



An Assessment on the Role of the Teacher in Classroom Management: A Case of Arumeru District, Tanzania

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Abstract: *This study deals with assessing the role of the teacher in classroom management specifically in Arumeru district. The study aimed at examining the roles of the teacher on classroom management, finding out whether there are effects on Classroom Management, assessing characteristics of a well-managed Class and assessing challenges of classroom management in Arumeru district schools. The study used 40 respondents from one secondary school in Arumeru district where it was selected using non probability sampling. Several ways were used in collecting data, which were interview which was for the head of school, questionnaires for teachers and students, focus group discussion for student and observation for observing how teachers manage their classes. The findings of this study were analyse, summarised and presented using both qualitative and quantitative approaches i.e. in form of charts, tables and explanations. The study revealed that there different roles of the teachers in the process of managing their classes. For instance, lesson preparation and proper organization of the classroom. It also reveals that there are a lot of effects if the classroom is poorly managed. There are a lot of challenges that face students, teachers, in the management of classrooms and finally the study identified the characteristics of a well-managed class. This study recommended that teachers, students and parents should know their part in the controlling and making students behave good in all circumstances in life. Both should make sure that the students behave accordingly so as to bring about positive impacts in education setting.*

Keywords: *Classroom, Management, Teacher, Approaches, Secondary School, Arumeru, Tanzania*

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1. Introduction

In 1970's and 1980's classroom management gained a famous attention in education. The purpose of the attention in those early years was mainly in making the classroom safe and beginning of behavioural management, used to control and shape students behaviour to conform to school rules by the classroom teacher. Classroom management using an authoritarian or punitive approach did repress disorderly behaviour, but it did not foster student's growth or allow the acquisition of more sophisticated modes of learning, such as critical

thinking and reflection (Jones, 1995 cited by Barbetta et al 2005).

Hayden et al. (2007) explained that during the second half of the 20th century there occurred the change of approaches from behavioural to internal approach of managing classes world wide. recently the internal, environmental as well as interpersonal approaches happen to be the famous approaches. Behavioural approach is still useful in special education. No differences have been reported on the management of the class in the globe. Obviously, small differences exists in stressing the approaches among nations as well as cultures but the huge differences seem to exist within nations and between

people that have the same history. For instance the variation in classroom environment as well as orientation in management exists in Belgium as well as in Netherlands nations with the same cultures. Parents in Dutch would like to admit their kids to Belgium schools thinking that discipline in Dutch community is important and different. The same occurs to the Belgian parents, they would admit their children to Dutch schools thinking that discipline in Belgian community is important and different. Nonetheless, in the Netherlands schools with strict discipline can be found, while student-centred schools exist in Belgium. Approaches to classroom management may vary from culture to culture but these methods probably depend more on local circumstances than on culture per se.

Classroom management in the 1990s expanded outside educational ground and became a difficult process that environment is created in a continuing as well as a mutual manner. This procedure involves the communication among the teachers and students, consideration of the past and the present understandings as well as considering the way an individual's behaviour impacted the other in the surroundings (Schneider, 1996 cited by Adeyemo, 2012)

Adeyemo (2012) defines Classroom management as the term used by teachers to describe the process of ensuring that classroom lessons run smoothly despite disruptive behaviour by students. The term also implies that the prevention of disruptive behaviour. It is possibly the most difficult aspect of teaching for many teachers; indeed experienced problems in this area cause some to leave teaching altogether. Classroom management is a complex set of articulated behaviours which the teacher uses to establish and maintain conditions to enable learners achieve instructional objectives efficiently. Brown (1995) as cited by Adelman, & Taylor (2002) looked at classroom management as a process involving the organization of certain academic tasks which are essential for effective teaching and learning in a specific set up.

Froyen and Iverson (1999) detailed that classroom management centres on the three main elements: covenant, conduct as well as content management. Content management is when the teacher manages resources, space, equipment's as well as student's movements and lessons that exist in the curricula or a programme in education. For instance when learners are doing assignments the teachers monitor them through working around the classroom. The teacher will be able to provide feedback and help students when necessary. According to Froyen and Iverson, 1999, conduct management is the set of practical abilities which the instructors use when they want to explain and solve behavioural challenges in the class. For instance, when a learner is laughing and making fun of another learner's assignment. Here the instructor/teachers respond through retelling learners to respect each other also the teacher gives an optimistic commentary about the student's assignment. They also elaborated that, Covenant

management focuses on the classroom group as a social system that has its own features that teachers have to take into account when managing interpersonal relationships in the classroom. For instance as the learners discuss in their groups and the challenge exists within the group, the teacher inspires the group members to work collectively in finding the solution then the teacher congratulates the students for their efforts.

