

Classroom Management Challenges and its Solutions: Implication for Secondary Schools in Addis Ababa, Ethiopia

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Abstract - In this dynamic society of today where there are varied experiences, it is not possible to manage everything to its original insignia. Hence, the opportunity for learning by conventional experience is not always possible. It is only possible through the use of proper and self-motivated classroom management techniques. The purpose of this paper is to assess classroom management challenges and its solution in the secondary schools of Addis Ababa, Ethiopia. The researcher used descriptive survey research design. Both quantitative and qualitative approaches were used to collect data from six randomly selected government secondary schools of Addis Ababa. The study was carried out from October, 2018 – January, 2019. For validity and reliability, the questionnaire was piloted in one non sample school before formally administering it to the sample respondents. The researcher developed a 5-likert scale questionnaire to address four classroom management challenges related to planning, communication, motivation and organization and to recommend solutions for the challenges. The data were collected through a questionnaire administered to 125 teachers and 300 students randomly selected sample secondary schools. The collected data organized and interpreted by subjecting it to descriptive statistics like mean and SD. The qualitative part of the study comprises data secured through FGDs conducted with selected teachers and interviewed secondary school principals. Semi-structured items were prepared to secure data that explain the challenges and possible solution of classroom management in the secondary schools. In relation to school-management, the findings indicate that there were poor planning and implementation of plans and weak performance from the teachers' side in communication and motivation of students which impacted the teaching learning process in unsolicited direction. Based on the findings it was recommended that there should be collaborative rule setting and rule enforcement between teachers and students so as to develop senses of belongingness and own the rules and regulations. Moreover, it seems advisable to engage students in properly planned teaching learning activities and to improve teachers' time-on-task to mitigate problems of classroom management in the secondary schools.

Keywords - Classroom Management, Secondary Schools, Planning, Communication, Motivation and Organization.

I. INTRODUCTION

Classroom management is one of the critical skills for the teachers' effective command on the teaching-learning process. The term 'classroom management' is defined by various scholars in different ways. The most comprehensive definition is given by Gocevsk (2010:5). According to him, classroom management consists of a set of classroom activities (planning, deciding, organizing, leading and controlling) focused on the optimal use of learning resources

(human, financial, informational) so as to realize the intended goals of classroom learning in efficient and effective manner. Effective classroom management is influenced by four major factors, which should be taken into account whenever analysis into the ethos of classrooms management is dealt. These four factors, which represent the central theme of this article, are: planning, communication, motivation and organization.

To start with the first factor, planning encompasses all the activities that teachers engage in dealing with their instructional and managerial duties. A good planning results in a variety of advantages for the teacher's command of the classroom-management. Among the notable advantages occurring from proper planning are helping teachers utilize their time effectively, Triggering the students' interest for learning, smooth conduct of teaching, helping the teacher manage, inappropriate classroom behavior, enhancing teacher-parent cooperation and build a productive learning environment. Besides, good planning assists the teacher to anticipate plausible decision-making appropriates before the issues occur in the classroom setting. Such anticipated issues in the classroom environment as the teacher delimits on how to do, why to do and with whom to do? From this, it can be concluded that successful classroom management for the large part rests on careful planning. In the context of effective planning, well planned lessons incorporating a variety of appropriately designed classroom activities are instrumental to ensure a positive learning environment (Emmer & Evertson, 2009:p88). The effective implementation of lesson plan got to do with the teachers' relevant knowledge and skills about the type and nature of the activities.

Further, Emmer notes that the term activity refers to a set of organized classroom behavior that teachers and students engage in so as to meet a common purpose. The second factor affecting classroom management is communication. Studies indicate that positive classroom environment is unlikely if the teacher is devoid of communication skills, Webb and Narrett (2014) indicated that strong relationship built between students and teachers creates the foundations of positive teaching climate that has got a useful impact for effective learning out comes, As to what constitutes communication, Ergin and Birol (2005) state that real communication between two persons starts when two of them have eye contact. That also explains why eye contact has an indispensable role for proper communication in the classroom.

According to Krause, Bochner and Duchesne (2003), a classroom where a teacher ensures an enabling environment for students' effective use of the available resources and cooperation with their class mates is referred to as real community of learners. In this regard, Burden (2003:59) states the importance of having good communication with parents and also keeping teachers and parents well informed about what is happening in the school. According to him, teacher-parent communication helps to build trust in case of difficulties with the students so that there will be a

functional parent-teacher partnership capable of solving the problem.

