



**WOLKITE UNIVERSITY**

**COLLEGE OF EDUCATIONAL AND BEHAVIOERAL  
SCIENCENS DEPARTMENT OF PEDAGOGICAL SCIENCE  
ENGLISH LANGUADE AND LITERATURE**

**FACTORS AFFECTING CLASSROOM MANAGEMENT IN SILTANA  
PRIMARY SCHOOL IN SILTANA ADMNISTARTIVE TOWN**

**SENIOR EASSAY SUBMITTED TO DEPARTMENT OF PEDAGOGICAL  
SCIENCE IN EDUCATION AND BEHAVIOUR STUDIES AS PARTIAL  
FUFLIMENT OF THE RUQUIERMENT FOR BACHLEOR OF EDUCATION  
DEGREE IN PEDAGOGICAL SCIENCE AND ENGLISH LANGUAGE AND  
LITRATURE**

**BY: -BONTU GARREDEW TURA**

**OCTOBER, 2020**

**ADVISOR: Mr.YOHANNES (AM)**

**WOLKITE, ETHIOPIA**



## DECLARATION

I Bontu Garredew hereby declares that the work presented here is genuine work done originally by me and has not been and published or submitted elsewhere for the requirement of degree program. Any literature, data, or work done by other and cited within this report has been given due acknowledgement and listed bibliography section.

Prepared by;

Name	Signature	Date
-----	-----	-----

### APPROVAL OF BOARD OF PSYCHOLOGY

Approved by;

Advisor

Name	Signature	Date
-----	-----	-----

Examiner;

Name	Signature	Date
-----	-----	-----



---

## ACKNOWLEDGEMENT

First, I would like to thank GOD for His great deal of contribution to the study by keeping my health with a good condition.

Secondly, I would like to express my deepest gratitude to my Advisor Yohannes for his useful and constructive comments, guidance's supports, over all assistance and for enabling me to produce this paper.

Finally but not lastly, I would like to extend my heartfelt thanks for my family who support me financially, morally and psychologically. I would like to extend my fourth I would like to thank siltana primary school director and my respondents for their voluntary gave information.



# Table of Contents

DECLARATION ..... 1

ACKNOWLEDGEMENT ..... 2

ABSTRACT..... 6

CHAPTRE ONE..... 7

    INTRODUCTION..... 7

        1.1Background of Study ..... 7

        1.2 Statement of the Problem ..... 9

        1.3 General and Specific Objectives..... 10

        1.4 Significance of the Study ..... 10

        1.5 Scope of the Study ..... 11

        1.6 Limitation of the study..... 11

        1.7 Delimitation of the study ..... 11

        1.8 Definition of key Term ..... 11

CHAPTER TWO ..... 13

    REVIEW OF RELATED LITERATURE ..... 13

        2.1. Some concepts of room management..... 13

        2.2 Factors influencing class room management ..... 16

        2.4. Summary ..... 26

CHAPTOR THREE ..... 32

    RESEARCH METHODOLOGY ..... 32

        3.1 Research Design ..... 32

        3.2 Study Area..... 32

        3.3 SOURCE OF DATA ..... 32

        3.4 Study Population ..... 32

        3.5 Sample Size and Sampling Techniques..... 33

        3.6 Procedure of Data Collection ..... 34

        3.7 Method of Data Analysis..... 34

        3.8 Ethical consideration..... 34

CHAPTER FOUR ..... 35

    DATA ANALYSES, INTERPRETATION AND DESCRIPTION ..... 35



4.1 Back ground information and respondent..... 35

4.2 Factors affecting classroom management..... 36

4.3 A scale to measure cause of miss behavior ..... 38

UNIT FIVE ..... 45

SUMMARY, CONCLUSION AND RECOMMANDATION..... 45

5.1 SUMMARY ..... 45

5.2. CONCLUSION..... 45

5.3 RE COMANDATION..... 46

REFERENCE..... 47

APPENDEX I ..... 49

    RESEARCH QUESTIONAIRE ..... 49

APPENDEX II ..... 52

    RESEARCH QUESTIONAIRE ..... 52

Table 4.1 Age composition ..... 35

Table 4.2Sex Composition..... 35

Table 4.3 Factors that affect class room management ..... 37

Table 4.4 measure of misbehavior ..... 38

Table 4.5 Cause of misbehavior..... 39

Table 4.6 Methods of teachers that hinder lecture class ..... 39

Table 4.7.Demographic Characteristics of the respondent ..... 41

Table 4.8.Result of Teacher’s Attitude toward Classroom Management ..... 42



Graph 4.1: The result of student with regard to the question about classroom management ..... 37  
Graph 4.2 results of teacher’s response question the regard to classroom management. .... 44



## ABSTRACT

Class room management is the stepping stone for the success of students in terms of academic qualification and it is the main instrument for schools to achieve their goals. This study was designed to identify the fundamental factors affecting class room management in Siltanaprimary school. The study type was descriptive survey type. The population was 897 students and teacher. The simple size of this study was 48 students and 20 teachers totally 68 respondent. Data for the study was collected through close ended questioner. The data was analyzed through using quantitative and qualitative method of data analysis. Then the study indicates that the factors that affect class room



management in Siltana primary school are talking of students with their class mates during lectures, coming to class rooms without doing their homework, coming to class after the normal classroom activity begins, leaving class rooms before the class ends, low or absence of participation in class room discussions and group works, conflicts among students in the classroom, inappropriate perceived class size, and in appropriate seating arrangement. The study also forwarded possible remedial mechanisms to alleviate the problems. Students should attend properly rather than talking with classmate in the activities in the class. The school also guide and counsel students rather than taking measures on them so as to control the misbehavior of students in the classroom.

Key Words: - behavior classroom, factors, homework

## CHAPTRE ONE

### INTRODUCTION

#### 1.1 Background of Study

The term classroom management is defined different in different time by numerous Scholars, AS Cruickshank (1995) traditionally.



Classroom management is the way that teachers react with their students after the student's misbehavior of students in the classrooms. Hence, as the above scholars the emphasis is given to the means of controlling the misbehavior of students in the classroom and in the school in general however, most educators and scholars like view classroom management as the process of establishing and maintaining healthy a classroom environment which enables the students to attend there attentively and enables the teacher to provide lectures properly in the provision and the providers necessary to create and maintain an environment in which successful teaching and learning can occur.

Therefore, classroom management is the mechanism to create effective teaching learning process to motivate both teachers and students when they conduct their tasks of teaching and learning in the classrooms in the schools (Dumbo, 2004)

Classroom management is fundamental to enhance the academic achievement of the learning since it is important way to prevent its disruptive behavior and to bring students motivation and qualitative teaching and learning process in the classroom. As the result classroom management is the stepping stone to create appositve attitude on students to wards learning and maintaining in most appropriate social behavior in classroom in the school (Klein, 2001)

Classroom management is the challenging and complex activity which is applied to smooth the classroom environment so as to enable the school to achieve its design goals, values, missions, visions within a specified period of time. Therefore, classroom management is the vital element in the success of school and it makes the teacher student relationship in the classroom smoother and smart (Rao, 2000)

Generally classroom management is a vehicle for the schools to attain their purpose of establishment since classroom management has tendency of shaping students to wards good behavior in a strategic manner. Moreover, it enables the teachers to render the lesson in the classroom according to his/her plan and contribution to the success of the schools (Duke, 2001). Hence this study is aimed at investigating factors affecting classroom management.



## 1.2 Statement of the Problem

Classroom has been defined differently and it has abroad definition. Traditionally classroom management has been viewed as active in nature with a focus on how teachers react after students show misbehavior characteristics. The emphasis was on using discipline to control misbehavior in the classroom and school. But today most educators and scholars view classroom management as the process of and maintaining and a healthy classroom environment of teaching and learning.

Hence, classroom management is defined as the provision and procedure necessary to create and maintained on environment with teaching and learning can occur (Rao 2000)

To active the objectives of schools, classroom management plays fundamental role without effective classroom management, can not achieve their specified mission, vision and value within a certain period of time. Classroom management is key for students and educational institutions to be effective and successful. It is challenged numerous factors like disciplinary problems, uncomfortable school compounds and unattractive classrooms, lack of well training and experienced teachers (Thomas 2001)

Moreover classroom management is influenced by problems like lack of functional classroom management rules and regulation , lack of awareness of students concerning about the misbehavior and its impact on the learning and teaching process , lack of conductive management system in the school (Brorich,2008)

The effectiveness of classroom management is also influenced by is the methodology of teaching and learning in the school , by the content of the lecture provided by the teacher , by physical and mental health of students in the classroom by class size and by other psychological factors (Santrock, 2006).

The reason motivated the researcher is that the study area is new that the researcher needs to give coverage classroom managements. as the researcher observed grade eight section of Siltana primary school that are many factors affect classroom management and the researcher want to identify the problems and show ways to bring effective classroom management, even though effective classroom management is crucial for learning and teaching process. There are number of factors that hinder it which the researcher is intended to concern.



The researcher would try to investigate the factors that affect classroom management in Siltana primary school. The researcher tried to answer the following research Reasearch questions.

- What the factors that affect classroom management in Siltana primary school?
- How those factors affect the classroom management?
- To what extent teachers are fulfilling their responsibilities in managing their classroom?

### **1.3 General and Specific Objectives**

#### **1.3.1 General Objective**

The general objective of this study is to identify the factor that affects the classroom management in the Siltana primary school in Siltana town administrative.

