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School of Graduate Studies
Classroom Management Strategies
In
The Benishangul-Gumuz National
Regional State Secondary School

Master's Thesis
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Table of Content

	Page
Acknowledgement -----	I
Table of content-----	II
List of Tables -----	III
Abstract -----	IV
CHAPTER ONE	
1. Introduction -----	1
1.1 Background of the Study -----	1
1.2 Statement of the Problem -----	6
1.3 Significance of the Study -----	8
1.4 Delimitation of the Study -----	9
1.5 Definition of the Terms used -----	10
1.6 Limitation of the Study -----	10
1.7 Organization of the Study -----	11
CHAPTER TWO	
2. Review of Related Literature -----	12
2.1 The what of classroom management -----	12
2.2 The Nexus between classroom management and Instruction -----	14
2.3 Rationale for Classroom Management -----	15
2.4 Qualities of Effective Classroom Managers -----	18
2.4.1 Personal qualities -----	18
2.4.2 Professional qualifies -----	19
2.5 Classroom Management Strategies -----	21
2.5.1 Organization The Learning Environment -----	22
2.5.1.1 Students seating arrangement -----	22
2.5.1.2 Seating position and the students classroom learning-----	26
2.5.2 Establishing ground rules and procedures -----	29
2.5.3 Giving Learners a sense of purpose -----	33
2.5.4 Time Management -----	36
3.5.4.1 Beginning the Lesson -----	39
3.5.4.2 Transitions -----	40

3.5.4.3 Pacing -----	40
3.5.4.4 Wait-time -----	41
3.5.4.5 Bringing closure-----	41
2.5.5 Motivation-----	41
2.5.5.1 Behavior Indices of Motivation -----	44
2.5.5.2 The classroom Environment and Students with low Motivation -----	46
2.5.6 Communication skills -----	47
2.6 Factors That Make classroom Management Ineffective -----	51
CHAPTER THREE	
3. Methodology -----	54
3.1 Subject of the Study -----	54
3.2 Sampling procedures -----	55
3.3 Instruments of Data Collection -----	55
3.3.1 Questionnaire -----	55
3.3.2 Classroom Observation checklist -----	55
3.4 Sources of Data Instruments -----	56
3.5 Procedure of Data Collection -----	56
3.6 Methods of Data Analysis -----	57
CHAPTER FOUR	
4. Presentation, Analysis and Interpretation of the Data -----	58
4.1 Characteristics of the Teacher Respondents -----	58
4.2 Perceptual Information from Teacher -----	60
4.3 Information on The Utilization of Classroom Management Strategies -----	70
4.4 Constraints to the Teachers' Commitment of Utilizing Classroom Management Strategies -----	85
4.5 Students Response on The Utilization of Classroom Management Strategies -----	86
CHAPTER FIVE	
5. Summary, Conclusion and Recommendation -----	88
5.1 Summary -----	88
5.2 Conclusion -----	93
5.3 Recommendations -----	93
Bibliography	
Appendix	

ABSTRACT

The purpose of this study was to investigate both the extent of teachers' awareness of classroom management strategies, and their commitment towards using the strategies in the six secondary schools of Metekel Zone and Pawe Special Woreda. To this effect, a descriptive survey method was employed.

The information used in this study was obtained through questionnaire and classroom observation checklist. The respondents were 51 teachers (50 male and 1 female), 273 students (195 males and 78 females) and 36 classroom observations of the English, Mathematics and Chemistry subjects of the six secondary schools.

The data obtained was analyzed using the statistical tools of chi-square, mean value and average rank. Accordingly, as vividly manifested, majority of the teacher respondents were; males, joined the teaching profession in their early ages and trained in teacher training institutes.

Moreover, the study has revealed that the teachers' of grade nine were found having the necessary awareness in almost all the content-focused classroom management strategies. But their commitment towards deploying time management, instructional objectives, ground rules and procedures and motivation as the strategy of classroom management was minimal. Various reasons have in fact been suggested as causes for the teachers' low commitment. Of those many constraints, however, large class size, high teaching load, the students' dysfunctional behavior and the irrelevance of the existing curriculum were noted as the most serious.

In spite of the teachers' high awareness of the strategies, however, their low commitment in utilizing them during classroom teaching made the effort of securing effective classroom instruction difficult. To maximize the teacher's commitment in employing the

strategies giving the necessary attention during pre-service and in-service training has to be the major concern of all teachers' training institutes.

CHAPTER-ONE

1. Introduction

1.1 Background of The study

Schools are the fundamental socio-instructional institutions where the teaching-learning endeavor is executed in a formally organized manner. And the primary purpose of schooling in one way or another is to serve its clients so that they could get the necessary atmosphere to manifest the desired behavioral changes in their entire personalities. So as to bring such indispensable intentions to an end successfully, the effective provision of the classroom instruction is a paramount importance.

However, 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 the right methods of teaching,” (Aggrawal, 1996-79).

But though the right methods of teaching are employed, as Callahan and Clark (1988-128) noted, the teacher’s classroom effort will totally be futile if the learners’ attitudes are antagonistic towards classroom 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 can give the rest of teaching away.”

This is because classroom lessons by themselves are of little value for the learners if they are conducted without giving due emphasis to classroom management (Cangelosi 1991-139). From this time on words 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. Indeed interest in the significance of classroom management was kindled, as snowman (1993:622) said, when Kounin wrote a book titled *Discipline and Group Management in the classroom* (1970).

This is mainly for effective teaching is best reflected when the classroom instruction is undertaken by those professional teachers who are well equipped with the very essence of classroom management. Presenting lessons in a classroom having developed a clear image of the concept classroom management in mind teaches students appropriate and useful skills as well as sets the stage for them to acquire relevant knowledge in the subject area (Burke 1992 4). And it is when classrooms are well managed that learners would get a favorable atmosphere to work on thoroughly and become more productive in their learning.

Conversely, however, without a properly managed classroom effective instruction cannot occur (Arends 1997:37). Consequently, learners are neither efficient nor effective (Starr and Clark, 1986:4 and Cangelosi 1991”139).

And it seems this fact that latter gave Arends (1997:37) and Weber (in cooper, 1986:271) the impetus to conclude that effective classroom management is a prerequisite to effective classroom instruction. To this effect, hence today teachers in most secondary schools of the country are being evaluated by their deduction both to create and maintain a conducive learning environment in their classrooms. A conducive learning atmosphere is an environment

that is orderly without being rigid, and promotes purposefulness and pleasure in the students' classroom learning (Edmonds, phi delta Kappa and Ratter et. al in stockyard and Mayberry 1992:28).

The motive behind this notion is that recently found out research outcomes move the focus of classroom management further to the teacher's action to create, implement and sustainable maintain a desirable environment that hopefully guarantee effective classroom instruction (Johanson and Brooks, Brophy and Doyle in Kathleen, Fredric and James 1993/94:152). To make it more specific, a well managed classroom is aspired for it creates a teachable moment, while the instruction uses it (Rinne 1997:11).

From the late 1960s till these days extensive studies have been conducted on how teachers tend to manage their classrooms (eg Kounin studies 1970s and Texas studies in the late 1960s and early 1980s in Arends 197:11). 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 1997:142) that can be acquired and developed through an ever-ending process of professional training.

The reality, however, does not confirm the aforementioned research finding. Arends (1997:36) has the following to witness.

Although a rich knowledge base and many guidelines on classroom management have been developed over the past decades, beginning teachers continue to feel insecure about managing their classrooms.

More importantly, Lehman (1982:1) reminds us the experience of beginning teachers here under.

I have just about had it with the class. Yesterday it was one after another and today was no different. It has been that way all semesters. I have already sent four students to the principle's office this week. About half of the students are unmanageable and the few who want to learn cannot because of all the distractions. I go home with a headache everyday. To tell the truth, I just don't know what I am going to do.

Further, Weber (in cooper 1986:271) resumed saying that no problem concerns beginning teachers more than the problem of classroom management.

The works of many other notable researchers also appear to strengthen the above-mentioned experiences. According to Borich (1988:249), for instance, the most frequently noted reason for teachers leaving their job is their inability to manage their classes. The study conducted in the USA in the early days has also confirmed that as many as 70 percent of beginning teachers express their fears about their ability to manage the student's behavior (Stephens and Evans in Lehman 1982:1; Arends 1997:36). Cangelosi citing Bridges (1991:139) goes further witnessing that the studies carried out over the past 75 years have come up with the fact that the leading cause of teacher's failure in their classroom teaching is the improper management of students' behavior.

Eventually, on the basis of the empirical supports given above educators, as the phi Delta Kappen (in Lehman 1982:1) explained, rated classroom discipline as the teachers number one concern.

Research results mentioned earlier in this background and many others if critically observed reflect the same essence. That is, in the contemporary secondary schools of Ethiopia in general and the Benishangul-Gumuz National Regional state in particular classroom management becomes the teachers' primary concern. Why does this happen?

Many reasons have in fact been suggested as causal variables for the case in point. Cangelosi (1993:131), the first among those many, however, blamed mainly teachers for the prevailing chaos. As he said, "...teachers lose control over those variables that have an impact on the effectiveness of their instruction because they fail to organize the classroom in advance." In a similar development, Risk (1958:462) openly confessed that bad conditions prevail in many classrooms simply because teachers assume they can do nothing about them.

Others, on the other hand, associated the problem with the curriculum of the training institutes. Taal (in Befekadu 1998:375), to mention as an example, described that teachers in the sub-sharan Africa are actually lacking the critical determinants of effective teaching; knowledge of the subject matter and pedagogical skills. The reason of this situation is the teacher training system." At last, Weber (in cooper 1986:272) comprehensively noted the reason why teachers have been seen failing to effectively manage their classroom in this way;

Few areas in Teacher Education Curriculum have been neglected as much as classroom management. The major reason for this neglect has been that until recently educators had a poor systematic understanding of classroom dynamics

Weber's idea displays that most teachers enter the teaching profession and preserve in it with little or no training in classroom management strategies.

To culminate the discussion, irrespective of the source where the problem to stem from, the fact remains. That is, teachers of the secondary level face difficulties to properly manage their classrooms though they have got training in this regard. "Despite such problems, the prospective secondary teachers of Ethiopia demanded the reduction as much as possible or total elimination of the pedagogical courses" (Teklehaimanot 2000:1).

It is this paradox that gradually initiates practitioners predominantly beginners to contemplate how the critical challenge in the contemporary classroom instruction can be managed effectively so that they could make themselves feel free from classroom anxiety.

There are numerous strategies that are potentially useful either to prevent and solve classroom problems or maintain a desirable learning conditions all through. In this study, however, those content-focused strategies that are vital for the precedent issues are seen in detail hereunder.

1.2 Statement of The Problem

Currently teachers at all levels of education are deeply concerned about the concept of classroom management. But why? Why does classroom management become the primary concern of prospective, beginning and experienced teachers? Why do even those professionally trained teachers really complain about classroom management frequently? Is it due to lack of awareness of those strategies that are highly significant for classroom management or due to lack of consistent and genuine commitment?

Indeed, the confusion seems to rest typically on not having properly understood the how of classroom management. And this confusion may emanate from the fact that the essence of classroom management is seen showing frequent change as time lapses on.

In the traditional schools, for instance, classroom management is equated with discipline which focuses on the inappropriate and disruptive behavior of individual students (Doyle in Rinne 1997:2). Keeping the classroom order through employing external forces that could ensure teacher's to keep the attention of students to the subject matter being taught is supposed to be the teacher's primary concern.

These day's, on the other hand, the concept of classroom management relies purely on learning rather than on order. A substantial body of research supports this notion. To cite,

Good and Brophy (in Rinne 1997:3) report that effective classroom management focuses more on instruction than on control. In effect, Rinne (1997:3) noted that “avoid distracting any student’s attention unnecessarily from lesson content; use content focused techniques”.

Rinne goes on stating that;

Teachers need to strive to attract student attention immediately to the lesson content and then prevent his/her minds from straying away from content even for a single instant.

But despite classroom management is a crucial issue in the Ethiopian schools where the average class size is likely to be between 60 and 90 (Atkins, Hailm and Nuru 1996:185) contemplating quality of education is hardly possible (Takeste 1990:51) otherwise. Because, the goal of instruction and of schooling cannot be realized with the absence of effectively managed classrooms (Weber in cooper 1986:277).

Hence, as long as classroom management is the prerequisite to prevent dysfunctional behaviors and sustainable maintain the students active engagement in their learning task, teachers are badly demanded to have a realistic picture of classroom management strategies and highly committed towards the skillful and systematic employment of those value laden strategies. The reason is that “effective teaching is not just the possession of a number of skills, rather involves a repertoire and an orchestration of these skills to the specific need of students (Schott 1980:112).

Consequently, manifesting the extent of teachers’ awareness of those content-focused strategies and their commitment towards the strategies which are methodologically indispensable for the students' classroom learning but do not seem to have been given the necessary attention and commitment of teachers in most secondary schools of Metekel Zone and Pawe Special Woreda today becomes the prime motive of this study.

It is bearing this fact in mind that an attempt is exerted to look possible solutions for the questions stated hereunder.

1. Questions on classroom management strategies.

- 1.1 Are the physical layout (feature) of the classroom and the students seating arrangement conducive to maintain the students' attention and enhance their learning?
 - 1.2 Is there a well-designed classroom rule and procedure that would lead students to secure consistent classroom learning?
 - 1.3 How apparently do teachers tell their students the objectives of the daily lesson?
 - 1.4 To what extent are teachers committed to properly use the time- allocated for the classroom instruction?
 - 1.5 How do teachers motivate the student's classroom learning?
 - 1.6 What sort of techniques do teachers usually use to communicate the classroom lesson effectively?
2. What does the awareness of teachers' of the above mentioned (1.1 to 1.6.) Strategies as a classroom management look like?
 3. What significant constraints do frequently inhabit teachers to effective manage their classroom?

1.3 The significance of the study

The findings of this study is believed to have the following potential contributions,

1. It would give the concerned bodies of the region the opportunity to have a clear picture about the extent of their teachers' awareness and commitment towards those strategies that are critically essential for effective classroom management in their respective schools.

2. It may provide the Teacher Training Institutes of the country some valuable feedbacks about the extent of their trainees performance with regard to classroom and its management strategies so that they could take the necessary measure such as revising the existing syllabus of teaching methods in their further training endeavors.
3. This study, both in its scope and intention, is the first of its kind. Therefore, hopefully it would serve as a point of reference for those who would be interested to have a thorough study on classroom management strategies that are methodologically vehement for the students' classroom learning.

1.4 Delimitation of the study

This study is delimited to Metekel Zone and Pawe special Woreda Secondary schools of the Benishangul-Gumuz National Regional state.

The study also gave emphasis only to grade nine. Teachers of all subjects, and Mathematics, Physics and Chemistry class of the same grade level and students were used as data source.

Besides, in this study the following six content- focused classroom management strategies were seen thoroughly.

- (1). Organizing the learning environment
- (2). Motivation
- (3). Time utilization (management)
- (4). Giving learners a sense of purpose- (stating instructional objectives)
- (5). Communication skills
- (6). Establishing ground rules and procedures

1.5 Definition of the terms used

The following terms frequently appear in this study and are operationally defined as follows.

1. Strategies- are those skills, techniques, or ways that can be employed to manage classrooms effectively.
2. Content- focused strategies- are those strategies that are inseparable from the content being taught, and are accomplished simultaneously with the lesson content (Rinne 1997:3-4).
3. Commitment: refers to an inner or self-initiated feeling of teachers to employ classroom management strategies (Good, 1973).
4. Effectiveness- refers to the results of teaching, usually student achievement of some kind as intended (Rinne 1997-2).
5. Classroom- refers to the four walled room used as a center for instructional purpose
6. Secondary school- an educational level that constitutes grades 9-12 according to the Ethiopian Education context
7. Perception- awareness or views that teachers are required to develop to classroom management strategies. (Good 1973)

1.6 Limitation of The study

This study was conducted in Metkel Zone and Pawe special woreda secondary schools of the Benishangul-Gumuz National Regional state. The two sampled areas of the study, Metekel Zone and Pawe special woreda, are found in a locally named “Kolla” Zone (hot Zone). Therefore, conducting frequent classroom observation in February and March within the above-mentioned temperature became a big challenge for the researcher.

