

**ASSESSMENT OF CLASSROOM MANAGEMENT OF PUBLIC AND
PRIVATE PRE SCHOOLS IN TANZANIA: A CASE OF SUMBAWANGA**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
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2024

CERTIFICATION

The undersigned certifies that she has read and hereby recommends for acceptance by the Open University of Tanzania the dissertation titled “Assessment of Classroom Management of Public and Private Pre Schools in Tanzania: A Case of Sumbawanga Municipality” in partial fulfillment of the requirements for the degree of Master of Education, Administration Planning and Policy Studies

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DECLARATION

I, **Nakumbukwa S. Kyarilo**, declare that the work displayed in this dissertation is the first instance. It has never been submitted to any other University or Institution. Where other people's works came to be employed, references have been given. It is in this respect that I affirm this work as surely mine. It is therefore presented in partial fulfillment of the prerequisites for the Degree of Master of Education in Administration, Planning and Policy Studies (Med -APPS).

.....

Signature

.....

Date

DEDICATION

This work is dedicated to my beloved family, my beloved Daughters, my Son, and my mother for their patient, financial and moral support towards my academic success.

May God bless and wish them long life.

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There are many people whom I must thank for their assistance they gave me in accomplishing this study. I have benefited a lot from many authors whose theoretical and descriptive studies contributed in an obvious way in writing this report. I also wish to thank my supervisor Dr. Theresia J. Shavega for her support during preparation and compilation of this report. Her advice on how to extract information from various literatures and the best ways of compiling this work has been highly appreciated.

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ABSTRACT

The study aimed at assessing the classroom management strategies of public and private pre-schools in Sumbawanga. Specifically, it aimed at assessing the classroom time management done by class teachers, examine how pupil's behaviors are managed in classroom and finding out school characteristics which are taken as measures to manage pupils for both, public and private pre-schools. The study adopted both, quantitative and qualitative research approach together with descriptive research design to collect data from 86 respondents including teachers, pupils, Educational stakeholders, ward educational coordinators, District Academic officer and Educational officer in Sumbawanga Municipality selected through stratified and simple random sampling techniques. Data was collected with through interviews and questionnaire. Descriptive analysis was used for quantitative data with application of SPSS while qualitative data was analyzed through content analysis. The findings of study show that classroom management significantly impacts academic performance in both, public and private pre-schools. The study recommended that governments make it mandatory for instructors to attend reputable colleges and institutions in order to guarantee effective delivery of content. Tanzanian government should acknowledge the significance of pre-schools within the context of the national education system and adopt policies for education and training that fall within the purview of the Ministry of Education Science and Technology. Some of the recommendations include maintaining a sustainable education environment, integrating stakeholders, aiding institutions, including pre-school courses into the academic curriculum, and introducing pre-school subjects.

Keywords: *Pupils, Behavior, Classroom, School.*

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LIST OF ABBREVIATION

DAO	District Academic Officer
DEO	District Education Officer
ECD	Early Children Development
ECE	Early Childhood Education
EFA	Education for All
ESR	Education for Self-Reliance
ETP	Education and Training Policy
ETP	Education and Training Policy
FFBE	Fee Free Basic Education
FGD	Focus Group Discussion
MoEST	Ministry of Education, Science and Technology
NER	Net Enrolment Ratio
PCR	Pupil Classroom Ratio
PPE	Pre-primary Education
PQRT	Pupil Qualified Teacher Ratio
PTR	Pupils Teacher Ratio
UNESCO	United Nations Scientific and Cultural Organization
URT	United Republic of Tanzania

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE PROBLEM

1.1 Overview

This chapter comprises the background to the study, statement of the problem, research objective, specific objectives, research questions, scope of the study, significance of the study, limitations of the study and delimitations of the study. The study intended to assess classroom management of public and private pre-schools in Tanzania, a case study of Sumbawanga municipality.

1.2 Background to the Problem

Increasing demands of classroom management among the children in pre-schools is accountable and for academic readiness across the world, pre-schools are often accompanied by decreased play and time outdoors during the school day. Moreover, managing pre-school children seem to be a challenging theme. This is because, some children are in need and still need their motherly care and parenting. In the same case, parents (mothers) who are mostly the care givers, face some occupational careers and some economical vacancies. This results in an instant move to sending pupils to pre-school, Wojciehowski & Ernst (2018) elaborates that pre-schools classroom are set to be a base for managing young children before they are enrolled to primary schools.

In Europe, pre-school enrollment is taken as an approach to care giving to children while preparing them for further startup of primary education. European Commission (2020) elaborates that pre-school education in Europe is of paramount importance if well managed. The commissioner for Quality education and training

for all in Eastern Europe made it clear that High-quality early childhood education and care lays the foundations for later success in life in terms of education, well-being, employability and social integration. It is especially important for children from disadvantaged backgrounds to have a well management strategy upon behavioral development. This implies that, the management approaches are pressing for the wellbeing of school.

In Pakistan, Early Childhood Care and Education (ECCE) program has been established as a management strategy towards pre-school education. The status of managing early childhood education in Pakistan has remained as key issue in mannerism development. Lynd, (2007) did the study in Pakistan and suggested that management in pre-school education contributes to effective school entry, better school performance and ultimately visible success later in life.

The contexts of Asia, reveals that the increase in pre-schools enrolment has encouraged many parties to create and open pre-school centers in the community. The main objective in running these centers is to create awareness among parents on the importance of early exposure for children towards social development and early academic exposure. Parents can enroll their children as early as 4 years old for them to play and learn at the same time in any pre-school or kindergarten as there were many private centers available to cater the needs of the early education in the community (Senin, & Halim, 2021).

In Africa with consideration to the context of Covid 19 effect in Nigeria, School administrators and teachers played an important act and role in running the pre-

school management smoothly. A good pre-school management and leadership delivered a better effect and implementation towards a better progress. Effective leadership in managing preschool enhanced pedagogical and curriculum development and teachers' professional development (Heikka, et al., 2013). Grounds of Algeria pertaining to pre-school management reveals that, teachers play an active role in leading pedagogical development among them and create strong leadership management in their pre-school. Hoslin (2006) mentioned that the importance of school management administrators is to create awareness and involvement in every aspect of current preschool education development.

In Sudan, pre-school educational planning and management faces tremendous challenges which are reflected in the children's and specialized teachers' abstinence from joining kindergartens and the most significant recommendations are that, Pre-school education planning should receive care and reconsideration in order to conform to the challenges of cultural globalization and considerable preparation should be made to confront the challenges by persuading the community to encourage the children to join the kindergartens as well as substantial care should be given to pre-school education infrastructure like the buildings and games.

Meanwhile, Tanzania also follows the desire to stimulate institutions and organization responsible for managing pre-school education. A picture of preschool management in Tanzania is embraced to consist of the mushrooming daycare centers with little management strategies to handle this kind of group whose value seems to be a baseline towards primary entry stabilization.

Issues of Classroom management and who might be responsible in developing and managing pre-school education has been left as an untouched ground towards smooth management of pre-school education (Higgins, 1991). Likewise, in Sumbawanga Municipality, pre-school education exists. Despite the existence, the issue of how well these classes are managed has been left as an unanswered clue which needs to be investigated in the corner of classroom management of public and private preschools in Sumbawanga. This would contribute meaningfully, to the development of proper management approaches in ensuring the objectivity of preparing children to primary education.

1.3 Statement of the Problem

Effective classroom management is pivotal to creating a conducive learning environment for young children in pre-schools. Public and private pre-schools, while sharing the common goal of nurturing early childhood development, may employ distinct strategies in managing their classrooms. The government of United Republic of Tanzania like others worldwide is encouraged by global efforts such as Education for All (EFA), Millennium Development Goals (MDGs), and Salamanca statement among others to improve and create a managerial learning environment that would allow a smooth transition of knowledge to students from pre-primary, primary to tertiary and university at large regardless of whether it is in private or in government schools.

Following such initiatives, Tanzania is among the active nations that have ratified and included various world management approaches, policies and conventions

regarding classroom management of public and private pre-school education in its various education programmes at different levels. The aim is to improve education services and increase accessibility for proper classroom management to both, private and government schools; which then create opportunities and access to quality secondary education.

That being the case, little is known on the issues associated with the proper classroom management to both, public and private pre-schools in Sumbawanga municipality. The existing literature suggests that public pre-schools often face unique challenges, such as larger class sizes and limited resources, which may influence their approach to classroom management. On the other hand, private pre-schools, with potentially smaller class sizes and additional resources, may adopt different strategies to address the needs of their students. Therefore, the current study is designed to assess the management approaches adopted in both, private and government schools to increase proper classroom management.

1.4 Research Objectives

1.4.1 General Objectives

The general objective of this study was to assess the class room management strategies of public and private pre-schools in Sumbawanga municipality.

1.4.2 Specific Objectives

- i. To assess the classroom time management done by class teachers in public and private pre-schools.
- ii. To examine how pupil's behavior are managed in classroom for both public

and private pre-schools.

- iii. To find out school characteristics which are taken as measures to manage pupils.

1.5 Research Questions

- i. How do class teachers ensure classroom time management in both, private and public schools?
- ii. What approaches do teachers use to manage pupils' behavior in both private and public schools?
- iii. What measures are taken by both, private and public schools to manage pupils' proper learning?

1.6 Scope of the Study

This study was based on an assessment to the class room management strategies of public and private pre-schools in Sumbawanga Municipality. The study analyzed classroom management of public and private pre-schools in Tanzania covering various issues and approaches. Due to this, the study restricted itself in four areas that including; effectiveness of classroom environment, management of pupil's class behavior, ability of teachers to manage classroom time and effectiveness of teacher's lesson plans.

1.7 Limitations to the Study

Financial problem, this is due to the fact that during typing and printing also writing materials needed money so that to complete this task hence limit the study to be completed efficiently and timely. Also, time limit or cost allocated for this study was

accompanied with other social programme which sometimes made the work to be difficult to accomplish effectively and efficiently. Moreover, language barrier, this is another limitation of the study simply because the respondents had some difficulties in fluent English speaking and obscures easy collection of data. Hence, making the researcher to find an alternative way to correct them to get the required information about the study.

