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**CLASSROOM MANAGEMENT PRACTICES IN SOME
SELECTED SCHOOLS OF WEST WOLLEGA ZONE BABO
GEMBEL WOREDA**

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MANAGEMENT**

ADDIS ABABA UNIVERSITY

JUNE 2018

ADDIS ABABA ETHIOPIA

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**A THESIS SUBMITTED TO DEPARTMENT OF
EDUCATIONAL PLANNING AND MANAGEMENT IN
PARTIAL FULFILLMENT FOR THE REQUIREMENTS OF
DEGREE OF MASTER OF ARTS IN SCHOOL LEADERSHIP**

JUNE, 2018

ADDIS ABABA

DECLARATION

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

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Date of submission _____

ACKNOWLEDGEMENTS

First of all, I would like to thank the Almighty God who gave me the patience to rise above the challenges I have encountered in life and succeed with this study. It is an honor for me to show my special gratitude to my advisor, Dr. Temesgen Feraja, for his inspiration, encouragement, guidance, critical comments and useful suggestions.

I want to express my gratitude to all people in the target schools who supported me and facilitated this study. Finally, yet importantly, I owe my deepest gratitude to my wife, Dase Hailu, for her encouragement and loving support that allowed me to pursue this degree. I would also like to express my appreciation to my friends Ato Alemu Dugasa and ato Mesfin Brihanu for their moral support and internet service during this study.

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LIST OF ACRONYMS AND ABBREVIATIONS

CPD	Continuous Professional Development
CRC	Cluster Resource Center
EGSECE	Ethiopian General Secondary Education Certificate Examination
MOE	Ministry of Education
OEB	Oromia Education Bureau
SPSS	Statistical Package for Social Science
PTSA	Parent Teachers and Students Association

ABSTRACT

The main purpose of this study was to assess the factors that influence classroom management in some selected schools of West Wollega Zone Babo Gembel Woreda . The research design employed in the study was descriptive survey. The research method was both quantitative and qualitative approaches. The sampling techniques employed were purposive, availability and simple random sampling. The sample size was 25 teachers, 20 department heads, 5 unit leaders, 5 principals, 3 CRC supervisors and 251 students with the total of 309 participants out of 1409 study populations. The data gathering tools were questionnaire, interview and document analysis. The participants of interview were principals, and CRC supervisors. Questionnaires were administered to 25 teachers, 20 department heads, 5unit leaders and 251 students where all of them properly filled and returned. Then, the information gathered through close-ended questionnaire was analyzed using percentage and mean score while the information gathered through interview and open-ended questions were narrated qualitatively. Results of document analysis were also described. The findings of the study indicated that the factors influencing classroom management and the extent of classroom management affects students achievement and also the extent to which different stakeholders such as principals, PTSA, teachers, school communities and the like played role to overcome the problem of classroom management. The school principals, PTSA, students' families and CRC supervisors were providing insufficient activities on classroom management. The major challenges identified were, lack of training, lack of plan on classroom management, lack of commitment, lack of parents' participation, disciplinary infraction, lack of inadequate classroom, school facilities, educational inputs and lack of experience sharing and on job training insufficient allocation of budget. To overcome the challenges encountered, recommendations have been forwarded. These include preparing plan on classroom management, orienting teachers in advance with the overall implementation of classroom management, parents should advice their children and follow them at school, motivating all stakeholders to willingly take more responsibilities in the implementation process, and allocation of sufficient resources by education office to effectively achieve the intended goals.

CHAPTER ONE

1.1. Back Ground of the Study

Education is believed to be one of the greatest motive force that shape the task of giving the speed of economic, social and political advancements of a society. It plays a major role in establishing suitable conditions for development process by producing skilled work force and raising the human capital for national development and it helps to foster changes in technology (MOE, 2009). The world is at the continuous moment of change in all aspects of life. It is obvious that changes in the education system of a nation and global requirements need quality education which is the result of good class room management. Schools are established to provide education for its people on planned and organized basis. Therefore to run teaching learning effectively, class room management problem should be minimized. Before discussing the effects of class room management, it is important to define what class room management refers to the management made by the teacher to establish and maintain conducive environment in which learning can occur. For example, effective organization and presentation of lesson will make pupils actively engage in learning.

According to (Tallber inAmargit, 2003) Class room management should be knowledge based and not entirely based on their experience on the Job due to the reason that people who come to us need a professional treatment at minimum responses .Teaching is a complex process that involves decisions and structured reflection. Class room management is important like teaching itself can be seen as decision making process. It involves the process of organizing and conducting the class room so as to move the instruction effective and maintain in order. Teacher in school also manage their class by managing context, time, and method of teaching and students behavior. Teachers collect the content that matches the ability and experience of the students and make all students active participants (callaha1990). Therefore, without effective class room management, it is so difficult to maintain as well as transferring quality education to the customers. There are various efforts that are being made to implement classroom management in Oromia region education bureau (OEB). Quality student learning is a burning issue of today in Ethiopia as well as in Oromia region, especially in west Wollega Zone Babo Gembel District. To ensure the quality of education, and improve the students' result the classroom management is the decisive factor. Therefore everybody must use different

mechanisms to improve the classroom management that ensures students' academic achievement. Hence, classroom management was tried to practice in West Wollega Zone BaboGembel woreda Schools. Regardless of the attempts, the genuine implementation of good classroom management is far short from being fully realized and it does not practically improve the student academic performance. Therefore, one of the possible reasons could be problem with effective implementation of classroom management. There is a gap of using different mechanisms for the real implementation of classroom management from different concerned bodies. It is, therefore, important to fill the gap and it needs a scientific study so as to discover the condition of the implementation of classroom management in West wollega Zone Babo Gembel Woreda Schools. Hence, this research will generally aim to examine the factors that influence class room management in West Wollega Zone BaboGembel district schools.

1.2. Statement of the Problem

Effective class room management contributes significantly to students learning and development, (Stough, Palmer, and Leyva, 1998 as cited in Ormrod, 2003) and is considered by principals, teachers and pre-service teachers to be an important skill to acquire(Stoughton, 2007). At the same time, classroom management is the most significant cause of concern for pre service teachers (Bromfield,2006), while there are various ways classroom management has been defined, they usually involve actions by the teacher to establish <order ,engage students ,or elicit their cooperation>(Emmer and stough, 2001, p .103). Classroom management and good discipline in classroom size is success full of teaching and learning. The absence of effective classroom management in class room prevents students from learning effectively. Therefore, it is difficult to offer the whole instructional process according to the desired plan .If there is no misbehavior students and more effective teaching and learning process in the class room there is effective class room management. Behavior in class room management directly affects by the quality to teachers in class room management skills.

Effective management has a direct correlation to student achievement (Darling-Hammond, 2000; Haycock, 1998). According to Haycock, an effective classroom manager can expect students to gain roughly 52 percentile points in one year, compared to less effective managers who gain approximately 14 percentile points. The difference is even more significant when it is noted that a six-percentile point gain comes from basic developmental maturation (Cahen & Davis, 1987; Hattie, 1992). The classroom teacher is

ultimately responsible for student learning and the organization of that learning (Joyce, Calhoun, & Hopkins, 1997). The teacher achieves this by “organizing classroom groups, establishing rules and procedures, reacting to misbehavior, monitoring and pacing classroom events, and the like” (Doyle, 1986, p.395).

Effective classroom management strategies increase the opportunity for achievement gains in mathematics, reading, and language arts (Evertson & Weade, 1989; Weade & Evertson, 1988). The teacher who acts as a manager, establishing classroom structure and a safe learning environment, is able to handle not only behaviors but also instruction and people. Marzano and Marzano (2003) referenced that “one of the classroom teacher's most important jobs is managing the classroom effectively” (p. 6). Classroom management directly influences the success of both the teacher and the student, ultimately affecting both the academic and behavioral successes of the school and Student Achievements. This study was emphasized the assessments of factors that influence classroom management during the implementation process.

To the best of the researcher, no any systematic study was reported on the factors influence classroom management in any of the Schools in Babo Gembel District. But, there is gap on implementation of classroom management in the district schools. As I observed from different schools as school supervisor, I faced a number of problems .Among them some were as follows; the result of students on national examination becoming decline from year to year. For example in Babo Gembel secondary school, the number of students took EGSECE in 2007 E-C is 571 both male and female. Out of this students 425 (91.9%) score above 2.0 point, In 2008 E-C Out of 601 students 519(86.5%) score above 2.0 point, and in 2009 E-C out of 648 students only 334 (74.55%) score above 2.0 point and only 82(12.65%) of the students promoted to preparatory school in 2009 E-C. (source , Babo Gembel Secondary school) When we look all schools in the Woreda they are quite similar. On the other hand when I observe the schools, the number of challenges faced the teachers and school administration due to misbehaved students is increasing from year to year even from time to time and the students’ discipline is a serious problem. In addition to this during classroom observation I also observe different activities teachers do to make the teaching learning effective and interesting. But there is difference between teachers and teachers. Some teachers use different mechanisms to manage their classroom well and students are well disciplined and some of them are not successfully use different methods of classroom management. These are the reasons why

the researcher selected variables of his research questions among other variables. And what initiated the researcher to study with the hope that it will be possible solution for the problem. So as to identify the major factors that influence class room management in Babo Gembel district schools, the researcher forwarded the following basic questions as the center of his study.

1.3. Basic Questions

1. What do the classroom management practices look like?
2. What are the major factors that affect class room management in Babo Gembel district schools?
3. To what extent does teachers' skills and knowledge affect classroom management?

1.4. Objectives of the Study

1.4.1. General Objective

The study aims to assess the factors that influence class room management in West Wollega zone Babo Gembel Woreda schools.

1.4.2. Specific Objectives

- To identify the major factors that influence class room management in Babo Gembel district schools.
- To investigate the practices of classroom management.
- To identify the extent to which teachers' skills and knowledge affects class room management.
- To examine the role of school principal in overcoming classroom management problem

1.5. Delimitation or scope of the Study

To make this study specific and manageable the researcher limited the scope of the study to Babo Gemble Woreda schools which are located in Oromia Region, West Wollega zone.

1.6. Limitation of the Study

Not all schools can be incorporated as data source although they believed to provide resource full information regarding the overall implementation of classroom management. In addition burden working time, lack of recent and relevant literature, particularly on local situation. However, it will attempt to make the study as completed as possible.

1.7. Definition of Key Terms

Physical Environment of Classroom - is talking about the way of a classroom is set up.

Classroom Management -Strategies and routines used by teachers to Maintain appropriate student behavior promoting learning in a safe environment; incorporates the managing of the instruction, the individuals, And their behaviors (Evertson, 2007). Is the term teacher use to describe the process of ensuring that classroom lessons run smoothly without disruptive behavior from students compromising the delivery of instruction.

Classroom Method of Teaching - A teaching method comprises principles and methods used by teachers to enable students learning.

Classroom Size - The number students and teachers in one classroom and the size of classroom

Disruptive Behavior - causing tending to cause or caused by disruption, disrupting the disruptive effect of their rotting.

Teachers' qualification - a number of academic and professional degree that enables a person to become registered teacher.

Principal - is a person responsible for the overall operation of the schools. This individual plays multiple roles as the school manager and instructional leader.

1.8. Significance of the Study

Class room management is student teacher relationships Burden (2003, P. 3). Class room management needs to encourage positive social interaction, active engagement in learning, and self-motivation. Therefore, reliable information about the way class room management is implemented by the stake holders, the challenging facing during implementation and the strategies to solve the problem is vital for teachers in the process of regulating and initiating new

changes within the program. Moreover, the aim of any research is to get changes and propose solution for the existing problems. In light of this, the study will have following benefits.

It may provide information for educational officials at regional, zonal, woreda and level on the current practice and challenges of classroom management and help them discharge their responsibilities in all schools of Babo Gembel woreda.

It may help principals, supervisors, teachers, department heads and unit leaders to know the status of classroom management implementation and discover challenges facing against the success of the implementation of classroom management.

It is also expected that the study might contribute to the improvement of quality education by initiating responsible parties in school improvement program, which ultimately would end with the maximum learners' achievement.

It is also hoped the study result might be contribute to the improvement of quality education by encouraging concerned bodies in school improvement program which ultimately ends with pupils achievement

1.9. Organization of the study

Generally, this research was organized into five chapters. Chapter One is an introductory part that was provided the underlying principles of the study, which specially was encompassed background of the study, statement of the study, objective of the study, research questions, significance of the study, scope of the study, limitation of the study and definition of key terms. The second chapter deals with the literature review including; the concept of classroom management, and the factors that influence classroom management as well as the impacts of lack of well-organized classroom management on students' academic achievement. The third chapter deals with research design, source of data sample size and methods of data collection and analysis. The fourth chapter encompassed background of the respondents and explains result that was expected from the sample and discussed about instruments that to counter factors influencing classroom management. Finally, the fifth chapter was presented the summary conclusion and recommendations.

1.10. Ethics of the Study

The researcher in this study was paid great attention toward protecting once confidentiality. Participants were not requested to write their name and forced to give their information without their consent.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1. Classroom Management

Different scholars and educators define class room management in different ways. According to Jones and Louse (1998:15) good cooperation of students minimizes misconduct and intervenes effectively. When misconduct occurs, the classroom management system as a whole which includes important academic activities is occurring more or less in essence. From the above definition, we can understand that failure in classroom management will lead to the failure of the lesson. Thus, it is necessary to be aware of the important aspect of classroom management in promoting the success and a good classroom management. Without effective classroom management skills, teachers are unable to facilitate the learning process; therefore, the development of effective management strategies is vital. Classroom management is one of the most critical factors affecting the quality of instruction provided to students in public school settings (Marzano, Marzano, & Pickering, 2003). The same researchers noted, "Teachers play various roles in a typical classroom, but surely one of the most important is that of a classroom manager."

