

**A STUDY ON CLASSROOM MANAGEMENT IN
TEACHING ENGLISH**

**A Thesis Submitted to the Department of English Education
In the Partial Fulfilment for the Master of Education in English**

Submitted by

Gem Raj Giri

Faculty of Education

Tribhuvan University, Kirtipur

Kathmandu, Nepal

2012

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DECLARATION

I hereby declare to the best my knowledge that this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date: 2012/07/12

.....

Gem Raj Giri

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Gem Raj Giri** has prepared this thesis entitled “A Study on Classroom Management in Teaching English” under my guidance and supervision.

I recommend this thesis for acceptance.

Date: 2012/07/13

.....
Dr. Chandreshwar Mishra (Guide)
Professor and Head
Department of English Education
Faculty of Education
T.U., Kirtipur, Kathmandu

RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation from the following
“**Research Guidance Committee**”

Signature

Dr. Chandreshwar Mishra (Guide)

.....

Professor and Head

Chairperson

Department of English Education

Chairperson

English and Other Foreign Languages Education

Subject Committee

T.U., Kirtipur

Dr. Laxmi Bahadur Maharjan

.....

Reader

Member

Department of English Education

T.U., Kirtipur

Mr. Raj Narayan Yadav

Reader

.....

Department of English Education

Member

T.U., Kirtipur

Date: 2012/07/15

EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following "**Thesis Evaluation and Approval Committee**"

Signature

Dr. Chandreshwar Mishra (Guide)

.....

Professor and Head

Chairperson

Department of English Education

Chairperson

English and Other Foreign Languages Education

Subject Committee

T.U., Kirtipur

Dr. Laxmi Bahadur Maharjan

Reader

.....

Department of English Education

Member

T.U., Kirtipur

Mr. Raj Narayan Yadav

Reader

.....

Department of English Education

Member

T.U., Kirtipur

Date: 2012/07/16

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Gem Raj Giri

ABSTRACT

This research study entitled "A study on classroom management in teaching English" has been conducted to find out the problems of classroom management and find out the solutions to tackle the problems for effective English language teaching in primary level. For this purpose, I selected ten different schools of Bardiya district. I observed five classes of each teacher by using observation checklist and some questionnaire for the teachers. The schools were selected by using judgmental sampling procedure and in the same way ten teachers were also selected. The main finding of the study was the classroom management was not satisfactory. Teachers were not found to have been using effective classroom management techniques to maximum the learning environment in English language classroom. Inadequate physical facilities, ignorance in the classroom management and excessive use of mother tongue, were found to be the common problems.

This thesis comprises of four chapters. The first chapter deals with the introduction of the topic in which general background, review of the related literature, objectives and significance of the study are presented. The second chapters includes the methodology which includes the sources of data, sampling procedure, tools for data collection, process of data collection and limitations of the study. The third chapter contains the analysis and interpretation of the collected data using different tables and figures. Similarly, the fourth chapter deals with the findings and recommendations and ends with references and appendices.

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LIST OF ABBREVIATIONS AND SYMBOLS

%	:	Percentage
CUP	:	Cambridge University Press
Dr.	:	Doctor
EFL	:	English as a Foreign Language
ELT	:	English Language Teaching
Etc	:	Etcetera
M. Ed.	:	Master of Education
NELTA	:	Nepal English Language Teachers' Association
No.	:	Number
P	:	Participant
PP.	:	Pages
Prof.	:	Professor
S.N.	:	Serial Number
T.U.	:	Tribhuvan University

CHAPTER - ONE

INTRODUCTION

1.1 General Background

Language is an inevitable part of human life. It is the universal medium through which human beings express in ideas and make it easy in their daily routine. It makes understanding, commitment and compromise between two human beings.

Different scholars, philosophers and linguists define language in different ways but none of them is complete in themselves. However, different definitions given by them share some characteristics of language.

According to Sapir (1921), "Language is a purely human and non-instinctive method of communicative ideas, emotions and desires by means of voluntarily produced symbols" (as cited in Lyons, 1981, p.3). According to this definition, whether it is purely human and non-instinctive is, admittedly open to doubt.

Similarly, Bloch and Trager (1942, p. 5), "A language is a system of arbitrary vocal symbols by means of which a social group co-operates" (as cited in Lyons, 1981, p.4). Likewise another definition by Richards et al. (1999) is "Language as ..." the system of human communication which consists of structured arrangement of sounds for their representation into larger units e.g. Morphemes, words, phrases, sentences utterances, etc." (p. 196).

According to above mentioned definitions languages are system of symbols designed, as it were, for the purpose of communication.

1.1.1 The English language

Nowadays, the English language is the only one language in the world which is widely accepted as a lingua franca. It has gained the status of mother tongue in some countries, second or foreign language in other countries. It is regarded as

a foreign language in some countries. However, the English language is globalized and most widely used language today. The value of English language is so much that it has attracted a large mass of people world over. As a result the non-native speakers of English are more than its native speakers today. In this regards, Harmer (2008) states;

English is also, of course, a mother tongue for many people in the world, though, as we shall see, such native speakers are increasingly outnumbered by people who have English as a second or third language and use it for international communication (p. 13).

The English language has established itself as the most influential global language of communication in different countries around the world. It is one of the major languages taught in schools and universities. Most countries have adopted either the British or the North American variety of English as a target for teaching and learning purposes.

1.1.2 Importance of the English Language

Today the English language is so widely used that it has often been referred to as a 'world language' although it is not the language with the largest number of native speaker. It is a genuine lingua franca of modern era for international communication. English is, now a day no longer the property of the people of English speaking countries like Britain, American, Australia Canada and so on but it has truly become more the property of those whose it as a second and foreign language. So the monopoly of native speakers over its stock of knowledge has become a myth. It has further development as an inclusive channel of communication and education throughout the universe. Hence, it has gained the status of the most dominant language in almost all areas like commerce, diplomacy, mass media, education, politics, law, medicine, science and technology and so on. Moreover, it is the most popular language growing

all around the world. Regarding its growing popularity, Crystal (1990), in the context of China, says "In 1990, everyone was carrying a book of the thoughts of Chairman Mao, to day, everyone is carrying a book of elementary English" (P.6). Undoubtedly, it is a passport through which one can visit the whole world and who knows English can enjoy the advantages of a world citizen. Not only this, it is also the master key to the storehouse of knowledge which plays the role of library language. It is because more than half of the world's books, newspapers and magazines are published in English these days regularly rehear the litany of its achievements. It is the main language of world's book, newspapers and advertising" (p.7).

