EFFECTS OF CLASSROOM MANAGEMENT ON STUDENTS' ACADEMIC PERFORMANCE IN TANZANIA: A CASE OF MTWARA-MIKINDANI MUNICIPALITY SECONDARY SCHOOLS, MTWARA REGION

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A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN ADMINISTRATION, PLANNING AND POLICY STUDIES

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## CERTIFICATION

The undersigned certifies that he has read and hereby and recommends for the acceptance by the Open University of Tanzania dissertation entitled: **"*Effects of Classroom Management on Students' Academic Performance in Tanzania: A Case of Mtwara-Mikindani Municipality Secondary Schools, Mtwara Region"*,** in partial fulfillment of the requirements for the Degree of Master of Education in Administration, Planning and Policy Studies (MED-APPS) of the Open University of Tanzania.

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Dr. Jerome J.Chilumba

(Supervisor)

….…………………………..

Date

# COPYRIGHT

# DECLARATION

I, **Daniford J Mwaipungu**, declare that, the work presented in this dissertation is original. It has never been presented to any other University or Institution. Where other people's works have been used, references have been provided. It is in this regard that I declare this work as originally mine. It is hereby presented in partial fulfillment of the requirement for the Degree of Master of Education in Administration, Planning and Policy Studies (MED-APPS).

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Signature

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Date

# DEDICATION

This work is dedicated entirely to my admired and loved parents, Joseph Afwilile Mwaipungu and Tunsubilege Moses Mwailolo, who laid the foundation for my intellectual horizon by sending me to school since primary level. Furthermore, the work is dedicated to my lovely wife Violeth Stephano, also my children Doreen Daniford Mwaipungu and Davis Daniford Mwaipungu.

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# ABSTRACT

This study focused on the effects of classroom management on students' academic performance in Tanzania, a case of Mtwara-Mikindani Municipality Secondary Schools The study adopted mixed research design. Data was collected through questionnaires, interviews and documentary reviews. In analysis of data questionnaires were analyzed through Statistical Package for Social Science SPSS, whereas interviews were presented in a form of narrations. Objectives of the study were; to examine whether control guidelines by school administration in secondary schools can promote performance of students; to determine whether administrative strategies in secondary schools can ensure effective management of classrooms; and to examine whether teachers follow control guidelines while implementing classroom management in secondary schools. Basing on the findings, the study had the following conclusions; control guidelines by school administration in secondary schools promoted performance of students, administrative strategies were for ensuring effective management of classrooms; and teachers adhered to control guidelines on implementing classroom management. In line with noted conclusions the study made the following recommendations; teaching objectives should be obtained through training of teachers on matters which would promote efficiency and effectiveness of their day to day activities; frequent evaluations by school administration should be done in a better way so as to influence teachers' accountability; and, teachers should perform their activities based on their teaching profession; by avoiding habitual working practices which would finally  improve their efficiency and effectiveness on classroom management.

**Keywords**:-Classroom management, secondary schools, Mtwara Municipality.

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# LIST OF ABBREVIATIONS

MAO          Municipal Academic Officer

MEO          Municipal Education Officer

PPM          Pearson Product Moment

SPSS          Statistical Package for Social Science

SS1          Senior Secondary One

# CHAPTER ONE

# INTRODUCTION AND BACKGROUND TO THE STUDY

## 1.1    Introduction

The chapter presents background to the problem, statement of the problem, purpose and objectives of the study, research questions, significance of the study, scope of the study, definition of the key terms, conceptual framework as well as organization of study.

## 1.2    Background to the Problem

Classroom management remains a plaguing aspect in the teaching and learning process in different schools and colleges of education.  Normally the role of managing a classroom heavily contributed to a teacher's stress and burnout, overall teacher's self-efficacy, student achievement and teacher performance in a classroom (Jepson and Forrest 2006). Studies on classroom management have been done in different parts of the world, some are highlighted.

Chua and Mosha (2015) had a study on, "Managing School Internal Mechanisms for Performance Improvement in Secondary Education in Eastern Zone of Tanzania". The study reported that recent apprehensions over the poor performance of secondary schools at ordinary level in Tanzania had given rise to concerns over the quality of education provided at that level. Addressing the issue of poor performance required a thorough understanding of the environment under which schools operated. The study explored how management of school internal mechanisms contributed toward enhancement of school performance for improved quality of secondary

education in Tanzania. Findings of Chua and Mosha (*op.cit*) study revealed that, performance of schools was mainly attributed to a kind of management available in a particular school, which would ensure availability of workable and agreed mechanisms of providing effective teaching and learning. The findings provided several important implications for education and school practitioners on how best to manage school internal mechanisms for improved performance.