Effective teaching and learning cannot take place in a poorly managed classroom" (2003, p. 1). Aside from a teacher's instructional strategies, another influential predictor that affects student achievement is managing classroom instruction, behaviors, and students (Slavin, 1997; Wang, Haertel, & Walberg, 1994). With this in mind, all teachers need to be competent in managing classroom instruction, behaviors, and students. In their research, Wang et al. (1994) conducted a meta-analysis of 11,000 studies from educational handbook chapters, research syntheses, and educational journals to establish 28 elements that significantly influenced student learning. A primary factor affecting student learning was classroom management, including such strategies as "group alerting, learning accountability, smooth transitions and teacher with it ness" (Wang et al., p. 76). "Effective classroom management, increases student engagement, decreases disruptive behaviors, and makes good use of instructional time" (Wang et al., p. 76). Instructional strategies and routines used by teachers to maintain student attention, appropriate behavior, and a safe learning environment are the guiding identified descriptors of classroom management (Evertson, 2007). Marzano and Marzano (2003) revealed that the role the teacher plays as a classroom manager is quite noteworthy, if not one of the most important roles of a teacher. Effective classroom management defined "as the ability to establish, maintain, and

(when necessary) restore the classroom as an effective environment for teaching and learning, is basic to general effectiveness as a teacher” (Brophy, 1986, p. 182). Order in the classroom relates not only to organization of materials but also to the instructional setting (e.g., how the students are physically spaced throughout the classrooms and placement of whiteboards, active boards, and the teacher’s desk). A leading responsibility of the teacher is to act as a classroom manager, ensuring students can actively participate in the learning process and are safe at all times. Previous research in classroom management addresses “how order is established and maintained in classroom environments” (Doyle, 1986, p. 392). To increase instructional and behavioral management, the teacher must be aware of the many facets that contribute to a successful classroom. One key variable of classroom success is the creation of an effective classroom management plan. In order to excel as a classroom manager, the teacher must incorporate specific time to practice, model, and teach (Evertson, 2007).

Teachers are responsible for the day-to-day practices as well as the instruction in the classroom, which are key to establishing and sustaining a productive and safe learning environment. The educator must be an effective organizer and manager in order to reduce inappropriate behaviors and to optimize class time (Evertson, 2007). Teachers with effective management skills are able to develop routines, handle disruptions, pace instruction, and establish consistent rules and procedures. As stated by Hopkins (2002), “If classrooms are to be places where students can feel safe to concentrate on the tasks they are [given], teachers have to be skilled in organizing and managing large groups of people within a relatively confined space” (p. 148).). Research suggests that teachers must be aware of time management, use strategies to ensure student engagement, communicate rules, and implement behavior expectations at the start of the school year in order for teachers to be effective classroom managers (Evertson & Harris, 1992; Kounin, 1970). Such research supports Kounin’s strategies of with it ness, overlapping ness, smoothness, momentum, and group alerting as fundamental strategies established and needed for teachers to develop effective classroom management.

2.2. Students achievement

Students’ achievement has become a hot topic in education today, especially with increased accountability for classroom teachers. The ultimate goal for any teacher is to improve the ability level and prepare students for adulthood. Defining student achievement and factors that impact progress is critical to becoming a successful teacher.

Student achievement measures the amount of academic content a student learns in a determined amount of time. Each grade level has learning goals or instructional standards that educators are required to teach. Standards are similar to a 'to-do' list that a teacher can use to guide instruction. Student achievement will increase when quality instruction is used to teach instructional standards.

There are many variables that can impact successful student achievement, but the most critical are classroom instruction and learning disabilities. It is important to remember that all students do not learn the same way or at the same rate. Students are like leaves on a tree; there are no two exactly the same. Just as a leaf comes in unique colors, shapes and sizes, each student has their own unique learning style. You must use a variety of teaching methods and understand the background and individual needs of each student.

Classroom instruction is the most important factor that impacts student achievement. As a teacher you influence the quality of instruction, set expectations for learning, and measure the level of understanding. For example, when a standard is not presented in a way that a student can understand, or if it's taught in a way that is boring, it can be very difficult for a student to meet the required level of achievement.

A good teacher will use strategies such as discussion among students, videos, or stories, to gain student attention and to support the learning process.

A learning disability is a condition that causes a student to learn at a slower pace than students of the same age or grade level. A learning disability can make understanding of some standards more difficult, but it does not mean a student with this condition cannot achieve academically. It is important to remember that when it comes to student achievement, all students can learn!

Based on research, the most important thing to remember is that all students can learn and each student is different. Each student has a unique path and method to improving and growing. A good teacher will figure out those pathways.

2.3. Classroom discipline and student achievements as international

According to the Taub Center's *State of the Nation Report 2010* reported the results from an international study that showed a link between disciplinary problems in Israeli schools and low achievements of Israeli students on international assessment tests. Since this Report, the issue of learning environment has risen to the forefront of education policy discussions in the country.

As little research has been done examining the relationship between class environment and student achievements, Taub Center Policy Fellow Carmel Blank and Taub Center Education Policy Program Chair and Tel Aviv University Professor Yossi Shavit chose to examine this issue in Israel's non-religious state schools.

Blank and Shavit examined the characteristics of schools and classrooms using a questionnaire that asked students about school and class discipline and environment, school enforcement policies, and the student's own behavior with regards to absences and tardiness. Afterwards, they assessed the impact of these characteristics on the likelihood of a class being considered "undisciplined." Their results show that the teacher's role is important: when students perceive a teacher as unfair, the likelihood of that class being undisciplined is double that where students consider the teacher to be fair. Furthermore, in classes where the parents of the students have an above average education level, there are fewer disciplinary infractions. The overall school climate plays a central role as well. There are twice as many undisciplined classes in schools that have more than the average level of disciplinary infractions compared to schools that have fewer infractions. Similarly, in schools characterized by relatively strict disciplinary enforcement policies, the percentage of undisciplined classes is about half that of schools with relatively non strict enforcement policies. Disciplinary environment is important in terms of its ultimate impact on students' learning and educational achievements. The study's central finding is that class disciplinary infractions have a significant negative effect on student achievement regardless of the student's own behavior or past performance. The impact of disciplinary infractions at student and class levels are quite similar. An 11-point achievement difference (80.4 versus 69.4) exists between a particularly disciplined student and an especially poorly-behaved student. The difference in test scores between a student who learns in a very disciplined class versus one in an especially undisciplined class (controlling for the student's previous achievements and individual infractions) is 8.4 points (79.1 versus 70.7, respectively). In contrast, the study found no achievement differences between students studying in schools with varying discipline levels or different discipline enforcement policies.

The Taub Center study is part of a growing effort to examine the role of discipline in order to improve student achievements. Even so, it is one of the few studies to focus on classroom level characteristics rather than only on school characteristics, which allowed Blank and Shavit to discover that there are differences in the level of disciplinary infractions between different classes in the same school. It also identified that lower levels of disciplinary infractions and stricter enforcement policies at the school level, together with fair treatment by teachers, all have

a positive impact on class discipline. Finally, a student's own level of discipline has a significant impact on the student's academic achievements and, even after the student's own characteristics are accounted for (by controlling for these statistically), classroom discipline also has a significant effect on student achievements. According to the Blank and Shavit study the importance of classroom discipline, directing policy makers to the important role of school disciplinary climate and enforcement policies, together with the role of teachers' treatment of students in promoting a positive and productive classroom environment.

2.4. Classroom discipline

The school climate established by the educator can have a major impact on learners' motivation and attitude towards learning. As such, the skills involved in establishing a positive classroom climate are of immense importance. Clearly, learners need order in the classroom if the activities, which take place, are to facilitate effective learning. The most important point to bear in mind in considering discipline, is that creating the necessary order is more to do with the skills involved in effective teaching in general than it is to do with how one deals with learner behavior itself. If the learning activities are well-planned and prepared, if the presentation elicits and maintains learners' attention, interest and involvement, and if the activities are challenging and offer realistic opportunities for success, then the necessary order will be established as part of these qualities. In essence, skillful teaching lies at the heart of establishing discipline. Most learner misbehavior is quite trivial. The types of learner behavior most frequently cited by educators are: excessive talk or talking out of turn, being noisy (both verbal, such as shouting at another learner across the room, and non-verbal, such as letting a disk lid slam shut), not paying attention to the educator, not getting on with the work required, being out of their seats without good cause, hindering other learners, and arriving late for lessons. To a large extent, such problems can be minimized by skillful teaching in general, and by developing conventions and routines for behavior, which are followed. The discipline which prevails in a classroom will not only be influenced by the educators' behavior and expectations, but also by the expectations learners bring with them, and, importantly, by the prevailing ethos in the school. Nevertheless, a well-managed lesson coupled with a relationship based on mutual respect and rapport will do much to minimize pupil misbehavior. In schools where it is recognized that there are a number of learners with marked emotional or academic difficulties, skillful teaching can ensure that good discipline in lessons will be the norm. Learners misbehave at school for a variety of reasons, e.g. boredom, inability to do the work, low academic self-esteem, emotional difficulties, poor attitudes, etc. The key to establishing

good discipline at school lies in learners accepting the educator's authority to manage their behavior and their progress in learning. Learning activities cannot take place effectively in a classroom of thirty learners or more, unless one is given authority to control, manage and direct what is going on as, when and how appropriate. Much of the authority as an educator derives from the status he has in that role, and the respect and esteem for educators generally held in society; this is particularly conveyed to learners by their parents and other sources of influence. Educators will have some degree of status because of this, most notably with younger learners where they may be perceived as a parent figure to some extent. In order to exercise managerial control, learners' behavior needs to be rule-governed. When we compare our locality with the stated above idea there is great difference with that of lack of respect between teachers and students, lack of advice from their family, lack of interest of education and low academic achievement of students are the main problem of the moment educational organization.

2.5. Disruptive Behavior

To accomplish teaching effectively, one must develop the skill of class room management.

Thus, the principal aspect of good class room management is main training discipline and controlling misbehavior. According to (Brown 1994), in order to prevent any disruptive behavior, the teachers should establish a code of conduct and gain respect their students by treating them equally and presence the dignity of the students. Therefore in order to create healthy condition of teaching learning process. Teachers should try to avoid the cause of misbehaviors and employ different ways that could assist them in managing class room problems. Research of the 1920s and 1930s indicated that behavioral issues were consistently causing teacher anxiety. Wick man's (1928) study, entitled *Children's Behavior and Teachers' Attitudes*, explored data gathered by interviewing 511 Cleveland teachers about their concerns regarding student behavioral issues. These teachers were most apprehensive with issues related to student defiance, disobedience, theft, and other behaviors that disrupted the flow of instruction. Research by Breed (1933) also revealed that student behavioral issues were cause for teacher anxiety and his findings were recorded in a book titled *Classroom Organization and Management*.

As Brown's (1952) *Managing the Classroom: The Teacher's Part in School Administration* provides another early example of research on classroom management. This research

concentrated on management, miscellaneous teaching strategies, and on the principal's role in the school. Brown's writings were the first to view students as individuals; however, the management chapters focused on strategies resembling that of past research (e.g., teachers controlling student behavior, evaluating rules and procedures, and maintaining positive relationships). Studies during this era focused on teacher desires to control student behaviors and methods of how to develop good behavior.

2.6. Motivation

Motivation is the other important aspect of class room management in promoting healthy condition in the teachers leaning process. Hence in their emphasis on class room management teaching must deal with class room discipline and motivation with the intention of creating good atmosphere for

Learning . Motivating students is very essential to develop learning effectively. According to (Katsambis 1993), the teachers must help learners to achieve their creativity potential by giving support, imaging effort rather than conformity to any particulate pattern .According to (Brown 1994). Students can be demotivated by various factors and are likely to be encouraged to disturb. Hence, learners must be motivated to learn. From these, what we get is that motivation determines the student level of attention. Therefore, class room can be effectively managed through creating motivation and cooperation. It may appear that the reason some students are more engaged and perform better in class activities relative to other students is because some are more motivated than others. However, current research suggests that motivation is not concrete or quantifiable; it is "dynamic, context sensitive, and changeable." Thus, students have the flexibility to intrinsically motivate themselves to engage in an activity or learn something new even if they were not intrinsically motivated in the first place. While having this type of flexibility is important, research reveals that a teacher's teaching style and the school environment also play a factor in student motivation.

According to Sansone and Morgan, when students are already motivated to engage in an activity for their own personal pleasure and then a teacher provides the student with feedback, the type of feedback given can change the way that student views the activity and can even undermine their intrinsic motivation. Maclellan also looked at the relationship between tutors and students and in particular, and the type of feedback the tutor would give to the student. Maclellan's results showed that praise or criticism directed towards the student generated a

feeling of “fixed intelligences” while praise and Criticism directed towards the effort and strategy used by the student generated a feeling of “malleable intelligence” In other words, feedback concerning effort and strategy leaves students knowing that there is room for growth. This is important because when students believe their intelligence is “fixed”, their mindset can prevent skill development because students will believe that they only have a “certain amount” of understanding on a particular subject matter and might not even try. Therefore, it’s crucial that a teacher is aware of how the feedback they give to their students can both positively and negatively impact the student’s engagement and motivation. In a correlational study, Katz and Shahar used a series of questionnaires and Likert style scales and gave them to 100 teachers to see what makes a motivating teacher. Their results indicate that teachers who are intrinsically motivated to teach and believe that students should be taught in an autonomous style are the types of teachers that promote intrinsic motivation in the classroom. Deci, Sheinman, and Nezlek also found that when teachers adapted to an autonomous teaching style, students were positively affected and became more intrinsically motivated to achieve in the classroom. However, while the students were quick to adapt to the new teaching style the impact was short-lived. Thus, teachers are limited in the way they teach because they feel a pressure to act, teach, and provide feedback in a certain way from the school district, administration, and guardians. Furthermore, even if students do have a teacher that promotes an autonomous teaching style, their overall school environment is also a factor because it can be extrinsically motivating. Examples of this would be posters around school promoting pizza parties for highest grade point average or longer recess times for the classroom that brings more canned food donations. In conclusion, it is not a matter whether a student is motivated, unmotivated, or more motivated than other students- it’s a matter of understanding what motivates students before providing a certain type of feedback. Furthermore, it is also important to note that despite the classroom environment and the teacher’s teaching style, the overall school environment plays a role in students’ intrinsic motivation.