The other factor influencing classroom management is motivation. Student motivation trace its root to students' subjective experiences, in particular, to those experiences related to their readiness to engage in to classroom lesson and learning activities as well as the reason deriving them to do so (Trophy, 2004). According to Reis (2005), one of the foremost and direct ways to grasp student's attention and keep them in the topic at hand is the instructor's expression skills which consists of using vocal variation, facial expression, movement and gesture. Further, Wise Man and Hunt (2008) discuss four crucial questions that need to be asked for successful teaching: Who are my students? What do I want them to learn? What do I want them to do? When they don't want to learn?

To ensure student motivation, teacher enthusiasm in the overall classroom teaching learning process has got crucial importance. In this context, teacher enthusiasm comprises at least two major aspects of self-motivation. The first aspect is represented by exhibiting sincere interest in the subject matter. The second one is related to maintaining dynamic vigor to conduct the lesson. Enthusiastic teachers are characterized by liveliness, captivating surprise, suspense, joy and other charming feelings in their voice. This, in return, has a dispensation to make the subject matter interesting by exemplifying through their lived experiences and showing that they themselves are interested in it (Good and Brophy, 2008: P.311). Such traits of an enthusiastic report emphasize that being good and engaging speakers having good sense of humor. Knowing how to make jokes and treating all students equally are desirable personality trait for effective teacher. According to Hammond, and Lepage, (2005:p85), effective teachers are well aware of legitimate student expectations about effective teaching. As such these types of teachers understand that teaching is not all about talking and learning is not all about listening. Effective teachers are skilled in figuring out the proper mechanism to deliver the subject matter. Effective teachers are capable of identifying the effective mechanism enabling students understand and use the new information and skills ().

Similarly, Helmke (2012, P: 225) confirmed that enthusiastic presentation of lesson topic by the teacher, make the subject interesting, important or worthwhile, while students will get attracted to adopt this same enthusiastic interest. This is because effective teachers convey their

enthusiasm with sincere statements of the value they place on a topic or activity.

Finally the last important factor in handling classroom management is organization which defines the teacher's leadership role in the classroom. Whatkins & Wagener (2000) stated about dimension of teachers leadership in the classroom. The first one is teacher's integrated behavior - pertaining to the encouragement of group members towards achieving common goals in such a way that gives each individual group member satisfaction. The second one is directive behavior which or involves employing specific means for realizing the set of goals and coordinating learning activities directed to the task. Teachers need to take into account both dimensions of their leadership roles for effective classroom management. Such leadership role also deals with diversified demands of students by way of accommodating students' individual needs.

II. STATEMENT OF THE PROBLEM

Classroom management is a crucial issue and unavoidable as far as effective teaching learning process is concerned. This is so because classroom is a place where the actual chemistry/interaction takes place between tripartite - a teacher, students and subject matter contents. As noted above the issue of classroom must be seen from the proper planning, communication and students motivation angles. Seen from these angles, this study was triggered for two important reasons. First, to the knowledge of the researcher, the previous studies did focus on actual observable students' misbehavior than looking into the issues from the three angles mentioned above. Secondly, most of the previous studies point figures to students than dealing with the issue from the teacher's angles such as teachers' planning, communication and other external factors. As a result most of the available information is very much limited and many people are complaining misbehavior in secondary schools from one angle leaving aside other key factors. Hence, this study was undertaken with the assumption that teaching and learning process is under heavy influence of classroom management which involves planning, communication and students' motivation. With this in mind, the researcher would also like to focus on how effective teachers, through their effective planning, communication and motivation of students curb the challenge and seek solution to improve classroom management in the secondary schools in Addis Ababa. Thus, the study attempted to answer the following basic questions:

III. BASIC QUESTIONS

1. What are the challenges of classroom management in the sample secondary schools?
2. What are the key possible solutions that contribute to the classroom management?

IV. OBJECTIVES

1. To examine the causes of classroom management among the sample secondary schools
2. To identify possible solutions to the causes of classroom management in the selected secondary schools

V. RESEARCH DESIGN AND METHODOLOGY

The study adopted descriptive survey design. The design adopted was suitable because it allowed the researcher to gather information from the participants of the study in its present state, (Kothari, 2008). It also helps to secure extensive amount of information from large group of individuals in short time span. The design is used to describe the characteristics of an occurrence, society or section, providing data about the population or item being studied by only describing the who, what, how, when and where of a circumstances at a specified time and offering a methodical description that is as realistic and as precise as possible (Amin, (2005).

VI. SOURCES OF DATA

The data for the study was collected from both primary and secondary sources. In order to get first-hand information, primary data was collected from principals, teachers and students by using questionnaires, interview and FGD. Secondary sources of data were also collected from available relevant documents (books, journals, secondary schools, strategy document, and web-pages were referred and other resource document relevant to the study were used to support the data.

