



WERABE UNIVERSITY

SCHOOL OF EDUCATION AND BEHAVIORAL SCIENCE

**DEPARTMENT OF TEACHER EDUCATION AND CURRICULUM
STUDIES**

**PRACTICES AND CHALLENGES OF TEACHERS' CLASSROOM
MANAGEMENT IN SECONDARY SCHOOLS OF SILTIE ZONE
THIS THESIS SUBMITTED TO DEPARTMENT OF TEACHER
EDUCATION AND CURRICULUM STUDIES FOR THE PARTIAL
FULFILLMENT FOR THE REQUIREMENTS FOR THE AWARD OF
MASTERS DEGREE IN CURRICULUM AND INSTRUCTION.**

By

SHEMSE BAMUD ID NQ 005/15

**UNDER THE GUIDANCE OF
HABTAMU MENBER (PhD)**

CO- ADVISOR ATAGO HAMID (MA)

JUNE 2026

WERABE, ETHIOPIA



WERABE UNIVERSITY
SCHOOL OF EDUCATION AND BEHAVIORAL SCIENCE
DEPARTMENT OF TEACHER EDUCATION AND CURRICULUM
STUDIES
PRACTICES AND CHALLENGES OF CLASSROOM MANAGEMENT IN
SECONDARY SCHOOLS OF SILTIE ZONE
BY: SHEMSE BAMUD – ID NQ 005/15

Approved by:

1. Advisor

Habtamu Menber (PhD)

June, 2026

Name

Signature

Date

2. CO- Advisor

Atago Hamid (MA)

Name

Signature

Date

3. Internal Examiner

Name

Signature

Date

4. External Examiner

Name

Signature

Date

5. Chairperson

Name

Signature

Date

DECLARATION

I, the undersigned, hereby state that the thesis is entirely original work of mine and that no part of the work it refers to has ever been presented in support of an application for another degree or qualification at this university or any other university.

Name Shemse Bamud Signature

Date: June, 2026

This thesis has been submitted for the examiners with my approval as a university advisor:

Habtamu Menber (PhD) Signature



Date 28/09/2018 E.C

THESIS APPROVAL SHEET

Submitted by

Shemse Bamud

28/09/2018 E.C

Name of student

Signature

Date

Approved by

Habtamu Menber (PhD)



Name of major Advisor

Signature

Date

Atago Hamid (MA)

Name of Co-Advisor

Signature

Date

Reviewers

Name of Reviewers 1

Signature

Date

Name of Reviewers 2

Signature

Date

ACKNOWLEDGEMENTS

First of all, I would like to thank the Almighty Allah who gave me the patience to rise above the Challenges I have encountered in life and succeed with this study. It is an honor for me to show my special gratitude to my advisor Habtamu Menber (PhD.) for his incessant guidance, perspicacious thoughts, constructive criticism, and his great efforts to explain things clearly and simply throughout my thesis writing period. I owe my heartfelt gratitude and indebtedness to Co-advisor Atago Hamid (MA), for his dynamic guidance, co-operation, motivation and wishes given by him during every stage of my thesis. I want to express my gratitude to all people in the target schools who supported me and facilitated this study. Finally, yet importantly, I owe my deepest gratitude to my dear wife Alewuya Seid for her encouragement and support that allowed me to pursue this degree. I would also like to express my appreciation to my friends Ato Busser Siraj for their moral support and assistance during this study.

Table of Contents

DECLARATION	I
ACKNOWLEDGEMENTS	III
Table of Contents	IV
ABBREVIATIONS AND ACRONYMS	VIII
LIST OF TABLE	IX
ABSTRACT.....	X
Chapter: 1.....	1
1. Introduction.....	1
1.1. Background of the study	1
1.2. Statement of the problem	3
1.3. Research questions.....	6
1.4. Research Objectives.....	6
1.4.1. General objective	6
1.4.2. Specific objectives	6
1.5. Significance of the study.....	6
1.6. Scope of the study.....	7
1.7. Limitation of the study.....	7
1.8. operational or dictionary meaning	7
1.9. Organization of the Study	8
CHAPTER: 2	9
REVIEW OF RELATED LITERATURE	9
2. Definition of Classroom Management.....	9
2.1. Theoretical Review	10

2.2. Theories of Classroom Management	10
2.2.1. Behaviorism Theory.....	10
2.2.2. Humanism Theory	10
2.2.3. Cognitive-Behavioral Theory	10
2.2.4. Assertive Discipline	11
2.2.5. The Constructivist Theory	11
2.3. Behaviorism and Classroom Management	11
2.3.1. Constructivism and Classroom Management	11
2.4. Empirical Literature Review	13
2.6. Classroom Management Practices	14
2.6.1. Classroom Instruction Methodologies and Learners' Academic Achievement	15
2.7. Challenges that affect Classroom Management.....	18
2.7.1. Teacher Related factors.....	18
2.7.2. Explaining Instructional Objectives for Learners	20
2.7.3. Teaching without an Objective	20
2.7.4. Lesson preparation	20
2.7.5. Classroom arrangement	21
2.7.6. Time management.....	21
2.8. Student Related Causes.....	21
2.8.1. Academic failure experiences;	21
2.9. School principal, vice principal and supervisor related factors	22
2.10. School related factors.....	22
2.10.1 Insufficient Parental Involvement.....	23
2.10.2. Classroom Organization.....	23
2.10.3. The classroom management functions.....	23

2.10.4. Classroom Management Goals	24
2.5. Conceptual Frame work.....	25
CHAPTER: 3	26
RESEARCH METHODOLOGY	26
3. Descriptions of the Study Area	26
3.1. Research Design.....	27
3.2. Research Approaches.....	27
3.3. Population, Sample Size and Sampling Techniques.....	27
3.3.3. Sources of Data Collection	30
3.3.4. Primary Sources of Data	30
3.3.5. Secondary Sources of Data	30
3.4. Data Collection Instruments	30
3.4.1. Questionnaires.....	30
3.4.2. Interview	30
3.5 Methods of Data Analysis.....	31
3.6. Ethical Consideration.....	31
CHAPTER – 4 -RESULTS AND DISCUSSION	32
4.1 Response rate	32
4.3 Descriptive analysis	33
4.3.1 Physical Organization	34
4.3.3 Instructional Management	37
4.3.4 Interpersonal Relationships.....	39
4.5 Challenges of Classroom management.....	40
4.5.1 Institutional & Physical Challenges.....	40
4.5.2 Teachers related challenges	41

4.5. 3 External stakeholders related challenges	41
4.6 Qualitative Analysis on the Challenges of Classroom Management.....	43
4.1 RESULTS	45
4.2. Discussion	46
CHAPTER– 5- SUMMARIES, CONCLUSIONS AND RECOMMENDATIONS	47
5. SUMMARY	47
5.1 Conclusions.....	49
5.2 Recommendations.....	50
6. REFERENCES	51
Appendix A.....	I
Appendix B.....	IV

ABBREVIATIONS AND ACRONYMS

APA	American Psychological Association
CM	Classroom management
COM	Classroom Organization and Management
ETP	Education Training Policy
TCM	Teachers classroom management
SL	School leader
SS	Secondary School

LIST OF TABLE

Table 1 Numbers of population and sample size	29
Table 2 Demographic data	32
Table 3 Mean range table (Rule of thumb)	33
Table 4 Physical Organization	34
Table 5 Rules & Procedures	36
Table 6 Instructional Management	37
Table 7 Interpersonal Relationships.....	39
Table 8 Institutional & Physical Challenges.....	40
Table 9 teachers related challenge	41
Table 10. External stakeholders related challenges	42

ABSTRACT

The purpose of this study was to examine teachers classroom management practices and identify challenges hindering its implementation were the goals of this study. As a result an Explanatory sequential mixed research method was employed. From the total of 1930 population, Simple random sampling method was employed to select a total of 331 samples from silte zone. Specifically, the population consisted of 111 teachers, 1,819 students, and for interview purpose 9 school principals and 3 supervisors were included from 3 secondary schools across the zone. The required data were collected through questionnaire and interview and was analyzed using both descriptive statistics (frequency, mean and standard deviation). The qualitative data, however, were examined using verbal description. Based on the analysis, it was found that assure classroom management is not being implemented in silte zone properly. According to findings that teachers have a wide gap in managing their students in a classroom due to lack of professional training in modern behavior management and lack knowing their behaviors and they supporting them, Low teacher commitment ,insufficient incentives or support, the lack of large class size, insufficient pedagogical knowledge, skills, awareness, and attitude of teachers. It was also findings that the practice of classroom management was challenged by many factors. As a result, in terms student's negative attitude, lack of other stakeholders (Principals and supervisor) support, monitoring and controlling in appropriate way. Summary other stakeholders do not support, monitor and control the implementation of classroom management. As Conclusions less commitment and involvement of teachers in the implementation of CM facilitators (principals, supervisors and other responsible bodies) were less effective in creating conducive CM. As recommendations were proposed to address these CM issues I suggested to Silte Zone Education Department and school administrations organize targeted, ongoing professional development workshops for teachers. I suggested to School leadership and educational bureaus may design institutional mechanisms to boost teacher morale.

Key words: classroom management, secondary schools, students, teachers

Chapter: 1

1. Introduction

This chapter deals with background of the study, statement of the problem, objective of the study, significance of the study, scope of the study, Limitation of the study , definition of key terms and organization of the study. Each part was described in detail one by one.

1.1. Background of the study

Classroom management is an activity conducted by teachers to build a comfortable classroom conditions, and maximum learning process according to Hirsch, S. E., Randall, K., Bradshaw, C., & Lloyd, J. W. (2021). The learning environment is related to the people and facilities; it requires collaboration between teachers, students and adequate facilities. The arrangement of classroom facilities aimed at ensuring accessibility, affordability, and convenience for teachers and students to utilize learning tools and resources, move from one side to the other, and building teacher-student or student-student interactions According to Zainuddin, Framz Hardiansyah (2023).

Classroom management is an essential teaching skill and enhances the learning of all students. There are many components to having an effective classroom system which supports increased academic learning, supports and increases social and emotional growth, and decreases negative behaviors. Classroom management not only allows for increased academic proficiency and decreased negative behaviors; it also establishes an organized and positive classroom environment.

According to a survey conducted by the American Psychological Association (APA), chaotic classrooms are a rising issue for educators and schools because an abundance of teachers lack skills and support to effectively implement classroom management strategies and interventions.

As a learning manager, the teacher is responsible for maintaining the classroom conditions to create a conducive and a pleasant atmosphere to attain optimal learning. They are required to be neutral in every situation during the teaching and learning process. For example, the teacher must take an action to cease students who divert class attention, reward the students who complete assignments or participate in discussion, create game in group activities, and develop and maintain a good relationship between teachers and students according to Aslan, (2022).

The main purpose of effective classroom management is to achieve the basic objectives of education by creating a positive classroom and an efficient learning environment.

The main purpose of effective classroom management is to achieve the basic objectives of

education by creating a positive classroom and an efficient learning environment. In this respect, classroom management aims to ensure the regular practice of class-life and self-control of all students.

Classroom management knows each student's level, and this means that teachers are able to create a learning environment to encourage positive interaction, engagement, and motivation. This includes a plan for rules and procedures, guiding and reinforcing behavior, motivating, and engaging instruction, and enhancing positive student-teacher relationships according to Burden, (2020). Classroom management is a complex exercise in the process of education.

According to Akbaba, and Altun, (1998); Akram et al.(2021). Classroom mismanagement in school education has stood solemn problems for students' motivation and academic achievements. The existing issue has always attracted managers, teachers, parents and researchers. The educational stakeholders discuss such issues in workshops and seminars. Therefore, the matter seems very important to discuss and pour light on the importance of classroom management in public sector schools and its impact on students' performance in class.

According to Anwar Ahmed (2017) findings that: student related, classroom related and teacher related factors were significantly affecting the implmtation of cooperative learning. So, it would have been better if; Students share the tasks based on their assigned responsibility for their successful achievement Teachers provide timely and sufficient feedback to their students while using cooperative learning.

According to Ethiopian Education Sector Development Programme VI ESDP VI (2020/21 – 2024/25) emphasize classroom management may be filled with students from various religious, ethnic, and linguistic backgrounds. Teachers should recognize these differences and celebrate the diversities prevailing in classrooms. This is because the classrooms are the best places for students to learn, share and respect the basic values and essences of their counterparts.

According to Ethiopian education road map and training (2020) Classroom Interaction the teacher management weaknesses, which lead to poor teacher preparation and pedagogy, are reflected in the characteristics of classroom interaction.

Therefore, better classroom management leads to better learning and teaching; Better learning leads to better curriculum implementation; the quality of education is ensured when there is a smart curriculum implementation.

Therefore, in conclusion, it can be said that the implementation of classroom management in an

appropriate way is one of the key tools for ensuring the quality of education. From this point of view, it is necessary to reduce the issue of classroom management in the classroom with the help of research every time, even if it is not possible to completely overcome the challenge.

However, there seems to be a gap in terms of grounding the implementation of classroom management and all stakeholders from top to bottom fulfilling their roles and responsibilities researcher try to collect literature in the study area by asking zone education departments and ail district and town administration EMIS experts but no one try to done in this study area so there is a gap in terms of classical literature gap in study area to the reason is the way of forwarding Classroom management does not seem to be implemented in a Siltie Zone. As a result, the application of Classroom management is likely to be beset with challenges. The update of this can be seen during the support and monitoring of schools. So that is why the researcher wanted to study the practice and challenges of class room management in secondary schools in Silte zone.

