

CHRIST THE TEACHER INSTITUTE  
FOR EDUCATION

ST. MARY'S UNIVERSITY OF  
MINNESOTA

THE FACTORS THAT CONTRIBUTE TO  
EFFECTIVE CLASS MANAGEMENT. A CASE  
STUDY OF STRATHMORE HIGH SCHOOL,  
NAIROBI.

*A project submitted in partial fulfillment of the requirement of Bachelor of  
Science Degree in Education.*

BY  
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NAIROBI

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## DECLARATION

I hereby state that this project is my original work, achieved through research studies and critical observation and it has never been submitted to the university and any other university or college for academic credit. The information and other sources have been duly acknowledged as demanded.

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This project has been submitted with my approval as the university supervisor

Signed:

  
Rev. Sr. Candida

Date:

May 1999

It has been accepted by the Director of C.T.L.E.

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Rev. Bro. Ronald Roggenback

Date:

17/5/99

## DEDICATION

This work is dedicated to my dear Father James Ododa Baridi,

my dear brother Paul Odhiambo Ododa Baridi (R.I.P 1998),

Idda Oduor. (R I P) and My dear sister Alice Akinyi Ododa.

## ABSTRACT

The study was to investigate the factors that contribute to effective class management in Strathmore High school, Nairobi.

Data was collected from 15 teachers in Strathmore High School by use of questionnaires.

The findings from the study revealed that teachers' needs and belief systems play a dominant role in shaping their approaches to classroom management. Some teachers can operate effectively without having their classes tightly structured, while others must have complete control at all times. Although teachers need to give direction to classroom management procedures, students' needs and characteristics must also be taken into consideration. Classroom management systems should not exacerbate student problems, and generally they should facilitate positive student and teacher relationship. Teachers who attend to the academic and social needs of their students are in a better position to prevent and respond to misbehavior.

Some recommendations were made for the ministry of education. Ministry of Education and the National Curriculum Centre should devise means and ways of promoting effective class management to other schools. In-service courses should be organised. Teacher Training Institutions should be emphatic on sensitizing teachers to be in methods of effective classroom management. The research further recommended the positive relationship between teachers and the students.

Conclusion and recommendations based on the study show that the researcher say whether you did achieve the objectives of the study

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## CHAPTER ONE

### ***THE HISTORY OF STRATHMORE SCHOOL NAIROBI.***

Strathmore began as a sixth form college in March 1961. In 1977 the first form one students were admitted. The school is managed by study centres of Kenya. The land and buildings are held in trust by Strathmore Registered Trustees, which is incorporated as a charitable Trust under the land (Perpetual Succession) ordinance.

#### **Goals and Aims**

Through daily close contact with the students in the classroom, in extra-curricular activities and on the sports fields, the school staff, by example and precept, strive to develop in the students a number of qualities, such as honesty, responsibility, good use of freedom, tolerance and hardwork. The school Aims at providing an education based on Christian principles, and accepts deserving students regardless of creed.

The school's chief purpose is to develop the minds and consciences of its students so that they can become self-disciplined and resourceful, and therefore better able to serve society. Above all, the school emphasizes academic excellence and moral integrity. The school Aims at creating an environment

conducive to learning; experienced teachers and well motivated students strive to create this environment.

### **Academic work.**

The school prepares students for the K.C.S.E Examinations of the Kenya 8.4.4 systems, held in November each year. The school is well equipped to meet all the modern requirements of a balanced education. In public examination; it has regularly ranked among the top ten schools in the country in the K.C.S.E. A high percentage of its students attain places in institutions of higher learning.

A system of Continual Assessment Testing in all subjects allows staff and parents to keep a close watch on each boy's academic progress. Parents are given six reports during the year: at mid-term and at the end of each term.

### **Counselling and Guidance.**

When a student first enrolls he is assigned a tutor, whose job is to follow closely the student's performance in all aspects of school life and to help him develop wider interests beyond classroom work. The tutor speaks with the student regularly and is available for counselling whenever the student requires it. The tutor meets regularly with the student's parents to discuss his progress and to see how he can best be challenged to develop his full potential.

The spiritual guidance at the school is entrusted to Opus Dei, a Personal Prelature of the Catholic Church. There is a chaplain available to anyone who wishes to speak with him.

### **The Role of the Parents**

The school believes strongly in the irreplaceable role of parents in the education of their children. The school staff and parents work together for the benefit of the boys. This co-operation is mainly sought through regular meetings between the parents, tutors and teachers.

The school also organizes regular parents' meetings' usually by classes, to discuss important topics of general interest related to the education and upbringing of boys.