VII. SAMPLE SIZE AND SAMPLING PROCEDURE

Addis Ababa city administration has ten sub cities having their own secondary schools as indicated in the recent annual abstract of the city administration. Majority of secondary schools in the whole ten sub-cities share more or less similar features in their management system and infrastructural facilities. Hence, out of these ten sub-cities, six sub-cities were selected by using simple random sampling technique. After obtaining list of the schools from Addis Ababa City Education Bureau, the researcher selected

six secondary schools (Amha Deseta, Meskerem, Kokeb Tsebah, Hedase, Absinia and Asko from government secondary schools) out of the six sub-cities by using simple random sampling technique. The target populations of the study were grade 9 and 10 students, teachers and principals of the secondary schools. For the quantitative consideration, since there are almost homogenous student populations in the government secondary schools, about 10% of the total grade 9 and 10 students were randomly selected from each sample school. That is, 300 grade 9 and 10 students who were attending their education in the six sampled schools in 2018 were selected to participate in filling the questionnaire. In addition to this, 125 teachers were randomly selected from the six sample secondary schools again to fill teacher's questionnaire. For the qualitative assessment, six principals of the respective schools were recruited by using purposive sampling method and another 30 teachers (five from each school) were selected randomly from the six sample schools for the focus group discussion (FGD). These informants and subjects were selected since they are the key players and appropriate sources to secure data about classroom management.

VIII. DATA GATHERING TOOLS AND DATA COLLECTION PROCEDURES

The tools for primary data collection were questionnaires, FGD, interview and document review. Questionnaire was employed to gather data from students and teachers while FGDs and interviews were conducted with teachers (those teachers who were not involved in filling the questionnaire) and principals respectively. To secure secondary data, journals, classroom management articles, and books were reviewed.

The researcher obtained permission before going to the field, from the Addis Ababa city administration education bureau to carry out the research. The researcher then visited the six sampled schools to establish rapport. Thereafter, got permission from the school principals and made the necessary arrangements with subject teachers and students of the randomly sampled eight classes in each sample secondary schools to arrange when to give out the questionnaire. Then, data was collected on the arranged schedule from October 12 to November 13, 2018. After data collection, quantitative data was computed using frequency, mean and standard deviation. The qualitative data were narrated and used to support the qualitative one.

IX. PILOT STUDY

Reliability is the ability of the tools to return same responses after repeated administration. This is concerned with the degree to which a particular measuring procedure gives similar result over a number of repeated trials (Orodho, 2004). According to Best and Kahn (2000), reliability of an instrument is the degree of consistency that an instrument demonstrates; that is, the accuracy of the test scores which are free of choice errors. Accordingly, the questionnaires were validated to maintain validity and to evaluate the appropriateness before they were administered. That is, validity and the reliability test were conducted in one none-sampled secondary school, comprising 15 teachers and 20 students for the reliability test. Furthermore, the purpose of the reliability and validity test was to check whether the researcher and the respondents were properly communicating through the instrument. Finally, reliability estimate for total closed-ended items were calculated using SPSS version 23, in order to know the internal consistency of the questionnaire. Thus, the reliability approximation for the total items using Cronbach alpha were found to be 0.748 for teachers and 0.725 for students' closed-ended items. Minor revision was also made to the content based the feedback obtained. After getting all the items corrected, the questionnaires were distributed and followed up for data collection according to the time line.

X. DATA ANALYSIS

The data collected through questionnaire has been coded. Three question papers from teachers' and seven from students' respondent which were not filled properly are rejected. The responses to items in the questionnaire are tallied and tabulated in tables in accordance with the related issues and prepared for the analysis of data. In so doing, SD and mean were calculated. Besides, the data collected through the interview and focus group discussions were analyzed using narrative analysis

XI. ETHICAL CLEARANCE

The researcher sought permission from Addis Ababa city administration bureau before administering the questionnaires in the selected sample secondary schools. A letter of introduction presented to the principals of the sampled government secondary schools. During the course of the introduction, the researcher had a discussion with the respective principals as to how to go about regarding the administration of the questionnaires. Then after, based the consent of teachers and students, the researcher administered the questionnaires to both groups at different

schedule. In so doing, teachers and students were assured of confidentiality and no elements of individual identification were attempted. During the data gathering period, the researcher did not make statements that interfered with the self-esteem of the respondents.