Classroom management is the primacy to any teacher. It provides an opportunity for the order of the class to be recognised and tailed. Class rules as well as goals to be accomplished and the teacher's objective in learning to be successful. Teachers should consider every student and build an atmosphere where all can be successful. This atmosphere includes any routines that the class will follow, as well as expectations of how class work will be done and presented to the teacher for assessment. Many times, a balance must be met in order to facilitate this success, due to the different levels of motivation and aptitude in one classroom (Brooks, 2007).

Operational instruction needs substantial skills in handling countless activities as well as that exists in class every day. An aptitude for the teacher to arrange the class as well as managing classroom behaviours in students is serious in succeeding in optimistic outcome in education. As Zeidner (1988 cited by Adeyemo, 2012) explained that a good classroom discipline is noted as an important feature of learning and a correct precondition in reaching educational goals and protecting learners' psychological, social as well as physical well-being. The aim of the classroom is for students to acquire social as well as intellectual achievements in organised situations that go through tolerance, exemplary behaviour and studying.

Boynton and Boynton (2005 cited by Sowell, (2013) further explained how ineffective classroom management skills can waste instructional time, reduce time-on-task, and interrupt learning environments. In addition to interrupting the classroom environment, if proper classroom management is not exercised, disruptive behaviour by a few students can have a negative effect on teacher's instruction, which can lead to other students joining-in and can cause students to question the abilities of their teacher (Smith, 2004). For these reasons, it is important for the student teachers to study instructional and behavioural classroom management.

Recent researches suggest a number of strategies to maintain discipline. Some of these strategies include the application of punishment, humiliations, yelling, and teachers' aggression, which is believed to increase hostility (Lewis, 2001). In contrast, there are few strategies that may be more productive such as positive reinforcement, recognition of responsible behaviour and giving attention to misbehaving students. For instance the study done in USA by Oxford (1998) carried out an investigation on approximately 250 American students (both in high schools and universities) about their learning

experiences over a period of five years. During this investigation, students were expected to comment on a variety of topics related to their experience with teachers, friends, etc. Four types of de-motivation factors were revealed: the teacher's personal relationship with the students; the teacher's attitude towards the course or the material; style conflicts between teachers and students and the nature of the classroom management. Many negative gestures were found such as the teacher's lack of caring or favouritism; the teacher's lack of enthusiasm and sloppy management towards the course or the material; their conflicts about the degree of closure or seriousness of the class and the amount of irrelevance and repetitiveness. The research revealed that most teachers easily attribute students de-motivation to various reasons including psychological, attitudinal, social, historical and even geographical reasons without realizing the potential demotivating roles of them.

Unfortunately, many of the efforts that the teachers put in their classrooms has not brought positive impacts in the student achievement in both academic issues and social issues that surrounding them. Etheridge, (2010) explains that, due to societal changes over the past 100 years, schools have more behaviour issues that affect the way a teacher manages the classroom. Previous studies in the field of classroom management have indicated that classroom disciplinary issues today are worse than those in the past, which has impacted student achievement. According to historian Dianne Ravich (2002), half a century ago, students did not question a teacher's authoritative role in the classroom because they were fearful of a referral to the principal's office and of the retribution that came when the teachers contacted their parents. As research shows, disruptive behaviour does not only affect the student who is noncompliant with the rules, but every other student in the classroom (Marzano, 2003). According to Daly (2005), "There's not a teacher alive who hasn't felt the frustration of trying to manage a classroom with at least one student who repeatedly pulls other students off-task with annoying, disorderly behaviour". In addition, Canter (2006) and Marzano (2003) have both documented harmful results of having continuous classroom disruptions.