### **The Team System**

Great emphasis is placed on social development of the students, and a boy's life in the school involves continual interaction and co-operation with others. The boys in each class elect their own captains, who in turn head teams within each class. Teams compete in sports, marks, conduct and sportsmanship. Team captains meet regularly with their class teacher to discuss ways of improving overall class progress. All the boys are given specific duties by means of which they are expected to contribute to the well-being and smooth running of their class as well as of the whole school.

## **Sports and Activities**

The boys play sports at least two afternoons a week throughout the school year. The school teams compete in athletics, football, volleyball, basketball and rugby. The students are encouraged to do extra training for school teams which take part in competitions against other schools.

Extra-curricular activities include drama, modern and classical languages, wildlife club, press club, computing, martial arts and the fine arts. The students are encouraged to develop their talents in one or more of these activities, which take place outside school hours.

## **Admission and Financial Aid**

The number of applicants for admission far exceeds the number of places available. All applicants are required to pass a written test and attend an interview before final selection. An interview is a requirement for admission, and applicants are expected to attend it with their parents. The Admissions Committee selects those students who it thinks will be able to cope with the demanding academic standards and will become active, contributing members of the school. Strathmore admits students from widely differing backgrounds.

Applicants who qualify for admission are also eligible for a bursary award on the basis of their financial needs and family circumstances. It is the school's policy that no deserving boy who is academically and otherwise qualified for

admission should be prevented from accepting a place because of inability to pay the fees. The Bursary Fund depends on donations. Regular appeals are made to parents, past students and friends for contributions to the Fund.

## ***BACKGROUND TO THE PROBLEM***

While classroom management has always been a responsibility assigned to the teacher, proficiency in this area has become one of the key ingredients in the ability to teach well. A variety of social factors has contributed to this situation. Unfortunately, teachers have been provided few tools for coping with an increasingly heterogeneous student population that displays a variety of disruptive behaviours.

Teachers have suffered behind closed doors while academicians and teacher educators have failed to integrate research and theory into a well practical approach to classroom management. While this bandage approach has occasionally managed to plug the dike, teachers have continued to feel confused, frustrated, and inadequate about their ability to create positive, well-managed learning environments.

Teacher frustration concerning discipline matters is widespread. In its 1979 Teacher opinion Poll, the National Education Association found that 74 percent said their teaching effectiveness, and 17 percent said their effectiveness was seriously reduced by discipline problems.

In a similar survey, the NEA reported that only 14 percent of today's public school teachers have been teaching more than 20 years- half the percentage of 15 years earlier. Furthermore, only a third of the teachers surveyed said they would make the same career choice again while anxiety associated with management problems is certainly not the only reason teachers surveyed said they would make the same career choice again.

While anxiety associated with management problems is certainly not the only reason teachers leave the profession, it is a significant factor. Classroom discipline has a direct and major influence on what most teachers consider to be the two key aspects of their professional lives. (1) the degree to which students develop personal and cognitive skills, and (2) the extent to which teachers enjoy their work.

Teachers are not alone in their concern. In the period 1969-1981, 12 of 13 Gallop Polls reported that Americans view discipline as the most important problem in the schools, a concern echoed by administrators. Duke (1978) reported that school administrators listed discipline as their top concern and stated that more time should be given to resolving this key issue.

In order to improve in classroom management, the researcher found it wise to conduct the research in Strathmore High School, so that the methods can be

applied in other schools which have been finding it difficult/problems in their classroom management.

Fortunately, the research and literature on classroom management enables educators to provide teachers with a comprehensive and effective approach to management.

### ***STATEMENT OF THE PROBLEM.***

The study is to investigate the factors that contribute to effective class management in Strathmore High School, Nairobi. So far not much research has been done in this school on classroom management. This makes it necessary that a study is carried out to investigate the factors being used to manage the classroom. It was also whether the teachers are experiencing any problems in their class management.

### ***OBJECTIVES OF THE RESEARCH.***

The study has the following objectives.

- a) To assess the factors that contribute to good performance in class management.
- b) To identify the methods influencing the class management performance in Strathmore high School.

## **RESEARCH QUESTIONS.**

The researcher attempted to answer the following questions.

- (a) What is the teacher understanding of class management?
- (b) What methods do teachers use to manage the classroom?
- (c) How effective are the methods teachers use to manage the classroom?
- (d) What problems hinder effective class management ?
- (e) Does training teachers help them to be effective classroom managers?

## **SIGNIFICANCE OF THE STUDY**

The proposed study has a lot of significance to all individuals involved in all aspects of Education in Kenya. Specifically it will be significant to the following:

- a) The study will be useful to curriculum-developers of Education system in Kenya who will get up-to-date information on what factors are used in classroom management.
- b) The researcher will provide an opportunity for the teachers to express their views regarding their factors that contribute to effective class management and skills. It will also enable the teachers to reconsider and re-examine their approaches to class management and therefore become more sensitive to the problems facing them.

c) The study will be of great importance to the teacher trainers who will get some feed backs on how effective their training programmes are, concerning classroom management.

d) It is hoped that the study will raise challenges to stimulate more students and researchers in Education to undertake a similar study. Therefore, it will lay a foundation for future research.

e) The study will be of great importance to the ministry of Education in regards to the ways class management can contribute to effective learning too.