Besides, due to the fragmented nature of the location of the sampled schools, getting transportation service as deemed necessary was unthinkable. Last but not least, the unwillingness of some teachers for conducting classroom observation was another area of challenge for the researcher.

1.7 Organization of The study

This study has five distinctly subsumed chapters. The first chapter deals with the introduction, statement of the problem, significance of the study, delimitation of the study and operational definition of the terms used. Chapter two is about the review of related literature. Chapter three deals with the method, data source and data gathering tools, sample and sampling procedures. The fourth chapter talks about data presentation, analyses and interpretation of the study. The last chapter contains the summary, conclusions and recommendations of the study.

CHAPTER TWO

2. Review of Related Literature

2.1 The What of Classroom Management

The term classroom management is defined in multifarious ways. Some of the definitions given here under are seen from the scholar's philosophical position. Others, on the other hand, are stated in line with the operational approach to classroom management.

The authoritarian approach, for example, views classroom management as the process of controlling student's behavior, (Weber in cooper 1986:273). In this approach, as Weber said the teacher's role is to establish and to maintain order in the classroom. Preserving order and maintaining control through the use of discipline is the primary concern of authoritative approach. As a result, discipline and classroom management are considered as synonymous terms. Similarly the intimidation approach viewed classroom management in the same way as that of the authoritarian approach. However, unlike the authoritarian approach the intimidation approach is anticipated on the assumption that students conduct is best controlled through the use of sarcasm, ridicule, coercion, threat, force and disapproval. In this case, the role of the teacher is to compel the students to behave as the teacher wishes.

Others, however, have contrary definitional views to the above mentioned approaches. To evident, clark and star (1886:94-95) citing Johnson and Bany described classroom management as

The process of establishing and maintaining the internal environment of the group and the classroom conditions for the attainment of educational goals. It consists of all the provisions and procedures necessary to maintain an environment in which instruction and learning occurs.

It is the process of organizing and conducting a class so that it is both effective and efficient, and results maximum students' learning (Callahan and Clark, 1988:153, and Clark and star. 1986:107).

Ndagi et al (in Degarege 1993:11) went further defining classroom management as

... the process by which the teacher gets his pupils to cooperate in directing actions towards achieving the proper atmosphere in classroom for learning. In establishing the proper atmosphere for learning teachers need to make efficient use of resources that are put in classroom in order to produce pupils with academic achievement.

Classroom management is thus meant all the ways that teachers employ both to promote positive pro-social students behavior and deal with misbehaving and disrupting behavior (Anderson 1997:45). Alternatively said, as Long and Frye (in Lehman 1982:3) stated, classroom management encompasses all those things that teachers do to help their students acquire useful skills, and the purpose is always to facilitate learning not merely to control or keep order.

Whether the definitions coined above or many others if thoroughly examined would serve to infer some conclusive remarks.

First, classroom management is a change process in which the primary role of the teacher is to change the behavior of students who misbehave. Next to this, it is a maintenance process that involves efforts to establish and to maintain those conditions that facilitate effective and efficient instruction.

2.2 The Nexus Between Classroom Management And Instruction

In simple terms, teaching consists of two separate but intertwined set of activities; management and instruction.

According to Weber (1986:275) managerial activities are those activities which are carried out to create and maintain conditions in which the classroom instruction would take place effectively and efficiently, while instructional activities are those that are deemed vital to enhance the student's academic achievement.

In addition, as Rinne (1997:11) reported, today most educators and scholars view classroom management as the process of establishing the environment of instruction and learning. According to Rinne the assumption behind this feeling is that classroom teaching has two components, order and learning. Order is served by classroom management, while learning is served by instruction.

To manifest the difference between classroom management and instruction vividly, Doyle (1986:395) goes a bite further saying that;

Broadly speaking, classroom teaching has two major task structures organized around the problems of (a) learning and (b) order. Learning is served by the instructional function---order is served y the managerial function---obviously the tasks of promoting learning and order are closely intertwined; some minimal level of orderliness is necessary for instructionally well constructed to capture and sustain student attention. Indeed, the tasks exist simultaneously.

In short, Rinne (1997:11) declared that “classroom management asks the question: Is the student concentrating? Instruction asks; is the student learning?”

To this effect, abundant literature on teaching confirm that when managerial activities are well-done learners could get a conducive atmosphere to work on thoroughly and effectively That is why it is said that any sort of decision made on classroom instruction is unattainable if it doesn't give due attention to classroom management. For despite there exists an inevitable difference between classroom management and instruction, both are two sides of the same coin. This doesn't, however, necessarily mean that effective classroom instruction can be realized without the presence of effectively managed classroom.

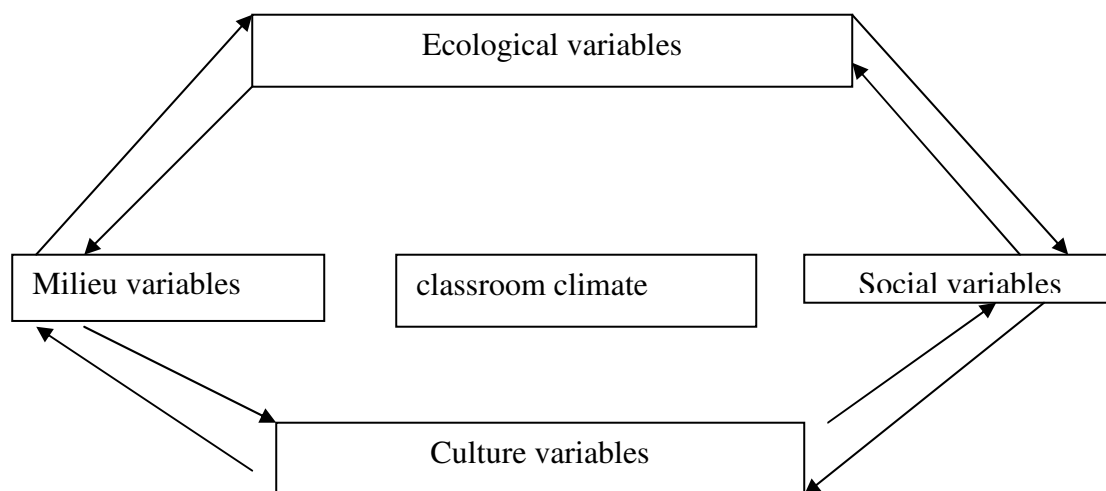
2.3 Rationale For Classroom Management

As commonly seen, classrooms are busy, multidimensional and unpredictable settings. And it is in this very complex environment that effective instruction is aspired.

In most cases, many teachers tend to grasp such a success largely through establishing a supportive, comfortable, friendly and relaxed atmosphere, Few others, conversely seem to have dreamt success in classroom instruction to emanate solely from having a challenging, competitive and tense classroom climate.

Be that as it may, as Weber (in cooper 1986:277) witnessed, progress in the students' classroom learning cannot be brought about with the absence of effectively managed classroom. Because, an effectively managed classroom serves to prevent student's inattention, boredom and misbehavior (Kunion cited by Weber in cooper 1986:303). Besides to other vital elements, this can be made possible mainly through securing a consistent interaction among such variables; ecology, milieu, social system and culture (Myers and Myers 1995:94). Diagrammatically the variables can be depicted as such

Diagram 1: Classroom climate



Source: Myers and Myers (1995:94) Fig 3.2

According to Myers and Myers (1995:94) ecology refers to the physical aspect of the classroom, i.e. the classroom space, displays on the walls, chalkboards, the equipment and other learning resources. Milieu, on the other hand, is used to refer to the interpersonal atmosphere that exists between the teacher and the students, and among the students' themselves. The informal and formal rules that guide the interpersonal relationship of the classroom is termed as the social system lastly, culture according to Myers and Myers refers to values, belief systems, and norms that are prevalent in the classroom. Expectations, teacher's commitment, clarity of goals, and praise and rewards are the typical components of classroom culture.

And it is only when these variables are properly organized and managed that more time could be devoted to instruction, learning occurs and the student's self-concept is enhanced. Bloom (1978:566) went on noting that students become more similar with regard to

their classroom learning ability, rate of learning and motivation For further learning when they are provided with favorable learning conditions. This implies under favorable learning situation the level of student's learning tends to show no significant variation. To this effect most scholars said "students' perception of their learning environments affects both their cognitive and affective development." (Moos; o'Reilly: Walberg; Walberg and Anderson in Stockyard and Mayberry 1992:33).

Researchers have then assured that students could develop a positive perception towards their classroom in particular and to their learning in general, as Sanford, Emmer and Clements (1983:56) stated, when

- (a)- they are highly involved in their classroom instruction,
- (b)- they know what is expected of them and are pretty successful ,
- (c)- there is relatively little wasted time, confusion and disruption,
- (d)- the climate of the school is work- oriented, relaxed and pleasant,
- (e)- there is a positive relationship between teacher's classroom behavior and desirable learning outcomes, including on-task behavior, student achievement and student attitudes.

Poorly managed classrooms, on the contrary, have a profound impact on the student's learning, attitude, interest and self-view. Hence, as Anderson (1991:47), Weber (in cooper, 1986:275), Risk (1958:462), Sanford, Emmer and Clements (1983:57) and Stockyard and Mayberry (1992:28) stated, a well-managed classroom is deemed essential to

- (1.) Prevent undesirable classroom behavior,
- (2.) Take corrective action in daily classroom disorder,
- (3.) Accomplish instructional objectives with a minimum expenditure of time and effort,
- (4.) Smoothly run instructional activities where students are highly involved

- (5.) Make the classroom environment predictable and reasonable for students through setting classroom rules and regulation,
- (6.) Resolve conflict between the teacher and his students, and among students,
- (7.) Prevent confusion among learners

Moreover Coleman, Peng et al. Hoffer et. al, Greeley, Metz, Newmann et. al, Mc Dill and Rigs by, Phi Delta Kappa, Ruttevetta and Silberman (in Stockyard and Mayberry, 1992:28-29) noted that the primary purposes of managing a classroom are to;

- (8). Provide a disciplinary climate with in which students' and teachers' opportunities to conduct task related work are maximized,
- (9). Promote a sense of efficacy among teachers and students which in turn enhances teaching learning performances.
- (10). Promote higher learners achievement

To terminate, the focus of classroom management is not a certain facet of instruction-oriented task. It instead accommodates all those aspects that are vehement to facilitate the students' classroom learning.

2.4 Qualities of Effective Classroom Managers

Often most classroom troubles seem to stem from the teachers' poor personal and professional qualities (Barr in Risk, 1958:492). Hence, those personal and professional qualities that seem highly significant for effective classroom management are mentioned hereunder.

2.4.1 Personal qualities

Good teachers are good classroom managers. And effective teaching is the result of the personality trait of those qualities which are reiteratively reflected in their teaching behavior or act.

Azeb (1984:60), Reyans (in Azeb 1984:57) and Amare (2000:82) then said that effective classroom managers have such pertinent personal qualities, they

- Are alert, appear enthusiastic
- Appear interested in students and classroom activities
- Are cheerful, optimistic
- Are self-controlled, not easily upset
- Show understanding and sympathy in working with students
- Are friendly and courteous in relation with students
- Like fun, have a sense of humor
- Recognize and admit their own mistakes
- Give help willingly

2.4.2 Professional Qualities

It seems difficult if not impossible at all to suggest universally accepted professional qualities of effective classroom managers. Usually, however, as most scholars said effective classroom managers are distinguished by their endeavor to prevent classroom disorders before they came into surface rather than by their special skill of dealing the problems once they occur. Likewise, Weber (in Cooper 1986:292) has said the following:

The effective classroom manager is one who knows when an intervention in the student's disruptive behavior is likely to be a good investment and when it is likely to be a poor investment.

According to Emmer, Evertson and Anderson, and Sanford (in Arends, 1997: 39-40) and Stockyard and Mayberry (1992:32), professionally well trained teachers have such classroom management qualities.

- a) They have procedures that govern students talk, participation, movement, turning in work and what to do during instructional down time.
- b) They run classroom activities smoothly and efficiently, instructions are clear and students misbehavior is handled lucky.
- c) They have clear work requirements for students and monitor students progress carefully.
- d) They give clear presentations and explanations and their directions about note taking are clear,
- e) They have more contact with their students and spent a considerable time explaining rules and procedures,
- f) They monitor the entire class continuously,
- g) They do two things simultaneously without having to break the flow of class room events,
- h) They move activities along at a good pace without confusion or loss of focus
- i) They provide work that is at the right level of difficulty for students and is interesting enough to hold their attention.

Moreover, MC combs and Whisler (1997:28-30) citing the Purdne and Michigan studies assured that professionally well trained classroom managers: demonstrate interest in their subjects; stimulate the learners intellectual curiosity: are skillful in observing student reactions; give quality feedback; speak expressively and move around; use signal transitions; repeat difficult materials; call students by name and present content in interesting and involving ways.

Conversely, however, professionally ineffective classroom managers according to Amare (2000:85) are not interested in students' classroom activities, are unaware of student's

personal needs and problems, make no effort to encourage students to try to do the best; show extreme rigidity of procedure, fail to provide for individual differences and do not use interesting materials and teaching techniques.

2.5 Classroom Management Strategies

The classrooms of most secondary schools today are being occupied by those young students who are endowed with their own abilities, needs, interests, age, sex, behavior, social background etc. To secure effective and consistent classroom instruction, without creating a wider gap in the above mentioned variables in a single four walled room needs special management strategies.

Actually countless classroom management strategies are available for the purpose being sought. To mention some, Lehman (19982:11) for example described the behavioral, the reality orientation and the humanistic approach as strategies. Weber (in cooper 1986:273) on his part said that the strategies are the authoritarian, the intimidation, the behavioral-modification, the socio-emotional, the permissive, the cookbook, the instructional and the group process. Good and Brophy (1997:194-198) stated assertive discipline, contingency contracting and cognitive behavioral modification as strategies for classroom management. Still, Rinne (1997:2-4) gives what she called conventional and excellent classroom management strategies.

If seen very critically, all the above mentioned strategies have some common characteristics. Therefore, considering their similarities and also their methodological value for the students' classroom learning, the researcher of this study has derived the following six content-focused classroom management strategies that are badly significant for the contemporary secondary school teachers of the Benishangul-Goumuz National Regional State.

2.5.1. Organizing The Learning Environment

In any cases, no one would stand to argue the fact that teaching students of the whole class or even a group of them is as simple as such. However, very many research outcomes seem to support that such inevitable problem or diversity in this context can at least be reduced through the proper organization of the learning environment.

The term learning environment is used to refer primarily to the social (the interpersonal climate) and the organizational structure of the classroom (the physical layout) (Weinstein, 1979:577). And the logical starting point for classroom management is the arrangement of the physical setting of teaching materials and the organization of students to sit where and with whom. Because, the students success in their classroom learning is largely dependent upon the establishment of good classroom organization. (Atkins, Hailom and Nuru, 1996: 185; Risk, 1958: 462; Dunhil, 1962: 42; Mc Cormick and pressley, 1997: 263).

2.5.1.1. Students Seating Arrangement

Indeed, it makes no sense to search for one best way of arranging the students' classroom seating. This is mainly for, in most cases, the classroom arrangement is determined either by the kind of the classroom activity that is desired to be installed or by the teaching method that teachers intended to employ. Whatever activities or strategies are deemed useful for that matter, however, five common patterns of students seating arrangement are available: u-shape row, cluster, horse-shoe and round-table patterns (Weinstein, 1979:L577: Rinne, 1997: 110; Girma, 1997: 9-14; Sanford and Emmer, 1988: 18 and Temehegn, 2002: 41-42).