In the context of Nepal, the importance and use of English in multiple fields is increasing day by day. Today English in Nepal is so extensively used in different sectors such as, business, banking and industry, civilization, advertisement, diplomacy, tourism, mass media, education, foreign affairs, science and technology that we cannot confirm its significance to a signified. It has become an indispensable and excellent vehicle for the transmission of modern civilization into the nation.

1.1.3 ELT in Nepal

The English language got its entry in Nepal together with the expansion of the British Empire in the Indian subcontinent. Thus, the introduction and development of English in Nepal is closely associated with the establishment of the British Empire in the Indian subcontinent. English in Nepal was introduced formally in the school level education system in 1854 AD, when the then prime minister Junga Bahadur Rana established the Durbar High School in Kathmandu. This school was particularly established for the children of Rana's and has the objective of making the Rana children know English. However, English was not introduced in the higher education until 1918AD when Trichandra College, the first college in the kingdom, was established. It started formal beginning of teaching English in higher education. To follow the words

of Awasthi (2003,p.22),"The introduction of ELT in Nepalese education started only in 1971 AD with the implementation of National Education system Plan (1971)" and the same year Tribhuvan university started B.Ed. program in English education. After the restoration of democracy in 1989AD, many efforts have been made in the field of ELT. One of the great efforts was the formation of high level National Education commission (2055) that commission recommended that ELT should be started from grad 1 of school education. As a result, now, English is taught as a compulsory subject in all educational institutions from the very beginning of school education ie grade one to bachelor level which has been appreciated by all concerned. In addition, it is taught as optional subjects in school level education as well as higher level education.

In course of English teaching, the teacher should manage the classroom instructively and constructively. The role of teacher in a classroom should be controller, organizer, assessor, promoter participant resource, tutor and observer where it is necessary (Harmer 2003, p. 57-62). Thus, for effective teaching, classroom management in a language class is a must, which the teacher class is must, which the teacher has to consider and the teacher should be capable as well.

1.1.4 The Concept of Management

In simple word, management means managing an activity. When we talk of managing an activity, we really mean to make the activity a success.

"Management is the process of designing or maintaining an environment in which individuals working together in groups efficiently accomplish selected aims" (Koontz and Weihrich, 1993, p. 6). "Management is the process of planning, organizing, leading and controlling the work of organizational members and of using all available organizational resources to reach the organizational goals" (Stoner, 1995). The above definitions indicate that management is the process of getting works done efficiently, effectively and

through other people to achieve expected goals. The jobs are done by co-ordinating human, physical and financial information resources. The people are required to develop, utilize, maintain and to accomplish job duty and goals. They need to be motivated extra efforts to increase productivity and management supports to create enabling environment. Management is the process of managing resources, employees and other obstacles to conduct the organization, to fulfill its goals and objectives successfully.

1.1.4.1 Concept of Educational Management

Educational management is a field of study and practice concerned with the operation of educational organizations. "Educational management is assistance in the development of a better teaching learning situation" (Willes). "The management process in education system consists of achieving the goals by getting the jobs done with and through people in the context of a changing environment" (Agrawal, 2002)

The jobs need to be done effectively and efficiently through Planning and organization of human resources. Efficiency implies the cost effectiveness and wise use of resources. It is the relationship between input, process and output of the educational system. In the educational institution, for teaching and learning, the teachers, professors, school supervisor, principals etc, are managed. Educationists, curriculum planners and writers are also engaged. While efficiency leads to effectiveness without better management of human resources nothing can be expected.

1.1.5 Classroom Management

A classroom is a place where students gather to learn. Creating a safe and orderly environment in the classroom is a survival skill for teacher and optimizes the learning environment for students. The strategies teachers use to create such classroom environment have been studied and development as the area of "classroom management" for many years.

Classroom management includes several issues ranging from furniture arrangement to discipline management to dynamics. A well- managed classroom will certainly be more productive than usual. In EFL classes this issue is more crucial as language teaching is heavily based on process more than contents. In 1970s and 80s, researchers and practitioners examined management issues such as how to organize the room, make it safe and establish the rules of behavior for the students in that classroom. Management is defined by Randolph (1985, as cited in Gnyawali etc al., 2061, p. 326) as "working with and through others to accomplish the organization's goals". Then, the major reform agenda was to make effective schools on the organizational level. Likewise, Wragg (1981, p.7) defines classroom management as "what teachers do to ensure that children engage in the task in hand, whatever they may be". Here, he focuses on teachers' activities in managing classroom. How the teachers manage their classes depend upon what activities they do apply in the classroom. Successive and goal oriented learning is always directed by the activities that are implemented in the classroom. The activities that the teachers implement in the classes not only help to achieve the goals of learning, but also help to manage the class. By Wragg definition of classroom management, we can say that learning activities and good management of the class are co-interrelated factors. Less emphasis on the one factor hinders the other too. Thus classroom management is a management of physical as well as psychological management for creating learning environment. And it is also a term used by the teachers to describe the process of ensuring that classroom lessons run smoothly despite disruptive behavior of students.

According to www. I. to. i.com/ online-tefl module-shtml, there are four important tools the teachers need to know about managing his/her class which are briefly discussed here.

a) Giving instructions

Making sure the students know what they are meant to be doing is essential and good. Clear instructions are the way to do it.

b) Using the board

Find out the board is most useful in the classroom and how to use it effectively. For example, asking students to write answer on the board is a great way to get students practicing their spelling, but the teacher must remember that they will be embarrassed if they are wrong, so get the class to spell it together.

c) Encouraging interaction between students

Find out how to get the class talking. For examples, splitting the class into teams when playing games will increase conversation practice.

d) Arranging seats

This is an important tool in the classroom and will allow the teacher to better address the need of the class in different situations. For example, sitting of the students in a semi-circle for presentations but into separate areas of the class for group work.

English classroom management refers to the operation and control of classroom activities related with and learning English. It is relatively confined to the more mechanical aspects of teaching learning activities. Most of the discussion of classroom management assumes that its main purpose is to classroom management are regulations on seating and attendance, the handling of instructional materials, equipment and the control of activities during the class period.

A well-managed classroom will give the students more opportunities for mental growth and development of well-managed classroom, which produces favorable working conditions conducting to learning and makes schoolwork

enjoyable and interesting. Proper teaching management is most important in maintaining a refreshing teaching-learning atmosphere. It involves trained students to respond positively to the teacher's effort along with teachers' performance and behavior with professional manner. A well-managed classroom is a pleasure to behold and natural.

