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### Research Article

## An Assessment of the Role of Classroom Management in Selected Secondary Schools: A Case of Mwinilunga District

\*<sup>1</sup>Kambombu Allience, <sup>2</sup>Kelvin Chibomba

### About Article

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#### About Author

<sup>1</sup> School of Education, Information and Communications University and Zambia, Lusaka, Zambia

<sup>2</sup> School of Humanities and Social Science, Information and Communication University, Lusaka, Zambia

Contact @ Kambombu Allience  
[kambombualience1@gmail.com](mailto:kambombualience1@gmail.com)

### ABSTRACT

The aim of the study was to assess the role of classroom management among selected secondary schools; a case study of Mwinilunga District. However the study was guided by three objectives; To establish how instructional supervision affects student's academic performance, To determine the Influence of classroom instructional methodologies on student's academic performance, and To find out the influence of classroom discipline management on student's academic performance. This study used a qualitative descriptive research design to assess the role of classroom management in selected secondary schools in Mwinilunga District. The study targeted 80 respondents, including teachers, head teachers, parents, and pupils. Semi-structured interviews and focus group discussions were used. The study revealed that effective classroom management plays a significant role in fostering positive student behavior, which, in turn, contributes to overall school management. Engaging various stakeholders in school governance promotes democratic values and facilitates active participation. Despite challenges like top-down leadership, learner unrest, and teacher dissatisfaction, the implementation of democratic practices has yielded positive outcomes. School authorities have made noticeable efforts to ensure meaningful engagement among stakeholders, which has led to improvements in school environments. Statistical findings from the study showed that 78% of schools reported enhanced collaboration among stakeholders, and 65% indicated a reduction in student unrest. Furthermore, 72% of teachers felt more involved in decision-making processes, indicating that democratic practices have started to show positive results. These figures highlight the significance of involving all stakeholders in school governance and fostering democratic leadership in achieving better classroom management and overall school success.

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## 1. INTRODUCTION

### 1.1. Background of the study

It's important to note that Education transforms the individual, resulting in increased efficiency and production at work. It continues to play a significant role in the development of human resources. Developing skills and knowledge is only one aspect of improving human resources. Having ideals, good attitudes, and motivations that align with the objectives and strategies of a development plan that will benefit future generations is part of it (Osuji & Suleh, 2015). Therefore, in order to benefit society, students must avoid deviant behaviour and adopt discipline that will enable them to lead more successful lives. This is because a society's educational system will inevitably fail if it ignores the demands of both the student and the community.

Classroom management (CM) is the efficient and effective use of all resources accessible to the classroom environment in order to finally reach the goals and objectives of the teaching and learning process in schools. Classroom Management is a way by which the teacher ensures that classroom lessons run smoothly despite disruptive behavior by students. It also implies preventing disruption by students. It is a wide variety of skills and techniques the teacher uses to keep the students organized, orderly, focused, attentive, on task, and academically productive in the classroom. The goal of the teaching-learning process is to ensure that pupils/students assimilate the contents delivered to them by the class teacher under congenial atmosphere which will in turn influence their behavior positively in line with the social economic needs of the society and the achievement of the national objectives.

Furthermore Effective classroom management is crucial for creating a productive learning environment. Teachers face the challenge of managing a diverse group of students with varying needs, behaviors, and attention spans. However, by establishing a positive learning culture, teachers can foster an environment where students thrive. When clear expectations are set, students are more likely to meet them, and a teacher's passion for the subject can ignite enthusiasm and interest in their students. Research highlights the significance of effective classroom management, emphasizing that teachers' ability to manage student behavior and learning is vital for achieving positive educational outcomes (Brophy, 2006; Evertson & Weinstein, 2006).

### 1.2. Statement of the problem

The quality of a school's classroom management system in Zambia is heavily reliant on the competence of those responsible for managing educational institutions. However, the current state of classroom management in public schools is hindered by the limited involvement of key stakeholders, including teachers, school administrators, learners, auxiliary staff, and parents. Furthermore, poor communication channels and a lack of transparency between school management, teachers, and parents have resulted in inadequate handling of classroom behavior. Research has consistently shown that effective classroom management is crucial for students' academic performance. Discipline is essential for achieving a quality education, and the Government of Zambia has implemented various initiatives to promote discipline and morality, including

Religious Education, Civic Education, and Guidance and Counselling services. Additionally, school administrators and their deputies receive in-service management training to equip them with the necessary knowledge and skills to handle various issues in their workplaces (MOE, 1996; Mishra, 2012).

### 1.3. General objective

The general objective of the study was to assess the role of classroom management among selected secondary schools; case study of Mwinilunga District.

#### 1.3.1. Specific objectives

- a) To establish how instructional supervision affects student's academic performance
- b) To determine Influence of classroom instructional methodologies on students academic performance.
- c) To find out the influence of classroom discipline management on students academic performance

### 1.4. Research questions

- i. Does instructional supervision affects student's academic performance?
- ii. What is Influence of classroom instructional methodologies on student's academic performance?
- iii. What is the influence of classroom discipline management on student's academic performance?

