive for group discussion. However, group works/group discussions/ were not effective because there was no enough space around doorways, group work areas, the teacher desk and students' desks in all of the sample schools which could enable the teacher to move and supervise

the group discussions. This in turn implies that student centered methods of teaching was difficult to implement in these schools.

4.3 Classroom management problems (students' misbehavior)

The different problems of class room management are summarized as follows:

Table 3a: Opinions of respondents towards Classroom management problems

No	Items	Respondents	Scale values					
			A		UD		DA	
			No	%	No	%	No	%
1	Fighting among students in the classroom	Teachers	10	26.2	3	7.8	25	65.7
		Principals	-				3	
		Vice principals	-		1		4	
		Students	25	10.1	-		221	89.7
2	Students verbal attack to teachers or other students	Teachers	21	55.2	2	5.2	15	39.3
		Principals	2				1	
		Vice principals	3				2	
		Students	38	15.4			208	84.5
3	Students' answering of cell phone or receiving text message in the classroom	Teachers	14	36.7	-		25	65.7
		Principals	-	-			3	
		Vice principals	-	-	4		1	
		Students	24	9.35	-		222	90.1
4	Students' chewing-gum in the classroom	Teachers	8	21	-		30	78.8
		Principals	1				2	
		Vice principals	-	-	1		4	
		Students	21	8.4	6	2.4	225	91.3

Table 3a depicts types of classroom management problems. Accordingly, 65.7% of teachers, 3 principals, 4 vice principals and 89.7% of students disagreed with the idea that fighting among students is classroom management problem/ student misbehavior /in the sample schools.7.8% of teachers and, 1 vice principal rated undecided. Therefore, the great proportion of the respondents did not accept the idea that fighting among students is a classroom management problem/ student misbehavior /in these secondary schools.

With regard to the idea of item two of this table, 55.2 % of teachers, 2 principals. 3 vice principals, 15.4% students agreed with the idea that student's verbal attack to teachers or other students is a classroom management problem of the secondary schools. However, 39.3% teachers, 2 vice principals, and 84.5%of students responded disagree with the idea of item two. Only 5.2% of teachers responded undecided. Therefore, the majority of the respondents rated that student's verbal or physical attack to teachers or other students is a classroom management problem of the schools.

Concerning item three of table 3a, 36.7% of teachers and 9.35% of students agreed with the idea that students' answering of cell phone or receiving text message in the classroom is student misbehavior (classroom management problem) in the sample secondary schools. However, 65.7% of teachers, 3 principals, and 90.1%of students responded disagree with this idea. And 80% of vice principals responded undecided up on this idea. Therefore, the majority respondents did not support the idea that students' answering of cell phone or receiving text message in the classroom is student misbehavior in these schools.

With regard to item four of the same table, 78.8% of teachers, 2 principals and 4 vice principals and 91.3 % of students disagreed with the idea that Chewing gum in the classroom is a students' misbehavior in the secondary schools. To the opposite of these respondents, 21 %of teachers,1 principals and 8.4% of students agreed with the fact that Chewing gum in the classroom is students' misbehavior in the secondary schools. Some 1 vice principals and 2.4%of students responded undecided. Thus, the majority of the respondents opposed the idea that students' Chewing gum in the classroom is misbehavior in the secondary schools.

In the open-ended questions, 56% of teachers,72% of students,2 vice principals and 2 principals responded that students' talking ,laughing in the classroom and not doing class works, tardiness, copying the work of others and reluctance to participate in group discussions were classroom management problems.

Data obtained from classroom observation with regard to classroom management problems

Table 3b: Opinions of the researcher towards Classroom management problems

No	Items	Number of classes observed by the researcher=23	
		A	DA
1	**Fighting among students in the classroom**		
2	**Students verbal attack to teachers or other**		
3	**Students' answering of cell phone or receiving text**		
4	**Students' chewing-gum in the classroom**		

A=Agree DA=Disagree

The data of table 3b show that fighting among students in the classroom; Students' answering of cell phone or receiving text message in the classroom; and Students' chewing-gum in the classroom were not classroom management problems in most of the observed classes. However, students' answering of cell phone or receiving text message and students' chewing-gum in the classroom were observed as classroom management problems in 3 classes and 6 classes respectively. Students' verbal attack to teachers or other students was a classroom management problem in most of the observed classes (16 classes).But it was not a classroom management problem in 7 classes.

Therefore, the data obtained from the majority respondents in table 3a and from most of the observed classes in table 3b indicate that with the exception of item two, all the other items were not classroom management problems in the sample secondary schools.

The existence of different classroom management problems in the secondary schools implies that classroom management was not implemented effectively. This in turn affects the results of teaching-learning process of these schools negatively.

4.4 Causes for classroom management problems

The different causes of classroom management problem are summarized in the following tables.

4.4.1 Factors due to students themselves

Table 4 a: Opinions of respondents towards the factors due to students themselves

No	Items	Respondents	Scale values					
			A		UD		DA	
			No	%	No	%	No	%
1	Students' lack of sleep, illness or an inadequate diet; lack of adequate closing or housing of the students; Inappropriate parental supervision; and Significant events such as divorce or death of a friend or a relative of students	Teachers	29	76.2	-	-	9	23.6
		Principals	2		-	-	1	
		Vice principals	3		-	-	2	
		Students	110	44.7	-	-	136	55.2
2	Students' feelings of inadequacy and fear of failure and Students' lack of pride in self and in school	Teachers	18	47.3	4	10.	16	42
		Principals	2		-	-	1	
		Vice principals	1		1		3	
		Students	125	50.8	-	-	121	49.1
3	Vision or hearing lose, paralysis or a sever physiological disorder of the student ,Mental disorder of the students	Teachers	26	68.3	-	-	17	44.6
		Principals	2		-		1	
		Vice principals	-	-	1		4	
		Students	29	11.7	-	-	217	88.1
4	Drug abuse or alcohol taking of students	Teachers	11	29.3	3	7.8	24	63
		Principals	1		1		1	
		Vice principals	-		1		4	
		Students	78	31.6	5	2.03	163	66.2

According to the data observed from table 4a, 76.2 % of teachers, 2 principals, 3 vice principals, and 44.7 % of students agreed up on students lack of sleep, illness or an inadequate diet, lack of adequate closing or housing of the students, inappropriate parental supervision, and significant events such as divorce or death of friend or a relative of student as causes for classroom management problems. On the other hand, 55.2% of students, 23.6% teachers, 1 principal, and 2 vice principals disagreed with the idea of item

one. Thus, the great proportion of the respondents confirmed that students lack of sleep, illness or an inadequate diet, lack of adequate closing or housing of the students, inappropriate parental supervision, and significant events such as divorce or death of friend or a relative of student were causes for classroom management problems in these schools.

With regard to item two of table 4a,47.3of teachers, 2 principals, 1 vice principal and 50.8% of students agreed with the idea that students feelings of inadequacy and fear of failure and students' lack of pride in self and in school is a cause for classroom management problems. On the other hand, 42 % of teachers, 1 principal, 3 vice principals, and 51,5% of students disagreed with the idea of item two.1 vice principal also responded undecided up on this idea. Therefore, the great proportion of the respondents agreed with the idea that student' feelings of inadequacy and fear of failure and students' lack of pride in self and in school is a cause for classroom management in the secondary schools.

As far as item three is concerned, 44,6% of teachers, 2 principals, 4 vice principals and 88,1% of students disagreed with the idea that vision or hearing lose, paralysis or a sever physiological and Mental disorder of the students are causes for classroom management problems. Meanwhile, 68.3 % of teachers, 2 principals and 11.7 % of students agreed with the idea of item three. One principal responded undecided up on the idea of item three. Therefore, the majority of the respondents did not consider vision or hearing lose, paralysis or a sever physiological and Mental disorder of the students as causes for classroom management problems in the sample secondary schools.

As for item 4 of the same table, 63 % of teachers, 1 principal, 4 vice principals and 66.2 % of students disagreed with the idea that drug abuse or alcohol taking of students as causes for classroom management problems. However, 11% of teachers, 1 principal and 78 % of students agreed with the idea that drug abuse or alcohol taking of students is a cause for classroom management problems. Some 7.8% of teachers, 1 principal, 1 vice principal and 2% of students also responded undecided. Thus, the majority of the

respondents rejected the idea that drug abuse or alcohol taking of students is the cause for classroom management problems in the schools under consideration.

