

**TEACHERS CLASSROOM MANAGEMENT STRATEGIES ON  
STUDENT'S ACADEMIC ACHIEVEMENT IN SECONDARY  
SCHOOLS IN UGANDA  
CASE STUDY OF BUKWO DISTRICT**

**BY:**

**KWEMOI TONNY  
BAE/44823/143/DU**

**A RESEARCH STUDY SUBMITTED TO THE COLLEGE OF  
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## DECLARATION

I, Tony declare that this is my original work and it has not been presented by anyone to any institution / university for award of any qualification,



E. 05/09/2017.

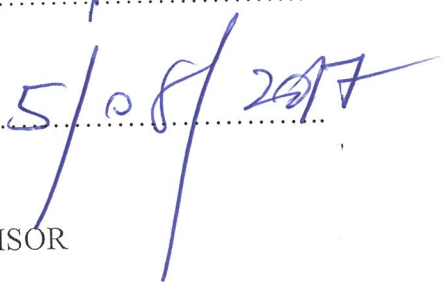
## APPROVAL

This research report deals with the teachers class room management strategies on academic achievements in primary schools in Uganda. It has closely been supervised by me and now ready for submission to the Ministry of Education Open Distance and E-Learning.



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E.....



SUPERVISOR

## DEDICATION

Thank you to my parents; Julius kiprotich and Justine kiprotich for their unconditional support with my studies. I am honored to have you as my parents. Thank you for giving me a chance to prove and improve myself through all walks of life.

God bless you.

## ACKNOWLEDGEMENTS

Thank the almighty God for giving me courage and determination in conducting this research study, despite difficulties. I extend my sincere gratitude to many persons who have shared their memories and experience especially my lecturers, mostly my Supervisor, Ssekandi Elias together with my lecturers Shida and promise, Nakawungu Faridah and others for guidance and insights that supported and expanded my work will surely be rewarded by God.

I must acknowledge as well my friends, colleagues, who assisted, advised and supported my research. I would say that I owe lots of thanks to my sister Rodah Cheptoek for having stand in faith with me in this journeying also Chelangat Moses for his sacrifice in typing and printing my research. I need to express my gratitude and deep appreciation to all my best friends; they have consistently helped me in completing this

Thank you.

## ABSTRACT

The purpose of this study was to explain the teachers' class room management strategies on the student's academic achievements in secondary schools of Bukwo district. Descriptive survey research design was used to undertake the study. The participants of the study were 240 students and 72 teachers which were selected by stratified random sampling, whereas 12 principals and six supervisors were selected by purposive sampling technique.

Data were collected by using questionnaires, interviews and documents. The quantitative data analysis was analyzed by using percentage, frequency, average mean, standard deviation and one way ANOVA. The quantitative data were analyzed in words. The finding of the study revealed that teachers lack knowledge of class room management, absence of adequate and continuous training for teachers and principals on class room management affected student's academic achievements.

To overcome these challenges the solutions identified were: prepare short term training program for teachers, establish ground rule, good student's motivation and strengthen the team work in the secondary schools of Bukwo district.

It was thus concluded that due concern was not given to the teachers' class room management strategies on academic achievement in this study. Finally it was recommended that the inspectors of schools should stipulate a condition on which trained principals in school administration that will empower teachers to use current class room management strategies in their teaching learning process to improve student's academic achievements.

## LIST OF ABBREVIATIONS

ANOVA	Analysis of Variance.
CM	Classroom Management.
ESDP	Education Sector Development Program.
MOE	Ministry Of Education.
	Standard deviation
SPSS	Statistical Package for Social Science

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## CHAPTER ONE

### INTRODUCTION

Chapter one deals with the background of the study, statement of the problem, research question, objective of the study, significance of the study, delimitations of the study, limitations of the study, justifications of the study and operational definitions of terms.

#### Background of the Study

Education is a means of development. Because of this it should be recognized by everybody in the country. In the school, administrators, experts and parents cannot achieve a level of high positive changes in students or global change or cannot bring improvement on students' academic achievement alone without the concerted effort of teachers. So there must be planned, manageable and applicable classroom management strategies from beginning to the end. It is better to see the role of classroom management for academic performance of students.

In the 19th century it was believed that children should be seen and not heard unless called upon by the teacher. The teacher was viewed as a disciplinarian and was to be respected. It was the teacher's responsibility to focus on the fundamentals of reading, writing and arithmetic. According to Roskos & Neumann (2012), it was the expectation that children were to follow the "golden rule" and use courtesy, fairness, and good manners. If the children did not obey they would be hit with a hickory stick. In the 20th century, it was discovered that not all classroom management strategies worked for students. Research shows that during this time, effective management strategies were linked to academic achievement (Roskos & Neumann, 2012). Classroom management in the 21<sup>st</sup> century has changed immensely along with our society. Corporal punishment and yelling are classroom management approaches of the past. Today's teachers need to be professional and caring. The rituals and routines of the classroom need to be set and should include student input. Teachers need to have a plethora of interventions at their fingertips. There is also a need for positive teacher student relationships (Roskos et al., 2003).

Classroom management in high schools often let down behind strategies used in elementary school classrooms. All in addition regularly, classroom management systems built on trust, caring, and support in the lower grades were replaced with falling in line and agreement systems once a student entered high school (Freiberg, 1995). Even in the 1990's, the majority of high school classrooms have been managed by

els of teacher control and student obedience. Sheets and Gay (1996) described the widespread discipline problems and disruptive behaviors common in high school classrooms. This shows that since there is no calm classroom management, students cannot achieve well academically. According to Akwu (2008), also, classroom management is the most neglected area in our secondary schools, the success or failure of any teaching and learning process depends to a large extent on the way classrooms are managed. Failure to effectively manage the classroom can have an overall negative influence on the entire school, most especially in terms of sound academic performance in the school. When an educator talks about classroom management, one of the first things that come to mind is maintenance of discipline, control, motivational teaching methods, leadership styles, use of instructional materials and communication. Freiberg (1995) described multiple studies done in Texas schools ranging from kindergarten to grade 12 (with a total of more than 10,000 students) that reported democratic, caring classroom management strategies. These schools had forty to sixty percent fewer discipline referrals to the principal's office and the students made statistically significant gains in achievement, even winning awards for the first time, for academic excellence.

A democratic social environment in the classroom gave the students the opportunity to pursue academic goals and to create mutually agreed upon standards for academic and behavioral performance (Wentzel, 1998). The literature seems to suggest that democratic, humanistic classroom management fosters higher academic achievement.

Academic achievement of students is still held down because less attention is given to inputs which involve understanding, attitude and conceptualizing teachers and students more. From the researchers' point of view, the issue of quality of education in the case of Bukwo district has never been addressed by a scholar in relation to classroom management and its impact on academic achievement. Academic achievement of secondary school students is

in Bukwo district dropped down from time to time as the report of three consecutive year result reports shows. The researcher is familiar with such a problem from his experiences. The researcher aimed to examine classroom management practices and its impact on academic achievement and to show the picture of teachers' classroom management activities and its impact on academic achievement in Bukwo district Secondary Schools.

## **Statement of the Problem**

Findings of numerous studies have shown that teachers play a key role in shaping effective education (Hattie, 2009). The differences in achievements between students who spend a year in a classroom with a highly effective teacher as opposed to a highly ineffective teacher are startling. Additionally, effective teaching and learning cannot take place in poorly managed classrooms (Jones & Smith, 2012). It can be rightly argued that the teacher has the biggest influence on how well students behave in a classroom. This means that it is not only the quality of the students, the involvement of the parents, or the administration that contribute to better academic achievements in secondary schools, but the teacher's attitude.

It is the researcher's duty therefore to give an in-depth analysis of the teacher's classroom management strategies on academic achievements in secondary schools of Bukwo district.

## **Research Questions**

This research addressed the following basic questions to search solutions for impacts of classroom management on students' academic achievement.

What are the practices of classroom management in secondary schools of Bukwo district?

What are the main challenges that affect effectiveness of classroom management in Secondary school of Bukwo District?

What are the strategies implemented to overcome the challenges that affect the effectiveness of classroom management in secondary schools of Bukwo district?

How do teachers' classroom management strategies lead to students' academic achievement in secondary schools of Bukwo District?

## **Objective of the Study**

### **1. General objective**

The aim of this study is to examine the impact of classroom management on students' academic achievement in Bukwo district secondary schools and practices of classroom management.

### **2. Specific objectives**

cifically, the specific objectives of the study were intended to:

Examine the current practices of classroom management in secondary schools of Bukwo district.

Identify the challenges affecting classroom management in secondary schools of Bukwo districts

Explain the teacher's classroom management strategies that lead to students' academic achievement in secondary schools of Bukwo Districts.

Find out the strategies implemented to overcome the challenges that affect the effective classroom management on students' academic achievement in secondary schools of Bukwo District.