### ***SCOPE AND LIMITATIONS OF THE STUDY.***

As this study is a partial fulfilment of the requirements of Bachelor of Science Degree in Education, it is affected by time limitation. The time factor impedes me from a extensive research because one week of mid-term break was inadequate for such an enterprise.

### ***DEFINITION OF KEY TERMS***

K.C.S.E - Kenya Certificate of Secondary

N.E.A - National Education Association.

8-4-4 - Eight years in Primary School, four years in Secondary School and four years in the University.

## CHAPTER TWO

### ***LITERATURE REVIEW.***

### ***INTRODUCTION.***

This chapter will provide the review of relevant literature to the factors that contribute to effective class management. The literature review will be divided into the following sections.

2.1 Education and the role and importance of the teacher in classroom management.

2.2 Recognizing effective management

2.3 Establish cooperative climate

2.4 Maintain cooperation

2.5 To prevent disorders in the classroom

2.6 Summary

### ***2.1 Education and the role and importance of the teacher in classroom management.***

#### **Meaning of Education.**

Education is a universal practice engaged in by societies at all stages of development. Education describe the total process of human learning by which

knowledge is imparted, faculties trained and skills developed. Schooling is only one form in which education is provided.

The matter becomes clearer when we recognise the range of forms in which education is provided-formal, non-formal and informal. Formal education, learning is carried out in specially built institutions such as schools and colleges. Non-formal education on other hand is any organised learning activity outside the structure of the formal education system that is consciously aimed at meeting specific learning needs of particular groups of children, youths or adults in the community.

In the case of informal education, there is no attempt at structuring it. Much of the learning that goes on is almost unconscious, as with those things the child learns from his family, friends, experience and environment. (Farrant, J.S, 1980 P.202).

### Teachers' Role.

The teacher has important role to play in education because he act like a catalyst, actively stimulate learning. The role of the teacher is therefore very important in any teaching strategy, especially since his direct participation can range very widely, from complete control over what is learned to minimal intervention. A teacher is one who has a good understanding of what his pupils need to learn and also of their capabilities for learning. He is able to judge just how much he needs to intervene in pupils' learning and knows the most effective

way of providing this assistance. The skill of teaching lies in knowing who, what and how to teach and also being able to judge when. Hence part of a teacher's role is to manage the class.

### Importance of Class Management

Classroom management is defined as "the provisions and procedures necessary to create and maintain an environment in which teaching and learning can occur" (Duke, 1987, p.54). A classroom management system attends to both preventive management practices which are intended to promote a positive learning climate and corrective management practices which deal with instances of misbehaviour. Effective management practices increase the time students are engaged in academic tasks. Student performance and achievement are higher when behaviours incompatible with achievement are reduced.

The teacher is responsible for managing the classroom in a positive manner and should clearly be in charge. It is important for teachers to know that they can be in charge and positive at the same time. Teachers who are effective classroom managers place a high priority on planning management procedures that prevent inappropriate behaviour. Preventive management practices encourage appropriate behaviour and increase student's desire to be involved in learning activities, and hence the need to study this area will enable some teachers to develop a classroom climate that promote and facilitates learning.

## **2.2 Recognizing effective management.**

In order to engage all the students in academic work of some sort. To do that, you have to determine what they are to be taught (curriculum guides might help here). Then you must figure out whether the students who are in your classroom are able (ready) to learn what is prescribed for them. After you have diagnosed the students to determine their readiness for the material you want to present, you may find that they are not quite up to it. You may revise the material, adapting it to make it accessible to your students. Once the material is ready, you have to figure out how to get it across by considering. (a) What motivational devices might be used to interest the students and keep them engaged. (b) What classroom structure best contributes to successful learning - small groups, large groups, whole - class instruction, or independent learning. After you figure out what is to be done, then you must do it. No matter how well you plan, events will occur that cause you to veer from your plan. (Glynn and others, 1973 P-120).

In the course of teaching, you are constantly making decisions about the students, the material, and the overall success or failure of your efforts. You probably will revise your plan many times while on your feet teaching the lesson. Then after you teach it, you may follow up with an evaluation, only to find that a mere six out of twenty-eight students understand more than half of what you taught.

Now you have to reteach the unit, but you are stymied about how to reconstruct it so that most of the students will understand it.

All this complexity requires careful planning, action can be carried out on the basis of the plan (although with many revisions en route), then follow - up evaluation, revise plans, and another instructional effort. These are the kinds of things that teachers do. When they will do it, how long it is likely to take , and what standard of performance determines whether to move on to the next task or repeat the old one. (Glynn and others, 1973; Mclaghlin 1976).