1.2. Statement of the problem

Education has become one of the parameters that determine the development and economic transformation of any country worldwide. It is for this reason therefore that education works as a cornerstone for preparation of a required mass for any society. This process however requires teachers with standardized skills of classroom management and at the same time train and equip learners with knowledge that addresses the global challenges.

Classroom management is one of the basic teaching skills that aim at creating and maintaining conditions to achieve efficient teaching and optimal learning atmosphere for students Demir & Nihat, 2021; Tulyakul, (2019). It is an integral part of a teacher's professional skills. Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood, formal, primary, and secondary education according to St-Amand et al., (2022). The reality of the situation is that these students have different backgrounds, ideas and goals which make the teachers' role more challenging in the classroom. Thus, there is the need to know how teachers in public secondary schools are coping with the challenges of classroom management.

Approaches focused on classroom management and understanding diversity, proved just as effective as interventions based only on improving behavior. The overall results indicated that the most effective classroom management approaches proved to be contingency-based, especially group contingency-based strategies Long et al., (2019).

According to (Dejene Tekla, Deribe Workineh , Bhatara Mohit) Based on the findings, it was recommended that responsible bodies, such as school principals, families, teachers, school counselors, should have to give due attention for the proper social media usage that enhance the psychosocial adjustment of adolescent students.

Research findings, Zufan Ayalew Asseres (2014) indicated that the problems in the classroom and schools in general are considered one of the most serious factors facing the participants of the educational activity (parents, teachers, educational administrators, and supervisors). The nature of classroom management practices is characterized by a complex interplay of strategies, techniques, and skills employed by educators to create an optimal learning environment for their students.

According to Atianashie, (2023) these practices are dynamic and adaptive, shaped by the unique needs, backgrounds, and personalities of the students in a particular classroom. At their core, classroom management practices aim to establish order, structure, and a positive atmosphere where teaching and learning can thrive. Effective classroom management practices involve the clear establishment of expectations and rules, which provide students with a framework for appropriate behavior and academic engagement.

In addition to the Atianashie, (2023) that the strategies teachers can adopt in order to overcome classroom management challenges in secondary schools include: Having in adequate time for lesson plan lack of development a good classroom structure, disrespect for the right of students, use of inappropriate instructional materials, and lack of having laid down classroom rules and regulations and teaching with inappropriate methodology, lack of knowing students by their names are seen in the many schools.

Many researchers have investigated in different parts of the world on the issue of Classroom management is used to provide facilities for students to build a pleasant learning activity that incorporate a social, emotional, and intellectual environment Kwok et al., (2021).

In managing the class, the teachers need to design an approach to take if there is interference. Creating learning conditions in the learning process can lead to good relationship between teachers and students in order to achieve learning objectives. Learning has a relationship with classroom management; the effective classroom management is a prerequisite for effective teaching and learning. There are various factors affecting the success of classroom management, such as personal behaviors of student and around rules.

On classroom management practices and challenges in the Ethiopian government schools a few studies have been conducted according to Ebabey Zemene (June, 2023) studied teachers classroom management practices the finding of the study revealed that the students' interest on education is very low. This is due to the school environment such as classroom seat are not well maintained, the class room are not well organized and maintained, class rooms are not equipped with basic facilities, the sizes of the class rooms are below the level of and class room are not clean and safe places for their purpose and these are the major prevailing challenges against the optimal performance classroom management in secondary schools.

According to Zufan Ayalew Asseres (June 2014) studied there is no classroom rule and procedures were found established. Due to lack of ground rules and procedures, therefore, during classroom discussion students were seen talking without raising their hand and called upon.

However, these studies show that large class size, inadequate instructional materials, problem of utilization of classroom rules, lack of interest of students to learn and the most prevailing problem is students' disciplinary problems are the major problems of classroom management.

Even though there are many researches done in this study, both in the country and abroad, the researcher was able to realize that there are limitations in terms of the scope many researchers focus on primary school levels also limitations in terms of depth of the problem most of researchers focused only students' related problem such as aggression towards the teacher, lack of interest in the lesson, students' inability to understand the lesson, students not paying attention, and students coming late to class and students making too much noise in class. as barriers to the poor implementation of classroom management rather than other stake holder's related factors: example Teachers related factors: such as inexperienced teachers' tactics is a cause of classroom management issues, poor lesson plan preparation, and using inadequate (lack of PGDT training teaching methods. School principal, vice principal and supervisor related factors: such as not providing constructive criticism/proper evaluations one of the problems that teachers face and Lack of follow up and lack of giving them proper feedback.

Also School related factors: such as Lack of adequate instructional resources and facilities like below standard class room are another factor that affect classroom management. In the above-mentioned studies show that issue of other stake holder's related factors is not addressed on the national level, regional levels as well as no one try to do in in Silte zone so this is the main research gap.

The researcher was tried to fill remaining gaps especially problems related to other stake holder's duties and responsibility and the implementation of classroom management.

Based on the above purpose, this research was done by examining and clearly stating the challenges of classroom management in secondary schools in Silte Zone, especially by ensuring that the other stakeholders from top to bottom have performed their roles appropriately, and also As the researcher wanted to show through empirical literature review related to the topic being studied and by including the solution of what was done to solve the challenges that are obstacles to the implementation classroom management. As a result, the intention of this study aims to fill this gap and provide answers to the following research questions:

1.3. Research questions

This study was attempted to answer the following basic research questions.

- A. What is the current practice of Teachers' classroom management in Siltie zone secondary schools?
- B. What are the Teachers' classroom management challenges in secondary schools look like?
- C. In what manner various educational stakeholders doing their tasks and roles?

1.4. Research Objectives

1.4.1. General objective

The General objective of the study examines practice & challenges of classroom management in secondary schools of silte zone.

1.4.2. Specific objectives

The Specific objectives of study will be:

- ☞ To examine the current practice of classroom management in Siltie zone secondary schools.
- ☞ To determine the challenges that hinders the implementation of classroom management.
- ☞ To measure in what manner various educational stakeholders doing their tasks and roles?

1.5. Significance of the study

This study was May support after published for polices makers on national level was using a variety of decisions by considering the recommendation of the study. This study was benefit for teachers' college (institutions) and university especially institutions of teacher's education behavioral sciences useful as references to prepare special training on classroom managements. This study was help to district education office and leaders of Siltie Zone

will be use many choices by taking the study's recommendations into consideration

This study was may support as a key tool for teachers, school principals, vice principals and supervisors as well as educational expertise to ensure the quality of education by providing training, support and monitoring to teachers on classroom management. Finally the study was contribute to as a starting point for other researchers who are interested to do their research related to classroom managements challenges associated with teachers.

1.6. Scope of the study

The study was focus to examine the practices and challenges of classroom management in secondary schools in the Siltie zone. In order to make the study more manageable the scope of this study was geographically delimited to secondary Schools in the Siltie zone grade 11th -12th. . Conceptually, classroom management is a multidisciplinary and multidimensional perspective. So for the purpose of this study classroom management was looked at the practices and challenges of classroom managements to facilitate effective teaching learning process in the classroom. Finally this study was methodological delimitation

1.7. Limitation of the study

This study may not be conducted being free from difficulties among other the researcher may encounter problems related to time constraints. Also I faced a great deal of difficulty in collecting data.

1.8. operational or dictionary meaning

The following key terms was used in the study:

Challenge of classroom mgt- Refers: - challenges are obstacles or difficulties that require effort to overcome. Classroom management: - refers to ensure that lessons run smoothly, learning opportunities are maximized, and students remain engaged and on task.

Practice of classroom mgt- refers: - to the activities, exercises, and strategies that teachers use to facilitate learning and engage students

School leaders:-it refers to school principal and supervisors

Teacher: - refers: - to build critical thinking skills, and contribute to the holistic development of student.

Teachers' classroom management: - is clearly refers to the set of skills and techniques they use to create a structured, respectful, and engaging learning environment.

1.9. Organization of the Study

The final report of this study was five chapters Chapter one (introduction) deals about background of the study, statement of the problem, research questions, Research objectives (general and specific), significance of the study, delimitation of the study, definitions of key terms and organization of the study. Chapter two (Literature Review) discuss about the concept of Classroom management, purpose of Classroom management, practice and challenges of CM, duties & responsibilities of other educational stockholders, empirical review, and conceptual framework. Chapter three of this study (Methodology) provides design of the study, descriptions of the study area, source of data, population, sample size & sampling techniques, sources of data collection, data collection instruments, data collection procedure, methods of data analysis and ethical consideration. Chapter four explores Findings & discussion. Finally, chapter five provides summary, conclusion and recommendation.

CHAPTER: 2

REVIEW OF RELATED LITERATURE

The chapter deals with concept of Classroom management, purpose of Classroom management, practice and challenges of Classroom management, Theoretical Review, empirical literature review and conceptual framework

2. Definition of Classroom Management

According to Kwasi Bonna (2023) Classroom management is a complex and crucial aspect of teaching that includes a variety of tactics and methods used by teachers to establish a comfortable learning environment. By doing this, classroom management transforms from a way to keep things in order to one that empowers students to take an active role in their own education. According to Mohaned G. Abed & Todd K. Shackelford (2023) Classroom management, which includes a variety of tactics, methods, and procedures teachers employ to establish a productive and peaceful learning environment in their classrooms, is a basic component of education. Classroom management strives to create a safe and inclusive atmosphere where every student feels valued and respected. This involves promoting positive interactions among students, addressing conflicts or behavioral issues promptly and constructively, and fostering a sense of community within the classroom McIntyre et al., (2023). A respectful and inclusive environment encourages open communication and empathy among students, enhancing their overall learning experience.

According to Diaz,(2023) Educators must be attuned to the individual needs and backgrounds of their students, adjusting their strategies as necessary to create an environment where learning flourishes, and students can reach their full potential. In doing so, classroom management becomes not just a means of maintaining order but a means of empowering students to become active participants in their own education.

2.1. Theoretical Review

2.2. Theories of Classroom Management

Classroom management is a complex and essential aspect of effective teaching, and various theories and approaches have been developed to guide educators in creating productive learning environments. These theories offer insights into understanding student behavior, promoting engagement, and maintaining a positive classroom atmosphere. According to Akanni (2019) stated that the results of the study, the ability and attitude of teachers does not contribute significantly to the implementation of Classroom Management.

2.2.1. Behaviorism Theory

Which focuses on observable behaviors and reinforcement Behaviorist classroom management strategies emphasize rewards and consequences to shape student behavior (Milner IV & Tenore, 2010) Teachers using this approach often employ techniques like positive reinforcement, such as praise or rewards for desired behaviors, and negative consequences, such as time-outs or loss of privileges for undesirable behaviors. The aim is to create a predictable environment where students understand the expectations and the consequences of their actions.

2.2.2. Humanism Theory

Emphasizes the individual needs and motivations of students Educators adopting this approach aim to create a supportive and student-centered classroom (Gatongi, 2007) they focus on building positive teacher-student relationships, fostering a sense of autonomy, and creating a safe space for self-expression. The key is to motivate students intrinsically, encouraging them to engage in learning because they find it personally meaningful and fulfilling. (Albrecht et al., 2012)

2.2.3. Cognitive-Behavioral Theory

Combines elements of both behaviorism and cognitive psychology it recognizes that students' thoughts and beliefs influence their behavior. Teachers using this theory help students identify and change negative thought patterns and develop problem-solving skills. They also emphasize the importance of self-regulation and goal-setting, teaching students how to manage their own behavior and learning. (Doyle, 2005) Another influential theory is

2.2.4. Assertive Discipline

This provides clear, firm, and consistent rules and consequences Teachers using this approach establish a structured classroom environment with explicit expectations and swift enforcement of consequences for rule violations. The goal is to create a well-organized, orderly classroom where students understand the boundaries and the consequences of crossing them.

2.2.5. The Constructivist Theory

Promotes active learning and student engagement It encourages teachers to create opportunities for students to explore, inquire, and construct their own knowledge. This approach values collaborative learning problem-solving and critical thinking, with teachers acting as facilitators rather than authoritarian figures. (Djigic & Stojiljkovic, 2011; Gatongi, 2007)

2.3. Behaviorism and Classroom Management

Behaviorism is a psychological theory that has significant implications for classroom management. It posits that human behavior is primarily shaped by external stimuli and consequences, and this concept has been widely applied in educational settings to understand and influence students' actions and learning outcomes. In the context of classroom management, behaviorism suggests that teachers can use various strategies to encourage desired behaviors and discourage undesirable ones. (Djigic & Stojiljkovic, 2011; Gatongi, 2007) One fundamental aspect of behaviorism in classroom management is the use of positive reinforcement. Teachers can reinforce positive behaviors such as active participation, completing assignments, or being respectful to others by offering rewards, praise, or recognition. This reinforcement can motivate students to repeat these behaviors, creating a more conducive learning environment.

Conversely, teachers can employ negative consequences or punishments for disruptive or inappropriate behaviors, which can serve as a deterrent. (Doyle, 2005) Additionally, behaviorism emphasizes the importance of clear expectations and rules within the classroom.