### **Significances of the Study**

This study is very important to benefit the following bodies. It may be basis for decision making for the district line offices by getting useful information on teachers classroom management strategies on academic achievement of students in Bukwo District. It may also give important and timely information to principals, teachers, supervisors and educational officers in Bukwo District concerning the existing system and the contribution of effective classroom management for academic achievement of students. It may also be profitable to principals, teachers, supervisors, PTA and students of the target area and the society at large by exposing factors affecting classroom management. It may help policy makers and planners to facilitate strategies in producing school leaders that are skillful in the implementation of effective classroom management strategies and seeking solution for changing of the existing system. Finally, this study may serve as a good basis for forthcoming researchers who have a strong desire to carry out a research on this or related topics in Bukwo district or elsewhere by indicating problem in the research area of the study.

### **Scope of the Study**

This study was conducted in Bukwo District Regional State on the teacher's classroom management strategies on students' academic achievement in secondary schools of Bukwo District. The study will cover all secondary schools of Bukwo District.

### **Limitations of the Study**

The researcher faced some limitations in this study. Some of these are time and financial constraints, and the school involved in this study were government secondary schools, insufficiency of related references,

of internet accesses in the study area and lack of interest for interview of respondents. With these limitations, the researcher interviewed most of the interviewees and conducted focus group discussion after school in different places out of work time including evening time to finish it as per the schedule. In spite of these shortcomings, however, it was attempted to make the study as complete as possible.

### **Operational Definition of Terms**

Classroom management is the actions teachers take to create a supportive environment for the academic and social emotional learning of students

Classroom environment is the setting in which student learning takes place. It concerns the classroom's physical environment, the social system, the atmosphere, and norms and values. Academic achievement refers to the outcome for students in their education.

Classroom refers to a room in a school or college where groups of students are taught,

Secondary school is a school intermediate between elementary school and college and vocational or college preparatory

Principal refers to a person who heads the institution for the example the head master of a school.

Supervisor is a person who monitors the activities being undertaken in a school for example the inspector of schools.

Grade 10 is a kind of grading for students who performed well in their primary leaving education i.e. students who scored distinction one and two.

### **Organization of the Study**

This thesis was organized into five sections. The first section holds the introductory part of

the study which consists of background of the research, statement of the problem, significance, delimitation and limitation of the study. The second section deals with review of literature pertinent to the research. The third section discusses about research methodology.

The data collected from the subject of the study was carefully analyzed and interpreted under the fourth section. The fifth section presents the research's summary, conclusions drawn and recommendations made on the basis of findings of the study. Reference and appendix including questionnaire, interview transcript, focus group discussion and other related materials were part of the document.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### Introduction

This section provides a comprehensive review of the related literature on different aspects of classroom management and academic achievement. It comprises the concept of classroom management, the significance of classroom management, factors affecting classroom management, the relationship between classroom management and academic achievement, strategies for managing classroom behavior problems, establishing and maintaining the learning and teaching process and effective classroom management.

#### The Concept of Classroom Management

The concept of classroom management is broader in scope than that implied in more old-fashioned terms like discipline or control. Brophy (2006) presents a similar definition: "Classroom management refers to actions taken to create and maintain a learning environment conducive to successful instruction (including the physical environment, establishing rules and procedures, maintaining students' attention to lessons and engagement in activities)".

Classroom management according to Dugguh (2007) is the action a teacher takes to create an environment that supports and facilitates instructions, academic, social and emotional learning. It is a process of creating favorable conditions to facilitate instructions as well as that of regulating the social behavior of students. Teachers in the classroom are by the nature of their profession, managers of classroom 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. Nearly every teacher agrees that classroom management is an important aspect that impacts successful teaching which leads to more achievement of the students. Fewer agree on how to achieve it, and even fewer claim the concept of classroom management is operating in their own classrooms. Classroom management and discipline, terms often used interchangeably, are not synonymous. Teachers asked to define classroom management in one word have given the following responses: discipline, control, and consequences. Discipline was always the first word they chose in the last few years, however, teachers have responded with the following words:



organization control, positive climate, and incentives. In effect, discipline has become a much smaller part of the term classroom management. Classroom management is much more than any one of these words; it is the sum of all these words (Wolfgang, 1995). In short, a well-managed classroom is a task-oriented, predictable environment where students know what is expected of them and how to succeed; a majority of pupils attain well their objectives.

A more acceptable definition that explains the multidimensionality of classroom management is the description of classroom life: planning curriculum, organizing procedures and resources, arranging the learning environment to maximize efficiency, monitoring student progress, anticipating potential problems. This definition shows the mastery of the executive functions of teaching enumerated above to ensure effective teaching and learning. The definition further suggests that learners know what is expected of them and that they recognize the need for proper organization of classroom activities to ensure the smooth flow of the lessons (Lemlech, 1988). In a general sense, teachers may create classroom environments that would ensure active participation of the learners and thus minimize behavioral disturbances 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 learners' personal, psychological and learning needs, the establishment of positive teacher-learner and peer relationships, in meeting their psychological needs, the employment of effective 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 a wide range of counseling and behavioral methods that involve learners in examining and correcting their own inappropriate behavior. These assumptions demonstrate the skills that teachers need to acquire for establishing effective classrooms which impact students' academic achievement (Smith and Laslett, 2003). Classroom management is a prerequisite for achieving instructional objectives and safeguarding the well-being of students for whom the teaching and learning activities are centered (Gunu, 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 Stough (2001). They argued that the ability of teachers to organize classrooms and manage the behavior of their students is critical to achieving positive educational outcomes. Although sound behavior

agement does not guarantee effective instruction, it establishes the environmental context that makes d instruction possible.

erally many writers, researchers and teachers use the concept of classroom management, rchangeably with discipline, order, control motivation, punishment, or establishing a positive ude, to overcome classroom management, difficult to define and explain.

### **The significance of classroom management**

ssroom management includes these activities which impact academic achievement: Management of lent behavior and procedure. It's obvious that classroom management is important in student academic ievement.

ferent scholars have portrayed ideas about the importance of classroom management. Again kyriacou 93) argue that though research on developing classroom expertise has expanded, research conducted with lent teachers on classroom management reveals that student teachers still consider classroom agement as a major concern. Further strengthen that recent research concentrated on knowledge, erstanding and skills regarding effective classroom teaching. Therefore, there is a need for research dence on how to improve the quality of teaching, and an indication why classroom management has umed wonderful importance in recent years (A rends, 1994).

s important to consider the importance of maintaining order in effective classroom management. s has become necessary because establishing and maintaining order is central to what educators do. cording to Doyle (2011) "the underlying assumption is that classroom order encourages student agement which supports l earning. Without order, a teacher is hard pressed to promote student l ning". The implication of this, according to him is that "classroom management results in the pling of order and learning." He therefore, saw classroom management as the progression of tegies that teachers utilize to promote order and student engagement and learning. Teachers ssroom management strategies in this study , refers to tactics adopted by teachers to ensure orum in the classroom and thus create a healthy and conducive atmosphere for learning. In any ssroom regardless of grade-level, the potential for conflict is inevitable. It is the job of the teacher to dress and attempt to prevent such conflicts. Wong et.al (2012) explains that there are three elements ich make an effective teacher. In addition to teaching for lesson mastery and practicing positive pectations, classroom management makes an effective teacher. Therefore, a teacher cannot be

ective without the ability to deal with potential conflicts. In the absence of classroom management skills, the effectiveness of quality instruction is compromised as well.

ective learning depends completely on a well-managed classroom. If not well managed, a classroom may be disordered and disruptive, and carelessness and poor learning may result. Therefore, to address the teachers' anxieties and frustration, the acquisition of management skills and knowledge is important.

### **Relation between Classroom Management and Academic Achievement**

A major aspect of the classroom climate that has fallen under the control of the teacher is that of classroom management and discipline. As might be expected classroom climate motivated learning and ordered the students. The opportunity to be actively and meaningfully engaged in academic activities influenced the positive rating of teacher's classroom management. Therefore, good classroom management is related to student's performance. Classroom management has referred to all the planned or unplanned activities and interactions that have occurred within a classroom. In recent years, a growing interest has emerged in the area of classroom management. The classroom environment is large parts of classroom management that will impact either encourage students to succeed, or hinder their abilities or cause more failures. The classroom environment is different than the classroom management. While classroom management focuses on procedures, routines, and expectations, the classroom environment focuses on the relationships between students

and teachers, as well as how the students feel amongst their peers in the classroom

(Kapanek, 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 concept mapping and team teaching 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 as students become more attentive in class (Anikweze, 2004). Classroom management is the heart of teaching and learning in school setting. A well managed classroom can provide an exciting and dynamic experience for everyone involved. Good classroom management implies not only that the teacher has elicited the cooperation of the students in minimizing misconduct and can interfere effectively when misconduct occurs, but also that valuable academic activities are occurring more or less continuously. Again the

classroom management system as a whole is designed to maximize student engagement in those activities, not merely to minimize misconduct.