1.8 Delimitations of the Study

Delimitations are the boundaries or limitations that researchers set on their studies to define the scope and parameters. These constraints help researchers focus on specific aspects of their research and ensure that their findings are applicable within certain boundaries. The researcher was limited to geographical boundaries specifically Sumbawanga Municipal Council, time constraints, population or sample size, methodology as well as the scope of the study. Keeping in mind that the delimitations should be transparently communicated in the research proposal or study to ensure that readers and stakeholders understand the boundaries and limitations of the research on assessing the class room management strategies of public and private pre-schools in Sumbawanga.

1.9 Significance of the Study

The significance of the study is to address the classroom management strategies of public and private pre-schools in Sumbawanga Municipality. The study is also significant and potential to the ministry of education, science and vocational training if considered, as it will use this to improve the quality of effective classroom management to ensure proper learning in schools. Additionally, this study also will

help other scholars who will conduct the same theme of research as literature review. Finally, the results of this research may explore some opportunities for the investors to invest in management issues in the Tanzania pre-school education.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The previous chapter attempted to clarify the rationale for this dissertation. In this chapter, the literatures relevant to an assessment of the classroom management strategies on public and private pre-schools were reviewed accordingly. The literature consists of definition of key terms, theoretical review, conceptual and actual review of empirical review based on research objectives and research Gap.

2.2 Definitions of Key Terms and Concepts

2.2.1 Pupils

The term "pupils" refers to students who are enrolled in a school and actively participate in learning. These folks are often younger in age and are placed under the supervision and training of educators. Pupils are essential to the educational process, and good school administration entails meeting their various requirements, creating a happy learning environment, and adopting techniques to help their academic and personal growth (Nyoni, et *al.*, 2017).

2.2.2 Behavior

Behavior is analyzed from both, a psychological and social standpoint. In psychology, behavior refers to an individual's actions, reactions, and conduct, as well as their thoughts, feelings, and observable activities. This concept is based on the study of psychology, which analyzes behavior to better understanding of cognitive processes and emotional responses. From a social perspective, behavior refers to how people act or conduct themselves in various settings, reflecting society norms,

values, and expectations. This concept highlights how external variables influence an individual's actions, as well as the significance of behavior in forming interpersonal dynamics (UNESCO, 2016).

2.2.3 Classroom

In education a classroom is a specific area inside a school where teaching and learning activities take place. It serves as the primary venue for interactions between professors and students. Efficient classroom management include arranging the physical space, using teaching aids, and employing instructional techniques that accommodate different learning styles. The classroom is a microcosm of the wider educational system, and excellent management helps to create a pleasant and engaging learning environment for kids while also establishing a collaborative and supportive connection between instructors and students (Cand, et *al.*, 2022).

2.2.4 School

A school is defined as an institution where formal learning, teaching, and educational activities occur. School management involves the coordination of various elements, including administration, curriculum development, faculty supervision, and student welfare. Effective school management strives to create an environment that promotes academic excellence, social development, and overall well-being. It requires strategic planning, efficient organization, and continuous evaluation to ensure that the school fulfills its educational objectives and provides a nurturing environment for pupils and educators (Baker, 2020).

2.2.5 Management in Education

In the context of education, "management" refers to the systematic organization and

coordination of diverse aspects within an educational institution to achieve specified objectives. Educational administration includes planning, organizing, directing, and regulating resources (human, financial, and physical) to enable successful teaching and learning. It entails decision-making procedures aimed at improving the learning environment and meeting educational goals. Effective educational administration improves school efficiency by creating a positive environment in which both, students and teachers may thrive (Oden, 2019).

2.26 Classroom Management

Classroom management is a subset of educational management that focuses on the planning and control of classroom activities and interactions. It entails providing a happy and productive learning atmosphere in which students may participate in meaningful academic activities while being disciplined and organized. Classroom management practices include creating clear objectives, enforcing consistent and fair sanctions, cultivating excellent teacher-student relationships, and employing a variety of ways to engage students successfully. Successful classroom management improves the learning experience, reduces interruptions, and fosters a conducive environment for student growth and development (Jac & Kazaara, 2023).

2.2.7 Strategies

In the educational setting, "strategies" refer to planned and deliberate procedures aimed at achieving specified educational objectives. These methods might include a variety of methodologies, tactics, and technologies used by educators to promote effective teaching and learning. Educational strategies may include teaching methodologies, evaluation methods, and interventions that are suited to students'

various needs. They are dynamic and adaptive, considering the unique learning styles and talents of each learner. Effective instructional practices help students succeed, engage, and improve the entire learning experience. Teachers are always refining and adjusting their tactics based on ongoing assessment and reflection (Richard, 2022).

2.3 Theoretical Literature Review

The study utilized the Theory of Psychosocial Development by Erick Erikson to evaluate classroom management in public and private pre-schools in Tanzania and Sumbawanga municipality. This theory helped identify trusted character traits and categorize children's behavior for effective classroom management.

2.3.1 Psychosocial Theory

Psychosocial Theory guided this study. The theory was developed by Erick Erikson. Being a Germany academician and a child from a Jewish mother. His theory of psychosocial development is centered on what is known as the epigenetic principle, which proposes that all people including preschool pupils go through a series of stages. According to the theory, in each psychosocial stage, people face a crisis that needs to be successfully managed in order to develop the psychological quality central to each stage. Management is a blueprint for organizing human activities for a desired end. It is a sociological phenomenon that has evolved throughout the history of civilization. It is the tool of power, an "effective" device to control and direct human effort and behavior.

The psychosocial theory has been a point of departure for the development and modification of pupil's behavior. During the preschool years, children begin to assert

their power and control over the world through directing play and other social interaction. Children who are successful at this stage feel capable and able to lead others. Those who fail to acquire these skills are left with a sense of guilt, self-doubt and lack of initiative. Susman, (2022) elaborates that, the major theme of the psychosocial development theory is that children need to begin asserting control and power over the environment and success in this leads to a sense of purpose. Children who try to exert too much power experience disapproval, resulting in a sense of guilt.

Therefore, management of children is then considered to be critical for purposive change of children behavior. The theory helped in development of the ideas of classroom management in schools. This is because; the theory contributes in classroom management as it helps in creating a well-managed learning environment. Hooser, (2010) elaborates that the Psychosocial Theory can help in creating a sense of friendship to pre-school children especially when kids feel appreciated and comfortable with learning new things and building relationships with peers without fear. Therefore, the theory guided this study to find out how teachers understand children clearly and manage them.

2.4 Empirical Review

2.4.1 Classroom Time Management Done by Class Teachers in Public and Private Pre-Schools

The study by Sahito, *et al.*, (2016) investigates the impact of time management on the professional life of teachers and the performance of students in primary schools in Hyderabad Sindh, Pakistan. The study involved 30 primary teachers as a sample and conducted interviews with both, government and private school teachers to

collect data on time management and student performance. A qualitative research design was used to collect data. The study highlights the importance of time in shaping the present and future of people and nations, as it is a great cure for unethical, unsocial, and invaluable matters. Proper time management according to the needs and requirements of a nation can lead to its development and success. The study emphasizes the importance of time in shaping the future of people and nations.

Khan, *et al.*, (2021) examined the effectiveness of Classroom Time Management Strategies (CTMS) among secondary school teachers in Kyber Pukhtunkhwah. A sample of 480 teachers from 80 schools across five districts was randomly selected. The data was analyzed using statistical tools. The majority (62.7%) of teachers were in practice with time management strategies. Male teachers were found to be more effective than female teachers, urban teachers were more effective than rural teachers, science teachers were more effective than arts teachers, and public school teachers were more effective than private school teachers. The study suggests that effective classroom management strategies can significantly improve the teaching learning process.

The study of Omega, *et al.*, (2021) examined the impact of time management on students' academic performance at the Kenya Certificate of Primary Education in Vihiga County, Kenya. The research involved 140 primary school teachers, 140 pupils, and 12 head teachers. The study used a descriptive research design, including questionnaires, interviews, and observation guides. Piloting was conducted in neighboring Nandi County to refine the instruments. The results showed a significant relationship between time management and students' academic performance. The

study recommends the use of modern technology in time management and suggests similar studies at other educational institutions to compare findings. Time is a limited resource that affects various stakeholders, including pupils, head teachers, teachers, supervisors, and parents.

Kiogolo & Mtana, (2022) studied on impact of classroom management practices and time management on learners' academic performance in public secondary schools in Morogoro municipality. The research used a qualitative approach with 100 key informants from four selected secondary schools. The study used Ginott's Theory of Communication in Teaching and goal setting and social learning to guide the research. Data was collected through interviews, focus group discussions, document reviews, and observations. The results showed that secondary schools in Morogoro municipality employ different classroom management strategies, with effective implementation leading to high performance. The study recommends schools improve facilities, resources, and teachers' knowledge through on-job training for effective classroom teaching strategies implementation.

2.4.2 How Pupils Behavior Are Managed in Classroom for Both Public and Private Pre-Schools

Shirin and Shariffullah, (2014) explores the influence of school leadership on students' behavior management in a secondary school in Karachi, Pakistan. Surveys were conducted among teachers and students, with 97% and 83% stating that school leadership influences behavior through policies and procedures. Teachers believe sharing personal experiences, supporting staff, and visibility helps them understand and cope with student behavioral issues. Awards are seen as a positive means of

influence.

The study of District, (2024) establishes the link between teachers' characteristics and pupils' discipline in primary schools in Rwanda. Using a sample of 248 respondents, the research found that teachers' characteristics account for 56.7% of the variability in discipline. The study recommends promoting a positive teacher attitude and strategic intervention initiatives to cultivate educator traits that influence achievement levels. It also suggests creating an organizational culture that values evidence-based continuous refinement to nurture teacher qualities essential for optimizing learning outcomes.

MetIn, et al., (2017) aimed to determine the classroom management profile of preschool teachers and its influence on children's social skills and problem behaviors. The research involved 485 children and 45 teachers from 15 preschools. Data was collected using the Classroom Management Profile Inventory and the Pre-school and Early Childhood Behavior Scale. Results showed that problem behaviors increased with children's social skills scores. The study found no significant relationship between teachers' age, gender, pre-school education status, children's social skills, and teachers' class management profiles.

