

***CLASSROOM MANAGEMENT PRACTICES IN PRIMARY
SCHOOLS OF AWI ZONE IN AMHARA NATIONAL
REGIONAL STATE***

**A THESIS SUBMITTED TO
THE SCHOOL OF GRADUATE STUDIES
ADDIS ABABA UNIVERSITY**

**IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF MASTER OF ARTS IN EDUCATIONAL PLANNING AND
MANAGEMENT**



**BY
GETACHEW KEBEDE YEHUALASHET**



JULY 2007

**CLASSROOM MANAGEMENT PRACTICES IN PRIMARY
SCHOOLS OF AWI ZONE IN AMHARA NATIONAL
REGIONAL STATE**

**SCHOOL OF GRADUATE STUDIES ADDIS ABABA UNIVERSITY
DEPARTMENT OF EDUCATIONAL PLANNING AND
MANAGEMENT**

BY
GETACHEW KEBEDE YEHUALASHET



APPROVED BY BOARD OF EXAMINERS

Yekunoamlak Alemu (Ph.D)
CHAIR MAN, DEPT, GRADUATE COMMITTEE


SIGNATURE

Haileselassie Woldegerima (Asst. Prof.)
ADVISOR


SIGNATURE

Lemma Setegn
EXTERNAL EXAMINER


SIGNATURE

DR. MUKHTARI ADDO JIBRIH
INTERNAL EXAMINER


SIGNATURE

ACKNOWLEDGMENTS

I would like to express my sincere and whole hearted gratitude to my advisor Ato Haileselassie Woldegerima (Assistant Professor) for his unreserved professional and technical support. I am very much grateful to him for his punctuality in reviewing the draft that enabled the completion of this thesis on time.

My heartfelt and deepest thanks also go to my wife Yenenesh Ayele and my daughter Hana Getachew who had been a constant source of encouragement, motivation and support. My success in completing this study is to a great extent attributed to their unreserved contribution.

I equally wish to record my indebtedness to my friend Ato Solomon Belay and his wife Yalemtesfa Nigat and my nephews Solomon Tesema and Dawit Minale for their constant encouragement and support during my studies. Sincere thanks are also due to the teachers, principals, supervisors and students in the sample schools who were cooperative in filling the questionnaire and providing me with information.

Getachew Kebede Yehualashet

TABLE OF CONTENTS

	Page
Acknowledgments	i
Table of Contents	ii
List of Tables	iv
Abbreviations	v
Abstract	vi
CHAPTER ONE	
THE PROBLEM AND ITS APPROACH.....	1
1.1 Background of the Study	1
1.2 Statement of the Problem	3
1.3 Objectives of the Study	4
1.3.1 General Objective	5
1.3.2 Specific Objectives	5
1.4 Significance of the Study	5
1.5 Delimitation of the Study.....	6
1.6 Limitations of the Study	6
1.7 Research Method and Procedure	6
1.7.1 Research Method	6
1.7.2 Data Sources	7
1.7.3 Sampling Techniques and the Sample Population	7
1.7.4 Data Collection instruments.....	8
1.7.5 Procedures of Data Collection	9
1.7.6 Data Analysis	9
1.8 Operational Definitions of Key Terms	9
1.9 Organization of the Study	10
CHAPTER TWO	
REVIEW OF RELATED LITERATURE.....	11
2.1 The Concept of Classroom Management	11
2.1.1 The Meaning of Classroom Management.....	11
2.1.2 Importance of Classroom Management.....	12

2.2 Components of Classroom Management and Teachers' Role in	
Implementing them	13
2.2.1 Planning	13
2.2.2 Motivation	13
2.2.3 Communication	14
2.2.4 Leadership Style	16
2.2.5 Discipline; Problems and Issues in Classroom Discipline.....	17
2.2.5.1 Dealing with Disruptive Behaviors	19
2.2.5.2 Preventing Disruptive Behaviors	21
2.2.6 Establishing Standards for Appropriate Classroom Behavior	21
2.2.6.1 Setting and Using Classroom Rules.....	22
2.2.6.2 Setting and using Classroom Procedures	22
2.2.7 Monitoring Students' Performance and Providing Feedback	22
2.2.8 Classroom Organization	24
2.2.8.1 The Organization of Pupils	24
2.2.8.2 The Physical Environment	26
2.2.9 Planning to Work with Parents	28
2.2.9.1 Reason for Working with Parents	28
2.2.9.2 Parents and Teachers Resistance for Working Together	30
CHAPTER THREE	
PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA	31
Part One: 3.1 Characteristics of the Respondents	31
Part Two: 3.2 Classroom Environment.....	34
Part Three: 3.3 Categories on classroom Management Components	38
Part Four: 3.4 Major Problems Teachers face in Managing their Classrooms	55
CHAPTER FOUR	
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	57
4.1 Summary	57
4.2 Conclusions	61
4.3 Recommendations	64
References.....	67
Appendices	

LIST OF TABLES

	Page
Table 1: Sample	7
Table 2: Number of Respondents by Instrument and Category	8
Table 3: Characteristics of the Respondents.....	32
Table 4: Class size of the Sample Schools	33
Table 5: Availability of Classroom Facilities	34
Table 6: Condition of the Classroom	36
Table 7: Training on Classroom Management	38
Table 8: Plans of Teachers	39
Table 9: Students' Motivation	40
Table 10: Relationship Between Teachers and Students	44
Table 11: Views on Students' Discipline	46
Table 12: Use of Classroom Rules and Procedures	48
Table 13: Teachers' Contact with the Students' Parents	50
Table 14: Organizing Classroom Facilities and Learners	52

ABBREVIATIONS

- ANRS Amhara National Regional State
- Adm. Administration
- CPD Continuous Professional Development
- FGD Focus Group Discussion

ABSTRACT

The purpose of this study was to assess the classroom management practices of teachers in first cycle primary schools of Awi Zone in Amhara National Regional State. More specifically, the study was conducted to identify the major factors that affected the implementation of classroom management; and to suggest possible solutions that could help to overcome the problems.

To conduct the study a descriptive survey method was employed in order to obtain pertinent information concerning the current status of classroom management practices in the zone. Five research questions about factors affecting classroom management practices of teachers and the teachers' experience in the classroom management were treated. Three main data collecting instruments questionnaire since the sample size was large, classroom observation to see the actual practices of classroom management in classrooms and focus group discussion as it is suitable for use with children were used. All the 'woredas' (N=5) and the city administration (N=1) were included in the study. Out of two hundred fifty- two primary schools in the zone, twenty five schools were selected by quota and stratified random sampling from each 'woreda' and the city administration. In this study all available first cycle primary school teachers (N=243), principals of all the sample schools (N=25) and cluster supervisors (N=14) were involved in filling questionnaires. Regarding the classroom observation ten classrooms randomly selected from all 'woredas' and the city administration were observed. And focus group discussions were held with one hundred twenty students (N=120) of ten schools that were selected by stratified random sampling.

The data collected through the questionnaire were analyzed quantitatively using frequency, percentage, mean, chi-square and t-test. The data collected through classroom observation and focus group discussion were qualitatively discussed. The results obtained from the study showed that there existed, lack of training of teachers and the teachers' incompetence to effectively manage their classrooms, shortage of classroom facilities and instructional materials and the unconduciveness of the classrooms in the first cycle primary schools of the zone.

Based on the findings and the discussions the following conclusions and recommendations were made. It was concluded that less attention has been given by authorities of education and the community to fulfill the classroom materials and facilities that could help teachers to effectively implement classroom management components. Besides it was concluded that the woreda education office and the Regional Education Bureau had much reliance on the pre-service training of teachers and they did not take the initiative to train teachers on classroom management. The recommendations include the need for continuous training of teachers on classroom management and the need for fulfillment of the necessary classroom facilities and instructional materials to the classrooms.

CHAPTER ONE

THE PROBLEM AND ITS APPROACH

1.1 Background of the Study

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

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

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

The authoritarian school of thought, for example, views classroom management as a mechanism for controlling the students behavior. Accordingly, the teacher is expected to establish and maintain an order and the primary focus being on preserving order and maintaining discipline. The belief is that teachers know best and should be obeyed (Weber, 1990: 231 and Wragg, 1981:15). However, opponents of this school of thought argue that this view is repressive and it is not appropriate to an age in which students need to learn independence if society is to become democratic.

The other view which is directly opposite to the view of the authoritative school of thought that asserts as classroom management is the process of creating a positive socio- emotional climate in

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

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

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

In our country with the intention of achieving universal primary education by the year 2015 many primary schools have been constructed and the enrollment rate is going up at an alarming rate. Besides, to provide a quality education for learners the education and training policy gives due attention to basic education and states specific and general goals for the first cycle of primary education. As Azeb (1998:299) stated the education to be offered to students of this cycle is expected to provide learners with practical experiences which prepare them for some form of problem solving. To attain this goal the self-contained classroom organization has been selected and it is currently being implemented.

For this classroom set up usually a single teacher meets with a single class for the entire academic subjects taking complete responsibility for its instruction and for shaping her/his learners to be responsible citizens. A classroom teacher at this level is required to create a learning environment that encourages positive social interaction, active engagement in learning, and intrinsic motivation upon her/his learners. In these classrooms the teachers are expected to plan lessons that involve students in cooperative learning activities. Teachers also need to arrange physical environment, manage student behavior, create a respectful supportive learning environment, manage and facilitate instruction, promote classroom safety and wellness, interact with colleagues, parents, and others to achieve classroom management objectives (Burden, 2003:5). On the side of the learners as teachers apply learner-centered methodology students are involved in the learning process, work in pairs and in small groups, collaborating, sharing their own and benefiting from each other's individual styles, strategies and skills (Plass, 1998:310).

In our schools, however, in most cases the role of the teacher in primary school classroom is typically considered to be that of the provider of knowledge and the teachers concentrate on transmitting knowledge leaving the major components of classroom management mentioned above. This piece of research thus tried to identify and describe how academic teachers in primary first cycle school classroom organize learners, manage discipline, motivate learners, manage and facilitate instruction, arrange the physical environment in line with an integrated approach to classroom management. Attempts were also be made to identify factors affecting classroom management practices of teachers in first cycle primary schools of Awi Zone.

1.2 Statement of the Problem

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

It guarantees that the teacher student relationship is the heart of classroom management. To employ effective classroom management however, teachers should acquaint themselves with the components of classroom management. To ensure the proper functioning of the dynamic classrooms they require knowledge of classroom management components like managing

discipline, motivating learners, organizing classrooms, facilitating instruction and arranging the physical environment.

However, at present teachers at primary level lack knowledge of classroom management and they fail to follow strategies of classroom management such as organizing, planning, maintaining discipline, motivating, facilitating and arranging the physical environment of the classroom. The teachers consciously or unconsciously do not employ the proper methods of making the learners involve in the teaching and learning process and the methodology remains teacher centered.

Besides the teacher trainings as well as in service programs do not seem to place sufficient emphasis on the classroom management. So this situation clearly shows that some more researches needed to be conducted on this area. Hence, this study had come as an additional piece.

The study aimed at investigating how and to what extent do first cycle primary schools teachers in Awi zone apply the components of classroom management in teaching. It strived to identify the major factors that currently affect the classroom management practices in some selected first cycle government primary schools in Awi zone in Amhara Regional state.

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

1. What internal factors affect classroom management of teachers in primary schools Awi Zone?
2. To what extent do teachers in primary schools of Awi Zone facilitate the physical environment of the classroom to enhance learning?
3. To what extent do primary school teachers of Awi zone prepare materials and lessons for instructions?
4. How do primary school teachers of Awi zone manage classrooms for teaching-learning?
5. To what extent do parents of students in primary schools of Awi Zone be involved in school affairs to the teaching-learning process?

1.3 Objectives of the Study

The purpose of the study is to conduct an assessment on classroom management practices of teachers in primary first cycle schools of Awi zone. Consequently, this study will have the following general and specific objectives.

1.3.1 General Objective

Classroom management can be adversely affected by a number of factors. The general objective of this study is, therefore, to investigate those factors that affect the implementation of classroom management components and to suggest ideas to teachers and concerned bodies that may help to manage expected problems in classrooms.

1.3.2 Specific Objectives

The specific objectives of the study were to:

1. describe the management components employed by teachers in selected primary first cycle school classrooms of Awi zone in Amhara National Regional State in Ethiopia.
2. identify the management problems which prevail in primary school classroom of the zone.
3. assess the level of training of primary school teachers in the zone and examine its impact on their performance.
4. provide procedures that teachers of primary schools have to follow to establish effective classroom management in primary schools' classrooms of the Zone, Region and the country in general;
5. recommend possible solutions to tackle the problems.

1.4 Significance of the Study

The effectiveness of teaching and learning in a given classroom depends on the effective implementation of classroom management components. Besides, research findings reveal positive and significant relationship between teachers classroom management practices and desirable learning outcomes.

However, as many researchers assure teachers do not seem to pay substantial attention on the effective utilization of classroom management components as result of which teaching lacked the intended quality.

Thus, this requires thorough study on the subject so that the implementers and concerned bodies could pay attention towards it. Therefore, the study has the following significance:-

1. It creates a better understanding and awareness of the problems associated with the implementation of classroom management components in the minds of teachers,

principals and supervisors of the sample schools, practicing teachers and the trainers in teachers' colleges.

2. The education experts in the zone, region can use the research findings as a reference for better administrative and supervisory activities.
3. The study will contribute to the existing domestic literature.
4. The findings of this study would provide specific information on effective implementation of classroom management components for other researchers.

1.5 Delimitation of the Study

The study is delimited to:-

- i. First cycle primary schools of Awi zone in Amhara National Regional State because the writer of this study has experience as a teacher and as a head of the 'woreda' education office and knows that this is one of the severe problems in primary schools of the zone.
- ii. First cycle primary school because it is the rock base for all levels and children at this level need special attention in classrooms. And studies of this kind have not been sufficiently conducted at this level.

1.6 Limitations of the Study

The researcher strongly agrees that the inclusion of a large population size in the study could have a great value so as to get more credible information. However, because of the capacity of the researcher, the researcher was not able to conduct his research in many primary schools so that it could be adequately representative for the zone. Particularly, it was impossible to observe much more classrooms and to conduct much more discussions with the students as compared to the large number of classrooms and students.

1.7 Research Method and Procedure

1.7.1 Research Method

This study focuses on revealing the current classroom management practices in first cycle primary schools of Awi zone. Therefore, the method that was mainly used to conduct this research was the descriptive survey. The descriptive method enabled the researcher to obtain

current information about the problems teachers encountered in implementing classroom management components. The research aimed at identifying the prevailing major factors that caused the implementation constraints that needed to be alleviated. As the number of subjects was also relatively high the survey method was preferred.

In addition, the qualitative method was used to describe the situation of the classrooms and to reflect the view of teacher, principal, supervisor and learner respondents.

1.7.2 Data Sources

Primary as well as secondary sources of data were used in this study. The primary sources were: First cycle primary school teachers, students, principals, and supervisors of the sample schools. The selection of these as sources of data was intentionally based on the expectation that they had better information on the practice of classroom management. In addition to this, secondary sources such as relevant books, journals, policy manuals, websites from internet, and lesson plans of teachers were consulted.

1.7.3 Sampling Techniques and the Sample Population

Awi zone has five woredas and one city administration. All the five woredas and the city administration are included in the study. There were two hundred fifty two primary schools. Out of them 10% (twenty-five) primary schools were chosen as samples based on stratified sampling techniques.

The stratified sampling was used to ensure fair representation of schools from rural and urban and also to include schools that use Awgni and Amharic as language of instruction.

Table 1: Sampling

No	Name of woreda or City Adm.	Total No. of Schools	No. of Sample Schools
1	Dangila	65	6
2	Ankesha Guagusa	61	6
3	Guangua	46	5
4	Fagita Lekuma	30	3
5	Banja Shikudad	45	4
6	Injibara city Adm.	5	1
	Total	252	25

All the teachers (two-hundred forty three) 10% of the total population (2,522) who teach in the twenty-five first cycle primary sample schools were included in the study by availability sampling technique to get ample information about the classroom management practices in the zone. Twelve students (three from each grade level) proportionally selected from ten schools totally one hundred twenty students participated in the focus group discussion.

In addition to this, all the principals of the sample schools (twenty-five principals) and all cluster supervisors of the sample schools (Fourteen supervisors) were included in the study by purposeful sampling since their number was manageable. They were included in the study because their responses could be compared to the responses of respective teachers and students in their schools.

As a whole, the total numbers of sample respondents of the study were 402 subjects being selected using different techniques of sampling.

1.7.4 Data Collection instruments

To collect the necessary data three types of instruments were used. They were close and open ended questionnaires, focus group discussion and classroom observation.

Table 2: Number of Respondents by Instrument and Category

No	Category	Instrument			Total
		Questionnaire	Focus group discussion	Observation	
1	Teachers	243	-	-	243
2	Principals	25	-	-	256
3	Cluster supervisors	14	-	-	14
4	Students	-	120	-	120
5	Classrooms	-	-	10	-
	Total	282	120	-	402

Questionnaires were used for teachers, principals and supervisors since the sample size was large enough. Focus group discussion was used for students since it provides the necessary information very quickly and as this kind of instrument is suitable for use with children (Burton, 2000:195).

The researcher also used classroom observation to collect data using a checklist to see the actual practices of the classroom management in classrooms.

1.7.5 Procedures of Data Collection

Before administering the instruments, a pre-test was carried out in two first cycle primary schools of Awi zone. Fourteen questionnaires were distributed to ten first cycle primary school teachers, two principals and cluster supervisors for the pilot test. In the same way the classroom observation checklist and items of the focus group discussion were also tried out. The data were gathered from the respective first cycle government primary school teachers, students, principals, supervisors and from classroom observation by the student researcher and by three assistants selected from the university students who came for vacation.

1.7.6 Data Analysis

The techniques for data analysis used in this study were both quantitative and qualitative in nature. After the questionnaires were returned from the respondents, the process of tallying and tabulation was carried out and then according to the nature of questions, different types of statistical tools such as percentage, means, the t-test and the chi-square were carried out for analysis to describe similarities and differences between the responses of the respondents.

The information obtained from the open ended questionnaires, observation, and focus group discussion were also considered in the analysis and interpretation.

1.8 Operational Definitions of Key Terms

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

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

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

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

First cycle primary school:-A school which has grades 1-4 (TGE, 1994:14)

Monitoring:- monitoring is the process of observing, mentally recording, and, when necessary, redirecting or correcting students' behaviours (Borich, 1988:355).

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

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

Parents: the adult who has parental responsibility for taking care of the child. It could include the biological parent and the guardian (Burden, 2003:59).

Rule:- a principle, custom or habit which governs conduct (Wragg, 1981:73).

School of thought:- general term for a particular point of view which is held by a group of educationists or others (Page, G. Terry, J.B. Thomas and Allan R, Marshal, 1977: 301).

Self Contained classroom:- is a situation in which one teacher is responsible for the total instructions of the academic subjects in one class for the entire school day.

1.9 Organization of the Study

This study has been organized into four chapters. The first chapter deals with introduction (background of the study), statement of the problem, objectives, significance, delimitation, limitation of the study, the research design and methodology and definition of key terms. The second chapter presents the review of related literature. The third chapter consists of data presentation, analysis and interpretation. The summary, conclusions and recommendations are presented in the fourth chapter.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

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

2.1 The Concept of Classroom Management

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

2.1.1 The Meaning of Classroom Management

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

The authoritarian approach, for example, views classroom management as the process of controlling student behavior. (Weber, 1990:231). According to this position, the teacher is expected to establish and maintain order in the classroom. The primary focus here is then on preserving order and maintaining discipline.

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

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

Classroom management is on the other hand defined as all teacher actions performed in classrooms to create a learning environment that encourages positive social interaction, active

engagement in learning and self-motivation (Burden, 2003:3). This definition tells us as classroom management is an instrument for creating a positive relationship between the teacher and the students and among the students themselves as a result of which they engage themselves in learning. Besides it tells us that self-motivation will come through positive social interaction.

But all definitions if critically viewed reflect the following issues. Classroom management involves:-

- a) what teachers do to establish and maintain order
- b) actions performed to create a positive classroom environment.

Broadly speaking, classroom management refers then to the set of activities by which a teacher performs to create and maintain an environment in which teaching and learning can take place effectively.