Student achievement, as well as emotional and social outcomes, can all be positively impacted by a safe, positive learning environment Stepanek (2007). From this it is deduced that there are problems that all teachers encounter in their everyday classroom experience, yet research is inadequate in this area of classroom management. A disorderly classroom implies ineffective classroom management which led to negative academic achievement. Kane et.al (2011) discuss that student achievement is impacted by teachers' practices. A teacher's effectiveness is directly related to the academic achievement of his or her students. Teachers are the most important factor in student achievement. Many aspects can cause a teacher to be deemed ineffective. One aspect is a teacher's ability to effectively manage the classroom. If a teacher is ineffective the impact can affect student's academic career for years. Increasing teacher efficacy can cause the greatest increase in student achievement (Ferguson, 1991).

A study by Freiberg et.al (2009) investigated the effects of classroom management on academics in thirteen 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 centers. 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 programs lack evidence to support that they improve student learning (Freiberg et.al 2009).

This is generalized as when teachers fail not tolerate lack of respect both among students and between the students and teacher, they set the standard for their classroom and students feel more encouraged to participate and take risks in the classroom. Because of this, setting

the classroom environment is often just as important as establishing classroom management strategies. In addition, teachers who approach classroom management as a process of establishing and maintaining effective learning environments tend to be more successful than teachers who place more emphasis on their role as authority figures or disciplinarians.

## 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 inappropriate behavior.

Effective classroom management does not consist of just a list of rules and procedures, but the sensitivity and caring attitude of the teacher. Some pro-active principles in maintaining 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 skills needed to execute appropriate behavior;

continually assess the success of an implementation and create and sustain a positive environment in which this can take place. To ameliorate the challenge posed by ineffective classroom management, there is the need for "teacher professional management". Supporting this position, Baker (2005) stated that, "although surveys indicate that experienced teachers have fewer concerns regarding classroom management, such surveys may be less an indication that teachers learn over time how to manage classrooms effectively and more a result of the fact that many teachers who did not learn classroom management skills simply have left the profession"(Baker, 2005).

Effective teachers have been able to appreciate that behavior problems are at the lowest ebbing in classrooms where the children are actively involved and interested. The teacher also appreciates the children for who they are, where they are from and what they can contribute. Effective teachers are also aware that they should know the background of their students so as to appreciate non-academic factors which may affect their behavior, and, consequently class participation and learning (Eijnen- Maathuis, 2011). It is the opinion of the writers that effective classroom management would likely influence the academic performance of the students, consequently guarantee the right student outcomes desired by the school. 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 sizeable chalkboard, good colors, beautiful walls and lightings (Kolawole, 2004). A good classroom environment facilitates desirable behavior and attitude among students and thus enhancing their academic

ormance positively . Such an environment provides avenue for effective teacher/students and ents/students interaction.

teachers to succeed in their palmed objectives they need to first plan how to maintain an effective room environment. Teachers need to develop strategies that will ensure order and progress in their ons Jones (1996). In other words, teachers need to plan and decide how to deal with behavior that is appropriate. Kerr and Nelson (1993) stress that one requirement in the teacher's life is to make isions instantaneously, even during crises situations. These decisions on what to do depend on how tegic the teacher is in the implementation of decisions to make teaching and learning successful. Kerr Nelson (2002) further say that the correctness of the decisions depend on the, repertoire of ls and techniques serve to manage crisis situation effectively. It is important to note that the ety of strategies that the teacher employs constitute a plan towards the achievement of educational actives: A comprehensive realistic approach must therefore provide teachers with knowledge and ls for examining the classroom environment and making decisions to adjust classroom factors so to provide students with a sense of meaningful involvement in the teaching process (Jones, '6). The implication of the statement is that teachers use particular strategies that teachers must be based informed decisions that will ensure progress and involvement of learners in the teaching-learning cess.

ticularly in the middle school years (ages 12-14), classroom management should balance the ds of teachers and their adolescent learners, enabling students to take personal responsibilities that d to self-discipline and improved well-being (Emmer &Germens, 2006). According to Curwin and ndler (2008), there are several ways administrators can help support teachers with students who are onically disruptive?

Continue to involve the parents of chronically misbehaving students. Do not be afraid to call them at ne and at work when you need to. If teachers need an uncooperative parent to come to school, intercede en there is a problem and use the weight of the school get them in. Encourage teachers to try new approaches. Teachers have little to lose

en trying unconventional strategies, but they often fear administrative nonsupport or disapproval. t all teachers know that you as the administrator will support most of their plans that are non punitive. mministrators should ask teachers to share their ideas with them in advance. 3) Address teachers' mmon belief that administrators aren't tough enough. Early in the school year, let the staff know that you

ect them to deal with most issues regarding discipline; but when they send you a student, you will do r very best to fix the problem. Let teachers know that when they put the student in your hands, you plan o things your way.

s part is summarized as teachers who plan appropriate classroom management strategies, who ce wise decisions, who have a sufficient repertoire of instructional strategies will be building a ning environment that minimizes classroom management problems. In this way the students may ined the class well and can achieve better.

## **5.0 Establishing and Maintaining the Learning -teaching Process**

ablishing and maintaining the learning-teaching process is deferent from teachers to teachers. wever, Rosen shine; in Ralph and Gust hart (1994) highlight five teaching strategies for managing ssroom behavior as follows:

### **5.1 Planning lessons**

obsen et.al (1993) emphatically states that careful and systematic planning is the most significant aspect classroom management in that it causes an orderly classroom. Teachers plan for their teaching over rt and long term basis to, maximize the student's instructional opportunities and reduce the ortunity for management problems (Ralph and Gust hart, 1994).

s important for the teacher to enter the classroom well prepared for lessons that involve all students in ivities that have specific clear-cut goals Moore (1992). In other words, if you are a teacher ensure that ur lesson is coupled by learning activities that are clear, meaningful and relevant and of interest to : learners Ralph and Gust hart (1994). A lesson that has been systematically and logically planned sures that your learners remain attentive and occupied to the extent that the desire to learn is optimized, is minimizing disruptive behavior.

### **5.2 Presenting clear classroom activities**

e success of every lesson depends on how well it is presented. An exciting and challenging son yields successful learning outcomes since the lesson will always be ,characterized by a mulating introduction that arouses the interest of the students, clear and precise lesson objectives,

cal and systematic development of the lesson and evaluation processes that would indicate the progression of the lesson (Ralph and Gust hart,1994). In support, Smith and Laslett (1993) state , a lesson which makes a brisk start will avoid the difficulties which can arise if pupils are not promptly engaged in useful activity.

It is imperative that every teacher engages students in learning activities that they will find Intellectually stimulating and challenging. It is therefore important that the arousal of interest in the lesson is encouraged in learners because a stimulating lesson always instills a desire to learn and participate.

### **.3Ensuring learner success and challenges**

Every content that is presented to learners must pose a challenge to their intellect. It must beat the heart of their cognitive abilities. In this way success and achievement become inevitable for learners because, the balance between experiencing success for achievement and encountering challenge for cognitive stimulation is enhanced. Positive attributes of successful learning are reinforced so as to encourage and increase the confidence of learners in learners (Ralph and Gust hart, 1994). This helps to reduce negative attitudes that learners might develop towards the lesson. It is important for teachers to keep in mind that the success of learners depends upon their preparedness to present content that will challenge their cognitive structures. The greater the challenge the learners face the more determined their efforts to master the content, eventually, the better their performance.

### **.4 Using body language to stop disruptive behavior**

Body language as non-verbal communication is one strategy that the teacher can use to eliminate unacceptable behavior as quickly and undisruptive as possible. Teachers may use strategic techniques as means of maintaining his or her authority. Techniques that the teacher can use to reduce disruptive behavior and keeps the lesson flowing. They are eye contact, physical proximity, bearing and gestures. Body language therefore redirects learners who are diverted, careless and misbehaving (Good and Brophy, 1991).

#### **5.1 Eye contact**

Classrooms are never free of all forms of disruptive behavior. Teachers have to be on the lookout for learners who are flat to create problems in class so that they can detect potential problem situations. A teacher who can scan the classroom while he or she teaches is a good classroom manager because he or



will be aware of any problem behavior. Therefore, if any learner tries to be disruptive he or she is deterred because he or she knows that the teacher is always scanning the classroom. When students know that a teacher continuously scans the classroom, they tend to look at the teacher when behaving and eye contact also helps the teacher in giving him or her feedback, what her learners are still concentrating or not (Kruger, Muller, 1990).

## **.2 Physical proximity**

Continued movement in the classroom by the teacher keeps the learners alert and attentive, with little chance of their behavior becoming abnormal. Movement therefore helps the teacher to be closer to learners and to form relationships with them as well as enabling the teacher to detect any potential problems. Words by learner pays attention to what the teacher does as he/she walks towards or stands next to them. In other words, the learners then stop misbehaving and the problem is eliminated. (Kruger and Muller's, 1990).