Hakizimana (2016) had a study titled, "Classroom management and students' academic performance in secondary schools in Nyamagabe District-Rwanda''. The findings of the study first indicated that there were two major classroom management issues namely, instructional management and behavioral management. Secondly there was poor academic performance of students in Nyamagabe District; and thirdly, it was revealed that there was a positive relationship between classroom management and students' academic performance. Basing on the results, the researcher concluded that classroom management influenced students' academic performance.

The study done by George in (2017) carried an investigation on, "Effective Classroom Management and Students' Academic Performance in Secondary schools in Uyo Local Government Area". At the end, the study recommended that teachers should be skilled in classroom management so as to influence students' academic performance positively.

Muhammad (2019) examined, "A relationship between classroom management and students' academic achievement at Kohat district". The study stressed three key

issues, first, teachers who organized and managed classroom properly assisted students' learning. Secondly managing physical resources had the highest mean score while managing students' behavior and teaching methodology had the lowest mean score. Lastly, there was a relationship between teacher's practices and learner's achievement. The study recommended that secondary school teachers should be trained on classroom management strategies to increase their capacities that could lead to ensure students' learning.

The last overview was on a study by Njeru (2012) titled "The influence of classroom management practices on students' academic achievement in public secondary schools in Tharaka-Nithi county; Kenya". One of the findings of study revealed that, the influence of classroom management practices on the academic performance was a matter that had not been given attention. In conclusion, the author stressed that, the findings of the study expected to help education policy makers, heads of school, teachers and other stakeholders to emphasize the incorporation of varied instructional strategies to improve learners' academic achievement. This current study in particular intended to further broaden the horizon on knowledge regarding effects of classroom management on students' academic performance in Tanzania, specifically in Mtwara-Mikindani Municipality secondary schools.

## 1.3    Statement of the problem

Classroom management is a process by which teachers and schools create and maintain appropriate behaviour of students in classroom settings. Therefore, effective implementing of classroom management strategies enhance required

behaviour and increase student academic engagement. Asiya, (2011) emphasized that school principals should constantly organize seminars and workshops for teachers to get them acquainted with the effective classroom management techniques.

Furthermore, a study was conducted by Oluoch, and Ekene, (2020) on, "Classroom Management: Implications on High School Students' Character Formation in Africa." One of the recommends hinted that teachers should establish a positive learning environment by showing their passion for the subject matter, as well as being active in involving students in learning. Classroom management as a significant part of an effective teaching and learning process, challenges in classroom management are among the barriers towards attainment of educational goals in. Mtwara-Mikindani Municipality Secondary Schools, that being case, practitioners, educational researchers as well as parents and other education stakeholders have articulated growing concern the students' academic achievement in secondary schools in respect to classroom managements. Since effective classroom management plays a vital role in the performance of the students, however classroom management still challenges that hinder effective teaching and learning. Despite of recent trends of teacher education programs to increase training in the area of classroom management, teachers continue to struggle with the reality of classroom management issues. However, more concern was that both novice and experienced teachers still struggle in raising learner's grades.

Among issues that raised concern in the study includes teachers aware that control guidelines by school administration in secondary schools were for promoting

performance of students in Mtwara-Mikindani Municipality Secondary Schools? Or were administrative strategies that were in force capable of ensuring effective management of classroom in Mtwara-Mikindani Municipality Secondary Schools? And that whether were teachers considering control guideline in implementing classroom, or were they adopting as usual notions in practicing the same? Basing on such uncertainties, a study on the effects of classroom management to the students' academic performance to secondary schools in Mtwara-Mikindani Municipality initiated.

## 1.4 General and Specific Objectives of the Study

### 1.4.1 General Objective of the Study

The main aim of the study was to explore the effects of classroom management on students' academic performance in Tanzania. A case of Mtwara-Mikindani Municipality secondary schools.

### 1.4.2 Specific Objectives of the Study

(i) To examine whether control guidelines by school administration in secondary schools can promote performance of students in Mtwara-Mikindani Municipality

(ii) To determine whether administrative strategies in secondary schools in Mtwara-Mikindani Municipality can ensure effective management of classrooms.

(iii) To examine whether teachers utilizes control guidelines while implementing classroom management in secondary schools in Mtwara-Mikindani Municipality.

## 1.5     Research questions

(i) To what extent control guidelines by school administration in secondary schools can promote performance of students in Mtwara-Mikindani Municipality secondary schools?

(ii) To what extent administrative strategies in secondary schools in Mtwara-Mikindani Municipality to ensure effective management of classrooms?

(iii) To what extent teachers utilizes control guidelines while implementing classroom management in secondary schools in Mtwara-Mikindani Municipality?