XII. RESULT AND DISCUSSION

Two teachers and seven students who volunteered in the six schools failed to complete their questionnaires properly and thus were dropped from the study. The final sample considered in the study consists of 123 teachers and 293 students yielded a 98% response rate.

Table 1 Planning and Management

No	Items	N	Teacher		N	Student	
			Mean	SD		Mean	SD
	Planning						
1	The teachers are regularly employing a daily lesson plan in delivering a lesson	123	3.65	1.30262	293	1.93	.79518
2	Time is managed by the teacher in the daily lessons	123	3.68	1.04267	293	2.17	1.20426
	Communication						
3	Using active learning methods	123	3.26	1.30470	293	1.75	.94509
4	The teachers communicate regularly with student parent	123	2.85	1.17824	293	1.40	.49060

As presented in table 1, above, in relation to item 1 which asks 'teachers' regular employment of a daily lesson plan' the mean score was 3.65 with SD of 1.306 SD for teacher respondents and 1.93 mean with 0.79518 SD for student respondents. In realistic terms, these statistical figures show the factual circumstance where teachers feel that they are employing a daily lesson plan in a regular basis. Yet, students are in disagreement with teachers' perceived claim on the regular employment of daily lesson plan.

On the other hand, the statistical figures (the mean and SD scores) for student respondents were very reflective of the reality on the ground. In witness of this, many teacher participants in the FGD confirmed that the accepted norm in their respective school is preparing a weekly lesson plan instead of daily lesson plan. According to principals' interview remark, the usual trend for teachers is to prepare a lesson plan. Every week teachers present it to the concerned department head for signature, followed by the signing of the department head. The weekly lesson plan document signed by the department head will be forwarded to the deputy director, who, in turn, gives the document a final approval as a weekly lesson plan by putting his signature.

The approved weekly lesson plan will then get back to the concerned teacher for classroom application.

While weekly lesson plans are important, it should be underscored that it will not substitute the vital need and advantage of a daily lesson plan. This is because, a lesson plan meant to provide clear direction to the overall delivery of the subject matter. Teachers' failure in applying varying method of teaching results in the inability to attract students' attention during class session. Furthermore, teachers' incapacity to display the richness of their knowledge using methods and lack of expertise, in practice, makes effective classroom management unattainable (Demir, 2009).

From this, it can be reasonably argued that the teachers in the concerned schools should be sensitized to the vital importance of a daily lesson plan for a coherent and well planned cascade of the daily classroom teaching.

Another issue, worth noting was that less than spell bound attention accorded to the very idea of lesson plan by some teachers in the concerned schools. In relation to this, considerable number of teachers participated in FGD admitted that they are not giving enough attention for preparing a lesson plan. Pretty convinced that as they have taught the subject matter for such a long time, they consider

as if they know how to teach it well without preparing a lesson plan. But the fact is that such over confidence in one's delivery skill does not go well with the findings of imperative studies, which emphasize that the classroom should be the focus and the primary place for improving teaching and learning through proper planning.

The importance of lesson plan lies in its engagement of teachers towards both enquiry into and reflection on classroom practices and opportunities to learn from best experience instead of fixating over on 'I know all' attitude. That explains why lesson planning as a channel to reflect on what to teach, how to teach and how to evaluate, should be an important aspect of teachers pedagogical training. This helps the teacher to know the psychological regularities and background of the learners.

The figures for item 2 of table 1 indicate that the mean and SD scores for teacher respondents are 3.68 and SD 1.04267 respectively while the mean and SD for student respondents are 2.17 and 1.204246 correspondingly. This means that teacher respondents were in agreement with the item indicating that there exists effective time management during the course of their teaching whereas student respondents feel that teachers were not effective in managing the time for the daily lessons. From student FGD, it was learned that teachers failed to effectively manage the time allotted for the daily lessons either because they were starting sessions late or leaving the classroom too early. Nevertheless, proper time management during the conduct of the daily lesson was found out to be one of the major determinant aspects for teachers' effectiveness and overall school results (Hong, 2010), and Master, 2013).

In relation to this, Green & Skinner (2005) reported that all professionals with their balanced and proper time management vis-à-vis their assignments, experience low level of emotional exhaustion and less job related fatigue. These researchers have also stressed that professionals accustomed to time management training are keen in ensuring higher level of balance in the investment of time between work and home.