#### **1.3.2 Specific Objective**

- To identify the student related factor that affect classroom management
- To examine how factors affect the classroom management in Siltana primary school.
- To ascertain the extent to which teachers are accomplishing their role of classroom management.

### **1.4 Significance of the Study**

This study will be important for various purposes, for instance

- It is significant as a foundation for other researchers to conduct
- And it also helps to know the fundamental factors affecting classroom management in Siltana primary school
- It serves as a source of information in the area of classroom management



## 1.5 Scope of the Study

The study was focused on investigating the factors that affect classroom management in Siltana primary school, hence this study is delimited to grade five up to eight section of Siltana primary school.

## 1.6 Limitation of the study

It was very difficult to think that all research reports were effectively and efficiently would be completed in every aspect. Hence, the researcher has forecast that different in future endeavor the conducting researcher. Some of the problems; lack of well-organized primary and secondary data, small size of population, involuntary respondent and lack of experience were the parts of limitation of the study.

## 1.7 Delimitation of the study

The study was in order to assess factors affecting classroom management in Siltana primary school

## 1.8 Definition of key Term

**Primary school:**-in the context Ethiopia, a type of education system contain from grade 1<sup>th</sup>- 8<sup>th</sup>

**Classroom management:** - is the action and strategies teachers use the solve problem of order in Classroom (Doyle, 1986)



**Factors:** -circumstance, fact, or influence that contribute to result (2020, google.com)



## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### 2.1. Some concepts of room management

##### 2.1.1 Classroom management

Classroom management is the challenging and complex activity which is applied to smooth or create conducive learning and teaching process. In general so as to create effective teaching learning process, the teachers should strive for a well-organized and attractive class room in which motivated well motivated students work delight at their own learning task free from destruction and in appropriate behaviors and creating such seating of learning can be termed as differently for different scholars (Bashkir, Rao, 2007).

##### 2.1.2. Objective of class room management

Establishing and maintaining conducive classroom environment has many benefits. It directly or indirectly enhances the academic achievement of learners. Classroom management is important way to prevent distributive behavior and through this student motivation and quality of teaching and learning also improved in a high extent in various countries through conducive class room management. Class room management used for the purpose of securing success in the teacher and learning process and the development of work while the behavioral out comes in students. It means its importance is immense. In addition for strengthen importance of class room management is primary to help students to get settled and motivated there by creating a positive attitude towards learning and maintain appropriate social behavior in the class room and pertain effective interaction of students and teachers up on the working relationship in the class room (skinner,2005).

In short class room management has a vital importance in existing and determine how successfully achieved the desired instructional objectives planned in the school. Generally class room management has the following fundamental importance like promoting the achievement of educational objectives, helping consolidation of the already formed or shaped desirable behavior ,enhancing the effort directed towards avoiding to which students has not been exposed,



enhancing the effort directed towards avoiding the possible misbehavior to which the students has not been exposed (Rao, 2000).

### **2.1.3. Purpose of Class room management**

One of the purposes of class room management is to keep the learners actively engaged in the learning process. Actively engaged means getting the learners to work with and act up on the material presented to them as evidenced by for example carefully attending to the material processing through set work at already peace participant in the class decisions and being attentive classroom management has the following fundamental purposes, creates class room environment that promotes learning and make students fee approachable, comfortable and safe that class room management increases the quality of teaching and learning, it motivates student learning it can improve the behaviors of students; enhance the academic achievement of students; planned better and used more interesting materials. Generally effective class room managers are a person who are well committed to maintain and establish safe class room environment (Thomas, 2001)

### **2.1.4. Strategies of class room management**

A teacher's inability to control a class is one of the most frequently cited reasons for dismissing or failing to reemploy a teacher and beginning teachers consistently rate classroom discipline among their most urgent concerns (Santrock, 2006).

There is a compressive approach to classroom management should incorporate. These are establishing positive relationship between all classroom participants: prevent attention speaking and working avoidance behavior: quickly and unobtrusively redirect behavior once it occurs; stop persistent and chronic misbehavior with strategies that are simple enough to be used frequently each of them should respect and self-control in the classroom (Rao, 2009).

Moreover, the following strategies are important for improving the class room behavior of learners.

- Identifying precisely both inappropriate behavior teacher wish change and appropriate behavior teachers desired to take its place.



- Identify the antecedent to both in appropriate and appropriate and move the appropriate changes to prevent the former from occurring and increase the livelihood of the other.
- Set up procedures to reinforce the appropriate behavior that the teacher learnt to replace in appropriate behavior.
- Use punishment as the last resort. Therefore, all the above methods are the fundamental strategies that use to come up the class room environment towards more attractive and conducive. those the above strategies makes the teacher effective in terms of rendering the course in the required manner, helps the student to acquire the required amount of skills from the teaching and learning process and in general enables the schools to achieve their specified future goals and aims. Then strategies of class room management has multi directional advantage for schools, students and teachers in a certain school or educational institutions (Thomas,2001)

### **2.1.5. Features of effective class room management**

Effective classroom management is good in preventing misbehaviors and problems by establishing and maintaining class room environment that is safe and desirable both physically and psychologically. Effective class room starts with decision about the physical environment in the class room. Effective class room management is good in preventing misbehavior and realizes what kind of things stimulates student's behavior. Therefore effective class room management directly connected with conducive teaching learning process in the class room in which students are effective in academic achievements and teachers on the other hand effective in terms of presenting what they want to teach in the class room (Borich, 2008).

Teachers with affective class room management well prepares for the students and explains some basic rules and had activities for the students to keep them occupied when the teachers were destructed by administration tasks. Also they dealt with problems immediately by not going deviations from class room rules and procedures. More effective classroom management give clear directions and drilled students on the relies and equations and main faired the extents to which they followed them. In these cases the teacher themselves modeled proper behaviors or asked a certain students to demonstrate the other remaining students in the class room (Skinner 2005)



The more effective class room management gives precise direction and had better instructional procedures to organization their features. Deal with transitions from one activity to another and provide feedback to students and finally the more likely effective to know when they modify the existing instruction activities. Therefore effective class room management has unique feature from the other class room management styles as compared to the successfulness (Mohanty, 2007).

## **2.2 Factors influencing class room management**

### **2.2.1 Student related factors**

Students are the fundamental figure in any learning task. It has to learn or bring a desired modification in its behavior. How it will learn what it will achieve through a particular learning act depends heavily upon its own characteristics and way of learning (Mohaty, 2007).

#### **2.2.1.1 Students physical and mental health**

Learning is greatly affected by the students' physical and mental health maintained by him particularly at the time of learning. A simple headache or stomach can play havoc with the process and products of learning. The children who did not keep up with satisfactory physical health have to state and the health of the learner at the time of learning becomes the major factor in deciding the outcome of the learning. An emotionally and mentally distributed student cannot supposed to show satisfactory level of teach (Thomas, 2001).

#### **2.2.1.2 The basic potential of the student**

The results achieved by the student through the process of learning depend heavily up on his basic potential to undergo in such learning such potential may consist of the following things, students basic potential in terms of general intelligence and specific knowledge, understanding and skill related to particular learning students fundamental interest attitudes and aptitudes related to the learning of particular thing or area. If does mean that students basic potential highly influences the class room management in the class room in which students intelligence or academic performance is good there is a better class room management since there is better class room environment and hence it influences the class room management. Therefore class room management is highly affected or influenced by the basic potential of students in the class room (Rosenberg, 2005).



### 2.2.1.3 The value of aspiration and achievement motivation

Learning is greatly influenced by the level of aspiration and nature of achievement motivation posed by the student. One can maintain the level neither too high causing frustration for non-achievement nor too low as not to try for the thing for which it is quite capable. In these ways one's level of aspiration and achievement motivation works significantly toward gains in learning. Here it explains that the level of aspiration and achievement motivation plays a significant factor affecting classroom management (Sadker, 2003).

### 2.2.1.4 Goals in life

The philosophy and the immediate as well as the ultimate goals of one's life affect the process and products of learning. This inclination towards the learning in particular areas and patience and persistence maintained for continuing its learning despite the heavy load all depend upon its goals and philosophy of the learning environment. If students attend their class without any future goals they become dissatisfied and this on the other hand influences the classroom environment (Rao, 2007).

### 2.2.1.5 Readiness and will power

Student readiness and will power to learn is a great deciding factor about its result in learning. Now will power on earth can make a student learn if it is not learn a thing then automatically find the way for its effective learning. It means that when students are ready to learn the classroom environment becomes conducive and then classroom management on the other hand becomes better. However, when students are not ready to learn it highly influences the classroom management because students are a fundamental element in the classroom management (Sadker, 2003).

### 2.2.1.6 Seating Arrangement

The manner that students are arranged in the classroom may affect the classroom management. It highly affects the classroom environment. The other idea in relation to this is that seating arrangement, furniture, decorated walls, bulletin boards, and softening the environment, routines are also the factors to the affective classroom management in the school. Hence teachers should focus on the seating arrangement of students in the classroom (Rao, 2000).



### 2.2.1.7 Discipline of students

Class room management and discipline are important components of certain class room since discipline indicates the degree to which students behave appropriately involved in the class room activities hence class room discipline is essential for facilitating teaching and leading process effectively. It is important to achieve the desirable educational out comes and brings about realization of class room activate to meet the demands of learner in the class room (Charles, 2005).

### 2.2.2.2 Skills of the teacher

A teacher should know the art and skill of teaching for making the student able to realize the stipulated teaching and learning situation. He/ She may know the subject well for sharing, communicating and interacting various experiences relating to the learning of the subject it leads to the achievement of learning objectives. The proficiency and since possessed by the teacher in this regard are quite responsible for determine the teaching leading process a big success or failure (Thomas, 2001).