The study of Minja, (2021) on the role of teachers in classroom management on students behavior and performance in Arumeru district schools. It focuses on the effects of poor classroom management, characteristics of a well-managed class, and challenges faced by teachers and students. Data was collected through interviews, questionnaires, focus group discussions, and observation. The findings reveal

different roles teachers play in class management, such as lesson preparation and proper organization. The study recommends that teachers, students, and parents understand their roles in controlling and promoting good behavior in education.

2.4.3 Find Out School Characteristics which are taken as Measures to Manage Pupils

The study of Masci et al. (2018) analyzed the impact of school size, principal characteristics, and management practices on the performance of Italian students in middle schools. It used a student-level efficiency model to identify factors affecting the performance of students in reading and mathematics. The results showed that the composition of the student body was the most influential factor for reading, while the management practices of the principal/head teacher partially correlated with students' performance in mathematics. However, the characteristics of the students played the most significant role.

Weber, *et al.*, (2019) studied the impact of teachers' classroom management characteristics on student academic performance in Ekiti State secondary schools. The research involved 36 principals from 187 secondary schools across three senatorial districts. Data was collected through a self-designed questionnaire and an inventory for WASSCE results from 2012-2016. The findings revealed that lesson plan preparation, student discipline, teaching methodology, instructional materials, and student assessment/evaluation significantly influenced students' academic performance. The study concluded that teachers should frequently prepare for lessons, use appropriate discipline approaches, use timely teaching methodology, use adequate instructional materials, and promptly assess/evaluate students during the

teaching learning process.

The study by Clare, (2018) aimed to examine the impact of school environment on students' academic performance in girls in Mubende District Uganda. It focused on the availability of good teachers, the impact of school environmental factors, and the adequacy of teaching equipment. The research used both, qualitative and quantitative methods, with questionnaires, interviews, and document reviews as data collection tools. The results showed that adequacy of physical facilities improved students' academic performance. The study recommends proper planning for human resources and scholastic materials, respecting timetables, and providing more pronounced rewards and awareness for students. Timetables should also include counseling and guidance to prevent offenses.

Jengo, (2016) studied on the impact of school management on students' academic performance in Rombo District Council's Community Secondary Schools found that none of the heads had undergone management training. The most effective strategies used by the heads included motivating teachers and imposing sanctions. Despite lacking formal training, these strategies were efficient in the Rombo district's community secondary schools. The study recommends that the government should consider training school heads to ensure quality management and encourages them to develop academically. It also suggests adding management skills to teachers' training programs to expose them to management issues. Future research should explore how school heads can collaborate more in their managerial activities to enhance the quality of education provided in these schools.

2.5 Research Gap

The literature reviewed reveals a significant research gap in assessing classroom management strategies in pre-schools in Sumbawanga Municipality, Tanzania. While existing studies on primary and secondary schools in Pakistan, Kenya, Kyber Pukhtunkhwah, Morogoro municipality, Rwanda, and Ekiti State in Nigeria have been conducted, none specifically address the pre-school context in Sumbawanga. This geographical gap is crucial as educational environments, policies, and practices can vary significantly across regions. (Sahito, et al., 2016; Khan, *et al.*, 2021; Shirin and Shariffullah, 2014; Metin, et al., 2017).

The literature also lacks exploration of classroom time management and pupil behavior management in pre-schools, with most studies focusing on primary and secondary levels. This gap is significant as early childhood education plays a crucial role in shaping a child's academic foundation and behavior (Masci, et al., 2018; Weber, *et al.*, 2019). Meanwhile, the literature predominantly employs qualitative and quantitative approaches, including surveys, interviews, and observational methods. However, there is a gap in studies employing mixed-methods research, which could provide a more comprehensive understanding of the complex dynamics involved in pre-school classroom management. Additionally, there is a scarcity of literature specifically addressing the Tanzanian educational context, indicating a need for culturally and contextually relevant research (Omega, *et al.*, 2021; Clare, 2018; Jengo, 2016).

To bridge this gap, future research in Sumbawanga Municipality should adopt a mixed-methods approach, combining surveys, interviews, and observations to gain a

holistic understanding of classroom time management and pupil behavior in pre-schools. Researchers should also collaborate with local educational authorities to ensure the study aligns with the regional context.

CHAPTER THREE

RESEACH METHODOLOGY

3.1 Introduction

This chapter describes and presents the research approach and design, philosophy underpinning the study, location of the study, Targeted population, Sample and sampling procedures, Sample size and data collection instruments. It also covers other aspects such as reliability and validity of the study, data analysis and presentation with ethical considerations.

3.2 Research Approach

The study employed a quantitative and qualitative research approach. This based on the nature of the problem, objectives, data collection methods as well as analysis and interpretation in order to establish the associations between variables and to determine the relationship between the two variables (Saunders, et al., 2015). Quantitative approach focuses much on measurement of numerical data consequently to the presented filled information by the respondents. The approach enabled the researcher to collect large data from sample subset, it also allowed the researcher to ignore the doubtful information data according to the response from respondents when filling the data.

The qualitative study approach using descriptive research methods was employed in this study as Kothari (2008) recommends, the qualitative study should be employed when the objective of a study is to understand complex issues, investigate a contemporary phenomenon, and in studies which seek to answer what, why, who and where questions as intended in the current study. Qualitative approach in this study

allows for a deeper understanding of the interpersonal emotions, feelings on the projects, enhancing the richness of the study by providing a comprehensive picture that goes beyond numerical metrics, and thus, contributes (to what?).

3.3 Research Design

The study adopted Descriptive research design associated. Descriptive design helps to obtain current information on the phenomena at hand, because it seeks to find factors associated with certain occurrences, consequences, situations or types of behavior. It illustrates the presented situation, relationships regarding a problem, (Kothari, 2019). Descriptive research design is applied when the collected data is analyzed for the purpose of describing the present situation. Descriptive design study design enabled to narrow down a broad field of research into one or a few easily researchable examples as intended in the study, also enable an understanding of perspectives, practices and experiences of respondents' study objectives under study (Burrell & Morgan, 2016).

3.4 Area of Study

The study was done in Sumbawanga Municipal Council which lies between $7^{\circ}58'$ to $8^{\circ}31'S$ of the Equator and $31^{\circ}37'E$. It is bordered by Sumbawanga District Council from all corners. The Municipal has an area of 36.56 square kilometers pure urban and 1,292.44 square kilometers rural, making a total of 1329 square kilometers. It is the headquarter of Rukwa Region. Administratively, Sumbawanga Municipal Council is divided into two (2) divisions, 15 wards, 121 streets, 24 villages. The 15 wards are divided into 8 wards from town and 7 wards from rural Sumbawanga. The area was chosen since the schools in Sumbawanga Municipality have been

demonstrating a poor performance. However, the researcher is familiar with the area as she is working there. This saved time, also gave her an advantage for smooth interaction and accessibility to respondents. Therefore, these are some reasons that led the researcher to choose Sumbawanga Municipality as an area to conduct the investigation.

3.5 Study Population

According to Gall (1989), target population means all the members of people, events and objects to which researcher wishes to generalize the result of the study. Accordingly, the target population of this study included teachers, pupils, Educational stakeholders, ward educational coordinators, District Academic officer and District Educational officer in Sumbawanga Municipality.

3.6 Sample and Sampling Techniques

3.6.1 Sampling Techniques

Sample techniques are the strategies applied by researcher to obtain the sample size to be used in the study. (Altshuld and Witkin, 2000; De Vaus, 2001; Lofland, and Lofland, 1994) Miles and Huberman, 1994). Both, probability and non-probability sampling designs were used in the study. . Under probability sampling, stratified random sampling was employed since it gave equal chance for every member to be chosen to participate in the study.

However, simple random sample was used because all elements in the population have the same opportunity of being included in the sample (Adam and Golafshani, 2003; Kamuzora, 2008; Yin, 2009). The researcher used simple random sampling

because the nature of the sample was homogeneous (sample size of 50 peoples) and had a least chance of biasness.

Generally, simple random sample was used to get key informants such as the Ward Education Coordinators, teachers, pupils, educational stakeholders in the targeted schools. On the other hand, non-probability sampling is a biased sampling procedure that does not provide any basis for estimation the probability that each item in the population has a chance of being included in the sample (Adam and Golafshani, 2003; Kamuzora, 2008; Yin, 2009). Non-probability sampling was used because of the nature of relevant data needed that were obtained through interview method and it is less time consuming. Furthermore, non-probability sampling specifically was used to key informers such as District Educational Officer and District Academic officer based on their relative ease of access.

3.6.2 Sample Size

A sample is a part of statistical population whose properties are studied to gain information about the whole. It is a part of the population where the study will take place (Krishna Swami, 1998). Kothari (2008) defines sample as the selected few items from lager population which a researcher selects for the purpose of the study and from which generalization is made about the characteristics of the population. Since the research cannot involve the whole population, a sample of eighty-six people was used to assess the class room management of public and private pre-schools; the sample was used to represent the whole population of Sumbawanga Municipality to get the required data for the study.

The sample size of eighty six (N=86) respondents is described below;

Where, N- is a number of populations in a study

Table 3.1: Sample Size

S/N	Respondents	Female	%	Male	%	Total
1	District Educational Officers (DEOs)	1	2.9	0	0	01
2	District Academic Officers (DAOs)	0	0	1	1.9	01
3	Ward Educational Coordinators	2	5.8	2	3.8	04
4	Teachers	8	23.5	12	23	20
5	Education stakeholders	4	11.7	8	15	12
6	Pupils and Parents	19	55.8	29	55.7	40
	Total	34	100	52	100	86

Source: Researcher, (2023).

3.7 Type and Source of Data

Both, primary and secondary data sources were used to obtain information for use in the study.

3.7.1 Primary Data

Primary data are first-hand information tips and responses to be collected by the researcher from their original sources (Kumar, 2005). They are normally collected through various methods such as interview and questionnaires. In this study, primary data were collected from the field as fresh information obtained through interviews, focus group discussions as well as the use of questionnaires based on the description of the sample size.