1.1.5.1 Classroom Management as Time Management

We can divide class time into 4 overlapping categories, namely allocated time, instructional time, engaged time and academic learning time.

Allocated time

Allocated time is the total time allocated for teaching, learning, and routine classroom procedures like attendance and announcements.

Instructional time

Instructional time is what remains after routine classroom procedures are completed. That is to say, instructional time is the time wherein teaching and learning actually takes place. Teachers may spend two or three minutes taking attendance, for example, before their instruction begins.

Engaged time

Engaged time is also called time on task. During engaged time, students participating actively in learning activities - asking and responding to questions, completing worksheets and exercises, preparing skits and presentations, etc.

Academic learning time:

Academic learning time occurs when students 1) participate actively and 2) are successful in learning activities. Effective classroom management maximizes academic learning time.

1.1.5.2 The Rules of Good Classroom Management

According to www.keepandshare.com/.../ the five-golden-rules-of-good-classroom management, there are five golden rules of classroom management which are briefly discussed here.

Good classroom management rule 1

Be a mentor not a friend and earn the children's trust by being firm, fair and consistent.

Save yourself the humiliation of trying to be the students' best buddy, they will probably laugh at you behind your back. Rather be their mentor, a model for them to copy, not only in terms of learning English but also in terms of how you expect them to behave you are some one they can trust and come to for help. Err on the side of being strict, especially at first. It is harder to become strict if you have been casual and lenient.

The children will trust you if you are consistent, clear in establishing the rules from day on and consistent in applying them. Refuse to go on teaching until your rules are applied. If you are inconsistent, if you yell at the children or lose your cool, suddenly punish a child unexpectedly, put them down, be sarcastic or embarrass them they will know that they can not trust you.

Good classroom management rule 2

Show your EFL/ESL Pupils that you care about them.

At the same time as being firm and fair in class find opportunities to talk to your ESL students informally outside of class time-for example sharing a walk over to the canteen or down a corridor. When you get the chance ask the children how they are, what sports they like, who their favourite band is at the moment and so on. The children will feel special because you have taken some of your time to speak to them. If the children feel that you know them, you know what they like, what they can't wait to do when they get home and so on,

they will truly feel that you care about them. Another way to communicate that you care is to look at your pupils, make eye contact and smile at them.

Good classroom management rule 3

Get closer to your EFL/ESL pupils.

Never spend a full class up at the board or at the front, behind your barriers of a desk. Instead, perhaps during an ESL writing task some times to sit in next to different students and ask them how they are, ask them if they have anything in particular they would like to ask you that they have not understood or just tell them that they are doing well and put a couple of ticks on their work.

Good classroom management rule 4

Praise and encourage good behavior.

Children respond for better to praise than criticism, which only makes them shrivel up inside and feel worthless. Never ever, ever use destructive criticism. For too many human beings have a lack of self-love, as it is without propagating it further in the classroom. There is so much good that you can do as an ESL teacher by increasing your pupils' self-esteem through praise and encouragement.

If you listen to a rather shocking numbers of parents, they spend their whole time telling their children to stop doing this or stop doing that, and the whole dialogue is negative. Be conscious and make sure you don not fall into that trap. Focus on the positive in order to draw more attention to it and apply the universal law of "you attract what you focus on."

Make sure you give plenty of praise and encouragement to ESL students who are well behaved for example give out task to students who are being good, thank them for being well behaved or for doing something quietly. If children are vying to get your attention say, "I'm picking Sarah because she has been so good to say."

If a student is being naughty, avoid using his or her name children love the sound of their own names- it means they are getting attention. If Johnny is talking say, "I'm listening to Sarah now."

Good classroom management rule 5

Make your teaching style interesting and varied.

Tap into all the different ESL learning styles so that you reach all students in your class. Just standing there talking at the board is not going to interest many children anyway, but aside from that you will miss the children who mainly learn from tactile and kinesthetic experiences. By using a wide variety of ESL classroom games you will by default dabble in auditory, visual, kinesthetic and tactile skills and thus engage all your pupils at least some of the time.

The other advantages of ESL classroom games are that they engage and motivate the children. It's obvious; if a child is enjoying the learning process then he or she is FAR more likely to pay attention! It is important though to choose appropriate games for your class size classroom configuration.

The secret of classroom management

According to <https://scholar.vt.edu/access/content/user/dcruzan/INTSC/CruzanLR3.Pdf>, Backs & Eills (2003) state:

- a) The ideal classroom is not necessarily quite, but may be "noisy" from the sound emanating from classroom discussions
- b) Classroom management consists of planning lessons, providing a safe learning environment, teaching students, and responding to student's behavior problems.
- c) The trend for most public schools has been problems with discipline problems, with often more time devoted to discipline than teaching.

- d) Provide clear expectations for your students. Discipline problems often arise due to unclear expectations
- e) Teach rules, policies and procedures during the first or second day of class.
- f) Make sure students know exactly what is expected to them and
- g) Handle the infraction on the day it occurs, often during the same class period. This makes the punishment more effective
- h) Use technique such as verbal warnings, redirection of students' behavior, and other immediate consequences. This often lessens the loss of instructional time.
- i) Treat all with respect and convey to students that they are all important.
Learn all students name within the first three days.
- j) Show enthusiasm and smile. Teacher should model appropriate behaviors, such as patience, humor, courtesy, and manners
- k) Make sure your lessons are well planned and well keep students busy. This can be done with prior planning by using curriculum planning guides, lesson plans, and other materials.
- l) Use methodologies that provide stimulating introductions, and step-by-step instructions.
- m) Use question and answer sessions to ensure that students are learning the material
- n) Provide time for individual independent practice. This can be used to determine the level of comprehension.
- o) Provide students with meaningful activity from bell to bell. Have plans for unexpected interruptions
- p) Monitor your students; do not let them get out of your sight.

- q) Teachers should develop a discipline plan with consequences that can be administered within the classroom. Use referrals to the principle as one of the higher level punishments
- r) Do you overreact? Students will use this as a motivating factor to misbehave
- s) Teachers should carefully consider whether a behavior is worth the trouble of correcting
- t) Teacher should try to relate instructional activities to things that are important to their students.
- u) Keep the line clear between the instructor and the student
- v) Communicate to students that you want them to be successful in and out of the classroom.
- w) Greet students in the hallway and throughout the school

When teachers work to improve their classroom management strategies they increase the learning experiences. For students and reduce the possibility of discipline problems. The establishment of rules in the classroom is very important factor. Teacher should develop rules for the classroom that help prevent problems before they start by planning before the beginning of school.