### 2.2.3 Content related factors

In a teaching learning process the thing which is shared most between the learner and the teacher is the content of the subject matter. The desired instructed objective and educational aims can be affectively achieved or learning experience suited to the in terms of realization asset of teaching and learning objective. Poor contents lead to the poor teaching and in adequate or sometimes no learning while the contents reach in the desires experience suited to the nature, interest and ability of students. Teaching and learning is influenced by the nature of the content the subject matter or learning shared in the teaching learning provided in a teaching learning process is informal incidental or organized direct or indirect (Santrock, 2006).

Proper attention time and energy employed for the desired selection of the content or learning experiences best suited for the realization of the teaching learning situation always proves content is the decisive factor for the class room management. It does mean that the content of the subject matter is the determinant factor for the class room management is not qualified and is not prepared with the scope of the learner it is difficult to attain better class room environment in the school (Thomas, 2001).



### **2.2.5 Affect or tone**

This concept is related to that student are most able to learn and behave appropriate when they feel safe secure and accepted. Hence teachers should use color light and displays to create attractive class room tone. Hence class room management is affected by this factor since it has tendency of influencing the proper running of the teacher and learning process (skinner, 2005).

### **2.2.6 Task orientation**

A class room with positively psychological environment is a busy take oriented place. In task orientation class room students perceive that they will held accountable for reaching goals. Most class room times are spent working towards these goals. Even during free time the class room environment encourages in tell actual exploration (Thomas, 2001).

### **2.2.7 Class size**

Class size may influence the teachers' decision about group arrangement class room procedures. Here the class size riders to the number of students assigned to and controlled in a specific class under the direction of specific teacher. Generally class size is the basic one for the teacher size is greater it is highly affects the class room managements (Mohanty, 2007).

### **2.2.8 Process related factors**

Teaching learning output can always be better realized in terms of the stipulation teaching learning objectives if the factors released to the process of teaching learning are better planned organized and executed in proper way. This process related factors may highly influence the normal run of classroom activities in various schools (Rosenberg, 2005).

#### **2.2.8.1 Methodology of teaching and learning**

In teaching and learning much depend up on the methods the techniques and approaches employed for the teaching and learning of the selected contents and learning experiences. Classroom to be management effectively students and teachers. Should have the capability of linking the present learning quality repose learning. Because the past experience helps the students to assimilate and understand the new learning by providing success as well as cementing force for this purpose and also to manage the class room in well manner and to bring positive class room environment there should be correlating the learning in one area to the other area



unless it is difficult to make the class room environment conducive and this on the other hand highly affect the class room management (Santrock, 2006).

Classroom management is a major concern in schools today. According to Martin and Sass (2010), classroom management entails an “umbrella of definitions that include learning interactions, learning, and the behavior of students” (p. 1125). Walker (2009) stated, “The best teachers don’t simply teach content, they teach people” (p.122).According to Marzano, Pickering, and Pollack (2001), to effectively teach their students, teachers need to employ effective behavior management strategies, implement effective instructional strategies, and develop a strong curriculum. In addition to managing the instruction in the classroom, a teacher’s most significant challenge is also managing the behavior of students in the classroom because of how it can affect instruction, learning, and achievement. Since the mandates associated with the federal law NCLB (No Child Left Behind), the CCRPI (College and Career Ready Performance Index), and achievement based programs, such as Race to the Top; teachers are concerned about punishing students in ways that will remove them from the regular classroom setting. Nevertheless, when they decide to address the discipline issue, students are removed from their instructional area of expertise to a possibly weaker and undertrained skill of classroom management, like ISS (Etheridge, 2001). Teachers must continuously decide whether they should address disruptive behavior through disciplinary actions or continue to attempt to teach those students (Etheridge, 2010).Educators cannot meet the demands of these mandated plans without effective classroom management strategies employed in their classrooms. According to Shupe (1998), student achievement has suffered in schools where plaguing discipline and behavioral issues have not been adequately addressed. “There’s not a teacher alive who hasn’t felt the frustration of trying to manage a classroom with at least one student who repeatedly pulls other students off-task with annoying, disorderly behavior” (Daly, 2005, p. 9). When students with behavior issues are not handled properly, research has shown they can negatively influence the learning environment by persuading other to join them, which cause teacher effectiveness to be questioned, and causing an increased stress for the teacher (Braden & Smith, 2006; Etheridge, 2010). The effect of classroom disruptions, especially the noncompliant behaviors, attributed to 2% to 5% of students, is a concern. These noncompliant behaviors interfere with the teacher’s



ability to function effectively by consuming a disproportionate amount of the teacher's time and energy. Furthermore, it has been suggested that identifying effective and efficient strategies for improving behavior must be included in educational reform before a profound impact on schools is noticed (Sailor, Stowe, Turnbull III, and Kleinhammer-Trammill (2007, p.368).

Another issue linked to classroom management is recognizing which approach/method is the most appropriate for elementary school students. Are there a one size fits all approach to classroom management? Research shows the first years of a teacher's career are considered to be the toughest years of their profession, particularly in terms of classroom management and discipline strategies. According to Etheridge (2010), these tough years are shown in estimation indicating roughly 30% of teachers abandon the profession after three years and nearly 50% of teachers leave within the first five years of entering a teaching career. Due to the changes in teaching and learning, schools are dealing with and seeing more discipline and classroom management issues. Bear (1998) argues school discipline in the United States has changed dramatically within the last few years, Clegg (1984) suggested unproductive discipline affects many aspects of education. Does a teacher's BM or IM score affect their students' achievement? Students have changed over the past 100 years; therefore, classroom management strategies need to be readjusted to meet the demands of a new generation. It is important to distinguish between instructional management (IM) and Behavioral management (BM). Instructional management is when the educator maintains control within their classroom with the rigor of the lesson. According to Fowler (n.d.), "discipline is a subcategory of classroom management, and classroom management is a subcategory of instructional management" (p. 20). Instructional management is based on planning effective lessons within the classroom where the students remain engaged and on task. Students are very impressionable and require teachers who have the knowledge of how to create the best outcome for everyone in the learning environment. Behavioral management (noninterventionist, interventionist, and interactionalist) is related to the expectations a teachers holds for their students. Zimmerman (2011) wrote, "It's not enough to expect students to keep their hands to themselves or to raise their hands to speak, though those are great starts. Students also need to understand how you expect them to walk around the classroom, to handle sharpening pencils and turning in papers and how you want them to sit at their desks. They need to know how to get your attention appropriately and what voice levels to use at what times" (p. 1). Slater (2002) mentions five areas an educator should make their focal

point as they desire to maintain people management: “communication, fairness, listen, empower, and change” (p. 1). The present study explores the possible association between student outcomes and approaches to instructional and behavioral classroom management

**Theoretical Framework: Classroom Management Approaches** The theoretical framework for this study is the teacher behavior continuum of Wolfgang and Glickman (1980; Lanoue, 2009; Martin & Sass, 2010). According to the continuum of Wolfgang and Glickman, instructional and behavioral classroom management can be conceptualized as interventionist, noninterventionist, and interactionalist (Lanoue, 2009; Martin & Sass, 2010) (Figure 1)

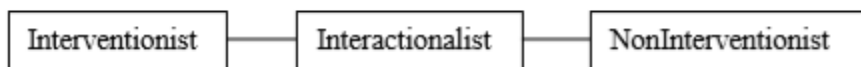


Figure 1. Classroom Management Teacher Behavior Continuum of Wolfgang and Glickman (1980) and of Martin and Sass (2010). Historically, classroom management has focused on discipline as the foundation for behavioral and instructional management. McArthur (2002) showed that educators have long understood that behavior issues can affect the classroom environment. Rosas and West (2009) reported, “Classroom management is an understandable concern for teachers, particularly given the fact that schools are expected to provide a safe, orderly environment and that teachers are accountable for students’ academic achievement” (p. 55). To better understand classroom management, Wolfgang and Glickman (1980) developed a classroom management model that is expressed as a continuum from interventionist to and non-interventionists, with interactionalist in-between (Martin, 1995; Ritter & Hancock, 2007; Wolfgang & Glickman, 1980). In the context of this theoretical framework, interventionists react to student behavior with consequences, while non-interventionists, rather than react to students, plan their environment to proactively facilitate the classroom. Interactionalists seek to utilize the best aspects of interventionists and non-interventionists classroom management (Lanoue, 2009; Martin & Sass, 2010; Wolfgang & Glickman 1980). These three classroom management approaches are reviewed below, including the important historical figures aligned with aspects of interventionist, noninterventionist, and interactionalist approaches to classroom management. Empirical evidence supporting or not supporting each classroom management approach is then presented, followed by a chapter summary. This section begins with the



