EFFECTIVE CLASSROOM MANAGEMENT BY TEACHERS TO IMPROVE PUPILS LEARNING PROCESS AT NYIMBA BOARDING SECONDARY SCHOOL

BY

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A dissertation submitted to the University of Zambia and Zimbabwe Open University in partial fulfillment of the requirement for the Award of the Degree of Masters of Education in Educational Management.

Lusaka. 2016.

UNZA/ZOU.
Declaration

I, Moses Foster Phiri, do hereby solemnly declare that this research report on the effective classroom management to improve pupils learning process at Nyimba Secondary School in Nyimba District of Eastern Province of Zambia is my own work that has not been previously submitted before for any award of a degree or master’s degree at both the University of Zambia and the Zimbabwe Open University or any other Institution. All the different sources in this study to which I am greatly indebted are acknowledged both in the context and the references.

Signature

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Approval

This dissertation by Phiri Moses Foster is approved as a partial fulfillment of the requirement for the award of the Degree of Masters of Education in Educational Management at the University of Zambia in conjunction with Zimbabwe Open University.

Supervisors signature.............................., Date..............................

Dr Gift Masaiti
Dedication

I wish to dedicate this work to my wife Agnes and lovely daughters; Tama, Helen, Dorcas and Mphatso and my only son Takondwa for their selfless support, tireless endurance and encouragement during the time I was carrying out this research. I am also deeply indebted to them for their patience with me when they at times felt completely abandoned when they needed me the most.
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Abstract

This research is about how effective classroom management can be achieved so that pupils' learning process could be improved in our learning institutions. Effective classroom management is about more than order and simply following rules. An effective classroom is where genuine learning occurs. Allen, (1996) points out that an effective classroom is a place where students are engaged and helped to achieve their intended or desired learning outcomes or objectives. Rules are good and important, but they're not in themselves the objectives, but they help to address problems that may arise in a classroom for the learning process of pupils to be enhanced.

The objectives that guided the study included factors influencing effective classroom management to improve pupils learning process, the challenges of effective classroom management faced by teachers during the teaching process and possible measures that could be put in place by teachers to improve pupils learning process.

The study employed a descriptive research design. This method was used because of its advantage of collecting qualitative data. It enabled the researcher to obtain opinions of the representative sample of the target population who provided answers as to why ineffective classroom management by teachers could be the reason why pupil learning process is inadequate. This design was also chosen because the study relied more on qualitative research methods.

The findings of this study have shown that effective classroom management can be achieved by good classroom organization, culture, discipline and motivation. Despite the availability of this knowledge, many learning institutions world over have continued experiencing poor classroom management which has adversely affected pupils learning process at different stages of their education and Nyimba boarding secondary school in particular is not exceptional to this problem. For the past few years, the performance of pupils at the school in both examination and non-examination classes have drastically declined and this has created anxiety among many interested stakeholders who wish to know the reasons why this is happening so that corrective measures could be put in place to create a possible conducive learning environment. It was from this background that the research was conducted to learn how effective classroom management of activities by teachers could improve pupils' learning process.
It is hoped that the findings of this study could assist both the teachers and the learners in various ways. Teachers could be helped to acquire necessary and relevant strategies on how best to deal with learners as they learn in class. The pupils as well could benefit from regular classroom management by acquiring relevant subject content that could improve their learning process. The findings of the study could further also enable Ministry of General Education to engage with proprietors of learning Institutions to formulate policies that may guide the transformation of effective classroom management to enhance pupils learning process. Moreover, the findings of the study could also add to the already existing knowledge about the benefits and challenges of regular classroom/lesson management.

The study recommends that teachers should acquire necessary knowledge and skills about how they could effectively manage classroom activities so that pupils learning process could be enhanced. Teachers are encouraged to undertake in-service training for them to acquire and possess adequate knowledge about classroom management which includes classroom organization, classroom discipline, classroom motivation, teaching methods and resources. When these elements of effective classroom management and many others are adequately taken care of pupils learning process can be improved which ultimately could lead to enhanced performance.
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CHAPTER ONE: INTRODUCTION

1.0 Overview

This chapter provides the background information to the study on effective classroom management to improve pupils learning process for both examination and non-examinational classes in our learning institutions. Chapter one discusses among other things, the statement of the problem, spells out the purpose of the study, unveils the objectives of the study, the research questions, the significance of the study, theoretical and conceptual frameworks, the delimitations and limitations of the study and lastly the operational definition of terms.

1.1 Background to the study

All forms of Education are designed to impart relevant knowledge and life skills to the learner and are an important instrument for personal and national development, (MOE, 1977). At any given level, education is expected to influence the behavior of those who experience it. According to MOE (1996), one of the government goals of education system is to produce a learner capable of maintaining and observing discipline and handwork as the pillars to personal and national development. It is for this reason that millennium development goal (MDG) number two was formulated and is aimed at achieving universal primary education, (UNESCO, 2005). The governments vision for education has been to have quality education for national development (EFA, 2005). In the same vein, global sustainable development goals (GSDG) number four aims at ensuring inclusive and quality education for all and promotion of lifelong learning (Sachs, 2016). This however makes the purpose of education to focus on the development of individual personality in order for one to fit in the society and contribute to national development. To this effect, good classroom management is important because it can help in improving pupils learning process which can assist them acquire life skills to sustain their lives outside formal employment.

Therefore, effective classroom management is based on the teacher's ability to successfully create a well-managed, structured classroom environment so that learning can take place. Indeed teaching a good number of pupils with different needs, behaviors and attentions spans can be challenging. However, when a positive learning culture is created, the children will learn better because they will know what is expected of them. The students will live to the expectation of the
teacher, thus, if the teacher expects excellence, then the students will work up to the level expected. In a well-managed class the teacher should exhibit passion for the subject and for teaching or both. Passion makes pupils interested and excited about the subject and learning process itself (Brophy, 2006).

Evertson and Weinstein (2006) refer in their definition of classroom management to the actions teachers take to create a supportive environment for the academic and social emotional of students to improve their learning. They describe five types of actions in order to attain high qualities of classroom management that can improve pupils learning. Teachers must develop caring, supportive relationships with and among students and organize and implement instruction in ways that optimize students' access to learning. The importance of developing favorable teacher-student relationships is also expressed by Marzano et al. (2003). Additionally, Evertson and Weinstein (2006) state that teachers should encourage students' engagement in academic tasks, which can be done by using group management methods for example, by establishing rules and classroom procedures. Teachers must promote the development of students' social skills and self-regulation. Marzano et al. (2003) refer to this as making students responsible for their behavior. Finally Evertson and Weinstein (2006), state that teachers should be able to use appropriate interventions to assist students with behavior problems. The last two actions proposed by Evertson and Weinstein indicate that effective classroom management improves student learning. Therefore, classroom management is an ongoing interaction between teachers and their students. Brophy (2006) presents a similar definition, “Classroom management refers to actions taken to create and maintain a learning environment conducive to successful instruction thus arranging the physical environment, establishing rules and procedures, maintaining students' attention to lessons and engagement in activities)”. All the definitions emphasize the importance of actions taken by the teacher to facilitate learning among the students.

The study done by Robert, (2003) has further shown that effective classroom management is about more than order and simply following rules. An effective classroom is where genuine learning occurs. Allen, (1996) further points out that an effective classroom is a place where students are engaged and helped to achieve the intended or desired learning outcomes or objectives. Rules are good and important, but they’re not in themselves the objectives, but they help to address problems that may arise in a classroom during the learning process. Furthermore,
Rodrick, (2016) adds that many learning institutions have been found to be experiencing inadequate learning which has resulted in poor learning outcomes at different stages of their education and pupils at Nyimba boarding secondary school in particular are not exceptional to this problem. For the past few years, the performance of pupils at the school in both examination and non-examination classes have drastically declined and this has created anxiety among many interested stakeholders who wish to know the reasons why this is happening so that possible remedial measures could be put in place to create an enabling learning environment and want to put a lasting solution to this problem.

Ineffective classroom management by teachers during pupils learning process has regularly been found to be creating problems that could dearly cost student learning which can lead to their poor performance. Research done by Albert (2008) suggests that mismanaged lessons are some of the key reasons why pupils fail to benefit from the learning process in class. Therefore, people invested with the authority to oversee pupils' education should monitor classroom activities regularly and gather information that could be useful in effecting good classroom management so that pupils learning process can be enhanced. Berliner (1988), states that positive and negative aspects of classroom management during pupils learning process can help teachers to know areas where improvements are needed and where praise or encouragements are required. The teachers can learn from analyzing the pattern of classroom behavior and improve classroom management often by finding possible ways of turning the challenge into a positive learning experience that could bring about improved learning process in the classroom. Cormody, (2004) further suggests that the ultimate goal of any learning institution is to see to it that its students acquire the necessary knowledge, skills, values etc., for a satisfying and productive adult life. However, if teachers fail to provide enabling classroom climate for the pupils to acquire the much needed knowledge and skills; this could lead to creating uneducated society which can be very expensive to take care of.

Scholars such as Allen, (1996), have further opined that some of the reasons that could be preventing pupils from benefiting from the learning process and attaining high lever performance could be poor classroom/lesson management. Indeed poorly managed classes might be one good possible reason that could lead to decreasing learning process of pupils in class, a situation that is not desirable because it defeats the purpose of education. The challenge of poor classroom
management in our schools has been characterized as serious and pervasive, negatively effecting student leaning (Leigh, Cherihall, and Saunders, 2009). This problem of poor classroom management manifests itself in a variety of ways which includes coming late to class, loitering when lessons are in session, noising making, abusive language, disobedience and lack of cooperation among concerned parties (Marias and Meier, 2010). Some learners also have a natural negative attitude towards their school work, (Masitsa, 2008). It is for this reason that poorly managed classes creates problems when it comes to students learning and this is a major concern in government schools and a major challenge that teachers face (Lloyd and Judith, 2009).

It was from this background that a research was conducted to establish how effective classroom management of learning activities by teachers could improve pupils learning process to enhance their understanding of the content. However, if this investigation of effective classroom management by teachers at Nyimba secondary school was not done, the likely consequences would be that the pupils learning process would continue to decline a situation that could perpetuate poor pupils' learning process resulting in acquisitions of less life and survival skills.

1.2 Statement of the problem.

This study is about finding out factors influencing effective classroom management that can improve pupils learning process. It has looked at the challenges of effective classroom management that teachers face and has also discussed the possible measures that can improve pupils learning process. Today’s educators have more research to guide classroom management than ever before in the history of education in the United States. Much of the research regarding classroom management has been done and described in the book Classroom Management that works: Research -Based Strategies for every teacher (Marzano, 2003). His studies on classroom management focused on discipline and their consequences and teacher-pupil relationships. Another Scholar John, (2010) studied classroom management strategies comprehensively in many schools in the United States of America, san Francisco, he focused his study of classroom management on students achievements and classroom motivation. Rodrick, (2016) carried a study on effective classroom management to improve pupil’s performance and Bear, (2008) looked at effective classroom management in terms of classroom rules to improve pupil’s discipline. A study done by Albert (2008) suggests that mismanaged lessons or classes are some
of the key reasons why pupils fail to benefit from the learning process. Therefore, the main purpose of this study was to learn how effective classroom management by teachers can improve pupils learning process.

This study has looked at effective classroom management to improve pupils learning process because many students go to school with the view of getting formal employment later on after finishing school. But if classroom management could be based on improving pupils learning process, then pupils will be able to acquire necessary and relevant knowledge and skills that can empower them to live successful life’s even after dropping out from school at any given grade level. Hence, if this study of effective classroom management by teachers at Nyimba secondary school is not done, the likely consequences would be that the pupils learning process would continue to decline a situation that can perpetuate inadequate pupils’ learning process leading to poor acquisition of necessary knowledge and life skills.

1.3 Purpose of the study

The purpose of this study was to establish whether effective classroom management by teachers could help improve pupils learning process.

1.4 Study objectives

1. To establish factors influencing classroom management to improve pupils learning process.

2. To investigate the challenges of effective classroom management during the teaching process.

3. To suggest possible measures of effective classroom management to improve pupils learning process.

1.5 Research Questions

1. What are the factors that can influence classroom management to improve pupils learning process?

2. What are some of the challenges of effective classroom management faced by teachers during the teaching process?
3. What are some of the possible measures of effective classroom management that can improve pupils learning process?

1.6 Significance of the study

This study is expected to provide information that would assist the stakeholders in the education sector to understand how effective classroom management can improve pupils learning process. It is hoped that the findings of this study will assist both the teachers and the learners. Teachers will be helped by acquiring necessary and relevant strategies on how best to deal with learners in class during learning process. The pupils as well will benefit from regular effective classroom management offered by teachers by acquiring relevant subject content, behaviors’, knowledge and skills during their learning process that could help improve their abilities. The findings of the study could further also enable Ministry of General Education; engage with proprietors of learning Institutions to formulate policies that may guide the transformation of effective school management. The findings from the study can also add to the already existing knowledge about the benefits of regular classroom/lesson management that can improve pupils learning. To this end pupils will be helped to realize their potential thereby enabling them to contribute to the development of the nation through their productivity and hence become good citizens (MOE, 1996).

1.7 Theoretical Framework

The study was based on the theoretical perspective by Victor Vroom’s who assumed that all behavior is learnt and result from certain process an individual has experienced. According to Owen, (1981) expectancy theory of motivation is essentially based upon the assumption that people do not just respond to events after they occur, but that they anticipate that things will occur in response to those events which would probably produce predictable consequences. Thus, children whose learning processes are regularly poorly managed by teachers had a high chance of failing to acquire relevant knowledge and skills which is a predictable consequence of poor lessons management. Other theories that were used on this study are motivation of reinforcement and scaffolding of the desirable behavior modifications in pupils.
1.8 Conceptual Framework

Miles and Huber man (1994) defines conceptual framework as a visual or written product, one that explains, either graphically or in a narrative form, the main factors, concepts, ideas, issues, assumptions, variables, and the presumed relationship among them, through which a particular research would be understood. It also presents what is thought to be going on. Thus, conceptual framework is a researchers own position on the problem and gives direction to the study. Orodho, (2009) further defines conceptual framework as a model of presentation where a researcher presents the relation between variables in the study and shows that relationship diagrammatically. A conceptual framework contributes to a research because it identifies research variables and clarifies relationships among variables. It also sets the platform for presentation of research questions that guides the study. In this sense, a conceptual framework assists the researcher to develop awareness and understanding of the study. When clearly understood a conceptual framework has the potential to assist the researcher to make meaning of the subsequent findings.

The diagram below shows the conceptual framework of this study. It has discussed factors influencing effective classroom management to improve pupils learning process. The key issues that determine effective classroom management to improve pupils learning have been depicted to be classroom organization, classroom discipline, classroom motivation and classroom methodologies which have included the teaching and learning resources. When all these variables mentioned above are carefully utilized by teachers in the classes, classroom management could effectively be managed and controlled which would result into improved pupil's learning process.
1.9 Delimitation of the study

This research was conducted at Nyimba secondary school of Nyimba district in Eastern Province and targeted 60 participants of which 10 were teachers and 50 were pupils drawn from different grade levels thus grades 8s to 12s. This therefore means that the results of the study cannot be generalized to the wider population of teachers and pupils in the district later on the province. Nevertheless, the findings of this study may help in providing a general picture of how important effective classroom management is in improving pupils learning process. It is hoped that a sample of 60 respondents was adequate enough to provide a balanced representation of the results.