2.1.2 Importance of Classroom Management

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

Though the task is such an awesome its advantage lets teachers to deal with it. Emphasizing its purpose writers like Borich (1988:34) have stated that classroom management enables teachers to keep learners actively engaged in the learning process. As a pre- requisite for effective instruction it aims at:

- promoting an environment (physical and emotional) to be conducive to effective learning;
- guarantees class time to be used for learning effectively;
- securing the support and cooperation of students in classroom activities; and
- ensuring the active and meaningful engagement of students to the learning task at hand.

2.2 Components of Classroom Management and Teachers' Role in Implementing them

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

2.2.1 Planning

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

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

In general, planning is everything teachers do in their instructional and managerial functions. It is a component that enables teachers to build a learning environment which gains student and parents cooperation and minimizes management and discipline problems. Hence, from this remark it is possible to say that successful classroom management is the result of careful planning.

2.2.2 Motivation

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

students are more likely to participate in activities and less likely to get off- task and contribute to disorder.

Motivation is classified into two major categories named as extrinsic and intrinsic motivation. As Elliot and Others (2000:333) tried to discuss Intrinsic motivation or internally oriented motivation means that students themselves demonstrate the desire to learn without the need for external inducements where as extrinsic motivation refers to those rewards and inducements that are external to the learner. Though the two types of motivations have their own merits young children tend to be motivated more intrinsically because at this age they seem to be perpetually in a quest to learn about their environment and put it to their use. Besides in the early school age they show more positive self-concepts and higher success expectations. The longer they are in schools, however, as Edwards (2000: 304) says their motivation shifts to extrinsic forms like grades.

Thus teachers should act according to the level of the learners. Basically at the primary level they should use various strategies for developing intrinsic motivation upon learners to see students who are self-directed, who initiate and maintain interest in what they are learning. More specifically, as long as motivation is an acquired disposition that can be learned and developed through experience; and is likely to change then it follows that teachers are responsible for trying to stimulate, energize, direct, maintain the interest and involvement of the students. Thus, teachers can sue the strategies such as adopting a positive attitude towards learners, giving pupils meaningful, relevant, and interesting tasks to do, involving learners actively in the teaching-learning process and giving appropriate feedback for learners to foster motivation in classrooms (Atkins, Hailom and Nuru, 1992:18).

However, the above ways that are suggested by the writers can do well if teachers tend to respond positively and are willing to provide additional support, affection and encouragement to the children in their classrooms.

2.2.3 Communication

Communication involves sending as well as receiving messages. We say effective communication has taken place when the receiver correctly interprets the message that the sender intends to communicate. This tells one that teachers should have communication skills to effectively communicate with students and students' parents. As a component of classroom

management as Edwards (2000:320) emphasized proper communication has to be also practiced by teachers with their students and students' parents.

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

Besides, other writers emphasizing the importance of communication skill for teachers Weinstein and Mignano (1997:78) stated that a teacher: a teacher who had good communication skills; she/he not only knew how to listen well, she/he was also able to express, her/his feelings to students.

What the above authors show us is that effective communication involves sending and receiving messages and it is a skill that teachers should have to establish a positive relationships with the students and to gain students' cooperation.

On the other hand, communication also allows a teacher to work more effectively with troubled or disaffected youngsters. In this regard as Gordon said (1974) cited in Weinstein and Mignano (1997:332):

Talk can cure, and talk can foster constructive change. But it must be the right kind of talk. How teachers talk to their students will determine whether they will be helpful or destructive. The effective teacher like the effective counselor must learn how to communicate acceptance, must require some specific communication skills.

From the above quotation we see that a teacher has to deal also with economically troubled and disaffected students. Although her/his job is not to be a counselor or a therapist she/he ought to learn to listen and talk to students in ways that have been shown to be effective in counseling situations.

Teachers when communicating with children should show that they are concerned for their students. They need to speak courteously to their students and listen to them attentively. In general, teachers should have communication skill that can promote cooperative learning in their classrooms and for teachers believing in the art of communicating competence is a pre- requisite to being a builder of the positive classroom possibilities.

Proper communication also should be undertaken with parents. This communication is undertaken to tell the parents about their children's progress to introduce what has been done in the school concerning the teaching learning, the procedures and rules of the school. Usually the communication is through notes, phone calls, open house discussions and parent-teacher conferences. Communication with parents as Weinstein and Mignano (1997:270) said should be early in the school year before stressful situations occur. Because if teachers contact parents only when some problems arise, the communication will have negative connotations. So teachers need to communicate with parents even when there is no problem. That is when they have got good things to tell them. During communication teachers are expected to treat parents respectfully. They ought to appreciate that parents take time to see them and communicate with them.

2.2.4 Leadership Style

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

In educating children, teachers are preparing them to enter a complex, rapidly changing world by letting them acquire the following leadership skills suggested by Belvel (2003:18).

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

A number of leadership styles are identified by Cohen, Manion and Morrison (1996:307) on the part of the teachers. These include the despot (authoritarian) whose main concern is with keeping order and which views students in negative. The nonentity (permissive) leadership style that employs non- interventionist approach and unwillingness to use any of the leadership styles that could involve learners in their own learning. The third one democratic leadership style that creates classrooms to be communicative and allows learners to play a leadership role.

In democratic leadership style students are treated as a responsible, worthy individuals who are capable of intelligent decision making and problem solving. In this style since the teacher guides, neither dominates nor abdicates like authoritarian and laissez-faire teachers and play a facilitative leadership role classroom management problems are less likely to happen.

2.2.5 Discipline; Problems and Issues in Classroom Discipline

Discipline is an educative order that refers always to the kind of order involved in trying to reach appropriate standards or follow appropriate rules for engaging in a valued activity (Wragg, 1981: 33). As the writer says discipline is an order in a certain setting that allows a certain organization to reach a certain standard so that there could be smooth transition of activities. In classrooms as it has been defined by Burden (2003:3) discipline is the treatment of misbehavior to enforce classroom order. And in this paper the discussion of discipline goes in line with the definition of discipline in classrooms.

Misbehavior on the other hand is a sort of irregularity that interferes with a teacher's teaching, interferes with the rights of others to learn, is psychologically or physically unsafe, or destroys property. Though misbehavior has this definition it does not mean that all misbehaviors are the same. They differ in the nature and level of complexity (severity). They range from mildly to severely disruptive or they can be classified as major and minor disruptive (misbehaviors).

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

One way to manage these disruptive behaviors is to clearly identify the causes that make students misbehave. Because knowledge of the causes of misbehavior helps a teacher to decide what actions she/he should take to preserve or stop it (Burden, 2003:3). The sources of classroom discipline problems or students misbehaviors that can be anticipated are: Teacher-related causes,

Student-related causes, Home-society related causes and school related causes (Edwards, 2000:1) and (Atkins, Hailom and Nuru, 1992:190).

A. Teacher- related Causes

Teachers usually take students to be the sources of classroom discipline problems. However, many problems are aggravated and sometimes caused by methods and procedures that the teachers followed. Mostly when teachers have negative attitude and hatred against the profession and the learners they tend to be the causes of misbehaviors in classrooms. Mostly as Weinstein and Mignano (1997:104) stressed beginning teachers have more difficulty in responding appropriately to the learner needs and they magnify disruptive behaviors. As a whole, teachers can be causes for disciplinary problems as Edwards (2000:10) and Atkins, Hailom and Nuru (1992:191) stated when they:

1. go to classrooms unprepared and when they require students to learn information that is meaningless to them.
2. fail to encourage the developments of independent thinking patterns in students.
3. use discipline procedures that promote misbehavior and when they are inconsistent in implementing them.
4. establish rigid conditions for students to meet and when they issue threats in order to feel accepted.
5. are unfair in grading, and in handling learners
6. are discipling with punishment and when they use mass punishment.

In general, teachers sometimes needlessly create disciplinary problems by the way they manage and conduct their classes. As Burden says (2002:19) says only few teachers have managed to avoid all of the causes of disciplinary problems and they remain to be the source of the problem.

B. Student- related Causes

As the students are the other elements acting in the instructional process, they can be one of the causes for classroom misbehaviors. The main reasons why students cause discipline problems are their disinterest in learning, lack of interest in a particular subject, dislike to a teacher, attention

seeking and ignorance of the classroom rules (Burden, 2003:9). Though these are not the only causes students- related causes are the sources of disruptive behaviors.

C. Home and Society Related Causes

The sources of classroom misbehavior can be home and society. Conditions and experiences in the students home have influences on children's behavior. As Burden (2003:9) describes students misbehavior can be associated with a lack of adequate clothing or housing, parental supervision, home routines, significant events such as divorce or death of parents.

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

D. School related causes

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

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

2.2.5.1 Dealing with Disruptive Behaviors

Most of the discipline problems teachers encounter in primary schools are not seriously disruptive. They are as Doyle (1986) cited in Weinstein and Mignano (1997:100) mentioned talking to neighbors, not having homework done, calling out, day dreaming, forgetting to bring supplies and books, teasing, name calling, poking etc. Though these misbehaviors are not

seriously disruptive they could affect the flow of instructional activities. Basically, teaching and learning needs full attention for the activities to be performed within the allotted time.

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

A. Dealing with minor misbehavior

Minor misbehavior is dealt with non-verbal and verbal interventions. Non-verbal interventions are strategies like facial expressions, eye contact, hand signals and proximity that help the teacher to deal with minor misbehaviors. They allow the teacher to promote appropriate behavior without disrupting lesson and encourage students to assume responsibility for changing behavior.

In situations where it is not possible to use non-verbal cues teachers can use verbal interventions. Verbal interventions allow the teacher to get back the appropriate behavior. By simply calling the name of the student, and by using I- messages, by directing the student to the task at hand and by reminding the misbehaving student about the rule or behavioral expectations teachers can maintain classroom order (Burden,2000:199).

In short, in order to deal with minor misbehaviors a teacher can use non-verbal and verbal interventions. However, if the misbehavior is extremely brief deliberately ignoring is preferable since sometimes an intervention can be more disruptive than the students' misbehavior.

B. Dealing with major Disruptive Behavior

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

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

2.2.5.2 Preventing Disruptive Behaviors

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

- *Withitness*- the ability to see deviant behavior almost before it occurs or teacher's knowledge and understanding of what is occurring in their classrooms.
- *Overlapping*- the ability to attend to different teaching events simultaneously and deal with a disruption while continuing the lesson.
- *Smoothness and moment in lessons*- conducting smooth and well- organized lessons without behaviors that interrupt the flow of the lesson.
- *Group alleviating*- the ability to keep students 'alerted' to the task at hand.

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

2.2.6 Establishing Standards for Appropriate Classroom Behavior

In actual situations not knowing what is expected of oneself causes discomfort and insecurity. In classrooms also unless children are provided with the clear guide lines they lack confidence and it is less likely that they perform along with the expectations. Therefore, children should be provided with well- defined classroom rules and procedures at the beginning of the academic year (Burden,2003:78) and Weinstein and Mignano, 1997:53).

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

2.2.6.1 Setting and Using Classroom Rules

Rules communicate expectations and form the basis for catching students being good. They guide the way the students interact with each other, prepare for class, and conduct themselves during class. Rules as Burden (2003:79) defined refer to the general behavioral standards, expectations or codes of conduct that are intended to be followed and implemented to promote positive interaction and avoid disruptive behaviors.

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

Examine the need for the rules, select appropriate rules, select the consequence, teach rules to the students, obtain a commitment from the students about the rules, and then periodically review the rules throughout the school year.

In addition to the actions that are used for effective implementation the writers suggested that classroom rules should be minimum in number (3-6), corollary, , concise, positively stated, and thought continuously.

2.2.6.2 Setting and using Classroom Procedures

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

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

2.2.7 Monitoring Students' Performance and Providing Feedback

Monitoring in classrooms is the process of observing, mentally recording, and when necessary redirecting or correcting students' performance and behavior while doing a certain task (Borich, 1988:355). In actual practice, teachers monitor students after they give the task and directions for an assignment and the class gets to work individually or in small groups. To investigate the advantage of monitoring researches have been conducted in classrooms. And it has been found that classrooms persistently monitored by teachers were actively engaged in the learning process

(Weinstein and Mignano, 1977:153). Besides, this practice enabled the teachers to identify and help with problems, and to verify that the tasks are matched to the students' ability.

A. Monitoring the Whole Class

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

B. Monitoring Group work

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

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

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

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

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

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

2.2.8 Classroom Organization

The way a teacher organizes her/his classroom exerts a powerful influence on both teaching and learning. It can either support or detract from the efforts of the teacher and students. If it is properly handled, however, it contributes a lot to the amount of learning that takes place in the classrooms. Thus, in order to gain students' cooperation and to promote their involvements generally to create conducive physical and social classroom climate well established classroom organization is essential (Cohen, 1996:150) and (Edwards, 2000:369).

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

2.2.8.1 The Organization of Pupils

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

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

Above all group work or working with peers on tasks can enhance students motivation which is crucial for learning. And creating opportunities for interaction also has social pay offs. When

children work in heterogeneous groups, they can develop relationship across gender, racial and ethnic boundaries.

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

Though group work has the advantages discussed above it has certain pitfalls. If teachers do not understand these problems associated with group work they will not work to prevent them from occurrence. So, as Weinstein and Mignano (1997:201) declared it would be advisable to take closer look to the problems. First, allowing children to form their own groups often leads to segregation among students in terms of gender and ethnicity. In primary schools it is common for boys to sit with boys, girls with girls and they choose to sit with whom they perceive as similar.

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

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

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

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

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

2.2.8.2 The Physical Environment

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

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

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

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

A. Floor space

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

i) Student desks

The arrangement of student desks is important not only to the movement of the teacher through the classroom but also to the creation of specific learning environment that suits the intended purpose. Concerning the arrangement of the desk there is no one best way to arrange students' seating. Thus, a teacher can use a certain kind of seating arrangement if she/he thinks it provides him/her maximum interaction. On the other hand, however many writers like Edwrad (2000:370) and Weinstein and Mingnano (1997:28) suggest that student desks be arranged in a circle and in cluster of desks. Because as they said this kind of arrangement provokes interaction and develops on task behavior where as student desks arranged in rows are more likely to withdraw from discussion and engage learners in more off-task behavior. Thus teachers are advised to use the former ones so that children can work together on activities, share materials, have direct eye contact with friends, and help each other with the task.

ii) The teacher's desk

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

iii) Activity centers or work areas

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

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

C. Bulletin Boards and Wall space

Classrooms should be exciting and comfortable places. Because interesting and attractive classrooms produce a feeling of security and warmth upon the learners and the teachers (Edwards, 2000:371). Subsequent studies have also demonstrated that aesthetically pleasing primary school classrooms have an impact on the learners behaviors; they were found engaged on their task. Besides, teachers were also found more controlling and unfriendly when the quality of the classroom deteriorates (Weinstein and Miganano, 1997:36) and (Edwards, 2000:371)

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

2.2.9 Planning to Work with Parents

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

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

2.2.9.1 Reason for Working with Parents

Though the teachers primary responsibility is to work with learners, they also ought to work with the students' parents throughout the school year. This is because students ultimately benefit from

good communication and effective working relationships between the school and home. Specifically saying, as Burden (2003:60) (Weinstein and Mignano, 19697:262) stated there are several reasons why teachers need to communicate with parents. These are:-

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

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

2.2.9.2 Parents and Teachers Resistance for working Together

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

Primary reasons for teachers' reluctance are noted by Weinstein and Mignano (1997: 268). They stated that teachers become reluctant to have relationship with parents because of the extra time and energy it requires. And teachers fear that parents may blame them for the child's problems or question their professional competences.

On the other hand, parents resist involvement as Burden (2003:62) and Weinstein and Mignano (1997:264) said due to the fact that some adults have unhappy memories of their own experiences as students. And others also believe that schooling should be left to the experts. A teacher as a responsible person, for creating smooth relationship with parents, should not know only the barriers to parent involvement. She/he must also be aware of the ways that parents and schools can work together. First and foremost as Weinstein and Mignano (1997:266) remarked in order to overcome the barriers teachers ought to give trainings to assist parents in carrying out their responsibilities. And the other thing is for fostering collaboration between parents and schools, teachers need to communicate with parents using the following ways: face to face interaction, report cards, notes, phone calls and parent-teacher conferences.

CHAPTER THREE

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

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

Part One: 3.1 Characteristics of the Respondents

The study consisted a total of 402 respondents drawn from students, teachers, principals and cluster supervisors. The questionnaire that contained 56 close-ended and 12 open ended items and that was translated into Amharic was distributed to 274 teachers, 25 principals and 14 cluster supervisors of 25 first cycle primary sample schools. Out of the total questionnaires (313) distributed to the three groups of respondents 243 questionnaires filled by teachers, and all 25 and 14 questionnaires filled by principals and supervisors a total of 282 questionnaires were returned. The return rate therefore is 90.1% percent. Besides focus group discussion was held with 120 randomly selected students of 10 schools. For the discussion unstructured discussion questions were employed in Amharic and Awgni (See Appendix G and H). Besides, information found from observation of the ten classrooms (See Appendix L) was also used in the analysis.

Based on the responses obtained through questionnaires from the teachers, principals and supervisors the characteristics of the study groups were examined in terms of sex, age, qualification, service years; and these are presented in table 3.

Table 3: Characteristics of the Respondents

No	Item		Teachers N=243		Principals N=25		Supervisors N=14	
			No	%	No	%	No	%
1	Sex	a) Male	108	44.4	23	92	14	100
		b) Female	135	55.6	2	8	-	-
2	Age	a) 20-30 years	81	33.3	4	16	2	14.3
		b) 31-40 years	117	48.2	8	32	2	14.3
		c) 41-50 years	39	16.0	11	44	7	50
		d) 51 years and above	6	2.5	2	8	3	21.4
3	Qualification	a) TTI	238	97.9	10	40	-	-
		b) Diploma	5	2.1	15	60	14	100
		c) Any other	-	-	-	-	-	-
4	Year of Experience of teacher, principal and supervisor respondents	a) 1-5 years	45	18.5	4	16	-	-
		b) 6-10 years	70	28.8	4	16	3	21.4
		c) 11-15 years	22	9.1	5	20	1	7.1
		d) 16-20 years	42	17.3	3	12	1	7.1
		e) 21-25 years	42	17.3	5	20	6	42.9
		f) 26 years and above	22	9.1	4	16	14	21.4

As it can be seen from the table the characteristics of the three groups of respondents i.e. sex, age, qualification and years of experience are indicated. In item 1, a break down of the respondents in terms of sex shows that 135 (55.6%) of the teachers were females. However, 2 (8%) of the principals and none of the cluster supervisors of the sample schools were females. The reason why female teachers exceed in number is because of the priority given by the government for females to be employed as teachers. And this is also good as female teachers are more capable to understand and treat children in classrooms.

On the contrary 23 (92%) of the principals and 14 (100%) of the cluster supervisors were found being males which clearly shows that females were few in leadership positions, which of course, need to call attention of the authorities.

With regard to their age structure 117 (48.2%) of the teachers were between the age interval of 31-40 years. About 11 (44%) and 7 (50%) of the principals and supervisors were within the age

interval of 41-50 years. This indicates that the majority of the respondents were in and above adult age category so that their responses could be dependable.

With respect to educational background of the teacher respondents 243 (100%) of the teachers were TTI graduates. While 15(60%) and 10 (40%) the principals had diplomas and certificates respectively. As to the supervisors 14 (100%) of them had diplomas. Generally, the respondents had the necessary qualification for the position they hold. This would also have a positive impact on the teaching-learning process.

As far as the respondents' service is concerned, 233(82.6%) of them had served 6 years and above in the profession. They could have sufficient information and awareness on the research topic so that their responses could be beneficial to the researcher to make safe conclusions.

Table 4: Class size of the Sample Schools

Item		Teachers N=243		Principals N=25		Supervisors N=14		Total	
		No	%	No	%	No	%	No	%
Average number of students in each class	a) 40-50	35	14.4	3	12	2	14.3	40	14.2
	b) 51-60	74	30.5	5	20	5	35.7	84	29.8
	a) 61-70	99	40.7	12	48	7	50	118	41.8
	b) 71 and above	35	14.4	5	20	-	-	40	14.2
	Total	243	100	25	100	14	100	282	100

As we can observe from the above table with respect to the class size 118(41.8%) of the respondents responded that average number of students in each class is within an interval of 61-70. This is also seen in the classrooms observed. According to the standard of the Ministry of Education in Education Policy, TGE (April, 1994), the standard class size is 50 students in one class. But the above figure exceeds the standard and this would create a problem upon the teachers to organize the learners in a manageable size of the group members. This means the number of groups to be formed would become very high and becomes difficult for a single teacher to facilitate all groups within a given period. Besides it would be also difficult for a teacher to put the teaching materials in a classroom and to know the progress of each student.