interventionist approach to classroom management. Interventionist Classroom Management Interventionist classroom managers seek to manage the classroom by intervening to shape student behavior with consequences. Skinner, Bandura, Dreikurs, and Canter each provide a unique contribution to our present understanding of interventionist classroom management. B.F. Skinner Skinner's Behavior Management beliefs focused on consequences for behavior. B.F. Skinner believed that behavior is shaped by the consequences that follow an individual's actions. In 1974, his book *About Behaviorism*, Skinner stated, "Behaviorism is not the science of human behavior; it is the philosophy of that science" (p.3). According to Skinner, reinforcements can increase desired behaviors and decrease unwanted behaviors. Types of reinforcements could be social, graphic, tangible, or an activity (Andrius, 2012). Skinner (1974) wrote, "Everything we know about operant conditioning is relevant to making behavior more or less likely to occur upon a given occasion. This is the traditional field of rewards and punishment, but much sharper distinctions can be made in taking advantage of what we know about contingencies of reinforcement" (p.181). Operant conditioning of behavior is a process of behavior modification in which the likelihood of a specific behavior is increased or decreased through positive or negative reinforcement each time the behavior is exhibited, so that the subject comes to associate the pleasure or displeasure of the reinforcement with the behavior (American Heritage Dictionary, 2009, p. 1). Skinner (1974) implied that a teacher can control the classroom environment through instantaneous reinforcement. These reinforcements can come in positive (special opportunities, celebrations, candy) and negative (loss of opportunities, office referrals, in school suspension, out of school suspension) forms to create an environment where each student works productively. Skinner (1974) closed with a concept, "...problems can be solved, even the big ones, if those who are familiar with the details will also adopt a workable conception of human behavior" (p.251). From the behaviorist view of Skinner, the student's behavior can be shaped by consequences. However, a classroom has more than one student at a time, and learning can occur vicariously. To extend the behaviorist concept of learning from consequences to include learning by observing the consequences of the behaviors of others, a social learning theory was needed. Albert Bandura Albert Bandura developed the Social Learning Theory built around the view that people learn appropriate and inappropriate behaviors from each other. Bandura (1986, 1997) thought that students learn through their perceptions and imitations of certain behaviors demonstrated by parents, teachers, or other students. Bandura believed that, as



behaviors were exhibited, individuals would emulate one another (Bandura, 1993). This theory has important implications for classroom management.

According to Bandura's (1986, 1997) Social Learning Theory, people acquire a self-efficacy or a self-belief system, which allows them to possess self-control of their thoughts, actions, inspiration, drive, and feelings throughout various levels of life. Bandura characterized self-efficacy as the "beliefs in one's capability to organize and execute the courses of action required to manage prospective situations" (Bandura, 1997, p. 2). Social Learning Theory also emphasizes the importance of student perceptions in the learning process with an emphasis on the idea that people frequently acquire knowledge, rules, skills, strategies, beliefs, and attitudes by watching others (Bandura, 1986). Therefore, social learning is important in classrooms. Bandura (1997) believed that self-efficacy persuaded the choices people make because a person's experiences and learning from others are the groundwork through which a person reveals his or her behavior. "Efficacy beliefs are the foundation of human agency. Unless people believe they can produce desired results and forestall detrimental ones by their actions, they have little incentive to act or to persevere in the face of difficulties" (Bandura, 2001, p. 10). Bandura (1997) offered "triadic reciprocal causation" as an identifier for justifying how one's personal behavior and uniqueness, along with the surrounding environment, work together to make people both products and producers in their environments (Bandura, 1997, p.6). This triadic reciprocal causation is the interaction between thought, influence, and action (Bandura, 1997) in what people believe, think, and experience that determines how they behave (Bandura, 1986; Bower, 1975; Neisser, 1976). Efficacy beliefs that a person possesses regarding their skills, influence their actions in the present and future. Bandura's theory is the foundation for classroom management strategies that center on the idea that students learn from each other and that teachers can shape a student behavior by influencing students to realize they have the power to change. While Bandura's Social Learning Theory showed how students can learn from the consequences of others, which extended the views of behaviorists like Skinner, Dreikurs showed how interventionist classroom management can occur in the absence of rewards and punishments by focusing on logical consequences of classroom behavior. Rudolf Dreikurs developed a social method of classroom discipline. "Dreikurs had four behavioral goals: attention, power, revenge, avoidance of failure (McLain, 2008, p.1). "Dreikurs did not believe in the use of punishment, reinforcement or praise. Instead, he believed that



natural/logical consequences (directly tied to misbehavior, involve moral judgments, etc.) and the process of encouragement are the most useful techniques for preventing discipline problems” (Gurcan & Tekin, n.d., p.6). Dreikurs (1991) believed students needed to be taught in democratic classroom. Teachers should be warm, friendly, and kind while at the same time remaining firm. “As the teacher learns to talk less, act more [sic] and respect students as individuals with enormous potential, she can then teach in a co-operative [sic] atmosphere where students are willing to learn and discipline problems are minimal” (Dreikurs & Cassel, 1991, p. 96). According to this cognitive theory, if students understand the logical consequences of their behavior, they are more likely to act in a manner that is compatible with the goals of the classroom. Interventionists can be behaviorists like Skinner, or social learning theorists like Bandura, or cognitivists like Dreikurs, in that they all foster methods to intervene with perceived consequences. Canter contributes assertiveness to interventionist classroom management. Lee Canter Lee Canter promoted the reactive interventionist discipline method. In 1976, Lee and Marlene Canter created and published the Assertive Discipline plan for classroom management. When consulting for school systems, they found that many teachers were unable to control undesirable behavior that occurred in the classrooms (Canter & Canter, 1993). The assertive discipline method was more for teachers to execute a discipline plan geared at eliminating behavioral problems. According to Canter and Canter (1993) “Assertive teachers believe that a firm, teacher-in-charge classroom is in the best interests of students. They believe that the students wish to have their behavior directed by the teacher” (p.1). The Canters’ viewpoints and practices have changed along with society and educational trends and demands pushed down from the head leaders in the state and federal educational departments . Just as Skinner (1974) recommended the usage of positive and negative reinforcement to alter the classroom environment and instill purpose, Canter and Canter believed in the utilization of rewards and consequences to stimulate students to make suitable choices. Mostly, the Canters (2006) proposed methods to be used for improving academic success for all students by establishing a positive learning environment. He believed that all of this could be accomplished by developing and maintaining relationships between the students and the teachers (Canter, 2006). He created quite a few characteristics of effective classroom managers. Some of these characteristics include areas related to implementing rules, procedures, and student expectations. One area of the



Canter's classroom management approach that is positive was idea of motivating students far past their individual potential. Canter and Canter (2001) thought teachers should be proactive in terms of creating a functional learning environment. Teachers who desire to create this type of learning environment must donate the same consideration and planning as they evote to their teaching. Canter and Canter (1976) discussed several benefits of executing an assertive management plan within their classroom. Some of the benefits of implementing this type of management plan are consistency and confidence of the teacher. Essentially, teachers usually lean towards using techniques that prevent any type of behavioral issues or problems. Dr. Karen Walker quoted the following statement from Good and Trophy (1984) "investigated teachers' basic skills and efficacy and found that many teachers felt their worth as a teacher was directly related to their success of implementation of management skills" (p.1). Assertive/reactive discipline is geared more toward teachers developing a reward system comprised of positive and negative consequences based on the student's behavior. The original model stated that teachers were to write students' names on the board when a violation occurred and a punishment would be given (Canter & Canter, 1976). Needless to say, that model has been discarded and replaced with keeping names in a journal or record book. This eliminates embarrassment and protects teachers from violating privacy acts. Using the Canter system created a real downside in that teachers were expected to use a reward system for behaviors that were expected but never were these linked to real life experiences. According to No Child Left Behind, teachers are to develop strategies that are genuine to real life experiences (U. S. Department of Education, 2008). Unfortunately, Canter and Canter did not develop any other types of discipline methods or practices that were not assertive discipline methods. Their primary belief was that if teachers use disciplinary action to control their students, then that would equal a well behaved environment would occur in the classroom (Canter & Canter, 1992). They believed that responsible behavior should be taught, but the educator's expectations must also be taught and retaught with the same rigor as an academic lesson (Canter and Canter, 2001).

## 2.4. Summary

The concept of class room management has been valued in the exes of number of scholars in various ways. But the most agreed definition of class room management is the process of creating conducive attractive and peaceful class rooms. The primary purpose of classroom



management is to enhance the academic achievement and motivating both teachers and students, classroom management helps the school, the students and the teachers to be successful in achieving their goals. Classroom management is influenced by various factors such as the readiness of students to learn, physical and mental health of students, seating arrangement of students, class size, future goals of students, teachers fitness in terms of academic excellence to render lectures, the content of the subject matter are fundamental factors that influences the normal run of activities in the classroom.

Classroom management is very critical to bring peaceful and attractive classroom environment which interestingly helps students to be effective in attaining better academic results and enables the teacher to present the lectures without any significant barrier.

////////

The interventionist classroom management approach is reactive in nature, providing consequences for student actions (Skinner, 1974), which may help others learn by observation (Bandura, 1997). Further, logical consequences can be as powerful as rewards and punishments (Dreikurs, 1991) and interventionists can be assertive (Canter & Canter, 1992).

However, the interventionist classroom management approach has limitations. For example, interventionists are, in general, reactive rather than proactive. Student behavior drives the classroom and the teacher can become a full time disciplinarian rather than a teacher. According to Churchward (2009), "Once a teacher gets caught in the reactive mode, classroom problems seem to multiply" (p.1). Rather than react to student actions, noninterventionist classroom managers take a proactive approach.

## **Noninterventionist Classroom Management**

Noninterventionist (proactive) classroom management is geared towards planning ahead to extinguish any behavioral issues before they occur in the classroom. The noninterventionist management can be more constructive than the interventionist strategy and should lead to positive behavior and the development of self-discipline, thus, the learners' moral behavior (Erasmus, 2009, p. 8). The noninterventionist may post rules in the classroom, discuss correct ways to act in the classroom, and praise good behavior. Some of the popular proponents of the



proactive (noninterventionist) theory are Rogers, Kounin, and Wong. A brief overview of the philosophy and unique contribution of each of these noninterventionist (proactive) classroom management pioneers follows.