## **.0 Teachers classroom management strategies**

In classroom management, some problems may be caused by factors concerning teachers.

The basics of effective teaching that includes lesson design, student motivation: teacher variables, teacher's needs and styles, and teacher's voice and body language as well as the importance of teacher training in classroom management will be presented in this part

### **.1 Lesson design**

As it is mentioned before, effective student learning is closely related to the successful classroom management. It is believed that there are certain components that are most effective in helping students to learn new material. As summarized from Levin and Nolan, (2000). Lesson introduction: it enables students to be aware of the classroom procedures, activates their prior knowledge and impact their attention and motivates them to learn. Clarity: it is important for the teachers to explain the new material clearly with the help of meaningful, concrete and to the point. Coached practice: an effective lesson could include guided practice either orally or written, so that the students use the skill or knowledge they have learned newly and they receive feedback and correction from the teacher. Closure: It is necessary to finish the lesson by making students summarize the main parts of the lesson. Lonely practice: independent practice either in the form of seatwork or homework, is also important for the students to practice the skill or knowledge on their own. Review: Previously learned skills and knowledge should

reviewed on weekly or monthly basis so that students can reflect on their learning and provide additional reinforcement.

## **2 Student motivation**

Increasing motivation in students is one of the most effective tools that the teachers can employ in preventing classroom management problems. When students are eager to learn, they become actively engaged in learning and they pay attention to the task they are dealing with. However, when their attention is not directed at the lesson, they lose control easily and they end up disturbing the teachers and the other students summarized from (Levin and Nolan, 2000).

## **3 Teacher's roles and styles**

If the roles and styles of the teachers are not set properly; they may be potential factors that cause classroom management problems. In line with the approaches and methods being employed, the teachers play different roles such as conductor, provider, facilitator, director, and initiator. It is important for the teachers to be aware of their roles and to be consistent in conducting them. As for the teaching styles, every teacher has his/her own preferences in teaching. It is desirable to have different styles as long as the teachers have behaviors and attitudes accordingly (Sarıçoban, 2005). The consequence is that new teachers are quick to express their concerns over lack of competence in handling disruptive behavior of students.

## **4 Teacher's voice and body language**

Both verbal and non-verbal behaviors are important factors that mostly affect teachers in classroom management. It is important that teachers should speak loud enough to be heard by all of the students in class and clear enough to be understood clearly. It is important that teachers to be aware of their roles and to be consistent in conducting them (Sarıçoban, 2005).

## **5 Teacher training in classroom management**

Having successful classroom management skills are thought to be necessary in fostering effective student learning, providing teachers who lack some classroom management skills with necessary theoretical approaches to classroom discipline and useful tips on implementation has gained great importance recently. However, the researches on many of the models in which teachers are expected to be trained are very limited. Emmer and Aussiker (1989) stated that, it is concluded that training in one or more of the

Models of classroom management should be viewed as supplemental to a more comprehensive approach to discipline and management.

It is claimed that the most effective method of responding to disruptive student behavior involves a combination of preventive classroom management and instructional approaches with corrective methods (Jones and Jones (2001)). It is important that teachers should receive support in classroom management skills. This may include the observation of other teachers, providing teachers with ideas for helping students, designing conflict resolution conferences between the student and the teacher or meeting with an administrator to find solutions for the problems (Jones, 2001).

### **1.1. Effective Classroom Management**

Effective classroom management is about how it interacts with effective instruction and affects students' academic achievement in secondary schools. In order for students to have

academic success, teachers must first create an optimal learning environment. The term

optimal learning environment focuses on the way in which teachers' set-up their classrooms with regard to physical space, academic opportunity and social interactions and growth. When discussing

effective classroom management techniques discovered by researchers, it is important to be aware of how researchers define effective classroom management. Researchers consider two elements to determine if a classroom management approach is successful. The first is a lack of inappropriate behavior. The other element is whether or not students are on-task (Smart & Igo, 2010). So effective classroom management may focus on tackling inappropriate behavior and making students busy among effective classroom management.

Another way of effective classroom management is knowing your students and respecting their cultural values is important because it allows the teacher to have an understanding of who the student is as an individual and a learner. As well, teachers need to have an understanding of why a student may be acting out because often those behaviors cause other students to become distracted. Perhaps the student is acting out because he or she is lacking the ability to perform at a level equivalent to his or her peers. If the teacher is aware of the situation he or she can address it individually with the student. It is these connections that allow relationships to develop. As relationships develop, teachers can then raise the expectations for their students which increase accountability for their behavior and learning (Rischer, 2008).

## CHAPTER THREE

### RESEARCH DESIGN AND METHODOLOGY

#### Introduction

This section deals with the description of research area, research design, sources of data, population of the study, sample and sampling technique, instrument of data collection, procedures of data collection, methods of data analysis and ethical consideration were treated.

#### 3.1 Research Design.

Descriptive survey design was employed to carry out the study. This is because the researcher believed that this method would help him to find or gather relevant data in detail and to do a detailed analysis. It is also a mixed-methods study as one containing both a quantitative and a qualitative portion (Frankel and Wallen, 2004). The reason was that the researcher has used a mixed method approach to broaden understanding by incorporating both qualitative and quantitative approaches to use one approach to better explain or build on the results from the other approach. In addition this approach is useful in the development of data gathering instruments and tools like questionnaire, interview and document. Hence, the research design was a mixed approach.

#### 3.2 Sources of Data

The data for this study were obtained from both primary and secondary sources.

##### 3.2.1 Primary sources

Primary data were collected from principal, vice principal, supervisors, teachers and students to collect first-hand information.

##### 3.2.2 Secondary sources

The researcher obtained secondary sources of data by analyzing different documents like guidelines, rules and regulation papers, reports which are related to classroom management and school records were reviewed to acquire the back ground information about issue under study.

## Population, Sample Size and Sampling Techniques

In Bukwo district there are 13 secondary schools. The target populations of the study were all teachers and students of grade ten. Because grade ten students were senior of secondary education; it was taken as study subject. Hence many students may face difficulties to adopt themselves in this new situation.

Participants of this study were students, teachers, principals and supervisors. 181 teachers, 1660 grade ten students who were sought by these teachers, 16 principals and 6 supervisors. Out of these participants 330 were taken as a sample. Since there is lack of time and resources 240 students were selected. The researcher selected these participants because of getting experience based reflections or exploring data about the classroom management and its impact on academic achievement approach from these participant perspective which make this research rich as well as relevant in its data collecting and answering the research question set by the researcher. The population of each secondary school summarized in the table under sampling techniques.

Regarding the sample size of respondents, 72(30%) teachers in 8 secondary schools and 240(14%) students were selected using stratified random sampling or quota random sampling, by dividing the teachers into department or subject related then taking using simple random sample in each department. Students also divided into different levels of achievement then taking a simple random sample from each level. In addition, 6(100%) supervisors, 6(100%) school principals and 6(100%) vice principals were selected by judgmental sampling, because the population have manageable number of participants. Generally, from the total of 1923 populations, 330(30%) samples were selected using the above mentioned sampling techniques. The stratification was made based on sex, age, grade, service and location. Because of its large population and homogeneity.

**Table 1: Population the sample size and sampling techniques.**

Respondents	School	Population Size	Sample size	% of the sample	Sampling Technique
Supervisors	8	6	6	100	Available
Principals	8	12	12	100	Available
Teachers	8	239	72	30	Stratified random sampling
Students	8	1660	240	13	Stratified random sampling
Total	32	1923	330	244	

### Data Collection Instruments

Three types of data gathering instruments used in this study were questionnaires, interview and document analysis. The first two were used as major data collection instruments while document analysis were used as supplementary data collection tools to collect a comprehensive data for this study. They are all of great help in generating data that is useful to answer the guiding basic questions of the study.

#### 3.1 Questionnaires

The main reason to use questionnaire was for obtaining factual information, opinions and attitudes from a large number of subjects within a short period of time. Questionnaires were prepared for school principals, teachers, and students. Questionnaires include both types of items, that is, open and closed ended. Both open and closed ended items were used to collect data from the above respondent examining the impacts of classroom management on students' academic achievement in secondary schools of Bukwo district. The closed ended items were arranged in five point rating scale from strongly disagree to strongly agree. Open ended items were also prepared for respondents to give their opinion, comment, suggestions and possible solution for the study.

To minimize the errors in data collection, questionnaires (closed-ended, open-ended, interview) are prepared and pre tested in pilot test. Moreover, 5 teachers, 3 principal, and 14

students from Amanang secondary school were taken for responding the interviews, were

ected for a pilot test which was not incorporated in the final data collection.

ordingly, consistencies and weaknesses noted during pilot test were corrected. Besides, the calculated  
nbach's Alpha coefficient for this study was 0.76

## **2 Interview guide**

order to set more deep information, the researcher used` semi-structured interview in order to gather data  
n 6 school supervisors for one an hour each. It was performed because it is flexible and allowing new  
stion to be brought up during interview and give equal chance for both interviewer and interviewee.