3.7.2 Secondary Data

These are the facts that are recorded earlier before the study time. They came from various sources of data documents for the aim of supporting primary data used in the

study especially in the discussion and recommendation. In this study, records and some of information about classroom management from the Sumbawanga Municipality were obtained from schools, offices of DEOs and DAOs.

3.8 Data Collection Method and Instruments

Instruments are very crucial as stated by Kothari (1990) noted that these methods are useful in providing data. In this study, the researcher employed varieties of data collection methods to ensure that important information on the problem is obtained. These methods include questionnaires, interviews methods and documentary review (upon convenience).

3.8.1 Interview Method

This is an interaction in which oral questions are posed by the interviewer to elicit oral response from the interviewee; the researcher has to identify a potential source of information and structure the interaction in a manner that will bring out relevant information from his respondent (Adam and Kamuzora, 2008; Grix, 2001; Kothari, 2004; Mills, 2003; Ryan et al., 2002). The literature points out four types of an interview: the first is structured interview, this is formal interview whereby a sets of questions known as interview questionnaire are posed to each interviewee visited and the responses are recorded on a standardized schedule. It is, therefore, characterized as being a closed interview situation.

The second is unstructured interview; this is conducted as an opened interview because there is more flexibility and freedom in the interaction. The third is non-directive interview which gives excessive freedom for the respondent to express his

or her ideas subjectively and spontaneously as she/he chooses, there are no set questions in this style. The forth is focus interview, this method is used by researchers to render the non-directive interview more interviewer control with the use of verbal cues that serve as a stimulus to inspire respondents to volunteer more information on the subject (Oppenheim, 2000; Grix, 2001; Kothari, 2004; Golafshani, 2003; Yin, 2009).

The researcher used this method because she wanted to get real information from respondents in which interview guide questions is used to obtain data and excessive freedom of interaction between the researcher and respondents. Open ended questions were prepared focusing to the research objectives. The interview guide questions were used to assess classroom management strategies suggested by District Education Officer and teachers.

3.9.2 Questionnaire

The study adopted a questionnaire as an instrument for data collection. A questionnaire refers to any question for which a researcher provides research participants with an option from which to choose a response or suggest responses (Kothari, 2006). For primary data collection, closed ended questions were used in collecting information from respondents. Questionnaire method is attractive as it avoids biasness, the researcher intends to measure some known variables while the respondents providing their responses on the semi-closed questions. Therefore, this method was used in this study because large amount of information can be collected from a large number of people in a short period of time from pre- school teachers and parents.

3.9 Validity and Reliability

The validity of a test is a measure of how well a test measures what it is supposed to measure (Kombo & Tromp (2006). Before conducting the study, the researcher tested the data collection tools. The results enabled the researcher to modify instruments in order to make them appropriate for collecting valid and reliable data. The instruments were presented to the research supervisor for further comments and improvements. Therefore, necessary adjustments were made before the instruments are administered to the participants. In order to ensure the validity of the study, the researcher ensured that all data are collected from intended sources. Furthermore, in order to enhance the validity of collected data, the researcher used triangulation in data collection.

Kombo & Tromp (2006) explain reliability as a measure of how consistent the results from a test are. In order to foster reliability, the researcher prepared the instruments and conducted pre-testing on them. Pre-testing was followed by making some adjustments by the researcher in consultation with supervisor before using them in data collection. In order to ensure the reliability of the study the researcher reviewed information only from authorized sources. Therefore, data validity and reliability in this study were determined by the quality of the given information. Adequate, consistent, relevant evidence, and the data provided will be reliable and valid.

Reliability parameters assess whether study objects, often persons, can be distinguished from each other, unlike measurement errors. In this study, the validity and measurement of error is related to the variability between persons and tools used

in data collections, Armor, (1974). Consequently, reliability parameters are highly dependent on the heterogeneity of the study sample, while the agreement parameters, based on measurement error, are more a pure characteristic of the measurement instrument which increases the reliability of the information in this study, (Armor, 1974). Reliability was computed using an Alpha Coefficient correlation level for which Cronbach alpha was 0.69. This shows that the study was valid and hence gave the researcher a confidence to proceed with data analysis.

3.10 Data Analysis Procedure

The quantitative data from direct respondents was analyzed by using statistical package for social science (SPSS) software version 26. The findings from the descriptive part of this study was organized and presented in the form of words, numbers and percentages by using tables. Finally, results of the three specific research objectives were obtained through answering three research questions through descriptive analysis. Data collected from interview was analyzed through content analysis and theme such as similar responses on the same question formed meaningful matter to the contexts of their use. This was done by coding the obtained data and categorizing them into themes for the purpose of creating meaningful units of analysis that appears in terms of words, phrases and sentences.

3.11 Ethical Considerations

With regard to ethical implication, the researcher explained to the participants the core aim of undertaking the study and asked for their informed concern. The researcher asked the respondents to be sincere to their information that they provided and she ensured them that, the obtained information were only for academic

purposes. Culture, and other significant differences within the sample were taken into consideration throughout the entire study and names of the respondents were not mentioned in order to ensure security unless necessary. The ethics requirements as prescribed by the Open University of Tanzania were also met. Prior to the research, permission specifically from the Faculty of Education regarding ethical considerations was involved and the procedures that are suggested to be approved by the study were granted.

CHAPTER FOUR

FINDINGS, ANALYSIS AND DISCUSSION

4.1 Introduction

This part presents the findings from the field, The part includes: characteristics of the respondents who were involved in the study, presentation of the three objectives which were used in the study and its sub-sections, which are; to assess the classroom time management of class teachers in public and private pre-school, to determine the management of pupils' behavior in the classroom in public and private pre-school and , to identify the measure that should be taken to overcome the challenges of classroom management.

The work was organized and presented according to the main themes in the research objectives. The research involved the following respondents with their coding as follows; District Education Officer 1 represented by D, District Academic Officer represented by A, Parents represented by P (P₁-P₈), Teachers represented by T (T₁-T₂₀), Ward Educational Officer represented by W (W₁-W₄), Pupils represented by S (S₁-S₄₀) and Education Stakeholder with E (E₁-E₁₂).

4.2 Social Characteristics of Respondents

4.2.1 Ages of Respondents

The analysis revealed that the respondents in the age range of 1-6 years which formed the total percent of 46.51%; mostly are found in the kindergarten, in which 15 are female and 25 are male equivalent to 37.5% of female and 62.5% of male and also, the remaining 53.48% is comprised by the District educational officer, District academic officer, ward education officer, teachers, educational stakeholders and

parents in which 41.3% are female while 58.69 are male.

Table 4.1: Showing the Ages of Participants by Percentages

S/N	Respondents by Ages	Female	Percent	Male	Percent	Total	Total Percent
01	Aged 20-70	19	41.3	27	58.69	46	99.99
02	Aged 1-6	15	37.5	25	62.3	40	99.8

Source: Field data (2023).

4.2.2 Number of Respondents by Sex

From the data collected, it indicates that the number of male respondents is more than that of female respondents; it is shown that 34 respondents which is equal to 39.5% are female respondent while 52 which is equal to 60.4% are male. Thus, the study revealed that the number of females is less in education participation as compared to that of men. Figure 4.1 shows the percentage of male and female in responses to data collections.

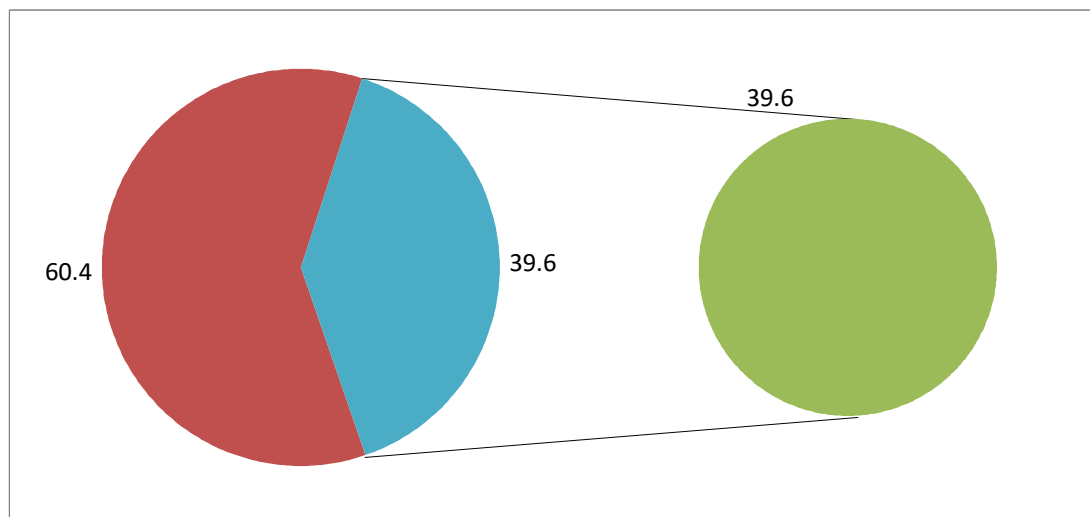


Figure 4.1: Percentage of Male and Female in Responses to Data Collections

Source: Field data (2023).

4.3 Time Management for Teachers in Public School

Time management is among the sources of teachers to impact the necessary and required knowledge to the pupils in school during teaching and learning process and well delivery of the material. In most government pre-schools, time management among teachers is reported to be a problem to some teachers as they fail to manage time in accordance to the periods in the school time table as well as school calendar; this hinder the whole process of teaching and learning process as a result, there is poor performance among the pupils in public schools. The reason behind such problems was that, the management of the school leader is unorganized and unstructured from the head teachers to their subordinate.

The report reveals that, one of the respondents expressed her deep feeling on the issue of time management among teachers in public pre-schools and how it causes the mass failure of the pupils as he said;

“The teachers in a neighbor school have no proper time management. Teachers are roaming around the street despite of concentrating to their job tasks. With improper time table in school objectives are not met” (P4).

Another respondent added that:

Some teachers do miss teaching session. This is especially in public preschool where pupils attends to school, sings songs and then are sent home leaving their teachers selling buns and attending ‘Vikoba’ this is contrary to what is happening in private preschools where teachers concentrate at teaching, dancing with kids and instructing them to draw illustrated picture for kids. Here the informants insisted that private school have copying mechanisms on timetable and time management. This contributes much to management of time in pre-school classes, (P₂).