Even though researches shows the importance of classroom management, the methods which are being used to teach the subject are unclear and lack of effective classroom management skills of the teacher is one factor that may affect student achievement skills of the teacher. As stated by Mills, (2003) "the teaching approach adopted by a teacher is one factor that may affect student achievement, therefore the use of appropriate teaching method is critical to the successful teaching and learning in the classroom. Thus improved teacher preparation and professional development in classroom management are part of the solution towards a better learning of different subjects. It is evident that a well improved and structurally planned classroom management technique can help to

achieve a better performance of students in schools, it is therefore important for teachers for teachers to consider some of the basic tips required when trying to implement classroom behaviour management strategies. Knowing this, study aims at finding out how teachers in Arumeru district manage their classes to bring about change in students behaviours in the classroom and outside the class and academic achievement.

2. Literature Review

2.1 The Roles of the Teacher on Classroom Management

The duty of the teacher is to give students opportunities in learning and succeeding. It is recognised globally that a teacher has been a key individual in the education system. The teacher is happy with high esteem as well as respected position, occasionally they are denied to be emperors and kings, they have a pivotal duty around them the education system revolves.

Responsible managers deliver personal recognition of learners, frequently they approve them, and they have an excellent intelligence of hilarity as well as often giving learners hope. Additional, those teachers shines in their lesson organisation and planning such teachers shine in their lesson preparation and organization. When the school year commences they start introducing processes as well as practices required to student without overburdening leaners. They create a positive behaviour in students. If the misbehaviour occurs they interfere primary so as to end that behaviour before they cause damage to students

Instructors who are efficient classroom managers do have; carefully prepared processes and rules, teaching them to students systematically, arrange techniques so as to minimize learner's activities involvement as well as achievement, explaining instructions as well as prospects of learners. Instructors who cannot manage behaviour as well as discipline in their classes are mostly inefficient in the class. Maintaining the classroom starts with formulating stages, according to Adeyemo (2012), stage formulation is the method of introducing frameworks though the understanding of information that whichever on-going situation do have a meaning, features as well as signals which individuals utilizes for a certain action. This is the initial stage of self-acquaintance with the learners, their attitudes and behaviour by the teachers.

Honeyford (1982 cited by adeyemo, 2012) a core challenge factors for classrooms has been the instructor, basing not only on their charisma, behaviour as well as proficiency have a huge part in knowing the nature of the lesson, the kind of interconnection that is present, the way of communicating as well as the guidelines and principles

leading an official procedure, but also the instructors performance is the major role in influencing students opinions of themselves as well as the kind of development they make.

Dhand, (1990) continued to say that, to some considerable degree teachers control their instructional effectiveness in the classroom. The passive teacher simply relies on the same old teaching techniques day after day. However, the active teacher who varies his/her day planning different teaching strategic and techniques tends to achieve more success in teaching. Not only does this practice of different teaching techniques provide change for the teacher, it also serves as a motivation for students.

Good classroom managers (teachers) carefully arrange their classrooms to minimize disturbances and make sure that instruction can proceed efficiently; they set up their rooms according to the various principles which include: seeing all students at all times, Teaching materials and supplies are readily available, High – traffic areas should be free of congestion, Students should be able to see instructional presentations, Procedures and routines should be actively taught in the same way that academic content is taught.

According to the study done by Kounin with his fellow scholars in 2020, mentioned a set of instructors comportment as well as class features which involves; seriousness, softness, impetus, corresponding as well as crowd notifications. Those features explains the instructors that knows the continuing situation in the whole class as well as being capable of resolving more than a single situation or challenge at a time. An excellent management of the class ensures effective learning of the students, through going the instructors and opportunity to achieve other essential teaching duties. They believed that instructors that understands are the excellent learners managers in the class.

