

**TEACHERS' ATTITUDES TOWARDS THE CONTRIBUTION OF LESSON  
PLANNING ON CLASSROOM MANAGEMENT: THE CASE OF SELECTED  
PUBLIC PRE-SCHOOLS IN ILEMELA MWANZA, TANZANIA**

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**CERTIFICATION**

The undersigned certifies that, she has read and hereby recommends for acceptance by the Open University of Tanzania (OUT), a dissertation entitled: **Teachers' Attitudes Towards The Contribution of Lesson Planning On Classroom Management: The Case of Selected Public Pre-Schools in Ilemela Mwanza, Tanzania** in partial fulfillment of the requirements for the degree of Master of Education in Administration, Planning and Policy Studies (MED-APPS) of the Open University of Tanzania.

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.....

Date

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I, **Masome Nkwabi**, do hereby declare that, this dissertation is my original work and that it has not been presented and will not be presented to any other university for a similar or any other degree award.

.....

Signature

.....

Date

**DEDICATION**

This dissertation is dedicated to of my beloved wife Rehema Mahagi, and my late beloved son Joshua Masome.

## ACKNOWLEDGEMENT

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## **ABSTRACT**

This study aimed at investigating teachers' attitudes towards the contribution of lesson planning on classroom management in the selected public pre-schools in Ilemela Mwanza, Tanzania. Specifically, the study intended to find out teachers' lesson preparation and planning before teaching; teachers' implementation of their lesson plans on classroom management, and find out teachers' attitudes towards contribution of the lesson planning on classroom management. The theory that guided the study was the Assertive Discipline Approach that was developed by Lee Canter in the 1970s. The study used qualitative and quantitative approaches to collect and analyse data. Specifically, data collection was conducted through the use of classroom observation, teachers questionnaire, teachers interview and document review, while data analysis used qualitative and quantitative techniques. Data was processed using Statistical Package for Social Sciences (SPSS). As far as lesson planning is concerned, the study found out that 78.3% of teachers do plan and prepare their lessons before teaching. Whereby, 8.3% teachers encounter some difficult during implementation of their lesson plan. In relation to lesson planning 87.0% of teachers agreed that, this aspect is more useful towards planning classroom management in public preschools. The study has concluded that pre-primary teachers agreed on the importance of lesson plan in classroom management .Findings of the study recommends that pre-primary school teachers should assisted to acquire different knowledge and skills in preparing, planning and implementing their lessons.

**Keywords:** Classroom Management, Teachers Attitude, Lesson Plan, Pupils’

Misbehaviours

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**LIST OF ABBREVIATIONS AND ACRONYMS**

CM	Classroom Management
DSQA	District School Quality Assurers
ECE	Early Childhood Education
HT	Head Teachers of Public Pre-Primary Schools
LP	Lesson Plan
MNB	Mecco, Nyakato and Buzuruga
OCC	Over Clouded Classrooms
PP1	Preparatory One
PP2	Preparatory Two
PPPS	Public Pre-Primary School
SPSS	Statistical Package for Social Science

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Introduction**

This chapter presents background of the study, statement of the research problem, research objectives-general objective, and specific objectives, research questions, relevance of the research, limitation and operational definitions as well as the significance and organization of the study.

#### **1.2 Background of the Study**

The lesson plan is an academic document in implementation of the curriculum in an education system. A lesson plan is a detailed description of an instructor's course of instruction for an individual lesson intended to help learners to achieve a particular learning objective. Also, Milkova (2012) has elaborated further that “the instructor’s road map of what students need to learn and how it will be done effectively during the class time”. Thus, the implementation of the lesson plan occurs when the teacher put in practice what has planned for every lesson.

Lesson planning relates with classroom management which has been defined by Emmer, Stough, and Emmer, (2010) as the art of arranging and putting in order everything, student engagement, and rule that facilitates learning in the classroom. Also the Metropolitan Center for Urban Education, quoted the definition of classroom management from Martin and Sugarman as “those activities of classroom teachers that create a positive classroom climate within which effective teaching and learning can occur”(Metropolitan Center for Urban Education, 2008). Generally, it can be said that,

classroom management is a stopping or controlling misbehaviours from disrupting the learning in the classroom by the teacher through implementing a lesson plan. The implementation of a lesson plan has impact on the classroom management.

The relationship between lesson plan and classroom management is obvious. The role of a lesson plan is to sort out what to be taught, to arrange the classroom in order, organize activities to take place during the lesson, allocate resources and time to each activity so as make sure that the teaching/learning practice goes on without distortion (Sieberer-Nagler, 2015). They both relate in many ways, for example, when the teacher plans well the lesson putting everything in order, gives the room to manage or reduce the classroom misbehaviours. Since the teacher is the school first line of defence against misbehavioural problems, then s/he must be in a position to discover and plan to control them before they happen (Today, 1994).

The implementation of the lesson plan and classroom management is the issue that has been discussed and emphasized worldwide in curriculum implementation as well as in education policies in general. According to Ainley and Luntley, (2007) in England the “current policy in teacher education places considerable emphasis on lesson planning”. Also in African countries the educational policies put more emphasis on lesson planning in the pre-schools classrooms (Yamashita, 1972). Teachers in pre-schools must be creative in preparing children activities in the lesson plans. They must also be good planners of their lessons for effectiveness and classroom control.

Troum (2016), did a research in Algeria at Biskra University and discovered that “the most adequate way to present a lesson is prepare it with details before they go to

school.” Troum (ibid) also indicated that the teacher at any level cannot teach without a lesson plan. In Tanzania, teachers are required to scheme per year and prepare for the lesson before they present the lesson in class (Kweka, Binagi, & Kainamula, 2002). Moreover, Today, (1994) in his article *helping teachers learn the secrets of successful classroom management* puts clear that effective teachers must make the classroom look like a learning place by planning and implementing effectively their plans so as to avoid misbehavers in classes.

The current situation of pre-primary schools in sub Saharan African countries specifically Tanzania in Ilemela District, the public preschools classrooms environment are not favourable for children between 4-6 years of age in pre-primary school (Yahl, 1985). This is due to the fact that, classes are overcrowded, there are insufficient or no teaching and learning materials like pictorial, games materials, reference and textbooks and teachers use teacher centered approach and dual instruction language, where indiscipline cases, boredom and absenteeism behaviour dominate (Kweka et al., 2002). In the same perspective (Reynolds, 2018) has added that other “Contributors to behaviour problems were identified as lack of healthy relationships, adverse childhood experiences, and toxic stress and the impact of brain and social development”. Children’s misbehaviours at preschool have become challenges to be managed and controlled by teachers to the extent of developing stress and burnout to teachers. (Gebbie, Ceglowski, Taylor, and Miels, 2012).

### **1.3 Statement of the Research Problem**

Classroom misbehaviours in public pre-primary schools in Tanzania are alarming during teaching, hence teachers use much time to deal with the “misconduct” instead

of teaching (Mokhele, 2006). Some of unmanaged students misbehaviours include; noise making, “out of seat”, “playing”, “lateness”, class fighting, “clowning “and copying other pupils works”(Sun and Shek, 2012).

The presence of unmanaged misbehaviours during the lesson affects the entire teaching and learning process. Moreover, the uncontrolled misbehaviours affect the whole school programs where teachers and pupils in other classes who pay attention to the disturbing class (Today, 1994). According to Sun and Shek (2012), problems of misbehaving are inappropriate in the classroom settings, as well as upsetting the classroom teaching and learning environment”. Since teachers are supposed to manage classroom during teaching, such situation doesn’t always happen so. Therefore, this study intends to find out how teachers prepare lesson plan as one of the tools to manage classroom environment.

## **1.4 Research Objectives**

### **1.4.1 General Objectives**

The main objective of this study was to find out the teachers’ attitudes towards the role of lesson planning on classroom management in public pre-primary schools.

### **1.4.2 Specific Objectives**

- (i) To determine teachers’ lesson preparation and planning before teaching.
- (ii) To examine teachers’ implementation of their lesson plans on classroom management.
- (iii) To find out teachers’ attitudes towards the contribution of the lesson planning on classroom management.

### **1.5 Research Questions**

To fulfil the above objectives, the study adopted the following research questions:

- (i) How do teachers plan and prepare lessons before teaching?
- (ii) How do teachers implement their lessons plans to manage classroom during teaching? and
- (iii) What are the attitudes of teachers towards the contribution of the lesson plans on classroom management?

### **1.6 Significance of the Study**

The study was significant because teachers in pre-primary schools especially those in public pre-primary schools are able to examine their attitude on the role of lesson planning. Also, such teachers can find out the roles of the lesson plan as a tool in managing the classroom through different activities/technique in the implementation of the lesson plan. Furthermore, administrator use a point of reference when training and developing their staffs on how to manage pre-primary classrooms at their school(Graham, 2005).

### **1.7 Limitations of the Research**

Limitations are conditions that restrict the scope of the study or may affect the outcome and they cannot be controlled by the researcher. (Kothari, 2004; Darwish, Ahmed, and Al-Ahmari, 2017). The possible major limitations in this study were resources. These include; financial constraints which made it difficult to adequately explore the study topic to its capacity. Inadequate funding also constituted a major limitation to this study. For instance, the inability of the researcher to acquire econometric software and other related manuals for data analysis delayed the

scheduled or timely completion of this research. The limitations were moderated by the researcher initiatives within the available resources.

## **1.8 Scope of the Study**

According to (Kothari, 2004) the scope of the study helps to make clear the boundary of the research and enable the researcher to deal only with tasks he or she focused to in order to make decisions about the changes required in the study. The study focused only on lesson preparation and planning, implementation of the plan in relation to classroom management as well as the attitude of the teachers towards the contribution of the lesson plan in classroom management apart from this nothing more was discussed. No questions were asked away from the issues of the study objectives. Nevertheless, the research was restricted in Ilemela district situated in Mwanza, Tanzania.

## **1.9 Operational Definitions**

The section below defines some of the key/operational terms used in this study

### **1.9.1 Lesson Plan**

Lesson plan refers to an arrangements of the decisions made on how and what the teacher is going to be in a given learning place.

### **1.9.2 Scheme of Work**

It is an academic document that shows a distribution of topics and subtopics according to school calendar in a particular academic year.

### **1.9.3 Classroom Management**

Classroom management refers to the handling and controlling of the classroom from misbehaviours and other unexpected events that may lead to teaching and learning interferences.

### **1.9.4 Attitudes**

This refers to a strong believe or mentality of mind-set of someone towards something that may be good or bad.

## **1.10 Organisation of the study**

The study is organized as follows:

### **1.10.1 Chapter One**

This chapter presents background of the study, statement of the research problem, research objectives, research questions, Significance, limitations, Scope of the Study and operational definitions as well as organization of the study.

### **1.10.2 Chapter Two**

This chapter in this study consists of the review of the studies as related to this study namely; conceptual definitions, theories, empirical studies, synthesize and research gap identification, and conceptual framework.

### **1.10.3 Chapter Three**

Different methods that the researcher adopted in collecting data in the study were presented in this chapter with the main focus on the description of research design and the justification of the collected data.

**1.10.4 Chapter Four**

This is the main part of the study, which presents the findings from the investigation about teachers' lesson preparation and planning, implementation of their lesson plans, and teachers' attitudes towards the contribution of the lesson plan.