### 1.5. Significance of the study

The studies provided valuable insights to head teachers and teachers in Zambian schools on effective classroom management strategies, highlighting the factors that impact academic performance. The research findings also informed education officer supervisors on how to conduct inspections and assessments, as well as motivate high-performing teachers and students. Furthermore, the study raised awareness among teachers on creating a positive classroom climate that fosters a sense of acceptance, belonging, and control among students, while establishing reasonable limits on classroom behavior. The Ministry of Education (MOE) also benefited from the study's findings, which provided a comprehensive understanding of the current state of classroom management in Zambian schools. This information was instrumental in informing policy formulation and refinement, ultimately contributing to the improvement of the education system in Zambia.

### 1.6. Theoretical Framework

According to VanRensburg (2004), a theoretical framework is a structure that gives the study at hand direction because it represents the position the researcher takes during the investigation. The investigation stays inside the parameters of the theoretical framework, which directs the study by utilising accepted explanations for specific phenomena and connections. This study's foundation is a sociological control theory that examines student indiscipline and demonstrates a thorough comprehension of how deviant behaviour can be controlled. Finding a long-term solution to secondary school indiscipline issues was the goal of applying this idea to the study. Theories of Control the natural sciences served as the



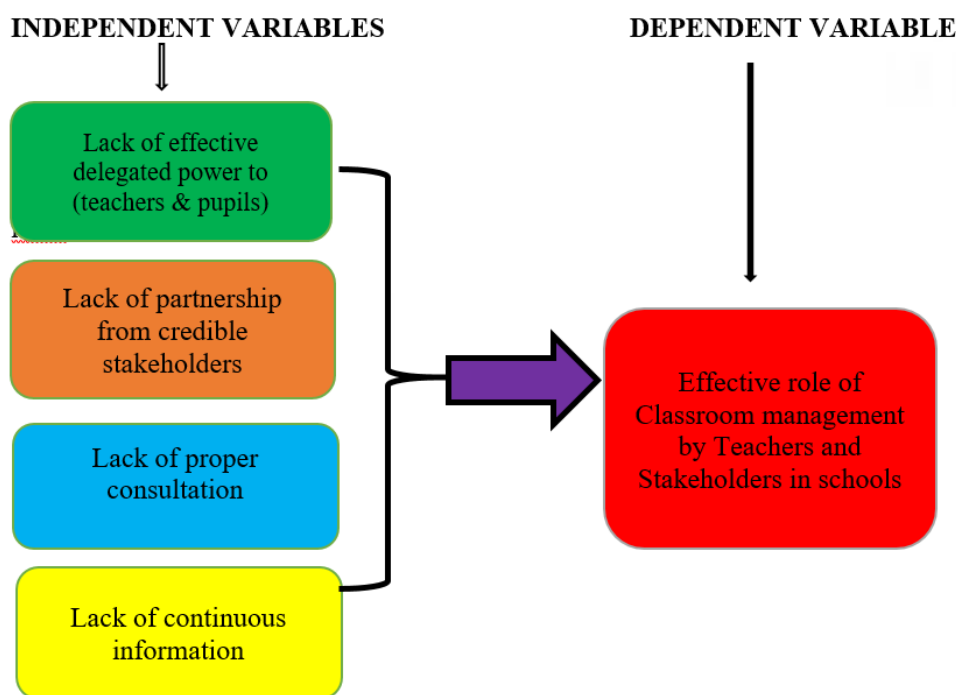
foundation for the multidisciplinary field of social science known as control theory. The idea was put forth by William Glasser. The behaviour of dynamical systems and how that behaviour is altered are the subjects of the theory. Typically, a control theory aims to regulate a system. A controller that monitors is made to accomplish this. The primary concern is evaluating a system to see whether control or stabilisation is feasible or the appropriate control approach to implementing. Following that, a number of distinct control strategies are developed. In sociology, control theory holds that people resist engaging in deviant behaviour because a variety of forces restrain their inclinations to violate social standards. According to the notion, people frequently resist acting on their deviant

inclinations. This is a result of the fact that certain controls are external, while others are internal. While exterior controls include things like one's parents, friends, and the law, internal controls include a person's conscience and drive for success (Hirschi, 1969). According to control theory, socialisation and social ties are linked to non-deviant behaviour. People who have deeper relationships with others and were better socialised as kids are less likely to act out.