## **3 Document analysis**

ondary source literature were reviewed to acquire adequate information from different available  
uments such as students register, mark lists, menu and other documents which consist of guidelines,  
es and regulation, reports and records .

## **4 Data Gathering Procedures**

e study instruments were first presented for comments by the thesis advisor and pilot tested to  
ck for validity and reliability . Incorporating the comments and feedback obtained, the instruments  
e translated into English language in order to avoid communication barrier. The data collection  
k a total of three weeks starting from 10thto 28 May, 2015. After collecting data, different and  
ropriate techniques of analysis

re applied for the qualitative and quantitative data analysis. The quantitative data analysis involved  
following steps. First, a total of 230 of the student questionnaires, of the teacher questionnaires, 12  
ncipals' questionnaires were collected. The filled in questionnaires were then clear up and checked  
validity . Accordingly, 238 of the questionnaires filled students and all teachers principals were  
nd to be properly filled in, hence qualified for analysis.

garding the qualitative data, the interview reports were first organized and major issues were first  
ntified and then categorized under selected issues. Then, areas of agreements and disagreements were  
ntified and analyzed to support and/or otherwise the data obtained from other sources. The  
alysis, in short, involved the following steps: 1) Ordering the information in relation to the  
ectives of the study. 2) Categorizing or labeling answers that have similar characteristics or patterns. 3)

playing the summarized information in tables to look at significant relation as well as deviations in standards.

Furthermore, findings of the secondary data analysis were used to complement and at times supplement the results of the primary data analysis.

### **. Methods of Data Analysis**

Data obtained from teachers, students, principals, supervisors and supervisors through questionnaire, interview and document analysis were analyzed using both quantitative and qualitative analysis approaches. The quantitative data gathered from respondents via close ended questionnaire were thematically coded and organized for analysis using quantitative approach. The organized and coded data stored in an editable excel spreadsheet was imported to Statistical Package for Social Science (SPSS) version 20 and analyzed using descriptive statistics; namely, frequency and percentage. The inferential statistics were mean, average mean and Analysis of Variance (ANOVA) or f-test. Frequency and percentage distribution were used to analyze various characteristics of the sample population such as sex, age, academic qualification, field specialization and experience. In addition, frequency and percentage were also used for the proportion of responses on the perception of awareness, attitude towards factors that related to impacts and

factors for classroom management and academic achievement and strategies employed to

improve classroom environment for better academic achievement with mean and standard deviation. The ANOVA was applied to test whether there is any significant difference that happens in the response of students, teachers and principals. Tests of significances were used to identify the

significance differences between proportions of responses between students, teachers and principals. In all above cases, the obtained difference was tested by using statistical significance at 0.05 level on groups which is usually used in social science conventionally. This was used with mean, standard deviation and average mean for challenges of effective classroom management that affect academic achievement, impacts of classroom management on students' academic achievement and strategies for classroom management.

The qualitative data collected through interview, open ended questionnaire and document analysis were discussed and interpreted in words that is the qualitative parts of the responses were organized and analyzed qualitatively by narrating, interpreting and reflecting on key points in words.



## **Ethical Considerations**

Steps were made to make the research process professional and ethical. To this end, the researcher tried to clearly inform the respondents about the purpose of the study i.e., purely for academic. As he introduced its purpose in the introduction part of the questionnaire

in the interview guide to the respondents, he confirmed that subjects' confidentiality will be protected. In addition, the study was based on their consents. The researcher also did not

personalize any of the responses of the respondents during data presentations, analysis and interpretation. Furthermore, all the materials used for this research have been duly acknowledged.

## CHAPTER FOUR

### RESULTS AND DISCUSSION

This chapter deals with presentation, analysis and interpretation of data gathered from the respondents through questionnaires, interviews and document analysis. Through these tools, both quantitative and qualitative data were gathered. The quantitative parts were analyzed through statistical measures and the qualitative were analyzed through organizing and giving shape to the responses of interviews and document analysis by selecting words of expressions. The data were collected from a total of 324 respondents via questionnaire. To this end, a total of 324 questionnaires were distributed to 240 students, 72 teachers and 12 principals. The rates returnees of the questionnaires were 67 (95.8%) from students, 230 (95.83%) from teachers and 12 (100%) from principals. Moreover, 6 principals, 6 vice principals and 6 supervisors were interviewed. In addition to these, document analyses were done to get the general trend of students' performance at the school level for the last three years. In general, this chapter organized the views (characteristics) of respondents and the presentation of analysis of data and its interpretation.

#### **. Characteristics of Respondents**

In answering the basic questions the available literature was referred and the necessary information was collected from 67 teachers, 230 students, 6 supervisors and 12 principals. Out of the total questionnaire, 67 (95.8%) from the teachers, 230(95.83%) of students, and (100%) from the principals were returned.

**Table 2: Respondents' characteristics**

Variables	Principals		Supervisors		Teachers		Students		Total			
	No	%	No	%	No	%	No	%	No	%		
Gender												
Male	12	100	6	100	50	74.6	160	69.56	228	72.56		
Female					17	15.37	70	30.43	87	27.43		
Age												
<=25					6	8.33	228	99.13	234	73.78		
26-35	9	75	2	33.3	26	38.8	2	0.86	39	11.89		
36-45	3	25	4	66.7	23	34.32			30	9.45		
46-55					12	17.9		16		4.87		
Total	12	100	6	100	67	100	230	100	315	100		
Qualification												
Diploma					4	5.97			4	1.21		
BA/BSc/BED. MA/MSc/MED	11	92	3	50	57	85.07			76	23.1		
Total	1	8	3	50	6	8.95		100	10	3.19		
Years of service												
<=5					12	100	6	100	67	100	230	100
6-10									3	4.47	4	4.65
11-15									18	26.86	22	25.58
16-20									25	37.31	31	36
Above 20									19	28.35	26	30.23
Total	2	16.6	3	50	2	2.98			7	8.13		
	12	100	3	50	67	100			90	100		
Subject of study												
Language												
Biology	2	16.6			10	14.92			14	16.27		
History	5	41.6	3	50	34	50.74			45	52.32		
Others	5	41.6	3	50	23	34.32			31	36		
Total												
	12	100	6	100	67	100			90	100		

As indicated in table 2, 100% of principals and supervisors were males. This shows that in most schools most all principals were males. In this, female presentation is no or very low and it needs effort to empower female in every aspect. Teachers' and students members indicated that 74.6% and 69.56% respectively. This shows teachers and students were male dominated. Concerning the age of respondents, 75%, 33.3%, 38.8% and 0.86% principals, supervisors, teachers and students respectively were between 26 and 35 years of age, 8.33% and 99.13% teachers and students were ≤ 25 years of age and 25% principals, 66.7% of supervisors, 34.32% teachers and 9.1% of total were between 36 and 45 years of age. When we observed the age of respondents, it is, in between 26 and 45 years of age. Most of the respondents were found between the age of 16-25 which accounts for 73.78%. Thus, there would be no barrier

the age difference might have caused for principals, supervisors, teachers and students to work cooperatively and collaborate on creating good classroom management for better academic performance secondary school students. Regarding to educational background all principals were not professional cause 16.6% was language, 41.6% was natural sciences and 41.66% social sciences background. Only one supervisor was graduated in educational planning and management. From this, it is concluded as most school leaders were not qualified or not professional leaders for the

position. So, that the MoE did not work much in making school leaders professional. As shown in table 2, the qualification distribution of respondents revealed that the school principals (92%) were first degree holders and (8%) were diploma holders. Again 50% and 85.07% supervisors and teachers were respectively first degree holders. This indicates that there was no much variation in qualifications between school principals and staff members.

According to MoE, secondary school principals' should have second degree (MoE, 2004). Concerning years of services on the table 2 the majority of the respondents (74.36%) were in the service category of above 11 years. All supervisors have more than 16 years' service. 75% of school principals had total years of experience between above 11 years. This shows that most of the teachers, principals and supervisors have good experience to manage students well for achieving academic performance of students.

### Respondents Awareness on Classroom Management.

Table 3: Respondents' on awareness on classroom management

Questions	Responses	Principal		Teachers		Total		Mean	Std
		N	%	N	%	N	%		
Do you have you adequate training on classroom management?	Yes	5	41.7	10	15.3	15	18.9	1.81	0.39
	No	7	58.3	57	84.7	64	81.1		
	Total	12	100	67	100	90	100		
Do your school provide training on classroom management for teachers?	Yes	4	33.3	6	9.7	10	14.4	1.23	0.42
	No	8	66.7	61	90.3	68	85.6		
	Total	12	100	67	100	79	100		
Do you think that classroom environment can influence student academic achievement?	Yes	11	91.7	41	59.7	52	64.4	1.35	0.48
	No	1	8.3	26	40.3	27	35.6		
	Total	12	100	67	100	79	100		

frequency %=percent std= standard deviation

Concerning question 1 of table 3, (81%) of the respondents said 'no' to indicate that they do not have training on classroom management. The rest (18.9%) said 'yes' to indicate as they have training on classroom management. The total mean was 1.81. From this, one can understand as most of respondents did not take training up on the topic classroom management. And there was no filled documents that talk about this idea in the school.