**1.10.5 Chapter Five**

This chapter is the last chapter in this study that presents summarises the study, the results of the study, discussion, conclusion fo the main findings of the study and present the recommendations.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter deals with the following analysis of the items as related to the study namely; conceptual definitions, theoretical framework, classroom misbehaviours, Preparation and lesson planning of the teacher before teaching, Others include; implementation of the lesson plan during the lesson and what do teachers' think about the role of lesson planning on classroom management, research gap identification, and conceptual framework.

#### **2.2 Theoretical Framework**

The theory that guides the study was the Assertive discipline Approach that was “developed by Lee Canter in the 1970s and then expanded based on Marlene Canter’s work with children with behavioural problems (Canter 1979)” (cited in Malmgren, Trezek, & Paul, 2003.p.36). According to ASCD, (2013) “the Assertive Discipline model is characterized by positive reinforcement of desirable behaviours and negative consequences for undesirable behaviours”(ASCD, 2013.p.5).

The theory involves establishing a ‘discipline plan’ to maintain ‘order’ to facilitate the best teaching and learning (Lyons, Ford, and Arthur-kelly, 2011.p.11). As per Troum, (2016), the Assertive Approach “is the teacher’s ability to make their students respect the relation between what and how they want to happen or to do in the classroom”(Troum, 2016.p.39).

Troum, (2016) suggested that “For making an appropriate classroom environment, the teacher must establish a good classroom rules and techniques to increase a great relationship with his/her students” (Troum, 2016.p.39). Furthermore, Lyons et al., (2011) put clear some positive practices which they have to be followed by the teacher who applies the assertive discipline approach. The Teachers who align to Assertive Discipline can build positive learning environments by:

- (i) Establishing an ordered and productive teaching learning environment, so good teaching and learning (including both good curriculum and pedagogy) can flourish;
- (ii) Preparing and teaching a comprehensive discipline plan with rules and positive and negative consequences for compliance and non-compliance;
- (iii) Getting to know their students, especially their names and interests;
- (iv) Greeting their students daily – by name, and having some fun and (equitable) ‘quality’ time with each;
- (v) Focusing on helping students to achieve academic success; and
- (vi) Invoking negative consequences and escalating sanctions in a calm, matter-of-fact, systematic way,(Lyons et al., 2011.p.12).

If the student persist with misconduct in the class the theory also has suggested intervention practice as per (Lyons et al., 2011). The following are the practices that should be done in such a situation to intervention practices where teachers who align to Assertive Discipline can intervene with more challenging students by:

- (i) Clearly identifying and evidencing noncompliant and disruptive behaviours for students who are not responding reasonably to the class discipline plan;
- (ii) Publicly reiterating rules, behavioural expectations, consequences and sanctions – in a calm and systematic way;
- (iii) Engaging closely with these students to ensure they understand their misbehaviours and the consequences for continued non-compliance. This usually requires counselling outside of class time; and
- (iv) Collaborating with the student to develop an individualised behaviour plan.

This will still contain class rules and behavioural expectations, but individualized consequences, sanctions and due process may apply. This must be taught to the student. This plan may also involve the support of the school executive and the student's parents, (Malmgren et al., 2003.p.12).

The connection of the theory with the study was in all aspects. According to Malmgren et al., (2003) “This approach was developed to train teachers specifically to manage behaviour in a classroom setting and is based on the idea that teachers have a right to teach in a well-managed classroom and students have the right to learn in a controlled environment”(Malmgren et al., 2003.p.36). The study is focused on managing the classroom misbehaviours in public pre-primary school classrooms.

Moreover, the assertive discipline theory incorporates the issue of planning for controlling the class by putting a proper discipline plan. As it was said in Lyons et al., (2011) that the theory involves establishing a ‘discipline plan’ to maintaining ‘order’ to facilitate the best teaching and learning(Lyons et al., 2011.p.11). This aspect

matched with the study because the study intended to know how teachers plan for their classroom misbehaviours and management before attending their class. In addition to that Malmgren et al., (2003) says that “teachers should establish a systematic discipline plan prior to the start of the school year and then communicate expectations and consequences to the students immediately”(Malmgren et al., 2003.p.36).

One of the principles of the assertive discipline theory needs the teacher to retain the approachability and supportive character at the same time as well as maintaining respect in the classroom (Scott-Little and Holloway, 1992; Lyons et al., 2011). This brought in the issue of positive attitude of teacher when managing the classroom because according to Troum, (2016) “the teacher must establish a good classroom rules and techniques to increase a great relationship with his/her students”(Troum, 2016.p.39). So teachers should have positive attitude in putting the plan for managing the classroom misbehaviours that will make students minimize or reduce their misbehaviours as per ASCD, (2013)

Another thing pertained to this theory was the rewarding for complaints and enforcement of the rules and order for non-complaints (Lyons et al., 2011.p.12). This aspect falls on the question of how the teachers implement their discipline plans. The theory advocated that for the students who follow, concur with classroom limits, orders and rules should be motivated by rewards and other incentives but if students do not want to comply with the order and rule established and clearly published at the open space, they must be given the negative reinforcements such as punishments, blaming, push-ups, shouting and using sarcasm, (Lyons et al., 2011).

Meanwhile, before implementation of the plan the teacher had to involve some members in the school community such as; students, school managers, parents and other school leaders so as to make a smooth move of the plan. The preparation of the disciplinary plan should involve students and teachers. The plan made must be accepted by the school managers and parents (Lyons et al., 2011). Malmgren et al., (2003) confirmed that “this plan may also involve the support of the school executive and the student’s parents”, (Malmgren et al., 2003.p.12).

Therefore, the assertive discipline model approach fitted in the study in many aspects mainly show the importance of planning the classroom practices before the teacher to attend the period, showed the way teachers should implement their discipline plans in their classrooms, also mentioned clearly the role of both students and teachers in managing the classroom misconducts.

## **2.3 Lesson Planning and Classroom Management**

### **2.3.1 Introduction**

In this part various literatures available in researches, journals, articles and other documents that related to classroom, preparation and planning of teachers before teaching, the implementation of the lesson plan during the lesson and documents related to what teachers’ think about the role of lesson planning on classroom management are discussed.

### **2.3.2 Classroom Management**

Classroom management is the act of putting teaching and learning elements such as ;time, students, lesson, learning and teaching aids together for “positive change” in academic and behaviour of the learners (Sieberer-Nagler, 2015). Classroom

management can also be defined as the proper use of different activities and available resources for effective teaching and learning. According to Djigic and Stojiljkovic, (2011), “Classroom management is related to all teachers actions aimed to establish the simulative learning environment”(Djigic and Stojiljkovic, 2011). Classroom management involves proper utilization of time allocated for a particular lesson, student involvement in classroom activities so as to reduce “boredom”, proper implementation of the lesson plan and effective use of teaching and learning material in a way that students can reduce or minimize appropriate teaching activities in a classroom (Milner IV and Tenore, 2010). Therefore, classroom management goes with teachers’ planning and organizing classroom activities and behaviours (Emmer and Stough, 2001).

According to Dustova and Cotton, (2014) “Classroom management involves a variety of skills and techniques teachers can use to keep students organized, active, attentive, and productive in class” (Dustova and Cotton, 2014). According to Erdo, Kur, and Saltan, (2010), teachers should be trained in skills like classroom management, resolving of conflicts and how to manage classroom stress management for their efficiency (Erdo, Kur, and Saltan, 2010.p.889). In addition, some skills to be imparted to teachers like “creating positive classroom environment, classroom organization, interpersonal relationships in the classroom, managing and conducting learning activities, choosing rules and procedures as important aspects of class management. Therefore, as it is suggested by George, Sakirudeen, & Sunday, (2017) educational seminars and workshops to be conducted for teachers should be able to adhere to the effective classroom management skill (George et al., 2017.p.54-55),

According to Bissonnette and Gauthier, (2018) for the classroom especially for the preschools to be managed well there are some approaches to be considered. For example, to manage the classroom, teachers should primarily focus on the prevention of misconducts from happening during the lesson by applying preventative intervention approach, whereby teachers must: “build a positive relationship with their students, create a safe, orderly, predictable and positive environment. Also, teacher must coach and supervise their students on a continual basis, organize their classroom and finally use effective teaching strategies” (Bissonnette and Gauthier, 2018). Therefore, the teacher’s lesson plan and all preparation in this approach should aim at preventing misbehaviours and lesson interference from happening.

According to (Eleftheria, Kafenia, & Andreou, 2017) there are two approaches to deal with the happened misbehaviours such as; punitive and non-punitive. The punitive approach includes the use of punishment and harsh techniques like shouting to the student who misbehaved. But on the contrary, Potsi, (2013) opposes the use of “harsh punishments” such as; harassments, harsh language and corporal punishment (Potsi, 2013.p.21-22). On the other hand, George et al., (2017) supports the use of corporal punishment in learning and teaching field. He suggests that corporal punishment helps to minimize misbehaviours in classroom setting. He emphasised that, “...teachers that use corporal punishment exhibit less disruptive behaviour and perform better academically” (George et al., 2017.p.53).

On the other hand, there are non-punitive methods which are called “good classroom control”(Today, 1994.p.5). This approach includes counselling and advising student on the effects of their misbehaviours to their friends and teachers, involving student in

deciding which rules and regulations to put into practices, Give non- directional descriptions and provision of praises to good behaviours shown and congratulating the best behaviours (Eleftheria et al., 2017.p.100). Also (Yildiz, 2008)noted that rewards can be used as a way of dealing with the happening or happened misbehaviour. Use of rewards is defined as one of the effective elements in managing student behaviours (Landrum and Kauffman, 2006).Today, (1994) noted that when teachers want to induce good behaviours must give student praises and, “Offer rewards as inducements for good behaviour”(Today, 1994.p.6).

Therefore, classroom management is primarily a managerial task of the effective teachers in the classroom setting especially in preschool classrooms when basic academic foundations are laid “preparatory stages” for primary schools (Potsi, 2013). Teachers in such classrooms have to be well trained strategically to proactively meet and handle the classroom misbehaviours.

### **2.3.3 Preparation and Lesson Planning by Teacher before Teaching**

Preparation and planning for classroom presentation is the first stage of classroom management and lesson presentation. It is referred as a stage of writing lesson guideline of what, how and when the lesson to take place and in which way the lesson can be implemented (Rusznyak and Walton, 2011). In other words, one can say lesson planning and preparation is a process of picturing and visualizing when and what the student to be taught and how the lesson will be within the time allocated.

At preparation and planning stage teachers put clear things like topic and its subtopics to be taught from syllabus and scheme of work, identifies lesson cognitive, affective

and psychomotor objectives, teaching and learning activities, teaching methods and evaluative activities such as; questions and answers, quizzes, and 5-10 minutes class presentation. According to Milkova, (2012) “a successful lesson plan addresses and integrates these three key components: objectives for student learning teaching/learning activities strategies to check student understanding”. Therefore, lesson preparation and lesson plan both do act as strategies for classroom management.