Part Two: 3.2 Classroom Environment

Table 5: Availability of Classroom Facilities

No	Item	Respondents N= 282							
		Teachers		Principals		Supervisors		χ^2 -test	P-value
		No	%	No	%	No	%		
1	Availability of desks for the students								
	A. Yes	79	32.5	7	28	6	42.9	1.08	
	B. No	164	67.5	18	72	8	57.1		
		243	100	25	100	14	100		
2	Availability of movable desks and chairs								
	A) Yes	85	35	6	24	3	21.4	2.17	
	B) No	158	65	19	76	11	78.6		
		243	100	25	100	14	100		
3	Availability of bulletin board								
	A) Yes	41	16.9	3	12	2	14.3	0.90	
	B) No	202	83.1	22	88	12	85.7		
		243	100	25	100	14	100		
4	Availability of adequate instructional materials								
	A) Yes	35	14.4	2	8	-	-	3.84	
	B) No	208	85.6	23	92	14	100		
		243	100	25	100	14	100		

Key =df =2, T-value= 5.99 at 0.05 level

With regard to the availability of facilities four items were asked to teachers, principals and supervisors. As it is identified in the table item one 164 (67.5%) of teachers, 18 (72%) of the principals and 8(57.1) of the supervisors replied that their classrooms do not have ample desks for the students.

The chi-square result ($\chi^2=1.08$) at alpha 0.05 level also confirmed that there was no statistically significant difference between the responses given by the three groups of respondents. In the focus discussion students also emphasized as there was no enough furniture for them to sit and attend comfortably. This also was seen in all the classrooms observed except one where by learners share one desk for three (See appendix L). This implies that both groups of the respondents have equal understanding of the problem at hand.

In item two of the same table the majority of the respondents 188 (66.7%) pointed out that classrooms do not have movable desks and chairs. Only 94 (33.3%) responded that their

classrooms had movable desks and chairs. The chi-square result ($\chi^2 = 2.17$) at alpha 0.05 level also assured that there was no statistically significant difference between the responses given by the three groups of respondents.

Similarly it was seen during the classroom observation that most of the classrooms observed did not have movable desks and chairs and this hindered the teachers to arrange the classroom desks in such a way it enables the students work in groups (see appendix L).

The third item treats availability of bulletin board in each classroom. Responses 202(83.1%) of the teachers, 22(88%) of the principals and 12(85.7%) of supervisors reported the absence of bulletin board. While insignificant number of respondents stated that classrooms have bulletin board which was also seen in two classrooms during the classroom observation (See appendix L).

The chi-square result (0.90) at alpha 0.05 level indicated insignificant difference between the responses given by the three groups of respondents. This indicates that the non-existence of the bulletin board in classrooms which could be beneficial for teachers to display the teaching materials done by themselves and the students.

The last item treats availability of adequate instructional materials in classrooms. Thus, 208 (85.6%) of the teachers, 23(92%) of the principals and 14 (100%) of the supervisors responded that there were no adequate instructional materials. Conversely, 35(14.4%) of the teachers and 2(8%) of the principals confirmed that there were adequate instructional materials. The chi-square result (3.84) at alpha 0.05 level however supports the former responses by indicating as there was no significant differences between them.

During the classroom observation it was noticed that only few (two) classrooms were having certain instructional materials like pictures, certain realia (models of household facilities made of clay) charts and diagrams posted on the walls and flash cards (see appendix L). In general in the above table the inadequacy and absence of classroom facilities which are essential for instructional and managerial aspects of classroom teachers are shown. Above all, as scholars say that the absence of instructional materials in teaching children enormously affects the teaching-learning. Because children may not have much reliance on the written word. They may need concrete objects to integrate their prior knowledge.

Table 6. Condition of the Classroom

No	Items	Respondents	Respondents										Total	χ^2	P-value	
			Rating Seals													
			5		4		3		2		1					
No	%	No	%	No	%	No	%	No	%							
1	Width of the classroom	Teachers	17	7	59	24.3	58	23.9	92	37.9	17	7	243	15.59	P<0.05	
		Principals	3	12	4	16	8	32	10	40	-	-				25
		Supervisors	-	-	2	14.3	3	21.4	9	64.3	-	-				14
		Total	20	-	65	-	69	-	111	-	17	-				282
2	Cleanliness of the room	Teachers	13	5.3	83	34.2	17	7	117	48.1	13	5.3	243	14.40	P<0.05	
		Principals	1	4	5	20	2	8	17	68.1	-	-				25
		Supervisors	2	14.3	4	28.6	-	-	5	35.7	3	21.4				14
		Total	16	-	92	-	19	-	139	-	16	-				282
3	Condition of chalk-board	Teachers	19	7.8	78	32.1	53	21.8	83	34.2	10	4.1	243	10.93	P<0.05	
		Principals	4	16	7	28	4	16	10	40	-	-				25
		Supervisors	3	21.4	2	14.3	2	14.3	7	50	-	-				14
		Total	26	-	87	-	59	-	100	-	10	-				282
4	Brightness of the classroom	Teachers	24	9.9	109	44.9	55	22.6	49	20.2	6	2.5	243	13.62	P<0.05	
		Principals	5	20	5	20.	8	32	7	28	-	-				25
		Supervisors	4	28.6	6	42.9	4	28.6	0	-	-	-				14
		Total	33	-	120	-	67	-	56	-	6	-				282
5	Conduciveness of the classroom	Teachers	12	4.9	51	21	36	14.8	125	51.4	19	7.8	243	12.05	P<0.05	
		Principals	4	16	5	20	6	24.	10	40	-	-				25
		Supervisors	-	-	3	21.4	2	14.3	9	64.3	-	-				14
		Total	16	-	59	-	44	-	-	-	19	-				282

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

Number of teachers =243 No. of principals = 25 No. of supervisors=14 Critical value = 15.51 df=8

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

In item 1, of table 6,92 (37.9%) of the teachers, 10(40%) of the principals and 9(64.3%) of the supervisors confirmed that the width of classrooms is below the standard or poor. The chi-square result (15.59) at alpha 0.05 level however indicates that there was marginally slight difference in the responses given by the three groups of respondents. In the classroom observation it was seen that classrooms were not wide enough.(See Appendix L) Thus, from the above responses and the classroom observation the researcher deduced that classrooms were not wide enough. However, classrooms need to have plenty of space for conducting different activities.

With regards to item 2, 117 (48%) of the teachers, 17 (68.1%) of the principals and 5(35.7%) of the supervisors rated the cleanliness of the classrooms poor. Conversely, 83(34.2%) of the teachers, 5 (20%) of the principals and 4(28.6%) of the supervisors rated as good. Statistically, the chi-square result (14.40) at alpha 0.05 level indicates that there was no variation in responses given by the respondents. In the focus group discussion students also reported that their classrooms were not clean and attractive. They explained to the extent that they got dirt in classrooms as most of the floor of their classrooms were not cemented. However, classrooms have to be clean and attractive and healthy places for children.

As indicated in item3, 83(34.2%) of the teachers 10(40%) of the principals and 7(50%) of the supervisors rated the condition of the chalk board to be poor. The chi-square result (10.93) at alpha 0.05 level indicates also as there was no a statistically significant difference between the responses. According to the researcher's observation also the chalkboards in many classrooms were below the standard. They were very small in size and teachers were forced to erase the blackboards now and then after writing few sentences (see Appendix L).

Item 4, treats respondents with regard to the brightness of the classrooms. Accordingly 109(44.9%) of the teachers and 6(42.9%) of the supervisors rated the brightness of the classrooms as good. Whereas 8(32%) of the principals rated a fair. The chi-square result (13.62) at alpha 0.05 level indicated that there was no statistically significant difference between the responses of the three groups. During the classroom observation the researcher observed that the brightness of most of the classrooms was good. (See appendix L).

In addition, they were also asked whether or not the training enabled them to manage classrooms or to assist others in the proper use of the classroom management components. Most of the respondents 180(75.3%) of the teachers, 21 (84%) of the principals and 8(57.1%) of the supervisors confirmed that the training they got in the teacher trainings were not adequate. From this any body can conclude that teacher training institutes or colleges failed to equip their trainees with the necessary knowledge and skills of how to manage classrooms.

Table 8: Plans of Teachers

No	Item	Respondents							
		Teachers		Principals		Supervisors		Total	
		No	%	No	%	No	%	No	%
1	Teachers plan on when and on how to contact with parents								
	A. Yes	68	28	3	12	1	7.1	72	25.5
	B. No	175	72	22	88	13	92.9	210	74.5
	Total	243	100	25	100	14	100	282	100
2	Teachers state suitable method of instruction in lesson plans								
	A. Yes	176	72.4	7	28	4	28.6	187	66.3
	B. No	67	27.6	18	72	10	71.4	95	33.7
	Total	239	100	25	100	14	100	282	100

Planning involves what teachers do in their instructional and managerial functions. Thus, the three groups of respondents were asked two questions on planning. For item 1 of table 8 175(72%) of the teachers, 22(88%) of the principals and 13(92.9%) of the supervisors declared that teachers did not plan on when and how to contact with the students' parents. During the classroom observation the researcher also tried to see the teachers' annual and daily lesson plans but none of the teachers incorporated this item (see appendix L). Planning on how and when to contact with the students' parents is however essential as Burden (2003:59) says to create good communication with parents.

With regards to item 2,176 (72.4%) of teachers responded as they stated suitable method of instruction for every lesson. However, 18(72%) of principals and 10(71.4%) of supervisors responded on the contrary to what the teachers said. This was also checked by the researcher during the classroom observation that teachers stated teachers' activities but not appropriate methods in their plans. However, as Borich (1988:111) tried to demonstrate planning need to involve an appropriate method of instruction.

Table 9: Students' Motivation

No	Item	Respondents							
		Teachers		Principals		Supervisor		Total	
		No	%	No	%	No	%	No	%
1	Students are motivated								
	A. Yes	239	98.6	25	100	14	100	278	98.6
	B. No	4	1.4	-	-	-	-	4	1.4
	Total	243	100	25	100	14	100	282	100
2	If motivated the number of students motivated.								
	A. All of them	10	4.9	1	4	1	7.1	12	4.3
	B. Many of them	57	23.8	5	20	3	21.4	65	23.4
	C. Some of them	79	33.0	15	60	6	42.9	100	36.0
	D. Few of them	93	38.9	4	16	4	28.6	101	36.3
	Total	239	100	25	100	14	100	282	100
3	Teachers motivate								
	A. Students who are doing well	43	17.7	9	36	8	57.1	60	21.3
	B. Students who are trying	33	13.6	1	4	1	7.1	35	12.4
	C. Students who are disciplined	21	8.6	-	-	-	-	21	7.4
	D. All the students	56	23	4	16	3	21.4	63	22.3
	E. Students who are weak	90	37	11	44	2	14.3	103	36.5
	Total	243	100	25	100	14	100	282	100
4	Teachers give varied tasks								
	A. Yes	238	97.9	5	20	-	-	243	86.2
	B. No	5	2.1	20	80	14	100	39	13.8
	Total	243	100	25	100	14	100	282	100
5	Teachers give exercises								
	A. From text books	217	91.2	25	100	14	100	256	92.4
	B. By preparing their own	21	8.8	-	-	-	-	21	7.6
	Total	238	100	25	100	14	100	277	100
6	Teachers relate learning activities to students experience								
	A. Yes	212	87.2	10	40	5	35.7	227	80.5
	B. No	31	12.8	15	60	9	64.3	55	19.5
	Total	243	100	25	100	14	100	282	100
7	Teachers use different teaching materials								
	A. Yes	231	95.1	25	100	14	100	270	95.7
	B. No	12	4.9	-	-	-	-	12	4.3
	Total	243	100	25	100	14	100	282	100
8	Teachers use instructional materials								
	A. Always	20	8.7	3	12	-	-	23	8.5
	B. Frequently	46	19.9	8	32	2	14.3	56	20.7
	C. Sometimes	70	30.3	9	36	5	35.7	84	31.1
	D. Rarely	95	41.1	5	20	7	50.0	107	39.6
	Total	231	100	25	100	14	100	270	100
9	Teachers display the works of students on the bulletin board								
	A. Yes	60	24.7	5	20	4	28.6	69	24.5
	B. No	183	75.3	20	80	10	71.4	213	75.5
	Total	243	100	25	100	14	100	282	100

According to the literature reviewed it is clear that motivation is the primary function of a teacher's management role. A teacher who can easily motivate students is thus an effective manager. Surely, if students are motivated, they are more likely to participate in activities and less likely to get off task and contribute to disorder.

In table 9 item one, the three groups were asked to respond to the students' level of motivation. As can be seen from the table the majority of the teachers 239(98.6%) of them, 25 (100%) of the principals confirmed that students are motivated. Conversely, 93(38.9%) of the teachers 15(60%) of the principals and 6 (42.9%) of supervisors rated that only few and some of the students are motivated. As reasons, they stated that only few and some of the students are motivated to learn because they come to school without their interest. According to the researcher this is what Wright, (1987:7) calls being at "**odds with role**". To the student researcher's understanding this role crisis might emanate from the attitudes the teachers have towards their profession and their learners. Thus, if a teacher establishes a positive rapport with the students, and if she/he gives them varied and interesting tasks the researcher believes that she/he can make them enjoy learning.

As long as motivations mostly intrinsic and extrinsic motivations are acquired dispositions that can be learned and developed through experience and are likely to change then it follows that teachers are responsible for stimulating, energizing, directing, maintaining the interest and involvement of the students by using different ways of fostering motivation.

In item three, 90 (37%) of the teachers and 11(44%) of the principals confirmed that teachers commonly motivate students who are academically weak where as 8(57%) of the supervisors responded that teachers usually motivate students who are doing well in their lessons. In the classroom observation in most of the classes it was revealed that teachers were giving more chances for fast learners to ask and answer questions (see Appendix L). According to the focus group discussion, almost all students agreed that teachers are mostly giving attention to the bright learners. However, as Weinstein and Mignano (1997:85) say a teacher has to give equal opportunity to all learners to participate in the class discussion and need to motivate and praise all the learners equally while teaching.

In item four of the same table, 238 (97.9%) of the teachers, responded that they give varied tasks to their learners. Conversely, 20 (80%) of the principals and 14(100%) of the supervisors confirmed that teachers do not give varied tasks to the students. This discrepancy in answering this item might be because teachers answered positively for fear that they could be questioned. In the next item five, for the question forwarded to check whether teachers commonly give exercises from the textbook or by preparing their own 217 (91.2%) of the teachers and all the principals and the supervisors answered that teachers mostly give exercises from the textbooks. In relation to fostering motivation of children, teachers, however, should know that children are curious by nature. Besides, they ought to realize that their span of attention or concentration is less than adults and adolescents. Thus, varying the tasks and constant change of teaching activities need to be the primary focus of a teacher.

During the classroom observation also except one teacher who gave arithmetic questions by varying their type, the other teachers were giving tasks from the text books as they are written as commonly done by many teachers (See appendix L) According to the focus group discussion with the students, most students agreed that teacher did not commonly give them varied tasks. But they assured that most teachers gave exercises from their textbooks.

According to item six of table 9, 212(87.2%) of the teachers responded that they relate learning activities with the students' experience. However 15(60%) of the principals and 9(64.3%) of the supervisors conversely replied that teachers did not relate learning activities with the students' experience. In the classroom observation only one of the teachers was observed relating the teaching activities with the students' experience while teaching localities.

From this the researcher deduced that teachers lacked one of the most essential strategies to motivate learners. Thus, teachers need to relate lessons to students' own lives to that the content becomes more meaningful and relevant.

Regarding the teachers' use of instructional materials in table 9, item seven 231(95.1%) of the teachers and all of the principals and supervisors responded that teachers used different teaching materials. But they did not deny that most teachers rarely used different instructional materials in item eight. Few teachers 12(4.9%) of them responded that they did not use instructional materials frequently. And they gave reasons that they did not have time and money to prepare the

instructional materials. Students in the focus discussion also assured that their teachers rarely used teaching materials while teaching.

As it has been discussed above even though teachers responded as they used instructional materials, it was found to be in rare cases. But to arouse the interest of the learners and concretize the lesson and to make the classrooms resemble the outside world using different instructional materials is important.

According to item nine in table 9, 183 (75.3%) of the teachers, 20 (80%) of the principals and 10 (71.4%) of the supervisors responded that teachers did not display the works of students on bulletin board. Only the remaining 60 (24.7%) of the teachers, 5 (20%) of the principals and 4 (28.6%) of the supervisors responded positively. During the classroom observation the researcher observed that some works of teachers like pictures and charts posted in three classrooms. But in order to motivate learners their works have to be displayed.

Generally, as it has been discussed above it was found that only few students were motivated to learn. The majority of the teachers were not using any of the strategies to motivate their learners. In all classrooms the teachers stood in front of the students and started to present the topic of the daily lesson. For most of the class time they did not pay genuine attention to motivational aspects of the classroom management; they did not attempt to arouse students' desire for learning and they did not try to elicit students' previous knowledge to relate to the topic and they taught without varied instructional materials to arouse students' interest. In all cases the teachers lectured or spent most of the class time by asking and answering questions. The frequency of giving explanations was so high that a number of bored students increased gradually.

Table 10: Relationship Between Teachers and Students

No	Items	Respondents	Respondents											Mean	T-value	P-value
			Rating Seals													
			5		4		3		2		1					
			No	%	No	%	No	%	No	%	No	%				
1	Teachers know the interest of their learners	Teachers	19	7.8	39	16	100	41.6	69	28.4	16	6.6	2.90	2.793	.006 at p> 0.05	
		Principals and supervisors	-	-	3	7.7	11	28.2	25	64.1	-	-	2.43			
2	Teachers know the family background of the students	Teachers	16	6.6	26	10.7	140	57.6	60	24.7	1	0.4	2.98	.248	.804 at p > 0.05	
		Principals and supervisors	2	5.1	7	17.9	19	48.7	9	23.1	2	5.1	2.94			
3	Teachers know individual ability of the learners	Teachers	20	8.2	28	11.5	60	24.7	80	32.9	55	22.6	2.50	.323	0.747 at p> 0.05	
		Principals and supervisors	3	7.7	4	10.3	11	28.2	15	38.5	6	15.4	2.56			

Key: 5= All 4= Many 3= Some 2= Few 1= None

N = 282 No. of teachers = 243 No. of principals and Supervisors =39

The core of any teaching situation as Azeb (1982:95) said is the relationship between pupils and the teachers. In order to work successfully with the students the teachers must know the interest, family background, homes and the ability of the learners.

Thus, table 10 discusses about the relationship between the teachers and the students. To this effect both teachers and the administrative bodies (principals and supervisors) were asked to respond whether or not the teachers knew the interests of their learners. Accordingly, the majority (41.6%; mean =2.90) of teachers agreed that they knew the interest of some of their learners. Conversely, (64.1%; mean= 2.43) of the principals and supervisor confirmed that teachers knew the interest of few learners. The result of t- value (2.793) indicates that there is a significant difference between the responses of teachers and the administrative bodies of the schools at alpha 0.01 level.

From the above discussion it is possible to conclude that teachers did not know the interest of most of the learners. As literature says, however, teachers have to know the preferred learning styles of the learners to adjust their methodology (Atkins, Hailom and Nuru, 1992).

Item 2 treats respondents' view with regard to teachers' acquaintance with the family background of the learners. Accordingly (57.6%; mean =2.98) of the teachers and (48.7%); mean= 2.94) of the supervisors and the principals agreed that teachers knew the family background of some of the students. The result of T-value (=2.248) indicates that there is no significant difference between the responses of the two groups at alpha 0.05 level. From this the researcher concluded that teachers knew the family background of some of the learners. However, as literature says teachers need to know the family background of all of the learners. Because some students are brought up in rather restricted authoritarian families and the others may come from democratic and considerate family. Thus, if the teacher knew their family background she/he could act in the classroom accordingly (Atkins, Hailom and Nuru, 1992).

In item 3, the respondents were asked whether the teachers knew individual ability of the learners and consequently, (32.9%; mean=2.50) of the teachers and (38.5%; mean =2.56) of the principals and supervisors confirmed that teachers knew the ability of few students in each class. The result of t-value (.323) indicates that there is no a significance difference between the responses of teachers and the school administrative bodies at alpha 0.05 level. From the responses given the researcher deduced that teachers of the sample schools only knew the ability of few of their

learners. However, though primary school classrooms are more diverse now a days a teacher has to know the ability of each learner in order to treat the gifted learners and non-gifted learners accordingly.

