



**TEACHERS PRACTICES AND CHALLENGES CLASROOM
MANAGEMENT IN YABERUS SECONDARY SCHOOL**

BY

YADANI NAGE GUTA

**SENIOR ESSAY SUBMITTED TO DEPARTMENT OF PEDAGOGICAL
SCIENCE IN COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
IN PARTIAL FULFILLMENT FOR THE REQUIREMENT OF
BACHELOR OF ART (BA)DEGREE IN PEDAGOGICAL SCIENCE AND
ENGLISH LANGUAGE**

Submitted To: MR. Yohannes .Z.(MA)

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Wolkite, Ethiopia

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ABBREVIATION AND ACRONYMES

CRM..... Classroom Management

MDGS..... Millennium Development Goals

MOE..... Ministry of Education

ABSTRACT

The main purpose of this study was conducted know teachers practices and challenges of class room management in Yaberus Secondary School. At the end the researcher used descriptive survey design in order to analyze the gathered data from different sources. The data were collected from teachers and principals in to form of questionnaire and interview, as well as the second source of data was observation through observed the class. The data gathered were analyzed both quantitative and qualitative techniques. In this regard most of teachers' practices classroom management were through monitor students' performance and provide the necessary feedback to students. The data analysis led to the following Major findings. large class size, lack of chemical in laboratory, lack of interest of student to learn and, some of students were bad behavior were the main obstacles for teachers practices classroom management influence according to the majority of the respondents. So, the Organization of Education and school should have to fulfill the school standard, the school have to give guidance and counseling for students have bad behavior, to reduce the number of students in the class in to standard and, help students with different learning style.

CHAPTER-ONE

1.1. BACKGROUND OF THE STUDY

During the 20th century, it was discovered that not all class room management strategies worked for all students, class room management consisted of teacher having with fitness which include effective transitioning and challenging lessons. Research shows that during the time, effective management strategies linked to academic achievement (Roskos and Numann, 2012).

Class room management in the 21th century has changed immensely a long with our society, corporal punishment and yelling are class room management approaches of the past. Today's teachers to be professional and caring. The rituals and routines of the class room need to be set and should include students input. Teachers need to have a plethora of interventions at their fingertips. There is also a need for positive teacher student relationship (Marzionaet, al, 2003).

According to Erwin (2004), class room management is closely linked to issues of motivation, discipline and respect. The first step in preventing class room discipline problems is to keep students motivated and, there by engaged in the learning process, because motivation energized and directs the learners attention emotions and activity so teachers who are good managers create environment of motivation to arouse students interest, guide them to behave well, and encourage them to learn effectively.

According Gootman (2008), rules give students concrete direction to ensure that our expectations becomes a reality consequences rewards and punishment were used to guide students to conform to the rules chosen by the classroom teacher in addition regularly, classroom management system built on trust caring, and support in the lower grades were replaced with failing in line and agreement system once at student entered high school (Freiberg, 1995).

Even in the 1990, the majority of high school classroom been managed by models teachers control and student obedience sheets and gay (1996) describes the wide spread discipline problems and disruptive behaviors common in high school classroom this show that since there is on clam classroom management student cannot achieve well academically.

According to Akpakwu (2008) also classroom management is the most neglect area in our secondary school, and the success or failure of any teaching and learning process depends to a large extent on the way classroom are managed.

Dugguh (2007) in his termed stated as even different measures treatment were taken teachers encountered the problems in giving attention to classroom management. Although they seemed to practicing classroom activities they were notice to face problems in implementing the classroom so this is serious problem in achieving academic achievement for students. Therefore accessing classroom management activities in achieving good academic result and identifying the practices of classroom management on academic achievement in an important work. There are some challenges in classroom management in this cause teachers themselves can be potential sources of teacher related problem if they lack well –prepared lesson appropriate instructional materials, technique in teaching and hand ling students, and in general lack sufficient pedagogic call skill supporting this,(Kasambir,1993) says teachers behaviors behavior with their student , their failure to provide well-planned relevant learning experience can often lead to disruptive incidence in classroom .

The disruptive behavior instated by the students can be caused by peer pressure, lack of academic success, lack of comfort in the class room, and boredom from teacher's lack of techniques in the classroom (Kasambira, 1993).

In relation to our country context strengthening human recourse capacity and achievement of the millennium development goals (MDGs) of which education is a key elements, is a cornerstone of the government development strategy (MOE, 2008). But the question is that how teaching and learning in the classroom is going on and the achievement of students looks like under question. The document of (MOE,2008) elaborated as much discussion of education quality in Ethiopia is centered system inputs, such as supporting inputs from outside, enabling conditions role of stakeholders. So, teachers practice and challenges classroom management which linked with teachers and students and, which practice classroom activities were notice to face problems in implementing the classroom.

1.2 STATEMENT OF THE PROBLEM

Classroom is a place where The closest interaction between teachers and students, but the teachers practice in classroom is ongoing process. The way teachers conducts the classroom matters has a deep influence upon their own teaching and learning of the students.

Teachers who plan practically are able to overcome many classroom problems such as disruption, deviant behavior or misbehavior of students. In this regard the nature of teachers plays a vital role, for example, different teachers have different ways of instinctively managing the classroom environment and patterns of setting up classroom the best fits their purpose (Aly, 2007). Class room management is the process of ensuring the classroom lesson run smoothly despite of disruptive behavior by students. The term also refers to the prevention of disruptive behavior of students (Beliner, 1988).