2.7. Teachers’ skills and knowledge

Teachers’ competence exerts a direct influence on both student achievement and the method of teaching. Furthermore, good teaching results from the competent class room organization and class room management. Hence, a teacher who manages his class effectively enjoys teaching more and has greater confidence in his ability to improve student’s achievements. Ashwith (1998:20) suggests that teachers must have in depth knowledge for their subject area and must

keep up to make that teaching and continuous learning inseparable. Every teacher must understand that he or she is responsible for the students' future life. For effective teaching to take place the teacher must be competent in imagining the students' misbehavior. From that one can understand that the qualification of teachers plays a great role in determining an effective classroom. Despite the critical nature of possessing effective classroom management skills, many teachers are placed in classrooms without the skills and knowledge to effectively manage student behaviors. Stewart-Wells (2000) found that in instructional preparation university courses rarely address teacher classroom management strategies. However, as previously stated, the most prevalent skills principals seek in novice teachers are the abilities to establish a positive classroom climate, build rapport with students, and establish and maintain classroom management (Ralph et al., 1998). When hiring new teachers, principals often seek these skills, identified as effective, and when possessed by the teachers establish an increased focus on student achievement (Darling-Hammond, 2000). In addition to increasing student learning, competent classroom managers do not have to develop coping strategies to "merely survive in the classroom" (Youngs, 2007, p. 102) but instead have acquired the management skills that Ralph et al. identified as desired by principals. While researchers document that classroom management is essential for classroom success (Marzano et al., 2003), teachers often lack the skills to be quality classroom managers. Therefore, if possessing classroom management skills is a desired attribute of a classroom teacher, the principal must be equipped to support and develop the management skills of their novice teachers. There is often a discrepancy between the desirable level of knowledge and skills that principals consider necessary for an effective teacher and the reality of what novice teachers possess as classroom managers (Siebert, 2005). Beginning teachers receive little instruction in classroom management; what is provided is often theoretical while authentic opportunities for transferring the theory into practice in the classroom are limited (Siebert, 2005; Stewart-Wells, 2000). When new teachers begin their journey as educators, the school principal can impact the development of effective classroom management strategies. The seminal research in the 1980s (Emmer, 1984; Emmer, Sanford, Evertson, Clements, & Martin, 1981; Evertson & Emmer, 1982a) explored the role of rules and procedures on classroom management. In the 1990s, classroom management began to be packaged into programs that emphasized specific behavioral expectations, classroom rules, and the use of a reward and consequence system (Canter & Canter, 1992).

As the use of management programs increased, so did research on the significance of a teacher aligning his or her instruction with his or her management practices (McCaslin & Good, 1992).

The perception of management research evolved from simply punishment for inappropriate behaviors to one that looked beyond basic techniques and focused on maintaining student engagement and optimizing instruction by maintaining classroom management. This research was foundational in the role management played in classroom instruction in the 2000s. Classroom management research in the 2000s has continued to investigate the effectiveness of teachers with a more specific emphasis on the qualities of a teacher regarded as highly qualified. With the expectations of No Child Left behind Act (2001) all aspects of instruction, including classroom Management, have evolved to include accountability.

In the realm of classroom management, accountability includes such aspects as well-planned instruction, differentiating instruction, and managing student work (Evertson, 2007). As the manager of the classroom, the teacher is responsible for not only managing student behaviors but also academics (Evertson). According to Emmer and Stough (2001) highly effective instruction directly impacts, but does not eliminate, classroom behavior problems. More specifically, when a teacher delivers effective instruction, the disruptive behaviors in the classroom are reduced, resulting in an increase in student engagement and academic success (National Comprehension Center for Teacher Quality, 2007). Components of management, such as beginning the school year with a positive, structured environment conducive to learning (Evertson,Emmer, & Worsham, 2003) and building strong teacher-student relationships (Marzano, Marzano, & Pickering, 2003), have been found to contribute to successful classroom management. Keeping in mind today's emphasis on accountability, it is important to recognize classroom management as a key element to producing high student achievement (Marzano & Marzano, 2003)

.Effective classroom management defined “as the ability to establish, maintain, and (when necessary) restore the classroom as an effective environment for teaching and learning, is basic to general effectiveness as a teacher” (Brophy, 1986, p. 182).Order in the classroom relates not only to organization of materials but also to the instructional setting (e.g., how the students are physically spaced throughout the classrooms and placement of whiteboards, active boards, and the teacher's desk). A leading responsibility of the teacher is to act as a classroom manager, ensuring students can actively participate in the learning process and are safe at all times. Previous research in classroom management addresses “how order is established and maintained in classroom environments” (Doyle, 1986, p. 392). To increase instructional and behavioral management, the teacher must be aware of the many facets that contribute to a successful

classroom. One key variable of classroom success is the creation of an effective classroom management plan. In order to excel as a classroom manager, the teacher must incorporate specific time to practice, model, and teach (Evertson, 2007). Teachers are responsible for the day-to-day practices sustaining a productive and safe learning environment. The educator must be an effective organizer and manager in order to reduce inappropriate behaviors and to optimize class time (Evertson, 2007).

Teachers with effective management skills are able to develop routines, handle disruptions, pace instruction, and establish consistent rules and procedures. As stated by Hopkins (2002), “If classrooms are to be places where students can feel safe to concentrate on the tasks they are [given], teachers have to be skilled in organizing and managing large groups of people within a relatively confined space” (p. 148). Research suggests that teachers must be aware of time management, use strategies to ensure student engagement, communicate rules, and implement behavior expectations at the start of the school year in order for teachers to be effective classroom managers (Evertson & Harris, 1992; Kounin, 1970). Effective management has a direct correlation to student achievement (Darling-Hammond, 2000; Haycock, 1998). According to Haycock, an effective classroom manager can expect students to gain roughly 52 percentile points in one year, compared to less effective managers who gain approximately 14 percentile points. The difference is even more significant when it is noted that a six-percentile point gain comes from basic developmental maturation (Cahen & Davis, 1987; Hattie, 1992). The classroom teacher is ultimately responsible for student learning and the organization of that learning (Joyce, Calhoun, & Hopkins, 1997). The teacher achieves this by “organizing classroom groups, establishing rules and procedures, reacting to misbehavior, monitoring and pacing classroom events, and the like” (Doyle, 1986, p.395). Therefore, the delivery of instruction has a direct impact on the students’ ability to be educated (Joyce et al.). As stated from the above ideas the qualification of teacher is the decisive factor to managing the classroom.

2.8. Physical Environment of the Classroom

A large percentage of class room management problems can be prevented by creating positive and safe class room environment .When environment conditions of class room are appropriate for learning, the disruptive behavior can be minimized. The school class room physical environment can cause deep root effect on the way students behave light, alteration and it can

result a change on conduct or type of activities that students pursue (Robert Tasla (1983;34) From this statement we can conclude that the class room should be related and initiate participation since the physical setting of class room is an important part of the learning environment. As Erin Long-Crwel the instructor of study com. copy right 2003-2007 say the learning environment greatly affects students and their learning, so it is also an extremely important part of classroom management. The learning environment is the way the classroom works and feels. It includes the physical environment as well as the social or emotional environment within the classroom. Teachers want all students feel motivated, challenged, supported and physically comfortable. The right management strategies lead to a positive learning environment which promotes productivity and respect. The physical environment includes physical aspects such as desk arrangements, decorations, lighting, temperature etc. This is the way classroom works each physical aspect can affect learning and creativity as well as the ability to concentrate and maintain attention. It is important that the space be attractive, well lit, comfortable and clean. The physical environment is often the first impression of the class as students enter and conveys the teachers approach to managing instruction and learning. Beyond the physical environment, the learning environment also includes the social and emotional aspects of the class room. This is the way that classroom feels students thrive in environments where they feel safe and respected and where there is an atmosphere of purposefulness and confidence in learning. This is certainly not always an easy task for teachers, but there are many strategies that help to create this type of environment. One strategy is build and maintains positive student-teacher relationship, another strategy is to give students an opportunity to express their opinion and contribute ideas. We already talked about including them in creating rules, consequences and routines and that is strategy that goes a long way towards creating positive learning environment. It keeps them involved and invested in the subject.

2.9. Classroom size

Class room size is also an educational factor that influences class room management << The prerequisite of learners centered class room is favorable class room atmosphere. Class room atmosphere or climate setting is a place in which the learning and development take place. In such class, the students not only work well, but also enjoy their work and benefit from what they are doing >> (Aseidu 1981; 25) According to (Aseidu 1981:2) in order to have favorable class room atmosphere in the teaching and learning process, the class size should be comfortable. In

relation to class room size the time allocated is very difficult to do so which enable the learners develop negative attitude toward learning problem or management problem in the classroom, it is not a matter whether a student is motivated, unmotivated, or more motivated than other students- it's a matter of understanding what motivates students before providing a certain type of feedback. Furthermore, it is also important to note that despite the classroom environment and the teacher's teaching style, the overall school environment plays a role in students' intrinsic motivation.

Some researchers and policymakers have studied the effects of class size by using student-teacher ratio (or its related inverse, teacher-pupil ratio), but class size is not accurately captured by this metric. As Michael Boozer and Cecilia Rouse explain in "Intra school Variation in Class Size: Patterns and Implications," student-teacher ratio gives an imprecise view of class size because teachers may be unevenly distributed across classrooms. Some teachers have light course loads as they are assigned to spend most or all of their time coaching other teachers. These coaches would nevertheless factor into the calculation of student-teacher ratio. In other classes – say, an inclusion class with special education students – two teachers may jointly teach a class of thirty-four students. Although student-teacher ratio would describe this class' size as seventeen, these teachers continue to face thirty-four students during instruction. In general, average class size will be larger than student-teacher ratio anytime a school assigns more than one teacher to some classrooms. In poor and urban districts, where schools enroll higher numbers of students needing specialized instruction, student-teacher ratios will therefore be especially imprecise measures of class size

Although student-teacher ratio does not measure class size, some important studies and surveys have used student-teacher ratio as a proxy for class size. Indeed, some critics of class size reduction, including Malcolm Gladwell's *David And Goliath*, cite a 1986 study by Eric Hanushek, "The Economics of Schooling: Production and Efficiency in Public Schools," that relies on a literature review of data on student-teacher ratio instead of class size. Isocrates opened an academy of rhetoric in Athens around 392 B.C.E to train Athenian generals and statesmen, and he insisted on enrolling no more than six or eight students in his school at a time. Edward J. Power explains that Isocrates admitted "only a few students to his classes because of his extraordinary concern for care." Quintilian, a rhetorician writing in the Roman Empire around 100 CE, cited the practices in Isocrates' school as evidence that a caring education required small class sizes. Quintilian argued in *Institutes of Oratory*, as Edward Power

summarizes the book's thesis, that "care had nothing whatever to do with discipline: it meant simply that only a few students at a time could be taught effectively." The twelfth century rabbinic scholar Maimonides recognized that class size was correlated with student achievement. He wrote: "'Twenty-five children may be put in charge of one teacher. If the number in the class exceeds twenty- five but is not more than forty, he should have an assistant to help with the instruction. If there are more than forty, two teachers must be appointed.'" Erasmus, the Dutch Humanist, wrote in his 1529 study of education *De Pueris Instituendis* about the advantages of private tutoring over ecclesiastic and public schools, where he believed classes had grown too large. He explained that "his standard of efficiency demanded a small school conducted by brilliant scholars..." Erasmus recognized that most parents would nevertheless have to settle for large class sizes because of the financial costs of such tutoring. At the turn of the 20th century, the philosopher and educational theorist John Dewey explained that in his ideal school, class sizes should be very small. "For the purposes of convenience, the children are divided into small groups of eight to twelve according to the kind of work and the age of the children. It is expected that the teacher will give attention to the specific powers and deficiencies of each child, so that the individual capacities will be brought out, and individual limitations made good."

2.10. Classroom Method of Teaching

Teaching method is the means by which the teacher attempts to deliver the desired learning experience (Kasambira1993 73). It refers to way teachers organize and use teaching techniques, teaching materials or any other resource to meet teaching objectives. It also refers to the interaction between the students and teachers. It is generally the process through which the trained teachers used student centered teaching approaches in the well managed class room and school to facilitate the improvement of educational quality (UNICEF)

A teaching method comprises the principles and methods used by teachers to enable student learning. These strategies are determined partly on subject matter to be taught and partly by the nature of the learner. For a particular teaching method to be appropriate and efficient it has to be in relation with the characteristic of the learner and the type of learning it is supposed to bring about. Suggestions are there to design and selection of teaching methods must take into account not only the nature of the subject matter but also how students learn. In today's school the trend is that it encourages a lot of creativity. It is a known fact that human advancement comes through reasoning.

This reasoning and original thought enhances creativity. The approaches for teaching can be broadly classified into teacher centered and student centered. In Teacher-Centered Approach to Learning, Teachers are the main authority figure in this model. Students are viewed as “empty vessels” whose primary role is to passively receive information (via lectures and direct instruction) with an end goal of testing and assessment. It is the primary role of teachers to pass knowledge and information onto their students. In this model, teaching and assessment are viewed as two separate entities. Student learning is measured through objectively scored tests and assessments. In Student-Centered Approach to Learning, while teachers are the authority figure in this model, teachers and students play an equally active role in the learning process. The teacher’s primary role is to coach and facilitate student learning and overall comprehension of material. Student learning is measured through both formal and informal forms of assessment, including group projects, student portfolios, and class participation. Teaching and assessments are connected; student learning is continuously measured during teacher instruction. Commonly used teaching methods may include class participation, demonstration, recitation, memorization, or combinations of these teaching methods may include class participation, demonstration, recitation, memorization, or combinations of these.

2.11. Role of Principal in Classroom Management

The administrator’s role is to act as a facilitator through Improving classroom teaching and learning (Darling-Hammond et al.). The actions of Administrators have the potential to have a direct impact on teacher learning and an indirect effect on student learning (Darling-Hammond, 2000; Ingersoll, 2001). School leadership is a multifaceted role where effectiveness is vital to the learning of both teachers and students. Administrators have long been recognized as a key factor in student achievement (Davis, Darling-Hammond, LaPointe, & Meyerson, 2005). However, the relationship between the student and the principal is indirect; the administrator guides the instruction and professional development of classroom teachers, which in turn affect student learning. As the instructional leader of a school, the principal is expected to understand the many aspects of quality instruction. The principal must possess knowledge of the curriculum and appropriate types of instruction. In addition, principals need to develop an understanding of how to support teachers (Blase & Blase, 2004). When an administrator supports the development of both teachers and students, the principal indirectly affects the academic gains of the students (Alig-Mielcarek, 2003). Therefore, when principals facilitate the learning of teachers, they are responsible for engaging in behaviors that will develop teachers in all areas of instruction,

including classroom management. The principal is largely accountable for the amount of support novice teachers is provided. The teachers' need for resources and mentoring should be recognized in the first few years of teaching and perhaps even considered an extension of their teaching preparation. Working in collaboration with novice teachers allows principals to provide specific support in classroom management. As stated by Crone and Horner (2003), "The principal must spend significant amounts of time responding to the teacher, parent, and student needs that accompany problem behavior" (p. 3). By engaging in authentic relationships with school stakeholders. Therefore, the principal plays great role in managing the classroom. School leadership is a multifaceted role where effectiveness is vital to the learning of both teachers and students. Administrators have long been recognized as a key factor in student achievement (Davis, Darling-Hammond, LaPointe, & Meyerson, 2005). However, the relationship between the student and the principal is indirect; the administrator guides the instruction and professional development of classroom teachers, which in turn affect student learning. As the instructional leader of a school, the principal is expected to understand the many aspects of quality instruction. The principal must possess knowledge of the curriculum and appropriate types of instruction. In addition, principals need to develop an understanding of how to support teachers (Blase & Blase, 2004). When an administrator supports the development of both teachers and students, the principal indirectly affects the academic gains of the students (Alig-Mielcarek, 2003). Therefore, when principals facilitate the learning of teachers, they are responsible for engaging in behaviors that will develop teachers in all areas of instruction, including classroom management.