2.3.1. Constructivism and Classroom Management

Constructivism is a prominent educational theory that significantly influences classroom management practices. (Amalia, 2021) At its core, constructivism posits that individuals actively construct their own knowledge and understanding of the world through experiences, reflection, and interaction with their environment. In the context of classroom management, this theory has several implications. Firstly, constructivism emphasizes the importance of active student

engagement in the learning process. (Djigic & Stojiljkovic, 2011) Teachers who subscribe to constructivist principles recognize that students learn best when they are actively involved in constructing their knowledge. (Allen, 2010) This perspective influences classroom management by encouraging teachers to create an environment where students can explore, question, and collaborate. Teachers may employ strategies such as group work, hands-on activities, and discussions to facilitate this active engagement, requiring them to manage classroom dynamics to ensure these activities run smoothly. Secondly, constructivism underscores the significance of scaffolding, which involves providing students with appropriate support and guidance as they tackle more complex tasks or concepts.

In terms of classroom management, this means that teachers should be attuned to the varying needs and abilities of their students and provides the necessary support to help each student progress in their learning journey. Effective classroom management in a constructivist classroom involves striking a balance between allowing students to grapple with challenges independently and stepping in when they require assistance. (Amalia, 2021) Moreover, constructivism promotes a student-centered approach to learning, where the teacher assumes the role of a facilitator rather than a lecturer. Teachers must establish clear expectations and procedures for student-led discussions, group work, and independent research. They also need to create an environment where students feel comfortable expressing their ideas and opinions, even if they differ from the teacher's or their peers'. Constructivism shapes classroom management by emphasizing active student engagement, scaffolding, and a student-centered approach. Teachers following constructivist principles aim to create a learning environment that encourages exploration, critical thinking, and collaboration while effectively managing classroom dynamics to support these goals. Allowing students to grapple with challenges independently and stepping in when they require assistance. (Amalia, 2021) Moreover, constructivism promotes a student-centered approach to learning, where the teacher assumes the role of a facilitator rather than a lecturer. (Lindgren n.d) This shift in roles affects classroom management by necessitating a different classroom culture. Teachers must establish clear expectations and procedures for student-led discussions, group work, and independent research.

They also need to create an environment where students feel comfortable expressing their ideas and opinions, even if they differ from the teacher's or their peers'. Constructivism shapes classroom management by emphasizing active student engagement, scaffolding, and a student-

centered approach. Teachers following constructivist principles aim to create a learning environment that encourages exploration, critical thinking, and collaboration while effectively managing classroom dynamics to support these goals. This approach recognizes that effective classroom management is not just about maintaining discipline but also about nurturing a constructive and interactive learning atmosphere that aligns with the principles of constructivist pedagogy. (Amalia, 2021)

2.4. Empirical Literature Review

Fentahun Bantie (2013) on their master's thesis in titled "Practices and Challenges of Classroom Management Strategies in Handling Disciplinary Problems in Class of Secondary Schools" on the study founding in the Teachers were not sufficiently creating positive working environment. Thus, the level of respect between teachers and students to ensure effective teaching learning process and to avoid disciplinary problems were unusual. This indicates that there is a gap between the relationship of teachers and students in the class room, with the absence of smooth relationship between teachers and students in the classroom disciplinary problems could be encouraged and leads to the ineffective teaching learning process. These have been evidenced from the students' inappropriate talk, disobediences, disrespectfulness, frequent absence and coming late in actual class room during lesson presentation.

Bahiru Mosisa (JUNE 2018) on their master's thesis in titled "Classroom Management Practices in Some Selected Schools "on the finding of the study revealed that Most of the respondents suggested that, due to disciplinary infractions such as absenteeism and the late comer students and disobedience of rules and regulations of the schools teachers cannot manage time, lesson, and classroom as a whole. Consequently, teachers cannot accomplish the content of the lesson appropriately and it has negative influence on students' achievement.

By Abdulaziz (2019) **on their Research Article in titled "Classroom Management Challenges and its Solutions: Implication for Secondary Schools"** The findings from this study reveal that the challenges in ensuring proper classroom management were primarily attributable to teacher indifference and weak follow-up from the school management. Similarly students need to support the teachers' effort by focused undertaking on their academic activities constitute the students readiness to finish their assignments and get feedback from the teacher on time.

Ebabey Zemene (2023) on their master's thesis in titled "Teachers Classroom Management Practices in Government Secondary Schools"

The finding of the study revealed that the students' interest on education is very low. This is due to the school environment such as classroom seat are not well maintained and appropriate for their purpose, the class room are well organized and maintained, class rooms are not equipped with basic facilities, the sizes of the class rooms are below the level of and class room are not clean and safe places for their purpose and these are the major prevailing challenges against the optimal performance classroom management in selected secondary schools

Also he suggested that the secondary schools should increase the interest of students by improving the school environment such as arranging classroom seat which well-maintained and appropriate, equipped basic facilities, the sizes of the class rooms meet the standard set by Ministry of education, school compound and classroom should be clean and neat.

Even though the researcher couldn't find any studies on this topic in the Silte Zone before, he made an effort to look into the research that has been conducted both in the country and in other places. He also noticed some conflicting results in his review of the literature. He wants to look more closely at how teachers feel and act, and he plans to check this out more in his research. Additionally, due to the missing parts in the studies, not having a large enough group of people to study, and not using enough tools to gather information, he plans to address these issues. He specifically thinks about how important it is for other people involved in education to do their part in making classroom management work well.

2.6. Classroom Management Practices

Creating a sense of community among students entails giving them chances to interact with one another. Classrooms are like little communities. Students are more motivated and find it simpler to interact with one another when they feel connected to their peers and no longer feel anonymous. Make sure to include activities at the start of the course that let students get to know one another.

To date, the notion of classroom management practices has drawn the attention of numerous academics and specialists in educational management theories who wish to fund relevant research projects. A lot of research has led to the development of sub constructs including classroom management, discipline, and instruction, as well as their importance in the teaching and learning process. Successful classroom management practices typically result in a caring and

positive atmosphere, which is evident in the way students interact with one another throughout class. This promotes preventative discipline and productive instruction (Obwoya , 2013). The way teachers work, how the class runs, how the teacher and students work together, and how teaching and learning take place are all part of classroom management. Having some power over how the classroom is run is what students need to understand

.2.6.1. Classroom Instruction Methodologies and Learners' Academic Achievement

A teacher's classroom instructional methodologies are the tools he or she uses to ensure that teaching and learning go as expected. Successful classroom teaching and mentoring usually assist students in discovering their environment with a sense of trust and autonomy, with the end goal of intrinsic self-regulation and increased academic achievement and performance. Teachers' effectiveness in developing a healthy and productive learning atmosphere for students' quality secondary education is based on classroom management methodologies. As a result, teachers should be able to use and apply these methodologies in a number of circumstances that can occur in the classroom (Obwoya, 2013).

An instructor can also use a range of instructional strategies to ensure that students accomplish their objectives without difficulty. As a result, successful teachers distinguish teaching based on the needs of their students. In a typical classroom, Rahimi & Karkami (2015) suggest how to distinguish students' needs and abilities. Differentiating instruction happens when a teacher changes his or her teaching style in order to have the best possible learning environment. Teachers can usually distinguish four classroom elements based on student preparation, interest, or learning profile, according to Rahimi & Karkami (2015); depending on the student's preparation, interest, or learning profile, teachers can usually discern four classroom elements: (a) content what the student wants to learn or how he or she can obtain information; (b) process activities in which the student participates in order to comprehend or master the material; (c) products crowning assignments that enable the student to rehearse, and (d) learning environment the way the classroom functions and feels.

When teaching is based on the learners' own preparation levels, interests, and learning profiles, learners are more effective. According to Vairamidou & Stravakou (2019), students who are disinterested in something have lower achievement than students who are interested. As a result, students who demonstrate a lot of interest also see their grades increase. Teachers must be mindful of differences between children and take a personal interest in each pupil in order to be successful (Sunday-Piaro, 2018). Teachers must assess what students are capable of and to what extent they are capable. Students' learning can be hindered by learning tasks that are either too difficult or too easy. Those that are too complicated take too much time and do not boost efficiency, whereas those that are too quick are a waste of time (Hughes, 2014; Kieti et al., 2017; Sowell, 2013b; Sunday-Piaro, 2018; Vairamidou & Stravakou, 2019). Students who are actively involved are obviously more likely to do better academically than students who are not. As a result, teachers need a complex collection of instructional methodologies in order to involve a wide range of students. As a consequence, successful instruction method selection leads to high efficiency. Furthermore, Hughes (2014) argues that teachers can only do this if they are "adequately prepared with information and skills that increase their effectiveness and, as a result, improve learning efficiency." Furthermore, cooperative teaching and learning methods are important in the classroom for enhancing reading skills and achievement among students with reading disabilities. Teachers intend for students to work in small groups to help one another learn in Cooperative learning takes many types, but the most effective are those in which

students work in groups with mixed abilities. After the instructor has presented a lesson, groups of four have daily opportunities to teach each other, and they are accepted based on the learning of all members of the community

Methodology

Any teaching method used by a teacher must be in line with the scheme of work which provides the teacher's guide in planning his teaching and bearing in mind the student's age, topic, class and environment. There are various methods used in teach

Create a safe, supportive environment.

Learning a new language can be a scary experience. Students are often afraid of making mistakes and being laughed at. When they feel relaxed and among friends, tension decreases.

The teacher also a model, respect, caring, and encouragement Expect the same from your students When students feel safe and cared for, they are less likely to get off task and more likely to be involved in class activities.

Know your students

This not only helps develop bonds with your students, it also helps you to design lessons and activities that meet their needs and interests. When student needs are being met, they are more likely to be engaged in class. Also, students have different reasons for undesirable behavior in class. The students can understand the reasons for disruptive behavior and find ways to limit it. This includes finding ways to incorporate and recognize all students' strengths in some way.

Create classroom guidelines/expectations, and include students in this process

Take time to make clear what kind of behaviors you expect from your students. How can they meet expectations if they don't know what they are? This is even more effective when students are involved in creating expectations. If they come up with the "rules," they are more likely to follow them. This can also include consequences for not following the rules. Making sure everyone knows the classroom expectations can reduce disruptive behaviors and therefore lead to effective learning.

Be fair and consistent with all students

A teacher clearly favored some students and disliked others. Teachers always have students we like more and less, those who are more motivated and prepared and those who are less motivated and prepared. The teachers treat all students equally (but you can still accommodate different

student needs). Be conscious of how often you call on certain students, and make sure you don't single out students who perform well or poorly. Do recognize students who are doing a great job. Often, students who are *labeled* as "bad" or "poor" will live up to that label. They may engage in disruptive or other undesirable behavior.

Use praise but make it sincere

Praise and encouragement can have a very positive effect on students and help to keep the classroom functioning effectively. Who doesn't like to be praised? But students (even very young ones) can tell when the praise is deserved and when it isn't. If a student does something well, no matter how small, recognize it. However, don't give praise without a reason because it becomes meaningless and ceases to be a motivational tool. It can actually be de-motivating for students.

Keep lessons engaging and relevant to students

Students often cause problems in the classroom because they are not engaged. Think about your lesson plans and how to incorporate activities that keep students interested and active. Keep activities fairly short, especially for younger learners. Make sure students are doing a lot not just listening. The teacher gives a lecture; break it up into smaller pieces with practice or application activities in between. Even adult students need to be active participants in class. They can sit and listen to a long lecture, also find ways to make lessons personal and relevant. Create activities that will appeal to students based on their interests and needs. An engaged student is a managed student.

2.7. Challenges that affect Classroom Management

Though there are a number of factors that can affect classroom management, in this section, teacher related causes, student related causes and school related causes, School principal, vice principal and supervisor related factors are discussed.

2.7.1. Teacher Related factors

Inexperienced teachers

Such as inexperienced teachers' tactics is a cause of classroom management issues using inadequate teaching methods and poor lesson plan preparation

It was revealed that certain teachers were not trained by teacher training university. These teachers did not have the qualifications, abilities and experience needed to teach in senior high schools. In the voice below, a participant revealed this:

We encourage all teachers to attend schools that will help them to understand clearly why they are in the classroom. But it becomes a concern if a teacher comes from high school or university, and studies other subjects such as economics, English and only enters the classroom directly. To learn the ethics of the profession, teachers are required to join educational colleges (Supervisor,

Lack of understanding different learning styles

A single classroom most often contains students with a wide set of learning abilities and styles. It is nearly impossible for teachers to simply use one teaching method and have it be effective for all of their learners. Teachers are required to think strategically when making lesson plans to cater to all the learning styles in their classroom. They also have to be flexible while actively teaching, as they make adjustments in real time based on student performance. This can take a lot of time and effort on the teacher's end, but the benefits for student performance are unbeatable.

Lack of effective communication

Teachers can also face significant challenges when trying to communicate with their students effectively. Not every student, especially at lower grade levels, will know when to ask for help. For example, most high school students are able to effectively communicate their needs, struggles, and triumphs. However, teachers with younger grade levels may not have the same experience. In cases like this, teachers have to find an effective channel of communication so that their classroom can function well. The teachers themselves can be the potential sources of teacher-related problems if they lack well-prepared lessons, appropriate instructional materials, techniques in teaching and handling students, and in general lack sufficient pedagogical skills. Supporting this, Kasambira (1993:96- 97) says teachers' behavior with their students and their failure to provide well-planned relevant learning experience can often lead to disruptive incidents in the classroom. Being prepared is essential to being an effective teacher. It is better to over plan and run out of time than to run out of lessons.