According to Ishtiaq (2009) disruptive behavior, disrupt the teaching and learning process. Even extreme negative behaviors are dangerous for both students and teachers in our country the Ethiopian education system is set by low access, inequity, declining quality and in efficiency (MOE, 1998). Over the last fifteen years, Ethiopia has experienced a rapidly increasing demand for education, decline in resource to support education and drop in teacher quality and preparation that resulted from the education system being expanded faster than qualified teachers could be trained.

The researcher is organized to finding out the major problems and drawbacks that hinder the teachers' practices and challenges of classroom management in SNNPE Region, Gurage Zone, Wolkite Town, Yaberus Secondary School. In this research the researcher motivated to explore some major challenges and problems of managing classroom practices, especially at secondary school level thought focusing on the major challenge that hinder access to quality education at all levels, lack of chemical in laboratory, a natural characteristics of some students, large class size, lack of interest students to learn and, to resolve those problems and, also to investigate teacher's practices and challenges of classroom management in Yaberus Secondary School.

Basic Research Questions

1. How do teachers practices classroom management in Yaberus Secondary School?
2. To what extent teachers of Yaberus Secondary School are commitment to properly use the time allocated for the class room?
3. What are the major challenges of classroom management in Yaberus Secondary School?

1.3 OBJECTIVES OF THE STUDY

1.3.1 General Objectives

The general objectives of the research would be teachers' practices and challenges of class room management in, Yaberus Secondary School, Wolkite Town.

1.3.2 Specific objectives

1. To describe how teachers do practices of class room management in Yaberus Secondary School.
2. To observe how teachers use the time properly in class room in Yaberus Secondary school.
3. To identify the major challenges of class room management in Yaberus Secondary School.

1.4 Significance of the study

The researcher helped to encourage teachers to be involved in the strength of the practices of classroom management and might develop teachers' awareness on the use of classroom management. It helps to solve the challenge of classroom management by used find and recommendation forward through the research.

1.5 Delimitation of the study

The scope of the study was delimited to teachers practice and challenges of class room management in Yaberus Secondary School. Because teachers have a great roles in their teaching profession. The researcher selected that school was the school which accessible to get necessary data for purpose of the study. Additionally, in that school there were some challenges of teachers practice in class room management and the researcher want to suggest possible solution.

1.6 Limitation of the study

The researcher has faced challenge during the questionnaire distributed the teachers have not enough time to filled the questionnaire. In case of that some teachers were not filled the question accurately. The researcher has also faced shortage of many to successfully accomplish that as required. however, the researcher has managed the challenges and successfully conducted the researcher as required.

1.7 Definitions of operational terms

Class room management: -in the actions teachers take to create supportive environments for the academic and emotional learning of students.

Class room; - refers to a room in school or college where groups of students are taught Practice;
- perform or activity or exercise a s kill repeatedly or regular in order to acquire improve in it.

Secondary school; -in an education level that constitutes grades 9th-10th

1.8 Organization of the study

This study have five chapters that consists chapter one contains background of the study, chapter two contains Review literature, chapter three contains methodology, chapter four contains data analysis and interpretation as well as chapter five contains summary, conclusion and recommendation.

UNIT TWO

REVIEW RELATED LITERATURE

2.1 THE CONCEPT OF CLASS ROOM MANAGEMENT

The concept of class room management is border in scope than that implied in more old-fashioned terms like discipline or control. Brophy (2006) presents a similar definition classroom management refer to actions taken to create and maintain a learning environment conducive to successful instruction [arranging the physical environment, establishing rules and procedure, maintaining students attention to lesson and engagement in activities] classroom management according to Dugguh (2007) is the action a teacher taken to create an environment that support and facilitate instruction, academic, social and emotional learning. It is the process of creating favorable condition to facilitates instructions as well as that of regulating social behavioral of students, Teacher in the class room are by the nature of their profession, managers of class room activities The classroom teachers job unlike that of other professionals is concerned with maintaining order allocating resources, regulating the sequence of events and directing his own attention towards achieving educational goals.

Participation of the learners and thus minimize behavioral interference in the teaching learning situation (Jones, 1996). The term classroom management can be described and maintained, based on five assumptions that classroom management involves. These are the understanding of learning personal, psychological needs, the employment of classroom organization and group management methods, the use of teaching methods that facilitate the academic needs of individual learners and the classroom group, the ability to employ amide range of counseling and behavioral methods that involve learner in examining and correcting their own in appropriate behavior.

The assumption demonstrates the skill that teachers need to a quire for establishing effective classroom which impact student academic achievement (smith and laslett, 1993). Classroom management is perquisite for achieving instructional objective and safeguarding the was being of students for whom the teaching and learning activities are centered (ogunu, 2000). Classroom management entails planning, supervising, controlling and coordinating the activities of pupils in teaching- learning process.

The overall value of effective classroom management and its positive effect in guaranteeing the achievement of outstanding educational outcomes is well captured by Emmer and Stodol (2001). They argued that the ability of teaching to organize classroom and manage the behavior of their students is critical to achieving positive educational outcomes.

2.2 Relation between Classroom Management and Academic Achievement

Classroom management focuses on the relationships between students and teachers, as well as how the students feel among their peers in the classroom (Stepanek, 2007). The finding of the above idea on use of innovative instructional strategies as effective classroom management technique is supported by Asiyai (2005). She reported that innovative instructional strategies such as concepts mapping and team teaches help arouse learners' interest, thus enhancing their performance in academic activities. Research evidence have shown that active or participatory methods of teaching results in more effective learning a student's become attentive in class (Anikweze, 2004). Classroom management is the heart of teaching and learning in school setting. Kane et, al (2011) discuss the student achievement is impacted by teachers' practices. Teacher's effectiveness' is directly related to the academic achievement of his or her students. Teachers are the most important factor in the student achievement.