On the same line, one informant argued that;

The governments have no proper monitoring of teachers in public pre-school, since some teachers use and attend the school the way they like. Some schools have been allocated in more remote areas. This is for the cases of pre-school which are found in rural area more than those found in urban area which have good and well monitoring approaches from the leader who are leaving near by the school.

It can be discussed that, monitoring is among the key elements of preschool management. A school with less monitoring strategies fails to cope with a smooth management functions. The respondent who reported the above information was of the view that, lack of clear management strategies could contribute to lower performance of pre-school pupils in government schools. Even though this happens, there is a slight difference between the management criteria that is undertaken between preschools found in remote areas and those found in urban areas. For this case, preschools found in urban have a close follow up which result in close implementation of management function.

This is in assonance with the study done by Garhammer (2002) and questioned the legitimacy of teachers in carrying out their duties, especially when they are in the process of achieving the goals of their schools. After questioning, the author explained the importance of teachers in managing schools and students who studied in primary education and said that, the teacher needs to be careful in the formation of students since that is when students learn many things again, in less time.

In terms of private schools, it has been discussed here that the teachers and childcare workers in these schools are doing very well in the whole issue of management. This is seen from the attention of the owners of these institutions, where most of the time they ensure that things go well to attract many parents to bring their children to receive education and training in these institutions. Here, all employees are responsible for keeping time, always at work, raising children well and teaching them at a very high level. In this sense, it seems obvious that in Sumbawanga council, private schools have been seen to do very well in the whole issue of

classroom management.

This discussion is completely consistent with the explanation of the researcher who concluded that 'salary and job security attract people to seriously implement the issue of pre-school management'. Here he emphasizes that the motivation for private school teachers is greater compared to the motivation for teachers who manage government schools and thus appear to be good actors in this issue of school management while government schools perform on average.

Thus, evaluation and monitoring are very important in public pre-school in both, rural areas and urban areas so as to ensure teachers' attendance in school, teachers' attendance in classroom, teachers' punctuality, efficiency and effectiveness which will enhance academic performance of the pupils in all pre-schools.

4.4 Time Management for Teachers in Private and Public Pre-Schools

Respondents who provided views on the findings obtained from the field revealed that, 80 % of the participants had the common understanding that; time is mostly to be managed. However, the way the private schools and government schools manage time differs.

Table 4.2: Time Use in Private and Public Preschools in Sumbawanga Municipality

Assessment on time use at private and public preschools in Sumbawanga municipality							
		Private			Public		
A1	Time is used effectively in preschools	Y	N	A	Y	N	A
		20	0	0	0	20	0
A2	Teachers follow the teaching timetable well	20	0	0	0	0	20
A3	Punctuality at arriving to school is well	20	0	0	20	0	0

Source: Researcher's Field Data (2023).

It is revealed from the field that, the school management in private and public pre-schools differs in various ways; this is seen in time management as well as in school hierarchy. In private pre-school there is manager while in public school there is a leader. Also, in private pre-schools, emphasis is in outcome oriented rather than in public pre-schools. In the case of time management, private pre-schools ensure maximum utilization of time for the staff and non-staff members as a result, good academic performance rather in public pre-school in which there is no full utilization of time as the resources.

One of the respondents expressed his attitude on time management in private pre-school as a result of good and well management of the pre-school which managed by the manager of the school, clearly he said that;

“The management of time in private pre-school is well organized from the manager to his/her subordinates and the whole staff and non-staff in the school. The reasons for such good time management is well organized staff, good motivation among the staff members, good environmental condition, good infrastructure in school and school management as whole” (P₇).

4.5 Teaching Methods and Classroom Management in Public and Private School

In Tanzania, both, private and government pre-school are managed and governed by the Tanzania education policy namely education and training policy of 2014; mainly consisting of teaching methods employed in all schools in the country. However, due to the individual influence and interest, some schools employ their own teaching methods which are not acceptable by the government of Tanzania in pre-schools especially in private pre-school. As a result, private pre-school differ in teaching methods from the government pre-schools.

Moreover, it has been observed that Montessori teachers' practices are contemporary and such practices are contrary to the notion that teachers generally apply traditional discipline and they are not open to innovations (Hirahall & Martens, 1998). In that sense, it could be put forward that having Montessori teachers training and one-year of internship experience has a positive effect on the use of contemporary approaches by the teachers in this study. Considering these findings, this study is crucial in terms of contributing to the relevant literature;

“The reasons to why private pre-school differ from other public pre-school is that in some private pre-school, the teachers have no skills in teaching methods. Also, it was about the interest of manager in private pre-schools in which manager aim to get output more than measuring understanding of the pupils in school.”

“In government pre-schools, teachers have skills in teaching methods in which they get it in the college/University for those understanding the teaching as the professional unlike the teachers in private pre-school which have no teaching methodologies skills”.

One evidence from the respondents explain much on the teachers with teaching methodologies in private pre-school and that of public pre-school he argued that;

“In private pre-schools, teachers have no teaching methodologies since some teachers in private pre-school have never attended in colleges and universities which provide teaching as the course. The result is that private pre-schools use teachers with no appropriate teaching methodologies which cause the public to end in brainstorming rather than understanding of the subject matter and also to have poor content relating to the subject. The pre-school teachers have teaching methodologies skills which they get it from the recognized teachers colleges and universities as a result, the pupils have content in the relating subject matter, (D and A)”.

Also, another respondent added that;

“In our village, the teachers employed in public pre-schools, differ from the teachers employed in private pre-school, since those in public pre-schools have content in teaching methodologies rather than those in private pre-school as they do not have teaching methodologies as the teachers by professional. And also those teachers in private pre-school have been taken from other fields

rather than education field, (A & W3) ”.

Thus; teachers with teaching methodologies should be given priority in both pre-schools, as the way of making effective and efficient teaching and learning process among the pupils in public and private pre-schools. The solution towards such circumstances is the government to make sure that all teachers in pre-schools, public and private have attended the recognized colleges and universities providing teaching as the course so as to ensure effectiveness and efficiency in delivering materials among the pupils in pre-schools as the way of improving academic performance.

In teaching and learning process, there are different approaches applied in the preschool period in both, private and public pre-schools. One of these approaches is the Montessori education approach developed by Montessori. The Montessori approach provides an environment where children in mixed-age groups receive individual education by giving them freedom together and within certain limits. Classrooms, named as prepared environments where education and training activities are carried out, are created by the educators defined as prepared pupils, and the environment is prepared with didactic materials (Polk-Lillard, 2014).

Prepared environment, educators -namely prepared pupils, and didactic materials which are the key elements of Montessori classrooms, have a crucial role in classroom management. Within the scope of these elements, children have the opportunity of self-learning, self- control, and self-assessment with the support provided in accordance with their needs (Polk-Lillard, 2013).

4.6 Management of Pupils' Behavior in Classroom

4.6.1 Management of Pupils' Behavior in Public Pre-Schools

The school management in the government of Tanzania from pre-school to high level, the behavior of the public/students/learners is under the control of the government through the ministry of education which was under the education and training policy of 2014, such circumstances managed to control the behavior of the pupils from the classroom level to ensure the moral development of the pupils in both pre-schools in Tanzania. Results in Table 4.3 present the respondents' views on the management of pre-school behavior in Sumbawanga municipality where the study was set.

Table 4.3: Management of Pupils' Behavior in Public Pre-Schools

S/N	Statements	Total Respondents	Who supported	Percent (%)
A.	Setting rules to control behavior	20	20	100
B.	I involve pupils in establishing classroom rules and procedures	20	16	80
C.	I use classroom desks and chairs balanced to manage pupils' appropriate behavior	20	20	100
D.	I use class time to reflect on appropriate behavior with pupils as a group	20	18	90
E.	I do ask parents to report inappropriate behavior	20	20	100
F.	I ignore misbehavior that is disruptive to class.	20	20	100
G.	I use short verbal cues to stop misbehavior (e.g. say student's name aloud),	20	18	90
H.	I use nonverbal signals to stop misbehavior (e.g. touch disruptive students).	20	16	80
I.	I send students home for aggressive behavior.	20	10	50
J.	I teach parents activities to do with students at home to reinforce good behavior.	20	15	75

Source: Researcher's Field Data, (2023).

4.6.1.1 Setting Rules to Control Behavior of Students

The findings revealed that 20 respondents of 100% who responded on such point said that, they use the approach of setting rules to control the behavior of students. This implies that, classroom management needs some guiding rules and principles. Thus, the research is vivid in such way that monitoring and supervision of classroom behavior need some rules to be followed in for the pupils to follow. This being the case, there is a need to establish rules and principles that help in abiding pupils to good conducts.

4.6.1.2 Involving Pupils in Establishing Classroom Rules and Procedures

According to the researcher's field findings, involving pupils in establishing classroom rules and procedures has also been revealed to be among the best procedures of managing students' behavior. This is in such a way that 16 respondents, 80% of the respondents support the involvement of students in setting rules and regulation. Meanwhile, the findings are with assonance to the above argument as it considers the role played by pupils in formulation of rules that abide them to the conducts.

Concurring the above viewpoints, it can be established by Fekadu (2019), on his report of assessing the impact of school rules and regulations on students' perception towards promoting good behavior: Secondary school who that, there is some critical importance of involving students especially when the matters of their own issues are discussed. Therefore, it can be discussed that Involvement of pupils in establishing classroom rules and procedures is an important component of human behavior and thus, pupils cannot adapt it without being involved in the whole process of

formulating those rules.