1.10 Limitation of the study

Limitations are hindrances which a researcher experiences which may impede or be detrimental to the research study (Ng’andu, 2013). Some of the limitation to the study was that some of the respondents (pupils) were not brave enough to provide information about a teacher, if such a teacher was a reason for poorly-managed lessons or classroom behavior. However, such pupils were assured that the information about the reasons why they thought classroom behavior and
lessons were poorly managed would highly be kept confidential and would be used for academic purposes only.

1.11 Operational definition of terms

Effective; Refers to being successful in producing a desired or intended result.

Classroom; Refers to a room where people are taught or rooms especially in a school or college were classes are held.

Management: Refers to the act of handling or controlling something successfully.

Classroom management; Refers to a systematic instructional process used by teachers to guide students towards successful rule compliance in the classroom.

Challenges; Refers to problems encountered as you deal with disruptive behavior of pupils during the teaching/learning process.

Performance; The way, in which some body does a job, judged by its effectiveness.

Learner; Someone who studies or learns to do something.

Learning process; The act of acquiring new or modifying the existing knowledge, behavior, skills, values, and the preferences which may involve synthesizing different types of information.
CHAPTER TWO: LITERATURE REVIEW

2.0 Overview

This chapter has explored relevant literature on the benefits and ultimate goal of any learning institution which is to acquire necessary knowledge, skills, values etc. for pupils to have a satisfying and productive adult life. The literature review has been presented according to the study objectives which were concerned with finding out factors influencing effective classroom management by teachers to improve pupils learning process, the challenges of effective classroom management faced by teachers during the teaching process and have suggested the likely possible measures that could be put in place to improve pupils learning process.

2.1 Effective classroom management

Classroom management is a term used by teachers to describe the process of ensuring that classroom lessons run smoothly despite disruptive behavior by students (Bear, 2008). The term also implies the prevention of disruptive behavior. It is possibly the most difficult aspect of teaching for many teachers; indeed experiencing problems in this area causes some to hate teaching altogether. In 1981 the US National Association reported that 36% of teachers said they would probably not go into teaching if they had to decide again. A major reason was negative student attitudes and discipline. Classroom management is crucial in any given learning institution because it supports the proper execution of curriculum development, developing best teaching practices, and putting them into action (Rodrick, 2016). Classroom management can be explained as the actions and directions that teachers use to create a successful learning environment; which indeed have a positive impact on students achieving given learning requirements and goals. In an effort to ensure all students received the best education it would seem beneficial for educators to spend more time and effort in ensuring that instructors are well versed in classroom management. Sometimes teachers do not focus on learning classroom management because higher education programs do not put an emphasis on the teachers attaining classroom management techniques; indeed the focus has been on creating suitable learning atmosphere for the student (Robert, 2003). These elements enable teachers to have the resources made available to properly and successfully educate upcoming generations, and ensure future successes as a nation. According to Allen, (1996) he says that once teachers lose control of their
classroom activities, it becomes increasingly more difficult for them to regain that control. Also, research done by Berliner (1988) says that the time a teacher has to take to correct misbehavior caused by poor classroom management results in a lower rate of academic engagement in the classroom. From the student's perspective, effective classroom management involves clear communication of behavioral and academic expectations as well as a cooperative learning environment. Effective classroom managers should organize their activities on the first day of school term in consistent with the emerging needs of the students.

Classroom management is closely linked to issues of motivation, discipline and respect. Methodologies remain a matter of passionate debate amongst teachers, thus approaches vary depending on the beliefs a teacher holds regarding educational psychology. A large part of traditional classroom management involves behavior modification, although many teachers see using behavioral approaches alone as overly simplistic. Many teachers establish rules and procedures at the beginning of the school term or year. According to Bear (2008), he says that rules give students concrete direction to ensure that their expectation becomes a reality. They also try to be consistent in enforcing these rules and procedures. Many would also argue for positive consequences when rules are followed and negative consequences when rules are broken. There are new perspectives on classroom management that attempt to be holistic. One example is that of affirmative teaching, which attempts to guide students toward success by helping them see how their effort pays off in the classroom (Bear, 2008). It relies upon creating a suitable environment where students are successful as a result of their own efforts. By creating this type of environment, students are much more likely to want to do well. Ideally, this transforms a classroom into a community of well-behaved and self-directed learners (Berliner, 1988). Effective classroom management calls for a lot of planning and anticipation on the part of a teacher. This presentation has attempted to identify and have discussed elements that teachers must deal with, failure to which could result in children's failure to benefit from classroom instructions that can help improve their learning process.

2.2 Factors influencing effective classroom management

The passage below has discussed a number of possible factors that might influence teacher's failure to effectively manage classroom activities which could led to decreased levels of pupils
learning process. The factors that have been outlined include classroom organization, methodologies and teaching materials, classroom discipline and motivation.

Calderhead (1984) defines classroom organization as a process of organizing pupils and materials, establishing classroom procedures to facilitate the work of the class and dealing with disruptions and threats to classroom order. It comprises actions such as planning, organizing, directing and controlling classroom activities. Cohen, (1981) assert that effective classroom management should be viewed as essentially concerning the achievements and maintenance of pupil's involvement in teacher approved activities. He further states that classroom management and organization is a process of putting together, coordinating and controlling learning programs and activities for pupils to improve their ability to learn and increase their understanding of subject content. It includes the use of classroom space, arrangement of furniture, time management, teaching and learning resources, discipline etc to facilitate effective learning in the classroom.

Bear (2008) further suggest that other elements that teachers should consider in the effective classroom management are issues of space and arrangement of desks. The desks should be arranged in such a way that the teacher should maintain direct eye contact with pupils all the time and should be aware of what is going on in all parts of the classroom, there should be enough space for the teacher to move about and for pupils to interact freely during their class activities. Failure to plan for desk arrangement can make pupils engage in other activities while the teacher is busy teaching the class. The teacher-pupil direct eye contact helps pupils to be attentive and remain focused on the task given.

Methodologies and learning materials that teachers use in class can also influence effective management of classroom activities that can help improve pupils learning process. Thus, a teacher who has specialized subject knowledge and skills to share with pupils in a particular discipline needs to effectively plan his or her work. He or she has autonomy to decide what pupils should learn according to the well approved syllabus. An effective teacher who has planned his/her work should have useful knowledge about possible ways of organizing the class, knowing which type of classroom management style are most easily managed given the subject matter and pupils involved and knowing how best to group the class when groups are required
Decisions made during lesson preparation or planning are likely to influence the levels of productivity and attention to a task within the classroom which can help to engage and prepare teachers for various eventualities that could arise during the course of lesson delivery. For effective classroom management to be achieved, it is important for teachers to be able to control their classes firmly, because an uncontrolled class can cause havoc and misery to a great number of pupils who may be eager to acquire relevant knowledge and skills. If teachers are not knowledgeable and conversant enough with content they may fail to deliver concepts and ideas pupils need to learn. This could create confusion in learning process which can make pupils fail to benefit from classroom instructions (Robertson 1981). In a classroom which is effectively managed, teachers can design activities that would keep pupils in the class actively and constructively engaged and could cater for both specific and general interests and abilities of the whole class. Thus, children’s needs should determine what they learn in class and teachers should have the ability to plan and recognize and respond to the changing needs that distinguish children’s abilities.

Availability of teaching and learning resources are other elements that teachers must plan for and manage in our classrooms. Planning for teaching and learning materials is important because they give a variety of the teaching methods. They help to avoid boredom and lead to arouse interest in the learner. The use of learning aids such as chart and models can make ideas and concepts being taught very clear, making learning vivid and pupils can see learning taking place (Bear, 2008). When teachers plan for a lot of teaching and learning materials for use in their classrooms, children can have a good deal of choice over what they do at a particular time. Children cannot be bored but could be encouraged to think and express themselves in various productive ways. Learning can go on all the time and children do not have to wait until teachers attend to them or sit still if they finished their work before their companions because there could be other assignments they could do on their own (Calderhead, 1984). Failure to plan for necessary teaching and learning aids would make pupils have little attention to classroom activities.

The planning and selection of what is to be taught and the method used should be appropriate to the comprehension and experience of the children. Teachers can plan for pupil centered activities because they promote autonomy in the minds of the learner. In this approach, no pupils are
bored and they enjoy themselves as they learn. Learning takes place all the time and pupils are encouraged to think and express themselves in various productive ways (Berliner, 1988). In this arrangement the teacher is a facilitator of the learning process. Failure to involve pupils in the learning process would make them bored and uninterested. The teachers could be talking to themselves and there would be little learning that can take place and this could lead to poor classroom management by teachers and pupils learning process can be compromised (Albert, 2008). Rodrick (2016) points out that in a class where learning activities are well managed, teachers should ensure that there is enough work to keep every child occupied for idleness is a major ingredient of misbehavior. Teachers can check to see that each child knows exactly what he or she is supposed to do otherwise you could have a sure recipe of confusion. Keep an eye on the performance of each pupil to prevent breakdown of class order and put off any undesirable behavior that could have potentially troublesome consequences and achieve a working harmony between yourself and your pupils and also between the pupils themselves to enhance their learning process (Webber, 1983). In an effective classroom control, teachers should use teaching methods that are appropriate to the needs of the learners, if not pupils would not be able to benefit from classroom instructions. Teacher should avoid using methods that would lead to unnecessary noise, excitement and eventually classroom disorder (Calder head, 1984).

Furthermore classroom discipline and rules play a key role in ensuring that effective classroom management is achieved to improve pupils learning process. Albert (2008) points out that classroom rules identifies general expectations or standards, consequently a single rule can encompass a wide range of expected behaviors. A procedure communicates expectations for specific behaviors. Effective teachers use both rules and procedures to control classroom activities for learning to take place. For example, you might establish the rule, respect other students and their property and also create separate procedures for returning learning materials to appropriate places in the classroom and participating respectfully in class discussions. The number and kind of rules and procedures vary from class to class and from grade to grade, but every good teacher should have them. How students treat one another, when and how students may leave the room, and when it is appropriate to speak out in class are common topics for rules and procedure in every grade (Cohen, 1884). Research done by Rodrick (2016) on classroom management clearly supports the notion that designing and implementing rules and procedures in class, and even at home, significantly influences students' behavior and their learning process.
Again research done by Evertson and Weinstein (2006) also indicates that rules and procedures that are made available in class should not simply be imposed on students but should be created by both teachers and the students so that pupils should see rules as their own effort and product for them so fully accept them. Effective teachers take time to explain the reasons behind particular rules and procedures, involve students in creating them, and seek their input as much as possible. When students are involved in this process, they are more likely to make classroom rules and procedures their own improving their learning in the process. Rules and procedures for general classroom behavior deal with the broad areas of respect and courtesy as well as more specific issues, such as listening to the teacher or to classmates who are speaking, and being in the assigned seat when class begins. Involving student’s helps to build their buy-in and responsibility for the overall environment of the classroom atmosphere. Establishing rules and shared expectations for general conduct helps to lay a solid foundation for effective classroom management that can improve pupils learning process (Evertson and Weinstein, 2006). In an effective classroom management, teachers could also consider writing classroom rules and procedures which should be communicated to the pupils preferably at the beginning of the term. The written rules can be stuck on the notice board outlining different offenses and their corresponding punishments. These can serve as reminders which students can easily refer to throughout the day and can help them adhere to shared values. Many effective teachers involve students in writing a class pledge or promise. This strategy helps create a shared sense of responsibility for the classroom, respect for self and others, and an overall culture of learning. It is also a great way to reinforce students’ responsibility for the management of the classroom activities. Asking students to sign the pledge further reinforces student buy-in and responsibility.

Failure to plan how to control pupils’ classroom behavior or to manage the activities could obviously have disastrous consequences for both the teachers and pupils (Calderhead, 1984). When classroom order breaks down, teaching becomes increasingly demanding and stressful and pupils learn little or do not learn at all. Moreover, a breakdown of discipline in one class present a threat to the control of other classes especially if the amount of noise and the degree of uncontrolled movements make pupils fail to benefit from classroom instructions. Where teachers fail to communicate or enforce acceptable procedure and behaviors, pupils can establish their own possibly undesirable and less educationally productive ones (Cohen, 1981). Teachers must exhibit keen awareness of the class and once pupils realize that teachers are aware of what they
are doing and once they appreciate that the teachers have eyes at the back of their heads they are more likely to improve their learning (Bear, 2008). A teacher talking to the whole class may walk to a part of the class where pupils appear to be inattentive to signal to them that they are expected to listen and learn. Many teachers ensure to learn the names of all the pupils so that if pupils misbehave reprimands can be directed to them.

Additionally classroom motivation is another factor that can influence effective classroom management to improve pupils learning process. Thus, good classroom management is often achieved by punishments and rewards. Punishments should always aim at correcting undesirable behavior and practices while rewards are used to recognize success and effort made by learners. Besides, punishments that are metered to the pupils should never be so light that they become meaningless and rewards should not be so easy to get that they lose their worth (Cohen, 1981). When teachers give rewards to well behaved pupils those with defiant behavior should be stimulated to behave well so that they too could as well receive rewards latter on in life thereby decreasing their disruptive behavior. Good classroom management should ensure that when the teachers correct misbehavior in one individual this possibly should influence the behavior of other students in class. The effect is clear when the teacher clearly names the unacceptable behavior and provides the reasons why the behavior is unacceptable and this would compel other pupils to behave well. Punishments should be given to discourage undesirable behavior, for fear of being punished pupils might discard the unwanted behavior thereby enhancing good classroom discipline which can result in pupil’s improved learning process (Berliner, 1988). The teacher could correct students by directing them to good behavior. Successful classroom management happens when students learn self-discipline which happens when teachers build trust and mutual respect with students.

2.3 Challenges of effective classroom management

There are a number of challenges that teachers face in order to effectively manage classroom activities to improve pupils learning process. Some of the challenges encountered include; classroom order, classroom culture, conducive environment, teaching methods, task analysis, lack of furniture, lack of teaching/learning materials, punishment, poor classroom attendance and teachers attitudes towards pupils and their work.
It is generally accepted that classroom order can help teachers to effectively manage classroom activities. According to Rodrick, (2016) in his writings on building a positive classroom culture and climate, he says that Classroom order is all about maintaining discipline which is one of the biggest challenge teacher’s faces in the learning institutions. Maintaining discipline promotes the right classroom climate for handling conflicts and respect for each other in class. When classroom order breaks down teachers find it difficult to discipline perpetrators of the disorder. Good classroom culture is another challenge that hinders effective classroom management to improve learning process. It is believed that positive classroom culture is essential because it increases pupils’ engagement and creates a safe discursive environment which promotes and encourages the learning process.