A study by Freiberg, et, al (2009) investigated the effects of classroom management on academics in fourteen inner-city elementary schools. The researchers discussed that when students are self-disciplined the teachers are able to use more complex instruction that includes research projects, cooperative learning, and interactive center. These types of approaches enhance students learning experiences and allow for deeper understanding and retention of information. It was concluded that although classroom management is considered one of the most important factors that affect student learning, most management is considered one of the most important factors that affect student learning, most management programs lack evidence to support that they improve student learning (Freiberg et .al 2009).

2.3 Strategies for Managing Classroom Behavior Problems

Effective classroom management should be the primary responsibility of the classroom teacher with the students accepting the responsibility of their in appropriate behavior. Some pro-active principles in maintain order in classroom management according to Doyle (2011) include the

following: develop coherent list of expected behaviors (usually only four or five rules): equip students with the skill needed to execute appropriate behavior: continually assess the success of an implementation and create and sustain apposite environment in which this can take place. To ameliorate the challenge posed by in effective classroom management there is the need for” teacher professional management” supporting this position, Baker (2005) argued that’, although surveys indicate that experienced teachers have fewer concerns regarding class room management ,such surveys maybe less an indication that teachers learn over time how to manage classrooms effectively and more result of the fact that many teachers who did not learn classroom management skills simply have left the profession “ (baker ,2005). Oyira (2006)refers interpersonal relationship as the reciprocal behavior that occurs between individuals such as exchange of information, exchange of expression and mutual activities. Good classroom environment must be well ventilated, fully supplied with chairs and desks, have adequate spatial arrangement, have sizable chalkboard, good floors, beautiful walls and lightings (Kolawole,2004). A good classroom environment facilitates desirable behavior and attitude among students and thus enhancing their academic performance positively. Such an environment provides avenue for effective teacher/ students and students/ student interaction. Kerr and Nelson (2002) further say that the correctness of the decisions depends on the, repertoire of skills and techniques serve to manage crisis situation effectively. It is important to note that the variety of strategies that the teacher employs constitute a plan to wards the achievement of educational objectives. Particularly in the middle schools years (ages 12-14),classroom management should balance the needs of teachers and their adolescent learner, enabling students to take personal responsibilities that lead to self-discipline and improved well-being (Emmer and Gerwels,2006).

According to curwin and mendler (2008), there are several ways administrators can support teachers with students who are chronically disruptive. Continue to involve the parents of chronically misbehaving students, do not be afraid to call them at home and at work when you need to, if teachers need an uncooperative parent to come to school, intercede when there is a problem and use the weight of school to get them in. Encourage teachers to try new approaches. Teachers have little to lose when trying unconventional strategies, but they often fear administrative nonsupport or disapproval. let all teachers know that you as the administrator will support most of their plans that are non-punitive. Administrators should ask teachers to share their ideas with them in advance. Address teachers’ common belief that administrators are no

thought enough. This part is summarized as teachers who plan appropriate classroom management strategies who make wise decision, who have a sufficient repertoire of instructional strategies will be building a learning environment that minimized classroom management problems. In this way students may attained the class will and can achieve better.

2.4 Classroom Management and Instruction

According to Weber (1986) managerial activities are those activities which are carried out to create and maintain conditions in which the classroom instruction should take place effectively and efficiently, as well as instructional activities are those that are deemed vital to enhance the student academic achievement, further according to as Rinne (1997) reported, today most educators and scholars view classroom management as the process of establishing the environment of instruction and learning. According to Rinne's the assumption behind the feeling in the classroom teaching has two components, learning and order, learning is served by instruction, while order is served by classroom management.

2.5. Relationship between Student and Teachers Classroom Management

The main area of school teaching takes place in classroom where the teachers and students are meeting to interact for the attainment of educational goals. To realize the educational goal the duty of the teacher is to create conducive atmosphere that invites the student in class room activities and their relationship as well as to facilitate the teaching learning process.

2.5.1 Teacher student relationship

Class room managements all actions performed by teachers in class room to create learning environment that encourages positive social interaction, active engagement in learning and self-motivation (Burden, 2003). From this idea we understand that classroom management can be used as an instrument to create positive relationship between the teachers and students and among the students themselves.

Santrock (2009), also states that an effective teacher is trust worthy and mentions classroom environment is safe, predictable, and successful. In addition, Charles (2008) says our job as teacher is to teach all students equitably by training them. On other hand, Glasser (2000) shows, by signifying students' efforts, teachers in the classroom create good relation and an atmosphere where students feel welcomed, valued, and respected. He also suggests that teachers adopt seven connecting habits, caring, listening, supporting, contributing, trusting and be finding.

2.6 Factors that Affect Classroom Management

Though there are number of factors that can effect classroom management, in selection, teachers related causes, students related causes and schools related causes will be discussed below.

2.6.1 Teachers Related Causes

The teachers themselves can be the potential source of teacher related problems if they lack well-prepared lessons, appropriate instructional materials, techniques in teaching and handling students, and in general lack sufficient pedagogical skills. Supporting this, kasambira (1993) says teachers' behavior with their students and their failure to provide well-planned relevant learning experience can often lead to disruptive incident in the classroom. Being prepared is essential to being an effective teacher. It is better to over plan and run out of time that to run out of lessons. Based on the above points one can understand that teachers should avoid free time which may lead to behavior problems. For time allows the children to get bored and they will look for something to entertain them free time indicates an unprepared or disorganized teacher and invites noise and by which disruptions. Similarly, Arends (1997) explains that teachers who plan appropriate classroom activities and tasks, which make wise decision about time and space allocation, who have a sufficient repertoire of instructional strategies will be conducive learning environments that gain students cooperation and minimize management and discipline problems.