## 1.6     Scope of the Study

This research as any other research work is limited in time scope, geographical scope, and content scope. In time scope, the study focused analysis on the period from 2019 to 2022 because the period allowed me to search recent data related to the topic. Regarding geographical scope, this research was restricted within Mtwara-Mikindani Municipality, Mtwara region. In the content scope, this study focused on exploring the effects of classroom management to the students' academic performance in Secondary Schools.

**1.7 Significance of the Study**

(i)     The study will be helpful to school administrations across the area to recognize the need to invest on classroom management after identifying strengths and weakness in respective schools;

(ii)    The study will be useful to the Ministry of Education Science and Technology for developing better educational plans that will guide teachers in meeting effective classroom management guideline that will be used to effective teaching and learning across the country; and,

(iii)   The study will be beneficial to students as they will be in a position of attaining commendable performance after adhering to directives offered by their lesson' teachers during teaching and learning in classrooms.

**1.8 Definition of key Terms**

**Classroom management,** in this study means a process by which teachers creates important learning environment in classrooms that allow students to have the best opportunity to learn.

**Performance,** in this study means a student whose marks would guarantee him/her be rated in first to third division in the certificate of secondary education examination CSEE.

## 1.9    Conceptual framework
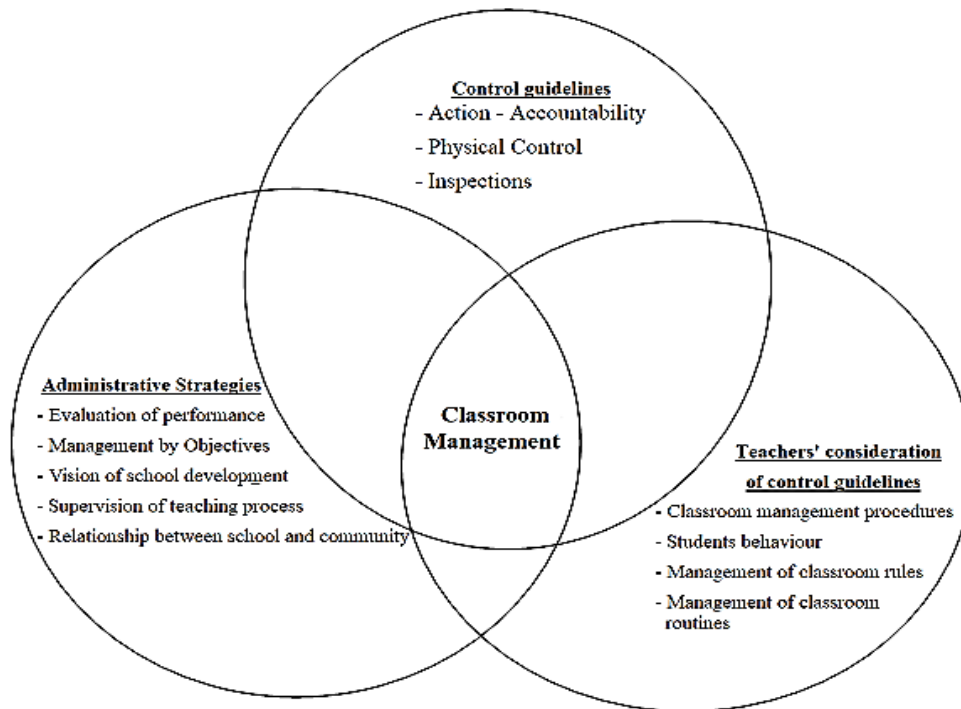


**Figure 1. 1: Conceptual Framework**

Source: Researcher's views on effects of classroom management on students'
academic performance in Mtwara-Mikindani Municipality

Figure; 1.1 indicates variables both independent and dependent variable indicating
relationship how classroom management can affect student academic development in
Mtwara-Mikindani Municipality.


Figure 1.1 presents three interlocking circles. The dependent variable is centrally
locked; whereas the independent variables surround it. The relationship is, change of
any independed variable will definitely influence performance in the dependent
variable irreversible.

## 1.10    Organization of the Dissertation

The dissertation is organized into six chapters. Chapter one presents background to the study, Statement of the problem, Objectives of the study that includes; general objective and specific objectives, research questions, significance of the study, conceptual framework, and definition of key terms; while chapter two is all about theoretical and empirical reviews as well as research gap.

Chapter three presents the research design, research approach, area of the study, sample and sample size, data collection methods, data analysis and presentation. Chapter four and five deal with data analysis and presentation of research findings as well as discussions of the findings respectively. Lastly, chapter six presents summary, conclusions and recommendations of the study.