### ***2.3 Establish cooperative climate.***

Teachers who managed classroom aides, deal with angry parents, handle school administrators who sometimes intervene in classrooms in unhelpful ways, cope with irrelevant or inappropriate textbooks and supplementary materials, and spend great amounts of time complying with policy mandate from local, state, and federal regulations; all this, plus teaching the students in their classes as their duties. (Good and Brophy, 1980). Therefore it makes a teacher to be in a position of handling the situation at hand.

It seems that effective teaching might be analyzed with discrete set of generic, or common, skills. That is, regardless of the grade level, the nature of the students, the subject matter, or the culture of the school, certain instructional practices seemed to be regularly associated with gains in student achievement,

while other instructional practices appeared unrelated to student mastery of content. Discrete executive skills for teaching could be identified. For example, the practice of acting friendly with the class discussing ballgames, the latest national news, and the hot gossip around school-is not a practice associated with gains in student learning. The critical element of the teacher's role thus shifts from control to management-management of time, space, materials, auxiliary personal, and students. (Daniel L. Duke, 1982 p.70).

The management function derives from a consideration of the task facing the teacher in organizing instruction and activities for large groups of children. A major management goal, which is both immediate and continuously present, is to engage students in school work and to keep them engaged. Depending on the age of the students and their ability to remain involving in classroom tasks, teachers can provide enough variety of activities or tasks to maintain attention.

Effective management consists of those teacher behaviour that produce high levels of student involvement in classroom activities and minimize student behaviours that interfere with the teacher's or other students work and efficient use of instructional time. (Daniel L. Duke,1982).

#### ***2.4 Maintain Cooperation.***

Managers demonstrated an ability to analyze the tasks of the first few weeks of school in precise detail. Their presentations to the students about rules,

procedures, and assignments were very clear and they provide specific feedback to students when inappropriate behaviour occurs. (Jackson and Bloom, pg.80). Thus, these teachers seem to have a better behavioral map of the classroom and what was required for students to function within it.

Seeing the classroom from the student's perspective. Better organized teachers were able to see through the eyes of their students in planning the classroom and in introducing the students to new routines during the year. They appear to predict what would confuse or distract their students and what would be of immediate concern to them. (Jackson and Bloom 1976 pg.25).

Monitoring student behavior. The more successful teachers monitored students closely during the first few weeks and deal with problems immediately. They did not ignore deviation from classroom rules and procedures.

To develop student accountability for work, more effective managers keep a better track of student progress and completion of assignments. They have stronger and more detail accountability systems.

Communicating information. Effective managers were more successful in presenting information clearly, in giving directions, and in stating objectives. They were better able to segment complex tasks and break them down into step-by-step procedures. They also seem to have more understanding of their students' learning skills than the less effective managers. (Jackson and Bloom 1976 p.41).

Be consistent. Do not be strict with discipline one day and slack another. Do not show favouritism to any pupil. In dealing with misbehaviour, be just and fair and do not allow your emotions to control your actions. Never take action over a child if you have lost your temper, wait until you regain it. Respect the children and their rights. Remember that even the most unlovable child has the same rights as any other. A sympathetic and understanding attitude to children is not a sign of weakness but of strength.

Be firm. Your authority will quickly be lost if you appear to be uncertain in your decisions. Do not tell children apologetically what you want them to do, but speak to them in decisive tones showing that you expect obedience. When teaching a class for the first time, it is better to be too firm than too easy. This is easier to slacken the degree of strictness than to increase it once authority has been lost. If an offence or disorder occurs, act at once. Delay may be interpreted by the children as weakness. That is not to say that you must deal with the offender at once. It may be sufficient to say to him that you will see him later (Duke pg.26).. If you say so, be sure that you do, and unkept promise is a lost point. Never give a warning you are not prepared to carry out.

Maintain your dignity. Do not lower your dignity by getting involved in unseemly arguments or physical struggles with children. Be a good example of

what you would like the children to admire. Avoid trying to be popular with the children; it is the mark of a weak character. (Daniel L. Duke, 1982 pg.43).

Use punishments and rewards wisely. Punishments can aim at stopping and correcting bad practices. Rewards should be to acknowledge success and effort, they can also be incentives. Punishments may never be so light that they become ridiculous, and rewards may never be so easy to get that they lose their work. Never allow punishments to become a form of revenge. Their object must always be to correct and reform. Children can become hard to punishment that is too frequently or undeservedly given; so always make your punishments appropriate not only to the offence but to the offender. Do not use big punishments for little offences (Daniel L. Duke, 1962 pg.111). You do not need to shoot a mosquito to kill it.