Similarly, in the context of the school compound, principals' interview₃ showed that teacher can internalize the culture of proper time management in the business of their respective schools. Among others, this can be done by training teachers on classroom management and communicating to the skills needed through experience sharing. Yet, such can be a reality only and only if the issue of classroom management gets due recognition by the school community at large. As can be seen from table 1

above, for item 3 which is about using active learning methods the mean and the SD for teacher respondents are 3.26 and 1.30470 respectively while for students respondents the mean score is 1.75 and the SD 0.94509 respectively. This means, these figures depict that both teacher and student respondents were not in agreement regarding teachers use of active learning in the teaching-learning process. Obviously, data from teachers show medium level of utilization while mean value for students show low level of application of active learning methods in classroom teaching learning activities.

In relation to the application of active learning, evidences from the literature strongly assert the importance of active learning in enhancing comprehensive understanding of subject matter contents. This can be achieved, via engaging students into a variety of activities such as reading, writing, talking, listening, doing and reflection. Effective teachers are known to use active learning methods in such a way that engaging students in a variety of challenging and useful activities which trigger critical thinking. One way of availing active learning methods by the teacher in the classroom setting is through creating an atmosphere where students share among themselves.

Applying a suitable active learning method for a certain lesson requires the teacher's skill of classroom management. This is because, classroom management comprises a set of skills meant to organize instructional space, time and materials for effective class lesson. In a well organized class session, students will have a greater likelihood of achieving a higher academic performance both individually and in groups. The optimal sort of classroom management gives room for rational combination of time and resource in such a way that complementing teaching subjects and efficient teaching subjects and attainment of the set goals (Trajkov, 2007, p1-6). Proper management of a classroom essentially implies the ability to put instructional time to good use and implementing it for the intended lesson fully and accurately.

With regards to item 4 of table 1 which reads, "Teachers regular communication with student parents", the mean score for teacher respondents is 2.85 with SD 1.17824 while that of students mean is 1.40 and SD is 0.49060. This shows that both teacher and student respondents were of the opinion that teachers are not regularly communicating with student parents. Before delving into the functional mechanisms by which teachers in the concerned schools build good communication with student parents, it appears imperative to note some important uses on the why and how

of teacher- student communication as a very important channel by which good teaching- learning processes was encountered.

The quality and frequency of teacher-student communication which take place both in the classroom and at the school compound at large, represents one of the crucial determinants for the students overall achievement. This is so not only in academic performance but also in the students' entire personality. With respect to academic score, if teachers are willing and able to give clear instruction for assignments and keen to respond to students' questions in concise and precise manner, students will definitely improve their performance. Such clarity and understanding in teachers' communication, in turn, results in a greater likelihood of students understanding of the concept of the subject- matter. In addition, this support is an added advantage for driving the students to dig more on the subject by themselves.

Pertaining to emotional set, Gieger (2000) observes that clear and precise communication between teachers and students minimizes the chances of classroom misunderstanding. Needless to state, as there is little misunderstanding between the teachers and the students, there will natural be little room for emotional clash between the students and teachers' interest. The net effect would be less discipline problems in the classroom. From this, it can be argued that for maintaining good discipline in the classroom, behavior management is a necessary condition. Teachers also must exhibit an appropriate blend of firmness, tenderness and gentleness in dealing with students' misbehavior.

As Shijmans (2008) in Lambrechts, et.al (2013) observed, for the good end of the classroom level teaching- learning process, it is incumbent up on the teacher to

provide students with a comprehensive guide in their learning process. In doing so, the teacher may usefully imply a three-pronged evaluation process in gauging the direction and results of his/her instructional endeavor. The first level constitutes the 'feed-up' process; this initial step consists in being transparent about the assessment, making evaluation criteria explicit for the students. Here, it is preferable to give examples of what is expected during the evaluation. The 2nd step is giving feedback; here the teacher needs to give sufficient and comprehensive feedback to the students in such a way that allows them to learn from their evaluation as much as possible. The 3rd step and last step culminates with "feed-forward" which entails providing the students appropriate input on how to go further in their learning process. Yet, with regards to communication with students' parent, the secondary school leadership is also as much responsible as the classroom teachers. Here, for both the secondary school leadership and the classroom teacher, the ideal way to get parents focused on the school activity is to create a positive outlook for the first day of impression. One way of doing this would be sending home an invitation letter to the students' parents at the beginning of the academic year before starting a lesson in a week usually considered as an orientation week. Let the management and staff members introduce the vision and mission of the school and parents role to the school and their own children. In this way, get to know the students' parents with passion till the parents feel and understand the school community concern about their children's progress. Furthermore it is important to show parents that the schools are prepared to do something good for the effective progress of their children.