According to Elliot, et. at (2000) in effective classroom management of ten creates chaos (a state of complete confusion and disorder): student do not know what expected of them, they don't understand how to behave or respond.

Weber (1977) styles of classroom management in this fashion that are actively by which the teacher promotes appropriate student behavior develop good interpersonal relationship and a positive socio emotional climate in the classroom and establish and maintain an effective and productive classroom organization, for this every one could understand classroom management as the art carefully preparing, presenting disciplines and controlling class activities. High schools are routinely managed by teacher control and student compliance models. Furthermore, research that support the use of a democratic classroom management paradigm could help educators understand the potential link with academic achievements.

2.6.2 Student related causes

The disruptive behavior initiated by the students can be caused by peer pressure, lack of academic success, lack of comfort in the classroom, and boredom from the teacher's lack of technique in the classroom (Kasambira, 1993). The teachers to give clear and sufficient instruction to the student in how to study, use their learning materials, carry out the assignment, and behave in the classroom. Burden(2003) adds that the main reason why students cause discipline problem include their disinterest in learning lack of interest in a particular subject, dislike to a teacher, attention seeking and ignorance of the classroom rules. Furthermore, according to Marzino et.al (2005) states that in fact, children usually misbehave for a reason. Some of the most common reasons that are believed to contribute to misbehavior are; -

- The work may be too easy or too hard for the students.
- The work is not interesting and the student is bored.
- The teaching method may not fit the students learning style
- The student may not be prepared.
- The expectations are unclear or unreasonable.
- The student has poor social skill, cannot communicate well with you or others, or has low self-esteem. All of these reasons may cause students to become discouraged and they do not give attention for their learning, they disrupt in the classroom.

2.6.3 Factors in the School

Mayer (2002) enumerated the variables that “appears to contribute to punitive school environments that promote anti-social behavior” are:

- ❖ Un clear rules for student department
- ❖ An over reliance on punitive methods of control
- ❖ Lack of student involvement
- ❖ Academic failure experience
- ❖ Lack of understanding or appropriate responding to student differences
- ❖ Lack of administrative support for staff agreement with policy
- ❖ Student lacking critical social skill that form the basis of doing well academically relating positively to others, such as persistence on task, complying with requests, paying attention, negotiating differences, handling criticism and teasing.
- ❖ A missus of behavior management procedures.

Therefore, teachers, school principals, supervisors and the administrative staffs must give attention to the school factors that affect the teaching learning activities and create apposite teaching learning environment.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Design of the study

Descriptive survey design was employed to carry out the study. Because the researcher believed that this method would help her to find or gather relevant data in detail and to make detailed analysis. It was also mixed methods study as one containing both quantitative and qualitative portion. The reason was that the researcher used mixed method approach to broaden understood by incorporating both quantitative and qualitative approaches to use one approach to better explain on the results from the other approach. In addition, this approach is use full in the development of the data gathering instruments like questionnaire, interview and observation. Hence, the research design would approach.

3.2 Description of the area

The study was conducted in Wolkite town, Yaberus Secondary school. The school is located in south Nation and Nationality People of Ethiopia, in Gurage Zone, in Wolkite town. The direction of school is around bus station, street which goes from Wolkite to Waliso, get to right hand. This school purposely selected to relevant data based on teachers practices and classroom management.

3.3 Source of Data

The study would use primary and secondary source of data. The primary source of data was conducted from teachers and principals of Yaberus Secondary School. Additionally, the researcher was used class observation as secondary data source.

3.3.1 Primary source

Primary source collected from the respondents of answer based on mostly assisted questionnaires and interviews. The primary source for first-hand selected teachers and principals were the teachers in Yaberus Secondary school, in Wolkite town.

3.3.2 Secondary Source

Secondary data collected by observation classroom. By observe some of classroom. sitting style, method of teaching in class and, student participation.

3.4 Population Sample and Sampling Techniques

In Wolkite town there are 5 Secondary Schools. Among those schools the researcher selected Yaberus secondary school. The reason researcher selected Yaberus was that knew the place and visit Yaberus secondary school to did assignments before. So, the researcher believed to get the required answer from these papers most teachers were volunteer to give information the researcher wants to know as a result to selected Yaberus secondary school. In Yaberus secondary school there were 119 teachers, from those the researcher selected 36 teachers and 2 principals through random sampling technique. Because to give equal chance to participants.

3.5 Data gathering instrument

To conduct the data these three types of data collection instruments were implemented. those are:-

3.5.1 Questionnaire

Questionnaire as a primary data gathering tool helps to gather real information and opinions from actual practitioners. To that end questionnaire was prepared and distributed to teachers through close and open-ended questions. The measurement of questionnaire table number two were strongly disagree, disagree, undecided, strongly agree, agree. In addition, the key questionnaire about table number three were like always, sometimes, never.

3.5.2 Interviews

The primary data collection The way teachers conducts the classroom matters has a deep influence upon their own teaching and learning of the students, because classroom is a place where the closest interaction between the students and teachers take place. method was in depth, open ended interviews, for which the researcher was prepared interview guide. Open –ended interview were used because they allow the researcher to engage in semi-structure conversation. The semi- structure conversations helped the researcher to collect data that was rich and necessary for the ways in which individuals conceive class room management and explain or make sense of the important events in class room. In use open –ended interview the researcher helps to understand of the principles experience, thoughts and feelings regarding class room management. And the interview was for principals and vice principal.