Be self-critical. By trying to see yourself as the children see you, you avoid embarrassment in many situations. To carry authority, you have to be aware of both your strong and your weak points. Personal mannerisms and undesirable character traits are what you must be most careful about. Mannerisms are peculiarities of behaviour that people develop unconsciously. They can be disturbing to others, and when they occur in a teacher may make compete with his teaching for the attention of the pupils and therefore reduce its effectiveness. (Daniel L. Duke, 1982 pg.59). Mannerisms may make you an object of ridicule to the children.

## **2.5 To Prevent Disorders in the Classroom.**

Ensure there is enough work to keep every child occupied, for idleness is a major ingredient of misbehaviour. Check to see that each child knows exactly what he is suppose to do, otherwise you have a sure recipe for confusion. Keep an eye on the performance of each pupil so as to prevent inefficient work or breakdown. Achieve a working harmony between yourself and your pupils and also between the pupils themselves. Put right at once any fault that may have potentially troublesome consequences. Achieve a working harmony between yourself and your pupils and also between the pupils themselves. All these were proposed by J.S. Farrant pg.199.

The current study will bring out the level of the teachers awareness of teaching methods that recognise the learner as the one responsible for his learning, as opposed to those that usurp this responsibility from them and places it on the teacher.

## **2.6 Summary**

Since factors that contribute to effective class management determine to a large extent what students actually learn, some attention can be devoted in considering

alternative factors. Such factors may prevent the teacher from making decisions in default due to his poor philosophical orientation.

## **CHAPTER THREE**

### **3.0 RESEARCH DESIGN AND METHODOLOGY.**

#### **3.1 INTRODUCTION**

This study was designed to explore the factors that contribute to effective class management used in Strathmore High school, Nairobi. The research was to analyse the factors that most teachers prefer in their actual classroom practice. The study aimed at determining the level of awareness of the teacher in transmission and facilitation as factors that contribute to effective class management.

#### **3.2 LOCATION OF THE STUDY**

The research was conducted in Strathmore High School, Nairobi, Kenya. The school has 30 teachers and 320 students, each stream accommodate 40 students. There are two streams per form.

#### **3.3 SAMPLING PROCEDURE**

The school has been doing very well in National Examination for the last ten years, the researcher has found it logical and practical to choose the school. The researcher made this choice the reason being that project was conducted during the period he had to attend lectures at Christ the Teacher Institute for Education,

Tangaza. This did not allow involving all secondary schools which have been performing well. Nevertheless the school was chosen because of its outstanding performance for the last ten years, in the National Examination.

### **3.4 POPULATION AND SAMPLING**

All teachers in Strathmore High School are 30 teachers in number. Those who participated were 15. They were selected from each stream, two teachers per stream.

### **3.5 DESCRIPTION OF THE INSTRUMENTS**

The questionnaire was used to elicit as much as possible information from the teachers of Strathmore High School.

### **3.6 ADMINISTRATION OF RESEARCH INSTRUMENTS**

The instrument that was used was the "teachers questionnaire". The questionnaire consisted of 13 questions. The questionnaires had a format for both open-ended and close ended questions. The questionnaire was administered to 15 teachers in Strathmore High School. The questionnaire was designed such that the commended factors that contribute to effective class management were clear and definite.

### **3.7 DATA ANALYSIS PROCEDURE**

After the data from the questionnaires was obtained, it was tabulated. The study employed descriptive statistics of frequencies, percentage and discuss to summarise and organise the data in a more appropriate and intelligible way.

## **CHAPTER FOUR**

### ***FINDING OF THE STUDY***

#### ***DATA ANALYSIS***

In the survey on the factors that contribute to effective class management in Strathmore High School, questionnaire were given to 15 teachers. Collected data was tabulated and discussed as indicted below. This chapter, has been divided into two sections. Section A gives the teachers understanding of class management and teachers responses on the effectiveness and improvement of class management. Section B the researcher will discuss on the findings.

#### **SECTION A**

Teachers were asked to give their understanding on class management. One out of fifteen said that class management is Discipline. This teachers opinion was to have recipes for correcting misbehaviour without regarded to special student needs and circumstances. According Jerry Bellon responding to misbehaviour is the process of helping individuals become effective self-managers so that they can function as effective self-managers. In this way they can function effectively and productively in a classroom.

One teacher out of fifteen said that class management is classroom rules. This teacher thinks that every classroom rules should have a purpose, such as encouraging on task behaviour, promoting courteous behaviour, providing safety and comfort, and preventing disturbance to other classes. If a rule does not address an important purpose, it may not be necessary. (Cangelosi, 1988).

Three teachers out of fifteen said that class management is classroom climate. For these teachers, it seems that teachers can develop a classroom climate that promotes and facilitates learning. Each classroom has its own unique climate. Establishing a positive climate for learning with good working relationships between teachers and students is more important than any specific management technique (Brophy and Putnam, 1979). It has been found that observable teacher behaviours can help create such a climate.