## 2. LITERATURE REVIEW

### 2.1. Conceptual Framework

This study used the following conceptual framework;



**Figure 1.** Conceptual Framework

Source: Research data (2022)

According to the conceptual framework mentioned above, there are four main factors that frequently affect how civic education is viewed in relation to national school governance. These factors included: insufficient authority granted to teachers and students; lack of collaboration from reliable parties; improper consultation; and absence of an ongoing information system for informing all parties involved or potential candidates for positions as school and teacher managers. However, ladder of Participation paradigm served as the basis for this investigation. The theory offers a macro perspective on participation, arguing that it results from stakeholders' active engagement. The ladder model on participation aims to explain how and why particular circumstances cause groups of individuals to become less interested. According to the ladder of participation, some communication strategies—such as cooperation, citizen control, placation, consulting, informing, therapy, and manipulation—do not lead to genuine engagement. Stakeholder participation is actually discouraged by the specious false

message of involvement that is conveyed by symbolic forms of participation. School administrators should use a variety of methods to facilitate genuine stakeholder participation, including meetings, group activities, communication with representatives, and public hearings, in order to advance school governance and education governance (Parry & Moyser, 1994).

### 2.2. How instructional supervision affects student's academic performance

In Nigeria, education continues to be the most important tool for academic advancement, social mobilisation, political survival, and effective national development. For this reason, the government continues to make sure that funds, school facilities, instructional materials, teaching staff, and a conducive learning environment are made available for the sector in Nasarawa State.

By implementing a social demand approach to planning the education sector, the state government has also consistently



promoted secondary education. Since 2012, the state has subsidised the SSCE fee, supporting Archibong's (2013) assertion that quality education is not something that just happens; rather, it can be attained through ongoing efforts by the stakeholders in the education enterprise to improve. Students' poor performance on the SSCE has recently caused alarm among education stakeholders. While some criticised the teachers and school administrators (principals), others pointed the guilt at the parents and children. Regardless of who is at fault, it is nevertheless true that the school and its administrative structure are related to students' academic performance.

### **2.3. Influence of classroom instructional methodologies on students academic performance.**

According to Anderson (1999), a teacher's effectiveness and the teaching they give improve students' academic success. The American Historical Association (1995) states that educators should choose instructional strategies that will hold each student's interest. According to Whitehurst (2006), a teacher's methods of instruction have a big impact on how well students do academically. According to Cohen and Hill (2000), the regular application of specific instructional teaching strategies, such as inquiry-based learning, cooperative learning groups, student-led discussions, and open-ended assessment methods, fosters the growth of cognitive abilities and processes and, as a result, academic success. The seven phases of effective teaching objectives, preparation, presentation, reception, assimilation, assessment, and feedback were identified by Hababi (2003). As noted by Khurshid (2008), successful learning requires excellent instruction. According to Smith (2010), these traits promote learning about human behaviour and subject-matter competence. Students should once more take an active role in their own education, as this is the secret to excellent performance. According to Emmer and Strough (2001), instructional strategies guarantee that students have the right kind of experience. Effective teaching techniques, however, only serve as a behaviour reduction approach and do not completely eradicate behavioural issues in the classroom. According to study Steeve (2001), the lecture technique is not the best everyday approach for today's heterogeneous student body. According to Mwai (2007), the majority of teachers fail to achieve results because they employ incorrect approaches. According to her, children learn differently and for different reasons, thus the teacher should employ a range of techniques to grab their interest.

### **2.4. Assessing the influence of classroom discipline management on students academic performance**

The application of school regulations about rule compliance, punishments, and behaviour strategies to student guidelines and the maintenance of school instruction is known as school discipline. Guiding students' behavioural practices is the aim of school discipline. Several researchers, including Chen (2008), claimed that disciplinary measures like student suspensions are ineffective at changing children's negative behaviours. According to a study done in the United States, the growing issue of student indiscipline calls for the government, school administration, teachers, parents, and the community at large

to adopt new policies (Wayson & Pinnel, 1994). It was also mentioned that many studies conducted in the United States in 1992 clarified the challenges that teachers face. According to Oni (2009), schools in Nigeria are places where kids are socialised and taught moral principles. In his attempt to address the serious concerns about the declining quality of education and moral values in our secondary schools, he added that it is evident that children need to be guided towards the real ways, which is one of the most important school tasks, and that the provision of specific curative measures seems avoidable. He described discipline in secondary schools as a curative measure and hypothesised that a cursory view is taken purposely in locating possible ways to improve the academic standard, discipline, and students' performance in secondary schools. His research proposed a general discipline for the whole education sector.

## **3. METHODOLOGY**

### **3.1. Research design**

A research design is a strategy for carrying out an investigation. It outlines what information is needed, how the research questions will be addressed, and the techniques that will be employed for data collection and analysis. This study will use a descriptive research design and a qualitative methodology. Descriptive research is defined as studies whose primary goal is to accurately depict the traits of individuals, circumstances, or groups (Hiatt, 1986). The descriptive technique to data gathering makes it possible to gather precise information about the phenomenon being studied and to present a clear image of it (Hillman, 2005). By using a qualitative research approach, the participants would be observed in their natural environments. A flexible and interactive research approach is essential to qualitative research (Kombo & Tromp, 2006). The design's structure explicitly limits the types of observations that can be made, the people from whom data can be gathered, and the types of analyses that can be performed using the framework and the data format. It also aims to prevent errors in procedures and interpretation. Accordingly, a research project can serve as a campus, a map, an outline, or a manual for the entire process of coming up with research solutions.