As a result, those teachers themselves may become the causes of students' misbehavior when they lack the practice of the necessary lesson preparation, presentation, and students' handling techniques in the classroom

Finally it can be said that teachers face various problems in the classroom but these problem are not difficult to overcome. However, these challenges can be strategically overcome by teachers, if the government, ministry of education, parents community, students as well as the teachers themselves play their roles effectively and efficiently (Ezemba, et. al. 2021)..

2.7.2. Explaining Instructional Objectives for Learners

Instructional objectives (sometimes referred to as intended learning outcomes or course-specific goals) are clear statements that describe the competences that students should possess upon completion of a course (Anderson, 2003). Similarly, he concluded that effective learning objectives state what students should know and be able to demonstrate, as well as the depth of learning that is expected. As the educators, clearly defined and intentionally integrated course learning objectives in the class room can:

- 1) Help to organize structure and enhance student learning
- 2) Improve communication with students and other teachers regarding the important concepts and skills covered in a course and
- 3) Improve assessment practices

An effective lesson begins with the introduction during which the teacher states the objective of the lesson. Having stated the objective, the teacher is more likely to teach the objectives and then evaluate for those objectives. As a result, students are most successful when their teacher uses this consistent sequence, known as curriculum alignment. An instructional objective may describe the mediating conditions under which the behavior is to be achieved as well as provides the procedures for determining whether or not a certain level of attainment has occurred.

2.7.3. Teaching without an Objective

The key to effective teaching is to have clear learning objectives. Brief learning statements will not only help you know what you are going to be teaching, but they will also help your students to know what you expect of them.

2.7.4. Lesson preparation

A lesson plan can be described as a small segment of what is to be thought for a day described a lesson plan as an orderly and sequential arrangement of the lesson. Lesson plan preparation ensures a good knowledge of the subject matter, mastering the topic before teaching your students, enhancing student's participation and understanding proper teaching skills, thereby learning to the maintenance of focus.

2.7.5. Classroom arrangement

Proper seat arrangement makes movement easier and these assist in class control even in an emergency situation.

2.7.6. Time management

Time as a resource is very scarce and also impossible to stretch or store once it has passed. Thus, as a teacher you need to appreciate how important it is for you to manage your time well to enable you to achieve your set objectives. Ogunu (2000) said that making the best use of one's available time is a key element of good classroom management.

2.8. Student Related Causes

2.8.1. Academic failure experiences;

Students lacking critical social skills that form the basis of doing well academically and relating positively to others, such as persistence on task, complying with requests, paying attention, negotiating differences, handling criticism and teasing;

A misuse of behavior management procedures;

Lack of student involvement;

Lack of understanding or appropriate responding to student differences Therefore, teachers, school principals, supervisors and the administrative staffs must give attention to the school factors that affect the teaching learning activities and create a positive teaching learning environment.

Inattentive Learner: Nowadays in the classroom it is seen that the students are not focused at all. The majority of the participants contended that unfinished homework and students coming late to class. Lack of interest in the lesson, such as aggression towards the teacher, student's not paying attention and take home assignments were big challenge (Solemania and Razmjoo, 2016). They try to avoid feedback session.

Essay to pass: Nowadays in education, evolution systems are too much easier, so student is not concern about their study. They have no tension to learn, they come in school for as time pass, they have no fear to fail or interest to learning. Sometime class become noisy and the learners might interrupt each other to talk or move around the class without permission (Soleimani and Razmjoo, 2016)

Burden (2003:9) adds that the main reasons why students cause discipline problems include their disinterest in learning, lack of interest in a particular subject, dislike to a teacher, attention seeking and ignorance of the classroom rules. Furthermore, Marzano et.al (2005) state that in fact, children usually misbehave for a reason. Some of the most common reasons that are believed to contribute to misbehavior are: -

The work may be too easy or too hard for the student.

The work is not interesting and the student is bored.

The teaching methods may not fit the student's learning style.

The student may not be prepared.

The expectations are unclear or unreasonable.

The student has poor social skills, cannot communicate well with you or others, or has low self-esteem.

All of these reasons may cause students to become discouraged, and they do not give attention for their learning, they disrupt in the classroom. In addition to these 'external' factors, learners may experience barriers to learning due to impairments, particular life experiences or various psycho-social factors. Therefore, we need to ask: What kind of pedagogy can ensure that all learners have the same opportunities to learn, and still address individuality and individual needs in the best interest of the learners.

2.9. School principal, vice principal and supervisor related factors

Such as not providing constructive criticism/proper evaluations one of the problems that teachers face Classroom management: Both teachers and school management agree that discipline is among the most serious problems in schools today. Principal's supervisory practice can help teachers to acquire better class room management skills. Among its other aims, principal's supervisory practice should seek to enable teachers to develop preventive and corrective measures of discipline in the classroom (Ekundayo et al. 2013)

2.10. School related factors

Such as Lack of adequate instructional resources and facilities like below standard class room are another factor that affect classroom management The other school-related factors are the School environmental factors which are the internal conditions of the school Such as school climate, facilities, and resources within the school that influence students' academic performance (Omolo & Otara, 2021). And also School location/ School are sited in a noisy area like the heart of a city,

which disrupts the teaching and learning of students (Oselumese, Omoike, & Andrew, 2016) Whereas, school distance affects the academic performance of students because the students are more tired and hungry (Mhiliwa, 2015).

2.10.1 Insufficient Parental Involvement

Parental involvement refers to communicating between school and home, supporting learning at home, and participating in school life, from helping in classrooms to decision-making through governance structures (Hamlin, 2021; Adigun & Ndwandwe, 2022). School success partly depends on the support (emotional support, helping with homework, assistance with encouragement, and educational decisions) given to the child by parents (Goshin et al., 2021). From the data collected, for learners' academic success as well as the reduction and resolution of potential issues they may encounter at school, it is crucial for parents to be actively involved in their children's learning processes. Teacher's priorities the need to improve this relationship because they feel that parents don't support them in dealing with their children's misbehaviors in class, despite the fact that they do

Classroom Size:

One of the biggest problems today is that classroom size is too small where the number of students is so large that small classroom does no accommodate students properly Also a teacher handling more than sixty students in a class when ideally it is not supposed to be so (Ezemba et. at. 2020). Students cannot see the blackboard properly from anywhere in the class room due to its improper location on the blackboard in the classroom.

2.10.2. Classroom Organization

Classroom management as a concept according to Olowoye (1990) refers to the method or technique which a teacher adopts to ensure that every learner utilizes available resources and with the sole aim of achieving the goals of the school system towards learning. In the same vein, Arogundade (2009) defined classroom management as the process where by human and material resources are organized, students motivated and inspired and a cooperative working environment created to accomplish educational objectives. If a classroom is well- organized, it can help teachers to achieve the desired end results, to manage behavior, and to use time effectively

2.10.3. The classroom management functions

The first is the plan. The plan is getting and setting the directions, objectives, and actions. Sources and methods should be arranged first before we use some sources and methods in the

class. The second organizing is the source, and activities in the class should be achieved in the classroom. In short, the instructor can make a simple structure in the class. The student can easily understand the structure. Third, lead. Leader means the instructor in the class. If the instructor wants to be trusted and followed by the student, the instructor needs leadership qualities. If the instructor has leadership quality, the student always follows the ideas and listens to the instructor.

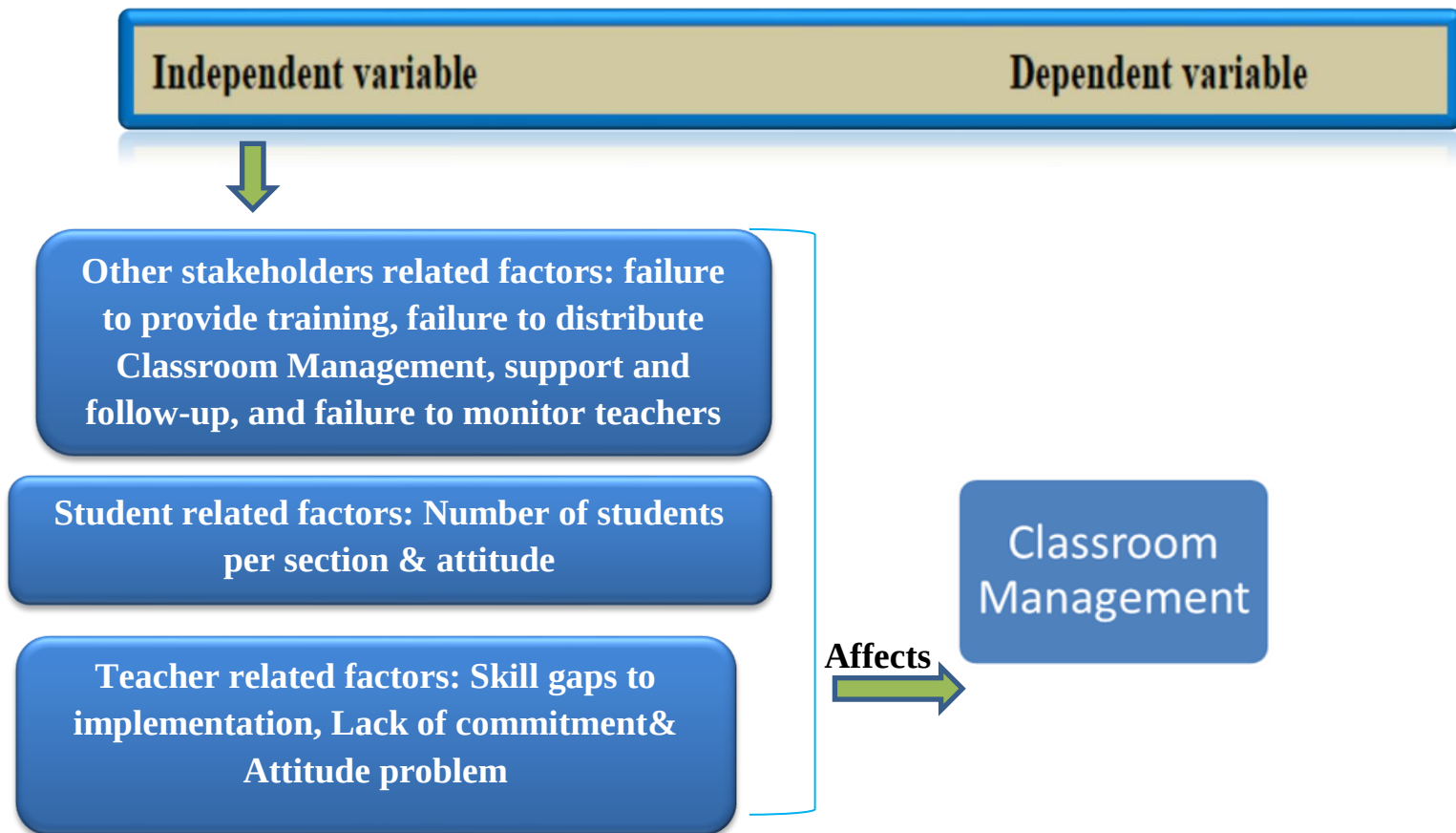
The last is controlling. The instructor should have a planned and un-plan activity when entering the classroom. The controls processes, such as performance, measure, compare, and establish a standard.

2.10.4. Classroom Management Goals

Class management generally aims to create a comfortable classroom atmosphere for teaching and learning activities. Classroom management is a place with a comfortable atmosphere for teaching and learning activities. Therefore, these activities will be practical and directed, and learning goals can be achieved. In short, the activity in the class should be directed and effective. Moreover, the goal of classroom management can be achieved. Meanwhile, another opinion from Salman Rushdie stated that classroom management objectives are to facilitate student learning activities, overcome obstacles that prevent the realization of deep interaction in teaching and learning activities, organize various uses of learning facilities, help students learn and work according to their potential and abilities, creating an excellent social atmosphere in the classroom, helping students to learn in an orderly manner. Salman Rushdie stated that the objective of classroom management is deep interaction between student and instructor, organizing the learning activity, helping the students' problems, creates a social and good atmosphere in the classroom.

2.5. Conceptual Frame work

An adaptable and contextual analytical tool is a conceptual framework. It can be applied in a variety of professional domains where an overall framework is utilized to organize concepts and make conceptual distinctions. Factors pertaining to students, teachers, and other stockholders could be among the variables. One way to conceptualize this would be as follows.



CHAPTER: 3

RESEARCH METHODOLOGY

This chapter was described the various aspects of the study area, research design, methods, source of data, population, sample size and sampling technique, data collection instrument, procedure for data collection, methods of data analysis and ethical considerations of the research.

3. Descriptions of the Study Area

Siltie Zone is one of the Zonal structures of Central Ethiopia region consisting of 10 district & 5 town and 231 Kebeles. The Silte Zone is located in the southern part of Ethiopia, at a distance of 172 km from Addis Ababa and 153 km from Hosan. The height above the sea level reaches 1967 meters. The total area coverage is around 2670.06 square kilometers. Silte is bordered with Hadiya Zone south, in north & north west Gurage Zone, in east Oromia Region, in south east Hlaba Zone Zonal Statistical Abstract (2013).