Conducive learning atmosphere is another essential element to good classroom management because it presents a platform devoid of both physical intimidation and emotional frustration which allows for a free exchange of ideas in class which promotes pupils learning. Rodrick, (2016) who wrote a book on building a positive classroom culture and climate attest to the fact that positive learning atmosphere is essential because it increases student engagement and encourage students collaboration and participation, there is shared control in the classroom that is, pupils have a say in their learning process. Teaching methods that teachers use for instance, learner centered approach can help in ensuring that good classroom management is attained in order to sustain pupils learning process. Learner centered is an approach where pupils are given an enabling atmosphere for them to access their own learning and teachers can be there to only guide them to acquire the necessary knowledge, skills and attitudes to help them live fulfilled lives (Allen, 1996). Learner centered approaches which include group work, peer demonstration and experimentation can help capture pupils interest in such a way that they can obviously encouraged learners to participate fully and follow the proceedings of the lesson thereby enhancing the grasping of the required concepts. In a similar manner, task analysis if not carefully taken care of by the teachers can be among the challenging elements that can hinder effective classroom management to improve pupils learning process. Robertson (1981) a scholar who studied effective classroom control is of the view that a teacher in classroom must break learning activities into smaller manageable units which can easily be understood by learners. Thus, task analysis is situation where class activities are well within the competence of the age and ability of the child. The lessons delivered to the pupils should attract attention to themselves
at the expense of what is being learnt. The learning activities should be enjoyable and sustain the interest of the pupils as long as it takes them to succeed in what they are doing. Failure to properly analyze pupil’s tasks would result into poor classroom management as pupils would lose interest in the learning process and could begin to do other disruptive things (Calderhead, 1984). Cohen, (1994) further points out that task analysis helps to control and manage classroom activities, in the sense that teachers can ensure that there is enough work to keep every child occupied for idleness is a major cause of misbehavior. But failure to have effective classroom management for appropriate age and ability task, pupils may lose interest in their learning process and fail to grasp the required concepts.

Inadequate furniture can possibly be among the challenges that can affect effective classroom management by teachers to improve pupils learning process. If the school does not have enough furniture the likely thing to happen will be that pupils will spend a lot of time especially in the first period of each day looking for chairs where to sit on. Pupils may go to class when the teachers are already busy teaching, and this may disturb the flow of the lesson delivery and management of classroom activities can be compromised (Allen, 1996). The teaching and learning aids that teachers use in class also play a big role in managing and controlling learning activities. Calderhead (1984) attest to the fact that availability of teaching and learning aids are essential elements that teachers must consider if effective classroom control is to be achieved. He adds that teaching and learning materials are important because they provide a variety of the teaching/learning methods. When there are a lot of teaching and learning materials in their classrooms, children would have a good deal of choice over what they do at a particular time. Thus, failure to provide for necessary teaching and learning aids by teachers would make pupils have little attention to classroom activities.

The punishment is another challenge that can contribute to poor classroom management. This is because sometimes teachers give punishments to pupils not to correct their unwanted behavior but to embarrass and disgrace them in the eyes of other pupils. Pupils who are rebuked in such a manner may hate the teacher and lose interest in their subject. Concentration of pupils towards learning would be poor and teachers may failure to manage class activities which may result in inadequate learning (Robert, 2003). There are some forms of punishment that include making pupils stand in front of the class with their hands raised up or kneeling in front of the class. Such
punishments can be distractive to classroom order because the other pupils in class can be mocking and laughing at their friends instead of concentrating on what is being taught.

Poor classroom attendance and late coming to class among pupils is another challenge affecting effective classroom management to improve pupils learning process. When pupils either miss class or come late to class the coverage of the syllabus and flow of the lesson would be delayed. Thus, late coming to class can seriously compromise classroom management. The teachers' lesson deliver would continuously be disrupted if pupils came late to class and control of classroom activities would be difficult. Time meant for learning would be wasted and pupils' learning process would therefore be compromised (Allen, 1996). Thus, late coming to class can create break down in classroom order and management of learning activities can be affected. Furthermore, teacher's attitude towards certain pupils is yet another challenge that can contribute to teacher's failure to manage classroom activities well. Some teacher's attitudes towards pupils are bad and undesirable and the language used towards certain pupils is abusive and unchristian. The use of language such as this pupil is dull and uneducable is demeaning and can make pupils become rebellious to any classroom activity. A disturbed child could make the life of a teacher difficult in class by disrupting the smooth flow of the lesson (Berliner, 1988).

2.4 Possible measures of classroom management to improve pupils learning

There are several measures that could be put in place by teachers to improve pupils learning process. Among the measures that can be considered beneficial to effective classroom management to improve pupils learning process include pupils motivation, teacher-pupil relation, learner-centered approach, conducive learning atmosphere, teaching aids, individual pupils interest, reinforcement and classroom passes among many.

Owen (1981) says that rewards or reinforces when they follow behavior, make that behavior more likely to occur again. They form the basis of human behavior and motivation, and can be used effectively to encourage children to acquire skills and develop appropriate learning pattern. To be effective, rewards need to be something to which the children aspire to and want. Younger children will always desire different rewards than older children. However, do not give praises continuously without reason. Be sincere with pupils when praising them for good work and desirable behavior. Never give praises and follow them immediately with criticism because it
defeats the purpose of the praise. Praise is an effective way to encourage children to engage in the desired behavior as it focuses on a child’s effort rather than on what is actually accomplished. When teachers give genuine praises that is specific, spontaneous, and well-deserved, it encourages continuous learning and decreases competition among children (Owen, 1981). Encouraging children to praise each other not only creates a positive classroom environment but also motivates individuals to make positive choices. Children need to be taught how to praise their peers by clapping or cheering when they see a fellow child doing something positive. That way pupil will be encouraged to learn by themselves and teachers will be there to facilitate their learning.

Many people also believe that good teacher-pupil relationship that exit among teachers and students is the starting point for good classroom management that can improve pupils learning process and this makes good intuitive sense. If the teacher has a good relationship with students, all of the other aspects of classroom management will run much more smoothly (Albert, 2008). One of the more promising aspects of the teacher-student relationship is that it is not a function of what teachers feel but rather, it is a function of what teachers do. More specifically, students look at the teacher’s behaviors and interpret those behaviors as signs of the teacher’s attitude about the class or an individual student. We consider every action that someone displays in the presence of someone else as a communication. Therefore, we assume that in the absence of someone else one cannot communicate. Whatever someone’s intentions are, the other persons in the communication will infer meaning from that someone’s behavior. In other words, a teacher does not have to personally feel connected to create the perception of connectedness to every student. The teacher does not have to feel interested in every student to create the perception of interest in every student (Calderhead, 1984). Some characteristics of having good teacher-student relationships in the classroom involve the appropriate levels of dominance, cooperation, and awareness of student’s needs. Dominance is defined as the teacher’s ability to give clear purpose and guidance concerning student behavior and their academics. By creating and giving clear expectations and consequences for student behavior, this builds effective relationships. Such expectations may cover classroom etiquette and behavior, group work, seating arrangements, the use of equipment and materials, and also classroom disruptions. Assertive teacher behavior also reassures that thoughts and messages are being passed on to the student in an effective way.
Assertive behavior can be achieved by using erect posture, appropriate tone of voice depending on the current situation, and taking care not to ignore inappropriate behavior by taking action (Cohen, 1981). Thus, the teacher's skills in managing their class depends upon the quality of their relationship with the pupils. It is essential to start a new class in the right way by building positive and respectful relationships from the outset. Over time, a teacher must build up trust and friendship with the children as this establishes the basis for behavioral management and change which can have a positive impact on pupils learning. Fundamental to successful classroom management to improve pupils learning is building strong relationships with the children thereby creating a caring, loyal and respectful bond. This forms a strong foundation from which behavioral change can take place. Through displaying acceptance and care for all the children in the class, the children will gain respect from their teacher (Robert, 2003).

There are a number of ways to build a strong and respectful relationship with the class. These include being a positive role model for the children; for them to be respectful to others they must be treated with respect. Creating a caring, relaxed, supportive and fair environment where each child feels accepted and that they belong to the family of the class. The teachers should recognize every child's strengths and believe that every child has the ability to learn especially children with SEN and disabilities. Interact with the pupils and sometimes have a chat with them. Children naturally enjoy this kind of interaction and it helps to give them confidence. You are also showing that you have a legitimate care for their need.

Another possible measure to effective classroom management is learner centered technique. Learner-centered approach is a wide variety of educational programs, learning experiences, instructional approach and academic- support strategies that are intended to address the distinct learning needs, interests, aspirations or culture backgrounds of individual students and groups of students. Robert, (2003) says that learner-centered approach requires teachers to use a range of different methods so that every learner is actively involved. The purpose of the learner-centered approach is to make sure that every learner achieves the best possible outcomes. This approach develops learners' abilities, attitudes, skills and values to work independently and helps them develop the attitudes and values that encourage them to take responsibility for their own learning. Teachers need to plan, prepare and provide lessons with high quality learner-centered experiences. This requires skill as well as good knowledge of each individual learner.
Furthermore, conducive learning atmosphere is another possible measure to effective classroom management to improve pupils learning process. Conducive learning environment is a platform devoid of both physical intimidation and emotional frustration, which allows for a free exchange of ideas among learners. Every school or classroom environment consists of two aspects physical and socio-culture. Often not equipped with adequate physical environment, schools find themselves in a dilemma when teachers fail to create conducive atmosphere for learning in the classroom. To enhance the learning of students, and improve the quality of learning and produce vibrate minds of high level proficiency, what we need are dedicated and motivated teachers who can change the course of traditional classroom set up and promote conducive learning environment (Evertson and Weinstein, 2006). Although teachers can not exercise complete control over certain aspects of the physical environment of the classroom there are ample characteristics that impact the learning climate which they can control and create. Given that there are only limited resource materials needed for instructions in a classroom, teachers must ensure that chalks, charts, models and equipment for demonstration etc. are made available to students in every learning session to enhance their understanding of concepts (Calderhead, 1984). How these resource materials are accessible and used in instruction will determine whether a classroom environment is facilitative or not. In ensuring accessibility of resource materials, teachers must also ensure that teaching-learning activities conducted in the classroom are visible and audible to all. The spatial arrangement of the classroom must be taken care of in order to achieve the goals of accessibility audibility and visibility.

Additionally teaching aids that teachers use in class are essential elements to effective classroom management to help improve pupils learning process. Teaching aids are materials used by teachers to supplement classroom instruction and stimulate the interest of students. Teaching and learning materials are important because they give a variety of the teaching methods. They help to avoid boredom and lead to arouse interest in the learner. The use of learning aids such as chart and models can make ideas and concepts being taught very clear, making learning real and pupils can see learning taking place (Calderhead, 1984). When you plan for a lot of teaching and learning materials in your classrooms, children would have a good deal of choice over what they learn and do at a particular time. Children would not be bored but can be encouraged to think and
express themselves in various productive ways to fulfill their potential and achieve their aspiration.

Individual interest of pupils is yet another possible measure that can help teachers to effectively manage classroom activities to enhance pupils learning process. Individual interests of pupils usually focus on actions or activities that advantages individuals or organizations. For instance, for a business or individual to survive and grow, a degree of self-interest is necessary. Individual interest or attention approach to teaching helps learners to concentrate on their work and grasp concepts at their own pace which they can use later on in life. Unless pupils are ready and willing, it is rather very difficult to make them learn (Marzano, 2003). In a similar manner pupil reinforcement is possibly another effective measure that can foster classroom management to improve pupils learning process. Reinforcement is a way to learn and remember things. Owen (1981) says that reinforcement is a consequence that will strengthen an organism’s future behavior whenever that behavior is preceded by a specific antecedent stimulus. Reinforcement can further be said to be a way to learn and remember things for example a student who repeats the facts she or he has studied for the test over and over or the way we praise children when they have shared their things with others.

Additionally subject registers are other possible measures that can be employed to help teachers manage classroom activities and improve pupils learning process because pupils will be forced to attend all lessons due on that day. Classroom passes are also very important because they help control the movements of pupils outside class. Consequently, the indiscipline of loitering when classes are in session might be curbed by the introduction of the subject register. Any teacher that goes into a particular class may first of all be required to conduct roll call to ascertain which pupils are absent from his/her class. Besides, classroom passes can also been introduced to control the movement of pupils. By and large this intervention strategy could help to keep pupils in their classes, and enable them to attend to all lessons due on those days thereby enhancing effective class control which can improve their learning abilities. When class passes are correctly administered, movement of pupils outside class could be controlled and management of classroom activities can be enforced since only one pupil can be allowed to leave class at a time.
2.5 Chapter Summary

In summary, it can be said that effective classroom management is an activity that all teachers do in order to enhance pupil learning. Classroom control cannot be avoided by any teacher because of its importance to individual pupils and the class at large. Teachers manage classroom activities in order to teach effectively and spend time properly so that pupils could acquire the necessary and the much needed knowledge in order to fulfill their aspirations in life. Effective classroom management assists teachers to shape the future of the learners in an active and productive manner irrespective of what occurred in the past (Allen, 1996). However, in implementing effective classroom control, we often experience challenges of inconsistency between what has been taught or learnt and the outcome. Thus, the truth about good classroom control is that even the best and well managed class can still produce poor outcomes, thus pupils may either pass or fail. Furthermore, effective classroom management by teachers confers dignity in their students by treating them as social equals capable of making good decisions. It helps learners to make good choices and produce good behavior. Indeed a teacher who has good classroom management skills would have children who are likely to have good behavior and improved ability to acquire relevant and necessary knowledge and survival skills for sustaining their lives (Calder head, 1984).

The next chapter deals with the methodology that was used in this study.
CHAPTER THREE: METHODOLOGY

3.0 Overview

The previous chapter reviewed literature from different countries around the world by different researchers and scholars related to this study. This chapter however deals with the methodology the researcher used in carrying out the study. It presents the research design, target population, sample size, sampling procedures, the research instruments used, procedure in data collection, processing and presentation of data as well as providing justification for each of them. Data validation, reliability and ethical issues were also dealt with.

3.1 Research Design

According to Kombo and Tromp (2013), a research design is considered as a structure of the research. Oroldo (2003) defines it as a scheme, outline or a plan that is used to generate answers to the research problems. Achola and Bless (1988), defines a research design as a program which guides the researcher in collecting, analyzing and interpreting observed facts.

The study employed a descriptive research design particularly a survey design under qualitative approach. Descriptive survey is a method of collecting data by interviewing or administering a questionnaire to a sample of individual (Oroldo, 2003). It can be used when collecting data about people’s attitudes, opinions, habits or any of the variety of education or social issues (Kombo and Tromp, 2013). For example teachers in schools can carry out a survey to find out attitudes towards their teaching or discipline. Hence, this method was used because of its advantages of collecting qualitative data. It enabled the researcher to obtain opinions of the representative sample of the target population who provided answers as to why ineffective classroom management by teachers could be the reason why pupil learning process is inadequate. This design was also chosen because the study relied more on qualitative research methods.

Furthermore, the design is considered appropriate for the study because according to Kothari (2006), a survey is concerned with describing, recording, analyzing and reporting conditions that exist or existed. Kerlinger (1973) argues that survey method is widely used to obtain data useful in evaluating present practices and providing bases for decisions. For this study, the descriptive survey research design enabled the researcher to explore the influence of effective classroom
management that could improve pupil's learning process at Nyimba secondary school of Nyimba district of Eastern province of Zambia. The design was also appropriate for the study in the sense that the researcher used questionnaires and semi-structured interview guide as instruments for the chosen design to individually interview 10 teachers and 50 pupils as representative samples of the whole population.