Nearly all teachers did not state that class management is Preventive Management. The researcher concluded that may be the teachers did not understand the words used or they could not see any effectiveness of Preventive Management.

Ten teachers out of fifteen stated that class management is Discipline, Classroom rules, and Classroom climate. It seems that these teachers want to do everything possible to help their students learn and develop so that they will feel successful and develop positive attitudes about school. According to these teachers,

they stated that in every process-product study, effective management skills are positively related to student achievement. These teachers establish Discipline, Classroom rules and Classroom climate. They make preactive decisions that help them focus on academic tasks.

**TABLE 1:**

Teachers were asked to give their views on how effective their methods were and how to improve the methods they used. The following table shows the results.

Teachers responses on the effectiveness and improvement of classroom management.

Statement	YES		NO	
	Frequency	Percentage	Frequency	Percentage
Effectiveness of c/m	14	93.3%	1	6%
Involvement of students in c/m	7	46%	8	54%
Importance of Training in c/m	13	86%	2	14%
Improvement in c/m	15	100%	-	-
TOTAL	49	82%	11	18%

**KEY**

c/m - Classroom management.

The table shows how the effectiveness the method(s) teachers, has been successful in their class.

Nearly half of the teachers involve their students in their methods to manage the classroom for example the captains/prefects. But the rest don't involve the students Quite a good number of the teachers have seen the importance of classroom management.

All teachers have agreed that they have experienced a big improvement in their classroom management. This shows that they are really aware of their methods in the class and they have been trying to adopt to the effective ones.

**According to question two, teachers were asked to choose the methods they use to manage their class.**

No teacher chooses corporal punishment as a method to manage a class. This seems that all corporal punishment is abusive because of it deleterious effects on both the long-term welfare of students and on the educational environment to the school.

Six teachers out of fifteen chose non-verbal communication as a method to manage a class. These teachers use their faces and bodies to give feedback. They nod, smile, gesture, and move about the room.

Seven out of fifteen chose tidying the surrounding as a method to manage a class. Tidying surrounding can suppress inappropriate behaviours but may also

produce anxiety which hinders learning. Tiding surrounding may result in negative outcomes and further withdrawal from learning if it is viewed as excessive or unwarranted. Students find ways to avoid punishment, but these ways may be counter productive to learning (Stipek, 1988).

Three teachers out of fifteen did not choose any of the following as a method of managing a class (corporal punishment, non-verbal communication and tiding the surrounding). But they gave the following methods, one stated that he uses verbal communication, simple punishments (lap on the field), praises the student. The other teacher says that he talks to characters who cause problems and giving verbal positive and negative rewards. Then the last teacher stated that he keeps the students occupied.

**In question five the teachers were asked to give how effective is their methods for example highly effective, effective and not effective.**

Six out of fifteen agreed that their methods are highly effective. Eight out of fifteen accepted that their methods are effective. One did not say any thing about his method being effective. Non of them mentioned that their methods are not effective

**In question seven the teachers were asked whether they do involve external agents in classroom management such as other teachers, head teacher, education officer, and others (specify).**

Three out of fifteen teachers allowed other teachers to help them to manage their classroom. Two out of fifteen teachers use head teachers to manage their classroom. Three out of fifteen involve the parents to manage their classroom. Eight out of fifteen don't involve external agents in their classroom management, the main reason that they give is that classroom management is the responsibility of the teacher in class. No one of them involved education officer on classroom management. If classroom management should be the concern of all participants it will be quite important to involve other external agents, where there is a need of assistance in classroom management. Attention should be given to learning expectation, school policies and the physical environment. School administrators, teachers, students, and parents should be involved in the development of management expectations (Swick, 1985).

## **SECTION B**

On this section the researcher discussed on four items: -

- a) Difficulties that teachers find in their methods.
- b) Problems encountered by other teachers.
- c) Suggestions or solution to curb in effective classroom management methods

d) Suggestions to make classroom management to be effective.

**The followings are some of the difficulties that teachers find in their methods of classroom management.**

1. To keep a perfect system is near impossible and therefore over a period of time a teacher finds that some things begin to relax for example the frequency of interaction with the learners in and out of class activities may reduce.

2. A teacher found that students end up by being very free with the teacher. Two problems tend to arise:-

a) Some students at times feel too free, thus prompting disciplinary measures.

b) Some class sessions are really slowed down, because of too many questions.

3. Writing the student on the behaviour sheet (booking him for possible punishment) is not very effective since punishment is not instant.

4. Creating a variety of activities calls for thorough preparation which is not always possible.

5. Non-verbal communication lack clarity sometimes.

6. That the methods sometimes are suitable and they might bring problems when implemented.

7. Students at times misinterpret the freedom of responsibility accorded to them.

This, however, moves the odd occurrence than the norm.