## **Carl Rogers**

Research for Teachers (2008) highlighted Carl Rogers's beliefs on classroom management. The research stated, "He believed that teachers should seek to create emotionally warm, supportive environments in which they worked collaboratively with their students to achieve mutual goals" (Research for Teachers, 2008, p. 1). According to Ganly (2010), another proponent of noninterventionist management, reinforcement is a positive way to discipline students, and it is a helpful tool in the goal of classroom management (p.2). Rogers believed in experiential learning, along with self-actualization (Research for Teachers, 2008). Rogers thought if teachers were real, praised their students, showed empathy and understanding, then classroom management issues would be obsolete.

## **Jacob Kounin**

Kounin contributed the "ripple effect of discipline" to noninterventionist (proactive) management (1970; p. 1). Kounin (1970), with the assistance of Paul Gump and James Ryan, performed research study over the course of five years to determine "how a teacher's method of handling the misbehavior of one child influences other children who are audiences to the event but not themselves targets" ( p.2). After watching thousands of hours of videotapes, the researchers were able to discover a teacher's management style effected student behavior. The researchers identified various techniques associated with effective teachers such as, demonstrating to the students the teacher is aware of everything happening in the classroom, ability to deal with multiple situations at one time, and dealing with small behaviors immediately. Kounin ended his book by concluding, "one might say that a mastery of group management techniques enables a teacher to be free from concern about management" (p. 145).

## **Harry Wong**

In "How to be an Effective Teacher: The First Days of School" (1998), Harry Wong and wife Rosemary Wong listed four characteristics a well-managed classroom possess: "Students



involved with their work, especially with academic, even teacher-led instruction; students always know what is expected of them and they tend to be successful; there is very little time off task such as wasted, disruption, etc.; The classroom environment is work oriented along with being pleasant and relaxed” (p. 86) Kizlik (2009) commented on the importance of using appropriate effective praise versus ineffective praise. One should monitor their praise to ensure wanted behaviors (Kizlik, 2009). For the most part, the Wongs recommend that teachers establish procedures and teach them to students using a three-step approach (Wong & Wong, 1998). They believed that being effective means the teacher has an assignment going the minute the students enter the classroom. According to White (2006), Harry Wong’s beliefs about the classroom are more focused on curriculum (p.1). Wong’s philosophy is definitely not one for play in the learning environment, instead more geared towards the students working and producing at all times. As a matter of fact, the Wongs suggest for teachers to explain all classroom rules, procedures, and consequences to students (Wong & Wong, 1998). Wong believes in teacher readiness, meeting students, seating plan, and immediate feedback. His belief is led by the three most important student behaviors: discipline, procedures, and routines (Yale, n.d.). However, Wong and Wong (1998) recommend that all educators make the appropriate changes to their classroom management method in order to meet the individual needs of each classroom. Their main belief is efficient classroom management generates an environment that is a safe and productive learning environment for all stakeholders (Wong & Wong, 1998).

## **Summary of Noninterventionist Classroom Management**

The noninterventionist approach to classroom management focuses on proactive rather than the reactive strategies of the Interventionists. However, it is possible that optimal classroom management may include both proactive and reactive approaches.

This approach is called Internationalist classroom management,



## **Interactionalist Classroom Management**

The interactionalist classroom management style is a combination of noninterventionist and interventionist styles. William Glasser (1997) was the major proponent of this management technique. Glasser's beliefs were based on his two theories: Reality Theory and Choice Theory. Choice Theory allows opportunities for students and teachers to understand one another's individual behavioral differences. Changes and accommodations are made in the classroom once the teacher recognizes how the students would like to be treated. In Reality Theory, redirection of misbehavior is tackled by employing logical consequences, such as individual improvement plans for students, teacher/student conferences, and providing ways for students to evaluate their own behavior. Ritter and Hancock (2007) define the interactionalist, like Glasser (1997), as believing students learn from interacting with peers in their environments. Interactionalists have a shared classroom management strategy versus interventionist and noninterventionist.

### **William Glasser**

Based on Glasser's (1997) Reality and Choice Theories, insight in changing of misbehavior by means of logical consequences and conditioning would assist classroom management techniques used in the classroom setting. "Choice theory teaches that we are all driven by four psychological needs embedded in our genes: the need to belong, the need for power, the need for freedom, and the need for fun" (Glasser, 1997, p.17). Basically, Choice Theory presents opportunities for teachers and students to recognize the individual behavioral differences of others. In the course of these opportunities, modification and adjustments occur in the classroom due to teachers realizing and understanding how their students desire to be treated in order for students to place teachers into their personal worlds. When teachers and students display optimistic attitudes, classroom management becomes easier. By itself, Choice Theory concept has

grown into being used a strategy employed as a BM and IM technique in classrooms today. Based on Glasser (1986, 1997), Reality Theory includes the redirection of misbehavior using logical consequences, which includes an array of factors needed to meet the basic needs of students: teachers indicating to students they care and possess a personal interest, teacher/student conferences, offering students ways to evaluate their own behavior, along with accepting responsibility, and creating improvement plans for individual students. In further support of the



interactionalist approach to classroom management, Lanoue (2009) showed that interactionalist beliefs can be trained in teachers, with the belief that interactionalist classroom management is superior to Interventionist or noninterventionist approaches to classroom management in fostering student outcomes. In summary, interventionists are generally proactive in providing consequences for student behavior, noninterventionists are generally proactive in providing learning environments that bypass negative student behaviors, and interactionalists manage their classroom with a combination of interventionist and noninterventionist approaches. Each of these philosophies promises superior student outcomes, so the next section provides a review of the empirical literature supporting or not supporting the interventionist, noninterventionist, and interactionalist approaches to classroom management.



---

## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.1 Research Design

This research was employed descriptive surveyed design because

- Descriptive research design, specifically survey method helps to describe and interprets the trend of events that exist now and existed in the past and that influence on the present future and research design was the overall plan for collected data in order to answer the research question and also specific data analysis techniques and approaches that the researcher intends to used .The selected of the design was based on the insights of the problem and the nature of the data expected to be collected .The researcher was used both quantitative and qualitative data gathered techniques was used to condensed data in order to seen the bigger picture .A causal comparative, ex post facto design was employed to examine the research questions. Airasian and Gay (2003) suggest that ex post facto research “explores relationships among variables that cannot meet the stringent criteria for true experimental research.” (p. 11)

#### 3.2 Study Area

The study area was Siltana primary School that was located in region of Oromia and Arsi zone, of Siltana administrative town in, which is located 257km south of Addis Ababa

#### 3.3 Source of data

The main source of data for this study are both primary and secondary sources, the primary sources of data for this study were students, principals and teachers while documents like students attendance lists , students mark lists, and teachers 'attendance and others documents that were found in the school and were used as secondary sources of the data for this study.

#### 3.4 Study Population

The target study population was students and teachers in Siltana primary School that is located in region of Oromia and Arsi zone, of Siltana administrative town in, which is located 257km south

of Addis Ababa, the study focused on a grade five to eight students for the purpose of acquiring precise and better information. There are 897 student's grade five to eight students and 50teachers'.

### **3.5 Sample Size and Sampling Techniques**

The entire Arsi zone In in Oromia regional state was considered as study area . In this study, the researcher was used simple random sampling technique, because simple random sampling technique is appropriate for diverse population. The total number of students in primary school was 897 and 50 teachers. From this, the researcher has selected 48students and 20 teacher's respondents by sample random technique.

#### **3.5.1 Instrument of Data Collection**

In this study the researcher was use applied questionnaire and interview data collection instrument to collect data from the participants. Both close ended and open ended questionnaires were prepared to gather information from the participant.

#### **3.5.2. Questionnaires**

The first data collected instrument to be employed in the study was questionnaire was believed to be better to get large amount of data from large number of respondents in a relatively shorter time with minimum cost. Both open-ended and close-ended items. Questionnaire was developed as a main instrument of data collection from the respondents. The questionnaire was prepared in English language for administratorors, teachers and students.

#### **3.5.3 . Interview**

Interview was second important data gathered instrument in this study. This data gathering instrument was selected with the beliefs that deeper information was obtained on issue critical to the study underway It was also being used to cross checked the responses obtained through questionnaire and it let the interview e to express her/his feelings freely and knowledge of people in a program in depth (Best and kahn,2003) In order to obtained deeper information related to factors affecting classroom management in the study area. restricted and used for gathering data

from the principals. In addition to this, relevant documents were analyzed. The researcher constructed the questionnaires in English language and distributed to the target groups.

### **3.5.4 Documents the researcher used**

The researcher used school documents like students' attendance lists, students' mark lists, teachers' attendance and other documents that were found in the school

### **3.6 Procedure of Data Collection**

The researcher was collected data in the following procedure. First the researcher give adequate orientation to the sample and told the samples the information they give only to use for study purpose and secondly the researcher distribute questionnaire to the sample of the study in fact to face manner and then the distributed questionnaires collected by the researcher and the conducted in face to face manner with the teachers who thought in grade five to eight and their respective teachers, then the researcher organize the collected data.

### **3.7 Method of Data Analysis**

This study was analysis by both approach qualitative and quantitative methods. Open ended question was analyzed by qualitative method and close ended question was analyzed by quantitative method. In addition to these the data is presented in table frequency, graph and percent to facilitate the fertile ground for discussion interpretations.