One respondent argued that:

“Pre-school teachers have been demoralized and frustrated by their employer because they are either low paid, live far from school, lack teaching facilities resulting in low morale, which in turn makes teachers concentrate less on pupils’ welfare as a result teachers do their own without involving pupils especially when establishing classroom rules and procedures”. Moreover, in government pre-schools, teachers lack classroom management which resulted from the shortage of desks and chairs as it influences poor academic performance among the pupils unlike the private pre-school where there is enough desks and chairs as the results foster good performance in academic issues in private pre-school in relationship with that of government pre-school, (E1, W3, T6)”

4.6.1.3 Using Classroom Desk and Chairs Balanced to Manage Pupils’

Appropriate Behavior

The findings revealed that 20 teachers respondents, 100% of who responded on such point described that, desks and chair have a contributive point towards the management of classroom. Classrooms with enough desks and chair help in maintenance of silence and a state of seriousness on individual pupils as the kids lack the external disturbances that could be generated through chaos that might be caused by lack of a place to sit, this is vividly elaborated by an interviewee who comparatively assessed the difference between assets availability (desks and chairs) and the contributions towards classroom management as he revealed that, in private pre-school, there is enough desks which is equivalent to the pupils unlike the government pre-school in which there is a mismatch of the pupils and desks which accelerate the decline of behavior among the pupils since the teachers fail to manage the pupils due to the shortage of desks used by the pupils as they become more congested in one class. He elaborated by speaking that;

“In public pre-schools classes, there is 40 desks while there is 200 pupils unlike to the private pre-school within one class of 40 tables there is 40 pupils. Hence bad behaviors in the public pre-schools become difficult to manage more than that of private preschool, (A, P6, T3, T9, E8 and E4)”.

On the same side, another respondent explains that:

“In our village especially in public pre-schools, there is shortage of desks which led teachers to fail in managing the behavior of the pupils during teaching and learning process unlike to the private pre-school where there is enough desks among the pupils as the results the pupils in private pre-school to have good academic performance than those in public pre-schools, (P5,)

Therefore, availability of school infrastructure like desks used by the pupils during the process of learning can influence more teachers as a result, good academic performance amongst the pupils in pre-schools, public and private schools respectively. This can be discussed that, the importance of having an enabling structure of tables and chairs can reduce the crowding of students in the classroom which can obviously provoke friction, incitement and the discovery of students' behaviors that do not build good morals for children. It is important here to remember that a safe environment can create good behavior in students. This is further explained by Adwoaet *al*, (2021) (the researcher), who explained that, in order for students to sit comfortably in class, they need a good place to sit and a safe place to write. Otherwise, the students will get into a struggle to fight over the place to write and where to sit, thus fueling hatred between them when looking for a safe place to write.

4.6.1.4 Class Time Reflection at Enhancing Appropriate Behavior of Pupils

Table 4.3 presents the details of respondents who support the idea that classroom time can reflect at enhancing appropriate behavior of pupils. The data reveals that,

18 respondents equivalent to 90% had the view that, Class time can be used to reflect on appropriate behavior with pupils as a group. This means that, there are times when students need to focus on time in order to strengthen themselves on the values of caring for time and thus their behavior will focus on time that can connect them in building their grades and studies. Therefore, it is important to take care of time in order to protect the behavior and value of time in a way that foster knowledge acquisition in a timely manner.

This argument has been supported by various stakeholders who tried to give their opinion on the importance of caring for time in strengthening people's values. Researchers, Uysal & Dincer, 2013 have noted that, time builds a child from the beginning to focus on the right basics of having an activity to do at a specific time. However, they are opposed by the ideas that, time alone can be a trigger for bad behavior when a person spends time engaging in behaviors that are not appropriate. However, his argument has been found to be weak after finding out that time will be seen as an instigator of bad behavior only when it is misused. However, with the purpose of using time well, we can build good behavior of our children who are studying early education and thus strengthen their behavior.

4.6.1.5 Parents to Report Inappropriate Behavior

Table 4.4 has presented the data and revealed that, 20 (100%) respondents support the point of involving parents to report inappropriate behavior especially when the issues of management of behavior comes at hand. Parents have been found to be very important in providing information on the behavior of children studying in lower grades. The cooperation of the parent has been found to be very valuable

especially in providing information to the teachers who are also the second guardians of the child. This helps teachers to know children's bad behavior and evaluate alternative ways to solve those challenges.

Mwanaida, notes in his research that describes the participation of parents in preparing the good behavior of children that, some parents do not give good cooperation, especially in identifying behaviors that seem dirty to students. But also, the argument has been different from the author's argument, Afra explains that parents usually cooperate with teachers especially in identifying the bad behavior of students and solve them so that the children grow up in a tolerant manner. More and more, parents participate in giving information about the conduct of children are at home and thus develop good behavior in students.

Meaningfully, Hutchings, 2011 is quoted reporting that,

“Between the ages of 4-6 years are certain critical periods during which human beings gain knowledge, skill, and habits to survive as a social entity hence the involvement of both parents and teacher in the development process of children is critical for mannerism prosperity”.

This is on the case that, during the pre-school period which has important role among these periods, it is necessary to support the development of the children for them to continue their lives in a healthy way and to get in touch with other people in right traits.

4.6.1.6 Ignoring Misbehavior that is Disruptive to Class

The findings from the informants has revealed that, 20(100%) of the informants who were asked to agree or to disagree on the statements that explained the behavior of students reported that. Fighting and how to prevent bad behavior in the classroom is

a great basis for teachers to reduce bad behavior in the classroom. Here it can be argued that rejecting or ignoring behaviors that are inappropriate promotes stability in the classroom and creates a positive learning environment. When the education officer was orally questioned about the best way to combat the dirty behavior of students in the classroom, he explained that;

"In general, teachers have been given instructions to reprimand the bad behavior of students that arise in the classroom. Such behaviors include making noise in the classroom, disturbing fellow students, crying unnecessarily, not doing the teacher's work, pushing fellow students and stealing learning materials from fellow students"(D).

However, it is argued that, the importance still exists to criticize unacceptable behavior in the classroom from children in order to raise them in an environment that strengthens stability and study very carefully. This is interpreted as the basis for raising a child in a good and calm environment.

4.6.1.7 Using short Verbal Cues to Stop Misbehavior

Table number 4.7 shows that the stakeholders who were asked to answer the questionnaire noted that 18 (90%) agree with the argument that in order for students to be attentive in the classroom they need to be given words of encouragement and warning in the classroom, and this can be done by mentioning their names directly or by pointing to sound that character. Without reprimanding those behaviors, it is quite possible that the class may become unstable for learning. This research therefore, has raised something very important that bad behavior should be rebuked at the same time without expecting anything from or without expecting the behavior to be chronic. Interestingly, behavior has been explained to have impacts which are stated to be both, negative and positive or positive and negative respectively. Uysal &

Dincer, (2013) elaborates that Pupils and Students behavior act as the catalyst for academic performance in pre-schools, public and private pre-schools. The behaviors of the pupils determine the performance as much scholar observes.

4.6.1.8 Using Nonverbal Signals to Stop Misbehavior

Presentation of data from Table 4.8, shows that pupils are mostly managed through different styles among which is the use of nonverbal signals to stop misbehaved pupils. This management style is used by touching students who disturb their fellow students .In addition to genetic factors, Hutchings, 2011 and Pelletier, 2006 support environmental stimulus, and social settings to which the child is exposed to play a crucial role in his/her socialization process. It has been observed that pupils whose developmental processes are not supported sufficiently display problematic behaviors in the future. Moreover, it has been determined that most of the misbehaviors emerge in pre-school children and continue in the following periods.

Despite the above discussion, an interviewee said, behavior needs to be managed in a number of ways to allow academic excellence in schools. He further explained that;

“Behavior plays important role in academic performance amongst the pupils, since the pupils with good behavior perform well, as he or she observes rule and regulations which are found in school, unlike the pupils with bad behavior like being truant, smoker, drunk and stubborn pupils ends with poor performance in academic, (E3)”.

This implies that, management of pupils should start early in order to prepare young children to a better performance in further studies like in secondary schools, advanced secondary schools, in colleges and universities.

4.6.1.9 Sending Students Home for Aggressive Behavior

This has reported to lack a mass support. The findings from table 4.9 indicate that 10 respondents, 50% supports that when pupils misbehave, they need to be sent home so that they can get rehabilitated by their parents. Despite this approach being used in management of students' behavior at school, preschool teachers do not mostly employ such approach over since the age of preschool pupils ranges from 3 years to 5. Hence what is done is to handle their behavior and report them to care givers that help in regulating the behavior while at home. The group to this is to prepare a good transition towards learning.

This is supported by a parent who said;

“Behavior and learning process are inseparable things, since the pupils with good behavior observe punctuality in teaching and learning process. For example, pupils with good behavior are closer to the teachers and mostly teachers do like them as the results of making friendships among teachers and pupils which accelerate the academic performance in both private pre-school and public pre-school, (P2)”

The above argumentation is in contrary to views by teacher 2 and teacher coded number 4 who said that, In private pre-school, pupils are likely to behave well due to the rules and regulations which are managed well by the managers like those pupils who are schooling in Seminary school, unlike in the public pre-school most of the pupils are very truant, stubborn and they don't want to learn, (T2 & T4).

This presupposes that, learning needs calm environment, and thus, sending or reporting pupils who disturbs others is seen as the negative reinforcement to pupils despite being very young. Young children need a great care and support from their

teachers and parents. This is from the time of preparing them ready for going to school and caring for them on the way to and from school.

4.6.1.10 Teaching Parents Activities to Do with Students at Home to Reinforce Good Behavior

Table 4.10 presents that 15 respondents, 75 % of teachers' respondent had the views that, giving parents activities to do with students at home can reinforce good behavior. This follows that, parents can be given assignments like tests, home assignment for the kids so that when at home, can concentrate at attempting them. However Juma (2019) adds that teachers in pre-schools do apply various practices to decrease, eliminates, or prevent misbehaviors amongst the pupils in classroom during teaching and learning process and while at home, by instructing parents on the activities to be carried on by pupils while at home.

Another activity that teachers can instruct parents to do with students is to guide the child to the peace table. According to teachers, this practice requires children having trouble with each other to go to the peace table to talk with each other. Furthermore, it was determined that when children damage others or materials, these pupils were led to the peace table. Educators' statements on such cases are as follows:

"We use the peace table for the pupils to calm down as the way of solving misbehaves and some of the pupils adopt such methods of which influence academic performance amongst the pupils in the pre-school." (T8).