3.2 Target Population.

Population is a set of people or entities to which findings are to be generalized. Fraenkel and Wallen (1993), defines a research population as a group of interest to the researcher, the group to whom the researcher would like generalize the results of the study. In this study, the target population meant a group of individuals that had the same characteristics from which the sample was drawn. Consequently, the target population of the study consists of two categories of respondents namely pupils and teachers of Nyimba Secondary School. Nyimba secondary was chosen for the study because it was easy for the researcher to collect data and was one of the schools in the district that has been experiencing poor classroom management that has adversely affected pupils learning process which is evidenced in pupils' poor performance. However, the researcher ensured an accessible population that was convenient and representative of the overall target population.

3.3 Study Sample.

A sample is subgroup of the target population that the researcher plans to study for the purpose making generalizations about the target population. Fraenkel and Wallen (1983) cited in Yawson (2009), refers to a sample as group from which information is obtained. Thus, the study sample comprised 60 respondents of which 50 were pupils drawn from grades 8 to 12 and 10 were teachers with mixed gender. Each grade had 10 respondents with mixed gender. The sample size of 60 respondents had been arrived at to ensure that the characteristic of the sample was diverse, representative, accessible and knowledgeable in the area of the study for the findings to be generalized to the target population.
3.4 Sampling Procedures.

Simple random sampling procedure was used to select the categories of respondents. According to Kombo and Tromp (2013), simple random sampling is a subset of individuals chosen from a larger set or population. Each individual is chosen randomly and entirely by chance, such that each individual has the same probability of being chosen at any stage during the sampling process, and each subset of individuals has the same probability of being chosen for the sample as any other subset of individuals. A simple random sampling is an unbiased surveying technique. Simple random sampling is a basic type of sampling, since it can be component of other more complex sampling methods. The principle of simple random sampling is that every object has the same probability of being chosen. In the case of this study, current pupils were selected from grades 8 to 12 using the simple random sampling procedure. Classes were organized into grade levels that were 8, 9, 10, 11 and 12. Each grade level was assembled in the school hall where the actual participants were selected. A box containing pieces of papers written 'NO' on them and only ten papers written 'YES' on them were put in the box. The box was then passed round and each pupil had to pick a paper and only those that picked papers written 'YES' on them were sampled and considered to be representatives of that particular grade level. This ensured that ten representatives were unbiasedly picked from each grade level.

Stratified random sampling is method of sampling that involves the division of a population into smaller groups known as strata. In stratified random sampling, the strata are formed based on members shared attributes or characteristics. A random sample from each stratum is taken in a number proportional to the stratum's size when compare to the population. These subsets of the strata are then pooled to form a random sample. The main advantage with stratified sampling is how it captures key population characteristics in the sample that are proportional to the overall population (Kombo and Tromp, 2013). In line with this thought, a stratified random sampling technique was used to select teachers and this was done by picking every fourth teacher from both male and female staff lists.

3.5 Research Instruments

According to Parahoo (1997), a research instrument is a tool used to collect data. It is a tool designed to measure knowledge, attitude and skills of research respondents. Thus, the research
The instruments employed in the study were questionnaires, focus group discussion and semi-structured interviews guide. The questionnaires which were followed up by focus group discussion were used to collect data from the teachers. While semi-structured interviews guide were used to collect information from pupils.

3.5.1 Teachers Questionnaires

A questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents (Berg, 1989). Although they are often designed for statistical analysis of the responses, this is not always the case. Questionnaires have advantages over some other types of survey in that they are cheap, do not require as much effort from the questioner and often have standardized answers that make it easy to compile data. However, such standardized answers may frustrate the users. Questionnaires are also limited by the fact that respondents must read the questions and respond to them. Thus, for some demographic groups conducting a survey by questionnaire may not be possible. Usually, a questionnaire consists of a number of questions that the respondent has to answer in a set format. A distinction is made between open-ended and closed questions. An open-ended question asks the respondents to formulate their own answers whereas a closed-ended question has the respondent pick an answer from a given number of options. The response options for closed-ended questions should be exhaustive and mutually exclusive. This study choice to use of questionnaires was because it was relatively economical, had the same questions for all the respondents, ensuring anonymity and contained questions written for specific purpose (Mitti, 2007). This was appropriate for the study since the target groups were all literate. In addition, results obtained by questionnaires could easily be objectively compared.

3.5.2 Focus Group Discussion

Focus group discussion as the other primary source was also conducted to collect additional information and make a follow on the questions which were not adequately answered by teachers in the questionnaire. Focus group interviewing represents an open purposive conversation where the researcher asks questions on a specific topic and then guides the discussion by means of questioning. Focus group discussion was used in this research to collect data which revealed the experiences, feelings, knowledge, perceptions and beliefs of the respondents on how effective
classroom management can improve pupils learning, challenges faced and the possible measures that can be employed to mitigate the challenges which were under consideration in this study.

3.5.3 Semi-Structured Interview Guide.

Semi-structured interviews were utilized to collect data from pupils. Berg (1989) argues that a semi-structured interview guide involves the implementation of a number of predetermined questions and or special topics where the questions are typically asked of each interviewee in a systematic and consistent order but allow the interviewees sufficient freedom to digress; that is the interviewers are permitted to probe far beyond the answers to their prepared and standardized questions. The rationale behind using the semi-structured interview guide was that it allowed respondents to select from the list of options provided to them to express their views freely. This method however, enabled the interviewer to retain control throughout the whole process (Powney and Watts, 1987).

3.6 Data Collection Procedure

Data collection refers to gathering specific information aimed at providing or refuting some facts (Kombo and Tromp, 2013). The different techniques the researcher use to gather information in his research adheres to the two possible approaches to generate data in qualitative study of which one could ask about what is going on (interviews) and one could read and look for traces (document analysis) of other evidence to verify whatever they are investigating. However there are two major sources of data that are used by researchers. These are primary and secondary sources. Primary data is said to be a set of raw information that is collected by the researcher conducting the research and secondary data refers to a set of second hand information initially collected and compiled by someone else apart from the current user. In this study, the researcher used primary through teachers questionnaires and semi-structured interview guides and secondary data through the documents that were reviewed. The data in this study was collected by administering questionnaires to teachers, while semi-structured interview guides were applied to collect data from pupils. The collection, analysis and discussion of data, was done from 30th January to 30th August, 2016.
3.7 Data Analysis

Data analysis is a process of reducing large amounts of collected data to make sense of them (Powney and Watts, 1987). It involves uncovering underlying structures, extracting important variables, detecting any anomalies and testing any underlying assumptions. Involves scrutinizing or analyzing the require information and making inferences. It divides the method for analyzing data into categories being exploratory and confirmatory methods. For this study data was analyzed thematically. Themes refer to topics or major subjects that came up in the discussions (Kombo and Tromp, 2013). This form of analysis usually categorizes topics that are related. After collecting data the researcher processed it in a way before carrying out an analysis. The researcher did pre-processing as a way of correcting problems which were identified in the raw data. Qualitative data was analyzed by means of thematic analysis based on the questionnaire and semi-structured interview guide with respondents. A descriptive statistics was used in the data analysis; this is a method that involved manual coding of data which was subsequently abulated into frequencies, percentages, pie-chats and comparative bar graphs.

3.8 Data validation

This research used a methodological data triangulation in order to validate the data. Methodological triangulation involves the use multiple qualitative methods to carry out the study (Cresswell, 2012). For example, results that were obtained from questionnaires, semi-structured interview guides and the reviewed documents were compared and the results were found to be consistent. This then affirms the validity of the data collected. However, data triangulation required more time to analyze the information collected by the different methods. The benefit of triangulation include increasing confidence in research data, creating innovative ways of understanding it, revealing unique findings and providing a clear understand of the problem. The findings were also validated by reviewing many literature sources on the subject of interest.

3.9 Reliability

Reliability is referred to how well the test measures what it is purported to measure. While reliability is necessary, it alone is not sufficient. For a test to be reliable, it also needs to be valid, since the frequently occurring data was identified and checked, it was coded manually by
capturing all the information the respondents gave in answering to the questions that were given to them through the teachers questionnaire and pupils semi-structured interview guide.

3.10 Ethical issues

Researchers have the moral and professional obligation to be ethical and objective, even when research subjects are unaware of or unconcerned about ethics (Blaikie, 2010). Adhering to this idea, the researcher insured that those being interviewed were absolutely clear about their rights to an explanation of aims, procedures, purposes and the consequences of research, publication and the right to refuse to take part or withdraw at any stage without any penalty given to them. The participants were made confident to make the decision of acting voluntarily and making their decisions on the fullest possible information. The researcher maintained the integrity of the research and its ethical standards.

The participants were informed of whom the researcher was and the purpose of the research. The participants were assured that the data they gave would be made anonymous meaning that their names were removed so as to protect their identity and that the research was purely academic. The participants were also informed that they would not receive any incentives for taking part in the research. Before the data was collected, a written permission was sort from the director of institute of distance education (IDE), addressed to the providers of the research information at the school.

3.11 Chapter Summary

This chapter discussed the descriptive research design which was used to collect, analyze and interpret data. This design was chosen because the study relied more on qualitative research methods. The target population of the study consisted of two categories of respondents namely teachers and pupils. The study sample comprised of sixty respondents thus fifty pupils of different gender drawn from different grade levels and ten teachers of different gender from different departments.

A simple random sampling technique was used to select fifty pupils and stratified random sampling technique was used to select the ten teachers selected for the study. The research instruments employed in the study were questionnaires and semi-structured interview guide. And
a descriptive or qualitative statistics was used to analyze and interpret data using tables, bar-
graphs and pie-charts.

The next chapter presents the findings on effective classroom management that can help improve pupils learning process at Nyimba secondary school in Nyimba district of the Eastern Province.
CHAPTER FOUR: PRESENTATIONS OF RESEARCH FINDINGS

4.0 Overview

The previous chapter provided the methodology used for collection of data for this study. This chapter presents the findings of the study according to the three main objectives. Firstly, to establish factors influencing effective classroom management by teachers to improve pupils learning process, to investigate the challenges of effective classroom management faced by teachers during the teaching process and to suggest possible measures that could be put in place to improve pupils learning process.

The purpose of the presentation of data is to provide answers to the research questions. To answer all the three research questions by using qualitative data which was collected from two categories of respondents which were 10 teachers of mixed gender drawn from different departments and 50 pupils of mixed gender who were randomly selected from different grade levels that’s from grades 8 to 12. Each grade level was presented by 10 participants of which 5 were boys and another 5 were girls. The total sample of the participants was 60. Responses on the factors that can influence classroom management, the challenges teachers face and proposals of possible measures to mitigate the challenges have been illustrated on the pie chart and comparative bar graphs for each research question.

Semi-structured interviews guide was used to collect data from pupil respondents and questionnaires followed by focus group discussions were used to collect data from teacher respondents. The rationale behind using these data collection instruments was that it allowed respondents to express their views freely. This method however, also enabled the interviewer to retain control throughout the whole process of data collection. The findings on this chapter started with demographic questions on both the teacher and pupil respondents.
4.1 Demographic information of respondents

Table one: Gender of respondents

Responses on the number of teacher and pupil respondents who took part in the study

<table>
<thead>
<tr>
<th>Gender</th>
<th>No of Teachers/pupils</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>5 (25)</td>
<td>50</td>
</tr>
<tr>
<td>Female</td>
<td>5 (25)</td>
<td>50</td>
</tr>
<tr>
<td>Total</td>
<td>10 (50)</td>
<td>100</td>
</tr>
</tbody>
</table>

In the table above, 5 teachers and 25 pupils who represented 50% of respondents were males and while 5 teachers and 25 pupils representing 50% of respondents were females.

Table two: Qualifications of respondents

When asked how long they trained at the college, the teachers gave the following responses.

<table>
<thead>
<tr>
<th>Duration in Training</th>
<th>Qualification obtained</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Years</td>
<td>Diploma</td>
<td>2</td>
<td>20%</td>
</tr>
<tr>
<td>3 Years</td>
<td>Diploma</td>
<td>4</td>
<td>40%</td>
</tr>
<tr>
<td>4 Years</td>
<td>Degree</td>
<td>3</td>
<td>30%</td>
</tr>
<tr>
<td>6 Years</td>
<td>Master</td>
<td>1</td>
<td>10%</td>
</tr>
</tbody>
</table>

In the table above, two teachers which represent 20% of respondents trained for two years and obtained diplomas, four teachers representing 40% of the respondents trained for three years and got diplomas, three teachers which represented 30% of the respondents trained for four years and obtained degrees and lastly one teacher who represented 10% of the respondents trained for six years and obtained a Master’s degree.
Table three: Length of service of respondents

In questioning the respondents to find out how long they had been teaching, the teacher’s responses were as follows.

<table>
<thead>
<tr>
<th>No of Years in Service</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5 years</td>
<td>6</td>
<td>60%</td>
</tr>
<tr>
<td>6-10 years</td>
<td>2</td>
<td>20%</td>
</tr>
<tr>
<td>11-15 years</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>Above 16 years</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>10</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

In the table above, six teachers who represented 60% of the respondents said that they were in the service for between 0-5 years. 2 teachers representing 20% reported that they were in service for between 6-10 years. 1 teacher representing 10% served for between 11-15 years and a further 1 teacher representing 10% said he was in service for more than 15 years.

Table four: Enrollment of pupils per class

In finding out how many pupils the school enrolled in each class, the following were the responses given by both groups of respondents.

<table>
<thead>
<tr>
<th>Number of Pupils</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 40</td>
<td>3 (15)</td>
<td>30%</td>
</tr>
<tr>
<td>45-50</td>
<td>7 (35)</td>
<td>70%</td>
</tr>
<tr>
<td>Above 50</td>
<td>0 (0)</td>
<td>00%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10 (50)</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

The responses given by the respondents were that 3 teachers and 15 pupils who represented 30% said that the school enrolled below 40 pupils and further 7 teachers and 35 pupils who represented 70% indicated that the enrolment of pupils in class were between 45-50 and no one said it was above 50.
Table five: Availability of furniture in school

Do you have enough furniture for use in your class?

<table>
<thead>
<tr>
<th>Item</th>
<th>No of Pupils</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less furnisher</td>
<td>30</td>
<td>60%</td>
</tr>
<tr>
<td>Enough furniture</td>
<td>20</td>
<td>40%</td>
</tr>
<tr>
<td>More furniture</td>
<td>00</td>
<td>00%</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100%</td>
</tr>
</tbody>
</table>

In answering the question above 30 pupils which represented 60 % said that the school had less furniture. 20 pupils representing 40 % said the school had enough furniture and no pupil responded that the school had more than enough furniture.

Do teachers use teaching/learning aids each time they taught in class?