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time consistent with the school-wide management philosophy (Lewis, Newcomer, Trussell, & Richter, 2006). Further, effective management modeled by the facilitator (i.e., the principal) can work as a guide to how successful management should operate. Implementing a school-wide management plan allows students to be aware of the expectations and consequences in all areas of the school. Putting school-wide management into practice creates a reliable and predictable environment for both students and teachers. The consistency of specific beliefs or system allows the principal to be an active contributor when establishing guidelines and expectations for student behavior.

In order for such systems to be effective, they must have clearly stated courses of action with consequences for when guidelines are not followed (Brophy, 1998). In addition, “To function effectively, these persons [teachers] need an adequate support system, a consistent behavior management system, and a positive approach to behavior management throughout the educational process” (Macciomei, 1999, p. 100). Doing so ensures teachers are able to provide students a positive classroom experience with quality management (Brock & Grady, 1997; Charnock & Kiley, 1995; Lytle, 2000).

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1. The Research Methods

According to Saunders, Lewis, & Thorn hill, (2003), the choice of research method influences the way in which the researcher collects data, the complexity of the study and a number of sources. (Powell & Robber, 1994)). In this study, both qualitative and quantitative research methods were used. The qualitative method was employed as a supplementary to the study with the information was gained by open-ended questions and semi-structured interview.

3.2. Research Design

The purpose of the study is to assess the effectiveness of teaching and learning practice and attempts to obtain information to examine and describe the factors that influence classroom management in Babo Gembel Woreda schools. The study was adopted descriptive survey design for quantitative. It is believed that this design is suitable to obtain sufficient information on the issue under study from a relatively large number of cases at a particular time. The strategy was the concurrent triangulation strategy, which uses both quantitative and qualitative methods of data collection concurrently in order to best understand the phenomenon of interest (Creswell, 2003.s.

3.3. The Study Area and Population

The study area for this research was in West Wollega zone Babo Gembel Woreda. There are 35 primary schools, 3 secondary schools and 1 preparatory school and totally 39 schools in the Woreda. The population for this study was the number of teachers and students included in Babo Gembel Woreda schools. Those are 412 males and 113 females' total 525 teachers and 12107males and11203 females total 23310 students. The total number of teachers and students were 23835.To assess the problem related to classroom management in the woreda the researcher included both primary and secondary schools his study area.

3.4. Sources of Data

To achieve the objectives of this study necessary data were gathered from primary and secondary sources of data. The primary sources were teachers, unit leaders, department heads, principals, cluster supervisors and students. The secondary sources were school records or documents consisting of students results, students discipline records, records of teachers' activity in managing classroom.

3.5. Sample and Sampling Techniques

It is impossible to include every member of the population in the study due to a number of constraints (time money and others) and effort. Because of this 5 schools in Babo Gembel Woreda were included through simple random sampling method. Moreover, One Secondary school, 1 preparatory School and 3 primary schools found in the Woreda were included using simple random sampling technique because the number of the population pertaining to the required features could be easily accessible. So some portion of the total population (sample) were selected and used as respondents for the investigation.

3.5.1. Sample of students

The sample size for this study is determined on the basis of Sample size, confidence levels and confidence intervals for random samples explained by Louis Cohen, Lawrence Manion and Keith Morrison, (2007). On this basis, from total sum of 1239 students, (634 males and 605 females), Sample of 251 students (20%), (128 male and 123 female) was participated as respondents. The number of student respondents for each school is determined using a proportional stratified sampling technique by keeping their proportion. The total population and sample of grade 8 students from primary schools, grade 10 from secondary schools and grade 11 from preparatory in each of the sample school is:

- Babo Gembel preparatory school, grade 11 total population, 368 students (male=184, female=184)
Sample =74 (male=37 and female 37)
- Babo Gembel secondary school grade 10 total population, = 668 students (male=345 and female=323).
Sample=135 (male=70 and female 65)

- Gute Rago primary school grade 8 total Population, = 47 students (male=26 and female=21).
Sample=10 (male=5 and female=5)
- Sarko primary school grade 8 total population, =63 students (male=33 and female=30).
Sample= 13 (male=7and female=6)
- Ambalo Dila primary school grade 8 total population=93 (male=46 female=47).
Sample=19 (male=9 and female=10)

Student respondents were selected by using Optimum allocation stratified Sampling technique from each section. Firstly, students from each section were classified in to two as their gender strata. Second using students list the needed number of students were taken from each gender by keeping their proportionality.

3.5.2. Sampling of teacher respondents

Teachers, department heads and Unit leaders, respondents were selected using simple random lottery methods sampling technique. While Principals and Supervisors, were selected using Availability sampling techniques since their number is not so large. The three cluster supervisors (Babo Gembel, Gute Rago and Ambalo Dila CRC) were selected using Availability sampling method for their rich information relating with all school activities and they believe to have the information required. 5(100%), principals were included from each sample school by availability sampling technique. These groups are close supervisors to the ever day in school activities of teachers and are expected to provide appropriate information regarding classroom management. Furthermore, 4 department heads (Language, Social science, Natural science, Civics and ethical education departments)from each sample schools with the total of 20 and 5 unit leaders (one from each sample school) were taken trough simple random sampling technique.

The following table shows the total sample population of the respondents in the study with the representative schools of the District.

3.6. Data Gathering Tools

The data gathering tools which used in this study were questionnaires and interview for primary source of data and document analysis is for secondary data.

3.6.1. Questionnaires

Questionnaires were supposed to be better to get great amount data from large number of respondents in relatively shorter time with smallest quantity of cost. Hence, questionnaires were prepared in English Language and administered to all teachers, unit leaders, and Department heads participants with the supposition that they can understand the language and prepared for the students by their mother tongue Afan Oromo. The questionnaires were consisted two parts. The first part deals with the general background of the participants. The second part was contained the total number of both closed ended and open-ended question items that pertain to the basic questions of the study. A questionnaire was prepared by the researcher to collect information from teachers, department heads, unit leaders and students to fill the questionnaires because the researcher believed that they are rich the information require to accomplish the research. Both open-ended and closed-ended questions were included in the questionnaire to create an opportunity for respondents to express their feeling freely.

3.6.2. Interview

An interview is the verbal questions asked by the interviewer and verbal responses provided by the interviewee (Gall et al., 2007). For this study, Seven Semi-structured interview questions were prepared in English Language for 5 schools principals of each sample schools and 3 cluster supervisors totally, 8 interviewee for a hour in each school. The reason using semi-structured interview was its advantage of flexibility in which new questions were forward during the interview based on the responses of the interviewee.

Interview questions were discussed with the interviewee in Afan Oromo Language to reduce communication barriers and to get more information. The purpose of the interview is to get evidences and to gather more information that may not be easily held by the questionnaires.

3.6.3. Document Analysis

In addition to questionnaire and interview, the researcher was used the document as secondary sources of data collection and the document analysis was used to enrich the information about the issue under study class room management of different bodies

3.7. Data Collection Procedures

The researcher was followed the next procedure during the data collection. All questionnaires, which were prepared for student respondents was translated in to students' mother tongue (Afan oromo); But for teachers, unit leaders and department head respondents English language was used as they can understand it. The questionnaire was distributed to all respondents; the interview was presented to school principals and cluster supervisors, and the document analysis was done. The achievement test was given to all sample respondents. All activities in the data gathering were done with face contact of the researcher. Through this way the researcher was gathered the raw data.

3.8. Data Analysis

3.8.1. Quantitative Data

Quantitative data was analyzed using percentage, frequency, standard deviation. The quantitative data, responses were categorized and frequencies were analyzed. Percentage and frequency analysis were used to analyze the characteristics of the population as they help to determine the relative standing of the respondents.

The items in the questionnaires were presented in tables according to their idea coherence. The scores of each item was organized, statistically compiled and entered into SPSS to obtain the frequency, percentage and standard deviation of each item.

3.8.2. Qualitative Data

The data collected from the documents, Semi-structured interview, and open-ended question items were analyzed qualitatively. The written notes of interview was transcribed; categorized and compiled together into theme and translated into English. The result of open-ended questions and document analysis was summarized and organized with related category. Analysis and interpretations was made based on the questionnaires, interviews, and document analysis.

CHAPTER FOUR: PRESENTATION, ANALYSIS AND INTERPRETATION OF THE DATA

This chapter treats the description of the sample population, analysis and interpretation of the data based on the information obtained from the questionnaires, Interviews and document analysis. It consisted of two parts. The first part is concerned with the description of characteristics of the respondents whereas; the second part dealt with the analysis and interpretation of the main data from questionnaire, interview and document analysis. The purpose of this data was to explore the extent of the factors that influences classroom management in some selected schools of west wollega zone Babo Gembel woreda.

4.1. Characteristics of the Respondents

The general information about the respondents was presented for better understanding of their background. The data collected on the characteristics of the respondents were presented in the table 1 below.

Table 1: Sex, Educational Qualification and years of experience of respondents

Personal variable	Category	Respondents with respect to academic status						
		Students	Teachers	Department heads	Unit leaders	CRC Supervisors	Principals	Total 309
Sex	Male	128	19	14	4	3	5	173
	Female	123	6	6	1	-	-	136
	Total	251	25	20	5	3	5	309
Academic qualification	MA degree	-	-	-	-	-	-	-
	BA degree	-	20	18	4	3	5	50
	Diploma	-	5	2	1	-	-	8
	Grade 5-8	38	-	-	-	-	-	38
	Grade 9-12	213	-	-	-	-	-	213
Years of work experience	0-5	-	8	6	1	-	-	15
	6-10	-	14	3	3	2	2	24
	11-15	-	3	11	1	1	3	19
	16-20	-	-	-	-	-	-	-
	Above 20	-	-	-	-	-	-	-
Total Respondents		251	25	20	5	3	5	309

Based on the sampling procedure expressed in chapter three 1 preparatory school, 1 secondary school and 3 primary schools were included in the study. The sample consisted of a total of 309 respondents, which included 25 teachers, 5 principals, 20 department heads, 5 unit leaders, 3 supervisors and 251 students. Teachers, department heads, unit leaders and students were involved in filling the questionnaires. School principals and supervisors were interviewed. Questionnaires were administered to students, teacher, department heads and unit leaders which all of them were returned with a high return rate 100 % and analyzed statistically. Principals and supervisors were involved in the interview. They provided information about the overall status of classroom management .The interviews were used as supplementary information. Thus, data from interview was incorporated to supplement the data obtained through the questionnaires. Moreover, documents related to classroom management were analyzed in all the sample schools with the guidance of structured check list. The result of the respondents' characteristics in table 2 above revealed that 77.58 % and

22.41% of the teachers including department heads and unit leaders were males and females respectively, Whereas, 50.99 % and 49.1 % of the students were males and females respectively. On the other hand, all of principals and supervisors were males.

From these one can recognize that the majority of the teachers, students, and department heads and unit leaders were males. Similarly, all of the principals and supervisors were males. This implies that the work environment was male dominated. With regard to academic qualification, 86.2% of the teachers including department heads and unit leaders had first degree and 13.79% of them had diploma. With regard to principals and supervisors, 100% of them had first degree. With regard to students 15.13 % of them are grade 5-8 and 84.86 % are grade 9-12. As to the work experience of the respondents, 32%, 30%, 20%, 0%, 0%, of teachers, department heads, unit leaders, principals and supervisors were within interval of 0-5 years respectively, 56%, 15%, 60%, 40% and 66.6% of them were within interval of 6-10 years respectively 12%, 55%, 20%, 60% and 66.6% were within interval of 11-15, of experience respectively. Significant majority of the school principals, CRC supervisors, department heads and unit leaders had work experience of above 10 years to provide relevant information regarding classroom management. It can, therefore, be concluded that the majority of the teachers and responsible classroom management stakeholders had relatively better work experience.

4.2. Presentation, Analysis and Interpretation of main Data

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

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

4.2.1. The responses related to classroom management

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

Table 2: the stakeholders' activities on classroom management

No	Items	Options										mean	Standard Dev.
		5		4		3		2		1			
		Very high		High		Medium		Low		Very low			
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%		
1	The extent to which different strategies are used and ensured students engagement	7	2.3	38	12.3	173	56.0	50	16.2	41	13.3	2.74	0.918
2	The extent to which teachers manage time, lesson and classroom as the whole	73	23.6	14	4.5	222	71.8	0	0	0	0	3.52	0.815
3	The extent to which your school establishes consistent rules and procedures and implements behavior expectations at the start of the year	59	19.1	6	1.9	194	62.8	49	15.9	1	0.3	3.24	0.950
4	To what extent do teachers act as a classroom manager in order to make students active participants in the learning process?	13	4.2	144	46.6	152	49.2	0	0	0	0	3.55	0.577
5	The extent to which the woreda education office and the school supervisor, follow- up, evaluate, give feed-back and find solution for the problem of classroom management	40	12.9	39	12.6	38	12.3	190	61.5	2	0.6	2.76	1.109

The above table deals with classroom management and also how the stake holders practice to overcome the problem of classroom management problem. In order to develop the understanding of teaching and class room life and to improving classroom management problem, in item of the above table, the respondents were asked to give their opinion about how different strategies used to ensure students engagement .Accordingly, 7(2.3%), 38(12.3%), the majority 173(56%) of respondents replied that different strategies which was used to ensure students engagement is very high, high, and medium respectively. On the other hand, 50(16.2%), and 41(13.3%) of the respondents responded that the strategies used to ensure students engagement is low and very low respectively. The mean score of the item is 2.74, which shows medium levels of different strategies were used to ensure students engagement. Thus, one can learn that different strategies used to ensure students engagement and improve classroom problem were insufficient in Babo Gembel Wored schools. In item 2 of table one above, the respondents were asked to give their suggestion for the extent to which teachers manage their time, their lesson and their classroom as the whole. Accordingly, 73 (23.6%), 14(4.5%), the majority 222(71.8%) of respondents replied that the extent to which teachers manage their time, their lesson and their classroom is very high, high and medium respectively. On the other hand no any respondent replied low and very low .The mean of the item is 3.52. This indicates that the extent to which teachers manage their time, their lesson and their classroom is in high level. On the other hand, the interview held with school principals and CRC supervisors confirmed that the extent to which teachers manage their time, their lesson and their classroom is insufficient. This has negative influence on students learning and achievement..