Lesson preparation and planning involve many activities like; reviewing syllabus, preparing scheme of work, lesson plan document, lesson notes, learning activities and teaching aids (United Republic of Tanzania., 1978; Mtahabwa and Rao, 2010). Thus, using the authorized syllabus, the teacher locates the topic and make a subtopic then the teachers makes scheme of work in which month, weeks of the lesson is indicated, then the teacher has to peruse text books, reference books, to generate lesson notes of a particular topic and subtopic to be taught, then plan the lesson to be taught. When planning, the teacher has to consider lesson objectives, teaching and learning materials, teaching methods, as well as teaching aids to be employed during a lesson

The lesson preparation and planning has a great role in managing the classroom. According to Othmane, (2015) “effective teachers tend to focus their preparation on learning and subject matter” (Othmane, 2015.p.59). This implies that for the teacher to be effective s/he has to focus on the preparation and plans for the lesson. The teachers aim at classroom management of all activities starting from selection of topic and subtopic, objectives, activities teaching methods and evaluation strategies.

The first role of a lesson plan is that it helps to focus on whole classroom activities. The teacher will see and select student's activities that will help in handling classroom misbehaviours. As "it is known rules and clear expectations are components of effective behaviour management in kindergarten classrooms"(Eleftheria et al., 2017.p. 95).

Another role of a lesson plan in classroom management is to enable the teacher to systematically implement the lesson as well as to evaluate whole teaching and learning process (Sieberer-Nagler, 2015). According to Gallego, (2014) the lesson plan helps to structure the learning and teaching process from introduction to evaluation stage of the lesson(Gallego, 2014.p.3). Evaluation is done during the teaching process.

Lesson planning helps to "encourage active learning", which reduces boring, sleeping in classroom and idleness because the teacher will be providing learning activities like; questions, oral and written quizzes and move around to check supervise and correct work. This will promptly reduce classroom misbehaviours such as; creation of disturbances, unnecessary noise, crying, movements and material damages (Sorcinelli, 1991).

Also, if the lesson is well planned the teacher will be time conscious and will not misuse the time allocated for specified activities. Gallego, (2014) has noted that "lesson planning can also contribute favourably in terms of use of time, the creativity and it can reinforce the links between the teachers' team"(Gallego, 2014.p.3). According to Singh (2008) one of the need and importance of lesson plan is "... the

organization of the lesson which facilitates teacher-student's activities in teaching learning process"(Troum, 2016.p.11).

On the other hand, Dustova and Cotton, (2014) advocate that "when classroom management strategies are executed effectively, teachers minimize behaviours that impair learning for both individual and groups of students" (Dustova and Cotton, 2014). Also Gallego, (2014) puts it that, "lesson planning can help to arouse a sense of control, security and confidence between teachers and students"(Gallego, 2014.p.3). Thus, lesson plan should be a tool for classroom management in preschool classrooms. Lesson preparation and planning does a great job in classroom management to the extent that "without lesson planning a lot of indiscipline would occur in classes"(Troum, 2016.p.54).

#### **2.3.4 Implementation of a Lesson Plan to Manage Classroom**

Lesson implementation is the way teachers put into practice what they have actually planned for the lesson before. The implementation of lesson plan determines how the classroom misbehaviours will be handled in a particular lesson (Lopes et al., 2017). The poor implementation might lead to more classroom misbehaviours whereas an effective implementation of the lesson plan might lead to minimal or none classroom misbehaviours (Sun & Shek, 2012).

The study by Sieberer-Nagler, (2015) that was undertaken in Austria examined practical information on effectiveness of primary school teachers in their teaching carrier. The researcher put much concentration on positive implementation of planned lesson that is "positive teaching and learning"(Sieberer-Nagler, 2015.p.163). The

research showed that there was a need for teachers to do more research in the field of implementation of lesson plan because that is where the classroom management lies (Singh, 2009). He investigated the way classrooms are arranged, teachers and learners' anticipation, classroom inspiration/motivation and reflective ways of teaching as factors that influence lesson plan implementation.

Cropley, (2010) studied application of motivational activities when putting the lesson plan in practice. He argued that motivational activities facilitate creativity as well as management in a class. Cropley, (2010) has noted further that, "teacher who present the lesson must be able to organize basic classroom activities (grouping, lesson planning, assessment, motivation and classroom organization) in a way that support students' creativity" (Cropley, 2010). Thus, classroom arrangement and decoration, teaching methods and motivational activities contribute much to classroom management when the lesson is presented.

On top of that, the study done by Nashruddin and Nurrachman, (2016) and Othmane, (2015) show that the lesson planning and management are important steps in implementing the lesson. This particular study investigated the conception of planning and management, which are the first and the most important steps the teacher should know before s/he starts teaching" (Othmane, 2015.p.6).

In addition, teaching and learning activities should be well implemented in the course of lesson (Gallego, 2014.p.23) not only that but also when implementing the lesson one must give clear instructions, maintain students' attention, managing all interruptions to the lesson and let the learning and teaching be charming. Teachers must

develop a positive teacher – student relationship when teaching to make sure that the lesson goes on smoothly (Rampaola Mokhele, 2006).

### **2.3.5 What do Teachers' think about the Role of Lesson Planning on Classroom Management?**

The attitude of teachers on the function of the lesson planning on classroom management refers to teachers 'mentality' about the role of the lesson plan in controlling and handling classroom misbehaviours. The attitude depend on teachers "philosophy" on teaching, teachers personality and teachers professionalism (Troom, 2016). One may have a positive or negative attitude towards the functions of a lesson planning in handling the classroom misconducts.

The study done by Nesari and Heidari, (2014) has find out that the important of lesson plan on educational achievement of Iranian EFL teachers' attitudes. The methods to collect data were document reviews, questionnaire and professionals discussion. The study was done in Iran 2014. The findings showed that teachers have a positive attitude towards the role of lesson planning. The researchers noted that , "all teachers in the agreed with using Lesson Plan" (Nesari and Heidari, 2014.p.27). Also in the study of (Nesari and Heidari op.cit.p.29) discovered that many researchers' studies agreed with the role of lesson planning especially the part of "behaviour objectives" where teacher aim at changing students behaviours using the lesson planned.

"The results of the present study were to a great extent compatible with those of Hannon (2000); Saberian, Aghajani and Ghorbani (2003); Majidi, Asadi and Nemati (2000) Momennasab and Zah Tab (2002); Vakili et al (2003) and Amininik (2000)

who founded out that the academic staff agreed with lesson plan and believed that the most important part of the lesson plan was behavioural objectives while teaching method, educational aides and methods of assessment were next in the importance” (Cited in Nesari and Heidari, 2014.p.29).

However, further studies indicated that to some extent more experienced teacher do not see the role or the importance of the lesson planning. Nesari and Heidari, (2014) puts it that “in study of Fattah, Jalili, Alizadeh, and Adhami (2009), most of faculty members had no positive attitude toward lesson planning, which is different from results of studies in other universities” (cited in Nesari & Heidari, 2014.p.30).

Furthermore, the study done by Othmane, (2015) on the role of lesson planning in classroom management which was done in Algeria showed that teacher think that the lesson planning can help the teacher in many ways such as to “...give the lesson a framework or an overlap shape of what the lesson would be about” (Othmane, 2015.p.22). The finding in the study has showed that teachers planning influence the learning and management process positively or negatively. It further indicated that”... majority of teachers plan their lessons even if they are experienced (75%)” (ibid, 2015.p.146) Teachers who plan their lessons well are the ones that benefit the fruits of calm and active class at preschool level (ibid, 2015.p.108).

Generally, the attitude of teachers toward the role of lesson planning was positive despite the few teachers who were more experienced ones and unqualified teachers who do not see the importance of lesson planning. Some of the experienced ones were of the view there was no need to plan because they know it all where the untrained noted that teacher can teach with or without the lesson plan (Nesari & Heidari, 2014).

## **2.4 Syntheses and Research Gap**

The related studies reviewed in this chapter had shown much work that has been done in different areas. The studies done by researchers like; (Othmane, 2015; Nesari & Heidari, 2014; Nashruddin & Nurrachman, 2016) have shown that necessity of teachers to plan their lessons for better results in lesson presentation and effective classroom management. However, these studies did not elaborate specific features to be considered in early childhood education level in African context.

Some of the studies done in Tanzania did focus on challenges that teachers face in schools particularly in preschools. Such challenges are based on access, quality and equity, infrastructure and financing. According to Enos & Francis, (2016) the main challenges encountered by teachers and head of schools in Tanzania are classrooms, qualified teachers, and teaching and learning materials as they indicated that, “Head Teachers faced multiple challenges in managing pre-primary education, including shortage of classrooms, shortage of qualified teachers and lack of teaching and learning materials”(Enos & Francis, 2016.p.1-2).

Also, the study done by Mtahabwa & Rao, (2010) noted challenges like policy for preschool education, quality and access to the education. “Many challenges remains on improving the quality of pre-primary education in Tanzania and efforts must be made at the policy, community, program and family levels to make this a reality” (Mtahabwa & Rao, 2010.p.8).

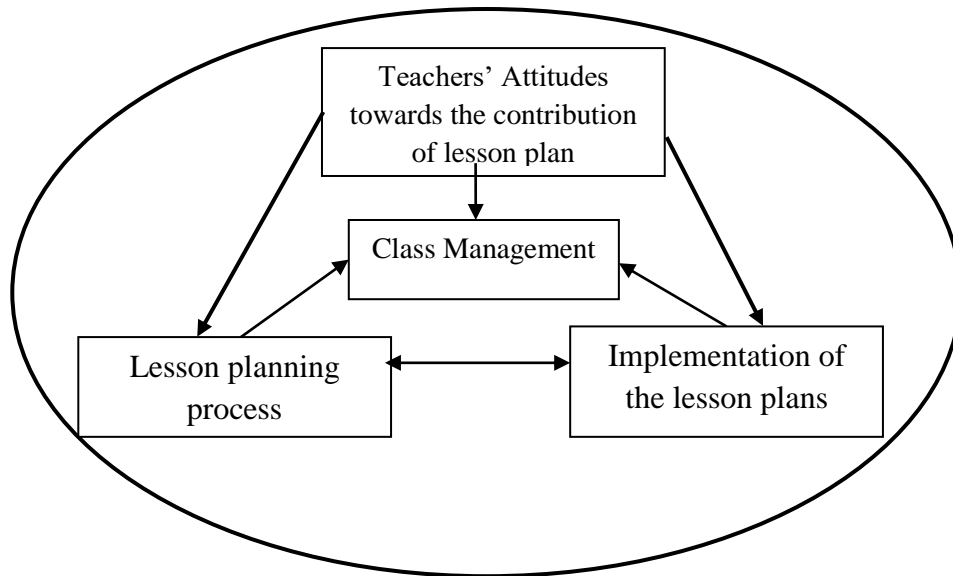
Apart from the mentioned studies, the study done by (Kweka et al., 2002) in Temeke Dar-es-salaam found out that there was a need to increase enrolment, conducive

registration environment for children, so as to have adequate and trained teachers, improve quality of preschool and increase classroom for preschool pupils (Kweka et al., 2002).

The studies above show and identify challenges that happen in pre-primary schools on the outside the curriculum context. Therefore, Tanzanian educationists need to undertake further studies on lesson planning in relation to classroom management in African context specifically at pre-primary level. This would help to solve educational challenges in a modern way. The preschool education in Tanzania has been either researched or studied to bring it to a smooth pace (Kweka et al., 2002). Educators and teachers should engage themselves in researching on early childhood education specifically in preschool education section.