Figure six: Availability of teaching/learning aids

<table>
<thead>
<tr>
<th>Item</th>
<th>No of Pupils</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>00</td>
<td>00%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>30</td>
<td>60%</td>
</tr>
<tr>
<td>Don’t</td>
<td>20</td>
<td>40%</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100%</td>
</tr>
</tbody>
</table>

In answering the above question, all the children reported that no teacher always use either teaching or learning materials, however. 30 pupils which represented 60 % indicated that sometimes teachers use aids and 20 pupils representing 40 % said that teachers don’t use teaching and learning aids.
Does the school have enough text books for pupils to use in class?

Figure seven: Availability of text books

<table>
<thead>
<tr>
<th>Item</th>
<th>No of Pupils</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Few books</td>
<td>45</td>
<td>90%</td>
</tr>
<tr>
<td>Enough books</td>
<td>05</td>
<td>10%</td>
</tr>
<tr>
<td>More books</td>
<td>00</td>
<td>00%</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100%</td>
</tr>
</tbody>
</table>

In response to the question above, 45 pupils representing 90% narrated that the school had few text books. 05 pupils which represented 10% said that school had enough text books and no pupil reported that they were more than enough texts books in school

4.2 Findings on factors influencing effective classroom management

The first objective of the study was to establish factors influencing effective classroom management of learning activities to improve pupils learning process. And this objective was guided by the research question; what are the factors influencing effective classroom management to improve pupils learning process? From all the 10 teachers that were interviewed and all the 50 pupils who took part in providing answers to the research question, the following were the major themes that emerged based on the elements that are believed to be vital to effective classroom management; classroom organization, classroom discipline, classroom motivation and the methodologies which are used to manage classroom activities.

Classroom Organization was viewed by all the respondents as a process of organizing pupils, materials, establishing classroom procedures to facilitate the learning process and dealing with disruptions and threats to classroom activities. It comprises actions such as planning, organizing, directing and controlling classroom activities. Effective classroom management was viewed by the two categories of respondents as essentially concerning the achievements and maintenance of pupil's involvement in teacher approved activities. Thus, classroom management and organization is a process of putting together, coordinating and controlling learning programs and activities for pupils to improve their ability to learn and increase their understanding of subject
content. It may include the use of available classroom space, arrangement of furniture, time management, teaching and learning resources, to facilitate learning in the classroom. The elements that both teachers and pupils consider are issues of space and arrangement of desks. The respondents pointed out that desks should be arranged in such a way that the teacher and pupil should maintain direct eye contact with each other all the time and that they should be aware of what is going on in all parts of the classroom. They added that enough space should be made available for the teacher to move about and for pupils to interact freely during their class activities. The teacher-pupil direct eye contact helps pupils to be attentive and remain focused on the task given. Out of the sixty respondents who provided answers to how classroom management can improve pupils learning process using questionnaires and semi-structured interview guide 18 who represented 30% reported that classroom organization of pupils during learning time can help teachers manage classroom activities, and the other 42 (70%) of the respondents went for other options as means of classroom management. As a way of emphasis on classroom organization as a mode of improving pupils learning, one respondent stated that, “...if teachers create conducive learning atmosphere such as enough furniture, text books, teaching and learning materials, and mutual relationships between teachers and pupils then classroom control can easily be attained which can improve pupils learning process......” (Focus group discussion with one teacher, July, 2016).

Another theme that came out prominently was classroom rules and procedures. Respondents from both sides who took part in the study agreed that classroom rules and procedures identify general expectations which can embrace a wide range of expected outcome from the people concerned. A procedure communicates expectations for specific behaviors. Therefore, effective teachers use both rules and procedures to control classroom activities for learning to take place. For example, you might establish the rule, respect other students and their property and also create separate procedures for returning books to the appropriate place in the classroom and participating respectfully in class discussions. The respondents reported that the number and kind of rules and procedures should vary from class to class and from grade to grade, but every good teacher should have them. How students treat one another, when and how students may leave the room, and when it is appropriate to speak out in class are common topics for rules and procedure in every grade. 6 out of 60 respondents who represented 10% clearly supported the notion that
designing and implementing rules and procedures in class, and even at home, significantly influences students’ behavior and their learning process. They also argued that rules and procedures that are made available in class should not simply be imposed on learners but should be created by both teachers and the students so that pupils should see rules as their own effort and product for them so fully accept them. To qualify the response that classroom rules and procedures can influence classroom management to improve pupils learning process, one of the respondent from the teachers’ side stated that;

"...In a classroom which is well managed, teachers ought to take time to explain the reasons behind particular rules and procedures and should involve students in creating them, and seek their input as much as possible. He argued that when students are involved in this process, they are more likely to make classroom rules and procedures their own improving their learning in the process. He further said that involving student’s helps to build their acceptance and responsibility for the overall environment of the classroom atmosphere. Establishing rules and shared expectations for general conduct helps to lay a solid foundation for effective classroom management that can improve pupils learning process. In a classroom which is well managed, teachers should also consider writing classroom rules and procedures which should be communicated to the pupils preferably at the beginning of the term. Class teacher can write class rules and stick them on the notice board outlining different offenses and their corresponding punishments. These can serve as reminders which students can easily refer to throughout the day and can help them adhere to shared values. (comment from one respondent July, 2016).

Motivation was another theme that emerged prominently. Some of the respondents stated that classroom motivation can promote good classroom management which is often achieved by punishments and rewards. The responses obtained from both groups showed that 24 out of 60 representing 40% of the respondents suggested that punishments should always aim at correcting undesirable behavior and practices while rewards should be used to recognize success and effort by learners. They further argued that punishments that are metered to the pupils should never be so light that they become meaningless and rewards should not be so easy to get that they lose their worth. The other 36(60%) went for other options as the best methods of attaining good classroom management that can improve pupils learning process. To illustrate the above findings, a teacher respondent lamented that:
“When teachers give rewards to well-behaved pupils those with defiant behavior should be stimulated to behave well so that they too could as well receive rewards latter on in life thereby decreasing their disruptive behavior. Good classroom management should ensure that when the teachers correct misbehavior in one individual this possibly should influence the behavior of other students in class. The effect is clear when the teacher clearly names the unacceptable behavior and provides the reasons why the behavior is unacceptable and this would compel other pupils to behave well. Punishments should be given to discourage undesirable behavior, for fear of being punished pupils might discard the unwanted behavior thereby enhancing good classroom discipline which can result in pupil’s improved learning process". (response from a teacher respondent, July, 2016).

Methodology that teachers use in class was another theme that came out as a means of managing classroom activities to improve pupils learning. Methodology had a total of 12 who represented 20% out of the 60 respondents who took part in the study. The rest of the respondents who were 48 representing 80 % choose other options as best means of controlling classroom activities to improve pupils learning. It was expressed by these respondents that planning and selection of what is to be taught and the method used to teach should be appropriate to the comprehension and experience of the learners. They suggested that teachers should desire to plan for pupil centered activities because they promote autonomy in the minds of the learner. To support the above statement one respondent from the teachers side reported that;

“In this learner centered approach, no learners are bored or left behind and they enjoy themselves as they learn. Learning takes place all the time and pupils are encouraged to think and express themselves in various productive ways. In this arrangement the teacher is a facilitator of the learning process. Thus, failure to involve pupils in the learning process would make them bored and uninterested. The teachers can be talking to themselves and there would be little learning that can take place and this can lead to poor classroom management by teachers and pupils learning process can be compromised”, (response from a teacher, July, 2016).

The respondents who choose this option further argued that teachers should learn to use teaching methods that are appropriate to the needs of the learners, if not pupils would not be able to
benefit from classroom instructions. Teacher should avoid using methods that would lead to unnecessary noise, excitement and eventually classroom disorder.

Thus, research question one sought to establish factors influencing effective classroom management to improve pupils learning process to enhance their performance at Nyimba secondary school in Nyimba District of Eastern province. All the categories of respondents from the ten teachers given to answer questionnaires, followed by the focus group discussion and the fifty pupils given to respond to semi-structured interview guide, they brought out the elements of effective classroom management obtaining on the ground. These were classroom organization which was supported by 18 (30%) of the respondents, teaching methods was supported by 12(20%) of the 60 respondents. Discipline was supported by 6(10%) of the respondents and classroom motivation was highly supported by 24(40%). Conclusively, from the responses obtained, it is clear that both teachers and pupils at Nyimba secondary school like motivation as a way of managing classroom activities and both teachers and pupils do not favor discipline as a strategy of controlling pupils in class. On the other hand both classroom organization and teaching methods are also good because they were supported by substantial numbers of the respondents. The above summary showing the levels of support on the established modes of effective classroom management to improve pupils learning process and are presented on the pie chart below.

Pie- Chart
4.3 Findings on challenges of effective classroom management

The second objective of the study was to investigate the challenges of the effective classroom management that teachers were facing in order to enhance pupils learning in class at Nyimba secondary school. Semi-structured interview guide was used to collect data from pupils and questionnaires were used to collect data from the teachers which were followed by focus group discussion used to address the follow up questions that arouse from the questionnaires. The rationale behind using these research instruments was that it allowed respondents to express their views freely. These methods however, also enabled the researcher to retain control throughout the whole process of data collection. In order to obtain responses from both the teachers and pupils, the study was guided by the research question; what are some of the challenges of effective classroom management that teachers face in order to improve pupils learning process?

In trying to establish the challenges the teachers were experiencing in classroom management, the following were the major themes that came out; classroom order, classroom culture, conducive learning atmosphere, teaching methods, task analysis, inadequate furniture, lack of learning materials e.g. text books, punishments, class attendance and teachers attitudes. The responses gathered are summarized in the bar-graph below.
In finding out the responses from the respondents on the elements they thought were affecting classroom management to improve pupils learning. The bar-graph above has been used to illustrate the information that was gathered from the participants. 30 respondents who represented 50% of the study sample reported that classroom order that is at play in class can influence classroom management either positively or negatively depending on the available conditions. Classroom order is all about maintaining discipline which is one of the biggest challenge educators face in the learning institutions. They said that teaching rules and routines that are made early in the term or year may mean more learning time for pupils later in the term.

Classroom culture was supported by 40 participants who represented 66.6% of the respondents. They alluded to the fact that classroom culture that is adopted and agreed upon by both the teachers and pupils can have influence on how the teacher could manage classroom activities that can influence pupils to learn. It was generally accepted by the respondents that positive
classroom cultures are essential because they increase student engagement and safe discursive environment. They encourage student collaboration and participation, there is shared control in the classroom that is, pupils have a say in their learning process.

All the 60 respondents representing 100% revealed that a conducive learning atmosphere is cardinal, because failure to create an enabling learning atmosphere would make it difficult for teachers to manage classroom activities efficiently and effectively affecting pupils learning pace and none of the respondents argued against the fact that conducive learning environment was important. 50 respondents which represented 81.8% drawn from both categories revealed that teaching methods was the only true and obvious means by which pupils can acquire the various knowledge and skills that they need to learn. Thus, teachers should use teaching methods that are appropriate to the needs of the learners, if not pupils may not be able to benefit from classroom instructions.

Another 30 respondents who represented 50% reported that failure to break down work into simpler component can make classroom management become difficult during pupils learning process. Both groups of respondents supported the idea of breaking down complex works into smaller but manageable units for easy understanding of what has been learnt. Furniture was another theme that came out prominently among the respondents. 45 respondents from both categories representing 75% agreed that lack of chairs to sit on and desks to write on can affect the way classroom activities can be managed. They added that if school furniture was not enough pupils would spend most of their time looking for where to sit on wasting their valuable learning time. A further 50 respondents who represented 81.8% of the study sample reported that the non-availability or little use sage of teaching and learning aids such as text books can affect the delivery of a lesson and can be responsible poor classroom management that can affect pupils learning. To qualify the above response as a one of the challenge affecting classroom management, one teacher lamented that;

"When teaching/learning materials such as text books are few, pupils will turn to struggle to have the books to themselves creating disorder and a disturbance in the smooth flow of the lesson. It was reported that this scenario has in some instances led to tearing off of the same fewer books making the situation even more vulnerable...". (Response from one teacher; July, 2016).
From the responses gathered from participants it was evident that fewer text books can contribute to teacher's failure to effectively manage classes well. Thus, fewer texts books were one of the good reasons why teachers were failing to manage classroom activities.

The findings on punishment as the means of managing classroom activities revealed that 20 respondents representing 33.3% reported that punishments that teachers gave to pupils can also contribute to poor classroom management of learning activities. To validate the statement above one pupil respondent reported that;

"Sometimes teachers gave pupils punishment not to correct their unwanted behavior but to embarrass and disgrace them in the eyes of other pupils. Pupils who are rebuked in such a manner may hate the teacher and loose interest in their subject. He added that concentration of pupils towards learning would be poor and teachers may failure to manage class activities which may result in inadequate learning. Some forms of punishment that include making pupils stand in front of the class with their hands raised up or kneeling in front of the class are very distractive to classroom order because the other pupils in class would be mocking and laughing at their friends instead of concentrating on what is being taught", (response from one pupil respondent, July, 2016).

Further, all respondents representing 100% reported that poor classroom attendance and late coming to class by pupils was among the reasons that lead to poor classroom management. Poor classroom attendance can make teachers fail to finish coverage of the syllabus and late coming to class brings about disturbance in the flow of the lesson. 40 respondents who represented 70% of the respondents responded that some teachers' attitudes towards certain pupils could also contribute to their failure to manage classroom control.

Objective number two investigated the common challenges that were affecting classroom management to improve pupils learning process. The summary on the themes which were identified have been outlined as classroom order with 30 (50%) of the respondents, 40 (66.6%) went for classroom culture, 50 (81.8%) went for teaching methods, conducive learning environment had all the respondents representing 100%, 30 (50%) fell for task analysis, 45 (75%) said lack of furniture, 50 (81.8%) lack of teaching and learning aids, 20 (33.3%) said punishment can affect classroom management, all the respondents representing 100% said
classroom attendance was vital to classroom control and lastly 40 (66.6 ) of the respondents said that teachers attitudes is one of the challenge that affect classroom management that can help improve pupils learning.

4.4 Findings on the possible measures of effective classroom management

The third objective of the study provided the researcher an opportunity to explore some of the possible measures of effective classroom management that both the teachers and pupils could put in place to improve pupils learning process. The study was guided by the research question; what are some of the possible measures of effective classroom management that can improve pupils learning process? In addressing this question, qualitative data was collected from the two categories of respondents and all the 60 respondents were asked the same questions arising from the teachers’ questionnaire which was followed by the focus group discussion and semi-structured interview guide for the pupils. In trying to explore the possible measures that could be used to improve pupils learning process, the following were the major themes that emerged; teaching/learning aids, learner- centered approach, individual interest, reinforcement/motivation, subject registers, classroom passes, home work policy, teacher-pupil relation, pupils involvement and conducive or suitable learning atmosphere.