According to the 2007 population and housing census of Ethiopia the population of the zone 2013 E.C were about 1,200,762 were 48.9% male and 51.1% female concerning settlement 82.17% and 17.83% of the population lives in rural and urban areas respectively despite the fact that the rural area of Siltie Zone contains more population than the urban. 99% of the population is Muslim. Siltie is one of the central Zones of the region with large plan land, mountain area, and plateau. Regarding to the climate of the zone it has two different agro-climate conditions, high land (dega) and Temperate (weyna-dega) and consisting 20.5% and 79.5% respectively. The average temperature ranges from 12-26C° and the average annual rainfall range from 780-1818mm. above 80% of the population engaged in agriculture (Zonal Statistical Abstract, 2013). In terms of education sector there are 44 secondary schools, male 15994 female 17000 total 32994 students, male 1121 female 217 total 1338 teachers, male 43 female 0 total 43 secondary school principals, 59 vice principal and 20 cluster supervisors are found in Silte zone secondary education sectors. Silte zone preliminary data report (2024)

3.1. Research Design

For the Overall success and effectiveness of the study objectives, a descriptive type research design was applied in this research. Descriptive research is concerned with facts, and it aims to describe a specific phenomenon (Kothari, 2004). Descriptive research design “is concerned with describing the characteristics of a particular individual, or of a group”. Descriptive research is aimed at answering what, when, who, and how types of questions about the research (Kothari, 2004, p37). This is because, it enables the study to achieve the desired objectives in a clear simple, and precise way to solve the problems by using data gathered from different sources. As the objectives of the study have descriptive nature such as assessing current practice of class room management, identifying challenges of class room management and assessing the role of stakeholders for effective class room management, descriptive research design is preferred for this study.

3.2. Research Approaches

This study employed a mixed methods research approach, as utilizing both quantitative and qualitative techniques in combination provides a more comprehensive understanding of the research problem than either method could achieve alone (Creswell, 2014). Specifically, the study adopted an explanatory sequential mixed methods design (Creswell, 2014), which is characterized by a two-phase procedure where in the researcher first prioritizes the collection and analysis of quantitative data, followed by the collection and analysis of qualitative data to further clarify and explain the initial quantitative results. Accordingly, quantitative data gathered through questionnaires were analyzed using descriptive statistics, including frequency; percentage, mean, and standard deviation, while qualitative data obtained from semi-structured interviews analysis were subsequently analyzed through verbal narration to provide deeper insight into the statistical findings.

3.3. Population, Sample Size and Sampling Techniques

Population refers to the large general group of many cases from which a researcher draws a sample and which is usually stated in theoretical terms (Neuman, 2003). Polit and Hungler (1998) defined a study population as that which reflects the entire aggregate of cases that meet designated set of criteria. According to Amedahe (2004), the target group about which a researcher is interested in gaining information and drawing conclusions is what is known as the

population. It is a group of individuals who have one or more characteristics in common that are of interest to the researcher. The target population of this study comprised all teachers, students, school principals, and supervisors from selected secondary schools in the Silte Zone. The total population of this study was 1,930 participants. Specifically, the population consisted of 111 teachers, 1,819 students, and for interview purpose 9 school principals and 3 supervisors were included from 3 secondary schools across the zone. According to Orodho and Kombo (2009), sampling is defined as the procedure a researcher uses to gather people, places, or things to study. This study employed a multistage sampling procedure to select participants from different levels.

Simple random sampling method was employed to select a total of 331 samples from silte zone. Silte zone is composed of ten districts and five town administrations. From the ten districts and five town administrations in the Silte Zone, two districts (Hulbarege and Silti Woreda) and one town administration (Werabe Town Administration) were selected randomly. These three administrative units were chosen because each had at least one secondary school. From Hulbarege District, there were 4 secondary schools; from Silti Woreda, there were 4 secondary schools; and from Werabe Town Administration, there were 3 secondary schools. From each of these three administrative units, one secondary school was selected randomly, resulting in a total of 3 secondary schools participating in the study.

In order to decide upon a sample size of respective subjects, Yamane's (1967) sample size determination formula was used. Accordingly,

$$N = \frac{N}{1 + N(e)^2}$$

Where: N is total number of teachers' and students

n total number of sample size

e is 0.05 error of margin with 95% level of precision where confidence level.

$$n = \frac{1930}{1 + 1930(0.05)^2} = 330.97 \approx 331 \text{ total participants}$$

Table 1 Numbers of population and sample size

N o	Schools	respondents	Total population	Calculation	Sample proportion	Absolute sample
1	Worabe secondary school	teachers'	54	$\frac{54 \times 331}{1930}$	9.31	9
		students	980	$\frac{980 \times 331}{1930}$	167.74	168
2	Hulbarag secondary school	teachers'	34	$\frac{34 \times 331}{1930}$	5.87	6
		students	653	$\frac{653 \times 331}{1930}$	112.00	112
3	Asano secondary school	teachers	23	$\frac{23 \times 331}{1930}$	3.97	4
		students	186	$\frac{186 \times 331}{1930}$	32.1	32
4	Total population		1930			331

Table 2 selection of school Principals and supervisor for qualitative phase

No	Participants	Total population	Sample proportion	Sampling technique
1	school Principals	9	3	Purposive sampling technique
2.	Supervisor	3	3	Purposive sampling technique
Total		12	6	

3.3.3. Sources of Data Collection

3.3.4. Primary Sources of Data

Primary data means those which are original in nature and collected for the first time (Kothari, 2004). The primary sources of data in the study are questionnaires for teachers and student's interview sources those filled by school leader's secondary schools.

The researcher was use both close ended and open-ended questions were used for school leaders.

3.3.5. Secondary Sources of Data

Secondary data refers to information that is already publicly available, i.e., information that has previously been gathered and examined by another party (Kothari, 2004) data is not employed in this research.

3.4. Data Collection Instruments

3.4.1. Questionnaires

A questionnaire is an important instrument in a research study to help the researcher collect relevant data regarding the research topic. It is significant to ensure that the design of the questionnaire is arranged to minimize errors and from a large number of people within a short period of time collect data. So, researchers were use Questionnaires as main instrument to collect relevant and sufficient information from data source of the study. Researchers prepare Therefore, the researcher was develops for students and teachers 10 self-made, 9 adapted and 22 adopted 5-rating scale questionnaires open-ended and close ended questionnaire was prepare from strongly agree to strongly disagree. For this purpose most questions of the questionnaire were adopted by the researcher from different literatures (Muhammed, 2014; Belilew, 2015; Woldemariam & Girmay, 2015). included and finally all basic research questions were address of the study.

3.4.2. Interview

A semi structured interview was employed in order to collect data from principals and supervisors who were used as sample subjects of this research study. The reason for choosing this data collection instrument is that it is a widely used tool to supplement and extend our knowledge about respondents' thoughts, meaning, and interpretations made from quantitative data. As stated by Patton (2002), the purpose of interviewing is to allow the researcher to learn about others perspective. More comprehensively, semi structured interviews are more flexible

and consisting of open-ended questions so that the interviewer is a certain amount of room to arrange the sequence of questions and add further questions based on the context of the participant's responses (Fontana and Frey.2005).Therefore, a semi –structured interview which is more flexible and consisting of open-ended question items were design and it was conducted with individual sample subjects of this study in order to gather information from each unit of this study

3.5 Methods of Data Analysis

The data for this study was analyzed based on descriptive statistics allow for the ease of data visualization. It allows for data to be presented in a meaningful and understandable way, which, in turn, allows for a simplified interpretation of the data set in question. Specifically, the data gathered through questionnaire and semi- structured interview was analyzed by applying descriptive statistics (such as frequency, percentage, mean and standard deviation). Therefore, the researcher uses descriptive statistics to better explain research questions.

All interview data was transcribed in verbatim and the labeled with the code given to each participant .emerging themes from interviews and data that was collected and described .Thus the result from both qualitative and quantitative data was integrated and interpreted by using concurrent transformative procedure noted by Creswell and Plano Clark (2007) data analyzing in mixed methods research consists of analysis the quantitative data using quantitative methods and the qualitative data using qualitative methods.

3.6.Ethical Consideration

Worabe University was providing formal letter of cooperation, and the researcher is authorized to lawfully and professionally communicate with all institutions and participants. All participants were able to clearly and recognize the study's purpose. All correspondence with the relevant entities was carried out with their mutual agreement, avoid any harm or threat to the institutional or individual well-being. Information and school records were kept private.

CHAPTER – 4 -RESULTS AND DISCUSSION

This chapter presents the results of the investigation by the researcher based on the methodology stated in chapter three. It includes the general background of the respondents and detailed discussion of the specific objectives, analysis of descriptive statistics, analyses through SPSS version-23. The researcher used mean, and standard deviations. Moreover the analysis is done based on the background of respondents as teacher and student to understand the data difference among the two groups.

4.1 Response rate

A total of 331 questionnaires were distributed to study participants. Out of the 331 questionnaires distributed, 306 were successfully completed and returned. The response rate was approximately 92.5 % of the total questionnaires distributed. It is acceptable for survey study to be above 85%.

4.2 Demographic Data

Table 2 Demographic data

Gender * category Cross tabulation

			category		Total
			Teachers	students	
Gender	Male	Count	9	162	171
		% within category	47.4%	56.4%	55.9%
	Female	Count	10	125	135
		% within category	52.6%	43.6%	44.1%
Total		Count	19	287	306
		% within category	100.0%	100.0%	100.0%

The above table displayed information regarding about demographic data of the participants of this study. The sample comprised a total of 306 respondents. In terms of gender distribution, male participants represented the majority of the sample (n = 171, 55.9%), while female participants accounted for 44.1% (n = 135). Regarding the respondent groups, the vast majority of the sample consisted of students (n = 287, 93.7%), with teachers making up the remaining 6.3% (n = 19).

4.3 Descriptive analysis

The term descriptive statics refers to the analysis, summary, and presentation of findings related to a data set derived from a sample or entire population. Descriptive statistics comprises three main categories frequency distribution, measure of central tendency, and measure of variability. Although descriptive statistics may provide information regarding a data set, they do not allow for conclusions to be made based on the data analysis but rather describe the data being analyzed.

In study, each latent variables or dimensions are measured by different observable variables or items using 5 point Likert scale questions, thus it better to have the sum of each dimension. Meaning as the respondents were asked to indicate their level of agreement on each of the selected dimensions of instructional leadership. In this regard, if we have several Likert-scored items that make up a scale, it is recommended by scholars to calculate the mean score on the scale, rather than concentrating on the individual items for the reasons that this scale is more reliable than the individual items, the mean of the items were computed by summing items, and then dividing by the number of items. Accordingly, the mean and standard deviation results of each dimension are summarized in tables below.

Accordingly, in this study the researcher applies mean and standard deviation as the best measure of descriptive analysis based on the mean range developed by Al-sayaad et al. (2006). Therefore, the researcher used the mean range value as a rule of thumb to describe the study variables.

Table 3 Mean range table (Rule of thumb)

No	Mean Range	Response option	practice status
1.	[1.00 -1.800]	Strongly Disagree	very poor
2.	[1.81 -2.60]	Disagree	poor
3.	[2.61-3.40]	neutral	average
4.	[3.41-4.20]	Agree	good
5.	[4.241-5.00]	Strongly agree	very good

Source: (Al- sayaad et al. 2006)

For this analysis the researcher used the above mean range value as the best measure of descriptive analysis of study variables as follows.

What is the current practice of the classroom management in Siltie zone secondary schools?

4.3.1 Physical Organization

Table 4 Physical Organization

item	category	N	Mean	Std. D
The teacher arranges desks to allow for easy movement and supervision.	Teachers	19	3.53	.964
	students	287	3.32	.889
The teacher ensures that classroom aisles and high-traffic areas are free from congestion.	Teachers	19	3.52	.820
	students	287	3.18	.911
The teacher displays relevant instructional materials and student work on the walls.	Teachers	19	3.68	1.204
	students	287	3.33	1.036
The teacher organizes classroom resources so they are easily accessible to students.	Teachers	19	3.74	1.046
	students	287	3.30	1.018
The teacher adjusts seating arrangements based on the specific type of learning activity.	Teachers	19	3.53	.905
	students	287	3.17	1.023

As indicated in Table 1, teachers rated their practice of arranging desks to allow for easy movement and supervision with a mean score of 3.53 (SD = .964). According to the evaluation criteria, this places the teachers' self-assessment in the "**Good**" practice status. On the other hand, students rated this same item with a mean score of 3.32 (SD = .889), which falls into the "**Average**" category. This reveals a clear gap: while teachers believe their architectural setup of the classroom is fundamentally effective for supervision, students experience the desk layout as only moderately or average in terms of facilitating actual movement.

Regarding keeping classroom aisles and high-traffic areas free from congestion, teachers reported a mean score of 3.52 (SD = .820), indicating a "Good" implementation status. However, the students' evaluation yielded a lower mean score of 3.18 (SD = .911), placing it firmly within the "Average" practice baseline. The discrepancy highlights that while teachers feel they manage traffic flows well, the students perceive a higher degree of physical obstruction. In the context of

secondary schools in the Siltie Zone, this average rating from students likely points to underlying constraints like over-crowded rooms or structurally narrow classrooms.

When asked if relevant instructional materials and student work are displayed on the walls, teachers expressed agreement with a mean score of 3.68 (SD = 1.204), denoting a "Good" practice status. Students also evaluated this item within the "Average" range (M = 3.33, SD = 1.036). It is important to note the high standard deviation among teachers (SD = 1.204). This high variance indicates that wall display practices are highly inconsistent across different classrooms; some teachers utilize rich visual aids while others leave walls empty.