In item 3 of the same table, the respondents were asked to rate the extent to which school establishes consistent rules and procedures and implements behavior expectations at the start of the year. Accordingly, 59(19.1%), 6 (1.9%) the majority194 (62.8%) is very high, high and medium respectively. On the other hand, 49(15.9), 1 (0.3%) of respondents replied low and very low respectively. The mean score of the responses is 3.24 which are in the scope of high level of participation. This implies the extent to which school establishes consistent rules and regulations and implements at the start of the year are high at the school level. Moreover, as identified from document analysis, classroom management plan is not included in schools annual and strategic plan.

In item 4 of the above table respondents were asked to rate how teachers act as a classroom manager to make students active participants. In this respect, few number of respondents

13(4.2%), replied very high and 144(46.6%), 152 (49.2%) of respondents replied that the extent to which teachers act as a classroom manager to make students active participants are high and medium respectively. The mean score of this response is 3.55, which are in the scope of very high level. This implies that the extent to which teachers act as a classroom manager to make students active participants is very high in school level.

Regarding item 5 of table 2, respondents were asked to answer the extent to which the Woreda Education office and supervisors supports the classroom management. Accordingly, almost similar numbers 40(12.9%), 39(12.6%), and 38(12.3%) of respondents answered that the Woreda Education office and supervisors supports the classroom management is very high, high, and medium respectively. In addition, 190(61.5%), and 2(6%) responded that which Woreda Education office and supervisors supports the classroom management is low the extent to and very low respectively. In the same way the mean score 2.76 near to the medium level of the Woreda Education office and supervisors support the classroom management.

Generally, scholars have indicated that. “Effective classroom management, increases student engagement, decreases disruptive behaviors, and makes good use of instructional time” (Wang et al., p. 76). Therefore, principals, teachers, education experts and other concerned bodies should attempt to use different strategies and improve the problem of classroom management. Otherwise, the vision to bring desired behavioral change to students and ensure their academic performance cannot be fulfilled.

4.2.2. Classroom discipline

This title was treated with the intention of assessing the level of impacts of discipline on classroom management, to assess disciplinary infraction and its impact on students achievement ,the extent of students obey rule and regulations and also to identify the attitude of students toward education and forward solution to improve the problem for the future .

Table 3 Responses of the Respondents on classroom discipline.

No	Items	Options										Mean	S D
		5		4		3		2		1			
		Very high		High		Medium		Low		Very low			
			Fr %	Fr	%	Fr	%	Fr	%	Fr	%		
1	To what extent does classroom discipline affects classroom management?	32	10.4	166	53.5	98	31.7	3	1.0	0	0	3.83	0.750
2	To what extent does a disciplinary infraction affect students’ achievement?	34	11	229	74.1	44	14.2	2	0.6	0	0	3.95	0.526
3	Disciplinary infraction in your school is	157	50.8	100	32.4	48	15.5	4	1.3	0	0	4.33	0.781
4	The extent to which the students obey rules and regulations of the school is	28	9.1	42	13.6	68	22.0	97	31.4	74	23.9	2.52	1.245
5	The attitude of students toward the education is	14	4.5	15	4.9	30	9.7	133	43.0	116	37.5	2.06	2.097

Table 3 was treated with the intention of assessing the level of impacts of classroom discipline on classroom management which results in academic achievement of students.

Regarding item 1 of table3, respondents were asked to give their opinion on the extent to classroom discipline affects classroom management. Accordingly, 32(10.4%), 166(53.7%), and 98(31.7%) of respondent reacted that the extent of classroom discipline affects classroom management is very high, high, and medium respectively. On the other hand, very few respondents 3(1%) replied that the extent of classroom discipline affects classroom management is low and no any respondent replied very low. The mean score of the item is 3.83, which are in the scope of high level. From the data results, it could learn that classroom discipline is highly affected classroom management.

In item 2 of table 3, the respondents were asked to rate the extent of disciplinary infraction affect students' achievement. Accordingly, 34(11.3%), and majority 229(74.1%) of respondents rated the extent of disciplinary infraction affect students' achievement is very high, and high respectively. On the other hand, the minority of them 44(14.2%), 2(0.6%), replied that the extent of disciplinary infraction affect students' achievement. is medium and low respectively. the mean of the item is 3.95 which are in the range of high level. From the data it can be said that the impact of disciplinary infraction on students' academic achievement is high in Babo Gembel Woreda schools. In item 3 of the same table, the respondents were asked to give their opinion on the level of disciplinary infractions in their school. Therefore, majority number 157(50.8%), 100(32.2%) of respondents responded that the disciplinary infractions in their school is very high and high respectively. On the contrary, the minority 48(15.5%), and 4(1.3%) of respondents replied that the disciplinary infractions in their school is medium and low respectively. The mean score of this item response is 4.33 which are in the scope of high level. From this result, it can be learned that the disciplinary infractions in Babo Gembel Woreda schools is high.

In item 4 of the above table, the respondents were asked to rate the extent of student s obey rules and regulations of their schools. Accordingly, 28(9.1%), 1342(13.6%), 68(22) of the respondents replied that the extent of student s obey rules and regulations of their schools is very high, high and medium respectively. However, almost half 97(31.4%) and 74(23.9%), of the respondents responded that the extent of students obey rules and regulations in their school is low and very low respectively. The mean score of this item is 2.52, which are in the range of medium level. This indicates that the students do not fully obey rules and regulations of their school.

Regarding item 5 of the above table 3, respondents were asked to answer their opinion about the attitude of students towards education. As a result, 14(4.5%), 15 (4.9%), and 30(9.7%) of respondents responded that the attitude of students towards education is very high, high, and medium respectively. On the other hand, the majority 133(43.0%), and 116(37.5%) of them replied that the attitude of students towards education is low and very low respectively. The mean score of the item is 2.06 which are in the scope of low level. Generally, the result of the responses in the above table implies that there is high disciplinary infraction and also it affects student's achievement. Similarly the students do not obey rules and regulations of the school and their attitude towards education is not positive in Babo Gembel Woreda schools.

4.2.3. The extent of teachers' skills and knowledge affects classroom management

This section deals with the items related to teachers' experience and knowledge and class room management. It also includes the extent to which teachers use different mechanisms to improve their knowledge to ensure good classroom management and their involvement in overcoming the problem of classroom management.

Table 4 Responses of the Respondents on the extent of teachers' skills and knowledge affects classroom management.

No	Item	Options										Me an	S D
		5		4		3		2		1			
		Very high		High		Medium		Law		Very law			
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%		
1	To what extent does teachers' skills and knowledge affect classr00m management?	174	56.3	93	30.1	35	11.3	7	2.3	0	0	4.40	0.778
2	To what extent do teachers carry out and disseminate action research and practice CPD?	60	19.4	212	68.6	21	6.8	16	5.2	0	0	4.02	0.686
3	The extent to which teachers have in depth knowledge for their subject area and kept up to make that teaching and continuous learning in separable.	53	17.2	192	62.1	64	20.7	0	0	0	0	3.96	0.615
4	To what extent have teachers involved to overcome classroom management problem?	36	11.7	204	66.0	68	22.0	1	3	0	0	3.89	0.582
5	To what extent have teachers encouraged students to ensure good classroom management?	51	16.5	110	35.6	130	42.1	18	5.	0	0	3.63	0.826

The above table 4 deals with the opinion of respondents on the extent of teachers' skills and knowledge affects classroom management. In item 1 of the above table respondents were asked to rate the extent to which teachers' skills and knowledge affects classroom management. Accordingly, majority 174 (56.3%) and 93(30.1%) respondents replied that the effect of teachers' skills and knowledge on classroom management is very high and high respectively.

On the other hand, the minority 35(11.3%) and 7(2.3%) of them responded that the effect of teachers' skills and knowledge on classroom management is medium and low respectively. The mean score of these responses is 4.40. This indicates that the effect of teachers' skills and knowledge on classroom management is in high level at Babbo Gembel Woreda Schools of West Wollega Zone.

Regarding item 2 of the same table, the respondents were asked to give their opinion about the extent to what do teachers carry out and disseminate action research and practice CPD. Accordingly, 60 (19.4%) and the majority 212(68.6%) respondents replied that the teachers carry out and disseminate action research and practice C.P.D. is very high and high respectively.

On the other hand, the minority 21(6.8%), and 16(5.2%) of the respondents responded that teachers carry out and disseminate action research and practice C.P.D. is medium and low respectively. The mean score of the item is 4.02, which show high level of teachers carry out and disseminate action research and practice CPD Thus, one can learn that teachers carry out and disseminate action research and practice CPD were in high level.

In item 3 of table 4, the respondents were asked to give their suggestion for the extent to which teachers have in-depth knowledge on their subject area. Accordingly, 53 (17.2%) and the majority 192(62.1) of respondents replied that the knowledge of the teachers on their subject area is very high and high respectively. On the other hand 64(20.7%) of them responded that the knowledge of the teachers on their subject area is low. The mean of the item is 3.96. This indicates that the knowledge of the teachers on their subject area is in high level. Moreover, the interview held with CRC supervisors and school principals the knowledge of some teachers on their subject area is insufficient. Improving professional development through up-grading and updating is the best opportunities for teachers to improve the knowledge of the subject area. Evidences also suggest that attention in such teacher learning can impact directly upon improvements in student learning and achievement (Day, 1999).

In item 4 of the same table, the respondents were asked to rate the extent to which teachers involved in overcoming classroom management problems. Accordingly, 36(11.7%) and the majority 204 (66.0%) of respondents responded that teachers involved in classroom management is very high and high respectively. On the other hand, the minority 68(22.0) and

1(0.30%) of the respondents replied that teachers involved in classroom management is medium and low respectively. The mean score of the responses is 3.89 which are in the scope of high level of participation. This implies that the extent to which teachers involved in classroom management is high at the schools level.

In item 5 of the above table respondents were asked to rate the extent to which teachers encouraged students to ensure good classroom management. In this respect, almost half of respondents 51(16.5%) and 110(35.6%) the extent to which teachers encouraged students to ensure good classroom management is very high, high respectively. On the other hand, 130(42.1%), and 18(5.8%) responded that the extent to which teachers encouraged students to ensure good classroom management is medium and low respectively. The mean score of this response is 3.63, which are in the scope of high level of involvement. This implies that the extent to which teachers encouraged students to ensure good classroom management is at high level. Generally, scholars have indicated that Ashwith (1998:20) suggests that teachers must have in depth knowledge for their subject area and must keep up to make that teaching and continuous learning inseparable. Therefore, teachers must improve their knowledge through CPD as well as experience sharing in addition to up grading. Otherwise, the classroom management was not appropriately practiced and also delivering quality education cannot be fulfilled.

4.2.4. Regarding to physical environment of the classroom.

This part of the study displays the items with regard to physical environment of the classroom; to what extent it affects classroom management and how much it is suitable for teaching and learning process.

Table 5 Responses of the Respondents related to physical environment of the classroom.

No	Item	5		4		3		2		1			
		Very high		High		Medium		Low		Very low		Mean	SD
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%		
1	To what extent does physical environment of the class room affects classroom management?	75	24.3	137	44.3	90	29.1	6	1.9	1	0.3	3.90	0.796
2	To what extent does the environment condition of the classroom are appropriate for learning?	39	12.6	6	1.9	85	27.5	54	17.5	125	40.5	2.29	1.348
3	To what extent does physical aspects such as desk arrangements, decorations, lightings, temperature etc. are good enough?	4	1.3	27	8.7	9	2.9	221	71.5	48	15.5	2.09	0.803
4	To what extent do the atmosphere purposefulness and confidence in learning created and students feel safe and respected?	27	8.7	17	5.5	8	2.6	130	42.1	127	41.1	1.99	1.203
5	To what extent does the space attractive, well lit, comfortable and clean?	27	8.7	3	1.0	8	2.6	99	32.0	172	55.7	1.75	1.162

In the above table 5 of item 1, the respondents were asked to give their opinion that the extent to which physical environment of the classroom affects classroom management. Accordingly, 75(24.3%), 137(44.3%), and 90(29.1%) of respondents replied that the extent of physical environment of the classroom affects classroom management is very high, high, and medium respectively. On the other hand, a few number 6(1.9%), and 1(0.3%) of respondents replied that the extent of physical environment of the classroom affects classroom management is low and very low respectively. The mean value of the item is 3.90 which are in the range of high level of support. Thus, it can be said that physical environment of the classroom affects classroom management in each Schools of Babo Gembel Woreda.

In item 2 of the above table, respondents were asked to give their suggestions that the extent to which environment conditions of the classroom are appropriate for learning. Accordingly, 39(12.6%), 6(1.9%), and 85(27.5%) of respondents replied that the extent to which environment conditions of the classroom are appropriate for learning is. very high, high and medium respectively. 54(17.5%), and Majority 125(40.5%) of respondents responded that the extent to which environment conditions of the classroom are appropriate for learning is low and very low respectively. The mean value of this item is 2.29 which are in the range of low. This indicates that the school environment condition is not suitable for learning in Babo Gembel Woreda schools.

Regarding item 3 of the same table, respondents were asked to rate the extent to which physical aspects such as desk arrangements, decorations lightening temperature etc. are good enough. 4(01.3%), and 27(8.7%) 9(2.95) of respondents rated that the extent to which physical aspects such as desk arrangements, decorations lightening temperature etc. are very high, high, and medium respectively. On the other hand, the majority of respondents 221(71.5%), 48(15.5%), replied that the extent to which physical aspects such as desk arrangements, decorations lightening temperature etc. are low and very low respectively. In the same way, the mean score of the item is 2.09 which are in the scope of low level of support.

In item 4 of the above table, the respondents were asked to rate the extent to which the atmosphere purposefulness and confidence in learning created and students feel save and respected. Accordingly, 27(8.7%), 17(5.5%), 8(2.6%) of respondents replied the extent to which the atmosphere purposefulness and confidence in learning created and students feel save and respected is very high, high, and medium respectively. On the other hand, 130(42.1%), 127(41.1%) replied that the extent to which the atmosphere purposefulness and confidence in learning created and students feel save and respected low and very low. The mean value of this item is 1.99 which are in the range of low. This indicates that the school environment condition is not suitable for learning. Purposefulness of atmosphere and confidence in learning created and students feel save and respected is insufficient.

Regarding item 5 of the above table respondents were asked to rate the extent to which space attractive well lit, and comfortable and clean. Accordingly, 27 (8.7%), 3(1.0%) 8(2.6%) of respondents replied very high, high and medium respectively. On the other hand the majority, 99(32.0%), and 172 (55.7%) of respondents replied low and very low respectively. The mean

value of this item is 1.75 which is in the range of low. Moreover, the average mean score of the above table is 2.4 which are in the range of low level of support. This indicates that the physical environment of the classroom is not sufficient in Babo embel Woreda schools.