## **2.5 Conceptual Framework**

Lesson plan is the focal point of the teachers practice in classroom. Conceptually, it has a relationship with a number of cross cutting factors such as; teachers' attitude, and ultimately implementation of the planned lessons towards classroom management. The Lesson planning process such as; lesson planning, preparation of lesson notes, collection of teaching materials, implementation as well as attitude of the teacher on the role of lesson planning, should focus on classroom management and needs of students in a particular classroom. Therefore, that is to say, teacher's attitude towards the contribution of lesson plan has influence on the planning process and implementation of the planned lesson, while the plan and implementation off the lesson plan influences each other, and all together have influence on classroom management. Figure 2.1 is the pictorial representation of the conceptual framework.



**Figure 2.1: Conceptual Framework**

Source: Own Source

## 2.6 Summary of the Chapter

The chapter has dwelt in reading and reflecting the related writings to the study. The study need to find out the attitude of teacher concerning the function and importance of the lesson planning in classroom management. We have read documents about classroom misbehaviours, preparation and lesson planning, implementation of the lesson plan and literature concerning teacher attitudes towards the role of lesson planning in classroom management. The identification of research gap as well as the Conceptual framework was in this chapter.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This section presents the following aspects, survey population of the researched area, the area approach, sampling design and procedures, methods of collecting data, data processing as well as data analysis in relation to the study objectives.

#### **3.2 Research Design**

The study used a descriptive study which used a mixed approach of qualitative methods and quantitative methods so as to simplify interpretations of the data that were collected (Creswell, 2014). According to (Creswell, 2014) “mixed method involves combining or integration of quantitative and qualitative research and data in a research study” (Creswell, 2014.p.14). Data was collected using qualitative data collecting techniques like; interviews, classroom observation, and questionnaire. Quantitative approach was used so as to interpret the data using numeral terms by graphs, measurements, tables and statistics. Techniques like tabulation, graphing, calculation and coding were used so as to summarise and simplify data presentation.

##### **3.2.1 Categories of the Respondents**

The study involved both men and women. There were only four male preschool teachers were involved in the study as respondents and nineteen female preschool teachers participated as respondents. The total number of respondents was twenty three it was shown in Table 3.1 and Table 3.2.

### 3.2.2 Characteristics' of Respondents

In this section data was collected from teachers who taught in the selected schools of Ilemela District. Teacher's qualifications were categorised into three categories of certificates, diploma, and bachelor. The categories were displayed to match with their gender. Table 3.1 and Table 3.2 show characteristics of the teachers in pre-primary school classrooms in a cross tabulation form.

**Table 3.1: Gender and Education Background of Respondents**

		Education background			Total
		Certificate	Diploma	Bachelor	
<b>Gender</b>	Male	3(13%)	1(4.4%)	0	<b>4(17.4%)</b>
	Female	17(73.9)	1(4.4%)	1(4.4%)	<b>19(82.6%)</b>
<b>Total</b>		<b>20(86.9%)</b>	<b>2(8.7%)</b>	<b>1(4.4%)</b>	<b>23(100%)</b>

Source: Field Data 2019

From Table 3.1 the data shows that only one female teacher which was equal to 4.3% of teachers was a bachelor degree holder, two teachers(1 male and 1 female) equal to 8.7% were diploma holders while twenty teachers (17 female and 3 male) equivalent to (86.9%) were certificate holders.

**Table 3.2: Teaching Experience and Educational Background**

		Educational background			Total
		Certificates	Diploma	Bachelor	
Respondents Teaching Experience	Over 20 years	0	2 (8.7%)	1(4.5%)	<b>3(13.2%)</b>
	11-20 years	5(21.7%)	0	0	<b>5(21.7%)</b>
	6-10 years	5(21.7%)	0	0	<b>5(21.7%)</b>
	0-5 years	10(43.4%)	0	0	<b>10(43.4%)</b>
<b>Total</b>		<b>20(86.8%)</b>	<b>2(8.7%)</b>	<b>1(4.5%)</b>	<b>23(100%)</b>

Source: Field Data, 2019

From the Table 3.2 the data shows that three teachers equivalent to 13.2% of all teachers had over twenty years of experience in teaching the preschool classrooms. Ten teachers, (43.4%), had teaching experience of between 6-11 years teaching. The findings also showed that ten teachers equivalent to 43.4% of twenty three respondents had 0-5 years of experience in teaching these preschool classrooms.

### **3.3 Variables and Measurements Procedures**

Variables are the aspects or concepts that affect each other. According to (Pandey, 2015) a variable “is any features or aspect of an event , function, process that by its presence and nature affects some other event or process which is being studied” (P. P. & M. M. Pandey, 2015.p.29). In this study, there three variables that are going to be studied that is lesson planning, implementation of the lesson preparation and planning, classroom management and teacher attitude towards lesson planning.

#### **3.3.1 Independent Variables**

In this study the independent variable was lesson planning because it was the one affecting the classroom management in that pre-primary classroom in public schools. The measuring procedures was done by looking at the classroom organisation, presence of enough sits for students, presence of teaching and learning materials like chalks, dolls, playing objects, boards, pictorial books and classroom decoration.

The implementation of the lesson prepared materials was another independent variable that may affect the classroom management. The proper implementation of lesson plan was measured depending on the lesson development stages such as;

introduction of the lesson, new knowledge, reinforcement, consolidation and conclusion are followed during lesson presentation. The classroom activities, homework and classwork, also proper use of teaching and learning aids/materials facilitate classroom control. So, the study helped to see how these independent variables affected the classroom management.

### **3.3.2 Dependent Variable**

In this study Classroom Management in the public pre-primary classrooms is considered as dependent variable because it was the variable that was manipulated by independent variable which was lesson planning. The classroom management was measured by the presence of set of classroom rules and regulation to be followed, the rules must be familiar to class members, there must be a sense of controlling the classroom, so there must not be any activity happening in classroom without teachers permission, students attentiveness, presence of teachers proximity to students and good teacher-student relationship. It was dependent because classroom management depended much on how the lesson was planned, and implanted in the particular classroom.

### **3.3.3 Extraneous Variables**

Extraneous variables are “Independent variables that are not related to the purpose of the study, but may affect the dependent variable.”(P. P. and M. M. Pandey, 2015.p.29). In this study the extraneous variables were the attitude of teachers towards the role of lesson plan in classroom management. The teachers’ attitudes affect much the way a teacher plan and manage the classroom.

### **3.4 Sample and Sampling Procedures**

The selection of preschool teachers in selected primary schools was systematically both female and male were selected to fill the questionnaire (Pandey, 2015). Teachers were picked randomly in every public preschool to fill the questionnaire in the first place. This would give a chance for every female and male teacher to be respondent of the questionnaire. Where, two teachers from the classrooms were selected randomly to be interviewed.

#### **3.4.1 Area of the Research**

The area of the research was in three wards namely Nyakato ward, Mecco ward and Buzuruga ward. These wards were found in Mwanza region Ilemela district. The selection of these wards considered the nature of the geographical location where it was in urban areas with a lot of human social and economic activities around the schools. These activities made the problem to be big to the extent of reducing teacher's classroom control of misbehaviours.

#### **3.4.2 Target Population**

The study aimed to involve twenty five teachers, to reach to eight schools and ten classrooms number of school. The schools were distributed as follows; in Nyakato there were three primary schools with three pre-primary classrooms, Buzuruga wards had three primary schools with four classrooms, and Mecco ward had two primary schools with three pre-primary classrooms. The number of pupils in each preschool classroom was about ninety and above.

### **3.5 Methods of Data Collection**

The study used a mixed approach of qualitative and quantitative so as to simplify the finding interpretations of the data that were collected. The data was collected using data collecting techniques including; interviews, questionnaire, classroom observation and academic document review.

#### **3.5.1 Questionnaire**

Questionnaire is a written interrogations sent to the respondents with a call to answer the questions and the respondents return inquiry form to the researcher. The study used self-administered questionnaire. The method was selected because it covered many teachers in selected public preschools. The questions were based on bringing up what the teachers included in preparation of lesson plan as tool to manage the class, to cover what teachers and learners activities that are done in classes, teachers' attitude on using lesson plan to manage the class. The questions were objective and subjective questions (Frei, 1997). The self-administered questionnaires were distributed to teachers from each selected public pre-schools and collected from teachers after two to three days.

#### **3.5.2 Interviews**

The study used unstructured interviews. In this study only eleven (11) teachers were interviewed from the selected wards and public pre-primary schools. This was because teachers were the ones facing the challenges in managing their classrooms. Also, it helped to get full detailed information concerning the misbehaviours and ways of managing them. The questions were coined to explore details on the nature of the class; kind of misbehaviours observed in the class often, ways the teacher used to

combat them. The teachers were met out of their classroom under head-teacher's permission. The interview was flexible and appropriate to collection of data according to the current situation in the classroom.

### **3.5.3 Classroom Observation**

In this study classroom observation was done in and out of the classroom to see how pupils were managed. According to Kothari, (2004), 'this method implies the collection of information by way of investigator's own observation, without interviewing the respondents'. (Kothari, 2004.p.17) The researcher took records on how teachers managed the classroom in and out in a particular lesson. The researcher's used checklist which is in appendix IV to tick or mark what was seen in class as needed in the check list. This method was time consuming but it kicked away any sense of bias from the respondents.

### **3.5.4 Document Review**

The study reviewed important documents as secondary sources of information. These included documents such as; class attendance, pre-primary school syllabus, and scheme of works, lesson plan, textbooks and sitting plans. According to Kothari, (2004) such documents are called "secondary data". The academic offices of these public pre-primary schools in selected wards were visited to see whether lesson plan and books were available or not.

## **3.6 Data Processing and Analysis**

The study used a "Sequential Explanatory Design. This method use a two phase design where the quantitative data is collected first followed by qualitative data

collection. The data collected were processed by the mixed techniques that were quantitative analysis technique that were comparative and correlational methods data analysis as per Kothari, (2004) “The methods of research utilized in descriptive research are survey methods of all kinds, including comparative and correlational methods”(Kothari, 2004.p.2-3) and qualitative technique specifically narrative data analysis.

The quantitative method deal with processing the data collected in an expressive statistical way. The study used the Statistical Package for Social Sciences (SPSS) to analyse data into frequencies, tables and percentages. Never the less some of data collected were analysed qualitatively especially narrative analysis because they will be obtained by observation, and interviews.

### **3.7 The Summary of The Chapter**

In this chapter of this study gave in detailed the methodological part of the research in which it include explanation and discussion of the following subtitles of research design, variables and measurement procedures, sample and sampling procedures, area of the study, target population, methods of collecting data processing and analysis.

## **CHAPTER FOUR**

### **DATA PRESENTATION AND ANALYSIS**

#### **4.1 Introduction**

This chapter presents data analysis and discussion of the findings. The presentation is divided into three main sections which are related to the following three research objectives firstly, to find out teachers' lesson preparation and planning before teaching. Second, to find out teachers' implementation of their lesson plans on classroom management, and the third objective was to find out teachers' attitudes towards the role of the lesson planning on classroom management.