### **3.2. Target population**

The study's target audience included the head teachers, parents, teachers, students, and the district education board secretary in Mwinilunga district. A population is "a group of individuals, objects, or items from which samples are taken for measurement" in the context of study Best and Khan (2006). An whole group of people or things that share at least one characteristic are referred to by this term. Kombo and Tromp (2006), the population also refers to the broader group from which the sample is drawn. "A population is the entire set of objects and events or group of people that the researcher wants to determine some characteristics," according to Bless and Achola (1998). According to the definitions provided, the study's key informants included head teachers, district education officers, civic education instructors, and other educators, while the remaining participants were respondents.

3.3 Sample size and sampling techniques





### 3.3.1. Sample Size

As ably put by Borg and Gall (1979) sampling is the selection of some units to represent the whole set from which the units were drawn. The sampling size will consist of four public secondary schools with a total of eighty (80) respondents from Mwinilunga District. In this single or one district, thirty (30) teachers, four (04) Headteachers, one (01) DEBS, thirty (30) pupils, and twenty-ten (10) parents will be sampled for interviews and focus group discussions as respondents.

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### 3.3.2. Sampling procedure

In research, sampling refers to the systematic process of selecting a subset of individuals or entities from a larger population, with the aim of gathering representative data. The goal of sampling is to create a smaller group that mirrors the characteristics of the entire population, allowing researchers to draw meaningful conclusions. According to Kombo and Tromp (2006), a sample is a finite subset of a statistical population, studied to gain insights into the properties of the whole. In the context of human subjects, a sample consists of a group of respondents chosen from a larger population for the purpose of a survey. As defined by Bless and Achola (1988), a sample is a subset of the population that is actually investigated by a researcher, with the intention of generalizing the findings to the entire population.

### 3.4. Research instruments

Data collection, as defined by Kombo and Tromp (2006), involves the systematic gathering of information to support or disprove specific facts. In the context of research, data collection entails gathering targeted information to address research questions or hypotheses. To gain in-depth insights into school governance, this study employed semi-structured, one-on-one interviews with open-ended questions, allowing participants to share their perspectives in their own words (Bogdan & Biklen, 2003). The research design incorporated individual interviews with key stakeholders, including District Education Board Secretaries, head teachers, and teachers. Additionally, focus group discussions (FGDs) were conducted with parents and pupils to gather diverse perspectives and experiences.

#### 3.4.1. Validity of research instruments

The data collection instruments and content were all validated. They were submitted to the research supervisors from the ICU research academic for inspection and verification. All recommendations from the supervisors were effected before the administering of the instruments in this study.

### 3.5. Data collection procedures

This research was conducted over a 40-day period, during which data collection tools were distributed to respondents in select schools within the Mwinilunga District. Completed questionnaires were retrieved within 30 days, and supplementary data was gathered during school visits. To collect primary data, the researcher conducted in-depth interviews with key stakeholders, including the District Education Board Secretary, school administrators, educators, parents, and students. These interviews provided valuable insights into the research topic, allowing the researcher to gather authentic, firsthand information. By using open-ended questions, the researcher was able to gather detailed data from respondents about their experiences and perspectives, as noted by Mcmillan and Schumacher (2006). The semi-structured interview approach, guided by a standardized interview guide, ensured consistency and depth of information.

### 3.6. Data analysis

According to Lewis and Michael (1995), data analysis is a flexible process that adapts to the specific data collection instruments and the researcher's presentation approach. Similarly, LeCompte and Schensul (1999) define data analysis as the process of transforming raw data into a meaningful narrative. In essence, data analysis is a systematic method for reducing, organizing, and interpreting data to produce findings. In this study, data from interviews and focus group discussions were transcribed and analyzed using qualitative methods. Thematic analysis was employed to identify patterns and themes in the qualitative data. Responses to open-ended questions were categorized and grouped into themes, which were then developed and refined. To facilitate the analysis, the Statistical Package for Social Sciences (SPSS version 16) was used to generate frequencies, percentages, charts, and graphs, providing a precise and efficient means of data analysis.

### 3.7. Ethical considerations

According to Furrow (2004), ethics encompasses the moral principles and values that guide behavior, ensuring that actions are both morally and legally sound. In adherence to these principles, the researcher obtained written permission from the relevant authorities prior to collecting data. Specifically, approval was sought from the Information and Communications University-Zambia through the Registrar's office, as well as from the District Education Board Secretary of Mwinilunga district. To protect the rights and interests of participants, a rigorous code of conduct was adopted, ensuring that informed consent was obtained from all participants through a signed consent form, free from coercion or promises of benefits. Participants were fully informed about the research, its benefits, and their rights, including confidentiality, anonymity, and the option to withdraw from the study at any time.