### **3.8 Ethical consideration**

The general ethical issues were raised at each stage of a research process and the researcher was given due attention because of the nature of the study area. To undertake the research, necessary approval and permit was obtained from the Wolkite University department of pedagogical science in education and behavior studies and a covering letter was attached to the questionnaire ensuring participant's anonymity and confidentiality that information was obtained from them could not be disclosed to the third party. Information consent took place about the purpose of the study. The data obtained from the participant was been used only for the purpose of the study and confidentiality will kept. Before administrating the item, the participant willingness was asked and administer collaborated Hence, the respondent's rights to privacy, to be fully informed consent, confidentiality, and anonymity were addressed individually. Respondent's name and



other identifying information were not used in the study. Finally, the appropriate acknowledgement was made for the use of numerous works of others.

## CHAPTER FOUR

### DATA ANALYSES, INTERPRETATION AND DESCRIPTION

The primary objectives the study was to investigate the factors affecting classroom management in Siltana primary school. To collect data from 48 respondent distribute questioner to students whom 25 were female and 23 male from grade 8.therefore, this unit deals with the analysis, discussion or the respondent.

#### 4.1 Back ground information and respondent

No	Age of respondent	Number of respondent	Percentage
1	10-15	25	52%
2	15-20	23	48%
3	Above 20	-	-
total	-	48	100%

Table 4.1 Age composition

Sours; own survey,2020

As stated from the above table, among the respondents, 25(52%) were in the age range of 10-15, 23(48%), were within 15-20 age and there was no respondent with the age above 20 years. Hence, depends on the data see from the distribution, the largest category of the age of respondents was that in between 10-15.

Table 4.2Sex Composition



NO	Sex	Number of respondent	Percentage
1	Female	23	48%
2	Male	25	52%

As the table show that 23(48%) of the respondent were female and the remaining 25(52%) were male. Therefore, the table shows the number of male respondent is greater than female.

### 4.2 Factors affecting classroom management

No	Item	Never		Rarely		Some time		Always	
		Freq	In %	Fr eq	In %	Fre q.	In %	Fre q.	In %
1	Do you talk with your class mates more during instructional time?	30	62%	10	21%	6	12.5%	2	4.5%
2	Do you respond cell phone during instructional time?	46	96%	2	4%	0	0	0	0
3	Do you arrive late to the class	34	71%	6	13%	6	13%	2	4%
4	Do you do all homework and assignment?	2	4%	2	4%	2	4%	42	88%
5	Do you want to leave the class when it is going on?	34	67%	2	4%	12	24%	2	4%
6	Do you tend to fight with class mate in class room	42	88%	2	4%	2	4%	2	4%
7	Do you discuss over the given discussion points in the classroom	2	4%	14	28%	2	4%	34	71%

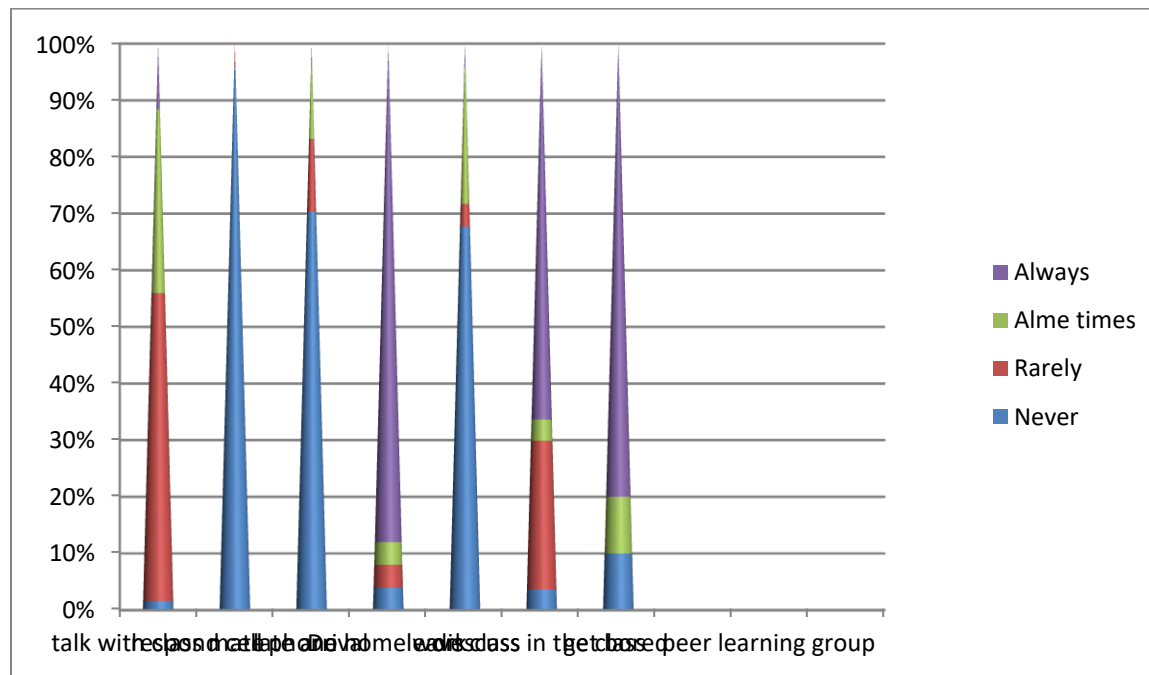
8	Do you get bored with lesson in classroom	5	10%	0	0	5	10%	40	80%
9	Do you have good relationship with peer learning group?	2	4%	14	28%	2	4%	34	71%

Table 4.3 Factors that affect class room management

The above table indicates that, students responded only 10% of students tend to talk with classmates during the instructional time and some 12.5% were tended to engage in side talks rarely. This indicates that student’s talks and chats on other issues other than instructional time weren’t. Found to be the prominent classroom management problem in the selected school

From item number 2, which asks whether students respond cell phone during instructional time, 96% of the respondents responded negatively. This again indicates that responding to cell phone call was not the major student related classroom management problem in Siltana primary school.

Graph 4.1: The result of student with regard to the question about classroom management



Source: field survey, 2020



It has also indicated that 4% of students have responded that to use to repeatedly arrived late to the class, and 13% of them also responded they sometime and rarely lately come to classroom. And 71% of them responded that they never come to the classroom lately. This implies that lately come to the class is not this major factor hindered classroom management.

As implied on the above table, 88% of students do their homework properly, and 4% of them do their homework assignment sometime and rarely. Also 4% of students never do their homework and assignment. This indicates that student's hominess in doing their homework and assignment is also not main students related factor influence classroom management.

It has also indicated that 4% of students have responded that they used to leave the class while the lecture was being rendered and 24% of them also responded they sometime leave the classroom and 4% of them rarely have demand of leaving the classroom. According the above table item number 5, 67% of students went to stay and follow the lecture in the classroom while the teacher is teaching.

This finding also shows that, 4% of student's daily fight with their peer in classroom and also 4% of students responded that fight in classroom sometimes and rarely. 88% responded they never fight with their class mates. This implies that as much number of students didn't fight with their classroom. Fight between classmates is not valuable factor affects classroom management. But this can affect the classroom management to some extent however it is not prominent factor.

As it has been indicated in above table, students responded 71% of students discuss to natively on given discussion point in the classroom and 4% of them responded they discuss sometime in the classroom. Also 28% of students rarely discuss and 4% of student never discuss on given points in the classroom. As greater number of student in the classroom discuss well on a given lesson, lack of discussion in classroom is also not major factor influence classroom management.

The above table also indicates that, 71% of students have always good relationship with their peer learning group and 4% of them responded they sometimes have good relationship and 28% of them also responded that they rarely have relationship. Also 4% of students responded they no relationship with peer learning group. This indicates that as 71% of students in class have good relationship, lack of good relationship, lack of good relationship between peer learning groups is not prominent factor influence classroom management.

### **4.3 A scale to measure cause of miss behavior**

Table 4.4 measure of misbehavior



N0	Do you think the class size is appropriate?	Number of respondent	Frequency
1	Yes	40	83%
2	No	8	17%
Total		48	100%

As the above table indicator the respondent responded on 40(83%) said yes and the remaining 8(17%) say no so based on the data collects from the respondent said yes class size appropriate is highest.

Table 4.5 Cause of misbehavior

no	Do you think that the sitting arrangement of your classroom is cause of misbehavior?	Respondent	Frequency %
1	Agree	14	29%
2	Disagree	34	71%
Total		48	100%

As stated from the above table the respondent respectively, 14(29%) of respondents have agreed and the remaining 34(71%) were disagree on the idea that the sitting arrangement was the cause of our misbehavior. Based on the data respondent said yes sitting arrangement or cause of our misbehavior because of number of student in class in large and also sitting arrangement based on friend ship.

As stated the respondents responded on do you think the major factors affecting classroom management, lack of interest for education and student are not were uniform to come to school are factor that affect class room management and also student cannot give respect for their teachers, arrive late to school and disturb students.

Table 4.6 Methods of teachers that hinder lecture class



No	Do you think that the teaching method/s of teacher/s hinders/s attending their lecture/s?	Number of respondent	%
1	Yes	10	21%
2	No	38	71%
Total		48	100%

As stated from the above table respondent or are teaching methods or teacher are hinder attend their lecture yes, 10(21%) and 38(71%) said no respectively. so based on data given teaching method or teacher are not hinder to attends their lecture.