The Row-pattern

The row-pattern of students seating arrangement is the most popular in most secondary classrooms today (Borich, 1988: 231). In row pattern, students sit facing the teacher and the backboard in line with both their height and sight. Accordingly, other things

being equal the tallest sit at the back and the shortest in front. In the same vein, students of short-sighted or hard of hearing are placed in one of the available front seats.

Row-pattern is a formal seating arrangement (Weinstein in Curzon, 1990: 165) convenient for teaching a large number of students in one classroom. It is easy accessible to the teacher and the blackboard. Besides movement between rows is easy for both distributing and collecting of instructional materials. Conversely, however, in this type of seating arrangement it is difficult to evaluate the work of each student who sits at the backside. So as to prevent relegation of a section of the class to a zone which encourages inactivity, as Weinstein (in Curzon, 1990: 165) said, changing the students seating pattern periodically appears to be indispensable.

The cluster-pattern

As the name itself implies, cluster-seating arrangement is characterized by small number of students seating in different parts of the classroom. The cluster-pattern is most appropriate for buze-group discussion.

Diagrammatically cluster pattern is shown as follows.

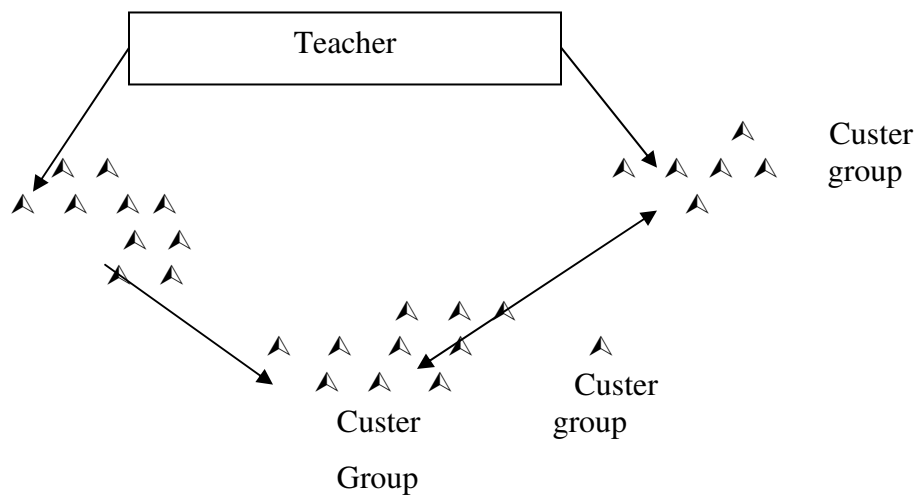


Fig 1 The cluster pattern arrangement

According to Girma (1997:11) in this pattern of students seating, the size of each group shouldn't exceed from six students. And members of each group can be chosen either by the teacher himself or students be given the chance to decide where to belong themselves. In almost all group cases, however, there should be a group leader. And leadership should rotate in effect every member could get at least one chance to lead others. And the teacher's role in this case is to guide students.

In cluster pattern, students communicate easily with each other, movement is not too restricted, and leadership and cooperation among students is enhanced. On the other hand, teaching a large number of students in one classroom seems impossible. The pattern also needs more time.

The Horse-Shoe pattern

In this pattern as shown below the teacher sits in the center, half way along the diameter

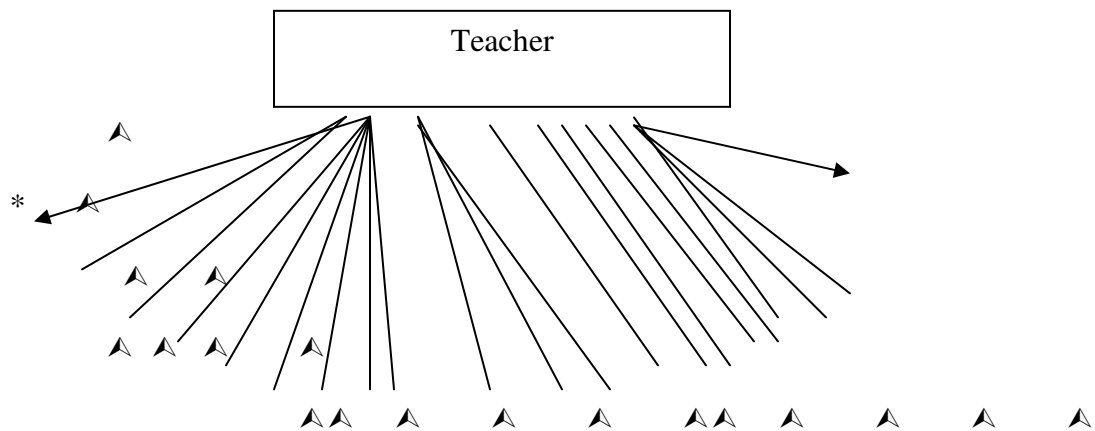


Fig 2 The horse-shoe pattern

As Girma stated, horse-shoe pattern has such merits: it can be used when the lesson entails more discussion; it helps the teacher to put the whole group within his ambit; it helps the teacher to consult each other; without wasting much time this pattern can be changed to

the cluster or small group and vice-verse. The pattern, however, does not work when students are few in number, and is not convenient for each student to observe the work of their colleagues.

The Round-Table pattern

In this kind of arrangement, the students can sit in round or square. Hence it is suitable for classroom activities that demand discussion. Unlike the horse-shore arrangement, in round table pattern the authority of the teacher is completely decentralized, and thus formal leadership roles are played considerably by the learners. But the group has no group leader.

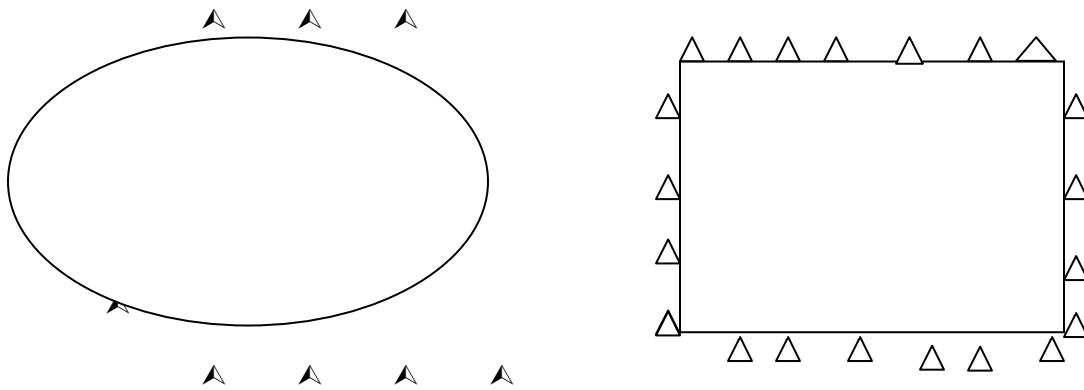


Figure 3 The Round-Table pattern

Round table seating pattern may be preferred; if there is any thing to be recorded or to be listened on tape; if there is just one object to be used as display for a lesson; it can be placed at the center for all to see and comment upon the position of the teacher would enable him to observe what is going on in all the corners of the room. In the opposite sphere, the pattern is not convenient to use different teaching aid simultaneously, and causes students to misbehave in class.

Any way, teacher's decision to employ anyone of the five patterns mentioned above, as Santord and Emmer (1988: 18) and Evertson, Emmer and Clement (1997:139) said, has to consider the space between the desks, and the visibility between the teacher and his students.

Accordingly, in the classroom the teacher is expected to make sure that he would be able to observe all his students at all times. Because, close monitoring allows him/her to detect problems early and to take argent remedial action. Among the various decisions they are required to make, the under stated need priority (Dunhill 1964:421, Emmer et al. 1984: 3-4).

- (1) Can I see and hear every pupil in the room?
- (2) Can every pupil in the room see and hear me?
- (3) Can every pupil in the room see the blackboard?
- (4) Are the illustrations used big enough for all the pupils to see?
- (5) Can I supervise the work of all individuals in the room?
- (6) Should desks be set in row?
- (7) Who should sit first and who next?
- (8) What arrangement of the room would help students to easily work and move in class?
- (9) Where should my desk be located?
- (10) What area of the room will I use for presentation?

The reason why greater emphasis is given for the student's seating position is that it determines his/her value, behavior, mood, enthusiasm, general conduct and alertness (Dunhil, 1964:39) in classroom learning.

2.5.1.2. Seating Position and The Students Classroom learning

As reiteratively noted earlier, the student's seating position significantly influences their classroom behavior and learning. But many teachers are largely unaware of this fact. For

example, every beginning teacher is seen procrastinating whether to assign seats to their students or allow to sit where they wish (Rinne, 1997:114)

Good and Brophy (1997:26) noted that the student's self-seating can produce including reduced attention. Furthermore, if students are permitted to locate themselves where they want to, their learning may suffer (Rinne, 1997:117). Because as Rinne (1997:115) goes on saying.

If students are allowed to sit where they wish low-achieving students will frequently move to the back and sides of the room, friends will sit together and talk in necessity, and teachers may find themselves unconsciously, and teachers may find themselves unconsciously favoring small, self-selected group of high achieving students who sit from and center in the action zone.

Action zone according to Adams and Biddle (in Good and Brophy, 1997:52) is always located in the front row and the middle of the class. Consequently, students possibly because teachers usually tended to stand at the front of the classroom. Students of this zone receive more opportunity to talk than did other students.

Views on the learner's seating position are abundant but different. To mention, for example, Good and Brophy (in Rinne, 1997:118) conceived that the position should be formed mixing high and low achieving students. Wulf (in Weubsteub, 1979:80), on the other hand, said that the seating position should be made on alphabetical basis. Still Rinne (1997:115) suggested that the position has to be low-achievers next to high achievers or close to the teacher. Lastly, Curzon (1990:165) citing Waller's picture of seating arrangement noted that seating position should be done according to the learner's choice; in the front row, over

dependent types mixed with extra ordinarily zealous students; in the back row are “persons in rebellion.”

But the vital point that needs to be explicitly addressed here is that whether the students seating position has a direct link with their classroom participation attention and learning. A number of empirical studies have been conducted to this effect.

Walberg (in curzon, 1990:165), for instance, demonstrated that high school students who preferred to sit in the front seat placed a high positive value on learning, to an extent that he characterized them as “overzealous” students. While those who aspire to sit at the back or near windows of the room had negative attitudes toward learning and their own capacity of success. Adams, Adams and Biddle (in Weinstein, 1997:579) also noted that there is greater participation by secondary students sitting in the front of the room and in the center of each row. According to them the studies conducted in Mathematics and social studies classes to mention some have revealed that verbal interaction between teachers and students was concentrated in the center front of the classroom and the center of each row.

Still more others such as Schwebel and Cherline (in Weinstein, 1979: 579) found out that students who had been assigned seats in the front rows were more attentive and engaged in more on-task behavior than students in other rows. Schwebel and Cherlin went on confirming that even those students who had been moved forward from their former back seats showed the greatest mean increase in the amount of time engaged in work and the greatest mean decrease in the time spent on irrelevant activities. Similarly, the teachers ratings of students attentiveness and likeability changed: students who had been moved forward from their former seats received more favorable ratings than they had before, whereas the opposite was true for students’ moved backwards. It is also empirically supported that high achievers and high responders prefer to sit in the front center than any other parts of the

room (Wulf in Weinstein, 1979: 580). Therefore, despite Bate, Delefos and Jackson (in Weinstein, 1979: 579) have gone to the extent of developing a different view saying that the seating position has no significant contribution for the students classroom participation and learning. Most other research outcomes appear to confirm that a front-center seat facilitates students achievement, attitudes and participation, at least for those somewhat predisposed to speak in class.

2.5.2. Establishing Ground Rules And Procedures

Appropriate classroom behavior is highly essential for the student's successful classroom learning. Misbehavior, on the other hand, prevents their effective learning. Hence, it can further be asserted that a well-managed classroom is less likely to exhibit behavioral problems.

As most research results revealed, however, teachers may not be able to ban all sorts of student's misbehavior merely when it arises. Instead, Wragg (in Capelk, Leask and Turner, 1995:111) and Blumenfield et al. (1979) Hargreaves et al (1975), and Jackson (in Doyle, 1986: 410) suggested that establishing ground rules and procedures that could reduce the emission of classroom disciplinary problems is one of the most important classroom management strategies (Borich, 1988:233). Watkins and Wagner (1987:72) citing Kounin have supported Borich saying that:

... The actions which teachers took in response to a disruptive problem had no consistent relationship with their managerial success. However, what teachers did before the misbehavior occurs had shown to be crucial in achieving success.

Rules are statements-usually written-that describe and make public appropriate and inappropriate student behaviors (Weber in cooper, 1986:297) while procedures are methods

for accomplishing daily routines and other specific activities that recur frequently in classroom (Emmer in Good and Brophy, 1997:132; Arends, 1997:43). As Glasser (in Lehman, 1982: 71-72-) in his Reality Orientation Approach To classroom Management notified, proper classroom discipline can exist when individual students are abide by reasonable, realistic, well-defined, limited in number and clearly understood rules. Lehman added that even though rules and procedures are indispensable for the prevalence of effective classroom instruction, teachers shouldn't leap to conclude that having established them alone keeps all behavioral problems away. Emphatically said however, good classroom management requires well-designed rules and procedures to persist. This is due to the fact that formulating classroom rules and procedures is germane to maintain the student's proper academic focus and make appropriate use of time (Sanford and Emmer, 1988:29). Besides a well-defined rules are necessary if students to work within known boundaries. Because, it alerts them to what is appropriate and in appropriate classroom behavior.

According to Lehman (1982:32-33) and Snowman (1993: 631) appropriate classroom behavior of students encompasses;

- (1). Bringing book and appropriate materials such as pencil and paper to class;
- (2). Being quite while the teacher or someone else is talking;
- (3). Working classroom assignments without disrupting others;
- (4). Raising hands and being called on before speaking;
- (5). Taking part in class or group discussion;
- (6). Completing a work assignment.

Borich (1988:249) went on mentioning that the inappropriate behaviors of students that need to be avoided, as much as possible, are the following.

- a) Talking or laughing which disturbs others or occurs while the teacher or someone else is talking;
- b) Hitting or fighting, showing hostility
- c) Talking without raising hands
- d) Taking back, throwing objects, cheating and vandalism
- e) Being out of one's seat without permission
- f) Using dirty language or gesture

Consequently, if rules are non-existent, teachers may have to struggle daily-perhaps constantly-with routine matters such as movement about the room, whether and when students must raise their hands to speak, and how to turn papers (Sanford and Emmer, 1988:30). As Arends (1997:43) ratified, classroom rules and procedures are little value unless students learn and accept them. In effect, all rules and procedures must ultimately be accepted by at least 75 percent of the students (Curwin and Mendler, 1984: 76). Because as Weber (in Cooper 1986:297) evidenced "students have the right to know the rules ... and the consequences of bearing them. Otherwise, no group can work together successfully."

Many suggestions have in fact been forwarded regarding the extent to which students are to be involved in making the rules, and the number of classroom rules that should be established. Actually there are various positions concerning students involvement during the formulation of classroom rules. The popular positions given by Weber (1986:298) are stated as follows.

- (1). Students should have a central role in making rules, if they are to follow them. The role of the teacher is to guide the students' efforts to develop good rules.

- (2). The teacher should make the rules, in as much as the teacher not the student- has the responsibility to determine which students behaviors are acceptable and which are not; the role of the students is to follow the rules, not to make them.
- (3). The teacher should first specify a limited number of non negotiable rules and then work with students to add such additional rules as deemed necessary.