2.2 Effects on Classroom Management

According to Adeyemo (2012) reward or punishments have to be given to students only when necessary for the purpose of motivation as well as copying with behavioural circumstances in classrooms as well as in the instructional management of the school. An essential trait of the curricula operation is the classroom organisation. This is ideal instructional management unlike what is presently going on, at least partially, in some of our schools nowadays. These approaches were derived from various conception and definition of classroom management terms. These approaches includes; permissive approach, this is the completely unexistence of control of any sort on the student. Adeyemo believes that learners needs to be free as well as being alone in doing their learning aspects. Students have only to be counselled or assisted in doing studies through their choices. This method emphasize punitive act of an instructor or administration in

emphasizing students learning. It emphasize on utilizing intimidations, force, power, condemnation acts, oppression, mockery as well as derision. Punishment and scolding may be adapted by the teacher to make learners comply with suitable learning situation. This may lead learner to be quiet in the class with no any sort of moves as well as being afraid. In recent classroom management situation, this method is not effective like other methods of classroom management. According to okafor (1998) learning best occurs when the student and the teacher both have freedom and relaxes in their teaching and learning process, but also there is the need the exercise of legitimate authority such as intimidation to insure law, order and discipline to avoid chaos otherwise, proper learning will not take place.

Marzano, & Marzano, (2003) also explained that, classroom management has the largest effect on student achievement. This brands instinctive sense-students cannot study in a disordered, ill managed schoolroom. This is essential that there exists an equilibrium among instructors acts which gives a transparent costs for improper comportment as well as instructor activities which identify plus compensation satisfactory comportment. For instance, starting the class year using positive highlighting on management; organising the class in creating the conducive efficient management plus recognizing as well as applying procedures as well as working techniques. Research has shown that the quality of teacher-student relationships is the keystone for all other aspects of classroom management. Further, research has shown that teachers who had high quality relationships with their students had fewer discipline problems and rule violations than those who did not have high-quality relationships.

School troublesome actions is the major cause of problems in school system for many years, one most mutual concern for assistance for teachers is related to actions as well as classroom management (Rose & Gallup, 2005 cited by Oliver, 2011). Troublesome actions have been regular and have minimal intellectual concern time and learners in the troublesome classes have the tendency of getting lower grades as well as poor standardised tests (Shinn et.al,1987 cited by Oliver, 2011).

Although there have been a huge attention to the problem there is a spread imagination that not all public schools are safeguarded places for students to learn, highlighted by extensive media coverage of school-based violent acts. Discipline problems are of great concern in many schools all over the world (Brannon, 2010; Martin & Sass, 2010). Many students stay outside of classes, there are many school suspended students instead of having good classroom environments that will bring positive academic results to students.

Despite that many well-known classroom management theories like that of Rogers, Canter Skinner as well as Wong are used in the classroom recently, instructors have

some concerns on classroom management as well as learners (Brannon, 2010).

2.3 Characteristics of a Well Managed Class

According to Adeyemo, (2012) classroom management has been the core concern of learning and teaching in schools. Classrooms that are well managed do give thrilling as well as active understanding for every student included. Inappropriately, learner conducts are frequently with this process. Respectable classroom management means that not only that the instructors have corporation with reduces negative behaviours as well as interfering with efficiently as the misbehaviour occurs but also that but valuable intellectual practises do happens more or less progressively as well as the classroom management system in general is prepared for the aim of reducing students involvement in those practices, not to reduce misbehaviours. Many times, by encouraging behaviour which is more optimistic and inspiring in a certain class, the behaviour will carry on into other classrooms, taking the safe environment further than one classroom. Student achievement, as well as emotional and social outcomes, can all be positively affected by a safe, positive learning environment (Stepanek, 2000). When teachers do not tolerate disrespect both among students and between the students and teacher, they set the standard for their classroom and students feel more encouraged to participate and take risks in the classroom. Because of this, setting the classroom environment is often just as important as establishing classroom management strategies.

Thompson, (2014) provided five characteristics of a well-managed class. Firstly, the physical environment is invitational (in a well-disciplined classroom, the room itself is appealing by arrangement of desks to encourage collaboration as well as independent work, minimizing traffic-flow problems, and making sure materials are readily available.), secondly, learners are aware of the laws and regulations that they are anticipated to keep an eye on (Class rules, procedures, and notices of upcoming activities are posted in convenient places to help students stay on track. In a well-disciplined class, students understand what they are expected to achieve each day and how they are to go about it.), thirdly, Students are actively engaged in the pursuit of knowledge (A well-disciplined class is a place where no student sleeps or sits idly waiting for dismissal in a sense that students are up and out of their seats while engaged in a variety of interesting activities that encourage thought and discovery. They do more talking than the teacher does on most days.), fourthly, there is a persistent tone of mutual respect (Teachers and students treat each other with obvious respect. Students speak with confidence because they feel their opinions are valued. There is a general sense of togetherness and steadfast courtesy.), and lastly, Students take responsibility for their learning (In a well-disciplined

class, students may be led by their teachers, but they are not coerced into good behaviour through threats of dire punishment.