As we show at 4.2 The factors affect classroom management

This implies that factors related to actual classroom instruction, like instructional approach, tasks given by the teacher in the classroom were prominently affecting classroom management, thereby contributing to students' misbehavior. It has been also indicated that 21% of the respondents have responded that the sitting arrangement of their classroom was cause of their misbehavior. This figure indicates that sitting arrangement was also hindering classroom management.

### 4.3 DISCUSSIONS

The study investigates some prominent and least factors that affect the classroom management in siltana primary school. According to the result of the study shows that the major and prominent factors affect class room management is that 80% of students get bored of the lesson in classroom. This implies the student's lack of interest we with lesson is the main factor affect classroom management.

The majority of the participants believed that the class size is not appropriate for them to attend their class properly and this on the other hand influences class room normal activities. As Mohanty, (2007) Class size may influence the teachers' decision about group arrangement class room procedures. Here the class size riders to the number of students assigned to and controlled

in a specific class under the direction of specific teacher. Generally, class size is the basic one for the teacher size is greater it is highly affects the class room managements.

In general, the study at the end of the day, there is no single ‘one size fits all’ behavior management strategy which can promise the successful establishment of any classroom rules and routines. One strategy may work well in one classroom but not in another Ultimately, in light of this critical discussion, the researcher need to fully understand the ecological make-up of his own classroom; his own beliefs about the nature of human behavior; the origin of behavioral problems; the developmental levels of the pupils; and the quality of the classroom relationships, to successfully adopt the ‘best’ strategy which is supported by the strongest research evidence. One, which will not only cater to my personal levels of self-efficacy and behavioral expectations, but will also meet the individual needs of the pupils in that particular classroom.

Table 4.7.Demographic Characteristics of the respondent

Sex	Freq	In %	Age	Freq	In %	Educational background		Work experience	Freq	In %	
Male	13	65%	20-25	5	20%	Degree	10	50%	≤2years	1	5%
Female	7	35%	26-30	6	30%	Diploma	9	45%	3-5 year	5	25%
			30-35	8	40%	TVET	1	5%	6-10 years	5	25%
			>36	1	10%				≥11 years	9	45%

Source: field survey, 2020

As indicated on Table 4.7 below shows among the respondents in the study, 65% of them were male and 35% were female. This indicates that majority of the respondents participated in the study were male respondents in Siltana town primary school.

in addition to these 40% of respondent age found 30-35,30% of them found 26-30,20% found between 20-25 and 10 is greater than 36 which indicate most of the teacher were productive age that can be consider as advantage of the Siltana primary school to reshape and hard work.



As the finding presented in Table 4.7 indicates the educational backgrounds of the participants, 50 % of them have degree, 45% College Diploma, and 10% Graduate. Therefore, the result indicates that majority of the respondents have BA/BSc degree.

So the educational background of the respondents was sufficient for the study to provide the required responses for the collected data.

Regarding work experiences 5% of the respondents had less than two years while 25% of them had between 3 and 5 and 6-10. 45% of the respondents had greater than 11 years and work experience. This implies that there was a considerable challenge in handling complex classroom management. This in turn challenges the Siltana primary school.

Table 4.8.Result of Teacher's Attitude toward Classroom Management

No	Statements	Agree	Neutral	Disagree
1	Parents has greatest role in classroom management.	18(90%)	1(5%)	1(5%)
2	There is internal and external factor that contribute to classroom management	17(85%)	-	3(15%)
3	Teachers have great contribution in reshaping the classroom management role.	20(100%)	0(%)	0(%)
4	Support system for teachers has its own function in classroom management system.	18(90%)	1(5%)	1(5%)
5	The strategies that the teachers use in the education system enable that to bring good classroom management.	20(100%)	0(%)	0(%)
6	All learner are aware of rules and boundaries to apply in classroom management	17(85%)	1(5%)	2(10%)
7	The measurements of classroom management are always exercising in the learning time.	18(90%)	0(%)	2(10%)



8	Behavior of other teachers in classroom management strategies and dealing has influence in classroom management.	15(75%)	0(%)	5(25%)
---	--	---------	------	--------

Source: Field Survey, 2020

Table 4.7 shows that, The Siltana teacher’s primary schools were asked to rate either parent has greatest role in classroom management,18(90%) of the respondent agreed 1(5%) neutral and 1(5%) disagree indicate that there is great parent role in reshaping the class room managing.

17(85%) were respond agree and 3(15%) disagree that there is internal and external factor that contribute to classroom management. the data shows that there are internal and external factors that influence the class room management of this primary school.

The contribution of teachers also needed to know in class room management 20(100%) agree that there is fundamental contribution of classroom management.from this response the researcher understand that the teachers is the major factors that elaborate the classroom management without any ambiguous.

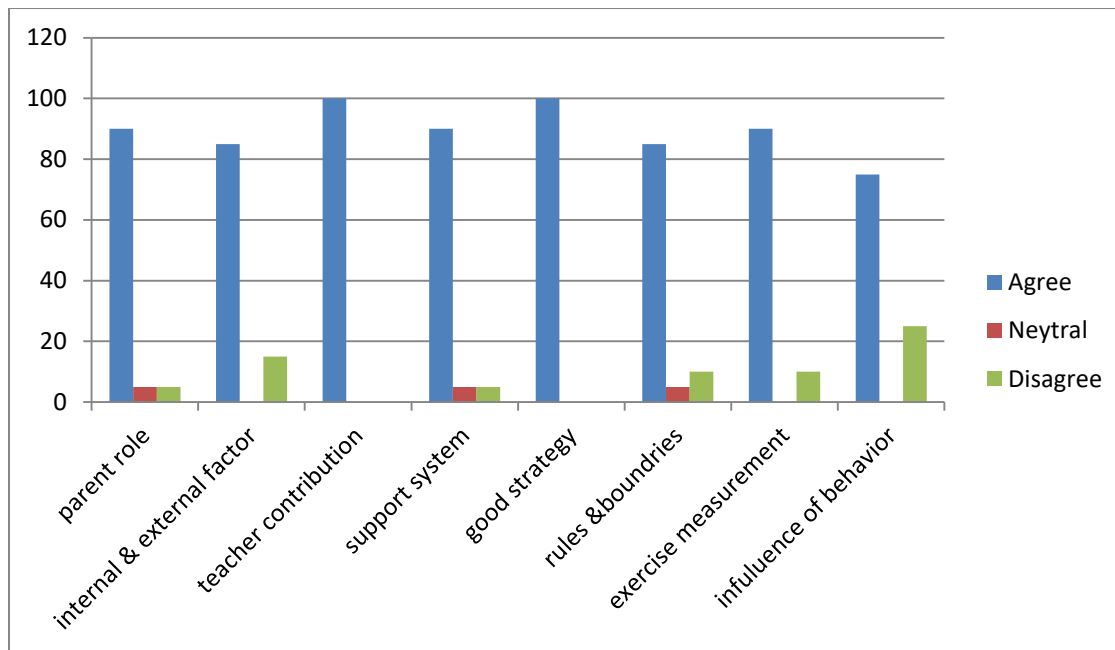
Support system for teachers has its own function in classroom management system which is validated by 18(90%) agree,1(5%) neutral,1(5%) disagree in their responding time.by any case for classroom managing the support for teachers at any time and any case the support system is necessity.

The strategies that the teachers use in the education system enable that to bring good classroom management is also the important action in the classroom management.20(100%) of the respondent agreed that the strategies teachers follow helps in education time for good classroom management.

The respondent also asked to answer about all learner are aware of rules and boundaries to apply in classroom management, 17(85%) agreed, 1(5%) neutral, and 1(5%) disagreed.

The measurements of classroom management are always exercising in the learning time. 18(90%) reply agree and 2(10%) reply disagree. This shows that there is good classroom management in Siltana town primary school.

Graph 4.2 results of teacher's response question the regard to classroom management.



Source: field survey, 2020

In general the blank space and open ended question show that correcting misbehavior; communicate in the most private, respectful, and positive manner. Make all discipline decisions after the heat of the moment. They have to use appropriate humor to de-escalate conflict situations. When they feel as if the student is too emotional to handle a particular situation, suggest postponing the discussion until both are prepared to talk it out. Instead of blaming, use I-messages to explain why the behavior was disruptive. Instead of saying you're disruptive" try saying I lose my concentration when you are talking in class. This helps to avoid an angry retaliation. Use positive self-talk to reduce stress and help to remain control. Mentally say things such as "remain calm," "I'm doing a good job at handling this situation." Attempt to de-escalate situation by providing distractions. These distractions give people the opportunity to cool off. Exaggerate issues to help students put the situation in perspective. Use stress management



techniques such as deep breathing or repeatedly tensing and relaxing your muscles. Address only student behavior rather than personal traits.

## UNIT FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATION

#### 5.1 SUMMARY

This study is conducted on the factors affecting classroom management. The main objective of the study was to assign the factors affecting classroom management in Siltana primary school grade five to eight students. To achieve this objective the following research questions were stated;

- ✓ What are the factors that affect classroom management in Siltana primary school?
- ✓ How do those factors affect the classroom management?
- ✓ To what extent are teachers fulfilling their responsibilities in managing their classroom?

In this study descriptive survey research was used for conducting this study.

Target population of this study was Siltana primary school grade five up to eight students and teachers. Simple random sampling technique was used for this study. By using this technique, the researcher used both close ended and open ended questionnaires to collect the data from participants. After the data had been gathered, it was analyzed using simple statistical methods, like percentages and tables. Then the tabulated data was interpreted.