Table 2 Motivation and organization

No	Items	N	Teacher		N	Student	
	Motivation		Mean	SD		Mean	SD
5	Teachers meet the needs of different kinds of students	123	3.47	1.03485	293	1.30	.58511
6	Teachers are good role model for their students	123	3.34	1.10757	293	1.47	.73778
	Organization						
7	The classroom seating arrangement are organized according to the objectives of the	123	3.55	1.00981	293	1.38	.48506

	lesson plan						
8	Encourage students to work together in positive and supportive ways	123	4.02	.74066	293	2.83	1.46658

As indicated in table 2 item 5 above, the mean and SD scorers in relation to item 5 ('Teachers meeting the needs of different kinds of students') are 3.47 and 1.03485 for teachers and 1.30 and SD .58511 for students respectively. In practical terms, the mean and SD scores for teachers and students reveal that the concerned teacher and student respondents differing in their perception as to the extent to which teachers meet the needs to different kinds of students. Accordingly, while teacher FGD₇ respondents feel that they give proper due attention to the individual differences exhibited in their students. On the other hand, student FGD₁₃ respondents feel the opposite. Analyzing the differing results from the teacher and student respondents, the fact on the ground, arguably, gives a higher credence for the claim made by the student respondents. This is because, in the Ethiopian secondary school system government and private alike the major challenge facing the overall teaching learning process has been, the difficulty in cascading effective and efficient teaching- learning process in large class and meeting the needs of each student. Needless to state, the influence of swelling student enrolment rate year after year, is by far the foremost challenge facing their effort to give proper due attention to the varied needs of their students. That said the most important point to be dealt in this article is to show the way out on how the school management and teacher should focus about students individual differences. In addition, whether or not students can, plausible, be supported differently based on their differing needs.

To begin with students forging good relationship with their teacher are shown to have a positive engagement.

Students FGD₁₅ accept more readily the rules and procedures set out by the teacher to the extent that they are willing to bear disciplinary actions that follow their violations. On the other hand, in order that positive engagement of students prevails in the class setting. Here, teachers FGD₈ participants reveal that teachers should give effective classroom instruction and lecture in such a way that understanding the individual differences of their students' particular importance. In this regard, teachers should meet the individual academic needs of their respective students while being friendly, helpful and congenial to each and every student. They should be

empathizing towards their students legitimate concerns understand their peculiar needs and listen to them.

The characteristic feature of an effective teacher- student relationship is marked by a relationship that addresses the individual needs of different types of students. In this context, teachers are said to be meeting the different needs of their students if they provide students with self-monitoring and control strategies that would enable learners to identify their peculiar behavior and see their success.

In relation to table 2 item 6 teachers are good role model for their students, teachers mean were shown to be 3.34 and SD 1. 0757, while that of students mean stood at 1. 47 and SD .73778. This shows both teacher and student respondents feel that teachers were not good role model for their students as expected.

Principal interview₁ suggested that the expectation for teachers to be role models is borne by both students and parents. On the one hand, students' time being spent more with their teachers than their parents; they expect more from the teacher not only in terms of teaching but also as a role model for their future life. Hence, student FGD₁₄ remarks that expectations from their teacher include elements that are deeply personal to the students. On the other hand, since parents send their school children to be kept under the care and trust of teachers they expect teachers' personal and professional integrity to be a good role model for the overall personality of their children.

The other important aspect of the teacher's, role model personality is manifested in the manner by which the teacher manages the classroom business. To begin with, classroom management refers to a complex activity in the management of the whole teaching- learning process at the classroom level. A proper undertaking on classroom management requires a learner friendly, talent, skill, energy and ability from teachers suitable to deal with the varied ingests and behaviors of learners.

As human behavior is a highly complex phenomenon only teachers with a highly practical vision, strategies, skills and knowledge are fit for managing classes effectively Tan, P, et.al., (2003).

In this regard, the development of a positive classroom environment is highly affected by the role played by the

teacher Ostrosky, J.et.al. (2008). by exhibiting a good role model personality, teachers can help flourish a positive and vibrant classroom environment where students feel safe and experience effective cooperative learning. Teacher FGD₆ remarks that the role of the teacher is to promote interactive learning and minimizing disruption through cementing an attitude of trust, tolerance, acceptance and cooperation among students. Within this context, the teacher would be able to achieve two important goals of classroom management Canter and Canter, (2001), Firstly, he/she will be able to secure a highly supportive leaning environment and secondly, the promotion of a safe classroom community where students felt that their interests, motivation and involvement in the teaching- learning process is soundly maintained.

Finally, as classroom rules are useful inputs for the creation of productive learning environment, rules set to be applied in the class should be clear, reasonable and consistent. Rules should be such that students must feel pride and responsibility to follow them. Effective teachers engage students in a variety of challenging and useful activities. This develops sense of cooperation among the students. This can be done by enabling them to share responsibility among themselves.