However it is only with a reasonable degree of students involvement in both the development and the decision making process of rules that teachers can expect a high degree of compliance in positive and dynamic sense, not in a mere blind obedience through the rigid exercise of teacher's authority. Above all these, as Lehman (1982:19) assured involving students in the process of rule formulation is necessitated mainly for it gives them confidence in their ability to cooperate by setting reasonable rules, and it increases the likelihood that students will adhere to the rules since they are actively involved in formulating them.

And as Madsen and Madsen (in Lehman, 1982:19), Lehman (1982:71-71) and Wragg (in Capel, Leask and Turner, 1995:111) stated when establishing rules and procedures, teachers should:

- (1) Involve students in making up the rules
- (2) Keep the rules short and to the point
- (3) Phrase rules in a positive way when possible (eg. "sit quietly while working" Don't talk to your neighbors")
- (4) Remind of the class of the rules at times other than when someone has misbehaved
- (5) Make different set of rules for various activities
- (6) Let the students know when different rules apply
- (7) Post rules in a conspicuous place and review them regularly

- (8) Keep a sheet on your desk and review a number of times when you review rules with class
- (9) Keep the students aware of the consequence of rule violations, and focus on behavior if rules are violated (Glasser in Lehman, 1982:73).

To sum up, rules that specify what is and isn't acceptable are necessary if students are to know where they stand. But the number of rules needs to be kept to a minimum for fewer rules consistently enforced are more likely to be effective than many rules. Thus establishing a reasonable number of applicable rules with the students active participation helps to maintain an appropriate classroom discipline.

2.5.3. Giving Learners A Sense of purpose

Objectives, which are called busyness (Galloway and Edwards 1992: 76) are instructional guides therein the rest of the students classroom learning to lie. This meant that well-defined objectives are significant to bring the interest and attention of students towards the desired classroom learning. Getting students well informed of the desired ends would give them the chance to exert their attention mainly to the classroom instruction and thereby learn the content more effectively (Witlock in Rinne, 1997:49; Borich, 1988:123-124; Perrot, 1986). Most often, this can be achieved when the formulated instructional objectives are student-oriented, observable, clear, understandable (Ten Brink in cooper, 1986:750) and challenging (Rinner 1997L48). Because imposed instructional objectives that merely keep students busy for a while are avoided whenever possible.

Therefore, formulating clear instructional objectives and telling the objectives to the students regularly is deemed significant in a number of ways (Tyler, Herrick, Borton, Bobbit, Thordike in Abebe 1973:72). As Ten Brink (in Cooper, 1986:69), Cooper (1986:116),

Curzon (1990:140), Pophem and Lindvall (in Duchastel and Merrill, 1973:53) and Duchastel and Merrill (1973:65) said, if objectives are clearly understood;

- (1) better classroom instruction and evaluation results,
- (2) students determine where they are and where they are going,
- (3) unfortunate digression and other forms of wasted time reduced,
- (4) motivation of the learners can be heightened,
- (5) student be able to better organize their time and learning experience in accordance with the goals of the subjects,
- (6) students can integrate the diverse unit of information by getting a general structure of the content,
- (7) a certain kind of task reinforcement can be activated and maintained,

In the same vein, students who are detailed the statements of instructional objectives, significantly reduced the time required for learning as much as 65 percent relative to those who were instructed normally (Jen Kino and Deno in Getnet, 1998: 354). Meaning students who are clearly told what is expected of them during classroom instruction have realized the learning objectives in shorter span of time than those who have been taught without being informed of the objectives. Duchastel and Brown (in Getnet, 1998: 355) also revealed that those students who were given 12 of the 24 objectives to focus their learning outscored their counterparts on the test items associated with these 12 objectives.

Hence, it can be said that instructional objectives are the key to keep both the teacher and his/her students along the same track (Aggrawal, 1996:71) through increasing the curiosity and interest of the learners to the lesson content (Cooper, 1986:116) being taught.

On the other hand, if the daily lesson objectives are left unspecified and unstated, students will be easily confused with about what is expected of them and the extent to which

they should be able to perform the contents taught (Abebe citing Eisner and Atkins 1973:25). As Rinne (1997:50) evidenced, one reason for some students to become inattentive in the classroom instruction is that they are not there often enough to know what is expected of them. Mager (in Getnet, 1998:3540) also assured that many students spend a considerable amount of time and effort in learning the peculiarities of the instruction when teachers fail or refuse to let them know what they are expected to learn.

Hence letting students know the specific behavioral objectives on a daily basis, minimizes the students frustration and time consuming effort of trying to guess what they are expected to perform.

However, few objections have infact been raised about the use of behavioral objectives. The major objection to their use are the following (Ten Brink in Cooper, 1986:69; Zabhorik, 1976:9).

- (a) Writing good instructional objectives requires a lot of work and expertise,
- (b) Using instructional objectives hampers the process of individualizing and humanizing education,
- (c) The use of instructional objectives curtails spontaneity and decreases the teacher's flexibility,
- (d) Using instructional objectives leads to trivial learning outcomes,
- (e) Affective learning cannot be easily stated in behavioral terms.

If the above objections are examined carefully one can notice that the objectives themselves are not at fault. It is rather the way the objectives are used that may bring the difference. As Cooper (1986:69) commented, if a teacher becomes a slave to the writing and making use of instructional objectives instead of skillfully using them as an important teaching aid then the above objections become valid. But when behavioral objectives are

viewed in proper perspectives and used appropriately, there emerges a positive side to each of these objections. Conceiving the significance of instructional objectives in a proper manner eventually ensures learners to select and focus their attention primarily on those components of the classroom instruction that are gateways to the desired ends (Mearger, Dater line, and Ryburn and Froge in Gentent,1998:354).

2.5.4. Time Management

The proper use of time is believed to be an essential strategy of classroom management. The management of classroom time is, however, a complex and difficult task for teachers, although on the surface it appears to be a rather simple and straight forwarded matter (Arends 1997:33). To witness, Mc combs and Whiler (1997:87) noted this

... they unwittingly surrender to covering the content instead of spending time on the relationships and climate that might make more students more successful at the academic pursuits. In September, most teachers make an effort to call each student by name and ask about students family members or outside interests.' But April or May, as burnout sets in the most well meaning teachers may forget the positive effect of saying a simple hello to each of their students.

Because the time allotted for classroom instruction that appears to be so plentiful when the year begins becomes a very scarce resource soon. As a result, the effective use of time is just become as important as the amount of time spent on a topic (Arends, 1997:34) and is thus at the heart of classroom organization (Smith, 1988:47). And it is only when classroom activities are well-managed that more time could be devoted to instruction (Murphy, 1982:25, Sanford, Emmer and Celents, 1983:56).

As Kathleen, Fredric and James (1993/94:154) noted, quoting past research results, teachers who are effective classroom managers use their time as effectively as possible. A number of studies done in the 1960s and 1970s have also produced similar important findings. The studies conducted during that era have assured that the time-allocated and utilized for specific tasks are strongly related to the students on task behavior (Stallings and Kaskowitz, 1974; Fisher, Filby, Marliave, Cahen, Dishaw, Moore, and Beliner, 1978; Rosenshine 1980 in Arends, 1997:34, Arends, 1997:34, and Stallings in Good and Brophy: 1997:30). This means that usually a direct relationship exists between the time spent in relevant academic tasks and high achievement gains. The proper use of the allocated classroom time is thus more useful for students to exhibit appropriate classroom behavior.

The reality, however, does seem to happen the other way round. To witness, when students are given tasks to work on they spend a lot of their time not thinking or working but looking for a pen or whispering to a friend.

Several research results also revealed that students spend most of their time on tasks that are irrelevant to their learning (Risk, 1958:463 and 464, Arends, 1997:340). Cullingford (1995:16) has the following to support

... research studies where individual children were observed all day, the amount of time discovered to be spent off-task" was disturbingly high. The amount of time children spent "Waiting" not actually engaged in learning was found to be around 75%

Inappropriate time utilization is also observed in most secondary classrooms. Some secondary teachers for example use 40 minutes of a 45 percent period to develop concepts; some other use only 20 to 25 minutes for developing subject matter concepts (Good and Brophy, 1997:30). Recognizing the danger of wasted time and taking the necessary means to

ameliorate the problem accordingly would be the teacher's primary concern. This can be attained as most scholars frequently agreed upon largely through planning the daily lesson and setting out activities that encourage learners active task engagement. Since the more time spent on learning, the greater is the learning (Mc Keachie, 1986:146). Moreover, according to Davies (1991:321) in order to manage and use the time-allocated for the classroom instruction effectively, teachers are expected to make decisions in the following areas.

- (1) What are the things that must be done, and what are the things that need not be done?
- (2) What are the things that must be done by the teacher and what are the things that must be done by the students?
- (3) What are the things that must be done in classroom and what are the things that must be done outside the classroom?
- (4) What steps can teachers take to avoid wasting of student's time?

This is to say that it is not the quantity of time available for classroom learning that is important so much as the way the time allocated is used properly. That is why scholars in the field are staunch to resume saying that effective classroom is characterized by the effective use of the time available for instruction. According to Cohen and Rossmiller (1987:386) in an effectively managed classroom a larger percentage of the school day is devoted to academic subjects; students spend more time in learning activities; and class periods are free from interruptions. Besides to this, Davies (1981: 322) noted that an effective management of the classroom time involves; eliminating busy work; communicating a sense of priority to the students; giving students the quality and quantity of information they need to learn efficiently; letting students to concentrate on a particular set of learning tasks long enough for them to

master it; informing students of teacher's expectations; listening to the students and evaluation situations.

Irrespective of the amount of time a teacher might allocate for a specific topic, there is a considerable variation in the amount of time students are actually engaged in learning activities. This variation may be noticed at the beginning of the lesson, during transition, during wait-time, and at the closure of a lesson.

2.5.4.1. Beginning The Lesson

The best way to begin the daily lesson is to begin (Rinne, 1997:131). In practice, however, most secondary teachers do not seem to do so. For instance, as Rinne (1997:132) elucidated, some teachers demand the attention of their students before they begin teaching others request that all books and materials first be taken out and made ready. Still others tend to check whether desks are in order before starting the lesson. Rinne went on saying that some other teachers even go to the extent of giving students long lists of directions instead of starting the lesson.

Obviously, however, if teachers fail to start work immediately students get into the habit of wasting time instead of getting ready to work Risk, 1958:464). As a result, confusion and disciplinary problems are apt to arise.

In order to reduce and eventually eliminate time wastage at the beginning of a lesson, teachers should stop all other work and give their undivided attention to begin the lesson promptly and vigorously. This can be done by focusing student's attention on the lesson content mainly through posing questions, making statements, starting demonstration of the lesson or announcing goals.

2.5.4.2. Transitions

According to Rinne (1997:133) transitions are non instructional times when students move from one lesson or activity to another. In traditional classroom management, transitions may be time consuming and disorganized. As Borich (1988:238) revealed, switching from lecture to seat work, from discussion to lecture, or from seat work to discussion is a time for some students to misbehave. As Rinne (1997:133) added, transitional periods in less organized classrooms tended to be chaotic, with students wondering around, bumping into one another, confused, needing to ask the teacher what to do etc. The teacher is also often harried during these times, shouting out orders and attempting to do 10 to 15 things at the same time (Brophy and Evertson in Rinne, 1997:133). Burns, Gump, and Rosenshine (in Doyle, 1986:406) also stated that in Elementary classrooms approximately thirty one major transitions occur each day consuming approximately 15 percent of the instruction time.

But time spent in transition is time lost (Evertson et al. 1994:258). Hence to reduce and recover time lose, transitions should be executed quickly with a few distractions as possible.

2.5.4.3. Pacing

Pacing, smoothness as Kounin (in Weber as cited by cooper 1986:303) called it, is the timing of a lesson-the point at which teachers make a new idea, a new activity, or a new skill available to students. According to Rinne (1997:137) “When the students are ready for a next step in learning but that step is not available, the pace is too slow. When the next step has begun but the student is not yet ready, the pace is too fast. When the next step is available and the student is ready, the pace is just right”.

Research results have also confirmed that when the lesson pace is either too fast or too slow the student’s disruptive behavior increases; and their attention to lesson content

diminishes (Kunuin in Rinne 1997: 139; Smith, 1988: 69). Moreover, one study has found out that student involvement is higher when the student work is paced by the teacher than when it is self-paced by the student (Doyle, 1986:370).

2.5.4.4. Wait-Time

According to Rowe (in Rinne, 1997:138) wait-time refers to the length of pauses between a teacher question and the student responses or between that response and the teacher reaction to it. Lake (in Tobin 1987:70) in addition, defined wait-time from the teacher and the student perspectives. As he noted, teacher wait-time comes after the student talks.

The duration of wait-time that most scholars recommended ranges from 3 to 10 seconds. In fact, for certain types of teachers, students and intended outcomes the wait time may vary from 3 to 5 seconds (Tobin, 1987:88). The subsequent study conducted by De Ture (in Good and Brophy, 1997:377), however, asserted that even those well-trained teachers have failed to use an average wait-time longer than 1.8 seconds.

It is thus safe to assume here then that classroom learning environment can be improved substantially by increasing the instructional wait-time. Proper learning environment in turn serves to enhance the desired behavioral changes of the students.

2.5.4.5. Bringing Closure

Another area of classroom time that needs the teacher's skill of management is when the lesson is being brought to an end, i.e. closure. Closure is a complete set of induction.

2.5.5 Motivation

Students' classroom learning can be interactive through the learners own conscious and deliberate effort towards the learning goals. And those capable students may fail to attain the goals aspired if they don't pay attention and exert some sort of effort towards that end. Because, as most scholars argued, no learning would take place without the learners' attention

(Lehman, 1982: 21; Risk, 1958: 321). Nevertheless, as Rinne (1997:11) and Anderson and Burns (1989: 81) stressed, attention alone does not necessarily ensure learning unless it is intertwined with the learners' concentration and innerly derived motives.

The students' commitment to their classroom learning in turn could be valuable largely when it occurs not intermittently. The reiterative occurrence of the desired classroom performance of students in effect can be sustainable mainly through the wise-use of motivation. This impression has then caused Pratt (1980: 307) and Stipek (1980:IX) to coin the notion that "student motivation is of central concern in curriculum development for the reason that the higher the level of motivation the greater the proportion of time the learners will spend on-task and the more efficient the learning will be." Moreover, the curricula that stimulate high student motivation are attractive to the practitioners and hence are better implemented.

Consequently, Bruner (in Sims and de Martinez 1981: 146) goes to declare that of all the responsibilities given to teachers, the most important is their ability to stimulate learning and to create an inner desire of the student to want to learn. This predisposition may originate from the notion that educational suicide that knocks the doors of most secondary classroom today is primarily a motivational problem (Kathleen, Fredric and James, 1993:94-312). To this end, therefore, motivation becomes the basic classroom management strategy. "Motivation is the key to effective classroom management and consequently to effective students' classroom learning." (Callahan and Clark, 1988: 132). Implicitly said, motivating students' is mostly a matter of handling the students classroom behavior successfully (Good and Brophy 1987: 218; Borich 1988: 249) so that active classroom instruction could prevail.

In a more pedagogical sense, motivation can then be defined as the conscious effort on the part of the teachers to establish in students motivates leading to sustained activity toward

the learning goals (Risk, 1958: 320). Moreover, as Brink (in Risk 1958: 320) stated “motivation is the development within the learners of a genuine interest in and a favorable attitude toward the activities which are to result in effective learning.”

It is hence used to refer to all those motives that direct the learners’ attention, emotion and activity towards the desired destination.