Table 11: Views on Students' Discipline

No	Item	Respondents							
		Teachers		Principals		Supervisors		Total	
		No	%	No	%	No	%	No	%
1	There are disruptive behaviors in classrooms								
	A. Yes	228	93.8	25	100	14	100	267	94.7
	B. No	15	6.2	-	-	-	-	15	5.3
	Total	243	100	25	100	14	14	282	100
2	Major source of discipline problem								
	A. The school policy	50	22	-	-	3	21.4	53	19.0
	B. The students	110	48.2	8	32	2	14.3	120	45
	C. The teacher	22	9.6	11	44	8	57.1	41	15.4
	D. The parents	46	20.2	6	24	1	7.2	53	20.0
	Total	228	100	25	100	14	100	267	100
3	Mechanism mostly used to maintain discipline								
	A. Reprimand the learner	35	15.4	6	24	4	28.6	45	16.9
	B. Apply physical punishment	3	1.3	-	-	2	14.3	5	1.9
	C. Use private conference	78	34.2	6	24	3	21.4	87	32.6
	D. Send the learner out of the classroom	13	5.7	8	32	4	28.6	25	9.4
	E. Communicate with parents	53	23.3	4	16	-	-	57	21.3
	F. Send to school authorities	8	3.5	-	-	-	-	8	3
	G. Ignore minor misbehaviors	8	3.5	1	4	1	7.1	10	3.7
	H. Remind the classroom rules	30	13.2	-	-	-	-	30	11.2
	Total	228	100	25	100	14	100	267	100

Among the major factors that affect the healthy condition of learning in the classroom is class discipline. And it is an important matter for teachers because at some stage of their lives all teachers encounter disruptive behaviors. In line with this table 11 discusses about misbehaviors; causes and mechanisms mostly used to maintain discipline.

In item 1, 228 (93.8%) of teachers and all the principals confirmed that there were disruptive behaviors though they remarked that they were minor disruptive behaviors. During the classroom observation the researcher did not come across a disciplinary situation where the teachers were unable to continue the progress of the learning process except minor misbehaviors like noisiness and inattentiveness.

Accordingly, it is true that most of the discipline problems teachers encounter in primary schools are not seriously disruptive. As Weinstein and Mignano (1997:100) mentioned talking to neighbors, not having homework done, calling out, day dreaming, forgetting to bring supplies and books, noisiness, wandering etc. . . happen in classrooms.

With regards to item 2 of the same table 110 (48.2%) of the teachers responded that the students were the major sources of discipline problems in classrooms. Conversely, 11(44%) of the principals and 8(57.1%) of the supervisors confirmed that teachers were the major sources of discipline problems in classrooms. Literatures on discipline state as the sources of problems of classroom discipline are teacher-related, student-related, home-related and school-related causes (Edwards, 2000:1). In practice, teachers usually take students to be the sources of classroom discipline problems.

In classroom teachers employ different mechanisms to maintain discipline. According to item 3 of table 11, 78(34.2%) of the teachers responded that they used private conference with misbehaving learners to settle disciplinary problems. In the same item 8(32%) of the principals and 4(28.6%) of the supervisors responded that teachers used communicating with parents as a mechanism. Besides the others confirmed that teachers used other mechanism as discussed in the table.

Though the three groups of respondents viewed the mechanisms in different ways the student researcher preferred reminding the classroom rules and procedures to the others. Because, as almost all primary school classrooms had rules and procedures that were set at the beginning of the year, these rules and procedures had to be followed by the teacher and the students. As Weinstein and Mignano (1997:10) also said effective teachers deal quickly with rule violations using the penalties incorporated within the rules and procedures. Thus, when students violated the rules and procedures teachers had to remind the classroom rules and procedures to settle the discipline problems.

Table 12: Use of Classroom Rules and Procedures

No	Item	Respondents							
		Teachers		Principals		Supervisors		Total	
		No	%	No	%	No	%	No	%
1	Classrooms have rules and procedures								
	A. Yes	243	100	25	100	14	100	282	100
	B. No	-	-	-	-	-	-	-	-
	Total	243	100	25	100	14	100	282	100
2	Rules and procedures are set by								
	A. The teacher	94	38.7	14	56	9	64.3	117	41.5
	B. The students	83	34.2	8	32	2	14.3	93	33
	C. Both the teacher and students	66	27.1	3	12	3	21.4	72	25.5
	Total	243	100	25	100	14	100	282	100
3	Rules and procedures are posted								
	A. Yes	67	27.6	9	36	3	21.4	79	28
	B. No	176	72.4	16	64	11	78.6	203	72
	Total	243	100	25	100	14	100	282	100
4	Teachers teach students rules and procedures								
	A. Yes	233	96	25	100	14	100	272	96.5
	B. No	10	4	-	-	-	-	10	3.5
	Total	243	100	25	100	14	100	282	100
5	Teachers teach rules and procedures								
	A. On the first day of the year	67	28.8	7	28	1	7.1	75	27.6
	B. Always	40	17.2	2	8	-	-	42	15.4
	C. Rarely	126	54	16	64	13	92.9	155	57.0
	Total	233	100	25	100	14	100	272	100
6	Parents are aware of rules and procedures								
	A. Yes	59	24.3	3	12	1	7.1	63	22.3
	B. No	184	75.7	22	88	13	92.9	219	77.7
	Total	243	100	25	100	14	100	282	100

In actual situations not knowing what is expected of one self cause discomfort and insecurity. In classrooms also unless children are provided with the clear guidelines they lack confidence and it is less likely that they perform along with the expectations. Therefore, children should be provided with well-defined classroom rules and procedures at the beginning of the academic year (Burden, 2003:73) and (Weinstein and Mignano, 1997: 53).

Thus, the three respondents were given items regarding classroom rules and procedures. As indicated in table 12 item 1 all of the teachers, principals and supervisors responded that there were classroom rules and procedures in every class. And this was also agreed up on in the focus group discussion. As primary school classrooms are especially crowded and complex settings in which children engage themselves in a variety of activities, clear rules and procedures have to be

established to decrease the complexity of the classroom. According to the researcher having the classroom rules and procedures in the sample schools was encouraging.

Regarding item 2 of the same table 94 (38.2%) of the teachers, 14(56%) of the principals and 9(64.3) of the supervisors confirmed that rules and procedures were set by teachers. The rest of the respondents responded as the rules and procedures were set by the students and by both of them respectively. According to the focus group discussion it was reported that rules and procedures are set by teachers. As literatures indicated there is nothing wrong with this. Because in primary schools teachers can set classroom rules and present it to the students for discussion. But the problem would be when teachers set and simply try to implement the rules without the consensus of the learners.

With regards to item 3 of table 12, 176(72.4%) of teachers, 16(34%) of the principals and 11(78.6%) of supervisors responded that rules and procedures were not posted on the bulletin boards or on the walls. Only some 67 (27.6%) of the teachers 9 (36%) of the principals and 3(21.4%) the supervisors assured that the rules and procedures were posted in some classrooms. Besides in the classrooms observed the rules and procedures were posted only in two of them (see Appendix L) As Burden (2003:79) wrote it rules and procedures are general behavioral standards, expectations or codes of conduct that are intended to be followed and implemented. So, these general behavioral standards need to be posted in the classrooms so that learners could see and act along with them.

In item 4, 233(96%) of the teachers and all the principals and supervisors confirmed that teachers taught rules and procedures to their students. The rest 10(4%) of the teachers responded that teachers didn't teach classroom rules and procedures to their students.

In the next item 5, however, 126(54%) of the teachers, 16(64%) of the principals and 13(92.9%) of the supervisors responded that teachers taught the rules and the procedures rarely. The others, responded that teachers taught on the first day of the year and always respectively. Classroom rules as some teachers and principals responded ought to be taught always. As Burden (2003:79) reminds us teachers need to teach and periodically review the rules and procedures throughout the school year to obtain a commitment from the students.

With regards to item 6 on the same table 184 (75.7%) of the teachers, 22 (88%) of the principals and 13(92.9%) of the supervisors responded that parents did not know the classroom rules and procedures. Conversely, 59 (24.3%) of the teachers, 3(12%) of the principals and 1(7.1%) of the supervisors confirmed that parents knew the classroom rules and procedures. To inform parents creating awareness in classroom rules and procedures is beneficial. If parents are informed about classroom rules and procedures, they can help to implement them and parents can bring improvements in children’s behavior that would be impossible by working alone.

Table 13: Teachers’ Contact with the Students’ Parents

No	Item	Respondents							
		Teachers		Principals		Supervisors		Total	
		No	%	No	%	No	%	No	%
1	Teachers have contact with the students’ parents								
	A. Yes	238	97.9	25	100	14	100	277	98.2
	B. No	5	2.1	-	-	-	-	5	1.8
	Total	243	100	25	100	14	100	282	100
2	Teachers have a contact with parents								
	A. Always	4	1.9	2	8	-	-	6	2.2
	B. Frequently	24	10.1	4	16	3	21.4	31	11.2
	C. Sometimes	104	43.7	7	28	6	42.9	117	42.2
	D. Rarely	106	44.5	12	48	5	35.7	123	44.4
	Total	238	100	25	100	14	100	277	100
3	Teachers contact with parents								
	A. when there is discipline problem	123	51.7	18	72	12	85.7	153	55.2
	B. to report the students’ positive behavior	46	9.3	-	-	-	-	46	16.6
	C. to get financial and material support	69	29.0	7	28	2	14.3	78	28.2
	Total	238	100	25	100	14	100	277	100

In category of contact with parents in table 13, item one 238 (97.9%) of teachers and all the principals and supervisors responded that teachers had a contact with parents. Conversely, 5(2.1%) of the teachers confirmed that they had no contact with the students’ parents. From classroom management perspective creating good communication with parents lets both the teachers and the parents be informed about the learners. Besides, it builds trust so that there can

be a working partnership in the event when there are difficulties. Thus, teachers need to have a contact with the students' parents successively.

In item 2, of table 13, 106(44.5%) of teachers 12(48%) of principals responded that teachers had contact with parents rarely. Besides, 6(42.9%) of the supervisors, 104(43.7%) of teachers and 7(28%) of the principals confirmed that teachers had contact with the students' parents sometimes. On the other hand, few number of the respondents assured that teachers had contact with the students' parents frequently and always. From the responses given, the researcher concluded that teachers of the sample schools had no frequent contact with the students' parents. But as long as parents want their children to succeed in school and generally appreciate the teachers effort if they are informed, teachers need to have a frequent contact with the students' parents.

With regards to item 3, of table 13, 123 (51.7%) of the teachers, 18(72%) of the principals and 12(85.7%) of the supervisors responded that teachers had contact with parents when there exists a discipline problem. The rest 69 (29%) of the teachers, 7(28%) of the principals and 2(14.3%) of the supervisors confirmed that teachers had contact with the students' parents in order to get financial and material support. Only 46 (19.3%) of the teachers assured that teachers had contact with parents to report the students' positive behavior. In the responses, given it is revealed that most of the teachers had contact with the students' parents when there is a discipline problem and to get financial and material support respectively. Nevertheless as few teachers confirmed, teachers need to have contact with the students' parents to inform parents about the positive behavior and good performance of their children. Because if teachers contact parents only when some problems arise, the communication will have negative connotations. So, teachers need to communicate with parents even when there is no problem. That is when they have got good things to tell them.

Table 14 discusses about classroom organization and the application of group work in classrooms. In item 1 all of the respondents confirmed that teachers used group work in teaching subjects. And in the same way all the respondents responded that teachers arranged students into groups. During the classroom observation, however, it was observed that teachers were spending much time by lecturing and only giving exercises to the learners to do it in groups at last. Though the students' seats were not comfortable for arranging, students were seen seating in groups. To promote maximum participation to assist those students who need help and to promote collective work and effort in the classroom grouping students for class activities is essential.

In item 3 of table 14 118 (48.6%) of the teachers responded that they grouped students based on their ability. But 87(35.8%) of the teachers 12 (48%) of the principals and 12(85.7%) of the supervisors responded that teachers employed arbitrary or random grouping. In the focus discussion the participants agreed that their teachers employed arbitrary or random grouping. From this it could be concluded that teachers used arbitrary or random grouping. Though, this is one method of grouping mixed ability grouping is preferable. Because in mixed ability grouping each group consists of students from the three ability levels. And it serves all the students to help each other and to promote maximum interdependence.

When it comes to arranging students' seats in clusters of groups in item 4 of the same table 198 (81.5%) of the teachers, 18(72%) of the principals and 9(64.3%) of the supervisors responded that teachers did not arrange students seats for the reasons they mentioned that most of the benches were fixed o the ground. Conversely, 45(18.5%) of the teachers, 7(28%) of the principals and 5(35.7%) of the supervisors confirmed that teachers varied the seating arrangement. During the classroom observation the researcher observed only two teachers arranging the students' seats. The rest teachers were observed using the benches that were fixed to the ground in a horse-shoes shape having a writing table between each group . Thus, from the responses given and the classroom observation it is possible to conclude that teachers did not arrange the students seats in a way they liked.

According to item 5 of table 14, 173 (71.2%) of the teachers and 20(80%) of the principals and 11(78.6%) of the supervisors confirmed that students liked group work. Conversely in item 6 only 34 (14%) of the teachers and 6(24%) of the principals responded that group members participate equally in the discussion. Based on the responses given and the focus group

discussion it was possible to deduce that students were interested in the group work as it provides them the opportunity to develop confidence, to express their views and helps them to help one another. However, if there exists unequal participation of the group members due to the monopoly of one or two group members and because of unwillingness of the others to participate the advantage of the group work will be at stake. Thus the necessity of monitoring the group work comes here.

In item 7, table 14 153 (63%) of the teachers, 17(68%) of the principals and 11(78.6%) of the supervisors responded that teachers did not give different tasks for each group. The others 90(37%) of the teachers, 8(32%) of the principals and 3(21.4%) of the supervisors confirmed that teachers gave different tasks for each group. As it had been checked in the classroom observation and in the focus group discussion teachers were found giving the same task for all groups. However, varying the tasks for each group enables the teachers to deal with several tasks within the specified time. Thus teachers need to give different tasks for each group.

In item 8 of table 14, 198 (81.5%) of the teachers, 20 (80%) of the principals and 13(92.9%) of the supervisors responded that students did not finish the tasks given on time. Only 45 (18.5%) of the teachers, 5(20%) of the principals and 1(7.1%) of the supervisors confirmed that students finished the tasks given for each group. As the majority of the respondents agreed one of the pitfalls of group work is lack of accomplishment that is many tasks remain incomplete. However, this short coming can be overcome by giving manageable tasks and by effective monitoring and proper guidance.

Successful group work will not just happen. If a teacher wants her/his students to work together productively, she/he must plan on how to organize the children, and prepare communicative tasks and she/he should teach the students the norms or procedures of group work and provide opportunities for them to practice the behaviors that are required. In item 9 of table 14 the respondents were asked whether the students had awareness on the classroom group work procedures. And 153(63%) of the teachers, 17 (38%) of the principals and 10 (71.4%) of the supervisors responded that students did not know the group work procedures. The rest 90(37%) of the teachers, 8(32%) of the principals and 4(28.6%) of the supervisors confirmed that students knew group work procedures. During the classroom observation also the researcher observed that students did not have acquaintance with group work procedures. Nominally, there were group

leaders and secretaries that were not seen functioning their role. And the other members of the group were not also seen discussing in turns. Thus it was possible to deduce that learners did not know the group work procedures.

With regards to item 10 of table 14 122(50.2%) of the teachers, 15(60%) of the principals and 10(71.4%) of the supervisors confirmed that teachers did not give appropriate feedback for all groups due to shortage of time. Conversely, 121 (49.8%) of the teachers, 10(40%) of the principals and 4(28.6%) of the supervisors responded that teachers give appropriate feedback for all groups.

During the classroom observation it was observed that teachers were doing exercises with the learners. In the students' exercise books they had also marked and had signed on it. Otherwise, teachers were not seen giving feedback for each group separately which of course was crucial to develop the performance of the learners.

Part Four: 3.4 Major Problems Teachers face in Managing their Classrooms

Teachers, principals and supervisors were asked in a questionnaire to list down five major problems, which they encountered during the implementation of classroom management components. Besides, during focus group discussion the students were asked to mention the major problems they had in classrooms.

Though both of them mentioned many interlinked problems the researcher sorted out the following major ones as mentioned by many of the respondents.

1. Lack of raw materials for making supplementary teaching aids. With regards to this item 208.6%) of teachers, 23(92%) of the principals and all of the supervisors confirmed that there was lack of raw material for making teaching aids. For the above mentioned problems the respondents also suggested solutions that the woreda education office need to allocate fund for buying the raw material. In addition they reported that the community should support schools financially for purchasing the necessary materials that enable teachers and students to make supplementary teaching materials.
2. Classrooms are not conducive for facilitating the teaching-learning. In relation to this item, 161(65.2%) of the teachers, 16(64%) of the principals, 9(64.3%) of supervisors and

all students (participants of the focus group discussions) reported that classrooms were not conducive for facilitating the teaching-learning. Nevertheless, for effective teaching and learning classrooms must be conducive and they need to have ample movable desks, bulletin board for displaying the teaching learning and they must be wide enough for facilitating the teaching-learning process. For the above requirements they suggested that the community and the local governments to buy ample movable desks and chairs, bulletin board and to build additional classrooms.

3. Classroom rules and procedures are not maintained by students and teachers. For this item, 184(75.7%) of the teachers, 22(88%) of the principals and 13(92.9%) of the supervisors confirmed that classroom rules were not maintained by teachers and students. Though the rules and the procedures were set in almost all of the classrooms the teachers and students were not found implementing them. Thus the respondents recommended that teachers need to always remind the learners the classroom rules and procedures while teaching and conducting group work and in order to stop disruptive behaviors.
4. Lack of interest of students to learn. In this item, 93(38.9%) of the teachers, 4(16%) of the principals and supervisors confirmed that most of students did not have the interest to learn because as they stated they came to school unwillingly. Though the respondents claimed that students lacked interest to learn teachers can enhance the interest of the students by using different instructional materials, by preparing varied and interesting tasks by relating lessons to the learners' prior knowledge or experience and by making the learners participate in the classroom discussion.
5. Discipline problems. About the discipline problems prevailed in classrooms 110(48.2%) of the teachers, 8(32%) of the principals, 8(57.1%) of the supervisors and most of the students during the focus group discussion reported that there existed discipline problems in classrooms. Though there could be discipline problems in classrooms as the respondents said teachers could overcome the disruptive behaviours by using the strategies mentioned by scholars to alleviate the discipline problems.

CHAPTER FOUR

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

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

4.1 Summary

The study aimed at investigating how and to what extent first cycle primary school teachers in the zone apply the components of classroom management in teaching. It strived to identify the major factors that currently affect the classroom management practices in first cycle government primary schools in Awi zone in Amhara Regional State. In order to achieve this purpose, the following research questions were raised.

1. What internal factors affect classroom management of teachers in primary schools of Awi Zone?
2. To what extent do teachers in primary schools of Awi Zone facilitate the physical environment of the classrooms to enhance learning?
3. To what extent do primary schools of teachers prepare materials and lessons for instructions?
4. How do primary schools teachers of Awi Zone manage classrooms for teaching-learning?
5. To what extent do parents of students in primary schools of Awi Zone be involved in school affairs to assist the teaching-learning process?

The study was conducted in twenty- five government first cycle primary schools in Awi zone. The sources of the data in the study were teachers, principals, cluster supervisors and students. The study employed questionnaires, classroom observation and focus group discussion as data collection tools. A total of 313 copies of questionnaires that contained close- ended and open-ended items were distributed to 274 primary school teachers 25 principals and 14 cluster-supervisors of the sample schools. Out of the total questionnaires a total of 282 questionnaires (90%) were returned and were available for analysis. Observation was conducted in ten randomly

selected classrooms with a help of a check-list to see the classrooms' condition and to know how teachers manage their classrooms. Focus group discussion on unstructured questions were carried with 120 students purposefully selected from all grade levels (1-4) of ten schools. The unstructured questions used for discussions were translated into Amharic and Awni. With the aim of making the information collected more reliable, a combination of quantitative and qualitative methods of data gathering methods have been used.

A pilot study was carried out in two primary schools to help among other things to improve the research instruments as well as to provide a guide to the execution of the main study. For the purpose of analysis; the data collected through questionnaires were tallied and computed using descriptive statistics such as frequency, percentage, and means along with inferential statistics such as t- test and chi-square. On the other hand, the data collected through classroom observation and focus group discussion were analyzed using qualitative method of analysis. Accordingly, the student researcher has summarized the major findings as follows.