#### **4.2 Lesson Preparation and Planning Practices**

This section presents information on how teachers prepared and lesson plan before teaching with the aim of taking full control of the classroom. The following practices were considered in this section: teacher's preparation and planning for lesson, preparation of lesson notes, teaching aids, classroom environment physically and socially, classroom environment to accommodate teaching aids, and classroom environment to accommodate teaching techniques.

The first thing that study examined was teacher's preparation and planning for lesson. This item aimed at checking whether teachers always prepared and plan for the lesson before going to teach in the classrooms. The findings are shown in Table4.1.

**Table 4.1: Teacher's Preparation for the Lesson before Teaching**

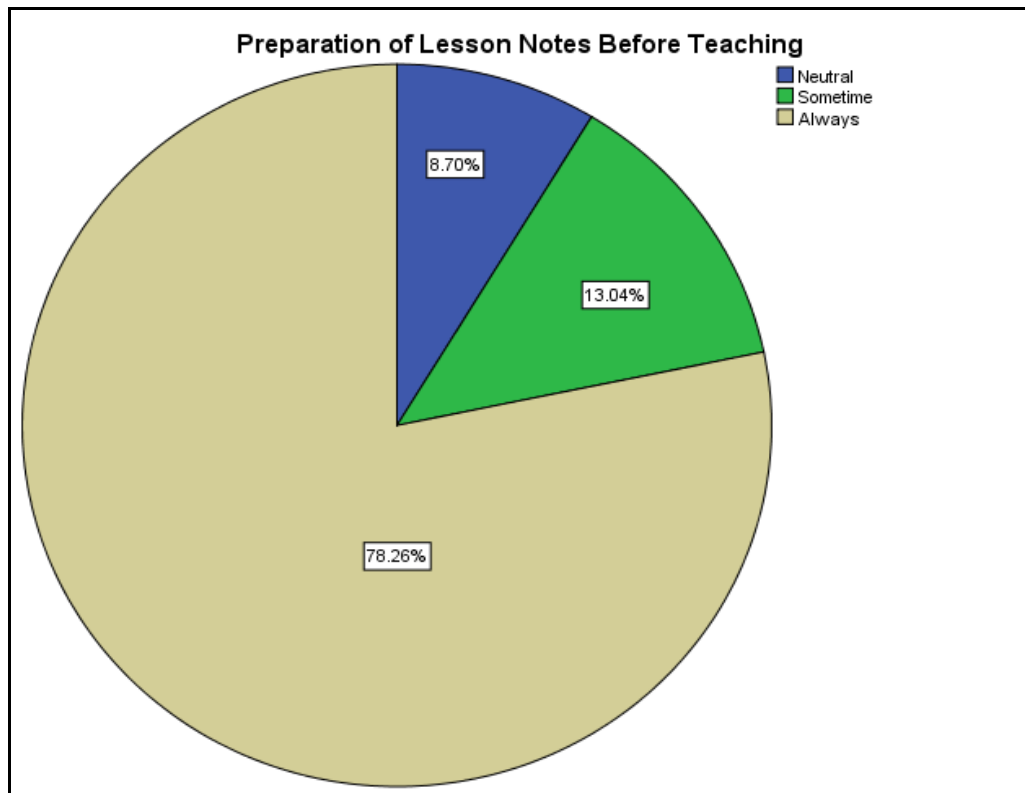
	Measurements	Frequency	Percent
Valid	Never	1	4.3
	Often	1	4.3
	Sometime	3	13.0
	Always	18	78.3
	<b>Total</b>	<b>23</b>	<b>100.0</b>

Source: Field Data 2019

The findings in Table 4.1 showed that (18) out of twenty three teachers which was equivalent to 78.3% always prepare for their lessons before teaching. Only one 4.3% of twenty three teachers did not plan even prepare for the lesson before while another teacher showed that he/she often plan and prepare for the coming lesson. This means that only few teachers do not plan for their lessons. The interview also revealed that teachers plan for lesson. The following was one of the responses of some teacher,

*“I prepare... according to what the scheme says, if it is a topic, teaching aids, environment the class must be conducive for learning the particular lesson. When introducing the lesson I prepare songs and questions for control” (Teacher 5 from school A<sub>1</sub>).*

The findings showed that most teachers' prepare and plan for lesson before teaching. The second thing was preparation of lesson notes before teaching. This item aimed at checking whether teachers always prepare the lesson notes before going to teach in the classrooms because lesson notes were the tools that show what was presented in classroom. The findings for this part are shown in the Figure 4.1.



**Figure 4.1: Teacher's Response on the Preparation for the Lesson Notes**

Source: Field Data 2019

From Figure 4.1, the chart shows that teachers prepare lesson notes. It was revealed that 78.26% of respondents prepared lesson notes for the coming lessons. Findings further revealed that 13.04%, of respondents sometime prepared lesson notes partially. The 8.70% of teachers stayed neutral which might imply that they were new in the classroom because sometimes new teachers face hardships in handling classes.

So the findings show that some teachers prepare lesson note before teaching. Then, the Preparation of teaching aids before teaching was also included. The aim of this item was to see whether teachers prepared teaching tool for their lesson presentation. The results are shown in the Table 4.2.

**Table 4.2: Preparation of the Teaching Aids before Teaching**

Measurements		Frequency	Percent
Valid	Often	2	8.7
	Neutral	3	13.0
	Sometime	1	4.3
	Always	16	69.6
	Total	22	95.7
Missing	System	1	4.3
<b>Total</b>		<b>23</b>	<b>100.0</b>

Source: Field Data 2019

Table 4.2 shows that teachers prepared teaching aids before class hours. Sixteen (69.6%) out of twenty two respondents showed that they always prepare teaching aids for the coming lessons. The missing frequency means one did not respond on this item in the questionnaire. While three out of twenty two equivalents to 13.6%, teachers were neutral.

Apart from the preparation of teaching aids there was also preparation of classroom for the teaching aids. The aim of this item was to see whether teachers prepared, use and keep classroom environment ready for lesson. The findings revealed that teachers do consider and prepare well learning environment so as to accommodate the teaching aids prepared. Table 4.3 summarises the findings under this category.

**Table 4.3: Consideration and Preparation of the Classroom Environment to Accommodate the Teaching Aids**

Measurements		Frequency	Percent
Valid	Often	1	4.3
	Sometime	6	26.1
	Always	16	69.6
	<b>Total</b>	<b>23</b>	<b>100.0</b>

Source: Field Data 2019

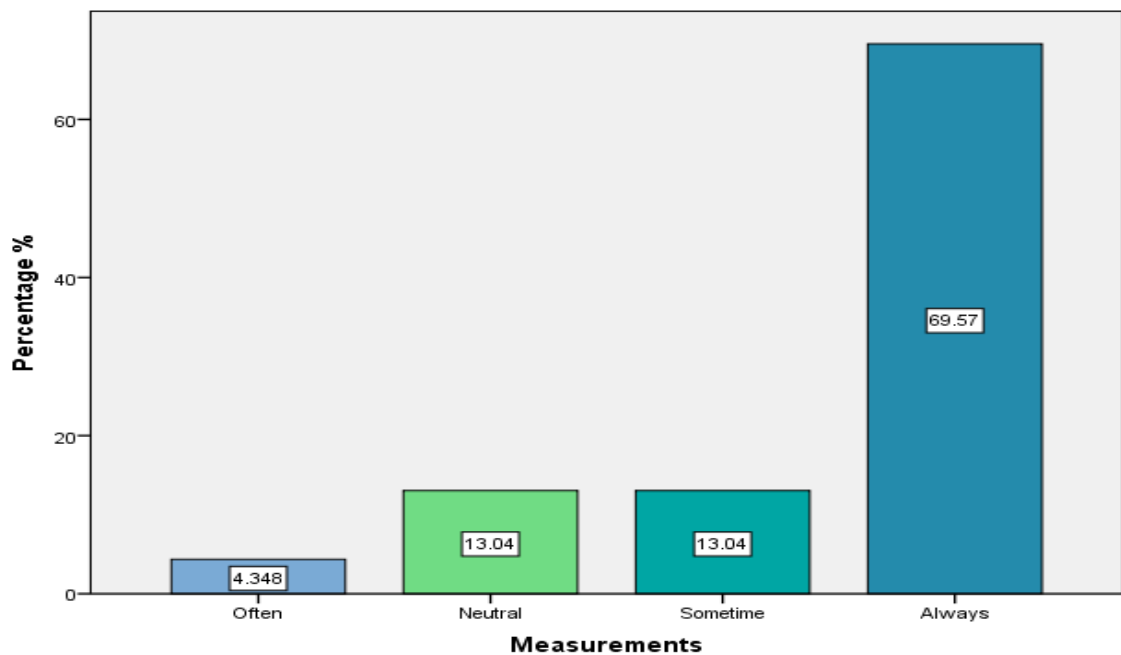
Table 4.3 shows that only sixteen teachers equivalent to 69.6% of all teachers filled the questionnaire were the ones who always consider the Classroom for the Teaching Aids Prepared.

In addition, some of teachers who were interviewed indicated that they consider classroom environment when they plan for the particular lesson. The aim of this question in the interview guide question was to find out how far teachers considered classroom environment for their teaching aids when planning for their lesson. The following is the response from one of the respondents from the interview.

*“I always consider much the age of pupils because in this class children are mixed in age pupils of 4, 5, and those of 6 years old; also I consider learning and teaching aids and environment from which they learn (translated). (Interview: Teacher 3 from school F<sub>1</sub>)*

The findings of this item from the questionnaire showed that teachers do prepare their environment for classroom control purpose. It showed that only 69.57% of the teachers who responded to the questionnaire which is equal to sixteen teachers out of twenty three were the ones that always prepared the classroom environment. Some 13.4% of teachers remained neutral.

The other 13.04% of teachers indicated that they sometimes prepare, whereby 4.348% showed that they often prepared the classroom environment to accommodate their classroom management practice during the lesson. Figure 4.2 illustrates presents findings under the area.



**Figure 4.2: Preparation of the Classroom Environment for Classroom Management Practice**

Source: Field Data 2019

Finally, the preparation of classroom environment to accommodate teaching techniques was observed. This section investigated whether teachers in these classrooms plan and prepare their teaching aids by considering the classroom environment, the presence of conducive for settling the pupils. Findings in Table 4.4 indicated that teachers did consider their Classroom Environment prior to lesson implementation.

**Table 4.4: Consideration of the Classroom Environment to Accommodate the Teaching Methods Planned**

Measurements		Frequency	Percent
Valid	Neutral	1	4.3
	Sometime	9	39.1
	Always	13	56.5
	<b>Total</b>	<b>23</b>	<b>100.0</b>

Source: Field Data 2019

Table 4.4 shows that in the thirteen (56.5%) preschool teachers who filled the questionnaire considered the issue of planning of classroom environment to accommodate their teaching methods planned. Impliedly, teachers consider much physical and social environment before implementing their teaching techniques in class, even though nine teachers which were 39.1% considered the physical and social environment when preparing their lesson.

### **4.3 Lesson Plan Implementation**

The second objective of the study was to find out how the planned and prepared lessons were implemented by teachers in their classroom when teaching. Through that process of collecting data the following finding were found. The findings in this section mainly were collected through classroom observation tool. The main concern of the study was on classroom sitting arrangement per lesson plan, following of the lesson plan steps, the use of teaching aids as planned, the use of corporal punishment and the use of participatory method in managing the class.