In the same way, the response of the interview held with principals and CRC supervisors the school physical environment were not suit for the teaching learning process. Both the interviewee complain of very high heat especially in the afternoon, the direct ray of the sun through the open windows and doors, the noise from every direction and the dust brought by wind were the usual problems

4.2.5. Regarding to classroom size

This title was treated with the intention assessing classroom size how it affects classroom management, the ratio of student classroom and the effect of large class size on classroom management.

Table 6 Responses of the Respondents related to effects of classroom size on classroom management

No	Item	5		4		3		2		1		Mean	S.D
		Very high		High		Medium		Low		Very low			
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%		
1	To what extent does classroom size affect classroom management?	84	27.2	119	38.5	85	27.5	19	6.1	2	0.6	3.85	0.92
2	To what extent does teacher student ratio is suitable for good classroom management?	37	12.0	22	7.1	171	55.3	77	24.9	2	0.6	3.05	0.909
3	To what extent does student classroom ratio is suitable for good classroom management?	29	9.4	19	6.1	168	54.4	92	29.8	1	0.3	2.94	0.864
4	To what extent does large class size affects students' achievement?	131	42.4	82	26.5	90	29.1	5	1.6	1	0.3	4.09	0.896

Table 7 was treated with the intention of assessing the classroom size how it affects classroom management, the ratio of student classroom and the effect of large class size on classroom management. Regarding item 1 of table 6, respondents were asked to give their opinion that the extent of classroom size affects classroom management. Accordingly, small number 84(27%), majority, 119 (38.5%), and 85(27.5%) of respondents reacted that the extent of classroom size affects classroom management is very high, high, and medium respectively. On the other hand, the smaller number of respondents 19(6.1%), and a few number 2 (6%) replied that the extent of classroom size affects classroom management is low and very low respectively. The mean score of the item is 3.85, which are in the scope of high level. From the data results, it could learned that classroom size is highly affects classroom management.

In item 2 of table 6, the respondents were asked to rate the extent to which teacher student ratio affects classroom management. Accordingly, 37(12.0%), and 22(7.1%) of respondents rated the extent of teacher student ratio affects classroom management is very high, and high respectively. On the other hand, the majority of respondents 171(55.3%), 77(24.9%), and 2(0.6%) replied that the extent of teacher student ratio affects classroom management is medium, low and very low respectively. the mean of the item is 3.05 which are in the range of medium level of activities. From the data it can be said that teacher student ratio affects classroom management and the number teachers were insufficient at Babo Gembel Woreda schools.

In item 3 of the same table, the respondents were asked to rate the extent to which student classroom ratio is suitable for good classroom management .Accordingly, 29(9.4%), 19(6.1%), a respondents responded that the extent to which student classroom ratio is suitable for good classroom management is very high, and high respectively. On the contrary, the majority 168(54.4%), 92(29.8%)and a few number 1(0.3%) of respondents replied that the extent to which student classroom ratio is suitable for good classroom management is medium , low and very low respectively. The mean score of this item response is 2.94 which are in the scope of medium level. From this result, it can be learned that student classroom ratio is not suitable for good classroom management and it affected class room management.

In item 4 of the same table, the respondents were asked to rate the extent to which large class size affects students achievement. Accordingly, majority 131(42.4%), and 82(26.5%) of

respondents replied that the extent to which large class size affects students achievement is very high, and high respectively. However, the minority 90(29.1%), 5(1.6%), and 1(0.3%) of respondents responded that the extent to which large class size affects students achievement is, medium, low and very low respectively. The mean score of this item is 4.09, which are in the range of high level. This indicates that large class size was highly affected students achievement in Babo Gembel Woreda schools. Generally we can conclude from the above table classroom size is highly affects classroom management and also large class size affects students achievement. On the other hand as the respondents gave their opinion the teacher student ratio and student class ratio is not suitable for classroom management. Therefore, it needs the participation of different stake holders to improve the problem of classroom size.

4.2.6. Item related to principals involvement

This part of the study displays the items with regard to principals' involvement in class room management and how they invite different stakeholders to overcome the problem of classroom management as a whole.

Table 7 Responses of the Respondents related to the principals involvement in classroom management.

No	Items	Options											
		5		4		3		2		1		Mean	SD
		Very high		High		Medium		Law		Very law			
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%		
1	The extent to which the knowledge of school principal plays role to ensure good classroom management as the whole							7	2.3	0	0	4.06	
2	To what extent does the school administration play role to encourage students to ensure good classroom management?	40	12.9	89	28.8	169	54.7	11	3.6	0	0	3.51	0.763
3	To what extent does the school principal discus with school community to overcome the problem of classroom management?	6	1.9	5	1.6	101	32.7	177	57.3	20	6.5	2.35	0.713
4	To what extent does the principal support the teachers to have the knowledge of classroom management?	19	6.1	15	4.9	251	81.2	7	2.3	17	5.5	3.04	0.733
5	To what extent does the school principal invite NGOs to give training for different stakeholders on classroom management?	28	9.1	19	6.1	38	12.3	72	23.3	151	48.9	2.06	1.414

Table 7 was treated with regard to principals' involvement in class room management. In the above table 7 of item 1, the respondents were asked to give their opinion that the extent to which the knowledge of school principal plays role to ensure good classroom management. Accordingly, 115(37.2%), and 104(33.7%), of respondents replied that the extent of the knowledge of school principal plays role to ensure good classroom management is very high, and high, respectively. On the other hand, smaller number 83(26.9%), and 7(2.3%) of respondents replied that the extent of the knowledge of school principal plays role to ensure good classroom management is low and very low respectively. The mean value of the item is 4.06 which are in the range of high level of support. Thus, it can be said that the knowledge

of school principal plays role to ensure good classroom management in the range of high level in each Schools of Babo Gembel Woreda.

In item 2 of the same table, respondents were asked to give their suggestions that the extent to which school administration encouraged students to overcome the problem of classroom management. Accordingly, 40(12.9%), 89(28.8%), of respondents replied that the extent to which school administration encouraged students to overcome the problem of classroom management is. very high, and high respectively. Majority, 169(54.7%), and 11(3.6%) of respondents responded that the extent to which school administration encouraged students to overcome the problem of classroom management is medium and low respectively. The mean value of this item is 3.51 which are in the range of medium. This indicates that the encouragement of school administration for the students to overcome the problem of classroom management is insufficient.

Regarding item 3 of the same table, respondents were asked to rate the extent to which the school principals discuss with the school community to improve class room management. Accordingly 6(1.9%), 5(1.6%)9 and 110(32.7) of respondents rated that the extent to which the school principals discuss with the school community to improve class room management is very high, high, and medium respectively. On the other hand, the majority of respondents 177(57.3%), and 20(6.5%), replied that the extent to which the school principals discuss with the school community to improve class room management problem is low and very low respectively. In the same way, the mean score of the item is 2.35 which are in the scope of low level of support.

In item 4 of the above table 7, respondents were asked to rate the extent to which the school principals support teachers to have the knowledge of class room management. Accordingly, 19(6.1%), and 15(4.9%), of respondents replied the extent to which the school principals support teachers to have the knowledge of class room management is very high, and high, respectively. On the other hand, majority 251(81.2%),7 (2.3%) and17(5.5%) replied that the extent to which the school principals support teachers to have the knowledge of class room management is medium, low and high respectively. The mean value of this item is 3.04 which is in the range of medium. This indicates that the support of school principal for teachers to overcome the problem of classroom management is in the range of medium level.

Regarding item 5 of the above table respondents were asked to rate the extent to which the school principal invite NGOs to give training for different stakeholders on classroom management. Accordingly, 28(9.1), 19(6.1%) and 38(12.3%) of respondents replied that the extent to which the school principal invite NGOs to give training for different stakeholders on classroom management very high, high and medium respectively. On the other hand 72(23.3%), and the majority, 151(48.9%) of respondents replied low and very low respectively. The mean value of this item is 2.06 which are in the range of low. Moreover, the average mean score of the above table is 3.004 which are in the range of medium level of support. This indicates that the extent to which the school principal discusses with the school community, invite NGOs, to give training for different stakeholders on classroom management is not sufficient in Babo Gembel Woreda schools.

4.2.7. Item related to disruptive behavior

This part of the study displays the items with regard to disruptive behavior, how much rules and regulations of the school obeyed and also the extent of the relations of different concerned bodies.

Table 8 Responses of the Respondents related to the effect of disruptive behavior in classroom management.

No	Item	5		4		3		2		1		Mean	SD
		Very high		High		Medium		Low		Very low			
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%		
1	The rules and regulation policy about school discipline in your school are	15	4.9	23	7.4	252	81.6	16	5.2	3	1.0	3.10	0.592
2	The relationship between you and your students.	31	10	239	77.3	7	8.7	12	3.9	0	0	3.94	0.583
3	The relationship between you and school principal is	83	26.9	167	54.0	58	18.8	1	0.3	0	0	4.07	0.682
4	The extent to which everybody controls his/her students' behavior, evaluates rules and procedures, and maintains positive relationships).	28	9.1	33	10.7	244	79.0	4	1.3	0	0	3.28	0.639
5	The extent to which everybody establishes a code of conduct and gain respect his/her students by treating them	39	12.6	42	13.6	110	35.6	118	38.2	0	0	3.01	1.013

In the above table 8 of item 1, the respondents were asked to level the extent to which rules and regulation policy about school discipline in their school. Accordingly, 15(4.9%), 23(7.4%), of respondents replied that the extent of rules and regulation policy about school discipline in their school is very high, high, and medium respectively. On the other hand, majority 252(81.6%), 16(5.2%) and 3(1.0%) of respondents replied that the extent of rules and regulation policy about school discipline in their school is medium, low and very low respectively. The mean value of the item is 3.10 which are in the range of medium level of support. Thus, it can be said that the rule and regulation about their school is medium in each Schools of Babo Gembel Woreda.

In item 2 of the above table, respondents were asked to level the relationship between teachers and students. Accordingly, 31(10.0%), and majority 239 (77.3%), of respondents replied that the relationship between teachers and students is very high, and high respectively. On the other hand, 27(8.7%), and 12(3.9%) of respondents responded that the relationship between teachers and students is low and very low respectively. The mean value of this item is 3.94 which are in the range of high. This indicates that there is high relationship between teachers and students.

Regarding item 3 of the same table, respondents were asked to level the relationship between teachers and principals. In this respect 83(26.9%), and 167(54.0%) of respondents rated that the relationship between teachers and principals are very high, and high, respectively. On the other hand, 58(18.8%), and 1(0.3%), replied that the relationship between teachers and principals is low and very low respectively. In the same way, the mean score of the item is 4.04 which are in the scope of high level of support.

In item 4 of the above table, the respondents were asked to rate the extent to which everybody controls his students' behavior and create positive relationship. Accordingly, 28(9.1%), and 33(10.7%) of respondents replied the extent to which everybody controls his students behavior and create positive relationship is very high, and high respectively. On the other hand, majority, 244 (29.0%), and 4(1.3%) replied the extent to which everybody controls his students behavior and create positive relationship. low and very low. The mean value of this item is 3.28 which is in the range of medium. This indicates that the some stake holders were not participating in creating positive relationship.

Regarding item 5 of the above table respondents were asked to rate the extent to which everybody establishes a code of conduct and gain respect gain respect his or her students by treating them. Accordingly, 39(12.6), and 42(13.6%) of respondents replied the extent to which everybody establishes a code of conduct and gain respect gain respect his or her students by treating them very high, and high respectively. On the other hand the majority,110(35.6%),and 118(38.2%) of respondents replied low and very low respectively. The mean value of this item is 3.01 which are in the range of medium. Moreover, the average mean score of the above table is 3.48 which are in the range of high level of support.

4.2.8. Related to classroom method of teaching

This part of the study displays the items with regard to classroom method of teaching , the interaction between teachers and students during teaching learning process, the extent by which teachers use different teaching materials and the like.

Table 9 Responses of the Respondents related to classroom method of teaching

No	Item	5		4		3		2		1		Me an	SD
		Very high		High		Mediu m		Law		Very law			
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%		
1	To what extent have teachers used different teaching methods?	62	20.1	78	25.2	57	18.4	108	35.0	4	1.3	4.22	.724
2	The interaction between teachers and students during learning and teaching process.	22	7.1	106	34.3	126	40.8	55	17.8	0	0	3.31	.658
3	To what extent do teachers use different teaching materials or any other resources to meet teaching objectives.	13	4.2	91	29.4	104	33.7	101	32.7	0	0	3.05	.865
4	To what extent do teachers use both teacher centered and student centered teaching methods?	28	9.1	180	58.3	21	6.8	80	25.9	0	0	3.5	.813
5	To what extent do teachers motivate students when they participate during teaching and learning process?	77	24.9	87	28.2	76	24.6	46	14.9	23	7.4	3.48	1.183

In the above table 9 of item 1, the respondents were asked to give their opinion that the extent to which teachers used different teaching methods. Accordingly, 62(20.1%), 78(25.1%), 57(18.4%) of respondents replied that the extent of teachers used different teaching methods is very high, high, and low respectively. 108(35.0%), and 4(1.3%) of

respondents replied that the extent of teachers used different teaching methods is low and very low respectively. The mean value of the item is 3.28 which are in the range of low level of support. Thus, it can be said that teachers do not use different teaching methods successfully in Babo Gembel Woreda schools. . Moreover, the interview held with CRC supervisors and school principals due to lack of resources and enough school facilities use of different teaching method is insufficient.

In item 2 of the above table, respondents were asked to give their suggestions that the extent of the interaction between teachers and students. Accordingly, 22(17.8%), and 106(34.3%), of respondents replied that the interaction between teachers and students is very high, and high respectively. On the hand, 126(40.8%), and 55(17.8%) of respondents responded that the

Interaction between teachers and students is low and very low respectively. The mean value of this item is 3.31 which are in the range of medium.

Regarding item 3 of the same table, respondents were asked to rate the extent to which teachers use different teaching materials. Accordingly, 13 4.2 (%), and 91 (2.9%) of respondents rated that the extent to which teachers use different teaching materials is very high, and high, respectively. On the other hand, the majority of respondents 104(33.7%), and 101(32.7%), replied that the extent to which teachers use different teaching materials is low and very low respectively. In the same way, the mean score of the item is 3.05 which are in the scope of medium level of support.

In item 4 of the above table, the respondents were asked to rate the extent to which the teachers used both teachers centered and student centered teaching method. Accordingly, 28(9.1%)and the majority 180(58.3%), of respondents replied the extent to which the teachers used both teachers centered and student centered teaching method is very high, and high , respectively. On the other hand, 21(6.8%), and 80(25.9%) replied that the extent to which the teachers used both teachers centered and student centered teaching method is low and very low respectively. The mean value of this item is 3.5 which are in the range of medium. This indicates that the not all teachers used different methods appropriately and this problem needs improvement to meet the objectives of the lesson.