Table 4a shows that Vision or hearing lose, paralysis or a sever physiological disorder of the student ,mental disorder of the students and drug abuse or alcohol taking of students were not causes for classroom management problems in the sample secondary schools although Burden (2003)cited them as causes for classroom management problems. It also indicates that students lack of sleep, illness or an inadequate diet, lack of adequate closing or housing of the students, inappropriate parental supervision, and significant events such as divorce or death of friend or a relative of student; and students feelings of inadequacy, fear of failure and students' lack of pride in self and in school were causes for classroom management problems in these schools. This idea complies with the idea of Burden (2003), Gordon, D.G. (2001).

4.4.2 Factors due to the community and the school

The different factors for class room management problems are summarized the following table.

Table 4 b: Opinions of respondents towards the factors due to the community and the school

No	Item	Respondents	Scale values					
			A		UD		DA	
			No	%	No	%	No	%
1	Factors in the community or society such as the medias /eg television	Teachers	25	63.7	-	-	13	80.9
		principals	-	-			3	
		Vice principals	-	-	1		4	
		Students	174	70.7	-	-	72	29.2
2	Inappropriate curriculum and instructional materials	Teachers	25	65.7	-	-	13	34.2
		principals	1		-	-	2	
		Vice principals	2		-	-	3	
		Students	95	38.6	-		151	61.3
3	Inadequate instructional materials such as books, teaching aids and reference	Teachers	19	17.6	4	3.7	15	14
		principals	2		-		1	
		Vice principals	4		-	-	1	
		Students	209	84.9	-	-	37	14.9
4	Ineffective teachers, administrators and staff of the school	Teachers	20	52.6	-	-	18	47.3
		principals	2		-	-	1	
		Vice principals	3		-	-	2	
		Students	180	73.1	-	-	66	26.8
5	Inadequate facilities such as students' desks, table and chair for the teacher and black board;	Teachers	28	73.6	-	-	10	26.3
		principals	3		-		-	
		Vice principals	5		-	-	-	
		Students	187	76	-	-	59	23.9
6	Student crowding /large numbers of students/ in the classroom	Teachers	23	60.5	-	-	15	39.4
		principals	3		-	-	-	
		Vice principals	4		-	-	1	
		Students	162	60.5	-	-	84	-
7	Extreme temperature of the classroom	Teachers	24	63.1	6	-	8	15.7
		Principals	2		1		-	
		Vice principals	3		-		2	
		Students	192	78	-	-	54	21.9

As it can be observed from table 4b, 80.9% teachers, 3 principals, 4 vice principals and.29, 2 % of students disagreed with the idea that factors in the community such as the medias / example television / are causes for classroom management problems. On the other hand, 63.7 % of teachers and 70.7 % of students agreed with the idea of item one .1 vice principal also responded undecided on item one. Thus, the majority of the respondents did not accept factors in the community or society such as the media / example television / as causes for classroom management problems the schools.

Regarding item two of the same table, 65.7% of teachers, 1 principal, 2 vice principals and 38.6 % of students agreed that inappropriate curriculum and instructional materials as causes for classroom management problems in these secondary schools. However, 34.2% of teachers, 2 principals, and 3 vice principals and 61.3% of students disagreed with this idea. Thus, the greater proportion of the respondents disagreed with the idea that inappropriate curriculum and instructional materials are causes for classroom management problems.

As it can be observed from item three of this table, 17.6% of teachers, 2 principals, 4 vice principals and 84.9% of students agreed with the idea that inadequate instructional materials such as books, teaching aid and reference materials are causes for classroom management problems. On the other hand, 14 of teachers 1 principal, 1 vice principal and 14.9 % of students disagreed with inadequate instructional materials such as books, teaching aid and reference materials as causes for classroom management problems. Some 3.7% of teachers responded undecided upon this idea. Therefore, the great majority of the respondents supported that inadequate instructional materials such as books, teaching aid and reference materials are causes for classroom management problems.

Regarding item four of table 4b, 52.6% of teachers, 2 principals, 3 vice principals and 73.1 % of students agreed that ineffective teachers, administrators, and staff of the school causes classroom management problems. However, 47.3% of teachers, 1 principal, 2 vice principals, and 26.8%of students disagreed with this idea. Thus, the majority of the

respondents agreed with the idea that ineffective teachers, administrators, and staff of the school cause classroom management problems.

Concerning item five, 73.6% of teachers, 3 principals, 5 vice principals, and 73.1 % of students agreed with the idea that inadequate facilities such as students, desks, table and chair for the teacher and black board are causes for classroom management problems. However, 26.3% of teachers, and 23.9% of students opposed this idea. This shows that the majority of the respondents agreed with inadequate facilities such as students, desks, table and chair for the teacher and black board as causes for classroom management problems.

As far as item six is concerned 60.5%of teachers, 3 principals, 4 vice principals, and 60.5% students agreed that Student crowding / large number of students in the classroom /causes for classroom management problems. On the other hand, 39.4%of teachers, 20% of vice principals, and34.1% of students disagreed with this idea. Therefore, the larger proportion of the respondents agreed that Student crowding / large number of students in the classroom /is cause for classroom management problems. As can be observed the data from table 2, the number of students in class is above the standard of the Ethiopian education policy TGE (1994).

Regarding the last item of table 4b, 63.1% of teachers,2 principals, 3 vice principals, and 78% of students agreed that the extreme temperature of the classroom is a cause for students misbehavior/ classroom management problems/. However, 15.7% of teachers,40%of vice principals and 21.9%of students disagreed with this idea.1 principal also responded undecided up on this idea. Therefore, the majority of the respondents agreed that extreme temperature is a cause for classroom management problems.

The data of table 4b indicate that factors in the community such as the Medias / example television and inappropriate curriculum and instructional materials were not causes for classroom management problems in the sample secondary schools. Whereas, inadequate instructional materials such as books, teaching aid and reference materials; ineffective

teachers, administrators, and staff of the school; inadequate facilities such as students , desks, table and chair for the teacher and black board; Student crowding / large number of students in the classroom /;and extreme temperature of the classroom were causes for classroom management problems in these schools. This confirmed the idea of Burden (2003) according to whom, factors such as the effectiveness of teachers, administrators, and staff, school routines; adequacy of facilities and instructional materials; student crowding in the classroom; and extreme temperature of the classroom can be causes for classroom management problems.

4.5 Commented solutions for classroom management problems

The solutions applied by teachers are summarized in the following tables.

Table 5a: The opinions of respondents towards the Solutions for classroom management problems

No	Items	Respondents	Scale values					
			A		UD		DA	
			No	%	No	%	No	%
1	Using threats when students misbehave	Teachers	25	68.3	3	7.8	9	14.6
		Principals	2		-	-	1	
		V/principals	5		-	-	-	
		Students	208	86.5	5	2	28	15.3
2	Applying physical labor or exercise over the misbehaving student	Teachers	25	65.7	-		13	34.2
		Students	201	81.6	3	1.2	42	16.9
		principals	2				1	
		V/principals	3		-	-	2	
3	Ignoring the misbehavior if it is not serious	Students	243	98.7	-	-	3	1.21
		Teachers	24	65.1	-	-	14	36.7
		V/principals	5		-	-	-	
		principals	3		-	-	-	
4	Moving close to the misbehaving student	V/principals	3		-	-	2	
		Students	192	78	-	-	54	21.8
		Teachers	24	63.1	-	-	14	36.7
		principals	1		1		1	
5	Making an eye contract and giving non verbal signal to the misbehaving student	principals	2				1	
		V/principals	4		1		-	
		Students	190	77.2	3	1.2	56	22.6
		Teachers	27	73	-	-	11	52.6
6	Calling the name of the misbehaving student and giving a short verbal instruction to him/her	Teachers	23	41.4	-	-	15	39.4
		principals	2		1		-	
		V/principals	5		-	-	-	
		Students	212	86.1	4	1.6	30	12.3
7	Sending a misbehaving student out of the class	V/principals	3		1	20	2	
		Teachers	27	70.9	-	-	11	28.8
		principals	2		1		-	
		Students	186	75.6	-	-	60	24.2
8	Applying physical punishment over a misbehaving student	Teachers	8	21	-	-	30	78.9
		Principals	1		-	-	2	
		V/principals	2		-	-	3	
		Students	185	50.7	3	60	58	23.4
9	Punishing the entire class or group when an individual student misbehaves	Students	62	25.1	-	-	63	91.3
		Teachers	10	26.2	-	-	28	73.6
		principals	-		-		3	
		V/principals	-	-	-	-	5	

As it can be observed from table 5a, 68.3% of teachers, 2% of principals, 5% vice principals and 86.5% of students agreed with the idea that teachers use threats when students misbehave. However, 14.6% of teachers, 1 principal and 15.3 % of students responded disagree with this idea. Besides, some 7.8 % of teachers and 2. % of students rated undecided up on item one of this table. Therefore, the majority of the respondents supported the idea that teachers use threats when students misbehave.