4.1.1 A breakdown of the respondents in terms of sex shows that females constitute 135 (55.6%) of the teachers while males make up 108 (44.4%) of the teachers. Conversely, 2(8%) of the principals and none of the supervisors were females. A close observation of the data reveals that females participation within the teaching profession is higher than males whereas the females participation in the administration position is extremely low. With regard to age and experience, more than 70% of the respondents were within 31-40 years of age and as far as the respondents' service 233(82.6%) of them had served 6 years and above. With regard to qualification all the teachers had certificates, and the principals have certificates and diplomas as to the level of the school. The supervisors also had diploma which was the requisite qualification to be assigned as a supervisor.

4.1.2 Concerning class size as 118(41.8%) of the respondents confirmed the average number of students enrolled in each class was within an interval of 61-70. Besides, though the magnitude of the problem varies from school to school, the shortage of classroom facilities and the supplementary instructional materials was found to be a problem in almost all subject areas. The study also showed that the condition of the classrooms in terms of width, cleanliness, brightness and the standard of blackboard was not conducive for effective classrooms instruction and management.

- 4.1.3 In relation to the provision of training on classroom management all the respondents reported that the pre-service trainings they got was not adequate and did not help them to implement classroom management components in classrooms.
- 4.1.4 The outcome of the study through questionnaire and classroom observation showed that teachers did not plan on when and how to contact with the students' parents. Besides it was found that teachers did not state suitable methods of instruction in their plans.
- 4.1.5 As far as the motivation of the students is concerned only few of the students were found motivated to learn. Besides, the study disclosed that teachers in the sample schools were usually giving opportunities to fast learners for asking and answering questions.
- 4.1.6 According to classroom observation, focus group discussion and the responses from the school administrative bodies, teachers were not preparing varied and interesting tasks for learners and they were also simply presenting their lessons as they are presented in the textbooks without relating the teaching activities with the students' experience.
- 4.1.7 Most respondents 231 (95.1%) of the teachers and all principals, supervisors and students replied that teachers used different instructional materials rarely. Thus, the study disclosed that most of the teachers did not use different instructional materials frequently.
- 4.1.8 With regard to teachers' acquaintance with the interest, background and ability of the learners the study revealed that teachers knew the interest, background and ability of few of the learners.
- 4.1.9 The study also showed that there were disruptive behaviors in classrooms. Concerning classrooms discipline problems, 110 (48.2%) of teachers responded that students were the major sources of discipline problems and the remaining teachers confirmed that the school policy, parents and teachers are sources of discipline problems respectively. Conversely, 11 (44%) of the principals and 8(57.1%) of the supervisors confirmed that teachers were the major causes of student-discipline problems.
- 4.1.10 As to the findings of the study disclosed, only few teachers 30(13.2%) responded that teachers used reminding classroom rules and procedures to misbehaving students as a mechanism to stop disruptive behaviors.

- 4.1.11 In relation to classroom rules and procedures it was found out that all classrooms had classroom rules and procedures. According to principal, supervisor and student responses, the rules and procedures were set by teachers.
- 4.1.12 The study revealed that teachers taught classroom rules and procedures to the students rarely and on the first day of the academic year respectively. As great proportion 184(75.7%) of the teachers, 22(88%) of the principals and 13(92.9%) of the supervisors responded that parents did not know the classroom rules and procedures of their children.
- 4.1.13 The outcome of the study revealed that teachers had contact with parents in a rare cases, occasions such as when there are discipline problems and to get financial and material support.
- 4.1.14 With regard to application of group work, the study revealed that teachers employed group work in classrooms and they arranged learners in to groups randomly (arbitrarily). However, the study disclosed that most teachers did not arrange the students' seats for different activities as most of the students' seats were fixed to the ground.
- 4.1.15 A great proportion of the respondents responded that students were interested in the group work. On the contrary the respondents confirmed that group members did not participate equally during group discussion. In terms of the provision of different tasks for each group and for the accomplishment of the tasks on time it was found out that teachers did not give different tasks for each group. Besides the study revealed that students did not finish the given tasks on time.
- 4.1.16 According to the findings of the study, the majority of the respondents reacted negatively that students did not know group work procedures. The study also revealed that teachers did not give feedback for all groups.
- 4.1.17 Finally, the respondents were asked to list the major problems that hinder effective classroom management. Based on this idea the major problems were found to be:-
- Lack of raw materials for making supplementary teaching materials.
 - Un-conducive classroom set up
 - Problem of utilization of classroom rules and procedures.
 - Lack of interest of students to learn
 - Discipline problems in classrooms

4.2 Conclusions

Based on the discussions and findings, the following conclusions are drawn.

4.2.1 Regarding the internal factors hindering the effectiveness of classroom management, the large class size, lack of classroom facilities like movable desks, bulletin board, and supplementary instructional materials and unconduciveness of the classroom are found to be the most serious ones.

Generally, in unavailability of classroom facilities, inadequate instructional materials and the unconduciveness of the classrooms had hindered the effectiveness of the classroom management. From this the researcher concluded that local, and regional authorities of education have paid less attention on the internal factors that could affect classroom management. In other words, the authorities had paid much attention on enrollment rather than on the quality of education provided.

4.2.2 The major contribution of implementing classroom management components heavily lies on the teacher who has enough knowledge in instructional and managerial skills. However, the findings of this study confirmed that teachers in the primary schools of Awi zone lacked the skill and training in implementing the classroom management components. Thus it can, therefore, be concluded that Teacher Institutes paid less attention for classroom management for they failed to equip the trainees with the necessary skills and knowledge to cope up with the modern methods of classroom instruction and management. Besides, the Woreda Education Office and Regional Education Bureau had failed to give refreshment course or in- service course on classroom management. From this it can be deduced that there was strong reliance of the authorities on pre-service training of teachers, principals and supervisors without paying attention to the dynamic nature of the methodologies.

4.2.3 With regard to teachers' planning and preparation of teaching materials and lessons the result of the study confirmed that teachers did not state suitable method of instruction like role play, problem solving, group work etc. in their plans. Concerning preparations of the teaching materials it was found out that teachers prepare instructional materials seldom. Besides the study revealed that they paid less attention towards updating and relating the lessons with the students' experience. Hence, it can be concluded that the efforts made by

teachers to prepare teaching materials and concretize the lessons and to prepare lessons by relating with the students' experiences were very low.

4.2.4 With regard to teachers' acquaintance with the interest, background and abilities of the students the study revealed that teachers knew the interest, background and the ability of few students. From the finding it can be concluded that teachers knowledge about their students was inadequate. And this was mainly due to lose relationship between the teachers and students.

4.2.5 As far as motivation of learners and the strategies teachers used to motivate learners is concerned, the study revealed that only few of the students were motivated to learn. From this it can be concluded that teachers lack knowledge of the strategies like giving varied and interesting tasks, appreciating every effort they do, adopting positive attitude towards learners etc. . . to motivate learners.

4.2.6 Concerning classroom discipline the study found out that there were disruptive behaviors in classrooms though they were minor ones. Besides, it was found that classrooms had rules and procedures to be governed. These rules and procedures, nevertheless, were introduced to students only at the beginning of the year. Thus, the students did not have understanding on what types of behaviors were expected from them. This was due to lack of adequate information on rules and procedures of the classroom. It was mainly reflected by inappropriate behavior manifested in the classrooms. Hence, it can be concluded that teachers fail to teach and make the students be aware of the rules and procedures of the classrooms through out the academic year.

4.2.7 The outcome of the study revealed that teachers had contact with the students parents in rare cases like when there had been discipline problems and to get financial and material support. From classroom management perspective, however, teachers should have a frequent contact with parents to inform them about the classroom teaching-learning and their children's academic progress as a result of which parents could contribute their own to facilitate the teaching learning. From the above finding that is if parents contact teachers rarely and come to schools when discipline problems arise and to assist the schools in terms of materials and finance it can be concluded that the involvement of parents to assist the teaching learning- process is very low. Thus, this low involvement of parents could be the

cause for the students discipline problems, and the presence of inadequate instructional materials and classroom facilities.

4.2.8 With regard to the application of group work, it was found out that teachers lacked skill to implement group work. They group students arbitrarily according to their seats, majority of them did not arrange the students' seats, did not make the students participate equally and they did not give different tasks and manageable tasks for each group.

From the above findings though teachers seemed to employ group work, it was found out that teachers did not know how to arrange students and the students' seats and to give well structured guidance and lacked ability to prepare interactive and manageable tasks to the students. From this it can be concluded that the application of group work has been started with out giving a thorough training for teachers on the strategies of group work application.

4.2.9 With regards to the physical environment of the classroom a teacher has to organize the classroom in such a way that it enhances the educational purpose. Furniture must be arranged to accommodate the instructional program. Consequently, the physical arrangement of the classroom must be flexible enough so that adjustments can be made for individual work, group work and whole-class activities. In addition to being more flexible and more functional, classrooms also need to be more attractive for students. Even where conditions are bad, it is possible to improve the atmosphere with posters, students' work, etc by posting on the wall. To facilitate the classroom condition for teaching-learning teachers are advised to put flash cards, charts, pictures, and realia in classrooms so that they provide easy access to learners. Generally, teachers have to make classrooms attractive, interesting and instructionally beneficial. As the study revealed, teachers in the sample schools, however, did not vary the students seats in such a way that it can be used for individual work, group work and whole-class activities and they didn't make their classrooms attractive by posting pictures, charts and drawings etc. Besides, they did not put different instructional materials in the classrooms.

Thus, from this it can be concluded that the effort made by teachers to facilitate the physical environment of the classroom to enhance learning was very low. This basically shows the teachers negligence to employ group work procedures and to equip classrooms with the necessary teaching materials.

4.2.10 With regards to teachers' classroom management practices the study revealed that teachers did not use different ways of fostering motivation and they did not maintain classroom discipline by using the classroom rules and procedures. Besides, the study revealed that teachers did not arrange the students' seats for group interaction and as they did not guide and monitor the group discussion.

Generally, the researcher concluded that the classroom management components were not sufficiently considered or effected by teachers in classrooms.

4.3 Recommendations

Based on the major findings and conclusions drawn, with respect to classroom management practices of teachers in the first cycle primary schools, the following recommendations are suggested with the hope that they could be helpful to improve the classroom management practices in the zone.

4.3.1 The result of the study showed that the scarcity of classroom facilities like movable desks, standardized blackboard, bulletin board and other supplementary instructional materials and the unconduciveness of the classroom condition (large class size, uncleanliness of the classrooms, and inadequacy of the width of the classroom) were the internal factors that affected classroom management of teachers. It would be, therefore, recommendable that concerned bodies: schools, woreda education office, the community and non-government organizations need to give significant attention to alleviate the problems.

To overcome the scarcity and absence of classroom facilities like movable desks, standardized black board, bulletin board and other supplementary instructional materials the joint effort of the above stakeholders is very important. The woreda education office should allocate budget for buying the classroom facilities and raw materials necessary for making the instructional materials. Besides the schools need to mobilize the community and the non-government organization to get financial assistance that could enable them to purchase the classroom facilities and the raw materials for making supplementary instructional materials.

Class size and uncondusive condition of classrooms were found to be negatively affecting the classroom management. Thus, to overcome these problems it calls the need for building

researcher reminds teachers to establish a system of communication with the students' parents so that they could assist teachers in disciplining their children.

- 4.3.5 The finding of the study indicated that teachers lacked the skill to properly guide and implement group work in classrooms. Nominally, they assigned group leaders and secretaries for the group. However, during the discussion the group leaders and secretaries were not seen doing their job. Besides, the students did not know what they were supposed to do in order to function in a group situation. Thus, to properly guide their group work teachers need to acquaint themselves with the group work procedures that are applied in classrooms and they have to teach group work procedures to the students because students need to know how to get information from the other members and how to respond to questions.
- 4.3.6 As the study disclosed the effort made by teachers to facilitate the physical environment of the classroom to enhance learning was low. Thus the researcher recommends that teachers need to facilitate the physical environment of the classroom. They ought to organize the classroom furniture in such away that it enhances cooperative learning. Teachers need to make their classrooms attractive by posting posters, pictures and charts on the walls. Besides, to make the instructional activities interesting they have to put different instructional materials like flash cards, models and realia in the classroom.
- 4.3.7 Finally, the researcher calls on other researchers to carry out more study on wider population by including other factors which affect classroom management practices of teachers at primary school level.

REFERENCE

- Arends, Richard I. (1997). *Classroom Instruction and Management*. New York: the McGraw-Hill Companies, Inc.
- Atkins, John and Haiom: Banteyrga and Nuru Mohammed (1992). *Skill Development Methodology* (Part 2) AAU: AAU Printing Press.
- Azeb Desta (1982). *Elements of General Methods of Teaching*. Addis Ababa University: AAU Printing Press.
- _____ (1998). "The self-contained classroom," in Amare Asgedom and Others (eds), *Quality of Education in Ethiopian Vision for 21st Century*, Proceedings of National Conference held in Awasa College of Teacher Education form 12-18 July 1998.
- Borich, Gary D. (1988). *Effective Teaching Methods*. New York: Macmillan Publishing Company.
- Burden, Paul R. (2003). *Classroom Management: Creating a Successful Learning Community*, USA: John Wiley and Sons, Inc.
- Burton., Dawn (2000). *Research Training for Social Scientists*. London: Sage Publications Ltd.
- Clarizio, F. H. (1971). *Towards Positive Classroom Discipline*. USA: Wiley and Sons, Inc.
- Cohen, Louis, Lawrence Manion and Keith Morrison (1996). *A Guide to Teaching Practice*. London; Routledge.
- Culling Ford, Cedric (1995). *The Effective Teacher*. London: Cassell.
- De Young, A, C. and R, Wynn (1969). *American Education*. New York: McGraw Hill Book.
- Dean, Joan (1991). *Professional Development in School*. Philadelphia; Open University Press.
- _____ (1992). *Inspecting and Advising: A Handbook for Inspectors, Advisors and Advisory Teachers*, Great Britain: Biddies Ltd, Guilford and King' Lynn.

- Degarege Minale (1993). "Methodological problems of Teachers in Classroom Management: A Survey Study in Selected Senior Secondary Schools of Addis Ababa, Senior Essay, AAU.
- Edwards, Clifford H. (2000). *Classroom Discipline and Management* (3rd ed), USA: Johan Wiley and Sons, Inc.
- Elliot, et. al (2000). *Effective Teaching: Educational Psychology* (3rd ed.) USA: McGraw-Hill Higher Education.
- Emmer, Edmund T. and Others (1994). *Classroom Management for Secondary Teachers* (3rd ed) USA: A Division of Simon and Schuster, Inc.
- Everton, Carolyn M. (1985). "Training Teachers in Classroom Management: an Experimental Study in Secondary School Classrooms." *Educational Research* 79,51-58.
- Fenster Macher, Gary D. and Jonas F. Soltis (1992). *Approaches to Teaching* (2nd ed.) New York: Teachers College, Columbia University.
- Fetene Regassa (1998). "A Comparative Study of Classroom Management skills of Male and Female Teachers in the Senior Secondary Schools of Nekamet and Sire Towns." M.A. Thesis, Addis Ababa University.
- Good, C,V(1973). *Dictionary of Education*. (3rd ed), New York; McGraw Hill Book.
- ICDR(1999). *Teachers Education Hand Book*. Addis Ababa: EMPDA.
- Lasely, Thomas J. (1981). "Research Perspectives on Classroom Management." *Journal of Teacher Education*, 32(2), 14-17.
- Lehman, Jerry D. (1982). *Three Approaches to Classroom Management: Views from a Psychological Perspective*. USA: University Press of America, Inc.
- Matthews, Kenneth M (1984). *Managing Classroom Learning*. USA: University Press of America.
- Page, G. Terry, J.B. Thomas and Allan R, Marshal (1977). *International Dictionary of Education*. London: Kogan Page Limited.

- Plass, Hilary (1998). "The Learner-Centered Classroom", Amara Asgedom and Others (eds), *Quality of Education in Ethiopian Vision for 21st Century*, Proceedings of National Conference Held in Awasa College of Teachers Education from 12-18 July 1998.
- Richmond, Virginia P. and James C. McCroskey (1992). *Power in the Classroom: Communication, Control, and Concern*, USA: Lawrence Erlbaum Associates, Inc.
- Sandford, Julie P. and Edmund T. Emmer (1988). *Understanding Classroom Management: An Observation Guide*. USA: Printice- Hall, Inc.
- Sharama, B.M (2005). *School Administration*. India: Common Wealth Publishers.
- Singh, Amarjit (2001). *Classroom Management*. India: Kanishka Publishers, Distributors.
- TGE(1994). *Education and Training Policy of Ethiopia*. Addis Ababa: EMPDA.
- Vijayasekar, Java (2007). *Classroom Management*. retrieved from <http://www.esternet.edu/depts/edu/yes/management.html>
- Weber, Wilford A. (1990). "Classroom Management." In James M. Copper (ed.). *Classroom Teaching Skills*. USA: Heath and Company.
- Weinstein, Carol Simon and Andrew J. Mignano, JR(1997). *Elementary Classroom Management* (2nd ed) USA: McGraw Hill Companies.
- Wragg, E.C. (1981). *Classroom Management and Control*. Hon Kong: Macmillan Education Ltd.
- Wright, Tony (1987). *Roles of Teachers and Learners*. Hong Kong: Oxford University Press.

Appendix A
Addis Ababa University
School of Graduate Studies
College of Education
Department of Educational Planning Management
A Questionnaire to be filled by First cycle Primary School
Classroom Teachers

The main purpose of this questionnaire is to investigate issues related to classroom management practices in first cycle primary schools of Awi Zone in Amhara Regional state. The information obtained will help to recommend and suggest possible solutions to the problems encountered during the implementation of the classroom management components.

Hence, you are kindly requested to respond to every item in the questionnaire. Your correct and complete response to this questionnaire will have a great effect on the success of the study.

N. B All your responses will be kept confidential

No need of writing your name

Thank you in advance for your cooperation

The Researcher

Part One: General Information and Personal Data

Direction: Indicate your response either by using an (X) mark in the given box or by giving short answers on the space provided.

1. Location: Woreda _____

2. Name of the school _____

3. The school is found in rural Sub-town Town

4. Language of Instruction: Amharic Awgni

5. Sex: Male Female
6. Age: 20-30 years 41-50 years
 31-40 years 51 years and above
7. Qualification: TTI Diploma If any other specify _____
8. Teaching experience: 1-5 Years 11-15 Years
 6-10 years 16-20 years
 21-25 years 26 and above years
9. Number of students in your class: 40- 50 Years 61-70 years
 51-60 years 71 and above

Part two: Classroom Environment

Direction: Below are some statements about classroom physical environment. Read each item carefully and give the response by putting an 'X' mark in the given box to indicate the availability of classroom facilities and the conditions of classrooms.

A. Items related to availability of facilities

1- In your classroom there are ample desks for the students

- A. Yes B. No

2- The classroom has a bulletin board

- A. Yes B. No

3- There are adequate instructional materials in the classroom

- A. Yes B. No

4- There are adequate instructional materials in the classroom

- A. Yes B. No

B. Condition of the classroom and the classroom facilities

Direction: Rate the condition of the classroom and facilities on the scale developed by putting an 'X' mark. The numbers 5,4,3,2 and 1 on the scale represent very good, good, fair, poor and very poor respectively.

No	Items					
		5	4	3	2	1
1	Width of the classroom					
2	Clean lines of the room					
3	Condition of the classroom					
4	Brightness of the classroom					
5	Conduciveness of the classroom					

Part three: Teachers' experience on classroom

Direction: Please indicate your response by putting an 'X' mark in the given box or by giving short answers.

- Have you ever received training on classroom management? A. Yes B. No
- If your answer is 'Yes' do you think the training you have taken is sufficient to effectively manage your classroom? A. Yes B. No
- Planning is one of the components classroom management. Thus, teachers prepare long and short term plans. In their plans they are expected to include a plan on when and how to contact with the students' parents. Does your plan hold this?
A. Yes B. No
- In your lesson do you clearly state suitable method of instruction for every lesson?
A. Yes B. No
- Motivation is one of the components of classroom management. Do you think your students are motivated to learn?
A. Yes B. No
- If your answer is 'Yes' how many of them are motivated?
A. All of them B. Many of them
C. Some of them D. Few of them
- If your answer is 'No' why _____ ?
- In classroom which group of students do you frequently motivate?