According to Marzano (2003), “well-managed classrooms provide an environment in which teaching and learning can flourish”. He points out, the importance of students feeling safe at school is linked to student learning. Without this feeling of safety, students will develop anxiety and become uneasy in the classroom. Also he reported, “Safe and orderly environment is protecting students from physical or psychological harm and maintaining order so learning can take place”.

Even though research shows the importance of classroom management, it is unclear which method or strategy is more appropriate to employ in secondary schools for the better management of classrooms (Brannon, 2010).

2.4 Challenges of Classroom Management

Lewis et al. (2005) studied students' perceptions of classroom discipline strategies in Australia, China and Israel as a follow-up to a similar study by Lewis (2001) in Australia. The issue of classroom discipline was of moderate concern for teachers, and they did not perceive much student misbehaviour. One noteworthy result was that the differences in managing classes between countries were small. Naturally, perceptions of classroom management are influenced by many variables, not least of which are the nationality and culture of the observer. For example, in previous research it appeared that Dutch teachers' view of an orderly classroom was interpreted as disorder by American teachers. This may also have been the case in the Israeli classrooms, which are often judged to be well-managed by Israelis but unruly by outsiders. Because of varying cultural norms, teachers in different countries will interpret the amount and severity of discipline issues differently than outside observers.

Gregory and Ripski (2008) Says one challenge is that, Students today are technophiles. The challenge is how teachers can put those phones and technology into an educational use. Palumbo A., Sanacore J. (2007). Also suggested another challenge as it often sensed that there is only two types of parents which are, those who are squatting in a hollow someplace and those who are camping in your pocket. Unreachable or unavoidable? Either way, teachers wish for the kind of parent involvement that supports learning.

3. Methodology

3.1 Research design

This study used the case study design. According to Farquhar (2012) a case study design is about examining sole or numerous elements under investigation of study using familiar research methods for data collection. Case study are empirical investigation in that they are based in knowledge and experience or more practically speaking involves the collection and analysis of data. This study used both qualitative and quantitative approaches in analyzing data. Qualitative approach based on the presentation of data by using words or explanations, while quantitative approach data were presented by using charts, and tables.

3.2 Sampling and sample size

The targeted population of this study was teachers of the one of the selected secondary schools in Arusha (Arumeru). This study used both probability and non-probability sampling procedures. The study sample was made up of respondents from one school. Purposive sampling procedure was used to select one secondary school in Arusha (Arumeru) and the sampling procedure differed from one group of respondents to another.

Selection of school teachers was done with the aid of the head of the school who provided the staff lists and then names of respondents were selected by simple random sampling method. This was done by attaching a number to each teacher on the list. The numbers were then written on separate pieces of paper, folded and put in a box. The researcher carefully shook the box and randomly picked

pieces of papers from the box one at a time until the number of the teachers reached 13.

The pupils were selected with the aid of class teachers and a total of 26 pupils were taken as part of the study sample from the one school, they were selected by using judgmental sampling. The class teachers considered the samples (students) that were known to be intelligent and had ability to give accurate data.

3.3 Data collection instruments

This study used different methods of collecting data so as to acquire valid and accurate information from the respondents and classroom. These methods included observation, interview and questionnaire methods of data collection.

4. Results and Discussion

4.1 The Roles of the Teacher on Classroom Management

All respondents were involved in responding this objective through the questions that they were exposed to. An interview schedule, questionnaires and observation done were used to obtain information from all 60 respondents.

4.2 Meaning of Classroom Management

One item asked to the respondents was if they understand the term Classroom Management and how do they understand it. This question aimed at finding out respondents understanding of the term Classroom Management.