3.5.3 Observation

Given the importance of context in qualitative research, the researcher intended to take careful note of the different naturalistic setting in which each teachers and principals lives. In those method; data was collected by observing behavior without interacting with the participants. The researcher make notes of the way in which teacher practices in the classroom.

3.6 .The Procedure of Data Collection

To answer the basic research question raised the researcher was used through series of data gather procedures. The excepted relevant data was gathered by use questionnaire, interview and document analysis. When did the research, the researcher was got the permission from school education offices, questionnaire was administered to sample teachers and principals with in selected. The participant was gave their own answer to each item independently as need by the researcher.

3.7. Data Analysis Technique

The Researcher gather of questionnaire and the observation check lists were collected, the process of telling and tabulation were carried out. Both quantitative and qualitative data analysis

were used in this study, accordingly frequency counts, tables and percentage method. The pieces of information gathered from open- ended questions, class room observation and interview were qualitatively analyzed and interpreted whose findings were included in the study.

3.8 Ethical Consideration

_ The participants of the research were informed about aim and objectives of the study before the data collection.

_The workers that belonging to the written of this paper are acknowledged at the beginning of the research paper.

_The confidentiality of the data collected through questionnaire and interviews are guaranteed as per the initial agreement.

_The purpose of the study was explained the participants and the researcher has asked their permission to answer the questionnaires or interview guide.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the gathered data, it contains different parts which describe the result of the data gathered from teachers and principal through questionnaire and interview.

4.1 Demographic Characteristics Respondents

Figure 1 :Personal Information of the Respondents

No	Items	Respondents		
			No	Percent %
1	Sex	Male	20	56%
		Female	16	44%
		Total	36	100%
	Service year in	0-5	10	28%
		6-10	12	33%
		11-15	7	19%

2	Teaching	15-20		5	14%
		Above 20		2	6%
		Total		36	100%
4	Qualification	Diploma		2	6%
		Degree		31	85%
		PGDT		2	6%
		Others		1	3%
		Total		36	100%

As the above table indicates that the personal information of sample of respondent 20(56%) of teachers were males, 16 (44%) of them were females. In this table shoes most of teachers were male. Regarding the service year in teaching 10(28%) teachers were 1-5 byear, 12(33%) teachers were experienced between 6-10 years, 7(19%) of them served between 11-15 years, 5(14%) of teachers were served, and 2(6%) of the teachers were served above 20 years. This show most of teachers were experienced service in teaching. This may have a role in their class room management skills.

As well as the qualification of respondent were 2(6%) of the teachers were diploma, 31(85%) of them were degree, 2(6%) of them were PGDT and 1(3%) of them were others. This implies that most of class room management teacher's qualifications were degree which gives advanced knowledge and skill in classroom management.

Figure 2: Teachers Practice Classroom Management

NO	Item	Agree		Undecided		Disagree		Total	
		No	%	No	%	No	%	No	%
1	I plan for the content to be covered early in the year	21	58	10	28	5	14	36	100

2	I prepare a lesson plan for each lesson	14	39	16	44	6	17	36	100
3	I respect my student's suggestion and idea	19	53	9	25	8	22	36	100
4	I monitor students' performance and I provide the necessary feedback to students	17	48	16	44	3	8	36	100
5	I use verbal encouragement for active participation of students in the class room	15	42	16	44	5	14	36	100
6	I give a variety of interesting and relevant tasks to my students	30	83	4	11	2		36	100
7	I regularly check students class work and home work	26	73	7	19	3	8	36	100
8	I provide equal opportunity to respond and became involved in instruction	18	50	13	36	5	14	36	100
9	I help the students during the transition between different learning activities	14	39	20	56	2	6	36	100
10	I move around the classroom to check student's participation consistently	13	36	19	53	4	11	36	100

In item 1 on table 2, 21(58%) of teachers were agreed in their annual plan to cover the contents and 10(28%) teachers were disagreed and 5(14%) of them are said undecided, from the observation also teachers have annual plan to cover the content but most of the teacher weekly lesson plan was not much to the annual plan. And In item 2 on the table 2, 14(39%) of teachers are said agree in their prepare lesson plan for each lesson or the contrary 16(44%) of teachers

were disagree and 6 (17%) teachers said undecided so majority of teachers are prepared their lesson plan effectively.

As can be seen item 3, table 2, 19(53%) of teachers were agreed respecting their student's idea and suggestion but 9(25%) teachers said disagree and 8(22%) of them were remain undecided. This shows most of teachers are respecting their stunts suggestion and idea, but some teachers may have a problem on students' suggestion and idea.

As indicated in the item 4, on the table 2 shows that 17(48%) of teachers were agreed control their students' performance on the contrary 16(44%) teachers were disagreed and 5(14%) teachers said undecided. from the document observation teachers have student's attendance, recorded students test results and their give additional help for low students' performance.

As shown in the item 5, on the table 2, 15(42%) teachers were agreed in their encourage verbally active participation of students and 16(44%) teachers were disagreed and 5(14%) of them were said undecided.

In item 6table 2, 30(83%) of the teachers are agreed in their give a variety of interesting and relevant activities to their students and 4(11%) of the teachers are disagreed and 2 (6%) of them are said undecided on the other hand, during the class observation most of the teacher's week asking questions and giving activities for students based on student's text book.

The above item 7, of the table 2, shows 26 (73%) teachers were agreed, they checks students assignment 7(19%) teacher were disagreed and 3(8%) teachers were remaining undecided on the observation most of teachers are not checking the students class work.