As can be shown in table 2, item 7 the mean and SD scores of teachers and students for the statement " The classroom seating arrangement are organized according to the objectives of the lesson plan" were teachers mean 3.55 and SD 1.00981, while students mean 1.38 SD .48506 respectively. This shows that teachers are in agreement to the statement where as students are in disagreement to it.

These figures show that both teachers and students feel; the classroom seating arrangements were not set in accordance to the objective of the lesson plan. One of the defining trades of an effective teacher lies in the teacher's versatility to be effective with students of all achievement levels irrespective of the degree of heterogeneity in the class. And being a suitably engaging teacher for students of differing academic performance and varied background, among other, traces its root to effective classroom management. In this regard, principal interview₂ suggested that effective classroom management begins with understanding and using specific techniques of organizing a seating arrangement which best serve the delivery of the developed lesson plan and the conduct of the specific activities for that very lesson. Organization which includes applying best combination of classroom seating arrangement

is highly likely to elevate the teaching- learning process at the expected position.

In particular, such is the case in producing a vibrant student- teacher classroom instruction. Even in situations when the school and the teacher work exhibits a highly ineffective learning atmosphere.

Ability for redefining the physical classroom setting is so important that it is not possible for a teacher to conduct a meaningful instruction or for students to work productively. If the classroom seating arrangement is not well organized fruitful instruction by the teacher also counts on clear guidelines for how to behave or when to move around the class room.

Cognizant of this fact, Sana, C. et. al. (2014) asserts that the setting in the physical classroom environment bears with it a surprisingly overriding impact on students' academic performance. Similarly, evidence also shows that the overall settings representing the classroom's physical environment such as classroom's structural features (e.g. noise, lighting and symbolic features) are important factors in the facilitation or otherwise hindrance of student learning achievement.

As indicated in Table 2, above, the statistical figures corresponding to item 8, encouraging students to work together in positive and sportive ways for the concerned respondents was found to be, teachers mean 4.02 and SD .74066. Whereas for those student respondents, mean 2.83 and SD 1.46658. From this, it can be inferred that teachers' feel that they were indeed encouraging their students to work together in positive and supportive ways. By contrast, the statistics for their student counterparts reveal that students were not actually aware of whether teachers move to encourage them to work together in positive and supportive ways.

Dornajei (2001) notes that teachers play a pivotal role in creating the basic learner-friendly, conditions, where they can ensure a condition favorable for generating and maintaining student motivation as well as for enhancement of positive self- evaluation. Furthermore, Pianta, et.al. (2002) reported that enthusiastic emotional support and genuine academic guidance from the teachers is a valuable input to boost students' academic achievement.

As such students FGD₁₁ are expected to invigorate teachers their students' motivation in such a way that lifting their spirits and assisting them to keep on working hard in co-operative manner. Here, when teachers are encouraging their students through verbal praise, for example, they

should do it in the presence of other fellow students. Such shall be made also in writing and with sense of confidentiality.

Besides, teachers' praise of their students should not be confined to students but it also need to be communicated to the concerned students' parents, informing the latter on the good deeds of their children. Finally, the individual encouragement accorded by the teachers FGD₉, remarks that it should be given a wider recognition in the presence of student family members at the end of a semester or academic year.

That is, principal interview₅ asserts that most teachers with effective classroom management practice, engage their students in the design of the classroom rules and procedures rather than simply imposing the rules and procedures without consultation. In this regard, well-articulated rules and procedures that have been negotiated with students make up a critically useful aspect of classroom management affecting not just the behavior of students' personality but also their academic achievement. As Mcleod et.al. (2003) cited in Strong, (2007), rightly pointed out students need and want teachers to be firm. The ability to be blend firmness with warmth and caring is difficult but certainly possible. Overall, encouraging students on the part of the teacher FGD₇ counts on consistent emotional reinforcement; which involves recognition or reward for positive behavior.

Finally, principal's interview₃ suggested that in order to realize the success of other aspects of effective classroom management- rules and procedures, and disciplinary interventions, it is quite important to focus on two things. Firstly, it is important to communicate appropriate levels of dominance and to let students know that their teacher is in control of the class and is willing to lead. Secondly, it is also important to clearly convey the message that you are really interested in and caring for the concerns of each individual student and the class as a whole.