Concerning item two of the same table 65.7% of teachers, 81.6% of students, and 3 vice principals agreed with the idea that teachers apply physical labor or exercise over the misbehaving students. However, 34.2% of teachers, 16.9% of students, 1 principal and 2 vice principals responded disagree with applying physical labor or exercise over the misbehaving students. Some 1.21 % of students responded undecided over this idea .Thus, the majority of the respondents agreed with the idea that teachers apply physical labor or exercise over misbehaving students as a solution for classroom management problems.

With regard to item three of this table, 98.7% of students, 65.1% of teachers, 5 vice principals and 3 principals agreed with the idea that teachers ignore students' misbehavior if it is not serious. On the other hand, 1.21% of students and 36.7 % of teachers disagreed with the idea that teachers ignore the misbehavior if it is not serious. Therefore, the great majority of the respondents agreed with the fact that teachers ignore the misbehavior if it is not serious. The data gathered from the classroom observation also supported this idea. The teachers whom the researcher observed did not give a response for every type of misbehavior.

As far as item four of the same table is concerned, 60% vice principals,78 % of students,63.1% of teachers and 1 principals agreed with the idea that teachers move close to the misbehaving student as a solution for misbehavior. On the other hand,2 vice principals 21.8% of students,36.7 % of teachers, and 1 principal disagreed with the idea that teachers move close to the misbehaving student to stop misbehavior. Only 33.3% of principals responded undecided. Thus, the majority of the respondents supported that

teachers move close to the misbehaving student as a solution for classroom management problems.

As for item five of table 5a, 2 principals, 4 vice principals, 77.2% of students and 73% of teachers agreed with the idea that teachers make an eye contact and give non verbal signal to the misbehaving students. However, 1 principal, 22.6% students and 52.6% of teachers disagreed with making an eye contact and giving non verbal signal to the misbehaving students.28 % of vice principals and 1.2% of students responded undecided. Thus, the greater proportion of the respondents supported the idea that teachers make an eye contact and give non verbal signal to the misbehaving students.

Concerning item six of table 5a, 41.4% of teachers, 3 principals, 5 vice principals and 86.1% of students agreed with the fact that teachers call the name of the misbehaving student and give a short verbal instruction to him/her. On the other hand, 39.4% of teachers and 12.5 % of the students disagreed with the idea that teachers call the name of the misbehaving students and give a short verbal instruction to him / her.1 principal and 1.6% of students also responded undecided to this idea .Therefore, the majority of the respondents supported the idea that teachers call the name of the misbehaving student and give a short verbal instruction to him/her.

As far as item seven of this table is concerned, 3 vice principals, 70.9 % teachers, 2 principals and 75.2 % of students agreed with the idea that teachers send misbehaving students out of the class as a solution for misbehavior. However, 2 vice principals, 28.8% of teachers and 24.2% of students disagreed with the idea that teachers send misbehaving students out of the class as a means to avoid misbehavior. Thus the greater proportion of the respondents supported the idea that teachers send misbehaving students out of the class as solution for classroom management problems.

With regard to item eight of table 5a, 78.9 % of teachers, 2 principals, 3 vice principals 23.4% of students disagreed with the idea that teachers apply physical punishment over a misbehaving students as a solution for classroom management problems. However, 21%

of teachers, 1principals, 2 vice principals and 50, 7% of students agreed with the idea that teachers apply physical punishment over misbehaving students as a solution for students' misbehavior.60% of students rated undecided. Thus, the majority of the respondents disagreed with the idea that teachers apply physical punishment over misbehaving students as a solution for students' misbehavior.

As far as item nine of table 5a is concerned, 91.3% of students, 73.6 % of teachers, 3 principals, and 5 vice principals disagreed with the idea that teachers punish the entire class or group when an individual student misbehaves. On the other hand, 25.1% students and 26.2% of teachers agreed with the idea of item nine. Therefore; the majority of the respondents disagreed with the idea that teachers punish the entire class or group when an individual student misbehaves as a solution for classroom management problems.

The solutions applied by teachers and observed by the researcher are summarized in the following table.

Table 5b: The opinion of the researcher towards the solutions teachers applied for classroom management problems

No	Items	Number of classes observed by the researcher=23	
		A	DA
1	**Using threats when students misbehave**	14	9
2	**Applying physical labor or exercise over the**	13	10
3	**Ignoring the misbehavior if it is not serious**	20	3
4	**Moving close to the misbehaving student**	19	4
5	**Making an eye contract and giving non verbal**	23	-
6	**Calling the name of the misbehaving student and**	16	7
7	**Sending a misbehaving student out of the class**	5	18
8	**Applying physical punishment over a misbehaving**	-	23
9	**Punishing the entire class or group when an**	-	23

As it can be observed from table 5b, teachers used threats when students misbehave in 14 observed classes; applied physical labor or exercise over the misbehaving student in 13 classes; ignored the misbehavior if it is not serious in 20 classes; moved close to the misbehaving student in 19 classes; made an eye contract and gave non verbal signal to the misbehaving student in 23 classes; called the name of the misbehaving student and

gave a short verbal instruction to him/her in 16 classes ;and send a misbehaving student out of the class in 5 classes. However, the teachers did not apply physical punishment over a misbehaving student and not punish the entire class or group when an individual student misbehaves in all of the observed classes(23 classes).Moreover, teachers did not use threats when students misbehave in 9 observed classes; did not apply physical labor or exercise over the misbehaving student in 10 classes; did not ignore the misbehavior even if it is not serious in 3 classes ;did not moving close to the misbehaving student in 4 classes ;did not call the name of the misbehaving student and give a short verbal instruction to him/her in 7 classes ;and did not send a misbehaving student out of the class in 18 classes. Therefore, teachers applied items 1, 2, 3, 4, 5, and6 in most of the observed classes. Whereas the teachers did not apply items 8 and 9 in all of the observed classes. Besides they did not apply item 7 in most of the observed classes.

According to the data obtained from the open ended questions, 71% of teachers, 3 principals, 2 vice principals and 92% of students responded that forcing misbehaving students to call their parents/family/ to the school , writing the name of the misbehaving students in the black list of the school ,continues follow up and monitoring of the students in the classroom, teaching rules and procedures of the class to the students, encouraging students who show appropriate behavior, continuous advising of students were also solutions for classroom management problems applied by teachers in the secondary schools..

The data gained from most of the respondents in table 5a and data from most of the observed classes in table 5b indicate that threatening a misbehaving student and applying physical labor or service over misbehaving student were used by the teachers as solutions for students' misbehavior in the sample secondary schools. These actions are against the ideas of Burden (2003) who advised teachers not to apply these actions. The data also indicate that ignoring the misbehavior if it is not serious; moving close to the misbehaving students; making an eye contact and giving non verbal signal to the misbehaving student; calling the name of the misbehaving student and giving short verbal instruction to him/her; and sending misbehaving students out of the class were the

solutions which teachers, according to the data gained from the majority of the respondents and most of the observed classes, apply to solve students behavior problems. These actions coincided with the ideas of Simsek and Yilmaz (2011). Moreover, the data indicate that the teachers did not apply physical punishment over misbehaving students and not punish the entire class or group when an individual student misbehaves in these secondary schools. According to Burden (2003), applying physical punishment over misbehaving students and punishing the entire class or group when an individual student misbehaves as solutions for classroom management problems is not good. The data gained from the open ended questions also coincided with the ideas of different researchers expressed in chapter two of this study.

Therefore, except items 8.and 9, all of the other items of table 5a and 5b were applied by the teachers according to majority respondents and most of the observed classrooms(except item 7), as solutions for classroom management problems in these secondary schools. Thus, the data of table 5a and 5b imply that although there were several classroom management problems in the secondary schools, teachers applied different mechanisms to avoid the problems.