The item evaluating whether classroom resources are organized for easy student access received the highest mean score from teachers across this entire dimension (M = 3.74, SD = 1.046), representing a "**Good**" status. Students evaluated this resource accessibility with a mean score of 3.30 (SD = 1.018), which mathematically falls into the "**Average**" category. This indicates that while teachers purposefully organize materials with good intentions, students experience an average level of actual ease when trying to access those materials during active teaching and learning processes

Lastly, the item addressing whether seating arrangements are adjusted based on the specific type of learning activity showed a distinct perceptual split. Teachers evaluated their execution of this item with a mean score of 3.53 (SD = .905), indicating a "**Good**" practice status. Conversely, students rated this practice at its lowest mean baseline of 3.17 (SD = 1.023), giving it an "**Average**" status. This tells us that from the students' perspective, traditional rigid rows are rarely broken up to facilitate cooperative or student-centered learning methodologies, despite teachers believing they do so effectively.

4.3.2 Rules & Procedures

Table 5 Rules & Procedures

item	category	N	Mean	Std. D
The teacher establishes clear classroom rules in collaboration with students.	Teachers	19	4.00	.816
	students	287	3.53	.974
The teacher uses practiced routines for transitions between different learning activities.	Teachers	19	4.16	.688
	students	287	2.63	1.025
The teacher consistently applies consequences when classroom rules are violated.	Teachers	19	3.89	.875
	students	287	3.63	1.059
The teacher uses non-verbal cues (like hand signals) to get student attention quietly.	Teachers	19	3.68	.885
	students	287	3.72	1.024
The teacher has an organized routine for collecting and distributing materials.	Teachers	19	3.3158	.82007
	students	287	3.1847	.91072

Data from Table 4 shows that both respondent groups agree on the presence of collaborative rule-making. Teachers recorded a mean score of 4.00 (SD = .816), and students reported a mean score of 3.53 (SD = .974). Both scores fall within the "Good" practice status interval. This indicates that secondary school teachers in the zone successfully involve students when defining behavioral guidelines at the start of the academic year, giving students a foundational understanding of what is expected of them in class.

A severe perceptual divide emerged regarding the management of shifting between different learning activities. Teachers rated their use of practiced transition routines with a very high mean of 4.16 (SD = .688), placing them at the upper limit of the "**Good**" category. Conversely, students rated this practice with a mean score of 2.63 (SD = 1.025), which sits on the lower boundary of the "**Average**" status.

This drastic statistical gap (4.16 vs. 2.63) implies that while teachers believe they transition smoothly from one task to the next, students experience these structural shifts as chaotic and lacking established routines. Furthermore, the high standard deviation among students (SD = 1.025) reveals that transition quality fluctuates wildly depending on the specific teacher or class period.

Regarding accountability and rule enforcement, both target groups demonstrated congruent evaluations. Teachers registered a mean score of 3.89 (SD = .875), while students returned a mean score of 3.63 (SD = 1.059). Both scores align with a **"Good"** implementation status. This denotes that when boundaries are crossed, teachers generally apply matching, predictable disciplinary actions that students recognize as fair and systematic.

Interestingly, the item tracking the use of non-verbal signals to gain student attention quietly was the only instance where the student mean score exceeded the teacher score. Teachers noted a mean of 3.68 (SD = .885), and students noted a mean of 3.72 (SD = 1.024). Both groups scored this practice in the **"Good"** status range. This strong alignment proves that non-verbal management strategies are deeply embedded and understood by students across the surveyed schools, reducing the need for teachers to raise their voices to command attention.

For the final item, which mapped the presence of structured routines for handling classroom physical resources, data was retrieved from the teacher cohort. Teachers generated a mean score of 3.32 (SD = .820). According to the evaluation parameters, this falls into the **"Average"** practice status. This moderate result suggests that logistical processes—such as handing out worksheets, tests, or learning aids—are not heavily systematized, which can lead to minor disruptions and lost instructional time during lessons.

4.3.3 Instructional Management

Table 6 Instructional Management

item	category	N	Mean	Std. Deviation
The teacher begins lessons promptly to minimize wasted time.	Teachers	19	3.95	.780
	students	287	3.81	.993
The teacher uses a variety of teaching aids (visuals, charts) to keep students engaged.	Teachers	19	3.00	.667
	students	287	2.75	1.131
The teacher provides clear, step-by-step instructions before starting any task.	Teachers	19	3.84	.688
	students	287	3.80	1.010
The teacher moves around the room continuously while students are working.	Teachers	19	4.05	.705
	students	287	3.42	.972
The teacher checks for student understanding frequently during the lesson.	Teachers	19	3.68	.885
	students	287	3.52	.989

According to the data illustrated in Table 5, both respondent cohorts hold highly favorable perceptions regarding time management at the start of classes. Teachers recorded a mean score of 3.95 (SD = .780), while students supported this evaluation with a mean score of 3.81 (SD = .993). Both scores fall cleanly into the "**Good**" practice status range. This strong statistical agreement implies that secondary school teachers in the zone are highly punctual and display a strong commitment to maximizing active instructional time

A conspicuous drop in scores was observed regarding the integration of diverse pedagogical tools (e.g., visuals, charts). Teachers evaluated their practices here at a mean score of 3.00 (SD = .667), and students returned a mean score of 2.75 (SD = 1.131). Under the evaluation criteria, both groups placed this dimension in the "**Average**" status interval. Crucially, the student cohort generated a high standard deviation (SD = 1.131), showcasing that student experiences are highly fragmented; while a few teachers occasionally bring charts or media, a substantial number rely exclusively on traditional chalk-and-talk methods. This overall "Average" status underscores resource-related scarcity or lack of preparation time as a major challenge in the zone.

When assessing whether the teacher outlines clear, step-by-step guidelines before assigning tasks, both groups demonstrated a near-perfect perceptual alignment. Teachers generated a mean score of 3.84 (SD = .688), and students evaluated the practice at 3.80 (SD = 1.010). This positions the item strongly within the "**Good**" category. This statistical symmetry shows that teachers possess strong communicative clarity, leaving students well-informed about academic expectations during class work.

Regarding active physical monitoring, teachers strongly asserted that they move around the room continuously while students are working, yielding a high mean score of 4.05 (SD = .705), signifying a "**Good**" practice status. Students also rated this practice as "**Good**", though at a lower numeric baseline (M = 3.42, SD = .972). This numeric disparity suggests that although teachers make genuine efforts to circulate around the room, the physical congestion, tight rows, or oversized nature of classrooms in Siltie Zone secondary schools sometimes impedes their ability to move freely to the back of the room.

The final item evaluated how frequently teachers execute formative checks for understanding during direct instruction. Based on the self-reported data from the teacher group, this item achieved a mean score of 3.68 (SD = .885). According to the thesis evaluation metric, this score

reflects a "**Good**" implementation status, indicating that teachers actively use questioning strategies or quick checks to evaluate comprehension before moving forward with a topic.

4.3.4 Interpersonal Relationships

Table 7 Interpersonal Relationships

item	category	N	Mean	Std. D
The teacher greets students individually when they enter the classroom.	Teachers	19	2.95	.780
	students	287	2.80	.900
The teacher uses more positive praise than negative reprimands/scolding.	Teachers	19	4.00	.816
	students	287	2.93	.881
The teacher handles behavioral disruptions calmly and privately.	Teachers	19	3.89	.809
	students	287	3.34	.893
The teacher demonstrates interest in students' academic and personal well-being.	Teachers	19	4.16	.765
	students	287	3.63	.955

The data in Table 6 indicates that welcoming students individually at the start of a class is not highly systematized. Teachers recorded a mean score of 2.95 (SD = .780), while students recorded a mean score of 2.80 (SD = .900). Both of these scores fall within the "**Average**" practice status. This shared perception indicates that due to tight class schedules, brief transitions, or high student volumes per room, teachers generally enter and immediately start lecturing rather than establishing an initial personal connection with individual students at the doorway.

The data in Table 6 indicates that welcoming students individually at the start of a class is not highly systematized. Teachers recorded a mean score of 2.95 (SD = .780), while students recorded a mean score of 2.80 (SD = .900). Both of these scores fall within the "**Average**" practice status. This shared perception indicates that due to tight class schedules, brief transitions, or high student volumes per room, teachers generally enter and immediately start lecturing rather than establishing an initial personal connection with individual students at the doorway.

When assessing the emotional control and privacy with which behavioral issues are handled, another perceptual divide was documented. Teachers evaluated their execution of this practice within the "**Good**" status range (M = 3.89, SD = .809). Students, however, only evaluated this

practice as "**Average**" ($M = 3.34$, $SD = .893$). This indicates that from the students' perspective, teachers occasionally tend to call out misbehavior publicly in front of the peer group which can create classroom tension or student resentment rather than addressing the student quietly and privately.

4.5 Challenges of Classroom management

The following part is about challenges facing in schools during classroom management practice. We have evaluated the perceptions of teachers and students in the selected schools.

4.5.1 Institutional & Physical Challenges

Table 8 Institutional & Physical Challenges

item	Mean	Std. D	Level of challenges
High student-to-teacher ratios (overcrowding) make individual monitoring difficult.	2.70	.972	average
Shortage of basic classroom furniture (desks/chairs) creates a chaotic environment.	3.80	1.059	high
Poor classroom ventilation and lighting lead to student restlessness and discomfort.	3.70	1.083	high
Frequent power outages or lack of technology hinder the use of engaging teaching aids.	3.87	.950	high

As shown in Table the item assessing whether high student-to-teacher ratios make individual monitoring difficult yielded a mean score of 2.70 ($SD = .972$). This positions overcrowding as an "**Average**" level of challenge in the surveyed schools. While large class sizes are historically a structural reality in many public secondary schools, respondents do not view numerical overcrowding alone as the absolute breaking point for classroom control, though it remains a constant moderate obstacle to individualized monitoring.

A significantly more severe structural barrier identified by respondents is the physical shortage of classroom furniture. The item assessing whether a shortage of desks and chairs creates a chaotic environment received a high mean score of 3.80 ($SD = 1.059$), indicating a "**High**" level of challenge. The high standard deviation indicates a variance in how heavily this is felt across different classrooms. When students lack a proper seat or must cram awkwardly onto shared,

broken benches, physical discomfort transforms into behavioral chaos, structurally undermining a teacher's ability to maintain a calm, orderly space.

The highest challenge is recorded from the aspects of Frequent power outages or lack of technology hinder the use of engaging teaching aids. The mean value in this construct is 3.87 which is the highest value from the available items. The mean value is equivalent with challenge level of high.

4.5.2 Teachers related challenges

Table 9 teachers related challenge

item	Mean	Std. D	Level of challenges
Lack of professional training in modern behavior management techniques.	3.51	1.169	high
High teaching workloads and administrative tasks lead to teacher burnout.	2.78	.975	average
Difficulty in managing students with diverse learning needs or behavioral issues.	3.19	1.010	average
Low teacher motivation due to insufficient incentives or support.	3.84	.965	High

The above table displayed information based on the perceptions of respondents regarding about the teacher related challenges for class room management. The data shows that Low teacher motivation due to insufficient incentives or support is the highest challenges in this category by having highest score of 3.84. The next highest challenge is generated from lack of professional training in modern behavior management which is clearly affecting the effectiveness of class room management.

4.5. 3 External stakeholders related challenges

This section discusses the external factors and stakeholders that present challenges to effective classroom management. While classroom management is often viewed as an internal school affair, the data reveals that external environments including families, school administration, and the broader community significantly impact student behavior and a teacher's ability to maintain order.

Table 10. External stakeholders related challenges

item	Mean	Std. D
Lack of parental involvement and support in disciplining their children.	3.6503	1.04894
Inconsistent support from school administration when handling serious misbehavior.	3.7190	1.01437
Socio-economic problems at home affecting students' emotional stability in class.	3.1928	.90468
Negative influence of the local community or external environment on student behavior.	3.8203	.98032
Valid N (listwise)		

The lack of parental involvement and support in disciplining children also stands out as a major obstacle, scoring a high mean of 3.6503. Notably, this factor produced the highest standard deviation in the entire dataset (1.04894), which reveals that teachers' experiences with parents are the most polarized. While some educators likely receive strong cooperation, a substantial portion of the sample faces a severe deficit in parental reinforcement, creating a home-school disconnect that complicates the enforcement of consistent behavior boundaries.

Inconsistent support from school administration when handling serious misbehavior ranked as the second-highest challenge, with a mean score of 3.7190. This high score exposes a critical institutional vulnerability, indicating that teachers often feel isolated or undermined by leadership when disciplinary issues escalate. Because the standard deviation for this item is relatively high (1.01437) it reflects a noticeable variance in teacher experiences, though the overarching consensus highlights a systemic need for more reliable, structured administrative backing to sustain classroom order.

Socio-economic problems at home affecting students' emotional stability was rated as the lowest overall challenge, though it still maintained a noteworthy mean of 3.1928. Interestingly, this item also yielded the lowest standard deviation (.90468), meaning that respondents were the most unified and consistent in their agreement on this topic. The data implies that while teachers universally recognize that financial or domestic hardships impact a student's emotional readiness to learn, they perceive these hardships as slightly less disruptive to immediate classroom order as a lack of administrative backing or negative neighborhood influences.