Teachers must make sure that all the students and teachers have a clear understanding of the rules. Another important factor is the attitude of the teachers. Teaching with enthusiasm and motivation can create a positive learning experience. Teachers can further create a positive learning experience by developing a pleasant and appealing classroom.

1.1.5.3 Problems of Classroom Management

A problem is an obstacle, impediment difficulty or challenge or any situation that invites resolution; the resolution of which is recognized as a solution or contribution towards a known purpose or goal. A problem implies a desired

outcome coupled with an apparent deficiency doubt or inconsistency that prevents the outcome from taking place. The problem is that while teachers enter the profession filled with great ideas, they find it extremely difficult to implement those ideas due to classroom management issues. In this regard Bull (1996) states:

How to manage a class is probably the major worry of all teachers in training and young teachers new to the profession worries about behavior management are important but so too are worries about the choice and presentation of materials. Education all psychology offers much which can help young teachers but all too often books about educational psychology concentration on theory without showing how good classroom practice should emerge from this. (1)

According to Moskowitz and Helpman (1976), once teachers lose control of their classroom, it becomes increasingly difficult for them to regain that control. Also research from Berliner (1988) and Brophy & Good (1986) shows that the time that teachers has to take to correct misbehavior caused by poor classroom management skills results in a lower rate of academic engagement in the classroom. From the students' perspective, effective classroom management involves clear communication of behavioral and academic expectations as well as a cooperative learning environment.

Managing the classroom is a challenging task each and every class should be managed physically as well as psychologically. When Soniam (2009) observed teachers class he found the following problems in classroom management;

- a. Instructions weren't clear for students.
- b. Classroom management was not on a proper level.
- c. Pre-task actively was omitted.

- d. Task is not appropriate for the student's knowledge.
- e. The topic was not interested to the students.
- f. Low motivation and little control form the teachers.
- g. The activity didn't cover their learning style

Soniam (2009) has suggested solution of overcome the problems that are found in classroom management. They are as follows;

- a. Make clear and short instructions.
- b. Use body language, gestures, eye contact and facial expression.
- c. Work in groups monitor and help weak fair.
- d. Call the strongest pair of the black board to present their work to the class to present their work to the class.
- e. Do the pre-task actively with the class.
- f. Check if students are ready for the task according to their previous knowledge.
- g. Use a lot of visual supports and flash cards.
- h. Find the topic challenging the age group of your students
- i. Practice the new vocabulary use different aids to support all types of learners.
- j. Monitor, advice and motivate the students with brilliant marks and praise.

1.2 Review of Related Literature

Classroom management plays the vital role for effective teaching learning process. Without proper classroom management, we can not achieve the determined objectives. Several research studies have been carried out by the various researchers on classroom management. Thus, I have made the foundation of research work based on these previously carried out research studies related to this study some of them are reviewed below:

Underwood (1987) focuses on her book about the organizational aspects of teaching English. It has recommended many useful devices to the teacher. It focuses on good way of organizing work in the classroom and useful guidelines on making the most of one's time and resources.

Smith and Laslett (1995) emphasize that good classroom management depends more upon teachers and children working equitably together because they are confident together than upon peremptory instruction and resigned obedience. The book concludes that effective classroom management depends on the quality of support and guidance within the school as well as the talent of the individual teacher.

Bull and Solity (1996) have a book which is written for teachers in initial training and for qualified teachers who seek to enhance their existing practice is teacher centered rather than child-centered. It is concerned with the fact that a teacher's presentation and arrangement of learning activities play important role in encouraging appropriate behavior in their children.

Phyak (2006) conducted the study entitled "How does a teacher interact with students in English classroom?" In this research article he discussed the strategies used by teachers to interact with their students in the classroom for effective classroom management. He found out that one of the real problem in teaching of English is lack of the interaction strategies from both teachers and students side.

Sharma (2007) conducted the study entitled "ELT classless and instructional management". He focused in his article to describe the common classroom setting and to record the condition of classroom interaction. He found that English classroom were not encouraging for beginners. Even a trained teacher was not found sincere to the importance of classroom setting and classroom interaction in learning.

Thani (2008) studies about the role of classroom management for effective English language teaching. Physical and teaching aspect plays the main role in classroom management. She found that the concerned people related to the teaching profession should pay attention towards the role of classroom management in language classroom. Educational experts, teachers and the students themselves should be conscious of it.

Neupane (2009) conducted the study entitled “Problems in Teaching and Learning Speaking Skill”. In his research, he aimed to identify the problems in teaching speaking skill and to find out the causes of those problems. He concluded that less exposure and motivation in the English language learning, large numbers of students in the classroom, less use of teaching aids and supporting materials, physical structure of the school hampered the students to learn speaking skill properly.

Dhungana (2011) conducted the study entitled “Classroom Management in Teaching of Speaking Skill”. In his research, he aimed to identify the ways of managing classroom to tackle the problems in teaching speaking at lower secondary level. He concluded that in majority of classes the teachers used the native language most of the time as the medium of instruction.

In conclusion, all aforementioned research shows about the classroom management. The research work deals with problem of classroom management in primary level in ELT. Therefore I realized the need of the present research. I have focused on the problems of classroom management in public schools. The present work is a new attempt in the exploration of above mentioned untouched areas.

1.3 Objective of the study

The objectives of the study were as follows;

- i. To find out problems and solutions of classroom management.
- ii. To suggest some pedagogical implications based on the findings of the study.

1.4 Significance of the Study

Each and every research work provides some fruitful views or guideline for those who want to be familiar with that work. The study mainly concerns with the class room management in government school. It shows the status of classroom management in the selected schools. This study will be significant to the readers teachers and those who are engaged in teaching they will get the ways for enhancing their classroom management problems. Primarily the teachers teaching English language will be highly benefitted. Similarly it will be equally important for text book writers, syllabus designers and others personal interested in this field.

CHAPTER - TWO

METHODOLOGY

To fulfill the objectives of the study, the following methodology was adopted:

2.1 Source of Data

I used both primary and secondary sources for the data collection.

2.1.1 Primary Source of Data

The primary sources of this study were the 10 primary schools of Bradiya district.

2.1.2 Secondary Sources of Data

The secondary sources of the research were the related books for the study e.g. Harmer (1991), Smith and Laslett (1995), Bull and Solity (1996), Underwood (1996), research reports, journals articles, websites etc.