In responding to the themes about the possible measures that could be considered beneficial by teachers to improve classroom management which could lead to pupil improved learning process, the respondents had the following to say. All the 60 respondents who represented 100% affirmed that teaching/learning aids was a possible ingredient to effective classroom management. 55 out of the 60 respondents representing 91.8 % indicated that learner centered approach could improve classroom management because the method focuses on the learners taking responsibility of their own learning. Another 50 respondents who represented 81.8 % of the respondents reported that individual interest of pupils was vital to effective classroom management. Thus, they said that a child, who is not willing to learn, will never learn because there is no interest to learn. Additionally, all the 60 respondents representing 100% responded that reinforcement/motivation of pupil’s effort on their academic work could as well enhance classroom management. Furthermore, all the 60 respondents representing 100% indicated that subject registers, and class passes play a key role in classroom management during pupils learning process. They argued that both subject and classroom passes can compel pupils to
remain class which can consequently improve pupils learning process. 50 (81.8%) of the respondents said that home work policy could also help to manage the class effectively. They reported that homework keeps pupils busy and engaged most of the time. Additionally all the 45 respondents who represented 75% of the respondents said that good teacher/pupil relation is important to good classroom management practices. Another 10 respondents representing only 16.6% said that punishment could help teachers control classroom activities. 15 out of 60 respondents representing 25% reported that pupils’ involvement played a vital role in good classroom management practices. Lastly, but not the least, all the 55 pupils representing 91.6% revealed that conducive learning environment was key to successive classroom management. The bar-graph below provides a summary of the findings on possible measures that can be employed to address the challenges that affect good classroom management practices to improve pupils learning process.

Bar-graph

The summary on the themes which were identified have been outlined as teaching/learning aids with 60(100%) of the respondents, 55 (91.8%) advocated for learner-centered approach, 50 (81.8%) went for Individual interest, reinforcement/motivation had all the respondents
representing 100%. 60(100%) fell for subject registers and class passes, 50(81.8%) said homework policy, 45(75%) teacher-pupil relationship, 10(16.6%) said punishment can improve classroom management. Further 15 respondents representing 25% reported that pupils’ involvement was important and lastly 55 who represented 91.6% went for conducive environment as one of the possible measures to effective classroom management to improve pupils learning.

From the findings gathered from respondents all said that teaching and learning aids, subject registers, classroom passes, and reinforcement/motivation of pupils work were among the best possible measures of effective classroom management to improve pupils learning process and punishment appeared as the least possible measure of controlling classroom activities. This was followed by pupils' involvement; it therefore appears that teachers do not usually involve pupils in their learning process.

4.5 Findings on additional possible measures of classroom management

In response to additional possible measures that could be put in place to improve pupils learning process, the teacher respondents made the following additions. They narrated that lack of motivation of teachers by administration and lack of continuous professional development meeting and specialized subject knowledge were some of the additional measures that could ensure that there was effective classroom management to enhance pupils learning process.

4.6 Chapter Summary

This chapter has discussed the research findings which were obtained from the responses that the respondents gave in answering the research questions. The research questions came in two parts thus, teacher’s questionnaire which was followed by focus group discussion and pupil’s semi-structured interview guide. Basically, the issues in the research instruments used by both teachers and pupils were based on factors influencing effective classroom management by teachers to improve pupils learning process. The challenges of effective classroom management faced by teachers during the teaching process and outlined some of the suggested possible measures of effective classroom management that could be put in place to improve pupils learning process.
The next chapter will look at the discussion of findings on effective classroom management to improve pupils learning process by the respondents.
CHAPTER FIVE: DISCUSSIONS OF FINDINGS

5.0 Overview

This Chapter has looked at the discussions and analysis of data collected from the respondents. Thus, research discussion constitutes a very important stage of the research exercise. It is an integral part of the study. The discussions are reported with respect to furnishing evidence for each research question asked to guide the study. The discussion focused on factors influencing effective classroom management to improve pupils learning process, discussed the likely challenges of effective classroom management faced by teachers during the teaching process and also discussed possible measures of effective classroom management that could be put in place to improve pupils learning process in classroom.

Out of a population of 50 teachers, a sample of 10 teachers was chosen for the study. Questionnaires followed by focus group discussions were administered to the 10 selected respondents and data was collected and analyzed. Similarly 50 pupils were randomly selected out of a population of 700. semi-structured interview guide were also administered and data was collected and analyzed. Descriptive statistics was used in presenting the data. Hence, this chapter has provided detailed discussions on the responses obtained from various questions posed to respondents as well as the analysis of key findings earlier presented.

As stated by David and Sutton (2004), “the discussion section should bring together the main research findings and the key elements of the literature review”. In a similar manner, this chapter has discussed the findings of the study under the headings of the studies drawn from the objectives and the emerging themes. The first part of this chapter has discussed the demographic information of the participants who took part in this study.

5.1 Discussions on Demographic information of respondents

The number of respondents chosen for the study was five males and five female teachers who represented a 50 % affair for both gender. This was done in order to get balanced views of opinion about how effective classroom management by teachers could improve pupils learning process between male and female respondents. In a similar manner, 50 pupil respondents were selected. 25 boys and 25 girls were drawn from different grade levels. The purpose was to get a
balanced view of pupils from all grade levels on what they thought were the reasons influencing teachers' failure to manage classroom activities to improve their learning process.

The findings on the professional qualification of the respondents, who took part in the study, show that 6 teachers had diplomas from various colleges of education, 3 had degrees from different universities, and 1 had master's degree. The study revealed that there were more teachers with diploma qualification who teach even senior grades, which should not be the case because diploma holders are trained to teach junior classes according to education professional act of 2003. An assumption can therefore be made that this was one of the factors that might have led to poor classroom management by teachers resulting to inadequate pupils learning process for both examinational and non-examinational classes.

The study further showed that 6 teachers who represented 60% of the respondents had less than five years of teaching experience, 2 teachers representing 20% of the respondents had between six to ten years teaching experience, 1 teacher who represented 10% of the respondents had between eleven and fifteen years and a further 1 teacher who represented 10% had more than sixteen years of teaching experience. The general understanding that could be made here is that most teachers had fewer years of teaching experience which could have lead them to be less effective when it came to classroom management, a factor which might have contributed to inadequate pupils learning process as the saying goes that experience is the best teacher.

The study also revealed that 3 teacher and 15 pupil respondents representing 30% reported that the school enrolled less than 40 pupils in class, 7 teacher and 35 pupil respondents who represented 70% indicated that the school recruited between 45-50 pupils in each class and none of them reported that there were more than 50 pupils in each class. From the information gathered, it was clear that the school administration enrolled normal numbers of pupils in each class which obviously could have made it easier for teachers to manage classroom activities with less difficulty and enhanced pupils learning. The picture created here shows that they were other factors that were influencing teacher's failure to manage classroom activities effectively which affected pupils learning process.

The findings of the study further revealed that 30 pupils who represented 60% of the respondents said that the school had less furniture compared to the number of pupils in the school. 20 pupils
representing 40% reported that the school had enough furniture, and no one reported that the school had more than enough furniture. The pupils who reported that the school had less furniture were mostly those from junior classes who could not manage to secure permanent seats for them to sit on. Those in the senior classes did not experience the shortage because they were able to grab furniture from any pupil in the junior classes without their resistance.

In finding out whether teachers used teaching and learning aids each time they taught, no pupil said that the teachers always used teaching aids. However, 30 pupils which represented 60% reported that sometimes teachers used the teaching aids and 20 pupils representing 40% indicated that teachers don’t use any teaching aids each time they taught in class which might have contributed to poor classroom management by teachers leading to poor pupils learning in class. Scholars such as Calderhead (1984) pointed out that teaching and learning material are essential because they help teachers to manage classroom activities and they give a variety of the teaching/learning techniques. Berliner, (1988) agrees with this view when he says the use of learning aids could make ideas and concepts very clear, making learning real and pupils can appreciate the learning process. When teaching and learning materials are available in their classrooms, children will have a good deal of choice over what they do at a particular time which can help teachers to have effective classroom control.

In responding to the availability of text books, the study revealed that 45 pupils representing 90% of the respondents reported that the school did not have enough text books for pupils to use. 5 pupils who represented 10% said that the school had enough text books and no pupil reported that the school had more than enough text books for use by pupils in class. The non-availability of adequate text books in classes made it difficult for teachers to have effective classroom control which might have led to pupils’ poor learning process. Text books for pupils are a very important learning resource, because they supplement on the teachers effort to deliver the subject content. The fewer text books made classroom management difficult as pupils struggled to share them during class exercises which created unnecessary noise leading to little learning or no learning at all. The sharing of fewer text books among several pupils brought conflicts among them and made classroom management difficult (Calderhead, 1984).
5.2 Discussions on factors influencing effective classroom management

In responding to the first objective which was guided by the research question; what are the factors influencing effective classroom management to improve pupils learning process? The study revealed that 18 respondents who represented 30% of the respondents indicated that classroom organization is an essential element of effective classroom management because it helps in ensuring that pupils have access to relevant subject content that could help improve the learning process. This is in line with Calderhead (1984) thought who said that effective classroom organization is a process of organizing pupils and materials, establishing classroom procedures to facilitate the work of the class and dealing with disruptions and threats to classroom order. It comprises actions such as planning, organizing, directing and controlling classroom activities. Cohen, (1981) also assert that effective classroom organization should be viewed as essentially concerning the achievements and maintenance of pupil’s involvement in teacher approved classroom activities which can help improve their learning process and ultimately performance. He further says that good classroom organization brings about effective control of classroom activities. Hence, classroom organization is basically a process of putting together, coordinating and controlling learning programs and activities for pupils to improve their learning process which can result in improved acquisition of knowledge. It includes the use of classroom space, arrangement of furniture, time management, teaching and learning resources, discipline etc to facilitate effective learning in the classroom.

The study further revealed that 12 respondents who represented 20% reported that teaching methods that teacher’s use in class has a big steak when it came to effective classroom management. Teaching methods such as learner centered approach which includes the use of group work and pupil demonstration could encourage and enable pupils to participate fully in lesson deliver which can help them to grasp the required concepts (Robertson, 1981). The role of the teacher should be that of creating an enabling environment and facilitating pupils learning activities. When that is done, classroom management of classroom activities becomes easy and pupils can acquire knowledge that could help improve their learning and understanding of the content. During an effective classroom control, teachers can use teaching methods that are appropriate to the needs of the learners, if not pupils may not be able to benefit from classroom instructions. Teacher should avoid using methods that would lead to unnecessary noise,
excitements and eventually classroom disorder (Calderhead, 1984). The planning and selection of what is to be taught and the method used should be appropriate to the comprehension and experience of the child. Teachers should plan for pupil centered activities during their learning process because they promote autonomy in the minds of the learners. In this approach no pupils would be bored and they can enjoy themselves as they learn. Learning takes place all the time and pupils are encouraged to think and express themselves in various productive ways during the learning process (Berliner, 1988).

It was also revealed in the study that 6 respondents who represented 10% reported that class discipline is one of the elements of effective classroom management that can help improve pupils learning process. The study done by Bear, (2008) who studied best practices in classroom discipline reveal that classrooms which are well controlled and managed should have rules written and stuck on the walls of the classroom for all pupils to read. The rules should show the type of offence committed by pupils followed by the corresponding punishment. This approach has been found to be helpful in controlling pupil’s behavior because they are made aware of the consequence that would follow if there were to commit an offence during their learning time. The same author further points out that in poorly controlled classrooms, much classroom indiscipline arises from boredom and frustrations. That is to say that pupils experiencing difficulty with class work or when the work is too easy, then they may become inattentive to the task and take to disrupt the work of others in class. Teachers can minimize such disruption by planning activities that are interesting and to the level and ability of the learners. Teachers should exhibit a keen awareness of the class and once pupils realize that the teacher is aware of what they are doing and once they appreciate that the teachers have eyes at the back of their heads they are less likely to misbehave (Bear, 2008). A teacher talking to the whole class may walk to a part of the class where pupils appear inattentive to signal to them that they are expected to listen. Many teachers should ensure to learn the names of all the pupils in class so that if they misbehave reprimands can be directed to individual culprits. Teachers should be conscious enough to distribute questions fairly and evenly across the class, matching the questions with the ability of pupils and keeping them engaged all the time by addressing their questions as the learning process goes on (Calderhead, 1984).
Further, 24 respondents representing 40% indicated that motivation given to pupils when they have done well can also contribute to good classroom management practices which eventually can enhance improved learning process. Thus, good classroom management is often achieved by punishments and rewards. Punishments should always aim at correcting undesirable behavior and practices exhibited by pupils while rewards should be used to recognize success and effort achieved by the learners. Cohen, (1981) who studied restructuring the classroom conditions for productive small groups adds that punishments that are metered to the pupils should never be so light that they become meaningless and rewards should not be so easy to get that they lose their worth. When teachers give rewards to well behaved pupils those with defiant behaviors should be stimulated to behave well so that they too can as well receive rewards latter on in life thereby decreasing their disruptive behavior. This is supported by Owen, (1981) expectancy theory of motivation which is essentially based on the assumption that people do not just respond to events when they occur, but that they anticipate that things will occur in responds to those events which would probably produce predicable consequences. Thus, good classroom management practice should ensure that when the teacher corrects misbehavior in one individual this possibly could influence the positive behavior of other students in class. The effect is clear when the teacher clearly names the unacceptable behavior and provides the reasons why the behavior is unacceptable and this would compel other pupils to behave well. Punishments should be given to discourage undesirable behavior, for fear of being punished pupils might discard the unwanted behavior thereby enhancing good classroom discipline (Bear, 2008).

5.3 Discussions of challenges of effective classroom management

In addressing the second objective, which was guided by the research question; what are some of the challenges of effective classroom management to improve pupils learning process? The study revealed that 30 respondents out of 60 who represented 50% said that classroom order can help teachers to effectively manage classroom activities. Rodrick, (2016) in his writings on building a positive classroom culture and climate, says that Classroom order is all about maintaining discipline which is one of the biggest challenge teacher’s faces in the learning institutions. The teaching rules and routines that are made early in the term or year by teachers, means more learning time for pupils later own in the term. Maintaining discipline promotes the right classroom climate for handling conflicts and respect for each other in class. The pupils reported
that sometimes classroom order breaks down because some teachers fail to discipline perpetrators of disorder. 40 respondents out of 60 who represented 66.6% also revealed that good classroom culture was important because it helps to improve the learning process. They reported that positive classroom cultures are essential because they increase their engagement and safe discursive environment which promotes and encourage their learning process.

All the 60 respondents who represented 100% reported that conducive learning atmosphere is essential to good classroom management because it presents a platform devoid of both physical intimidation and emotional frustration which allows for a free exchange of ideas in class which promotes pupils learning. Rodrick, (2016) who wrote a book on building a positive classroom culture and climate attest to the fact that positive classroom cultures are essential because they increase student engagement and safe discursive environment. They encourage student collaboration and participation, there is shared control in the classroom that is, pupils have a say in their learning process. The study also further revealed that 50 respondents out of 60 who represented 81.8% suggested that teaching methods that teachers use especially learner centered approach can help in ensuring that good classroom management is attained in order to sustain pupils learning process. Learner centeredness is an approach where pupils are given an enabling atmosphere for them to access their own learning through hands on experiences and teachers are there to only guide them to acquire the necessary knowledge, skills and attitudes to help them live fulfilled life’s (Allen, 1996). Learner centered approaches which include group work, peer demonstration and experimentation can help capture pupils interest in such a way that they can obviously encouraged learners to participate fully and follow the proceedings of the lesson thereby grasping the required concepts.