Regarding item 5 of the same table respondents were asked to rate the extent to which teachers motivates students when they participate during teaching and learning process.

Accordingly, 77(24.9), 87 (28.2%) and 76(24.6%) of respondents replied the extent to which teachers motivate students when they participate during teaching and learning process is very high, high and medium respectively. On the other hand 46(14.9%), and 23(7.4%) of respondents replied low and very low respectively. The mean value of this item is 3.48 which are in the range of medium. Moreover, the average mean score of the above table is 3.31 which are in the range of medium level of support. This indicates that some teachers do not motivate students when the students participate during teaching and learning process. In the same way, the response of the interview held with principals and CRC supervisors there is great difference between teacher and teacher to use different teaching methods due to lack awareness and on job training. On the other hand the item in the above table is the decisive factor to meet the objectives of the lesson and ensure students' performance. Therefore, to increase teachers' awareness and participation it is expected to give on job training by different concerned bodies.

4.2.9. The result of data gathered through interview

The data collected through the interview document analysis revealed that classroom management had negative impact on teachers teaching practice. Because they couldn't give full topic of their lesson appropriately since, the lesson, the discipline, the time, the students' behavior, and the like cannot be managed. Different activities were done at the schools level to overcome the problem of classroom management. All sample schools have strategic and annual school plan. The evaluation mechanisms of classroom management that the schools used were classroom observation by supervisors and department heads, by evaluating each class of students' results and compare the difference between class and class, continuous follow up of day to day activities, giving support and forward the solution for the future.

Although different activities were done by schools there were a number of problems that faced all sample schools according to the result of the data collected through the interview. These are, there is no classroom management plan in the annual and strategic plan of all sample schools. Majority of students are late comers due to this reason, it is too difficult for teachers to manage their time, their lesson, classroom discipline and classroom activities as a whole.

The data collected through the interview also revealed that, most of the time some stakeholders such as PTSA, and other stakeholders are not volunteer to discharge their role

and responsibility since they have their own regular work and this is one of the problems that made the weakness of classroom management.

Data gathered through the interview and the document analysis revealed that there is no experience sharing on classroom management between teachers and teachers and class and class. In some schools monitoring, evaluating and reporting were not take place regularly. There are many documents on which the school advised students and the number of misbehaved students is increasing from time to time which is a serious problem of the moment.

The data collected through the interview revealed that the shortage of school budget from the education office, lack of continuous training at schools, CRC and woreda level, lack of educational materials, overload work of teachers, lack of commitment from principals and supervisors to implement classroom management appropriately, lack of motivation of teachers, lack of coordination among the concerned bodies, lack of human power such as vice principals shortage of time were mentioned by the respondents as the major challenges of good classroom management implementation in some schools of Babo Gembel Woreda.

Moreover, respondents suggested that some principals were not willing to support the staff by giving training and creating awareness. In conclusion, it is believed that the students' interest on education is very low. Less commitment and involvement of teachers in the implementation of classroom management, insufficient professional support executed by Woreda and CRC supervisors and less participation of community and students families to bring good discipline, lack of resources such as desk, laboratory materials, chemicals, suitable classroom and the like are the major prevailing challenges against the optimal performance classroom management.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIO

5.1 Summary of Major Findings

The purpose of this study was investigate the extent to which classroom management was properly performed by the responsible parties, to investigate the extent to which classroom management affects students' performance, to identify the factors that influences classroom management and also to bring out the major challenges encountering the process of implementing class room management in some selected schools of west wollega Zone Babo Gembel Woreda. The practices of classroom management activities were dealt with in relation to teachers, head of departments, unit leaders, principals, supervisors the fundamental practices; the supportive role played by principals and supervisors. The challenges classroom management responsible parties had faced were also discussed. To achieve the objectives, the study tried to answer the following basic questions.

1. What do the classroom management practices look like?
2. What are the major factors that affect class room management in Babo Gembel Woreda schools?
3. To what extent does teachers' skills and knowledge affect classroom management?

To get answers for these questions, a descriptive survey method was employed. Twenty-five teachers, twenty department heads, five unit leaders and two hundred fifty-one students were participated in responding to the questionnaires. , Five principals, and three cluster supervisors were interviewed; in every selected 5 sample schools. Schools annual and, strategic plans, students discipline documents were also analyzed. On the basis of the analysis and interpretation of the data gathered through all the instruments, the following major findings were indicated.

1. The finding of the study revealed that the students' interest on education is very low. Due to this reason majority of them are late comers, less commitment and involvement of teachers in the implementation of classroom management, insufficient professional support executed by Woreda and CRC supervisors and less participation of community and students' families to bring good discipline, are the major prevailing challenges against the optimal performance classroom management.

2. It was identified by the study that classroom management facilitators (principals, vice principals and other responsible bodies) were less effective in creating conducive and stimulating environment and, in providing technical and professional assistance for the newly employed and less committed teachers to implement good classroom management in Babo Gembel Woreda schools.
3. Most respondents believed that lack of commitment, inability of preparing training on classroom management, lack of evaluation and giving feedback by the school principals has high negative influence on classroom management implementation.
4. As identified from respondents' response, classroom size is one of the factors that were highly influenced classroom management as that of more than eighty students sit in one classroom and teacher- student ratio is similar to that.
5. It was identified by this study that there were shortage of resources, teaching materials, laboratory and chemicals, lack of budget, adequate classroom, desks, light, well lit and comfortable place and the like. are among the problems identified to implement classroom management in Babo Gembel Woreda schools.
6. It was revealed that lack of experience sharing between teachers and teachers, and also between schools and schools, lack of regular discussion with school community and students families, lack of inviting NGOs to give training concerning classroom management were also the problems identified by the finding.
7. As shown in the findings, the majority of respondents replied that one of the major problem identified is lack of students' discipline .Although there are rules and regulations in the schools, majority of students do not obey rules and regulations even they do not care about rules and regulations of the school which results for poor classroom management implementation.
8. Most of the respondents suggested that, due to disciplinary infractions such as absenteeism and the late comer students and disobedience of rules and regulations of the schools teachers cannot manage time, lesson, and classroom as a whole. Consequently, teachers cannot accomplish the content of the lesson appropriately and it has negative influence on students' achievement.
9. Most of the time some stakeholders such as PTSA and other stakeholders are not volunteer to discharge their role and responsibility since they have their own regular work and this is one of the problems that made the weakness of classroom management.

5.2. Conclusion

From the results of the study, it was implied that there were many factors that hinder effective implementation of classroom management in Babo Gembel Woreda schools. . In order to implement classroom management effectively, enhancing the involvement of students and providing awareness for all stakeholders is most important. Accordingly, the findings of research indicated that less commitment and involvement of teachers in the implementation of classroom management, classroom management facilitators (principals, vice principals and other responsible bodies) were less effective in creating conducive and stimulating environment and, in providing technical and professional assistance for less committed teachers. Classroom size, shortage of resources, teaching materials such as, laboratory and chemicals, lack of budget, lack of adequate classroom, desks, and enough light, well lit and comfortable places were insufficient. Furthermore, the study revealed that due to disciplinary infractions such as absenteeism and the late comer students and disobedience of rules and regulations of the schools, teachers cannot manage time, lesson classroom as a whole. The study also shows the experience sharing between teachers and teachers, schools and schools and regular discussion with school community and students were insufficient. Therefore, based on findings, it is possible to conclude that the implementations of effective classroom management has not done in the sample schools .As a result, this clearly indicated that the school are not effectively addressing the needs of the learner. Generally, schools of the study area were unsatisfactory in implementation of classroom management.

5.3. Recommendation

- 1) Classroom management plan should be included in the annual and strategic plan of the schools.
- 2) Holding regular meetings with all students and giving awareness by different dramas, group discussion, advising orally and the like.
- 3) Teachers should improve their profession through CPD as well as sharing experience in addition to up grading.
- 4) Students' families should advise their children at home and follow them regularly at school.
- 5) Experience sharing should be take place between teachers and teachers, and also between schools and schools.
- 6) The knowledge gap between teachers should be minimized by on job training, experience sharing and upgrading.
- 7) Woreda education office should pay attention to fulfill human power, school facilities, and make school attractive by participating different stakeholders.
- 8) Principals, and vice principals should give training and create awareness for all stakeholders.
- 9) PTSA, teachers, department heads, unit leaders, home room teachers and all stakeholders should be more committed.
- 10) Woreda education office and CRC supervisors should follow-up evaluate and give feedback for schools regularly.

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Total Sample population

No	Schools	Gender	Students		Teacher		Department heads		Unit leaders		Cluster supervisors		Principals		All Respondents		
			Total	Sample	Total	Sample	Total	Sample	Total	Sample	Total	Sample	Total	Sample	Total	Sample	%
1	Babo Gembel preparatory	Male	184	37	29	5	3	3	2	1	–	–	1	1	219	47	21.46
		Female	184	37	2	1	1	1	–	–	–	–	–	–	187	39	20.85
2	Babo Gembel secondary	Male	345	70	36	7	5	2	3	1	1	1	1	1	391	82	20.97
		Female	323	65	5	1	3	2	–	–	–	–	–	–	331	68	20.5
3	Gute rago primary	Male	26	5	9	2	4	4	1	1	1	1	1	1	42	14	33.3
		Female	21	5	5	1	-	-	–	–	–	–	–	–	26	6	23
4	Sarko primary	Male	33	7	10	2	4	2	1	–	–	–	1	1	48	12	25
		Female	30	6	12	2	2	2	1	1	–	–	–	–	45	11	24.4
5	Ambalo Dila primary	Male	46	9	11	3	5	3	1	1	1	1	1	1	65	18	27.69
		Female	47	10	6	1	1	1	–	–	–	–	–	–	54	12	22
Total		Male	634	128	95	19	21	14	8	4	3	3	5	5	766	173	22.56
		Female	605	123	30	6	7	6	1	1	–	–	–	–	643	136	21
		Sum	1239	251	125	25	28	20	9	5	3	3	5	5	1409	309	21.9

APPENDICES

Appendix I

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

Questionnaires' for teachers

Directions:

Dear respondents: The main function of this study is to gather relevant data to the study allowed "Factors that influence classroom management in some selected schools of west Wollega zone Babo Gambel District. " Your answer is very important for the achievement of the study. Thus, you are kindly requested to respond the questions, in order to provide the information on top of the different issues related to the study. The achievement of this study depends on your truthful and real response to the questions. The information will be used for academic reason only and responses will be kept private.

NOTICE:

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

Part I: Personal Data Please, write your personal background on the space provided.

Back Ground Information

1. Name of the School _____ Department _____ Sex _____

2. Year of foundation: _____ Grade level you are teaching _____

3. Qualification _____ Work experience in this school _____

4. Position _____

5. How many periods per week do you teach? , indicate by "tike mark"

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

Part II: Please use one of the following Likert scales to point out your response by marking(x) against each closed ended item from the given rating scales.

5=very high 4= high 3= Medium 2= Low 1=Very Low

1. Items related to classroom management

No	Items	Options				
		5	4	3	2	1
		Very high	High	Medium	Low	Very low
1	To what extent does classroom management affects students' achievement?					
2	The extent to which different strategies are used and ensured students engagement					
3	The extent to which teachers manage their time, their lesson and their classroom as the whole					
4	The extent to which your school establishes consistent rules and procedures and implements behavior expectations at the start of the year					
5	To what extent do you act as a classroom manager in order to make students active participants in the learning process?					
6	The extent to which the woreda education office and the school supervisor follow up, evaluate, give feedback and find solution for the problem of classroom management					

2. Items related to classroom discipline and students' achievement

No	Items	Options				
		5	4	3	2	1
		Very high	High	Medium	Low	Very low
1	To what extent does classroom discipline affects classroom management?					
2	To what extent does a disciplinary infraction affect students' achievement?					
3	Disciplinary infraction in your school is					
4	The extent to which the students obey rules and regulations of the school is					
5	The attitude of students toward the education is					

3.Items related to teachers qualifications

No	Items	Options				
		5	4	3	2	1
		Very high	High	Medium	Low	Very low
1	To what extent does teachers' qualification affects classroom management?					
2	To what extent do you carry out and disseminate action research and practice CPD?					
3	The extent to which you have in depth knowledge for your subject area and kept up to make that teaching and continuous learning in separable.					
4	To what extent have you involved to overcome classroom management problem?					
5	To what extent have you encouraged students to ensure good classroom management?					

4. Items related to physical environment of the classroom

No	Items	5	4	3	2	1
1	To what extent does physical environment of the class room affects classroom management?					
2	To what extent does the environment condition of the classroom are appropriate for learning?					
3	To what extent does physical aspects such as desk arrangements, decorations, lightings, temperature etc. are good enough?					
4	To what extent do the atmosphere purposefulness and confidence in learning created and students feel safe and respected?					
5	To what extent does the space attractive, well lit, comfortable and clean?					

5. Items related to classroom size

No	Items	5	4	3	2	1
1	To what extent does classroom size affect classroom management?					
2	To what extent does teacher student ratio is suitable for good classroom management?					
3	To what extent does student classroom ratio is suitable for good classroom management?					
4	To what extent does large class size affects students achievement?					

6. Items related to principals involvement

No	Items	5	4	3	2	1
1	The extent to which the knowledge of school principal plays role to ensure good classroom management as the whole					
2	To what extent does the school administration play role to encourage students to ensure good classroom management?					
3	To what extent does the school principal discuss with school community to overcome the problem of classroom management?					
4	To what extent does the principal support the teachers to have the knowledge of classroom management?					
5	To what extent does the school principal invite NGOs to give training for different stakeholders on classroom management?					

7. Items related to disruptive behavior

No	Items	5	4	3	2	1
1	The rules and regulation policy about school discipline in your school are					
2	The relationship between you and your students.					
3	The relationship between you and school principal is					
4	The extent to which everybody controls his/her students' behavior, evaluates rules and procedures, and maintains positive relationships).					
5	The extent to which everybody establishes a code of conduct and gain respect his/her students by treating them					

8. Items related to classroom method of teaching

No	Items	Options				
		5	4	3	2	1
		Very high	High	Medium	Low	Very low
1	To what extent have you used different teaching methods?					
2	The interaction between you and your students during learning and teaching process.					
3	To what extent do you use different teaching materials or any other resources to meet teaching objectives.					
4	To what extent do you use both teacher centered and student centered teaching methods?					
5	To what extent do you motivate students when they participate during teaching and learning process?					