2.2 Population of the Study

The population of my study was the 10 primary teachers of government aided schools in Bardiya district.

2.3 Sampling Procedure

I selected ten different schools of Bardiya district. Five classes of each teacher were observed by using observation check list and some questionnaire were asked for the teachers. The schools were selected by using judgmental sampling procedure. In the same way, the 10 teachers were also selected.

2.4 Tools for Data collection

The researcher used observation checklist and questionnaire as the major tool for collecting data.

2.5 Process of Data Collection

I followed the following procedure to collect the data for the research work.

- i) I prepared observation form.
- ii) I went to the selected schools, talked to the authority and built rapport with them and explained them the purpose of the study to get their permission to consult English language classroom.
- iii) After getting permission from the authority, I contacted the English teachers from the 10 different schools of Bardiya District and requested them to observe their classes.
- iv) I collected the data observing classes of every 10 teachers by using observation check list and questionnaire.

2.6 Limitations of the Study

The limitations of the study were as follows;

- i) The study was limited the government aided schools of Bardiya District.
- ii) The research work was limited to the English teachers of primary level.
- iii) Problems of classroom management in teaching English were observed in this study.
- iv) Check list and questionnaire were used to collect data.

CHAPTER - THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the data which were collected through questionnaires and checklist. This research study is related with physical resource management and teaching management in English language classrooms of primary schools. Physical resources include building, furniture, teaching materials, playground, water and toilet system, computer etc., whereas teaching management includes qualified teachers, teaching methods, use of available teaching materials, classroom practices, lesson plans. If these factors do not correlate with each other in teaching profession, classroom management will suffer from many problems.

3.1 Analysis of Teachers' View

This topic is mainly concerned with the primary level English teachers' views on condition of the classroom management. The interpretation is based on the response of the informants. Here, I tried to draw out the fact from the view point through the questionnaire addressed to the teachers.

) Bhanodaya Primary School

A. Physical Resource Management

According to the primary level English teacher Mr. Shiv Kumar Chaudhary, physical condition of this school is not very good. There are many problems. The classroom is congested. He added neither classroom nor the things are managed properly. Similarly, the school lacks English teaching materials due to which it is difficult to teach English.

B. Teaching Management

Teaching management of Bhanodaya Primary School on the basis of teacher's views is presented below.

- Teacher should enter the classroom with well-prepared plan to manage the class.
- Enough teaching aids should be used
- Teacher should be conscious of his responsibilities.

) Saraswati Primary School

The information gathered from Saraswati Primary School is presented below:

A. Physical Resources Management

According to English teacher Mrs. Laxmi Khanal, there were not sufficient teaching materials to present in the classroom and adequate furniture for the students to sit comfortably.

B. Teaching Management

Teaching management of Saraswati Primary School on the basis of teachers views are presented below:

- We have not well managed library which is beneficial for the students.
- We have not adequate teaching materials.

) Shambhusaran Higher Secondary School

A. Physical Resources Management.

According to the primary English teacher Devi Ram Lamichhane, the school has not adequate teaching materials. Even they are not aware of using available teaching materials. They have a small playground for students and classrooms are congested as well.

B. Teaching Management

- Teachers should be professional
- Teachers should be artful, expert in subject matter.
- Teachers should go to the classroom with his planning.

) **Kotahi Secondary School**

A. Physical resources Management

According to English teacher Rudra Prasad Tiwari, physical condition of this school is not very good. There are many problems. The classrooms are congested. The school lacks English teaching materials.

B. Teaching Management

Teaching management of Kotahi Secondary School on the basis of teacher's views is presented below:

- Teacher should be conscious of his responsibilities.
- Students should be encouraged to take part in different extra curricular activities and prize should be distributed.

) **Mahakavi Devkota Higher Secondary School**

A. Physical resources management

According to primary English teacher Purusottam Shrestha, there were not required teaching materials. Our school is poor in physical facilities as it needs additional classrooms, furniture and well playground.

B. Teaching Management

According to primary English teacher Purusottam Shrestha, teachers should be sincere towards classroom management. Enough teaching aids should be used. We should have well managed library which is beneficial for the students and teachers.

) **Nepal Rastriya Primary School**

A. Physical Resource Management

According to primary English teacher Raj Kumar Chaudhary, there are many problems. Classrooms are congested, playground is very small. The school has not English teaching materials.

B. Teaching Management

According to primary English teacher Raj Kumar Chaudhary, teachers should be conscious of his responsibilities. Teacher should use proper teaching materials. Students should be divided into groups. We should encourage poor students.

) **Santi Primary School**

A. Physical Resources management

According to primary English teacher Radha Khanal, there are many problems in physical facilities. The school lacks classrooms and furniture. There are not proper teaching materials.

B. Teaching Management

Teachers do not use teaching materials. Teacher should go to the classroom with well-prepared plan to manage the class. Teachers should be cooperative with the students and parents. School should have well managed library.

) **Gauri Shankar Lower Secondary School**

A. Physical resource management

According to primary English teacher Rajesh Mandal, there are not well managed classrooms. Playground is small and the school lacks teaching materials.

B. Teaching Management

According to primary English teacher Rajesh Mandal, teacher should be responsible and curious to know about their students. Teacher should use proper teaching materials. Poor and shy students should be encouraged.

) **Narayan Nath Smriti Primary School**

A. Physical Resources Management

According to primary English teacher Sushila Giri, there are not well managed physical facilities. There are not enough teaching materials. Buildings are too old and playground is also small.

B. Teaching Management s

According to English teacher Sushila Giri, teacher should use enough teaching materials. Teacher should have well-prepared plan to manage the class. Teachers should be co-operative and responsible. Teacher should apply learning by doing method.

) Dhurba Higher Secondary School

A. Physical Resources Management

According to primary English teacher Netra Gautam, the school lacks teaching materials and sufficient school compound. Classrooms are also congested. There is a small playground. There are not adequate and comfortable toilets.

B. Teaching Management.

According to primary English teacher Netra Gautam, teachers should be conscious about the classroom management and should be active and make the students active in the classroom. We should use different methods to make clear the students.

3.1.1 Analysis and Interpretation of the Responses from Close-Ended Questions

Q.N.1 Are there sufficient materials for teaching English in the classroom?

Table No. 1

Management of teaching materials	Yes		No	
	No. of Teachers	%	No. of Teachers	%
	3	30	7	70

Most of the schools have not sufficient teaching materials due to which it is difficult in teaching English.

Q.N.2 Is the furniture appropriate for comfortable sitting, study and group discussion?