Besides, the study also revealed that 30 respondents out of 60 representing 50% reported that task analysis was among the elements that can be attributed to enhance effective classroom management to improve pupils learning process. Robertson (1981) a scholar who studied effective classroom control is of the view that a teacher in classroom must break learning activities into smaller manageable units which can easily be understood by learners. Thus, task analysis is situation where class activities are well within the competence of the age and ability of the child. The class activities should not be too easy or too difficult for the pupils. The lessons taught to the pupils should attract attention to themselves at the expense of what is being learnt.
The learning activities should be enjoyable and sustain the interest of the pupils as long as it takes them to succeed in what they are doing. Failure to properly analyze pupil’s tasks would result into poor classroom management as pupils would lose interest in the learning process and could begin to do other disruptive things (Calderhead, 1984). If work is too easy for example, pupils can finish faster and begin to make noise and if work is too difficult they can lose interest and begin to make noise, hence activities given to pupils should match with their age and ability if they are to benefit from classroom instructions during their learning process. Cohen, (1994) further points out that task analysis helps to control and manage classroom activities, in the sense that teachers can ensure that there is enough work to keep every child occupied for idleness is a major cause of misbehavior. Teachers should be encouraged to keep an open eye on the performance of each pupil to prevent breakdown of classroom order and put off any undesirable behavior that could have potentially troublesome consequences and achieve a working harmony between themselves and their pupils and also among the pupils themselves, (Robert, 2003). But failure to have effective classroom management skills for appropriate age and ability task, pupils may lose interest in their learning process and fail to grasp the required concepts.

In responding to the research question on some of the challenges effecting classroom management faced by teachers to improve the learning process, the study revealed that 45 respondents who represented 75% reported that the fewer desks that the school had was possibly among the challenges that were influencing failure of effective classroom management by teachers to improve the pupils learning process. Pupils reported that: they spent a lot of time especially in the first period of each day looking for chairs where to sit on. Pupils revealed that more often, they would go to class when the teachers were already busy teaching, the teachers would then have to pose giving chance to them to settle down. This disturbed the flow of the lesson delivery and management of classroom activities was compromised (Allen, 1996). These pupils added that: sometimes they would keep going to class at different times and each time the teachers would have to pose and at the end a lot of learning time was wasted which resulted to little learning for pupils. Additionally, the study also revealed that 50 respondents out of 60 representing 81.8% said that teaching and learning aids that teachers use in class play a big role in managing and controlling learning activities. This is in line with Calderhead (1984) who attest to the fact that availability of teaching and learning aids are essential elements that teachers must consider in an effective classroom control. He adds that teaching and learning materials are
important because they provide a variety of the teaching/learning methods. In a classroom were learning activities are well managed, the use of learning aids such as chart and models can make ideas and concepts very clear, making learning vivid and pupils can appreciate the learning taking place. When there are a lot of teaching and learning materials in their classrooms, children would have a good deal of choice over what they do at a particular time. The learning process goes on all the time and children do not have to wait until teachers attend to them or sit still if they finish their work before their companions because there are other assignments they could do on their own that could help improve their learning (Calderhead, 1984). Thus, failure to provide for necessary teaching and learning aids by teachers would make pupils have little attention to classroom activities. Pupils would fail to participate fully because teaching is done in abstract. It would also be very difficult for some pupils to follow the flow of the lesson because learning aids help them to concretize what they have learnt during the learning process which could improve their learning process and understanding of the subject matter. The respondents further reported that text books were inadequate at the institution. Thus, under normal circumstances, pupils lamented that: they were supposed to borrow text books from varies departments to supplement on the subject content that teachers delivered to them in class. Fewer text books made it impossible for this to happen and even sharing of these text books during a lesson procession became difficult. Pupils would keep struggling amongst themselves with who should have the text book and this made classroom management difficult. Wragg, (1981) who studied classroom teaching control attest to the fact that lack of teaching/learning aids means that a lot of valuable learning time would be wasted which may result to pupil’s inadequate learning.

The study also revealed that 20 respondents out of 60 representing 33.3% said that punishment given to pupils was a challenge that also contributed to poor classroom management. Some pupil respondent narrated that; sometimes teachers gave pupils punishment not to correct their unwanted behavior but to embarrass and disgrace them in the eyes of other pupils. Pupils who are rebuked in such a manner may hate the teacher and loose interest in their subject. Concentration of pupils towards learning would be poor and teachers may failure to manage class activities which may result in inadequate learning (Robert, 2003). There are some forms of punishment that include making pupils stand in front of the class with their hands raised up or kneeling in front of the class. They reported that; such punishments were very distractive to
classroom order because the other pupils in class would be mocking and laughing at their friends instead of concentrating on what is being taught.

All the 60 respondents who represented 100% also reported that sometimes there was poor classroom attendance by pupils despite the school being a boarding school. Late coming to class was very common among pupils, and when these happened teachers faced the challenge of lesson flow because they had to break or pose teaching for a while to give chance to pupils to find space were to sit. They suggested that although the children had the right to education, not allowing them to attend that lesson for which they are late would make them responsible enough to be coming early for lessons because punishing them after class in the afternoon had less impact to curb the vice. Late coming to class can seriously compromise classroom management. The teachers' lesson deliver would continuously be disrupted if pupils came late to class and control of classroom activities would be difficult. Time meant for learning would be wasted and pupils' learning process would therefore be compromised (Allen, 1996). Thus, late coming to class created a break down in class room order and management of learning activities was poor. The teachers were compiled to pose to give chance to pupils to find somewhere to sit. Pupils who came late to class could begin to pull and push the desks and chairs around in class as they settled down. These factors and many more others hindered effective classroom control to improve pupils learning process. Lastly but not the least, the study further revealed that 40 respondents out of 60 who represented 66.6% indicated that teacher’s attitudes towards certain pupils was undesirable and contributed to teacher’s failure to manage classroom well. Some respondents revealed that some teacher’s attitudes towards pupils were bad and that the language used towards certain pupils was abusive and unchristian. The use of language such as this pupil is dull and uneducable is demeaning and can make pupils become rebellious to any classroom activity. A disturbed child could make the life of a teacher difficult in class by disrupting the smooth flow of the lesson delivery (Berliner, 1988).

5.4 Discussions on possible measures of effective classroom management

In addressing the third objective, which was guided by the research question; what are some of the possible measures of effective classroom management that could be put in place to improve pupils learning process? In response to the research question, the respondents brought out a number of themes such as teaching/learning aids, reinforcement, pupils involvement, subject
registers/passes among many others as possible measures to effective classroom management that can improve pupils learning process and these have been discussed in the passage that follows below. The study revealed that all the 60 respondents who represented 100% revealed that teaching and learning aids were one of the possible measures of classroom management that could be applied by teachers in class to improve pupils learning process. As earlier alluded to by Calderhead (1984), availability of teaching and learning aids are essential elements that teachers must make available in a classroom which is well managed. He points out that teaching and learning materials are important because they provide a wide base of the teaching and learning methods. In a classroom were learning activities are well managed, the availability and use of learning aids such as chart and models can make ideas and concepts very clear, making learning real and pupils can enjoy and appreciate the learning process (Cohen, 1981). When there are a lot of and a variety of teaching and learning materials in the classrooms, children can have a great deal of choices over what they do at a particular time and learning goes on all the time, which may obviously foster improved pupils learning process. The teachers said that pupils are helped to grasp concepts by applying suitable strategies such as concrete objects that promote memory retention. They said that teaching aids are also necessary because they do not only make explanations simple but also capture the learner’s interest and motivate them to fully participate in the lesson process thereby increasing their understanding of concepts.

The findings of the study further revealed that 55 respondents out of 60 representing 91.8% affirmed that learner-centered strategy can help address the problem of poor classroom management. Learner-centered approach is a wide variety of educational programs, learning experiences, instructional approach and academic support strategies that are intended to address the distinct learning needs, interests, aspirations or culture backgrounds of individual students and groups of students. Robert, (2003) says that learner-centered approach requires teachers to use a range of different methods so that every learner is actively involved. The purpose of the learner-centered approach is to make sure that every learner achieves the best possible outcomes. This approach develops learners’ abilities, attitudes, skills and values to work independently and helps them develop the attitudes and values that encourage them to take responsibility for their own learning. Teachers need to plan, prepare and provide lessons with high quality learner-centered experiences. This requires skill as well as good knowledge of each individual learner. It is an approach where pupils are given an enabling atmosphere for them to access their own
learning and teachers are there to only guide them to acquire the necessary knowledge, skills and attitudes to help them live fulfilled lives (Allen, 1996). Teachers suggested that if this participatory methodology was appropriately used it could motivate learners and the lesson delivery could become interesting. In this approach the learners take responsibility in being involved in the learning process which would bring about awareness among them as they contribute and acquire different skills in their different groups. Thus, learner centered approach helps pupils to understand the materials better, widen their experience and learns to respect each other’s views, enhances self-confidence and improved pupils learning process can be achieved (Robertson, 1981).

The study also revealed that 50 out of 60 respondents who represented 81.8% suggested that individual interest and attention of pupils also play very significant roles in ensuring that classroom activities are effectively managed by teachers. Individual attention approach of teaching can help learners to concentrate and grasp concepts at their own pace. In such an approach teachers can move around the class after giving work to check if the pupils are doing the right thing. Those found not to be following the instruction; the teachers can assist them by explaining to them the correct way of doing the exercise. Those who follow instruction and do the right thing, the teachers can mark their work and could as well give them additional work to keep them engaged. The study further revealed that all the 60 respondents representing 100% suggested that reinforcement/motivation of pupils’ behavior and work can help teachers to have effective control of classroom activities which can help improve pupil’s learning process. Study done by Owen, (1981) support the idea that the learners require consistent praises and encouragement for them to perform classroom exercise with interest. He says that praises such as good boy or girl, well done, keep it up and many other forms of reinforcement like gifts enable these learners to concentrate and listen attentively to their teachers which can improve classroom management resulting to enhanced pupils learning process. He added that pupil motivation was vital to their behavior, learning and success. Thus, without reinforcement pupils would not be able to achieve their intended goals and objectives.

Moreover, the study further revealed that all the 60 respondents who represented 100% suggested that subject registers when used correctly can greatly assist teachers to have an effective management and control of classroom activities to ensure increased pupil learning.
Subject registers are a very essential tool in any learning environment because they help teachers to know who is attending his or her class. Subject registers will compel pupils to remain in class and attend lessons as required by school authorities and attending class regularly may help to improve pupils learning process. Those found to be persistently missing class could be called and be reprimanded which could restore pupils zeal to attend class an approach that can help teachers to have an effective classroom control which eventually could transform into improved pupils learning. The respondents further suggested that roll calls that are done randomly can help keep children in class which can help teachers manage classroom activities and behavior. They reported that in a situation where pupils like missing lessons, the possible way of keeping them in class would be by conducting random roll calls. And those found wanting should be reprimanded to deter the prospectors’ offenders.

Similarly, all the 60 respondents representing 100% suggested that classroom passes can as well effectively help teachers manage classroom activities. When class passes are correctly administered, movement of pupils outside class can be controlled and management of classroom activities can be reinforced. Calderhead. (1984) in his book, “Teachers classroom decision making”, supported the idea and points out that effective control and management of classroom movements can be achieved by use of classroom pass, where only one pupil should be allowed to leave class at a time. Not until when the pupil that has been given permission comes back to class can another pupil be allowed to go outside except on exception conditions or circumstances. The classroom passes used during lessons time can compel pupils to remain in class. And if they are kept in class for most times, teachers can exercise control over what pupil’s learn and this can improve their learning process.

Additionally, the study also revealed that 50 out of 60 respondents who represented 81.8% suggested that homework policy if appropriately applied can also contribute to effective management of classroom activities to improve pupils learning. They said that if enough work was given by different subject teachers, pupils can always be kept busy and would have little or no time at all to engage in mischievous behavior that can disrupt classroom order. They further alluded to the fact that home work on what pupils’ learn help them to concretize their concepts and the knowledge learnt can help them access improved learning in class. This is in accordance
with Shindler. (2010) who studied transformative classroom management for positive strategies to engage all students and promote success.

In ascertaining further possible measures that teachers could use in order to effectively manage classroom activities and improve pupils learning process, the study revealed that 45 out of 60 respondents who represented 75% suggested that good teacher and pupil relationship both inside and outside class is very cardinal in insuring that there is effective management of classroom activities which can foster pupils learning. This is in line with Albert, (2008) who says that good teacher and pupil relationship forms the basis for a conducive learning atmosphere where pupils can feel free to ask questions each time concepts are not clear to them. If the teacher and pupil relationship is poor, classroom order might be compromised. Teachers may experience a problem with managing classroom activities which can result into pupil’s inadequate learning. Pupils may be less interested in classroom activities if the teacher-pupil relationship is poor. They may become inattentive to classroom activities and lose the zeal of learning. Some pupil respondents reported that; because of the poor relationship with their teachers they may go to the extent of hating both the teacher and the subject a situation that might compromise classroom management and fail to improve pupils learning process. Additionally, the findings of the study further revealed that 10 out of 60 respondents who represented 16.6% suggested that punishment can as well be used as a means of managing classroom activities. From the responses obtained, it was evident that most respondents do not cherish punishment as a way of controlling classroom activities and behavior to improve learning process. Research done by Owen, (1981) reveals that good classroom management is often achieved by punishments and rewards. Punishments given should always aim at correcting undesirable behavior and practices exhibited by pupils while rewards can be used to recognize success and effort made by the learners. Thus, when teachers give rewards to well behaved and deserving pupils those with defiant behavior should be stimulated to behave well so that they could as well receive rewards latter on in life thereby decreasing their disruptive behavior. Good classroom management can ensure that when the teacher corrects misbehavior in one individual this would possibly influences the behavior of other students in class. Punishments should be given to discourage undesirable behavior, for fear of being punished pupils might discard the unwanted behavior thereby enhancing good classroom discipline which may improve their learning (Calderhead, 1984).
Furthermore, 15 out of 60 respondents representing 25% revealed that pupils' involvement can also contribute to effective classroom management to improve pupils' learning process. Robertson (1981) agrees with the idea when he says that pupil's involvement is all about developing a culture in school where all children have a voice in what they are learning. From the responses that were provided, it was evident that this was not the case as pupils were not involved in the management of classroom activities which compromised pupils learning process. Additional findings of the study further revealed that 55 out of 60 respondents who represented 91.8% suggested that creating a conducive learning environment can help teachers to have good classroom management that can improve pupils learning. Evertson and Weinstein (2006) in their study of classroom management reported that teachers are the ones who create a conducive learning environment for pupils to access learning. The classroom atmosphere should be well relaxed, friendly and pupils should be free to actively participate in the delivery of the lesson for them to enhance their learning. A variety of learning materials should be made available to stimulate their natural curiosity so that they could exercise their imagination. When the learning environment is conducive, pupils would feel that what they are learning is paramount and this can make them gain a sense of satisfaction in their immediate learning needs. Children learn best by practicing and find interest and enjoyment in well-chosen and well controlled and managed classroom activities (Cohen, 1981). The study done by Rodrick (2016) suggests that teachers should possess effective classroom management techniques which should help them create an enabling learning environment for the pupils to access learning. Teachers should respect their pupils individually and try to enable each one of them to fulfill their potentials (Calderhead, 1984). Failure to create an enabling learning environment for pupils would mean having little learning taking place. The pupils would not be free to participate in any classroom activity if teachers are not accommodative to their needs. There would be less interaction between the teachers and the pupils and among pupils themselves which would make them fail to benefit from classroom instructions which can compromise the acquisition of knowledge and life skills. This is in support with the study done by Shindler (2010) who suggested that teachers should possess effective classroom management techniques by creating an enabling environment for the pupils to access learning. Bear (2008) further says that when the learning environment is conducive, pupils would feel that what they are learning is important and worthwhile and would gain a sense of satisfaction in their immediate learning needs. Children learn best by practicing...
and find interest and enjoyment in well-chosen and well planned and managed classroom activities (Cohen, 1981).