The first thing when implementing the lesson plan was to see the whole issue about classroom sitting arrangement as per lesson plan. This item in lesson plan implementation wanted to show whether teachers arrange their classroom according to their lesson plan. It was observed the many classrooms were arranged as per teachers' plan.

This data was collected through classroom observation instrument, which was done in twelve different preschool classrooms in public schools in Ilemela District.

**Table 4.5: Sitting Arrangement as Per Lesson Plan**

<b>Measures</b>		<b>Frequency</b>	<b>Percent</b>
Valid	Poor	1	8.3
	Satisfactory	5	41.7
	Good	3	25.0
	Very good	2	16.7
	Excellent	1	8.3
	<b>Total</b>	<b>12</b>	<b>100.0</b>

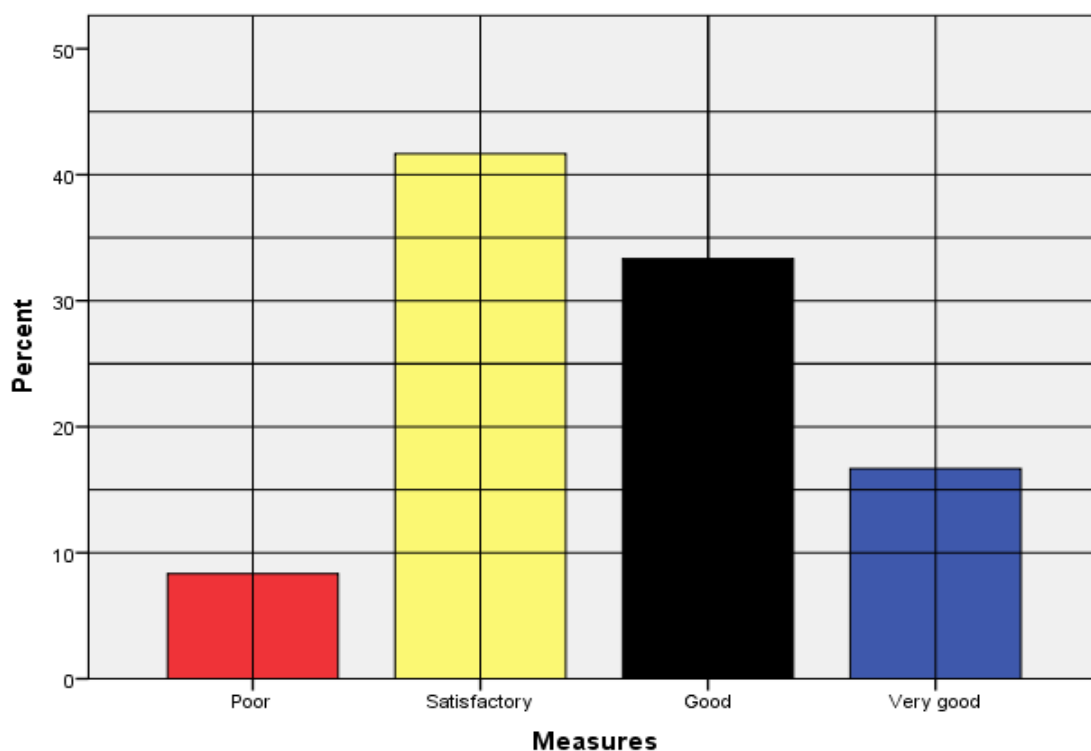
**Source: Field Data 2019**

Table 4.5 present findings of the preschool classrooms that were visited during classroom observation. Only one classroom equivalent to (8.3%) was arranged according to how the lesson plan was to be. Five (41.7%) out of twelve classrooms visited were satisfactorily arranged, this means that most of classrooms were somehow arranged according to the lesson plan. Also (2) and (3) equivalent to 16.7% and 25% respectively classrooms were well arranged and termed to be good and very good.

Second concern was on following the lesson plan stages during its implementation. Lesson plan implementation put into practice what has been planned for a particular lesson. The aim of this item was to check whether teachers follow the lesson plan stages during implementation of the lesson plan aiming at managing classroom. Figure 4.3 Presents Findings in this area.

The findings in Figure 4.3 show that more than 40% teachers followed their lesson plans at the satisfactory level. The next group of finding showed that more than 45% of teachers were at good and more than 15% were at a very good level. Even the findings from the interviewed teachers also showed that some teachers do follow the

lesson plan stages when implementing their lesson plans. That means they followed well the steps of the lesson plan in the class during implementation.



**Figure 4.3: Lesson Plan Implementation as Per Teachers Plan**

Source: Field Data 2019

Apart from the concern on following of lesson plan stages, there was also use of teaching aids as per planning. The classroom observation focused on how teachers used teaching aids prepared to manage their classroom. The findings are as shown in Table 4.6.

**Table 4.6: The Use of Teaching Aids as Planned**

		Frequency	Percent
Valid	Poor	4	33.3
	Satisfactory	3	25.0
	Good	3	25.0
	Very good	2	16.7
	<b>Total</b>	<b>12</b>	<b>100.0</b>

Source: Field Data 2019

The findings in Table 4.6 revealed that teaching aids in four different classrooms which is equivalent to (33.3%) were prepared and used as it was planned. Twenty five percent (25%) were good and satisfactory even though they needed improvement. Through the classroom observation 16.7% of the observed classrooms used of teaching aids prepared.

One respondent gave their views when asked about the use of the prepared teaching aids as it is shown below:

*“... I mostly use drawings on manila sheets as you can see on walls up there. There at the wall so that they can be seen by all these pupils’ (Interview: Teacher 2 from school F<sub>1</sub>)*

Also the use of participatory methods for managing the classroom as per lesson plan was one of the important area to be observed during the implementation process because it appeared during teaching. Teachers’ plans and uses the participatory methods like group works, indoor and outdoor games, learning activities, which involved teachers and pupils. Findings on this part are as summarised in Table 4.7

**Table 4.7: Participation of Students in the Lesson as it was Planned**

		Frequency	Percent
Valid	Poor	1	8.3
	Satisfactory	4	33.3
	Good	3	25.0
	Total	8	66.7
Missing	System	4	33.3
<b>Total</b>		<b>12</b>	<b>100.0</b>

Source: Field Data 2019

Table 4.7 shows that eight (66.7%) teachers who planned to use participatory methods as per observation, only three teachers which is equal to 37.5% conducted according

to how it was planned. Four (4) teachers equivalent to 50.0% out of eight teachers planned to use participatory method as the way of managing their classroom and used it at the satisfactory level.

Finally, there was an issue of teachers' use of corporal punishment in classrooms when implementing their lesson plans. This item aimed at finding out whether teachers used corporal punishment as the method of controlling their classroom and see whether they plan for it. The findings in the Table 4.8 showed that teachers in preschool classrooms did not use corporal punishment when managing their classrooms but they used it unexpectedly.

**Table 4.8: The Teachers use of Corporal Punishment in Classroom**

		Frequency	Percent
Valid	None	6	50.0
	Minimal	2	16.7
	Total	8	66.7
Missing	System	4	33.3
<b>Total</b>		<b>12</b>	<b>100.0</b>

Source: Field Data 2019

Table 4.8 shows that out of eight classrooms observed to use corporal punishment, only two (16.7%) teachers were seen to use unplanned corporal punishment. While six classrooms visited equivalent to 75%, teachers did not apply of corporal punishment at all. In schoolD<sub>2</sub> teachers applied corporal punishment to two children who were fighting in the class while the rest were shouting. So the teacher canned both pupils only one small childish stick.

She said that,

*“...cane was just for control not the real punishment ...”*

Finally the concern of ignoring improper behaviours when teaching was also dealt with during the data collection process. This item aimed at checking whether teachers ignored or react against improper behaviours when they were teaching. This item was not in the observation list but it was seen in some classrooms where teachers were not dealing with the outgoing pupils and noise makers.

When *Teacher 3 from school B<sub>2</sub>* was asked about such idea she said,

*“When it’s almost break time they become uncontrollable ... so we normally leave them free ...”*

The reply from another teacher was,

*“...we allow pupils to play in the class room for five to ten minutes before Starting another lesson...” (Interview: teacher 7 from school C2)*

The question to the teacher was as to whether the trouble makers in class affect lesson process? The answer was, “yes of course but what can we do now” with an indication that there was little they could about it. So to some extent teachers may ignore the misbehaviours to avoid interference on the lesson and instead use the time to deal with misbehaviours.

#### **4.4 Teachers Attitude towards the contribution of the Lesson Planning in Classroom Management**

This section present finding related to research question number three which intended to find out the attitudes of teachers towards the role of their lesson plan on classroom management. To answer this question several items were considered like: - teachers’ perceptions on importance of planning in classroom management, teachers

perceptions on the importance of lesson planning before teaching, teachers perceptions on the benefits of the lesson planning in classroom management. Others were teachers' perceptions on the role of lesson planning to manage the overcrowded classroom with a lesson plan and Teachers Perceptions on the Lesson planning as one way of fulfilment of academic logistics in my classroom management.

Firstly, the findings on the teachers' perceptions on the role of lesson planning on classroom management can be revealed in the findings below. The findings on this are seen statistically in the Table 4.9.

**Table 4.9: Teachers Perceptions on the Importance of Lesson Planning in Classroom Management in Preschools**

Measurements		Frequency	Percent
Valid	Agreed	2	8.7
	Neutral	1	4.3
	Strongly Agreed	20	87.0
	<b>Total</b>	<b>23</b>	<b>100.0</b>

Source: Field Data (2019)

Table 4.9 shows that, in the twenty three(23) preschool teachers who filled the questionnaire, only one teachers out of twenty three teachers 4.3% was neutral which means that the teacher is not sure whether the lesson plan is more important in classroom management in preschools is of importance or not. But two teachers and twenty teachers equal to 8.7% and 87.0% of the teachers agreed and strongly agreed respectively that lesson plan is more important in classroom management in preschools.

The findings from interview revealed that teachers had positive views on the importance of the lesson planning as one of the respondents said.

*“To prepare for the lesson is time consuming and disturbing but the lesson plan helps me to be more courageous and confident in managing the classroom, it shows teaching methods, it helps to manage the time because there is time set for every activity, and it helps to achieve the objective set” (Interview: Teacher 6 from school B<sub>1</sub>).*

Class observation tool item three aimed at checking the availability of lesson plan in the classrooms visited. The findings show that, lesson plans were available at 36.4% which according to the findings were considered as very good, satisfactory and excellent hold 18.2%. These findings meant that teachers appreciated the importance of the lesson plan.

Secondly, teachers’ perceptions on the importance of lesson planning before teaching are shown in the findings. The pre-primary classrooms teachers who were interviewed revealed that the lesson planning before teaching which aimed at managing the classroom from any misbehaviour is important. The following findings in Table 4.10 showed that the response of teachers on the statement 73.9% disagreed with the statement.