8. Some students are too difficult to handle and the school system seems to trust the student more than the teacher. And thus, the student knows.

9. When you are so democratic students take advantage; when you get harsh the class gets off the mainstream.

**The following are some of the problems that the fellow teachers experience in terms of classroom management:-**

1. Class control is sometimes a common problem among other teachers. This is sometimes occasioned by say a joke by the teacher or other learners during a class session.

2. Social discrepancies between teachers and families of learners

3. Use of threats which the students soon get accustomed to and hence not effective.

4. Students who lost interest in a subject and are therefore perennial trouble makers.

5. Some teachers create a climate which is not conducive to teaching.

6. Apparent obstinacy from few students who may have an influencing hold on other students.

7. Some of the teachers are too tolerant and thus the students take advantage of the situation.

**Here are some of the suggestions/solutions to curb effective classroom management methods:-**

1. Teachers should find out what makes the methods ineffective and adjust quickly to the right method.
2. The teacher stop what he was doing and give the students a sober tongue-lashing on the aims of the school. The gist is; the school is for their benefit; they should exploit the resources in it, especially in class.
3. Identify the student(s) responsible(if any) and talk to him in private.
4. The teacher check with other teachers who teach the same class or try a different composition of techniques.
5. Always have a level of punishment which the teacher reserve for such occasions for example detention.
6. Get to know the loopholes, combine the method(s) with others that are effective, get rid of them and adapt to new ones depending on situations.
7. Re-asses your preparation for the lessons, improve and modify the method not producing results.

**The following are some of the suggestions given by the teachers to make classroom management to be effective:-**

1. The teacher advocate for good communication between the learner and the teacher. The teacher and the learner must appreciates each other and allow room

10. Give students their share of respect. Let them fully appreciate that you respect them, inspire of the age difference and are willing to learn as much from them as they would from you. Much as the teacher occupies the driving seat, information is largely a two-way traffic.

11 Consider students as individuals and take each situation differently, when dealing with a problem talk to students with problems in class separately do not victimize

12. Shorter lessons and more interaction between teachers and students should be in encouraged.

for improvement. Jerry J. Bellon, recommended that teachers who attend to the academic and social needs of their student are in a better position to prevent and respond to misbehaviour.

2. Put yourself in the shoes of the students. Decide on what is best for them. Decide on how to achieve these aims. Ensure that the students know your aims, do your best to achieve your aims.

3. In-service courses should be prepared for teachers, there is need for a professional association to help teachers in this area.

4. The status of teaching (teachers) should be up-graded since the raised entry point for teacher training improve the quality of teachers to manage their classroom well.

5. Appreciating individual differences (this should form the basis for classroom sitting arrangement).

6. Be more prepared for it i.e. how to caution the students and guide them; how to punish and reward fairly.

7. Regular consultation among teachers and also regular interaction with students to obtain feedback.

8. Prepare well for your lessons, be clear and authoritative whenever executing your classroom duties.

9. Communicate your ideas clearly and use experience.

## **CHAPTER FIVE**

### **5.0 SUMMARY, CONCLUSION, AND RECOMMENDATION.**

#### **5.1 SUMMARY**

The purpose to investigate the factors that contribute to effective class management in Strathmore High school, Nairobi. The study also sought to find out whether the teachers experiencing any problem in their class management.

Research questions were the following -

- a) What is the teacher's understanding of class management?
- b) What methods do teachers use to manage the classroom?
- c) How effective are the methods teachers use to manage the classroom?
- d) Does training teachers help them to be effective classroom managers?

Objectives of the research, (a) To assess the factors that contribute to good performance in class management (b) To identify the methods influencing the class management performance in Strathmore High School.

In the literature review, the sub-topics were:-

1. Recognizing effective management.
2. Establishing co-operative climate

3. Maintain co-operation.

4. To prevent disorders.

5. Summary

**Population and sampling:** The number of all teachers in Strathmore High school are 30 teachers. Those who participated were 15. They were selected from each stream, two teachers per stream.

Questionnaire was used to elicit as much as possible information from the teachers of Strathmore High School.

Administration of research instruments, the instrument that was used was the "teachers questionnaire." The questionnaire consisted of 13 questions. It was administered to 15 teachers.

Data analysis procedure, the questionnaire was obtained, it was tabulated. the study employed descriptive statistics of frequencies, percentage and discuss to summarise and organise the data in a more appropriate and intelligible way.

**Finding of the study:** Research findings from Strathmore High School show that when classrooms are effectively managed, students will be more likely to stay on task. Disruptions and distractions are kept to a minimum, and students and teachers are able to concentrate on learning tasks and activities. When student feel that they are successfully achieving what is expected of them, they develop

positive attitudes about their performance. As a result, they tend to perform well on a variety of measures of student achievement, in Strathmore High School.