As revealed that none of teachers or principals of the school in charge of this activity. Question 2 of table 3, was about school level training given for teachers in relation to classroom management. 6 % said "no". The only 14% said 'yes'. The grand mean of teachers and principals was 1.23 and standard deviation was .42. From this it can be concluded as the secondary school there was no chance for staff training on classroom management.

Classroom management is not a gift upon some teachers and though it is true that some teachers adapt classroom management techniques easily, classroom management is a skill that can be gained through training and many years of experience in the field (Bosh, 2006). Furthermore, the data gathered from respondents through interview indicate that, teachers need training the topic classroom management. But they have not get chance to train. For instances, he said,

Well, to be clear, I agree that teachers need professional trainings. Because they believe that training is important to make us more effective in teaching.

is true that they need to get trainings. It is better if they get chance and take training not only classroom management but also on every aspect. In our school I have never seen any training regarding classroom management.

Question 3 of table 3, 64.4% of the respondents says 'Yes' to indicate as classroom management influences students' academic achievement. The rest (35.6%) says 'No' to indicate that they do not think as classroom management can influence students' academic achievement. The average mean and SD of teachers and principals were 1.3 and .48 respectively. From this, it can be summarized as classroom management influences students' performance and academic achievement.

#### Table 4: Reason for absence of classroom management

Questions	Alternatives	Principals		Teachers		Total		AM	SD
		N	%	N	%	N	%		
4. If your answer for question number 3 is "No" indicate the reason	Lack of training and classroom management	0	0	46	63.88	46	63.33	2.18	0.77
	Uselessness of classroom management								
	Less attention toward practicing classroom management	8	66.66	26	26.38	34	22.22		
	Total	8	66.66	72	90.27	80	85.55		
5. How can classroom management influence students academic achievement	By minimizing activity of teaching and learning in class	3	25	0	0	5	5.55	3.10	0.96
	By providing good relationship between teacher and students	3	25	16	26.38	22	24.44		
	It increase student's engagement in classroom activities	4	33.3	15	20.83	22	24.44		
	It establish effective learning environment	2	16.7	36	52.77	41	45.55		
	Total	12	100	67	100	90	100		

AM= Average mean, SD=Standard deviation, %= percentage and F=Frequency

one can read from table 4, 46(63.88%) of teachers said lack of training on classroom management was the reason for less practices of classroom management and 866.8% of principals 19(26%) of teachers said less attention toward practicing of classroom management. From this is possible to summarize as lack of training on classroom management and less attention toward practicing of classroom management was there main reason for absence or less practices of classroom management. With regard to the question 6 table 4, raised how can classroom management influence students' academic achievement, 41(45.55%) of the respondents said it establish effective teaching learning. 22(24.44%,) replied that it provide good relationship between teachers and students, 22(24.44%) that it increases student engagement in classroom activities. From this one can conclude as absence of classroom management influences negatively the academic achievement of students since it plays role in by establishing effective learning.

the opposite is true for the absence of effective classroom management. Which means if there is no classroom management, there is no(less) student engagement in classroom management, there is no good relationship between teachers and students and effective learning cannot establish lead to poor performance and academic achievement.

supportive idea from interview with one of the respondents was indicates that classroom management can influence students' academic achievement. The supervisor suggests by saying:

to manage the class well there must be limited number of students. Otherwise, it is difficult to manage the class well. Because of the number of students teachers do not give opportunity for classroom management, this may lead learners fall in attaining their class well resulted poor academic achievement.

**Challenges in Effective Classroom Management**

**Table 5: Responses on Challenges of CRM indicators**

	Respondents						AM	F Value	One way ANOVA Sig.
	Principals		Teachers		students				
	Mean	SD	Mean	SD	Mean	SD			
Student needs and preferences affects classroom management?	3.58	.79	3.31	.92	2.96	.83	3.06	4.37	.005
Students seating arrangement influences learning process ?	3.33	.98	3.35	.88	2.88	.92	3.01	5.641	.001

of teachers n impact on the property?	3.00	.95	3.47	.65	3.81	.42	3.69	16.97	.000
nts different le affects RM?	3.83	.38	3.70	.65	3.78	.53	3.76	.458	.712
influence of tude on activities is	3.83	.38	3.55	.72	3.71	.60	3.68	1.571	.196
board usage and y impact CRM?	3.16	.83	3.34	.78	2.95	.90	3.05	3.446	0.0017
nt involvement in l activities affects	3.50	.79	3.32	.53	3.06	.78	3.13	3.446	0.0017
number of t class influences RM?	3.91	.28	3.58	.76	3.48	.54	3.53	3.711	0.0012
ers voice and ge has influence	3.08	.99	3.40	.90	2.77	.86	3.93	11.20	.000
od student reduce problems?	3.83	.38	3.71	.62	3.31	.63	3.60	9.866	.000

mean= Average mean, SD= Standard Deviation and Sig=significant difference

table 7, response to the question 8, teachers and students responded as medium, agree with the idea that Students needs and characteristics can affect classroom activities and principals also agreed at high level on this item. And the mean values of principals, teachers and students are 3.58, 3.31 and 3.06 respectively. The averages mean which are 3.06 implies that student's needs and characteristics can affect classroom activities were moderate. Moreover, the comparison of mean at ANOVA value (0.004) showed there is statistical significant difference between the respondents  $P < 0.05$ . Because principals agreed at high level as compared with the rest respondents since they have close relation with student representatives and discuss up on the issues.

from table 7, in response to item 9, school principals, teachers and students responded as medium, is that students seating arrangement can influence learning teaching process ; the mean value are 3.33, 3.37 and 3.06 respectively. On the other hands, the average mean value is 3.00 which are moderate. This shows that clear procedure for making decision in school was insufficient. One way ANOVA result (.013) indicates there is statistically significant difference between the respondents and one of the possible reasons for the variations didn't supported by teachers. The interview result with one supervisor



ult with the student seating pattern can be an input for good classroom management. The supervisor said:

Classroom arrangement seating patterns can be an effective means of classroom management when carefully considered and carried out. The room arrangement should aid teaching and learning and help maintain discipline. It is important to determine what areas need to be provided, and what items and types of furniture are required before the class room is arranged. The seating arrangement should focus on the chalkboard since most class instructions occur there. In response to question 10, table 7, the respondents were allowed to show whether lack of teachers' skill in classroom management has an impact on managing the class or not. Most principals, teachers and students responded high with the mean values 3.3, 3.65 and 3.77 respectively. The average mean shows 3.77 that is high. The variation in responses was also confirmed by ANOVA result, The ANOVA result (0.230) shows there is no statistical significance difference between the respondents.

In addition to this, the interview conducted with one supervisor is summarized as follows: In teaching – learning process there are a much of challenges. Among common of them are teachers-student relation, attitude of the students, teachers' personality and teachers experience in managing the class. Especially, teachers' skill on the area of classroom management. Teachers personality for example, teachers wearing style may take the attention of students and make the unwilling to learn from him. Teachers should have an appropriate wearing style.

From this it can be concluded that, teachers' skills on classroom management technique can influence students' academic achievement basically. From the table 7, question 11 principals, teachers and students mean values are 3.83, 3.72 and 3.78 respectively high. 3.67 mean value is high. The variation in responses was also confirmed by ANOVA result, the one way ANOVA result (0.374) p > 0.05, shows there is no statistical significance difference between the respondents. This shows that, students' different learning style can affect effective classroom management. From this it is possible to summarize the absence of identifying learning style of students affect students behavior in classroom and academic achievement.

In response to question 12, table 7, the respondents were allowed to show whether the student attitude toward classroom activities is high or not. Most principals, teachers and students responded high with the mean values 3.83, 3.58 and 3.68 respectively. The average mean shows 3.07 that are high. The variation in responses was also confirmed by

ANOVA result, the one way ANOVA result (0.131)  $p > 0.05$ , shows there is no statistical significance difference between the respondents. From this, it is possible to conclude as the influence of student attitude toward classroom activities is high. In line with this, an interview with one supervisor result revealed that many students have positive attitude toward school.

The supervisor said: Different strokes for different folks' may sound somewhat casual; nevertheless, this phrase conveys an important message. Effective class discipline demands the realization on the teacher's part that differences in student attitudes towards school do exist. Many students do not view school as an important and exciting place to be in, they consider it boring. Other students may enjoy school but find a particular subject unstimulating. Although teachers should convey their enthusiasm about school and particular subjects to students, they must also respect their differences.