In item 8 of the table 2, 18 (50%) of the teachers were agreed that they provide equal opportunity to respond and became involved in instruction and 13 (36%) teacher were disagree. Were as 5(14%) of them are said undecided. So, these indicate most of teachers are equally opportunity to respond, they have not discriminate.

As indicated item 9 on the table 2, 14 (39%) of the teachers were agreed that they help their students in the transition of different learning activities 20(56%) of teachers were disagree and 2(6%) of them are said undecided on the observation few teachers only inform the different learning activities.

On the last item of the table, 13(36%) teachers were agreed that they move around the classroom to check the participation of the students contrary 19(53%) of teachers were disagree and 4(11%) of them were said undecided, this means make a clear generation teacher were use sufficient instructional practice in classroom. Overall, this table shows that teacher's practices of classroom management were effectively

Figure 3: Teachers Instructional Time Utilization in Classroom

NO	Items	Always		Sometimes		Never		Total	
		No	%	No	%	No	%	No	%
1	I begin the daily lessons by checking weather students are in their proper seats or not	15	42	16	44	5	14	36	100
2	I begin the daily lesson by checking weathers students have done their frame work or not	10	28	19	53	7	19	36	100
3	I bring the daily classroom lesson to an end by setting assignment and other reading materials based on lesson	16	44	17	48	3	8	36	100
4	I bring the daily classroom lesson to an end by setting assignment and other reading materials based on lesson	13	36	15	42	8	22	36	100
5	I make the next activity of lesson or steps immediately available (pacing activities)	9	25	19	53	8	22	36	100
6	I make fast automatic lesson transition	15	42	14	39	7	19	36	100
7	I bring the daily classroom lesson to an end by briefly outlining what will happen in the next	21	58	10	28	5	14	36	100

As item 1 of the table given above shows 15(42%) of the teachers were always that begin the daily lesson by checking weathers students are in their proper seats or not, 16 (44%) of teachers were sometimes and, 5(14%) of teachers said never. This shows that begin the daily lesson by checking weather students are in their proper seats or not was sometimes as the teacher understand from percentage of respondent.

As item 2 of the table given above shows 10(28%) of the teachers were always that begin the daily lesson by checking weathers students have done their framework or not, whereas 19 (53%) of teacher's respondent as sometimes and, 7 (19%) of teachers were said never by this idea. This implies that most of teachers were begin the daily lesson by checking weather students have done their framework or not as the researcher understand from the respondent.

As show in the third item 16(44%) of the teachers were responded always that bring the daily classroom lessons to an end by setting assignment and other reading materials based on lesson, 17(48%) of teachers were responded as sometimes 3(8%) of teachers were responded never to these statements. This shows that sometimes teachers bring the daily classroom lesson by setting assignment and other reading materials.

As indicated in the item 4 table 3, shows 13(36%) of the teachers were always bring the daily classroom lesson to an end reviewing the main ideas of the lesson, 15 (42%) of teachers as sometimes, and 8(22%) of teachers responded as never to their idea. This shows that most of the respondents were always bring the daily classroom lessons, from this data the researcher understand teachers instructional time utilization in classroom is effective.

As can be seen item 5 on table 3, 9 (25%) of the respondent teachers were always make the next activity of lesson, 19(53%) of teachers were responded as sometimes, and 8(22%) of teachers were responded never to this statement. This indicates that most of the teachers were make the next activity of the lesson. From this data the researcher understands teacher's instructional time utilization in classroom is medium.

In item 6 table 3, shows 15 (42%) of teachers were always make fast automatic lesson transition, 14(39%) of teachers were responded as sometimes and 5 (14%) of teachers were responded as never by this statement. This shows that most of teachers were make fast automatic lesson transition, so teachers instructional time utilization in classroom is medium.

The lastly item 7 table 3, shows 21(58%) of teachers were responded always bring the daily classroom lesson to an end by briefly out ling what will happen in the next lesson,10(28%) of teachers were responded as sometimes, and 5 (14%) of teachers were responded as never to this idea. This shows that most of the teachers were responded always by this statement.

4. Challenges that Affect Effective Classroom Management

Figure 4 :Challenges that Affect Effective Classroom Management

No	Items	Agree		Undecided		Disagree		Total	
		No	%	No	%	No	%	No	%
1	Students needs and characteristics can affected class room activities	29	55	10	28	6	17	36	100
2	Students seating arrangement can influence teaching learning process	21	58	9	25	6	17	36	100
3	Your skill in class room management has an impact on managing the class properly	18	50	11	31	7	19	36	100
4	Students different learning style can affect effective class room management	21	58	13	36	2	6	36	100
5	Chalk board usage and visibility may impact class room management	12	33	19	53	5	14	36	100
6	Students involvement in instructional activities can affect class room management	23	64	9	25	4	11	36	100
7	The number of students in a class can influence effective class room management	14	39	18	50	4	11	36	100
8	Your voice and body language has an impact on class room management	22	61	12	33	2	6	36	100
9	During the teaching and learning process students have disciplinary problem in the class room	13	36	21	58	2	6	36	100

As item one of the above table 20 (55%) of the teachers were agreed that student need characteristics can affect classroom activities: on the contrary 10(28%) of the teachers were

disagree and 6 (17%) of them were said undecided. So, most of teachers are agreed by student's characteristics problem during classroom activities.

As can be seen in item 2 table 4, 21 (58%) of the teacher were agreed that students seating arrangement can influence in teaching learning process. 9 (25%) of the teachers were disagree and 6 (17%) teachers said undecided. On the observation students seating arrangement is not well, because they seating four students in one desk, so that shows a challenge in classroom teaching learning process.