## **5.2. CONCLUSION.**

1. The study shows that most teachers have established rules and routines that help their classroom run smoothly and effectively. They have spent considerable time teaching and monitoring the routines that help to keep students on task.
2. Some teachers find that they do not have the background, training, and experience to effectively manage their classrooms. Unfortunately, they may be left to sink or swim because their colleagues do not have the time to assist them and their administrators and supervisors may not be available to give support and assistance.
3. School wide management systems should guide the work of teachers as they plan and implement their management programmes.
4. The climate should be pleasant, positive, goal driven, and work oriented, with a strong emphasis on academic excellence.
5. Teachers, parents, and support staff should be involved in developing classroom management.
6. In-service training on classroom management has been helpful to some teachers.
7. Teachers help their students learn and develop so that they will feel successful and develop positive attitudes about school.

8. Teachers establish discipline, classroom rules, and classroom climate. They make proactive decisions that help them focus on academic tasks.

9 Teachers are really aware of their methods in the class and they have been trying to adapt to the effective ones.

10. Corporal punishment is one of the bad methods, it is abusive because of its deteriorating effect on both the long term welfare of students and on the educational environment to the school.

### **5.3. RECOMMENDATION.**

1. In order to realize their goals, teachers need to be sensitive to the fit between their intentions and their behaviour; to be aware of the effects of their behaviour; to be aware of the effects of their behaviour on students; and to monitor student's perceptions. The guidelines for monitoring these student perceptions include systematic observation, class discussions, and individual interviews to gather information about both the intended and unintended effects of the teacher behaviour. In these ways, teachers can obtain information and feedback that will make the classroom experience more fruitful for themselves and their students.

2 In-service training must consistently emphasise the practical methods and activities the teacher can use in the fall. Teachers should be assisted in designing specific sequential methods, and in preparing materials for implementing and evaluating these methods.

3. The researcher have made a number of recommendations for developing effective classroom management procedures. These recommendations considered three major phases: planing before the year begins; beginning the year, and maintaining good classroom management. A major assumption underlying each of the researcher's suggestions is the teachers's responsibility for organizing classroom environment to bring about student involvement in learning tasks and to minimize disruptive and inappropriate behaviour.

4. Teachers must attend to the individual and collective needs of their students and at the same time manage instructional transaction:

5. Schoolwide management should focus on developing a pleasant, positive, goal-driven, work oriented climate that emphasise academic success. Schoolwide policies should clearly communicate management expectations, and school personnel should monitor them consistently to see that they are implemented. When there are no schoolwide management expectations, it is very difficult for teachers to develop and maintain effective classroom management programmes. The lack of management consistency throughout a school is frustrating to students, parents, and teachers. When frustration levels are high, maintaining effective management systems is even more difficult.

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**QUESTIONNAIRE FOR TEACHERS ON CLASSROOM MANAGEMENT.  
ANSWER ALL QUESTIONS IN SECTION A AND B.  
ALL INFORMATION PROVIDED WILL REMAIN CONFIDENTIAL.  
NB/ DON'T INCLUDE YOUR NAME ON THE SHEET.**

Age-----  
Sex: Male--- Female-----  
Academic qualification-----  
Number of years in teaching-----

**SECTION A.**

1. Class management is  
(a) Discipline (b) Classroom rules (c) Classroom climate (d) Preventive management  
(e) All of them except (d).
2. What methods do you use to manage your class  
(a) Corporal punishment (b) Non-verbal communication (c) tidying the surrounding.
3. Apart from the above methods, what other methods do you use to manage your class?-----  
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4. Do you think your method(s) is effective? YES----  
NO-----
5. How effective is your methods of managing a class?  
(a) Highly effective (b) effective (c) Not effective.
6. Do you involve students (eg. prefects of class) in your methods of classroom management?  
YES----  
NO-----
- (ii). In what ways-----  
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7. Do you think it is wise to involve external agents in classroom management?  
(a) Other teachers (b) Head teacher (c) Education officer (d) Others (specify)-----  
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8. Do you believe that teacher training is important for effective classroom management? YES----  
NO-----
- (ii) Give reasons for your answer-----  
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9. In your teaching career have you experienced some improvement in your classroom management YES ---- Give reasons-----  
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- NO----- Give reasons-----  
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**SECTION B**  
***SECTION "B" GIVE BRIEF ANSWERS***

10. What setbacks (disadvantages, difficulties) do you find with those methods that you use in classroom management?-----  
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11. What other problems do your fellow teaching staff members experience in term of classroom management?-----  
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12. What do you do if your method(s) of classroom management is not effective?-----  
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13. What would you suggest to make classroom management more effective?-----  
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