Motivation as a strategy of classroom management is described alternatively as reward (Rinne, 1997: 28), reinforcement (Sadkar and Sadkar 1986: 173), behavioral modification (Weber in Cooper 1986: 306) and contingency contracting (Lehman, 1982: 31).

According to Lehman contingency contract involves an agreement between the teacher and the students which states that when students behave appropriately the teacher provides them with something they value. Conversely, it may state that if students behave inappropriately something of value is taken away. Therefore, the word contingency is meant that the rewards to be given should be dependent upon the behavior that the students exhibited. As Lehman stressed, the contingency contact seems to have its greatest significance in a classroom where the teacher is struggling with management problem.

Motivation, be it intrinsic or extrinsic, is used to maximize the students effort and minimize some of their potentially inappropriate behavior. However, although reinforcement is a positive prod for learning and can increase the students’ classroom participation if it is misused it can result in decreasing the students participation and learning (Sadkar and Sadkar 1986: 175). To support, Brophy (in Keefe and Jenkin 1997: 149) has said the following

It is not reasonable to expect students to be motivated to learn if they are continually expected to practice skills already thoroughly mastered, memorize lists for no good reason, copy definition of terms that are never used, or read materials that is not meaningful to them because it is too vague, abstract, or foreign to their experience.

Hence, motivation as most scholars seem willing to accept should be contingent on the students performance, should indicate the specific student performance to be reinforced, and should be honest and sincere (Stipek, 1988: 30).

However, as Stipek (1988: 30-31) manifested, if the reward used is not contingent on the students high effort or good performance it won't increase the likelihood of either. As a result, reward needs to be used to encourage even those poor performing students to try harder and better.

Many motivational theorists, however, claim that external reinforcement is not necessary for classroom learning (Stipck 1988: 39). Their argument is that students could learn best in situations in which they perceive themselves to be engaging in learning behavior for their own intrinsic reasons, such as because students are interested in the task is believed to be more enjoyable and ultimately to result in more learning than working on tasks for extrinsic reasons, such as to please teachers, to escape punishment or to obtain reward.

2.5.5.1 Behavioral Indices of Motivation

Certainly speaking there is no one ready made formula, strategy or special set of techniques that may be used to motivate all students in the same way or to the same degree all the time. Since what motivates one student at one instance may fail to work for others. This is due to the fact that different motivational techniques are appropriate and effective in different situation in effect students of different age, ability and culture respond differently to different types of motivation (Capel, Leask and Turner, 1995: 105, and Frymeir as cited by Bruner in Sims and de Martinez 1981: 139). Rinne (1997: 39) even goes further to add that each student is motivated differently from all others and each students motivation changes from day to day, hour to hour, and even moment to moment.

In spite of these difficulties, however, teachers can cope with the prevailing disparity of students' classroom motives either by asking them what they like and what activities they prefer, or by observing what activities they engaged in during free time (Lehman, 1982: 22).

Besides to this, Maehr (in Stipek, 1988: 12-13) described five behavioral patterns that can be used as indices for detecting whether students are motivated in their classroom learning or not.

First, Maehr suggested that the direction of the students' attention and activity is related to motivation. As Maehr said, when students attend to one thing not to another, or choose to complete one task and not another, they presumably are motivated with regard to the former and not motivated with regard to the latter.

Persistence is the second behavior associated with motivation. Meaning the extent of time a student spent engaging in activity is often considered as sign of motivation. The third indicator of motivation is the learner's activity level. Basically students can work intensively or half heartedly on a given task. Hence their level of involvement in the classroom instruction is to some degree related to their level of motivation.

Continuing motivation is considered as Maehr's fourth behavioral indicator of motivation. In this sense, students who return to their classroom task without waiting for apparent external incentives, who perform a task on his or her own are apparently highly motivated.

Performance according to Maehr is the last but inestimable behavioral index of motivation. It is the subsumed consequence of the four indices mentioned above. A student who works diligently on a task, persists when the task is difficult, and engages in the task without external incentives, could undoubtedly learn more, behave properly and perform better than a student who avoids tasks, works half heartedly, or gives up easily.

Based on the above given explanations, Bruner quoting Farguar (in Sims and de Martinez (1981: 143-145) noted that a lowly-motivated students have (1) immediate Vs long term gratification: (2) common Vs unique accomplishment: (3) ease of competition Vs meeting a standard of excellence: (4) low Vs high job involvement: (5) negative Vs positive self-concept as a learner: (6) low-level of academic compulsiveness, high level of fantasizing, hostility toward authority, low impulse control and aimlessness.

Stipek (1988: 14), on the other hand, described that students with a high intrinsic motivation often have the following behavioral qualities.

1. Pay more attention to the teacher;
2. Answer questions in class voluntarily;
3. Attentive until tasks are completed;
4. Work autonomously when they can;
5. Appear happy, proud, enthusiastic, and eager in learning situations;
6. Work hard on tasks when not being graded;

2.5.5.2 The Classroom Environment and Students with low Motivation

Naturally, some low-achieving students need more assistance from their teachers than others. Because students at-risk may have usually experienced a history of failure in classroom instruction and see no reason to work hard. And even many of them attribute what success they have had in their previous learning to luck and not to their effort. Then they tend to assume that the locus of good academic performance is external, not internal.

As most scholars assured teachers are accountable for this gap to exist. To support, for example, based on the observation of teacher-student classroom interactions, Brophy and Good, and Brophy (in Mc Cormick and pressely, 1997: 240) compiled a list of ways in which

classroom environment is different for low-ability students than for high ability students as follows; teachers

- a. Demand less from low-ability students,
- b. Are less likely to wait for a low ability students to respond to questions than for a high ability students;
- c. Give briefer responses that are not as informative to the questions of low-ability students than to those of high ability students;
- d. Low ability students are criticized more often such as in response to their failures and receive less praise than high ability students;
- e. Reinforcements are less likely to be contingent upon correct responding for low ability students compared to high ability students,
- f. Are less friendly in their interaction with low-ability students,
- g. Call on less ability students less often than high ability students
- h. Seat low ability students further away from the teacher's desk than they do high ability students,
- i. Are less likely to give low ability students the benefits of the doubts on close calls in grading than they are high ability students.

The tradition of treating students' with such visible discrimination will later affect the students commitment towards learning, and will make them aggressive losing all their learning motivation.

2.5.6 Communication Skill

Communication is the process by which the recipient of an act or message, whether sent deliberately or not derives meaning which in some way affect his or her subsequent internal or external behavior (Smith, 1979: 637). In spite of this fact, however,

communication in the classroom is not merely a matter of addressing a class. It is rather the result of a number of interrelated activities where any one of those activates is omitted, the effectiveness of communication may be vitiated or destroyed subsequently the probability of successful learning is reduced (Curzon, 1990: 112).

To support this, Harrison and Cronch (in Smith, 1979: 632) suggested that the verbal symbol is only the tip of the communication iceberg. Hence “a teacher who drones on and on in the same monotonous tone inheritably has a dulling effect on most learners” (Shostak quoting Gage and Berliner in cooper 1986: 113). As a result, learners mind tend to wonder, their attention is easily diverted, or their eyelids grow to heavy to hold open and eventually become disruptive. As Hovener and Budd (in Burke, 1992:4) and Burke (1992: 115) further confirmed usually students may exhibit disruptive behavior in their classroom when they assumed to have failed communicating their needs, wants and feelings. Because as empirically supported, teachers are the principal actor in 84 percent (Adams and Biddle in Good and Brophy 1997: 25) and 70 percent (Flanders and Perot in Perrot, 1986: 19) of classroom communication episodes even though they sometimes do not want to and are not aware of doing so.

But as Evertson, Emmer and Celents (1997: 137) assured teachers can at least reduce dominating the classroom communication by being good listeners, by encouraging students to consider alternative ways to their problems, by employing multiple examples and task variation (Burke, 1992: 115) and by becoming constructively assertive and emphatic respondent (Evertson, Emmer and Celents, 1997: 137-138; Mc Cormick and Pressely, 1997: 258-159).

According to Mc Cormick and Pressely (1997: 258) teachers who are constructively assertive; identify problematic behavior engaged in by student and describe its effect, are

Careful to focus more on the behavior not on the personality, which reduces students defensiveness and potential conflict. In short, constructively assertive teachers are clear and calm, not hostile or timid. They are consistent in their dealing with students. As Mc Cormick and Pressley noted there is a vast difference between being assertive and being hostile. Accordingly, assertive teachers make eye contact; hostile teachers glare. Assertive teachers face the students in alert; but not threatening posture; hostile teachers physically intimidate students by making threatening gestures. Assertive teachers use firm voice at an appropriate volume; hostile teachers shout.

In a similar context, Evertson, Emmer and Celents (1997: 138) and Mc Cormick and Pressley (1997: 259) have put that teachers who are skill full of communication, emphatically respond to their students and listen to their perspectives. Emphatic understanding is an expression of the teacher's ability to understand the student from the student's point of view (Weber in Cooper, 1986: 316). They also exhibit good listening skill such as letting students know they are listening by nodding making eye-contact and saying things such as "I see," "I hear you", "Tell me more" etc. Empathy is thus important in classroom management for with an increased compassion and caring for students, their self-esteem and general classroom comfort can be reliably maximized.

The views stated above have also shown that nonverbal phenomena (such as eye-contact, facial expression, body posture, and close spatial proximity) are indispensable for real and genuine interpersonal relationships to occur which in turn are the critical determinants of all learning. An interpersonal communication study conducted by Mehrabian (in Smith, 1979: 632) also ensured that the verbal, vocal and facial communication observed in classroom were respectively 7%, 38% and 53%. Other studies depict similar outcome that say over 90 percent of the messages teachers send to their students are non-verbal (Mehrabian

in Garrett, Sadker and Sadker cited by Cooper, 1986: 232). This meant that currently the verbal message is rarely used to communicate the classroom instruction than the overwhelming influence of the non-verbal message. Hence awareness by the teacher of this remarkable proportion of non-verbal behavior would serve at least to make more sensitive to possible influence of his non-verbal behaviors on the students and the learning environment.

On the basis of this fact, Hopkins (in Smith, 1979: 634) associated nonverbal communication with a humanistic notion. As he stated, “teachers with a more positive view of humanity used non-verbal communicative acts which encourage students involvement in classroom interaction, while teachers with a negative view of humanity tended to use a non-verbal communicative acts which discourages students involvement” It can then implicitly be said that the non-verbal classroom communication gives learners the chance to have an active classroom involvement only when it is used from a humanistic perspective. Otherwise, it may worth noting but scorn, hostility, coldness, defiance, sternness and hate (Jensen in smith, 1979: 651). This notion has then motivated others to conclude that in order to assist students remain active in their classroom learning the oral communication has to be strongly supplemented by appropriate visual aids. This is because teaching with words alone is very tedious, wasteful and ineffective (Aggrawal, 1996: 189).

For one thing visual aids convey messages that would be all but impossible to communicate with words (Haney and Ullmer, 1970: 84), and for another visual aids not only promote the students subject matter learning but also provide them an aesthetic model for their creative growth (heinnich, Michael and James, 1989: 76). In effect, Curzon (1990; 310) noted that “using the right visual aids at the right place and time, and in the right manner ensures the endeavor of comprehending the students understanding.”

2.6 Factors That Make Classroom Management Ineffective

Factors that make the teachers' commitment of classroom management ineffective are numerous and multifaceted. Of those constraints known in impeding the teacher's commitment towards employing the strategies of classroom management, the primary ones are mentioned hereunder accordingly.

To begin, as most research results evidenced teachers rated discipline as their major obstacle to manage classroom effectively. And as Mc Keachie (1986: 214) said, most classroom disciplinary problems are the reflection of student's dissatisfaction with what their teachers carry out while teaching. Some others, commonly result from lack of attention to those factors that cause them to emerge (Risk, 1958: 488).

Regardless of the source where the problem to emanate from, the disruptive behavior that interferes with the learner's attention and consequently prohibit them from developing genuine interest towards learning are; (a) chatting such as volume talk or whispering, passing notes between students' (b) disruptively loud talk, throwing things, pushing, fighting etc, (c) personal needs sharpening pencils, getting books or other materials at times other than when the teacher expects; (d) uninvolved doing something other than assigned tasks but not bothering others' (e) waiting pauses that delay learning such as sitting with hands up for the teachers attention, before being able to proceed waiting for materials to be passed or for the teacher to review one's work, just being 'stuck' until receiving the teacher's attention' (f) sleeping (Myers and Myers 1995: 68-69). Refusal to work, uncalled laughter, giggling and defiance are parts of classroom disruptive behavior that may frequently challenge teachers to manage their classes effectively.

Class size is another area of challenge to classroom management. According to Dighton (1971: 159) class size refers to the number of students assigned to and enrolled in

specific class. And often the class size used would make a difference in students' achievement.

In disciplinary terms, as most scholars stated, large class size is more difficult to manage and rearrange it for effective small group work (Smith 1988: 47). In addition to this, overcrowded classes are the fundamental causes for the alarming decline of quality education in Ethiopia (Tekeste 1990: 51). Large classes are also less effective for retention of knowledge, critical thinking and attitudinal change. Besides, as Mc Keachie (1986: 183) stated in large classes oral participation is limited only to a small members of the group.

Small classes, on the other hand, ensure learners better motivation and achievement (Glass in Dunkin 1987: 542-543) regardless of their age and subject matter taught. In addition to this, Mc Keachie (citing Siegel 1986: 184) asserted that in small classes students may get the chance to have personal contact with their teacher. In effect, students with low motivation, unsophisticated in the subject area, and are predisposed to learn facts rather than to apply or synthesize would be the most beneficent. Moreover, students in small classes assume a greater number of positions of responsibility are less alienated and have a greater sense of belongingness to the group (Huling, Barker, and Gump, Willeme, Baird, Pershkin, Turner and Thrasher, Morgan and Alwin, Wicker, and Downey in Stockard and Maybery 1992: 47). They also have fewer discipline problems and less vandalism and crime (Duke and Perry, Huber, Ibid).

The nature of the curriculum is considered as the third constraint. As Lehman (1982: 62) assured, memorizing lists for no good reason, copying definition of terms that is never used or reading materials that is not meaningful to them because it is too vague, abstract, foreign to their experience may cause learners to lose attention, concentration and even their learning (Brophy in Keefe and Jenkin 1997: 149).

The availability of instructional materials and facilities is assumed as the fourth impediment to the teacher's commitment of classroom management. It is true that classrooms operate most efficiently when each student has his/her own resources and materials. As Rinne (1997: 118) told us, the risk of classroom destruction grows when students are told to share resources and when resources are located further away from their proper seats.

Properly set teaching materials and facilities, on the other hand, have the potential to produce the best learning because they bear the best qualities predominantly influencing the students sense of sight through which most human learning is believed to take place (Wittich and Schuller in Tilahun 1999: 78). Otherwise, the decline of students' attention and interest is inevitable (Callhan and Clark 1988).

CHAPTER THREE

3. METHODOLOGY

In this chapter of the study the methods and procedures of sampling, data collection and analysis used are discussed in brief.

3.1 Subject of the study

The target population of the study were all teachers of grade nine, the students of grade nine and English, Mathematics and Chemistry classes. It is for grade nine is the starting grade of secondary education. Hence many students may face difficulties to adopt themselves in this strange situation if they are not taught by professional teachers who are well equipped with the very essence of classroom management strategies. “The transfer of students from primary to secondary schools has long been seen as a problematic are” (Huggins and Knight 1997: 333).

Out of the total teachers of grade nine (60 teachers of 58 males and 2 females), 51 teachers (50 male and 1 female) i.e. 85% were included as the source of information.

Besides to this, grade nine has 10 different subjects. And the major data-gathering instrument is a self-administered classroom observation. Conducting more than two observations in all the ten subjects of the sample schools is thought of less possible. As a result, considering the priority that the New Education and Training Policy has given to, and the less interest that most secondary students seem to have developed, the classroom observation was conducted in three subjects: English, Mathematics and Chemistry.