Table No. 2

Management of Furniture	Excellent		Good		Average		Below Average		Poor	
	No. of Teachers	%	No. of Teachers	%	No. of Teachers	%	No. of Teachers	%	No. of Teachers	%
	1	10	2	20	3	30	3	30	1	10

The table shows that, the result was not satisfactory.

Q.N.3 Do you feel easy to manage the classroom?

Table No. 3

Do you feel easy to manage the classroom?	Always		Sometimes		Never	
	No. of Teachers	%	No. of Teachers	%	No. of Teachers	%
	2	20	5	50	3	30

This result was not satisfactory for effective teaching learning. So, most of the teachers should manage their class properly.

Q.N.4 Do you interact with your students in the classroom?

Table No. 4

Interaction in the classroom	Always		Sometimes		Never	
	No. of Teachers	%	No. of Teachers	%	No. of Teachers	%
	3	30	3	30	4	40

The table shows that interaction in the classroom was not satisfactory.

Q.N.5 Do you conduct any games in the classroom?

Table No. 5

Games in the Classroom	Yes		No	
	No. of teachers	%	No. of teachers	%
	4	40	6	60

Looking at this table, we can say that result was not satisfactory. Game also plays the vital role for teaching learning process. We can conduct different games in the classroom and students also want to learn through it.

3.1.2 Analysis and Interpretation of the Responses from Open-Ended Questions

This section is mainly concerned with the primary level English teachers' views towards classroom management in English language teaching. The analysis is mainly based on the open-ended questions asked to the English language teachers.

Classroom management plays the vital role for effecting teaching learning process. Without proper classroom management, we can not achieve the determined objectives of English classroom. Maximum number of teachers agreed that classroom management is an act of creating constructive environment for effecting teaching with the help of available physical resources.

Regarding the importance of classroom management, almost all teachers viewed positively. They said that it is inevitable part of teaching learning process. Similarly, some of the teachers viewed that it helps to develop self confidence of the teachers and even students.

They said that teaching is an act and teacher is an artist. So, the teacher should be constructive in nature to manage the classroom. Teachers should be sincere to the classroom management for effecting language teaching.

It is better to correlate physical resources management with teaching management for effecting language teaching. The classroom observation shows that most of the classes were not satisfactory. Most of the classes faced difficulty in the implementation of classroom management in English language teaching due to the lack of physical resources, lack of knowledge on classroom management and implementation of classroom activities.

Regarding the instructional techniques on the basis of priority, most of the classes used explanation and illustration. In the same way, lecture and discussion techniques were used in second position and very few classes were

used group work and individual work. The teacher should have tactic to select and use the adequate techniques according to the situation. In this research study, I found that teachers were not concentrate in using different techniques.

3.2 Interpretation of the Data obtained from the classroom observation

This section deals with the classroom observation of ten English teachers of primary level. I prepared observation checklist and observed five classes of each teacher. The main purpose of this study was to find out the problems of classroom management.

3.2.1 Physical Resources Management

- Arrangement of the Desk and Benches and the way of movement between these arrangements

Arrangement of the desk and benches plays the vital role in classroom management. We can arrange desk and benches according to our need in the classroom. Regarding the arrangement of the students' desks and benches and way of movement between these arrangements, the fact is presented below.

Table No. 6: Arrangement of the Desks and Benches and Ways of Movement between These Arrangements

Arrangement of desks and benches	Excellent		Good		Average		Below Average		Poor	
	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%
	-	-	15	30	25	50	10	20	-	-

Here, we can see that 30% classes were good in the arrangement of desks and benches whereas 50% were average and 20% were below average. None of the classes was found excellent.

- **Availability of the teaching materials**

Regarding the availability of the teaching materials, the following table shows that 26% classes were good, 44% were average, 24% were below average and 6% were poor in availability of teaching materials in the classroom. None of the classes was found excellent.

Table No. 7: Availability of the Teaching Materials

Availability of the Teaching Materials	Excellent		Good		Average		Below Average		Poor	
	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%
	-	-	13	26	22	44	12	24	3	6

Looking at this table, we can say that the availability of teaching materials was not satisfactory.

- **Shape of the classroom**

Classroom should be appropriate and comfortable according to the population of the students. It plays vital role for effective teaching and learning.

Table No. 8: Shape of the Classroom

Shape of the Classroom	Excellent		Good		Average		Below Average		Poor	
	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%
	3	6	10	20	35	70	2	4	-	-

Regarding the shape of the classroom, we can see that 6% classes were excellent, 20% were good, 70% were average and 4% were below average. So, we can say that shape of the classroom was not satisfactory.

- **Condition of window, door, blackboard, floor and roof**

The following figure shows that 10% classes were excellent, 20% were good, 50% were average, 10% were below average and 10% were poor.

Table No. 9: Condition of Window, Door, Blackboard, Floor and Roof

Condition of Window, Door, and Blackboard	Excellent		Good		Average		Below Average		Poor	
	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%
	5	10	10	20	25	50	5	10	5	10

This table also shows that, it was not appropriate for effective teaching and learning.

3.2.2 Teacher

- **Personality**

Good personality is one of identification of a teacher. Attractive personality speaks many things about the person that can determine the performance of the students as well as attraction of them to the classroom activities.

Table No. 10: Personality

Personality	Excellent		Good		Average		Below Average		Poor	
	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%
	8	16	15	30	25	50	2	4	-	-

Regarding the personality of the teacher, this table shows 16% teachers were excellent, 30% were good, 50% average and 4% were below average.

▪ **Self Confidence**

The table reveals that 14%, teachers were excellent, 36% were good, 44% were average and 6% were below average. The table below presents the state of self confidence of the teacher.

Table No. 11: Self Confidence

Self Confidence	Excellent		Good		Average		Below average		Poor	
	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%
	7	14	18	36	22	44	3	6	-	-

Looking at this table we can say that most of the teachers were found average in their classes.

- **Attitude**

The following table presents the attitude of the teachers towards classroom management. My participant teachers had different attitudes in classroom while they were teaching. During my research, I found the following results regarding attitude of them.

Table No. 12: Attitude

Attitude	Excellent		Good		Average		Below Average		Poor	
	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%
	10	20	19	38	21	42	-	-	-	-

Here, we can see that 20% teachers were excellent, 38% were good and 42% were average. So, the table shows the attitude of the teachers was satisfactory.

- **Language**

The classes were also observed to find out the use of the target languages. The situation of the use of the target language is presented below.