4.6. Implementation of the classroom management components

The implementation of classroom management components and respondents opinion is summarized as follows:

Table 6: The opinions of respondents towards the implementation of classroom management components

No	Items	Respondents	Scale values					
			A		UD		DA	
			No	%	No	%	No	%
1	Teachers organize students in pairs or in group	Teachers	22	58.8	-	-	16	42.1
		Principals	3		-	-	-	
		Vice Principals	5		-	-	-	
		Students	71	83.6	-	-	40	16.2
2	Teachers have behavior management plan	Teachers	-	-	-	-	17	44.7
		principals	1		-	-	2	
		Vice principals	2		-	-	3	
		Students	62	25.1	9	3.6	175	71.1
3	Teachers have classroom rules and procedures and the teachers implement them in the classroom	Teachers	14	36.8			24	63.1
		principals	1				2	
		Vice principals	2				3	
		Students	87	35.3			159	64.5
4	Teachers have the skills to motivate students to learn	Teachers	18	47.3			20	52.6
		principals	1				2	
		Vice principals	2				3	
		Students	54	22.3			192	78
5	Teachers have strong relationship with their students	Teachers	14	36.8			24	63.1
		principals	-				3	
		Vice principals	-				3	
		Students	71	28.8			175	71.1

As it can be observed from table 6, 58.8, % of teachers, 2 principals and 5 vice principals, 83.6 % students agreed with the idea that teachers organize students in pairs or groups in the classroom. On the other hand, 42.1% of teachers and 16.2% students disagreed with the idea that teachers organize students in pair or in group in the classroom. Therefore, majority of the respondents accepted the idea that teachers organize students in pairs or in groups in the classroom. The data obtained from the classroom observation coincides with this idea. Students were organized in groups /one to five networks/.

With regard to item two of the same table, 44.7 % of teachers, 2 principals, 3 vice principals and 71.1 % of students disagreed with the idea that teachers have behavior management plan. However, 1 principal, 2 vice principals and 25.1 % of students agreed with this idea. Some 3.6% of students responded undecided .Therefore, the majority of the respondents opposed the idea that teachers have behavior management plan.

Concerning item three of table 6, 63.1% of teachers, 2 principals, 3 vice principals and 64.5 % of students disagreed with the idea that teachers have classroom rules and procedures and they implement the rules and procedures in the classroom. On the other hand, 36.8% of teachers, 1 principals and 2 vice principals and 35.3% of students agreed with this idea. So, the great proportions of the respondents were against the idea that teachers have classroom rules and procedures and implement the rules and procedures in the classroom.

As far as item four of table 6 is concerned, 52.6% of teachers,2 principals,3 vice principals and 78% of students disagreed with the idea that teachers have the skills to motivate students to learn. However, 47.3% of teachers, 33.3% of principals, 40% principals and 22% of students agreed with this idea .Thus, the larger proportion of the respondents disagreed with the idea that teachers have the skills to motivate students to learn.

Regarding item five of the same table, 63.1 % of teachers, 3 principals, 3 vice principals and 71.1 % of students disagreed with the idea that teachers have strong relation ships with their students. But, 36.8% of teachers, and 28.8 % of students agreed with the idea of item five. Therefore, the majority of the respondents opposed the idea that teachers have strong relationships with their students.

The data of table 6 indicate that teachers in the sample secondary schools organized students in pair or groups during the teaching learning process. However, the data also indicate that, the teachers of these secondary schools did not have behavior management plan and classroom rules and procedures. This implies that the teachers did not prepared them selves to prevent and if occurs, to solve students misbehavior in the classroom .The absence of classroom rules and procedures means students behave as they like in the classroom. In this condition, it is difficult to manage students' discipline in the classroom. Moreover, the teachers had no skills to motivate students to learn. If students are not motivated to learn, the teachers' effort to teach becomes meaning less. The data of table 6 also indicate that majority teachers did not have strong relationships with their students.

Weak relationships between teachers and students imply that there was no effective communication between teachers and students. With out good communication between teachers and students, classroom management cannot be effective. This makes realizing effective teaching difficult. Therefore, it is possible to say that the teachers in these secondary schools did not effectively implement the classroom management components assessed in this study.

CHAPTER FIVE

5. SUMMARY, CONCLUSION, AND RECOMMENDATIONS

This chapter contains summary of the previous chapters, conclusions of the main findings of the study and possible recommendations based on the findings and conclusions.

5.1. Summary

The purpose of this study was to investigate teachers' classroom management practices in secondary schools of North Western zone of Tigray. It also aimed to assess major problems that hinder the implementation of effective classroom management, their causes and their possible solutions in these schools. To this effect, the following research questions were raised.

1. To what extent do teachers implement classroom management components?
2. What are the major problem that hinders the implementation of effective classroom management and the underlying reasons for these problems?
3. What are the possible solutions for these classroom management problems?

To develop deep knowledge about the topic of classroom management, the researcher of this study read several related literatures.

The study was conducted in 4 government secondary schools of North Western Zone of Tigray. To gather the necessary data for the study, questionnaire and classroom observation were used. Accordingly, questionnaire was distributed to 38 teachers, 246 students, 5 vice principals, and 3 principals of the sample schools. In addition to this, classroom observation was conducted in all classes of grade nine of one first cycle secondary school and grade 11 of one preparatory school.

After the end of this process, descriptive analysis in terms of percentages had been carried out over the data gathered by the questionnaires and classroom observation. Hence, the major findings of the study were summarized as follows.

1. With regard to the sex of the respondents, all principals (3) and vice principals (5) of the sample secondary schools were males. Where as the number of male teachers (52.6%) were larger than female teachers (47.3). The ratio of difference between male and female students was minimal in these schools (1.6).

2. As far as the qualification of teachers, principals, and vice principals is concerned, the finding revealed that all teachers (38) and vice principals (5) of the sample schools were BA/BSC or BEd holders. However, 2 principals and 1 principal were MA and BA holders respectively.

3. As to the classroom physical environment and seating arrangement of students, the majority of the respondents (Teachers=63.1%, principals=3,vice principal=2 and students=83.6%) and the data from most of the observed classes (23) revealed that the organization of seating, materials and equipment coincided with the instructional activities and objectives. Besides, according to the majority of the respondents (Teachers=76.2, principals=3, vice principal=5 and students=89.7) and the data of most classrooms (23), students can easily see instructional presentations /the activities and the chalk board/. However, there was no enough space around door ways, group work areas, the teacher desk and students' desks according to the majority respondents (Teachers=52.1, principals=2, vice principal=3 and students=51.5) and data of most classrooms(23)

4. With regard to the implementation of the classroom management components, the data obtained from the majority of the respondents' (Teachers=58.8%, principals=3, vice principal= 5 and students= 83.6%) show that teachers organized students in pairs or groups in classrooms. However, according to the data of the majority respondents (Teachers=44.7%, principals=2, vice principal=3 and students=71.1%), teachers had not

Behavior management plan. Perhaps the teachers had not classroom rules and procedures according to majority respondents((Teachers=63.1%,principals=2,vice principal= 3and

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Behavior management plan. Perhaps the teachers had not classroom rules and procedures according to majority respondents((Teachers=63.1%,principals=2,vice principal= 3and

students=64.5%), had not the necessary skills to motivate their students to learn(Teachers=52.5%,principals=2,vice principal=3 and students=78%), and had not strongrelationshipswiththeirstudents(.Teachers=63.1%,principals=3,vice principal =3and students=71.1%)

5. According to the majority respondents of the open ended questions (Teachers =56%,students=72%,principals= 2 and vice principals=2) students' talking, and laughing in the classroom, students' reluctance to do class works, and to participate in group discussion, tardiness, and copying the work of others were classroom management problems. Besides, majority respondents (teachers=55.2%, principals=2, vice principals=3) agreed with the idea that students' verbal attack to teachers or other students was classroom management problem in the secondary schools under consideration. Whereas, according to majority respondents (teachers=65.7%, principals=3, students= 90.3%) students answering of cell phone or receiving text message in the classroom was not a classroom management problem. Moreover, students' chewing gum in the classroom was not a classroom management problem according to the majority of the respondents (Teachers=78.8%, principals=2, vice principals=4, and students=91.3%).

6. As to the causes for the classroom management problems, the data obtained from majority of the respondents (Teachers=76.2%, principals=2, vice principals=3, and students=44.7%) revealed that students' lack of sleep, illness or an inadequate diet, lack of adequate closing or housing of the students, inappropriate parental supervision, and significant events such as divorce or death of a friend or a relative of students. Moreover, students' feelings of inadequacy and fear of failure and students' lack of pride in self and in school were causes for classroom management problems according to the majority respondents (Teachers=47.3%, principals=2, and students=50.8%). In addition to these, ineffectiveness of teachers, administrators and staff of the school (Teachers=52.6%, principals=2, vice principals=3, and students=73.1%).Inadequate instructional materials(Teachers=73.6%, principals=3, vice principals=5, and students=76%) and facilities such as students' desks, table and chair for the teacher, and

blackboard(teachers=60.5%, principal=3, vice principal=4 and students=60.5%) were causes of classroom management problems in the sample schools. However, the data of the majority respondents (teachers=63.1%, principals=2, vice principals=3 and students=78%) revealed that vision or hearing lose, paralysis or a sever physiological and mental disorder of the students were not causes of classroom management problems. 63% of teachers, 4 principals and 66.2% of students agreed that drug abuse or alcohol taking of students was not cause for classroom management problems. Factors in the community or society such as the media for instance television according to the majority of the respondents (teachers=80.9%, principals=3, vice principals=4) also were not causes for classroom management problems. Inappropriate curriculum and instructional materials according to the majority of the respondents (principals=2, vice principals=3and students=61.3%) were not causes for classroom management problems.