Last but not least, out of the total 1074 students of grade nine, 273 students (195 male and 78 females) were randomly selected

3.2 Sampling procedures

As stated above, 51 teachers, 273 students and 36 classroom observations of the three subjects of grade nine were the samples chosen as data source for this study.

And the information from the above mentioned data sources were gathered through the following sampling procedures.

- a. **Teachers:** - to get the data from teachers availability sampling was employed
- b. **Students:** - out of the total 1074 students of grade nine 273 students were randomly selected.
- c. English, Mathematics and Chemistry classes were chosen as data source through classroom observation on the basis of purposive sampling.

3.3 Instruments of Data Collection

Questionnaire and classroom observation were the instruments employed for data gathering.

3.3.1 Questionnaire

The data from teachers and students were obtained through questionnaire.

In order to examine the awareness and commitment of teachers to the main classroom management strategies, a questionnaire that consists of three different items was prepared.

The first two items were in fact aimed at examining the teachers' perception of classroom management strategies. And the last item was set to identify those constraints that frequently interfere with the teachers' endeavor of classroom management.

3.3.2 Classroom observation checklist

The observation checklist was employed to secure data on the application of classroom management strategies. The items used for the checklist are developed from the following components; organizing the learning environment, motivation, time management,

establishing ground rules and procedures, giving learners a sense of purpose and communication skills.

3.4 Sources of Data Instruments

The items used in the questionnaire and the observation checklists applied in this study were derived from Weber (in Cooper 1986), Rinne (1997) and Anderson and Burns (1989). Some others were indeed developed directly from the major themes of the reviewed literature. This is because some ready made or tried out instruments relevant to the variables under consideration were not available.

3.5 Procedure of Data collection

In the process of testing the instruments and collecting data for the final study, the following procedures were followed.

In order to minimize the problem of comprehending the items, when responding due to language barrier, the questionnaire distributed from the student respondents were translated from English to Amharic by the researcher himself.

Moreover, both the questionnaire and the observation checklist were judged for their validity by four would be graduates of the graduate school (three in curriculum and instruction, and one in Educational Administration). Those items that seemed to have been vague were discarded.

Consequently, after testing the validity and the reliability of the items developed, a pilot test was administered in Wondeyrad secondary school of Addis Ababa.

Based on the pilot test results, reliability coefficient was calculated using the split half formula for the questionnaire, correlation coefficient (r) for the checklist (Ebel, 1965). The obtained reliability indices were 0.88 and 0.90 respectively.

Finally, the questionnaire was administered with the help of two assistants of 12 grade completers. The assistants were given detailed information on how to administer the questionnaire. However, the researcher himself conducted classroom observation. After getting the permission of teachers, each of the 18 sample teachers was observed twice.

3.6 Method of Data Analysis

The result obtained from 51 teachers, 273 students and 18x2 classroom observations were sorted out and tailed. Scores and frequency numbers were accordingly assigned. Then, chi-square tests were carried out to determine the significant level of the teachers' perception of classroom management strategies.

Besides, average rank and mean values were used to test the potential values of classroom management strategies and the classroom application of the strategies mentioned respectively.

CHAPTER FOUR

4. Presentations, Analysis And Interpretation Of The Data

The purpose of this study was to examine the extent of awareness and commitment of the Benishangul-Gumuz secondary teachers of the main content-focused classroom management strategies. To this effect, the information obtained from 51 (50 male and one female) teachers, 273 (195 male and 78 female) students and 36 classrooms observation was given hereunder. In this chapter hence characteristics of the respondents, teachers perception and their commitment towards classroom management strategies are presented accordingly.

4.1 Characteristics of the Respondents

Table 1: Teacher's sex and age

No	Items	No	%
1.	Sex		
	A. Male	50	98.04
	B. Female	1	1.96
	Total	51	100
2.	Age		
	A. Below 20 years	-	-
	B. 20-25 years	24	47.06
	C. 26-30 years	19	37.26
	D. 31-35 years	8	15.68
	E. 36-40 years	-	-
	F. 41-45 years	-	-
	Total	51	100

As depicted in item one above, sex wise all but one respondent were males (i.e. 98.04%). Hence, this study would serve to show predominantly the awareness and

commitment of male teachers of those classroom management strategies which were given due attention here.

The second item of the same table shows the age of the respondents. As shown in the table, 24 (47.06%) of the respondents were between 20 to 25 years old. 19 (37.26%) of them, on the other hand, were between 26 to 30 years old. And it was only 8 (15.68%) of the respondents were found to be between 31 to 35 years old.

It can be then summed up that majority of the respondents joined the teaching profession in their early ages. Hence, they may have maximum potential to exert towards managing their classroom effectively.

Table 2: Teacher's qualification and service

No	Items	No	%
1.	Qualification:		
	A. 12 +2 (Diploma)	36	70.59
	B. 12+3 (Advanced Diploma)	5	9.80
	C. BA /B.Sc	10	19.61
	Total	51	100
2.	Total service in teaching		
	A. 1-2 years	10	19.61
	B. 3-5 years	22	43.14
	C. 6-8 years	8	15.69
	D. 9-11 years	4	7.84
	E. 12 and above years	7	13.72
	Total	51	100

Item one of table two shows the qualification of teachers. As it is shown, 36 (70.59%) and 5 (9.80%) of the respondents had diploma and advanced diploma respectively. And it was

only 10 (19.6%) of the respondents had B.A/B.Sc that is prescribed by the Ministry of Education for the secondary level. This means that most of the teachers of grade nine were teaching without having the necessary qualification for the level.

The second item of the same table shows the teacher's total service in teaching. As stated, 22 (43.14%) of the respondents had 3 to 5 years of service in teaching. 10 (19.81%) of them, on the other hand, had 1 to 2 years of service in teaching. This tells us that majority of the respondents were beginners. Hence examining their awareness and commitment towards classroom management strategies early would serve to take the necessary remedial solution.

Moreover, from the information given for open-ended items 18 (35.29%), 27 (52.94%), 5 (9.80%) and 1 (1.96%) of the respondents were from Bahir Dar Teacher's College, Kotebe College of Teacher's Education, AAU, and Gondar Teacher's College respectively. This shows that all the respondent teachers were from Teacher's Training Institutes hence hopefully all of them would receive the necessary training in professional courses that would enable them to equip themselves with the very essence of classroom management.

Finally, as the information of the open-ended item revealed, the teachers of grade nine of Metekel zone and Pawe special woreda secondary schools were given teaching loads that range from 4 to 24 periods per week. This is in fact less than the maximum teaching load that the Ministry prescribed for the secondary teachers of the country (30 periods per week).

4.2 Perceptual Information

The items that are stated in the Tables 1 to 7 were designed to examine the teachers' perception of classroom management strategies

Table 1: Teachers' perception of Motivation As A strategy

No	Items	Response				
		Agree		Disagree		X ²
		No	%	No	%	
1.	A teacher is expected to know each student's unique ability and background to motivate him/her effectively.	43	84.31	8	15.69	24.04
2.	The rewards given to the students should be dependent up on the behavior that they exhibited.	45	88.23	-	-	22.5
3.	Teachers should reward exceptional students behavior because typical behavior does not deserve special attention	21	41.8	19	37.25	0.2*
4.	I believe that calling students by their name has nothing to do with their task involvement and motivation.	26	51	21	41.2	0.53*

*P < 0.05 significant values P ≥ 3.84 at df 1

The table given above shows those items that are designed to examine the teacher's awareness of reinforcement as a classroom management strategy. As it is seen, the chi-square value of the first two items is statistically significant. This implies that teachers had the awareness that knowing each student's unique ability and background is essential to motivate him/her effectively. Moreover, it is depicted that the rewards used should be dependent upon the behavior exhibited.

The chi-square value of the last two items has shown that they are statistically insignificant. Meaning teaches did not seem to have accepted the notion that it is the exceptional not the common behavior of students that deserves the teachers' attention of

motivation. It is also meant that calling students by their names had no significant asset for a motivated on-task behavior.

From the information given above, it can be further asserted that the perception of teachers to conceive motivation as a classroom management strategy was minimal. For despite they had the awareness that first motivation is futile if it is used without considering the students unique ability and background, and second the rewards used should be dependent upon the behavior manifested, calling students by their names and motivating the students' typical behavior were considered as invaluable.

Table 2: Teachers' Perception of Instructional Objectives As A strategy

No	Items	Response				
		Agree		Disagree		X ²
		No	%	No	%	
1.	Teachers shouldn't tell students the daily lesson objectives because developing good instructional objectives requires expertise and a lot of work.	14	27.4	34	66.7	8.3
2.	The use of instructional objectives leads students to trivial learning outcomes. Hence, stating them is rather a waste of time.	8	15.7	39	76.5	20.45
3.	It is true that if the daily lesson objectives remain unspecified and unstated, students will be confused and become in attentive.	38	74.5	13	25.5	12.25
4.	Keeping students more familiar with the specific behavioral objectives on a daily basis helps them not to feel frustrated and waste their time unnecessarily.	36	70.6	8	15.7	17.81

Citing the popular saying “if you don’t know where you are going no road will get you there” is assumed essential to begin the analysis of the items given in the table above. Because in this study the position taken is that instructional objectives are important criteria for guiding the remaining classroom instructional activities.

As can be see above, the chi-square values of all the items were significantly deviated from the tabulated value with the degree of freedom one (compare χ^2 of 1 to 4 with 3.84).

The implication of this significant deviation is then that whatever effort and expertise it requires, instructional objectives should be developed and told to students. Getting students cognizant of the instructional objectives on a daily basis would help them not to feel frustrated and waste their time unnecessarily and keep themselves aloof from trivial learning outcomes. If this is not the case, however, students will be confused and become inattentive.

Without contemplating any circumstance for further evidence, it can be concluded that teachers strongly believed that instructional objectives are indispensable to manage classrooms properly. In the same vein, teachers have also perceived that students are more likely to get the wrong image of what they are supposed to do when objectives are defined in a more vague and unattainable manner.

Table 3: Teachers perception of Time Management As a strategy

No	Items	Response				
		Agree		Disagree		X ²
		No	%	No	%	
1.	Teachers should continually check whether students are in their proper seats or not before starting the daily lesson.	46	90.2	2	3.9	40.3
2.	The closure of the daily classroom lesson is a natural phenomenon hence it does not require planning.	11	21.6	34	66.7	11.75
3	Teachers should counsel even those chronically troublesome students during the instructional time. Because handling this sort of behavior is part of their classroom responsibility.	35	68.6	8	15.7	13.88
4.	I believe that extending the wait-time (the time spent when the teacher asks and students answer) enhances the student's classroom participation.	44	86.3	3	5.9	39.34

It is believed that managing the instructional time is managing the classroom. And the majority of time in classrooms, approximately 85 percent is instructional time that is time that students are being taught and expected to learn some academic content (Burns in Anderson and Burns 1989: 353), and the pacing of instruction is relatively slow (Barr in Anderson and Burns 1989: 353) with a great deal of review occurring in most classrooms (Burns in Anderson and Burns, 1989: 353).

In the table given above, it is revealed that there is a significant variation among the chi-square values of the four items. Accordingly, teachers thought that checking the students' proper seats before beginning the daily lesson is very vital to manage classrooms. Besides,

though the chi-square value is relatively smaller than the remaining items (11.75%) it is stated that the closure of the daily lesson needs planning.

It is also made clear that as part of their classroom responsibility, teachers should counsel even those chronically troublesome students during the instructional time. Last but not least, teachers have realized that extending the instructional wait-time serves to enhance the student's classroom participation.

From the analysis given above, it can be concluded that managing the classroom time is the subsumed effect of using the given time at the beginning, the wait-time, transitions and closure properly. Hence, the teacher's perception of the proper use of the allotted classroom time is significant to manage classrooms effectively.

Table 4: Teachers' perception of Establishing Ground Rules and Procedures As A strategy

No	Items	Response				
		Agree		Disagree		X ²
		No	%	No	%	
1.	Establishing ground rules and procedures is an authoritative strategy hence it is less significant to effectively manage classrooms.	19	37.3	26	51	1.11*
2.	I believe that appropriate classroom discipline could exist when students abide by ground rules and procedures.	43	84.3	8	15.7	24.02
3.	I believe that teachers should make the rules in as much as the teacher not the students has the responsibility to determine which student behaviors are acceptable and which are not.	38	74.5	13	25.5	12.25
4.	It is certain that students have the right to know not only the contents of classroom rules but also the consequences of breaking them.	46	90.2	1	2.0	43.08

The table given above is designed to examine the perception of teachers towards establishing ground rules and procedures as a classroom management strategy.

According to the information given, the critical chi-square value of the first item ($\chi^2 = 0.05 = 3.84$) is statistically insignificant. Conversely, however, as can be seen above the critical chi-square value of the last three items is statistically significant.

That is to say that teachers believed, as shown in item one, that establishing ground rules and procedures is an authoritative strategy hence it is less significant for effective classroom management. The views mentioned in the remaining three items, however, are contradictory to the first one. Because without having understood that classroom management could be maintained through establishing ground rules and procedures, teachers could not be expected to have the awareness that appropriate classroom behavior could exist with the existence of rules and procedures. And at the same time teachers couldn't be demanded to be cognizant and to assume that establishing ground rules and procedures is the responsibility of teachers, and the students' right is to know the contents of rules and the consequences of breaking them.

One could then say that lack of the necessary awareness about the significance of ground rules and procedures has a profound impact on the teacher's commitment of managing the classrooms effectively.

Table 5: Teachers' Perception of Organizing the Learning Environment As A Strategy

No	Items	Response				
		Agree		Disagree		X ²
		No	%	No	%	
1.	Whether the method of teaching deployed is lecture or discussion, the row pattern of students' seating arrangement is more appropriate	26	51	19	37.2	1.09
2.	Giving students the chance to sit where and with whom they wish to sit serves to handle the classroom disruptive behavior	24	47.1	17	33.3	1.22
3.	Whether students sit in front or at the rear of the room their classroom behavior as well as learning achievement won't show a significant change.	5	9.8	41	80.4	28.17
4.	The nature of the physical feature of the classroom such as the lighting and ventilation of the room, the size and position of the black board and displays can make students to feel insecure and unstable.	39	76.5	8	15.7	20.45

According to the information given above it can be said that the chi-square value of the first two items is statistically insignificant. As a result, teachers conceived that whatever method (methods) is deployed the row pattern of seating arrangement is more appropriate. Besides to this, teachers also perceived that the classroom disruptive behavior couldn't be handled properly even though students are allowed to sit.

Conversely, the chi-square value of the last two items is statistically significant. Consequently, teacher's awareness depicted that whether students sit in front or at the rear of the room their classroom behavior or learning achievement won't show a significant change.

Moreover, as shown above it is said that the nature of the physical feature of the classroom could make students to feel insecure and unstable.

From the information given above it can be deduced that the teachers of Metekel zone and Pawe secondary schools did not have the awareness that the pattern of student's sitting arrangement determines the kind of teaching method employed, and allowing students to sit where and with whom serves to handle their classroom behavior accordingly.

Table 6: Teachers' perception of communication skill as a strategy

No	Items	Response				
		Agree		Disagree		X ²
		No	%	No	%	
1.	Seeing the classroom lesson from the student's point of view is the key to minimize their off-task behavior.	47	92.2	1	1.9	44.08
2.	I believe that just listening to students in a caring way helps to prevent their dysfunctional behavior.	44	86.3	2	3.9	30.39
3.	A teacher should express empathy towards students so that they feel he/she understands them and their feeling.	47	92.2	2	3.9	41.33
4.	It is true that the nature of interpersonal relationship that exists between the teacher and his/her students serves to handle the students' disruptive behavior.	32	62.7	6	11.7	17.79

According to the information given above, it is revealed that the calculated chi-square value of the four items is greater than the tabulated value. They are hence statistically significant.