- A- Students who are doing well in the task
- B- Students who trying to do the exercises
- C- Students who are disciplined and quiet
- D- All the students of the class
- E- Students who are weak in subjects they learn

9. Do you give varied tasks for learners to do?

- A. Yes
- B. No

10. If your answer is 'Yes' from what source do you frequently give exercises?

- A. From their text books
- B. By preparing exercises of your own

11. If your answer is 'No' for question number '9'

Why _____?

12. Do you relate learning activities with the student' experience?

- A. Yes
- B. No

13. Do you use variety of instructional materials during presentation?

- A. Yes
- B. No

14. If 'Yes' how often do you use the instructional materials?

- A. Always
- B. Frequently
- C. Sometimes
- D. Rarely

15. If 'No' Why _____?

16. Do you display the works of students on bulletin board (wall)?

- A. Yes
- B. No

17. If your answer is 'No' why _____?

Part four: Relationship between teachers and students

Direction: Rate the extent of your acquaintance with the student's family, interest, background and ability. The numbers 5,4,3,2 and 1 on the scale represent all, many, some, few and none respectively.

No	Items	Scale values				
		5	4	3	2	1
18	I know the interest of my learners					
19	I know the family background of the learners					
20	I know homes of my learners					
21	I know the ability of the learners					

Part five: Teachers' experience on other classroom management components.

22. Do you observe any disruptive behavior in the classroom?

A. Yes B. No

23. If your answer is 'Yes' what are the disruptive behaviors mostly prevailed?

24. What so you think is the major source of the discipline problem in your class?

A. The School policy

B. The students

C. The teacher

D. The Parents

25. When one of the students misbehaves in classroom which mechanism do you mostly use to maintain discipline?

A. Reprimand the learner who misbehaves

B. Apply physical punishment

C. Use private conference with the learner

D. Send the learner out of the classroom

E. Communicate with students parents

F. Send to the unit leader, vice- principal and principal

G. Ignore the misbehavior if it is not serious

H. Remind the classroom rules

26. Do you have classroom rules and procedures?

A. Yes B. No

27. If 'Yes' who sets the rules and procedures?

A. The teacher

B. The student

C. Both the teacher and the students

28. Are the rules and procedures posted on the walls?

A. Yes B. No

29. Do you teach the rules and procedures?

A. Yes B. No

30. If 'Yes' how often do you teach?

A. Only on the first day of the academic year C. Rarely

B. Always

31 If your answer for number '29' is 'No' why -

32. Do parents know the classroom rules and procedures?

A. Yes B. No

33. Do you have a contact with the students' parents?

A. Yes B. No

34. If 'Yes' how often do you have a contact with parents?

A. Always C. Sometimes

B. Frequently D. Rarely

35. When do you have a contact with the students' parents?

A. When there is discipline problem?

B. To report about the students' positive behavior

C. To get material and financial support

D. If any other mention -----

36. In your classroom do you employ group work?

A. Yes B. No

37. If 'No' why? -----

38. If 'yes' do you arrange students into groups?

A. Yes B. No

39. On what bases do you group the students?

A. Based on the interest of the learners

B. Based on their ability

C. Randomly

40. To form group do you arrange the students' seats in clusters?

A. Yes

B. No

41. If your answer is 'No' why? -----

42. Are the students interested in the group work?

A. Yes

B. No

43. Do the members of the group equally participate in the discussion?

A. Yes

B. No

44. Do you give different tasks for each group?

A. Yes

B. No

45. Do the students finish the task given on time?

A. Yes

B. No

46. If 'No' Why? -----

47. Do the students know the group work procedures?

A. Yes

B. No

48. Do you give feedback for all the groups?

A. Yes

B. No

49. If 'No' Why? -----

Part six. General Questions

Direction: Please give possible answers for the following questions.

1- What are the five major problems you face in managing your classrooms?

2- What do you think the solutions could be?

Appendix B
Addis Ababa University
School of Graduate Studies
College of Education

Department of Educational Planning and Management

A Questionnaire to be filled by Primary School Principals and Cluster Supervisors

The purpose of this questionnaire is to investigate issues related to classroom management practices in first cycle primary schools of Awi Zone in Amhara Regional state. The information obtained from the respondents will help to recommend and suggest possible solutions to the problem encountered during the implementation of the classroom management components.

Hence, you are kindly requested to respond to every item in the questionnaire. Your correct and complete response to this questionnaire will have a great effect on the success of the study.

N. B All your responses will be kept confidential

No need of writing your name

Thank you in advance for your cooperation

The Researcher

Part One: General Information and Personal Data

Direction: Indicate your response either by putting an (X) mark in the given box or by giving short answers on the space provided.

1. Location: Woreda _____
2. Name of the school _____
3. Level of the school _____
4. Your school is found in rural Sub-town Town
5. Language of Instruction: Amharic Awgni
6. Sex: Male Female
7. Age: 20-30 years 41-50 years

No	Items	Scale Values				
		5	4	3	2	1
1	Width of the classrooms					
2	Cleanliness of the rooms					
3	Condition of the chalk boards					
4	Brightness of the classrooms					
5	Conduciveness of the classrooms					

Part three: - Teacher's experience on classroom management components

Direction: - Please indicate your response by putting an "X" mark in the given box or by

giving short answers.

1. Have you taken training on classroom management?

A. Yes B. No

2. If your answer is "Yes" does the training help you to provide support for teachers?

A. Yes B. No

3. Planning is one of the components of class room management. Thus, teachers Prepare long and short term plans. In their plans they are expected to include a plan on when and how to contact with the students parents. Does the teachers plan incorporate this in your school?

A. Yes B. No

4 Do teachers state Suitable method of instruction in their plans?

A. Yes B. No

5. Motivation is one of the components of classroom management .Do you think the students in your school are motivated to learn?

A. Yes B. No

6. If your answer is "Yes" how many of them are motivated?

A. All of Them B. Many of them

C. Some of them D. Few of them

7. If your answer's is "No" why? -----

8. In classrooms which group of students do teachers frequently motivate?

- A. Students who are doing well in the task
- B. Students who are trying to do the exercises
- C. Students who are disciplined and quiet
- D. All the students of the class
- E. Students who are weak in subjects they learn

9. Do teachers give varied tasks for learners to do?

- A. Yes
- B. No

10. If your answer is "yes" from what source do teachers frequently give exercises?

- A. From the students' text books
- B. By preparing exercises of their own

11. If your answer is "No" for question number "9"

Why? -----

12. Do teachers relate learning activities to the students' experience?

- A. Yes
- B. No

13. Do teachers use variety of instructional materials during presentation?

- A. Always
- B. Frequently
- C. Sometimes
- D. Rarely

15. If your answer is "No" why? -----

16. Do teachers display the works of students on bulletin board (wall)?

- A. Yes
- B. No

17. If your answer is "NO" why? -----

Party four: - Relationship between teachers and students.

Directions Rate the extent of teachers' acquaintance with the students' family, interest, background and ability. The numbers 5, 4, 3, 2, and 1 on the scale represent all, many, some, few and none respectively.

No	Item	Scale Values				
		5	4	3	2	1
18	Teachers know the interest of the learners					
19	Teachers know the family background of the learners					
20	Teachers know homes of their learners					
21	Teachers know the ability of the learners					

Part Five: - Teachers' experience on other classroom management components

22. Do you observe disruptive behaviors in classrooms?

- A. Yes B. No

23. If your answer is "Yes" what are the disruptive behaviors mostly prevailed? -----

24. In classrooms when a student misbehaves, which mechanism do teachers mostly use to maintain discipline?

- A. Reprimand the learner who misbehaves
 B. Apply physical punishment
 C. Use private conference with the learner
 D. Send the learner out of the classroom
 E. Communicate with the student's parents
 F. Send the learner to the unit leader, vice principal and principal
 G. Ignore the misbehavior if it is not serious
 H. Remind the classroom rules

25. What do you think is the major source of the discipline problem in classroom?

- A. The school policy B. The Students
 C. The teachers D. The parents

26. Do the classrooms have rules and procedures?

- A. Yes B. No

27. If "Yes" who sets the rules and procedures?

- A. The teachers B. The students
 C. Both the teachers and the students

28. Do teachers post the rules and procedures on the walls?

- A. Yes B. No

29. Do teachers teach the rules and procedures?

- A. Yes B. No

30. If "Yes" how often do they teach?

- A. Only on the first day of the academic year
B. Always
C. Rarely

31. If your answer for number "29" is "NO" why? -----

32. Do parents know the classroom rules and procedures?

- A. Yes B. No

33. Do teachers have a contact with the students' pretests?

- A. Yes B. No

34. If "Yes" how often do they have a contact with parents?

- A. Always B. Frequently
C. Sometimes D. Rarely

35. When do teachers commonly have a contact with the students' parents?

- A. When there is discipline problem
B. To report about the student's positive behavior
C. To get material and financial support
D. If any other mention -----

36. In classrooms do teachers employ group work?

- A. Yes B. No

37. If "Yes" on what bases do teachers group the students?

- A. Based on the interest of the learners
B. Based on their ability

C. Randomly

38. If your answer for number "36" is "NO" why -----
-----?

39 Do you teachers arrange students in to groups?

A. Yes B. No

40. To form groups do teachers arrange the students' seats?

A. Yes B. No

41.If your answer is "NO" why? -----

42. Do you think the learners are interested in the group work?

A. Yes B. No

43. Do the members of the group equally participate in the discussion?

A. Yes B. No

44. Do teachers give different tasks for each group?

A. Yes B. No

45. Do the students finish the tasks given on time?

A. Yes B. No

46. If your answer is "No" why? -----

47. Do you think the students know group work procedures? A. Yes B. No

48. Do teachers give feed back for all the groups? A. Yes B. No

Part Six: - General Questions

Direction: - please give possible answers for the following questions.

1. What are the five major problems teachers face in managing their classroom?

2. What do you think the solutions could be?

Appendix C

Classroom Observation Checklist

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

I. General Information

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

II. Bio-data regarding the teacher being observed

- Sex _____
- Experience _____
- Age _____
- Qualification _____

III. Classroom Facilities and the classroom situation

A- Availability of classroom facilities

Direction: Indicate your observation to the given items by using an (X) mark in the space provided under 'Yes' or 'No'.

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

B. The classroom physical environment

Direction Rate the physical environment of the classrooms by using an "X" mark under each value

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

Part IV Classroom management practices

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

category	Sub –Category	Scale Values				
		5	4	3	2	1
1	1.1 The teachers states suitable method of Instruction in planning					
	1.2 The teachers has planned to contact with Parents					
2	2.1 The teachers provides varied tasks to the students					
	2.2 The teachers use different instructional materials while teaching					
	2.3 The teachers relates learning activities to the students experience					
	2.4 The teacher displays the works of students on the bulletin board or the walls					
3	3.1 The teachers focuses on the misbehavior rather than the misbehaving student					
	3.2 The teacher gives equal attention to all students					
	3.3 The teacher guides rather than dominates the students					
4	4.1 There are no disruptive behaviors in the classroom					
	4.2 The teacher controls the whole classroom					
	4.3 The teacher reminds rules to stop misbehavior					
	4.4 The teacher ignores misbehavior which is non-disruptive					

Category	Sub –Category	Scale Values				
		5	4	3	2	1
5	5.1 There are rules and procedures in classrooms					
	5.2 The classroom rules are short and precise					
6	6.1 The teacher gives constructive feed back					
	6.2 The teacher rarely sits down					
	6.3 The students group work is monitored					
7	7.1 pupils are working in groups properly					
	7.2 The teachers varies grouping					
	7.3 The teacher reminds the groups to use group work procedures					
	7.4 students finish the task on time					
	7.5 Group members report their work to the class					

Appendix D
Addis Ababa University
School of Graduate Studies
College of Education
Department of Educational Planning and Management
Student Focus Group Discussion

The aim of this focus group discussion is to get the necessary information of the classroom management practices in first cycle primary schools of Awi Zone in Amhara Regional state. The information obtained will help to recommend possible solutions to the problems encountered during the implementation of the classroom management components.

Part One: General Information

Woreda _____ Date _____
Name of the school _____ Time FGD started _____
Group number _____ Time FGD ended _____
Number of students in a group -----

Part Two: Introduction

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

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

During the FGO:

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

Part Three: Discussion Questions

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

Thank you for your participation

Appendix E
በአዲስ አበባ ዩኒቨርሲቲ
በድህረ ምረቃ ትምህርት
የትምህርት እቅድና አመራር
ትምህርት ክፍል

በአዊ ዞን መስተዳድር የመጀመሪያ ደረጃ አንደኛ ሳይክል መምህራን የሚሞላ የጽሁፍ መጠይቅ

የዚህ መጠይቅ ዋና አላማ በአዊ መስተዳድር ዞን ውስጥ በሚገኙ የመንግስት የመጀመሪያ ደረጃ አንደኛ ሳይክል የሚያስተምሩ መምህራን ያላቸውን የክፍል ውስጥ አመራር ክንዎኔዎች አተገባበርን ለማጥናት ነው። በዚህ ጥናት ላይም በመመርኮዝ በአተገባበሩ ላይ ላጋጠሙ ችግሮች የመፍትሄ ሀሳቦች ይቀርባሉ።

ይህ ጥናት ከተፈለገው ግብ ላይም እንዲደርስ የመረጃዎቹ ትክክለኛነት ወሳኝነት አላቸው። ስለዚህም እርስዎ በመጠይቁ ውስጥ የቀረቡትን ጥያቄዎች በጥሞና አንብበው ከተረዱ በኋላ መልስ ነው ያሉትን እንዲሰጡ በትህትና እጠይቃለሁ።

ውድ የሆነ ጊዜዎን በመስዋት ይህንን መጠይቅ በመሙላት ስለተባበሩኝ በቅድሚያ ጥልቅ የሆነ ምስጋናዎን አቀርባለሁ።

አጥኝ

ው

ማሳሰቢያ

በዚህ መጠይቅ መልስ በመስጠትዎ በእርስዎ ወይም በሥራዎ ላይ የሚመጣ ምንም ችግር እንደሌለ ሳረጋግጥልዎ እወዳለሁ።

መጠይቁ ላይ ስምዎን መፃፍ አያስፈልገም።

ክፍል አንድ

አጠቃላይ መረጃና መጠይቁን የሚሞሉት የግል ህይወት በተመለከተ

መመሪያ : ለቀረቡት መጠይቆች ትክክለኛ መልስ ነው ብለው ያሰቡትን በክፍት ቦታ ላይ በመፃፍ ወይም የ X ምልክት በሳጥኑ ውስጥ በማስቀመጥ ያመልክቱ

1. ት/ቤቱ የሚገኝበት ወረዳ_____

2. የት/ቤቱ ስም_____

- 3. የሚያስተምሩበት ት/ቤት የሚገኝበት አካባቢ በገጠር በትንሽ ከተማ በከተማ
- 4. ትምህርት የሚሰጥበት ቋንቋ አማርኛ አውኝ
- 5. ጾታ ወንድ ሴት
- 6. እድሜ ከ20- 30 ከ31-40 ከ41-50 51ዓመትናከዚያ በላይ
- 7. የትምህርት ደረጃ የመምህርነት ሰርተፊኬት ዲፕሎማ
 ከነዚህ ውጭ ካለ ይግለጹ -----
- 8. የአገልግሎት ዘመን ከ1-5 ዓመት ከ16-20 ዓመት ከ21-25 ዓመት
 ከ6-10 ዓመ ከ26 ዓመትና ከዚያ በላይ

ከ11-15 ዓመት

- 9. በክፍል ውስጥ የሚገኙ ተማሪዎች ብዛት ከ40-50 ከ51-60
 ከ61-70 71 እና ከዚያ በላይ

ክፍል ሁለት

የመማሪያ ክፍሎች አጠቃላይ ሁኔታን በተመለከተ

ሀ- የመማሪያ ክፍሎችን ቁሳቁሶች በተመለከተ

መመሪያ: ከዚህ በታች የመማሪያ ክፍል ቁሳቁሶችን የሚመለከቱ ሀሳቦች ቀርበዋል።

የተሰጡት ጽንሰ ሀሳቦች በጥሞና በማንበብ ትክክለኛውን መልስ ሣጥኑ ውስጥየX ምልክት በማድረግ ይመልሱ።

- 1. በመማሪያ ክፍልዎ ውስጥ ለሁሉም ተማሪዎች የሚበቃ መቀመጫ አለ።
 ሀ. አዎ ለ. የለም
- 2. በክፍሉ ውስጥ የሚገኙ የተማሪ መቀመጫዎች ተንቀሳቃሶች ናቸው።
 ሀ. አዎ ለ. አይደሉም
- 3. በክፍሉ የማስታወቂያና ትምህርት ነክ ጉዳዮች የሚለጠፉበት ሰሌዳ አለው
 ሀ. አዎ ለ. የለም
- 4. በክፍሉ ውስጥ በቂ የማስተማሪያ መርጃ መሣሪያዎች አሉ።
 ሀ. አዎ ለ. የለም
- ለ. የመማሪያ ክፍል ገዕታን የሚመለከቱ ጥያቄዎች

መመሪያ፣ ከዙህ በታች የቀረቡት ፅንሰ ሀሳቦች አምስት አማራጮችን ይዘዋል። ከተሰጡት አምስት ምርጫዎች ውስጥ ትክክል ነው ያሉትን መመዘኛ በመምረጥ በመመዘኛዎች ሥር በሚገኘው ቦታ «X» ምልክት በማድረግ ያመልክቱ ።

የመመዘኛ መግለጫዎች

- 5. በጣም ጥሩ ነው
- 4. ጥሩ ነው
- 3. መልካም ነው
- 2. ጥሩ አይደለም
- 1. በጣም ጥሩ አይደለም

ተ.ቁ	ፅንሰ ሀሳቦች	መመዘኛዎች				
		5	4	3	2	1
1	የመመዘኛ ክፍል ስፋት					
2	የመመዘኛ ክፍል ፅዳት					
3	የመመዘኛ ክፍል ጥቁር ሰሌዳ ሁኔታ					
4	የመመዘኛ ክፍሉ በቂ ብርሃን የማግኘት ሁኔታ					
5	የመመዘኛ ክፍሉ ለመማር ማስተማር ያለው ምቹነት					

ክፍል ሦስት

የመምህራንን የክፍል ዉስጥ አመራር ክንዎኔዎች አተገባበርን በተመለከተ

መመሪያ :- ትክክለኛዉን መልስ ሳጥኑ ዉስጥ የX ምልክት በማድረግና ባዶ ቦታዎች ላይ በአጭሩ በመጻፍ ይመልሱ

1. የክፍል ዉስጥ አመራር ስልጠና ወስደዋል?
 ሀ. አዎ ለ. አልወሰድኩም

2. መልስዎ «አዎ» ከሆነ ስልጠናዉ ክፍልዎን በአግባቡ ለመምራት በቂ ነዉ ብለዉ ያስባሉ?
 ሀ. አዎ ለ. አላስብም

3. ማቀድ አንዱ የክፍል ውስጥ አመራር አካል ነው። በዚህም ምክንያት መምህራን የረጅምና የአጭር ጊዜ ዕቅድ ያቅዳሉ። እቅዳቸው ላይም ከተማሪ ወላጅ ጋር ስለሚኖረው ግንኙነት በግልፅ ያስቀምጣሉ ። የእርስዎ እቅድስ ይህንን ያካትታል?
ሀ. አዎ ለ. አያካትትም

4. በዕቅድዎ ላይ ግልፅ የሆነ የማስተማሪያ ዘዴ አስቀምጠዋል?
ሀ. አዎ ለ. አላስቀመጥሁም

5. ተነሳሽነት አንዱ የክፍል ውስጥ አመራር አንድ አካል ነው። በመሆኑም በክፍልዎ የሚገኙ ተማሪዎች ለትምህርት ተነሳሽነት አላቸው ይላሉ?
ሀ አዎ
ለ. አልልም

6. ተነሳሽነት አላቸው ካሉ ምን ያህሎቹ ተነሳሽነት አላቸው ይላሉ?
ሀ. ሁሉም
ለ. ብዙዎቹ
ሐ. ጥቂቶቹ
መ. በጣም ጥቂቶቹ

7. ተነሳሽነት የላቸውም ካሉ ለምን? -----

8. ክፍልዎ ተማሪዎች ውስጥ በአብዛኛው እንዲነቃቁ የሚያደርጉት የትኞቹን ነው?