As current findings show, the major and minor factors that affect classroom management in Siltana primary school. Student boredom with the lesson in the classroom was found to be the major factor. Talking with students and their classmates during the lecture is also another factor that hinders the education system.

#### 5.2. CONCLUSION

The researcher comes up with the following conclusion after deep investigation of the collected data.



- ✓ There are major and minor factors that affect classroom management in Siltana primary school. The students and teacher's boredom with the lesson in classroom was found to be the major factor. Talking of students with their classmates during lectures, fighting with their classmate and come lately to the classroom are some of the minor factors that affect classroom management.
- ✓ Those factors that influence/s class room management are talking of students with their classmates during lectures, coming to class rooms without doing their homework, coming to class after the normal class room activity begins leaving class rooms before the class ends, and students do not perform their class room discussions and group works, conflicts among students in the class room, in appropriate perceived class size, in appropriate seating arrangement
- ✓ The above problems are all occur in the school frequently, usually and some times and influences the normal classroom activities in Siltana primary school.

### 5.3 RE COMANDATION

Based on the findings of the study the following recommendations are forwarded.

- ✓ The teachers in Siltana primary school should prefer better method of teaching which can attract students to tentatively follow up the lecture.
- ✓ The teachers should provide visual aid on the lesson to save students attention to the subject matter.
- ✓ The Siltana primary school should have proper seating arrangement styles for students in the class room and it should make the class size more manageable and suitable to the teaching and learning process.
- ✓ The students in Siltana primary school should they should attend properly rather than talking with classmate in the activities in the class.
- ✓ The school should guide and counsel students rather than taking measures on them so as to control the misbehavior of students in the classroom.

## REFERENCE

- Borich G (2008). *Educational psychology*. Harper Collins college, publishing, USA, retrieved from <http://www.amazon.com/educational-psychology>.
- Charles. (2005). *Educational psychology (4<sup>th</sup> ed.)*. New Delhi. Prentice Hall of India.
- Dumbo, M.H. (2004). *Applying educational psychology*. New York. Log publishing .Retrieved from <http://www.books.google.com.et/books> about /applying-educational
- Devi, B., Khandelwal, B., & Das, M. (2017). Application of Bandura's social cognitive theory in the technology enhanced, blended learning environment. *International Journal of Applied Research*, 3(1), 721-724.
- DeVries, R., & Zan, B. (2003). When Children Make Rules. *Educational leadership: Journal of the Department of Supervision and Curriculum Development*, 61(1), 64-67.[pdf].Retrieved from <http://aff.lu/bib/DEVRIES-When-Children-Make-Rules.pdf>
- Dignath, C., Büttner, G., & Langfeldt, H.-P. (2008). How can primary school students learn self regulated learning strategies most effectively?: A meta-analysis on self-regulation training programmes. *Educational Research Review*, 3(2), 101–129. doi: <https://doi.org/10.1016/j.edurev.2008.02.003>
- Erlich, R. J., & Russ-Eft, D. (2011) Applying Social Cognitive Theory to Academic Advising to Assess Student Learning Outcomes. *NACADA Journal: Fall*, 31(2), 5-15. doi: <https://doi.org/10.12930/0271-9517-31.2.5>
- Forman, S. G., & Barakat, N. M. (2011). Cognitive-behavioral therapy in the schools: Bringing research to practice through effective implementation. *Psychology in the Schools*, 48(3), 283-296. doi: <http://dx.doi.org/10.1002/pits.20547>
- Ho B. P., Carter, M., Stephenson, J. (2010). Anger management using a cognitive-behavioural approach for children with special education needs: a literature review and meta-



- analysis. International Journal of Disability, Development and Education, 57(3), 245-265. doi: 10.1080/1034912X.2010.501169*
- Katz, S. (2015). Enhancing Self-efficacy of Elementary School Students to Learn Mathematics. *Journal of Curriculum and Teaching, 4(1), 42-55. doi: doi:10.5430/jct.v4n1p42*
- Kauffman, J. M. (1996). Research to practice issues. *Behavioral Disorders, 22, 55–60. doi: https://doi.org/10.1177/019874299602200104*
- Klien,s.b.(2001). *Learning principles and application*.University of Mississippi publishing. Retrieved from <http.com/learning-principles-applications Stephen-klein/dp14/2001>.
- Mohanty,R./(2007). *Educational psychology*. New Delhi. Deep publications.
- Rosenberger.(2005). *The brain , the person and the world*. Person .Educational,Inc.
- Rao,S.N.(2005). *Educational Psychology*. India. New international publishing. Retrieved from <http://books.google.com.et/books/about Educational Psychology.html?id>
- Sadker,M.(2005).*Teachers, Schools and society( 7<sup>th</sup> ed.)*. New York .McGraw Hill.
- Santrock.J.(2006). *Educational Psychology*.McGraw Hill, India.
- Skinnere .(2005). *Educational psychology (4<sup>th</sup>ed.)*.New Delhi. Prenticehall of India,
- Thomas,(2001).*Educational Psychology*. Harvard University Educational Review.
- Classroom management strategies: the impact on student achievement by hope kathryn sowell*



## APPENDIX I

### RESEARCH QUESTIONNAIRE

A questionnaire prepared for Siltana primary school students to honorable respondent. The objective of the questionnaire is to gather basic information in Siltana primary school. Relevant information is highly important for the successful completion of the study. You are requested to answer the questions provided below carefully. Answer by making tick mark (✓) on the box provide information of the alternatives for the questions that has choice and give your response by writing on the space provided when your answer is different from the provided alternatives.

#### Part One: Questioners Filled By Students

##### Personal Information

1. Sex: -Male  Female
2. Age: - 10-5  15-20  above 20
3. Grade:-

##### General Questions

1 Do you talk with you classmates during lecture?

- A. Yes  B. No

2 If your answer for question “1” is “Yes” how often you talk with your classmates during lecture?

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

3 Do you leave your cell phone during lecture?

- A. Yes B. No

4 If your answer for question “3 ” is “Yes” have you ever disturb the class due to ringing (calling) of your mobile?

- A. Yes  B. No



5 Have you ever arrived late to the class?

A. Yes

B. No

6 If your answer for question “5” is “Yes” how often you come late to the class?

A. Always

C. Occasionally

B. Usually

D. If other specify \_\_\_\_\_

7 Do you leave the classroom early?

A. Yes

B. No

8 How do you measure your eagerness to learn?

A. Excellent

C. Good

E. Very low

B. Very good

D. Low

9 How often you come to school without doing your homework?

A. Always

C. Sometimes

E. Specify if other \_\_\_\_\_

B. Frequently

D. Rarely

10 Do you do group work and classroom discussion with your classmates attentively and carefully?

A. Yes

B. No

11 Have you ever fight with your classmates in classroom?

A. Yes

B. No

12 Do you have mental/psychological or physical problem?

A. Yes I have

B. No I haven't

13 Do you think the class size is appropriate to you?

A. Yes

B. No

14 Our sitting arrangement is a cause of our misbehaving?



A. Agree

B. Disagree

15 If your answer for question “5” is “Yes” how does it affects you?

---

---

---

16 Have you ever punctually come to the class?

A. Yes

B. No

17 Does the sitting arrangement in your class is comfortable to attend lecture and to make discussion?

A. Yes

B. No

18 Does lack of motivation is a cause for your misbehavior in classroom?

A. Agree

B. Disagree

19 What do you think are the major factors affect classroom management and clarify them how they affect?

---

---

---

20 The teaching methods of the teachers are hinder to attend their lecture activity?

A. Yes

B. No

21 If your answer for question “20” is “Yes” how does it hindered you specify it?

---

---

---

22 How does it contribute for your loose of interest?

A. Yes

B. No



23 If your answer for question “22” is “Yes” how does it contribute for your loose of interest?

---

---

---

## APPENDIX II

### RESEARCH QUESTIONNAIRE

A questionnaire prepared for Siltana primary school Teachers to honorable respondent. The objective of the questionnaire is to gather basic information in Siltana primary school. Relevant information is highly important for the successful completion of the study. You are requested to answer the questions provided below carefully. Answer by making tick mark (√) on the Likert answer provide information of the alternatives for the questions that has choice and give your response by writing on the space provided when your answer is different from the provided alternatives.

#### Part II: General Information

Fill the appropriate answer that explains your general information in the following table.

Sex	Age	Educational background	Work experience
-----	-----	------------------------	-----------------




Rate the following by putting (√) the number that best represent how you feel about the classroom management

No	Statements	Agree	Neutral	Disagree
1	Parents has greatest role in classroom management.			
2	There is internal and external factor that contribute to classroom management			
3	Teachers have great contribution in reshaping the classroom management role.			
4	Support system for teachers has its own function in classroom management system.			
5	The strategies that the teachers use in the education system enable that to bring good classroom management.			
6	All learner are aware of rules and boundaries to apply in classroom management			
7	The measurements of classroom management are always exercising in the learning time.			
8	Behavior of other teachers in classroom management strategies and dealing has influence in classroom management.			

Part II: Please fill the blank space given under provided question.

1. What do you think is the influence of learner behaviors on classroom management?

\_\_\_\_\_

\_\_\_\_\_

2. What specific rules or boundaries are in place in your class room with regard to classroom management?

\_\_\_\_\_

\_\_\_\_\_



3. Do this rules and boundaries apply in classes taught by other teachers \_\_\_\_\_  
\_\_\_\_\_

4. Are all learners aware of these rules and boundaries? Yes or No  
how these were communicating to them?

\_\_\_\_\_  
\_\_\_\_\_