Table No. 13: Language

Language	Excellent		Good		Average		Below Average		Poor	
	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%
	5	10	15	30	20	40	5	10	5	10

The table shows that 10% classes were excellent regarding the use of target language, 30% were good, 40% average, 10% were below average and 10% classes were poor. This result shows the variations in language use in the classroom. Less numbers of teachers are using target language in their classroom.

- **Competence of Subject Matter**

The teachers must have adequate knowledge of the subject matter otherwise s/he cannot perform his/her duties successfully. The research study concludes the following result.

Table No. 14: Competence of Subject Matter

Competence of Subject Matter	Excellent		Good		Average		Below Average		Poor	
	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%
	8	16	22	44	20	40	-	-	-	-

According to this table, 16% teachers were excellent in their competence of the subject matters, 44% were good, and 40% were average. Therefore, it reflects the fact that majority of the teachers were found good.

- **Performance capacity**

Here, the researcher observed 5 classes of each ten teachers to find how many teachers were confident in their performance. This observation showed that 10% teachers were excellent, 40% teachers were good and 50% teachers were average. So, the result seemed satisfactory. The following figure presents the performance capacity of the teachers.

Table No. 15: Performance Capacity

Performance Capacity	Excellent		Good		Average		Below Average		Poor	
	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%
	5	10	20	40	25	50	-	-	-	-

3.2.3 Student

- Interest

Regarding the interest of the students the information can be presented below.

Table No.16: Interest of the Students

Interest of the Students	Excellent		Good		Average		Below Average		Poor	
	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%
	15	30	20	40	15	30	-	-	-	-

Here, the table shows that 30% classes were found excellent, 40% were found good, and 30% were found average. None of the classes were found below average and poor. So, the result seemed satisfactory.

- **Attention**

Students are the main component of teaching. So, they must pay attention in teaching learning activities. Without attentive students, no teacher can perform proper way in the classroom. The following table presents the students attention in the classroom activities.

Table No. 17: Attention

Attention	Excellent		Good		Average		Below Average		Poor	
	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%
	10	20	12	24	20	40	8	16	-	-

The table shows that 20% classes were excellent, 24% were good, 40% were average and 16% below average. The majority of the classes were average. So, the result was not satisfactory.

- **Asking Relative Questions**

Student should be curious about the subject matter. They can ask different relative questions in the classroom. The following table shows the fact about the asking relative questions.

Table No. 18: Asking relative questions

Asking relative questions	Excellent		Good		Average		Below average		Poor	
	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%
	5	10	15	30	25	50	5	10	-	-

Here, the table depicts that 10% classes were excellent, 30% were good, 50% average and 10% were below average. So, the result was not satisfactory.

- **Response of the Teacher's Question**

Regarding the response of the teacher's question the information can be presented below.

Table No.19: Response of the Teacher's Question

Response of the Teacher's Question	Excellent		Good		Average		Below Average		Poor	
	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%
	10	20	15	30	20	40	5	10	-	-

The table shows that 20% classes were excellent, 30% were good, 40% were average and 10% were below average. So, the result was not satisfactory

- **Participation in the Classroom Activities**

The following table shows that 10% classes were excellent, 30% were good, 40% were average and 20% were below average in student participation. The following table presents the state of students' participation in the classroom activities.

Table No. 20: Participation in the Classroom Activities

Participation in the Classroom Activities	Excellent		Good		Average		Below Average		Poor	
	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%
	5	10	15	30	20	40	10	20	-	-

This table shows the fact that majority of the classes were average at student's participation. So, the result was not satisfactory.

- **Follow Direction and Other Activities**

The data drawn from the observation study is presented in the following table.

Table No. 21: Follow Direction and other Activities

Follow Direction and other Activities	Excellent		Good		Average		Below average		Poor	
	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%
	6	12	30	60	14	28	-	-	-	-

The table shows the facts that 12 % classes were excellent, 60% were good and 28% were average. None of the classes were found below average and poor.

So, the result seemed satisfactory.

3.2.4 Teaching Management

- **Warming up**

The following table shows that 6% classes were excellent, 30% were good, 40% were average, 20% were below average and 4% were poor in warming up activities.

Table No. 22: Warming up

Warming up	Excellent		Good		Average		Below Average		Poor	
	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%
	3	6	15	30	20	40	10	20	2	4

Therefore, it can be concluded that classroom were not satisfactory in warming up activities.

- **Presentation**

In observation it was found that 16% were excellent, 40% were good, 36% were average and 8% were below average. The data can be presented as below.

Table No. 23: Presentation

Presentation	Excellent		Good		Average		Below Average		Poor	
	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%
	8	16	20	40	18	36	4	8	-	-

Observing the result, it can be concluded that the classrooms were satisfactory in the presentation of the subject matter.

- **Use of Appropriate Techniques**

The teacher should have tactic to select and use the adequate technique according to the situation. In this research study, I found 12% excellent to perform appropriate techniques. Similarly, 36% were good, 40% were average, 6% were below average and 6% were found poor to implement appropriate techniques for effecting teaching management.

Table No. 24: Use of Appropriate Techniques

Use of Appropriate Techniques	Excellent		Good		Average		Below Average		Poor	
	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%
	6	12	18	36	20	40	3	6	3	6

From the displayed result, it is proved that the teachers were not much concentrate in using different techniques.

▪ **Classroom Practice**

According to this table, 10% classes were found excellent in classroom practice. In the same way, 30% classes were found good, 40% classes were found average and 20% classes were found below average. The table below presents the situation of classroom practice in the class.

Table No. 25: Classroom Practice

Classroom Practice	Excellent		Good		Average		Below Average		Poor	
	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%
	5	10	15	30	20	40	10	20	-	-

The table above shows that majority of the teachers tried to conduct classroom practice.

- **Teachers' Command over the Subject Matter**

Command of the subject matter is a kind of effective weapon regarding the classroom management. The following table displays the teachers' command over the subject matter.

Table No. 26: Teachers' Command over the Subject Matter

Teachers' Command over the Subject Matter	Excellent		Good		Average		Below Average		Poor	
	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%
	10	20	15	30	20	40	5	10	-	-

According to this table, 20% teachers were found excellent, 30% were found good, 40% were found average and 10% were found below average in their command over the subject matter.

- **Teachers' Control over the Classroom**

Regarding the teachers' control over the classroom, the information can be presented below.

Table No. 27: Teachers' Control over the Classroom

Teachers' Control over the Classroom	Excellent		Good		Average		Below Average		Poor	
	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%
	9	18	15	30	21	42	5	10	-	-

Thus, it can be concluded that the result was satisfactory.