- ሀ. መልመጃዎችን በጥሩ ሁኔታ የሚሰሩትን
- ለ. መልመጃዎችን ለመሥራት ሙከራ የሚያደርጉትን
- ሐ. በክፍል ውስጥ ጥሩ ሥነ-ምግባር ያላቸውን
- መ. በክፍል ውስጥ የሚገኙ ሁሉም ተማሪዎች
- ሠ. በክፍል ውስጥ በትምህርታቸው ደክም ያሉ ተማሪዎችን

9. ለተማሪዎችዎ የተለያዩ መልመጃዎች ይሰጣሉ?

- ሀ. አዎ
- ለ. አልሰጥም

10. መልስዎ አዎ ከሆነ የሚሰጡት መልመጃ በአብዛኛው ከምንድን ነው?

ሀ. ከመፅሐፍ

ሰ. በግል በማዘጋጀት

11. መልስዎ አልሰጥም ከሆነ ለምን? -----

12. የሚያስተምሩትን ትምህርት ከተማሪዎች አካባቢ ጋር በማዛመድ ያስተምራሉ?

ሀ. አዎ

ለ. አላዛመድም

13. በሚያስተምሩበት ወቅት የተለያዩ የትምህርት መረጃ መሳሪያዎችን ይጠቀማሉ ወይ?

ሀ. አዎ

ለ. አልጠቀምም

14. መልስዎ አዎን ከሆነ የሚጠቀሙት

ሀ. ሁልጊዜ ሐ. አንዳንድ ጊዜ

ለ. አብዛኛውን ጊዜ መ. አልፎ አልፎ

15. መልስዎ አልጠቀምም ከሆነ ለምን? -----

16. ተማሪዎች የሚሰሯቸውን የትምህርት መርጃ መሳሪያዎች በክፍል ውስጥ ያስቀምጣሉ (ይለጥፋሉ) ወይ?

ሀ. አዎ

ለ. የለም

17. መልስዎ የለም ከሆነ ለምን? -----

ክፍል አራት ፣ የመምህራንና የተማሪዎችን ግንኙነት በተመለከተ

መመሪያ፣ ከዚህ በታች በቀረቡት ሀሳቦች መሠረት የተማሪዎችዎን ዝንባሌ፣ የኑሮ ደረጃ

፣ የመጡበትን ቦታ እና የተለየ ችሎታ ምን ያህል እንደሚያውቁ ያመልክቱ።

የመመዘኛ መግለጫዎች

5- የሁሉንም

3- የጥቂቶቹን

1- የማንንም አላውቅም

4- የአብዛኛዎቹን

2- የበጣም ጥቂቶቹን

ተ.ቁ	ፅንሰ ሀሳቦች	መመዘኛዎች				
		5	4	3	2	1
18	የተማሪዎቹን ዝንባሌ አውቃለሁ					
19	የተማሪዎቹን የቤተሰቦቻቸውን ደረጃ አውቃለሁ					
20	ተማሪዎቹ የመጡበትን ቦታና መኖሪያ ቤታቸውን አውቃለሁ					
21	የተማሪዎቹን የተለየ ችሎታ አውቃለሁ					

ክፍል አምስት፣ የመምህራን የክፍል ውስጥ አመራር ክንዎኔዎች በቀሪዎቹ የአመራር ክፍሎች

መመሪያ፣ ትክክለኛውን መልስ ማግኘት የ«X» ምልክት በማድረግና ባዶ ቦታዎች ላይ በአጭሩ በመጻፍ ይመልሱ ።

22. በመያስተምሩበት ወቅት በክፍል ውስጥ የስነ - ስርአት ጉድለት ይታያል?

- ሀ. አዎን
- ለ. አይታይም

23. የስነ - ስርአት ጉድለት አለ ካሉ የሚታዩት ጉድለቶች ምንድን ናቸው?

24. በክፍል ውስጥ የስነ - ስርአት ጉድለት ይታያል ካሉ መንስኤዉ በአብዛኛዉ ምን ሊሆን ይችላል?

- ሀ. የት/ቤቱ ፖሊሲ ነዉ
- ለ. ተማሪዎች ናቸዉ
- ሐ. መምህራን ናቸዉ
- መ. ወለጆች ናቸዉ

25. በክፍልዎ ውስጥ አንድ ተማሪ ጥፋት ቢፈጽም ስነ - ስርአት ለማስጠበቅ የሚወስዱት እርምጃ በአብዛኛዉ የትኛዉን ነዉ?

- ሀ. ጥፋት ለፈጸመዉ ተማሪ ማስጠንቀቂያ እሰጣለሁ
- ለ. አከላዊ ቅጣት እፈጽማለሁ
- ሐ. ከተማሪዉ ጋር የግል ዉይይት አደርጋለሁ
- መ. ተማሪዉን ከክፍል አስወጣለሁ
- ሠ. ከተማሪዉ ወላጆች ጋር ስለ ጥፋቱ እነጋገራለሁ

ረ. ጥፋት የፈጸመውን ተማሪ ወደ ፈረቃ አስተባባሪዎች ና ርዕሳነ - መምህራን
እልካለሁ

ሰ. የተፈጸመው ጥፋት ከፍተኛ ክልህነት እታወቀለሁ

ሸ. ጥፋቱን ለፈጸመው ተማሪ የክፍል ውስጥ ህጎችን እንዲያስታውስ አደርጋለሁ

26. በክፍልዎ ውስጥ የክፍል ውስጥ መመሪያና ደንብ አለ?

ሀ. አዎ ለ. የለም

27. መልስዎ አዎ ከሆነ ህጉንና መመሪያውን ማን አወጣው?

ሀ. መምህሩ ለ. ተማሪዎች ሐ. በጋራ የወጣ ነው

28. በመማሪያ ክፍልዎ ውስጥ የክፍል ውስጥ ህጎችና መመሪያዎች ተለጥፈዋል?

ሀ. አዎ ለ. አልተለጠፉም

29. የክፍል ውስጥ ህጉንና መመሪያውን ለተማሪዎች ያስተምራሉ?

ሀ. አዎ ለ. አላስተምርም

30. መልስዎ አዎ ከሆነ የሚያስተምሩት መቼ ነው?

ሀ. በአመቱ የመጀመሪያ ቀን

ለ. ሁልጊዜ

ሐ. አልፎ አልፎ

31. መልስዎ አላስተምርም ከሆነ ለምን? -----

32. የክፍል ውስጥ ደንብና መመሪያዎችን ለተማሪ ወላጆች አሳውቀዋል?

ሀ. አዎ ለ. የለም

33. ከተማሪ ወላጆች ጋር ግንኙነት አለዎት ወይ? ሀ. አዎ ለ. የለኝም

34. መልስዎ አዎ ከሆነ ከተማሪ ወላጆች ጋር የሚገናኙት በምን ያህል ጊዜ ነው?

ሀ. ሁልጊዜ ሐ. አንዳንድ ጊዜ

ለ. ብዙ ጊዜ መ. አልፎ አልፎ

35. ከተማሪ ወላጆች ጋር ያለዎት ግንኙነት ምንን በሚመለከት ጉዳይ ላይ ነው?

ሀ. ተማሪዎች የስነስርአት ጉድለት ሲያሳዩና ሲፈጽሙ

ለ. ስለ ተማሪዎች ጠንካራ ጎን ለወላጆች ለማሳወቅ

ሐ. የፋይናንስና የማተራያል ድጋፍ ለማግኘት

መ. ለሌላ ምክንያት ከሆነ ይግለጹ -----

36. በክፍልዎ ዉስጥ ተማሪዎችን የቡድን ስራ ያሰራሉ?

- ሀ. አዎ ለ. አላሰራም

37. መልስዎ አላሰራም ከሆነ ለምን? -----

38. መልስዎ አዎ ከሆነ ተማሪዎችን የቡድን ስራን ለማሰራት ያደራጃሉ?

- ሀ. አዎ ለ. አላደራጅም

39. ተማሪዎችን የሚያደራጁት በምን ምክንያት ነዉ?

- ሀ. በተማሪዎች ፍላጎት
ለ. በተማሪዎች ችሎታ መሰረት
ሐ. በአጋጣሚና እንደአቀማመጣቸዉ

40. የተማሪዎችን ወንበሮች ለቡድን ስራዉ በሚያምች መልኩ ያደራጃሉ?

- ሀ. አዎን ለ. አላደራጅም

41. መልስዎ አላደራጅም ከሆነ ለምን? -----

42. ተማሪዎች በቡድን ስራዉ ለመወያየት ፍላጎቱ አላቸዉ?

- ሀ. አዎ የላቸዉም

43. በቡድን ስራዉ የቡድን አባላት ሁሉም በእኩልነት ድርሻቸዉን ይወጣሉ?

- ሀ. አዎ ለ. አይወጡም

44. እርስዎ ለሁሉም ቡድኖች የተለያዩ መልመጃዎች አዘጋጅተዉ ይሰጣሉ?

- ሀ. አዎ ለ. አልሰጥም

45. በክፍል ዉስጥ ያሉት ቡድኖች ሁሉም የተሰጣቸዉን ስራ በሰአቱ ያጠናቅቃሉ?

- ሀ. አዎ ለ. አያጠናቅቁም

46. መልስዎ አያጠናቅቁም ከሆነ ለምን? -----

47. ተማሪዎች የቡድን ስራን ደንቦች ጠንቅቀዉ ያዉቃሉ?

- ሀ. አዎ ለ. አያዉቁም

48. ለሁሉም ቡድኖች በመጨረሻ ላይ ገንቢ የሆነ ምላሽ ና አስተያየት ይሰጣሉ?

- ሀ. አዎ ለ. አልሰጥም

49. መልስዎ አልሰጥም ከሆነ ለምን? -----

ክፍል ስድስት

አጠቃላይ አስተያየትን የሚመለከቱ ጥያቄዎች

መመሪያ: ከዚህ በታች የቀረቡትን ጥያቄዎች አንብበው በክፍት ቦታዎች የራስዎን አስተያየት ይስጡ።

1. የክፍል ውስጥ አመራር ክንዎኔዎች አተገባበር ላይ የሚያጋጥሙ 5 ዋና ዋና ችግሮች ምንድን ናቸው? ቢዘረዝሩልን።

ሀ. -----

ለ. -----

ሐ. -----

መ. -----

ሠ. -----

2. ከላይ ለገጸቸው ዋና ዋና ችግሮች መፍትሄ ይሆናሉ ብለው ያሰቧቸውን ሀሳቦች በዝርዝር ያስቀምጡ። -----

በድጋሚ ላደረጉልኝ ትብብር በጣም አመሰግናለሁ።

Appendix F

በአዲስ አበባ ዩኒቨርሲቲ

በድህረ ምረቃ ትምህርት

የትምህርት ዕቅድና አመራር ትምህርት ክፍል

በአዊ መስተዳደር ዞን በሚገኙ የመጀመሪያ ደረጃ ት/ቤቶች ርእሳነ-መምህራንና በጉድኝት ሱፐርቫይዘሮች የሚሞላ የጽሑፍ መጠይቅ።

የዚህ መጠይቅ ዋና አላማ በአዊ መስተዳደር ዞን ውስጥ በሚገኙ የመንግስት የመጀመሪያ ደረጃ አንደኛ ሳይክል የሚያስተምሩ መምህራን ያላቸውን የክፍል ውስጥ አመራር ክንዎኔዎች አተገባበርን ለማጥናት ነው ። በዚህ ጥናት ላይ በመመርኮዝም በአተገባበሩ ላይ ላጋጠሙ ችግሮች የመፍትሄ ሀሳቦች ይቀርባሉ። ይህ ጥናት ከተፈለገው ግብ ላይም እንዲደርስ የመረጃዎቹ ትክክለኝነት ወሳኝነት አላቸው ። ስለዚህም እርስዎ በመጠይቁ ውስጥ የቀረቡትን ጥያቄዎች በጥሞና አንብበው ከተረዱ በኋላ መልስ ነው ያሉትን እንዲሠጡ በትህትና እጠይቃለሁ ።

አጥኚው

ማሳሰቢያ ፡- ለዚህ መጠይቅ መልስ በመስጠትዎ በእርስዎ ወይም በሥራዎ ላይ የሚመጣ ምንም ችግር እንደሌለ ላረጋግጥልዎ እወዳለሁ ።

መጠይቁ ላይ ስምዎን መጻፍ አያስፈልግም ።

ክፍል አንድ፡- አጠቃላይ መረጃንና መጠይቁን የሚሞሉትን የግል ህይወት በተመለከተ መመሪያ፡- ለቀረቡት መጠይቆች ትክክል መልስ ነው ብለው ያሰቡትን በክፍት ቦታ ላይ በመጻፍ ወይንም የ«X» ምልክት በተሰጠው ሣጥን ውስጥ በማስቀመጥ ያመልክቱ።

1/ ት/ቤት የማገኝበት ወረዳ -----

2/ የት/ቤቱ ስም -----

3/ የት/ቤቱ ደረጃ -----

4/ ት/ቤቱ የሚገኝበት አካባቢ በገጠር በትንሽ ከተማ በከተማ

5/ ትምህርት የማሰጥበት ቋንቋ አማርኛ አውኚ

6/ የታ፤ ወንድ ሴት

7/ እድሜ፤ ከ20-30 ዓመት ከ41-50 ዓመት

 ከ31-40 ዓመት ከ51 ዓመትና ከዚያ በላይ

ተ.ቁ	ፅንሰ ሀሳቦች	መመዘኛዎች				
		5	4	3	2	1
1	የመማሪያ ክፍሎች ስፋት					
2	የመማሪያ ክፍሎች ፅዳት					
3	የመማሪያ ክፍሎች ጥቁር ሰሌዳ ሁኔታ					
4	የመማሪያ ክፍሎች በቂ ብርሃን የማግኘት ሁኔታ					
5	የመማሪያ ክፍሎች ለመማር ማስተማር ያላቸው ምቹነት					

ክፍል ሶስት:- የመምህራንን የክፍል ውስጥ አመራር ክንዎኔዎች አተገባበር በተመለከተ

መመሪያ:- ለቀረቡት መጠይቆች ትክክለኛ መልስ ነው ብለው ያሰቡትን በክፍት ቦታው ላይ በመጻፍ ወይንም የ X ምልክት በሳጥኑ ውስጥ በማስቀመጥ ያመልክቱ።

1. በክፍል ውስጥ አመራር አተገባበር ላይ ሥልጠና ወስደዋል?
 ሀ/ አዎ ለ/ አልወሰድኩም
2. መልስዎ «አዎ» ከሆነ ሰልጠናው የመምህራንን የክፍል ውስጥ አመራር አተገባበር ላይ እገዛ ለማድረግ ረድትዎታል ?
 ሀ/ አዎ ለ/አልረዳኝም
3. ማቀድ አንዱ የክፍል ውስጥ አመራር አካል ነው። በዚህም ምክንያት መምህራን የረጅምና የአጭር ጊዜ እቅድ ያቅዳሉ። እቅዳቸው ላይም ከተማሪ ወላጆች ጋር ስለሚኖረው ግንኙነት በግልፅ ያስቀምጣሉ። በእርስዎ ሥር የሚገኙ መምህራንን ይህንን ያካትታሉ?
 ሀ/ አዎ ለ/ አያካትቱም
- 4 በእቅዳቸው ላይ ግልፅ የሆነ የማስተመሪያ ዘዴ አስቀምጠዋል?
 ሀ/ አዎ ለ/ አላስቀመጡም
5. አነሣሽነት አንዱ የክፍል አመራር አካል ነው። በመሆኑም ተማሪዎች ለትምህርታቸው ተነሣሽነት ሊኖራቸው ይገባል። በእርስዎ ት/ቤት የሚገኙ ተማሪዎችስ ለትምህርታቸው ተነሣሽነት አላቸው?

ሀ/ አዎ ለ/ የላቸውም

6. ተነሣሽነት አላቸው ካሉ ምን ያህሎቹ ተነሣሽነት አላቸው ይላሉ ?

ሀ/ ሁሉም ሐ/ ጥቂቶቹ

ለ/ ብዙዎቹ መ/ በጣም ጥቂቶቹ

7. ተነሣሽነት የላቸው ካሉ ለምን? -----

8. በመማሪያ ክፍሎች ውስጥ መምህራን በአብዛኛው እንዲነቀቁ የሚያደርጉት የትኞቹን ተማሪዎች ነው?

ሀ/ መልመጃዎችን በጥሩ ሁነታ የሚሰሩትን

ለ/ መልመጃዎችን ለመሥራት ሙከራ የሚያደረጉትን

ሐ/ በክፍል ውስጥ ጥሩ ሥነ-ምግባር ያላቸውን

መ/ በክፍል ውስጥ የሚገኙ ሁሉንም ተማሪዎች

ሠ/ በክፍል ውስጥ በትምህርታቸው ደክም ያሉ ተማሪዎችን

9. መምህራን ለተማሪዎቻቸው የተለያዩ መልመጃዎችን ይሰጣሉ?

ሀ/ አዎ ለ/ አይሰጡም

10. መልስዎ አዎ ከሆነ የሚሰጡት መልመጃ በአብዛኛው ከምንድን ነው?

ሀ/ ከመፅሐፍ

ለ/ በግል በማዘጋጀት

11. መልስዎ አይሰጡም ከሆነ ለምን? -----

12. መምህራን የሚያስተምሩትን ትምህርት ከተማሪዎች አካባቢ ጋር በማዛመድ ያስተምራሉ ?

ሀ/ አዎ ለ/ አያስተምሩም

13. መምህራን በሚያስተምሩበት ወቅት የተለያዩ የትምህርት መርጃ መሣሪያዎችን ይጠቀማሉ ወይ ?

ሀ/ አዎ ለ/ አይጠቀሙም

14. መልስዎ አዎ ከሆነ የሚጠቀሙት

ሀ/ ሁል ጊዜ ሐ/ አንዳንድ ጊዜ

ለ/ አብዛኛውን ጊዜ መ/ አልፎ አልፎ

15. መልስዎ አይጠቀሙም ከሆነ ለምን? -----

16. መምህራን ተማሪዎች የሚሰሯቸውን የትምህርት መርጃ መሣሪያዎች በክፍላቸው ውስጥ ይለጥፋሉ ወይ?

ሀ/ አዎ ለ/ የለም

17. መልስዎ የለም ከሆነ ለምን? -----

ክፍል አራት ፣ የመምህራንና የተማሪዎችን ግንኙነት በተመለከተ

መመሪያ፡- ከዚህ በታች በቀረቡት ሀሳቦች መሠረት መምህራን ምን ያህል የተማሪዎቻቸውን ዝንባሌ፣ የኑሮ ደረጃ ፣ የመጡበትን ቦታና የተለየ ችሎታ እንደሚያውቁ ያመልክቱ።

የመመዘኛ መግለጫዎች

- | | | |
|----------------|---------------|----------|
| 5. የሁሉንም አያውቁም | 3. የጥቂቶቹን | 1. የማንንም |
| 4. የአብዛኛዎቹን | 2. የበጣም ጥቂቶቹን | |

ተ.ቁ	ፅንሰ-ሀሳቦች	መመዘኛዎች				
		5	4	3	2	1
18	የተማሪዎቻቸውን ዝንባሌ ያውቃሉ					
19	የተማሪዎቻቸውን የቤተሰብ ደረጃ ያውቃሉ					
20	ተማሪዎቻቸው የመጡበትን ቦታና መኖሪያ ቤታቸውን ያውቃሉ					
21	የተማሪዎቻቸውን ችሎታ ለይተው ያውቃሉ					

29. መምህራን የክፍል ውስጥ ህጎችንና መመሪያዎችን ለተማሪዎች ያስተምራሉ?

ሀ/ አዎ ለ/ አያስተምሩም

30. መልስዎ አዎ ከሆነ ምን ያህል ያስተምራሉ?

ሀ/ በዓመቱ የመጀመሪያ ቀን ሐ/ አልፎ አልፎ

ለ/ ዘወትር

31. መልስዎ አያስተምሩም ከሆነ ለምን? -----

32. መምህራን ለወላጆች የልጆቻቸውን የክፍል ውስጥ ህግና ደንብ ያሳውቃሉ ?

ሀ/ አዎ ለ/ አያሳውቁም

33. መምህራን ከተማሪ ወላጆች ጋር ግንኙነት አላቸው?

ሀ/ አዎ ለ/ የላቸውም

34. መልስዎ አዎ ከሆነ ከተማሪ ወላጆች ጋር መምህራን የሚገናኙት

ሀ/ ዘወትር ሐ/ አንዳንድ ጊዜ

ለ/ ብዙ ጊዜ መ/ አልፎ አልፎ

35. መምህራን ከተማሪ ወላጆች ጋር ያላቸውን ግንኙነት ምንን በሚመለከት ጉዳይ ላይ ነው ?