From table 7, in response to question 13, school principals, teachers and students responded as medium, is that chalk board usage and visibility may impact classroom management; the mean values are 3.16, 3.33 and 2.98 respectively. On the other hand the mean value is 3.15 which is moderate. This shows that chalk board usage and visibility may impact classroom management at moderate level. The one way ANOVA result (.032) indicates there is statistically significant difference between the respondents. But the value was 2.975 which is small as compared to other. So the significance is not so much different in response since the response of all groups are moderate. From this one can summarize as black board usage of teachers has its own influence in affecting classroom management even though it is moderate.

From table 7, in response to question 14, school principals, teachers and students responded as medium, is that students' involvement in instructional activities can affect classroom management; the mean values are 3.50, 3.34 and 3.09 respectively. On the other hand the mean value is 3.53 which is moderate. This shows that Students' involvement in instructional activities can affect classroom management was not easily seen. One way ANOVA result F value 3.196 was lower than table. So it indicates there is no statistically significant difference between the respondents. From this it is possible to summarize as absence of students involvement in school issues resulted with moderate level influence on classroom management. From the table 7, question 15 principals, teachers and students the mean values are 3.91, 3.59 and 3.48 respectively. But it was medium for students with 2.95 mean value is moderate. The variation in responses was also confirmed by Anova result, the one way ANOVA result (0.000)  $p < 0.05$

shows there is statistical significance difference between the respondents. This shows that, number of students in a class can influence effective classroom management. The awareness of student was low up impact of large students in classroom. From this, it is possible to summarize the large number in classroom affect students' behavior in classroom and students' academic achievement indirectly. Class size and large number of students in the class affects the teaching-learning process.

In a class where large number of students found, teachers highly become busy to address the goal that students need. Batch Ford (2003) Confirms the above ideas as follows".class size affects the amount of individual attention, the immediacy and responsiveness of teachers to children, the in the sustained and purposeful nature of interaction between teachers and children.

From table 7, in response to question 16, school principals, teachers and students responded as moderate, is that teachers voice and body language has an influence on classroom management.; the mean values are 3.08, 3.44 and 2.77 respectively. On the other hands the mean value is 3.42 which is moderate. This shows that teachers' voice and body language has an influence on classroom management at moderate level. One way ANOVA result (0.000) indicates there is statistically significant difference between the respondents and one of the possible reasons for the variations didn't supported by teachers. From the table 7, question 17 responses principals, teachers responded as high. The mean values are 3.83, 3.68 respectively. For students the mean was 3.31. The average mean was 3.60 which mean value is high. The variation in responses was also confirmed by ANOVA result, The ANOVA result (0.000) p < 0.001, shows there is statistical significance difference between the respondents. This shows that, good student motivation can reduce classroom management problem. From this it is possible to summarize motivating students by using different techniques encourage students to attend their lesson effectively.

**Teachers Classroom Management Strategies**

**Table 6: Responses on teachers' classroom management strategies**

Item	Statistic	Respondents Principals					Teacher					Student				
		CS	SD	D	U	A	SA	SD	D	U	A	SA	SD	D	U	A
Teachers need to plan side how to deal with their students that is an appropriate	N					12		4	1		62	5	63	17		
	%					100		6	4.5		89.5	1	27	7		
Teachers can make decisions immediately, during crises	N		7	4	1			36	2		29	5	97	66		
	%		58	33	8			54	3		43	2.17	42.17	28.7		
Teachers can scan their room while teaching learning is going on	N			5	7			4	10		53		18	39		
	%			41	59			6	15		79		7.8	16		
Teachers were provided ground rules procedures as part of classroom management	N		11	1				35	2		30	1	143	11		
	%		92	8				32	3		44.8	0.43	62.2	4.8		
Teachers can use their strategies to eliminate undesirable behavior	N			6	6	12		2	9		56		5	26		
	%			50	50	100		3	13		84		2.17	11.3		
Teachers need to ensure student success and progress	N			12		12		1	1		65		25	23		
	%			100		100		1.5	1.5		97		10.8	10		
Teachers have to give attention for recreational activities	N			1	11			3	6	3	55	1	4	11		
	%			8	92			4	9	4.5	8.2	0.43	1.73	4.7		

N= Average mean and% F=Frequency SD= strongly disagree, D= Disagree, U= Undecided, A= Agree and SA= Strongly agree

On table 9, question 29 if teachers plan and decide how to deal with their students behavior that is inappropriate misbehaving of students will decrease and students achievement will be improved, 12(100% ), 62(89.5%) and 150(65%) of principals, teachers and student s agreed on this idea respectively. Which is also 4(6%) and 63(10%) of teachers and students respectively disagreed and the rest 1(1.49%) and 17(7%) of teachers and students respectively were natural. The grand mean is also agreed which is 3.56 and assigned under high. So, this show that if teachers need to plan and decide how to deal with their students misbehavior.

On table 9, question 30, most respondents' disagree with the idea, teachers can make decisions immediately, even during crises situations to improve misbehaving of students for better students achievement. 7(58%), 36(54%) and 97(42.1%) of principals, teachers and students disagreed on this idea and also supported by nearer number of respondents that is 1(8%), 29(43%) and 62(27%) of principals, teachers and students agree, with the idea and 4(33%), 2(3%) and 66(28.7%) of principals, teachers and students were natural. The total mean 2.80 ranges ranged under moderate agreement. So, this show that teacher had lack of making decisions immediately, even during crises situations to improve misbehaving of students for better students' achievement.

On table 9, question 31 most respondents believe that teachers can scan their classroom while teaching-learning process is going on might improve misbehaving of students for better students achievement which is 7(59% ), 44(61%) and 173(73%) of principals, teachers and students strongly agreed on this idea respectively . Which is also 5(41%), 24(33%) and 44(18%) of principals, teachers and students agree and the rest 1(16%) 4(6%) and 21(9%) of teachers and students disagree with the idea. The mean is also agreed which is 3.66 and assigned under high.

On table 9, question 32 most respondents believe that almost all the teachers were not establishing ground rules and procedures as strategy of classroom management to well improves misbehaving of students for better students achievement, which is 11(91.7% ), 35(52.2%) and 143(62.2%) of principals, teachers and students disagreed on this idea respectively , and 1(8%) 2(3%) and 11(4,8%) for principals, teachers and students said undecided and the rest and 30(44.8%) and 76(33%) of teachers and students agree with the idea.

The mean is also agreed which is 2.73 moderately important to improve academic achievement of students.

In addition on table 9, question 33, teachers use their body to eliminate unacceptable behavior improves students' misbehavior and at the same time their academic achievement. Most respondent agreed and strongly agreed on this idea that is which is 12(100%), 21(29%) and 56(24%) of principals, teachers and students strongly agreed on this idea respectively, and 24(33%) and 139(58%) of teachers and students agree respectively and the rest 27(38%) and 43(48%) of teachers and students disagree with the idea. The mean is also agreed which is 3.84 which is high.

On table 9, question 34 the teachers need to ensure learners success and challenge improves misbehaving of students for better students' achievement . Most respondents agree and strongly agree with this idea that 12(100% ), 22(30%) and 34(14%) of principals, teachers and students strongly agreed on this idea respectively . 25(35%) and 104(44%) of teachers and students agree and the rest 25(35%) and 100(42%) of teachers and students disagree with the idea. The mean is also agreed which is 3.73 agreed to high.

In addition on table 9, question 35, teachers have to give attention for instructional activities improves students misbehavior of students and at the same time their academic achievement most respondent agreed and strongly agreed on this idea that is 280(89.6%) agreed on this idea, and undecided 15(5.8%), disagree 10(3.0% ) and strongly disagree 4(1.2%). The mean is also agreed which is 3.84 that is high. The interview also suggested that:I used to give them different opportunities for example, participatory or active learning method group discussion presentations and ' the like. In this case the students have no time to disturb the class. On the other hand we can solve problem by providing awareness about the importance of engagement in teaching learning process. I have tried my best, but the students achievement is still medium, Not only me but also my collages. So here I can say the rate of my success in my strategies was moderate.

Again as one teacher uses different strategies he/she may succeed from those strategies. Accordingly respondents suggest on teachers' classroom management strategies' as follows:

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATION

#### 5.0. Introduction

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

#### 5.1. Summary

The main objective of this study was to examine the impact (impacts) of classroom management on students' academic achievement in secondary schools of Bukwo district. To accomplish these objectives, a descriptive survey method was employed in order to gather data from principals, supervisors, teachers and students. In the attempt to study problem the following basic questions were raised.

1. What are practices of classroom management in secondary schools of Bukwo district?
2. What are challenges affecting the effectiveness of classroom management in secondary schools of Bukwo district?
3. How do teachers' classroom management strategies lead to academic achievements of students?
4. What are the strategies to be implemented to overcome the challenges that affect the effective classroom management?