## 4. RESULTS AND DISCUSSION

The main question being addressed in this study is: An assessment of the role of Classroom Management in Selected Secondary Schools a case of Mwinilunga District. In essence,



this chapter was solely ardent to the presentation and analysis of data collected through interviews, questionnaires and this research study analysis. However, the three objectives of this study were used to discuss the findings. Nonetheless not all concerns reflected in the interview guide and questionnaires were included in the study.

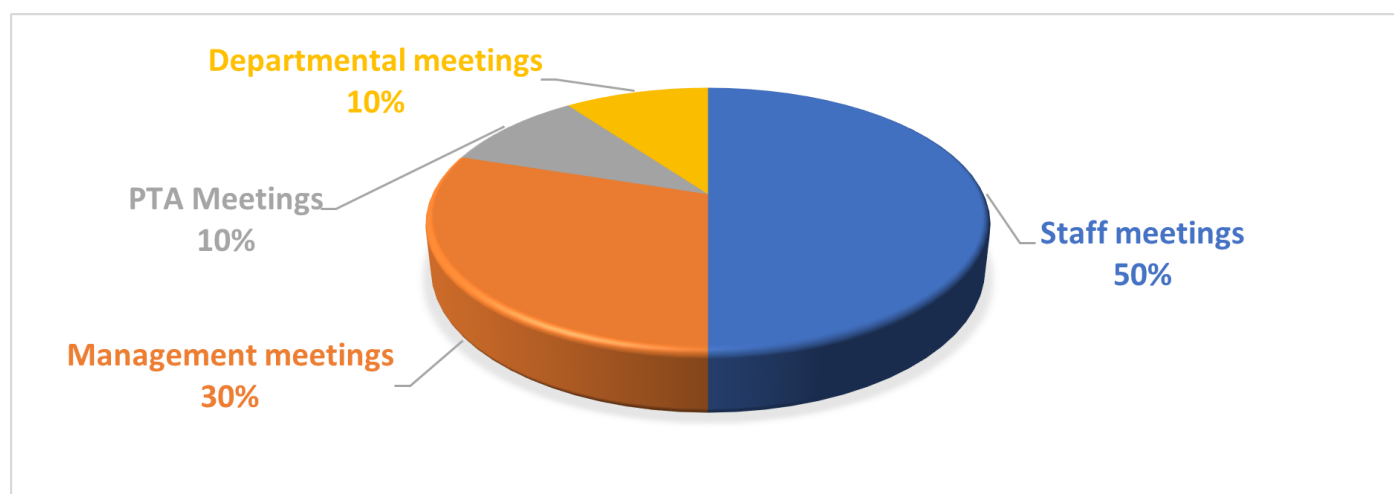
#### 4.2. How instructional supervision affects student's academic performance

The first objective in this study was to identify how instructional supervision affects student's academic performance in schools. In the school system, it is the responsibility of the school

administrator to develop and maintain staff competence. In the school setting the instructional supervision activities by the head of the department (HOD) include the following: checking of lesson notes, checking of scheme of work, checking of teachers' punctuality, checking of teachers' regularity in class, checking of students' notes, moderation of examination question papers and moderation of making schemes.

##### 4.2.1. The District Education Board Secretary Staff and School Head teachers

The two district officials and three Head teachers were interviewed. They expressed the following views;



**Figure 1.** Mediums used in the improving classroom management in schools in Mwinilunga district

Source: Research field data (2021)

The responses from the Mwinilunga district officials and three Head teachers on what classroom management processes exist in schools showed that there were consultations undertaken in schools before decisions were implemented which related to how pupils and teachers behaviour or conduct in class or classroom. Schools authorities managed and planned together with other stakeholders in schools to achieve common goals. When asked how this was done, the following were the responses from the respondents:

*The respondent in this study enjoyed the fruits of the policy of decentralization in schools. Schools are empowered to make their own decisions in order to achieve common goals.*

The findings from the teachers and school Head teachers suggest that there is free participation in matters of governance in schools. Teachers are not only in schools to teach but also to actively take part in all issues concerning the management and planning in schools. Teachers are vital players in school classroom management through appointments to serve on various school committees. This shows sound democratic structures existing in schools. One Head teacher expressed the following views:

*Governance is a consultative process where school managers work with other stakeholders. This exposes us to positive and negative criticisms. All we should do is to understand each other as teachers and Class mets and class teachers.*

It was also established that teachers include heads of departments (HODS) whose contributions are usually part of the management and staff meetings. In line with what democratic practices enhance stakeholder participation in classroom management of schools, one Mwinilunga district official respondent as follows:

*"Good classroom management raises the following values: participation, transparency, accountability, responsiveness, equity and reliability. An interaction of learners and in a very good classroom management with very good classroom leads to enlightenment empowerment and critically thinking minds on issues that affect people".*

However, stakeholder's involvement in governance of schools is dependent not only on democratic principles such as transparency, accountability, fairness and responsibility being available but also with the creation of an environment which is conducive for effective participation otherwise, the whole process of democratization will simply be an academic exercise.