The negative influence of the local community or external environment emerged as the most severe challenge, yielding the highest mean score of 3.8203. This finding suggests that the behaviors, peer dynamics, and social pressures students experience outside of school hours heavily bleed into the school day. Teachers feel that these macro-environmental factors act as powerful counter-currents to classroom rules, making it difficult to establish a stable learning environment when the surrounding community models conflicting behaviors.

4.6 Qualitative Analysis on the Challenges of Classroom Management

To provide a deeper, contextualized understanding of the statistical findings, a thematic analysis was conducted on the qualitative data gathered through semi-structured interviews with teachers, supervisors and school principals. The qualitative responses were coded and analyzed specifically through the dual lenses of classroom management practices and classroom management challenges

The qualitative data reveals a sharp contrast between ideal classroom management practices and the actual preparation teachers receive. A supervisors with 8 years of experience in a government school remarked:

"We have multiple workshops on how to teach the new curriculum and how to prepare lesson plans. But when it comes to the daily practice of managing a classroom of over fifty students with diverse behavioral issues, we are left to figure it out on our own. The administration assumes that if you know your subject, your classroom management practices will naturally be successful.

In other dimensions one principal stated that

"We always design a training plan which highly concentrates on exam results and subject-matter mastery. Classroom management practices are treated as an implied skill rather than a distinct professional discipline that requires continuous structured training." this organizational data reflects a belief that content knowledge implies instructional competence. In reality, knowing what to teach and knowing how to manage the human beings you are teaching are two entirely different skill sets.

Another principal added that this lack of administrative support forces teachers to internalize these structural challenges:

"When a teacher faces a behavioral crisis in the room the administration expects them to handle it quietly using their own classroom management practices which cause a serious personal problem latter. I observed that if teachers seek administrative intervention too often it is viewed as a sign of weak personal practice on their part which significantly kills the motivation of most teachers"

A critical challenge identified by participants is the structural friction involved in translating macro-level disciplinary directives from the Siltie Zone Education Office into concrete daily classroom practices. The data reveals that policies are often perceived as abstract bureaucratic mandates that do not align with the practical realities of the classroom.

Senior supervisors who have more than 10 years' experience stated that

"The disciplinary guidelines available in every school are looking excellent on paper emphasizing restorative justice and student counseling practices. But I have clearly understood that they do not give us the practical tools or personnel to implement them so the policy remains a legal document rather than a functional classroom routine."

Consequently, front-line teachers find themselves forced to improvise their management practices, leading to a fragmented disciplinary environment where classroom rules are implemented unevenly across different periods. Moreover participant also raised the issue of physical infrastructure related challenges on class room management. One school supervisor clearly stated that

"In most school I have observed that three or four students on a bench designed for two students only. At this situation it becomes very difficult for the implementation of proactive management practices. You will see the students push each other fight over space, and cannot focus on the board and on the lecture provided by the teacher. Based on this for mine the lack of proper desks and overcrowded classrooms transforms minor irritability into major behavioral breakdowns before the lesson even starts."

Another participant pointed out that the structural decay of facilities directly erodes students' respect for the learning environment, worsening the challenges teachers face:

"go and look in every schools, you will find a classroom with broken windows damaged desks even some times some schools have not sufficient desk and student forced to bring chair from home and poor lighting creates an atmosphere of neglect."

So what I can say about the main challenges of class room management is the physical environment itself which creates behavioral challenges that completely overwhelm standard classroom management

4.1 RESULTS

A total of 331 questionnaires were distributed to study participants. Out of the 331 questionnaires distributed, 306 were successfully completed and returned. The response rate was approximately 92.5 % of the total questionnaires distributed. It is acceptable for survey study to be above 85%.

What is the current practice of CM in Siltie Zone's secondary schools?

The questioner & interview indicated that, CM was not properly implemented in secondary Schools of silte zone there was also gap teachers to support students based on their behaviors did not manage in the classroom.

The mean score of teachers & students show that:-Teachers have Low teacher motivation due to insufficient incentives; lack of professional training in modern behavior management, didn't modify their teaching method, Inconsistent support from school administration

Challenges that affect the implementation of CM

All respondents were confirmed that, Class size, student seating in & student attitude affect the implementation of CM. Didn't provided training to teachers on classroom management by zone, district or school.

in what manner various educational stakeholders doing their tasks and roles?

The data reveals that external environments including families, school administration, and the broader community significantly impact student behavior and a teacher's ability to maintain order. Mean score of teachers & students show that the lack of parental involvement and support in disciplining students also stands out as a major obstacle of classroom management . challenge is generated from lack of professional training in modern behavior management which is clearly affecting the effectiveness of class room management.

School leaders related factors: such as proper evaluations one of the problems that teachers face and Lack of follow up and lack of giving them proper feedback.

Also School related factors: such as Lack of adequate instructional resources and facilities like below standard class room are another factor that affect classroom management

4.2. Discussion

The outcome of the examination of the quantitative and qualitative data is covered in this section in the order of the fundamental research questions. This basic research question has twelve items that show the implementation status of CM in the selected schools. Thus, the discussion for the above basic research question is made separately based on the data analysis result.

What is the current practice of Teachers' classroom management in Siltie zone secondary schools? 1st discussion findings, also teachers' lack of knowledge, skills, awareness, commitment and attitude were the major identified challenges while implementing of classroom management. What are the Teachers' classroom management challenges in secondary schools look like?

Challenging the implementation of classroom management confirmed that student, teachers & other stakeholder's related factors affect the implementation of classroom management.

In what manner various educational stakeholders doing their tasks and roles ?

Discussion Students' commitment and attitude were the major identified challenges.

Other stakeholders have not paid attention to the implementation of classroom management

In school-management related problems, school principals were shown to be indifferent to follow up the smooth conduct of the teaching learning process: the lack of consistent follows up in the implementation of classroom management and proper regulation on the carrying out of instructional duties. Such lack of attention from the school management has resulted in teacher negligence in the actual application of classroom management.

This finding shows that teachers fail to know their students' Behaviors in the classroom managements.

CHAPTER– 5- SUMMARIES, CONCLUSIONS AND RECOMMENDATIONS

5. SUMMARY

The purpose of this study was to examine classroom management practices and identify challenges hindering its implementation were the goals of this study. As a result, mixed research design was employed. From the total of 1930 population, 331 sample participants were selected from 3 secondary schools due to the availability of highest numbers of students and teachers in the area and by using stratified random sampling (19 teachers and 312 students was selected). The required data were collected through questionnaire; interview and document analysis was analyzed using both descriptive statistics (frequency, mean and standard deviation).

Based on the analysis, it was found that assure classroom management is not being implemented properly. This means that teachers have a wide gap in managing their students in a classroom due to lack of professional training in modern behavior management and lack knowing their behaviors and they supporting them, Low teacher commitment ,insufficient incentives or support, the lack of large class size, insufficient pedagogical knowledge, skills, awareness, and attitude of teachers. It was also found that the practice of classroom management was challenged by many factors As a result, in terms student's negative attitude, lack of other stakeholders (Principals and supervisor) support, monitoring and controlling in appropriate way.as recommendations were proposed to address these issues.

Based on the analysis made in chapter 4, the following were major findings of the study:

In the selected secondary schools in the Siltie Zone classroom management practices was not implemented in the anticipated way. In more detail, it was discovered that: When teachers have to repeatedly apply classroom management practices using different strategies to check the learning process of their students, they do not do it properly.

Teachers do not adapt their teaching methods to the needs of their students using the results of classroom management practices. Teachers have a wide gap in terms of classroom management practices student learning changes in each lesson.

Principals do not give their teachers inbuilt supervisor immediate feedback that identifies their strengths and weaknesses classroom management Teachers in terms of knowledge and skills; They don't have enough training on classroom management they don't have a clear understanding

of the concept of classroom management, they don't have enough knowledge to implement classroom management, The commitment and motivation of teachers is low, which has influenced the implementation of classroom management. The lack of capacity building training has significantly impacted the implementation of classroom management. Other findings in this study, other stakeholders do not support, monitor and control the implementation of classroom management.

5.1 Conclusions

Based on the data collected from teachers and students regarding classroom management practices in the selected secondary schools of Siltie Zone, the following conclusions are drawn: Accordingly, the findings of research indicated that less commitment and involvement of teachers in the implementation of classroom management, classroom management facilitators (principals, supervisors and other responsible bodies) were less effective in creating conducive classroom management and in providing technical and professional assistance for less committed teachers. Classroom size, shortage of resources, teaching materials such as, laboratory and chemicals, lack of budget, lack of adequate classroom, desks, and enough light, well lit and comfortable places were insufficient.

Schools demonstrate a strong baseline in initial organization. Teachers are highly punctual, starting lessons promptly to maximize instructional time. Additionally, collaborative rule-making at the start of the academic year is effectively established between teachers and students, creating a shared understanding of behavioral expectations. More over Significant perceptual divides exist between teachers and students. While teachers believe they effectively manage desk layouts, traffic flows, and lesson transitions, students experience these practices as only average or chaotic. Specifically, lesson transitions lack structured, practiced routines, leading to perceived disorder and lost instructional time during shifts in learning activities.

There is an over-reliance on traditional "chalk-and-talk" methodologies and rigid layouts. Seating arrangements are rarely modified to facilitate student-centered learning. Furthermore, a significant behavioral management gap exists: while teachers believe they use positive praise and handle disruptions privately, students report a lack of consistent individual praise and a tendency for teachers to address misbehavior publicly, causing classroom tension. Severe infrastructural deficiencies heavily undermine effective instructional management. Shortages of basic furniture (desks and chairs), poor ventilation, poor lighting, and frequent power outages/lack of technology collectively create a chaotic, uncomfortable physical environment that directly hinders the use of engaging teaching aids.

Institutional support for educators is a critical vulnerability. Low teacher motivation stemming from insufficient incentives or support, coupled with a lack of professional training in modern behavior management techniques, stands out as a primary institutional barrier to achieving effective classroom management.

5.2 Recommendations

To address the gaps identified in the study and improve classroom management practices across secondary schools in the Siltie Zone, the following recommendations are proposed:

The Zone Education Department and school administrations should organize targeted, ongoing professional development workshops for teachers. These sessions must focus on: Modern, positive behavior management techniques to replace public reprimands with private, constructive interventions.

The Regional and Woreda Education Offices, in collaboration with local communities and stakeholders, must prioritize resource allocation to upgrade school facilities by, Supply adequate and durable classroom furniture (desks and chairs) to eliminate overcrowding and the physical discomfort that drives behavioral disruptions. Improve basic classroom environmental factors, specifically ventilation and lighting. And Explore alternative energy options (such as solar backup or generators) to mitigate the impact of frequent power outages on technological teaching aids.

School leadership and educational bureaus must design institutional mechanisms to boost teacher morale. This should include providing adequate incentives, performance recognition, and robust emotional administrative support systems to combat teacher burnout and low motivation. Moreover Teachers should be encouraged to transition away from rigid, traditional row setups and exclusive "chalk-and-talk" methods. Even within physical structural constraints, teachers should receive guidance on how to dynamically adjust seating arrangements to foster cooperative, active learning, while ensuring classroom resources remain genuinely accessible to students.

Teachers should intentionally cultivate positive student-teacher relationships by adopting simple, systemized habits, such as welcoming students individually at the doorway and consciously balancing behavioral corrections with high levels of positive praise and reinforcement.

Finally, the researcher suggested that classroom management is back bone of the school so that every concerned body such as Woreda education officials, teachers, stake holders, principals, supervisors and communities at large should work towards it.

6. REFERENCES

- Anwar Ahmed (2017) Factors Hindering the Implementation of Cooperative Learning in Secondary Schools of Harari Regional State, Ethiopia
- Aslan, S. (2022) an analysis of the primary school teachers' classroom management styles
- Burden, P. (2020) Classroom Management (7th ed).Wiley. Retrieved from <https://www.perlego.com/book/3865740/classroom-management-creating-a-successful-k12-learning-community-pdf> (Original work published 2020)
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). SAGE Publications.
- Demir, E & Çetin, F. (2022).Developing a scale for attitude towards values education through distance education. International Online Journal of Education and Teaching (IOJET) ,9 (3).1234-1248.
- Dejene Teka. (2019). The Effects of Social Media on The Psychosocial Adjustment of Secondary and Preparatory Private School Adolescents in Hawassa City. <https://doi.org/10.9790/0837-2405027379>
- Ebabey Zemene :(2023) Teachers Classroom Management Practices In Government Secondary Schools in Nifas Silk Lafto Sub-City Addis Ababa Ethiopia.
- Ethiopian, Education Sector Development Programme VI (ESDP VI) 2013 – 2017 E.C. 2020/21 – 2024/25 G.C.
- Federal Democratic Republic Government of Ethiopia Education and training policy (first edition 1994) Addis Ababa)
- Hussain, Ijaz & Saifi, Dr-Imran & Farooqi, Ahsan-Ul-Haq & Khakwani, Sofia & Parveen, Asifa. (2023). Classroom Management Practices and Students' Performance: A Causal Perspective of Secondary Level Students. 10. 52223/JSSA22-030301-38.
- in terms of some variables International Online Journal of Education and Teaching (IOJET), 9(2).955-970.
- Kothari, C. R. (2004). Research methodology: Methods and techniques. New Age International.