The sample size of the study was 12 principals, 230 students, 6 supervisors and 67 teachers. The researcher used availability sampling technique for selecting principals and supervisors and teachers and students selecting by stratified random sampling. Besides, to achieve the very objectives of the study, the data were gathered mainly through questionnaire, interview and document analysis. The questionnaire was piloted before it was distributed to the respondents. Both quantitative and qualitative data gathered through tools of data obtained were analyzed by using mean scores, F-test, frequency and

percentage. Based on the analysis of the data, the following findings were obtained from the study.

▶ Female presentation is very low. Especially in the area of schools leaders.. Most of the school leaders were not professionals. In terms of educational background there was no much variation in qualification between school leaders and staff members. But according to directives of MoE all secondary school leaders must have second degree.

▶ Most of the teachers and principals have no adequate training on classroom management. Because of lack of trainee on classroom management and less attention toward practicing of classroom management there is no adequate and sustainable training in the schools. And, even most of teachers and principals have low awareness on classroom management.

- Teachers' skills in classroom management were the main challenges of effective classroom management in the Secondary Schools of Bukwo district.
- Additionally, number of students in the class and students different learning styles were another challenge that hinders effective classroom management.
- Student attitude toward classroom activities and students' involvement in instructional activities were also challenging effective classroom management.
- The study found that there is lack of classroom management strategies to control the disruptive behavior of students.
- In case of impacts of classroom management, the study revealed that absence of classroom management can hinder establishing and maintaining an effective leaning environment which leads to success in class work.
- Again less attention toward lesson may result in poor academic achievement of students. Because, interest is a base for success at high level and that of less attention toward lesson may result into poor academic achievement.
- Similarly poor classroom management can lead to less attention toward lessons and may result into poor academic achievement . Because, schools should have to facilitate on the
- area of teaching learning process and encourage the participants toward better learning.



- School mobility in class can affect students learning in the class and has influence on classroom management and students academic achievement.
- On the other hand, the study show that, ensuring learners success and challenge as best strategy to be implemented to overcome the negative impact of classroom management problem in students' academic achievement in secondary school.
- Again the study shows that good student motivation, practicing team work, planning
- and implementation of how to deal with students' behavior also positively affects students' academic achievement by improving classroom management problem
- Additionally, respondents stated during interview and open ended questions of questionnaire it was stated as most teachers of Bukwo district, withdrawn student from the class and send them the school principals bureau to eliminate misbehavior of students.

## 5.2. Conclusions

On the basis of the major findings secured, the following conclusions are made. Principals and teachers are among the major factors for the health enhancement of the instructional activity. But in Bukwo Secondary Schools, principals, supervisors and teachers have low awareness on classroom management. The reason is that, there is no adequate training. Therefore, it is possible to conclude that the existing problems in the areas of principals, supervisors and teachers classroom management might be affected by the teachers of professional preparation or exposure to classroom management courses. Teachers were less practicing classroom management activities in the school. This was created due to lack of attention or carelessness and busyness of teachers and principals.

Therefore, one can conclude that the classroom management in each school has lost its advantages. Participation of teachers in practicing classroom management training and their participation in training related to classroom management will motivate them to work better and keep it up implementation process. But what is revealed in the analysis was that the schools were not ready to provide training for teachers on the area of classroom management in their schools. Therefore, lack of providing training for teachers on class management might have negatively affected the teaching- learning process in schools. The other finding of the study is that, among the main challenges of effective classroom management in the

secondary school of Bukwo district. Teachers' skills in classroom management, number of students in the class and students' different learning style and students' attitude toward classroom activities lack of school mobility were challenging effective classroom management. The study found that there is lack of classroom management strategies to struggle the disruptive behavior of students and managing instructional activities.

Beside this, absence of good classroom management can hinder establishing and maintaining an effective learning environment which lead to succeed in class. Poor classroom management can lead to less attention toward lesson may resulted in poor academic achievement. School mobility, can affect students learning in the class and has

influence on classroom management and students academic achievement as well. Consequently, effective classroom management is basically for better academic achievement of students in learning teaching process in the schools.

Ensuring learners' success and minimizing challenges that have impact of classroom management problem in students' academic achievement in secondary schools. Some of these strategies were identified: student motivation, planning and implementation of how to deal with students behavior, practicing team work were the most strategies to overcome challenges of the classroom management and encourage students toward better learning.

### **5.3. Recommendations**

Based on the findings of the study , the following recommendations were drawn to improve on the class room management strategies on students' academic achievement of secondary schools of Bukwo district:

1. The study reveals that as the training given in relation to classroom management was not sufficient. The inspectors of schools should give continuous chance for teachers, principals and supervisors in training to be professional to scopes with emerging complex conditions in the classroom that hinder students learning and academic achievement.
2. Including different types of students with different learning style was one of the challenge in relation to classroom management. So the school should have to mobilize the school community and the whole community in the area to reduce the number of students in the class in to standard to help students with different learning style s.

3. Principals and teachers with poor skills and professional on classroom management found in secondary schools. Therefore, it seems desirable that the Bukwo district educational office should prepare short term training programs regularly for teachers, supervisors and school principals such as seminar, workshop, in service training before they go school activities in order to give them the reasonable preparation.
4. Teachers, with the students' active involvement during instruction, should have to formulate ground rules and procedures for students so that the students' classroom off task behavior can be handled and change their attitude.
5. In order to use classroom management as a significant component of teaching-learning process, teachers should have to encourage classroom management activities for the class every time of instruction. Besides, teachers must be considering their classroom management activities during pacing and transitions.
6. In each school teachers should be sustained in ensuring learners success and challenges in their teaching learning process.
7. Teachers did not give attention for classroom management. So teacher education curricula should give great attention to classroom management as learning teaching materials in teachers guide. Here, the appreciable and encouraged program (PGDT) should be sustained and not only new teachers but also for selected senior teachers. So that, when student teachers go for their practice teaching, they have background knowledge on how to manage the classroom.
8. Poor classroom management can lead to less attention toward lesson may resulted in poor academic achievement. So, schools should have to facilitate clinical supervision on the area of teaching learning process and encourage the participants toward better learning with better classroom strategies.

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## APPENDIX

### APPENDIX 1: QUESTIONNAIRE FOR RESPONDENTS

#### INTRODUCTION

#### QUESTIONNAIRE ON TEACHERS CLASS ROOM MANAGEMENT STRATEGIES ON ACADEMIC ACHIEVEMENT OF STUDENTS IN UGANDA.

I am Kwemoi Tonny a student of Kampala International University pursuing Bachelor's Degree in Education. Apparently, I am carrying out a research on teachers class room management strategies on academic achievement of students in Uganda a case study of Bukwo district. You are kindly requested to spare a few minutes and fill this questionnaire below, this research is purely academic and any information provided will be treated with at most confidentiality.

Thank you for your cooperation.

#### Part One: Demographic Information.

Circle the appropriate answer below;

1. Gender A/ male B/ female
2. Age  $\leq 15$  years  $16 \leq 25$  years 26-35 years 36-45 years  $>45$  Years old.
3. Service year in teaching A /  $\leq 5$  B/ 6-10 C/ 11-15 D/ 16-20 E/ above 20
4. Qualification A/ 9-10 B/ Diploma C/ BA/BSc/BED D/MA/MSc/MED
5. Area of specialization A/ Language B/ Natural science C/ Social science D/Chemistry

**Part two: Respondent's awareness in class room management**

No	Item	1	2	3	4	5
1	Do you have adequate training on classroom management?					
2	Does your school provide training on classroom management for teachers?					
3	Do you think that classroom environment can influence student academics?					
4	Do lack of training lead to uselessness of classroom management?					
5	Does less attention toward practicing classroom management lead to poor performance?					
6	Does classroom management influence students academic achievement?					

**Part three: challenges in effective class room management**

No	Item	1	2	3	4	5
1	. Do student needs and characteristics affects classroom management?					
2	Do students seating arrangement influences learning process?					
3	Do lack of teachers skills has an impact on the classroom property?					
4	Do students different learn ng style affects effective CRM?					
5	Does the influence of student attitude on classroom activities is high?					
6	Do chalk board usage and visibility may impact CRM?					
7	Do student involvement in instructional activities affects CRM?					
8	Does the number of students in a class influences effective CRM?					
9	Do teachers voice and body language has influence on CRM?					
10	Does good student motivation reduce problems ?					



**Part four: teachers class room management strategies**

No	Items	1	2	3	4	5
1	Do teachers need to plan and decide on how to deal with their students behavior that is inappropriate?					
2	Do teachers make decisions immediately, even during crises situations?					
3	Do teachers scan their classroom while teaching learning process is going on?					
4	Do teachers establish ground rules and procedures as strategies of classroom management?					
5	Do teachers use their body to eliminate unacceptable behavior?					
6	Do teachers need to ensure learners success and challenges?					
7	Do teachers have to give attention for instructional activities?					