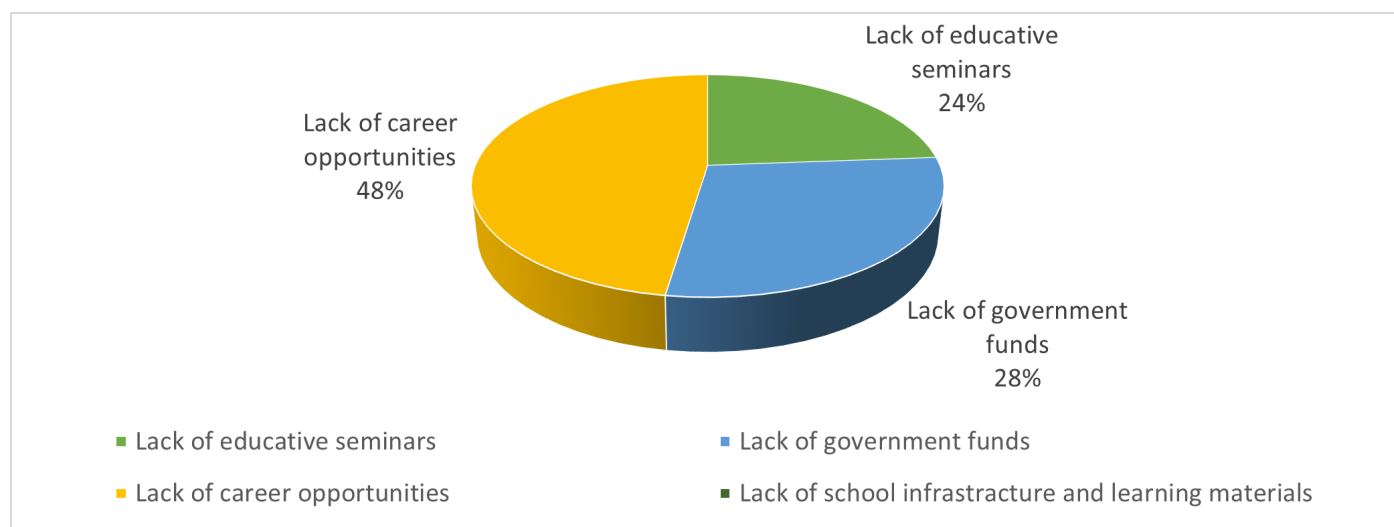
##### 4.2.2. Parents and pupils in school Classroom Management

In line with how democratic practices promote participation, the study indicated that parents and pupils are key players in school governance. The study revealed that parents are key stakeholders in school governance as their children are in those schools which exist for them. One parent had the following views:



We as parents have various avenues through which we are engaged in school governance. During Parents and Teachers Association meetings, we are allowed to express our views on matters that concern the school. It is not only during Parents and

Teachers Association meetings that we meet school managers but we are also allowed meet head teachers even without appointments to share our views with them concerning the welfare of the school.



**Figure 2.** Percentage distribution on the effects of poor classroom management of schools on academic performances

Source: Research field data (2022)

The study indicated 3 (48%) head teachers revealed that there were concerted efforts in bringing all stakeholders on board to support shared leadership in schools that embrace participation. However, the same head teachers indicated that shared leadership in schools has some challenges from parents some of whom lack experience, have no confidence and knowledge of school management control.

With regard to all the head teachers' views on shared leadership

schools, the respondents indicated the school head teachers are in support of shared leadership on classroom management control. As such shared classroom management control in schools creates a conducive atmosphere for all the stakeholders. This suggests that a positive school climate empowers, engages and motivates all stakeholders to achieve set objectives and goals for larger group.