- Kwasi Bonna (2023) Concept and Nature of Classroom Management Practices. *International Journal of Multidisciplinary Studies and Innovative Research*, 11(4), 1601-1615. DOI: 10.53075/Ijmsirq/098433453367
- Kwok, A, McIntosh, K, & Svajda-Hardy, M (2021) Equitable or equal classroom management Teacher candidates' contrasting beliefs about the impact of student demographics *Learning Environments Research* 24(3) 409–422 <https://doi.org/10.1007/s10984-020-09334-x>
- Mohaned G. Abed & Todd K. Shackelford (2023) Classroom Inclusion of Saudi Arabian Students with Speech, Language, and Communication Needs Through Enhanced Communication, *International Journal of Disability, Development and Education*, 70:4, 490-504, DOI: 10.1080/1034912X.2021.1892034
- Rust, Emily and Rust, Emily, "Effective Classroom Management on Overall Learning Outcomes" (2022) *Integrated Studies*. 386. <https://digitalcommons.murraystate.edu/bis437/386>
- S. E., Randall, K., Bradshaw, C., & Lloyd, J. W. (2021). Professional learning and development in classroom management for novice teachers: A systematic review. *Education and Treatment of Children*, 44(4), 291-307.
- Silte zone preliminary data report (2024)
- St-Amand, J., Smith, J., & Ramsy, A. (2022) Empirical validation of a model for predicting students' sense of belonging and school engagement as a function of classroom management practices. *International Journal of Education Psychology*, 11(2), 94-124
- Stueber, A. A. (2019). Research-based Effective Classroom Management Techniques: A Review of the Literature [Master's thesis, Bethel University]. Spark Repository. <https://spark.bethel.edu/etd/614>
- Teacher Classroom Management Skills: Case Study of the Activator School Programme in Indonesia
- Zainuddin, Framz Hardiansyah: ((2023)) Teacher Classroom Management Skills and Its Implementation in Primary School Learning: <http://ejournal.upi.edu/index.php/mimbar>, DOI: 10.53400/mimbar-sd.10 (1).
- Zufan Ayalew Asseres (2014) an Assessment of Classroom Management Practices in Gulele Sub- City Government Secondary Schools in Addis Ababa University.

Appendix A

Werabe University

School of Education and Behavioral Science

Department Of Teacher Education & Curriculum Studies

Questionnaire for Teachers

Purpose of the Questionnaire:

Dear Teachers,

I am MA student at Werabe University. Now, I am conducting my Thesis entitled “Practice & Challenges of Classroom Management in secondary Schools of Siltie Zone”. Thus, the purpose of the questionnaire is to gather the relevant data from professionals like you in order to examine the practice and challenges that hinder the proper classroom management.

Part Three; challenges of class room management

Please use the following five-point Likert scale to rate the frequency of practices.

Direction: For each statement in the survey, please indicate how much do you agree or disagree with the statement by circling one of the given alternatives on the right side of each statement. There is no right or wrong answers. Your answers will be kept strictly confidential and you will not be identified.

Scale 5- **Strongly agree** (indicates that the action is always applied)

4- **Agree** (indicates that the action is often applied)

3- **Neutral** (undecided)

2- **Disagree** (indicates that the action is seldom applied)

1- **Strongly Disagree** (indicates that the action is never applied)

Rating Scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

Dimension	No.	Item Statement	circling one				
1. Institutional & Physical Challenges	1.1	High student-to-teacher ratios (overcrowding) make individual monitoring difficult.	1	2	3	4	5
	1.2	Shortage of basic classroom furniture (desks/chairs) creates a chaotic environment.	1	2	3	4	5
	1.3	Poor classroom ventilation and lighting lead to student restlessness and discomfort.	1	2	3	4	5
	1.4	Frequent power outages or lack of technology hinder the use of engaging teaching aids.	1	2	3	4	5
2. Teacher-Related Challenges	2.1	Lack of professional training in modern behavior management techniques.	1	2	3	4	5
	2.2	High teaching workloads and administrative tasks lead to teacher burnout.	1	2	3	4	5
	2.3	Difficulty in managing students with diverse learning needs or behavioral issues.	1	2	3	4	5
	2.4	Low teacher motivation due to insufficient incentives or support.	1	2	3	4	5
	2.5	Inexperienced teachers' tactics is a cause of classroom management issues.	1	2	3	4	5
	2.6	Teachers have received extensive training on classroom management.	1	2	3	4	5
3. Student-Related Challenges	3.1	High rates of student absenteeism and tardiness disrupt the lesson flow.	1	2	3	4	5
	3.2	Low student interest and motivation toward the academic curriculum.	1	2	3	4	5
	3.3	Peer pressure and negative student groups influence classroom misbehavior.	1	2	3	4	5
	3.4	Students' lack of awareness regarding school	1	2	3	4	5

		rules and disciplinary policies.					
4. External & Stakeholder Challenges	4.1	Lack of parental involvement and support in disciplining their children.	1	2	3	4	5
	4.2	Inconsistent support from school administration when handling serious misbehavior.	1	2	3	4	5
	4.3	Socio-economic problems at home affecting students' emotional stability in class.	1	2	3	4	5
	4.4	Negative influence of the local community or external environment on student behavior.	1	2	3	4	5
5. Support, monitoring and control activities	5.1	The school principal shall carry out appropriate support, monitoring and control activities in the implementation of classroom management.	1	2	3	4	5
	5.2	The cluster supervisor shall carry out appropriate support, monitoring and control activities in the implementation of classroom management.	1	2	3	4	5
	5.3	The district concerned body shall carry out appropriate support, monitoring and control activities in the implementation of classroom management.	1	2	3	4	5
	5.4	The school principal provides constructive feedback to Teachers during the implementation of classroom management.	1	2	3	4	5

Appendix B

Werabe University

School of Education and Behavioral Science

Department Of Teacher Education & Curriculum Studies

Interview leading questions for school leaders

Purpose of the Interview leading questions

I am MA student at Werabe University. Now, I am conducting my Thesis entitled “Practice & Challenges of CM in High Schools of Siltie Zone”. Thus, the purpose of the questionnaire is to gather the relevant data from professionals like you in order to examine the practice and challenges that hinder the proper classroom management.

Interview leading questions

1. Given the current educational standards, how does the school administration prioritize classroom management training compared to subject-matter training?
2. In what ways does the current school leadership style (e.g., democratic vs. autocratic) influence how teachers handle classroom discipline?
3. How do you ensure that the disciplinary policies of the Siltie Zone Education Office are consistently translated into daily classroom routines?
4. How do current gaps in the supply of classroom furniture and facilities directly correlate with the rise in student disciplinary issues?
5. How would you describe the "accountability gap" when parents fail to support the school's disciplinary decisions?
6. The zone or district has provided training to teachers on classroom management.

አባሪ ሀ

ወራሴ ዩኒቨርሲቲ

የትምህርት እና የስነ- የባህሪ ሳይንስ ትምህርት ቤት

የመምህራን ትምህርት እና የሥርዓተ ትምህርት ጥናቶች ክፍል

የጥናት ጥያቄዎች በስልጤ ዞን ሁለተኛ ደረጃ ትምህርት ቤቶች የክፍል ውስጥ አስተዳደር ልምዶች እና ተግዳሮቶች

ውድ ምላሽ ሰጪዎች

የዚህ መጠይቅ ዓላማ በስልጤ ዞን ሁለተኛ ደረጃ ትምህርት ቤቶች የክፍል ውስጥ አስተዳደር ልምዶች እና ተግዳሮቶች በሚል ርዕስ ለሚደረግ ጥናት መረጃ መሰብሰብ ነው። ሐቀኛ እና እውነተኛ ምላሾች ለዚህ ጥናት ስኬት ወሳኝ ናቸው። እባክዎን "ትክክል" ወይም "የተሳሳቱ" መልሶች እንደሌሉ ልብ ይበሉ። የቀረቡት መረጃዎች በሙሉ በጥብቅ ሚስጥራዊ ሆነው ለአካዳሚክ ዓላማዎች ብቻ ጥቅም ላይ ይውላሉ።

ውድ ተማሪዎች

ክፍል አንድ፤ አጠቃላይ መረጃ

1. ጾታ ወንድ -----/ኤት-----

2. ዕድሜ በዓመታት -- ... መመሪያ፡ በዳሰሳ ጥናቱ ውስጥ ላለው እያንዳንዱ መግለጫ፤ እባክዎን በእያንዳንዱ መግለጫ በቀኝ በኩል ከተሰጡት አማራጮች አንዱን በመክበብ ከአረፍተ ነገሩ ጋር ምን ያህል እንደሚስማሙ ወይም እንደማይስማሙ ያመልክቱ። ትክክል ወይም ስህተት የሆኑ መልሶች የሉም። መልሶችዎ በጥብቅ ሚስጥራዊ ሆነው ይቆያሉ እና ማንነትዎ አይገለጽም።

ደረጃ 5 –በጥብቅ እስማማለሁ (ድርጊቱ ሁልጊዜ እንደሚተገበር ያመለክታል)

4- እስማማለሁ (ድርጊቱ ብዙ ጊዜ እንደሚተገበር ያመለክታል)

3- ገለልተኛ (ያልተወሰነ)

2- አልስማማም (ድርጊቱ አልፎ አልፎ እንደሚተገበር ያመለክታል)

1- በጣም አልስማማም (ድርጊቱ ፈጽሞ እንደማይተገበር ያመለክታል)

ይዘት	ተ/ቁ.	የመጠየቁ ዓይነት	አንዱን ክብብ				
አካላዊ አደረጃጀት 1.1	1.1	መምህሩ ዴስኮችን በቀላሉ ለመንቀሳቀስ እና ክትትል ለማድረግ ያዘጋጃል።	1	2	3	4	5
	1.2	1.2 መምህሩ የክፍል ውስጥ መተላለፊያዎች እና ከፍተኛ የትራፊክ መጨናነቅ ያለባቸው ቦታዎች ከጨንቅላቶች የፀዱ መሆናቸውን ያረጋግጣል።.	1	2	3	4	5
	1.3	መምህሩ ተዛማጅ የማስተማሪያ ቁሳቁሶችን እና የተማሪዎችን ስራ በግድግዳዎች ላይ ያሳያል።	1	2	3	4	5
	1.4	መምህሩ የክፍል ውስጥ ግብዓቶችን ያደራጃል ስለዚህ ለተማሪዎች በቀላሉ ተደራሽ ይሆናሉ።.	1	2	3	4	5
	1.5	መምህሩ በተወሰነው የመማሪያ እንቅስቃሴ አይነት መሰረት የመቀመጫ ዝግጅቶችን ያስተካክላል።	1	2	3	4	5
2. ደንቦች እና ሂደቶች	2.1	2.1 መምህሩ ከተማሪዎች ጋር በመተባበር ግልጽ የሆኑ የክፍል ውስጥ ደንቦችን ያወጣል።	1	2	3	4	5
	2.2	መምህሩ በተለያዩ የትምህርት እንቅስቃሴዎች መካከል ለሚደረጉ ሽግግሮች የተለማመዱ ልምዶችን ይጠቀማል።	1	2	3	4	5
	2.3	መምህሩ የክፍል ውስጥ ህጎች ሲጣሉ በተከታታይ ውጤቶችን ይተገብራል።	1	2	3	4	5
	2.4	መምህሩ የተማሪዎችን ትኩረት በጸጥታ ለመሳብ የቃል ያልሆኑ ምልክቶችን (እንደ የእጅ ምልክቶች) ይጠቀማል።	1	2	3	4	5
	2.5	መምህሩ ቁሳቁሶችን ለመሰብሰብ እና ለማሰራጨት የተደራጀ አሰራር አለው።	1	2	3	4	5
3. የትምህርት አስተዳደር	3.1	መምህሩ የሚባክን ጊዜን ለመቀነስ ትምህርቶችን ወዲያውኑ ይጀምራል።	1	2	3	4	5

	3.2	መምህሩ ተማሪዎችን ተሳታፊ ለማድረግ የተለያዩ የማስተማሪያ መሳሪያዎችን (ምስሎችን፣ ገበታዎችን) ይጠቀማል።	1	2	3	4	5
	3.3	መምህሩ ማንኛውንም ተግባር ከመጀመሩ በፊት ግልጽ፣ ደረጃ በደረጃ መመሪያዎችን ይሰጣል።	1	2	3	4	5
	3.4	መምህሩ ተማሪዎች እየሰሩ እያለ በክፍሉ ውስጥ ያለማቋረጥ ይንቀሳቀሳል።	1	2	3	4	5
	3.5	መምህሩ በትምህርቱ ወቅት የተማሪዎችን ግንዛቤ በተደጋጋሚ ይፈትሻል።	1	2	3	4	5
4. የግለሰባዊ ግንኙነቶች	4.1	መምህሩ ተማሪዎችን ወደ ክፍል ሲገቡ በተናጠል ስላምታ ይሰጣል።	1	2	3	4	5
	4.2	መምህሩ ከአሉታዊ ተግሣጽ/ግሣጽ ይልቅ አዎንታዊ ምስጋናዎችን ይጠቀማል።	1	2	3	4	5
	4.3	መምህሩ የባህሪ መስተዳጎልን በእርጋታ እና በግል ይቋቋማል።	1	2	3	4	5
	4.4	መምህሩ በተማሪዎች የትምህርት እና የግል ደህንነት ላይ ፍላጎት እንዳለው ያሳያል።	1	2	3	4	5
	4.5	መምህራኑ ስለ ክፍል አስተዳደር ጽንሰ-ሀሳብ ግልጽ ግንዛቤ አላቸው።	1	2	3	4	5