Please, explain further factors that influence classroom management in your school.

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Appendix II

Addis Ababa University College of Education and behavioral Studies Department of Educational Planning and Management
Questionnaires ' for students.

Directions:

Dear respondents: The main function of this study is to gather relevant data to the study allowed “Factors that influence classroom management in some selected schools of west Wollega zone Babo Gambel District. “ Your answer is very important for the achievement of the study. Thus, you are kindly requested to respond the questions, in order to provide the necessary information on top of the different issues related to the study. The achievement of this study depends on your truthful and real response to the questions. The information will be used for academic reason only and responses will be kept private.

NOTICE:

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

Part I: Personal Data Please, write your personal information on the space provided.

Indicate your response by putting tick “✓” mark a response imposes provided

Thank you in advance for your cooperation!

1. Personal information

Grade 5-8 ☐ 9-12 ☐

Sex Male ☐ Female ☐ Age ☐

2. Are you living with your parents

Yes ☐ No ☐

3. What is your parent's Occupation

Merchants ☐ Employee ☐ Farmer ☐ Other ☐

4. What is your attitude towards your education?

Positive ☐ Negative ☐

5. Do you work closely with your school administration?

Yes ☐ No ☐

Part II: Please use one of the following Likert scales to point out your response by marking(x) against each closed ended item from the given rating scales.

5=very high 4= high 3= Medium 2= Low 1=Very Low

1. Items related to classroom management

No	Items	Options				
		5	4	3	2	1
		Very high	High	Medium	Low	Very low
1	The extent to which different strategies are used and ensured students engagement					
2	The extent to which teachers manage their time, their lesson and their classroom as the whole					
3	The extent to which your school establishes consistent rules and procedures and implements behavior expectations at the start of the year					
4	To what extent do teachers act as a classroom manager in order to make students active participants in the learning process?					
5	The extent to which the woreda education office and the school supervisor follow up, evaluate, give feedback and find solution for the problem of classroom management					

2. Items related to classroom discipline and students' achievement

No	Items	Options				
		5	4	3	2	1
		Very high	High	Medium	Low	Very low
1	To what extent does classroom discipline affects classroom management?					
2	To what extent does a disciplinary infraction affect students' achievement?					
3	Disciplinary infraction in your school is					
4	The extent to which the students obey rules and regulations of the school is					
5	Your attitude toward the education is					

1.3. Items related to teachers' experience and knowledge

No	Items	Options				
		5	4	3	2	1
		Very high	High	Medium	Low	Very low
1	To what extent does teachers' experience and knowledge affect classroom management?					
2	To what extent do teachers carry out and disseminate action research and practice CPD?					
3	The extent to which teachers have in depth knowledge for their subject area and kept up to make that teaching and continuous learning in separable.					
4	To what extent have teachers involved to overcome classroom management problem?					
5	To what extent have teachers encouraged students to ensure good classroom management?					

4. Items related to physical environment of the classroom

No	Items	5	4	3	2	1
1	To what extent does physical environment of the class room affects classroom management?					
2	To what extent does the environment condition of the classroom are appropriate for learning?					
3	To what extent does physical aspects such as desk arrangements, decorations, lightings, temperature etc. are good enough?					
4	To what extent do the atmosphere purposefulness and confidence in learning created and students feel safe and respected?					
5	To what extent does the space attractive, well lit, comfortable and clean?					

5. Items related to classroom size

No	Items	5	4	3	2	1
1	To what extent does classroom size affect classroom management?					
2	To what extent does teacher student ratio is suitable for good classroom management?					
3	To what extent does student classroom ratio is suitable for good classroom management?					
4	To what extent does large class size affects students achievement?					

6. Items related to principals involvement

No	Items	5	4	3	2	1
1	The extent to which the knowledge of school principal plays role to ensure good classroom management as the whole					
2	To what extent does the school principal plays role to encourage students to ensure good classroom management?					
3	To what extent does the school principal discus with school community to overcome the problem of classroom management?					
4	To what extent does the principal support the teachers to have the knowledge of classroom management?					
5	To what extent does the school principal invite NGOs to give training for different stakeholders on classroom management?					

7. Items related to disruptive behavior

No	Items	5	4	3	2	1
1	The rules and regulation policy about school discipline in your classroom are					
2	The relationship between you and your teachers.					
3	The relationship between you and school principal is					
4	The extent to which everybody controls his/her students' behavior, evaluates rules and procedures, and maintains positive relationships).					
5	The extent to which everybody establishes a code of conduct and gain respect his/her students by treating them					

8. Items related to classroom method of teaching

No	Items	Options				
		5	4	3	2	1
		Very high	High	Medium	Low	Very low
1	To what extent have teachers used different teaching methods?					
2	The interaction between you and your teachers during learning and teaching process.					
3	To what extent do teachers use different teaching materials or any other resources to meet teaching objectives?					
4	To what extent do teachers use both teacher centered and student centered teaching method?					
5	To what extent do teachers motivate students when they participate during teaching and learning process?					

Please, explain further factors that influence classroom management in your school.

.....

.....

APPENDIX III

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

Interview Guide for Principals, cluster supervisors, Unit leaders and Department heads.

General Information about the Participants:

Sex..... Academic Qualification..... Service Years.....

Guiding Questions for Interview

- What kind of activities has been practiced on classroom management in your schools?
- What are the obstacles of the effective implementation of classroom management in your schools?
- What kind of solutions do you propose to solve the problems of classroom management in your schools?
- What is the impact of classroom management on teachers teaching practices?
- Do you believe that all responsible body discharged their role and responsibilities?
- What are the major classroom activities practiced by teachers to overcome the problem of classroom management?
- What are the evaluation mechanisms of classroom management practiced by different stake holders?

APPENDIX IV
Document Analysis

Name of the school.....

Education qualification of the principal.....

- Do you have strategic and annual plan in your school?
- Did you include classroom management plan in your annual lesson plan?
- Do you have the monitoring, reporting and the evaluation system of classroom management in your schools?
- What does the experience sharing of classroom management between class and class, teachers and teachers, within other schools looks like?
- Do you have documents on which you advised students?
- Do you have feedback from the concerned bodies for implementation of classroom management in your school?

Yuunveersiitii Addis Ababaa

Kolleejjii Barnootaa fi Qo'annoo Amalaa.

Muummee Karooraafi bulchiinsa barnootaa.

Gaafannoo Barattootaaf

Kallattii:

Kaayyoon gaafannoo kanaa hoggansa daree barnootaa ilaalchisee maal akka sitti dhaga'amu hubachuu fi wantoota hoggansa daree barnootaa irratti dhiibbaa qabu jettee ati yaaddu hubachuu dha. Yaada kee dhugummaa fi amantumman akka kennituuf gaafannoo kan kabajaan afeeramtee jirta. Deebiin gaafannoo kanaa qorataa abbaa dhimma kanaa ala qaama kamiif iyyuu darebee hinkennamu.

Kutaa I Odeeffannoo dhuunfaa

Kutaa barachaa jiru ?tu 5-8 ☐ 9-12 ☐

Saala ☐ Dhiira ☐ Dhalaa ☐ Umurii ☐

Maatiikee waliin jiraaaattaa?

Eeyyee ☐ Lakkii ☐

Hojiin maatiikee maali?

Daldalaa ☐ Qaxaramaa ☐ Qotee bulaaa ☐ Kanbiraa ☐

Waa ee barnoota kee ilaalcha attamii qabda?

Sirrii ☐ Faallaa ☐

Ati hoggansa mana barumsaa waliin tauun ni hojjettaa?

Eeyyee ☐ Lakkii ☐

Kutaa II: Tokkoo tokkoo gaaffilee armaan gadiif filannowwan shan shantu jira isaan keessaa kan sirriidha jettu jalatti mallattoo (X) kaa'uudhaan yaadakee ibsi.

5= baayyee olaanaa 4= olaanaa 3= giddu galeessa 2= gadi aanaa 1=baayyee gadi aanaa

1.Hoggansa daree barnootaan kan wal qabatu

Lak.	Mata duree	Filannowwan				
		5	4	3	2	1
		baayyee olaanaa	olaanaa	Giddu galeessa	Gadi aanaa	baayyee gadi aanaa
1	Hoggansi daree barnootaamilkaainsa barataa irratti miidhaa geessisa?					
2	Tasiimowwan adda addaa fayyadamuun qooda fudhannaa barattootaa fooyyessuun maal fokkaata?					
3	Barsiisonni qabiyyeee isaanii,yeroo fi haala walii gala daree isaanii hogganuu irratti maal jetta?					
4	Manni barumsaakee serootaafi qajeelfamoota dhimma baruu fi barsiisuun walitt dhufu jalqaba waggaattiqopheessuun amala garii barattoota keessatti dagaagsuu irratti maal jetta?					
5	Qooda fudhannaa barattootaa cimsuudhaaf barsiisonni barsiisonni hammam daree barnootaa keessatti akka hoggnaa dareetti hojjetu?					
6	Waajjirri barnootaa aanaa fi spperviserrri mana barumsaa rakkoo hoggansa daree barnootaa furuuf ammam hordoffii,madaallifi,duub deebii kennaa adeemu jettee yaada?					

2.Dhimma naamusa daree fi milkaaina barataan kan wal qabatu

Lak.	Mata duree	Options				
		5	4	3	2	1
		Baayee olaanaa	olaanaa	Giddu galeessa	Gadi aanaa	Baayyee gadi aanaa
1	Namusni daree barnootaa amman hoggansa daree barnootaa irratti miidha geessisa ?					
2	Naamusni gaariin mana barumsaa keessaa dhibuun milkaaina barataa irratti ammam miidhaa geessisa ?					
3	Manni barumsaakee keessatti naamusni cabsuu irraattti					
4	Barattonni ammam qajjelfamootaa fi seeroota mana barumsaa kabaju?					
5	Ilaalchi ati barnootaaf qabduu?					

3.Sadarkaa barnootaaa barsiisotaa ilaalchisee

Lak.	Mata duree	Filannowwan				
		5	4	3	2	1
		Baayee olaanaa	olaanaa	Giddu galeessa	Gadi aanaaa	Baayee gadi aanaa
1	Sadarkaan barnootaa barsiisotaa hoggamsa daree barnootaa ammam miidhaa geessisa?					
2	Barsiisonniikee ammam qorannoo gochaa fi DOW hojjetu?					
3	Barsiisonniikee ammam gosa barnoota isaanii irratti gaumsa gadi fageenya qabu qabaachuun akkasumas barsiisuu fi barachuu isaanii cimsachaa deemu?					
4	Barsiisonniikee rakkoo hoggansa daree barnootaa furuudhaaf ammam qooda fudhatu?					
5	Hoggansa daree barnootaa milkeessuuf barsiisonniike ammam sijajjabeessu?					

2. Naannoo fiizikaala daree barnoota ilaalchisee

Lak.	Mataduree	Filannowwan				
		5	4	3	2	1
1	Naannoon Fiizikaala daree barnootaa ammam hoggansa daree barnootaa irratti miidhaa geessisa?					
2	Haalli naannoo daree barnootaa ammam baruu barsiisuudhaaf mijataadha?					
3	Teesumni,ifti, haalli qilleensaa daree,faayaafi kkf dareekee keessaa ammam gaarummaa qabu?					
4	Haalli nama hawwisiisuu fi ofitti amanamumman barachuun barattootaa uumamuun barattoonni ammam gammachuu fi kabajaan guutaman?					
5	Bakki mana barnootaa ammam hawwataa fi mijataadha?					

5. Hammamtaa daree barnootaa ilaalchisee

Lak.	Items	Filannowwan				
		5	4	3	2	1
1	Hammtaan (size) daree barnootaa ammam hoggansa daree barnootaa irratti dhibbaa geessisa?					
2	Reeshoon barsiisaa gara barataa daree barnootaa sirriitti hogganuuf ammam mijataadha?					
3	Reeshoon barataadhaa gara dareetti daree barnootaa sirriitti hogganuuf ammam mijataadha?					
4	Hammamtaan daree barnootaa guddaan milkaaina barattootaa irratti miidhaa ammam qaba?					

6. Qooda fudhannaa qindeessaa mana barumaatiin kan wal qabatu

Lak.	Mata duree	Filannowwan				
		5	4	3	2	1
1	Hoggansa daree barnootaa gaarii tae akka waliigalaatti dhugoomsuuf gae beekumsi qindeessaa mana barumsaa taphatu hagam jetta?					
2	Qindeessaan mana barumsaa hoggansi daree barnootaa gariin akka dhugoomuuf ammam isin jajjabessa?					
3	Qindeessaan mana barumsaa rakkoo hoggansa daree barnootaa furuuf hawaasa mana barumsaa waliin ammam mariata?					
4	Qindeessaan mana barumsaa daree barnootaa hogganuu irratti barsiisotaaf ammam deggersa ogummaa kenna?					
5	Dhaabbilee miti mootummaa fi dhimmamtoota afeeruun qindeessaan mana barumsaa ammam leenjiwwan adda addaa kenne?					

7. Amala badaa (jeequmsaan) kan walqabatu

Lak.	Mataduree	Filannowwan				
		5	4	3	2	1
1	Seeraa fi qajeelfamoota adda addaa waaee naamusa mana barumsaa dareekee keessaa hagam jetta?					
2	Walitti dhufeenyi siifi barsiisaakee gidduu jiru.					
3	Walitti dhufeenyi siifi qindeessaa mana barumsaakeetii gidduu jiru					
4	Namni kam iyyuu ammam amala barataa/ttuu isaa toachuun, qajeelfamaa fi adeemsa raawii isaa madaaluun walitti dhufeenya gaarii uuma?					
5	Namni kam iyyuu ammam waaee amal-gaarummaa baarataa gorsuun kabaja?					

8. Mala baruufi barsiisu daree barnootaa ilaalchisee

Lak.	Mata duree	Filannowwan				
		5	4	3	2	1
1	Barsiisonnikkee ammam mala baruu fi barsiisuu adda addaatti fayyadamuun si barsiisa?					
2	Walitti dhufeenyi sii fi barsiisaakee gidduu yeroo baruu fi barsiisuun geggeeffamu jiru attami?					
3	Barsiisaankee meeshaalee deggersa barnootaa fi leecalloo kan biraa ammam fayyadama?					
4	Barsiisonnikkee ammam mala baruu barsiisuu barataa fi barsiisaa giddu galeeffate fayyadamu?					
5	Barsiisonnikkee yeroo barsiisan akka barattoonni hirmaannaa godhaniif ammam sissieessu?					

Wantoota hoggansa daree barnootaa irratti miidha geessisan kan biraan yoo jiraatan barreessi.

.....