7.The data from the majority of the respondents(teachers= 68.3, principals=2, vice principals=5 and students=86.5%) indicated that teachers use threats when students misbehave. Apply physical labor or exercise over the misbehaving student as the greater proportion of the respondents replied(teachers= 65.7% ,principals=2,vice principles=3 and students=81.6%), ignore the misbehavior if it is not serious(teachers=65.1% ,principals=3,vice principals= 5 and students99.7%) , move close to the misbehaving student(teachers= 63.1%, vice principals=3, and students=78%)), make an eye contact and give non verbal signal to the misbehaving student(teachers =73%,vice principals=4, students=77.2%, and principals=2), call the name of the misbehaving student and give a verbal instruction to him/her (teachers= 41.4%,students=86.1%,principals=2,and vice principals=5) , and send a misbehaving student out of the class as a solution for classroom management problems (teachers= 70.9%, students=75.6%,principals=2,and vice principals =3). Moreover, according to the data obtained from the open ended questions(teachers=71%,students=92=%, principals=3,and vice principals=2),teachers forced a misbehaving student to call his /her/ parents to the school, to write his/her name and put signature in the black list of the school to solve these problems. The data of majority respondents (teachers=78.9, principals=2, and vice principals=3) also indicate that teachers did not apply physical punishment over a % of teachers, 3 principals, 2 vice

principals and % of students misbehaving student. Majority of respondents also replied that teachers did not punish the entire class or group when an individual student misbehaves (teachers= 73.6%, students=91.3%, principals=3, and vice principals=5) in these secondary schools. Moreover, most of the observed classes confirmed the ideas of the majority respondents and the data of the open ended questions.

8. The majority of teachers (47.3%) principals (2) and vice principals (3) revealed that, the average number of students in class was in the range between 51-60 students.

5.2 Conclusions

Effective teaching requires the application of effective classroom management. Classroom management involves teacher actions to create a learning environment that encourages positive social interacting, active engagement in learning, and self motivation. This implies that classroom management is a precondition for instruction.

The result of the study indicates that the teachers of the secondary schools under study were not effective in implementing the classroom management components such as motivation, setting classroom rules and procedures, establishing strong relationships with the students, preparing behavior management plan and managing discipline although they were BA/BSc holders. There were several classroom management problems in the schools though the teachers applied different mechanisms to solve the problems. On the other hand, the secondary schools had inadequate facilities and instructional materials and student crowding.

The aforementioned findings imply that classroom management was not effectively implemented in these secondary schools. This indicates that instruction was not effective in these schools. Therefore, it is possible to conclude that students of the secondary schools were not getting the necessary skills and knowledge.

The result of the study shows that a lot have to be done in the secondary schools of North Western zone of Tigray by the stake holders to make classroom management effective so that students could get the necessary knowledge and skills.

5.3 Recommendations

Based on the findings and conclusions of the study, the following recommendations can be forwarded.

1. Teacher training colleges and universities have to give great emphasis on classroom management skills when they train teachers.
2. The concerned bodies i.e. the regional education bureau, woreda education office and school administration have to make teachers skillful in classroom management by giving them continuous in-service and on-service training.
3. The community, the government and NGOs have to work together to construct more secondary schools in North Western zone of Tigray and support the schools financially and materially.
4. Teachers of the secondary schools of the zone should strengthen their relationships with parents of the students.

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Appendix A-1

Addis Ababa University

School of Graduate Studies

College of Education and Behavioral Studies

Department of Educational Planning and Management

Questionnaire to be Filled by Teachers

The purpose of this questionnaire is to collect information on teachers' classroom Management practices in the government secondary schools of north western Tigray. The result obtained through the questionnaire will be used only for academic purposes and will be kept confidential. Thus, your cooperation in giving honest and genuine information is highly valuable to complete the study. There is no need of writing your name.

Thank you in advance!!

Part one: General information and personal data

1. Name of the Woreda you are working: _____

2. Name of the school you are working: _____

3. Sex: *a) Male ( ) b) female ( )*

4. Age: a) 20-30 ( ) b) 31-40 ( ) c) 41-50 ( ) d) 51 and above ( )

5. Qualification: a) Diploma ( ) b) Bachelor degree ( ) c) Master's degree ( )

6. Teaching experience: *a) 1-5 years ( ) b) 6-10 years ( )c) 11-15 years ( )*

d) 16-20 years ( ) e) 21-25 years ( ) f) 26 years and above ( )

7. Average number of students in the class:a) 40-50 ( ) b) 51-60 ( )

c) 61-70 ( ) d) 71 and above ( )

8. Grade and section you teach _____

Part Two: Classroom physical environment and seating arrangement of students

Indicate your response with respect to each statement about the classroom arrangement by putting an "X" mark under one of the representative number of the given alternatives. The number 5, 4, 3, 2 and 1 on the scale that represent scales of strongly agree, agree, undecided, disagree and strongly disagree respectively.

No	Agreement (disagreement) statements	Scale value				
		5	4	3	2	1
1	The organization of seating, materials and equipment is compatible with instructional activities and objectives					
2	There is enough space around doorways, group work areas, the teacher desk and students desks					
3	The students are easily seen by the teacher					
4	Students can easily see instructional presentations/ the activities and the chalk board without moving their chairs and craning their necks/					

Part Three: Class room management problems /students' misbehaviors/

The following items can be classroom management problems. Give your opinion with respect to each item by putting an "X" mark under one of the representative number of the given alternatives. The numbers 5, 4, 3,2 and 1 on the scale that represent strongly agree, agree, undecided, disagree and strongly disagree respectively.

No	Agree / disagree /statements	Scale value				
		5	4	3	2	1
1	Fighting among students in the classroom					
2	Students verbal or physical attack to teachers or other students					
3	Students' answering of cell phone or receiving text message in the classroom					
4	Students' chewing-gum in the classroom					

5 If you encounter any other classroom management problems, please list

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Part Four: Causes for classroom management problems

4a. Factors due to students themselves

Below are list of statements that can be the causes of classroom management problems. Please give your opinion by putting an "X" mark under one of the representative number of the given alternatives. The numbers 5, 4,3, 2 and 1 on the scale represent strongly agree, agree, undecided, disagree and strongly disagree, respectively.

No	Agree / disagree /Statements	Scale value				
		5	4	3	2	1
1	Students' lack of sleep, illness or an inadequate diet; lack of adequate closing or housing of the students; Inappropriate parental supervision; and Significant events such as divorce or death of a friend or a relative of students					
2	Students' feelings of inadequacy and fear of failure and Students' lack of pride in self and in school					
3	Vision or hearing lose, paralysis or a sever physiological disorder of the student ,Mental disorder of the students					
4	Drug abuse or alcohol taking of students					

4b.Factors due to the community and the school

Below are list of statements that can also be the causes of classroom management problems. Please give your opinion by putting an "X" mark under one of the representative number of the given alternatives. The numbers 5, 4,3, 2 and 1 on the scale represent strongly agree, agree, undecided, disagree and strongly disagree, respectively

No	Agree / disagree /Statements	Scale value				
		5	4	3	2	1
1	Factors in the community or society such as the medias /eg television					
2	Inappropriate curriculum and instructional materials					
3	Inadequate instructional materials such as books, teaching aids and reference materials					
4	Ineffective teachers, administrators and staff of the school					
5	Inadequate facilities such as students' desks, table and chair for the					
6	Student crowding /large numbers of students/ in the classroom					
7	Extreme temperature of the classroom					

8

8. If you know any other causes for classroom management problems, please write

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Part Five: Solutions for classroom management problems

Below are some statements that can be used by teachers as solutions for classroom management problems. Read each statement carefully and give your response by putting an "X" mark under the representative number of the given alternatives. The numbers 5,4 ,3, 2, and 1 on the scale represent strongly agree, agree, undecided, disagree, and strongly disagree respectively.