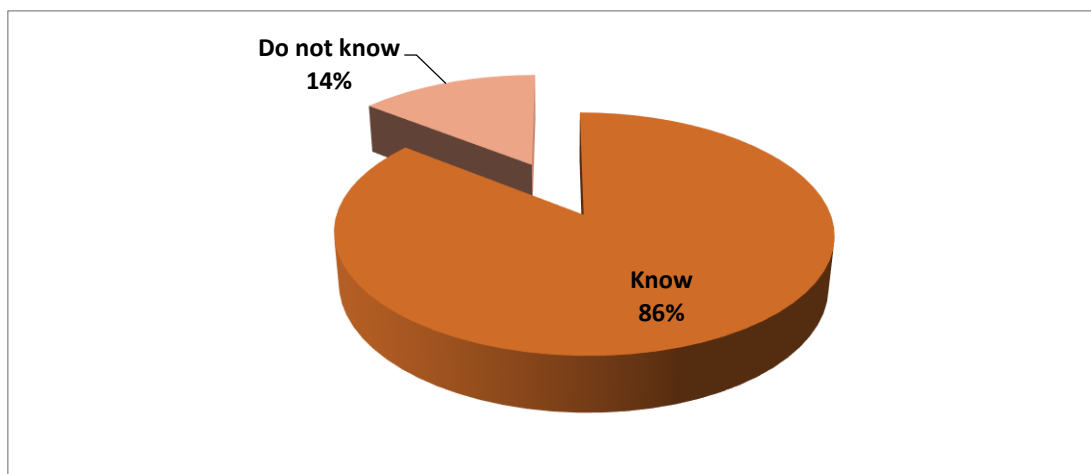


Figure 1 shows the percentage of the respondents on the understanding of the term Classroom Management.

According to the data presented in figure 1 above, fourteen (14%) respondents do not understand Classroom

Management while eighty six (86%) of the respondents understand the term Classroom Management, whereby

20.6% understand it as a way teachers control behaviour in their classrooms. 19 % of the respondents understand Classroom Management as arrangement of classrooms by creating rules that run their classes during the lesson. The other 15 % of the respondents understand Classroom Management plans that the teacher put forward before going to the class which includes the lesson objectives, teaching aids, lesson plan and the arrangement and the use of different learning techniques. 35.4% understand it as the controlling the whole classroom in terms of arrangement of the classroom, discipline of the students and making sure that the learning objective is filled.

According to Emmer, et al (1984) classroom management is wide than the one used previously like discipline or control. This involves everything the teacher have to do to

encourage students inclusion as well as participation in classroom practises and to introduce a good learning and teaching settings.

4.3 The Roles of the Teacher on Classroom Management

This research question sought to establish how Classrooms are managed by different teachers in different classes in schools. Relating to this research question, the data collected showed that, high percent of the teachers tries to manage their classes in their own ways that will bring about changes in education setting.

Table 1: Percentage of the responses on roles of the teacher on classroom management

Responses	Frequency	Percentage
lesson preparation and proper organization of the classroom	6	43%
planning rules and procedures to guide his or her classroom	4	29%
Proper organization of teaching and learning aids and instructional techniques	3	21%
Excellent communication skills	1	7%
Total	14	100%

The data presented in the table above, indicates that the role of teachers in the management of the classroom differed from one teacher from another. 43% percent of the teachers respondents said the that the role of the teacher in managing their classes is by preparing lesson plan and proper organization of the classroom during the lesson. One respondent said during the interview that, *a teacher needs to organise his or her class in terms of organising desks and the seating arrangement of students to enable the control of the students' behaviours in the classroom.* Organising the classroom well enables the teacher to see all students at all time and easy distribution of Teaching materials and supplies.

The data in the table above also indicate that 29% of the respondents said that the role of the teacher in managing their classes is to plan rules and procedures to guide his or her classroom. One respondent said that *“As teachers teaching, they need to prepare the rules that will help the teachers to control their classroom behaviour so as to achieve the lesson objective and They need to make procedures that students have to follow as the lesson begin to the end. Both procedures and rules are the best roles that teachers need to perform so as to control students behaviours as to attain positive results at the end of the lesson”*. This reduces disturbances and makes sure that the teaching and learning process proceed effectively and efficiently.

According to the data from the findings in the table above shows that the 21% of the respondents who were included to answer this research question said that the role of the teachers in the process of managing their classes in to

Properly organize of teaching and learning aids and instructional techniques. For teachers to maintain their classes their teaching instruction needs to be organised and when using teaching aids are used they have to be systematically organised and used in a way that students will be able to understand.