ሀ/ ተማሪዎች የሥነ- ሥርዓት ጉድለት ሲያሳዩ

ለ/ ስለተማሪዎች ጠንካራ ጎን ለወላጆች ለማሳወቅ

ሐ/ የፋይናንስና የማቲሪያል ድጋፍ ለማግኘት

መ/ ለሌላ ምክንያት ከሆነ ይግለፁ -----

36. መምህራን በመማሪያ ክፍሎች የቡድን ሥራን ይሠራሉ?

ሀ/ አዎ ለ/ አያስሩም

37 መልስዎ አያሠሩም ከሆነ ለምን? -----

38. መልስዎ አዎ ከሆነ መምህራን ተማሪዎችን የሚያደራጁት በምን መንገድ ነው?

ሀ/ በተማሪዎች ፍላጎት

ለ/ በተማሪዎች ችሎታ መሠረት

ሐ/ በአጋጣሚና እንደ አቀማመጣቸው

39. መልስዎ አያስተምሩም ከሆነ ለምን? -----

40. የተማሪዎችን ወንበሮች መምህራን ለቡድን ሥራ እንዲያመች አድርገው ያደራጃሉ?

ሀ/ አዎ ለ/ አያደራጁም

41. መልስዎ አያደራጁም ከሆነ ለምን? -----

42. ተማሪዎች በቡድን ሥራ ለመወያየት ፍላጎት አላቸው?

ሀ/ አዎ ለ/ የላቸውም

43. ተማሪዎች የቡድን ሥራን ደንቦች ጠንቅቀው ያውቃሉ?

ሀ/ አዎ ለ/ አያውቁም

44. መምህራን ለሁሉም ቡድኖች የተለያዩ መልመጃዎች አዘጋጅተው ይሰጣሉ?

ሀ/ አዎ ለ/ አይሠጡም

45. በክፍል ውስጥ ያሉ ቡድኖች ሁሉም የተሰጣቸውን ሥራ በሠዕቱ ያጠቅቃሉ?

ሀ/ አዎ ለ/ አያጠናቅቁም

46. መልስዎ አያጠናቅቁም ከሆነ ለምን? -----

47. በቡድን ሥራው የቡድን አባላት ሁሉም በእኩልነት ድረሻቸውን ይወጣሉ?

ሀ/ አዎ ለ/ አይወጡም

48. መምህራን ለሁሉም ቡድኖች ገንቢ የሆነ ምላሽና አስተያየት ይሰጣሉ?

ሀ/ አዎ ለ/ አይሰጡም

49 መልስዎ አይሰጡም ከሆነ ለምን? -----

ክፍል ስድስት :- አጠቃላይ አስተያየትን የሚመለከቱ ጥያቄዎች

መመሪያ:- ከዚህ በታች የቀረቡትን ጥያቄዎች አነብበው በክፍት ቦታዎች የራስዎን አስተያየት ይስጡ።

1/ የክፍል ውስጥ አመራር ክንዎኔዎች አተገባበር ላይ የሚያጋጥሙ አምስት ዋናዎና ችግሮች ምን ምን ናቸው?

አዲስ አበባው የኒቨርስቲዳ

ሲሬ ድቕር

ክንቲው እክዱ ጉሰዒ

ክንቲ ቤና

አዊው ቺዕኝዒዳ ሀንዳ ጂሚሪ አቶ እምጥላንቲ ሳይክልኩ ክንታንትካሊ አኸስታዳ ኬቶ ኩስጃዳ ኩስጂስ ጉሸዕኝስ ዲጉንኩዊ ካስካ።

እን ኩስጂው ቸዋ አሊሚ አዊው ቺዕኝዒካዳ አግስታንኩዳ ሜንግስትኩ ጂሚሪ አቶ እምጥላንቲ ሳይክልዳ ክንዕግንኩ ክንትግንትካ ቤናካዳ ሀኩኸላ ጃውላ ጉሴ አኮሜቻንላስታ ቴግቤርግንላ ሂኒስኝሴኸ። እንዳዕናትዳ ሞሬኬዘስትኝስ ቴግቤርዕኝስ ኬሴትስታንኩላ ቸግርካስ ኸይዕካ አሴብካ ዲጋና። እንዕናቲ ፋይትኩዳ ታምብዳ ታምባታ ሜሬጅካው ክቸክቸቲ ወሴንኝ ሀኩኸኸ።

እንስኪ ኩስጃንትካ ካሊዴላ ጁዋካማ ፋይስትኩላ ሜሬጅ እያንታስታ ኩስጂዳኪላ ኒካማ ሴቴፍጃታ ፋይስቴ።

ቤን እምጥል፡- ትክላሊ ሜሬጂ

ዎሬዳ -----

ክንቲኝናሱ ስም -----

ኬቹ ኬሽዒ ቸፍ -----

ኬቸኩ ኩስጃንትካው አግልካው ሚንቸትኝ --- ኸ --- ድምክኒ ---

ቤን ላጅ፡- ቱዒ

እንሱ ኩስጂው ሜምሪ ቴሪኩዊ /አኮሜቸስትኩዊ/ ክንታንትካ ቤናካዳ ካንዕስታውስ ቤናካሱላ ጉሰዒ ቴግቤርዕኝ እንዳራ ዔጌራው አኸኸኞ ጃውላ አላቦ እያንታኸ። እን ኩስጂው ወይምታታ ቴርት ዕንታው ምግባር ዕንታው ዴንስ ሂኒላንቲሾስ ዲጋ።

- አይኪ ኩስጂው አባል ኩስጂዳ አሴቴዋካው /ቤንካው/ ጂውስ ፍካድሴኸ።
- ኩስጂኩ አባልካ ከስጂውዳ ጊዘዳ ጃውላ አላቦ ዲንስኝስ/ ለማሸራሸር/ ሜብት ሀኩኸኸ።
- አይኪ ኩስጂው አባል ዲግሳው አላብ ጂው አኸስ አላብካዋ ተንተንኝኪ ሂኒላንቲው ሜብት ያኸ።
- ኩስጂ ጊዛይ ዲጉንኩዊ አላብካ ውላጊ ስርኩኒስ/ ምስቲርስ/ ማንዲስታና፡ ኩስጂ ጊዜይ አላቡ ሊሊትኝ ሀኩኝስ ካላው አኸኝ አምንስቲ።

- ኩሰሺ ጊዛይ ታክስጊ እምስታማ ሂሳብቲሾስ ቴክሌል ናማ ቴክሊልጊ እይስቴ።

ቤን ሹኻ፡- ኩሰሺው ጁጊ ካስካ

1. እንትኩሳ ክንትግንትካዋ እንካንታናማ? እንዳርማይ?
2. እንትጂስኩ ቤንካ ደስግናማ? ዋትኚይ?
3. ክንትግንትካ ሊሊትካ ሊሊትካ ክንትዕኻኩሳ ሴልካዋ ቴኬምስታናማ?
4. ክንትግንትካ ሊሊትካ ሊሊትካዋስታ ሴቴናግንትካ ያኹንኩሳ ደስዕካዋ እንቶጂስ እያናማ?
5. ክንትግንትካ እንቶጂስ እያንኩዊ ደስዕካ እንቱደስ ማይናዳስማ ኃጂ ቴርሴካማይ?
6. ክንትግንትካ ክንትግኩ ጊዝዳ ሊሊትኹኻካ ክንቲውሳ እርዳይ ማሴርካዋ ቴኬምስታናማ?
7. ክንትግንትካው ክንቲው ዲግሺዳ /ዲግስኻዳ/ እንቶጂሶ ደስዔማ /ደሴናማ/?
8. ክንትግንትካ እንቶጂስ ካሴ ካሴንታ፣ ካንቱ እያንታስታ እንት አሳበስ ነጻስ ጊሊዔንታ ጁትኻግናማ /ትኻክፋናማ/?
9. ክንትግንትካውላዋ ክንታንትካዋጊ ክችክቺስ ሌጌድግናማ?
10. እንቱዳ ቤናኻዳ ዳላው ክንታንቲው እንጅኩሂስታ ክትሂኩ ማሳርካ ገካማ /አግስታናማ/?
11. ክንትግንትኻስታ እንትኩዊ ካሜናንትካውዳ ክችዳ ትኩክ ታምትኚ ገከዋማ?
12. እንት ቤናኻዳ ቴርት ዕንታው/ ምግባር ዕንታው/ ችግር ካንዕስቴማ /ገከማ/?
13. ክንትግንትካ ቤናኻዳ ምግባር-ዕንታስ ዋትኚይ ኬቤርዕግኩ?
14. ቤንቺፋ ቤናኻሴ ደንበስታ ምግባር ዕንታ /ቴርት-ዕንታ/ አግስቴማ?
15. እንቱ ቤናኻዳ ኬችስ ኩስኻታናማ?
16. ኩሰሺስ ክንትኻ። እንካንታናማ?
17. ደስዔ እንግክስቲኒደስ ፋሌንጋ ክንትግንትካ ደኬትኃ ዔዋካማ ዙርዔስታ እንቶጁትኻግውሳ ካንቱ እያናማ?
18. እንቱስ እንቶ ዋሳላካሳ ኬቤቤርኻታን?
19. እንቱ ቤናኻዳ ካንዕስታንኩ ቸዋ ቸዋ ችግርካ እንዳርካይ?
20. ቴኬስቱንኩስ ችግርካስ ኻይ እንዳራይ ዔጌሬ?

➤ በውይይቱ ወቅትም

- የሀሳብ ልዩነት ሊኖር እንደሚችል ይታመናል።
- በውይይቱ ወቅት ማስታወሻ ተይዞ በአጥኚው በኩል ጠቅላላ ብሎ ማጠቃለያ ይቀርባል።

ክፍል ሶስት፣ የውይይት መነሻ ጥያቄዎች

1. መምህራኖቻችሁን ትወዳላችሁ ወይ ? ለምን ?
2. ክፍሎቻችሁ ማራኪ ናቸው ወይ ? እንዴት ?
3. መምህራን የተለያዩ ማስተማሪያ ዘዴዎችን ይጠቀማሉ ወይ?
4. መምህራን የተለያዩና አሳታፊ የሆኑ መልመጃዎችን ይሰጡዎታል?
5. መምህራን የሚሰጡዎቻችሁ መልመጃዎች ከመጽሐፋችሁ ነው ወይስ ራሳቸው አዘጋጅተው ነው ?
6. መምህራን በሚያስተምሩዎቻችሁ ወቅት የተለያዩ የትምህርት መርጃ መሣሪያዎች ይጠቀማሉ ወይ ?
7. በመምህራን የትምህርት አቀራረብ ላይ ደስተኛ ናችሁ?
8. መምህራን እናንተን ጥያቄ እንድትጠይቁ ፣ አስተያየት እንድትሰጡና ሀሳባችሁን በነፃነት እንድትገልፁ ያነቃቃሉ (ይገፋፋሉ) ወይ?
9. መምህራን ሁሉንም ተማሪ በእኩልነት ያስተናግዳሉ ወይ ?
10. በክፍላችሁ ውስጥ በቂ የተማሪ መቀመጫና ማስተማሪያ መሣሪያዎች ይገኛሉ ?
11. በመምህራንና በወላጆች መካከል የጠበቀ ግንኙነት አለ ወይ ?
12. በክፍላችሁ ውስጥ የሥነ-ሣርዓት ችግር ይታያል ወይ?
13. መምህራን በክፍል ውስጥ ሥነ-ሥርዓት እንዴት ነው የሚያስከብሩት ?
14. በክፍላችሁ የክፍል ውስጥ ደንብና ሥነ-ሥርዓት ይገኛል?
15. በክፍላችሁ ውስጥ በቡድን ትወያያላችሁ ወይ?
16. በውይይት መማርን ትወዳላችሁ ?
17. መልመጃ ከሠራችሁ በኋላ መምህራን አጥጋቢ መልስና ገንቢ አስተያየት ይሰጣሉ?
18. እርስ በእርሳችሁ ምን ያህል ትከባበራላችሁ?
19. በክፍላችሁ ውስጥ የሚታዩ ዋና ዋና ችግሮች ምንድን ናቸው?
20. ለተጠቀሱት ችግሮች መፍትሄው ምን ይመስላችኋል?

በውይይቱ ላይ ንቁ ተሳታፊ ስለነበራችሁ ክፍተኛ ምስጋናዬን አቀርባለሁ።

Appendix I

Name of sample primary schools and number of teachers Teaching 1-4 in the sample schools and number of teachers who responded to questionnaires

No	Name of the School	Woreda	Location	Level of the school	Medium (LOI)	No of teachers In the school				No of T Who responded	
						M	F	T	M	F	T
	Sigadi	Guangua	Rural	1-8	Awgni	2	7	9	2	7	9
	Ambiki	Guangua	Rural	1-8	Awgni	3	6	9	3	6	9
	Andinet	Guangua	Town	1-6	Awgni	8	4	12	8	4	12
	Guanguamariam	Guangua	Rural	1-7	Awgni	-	7	7	-	7	7
	Bizrakani	Guangua	Rural	1-6	Amharic	2	8	10	2	6	8
	Denina Tikuashta	Ankesha Guagusa	Rural	1-8	Awgni	2	7	9	2	7	9
	Sostu Gimjabet	Ankesha Guagusa	Town	1-8	Awgni	3	6	9	3	6	9
	Azana kutiranid	Ankesha guagusa	Semi-town	1-6	Awgni	2	6	8	2	6	8
	Eyiasta	Ankesha guagusa	Rural	1-6	Awgni	3	7	10	3	6	9
	Agew Gimjabet	Ankesha guagusa	Town	1-8	Amharic	5	12	17	5	7	12
	Agew Gimjabet No.1	Ankesha guagusa	Town	1-4	Amharic	4	5	9	3	4	7
	Bahunk	Injibara City	Town	1-8	Amharic	7	8	15	7	8	15

		Adm.									
3	Kilimesk	Banja shikudad	Semi-town	1-7	Amharic	8	9	17	3	5	8
4	Tillili	Banja shikudad	Semi-town	1-8	Amharic	8	7	15	6	7	13
5	Lideta	Banja shikudad	Rural	1-8	Awgni	6	5	11	6	5	11
6	Kessa	Banja shikudad	Semi-town	1-8	Amharic	8	9	17	6	8	14
7	Addiskidam	Fagita Lekuma	Semi-town	1-6	Amharic	8	5	13	6	4	10
8	Addi Kidam	Fagita Lekuma	Semi-town	1-8	Amharic	10	2	12	10	2	12
9	Gizaharu	Fagita Lekuma	Rural	1-8	Amharic	8	6	14	6	4	10
10	Berayta	Dangila	Rural	1-4	Amharic	4	3	7	4	3	7
11	Menagesha Jembere	Dangila	Town	1-5	Amharic	2	5	7	2	5	7
12	Dangila 03	Dangila	Town	1-8	Amharic	7	4	11	7	4	11
13	Bacha	Dangila	Rural	1-8	Amharic	4	4	8	4	4	8
14	Singuri	Dangila	Rural	1-6	Awgni	5	3	8	5	3	8
15	Alafana Jinjama	Dangila	Rural	1-6	Awgni	3	7	10	3	7	10
Total						122	152	274	108	135	243

Appendix J

Name of sample schools, principals and supervisors

No	Name of the school	Principal N=25		Supervisor N=14		Remark
		M	F	M	F	
1	Sigadi	✓				The same supervisor for the two schools
2	Guangua Mariam	✓		✓		
3	Bizrakani	✓				The same supervisor for the two schools
4	Andinet	✓		✓		
5	Ambiki	✓		✓		
6	Denina Tikuashta	✓				The same supervisor for the four schools
7	Sostu Gimjabet	✓				
8	Agew Gimjabet General primary	✓				
9	Agew gimjabet Number one	✓		✓		
10	Azana Kutir Anid	✓				The same supervisor for the two schools
11	Eyasta	✓		✓		
12	Bahunk	✓		✓		
13	Kilimesk	✓		✓		
14	Tillili	✓		✓		
15	Lideta	✓		✓		
16	Kessa	✓		✓		
17	Addis Kidam	✓				The same supervisor for the two schools
18	Addis kidam General primary	✓		✓		
19	Gizahara	✓		✓		
20	Berayta	✓	✓			The same supervisor for four schools
21	Mengesha Jembers	✓		✓		
22	Dahgila 03General primary	✓				
23	Bacha	✓				
24	Singuri		✓	✓		The same supervisor for the two schools
25	Alafana Jinjama	✓				
Total		23	2	14	-	

Appendix K

Observed Teachers by Woreda, School, Grade, subject they taught and sex

No	Name of the school	Woreda/city Administratio n	Grade observed	Subject being taught	Sex		LOI	Total
					M	F		
1	Bahunk	Injibara city Adm.	4	Environmental science	✓		Amharic	
2	Dangila 03	Dangila	1	Maths		✓	Amharic	
3	Mengesha Jembere	Dangila	2	English		✓	Amharic	
4	Sostu Gimjabet	Ankesha Guagusa	1	Awgni	✓		Awgni	
5	Denina Tikuashta	Ankesha Guagusa	3	Amharic	✓		Awgni	
6	Sigadi	Guangua	3	Environmental science		✓	Awgni	
7	Bizrakani	Guangua	2	Maths		✓	Amharic	
8	Andinet	Guangua	4	English		✓	Amharic	
9	Addis kidam basic primary	Fagita Lekuma	1	Environmental science	✓		Amharic	
10	Lideta	Banja shikudad	2	Awgni	✓		Awgni	
Total		Total number of schools =10			5	5		10

Appendix L

**The table below presents the major analysis of the data
obtained through observation**

A – Availability of classroom facilities

No	Item	Yes		No		Total	
		No	%	No	%	No	%
1	Desks and chairs are movable	2	20	8	80	10	100
2	Desks and chairs are arranged	2	20	8	80	10	100
3	There are enough desks in the classroom	1	10	9	90	10	100
4	There are adequate instructional materials in the classroom	-	-	10	100	10	100
5	There is free space to facilitated different sitting arrangements	-	-	10	100	10	100
6	The rules are posted on the wall	2	2	8	80	10	100
7	The classroom has a bulletin board	2	2	8	80	10	100

B. The Classroom Physical Environment

No	Item	V. Good		Good		Fair		Poor		V. Poor		Total	
		No	%	No	%	No	%	No	%	No	%	No	%
1	Classroom width	-	-	-	-	-	-	10	100	-	-	10	100
2	Cleanliness of the room	-	-	2	20	1	10	7	70	-	-	10	100
3	Class size	-	-	2	20	3	30	5	50			10	100
4	Condition of chalk board	-	-	2	20	3	30	5	50	-	-	10	100
5	Brightness of the classroom	-	-	8	80	2	20	-	-	-	-	10	100
6	Conduciveness of the classroom	-	-	-	-	2	20	8	80	-	-	10	100

III. Teachers' practices

Appendix M

Name of the schools and characteristic of students who participated in the
focus group discussion (From Grades 1-4)

N = 120 students

No	Name of the school	Woreda	Medium of instruction	Sex	Age			
					7-10	11-14	15-18	
1	Andinet	Guangua	Amharic	M	4	2	1	
				F	2	3	-	
				T	6	5	1	
2	Bizrakani	Guangua	Amharic	M	2	4	3	
				F	1	2	-	
				T	3	6	3	
3	Sostu Gimjabet	Ankesh Guagsa	Awgni	M	3	2	2	
				F	2	2	1	
				T	5	4	3	
4	Mengesh Jembere	Dangila	Amharic	M	3	2	1	
				F	2	3	1	
				T	5	5	2	
5	Bahunk	Injibara city Adm	Amharic	M	2	2	1	
				F	3	3	1	
				T	5	5	2	
6	Berayta	Dangila	Amharic	M	2	3	2	
				F	2	1	2	
				T	4	4	4	
7	Adis kidam	Fagita Lekuma	Amharic	M	2	3	1	
				F	3	2	1	
				T	5	5	2	
8	Kilimesk	Banja	Amharic	M	3	3	2	
				F	2	2	-	

				T	5	5	2	
9	Dangila 03	Dangila	Amharic	M	3	2	1	
				F	3	1	2	
				T	6	3	3	
10	Danina Tikuashta	Ankesha Guagsa	Awni	M	4	2	-	
				F	2	4	-	
				T	6	6	-	

DECLARATION

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

Name: Getachew Kebede Yehualashet

Signature: Getachew Kebede Yehualashet

Date July 20, 2007

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

Name: Haileselassie Woldegerima (Asst. Prof)

Signature: Haileselassie Woldegerima

Date July 23, 2007