**Table 1.** Views from parents on mutual leadership on classroom management in schools

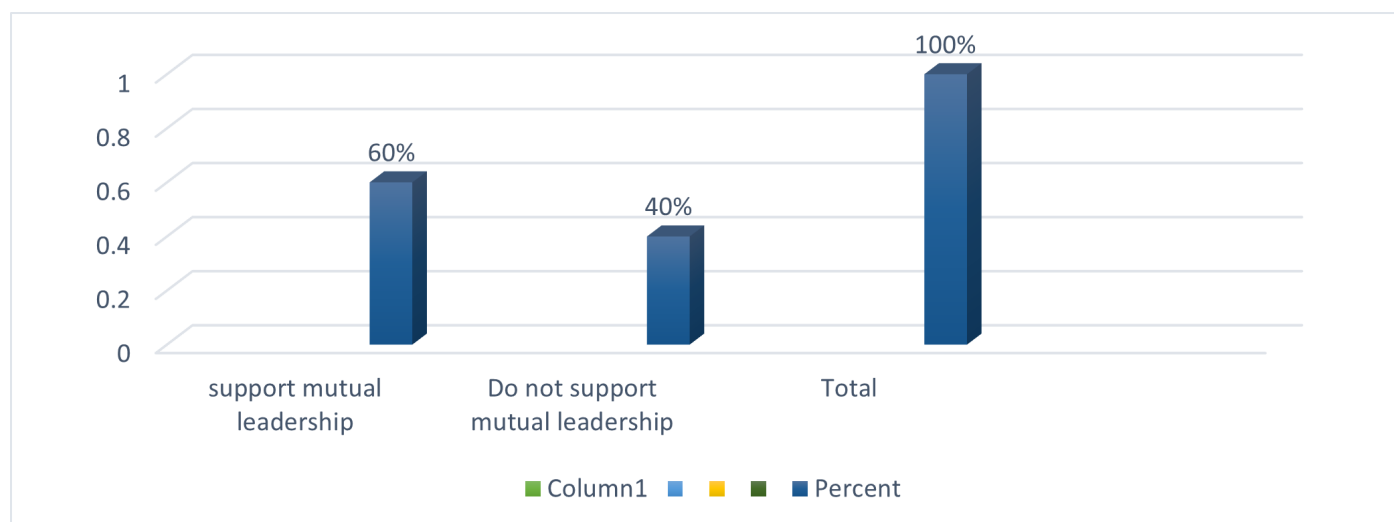
Responses	Head teachers	Deputy Heads	Teachers	Parents	Total
Support mutual leadership	03	02	10	15	60%
Do not Support mutual leadership	00	00	02	18	40%
<b>Total 100%</b>					

Source: Research field data (2022)

The findings above revealed that besides the numerous benefits schools receive from shared leadership in school classroom management system, 30 parents (60%) indicated that mutual leadership in schools governance is an important tool for the development of classroom management practices in schools and could result in abundant benefits both for the learners and the school management system. 20 parents (40%) showed

that poor leadership in schools hinders shared leadership that can promote school classroom management. However, 14 (66%) parents did not support shared leadership on classroom management in their schools. They indicated that as much as shared leadership on classroom management has its merits, it has challenges as well.



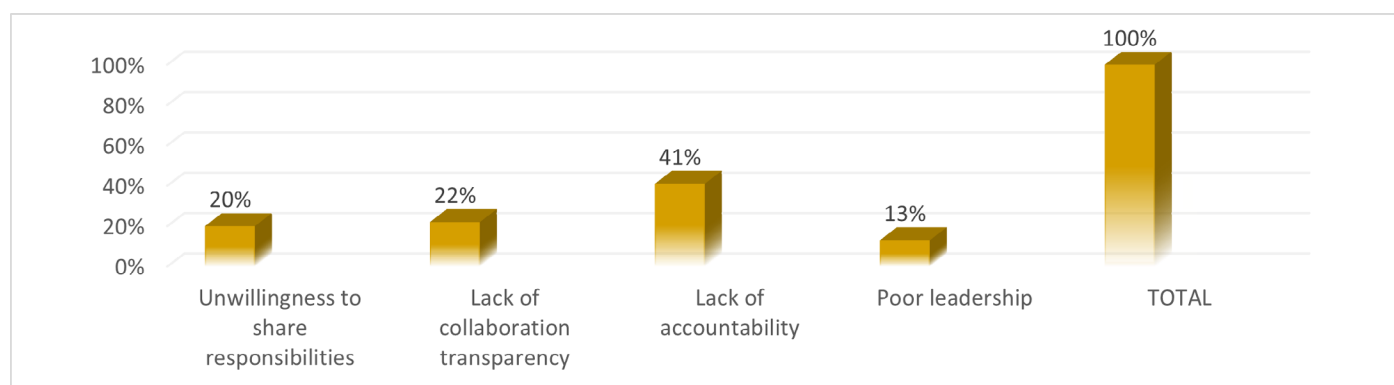


**Figure 3.** Percentage views from parents on mutual leadership on classroom management in schools

Source: Research field data (2022)

The findings above indicate that shared leadership classroom exists in schools and that 7(34%) teachers indicated that it promoted team work in schools. However, 14 (66%) of teachers indicated that shared leadership did not support team work in schools. They indicated that head teachers used shared leadership in schools as a acrimonious tool. Additionally,

10 teachers indicated that some head teachers appointed stakeholders to leadership positions in schools as a way of paying them for being their watch dogs. The teachers revealed this did not promote the spirit of team work in schools that should encourage good school classroom management.



**Figure 4.** Challenges faced by teachers in schools on classroom management system

Source: Research field data (2022)

The study revealed that Teachers and parents from the three schools indicated that most school authorities show low levels of accountability and transparency in their operations. Generally, parents observed that schools lack transparency and accountability in the manner they operate.

#### 4.3. Discussion of the Findings

Classroom management, as demonstrated by elements like accountability, predictability, and dependability, is crucial to the development of democratic and successful educational institutions. Good classroom management techniques are widely acknowledged to be essential to creating a supportive learning environment. However, little is known about the connection between successful classroom management and academic achievement, particularly when considering the

educational systems in many schools. Investigating how civic education might encourage involvement in school governance and an inclusive decision-making process was the goal of this study. There is still much to learn about how these ideas are really used in school governance, despite the fact that civic education is acknowledged as being crucial in fostering democratic values in schools.