**Table 4.10: To Plan for the Lesson is to Fulfil Academic Requirements**

Measurements		Frequency	Percent
Valid	Strongly Disagreed	13	56.5
	Disagreed	3	13.0
	Agreed	3	13.0
	Neutral	1	4.3
	Strongly Agreed	3	13.0
	<b>Total</b>	<b>23</b>	<b>100.0</b>

Source: Field Data 2019

Table 4.10 shows that one teacher equivalent to (4.3%) stood at neutral state which means the teacher did or did not see the importance of the lesson planning before the teaching practice. During the interview session one of interviewee one of the teachers replied to the question how they planned their lesson so as to manage their classrooms? This question aimed at knowing how a lesson plan helps to manage classroom.

The teachers said,

*“as you see, we do not have a class for these pupils so sometimes the lesson plan does not help me much because sometimes I do prepare but I don't follow what I planned due to the nature of the class in that day especially when it rains” (Interview: Teacher 2 from school B<sub>1</sub>).*

Findings on teachers perceptions about the benefits of the lesson planning in classroom management has been found out that teachers value the lesson plan as of great importance in their teaching practices especially in preschools classrooms in Ilemela District. The Findings are presented in Table 4.11.

**Table 4.11: Lesson Planning is Beneficial for Classroom Management**

Measurements		Frequency	Percent
Valid	Agreed	4	17.4
	Neutral	2	8.7
	Strongly Agreed	17	73.9
	<b>Total</b>	<b>23</b>	<b>100.0</b>

Source: Field Data 2019

Table 4.11 reveals that in the twenty three preschool teachers who filled the questionnaire, four (4) teachers 17.4% and seventeen (17) teachers which is 73.9% agreed that lesson planning is beneficial for classroom management. But only two teachers out of twenty three teachers that were 8.7% of teachers stood at negative or neutral state which means they were not sure whether lesson planning is beneficial or not beneficial for the classroom management. From interview, teachers confirmed that the lesson plan is beneficial as one of them said:

*“... to know what to be done at what time), helps me to deliver skills and knowledge, as well as to manage the classroom especially in pupils learning activities” (Interview: Teacher 8 from school F<sub>2</sub>).*

This reveals that teachers have positive attitude towards the role of lesson planning in relation to classroom management. According to this item in the questionnaire the response presented in table 4:11 indicated that there was no any teacher who responded negatively in this item.

#### **4.5 The Summary of the Chapter**

In this chapter the findings have shown that most of the pre-primary school teachers who were involved in the study did plan and prepare for their lesson before they go to teach their classrooms despite the few who did not prepare and plan. Also, the implementation of the prepared and planned lesson was done well by some teachers but the majority faces some challenges in implementing what they had planned. However, most of the teachers had shown positive attitude towards the role of the lesson plan in classroom management of their classes.

## **CHAPTER FIVE**

### **DISCUSSION, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

The study was done to find out three things first, how do teachers plan and prepare for their lesson before going to teach in classes, secondly to find out whether teachers in preschool classrooms implement what they plan and lastly to find out teachers attitude towards the role of their lesson plan in classroom management. After presenting the findings in chapter four, chapter five summarises the results of the study, discuss, conclude the main findings of the study and present the recommendations as per the objectives of the study.

The study's process has gone in details assessing and examining the teachers' attitude on the prior preparation, planning and implementation of their lesson for better handling of the classroom in the pre-primary schools. Using the methodology the findings of the study have shown that teachers have positive attitude towards the contribution of the lesson planning and they plan and prepare their lesson.

Most of the teachers feel responsible as per their professional to plan and prepare for their lessons; also they cannot teach without prior planning and preparation. They prepare lesson notes, learning and teaching activities and teaching aids to facilitate the lesson presentation and classroom management.

However, the implementation of the lesson plans and whatever they planned and prepared became hard to some teachers in these preschools classrooms reason been lack of chairs and tables, overcrowded classrooms and insufficient learning materials.

This makes teachers be discouraged and sometimes ignore the whole preparation and planning process.

Hence, the DSQA, head teachers and senior teachers in preschools should look for the way to help those who are able to manage their classrooms by providing seminars and workshops. Also they should be in a position to assist individual teachers in the whole issue of preparation; planning and implementation of their lessons for better classroom management otherwise classroom misbehaviours will persist in their classrooms.

## **5.2 Summary of the findings**

The findings of this study have been summarized in this subsection as follows. Firstly, many teachers do plan and prepare for their lesson before attending the periods in classes. Teachers in preschool classrooms put into practices what actually they received from their teaching colleges by avoiding teaching without preparation for their lesson.

Secondly many teachers do implement the planned and prepared lessons by arranging their classrooms, following the lesson plan stages and not using harsh language and corporal punishment; teachers are performing their duties of managing indiscipline cases which are sometimes caused by the unpleasant conditions of their pre-primary pupils classroom such as high number of pupils in a class, lack of special classrooms for preschool pupils and lack of preschool teaching and learning materials in classrooms

Thirdly the findings have shown that many teachers have positive attitude towards the contribution of the lesson plan only few teachers who have negative attitude towards

the role of lesson planning and preparation. More educational and motivational training needs to be done in schools so that to emphasize about the whole process of managing classrooms using lesson plan.

### **5.3 Discussion**

The discussion in this section is based on the finding about the research question that guided this study. The following are the research questions which the study looked for answers:- first question was how do teachers plan and prepare lessons before teaching? , The second question was how do teachers implement their lesson plans to manage classroom during teaching? While the last question was what are the attitudes of teachers towards the role of their lesson plans on classroom management? this chapter also gives ideas of other researchers who performed alike study. Also, findings of other researchers in this area were included to justify the results of present study.

#### **5.3.1 Lesson Preparation and Planning Practices**

The findings revealed that many teachers do plan and prepare their lesson before teaching. This tells that many teachers in pre-primary school plan and prepare for their lesson so as to be confident or courageous when teaching Milkova, (2012) says that “Having a carefully constructed lesson plan in hand allows you to enter the classroom with considerably more confidence”(Milkova, 2012.p.1). That is some teachers do plan and prepare academic documents such as scheme of works, lesson plan, classroom physical, social and academic environment, lesson notes, teaching aids and teaching and learning materials. This result is in line with Snow, (2017) which speaks out that much of a teacher’s planning should be done even before he or she sits down

to make up tomorrow's lesson plan the teachers need to make a plan for each lesson before teaching any lesson.

### **5.3.2 Lesson Plan Implementation**

The findings show few teachers follow their lesson plan step by step but the majority struggle to implement what they had planned. Also some teachers do use lesson notes, teaching aids, and apply teaching methods like cooperative group works according to the plan for the particular lesson. According to Enos and Francis, (2016) the use of teaching aids as planned can be good tools for classroom management. Other teachers say "the teachers use various teaching aids to make lessons easier and attractive to the pupils".

Furthermore, some teachers do plan for their lesson before they go to teach as it is seen in the findings. They as well as implement their plans by achieving the specific lesson objectives, using teaching aids, preparing classrooms environment and by letting their pupil's participate in the lesson by singing, reading after and clapping hands. It is said Hand on tasks also use to help in managing the class interference during the lesson "on-task behaviour is a reasonable goal of management" (Emmer et al., 2010:104). On the other hand, some teachers do struggle to implement their lesson plan due to inconveniences (Dustova & Cotton, 2014).

### **5.3.3 Teachers Attitude towards the Role of the Lesson Planning in Classroom Management**

Findings in this study show that teachers have positive attitude towards the role of the lesson plan in classroom managements since many teachers agreed and strongly

agreed respectively that Lesson plan is more important in classroom management in preschools. This findings went in line with the view of Zulu, (2016) who reported that majority of the teachers in preschool classrooms expressed positive attitude on the importance of lesson planning (Zulu, 2016.p.31).

Another finding shows that many teachers disagreed with the statement that lesson planning and preparation is just fulfilling the academic logistics in the education field as they know that lesson plan helps them in teaching and managing their classes. It is said by Gallego, (2014) that “Lesson Planning can help to arouse a sense of control, security and confidence between teachers and students”(Gallego, 2014:3). Teachers who prepare and plan for their lesson know that the role of the planning and preparation of the classroom before teaching the lesson is big in their teaching because it helps them to gain confidence and control of their classes.

So, basing on the discussion the study reveals that teachers in those preschools plan, prepare and implement the lesson prepared also they have positive attitude concerning the role of lesson planning and preparation for classroom management.

#### **5.4 Conclusion**

It is important to remember that teachers attitude on the prior preparation, planning and implementation of their lesson is vital for better classroom management. The findings have shown that teachers have positive attitude towards the role of the lesson plan, also the teachers cannot teach without prior planning and preparation but to some teachers the presentation part of lesson plan seemed to be difficult. In fact, if the teacher has positive attitude towards the planning and preparation and prepare, plan

and implement well the plan obviously the class will be well managed. So, head teachers, academic and senior teachers in preschools must be in a position to assist teachers in the whole issue of preparation; planning and implementation of lessons for better classroom management.

## **5.5 Recommendations**

Since the study found out that few pre-primary teachers plan and prepare and implement their lesson for the aim of maintaining their authority in the class, the following recommendations for the betterment of teaching and classroom management in general are proposed for considerations by the stakeholders.

The following recommendations are based on the findings of this study:

- (i) At the school level, senior teachers in the schools must share and provide seminars or workshops for teachers who are unable to implement effectively their lesson plan in classes because junior or newly employed teachers struggle in planning and implementing their lesson plan.
- (ii) The minister of president's office regional administrative and local government should go on providing classrooms for these pre-primary school pupils because many classrooms are over clouded.
- (iii) The school quality assurers should help those few teachers who struggle to implement their lesson plan and those who do not see the value of teaching aids in classroom management through internal capacity building programmes.
- (iv) The school quality assurance team have to work hand in hand with teachers so as to assist teachers in planning and implementing their plans.

- (v) Male teachers have to be encouraged to go for training so as to teach preschool classrooms because through the study it has been discovered that most teachers who teach preschool classrooms were female.

## **5.6 Recommendations for Further Studies**

The following are proposed as areas that can attract further studies:

- (i) Research on lesson implementation especially the part of pupils' activities in pre-primary schools;
- (ii) Insufficiency of teaching materials for the preschool pupils; and
- (iii) The challenge of mixing pupils of different ages in the same classroom under one teacher.

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## APPENDICES

### Appendix I: Classroom Observation Checklist- instrument

Name of public pre-primary school..... ward.....

Number of pupils in the classroom

**1 = poor, 2 = satisfactory, 3= Good, 4 = Very good and 5 = Excellent.**

Sno:	Items to check(as per lesson plan)	1	2	3	4	5
1	Sitting arrangement as per lesson plan.					
2	Clear and specific objectives					
3	Availability of Lesson plan and preparations					
4	Following lesson plan stages during teaching (introduction, body conclusion)					
5	Provision of learning activities ( group work, individual work, homework, class exercise)					
6	Teacher's ability to communicate with student					
7	Use of teaching aids prepared before.					
8	Participation of students in the lesson as it is planned.					
9	Time management in class as planned					
10	Ability to introduce and conclude the lesson as planned					
11	Teachers classroom control techniques e.g. classroom movement, asking questions, singing with students.					
12	Classroom discipline management as per lesson plan					
14	Lesson (subtopic) coverage. vs. lesson plan					
15	Participation of students in the lesson as it is planned.					
16	The use of corporal punishment in the classroom.					
18	Students' conduct during the lesson i.e.. misbehaving or attentive					

Thanks for cooperation

## Appendix II: Teachers Interview Guideline Questions

### Section A (General information)

- Initials of the school name..... Ward.....
- Teachers gender status:      Female ☐      Male ☐
- Work experience in education field:.....
- Teachers education level.....
- If the teacher has attended any preschool pupils teaching training?  
Yes ☐ No ☐

### Section B. (Questions)

Qtn 1. What and How do you prepare and plan for the lesson before teaching?