5.5 Discussions on additional measures of effective classroom management

In making further suggestions on the additional possible measures of effective classroom management to improve pupils learning, the teachers had the following additions to make. They reported that, lack of motivation of teachers by administration; continuous professional development and specialized subject knowledge were some of the additional measures that could be considered in order to ensure that there was effective classroom management that could enhance pupils learning.

5.5.1 Lack of motivation of teachers by administration

There is a general acceptance that motivation of teachers by the administrators plays a very vital role in the classroom management to enhance pupils learning. A motivated teacher has the power and force to deliver to the expectation, but the findings of the study revealed that this was not the case as there was no form of any motivation of teachers. The teachers said that they do not take classroom management seriously as their efforts were not being recognized and appreciated by administrators despite parents’ approval of a portion of user fees being allocated to teacher incentive. The suggested that the school should start paying the incentives that the parents had approved for them to feel motivated to effectively manage classroom activities and improve pupils learning process.

5.5.2 Professional Development (CPD)

The teachers reported that continuous professional development meetings in the departments were very essential because they helped them share relevant skills, techniques and new knowledge of how to handle topics perceived to be hard for pupils to understand easily and many other issues related to good classroom practices. They said of late these departmental professional meetings were not taking place because of lack of funding which could have contributed to poor classroom management techniques. They suggested that the administration
should start funding such important departmental meetings where teachers share such important knowledge that is beneficial to both teachers and students.

5.5.3 Specialized subject knowledge

Teachers specialized subject knowledge is also very important because it helps teachers to exercise classroom control which can result in improved understanding of the subject content. According to Robertson, (1981) he says that teacher should possess extensive specialized knowledge of the relevant subject matter, alternative ways of communicating it and how best to cover it in a given context. If teachers are not knowledgeable and conversant enough with the subject content they teach, they may fail to deliver concepts and ideas pupils needed to learn. This might create confusion in pupils learning process which would make them fail to benefit from classroom instructions which would result into inadequate learning. This can be attributed to the theoretical perspective used in this study by Victor Vroom’s who assumed that behavior is learnt and result from certain process an individual has experienced (Owen, 1981). In classroom which is well management, the teacher with specialized subject knowledge can design activities that can keep the class actively and constructively engaged and cater for both specific and general interests and abilities of the whole class. Thus, children’s needs could be used to determine what they learnt in class and teachers can play the role of facilitators who have the ability to plan and recognize and respond to the changing needs that distinguish children’s abilities (Marzano, 2003). If teachers do not possess specialized subject knowledge, they can fail to properly manage pupil’s activities which can ultimately result in serious classroom mismanagement. There would be incomplete subject matter given to the learners during their learning process (Wragg, 1981).

5.6 Chapter Summary

This chapter has discussed the findings that were gotten from both the teacher and pupil respondents in answering the research questions. The discussion has looked at how effective classroom management by teachers could improve pupils learning process which included classroom organization, classroom discipline, and classroom motivation and teaching methodologies. The discussion further looked at the challenges of effective classroom management faced by teachers during the teaching process to improve pupils learning process
which included inadequate teaching and learning materials and inadequate furniture among many other problems. Lastly but not the least, measures of effect classroom management that could be put in place by teachers to improve pupils learning process were also outlined. The measures suggested by both groups of respondents included breaking the subject content into smaller manageable units, pupils motivation and classroom discipline among many other measures.

The next chapter provides a conclusion for the study. It will also make recommendations for policy adjustment and practices.
CHAPTER SIX: CONCLUSION AND RECOMMENDATION

6.0 Overview

The foregoing chapter presented the discussions on the major findings of this study. This chapter will draw a conclusion for this study and provide some recommendations based on the findings of the stated objectives adopted in the study. Nevertheless, necessary recommendations for the study have been made with the view of creating effective classroom management to improve pupils learning process.

6.1 Conclusion

Chapter one provided the background of this study. It presents the statement of the problem, the purpose of the study, the research objectives, the research questions, the significance of this study, delimitations and limitations of the study, theoretical and conceptual framework and operational definition of key terms used in the study. Chapter two presents theoretical underpinnings and provides a review of literature to this study. It explains the concept of effective classroom management to improve the learning process. It further reviewed the challenges teachers encounter in managing classroom activities and outline the possible measures that can be employed to address the problems. It also identifies and justifies the essence of undertaking this study. Chapter three presents the methodology that was used for the study. It shows the research design that was used, the population and sample size, the data collection method and instruments and data analysis methods as well as the procedures, discussions, validity and reliability. Chapter four is a presentation and analysis of the findings for the study. The findings are presented using research questions and the emerging themes. Chapter five provides the discussions of findings using research objectives and the emerging themes. The findings of the study are also confirmed by the reviewed literature and theoretical and conceptual framework adopted for the study.

Chapter six presents a conclusion for this study as well as the recommendations. This paper has discussed the effective classroom management by teachers to improve pupils learning process. Through questionnaires and semi-structured interview guide, it was ascertained by both teachers and pupils that effective classroom management by teachers can improve pupils learning process. However, the teachers mentioned what they thought were influencing them to fail to
manage classroom activities well. Some of the challenges mentioned by all respondents that were contributing to poor classroom management included poor classroom order and culture, teaching and learning aids, conducive learning environment, and task analysis, teaching methods, classroom discipline, punishment/rewards. Other challenges mentioned included the school having few furniture and text books, non-use of teaching/learning aids, methods teachers use, late coming to class, punishments, teachers attitudes towards certain pupils, lack of conducive learning environment and many others.

The study further went on to discuss the likely measures that could be employed by teachers in order to have an effective classroom management that would help improve pupils learning. The respondents suggested that some of the possible measures that could be considered included the use of teaching and learning each time teachers went to teach, using learner centered approach which would evoke individual pupil interest. They further suggested that reinforcement of pupils work, the use of both subject and classroom passes could be among the measures that can be utilized to attain an effective classroom management to enhance pupils learning. Additionally the respondents indicated that good teacher and pupil relationship and considerable use of language plays a big role in ensuring that they is effective classroom management of activities that can enhance pupils learning.

6.2 Recommendation

In order for teacher to have an effective control and management of classroom activities to improve pupils learning process, there is great need for them to acquire and possess the following knowledge and skills of effective classroom management;

Teachers are encouraged to acquire effective classroom management techniques through in-service training based on their ability to successfully create a well-managed structured classroom environment in order to improve pupils learning process. Because by creating an enabling classroom atmosphere, pupils will be encouraged to freely and willing participate in classroom activities.

Teachers are encouraged to possess classroom organization skills which involve organizing pupils, learning materials, teaching methods, and stabilizing classroom procedures to facilitate pupils learning in class.
Teachers are also encouraged to maintain acceptable standard of discipline in classrooms by creating together with them classroom rules that are mutual and beneficial to effective classroom management to improve pupils learning process.

Teachers are further encouraged to acquire appropriate and relevant subject knowledge through in-service training and continuous professional development and use teaching methods that are appropriate to pupils in order for them to effectively manage classroom activities to improve pupils learning process.

Lastly, but not the least, teachers should by all means motivate their students who behave well in class by giving them rewards so that those with deviate and undesirable behaviors’ can be encouraged to emulate their friends desirable behavior for them to receive rewards in future if their behavior will be desirable and acceptable.

6.3 Suggestions for further research

The field of classroom management still provides an avenue for further research in our learning institutions. It is for this reason that the researcher of this study proposes further research to be conducted on: Best classroom practices to improve pupils learning in secondary schools in Nyimba district of the Eastern Province.
7.0 REFERENCES


Calderhead J. (1984) Teachers classroom decisions making, its relationship teachers' reception and to class interaction. Montreal; University of Sterling


APPENDICES

Teachers Questionnaire

TITLE: Effective classroom management to improve pupils learning process at Nyimba Boarding Secondary School

Dear Respondent,

I am a post graduate student at the University of Zambia working in collaboration with Zimbabwe Open University pursuing Masters Degree in Educational Management. You have therefore been randomly selected to participate in a study of effective classroom management to improve pupils learning process by providing information required in this questionnaire. I strongly feel you are the right person to provide the necessary information because of your vast experience in teaching.

The information which you will provide will purely be used for academic purposes only. However, you are free to participate or decline in this study.

Thanking you in anticipation.

Yours faithfully.

Student.
APPENDIX 2; QUESTIONNAIRE FOR TEACHERS;

Effective classroom management to improve pupils learning process

INSTRUCTIONS: Write briefly or tick in the blank spaces provided.

Q1. Gender:
   Male [ ]       Female [ ]

Q2. Professional qualifications:
   Masters [ ]   Degree [ ]    Diploma [ ]

Q3. Length of service in years:
   1-5 [ ]   6-10 [ ]   11-15 [ ]   16-20 [ ]   Above 21 [ ]

Q4. How many pupils does the school administration enroll in each class?
   Less than 40 [ ]   40-50 [ ]   Above 50 [ ]

Q5. What are the factors that can influence effective classroom management to improve pupils' learning process?
   Classroom Organization [ ]   Teaching Methodology [ ]
   Classroom Organization [ ]   Classroom Motivation [ ]

Q6. What are some of the challenges of effective classroom management faced by teachers during the teaching process? There are various alternatives challenges that have been listed, tick in the space provided if you feel the item has an effect on classroom management.

   Classroom Order [ ]   Classroom Culture [ ]
   Conducive Environment [ ]   Teaching Methods [ ]
   Task Analysis [ ]   Furniture [ ]
   Lack of Teaching/learning Materials [ ]   Punishment [ ]
Q7. What are some of the suggested measures that could be put in place by teachers to improve pupils learning process? There are a list of alternative options provided for you, tick the once you feel could be put in place by teachers to enhance pupils learning a well managed classroom.

- Teaching/learning Aids
- Individual Interest
- Subject register
- Home Work Policy
- Punishment
- Conducive Environment
- Learner-Centered Approach
- Reinforcement
- Classroom Passes
- Teacher-Pupil Relationship
- Pupils Involvement

Q8. Suggest additional measures of effective classroom management that could be employed by teachers to improve pupils learning process.

THANK YOU SO MUCH FOR TAKING PART IN ANSWERING THIS QUESTIONNAIRE.
APPENDIX 3; FOCUS GROUP DISCUSSION FOR TEACHERS;

Q1 What are the factors that can influence effective classroom management to improve pupils’ learning process?

Q2 What are some of the challenges of effective classroom management faced by teachers during the teaching process?

Q3 What are some of the suggested possible measures of classroom management that could be put in place by teachers to improve pupils learning process?

ANK YOU SO MUCH FOR TAKING PART IN THIS FOCUS GROUP DISCUSSION.
APPENDIX 4: Semi-Structured Interview Guide for Pupils;

Effective classroom management to improve pupils learning process

Q1. How many pupils does the school enroll in your class?

Less than 40 [ ], 40-50 [ ], Above 50 [ ]

Q2. Do you have enough furniture for use in your class?

Less [ ], Enough [ ], More [ ]

Q3. Do teachers use teaching and learning aids each time they teach in class?

Always [ ], Sometimes [ ], Don't [ ]

Q4. Does the school have enough text books for pupils to use in class?

Few [ ], Enough [ ], None [ ]

Q5. What are the factors that can influence effective classroom management to improve pupils' learning process?

Classroom Organization [ ] Teaching Methodology [ ]
Classroom Organization [ ] Classroom Motivation [ ]

Q6. What are some of the challenges of effective classroom management faced by teachers during the teaching process? There are various alternatives challenges that have been listed, tick in the space provided if you feel the item has an effect on classroom management.

Classroom Order [ ] Classroom Culture [ ]
Conducive Environment [ ] Teaching Methods [ ]
Task Analysis [ ] Furniture [ ]
Lack of Teaching/learning Materials [ ] Punishment [ ]
Classroom Attendance [ ] Teachers attitudes [ ]
Q7. What are some of the suggested measures that could be put in place by teachers to improve pupils learning process? There are a list of alternative options provided for you, tick the once you feel could be put in place by teachers to enhance pupils learning a well managed classroom.

<table>
<thead>
<tr>
<th>Option</th>
<th>Ticked</th>
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</thead>
<tbody>
<tr>
<td>Teaching/learning Aids</td>
<td></td>
</tr>
<tr>
<td>Individual Interest</td>
<td></td>
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<tr>
<td>Subject register</td>
<td></td>
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<td>Home Work Policy</td>
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<td>Punishment</td>
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<td>Reinforcement</td>
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<td>Classroom Passes</td>
<td></td>
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<tr>
<td>Teacher-Pupil Relationship</td>
<td></td>
</tr>
<tr>
<td>Pupils Involvement</td>
<td></td>
</tr>
</tbody>
</table>

THANK YOU SO MUCH FOR TAKING PART IN ANSWERING THIS QUESTIONNAIRE.
## APPENDIX 5: BUDGET

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<td>K175.00</td>
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<td>K10.00</td>
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<td>K25.00</td>
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Sub-Total= K550.00

| **B** Typing Services            |          |           |        |
| 9 Proposals                      | 1        | K3.50     | K269.00|
| 10 Questionnaires                | 1        | K3.50     | K17.50 |
| 11 Photocopying                  | 1        | K3.50     | K21.00 |
| 12 Report                        | 1        | K3.50     | K300.00|

Sub-Total= K608.00

| **C** Photocopying Services      |          |           |        |
| 13 Proposals                     | 4        | K15.00    | K60.00 |
| 14 Questionnaires                | 100      | K1.00     | K100.00|
| 15 Report                        | 6        | K30.00    | K180.00|

Sub-Total= K340.00

| **D** Binding Services           |          |           |        |
| 16 Proposals                     | 4        | K10.00    | K40.00 |
| 17 Reports                       | 6        | K50.00    | K300.00|

Sub-Total= K340.00

| **E** Internet Services          |          |           |        |
| 18 Internet browsing             | Several  | K300.00   | K300.00|

Sub-Total= K300.00

| **F** Editing of Work            |          |           |        |
| 19 Editing Proposal              | Several  | K500.00   | K500.00|
| 20 Editing Report                | Several  | K500.00   | K500.00|

Sub-Total= K1000.00

| **G** Transport/lunch            |          |           |        |
| 21 Contingency                   | 6        | K500.00   | K3000.00|

| 10% of Sub-Total                 |          |           | K5588.00|

TOTAL= K258.80