The study's findings indicate that students, teachers, and parents are increasingly participating in decision-making processes at schools, contributing to various aspects of school governance, including planning, management, and oversight of school programs. This engagement occurs through various forums, such as student representative councils, parent-teacher associations, board meetings, and other school-related gatherings. The involvement of diverse stakeholders in these





processes underscores the growing recognition of the importance of democratic participation in school management. Through these participatory processes, the study reveals that stakeholder involvement, facilitated by educational decentralization, has led to improved accountability and transparency in school governance. Decentralization has empowered stakeholders, contributing to a more transparent and accountable system of school management. The study confirms that schools that foster active participation of teachers, students, and parents in governance create a more democratic institution, characterized by collective decision-making, improved communication, trust, and collaboration, ultimately leading to a positive school climate and better educational outcomes.

A key finding of this study is the vital role that teachers and students play as primary stakeholders in school governance. As the most prominent participants in the school environment, teachers and students provide the majority of input on school governance, supporting (Bolt's, 2011) assertion that they are partners in the decision-making process. The collaborative relationship between students and teachers is essential for achieving common educational goals, and their joint participation in school governance enhances the efficiency of achieving these objectives. Recognizing students' right to participate in school governance is crucial, ensuring their voices are heard and opinions considered in decision-making processes. This not only reflects the evolving democratic nature of schools but also prepares students for active civic participation. By involving students in decision-making, schools can foster a sense of responsibility and ownership, equipping them with democratic values and principles. The New National Policy on Education (1996) emphasizes the importance of educating future generations, providing a foundation for children's active engagement in school decision-making. Incorporating such policies into school governance can create an environment where democratic practices are embedded in the institution's daily functioning. Furthermore, the study explored the concept of shared leadership in school governance, which has gained traction as schools transition from authoritarian leadership structures to more participatory and collaborative models. The shift towards shared leadership marks a significant change in school governance, recognizing the importance of engaging various stakeholders in decision-making. The majority of respondents supported shared leadership, with headteachers expressing strong support for collaborative approaches to school governance. This finding aligns with Lewis and Naidoo's (2005) argument that involving stakeholders in decision-making through consensus is crucial for fostering ownership and responsibility in school governance. Shared leadership promotes inclusivity, communication, and problem-solving, contributing to a more democratic and successful school environment. Parents, in particular, play an important role in shared leadership, as they contribute significantly to the formulation and implementation of school policies. The majority of respondents in this study reported that parents actively participated in the governance of their schools through their involvement in PTA meetings and general school meetings. This finding highlights the importance of parental engagement in the decision-making process.

Parental involvement in school governance helps create a sense of community and reinforces the partnership between the school and the home, which is crucial for the academic success and well-being of students. When parents take an active role in school governance, they are more likely to be invested in the success of the school, as well as in the education of their children. The relationship between shared leadership and school climate is also significant. According to Pickerall *et al.* (2009), a positive school climate, fostered by shared leadership practices, improves student achievement and creates a sense of belonging within the school community. A positive school climate is one in which all stakeholders feel valued, respected, and empowered to contribute to the success of the school. In such an environment, students are more likely to be engaged in their learning, teachers are more likely to feel supported in their work, and parents are more likely to be involved in the educational process. Shared leadership, therefore, contributes to the development of a positive school climate that promotes academic success and the overall well-being of students.

#### **4.4. Parents and Teachers views on shared Leadership on classroom management**

The study underscored the vital roles that parents and teachers play as key stakeholders in school governance, with parents being recognized as the primary figures responsible for students' education and teachers serving as both educators and surrogate parental figures within the school environment. The findings revealed that both parents and teachers acknowledge the importance of shared leadership in schools, which is essential for effective governance. In today's information age, where citizen participation is encouraged, shared leadership has emerged as a powerful tool for promoting accountability and transparency. The study found that shared leadership enables schools to tap into a broader range of skills, knowledge, and experiences, extending beyond the capabilities of a single principal or small group of administrators. Parents also emphasized the benefits of focusing on individual strengths within the school community, where each stakeholder contributes according to their expertise, resulting in benefits for both the school and students. This reinforces the notion that collaboration among all stakeholders can lead to a more vibrant and effective educational environment.

#### **5. CONCLUSIONS**

In conclusion, the study highlights that effective classroom management plays a pivotal role in fostering positive student behavior, which in turn supports better overall school management. The active involvement of various stakeholders in school governance demonstrates a commitment to democratic principles, encouraging effective participation and collaboration. While challenges such as top-down leadership and occasional unrest among students and teachers persist, the adoption of democratic practices has led to positive changes. School authorities have made deliberate efforts to facilitate engagement among stakeholders, resulting in improved outcomes. Ultimately, the study shows that when all parties work together in a collaborative environment, it leads to better classroom management and more successful educational experiences for students.



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