- **Solving Disciplinary Problem**

This table reveals the fact that 10% classes were excellent, 20% were good, 30% were average, 30% were below average and 10% were poor in solving disciplinary problems in the classroom.

Table No. 28: Solving Disciplinary Problem

Solving Disciplinary Problem	Excellent		Good		Average		Below Average		Poor	
	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%
	5	10	10	20	15	30	15	30	5	10

According to the table, mostly teachers faced discipline problems in the classroom. So the result was not satisfactory.

Interaction in the classroom

The following table reflects the condition of interaction in the classroom.

Table No. 29: Interaction in the classroom

Interaction in the classroom	Excellent		Good		Average		Below Average		Poor	
	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%
	2	4	8	16	20	40	10	20	10	20

The table clarifies that 4% classes were excellent, 16% classes were good, 40% classes were average, 20% classes were below average and 20% classes were poor in the implementation of interactive techniques in the classroom. The observation showed that interaction in the classroom was not satisfactory.

- **Feedback**

The result of the use of feedback in the classroom is tabulated below.

Table No. 30: Feedback

Feedback	Excellent		Good		Average		Below Average		Poor	
	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%
	3	6	17	34	25	50	5	10	-	-

From the above table it is clear that 6% classes were excellent, 34% classes were good, 50% classes were average and 10% classes were below average. Thus, it can be concluded that most of the teachers provided feedback to the students in the classroom.

- **Achievement of objective**

Among the observed classes 4% teachers were found excellent to achieve the objectives. Similarly, 30% classes were good, 46% classes were average and 20% classes were below average. The data is presented in the following table.

Figure No. 31: Achievement of Objective

Achievement of Objective	Excellent		Good		Average		Below Average		Poor	
	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%
	2	4	15	30	23	46	10	20	-	-

The above mentioned table displays the fact that the achievement of objectives was satisfactory.

- **Use of Mime and Gesture**

The following table shows that use of mime and gesture in the classroom.

Table No. 32. Use of Mime and Gesture

Use of Mime and Gesture	Excellent		Good		Average		Below Average		Poor	
	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%
	2	4	15	30	22	44	10	20	1	2

The above table shows that 4% teachers were found excellent, 30% were good, 44% were average, 20% were below average and 2% were poor in using mime and gesture. The majority of the classes were in average.

- **Clear Instruction**

Instruction helps to make students curious about the subject matter. The use of clear instruction while teaching in the classroom is presented below:

Table No. 33: Clear Instruction

Clear Instruction	Excellent		Good		Average		Below Average		Poor	
	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%
	3	6	10	20	19	38	10	20	5	10

The above table shows that 6% class were excellent 20% were good, 38% were average, 20% were below average and 10% were poor in using clear instruction. So, the result was not satisfactory. Most of the teachers should provide clear instruction to carry out the activities and task successfully.

- **Encouraging the Shy Students**

Each and every student is different in their nature. It creates problems in the classroom, if the shy students in the high. The teacher should have the ability to encourage the shy students to speak in the classroom. The following table shows the result of the observation regarding the teacher's encouragement to shy students.

Table No. 34: Encouraging the Shy Students

Encouraging the Shy Students	Excellent		Good		Average		Below Average		Poor	
	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%
	-	-	10	20	20	40	13	26	7	14

The above table shows that 20% classes were good, 40% classes were average, 26% classes were below average and 14% classes were poor in encouraging the shy students. None of the classes were excellent. So the result was not satisfactory.

- **Eye contact**

The following table presents the use of eye contact in the classroom.

Table No. 35: Eye Contact

Eye Contact	Excellent		Good		Average		Below Average		Poor	
	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%
	-	-	13	26	21	42	10	20	6	12

The above table shows that 26% classes were good, 42% classes were average, 20% classes were below average, 12% classes were poor and non of the classes were found excellent. So, the result was not satisfactory.

CHAPTER - FOUR

FINDINGS AND RECOMMENDATIONS

The major concern of this study is to identify the problems of classroom management and solutions to the problems. The information obtained from the analysis and interpretation of the data yielded the following results as the findings of the study.

4.1 Findings

Findings are presented under two sub-headings:

4.1.1 Physical Aspects

Regarding the physical aspects in the classroom management, the following findings have been derived.

1. It was found that the maximum numbers of classes were congested.
2. Furniture was not sufficient in the class and school as well.
3. There were not well facilitated playgrounds.
4. There were not adequate and comfortable toilets.
5. Every class had a blackboard but they were not in good condition.
6. Teaching materials were not sufficient in the classroom.
7. None of the schools were found well managed library.

4.1.2 Teaching Aspects

Regarding the teaching aspects in the classroom management, the following findings have been derived.

1. Teachers were found using usual materials.
2. Teachers did not move to every corner during the class time.

3. Teachers were not use different techniques according to the situation.
4. Due to the over crowded class, students were disturbed.
5. Mostly teachers faced disciplinary problem in the classroom.
6. Majority of the teachers were not found with framework of teaching while the class running.
7. Interaction and classroom practice were not satisfactory.
8. Most of the teachers did not use mime and gesture.
9. Majority of the teachers presented lesson in the classroom with no encouragement to the shy students.
10. In majority of classes the English language was not used as the medium of instruction.

4.2 Recommendations/ Pedagogical Implications

Based on the aforementioned findings the following pedagogical implications are recommended.

1. Teachers should go to the classroom with his planning.
2. Creative environment should be created in the class so that management of teaching becomes fruitful.
3. Teachers should pay attention to motivate the students.
4. Congested classroom really disturbs the teaching management. So, the classroom has to be accommodative.
5. Furniture should be adequate and comfortable enough so that students feel easy to have seats and to be involved in discussion.
6. The teachers should use appropriate teaching materials according to the need.

7. The language teachers should encourage the students to interact in the classroom.
8. Classroom practice should be emphasized.
9. Target language should be used in the classroom.
10. Mime, gesture and eye contact are non verbal languages. The teachers should focus on verbal as well as non-verbal language to make the classes interesting.
11. The concerned people related to the teaching profession should be conscious about classroom management.
12. Regarding the importance of classroom management, almost all teachers viewed positively but they could not use practically. So, the teachers must be practical as well.
13. The teachers should provide feedback to the students to encourage them more in learning and to remove their hesitation.
14. Teachers should be provided the training of effective classroom management.
15. Teachers should show enthusiasm and smile.

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