No	Agree / disagree /Statements	Scale value				
		5	4	3	2	1
1	Using threats when students misbehave					
2	Moving close to the misbehaving student					
3	Making an eye contract and giving non verbal signal to the misbehaving student					
4	Calling the name of the misbehaving student and giving a short verbal instruction to him/her					
5	Sending a misbehaving student out of the class					
6	Applying physical punishment over a misbehaving student					
7	Applying physical labor or exercise over the misbehaving student					
8	Punishing the entire class or group when an individual student misbehaves					
9	Ignoring the misbehavior if it is not serious					

10.If you know any other solution for classroom management problems, please write

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Part six: The implementation of classroom management components

Below are some statements that can show teachers' practices to implement classroom management components. Read each statement carefully and give your response by putting an "X" mark under the representative number of the given alternatives. The numbers 5,4 ,3, 2, and 1 on the scale represent strongly agree, agree, undecided, disagree, and strongly disagree respectively

No	Agree / disagree /Statements	Scale value				
		5	4	3	2	1
1	Teachers organize students in pairs or in group					
2	Teachers have behavior management and lesson plan					
3	Teachers have classroom rules and procedures and the teachers implement them in the classroom					
4	Teachers have the skills to motivate students to learn					
5	Teachers have strong relationship with their students					

Appendix A-2

Addis Ababa University

School of Graduate Studies

College of Education and Behavioral Studies

Department of Educational Planning and Management

Questionnaire to be Filled by Principals and Vice Principals

The purpose of this questionnaire is to collect information on teachers' classroom management practices in the government secondary schools of north Western zone of Tigray. The result obtained through the questionnaire will be used only for academic purposes and will be kept confidential. Thus, your cooperation in giving honest and genuine information is highly valuable to complete the study

N.B No need of writing your name

Part one: General information and personal data

1. Name of the Woreda you are working: _____
2. Name of the school you are working: _____
3. Sex: a) Male ( ) b) female ( )
4. Age: a) 20-30 ( ) b) 31-40 ( )c) 41-50 ( ) d) 51 and above ( )
5. Qualification) Diploma ( ) b) Bachelor degree ( ) c) Master's degree ( )
6. Experience: a) 1-5 years ( ) b) 6-10 years ( ) e) 21-25 years ( )
   c) 11-15 years ( ) d) 16-20 years ( ) f) 26 years and above ( )
7. Average number of students in the class: a) 40-50 ( ) b) 51-60 ( )
   c) 61-70 ( ) d) 71 and above ( )

Part Two: Classroom physical environment and seating arrangement of students

Indicate your response with a respect to each statement about the classroom arrangement by putting an "X" mark under one of the representative number of the given alternatives. The number 5, 4, 3, 2 and 1 on the scale represent strongly agree, agree, undecided, disagree and strongly disagree respectively.

No	**Agree / disagree** /Statements	Scale value				
		5	4	3	2	1
1	The organization of seating, materials and equipment is compatible because with instructional activities and objectives					
2	There is enough space around door-ways, group work areas, the teacher desk and students desks					
3	The students are easily seen by the teacher					
4	Students can easily see instructional presentations/ the activities and the chalk board without moving their chairs and craning their necks/					

Part Three; Class room management problems /students' misbehaviors/

The following items can be classroom management problems. Give your opinion with respect to each item by putting an "X" mark under one of the representative number of the given alternatives. The numbers 5, 4, 3,2 and 1 on the scale represent strongly agree, agree, undecided, disagree and strongly disagree respectively.

No	**Agree / disagree** /Items	Scale value				
		5	4	3	2	1
1	Fighting among students in the classroom					
2	Students verbal or physical attack to teachers or other students					
3	Students' answering of cell phone or receiving text message in the classroom					
4	Students' chewing-gum in the classroom					

5.If teachers encounter any other classroom management, pleas list

_____

_____

_____

Part Four: Causes for classroom management problems

4a. Factors due to students themselves

Below are list of statements that can be the causes of classroom management problems. Please give your opinion by putting an "X" mark under one of the representative number of the given alternatives. The numbers 5, 4,3, 2 and 1 on the scale represent strongly agree, agree, undecided, disagree and strongly disagree, respectively.

No	Agree / disagree /Statements	Scale value				
		5	4	3	2	1
1	Students' lack of sleep, illness or an inadequate diet; lack of adequate closing or housing of the students; Inappropriate parental supervision; and Significant events such as divorce or death of a friend or a relative of students					
2	Students' feelings of inadequacy and fear of failure and Students' lack of pride in self and in school					
3	Vision or hearing lose, paralysis or a sever physiological disorder of the student ,Mental disorder of the students					
4	Drug abuse or alcohol taking of students					

4b.Factors due to the community and the school

Below are list of statements that can also be the causes of classroom management problems. Please give your opinion by putting an "X" mark under one of the representative number of the given alternatives. The numbers 5, 4,3, 2 and 1 on the scale represent strongly agree, agree, undecided, disagree and strongly disagree, respectively

No	Agree / disagree /Statements	Scale value				
		5	4	3	2	1
1	Factors in the community or society such as the medias /eg television					
2	Inappropriate curriculum and instructional materials					
3	Inadequate instructional materials such as books, teaching aids and reference materials					
4	Ineffective teachers, administrators and staff of the school					
5	Inadequate facilities such as students' desks, table and chair for the					
6	Student crowding /large numbers of students/ in the classroom					
7	Extreme temperature of the classroom					

8. If you know ϖ8.If you know any other causes for classroom management problems, please write

_____

_____

_____

Part Five: Solutions for classroom management problems;

Below are some statements that can be used by teachers as solutions for classroom management problems. Read each statement carefully and give your response by putting an "X" mark under the representative number of the given alternatives. The numbers 5,4 ,3, 2, and 1 on the scale represent strongly agree, agree, undecided, disagree, and strongly disagree respectively.

No	Agree / disagree /Statements	Scale value				
		5	4	3	2	1
1	Using threats when students misbehave					
2	Moving close to the misbehaving student					
3	Making an eye contract and giving non verbal signal to the misbehaving student					
4	Calling the name of the misbehaving student and giving a short verbal instruction to him/her					
5	Sending a misbehaving student out of the class					
6	Applying physical punishment over a misbehaving student					
7	Applying physical labor or exercise over the misbehaving student					
8	Punishing the entire class or group when an individual student misbehaves					
9	Ignoring the misbehavior if it is not serious					

10.If teachers use any other solution, please mention :

_____

_____

_____

Part six: The implementation of classroom management components

Below are some statements that can show teachers' practices to implement classroom management components. Read each statement carefully and give your response by putting an "X" mark under the representative number of the given alternatives. The numbers 5,4 ,3, 2, and 1 on the scale represent strongly agree, agree, undecided, disagree, and strongly disagree respectively

No	Agree / disagree /Statements	Scale value				
		5	4	3	2	1
1	Teachers organize students in pairs or in group					
2	Teachers have behavior management and lesson plan					
3	Teachers have classroom rules and procedures and the teachers implement them in the classroom					
4	Teachers have the skills to motivate students to learn					
5	Teachers have strong relationship with their students					

ኣብ ኣዲስኣበባ ዩኒቨርስቲ

ናይ ድሕረምረቓ ትምህርት ፕሮግራም

ኣብ ኮሌጅ ሰነትምህርቲ

ዲፓርትንት ትምህርታዊ ትልሚን ኣመራርሓትምህርትን

ኣብ ዞባ ሰሜን ምዕራብ ትግራይ ኣብ መንግስታዊ 2ይብርኪ ኣብ ያተትምህርቲ ብዝርከቡ ተማሃሮ ዝምላእ ናይ ፅሑፍ መሕትት

ፅላማ ናይ ዚ ናይ ፅሑፍ መሕትት ኣብ ተግባራት ክፍሊ ኣመራርሓ መምህራን 2ይብርኪ ኣብያተ ትምህርቲ ሰሜንምዕራብ ትግራይ መሰረት ዝገበረ ሓበሬታ ንምእካብ እዩ። ውሂኢት ናይቲ ብመሕትት ዝተኣከበ ሓበሬታ ንትምህርዊ ፅላማ ጥራሕ ዝውዕል'ዩ። እቲ ዝተኣከበ ሓበሬታ'ውን ምስጢራዊ ክኸውን እዩ። ናትካ/ኪ ቅኑዕ ንሓቀኛን ሓበሬታ ሂብካ ምትሕብባር እቲዝግበር ፅንዓት ፅውት ብዝኾነ ኩነታት ንምጥንቓቕ ብጣዕሚ ጠቓሚ ስለዝኾነን ኩሎ ም ኣብ ቲ መሕትት ዘለው ሓሰባት ዘለካ/ኪ ሪኢቶ ክተቕምጥ/ጢ ብትሕትና የሓትት።