7% of the respondents said that the teacher in managing their classes have a role of communicating excellently to students. One respondent said *“excellent communication skills in the classroom makes the classroom active because students will better understand what the teacher is teaching and can make the class the best place for studying.”*

Effective classroom managers are nearly always good planners. They do not enter a room late, after noise and disruption have had a chance to build. They are waiting at the door when the children come in. starting from the very first day of school, they teach the rules about appropriate student behaviour (Sadker and Sadker, 1997).

4.4 The effects on Classroom Management

When the classroom is poorly managed it leads to many problems to students and teachers in reaching the learning objectives or aims. During the field the researcher used several ways in collecting information regarding this objective. All respondents were involved in answering this research question.

Table 2: Effects on classroom management

Responses	Frequency	Percentage
Poor academic achievement	19	47.5%
Distractive behaviours in the school	10	25%
Poor student discipline in the classroom	7	17.5%
Poor cooperation among students and students and teachers in the classroom	4	10%
Total	40	100%

According to the data presented in the table above, there are a number of effects caused by poor classroom management where 47.5% of the respondents indicated that, poor classroom management highly leads to the poor academic achievement. One respondent said, *“When the classroom is poorly managed it leads to poor delivery of the materials and lack of seriousness to students in studying the given subject.”* Another respondent added by saying, *“In most cases the schools fail to reach their educational objective due to poor management of the students in the class, when the classroom is poorly managed it is easy for the students to not take their studies seriously hence poor academic performance.”*

Poor classroom management leads to the destructive behaviours in the school. This is shown by the 25% of the respondents. *“The poorly managed classroom gives the way for the rise of stupid behaviours in students in the classroom and in school which will lead to misbehaving youth in the society in the future”*, one respondent said.

17.5% of the respondents from the field indicated that the poor managed class leads to the rise of misbehaviour in the classroom. For instance one respondent said that, *“a teacher may be teaching in the class but students are talking, throwing papers or imitating teacher as he or she is teaching in the class. But the class with proper planning and rules with regulation gives no room for those acts”*

The data from the field indicate that 10% of the respondents said Poor cooperation among students and students and teachers in the classroom results from poor classroom management. As the teacher use passive teaching and learning techniques and those that do not encourage active participation and cooperation to student, it directly lead to the poor cooperation among them. Teachers with the harsh personality and engages in harsh rules in the classroom may lead to the sense of fear in the students hence lack of cooperation.

Murray, (2010) explained that teaches could introduce strong prospects for conducts in the following ways; through the establishment of strong rules and processes, and also through the provision of significances of the student conducts. The significance of the establishment of those rules and processes for the classes conducts, group discussions, seat work, changes as well as disruptions, the utilisation of resources as well as equipmentd, from the beginning to the end of the lesson.

4.5 Characteristics of a Well Managed Class

The researcher used all the respondents in answering to this research objective. Respondents differed from one another on what they consider as the characteristic of a well-managed classroom.

Table 3: Characteristics of a well-managed class

Responses	Frequency	Percentage
Seating arrangement is proper	16	40%
discipline is well maintain in the classroom	12	30%
Time is managed	6	15%
There are rules and regulations that manages the classroom	6	15%
Total	40	100%

According to the data indicated in the table above, 40% of the respondents indicated that proper seating arrangement characterises the perfect classroom management. One respondent said that, *“when the desks are well arranged*

and students seat in a way the teacher can easily see them and can get a space t move from one point of the class to another indicates that the class is well managed.”

Also 30% of the respondents in the field indicate that another characteristic of the well managed classroom is when the discipline is well maintained in the classroom. Students discipline in the class is used to determine if the classroom is effectively managed or poorly managed. One respondent said, *when the students behave well as the teacher is teaching is what i consider as the well managed classroom.*

The data from the field indicates that 15% of the respondents said time management in the class is one of the characteristic of the well managed classroom. One respondent said, *“when the teacher follow his or her lesson plan in managing his or her and accomplish what he/she planned to teach in a given time is what is regarded as the lesson and classroom management.”* Another respondent added that, *“when I enter in the classroom on time and teach following the lesson plan and leave the classroom on time is what I regard as perfect classroom management of the classroom.”*

15% of the respondents in the field indicated another characteristic of the well managed classroom is if there are rules and regulations that manage the classroom. The rules and regulations that control the behaviours and activities of the student in the classroom show the high level of managing the classroom.