Findings on classroom management challenges

1. 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.
2. The findings indicate that most teachers have little appetite for engaging students in active learning process. Accordingly, teachers do not reinforce students' potential through a participatory and

vibrant teaching-learning process. Most of the time, they utilize the whole duration of the class time for lecturing and have little idea about their students capacity as they have less interaction with their students through question and answer.

3. From the data obtained it was made clear that the classroom teaching learning process lack vibrant discussion. It was found that teachers were rather preoccupied with routine classroom management such as admonishing and punishing student misbehaviors or organizing seating arrangements. On the other hand, they were found giving little attention for the participatory teaching learning process which is believed to positively impact students' performance. Because the aforementioned problems, teacher and student relationship was shown to be unfriendly and not conducive for the realization of productive classroom management.
4. In relation to school-management related problems, school principals were shown to be indifferent to follow up the smooth conduct of the teaching learning process. A case in point, the lack of consistent follows up in the implementation of lesson plan 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 lesson plans. Even if teachers know how to prepare lesson plans, they do not bother to actualize it. The absence of consistent follow up in teacher's day to day activities has also resulted in teachers parting of the school compound whenever they feel like to go.

Findings on classroom management solutions

1. Attaining all-rounded classroom management rules and regulations without effective teaching has little impact to ensure proper classroom management. In this regard, teachers and students should carry out their responsibilities within active learning setting. On the part of the teacher, he/she should encourage and facilitate active learning through engaging students for vibrant discussion as well as employing various modalities of student centered teaching learning process. 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.

2. Side by side, school principals should work vigorously for guarantying fruitful teaching learning process. The school principals may do this through provision of support for improved teaching-learning process. One of the most important aspects of principals' support to teachers can be manifested through sensitizing teachers on the importance and preparation of lesson plan. Principals should help teachers understand why preparing a lesson plan is crucial for the effective and smooth cascade of classroom teaching learning process. The support from principals, in this regard, should also include clarifying the content and scope of lesson plan for the teachers and the student community.
3. Yet another important factor in improving classroom management may be seen from the angle of ensuring a conducive work place environment for the teachers. This would help to inculcate a sense of belongingness on the part of the teacher and increase teachers' regular presence in the premises of the school compound. On top of that a favorable school environment gives room for the teachers' willingness to discuss about the challenges encountered in their respective department.
4. Finally, school principals may foster effective teaching-learning process through encouraging fruitful parent teacher relationship. If school principals encourage teachers open discussion with the parents of less performance students, it will enhance parents' meaningful involvement in the academic affair of their children. Furthermore, consistent open discussions and mutually understanding between teachers and parents will have a useful impact in correcting student misbehavior.

XIII. CONCLUSION

The study was conducted to examine the classroom management challenges and its possible solution with regard to planning, communication, motivation and organization of classroom. Poor planning and poor implantation of the plans, poor communication, poor organization and inability to motivate students as required were the most major

challenges for the secondary school managements, teachers and students. This obviously led the actual teaching-learning process in an unsolicited direction.

Mitigating these challenges require focusing on classroom teaching learning process with a mind-shift from teacher dominated method like lecture to student centered methods that involves real life practices. The implication of the indicated poor performances in classroom management may be related to the teacher education program that may not have sufficiently equipped respective teachers for their role in classroom management. Perceptibly this demands more efforts to prepare teachers for their long overdue roles in secondary schools. Furthermore, empowering teachers in their classroom management may have a positive effect on teachers' self-esteem.

XIV. RECOMMENDATIONS

Based on the findings of the study, it seems logical to forward the following recommendations.

1. It seems important to provide relevant training on current issues and problems of classroom management.
2. In order to overcome the challenges, it also seems advisable to focus on students' engagement. That is, teachers can make their classroom management better by motivating and engaging students in the classroom activities. In this regard, the school principals may also support the classroom teachers in inspiring their students to participate in order to raise their participation level.
3. Implementation of effective lesson planning and good time management from the teachers' side can mitigate many challenges teachers may encounter in managing their classes. Hence, it is advisable to improve time-on-task from the teachers' side.
4. In modern schools, rule enforcement requires collaborative rule setting. This eases the likelihood challenges in classroom management. Hence, in the secondary schools under investigation, the students should be involved in the process of making the rules and procedures for classroom. In this way the students may develop senses of belongingness and own the rules and regulations.
5. The students should be considered as participant in every aspect of the school activity rather than recipient. For this purpose, the teachers should give

some responsibilities to the students to engage them in the process of teaching and learning. This, in turn, gives students a strong sense of accountability and sense of purpose.

6. In their effort to mitigate classroom management problems, secondary school principals and teachers should strive to communicate with parents in a planned manner in order to promote the students active participation in the school.

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