ል.በ. ሽምምዕሓፍኣየድልን

ሀ/ ሓፈሻዊ ሓበሬታን ውልቀ ሓበሬታን

ፆታ _____

ደረጃክፍሊ _____

ሽምቤትትምህርቲ _____

ለ /ዝተፈላለዩ መሕትታት

1/ ኩነታት ክፍሊን ኣቀማምጣ ተማሃሮን ብዝምልከት

ኣወዳድባ ክፍልን ኣቀማምጣ ተማሃሮን ዝምልከቱ ሓሳባት ኣብታሕቲ ተዘርዚሮም ኣለው። ኣብዞም ሓሳባት እዚኣቶም ናትኪ/ካ ናይ ምስ ምዕማዕ ምልክት ኣብ ፊትለፊት ሕድሕድ ሓሳብ

ኣብ ዝርከቡ ኣርባዕተ ማእዝናት ውሽጢ ብርኪ ምስምዕማዕ ኣብ ዝውክል ቹዕሪ ናይ "X" ምልክት ተጠቐም/ሚ።

ናይ ምስምዕማዕ ብርኪታት፡ 5= ብጣዕሚ እስምማዕ 4= እስማዕማዕ

3= ንምውሳን የፅግመለይ 2= ኣይስማዕማዕን 1= ብፍፅም ኣይሰማዕማዕን

ተ.ቁ	ናይ ምስምዕማዕ/ዘይምስምዕማዕ/ሓሳባት	5	4	3	2	1
1	ኣውዳድባ ናይ ክፍሊ፣መሳርሒታትትምህርቲን ኣቀማምጣ ተማሃሮን ምስትምህርታዊ ስራሕቲን ዕላማ ትምህርቲንሓቢሮም ከኽዱ ዝኽእሉ እዮም					
2	ኣብ ክፍሊ ውሽጢ ኣብ መንጎ ጉጅለታት ተማሃሮ ዝሰርሕሉ ቦታን፣ማዕያ ክፍሊን ናይ መምህር ወንበርን ናይ ተማሃሮ ወናብር ንእኹሉ ከንቀሳቐስ ዝኽእል ቦታኣሎዎ					
3	ኣብ ክፍሊ ውሽጢ ዘለው ተማሃሮ መምህሮም እናምሃረ ብቐሊሉ ክሪኦም ብዝኽእለሉ ኩነታት ተቐሚጦም					
4	ኣብ ክፍሊ ውሽጢ ዘለው ኩሎም ተማሃሮ መምህር ዝህቦ ትምህርቲ/ከይዲምስትምሃርን ፀሊምሰሌዳን/ ወንበሮም ዘየንቀሳቐሱን ክሳዶም ዘይጠምዘዙን /ዘየንቃርዑን/ ብቐሊሉይረአዎእዮም					

2/ <u>ፀገማት ኣመራርሓ ክፍሊ /ናይተማሃሮ ሕማቕት ባህሪያት/</u>

ፀገማት ኣመራርሐ ክፍሊ/ሕማቕት ባህሪያት ተማህሮ/ ክኽኑ ዝክሉ መግለፂታት ኣብታሕቲ ተዘርዚሮም ኣለው።ኣብ ዞም ሓሳባት እዚኣቶም ናትኪ/ካ ናይ ምስ ምዕማዕ ምልክት ኣብፊት ለፊት ሕድሕድ ሓሳብ ኣብዝርከቡ ኣርባዕተ ማእዝናት ውሽጢ ብርኪ ምስምዕማዕ ኣብዝውክል ቹዕሪ ናይ "X" ምልክት ተጠቐም/ሚ።

ናይ ምስምዕማዕ ብርኪታት፡- 5= ብጣዕሚእስምማዕ 4= እስማዕማዕ 3= ንምውሳንየዕግመለይ

1= ብፍዕምአይሰማዕማዕን 2= ኣይስማዕማዕን

ተ.ቁ	ናይ ምስምዕማዕ/ዘይምስምዕማዕ/ሓሳባት	5	4	3	2	1
1	ኣብ ክፍሊ መምህርእናምሃረ ኣብ ምንኑተማሃሮባእሲምህላው					
2	ኣብ ክፍሊ ውሽጢ ንመምህር ኮነን ተማሃሮ ምዕራፍን ምውቃን ምህላው					
3	መምህር እናምሃረ ኣብክፍሊ ሞባይል ዝጥቀሙ ተማሃሮ ምህላዎም					
4	መምህር እናምሃረ ኣብ ክፍሊማስቲካዝሓይኩተማሃሮምህላዎም					

5.ካብቶም ኣብ ላዕሊ ዝተዘርዘሩ ፀገማት አመራርሓክፍሊ/ሕማቓት ባህሪያት ተማሃሮ/ ወፃኢ ካልኦት ፀገማት እንተሃልዮም

ዘርዝር/ሪ_____

_____

_____

3/ምኽንያት ኣብ ምምራሕ ክፍሊ ንዝረአዩ ፀገማት /ሕማቓት ባህሪያት ተማሃሮ/

3.1.ምስ ተማሃራይ ዝተሓሓዙ ምኽንያታት

ምስ ተማሃራይ ዝተሓሓዙ ን ምኽንያታት ፀገማት አመራርሓ ክፍሊ ክኾኑ ዝኽእሉን ሓሳባት ኣብ ታሕቲ ተዘርዚሮም አለው፡፡ አብ ዞም ሓሳባት እዚአቶም ናትኪካና ይ ምስ ምዕማዕ ምልክት አብ ፊትለፊት ሕድሕድ ሓሳብ ኣብ ዝርከቡ ኣርባዕተ ማእዝናት ውሽጢ ብርኪ ምስምዕማዕ አብ ዝውክል ቹዕሪ ናይ “X” ምልክት ተጠቐም/ሚ፡፡

ናይምስምዕማዕብርኪታት፡ 5= ብጣዕሚ እስምማዕ 4= እስማዕማዕ 3= ንምውሳን የዕግመለይ

2= ኣይስማዕማዕን 1= ብፍዕም አይሰማዕማዕን

ተ ቁ	ናይ ምስምዕማዕ/ዘይምስምዕማዕ/ሓሳባት	5	4	3	2	1
1	ናይ ተማሃሮ ህራስ ምስአን፣ሕማም ወይ እኹል ምግቢ ዘይምውሳድ፣ናይ ተማሃሮ ናይ ቀረባ ዘመድ ወይ ማሓዛ እንትሞት/ተማሃራይ እንተሃገዝን/፣ወለዶም ዝተፋትሑዎም ተማሃሮ ምህላዎም፣ናይ ወለዲ አታሃናንላ ደቆም ሕማቕ ምኳን፣ዕርቃን ክዳን ተማሃሮ ምህላው፣					
2	ናይ ተማሃሮ ናይ ምርኣይ ወይ ምስማዕ ፀገምወይ ናይ ኣካል መጉደእቲ ምህላው፣ናይ ተማሃሮ ናይ ኣታሓሳስባ ምዝባዕ/ናይ ኣእምሮ ሽግር/					
3	ሐሺሽ ወሲዶም ወይ ሰኪሮም ናብ ክፍሊ ዝመፁ ተማሃሮ ምህላዎም					
4	ኣብ ተማሃሮ ፅቡቕ ውዒኢት ኣይንምፅእን ዝብል ፍርሓትን ዓርስኺ ኣትሒትካ ምርአይን ምህላውንተማሃሮ ኣብ ዓርሶምን ኣብ ቤትትምህርቶምን ብሩህ ተስፋ ዘይብሎም ምኽኖም					

3.2ምስ ሕብስተሰብን ቤት ትምህርተትን ዝተተሓሳሰዉ ምኽንያታት

ምስ ሕብስተሰብን ቤት ትምህርተትን ዝተተሓሳሰዉ ምኽንያታት ፀንማት አመራርሓ ክፍሊ ክኾኑ ዝኽእሉ ሓሳባት ኣብ ታሕቲ ተዘርዚሮም አለው። እዝ ዞም ሓሳባት እዚአቶም ናትኪሳና ይ ምስ ምዕማዕ ምልክት ኣብ ፊትሰፊት ሕድሕድ ሓሳብ ኣብ ዝርከቡ ኣርባዕተ ማእዝናት ውሽጢ ብርኪ ምስምዕማዕ ኣብ ዝውክል ቹፅሪ ናይ "X" ምልክት ተጠቐም/ሚ።