It is also observable that the student's off-task behavior can be minimized when the classroom behavior is presented from the student's point of view. Moreover, teachers had the

necessary awareness that listening to students' in caring way helps to prevent their dysfunctional behavior and the nature of interpersonal relationship that exists between the teachers and his/her students' serves to effectively manage the students' disruptive behavior. And as teachers realized being an emphatic respondent could serve to clearly understand the students' and their feelings.

It can be then concluded that teachers had the necessary perception that having possessed the skills that are essential for effective communication could enable them to manage their classes effectively. As Wright (in Atkins, Hailom and Nuru 1996: 151) supported "teachers ... who are interested in learners as people, are more likely to succeed in the classroom than those who regard teaching only as the routine transmission of knowledge."

Table 7: Teachers Perception On The Ranking Of Classroom Management Strategies.

No	Items	No	%	Average Rank
1.	Establishing ground rules and procedure	9	17.65	3
2.	Using harsh forms of punishments	1	1.96	8
3.	Reinforcing the student's appropriate behavior	12	23.53	1
4.	Organizing the instructional materials and the students' seats properly	6	11.77	4
5.	Telling students the daily instructional objectives regularly	3	5.88	6
6.	Using the allocated classroom time only for instructional purposes	1	1.96	8
7.	Using open channel of communication	11	21.57	2
8.	Exhibiting with-it-ness	4	7.84	5
9.	Facilitating smoothness and momentum	1	1.96	8
10	Maximizing students classroom participation	3	5.88	7

Classroom management is without question the most essential and the most difficult aspect of instruction, for without discipline there could be no effective teaching. It is bearing this fact in mind that the items stated in the table given above were designed.

And the striking feature of the table is that there exists a wider difference of values among those strategies, which were given ranks 1 to 3, and the rest. According to the information stated reinforcing the student's appropriate behavior (12,23.5%) using open channel of communication (11,21.5%) and establishing ground rules and procedures (9,17.6%) were the strategies that teachers thought of significant for effective classroom management. Respondents, on the other hand, mentioned time utilization and harsh punishment as the least classroom management strategies.

From the analysis made it can be concluded that motivation, using open channel of communication, and establishing ground rules and procedures have got the teacher's necessary awareness as strategies. Surprisingly, however, teachers did not conceive that the proper utilization of instructional time and the learner's active classroom participation as indispensable aspects of classroom management strategies.

4.3 The Utilization Of Classroom Management Strategies.

All the items given in the tables I to VIII were developed to observe the teacher's commitment towards the six content focused classroom management mentioned earlier.

Table 1. The utilization of motivational strategies

No	Motivational activities	Response						Grand Mean
		Always (2)		Sometime s (1)		Never (0)		
		No	%	No	%	No	%	
1.	Teachers provide students activities that are personally challenging	2	5.6	13	36.1	21	58.3	0.47
2.	Teachers treat boys and girls equally	6	16.7	20	55.5	10	27.8	0.9
3.	Teachers are willing to help those slow to learn	3	8.3	11	30.6	22	61.1	0.47
4.	Teachers ask only bright and bold students	31	86.1	2	5.6	3	8.3	1.83*
5.	Teachers use a variety of teaching techniques	14	38.9	17	42.2	5	13.9	1.25
6.	Students respond to questions willingly (voluntarily)	18	50	18	50	-	-	1.5*
7.	Students are attentive to the teacher, one another and the task the lesson is completed	7	19.4	19	52.8	10	27.8	0.91
Average of Grand Mean								1.05

The table given above contains those items that are designed to test the teachers' commitment towards using reinforcement as a classroom management strategy. As it is seen, it was only the mean values of asking bright and bold students (1.83) responding to questions willingly (1.5) and employing a variety of teaching techniques (1,25) were found above the mean value of one.

Conversely, however, providing students personally challenging tasks, showing willingness to help slow learners and keeping the learner's attention active until the lesson is completed had the mean values of less than one.

This meant that most grade nine teachers were seen less committed to use many of the various motivational devices as classroom management strategies. And if they were seen committed, their deduction was limited mainly to giving the chance to respond to the questions posed only to those bright and bold students. Hence it is safe to say that in spite of its old age of introduction, motivation is termed as an infrequently used classroom management strategy. This may happen due to the fact that the training the teachers received on how to develop and deploy those motives which are potentially sensitive to evoke the students' attention and interest to a given task might be minimal.

But as said so far, most scholars seem to agree that giving learners tasks of personally challenging, treating of both sex indiscriminately and showing interest to help slow learners are preconditions for preventing the disruptive behavior of students successfully. Moreover, the students' on-task behavior, paying attention to their colleagues as well as to their teachers could also be so durable when they are given the necessary atmosphere to observe that their appropriate classroom behavior is preceded by equally worthwhile reinforcement.

To go a bite more further, out of the whole motivational tasks that are displayed on the table given earlier teachers were observed asking bright and bold students more frequently (1.83) than others. This tradition of giving more and better chance of responding to questions frequently to those who are bold but less competent and commonly noticed as active learners would cause many others to assume themselves marginalized. As the result, those marginalized students would inevitably create classroom chaos through involving themselves on tasks that are unrelated and irrelevant to their learning.

Table 2: Teachers Reaction To Appropriate And Inappropriate Classroom Behavior Of Students.

No	Motivational activities	Response						Grand Mean
		Always (2)		Sometimes (1)		Never (0)		
		No	%	No	%	No	%	
1.	Teacher's reaction to the students' appropriate behavior is							
	a. Acknowledgement	28	77.8	6	16.7	2	5.5	1.72*
	b. Simple praise	3	8.3	10	27.8	23	63.9	0.44
	c. Smile	19	52.8	9	25	8	22.2	1.30
	d. Nodding the head positively	12	33.3	17	47.2	7	19.5	1.14
	Average of Grand mean							1.15
2.	Teacher's reaction to the students' inappropriate classroom behavior							
	2.1 Ignoring the inappropriate behavior	31	86.1	5	13.9	-	-	1.86*
	2.2 Using negative personal response	2	5.6	3	8.3	31	86.1	0.19
	2.3 Standing near the trouble makers	-	-	-	-	36	100	0
	2.4 Showing signals to stop the inappropriate behavior	5	13.9	27	75.0	4	11.1	0.36
	2.5 Putting their hand on the students shoulder	-	-	-	-	36	100	0
	2.6 Ordering the students to leave the classroom	-	-	-	-	36	100	0

It is said in the literature review that the rewards given should be dependent upon the behavior exhibited. Accordingly, the items stated in the table above were set to examine the teachers' reaction to the student's appropriate and inappropriate classroom behavior.

As can be seen on the table above, it was said that acknowledgement (1.72) was always deployed to motivate the students appropriate classroom behavior. Smile and nodding the head positively were, on the other hand, used less frequently. Of all the reactions given, however, none was appeared to be neglected as that of simple praise (i.e. 0.44). This shows that more often than not the teacher's reaction to the student's on task behavior did not go beyond acknowledgement.

According to the information given on item two of the same table, it is depicted that whatever the students' inappropriate classroom behavior might be ignoring the inappropriate behavior (1.86) was the teachers' primary reaction. But the teachers had never been observed to stand or standing near the troublemakers, put their hands on the students shoulder and order the students to leave the classroom for their off-talk behavior.

From the analysis made above, it can be said that acknowledgement and ignoring the student's dysfunctional acts were the primary measures that teachers commonly used in reaction to the students appropriate and inappropriate classroom behaviors respectively.

However, all the students may not be responsive to the same sort of motives. Moreover, ignoring the student's inappropriate behavior won't reliably ensure to prevent the student's dysfunctional behavior. Therefore, giving the necessary reaction both to the appropriate and inappropriate classroom behavior of students could lead them to manage classrooms effectively.

Table 3: Time utilization

No	Items	Response						Grand Mean
		Always (2)		Sometimes (1)		Never (0)		
		No	%	No	%	No	%	
1.	Teachers begin the daily lesson by:							
	1.1 posing questions to the class	11	30.5	7	19.5	18	50	0.8
	1.2 announcing goals	-	-	-	-	36	100	0
	1.3 checking whether students are in their proper seats or not	15	41.7	13	36.1	8	22.2	1.19
	1.4 demanding the students attention	22	61.1	9	25.0	5	13.9	1.42*
	1.5 checking whether students have done their homework or not	19	52.8	14	38.9	3	8.3	1.17
	1.6 starting demonstrating the lesson	16	44.5	12	33.3	8	22.2	1.22
2.	Teachers bring the daily classroom lesson to an end by:							
	2.1 reviewing the main ideas of the lesson	31	86.1	5	13.9	-	-	1.86*
	2.2 setting assignments and other reading materials based on the lesson	18	50	17	47.2	1	2.8	1.47*
	2.3 briefly outlining what will happen in the next lesson	3	8.3	6	16.7	27	75	0.33
3.	Teachers make the next activity of a lesson or step immediately available (pacing activities)							
		8	22.2	9	25	19	52.8	0.75
4.	Teachers make fast, automatic lesson transitions							
		28	77.8	3	8.3	5	13.9	1.64*
	Average of Grand Mean							1.08

In most cases the utilization of instructional time can be seen from the beginning of a lesson, closure, pacing and transitions perspective. And so as to use the allocated classroom

time effectively, performing primarily the necessary activities in each of the planned time segments can't be questioned.

As item one of the table given above shows, the mean value of demanding the students' attention to begin the daily lesson was 1.42. Moreover, 1.22 of the teachers were observed starting the lesson by starting. Some others, on the other hand, were seen checking whether students were in their proper seats and had done their homework or not before starting the lesson.

The second item deals with how teachers brought the daily lesson to an end. In effect, majority of the teachers observed were used to terminate the lesson by reviewing the main ideas of the lesson (1.86) and setting assignments and other reading materials (1.47).

As shown in the third item, the teachers' commitment to keep the pace of classroom lesson was given a mean value of 0.75, which is in fact less than that of the average grand mean.

The last item of the same table revealed that teachers always made fast, automatic lesson transitions (1.64). From the analysis made above it can be inferred that:

- a. Instead of starting the daily lesson by starting, teachers were seen demanding the students' attention;
- b. Teachers usually brought the daily lesson to an end by reviewing the main ideas of the lesson and setting assignments and reading materials;
- c. Teachers were less committed to keep the pace of classroom lesson;
- d. Teachers were seen making fast, automatic lesson transitions.

Therefore, one can conclude here then that teachers were seen less committed to use the allocated instructional time during the beginning of a lesson, transitions and pacing of a lesson properly.

However, extensive literature on time management confirmed that in order to reduce and eventually avoid time wastage giving priority merely for those instructional oriented activities, which are described in each of the given time segment appears to be essential.

Accordingly, instead of demanding students to pay their attention, posing questions to the whole class, announcing the daily instructional objectives or demonstrating the lesson immediately may serve to use the time allotted efficiently. Moreover, having a well-organized lesson plan that specifically considers the switching of lesson from lecture to seat work, from discussion to lecture etc may prevent students not to engage themselves in chaotic activities. Above all these, making the consecutive lessons available for immediate use could also be indispensable to minimize the students' off-task behavior.

Table 4.1: The Application of Ground Rules and Procedures

No	Items	Yes		No	
		No	%	No	%
1.	Classroom rules and procedures				
	1.1 Are established and known	-	-	18	100
	1.2 Are clear and followed	-	-	18	100
	1.3 Are few in number	-	-	18	100
	1.4 Are posted in the bulletin board	-	-	18	100

Table 4.2: The Application of Ground Rules and Procedures

No	Items	Response						Grand Mean
		Always (2)		Sometimes (1)		Never (0)		
		No	%	No	%	No	%	
2.	Students talk without rising their hands and called up on	31	86.1	4	11.1	1	2.8	1.83*
3.	Students leave their seats without permission	-	-	-	-	36		0
4.	Students are being quite while the teacher or someone else is talking	13	36.1	6	16.7	17	42.2	0.9
	Average of Grand Mean							0.91

According to Snowman (1993: 630) “because of the special nature of adolescence ... and consecutive classes with different students ... high school teachers must concentrate their efforts on preventing misbehavior.” In effect, as Emmer et al (in Snowman, 1993: 631) suggested classroom rules be specifically stated, discussed with students on the first day of class, and for seventh-eighth, and ninth-graders, posted in a prominent place.

It is on the basis of the information given above that the items of table 4.1 and 4.2 were formulated.

According to the information given, in all the six secondary schools of Metekel Zone and Pawe special woreda where the observations were conducted, classroom rules and procedures were not established.

Due to lack of ground rules and procedures, therefore, during classroom discussions students talked without raising their hand and called upon (1.83). And it was few students seen being quite while the teacher or some one else was talking (0.9). However, no one was observed tending to leave his/her seat without getting his/her teacher’s permission.

Table 5 Teacher's position, and students' seating arrangement

No	Motivational activities	Response						Grand Mean
		Always (2)		Sometimes (1)		Never (0)		
		No	%	No	%	No	%	
1	Teachers change their position in room periodically	4	11.1	4	11.1	48	77.8	0.3
2	Teachers remain continuously stationary during lesson presentation	27	75.0	8	22.2	1	2.8	0.97
3	Teachers stand next to target students as lesson continues with little movement	-	-	-	-	36	100	0
4	Teachers advise low achievers about where they should seat	-	-	-	-	36	100	0
5	Teachers permit mainly high achievers to take the front seats	-	-	-	-	36	100	0
6	Teachers place low-achieving students close to them	-	-	-	-	36	100	0
7.	Teachers mix high and low achieving students	36	-	-	-	-	-	2.0*
	Average of Grand mean							0.7

Research in student's space organization suggests that careful design of physical space can have a considerable effect on students' attitudes and conduct (Evals and Lovell, Nash, and Doyle in Rinne 1997: 108). It is to check the practice of the concept that the research finding revealed that the items in the table given above were formulated.

According to the information given, the mean value of teachers' changing their classroom position periodically and remaining stationary were respectively 0.3 and 0.97.

In addition, the table depicted that teachers neither permitted high achievers to sit in the front seats, low achiever to sit closer to them nor advised low achievers about where they should seat. It is also shown that teachers did not stand next to target students as lesson continues.

Alternatively said, during classroom lesson presentation teachers did not periodically change their position. Moreover, neither high nor low achievers were given the privilege to sit in the front seats or closer to their teachers.

Therefore, even though usually assigning seats to students on a random basis appears to be so acceptable, remaining stood stationary in front of students may make the teachers commitment of classroom management ineffective. As Rinne (1997: 113) said, “periodically during lectures, class discussions, seatwork, and all other modes of teaching, change your position in the room, taking notes and materials along with you as needed and as practical. Use the entire room.” As teachers change the action zone in the classroom, those students who sit “front and center” at the teachers new location will begin to interact more with the teacher, engaging more in two-way conversation (Doyle, 1986)

Table 6: The frequency of the application of communication skills

No	Items	Response						Grand Mean
		Always (2)		Sometimes (1)		Never (0)		
		No	%	No	%	No	%	
1.	Teachers are clear and calm in their lesson presentation.	20	55.5	10	27.8	6	16.7	1.4
2.	Teachers are consistent in their dealing with students.	12	33.3	17	47.2	7	19.5	1.14
3.	Teachers use firm voice at an appropriate volume.	6	16.7	25	69.4	5	13.9	1.03
4.	Teachers look at all students as lesson goes on.	26	72.2	6	16.7	4	11.1	1.61
5.	Teachers look at target student more frequently than others.	6	16.7	23	63.8	7	19.5	0.97
6.	Teachers touch the shoulder of target students of inattention.	-	-	-	-	54	100	0
7.	Teachers physically comfort or reward students during instruction.	3	8.3	19	52.8	14	38.9	0.69
8.	Teachers accept the students feeling, view.	9	25	17	47.2	10	27.8	0.97
Average of Grand mean								0.98

Weber citing Carl Rogers (in Cooper 1986-375) said that the “facilitation of significant learning is a function of certain attitudinal qualities that exist in the interpersonal relationship between the teacher (the facilitator) and the student (the learner)’ The interpersonal relationship between the teacher and the student can be kept going only when the classroom instruction is conveyed in a sense that gives attention and meaning to the students.