"We use the peace table in solving the pupils with misbehave when a dispute between two pupils occurs and they have difficulty in overcoming it. We make them sit at this table and talk with them." (T4)

Another practice often applied for misbehaviors is the silence game. Teachers explain that they prefer the silence game when pupils' energies are above the normal

course, they have difficulty in controlling themselves and teachers want to remind pupils to use classroom voice. Their comments on this practice are as follows:

“We could play silence game for the pupils who cannot control their bodies or use the classroom voice as among the way of solving the problems among the pupils with misbehavior.” (T3)

“Besides, the energy of the classroom could be too high some days. They calm down to a great extent thanks to the silence game. If a circle is to be created, especially on the days when they are too active, silence game is played to ease the teacher’s job and to help him/her as to improve their academic performance.” (T9)

Thus, teaching and learning process take place in an area where good and conducive environment is, pupils with good behavior, availability of good school management, climate of the schools influence pupils behavior in the whole process of teaching and learning process. Thus, behavior is the pupils’ engine in teaching and learning process as the results of good academic performance amongst the pupils.

4.6.2. Observation on Management of Pre-School Pupils in Private Schools

The study employed the observation checklist for the assessment of the pre-school management of pupils in schools. The researcher used this method to get a common understanding on the various issues and techniques that are used by private pre-schools to manage the young (pupils). The observation checklist emerged with some issues carefully observed. Among these were the way school condition is set, this was in a form of the presence of playground for children to play during break time, tracks for passing, staffroom and libraries organization in terms of shelves available for the kids’ books and pictures that stimulate learning, time use and management, Peer interactions of pupils, Teachers motivation, Task orientation and Conflict interactions.

Table 4.4: Observation on Management of Pre-School Pupils in Private Schools

	Items	Time for observation	Comment			
			Good	Average	Poor	
1	Pre-school conditions	8:00AM – 8:30 AM	DAY ONE	✓		
2	Classroom organization	8:45 AM – 9:15 AM		✓		
3	Time use and management	9:30 AM – 10:00 AM		✓		
4	Peer interactions of pupils	8:00AM – 8:30 AM	DAY TWO	✓		
5	Teachers motivation	8:31 AM – 9:00 AM			✓	
6	Task orientation	9:00 AM – 9:30 AM		✓		
7	Conflict interactions	9:30 AM – 10:00 AM		✓		

Source: Researcher's Field Data (2023).

4.6.2. 1 Pre-school Conditions

The researcher made observation in all sampled private pre-schools and identified that the management of school condition was good. The observation revealed that, the conditions of pre-school classroom were good and well ventilated for pupils to learn. This could attract a number of parents to send their pupils in such schools. As parents believes that, a good school condition could attract learning of kids. This is supported by the researcher who stated that for learning to take place well, there is a need of a good learning environment that is well managed.

This contrast the structure of classrooms or classrooms in government schools where you find fifth, sixth and seventh grade students are given clean classrooms with good floors or tiles instead of providing these children of early education who need better services especially classrooms without dust and dirt. However, the researcher did an eye examination and found out that the presence of playgrounds for children studying in primary education has been a big attraction for those children to like school and thus it is easy to manage them well, these students to perform the tasks given by the teacher; for example, a good road to teachers' offices, roads to toilets and even to the field has been seen to have a great contribution in keeping students in

private schools compared to government schools. Furthermore, the investigation revealed that, staffroom and libraries organization in terms of shelves available for the kids' books and pictures that stimulate learning is very well organized in private schools.

4.6.2. 2 Classroom Organization

Through the observation made by the researcher from 8:45 AM to 9:15 AM, it was found that the arrangement of classes in private schools is good. The presence of desks, chairs and tables for some private schools has been seen to have a great contribution to the issue of managing students. This is further explained by the stakeholder Andrew (2018) who questions the importance of desks, chairs and tables in managing students who said that, if each student will have his own place to sit, then the violence in the class will decrease and thus the students will learn in a very calm manner. However, he supports the argument by saying that. ‘the similarity in self-study books makes the issue of student management in the classroom very big for the sake of each student having his own study material instead of fighting over one book where the situation can incite violence and the disappearance of the security and stability of the class.

4.6.2.3 Time Use and Management

Table 6.6.2 shows that the observation made by the researcher from 9:30 AM to 10:00 AM on day one revealed that, time management is good in private preschools. Teachers were observed to be very punctual in attending class sessions, picking kids when they arrive at school from school buses, providing tasks to students and supervising pupils’ interactions were observed to have some contribution on

classroom management of pre-school pupils. Students were seen following the time in learning and following the teacher's instructions while in class. Time has been spent in giving them work ethic and in managing their school's goals.

4.6.2.4 Peer Interactions of Pupils

The researcher's observation revealed that positive peer interaction on issues of sociability, assertiveness, and communication were seen to have an impact on generation of a good and manageable pupils' behavior in private schools. That is, pupils consistently displayed higher pre-social peer behaviors in all settings except for large groups and occasionally, routines or transitions.

4.6.2.5 Teachers' Motivation

The researcher investigated carefully and found that the motivation for teachers teaching in private schools is still average, the paychecks are like tea, and the overtime money still seems to be small. Their motivation is seen in the salaries paid by the owners of the schools. At the same time, the staff in these private schools is committed to protect their wages, which are mostly contracts that do not exceed one year. In further investigation, the researcher found that, things like a better teaching environment, transportation to school and back home seemed to be one of the motivations for teachers teaching in private schools. In that sense now, the management of children who study in private schools is good compared to those who study in government schools where motivation seems to be more of a problem.

4.6.2.6 Task Orientation

In this investigation, the researcher noted that students were free to do various tasks individually to think about their own and give solutions to the tasks given to them by

their teacher. This is to say that self reliance was considered. First, the participation of students in the classroom tasks given by the teacher as part of management was considered and was not affected in any way. Management style was considered as part of examining the abilities of individual children. This made the child remain fully on task and maintain focus on the tasks assigned to them. Children appeared to focus on low task-oriented behaviors in environments that were more structured by the teacher.

Children's management here has been observed by showing more independent behavior than work in all activities except the large group and its procedures. Similar patterns were observed from the direction of Peer Assertiveness, suggesting that children who have the ability to initiate and lead in peer interactions also have advanced activation skills to keep up with the work in the classroom.

4.6.2.7 Conflict Interactions

The information seen in the data collection area indicates that children often fight during recess. And therefore, conflicts are higher during breaks or play settings without the supervision of children who are many. On average and in comparison with government schools where children have a tendency to be less active, they show less independent behavior, and show higher conflicts during normal activities and transitions than other children. In private schools, it seemed that, Young children learn to follow the rules and control emotions related to how they handle classroom situations, and it is possible that, in a poorly organized environment, tension can confuse them and lead them to conflict. More tension can arise in these activities directed by their peers, unlike when the teacher gives instructions.

4.7 Measures to Manage Pupils' in Public and Private Pre-Schools

The government and its agency like non-government organization, other institution initiative make priority in increasing the classroom management in pre-schools in both, private pre-school and government pre-school to enhance the academic performance amongst the pupils. Such phenomena have been proved by the respondent through the following arguments:

One response from the respondent suggests that:

“The government should establish the policy dealing with only pre-school for both private pre-school and government pre-school to ensure sustainable classroom management climate which will facilitate the pupils’ academic performance like laws and regulations which governed amongst the pupils in pre-school, (E7, E3, D, P6)”.

Other respondent added that:

“The classroom management especially in public pre-school, should be managed by the government itself, for example through the provisions of social infrastructure like desks, good blackboard, well ventilated classroom, enough classroom, availability of teachers and parents’ participation in school development, (D, T3, W4, E9, S3, S7 & S9)”.

On the other hand, the respondent suggests also that:

“The government itself should employ the qualified teachers from the recognized college and university to measure the effectiveness and efficiency of the teachers in teaching and learning process as the results of getting the teachers with teaching methodologies which will ensure classroom management amongst the pupils in pre-school in both private and government pre-school, (T2)”.

In addition, the respondent suggests that;

“Classroom management in public pre-school and private pre-school should be managed by the leader and manager through the provisions of motivation amongst the teachers and pupils to enhance the teaching and learning process, (P2, T12 & S16)”.

Therefore, the government and other stakeholders dealing with the education system in Tanzania should incorporate in decision making on the education curriculum, policy makers, curriculum developer, ministry dealings with education and the community as whole in implementation of the policy dealing with pre-school in Tanzania both, private and government pre-school.

In addition to the borders created in the classroom and discipline, not employing methods like reward or punishment is effective in the management of pupil's behavior in Montessori classrooms. Experiments and observations conducted while establishing a Montessori education approach revealed that, reward and punishment do not influence pupils in teaching and learning process which enhance the academic performance in pre-school (Eissler, 2017). Besides, Montessori (2016a) asserted that pupils allowed to learn on their own do not need any external reward or punishment. Arguing that authorizing the adult with external control would be problematic, Montessori also pointed out that they provided the child self-control and self-evaluation with the error check included in didactic materials. Thanks to error check, pupils could realize their mistakes and understand how much of their activities is right and how much is wrong (Stoll-Lillard, 2018).

CHAPTER FIVE

CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter presents a summary of research report basing on the findings and discussion that have been done, suggesting some recommendations which have to be taken into consideration by all stakeholders in public and private pre-school in Tanzania. Apart from the conclusion and recommendations of the study, some measures to ensure good classroom management amongst the pre-schools in Tanzanian has been suggested.

5.2 Summary of the Study

The study was conducted to assess the class room management strategies of public and private pre-schools in Sumbawanga Municipality. Specifically, the study aims were to assess the classroom time management done by class teachers in public and private pre-schools, to examine how pupils' behavior are managed in classroom for both, public and private pre-schools and to find out school characteristics which are taken as measures to manage pupils. The findings are as provided in chapter four.

5.3 Conclusion of Study

Classroom management has affected more the academic performance amongst the pupils in public and private pre-schools. It was further identified that their interest in studying can be made true by the availability of good classroom management and other opportunities such as good school climate conditions. Teachers with teaching methodologies should be given priority in both pre-schools, as the way of making effective and efficiency teaching and learning process among the pupils in public and

private pre-school. And the solution towards such circumstances is the government to make sure that all teachers in pre-schools, public and private have attended in the recognized colleges and universities providing teaching as the course so as to ensure effective and efficiency delivering material among the pupils in pre-school as the way of improving academic performance.