In item 3 table 4, 18 (50%) of the teachers were agreed in their skill in classroom management has an impact on managing the class properly. 11 (31%) teachers were disagree and 7 (19%) of them were undecided.

For question number 4 table 4 21(58%) of the respondents or teachers were agree whereas 13 (36%) of teachers were disagree and 2 (6%) of them were said undecided. This shows that most of the respondents or teachers were agreed on students different learning style can affect effective classroom management.

The value of respondent for question number 5 table 4 12 (33%) of teachers were agreed: on the contrary 19 (53%) of the teachers were disagree and 5 (14%) of them

Were said undecided. This shows that more of teachers were agreed on the impact of chalk board usage in classroom management. So, they agreed by this idea.

According to the data analysis of question number 6 table,4 21(64%) of the teachers were agreed that student's involvement in instructional activities can affect classroom management. Whereas 9(25%) of them responded disagree and 5 (14%) of the teachers said undecided. So it shows medium of the respondents said agree by this idea.

The respondent about question number 7 table,4 were 14(39%) of the teachers said agreed about the number of students in class can affect effective classroom management and only 18(50%) of teachers were disagree in addition 4(11%) of them were undecided. During the observation time student ratio learning in one class was 60. So, the respondent ideas were respond accurately.

The question number 8 table, 4 22(61%) of the teachers were agree in their voice and body language impact on class room management. Whereas 12 (33%) of them were disagree and 2

(6%) teachers said undecided. Question number 9 table, 4 13 (36%) of the teachers were agreed, 21(58%) of teachers said undecide, 2(6%) of teachers said dis agree, there teaching time students have discipline problem in the class room, so it shows most of respondents were agreed on this idea. Generally, this table shows that most of teachers were responded that have different challenges of effective class room management such as: - students different learning style, students seating arrangement and characteristics of students were founded. The open-ended questions of teachers' class room management as a result the researcher were studied. The question of teacher class room management during teaching and learning process? The most of teachers' class room management were responded on practice class room management during teaching learning process they moving around the class room by checking student's participation consistency, by using formulating group discussion, introduce the last topic and follow the daily topic and properly use the time. This shows that teachers practice class room management during teaching and learning process was well and students' academic achievement which enable effective. The question for teachers' class room management was if there is any challenge of class room management list them?

The teachers were responded there is so many challenges exist in the classroom such as large class size, natural behavior of some students, student seating arrangement and the interest of some students were founded.

Principals' responses for semi-structured in interview questions. The interview question of the principals as a result the researchers were studies.

The interview questions of principals which how do your school provide training in class room management for teachers?

The responded the school provide training for all teachers in the opposite shift with the co-operation of supervisors one of the study focus on the students behavior and try to provide supervisors and the school take the risk and try to adjust or provide appropriate training in the opposite shift.

In addition, principals are to control and follow up each section mentor or representative teachers to practices class room management and give them their feedback. The researcher was also asked to the principals would you explain the school facilitates are available? They responded the

school facilities are good because the school location founded in the center of the town, so the school facilities were good, but this does not mean that all facilities are available in the school.

Example facilities in the school were; -Internet service, plasma television, laboratories, latrine supply, library with resaved books, sufficient text books, teachers and students parking. Generally, the principals said that the school prepared sufficient training for all classroom teachers on the opposite shift. On the other hand, the schools have different facilities available like, internet service, laboratories and library were founded.

OBSERVATION

On the observation the teaching learning process was takes place by the interaction of both teachers and students, at the beginning of the lesson the teachers was revised the previous lesson, then students participation when the teacher ask questions the previous lesson and the current lesson, the teacher invited students moral engagement and try to address the needs of her students. In addition, the teacher used active teaching method by asking questions and asks to reflect their idea in the class room. However, most of the time the class dominant by the teacher rather than the students (teacher center learning). And also, during the observation time the teacher efforts try to teaching simply in mother tongue language as well as the teacher gives different class activities for the students, but students participation in the class were poor. Furthermore, there were 55 students in one class which is students seating arrangement was not attractive, so that shows the influence of for effective classroom management.

On the other hand, during the observation the teacher was not use the time properly, students seating arrangement was not attractive; the plasma television is not currently available. In addition, the teacher class room management skill was poor, because some students were disturbed in the class and the usage of instructional material was low.although, Data gathered by interviews like as training in school for teachers twice in year. However, it is not sufficient in to success education quality. Generally, teachers 'practices in classroom management were well, they were teaching through use different techniques like group discussion and class activities. This does not mean all teachers can be effective classroom management. In addition on the

observation most of the time the class dominated by the teacher rather than the students (teacher center). This shows that students were poor participation in the class.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter deals with summary, conclusion and recommendations. In this section first, a summary of the study and the major findings are made. Second conclusion of the fundamental findings are drawn lastly, some possible recommendations are made on the basis of the finding of the study.

5.1 SUMMARY

The main objective of this study was to examine the teacher practices, challenges of class room management in Yaberus Secondary School that found in Wolkite Town.

To accomplish these objectives, a descriptive survey method was employed in order to gather data from the teacher and principals. In the attempt to study problem, the following basic questions were raised.

1. How do teachers practices class room management in Yaberus Secondary School?
2. To what extent teachers of Yaberus Secondary School are commitment to properly use the time allocated for the class room instruction?
3. What are the major challenges of class room management in Yaberus Secondary School?

In order to give answer for the above question that research used questioner, interviews and class room observation both primary and secondary source of data gathering instrument. The questionnaires were distributed for 36 teachers and interview questions raised to the principal who were working in Yaberus Secondary School. Based on the analysis of the data the following findings were obtained from the study. In the school female presentation is low.