Well-managed classrooms did not result from magic, but that carefully established and maintained procedures were at work (Sadker and sadker, 1997).

4.6 The challenges of classroom management

During the field the researcher found challenges that face the management of the classrooms. All respondents were involved in the fulfilment of this objective

Table 4: Challenges of classroom management

Responses	Frequency	Percentage
Globalization	16	40%
Disappointment from students’ parents	12	30%
Difference in teaching in the classroom	8	20%
Different in cultures among students, also between students and teachers	4	10%
Total	40	100%

According to the data presented in the table above, 40% of the respondents said that globalization is the biggest challenge that faces classroom management in the schools. Since students are exposed to new technology and new things in the world they try to practise the even in schools. For instance one respondent said that, *“some students need to use their smart phones in the classrooms for show off or needs to search materials in the internet instead of using their brain to think of small ideas in the classroom.”*

The data shows that about 30% of the respondents mentioned the disappointment from students’ parents as the challenge that faces the classroom management. Both parents have a responsibility of building and maintaining the students’ behaviour but most of the time parents leave the burden to the teachers which becomes the challenge when it comes to classroom management since the teacher starts to teach the students manners that they should learn from their homes. One respondent added by saying, *“Sometimes when the teachers punish students in the classrooms for their misbehaviours parent becomes angry and insult teachers and may sometimes threaten them. This act as the challenge as teachers become afraid of punishing students.”*

20% of the respondents said that difference in teaching in the classroom as another challenge that faces classroom management. This is in the situations that each teacher has

his or her own ways of managing the class which makes students disturbed psychologically and makes them difficult to cope with every teacher’s ways of classroom management. This is most especially for the new students. Also for the new teachers it becomes difficult to cope with the students since he/she employ new ways of managing the class that is different from that students are familiar with.

About 10% of the respondents mentioned that different in cultures among students, also between students and teachers as the challenge that face the classroom management. For the teachers, the culture that exists that, women are not as respected as men affects female teachers during teaching since boys tend to disrespect them. Also for students, the culture that exists that, girls cannot do or perform anything compared to boys affects the interaction in the classroom and minimizes activeness of the class during teaching and learning.

5. Conclusion and Recommendations

5.1 Conclusions

Based on the responses that were given by the respondents in this study, it can be concluded that, both teachers and students have a significant role to play when it comes to

implementing effective classroom management. It might seem that it is only the teachers work to keep the class in order but the result have clearly shown that student and the society as a whole also have a role or two to play in order for classroom activities to run smoothly without disruptions of any kind.

The study also indicates that classroom management plays a significant role in student achievement academically, psychologically and behaviourally poor classroom management will automatically lead to poor academic achievement and misbehaviour of youth in the community and in schools.

The study also reveal that, teachers are faced with classroom issues/ challenges such as Globalization, disappointment from students' parents, difference in teaching in the classroom and different in cultures among students, also between students and teachers. It is important that teachers find creative ways to deal with the issues as well as provide quality instruction in the classroom but they cannot do by their own, they need some help from the school head and parents.

5.3 Recommendations

The following are the recommendation of the study which bases on the findings presented above:

1. Teachers should hold in mind that effective classroom management should be the primary responsibility of the classroom teacher with the students accepting the responsibility of their inappropriate behaviour. Effective classroom management does not consist of just a list of rules and procedures, but the sensitivity and caring attitude of the teacher.
2. Parents should be consulted on the behaviour and discipline of their students. This will help the teachers in dealing with students misbehaviours.
3. Teachers must provide students with a learning environment that is safe and enjoyable if successful learning is going to take place. The use of the tips given in this article will provide teachers with the tools needed to impact student achievement.
4. Classroom management education should be obtained by teachers as they are in collage. This will make easier for the new teachers in managing their classroom.
5. Teachers have to think harder on the importance of classroom management for the future of the student and the future society.
6. The teachers, head of schools, in schools and the government should at least see what they can do for the classroom management basing on the fact that every teacher has a responsibility of taking some part in the development of the student and to fulfil the educational objective.

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