Thus, teaching and learning process take place in area where good and conducive environment, is pupils with good behavior, availability of good school management, climate of the school's influence pupils behavior in the whole process of teaching and learning process. Thus, behavior is the pupils' engine in teaching and learning process as results of good academic performance amongst the pupils. According to the findings of the study, it could be maintained that Montessori teachers' practices for pupil's misbehaviors are appropriate and contemporary approaches for the development of the classroom management which will increase the academic performance in pre-school. These findings are promising in line with Ocak and Arda's study (2014) highlighting that different and contemporary approaches to misbehaviors should be discussed in detail in Tanzania pre-school.

Partee, et al., (2020) found that preschool teachers' pre-service training focused on their professional development and teacher-pupils interaction has a positive effect on teachers' coping with undesirable behaviors. The increase in the quality of teachers' practices with these trainings has led to a decrease in the problem behaviors that children exhibit throughout the year. On the contrary, it was found that teachers with low education levels complained on the curriculum they used in their classrooms (Logie, *et al.*, 2013).

5.4 Recommendations

Based on the findings, the study provides the following recommendations.

5.4.1 Recommendations for the Immediate

The government of Tanzania is aware of the importance of pre-schools to the national education system. Pre-school have been practiced in rural and urban area, thus, they form the foundation of the education in Tanzania amongst the pupil, students and learners in the higher education through education and training policy under the ministry of Education Science and technology in Tanzania. The study provides the following recommendations;

- i. The government and other stakeholders dealing with the education system in Tanzania should incorporate in decision making on the education curriculum, policy makers, curriculum developer, ministry dealings with education and the community as whole in implementation of the policy dealing with pre-school in Tanzania both private and government pre-schools.
- ii. The government Should support institutions or any organizations providing education system dealing with pre-school in Tanzania as the source of educational professional and so that to ensure the depth of outreach where the majority of the children's will access the pre-school education
- iii. The government through the ministry of education has to pioneer the setting of strategies to introduce in the academic curriculum a subject meant for pre-schools in public and private pre-schools development that is making pre-schools a subject starting from pre-primary, primary education and beyond.
- iv. Finally, the government should ensure that there is a good education

environment in Tanzania, that there is a sustainable legal and regulatory framework sustainable for institutional arrangement, infrastructural development to promote pre-school development in the country. Such a situation will remove barriers and motivate pupils to engage themselves in pre-school and hence make a substantial contribution to the growth of the educational system in Tanzania.

5.4.2 Recommendation for Further Studies

This study assessed classroom management of public and private pre-school in Sumbawanga Municipality. Therefore, it can be recommended that, more researchers can be conducted on:

- i) How the government facilitate the pre-schools in both area, namely rural and urban area in Rukwa region, on how to develop the pre-schools.
- ii) How to improve classroom management and its impact in teaching and learning process in both, private and government pre-schools.
- iii) How teacher training on teaching methodologies improve academic performance in pre-schools.

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APPENDICES

APPENDIX I: INFORMED CONSENT FORM

Open University of Tanzania

P.O.BOX

DAR ES SALAAM

DATE:

ID.NO:

Research proposal on an assessment on classroom management of public and private pre-schools in Tanzania, the study will be conducted in Sumbawanga municipality.

Purpose of study

The purpose of this study is to assess on classroom management of public and private pre-schools in Tanzania. The study will be conducted in Sumbawanga municipality for fifteen weeks within four schools (two public schools and two private schools). In relation to this purpose, the study also aims to find out the ways of managing public school and private school and come up with possible suggestions on how to overcome challenges that will results from study.

What participation involves

If you agree to join this study, you will be require to answer a series of questions that have been prepared for the study in through questionnaire, interview and discussions in order to obtain the intended to make an assessment on classroom management of public and private pre-schools in Tanzania. The study will be conducted in Sumbawanga municipality.

Confidentiality

All collected information will be confidentially kept and will only be used for the study purposes. Identification letters will be used instead of names.

Risk

We do not expect any harm to any participant because of participating in this study.

Rights to withdraw and alternatives

To participate in this study is completely voluntary, you can freely choose to participate or not in this study. Even if you will have already accepted to participate in the study you can quit at any time whenever you feel to do so. No penalty or loss of any benefit upon refusal to participate or with draw from the study.

Benefits

There will be no direct benefit in participating in this study. However, the information we gather from this study will help to improve way of classroom management of public and private pre-schools in Tanzania. The study will be conducted in Sumbawanga municipality and other area all over the country.

Who to contact

If you have question and further clarification as participant you have right to contact the researcher on the following address:

Nakumbukwa Stephano Kyarilo, P .O. BOX 624 SUMBAWANGA

Phone: 0759 443 733.

Signature:

Do you agree?

Participant Participant does not agree

I Have the contents in this form. My questions have been agreed and answered. I agree to participate in this study.

Signature of participant

Signature of researcher

Date of signed consent

APPENDIX II: QUESTIONNAIRE

Questionnaire for School Teachers

SECTION A: BACKGROUND INFORMATION

Please put a tick (v) in the correct answer

i. Your school

1. Type of School

i. Public _____ ()

ii. Private _____ ()

2. Sex of the respondent

⊗ Male _____ ()

⊗⊗ Female _____ ()

3. Age of the respondent

A. 18 ----35 YEARS ()

B. 36 ----- 55 YEARS ()

C. 56 ----- 60 YEARS ()

D. 61 and above ()

4. Teaching Experience

i. 0-5 years ()

ii. 6 -10 years ()

iii. 11—15 years ()

iv. 16 years and above ()

S/N	Statements	Total Respondents	Who supported	Percent (%)
A.	Setting rules to control behavior	20		
B.	I involve pupils in establishing classroom rules and procedures	20		
C.	I use classroom desks and chairs balanced to manage pupils' appropriate behavior	20		
D.	I use class time to reflect on appropriate behavior with pupils as a group	20		
E.	I do ask parents to report inappropriate behavior	20		
F.	I ignore misbehavior that is disruptive to class.	20		
G.	I use short verbal cues to stop misbehavior (e.g. say student's name aloud),	20		
H.	I use nonverbal signals to stop misbehavior (e.g. touch disruptive students).	20		
I.	I send students home for aggressive behavior.	20		
J.	I teach parents activities to do with students at home to reinforce good behavior.	20		

SECTION B: Management of pupils' behavior in public pre-schools

Support the below statement in the table below to indicate the style that is used in management of pupils behavior in public schools.

SECTION C: TEACHERS' CLASSROOM TIME MANAGEMENT

Please show how you used the following techniques for managing classroom time.

Tick (✓) the option that best applies to you.

S/N	Techniques used by teachers to manage classroom time	Not at all always	Sometimes	Always
1	Teacher prepares instructional materials before the start of the lesson.			
2	Teacher prepares instructional equipment before the start of the lesson.			
3	Teacher begins lesson at exact time schedule for each lesson			
4	Teacher keeps an eye on the passage of time during class.			
5	Teacher controls the time pupils spend reporting others			
6	Teacher controls the time pupils used to go out to urinate			
7	Teacher manage the time to transit form one lesson to another			
8	Other techniques used (mention and tick as above)			

SECTION D: CLASSROOMS' PHYSICAL ARRANGEMENT

Please show the comment on physical arrangement of your classroom. Tick (✓) the option that best applies to you.

s/n	Physical arrangement of your classroom	Not true at all	Sometimes true	Always true
1	Classroom is organized in such a way that pupils are able to see the chalkboard			
2	Classroom are organized in such a way that pupils are able to move from one place to another			
3	Classroom are organized in such a way that children are able to pay attention during lesson			
4	There is enough space for children to seat			

APPENDIX III: INTERVIEW GUIDE

INTERVIEWGUIDE FOR DISTRICTOFFICERS OFFICIERS (DEOs)

DISTRICT ACADEMIC OFFICERS (DAOs) AND HEAD TEACHERS

- i. The way classroom movement is being ensured
- ii. The way classroom free from congestion is being ensured
- iii. The way class room is arranged to allow pupils to see chalkboard
- iv. Techniques used to make sure there is student - teacher attention
- v. Techniques used to encourage positive classroom attitude
- vi. The way classroom behavior is controlled
- vii. The way classroom time is managed by both teacher and pupils
- viii. Other related comments

THANK YOU VERY MUCH

APPENDIX IV: FOCUS GROUP DISCUSSION

FOCUS GROUP DISCUSSION FOR PUPILS' PARENTS GUIDE

- a) Pupils' reaction about classroom atmosphere
- b) Pupils' reaction about sitting desks
- c) Pupils' reaction with relationship between themselves and their teachers
- d) Pupils' reaction with their fellows' behaviour
- e) Pupils reaction about ability to follow lessons
- f) Any other reaction noted from pupils

THANK YOU VERY MUCH

APPENDIX V: RESEARCH CLEARANCE LETTER



Ref. No OUT/ PG201901401

13th January 2023

Regional Administrative Secretary,
Rukwa Region,
P.O Box 128,
RUKWA.

Dear Regional Administrative Secretary,

RE: RESEARCH CLEARANCE FOR MS.NAKUMBUKWA STEPHANO KYARILO.
REG NO: PG201901401

2. 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 Charter, the Open University of Tanzania mission is to generate and apply knowledge through research.-

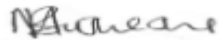
3. To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you **Ms. Nakumbukwa Stephano Kyariro, Reg. No: PG201901401** pursuing **Master of Education in Administration Planning and Policy Studies (MEDAPPS)**. We here by grant this clearance to conduct a research titled "**Assessment of Classroom Management of Public and Private Pre schools in Tanzania: A Case of Sumbawanga Municipality**". She will collect her data at Kizwite Primary School, Chanji Primary School, Moonlight

Academy Primary School, and Sumbawanga Istiqama Pre and Primary School in Rukwa Region from 16th January to 16th February 2023.

4. 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 thank you in advance for your assumed cooperation and facilitation of this research academic activity.

Yours sincerely,

THE OPEN UNIVERSITY OF TANZANIA



Prof. Magreth S. Bushesha

For: **VICE CHANCELLOR**