- a) How much time do you need and use to prepare for a forty minutes lesson?
- b) What do you plan to manage classroom during teaching?
- c) What do you consider when planning for lesson?

Qtn2. How do you implement the lesson plan to manage the classrooms?

- a) How do you use teaching aids to manage classroom?
- b) Why do you use classwork to manage classroom?

Qtn 4. How does lesson plan help you to manage your classroom during teaching?

Qtn 5. What should be done to improve classroom management through lesson planning?

Thanks for your cooperation.

### Appendix III: Teacher's Questionnaire-instrument

Directions:

The purpose of this questionnaire is to investigate plan and preparation of the lesson, implementation of the prepared lesson plan in relation to classroom management in preschool and the attitude of teachers towards lesson planning. Do not include your name. Kindly be informed that your answers will be kept as confidential.

Note that: there is no 'right' or 'wrong' answer, you simply have to indicate what you feel or think about what you have been asked in this questionnaire.

#### Part A: GENERAL INFORMATION

Your gender:	Male		Female			
Your education background: Certificate   Diploma   Bachelor   Masters   Doctorate						
Number of years you have been teaching:	0-5		6-10		11-20	over 20

Part B: Lesson preparation and planning practice.

**PLEASE: Circle 0= NEVER, 1= OFTEN, 2= NEUTRAL 3= SOMETIMES and 4= ALWAYS**

Lesson preparation and planning practice	0	1	2	3	4
a) How often do you plan the lesson before teaching?					
b) Do you prepare lesson notes before teaching?					
c) Do you carry a lesson plan with you when you go in the class?					
d) Do you carry lesson notes with you when you go in the class?					
e) Do you prepare teaching aids before teaching?					
f) Do you prepare classroom environment to accommodate your					

g) Do you consider classroom environment to accommodate teaching aids you plan to use?					
h) Do you prepare classroom environment to accommodate your teaching techniques?					
i) Do you consider classroom environment to accommodate your teaching techniques you plan to use?					

Note: If you have anything else that you would like to add about what you do while planning for the particular lesson in your classroom before teaching, please add it in the space provided below.

Part C: Lesson plan implementation. :

**PLEASE: Put a tick under. 0= for strongly disagreed, 1= for disagreed, 2= for agreed and 3 neutral 4=strongly agreed)**

Lesson plan implementation	0	1	2	3	4
a) I promote full participation of all the students throughout my lesson					
b) I implement my lesson plan effectively as planned					
c) I arouse and encourage students' to ask questions					
d) I use variety of procedures to evaluate learning progress during the lesson (i.e. oral and written					

questions, activities to perform)					
e) I allow students to ask questions when something is not clear					
f) I use teaching aids- visuals, audial and Visio-audial effectively					
g) I use cooperative method for monitoring the class					
h) I give my students exercises					
i) I move closer to the misbehaving student for control					
j) I remind students the class rule before I start the lesson					
k) I assess and note needed improvement (to lesson) for the coming period.					
l) I remove the misbehaving student outside the classroom					
m) I always ignore improper behaviours when teaching					

If you have anything to add about what you do when implementing the lesson plan in a class, please write it in the box below.

Part D: Teacher's attitude towards the role lesson towards classroom management.

PLEASE: Put a tick 0= for strongly disagreed, 1= for disagreed, 2= for agreed and 3 neutral 4=strongly agreed.

Teacher's attitude towards the role lesson towards classroom management	0	1	2	3	4
a) Lesson planning is more important in classroom management. .					
b) I feel Confident, Comfortable, and Secure during teaching when I plan my lessons before.					
c) I do not see the importance of lesson planning before teaching.					
d) Do you think that Lesson planning is beneficial for the classroom management?					
e) Do you think that experienced teachers need lesson plans for classroom management?					
f) Even with lesson planning, it is difficult to manage the overcrowded classroom.					
g) Planned students' activities are effective in managing the class.					
h) Lesson planning is a just fulfilment of academic logistics it does not work in my classroom management.					

If you have any feelings about the role of lesson planning on classroom management, please write it in the box below.

**Part E: Classroom management practices.**

PLEASE: Put a tick 0= for strongly disagreed, 1= for disagreed, 2= for agreed and 3 neutral 4=strongly agreed.

During my lesson:	0	1	2	3	4
a) Students follow classroom rules as I planned before					
b) Students are free to ask a question when something is not clear.					
c) Students share knowledge and experiences with fellow students.					
d) I involve the class members when correcting the student's misbehaviours.					
e) I arrange the classroom according to the particular lesson of the day.					
f) My fellow teacher helps me to control the classroom misbehaviours while I am teaching.					
g) Students make noise, move from one desk to another, cry, play or sing and fighting in the class.					

Kindly state anything concerning students' behaviour and conduct when teaching in any of your lesson.

Thank you for your time and support.

## Appendix IV. Research Clearance from the Open University of Tanzania

### THE OPEN UNIVERSITY OF TANZANIA

#### DIRECTORATE OF POSTGRADUATE STUDIES

P.O. Box 23409  
Dar es Salaam, Tanzania  
<http://www.openuniversity.ac.tz>



Tel: 255-22-2668992/2668445  
ext.2101  
Fax: 255-22-2668759  
E-mail: [dpgs@out.ac.tz](mailto:dpgs@out.ac.tz)

Our Ref: PG2017997862

Date: 22<sup>nd</sup> May 2019.

Director,  
Ilemela Municipal Council,  
P o. Box 735,  
Mwanza

#### RE: RESEARCH CLEARANCE

The Open University of Tanzania was established by an act of Parliament No. 17 of 1992, which became operational on the 1st March 1993 by public notice No. 55 in the official Gazette. The act was however replaced by the Open University of Tanzania charter of 2005, which became operational on 1st January 2007. In line with the later, the Open University mission is to generate and apply knowledge through research.

To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you **Mr. NKWABI, Masome** Reg No: **PG2017997862** pursuing **Master of Education in Administration Planning and Policy studies (M.Ed APPS)**. We here by grant this clearance to conduct a research titled ***"Teachers' attitudes towards the role of lesson planning on classroom Management: The case of selected public pre-schools in Ilemela Mwanza."*** He will collect his data at Sima&Gedeli Primary school, Nundu "A&B" Primary school, nd Buzuruga "C&D" Primary School in Mwanza region from 08<sup>th</sup> July 2019 to 31<sup>st</sup> July 2019.

In case you need any further information, kindly do not hesitate to contact the Deputy Vice Chancellor (Academic) of the Open University of Tanzania, P.O. Box 23409, Dar es Salaam. Tel: 022-2-2668820. We lastly thanks you in advance for your assumed cooperation and facilitation of this research academic activity.

Yours sincerely,

  
Prof. Hossea Rwegoshora  
For: VICE CHANCELLOR  
THE OPEN UNIVERSITY OF TANZANIA

## Appendix V: Permission Letter from Mwanza Regional Administrative and Local Government

THE UNITED REPUBLIC OF TANZANIA  
**PRESIDENT'S OFFICE**  
**REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT**

REGION: MWANZA

Address : "REGCOM"  
 Tel. No. 028 – 2500690-2500686  
 Fax:028-2501057/2541242  
 E-Mail rasmwanza @pmoralg.go.tz.  
 In reply please:



REGIONAL COMMISSIONER'S OFFICE,  
 P.O. BOX 119,  
 MWANZA

Ref. No. DA.193/333/01/85

9 July, 2019

Municipal Director,  
 Ilemela Municipal Council,  
**ILEMELA**

**RE: RESEARCH PERMIT FOR MR NKWABI MASOME REG. NO.  
 PG2017997862**

Refer to the above title.

The named above has been allowed to conduct research about *"Teachers' attitudes towards the role of lesson planning on classroom Management: The case of selected public pre-schools in Ilemela Mwanza"*.

Please accord him with any possible assistance to accomplish his study.

Your Sincerely,

B.J. Sheja

**For REGIONAL ADMINISTRATIVE SECRETARY  
 MWANZA.**

**K. N. Y. KATIBU TAWALA (M)**  
**MKOA WA MWANZA (BO)**

Copy: Mr Nkwabi Masome,  
 The Open University of Tanzania,  
**MWANZA**

## Appendix VI: Research Permission from Ilemela Municipal Council

### HALMASHAURI YA MANISPAA YA ILEMELA BARUA ZOTE ZIANDIKWE KWA MKURUGENZI WA MANISPAA

SIMU: MKURUGENZI WA MANISPAA  
+ 255 (28) 2981196  
ALL OFFICES+ 255 (28) 2981196  
FAX: + 255 (28) 2981196  
E-mail: md@ilemelamc.go.tz



Ofisi ya Mkurugenzi,  
Manispaa ya Ilemela,  
S.L.P 735,  
**MWANZA.**

*Unapojibu tafadhali taja:*

Kumb. Na. IMC/T.40/7.VOL.III/52

17/07/2019

Wakuu wa Shule za Msingi,  
Sima, Gedeli, Nundu, Nundu D, Buzuruga na Buzuruga D,  
Halmashauri ya Manispaa Ilemela,  
S.L.P 735,  
**MWANZA**

#### YAH: KIBALI CHA UTAFITI KWA MASOME NKWABI

Kichwa cha barua hapo juu chahusika.

Mtajwa ni mwanafunzi kutoka Chuo Kikuu cha **OPEN UNIVERSITY MWANZA CENTER** na yupo katika kufanya utafiti.

Mwanafunzi huyu ameruhusiwa kufanya utafiti kwa vituo tajwa hapo juu katika mada ya **"TEACHERS ATTITUDES TOWARDS THE ROLE OF LESSON PLANNING ON CLASSROOM MANAGEMENT. THE CASE OF SELECTED PUBLIC PRE-SCHOOLS IN ILEMELA MWANZA"**

Utafiti utachukua kipindi cha wiki mbili kuanzia tarehe **18.07.2019/02.08.2019.**

Naomba apewe ushirikiano ili kufanikisha utafiti wake.

Nakutakia utekelezaji mwema.

Joanitha N. Bhalthazari  
**Kny: MKURUGENZI WA MANISPAA  
ILEMELA**

**Kny: MKURUGENZI HALMASHAURI YA  
MANISPAA YA ILEMELA  
S.L.P. 735  
MWANZA**

**Nakala:**

Mwalimu Masome Nkwabi (Open University Mwanza)

Source:[https://upload.wikimedia.org/wikipedia/commons/1/1d/Mwanza\\_City\\_Map-Tanzania.png](https://upload.wikimedia.org/wikipedia/commons/1/1d/Mwanza_City_Map-Tanzania.png)

## Appendix VIII: Plagiarism Report

### TEACHERS' ATTITUDES TOWARDS THE CONTRIBUTION OF LESSON PLANNING ON CLASSROOM MANAGEMENT: THE CASE OF SELECTED PUBLIC PRE-SCHOOLS IN ILEMELA MWANZA, TANZANIA

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