ናይምስምዕማዕብርኪታት፡ 5= ብጣዕሚ እስምማዕ 4= እስማዕማዕ 3= ንምውሳን የፅግመለይ

2= ኣይስማዕማዕን 1= ብፍፅም ኣይስማዕማዕን

ተ ቁ	ናይ ምስምዕማዕ/ዘይምስምዕማዕ/ሓሳባት	5	4	3	2	1
1	ኣብ ሕብረተሰብ ወይ ማሕበረሰብ ዘለውን ኣብ ናይ ተማሃራይ ፀባይ አሉታዊ ፅልዋ ዘሕድሩ ነገራት ከም ተሰቪዝነን ካልኦትን ዝበሉነገራት					
2	ብቕዓት ዘይብሎም መምህራን፣አመራርሓ ትምሕርትን ድጋፍ ወሃብቲ ቤትትምህርትንምህላዎም					
3	፣እኹልዝቦኮ ናይ ተማሃሮ ወንበራት፣ናይመምህር መንበርን ጠረጴዛን፣መፃሓፍትን፣ደረጅኡ ዝሓለወ ሰሌዳን ዘይምህላው					
4	፣ትኽክለኛ ዘይኮነ ስርዓተ ት/ቲን ናይ ትምህርቲ መሳርሕታትን ምህላው					
5	በዝሒተማሃሮ ምህላዉ/ ካብ መጠን ንላዕሊ በዚሒተማሃሮ/ ኣብ ክፍሊ ምህላው					
6	ኣብ ተማሃሮ ፅቡቕ ውፂኢት ኣይንምፅእን ዝብል ፍርሓትን ዓርስኺ ኣትሒትካ ምርአይን ምህላውንተማሃሮ ኣብ ዓርሶምን ኣብ ቤትትምህርቶምን ብሩህ ተስፋ ዘይብሎም ምኽኖም					
7	ዝለዓለ ምቹት ወይ ዛሕሊ ምህላው					

8.ካልኦት ሕማቕ ባህሪያት ተማሃሮ ንክህልው ዝገብሩ ምኽንያታት እንተሃልዮም ዘርዝር/ሪ

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4. መፍትሒታት ሕማቕ ባህሪያት ተማሃሮ/ናይ ክፍሊ ምምራሕ ፀገማት/

መፍትሒታት ሕማቕ ባህሪያት ተማሃሮ/ፀገማት ክፍሊ ምምራሕ/ ክኾኑ ዝኽእሉ ሓሳባት አብታህቲ ተዘርዚሮም አለው።።አብዞም ሓሳባት እዚአቶም ናትኪ/ካ ናይ ምስምዕማዕ ምልክት አብ ፊትለፊት ሕድሕድ ሓሳብ ኣብ ዝርከቡ ኣርባዕተ ማእዝናት ውሽጢ ብርኪ ምስምዕማዕ አብዝውክል ቐዕሪ ናይ "X" ምልክት ተጠቐም/ሚ።።

ናይምስምዕማዕብርኪታት፡ 5= ብጣዕሚእስምማዕ 4= እስማዕማዕ 3= ንምውሳንየዕግመለይ

2= ኣይስማዕማዕን 1= ብፍዕምአይሰማዕማዕን

ተ.ቁ	ናይ ምስምዕማዕ/ዘይምስምዕማዕ/ሓሳባት	5	4	3	2	1
1	መምህራን ንረብሻ ተማሃሮ ነቲ ዝረበሸ/ት ተማሃራይ/ት ብምፍርራሕ ክፈትሕዎይፍትኑ					
2	መምህራን ኣብ ውሽጢ ክፍሊ ተማሃሮ እንትርብሽዎም ናብቶም ዝርብሹ ተማሃሮ ብምኻድ እቲ ረብሻ ጠጠው ከብልዎ ይፍትኑ					
3	መምህራን ኣብ ውሽጢ ክፍሊ ተማሃሮ እንትርብሽዎም ናብቶም ዝርብሹተማሃሮ ብምርአይ እቲ ረብሻ ጠጠው ከብልዎ ይፍትኑ					
4	መምህራን ኣብ ውሽጢ ክፍሊ ተማሃሮ እንትርብሽዎም ናይቲ/ታ ዝረበሸ/ት ተማሃራይ/ት ሽም ብምፅዋዕ እቲ ራብሻጠጠው ንምባል ይፅዕሩ					
5	መምህራን አብ ውሽጢ ክፍሊ ረብሸቲ ተማሃሮ እንተጋጥምዎም ነቶምረበሸቲ ተማሃሮ ካብ ክፍሊ የውፅእዎም					
6	መምህራን አብ ውሽጢ ክፍሊ ረበሸቲ ተማሃሮ እንተረኸቦም ይወቕእዎም					
7	መምህራንኣብውሽጢክፍሊንዝርብሹዎምተማሃሮናይጉልበትስራሕ ይቕፅዕዎም					
8	መምህራን ኣብ ውሽጢ ክፍሊ ውልቀ ተማሃሮ እንትርብሽዎም ንኹሎም ናይቲ ክፍሊ ወይ ጉጅለተማሃሮይቕፅዕዎም					
9	መምህራን ናይ ተማሃሮ ረብሻ ብጣዕሚ ዝሸፍአ እንተዘይኮይኑ ንቕሲል ራብሻ ሽለል ይብሉ እዮም					

10.ካብቶምኣብላዕሊዝተዘርዘሩመፍትሒታትወዓኢመምህራንዝወሰድዎምእንተሃልዮምዘርገር_____

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5/ ኣፈፃፅማ ኣካላት ክፍሊ ምምራሕ

ኣፈፀፃፅማ ኣካላት ክፍሊ ምምራሕ ከርእዩ ዝኽእሉ ሓሳባት ኣብታህቲ ተዘርዚሮም ኣለው።ኣብዞም ሓሳባት እዚኣቶም ናትኪ/ካ ናይ ምስምዕማዕ ምልክት ኣብ ፊትለፊት ሕድሕድ ሓሳብ ኣብ ዝርከቡ ኣርባዕተ ማእዝናት ውሽጢ ብርኪ ምስምዕማዕ ኣብዝውክል ቐዕሪ ናይ "X" ምልክት ተጠቐም/ሚ።

ናይ ምስምዕማዕ ብርኪታት፡ 5= ብጣዕሚእስምማዕ 4= እስማዕማዕ 3= ንምውሳንየፅግመለይ

2= ኣይስማዕማዕን 1= ብፍፅምኣይሰማዕማዕን

ተቁ	ናይ ምስምዕማዕ/ዘይምስምዕማዕ/ሓሳባት	5	4	3	2	1
1	መምህራን ን ተማሃሮ ብፅምዲ ወይ ብ ጉጅለ ከፍ ክብሉ ይገብሩዎም					
2	መምህራን ባህሪ ተማሃሮ ንምቁፅፃር ዘኽእል ትልሚ ኣለዎም					
3	መምህራን ናይ ክፍሊ ሕጊን ኣሰራርሓን ኣለዎም ብኡ መሰረት ድማ ክፍሊ ይመርሑ					
4	መምህራን ንተማሃሮኣኦም ናብ ትምህርቲ ክሰዓዓሉ ናይ ምግባር ክእለት ኣለዎም					
5	መምህራን ምስ ተማሃሮኦም ሰናይ ርክብ ኣለዎም					

Appendix B

Addis Ababa University

School of Graduate Studies

College of Education

Department of Educational Planning and Management

Classroom Observation Checklist

I. General Information

1. Woreda _____
2. Name of school _____
3. Grade and section _____ Date _____
4. Subject _____
5. Time begin _____ Time ended _____

II. Classroom Physical Environment and Seating Arrangement of Students

No	Agree / disagree /Statements	Scale values	
		A	DA
1	The organization of seating, materials and equipment concedes with instructional activities and objectives.		
2	There is enough space around doorways, group work areas, the teacher desk and students desks		
3	The students are easily seen by the teacher		
4	Students can easily see instructional presentations/the activities and the chalk board/ without moving their chairs and craning their neck/		
5	Students are organized in groups or pairs		

Part III. Classroom Management Problems/ Students' Misbehavior/

No	Agree / disagree /Statements	Scale values	
		A	DA
1	Fighting among students in the classroom		
2	Students verbal or physical attack to teachers or other students		
3	Students' answering of cell phone or receiving text message in the classroom		
4	Students' chewing-gum in the classroom		

Part IV. Solutions for Classroom Management Problems

No	Agree / disagree /Statements	Scale values	
		A	DA
1	Using threats when students misbehave		
2	Moving close to the misbehaving student		
3	Making an eye contract and giving non verbal signal to the misbehaving student		
4	Calling the name of the misbehaving student and giving a short verbal instruction to him/her		
5	Sending a misbehaving student out of the class		
6	Applying physical punishment over a misbehaving student		
7	Applying physical labor or exercise over the misbehaving student		
8	Punishing the entire class or group when an individual student misbehaves		
9	Ignoring the misbehavior if it is not serious		

Declaration

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

Submitted by: Andewerk Fisseha Redahegn

Signature _____

Date 25/10/2005 E.

This thesis has been submitted for examination with my approval as a university advisor.

Name Zewde Bahrey

Signature _____

Date 26/10/2005 E.C