In terms of service year in teaching above 20 years, 2 (6%) of teachers were experienced in the school. In addition, the majority qualifications of teachers were degree.

Most of the teachers and principals have adequate training on class room management through co-operation with the supervisor. As well as most of teachers practice on class room management was well, through during different activities.

Teachers' commitment in their properly use the time allocated for the class room instruction was good, but this does not mean all teachers were not used instructional time properly in class of boredom.

Some teachers' skill in class room management was the main challenges of effective class room management in Yaberus secondary school. Additionally, numbers of students in the class and students different learning styles were another challenge that hinders effective class room management.

5.2 CONCLUSIONS

On the basis of the finding of the study the following conclusion are made. According to this the teachers' practices of class room management in the secondary school were implemented. That mean teachers had the necessary awareness in almost all the content focused class room management practices, but some teacher's commitment to employ the practices was minimal. And with this less commitment quality class room instruction cannot be imagined.

- Teacher instructional practices in classroom were control through gives a variety of relevant tasks for their students, monitor students' performance, respect their student's suggestion and ideas.
- In addition, most of teachers 'practices in the classroom were used verbal encouragement for active participation of students in the classroom.
- Teachers instructional time utilization in the classroom were begin their daily lesson by checking weather students are in their proper seats or not as well as they bring their daily classroom lesson to an end by reviewing the main ideas of the lesson.
- Generally, the school provides sufficient training for all classroom teachers appropriate
- According to class room management there are some challenges such as :

- Characteristics of students the way teachers conducts the classroom matters has a deep influence upon their own teaching and learning of the students, because classroom is a place where the closest interaction between the students and teachers take place (Muhammad and Ismail, 2001)
- Student's seating arrangement
- Teacher's voice and body language
- Large class size
- Lack of chemical in laboratory

During teaching and learning process the class dominated by the teacher rather than the student (teacher – center).

5.3 RECOMMENDATION

Based on the finding of the study, the following recommendation were drawn to minimize and solve the teacher's practices, challenges of class room management

- ✓ The school community and the whole community in the town should have to mobilize to reduce the number of students in the class in to standard help students with different learning style. Including different types of students with different learning study was one of the challenges in relation to class room management.
- ✓ The school supervisor should be control to class room teachers who use lesson plan for each lesson.
- ✓ The class room teachers should be controls their students who participate or attend the lesson appropriate.
- ✓ In the school large class size were the big challenge on teachers practices class room management which that the principals and supervise should have to solve the problem with the community members.
- ✓ The teachers should be help students in addition time to effective in their instructional activities.

The school should be fulfill learning materials, then students are understand as well.

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APPENDIX A

Questionnaires to be filled by teachers

Dear teachers the main purpose of this questionnaire is to collect relevant data concerning about teachers ‘practices and challenges of classroom management. Hence, your genuine and timely

response is quite vital. The information you going to provide is used purely for the research purpose and was kept confidential.

Part 1. Background information of respondents

Direction. Please in circle your choice.

1. Name of the school_____
2. Sex A. male B. Female
3. Service year in teaching A. 0-5 B. 6-10 C. 11-15 D. 16-20 E. above 20
4. Qualification A. Diploma B. Degree C. PGDT D. Others

Part 2. Teacher's instructional practice in classroom

1.Strongly dis agree 2.dis agree 3. Undecided 4. Agree 5. Strongly agree

NO	Items	1	2	3	4	5
1	I plan for the content to be covered early in the year					
2	I prepare a lesson plan for each lesson					
3	I respect my student's suggestion and idea					
4	I monitor students' performance and I provide the necessary feedback for my students					
5	I use verbal encouragement for active participation of my students in the classroom					
6	I give a variety of interesting and relevant tasks to my students					
7	I regularly check students class work and home assignments					
8	I provide equal opportunity to respond and become involved instruction					
9	I help the students during the transition between different learning activities					
10	I move around the classroom to check student's participation consistently					

Part 3. Teacher's instructional time utilization in classroom

Key about the questionnaire

1. Always
2. Sometimes
3. Never

NO	ITEMS	1	2	3
1	I begin the daily lesson by checking whether students are in their proper seats or not			
2	I begin the daily lesson by checking whether students have done their frame work or not			

3	I bring the daily classroom lesson to an end by reviewing the main ideas of the lesson			
4	I make the next activity of lesson or step immediately available (pacing activities)			
5	I make fast, automatic lesson transition			
6	I bring the daily classroom lesson to an end by briefly outlining what will happen in the next lesson			
7	I bring the daily classroom lesson to an end by setting assignment and other reading materials based on lesson			

Part 4. Challenges that affect effective classroom management

1. Strongly disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly agree

NO	ITEMS	1	2	3	4	5
1	Students' needs and characteristics can affect classroom activities					
2	Students' seating arrangement can influence teaching learning process					
3	Your skill in classroom management has an impact on managing the class properly					
4	Students' different learning style can affect effective classroom					

	management					
5	Chalk board usage and visibility may impact classroom management					
6	Students involvement in instructional activities can affect classroom management					
7	The number of students in the class can influence effective classroom management					
8	Your voice and body language has an impact on classroom management					
9	During the teaching and learning process students have disciplinary problem in the classroom					

Open ended questions

1. How do you practices classroom management during teaching and learning process?_____

_____.

2. If there is any challenge of classroom management list them?_____

_____.

APPENDIX B

Interview

Interview questions to be filled by principals.

1. How do your schools provide training classroom management for teachers?

2. Would you explain the school facilities are available?
3. How do effective teachers classroom management in your school/
4. What are the challenge of classroom management in your school ?