The items stated in the table above are then formulated to examine the kind of communication skill that teachers frequently employed to effectively transmit the information aspired.

As revealed, looking at all students as lesson goes on and presenting the lesson clearly had mean values of 1.61 and 1.4 respectively. Moreover, the observed teachers of grade nine were consistent in their dealing with students (1.14) and used a firm voice at an appropriate volume (1.03), though the mean value is almost equal to one.

In contrast with the views mentioned above it is manifested that looking at target students more frequently than others, touching the shoulder of target students of inattention, physically rewarding students during instruction and accepting the students feeling and view had a mean value of less than one.

This explicitly shows that transmitting the lesson clearly and calmly, using a firm voice at an appropriate volume, dealing the issues of students consistently, and having a face-to-face communication with all the students, touching the shoulder of inattentive students and looking at target students was not as such promising.

Of all the skills that teachers had been observed less committed, however, none exceeds in its worth of mentioning as that of ignoring the views and feelings of students. Because, as Levenson (in Snowman 1993: 636) said, “students seem to respond more positively to schooling when they are treated as individuals. When their feelings and opinions are taken into account ----.” And as practically seen in many classroom occasions, students may exhibit disruptive behavior when they assumed to have failed getting their feelings accepted and valued. Therefore, so as to optimize the rapport between the teacher and his students so that students could get the chance to express their needs, feelings and wants so freely, giving them a conducive situation is the concern of practitioners.

Table 7: The classroom and the arrangement of the classroom seats

No	Item	Yes	No
1.	The classrooms: A. Are equipped with desks and chairs for all students B. Are well-ventilated C. Are properly illuminated (lighted) D. Have properly set and clean board E. Are neat and clean F. Have adequate windows G. Have permanent place for visual-aids H. Have un congested seats	✓ ✓ ✓ ✓ ✓	 ✓ ✓ ✓
2.	The arrangement of the classroom seats: A. Row pattern B. Horse-shoe (U-shape pattern) C. Circle-pattern D. Cluster-pattern	✓	✓ ✓ ✓ ✓

The table shown above contains those items that are of more descriptive of the physical layout of the classroom. As can be clearly observed from the observation conducted in the six grade nine secondary schools, it was noticed that classrooms:

- i. Were equipped with desks and chairs for all students
- ii. Were well-ventilated
- iii. Were properly lighted (illuminated)
- iv. Were neat and clean
- v. Had adequate windows
- vi. Had row-pattern of seating arrangement

Conversely, the classrooms observed have been found out that they had:

- No properly set and clean board
- No permanent place for visual aids
- Un congested classes, and
- No horse–shoe, circle (square), cluster and U-shape pattern of seating arrangement.

As evidenced in the literature, it is said that the nature of the physical layout of the classroom has a detrimental effect on the learners classroom learning if the layouts have been paid no significant attention.

For example, from the observation made it was seen that all the classrooms had a uniform pattern of seating arrangement i.e. row pattern of arrangement. The row pattern of seating arrangement is in fact the most popular in most secondary classrooms today. This is because it is convenient for teaching a large number of students in one classroom. However, if there is no periodic change of seats, few students may get benefited better than their counterparts all through.

Moreover, the crowded nature of the students seating arrangement would make conducting closer supervision, and evaluating the learner's work more difficult. As a result, students may lose primarily their attention and consequently of their learning.

4.3 Constraints To The Teachers' Commitment Of Utilizing Classroom Management Strategies

Table 1: The Ranking Of Those Factors That Make The Commitment Of Classroom Management Ineffective

No	Item	Yes	No	Average Rank
1.	Large class size	23	45.10	1
2.	High teaching load	7	13.72	2
3.	Lack of Training in Pedagogical courses	2	3.92	7
4.	The irrelevance of the curriculum	6	11.77	3
5.	Lack of adequate teaching materials and facilities	4	7.84	5
6.	The learners' seating arrangement	3	5.88	6
7.	The disruptive nature of the student's behavior	6	11.77	3

The items stated in the table given above are designed to identify those factors that made the commitment of classroom management ineffective. Accordingly, teachers were requested to give their ranks in line with their degree of seriousness.

As revealed above, large class size 23(45.10%) high teaching load (7,13.72%) and the irrelevance of the curriculum and the disruptive nature of the student's behavior (6,11.77%) were ranked as first, second and third respectively. Lack of adequate teaching materials and facilities, and the learners' seating arrangement were, on the other hand, given the fifth and sixth position in their obstacle to the teacher's dedication of classroom management.

It can be then concluded that the teachers of grade nine of Metekel zone and Pawe special Woreda secondary schools were unable to properly manage their classes mainly for the classrooms had accommodated large number of students and they were given high teaching loads. Moreover, the student dysfunctional classroom behavior, and the irrelevance

of the curriculum prepared for the level mentioned were also stated as deferent to the teachers commitment of classroom management.

However even though teachers ranked high teaching load as their second major constraint to classroom management the information given in the teachers personal data did not support this fact. It is because the maximum teaching load the teachers were found teaching was below the maximum teaching load that the Ministry of Education prescribed for the secondary level.

4.4 Students Response On The Utilization Of Classroom Management Strategies

Table 1. Students' Response to The Application of Classroom Management Strategies

No	Items	Response						Average Grand Mean
		Always (2)		Sometimes (1)		Never (0)		
		No	%	No	%	No	%	
1.	How often do teachers show personal interest in all students work?	38	13.9	51	18.7	184	67.4	0.46
2.	How often do teachers use the following techniques to effectively handle the student's classroom disruptive behavior?							
	a. by giving extra work?	17	6.2	89	32.6	167	61.2	0.45
	b. by ignoring the disruptive behavior?							
	c. by withdrawing privileges?	203	74.4	56	20.5	14	5.1	0.95
	d. by sending them to the head teachers?	34	12.5	72	26.4	167	61.1	0.50
	e. by sending them out of the classroom	9	3.3	24	8.8	240	87.9	0.51
3.	How often do teachers encourage the student's classroom commitment by:							
	a. using acknowledgement?	107	39.2	93	34.1	73	26.7	0.73
	b. using praise?	11	4.0	25	9.2	237	86.8	0.17
	c. making the lesson content attractive?	8	2.9	13	4.8	252	92.3	0.11
	d. making the classroom lesson challenging?	9	3.3	17	6.2	247	90.5	0.13
4.	How often did you find difficult to understand or follow teacher's communication in class?	48	17.6	69	25.3	156	57.1	0.60
5.	How often are teachers fail to listen the students questions responses and suggestions?	156	57.1	77	28.2	40	14.7	0.85
6.	How often do teachers begin the daily lesson by telling the instructional objectives?	3	1.1	8	2.9	262	96	0.05
7.	How often have you been given the chance to participate in formulating ground rules and procedures?	-	-	-	-	273	100	-
8.	How often do teachers give rewards considering the students' sex?	8	2.9	12	4.4	253	92.7	0.10
9.	How often are students allowed to sit wherever and with whom they wish to sit?	7	2.6	9	3.3	257	94.1	0.08
	Average of Grand Mean							0.45

All the items that are given in the table above are developed to get the students' view to the teachers' commitment of employing the above mentioned strategies of classroom management.

According to the students' response given above, it is manifested that except handling the student's disruptive behavior by withdrawing privileges and failing to listen the student's questions and responses, the mean value of the remaining items was found relatively to be equal to 0.5

The mean value of the items allowing students to sit wherever and with whom they wish to, giving rewards by considering the students' sex, starting the daily lesson by telling the daily instruction objectives, encouraging the students classroom learning by making the classroom lesson challenging, making the lesson content more attractive and using praise was almost equal to one. This meant that the teacher's commitment of using the strategies mentioned above for the sake of classroom management was discouraging

Moreover, as shown above the average grand mean of all the items was 0.45. This could tell us to suggest that the teachers' classroom endeavor to effectively manage classroom through employing the multifaceted strategies was used in rare cases

Hence, according to the student's response the grade nine teachers of Metekel Zone and Pawe Special Woreda Secondary schools were less committed to employ the main content focused strategies to secure instructional effectiveness through managing their classrooms properly.

CHAPTER-FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter contains the summary of the major findings of the study, conclusions and suggestions to solve some of the problems found out.

5.1 Summary

The main purpose of this study was to examine the extent of teachers' awareness of classroom management strategies, and their commitment towards employing the strategies for securing effective classroom instruction. This study was conducted in six government secondary schools of the Benishangul- Gumuz National Regional State. In the course of the study, an effort was exerted to answer the following basic questions.

1. Questions on classroom management strategies

- 1.1 Are the physical layout of the classroom and the students' seating arrangement conducive to maintain the students' attention and enhance their learning?
- 1.2 Is there a well-designed classroom rule and procedure that would lead students to secure consistent classroom learning?
- 1.3 How apparently do teachers tell their students the objectives of the daily lesson?
- 1.4 To what extent are teachers committed to properly use the time-allocated for the classroom instruction?
- 1.5 How do teachers motivate the students' classroom learning?
- 1.6 What sort of communication techniques do teachers usually use to effectively manage their classrooms?

2. What does the awareness of teachers of the above mentioned classroom management strategies look like?
3. What significant constraints do frequently inhabit teachers to effectively manage their classroom?

On the basis of the above basic questions, the following findings were revealed.

1. From the respondents personal characteristics
 - 1.1 Sex wise, all except one respondent teacher were males.
 - 1.2 Majority of the respondent teachers joined the teaching profession in their early ages.
 - 1.3 All the respondent teachers had received training in Teacher's Training Institutes hence hopefully all of them would receive the necessary training in professional courses that would enable them to equip themselves with the very essence of classroom management.
 - 1.4 Most of the teachers of grade nine were found teaching without having the necessary qualification for the level.
2. Among the ten potentially, useful classroom management strategies, teachers rated reinforcing the student's appropriate behavior, using open channel of communication and establishing ground rules and procedures as the first, second and third classroom management strategies.
3. Majority of the respondent teachers had the necessary perception that having possessed the skills that are essential for effective communication could enable them to manage classrooms effectively.
4. Teachers did not have the awareness that the pattern of student's sitting arrangement determines the kind of teaching method employed.

5. Teachers believed, though it is an authoritative strategy, that establishing ground rules and procedures had a profound impact on the teacher's commitment of managing the classrooms effectively.
6. In the analysis made it was noted that teachers had the awareness that instructional objectives are indispensable to manage classrooms effectively.
7. It is shown that teachers had the perception that motivation is significant to manage classrooms effectively. But they did not realize that motivation couldn't be attainable unless it is intertwined with the sex, ability and background of students.
8. Teachers believed that counseling chronically trouble some students during the instructional time is part of their classroom management responsibility.
9. Most grade nine teachers were seen less committed to use many of the various motivational devices. In spite of its old age of introduction, it was only acknowledgement and simple praise seen used as the strategy of classroom management very frequently.
10. According to the information obtained, it was depicted that whatever the students' inappropriate classroom behavior might be ignoring the inappropriate behavior was the most commonly used technique of managing the student's off-task behavior.
11. From the analysis made above, it was shown that instead of starting the daily lesson by starting, teachers were seen demanding the student's attention. Teachers were also less committed to keep the pace of classroom lesson, and they were seen making fast, automatic lesson transitions. Alternatively said, majority of the

teachers were seen less committed to use the allocated instructional time during the beginning of a lesson, transitions and pacing of a lesson properly.

12. According to the information obtained from the six-secondary schools of Metekel zone and Pawe special woreda where the observations were conducted, no classroom rules and procedures were found established. Due to lack of ground rules and procedures, therefore, during classroom discussion students were seen talking without rising their hand and called upon.
13. It was found out that during classroom lesson presentation teachers did not periodically change their position. Moreover neither high nor low achievers were given the privilege to sit in the front seats or closer to their teachers.
14. It was noted in the analysis that transmitting the classroom lesson clearly and calmly, using a firm voice at an appropriate volume, dealing the issues of students consistently, and having a face-to-face communication with all the students were the main skills that teachers frequently seen highly committed to.
15. From the observation conducted in the six-grade nine secondary schools, it was manifested that classrooms:
 - a. Were furnished with desks and chairs for all students
 - b. Were well-ventilated
 - c. Were properly lighted (illuminated)
 - d. Were neat and clean
 - e. Had adequate windows
 - f. Had row-pattern of seating arrangement

Conversely, however, the classrooms observed have been found out that they had

- a. No properly set and clean board

- b. No permanent place for visual-aids
- c. Un congested classes, and
- d. No horseshoe (u-shape), circle (square), and cluster pattern of seating arrangement.

From the description given above it can be said that more or less the physical layout (feature) of the classroom was conducive to attract the student's attention and enhance their classroom learning. However, all the classrooms had a uniform pattern of seating arrangement, i.e. row pattern of arrangement.

16. It was given in the analysis that the teachers of grade nine of Metekel Zone and Pawe Special woreda secondary schools were unable to properly manage their classes for the classrooms had accommodated large number of students and they were given high teaching loads. Moreover, the students dysfunctional classroom behavior, and the irrelevance of the curriculum prepared for the level mentioned were also stated as deterrent to the teacher's commitment of classroom management.
17. According to the data obtained it was noted that even though teachers developed clear instructional objectives in their weekly lesson plan, they did not tell the objectives to their students regularly.

5.2 Conclusion

Classroom management and classroom instruction are two sides of the same coin. In effect, effective classroom instruction can't be achieved without the existence of effectively managed classroom.

However, as common seen, teaches mainly of beginners, were seen failing to manage their classrooms. This is mainly for either they don't have the necessary awareness of those classroom management strategies or are less committed towards employing the strategies effectively.

As the information obtained from Metekel zone and Pawe Special woreda secondary schools revealed, teachers had the necessary of awareness in almost all the content focused classroom management strategies. But their commitment to employ the strategies was minimal. And with this less commitment quality classroom instruction can't be imagined.

5.3 Recommendations

Based on the analysis made, the following remedial solutions were suggested.

1. Teachers were seen using motivation as a classroom management strategy without considering the student's sex, ability and background. The assets of giving emphasis to the sex, ability and background of students is necessitated for students of different sex, ability and background have different motives. Therefore, teachers need to consider the student's sex, ability and background while using motivation as a classroom management strategy.
2. In the analysis it was shown that instead of starting the daily lesson by starting teachers were seen demanding the students attention. Teachers were also less committed to keep the pace of classroom lesson and they were seen making fast, automatic lesson transitions. All these show that the teacher's commitment to utilize time management as

a classroom management was minimal. Hence, in order to use time management as a significant component of classroom management teachers are advised to begin the daily lesson either by announcing goals or starting demonstrating the lesson itself. Besides, teachers need to consider their time utilization during pacing and transitions.

3. Though teachers had the necessary awareness of establishing ground rules and procedures as strategy of classroom management, there were none in all the schools where the study was conducted. Hence, teachers, with the students' active involvement, need to formulate ground rules and procedures so that the students' classroom off-task behavior can be handled.
4. During lesson presentation, teachers have never been observed changing their classroom position periodically. Making the action zone usually at the front seats all the time would make managing the entire classroom difficult. Therefore, teachers need to change their position periodically so that they can properly manage the students' off-task behavior.
5. Telling the daily instructional objectives to students regularly could help students not to lose their attention and concentration. Therefore, teachers need to tell students the instructional objectives on a daily basis.

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