**CHAPTER TWO**

**LITERATURE REVIEW**

**2.1     Introduction**

The chapter presents a theoretical, empirical review of the study. The theory adopted

is Harry Wong & Classroom Management: Theory & Plan

**2.2     Theories which Relate to this Study**

**2.1.1   Harry Wong & classroom management: theory & plan 1981**

Wong (1981) was a former high school teacher who went on to write several books

related to education and classroom management. A good number of educators were

familiar with his work and rely on his strategy for classroom management. Wong's

central idea to his theory was that, teachers were needed to establish procedures and

guidelines early in a school year in order to be effective and successful. Wong's

theory focused heavily on establishing guidelines, things that happened repeatedly in

a classroom that students could come to expect, as well as students carried out such

guidelines.

For example, teachers needed to teach students where to hang up their backpacks,

how and when to sharpen pencils, or how to signal to a teacher. Every guideline that

happened in a classroom needed a procedure to go with it. Of course a guideline in a

classroom looked like two sides of the same coin. A teacher for that matter was

needed to have guidelines on specific activities like how to plan daily practices. All

that in particular had a direct effect on effective learning (Wong, 1981). The current

study adopted this theory because it gave light on what to be examined. The theory

reveals how teachers were supposed to be responsible in making sure that new behaviour appeared from a student after being taught and in so doing a teacher could effectively achieve classroom management.

## 2.3 Empirical Review

### 2.3.1 Control guidelines by school administration in secondary schools promoted performance of students

GSP, (2022), defined classroom management-control guidelines as a wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class. When classroom-management strategies were executed effectively, teachers minimized the behaviours that impeded learning for both individual student and groups of students, while maximizing the behaviours that facilitated or enhanced learning. Generally speaking, effective teachers tended to display strong classroom-management skills, while the hallmark of the inexperienced or less effective teachers seemed to have disorderly classrooms filled with students who were not working or paying attention.

Classroom control guidelines were varied. Some might model ideal behaviour, which could inform a teacher making a habit of demonstrating behaviour he/she/ wanted to see among student. Studies like that of (Guido, 2021, and GSP, 2022); minimally indicates teachers need model effectively by teaching students how to act in different situations in a classroom. Other guidelines include encouraging student initiatives, by offering praise appropriately which meant to inspire a class, improve students' self-esteem as well as reinforcing rules and values a teacher wanted to see. The current

study aimed to see whether such practices were in place, in Mtwara-Mikindani Municipality secondary schools.

However, making further perusal on what is known regarding classroom management-control guidelines in the process of teaching and learning, Akpan (1999) noted that controlling was a process of ensuring that a classroom in this respect was actually attaining its objectives as planned. In a school, most staff and even students were sometimes unwilling to act in the best interest of a school. Staff personal biases and limitations could affect school performances. It was the responsibility of a head of school to make sure that activities were performed according to plan if school goals were to be successfully achieved. That called for the use of a set of controls to guard against undesirable activities in a school, without neglecting the same motives in the actual classroom practices. Such control measures if were implemented by head of schools as well as teachers in classrooms would enhance effective and efficient school leadership.

**Action-Accountability**

Tammy (2018) defined accountability as willingness to take responsibility for one's actions including things a student should do, should not have done, and when mistakes were made. An accountable student did not make excuses or place blame on others. Instead that form students who are willing to take responsibility, know that planning is an important part of being responsible and accountable, when were confronted by a problem were ready to take responsibility to think of other options and solutions. Such behaviours were indicators of a countable student. A question

was were practices available among students Mtwara-Mikindani Municipality secondary schools?

Richards (1986) described accountability as a type of feedback control system by which students in that respect were held accountable for their actions. In a school, it involved enforcement of school rules and regulations as well as teachers' codes of conduct. School rules formulated by a school authority and teachers' codes of conduct defined the limits of acceptable behaviour. That technique would be very effective if staff and students understand what was expected of them. That meant work rules and codes of conduct were needed to be well explained to those concerned. Actions or behaviours in a school/classroom should be noticed and rewarded while deviations from defined limits should be punished to serve as a deterrent to others and to motivate both staff and students to behave appropriately in the future.

**Physical Control Device**

Barrett (2016) claimed on physical control of school assets and records were necessary for proper functioning of a school. School plant-buildings, equipment and facilities, were needed to be ensured and certificate of insurance obtained in case there was fire outbreak or destruction of property by windstorm. The school administrator had to provide day and night security guards to check the movement of visitors into and out of the school premises. That device checked loss of school equipment and materials from thieves.

Meanwhile the study done by Lockley (2015), titled "Interventions to Improve Sleep, Alertness and Learning in Schools in Childhood Health and School Buildings". The study addressed that school infrastructure constituted a component among education investment projects.

**Inspections as Control Technique**

School inspections have been commented by several scholars worldwide, as a mechanism to monitor government established school standards.

A study by, Ehren, Altrichter, McNamara and Har (2013), titled, "Impact of school inspections on improvement of schools describing assumptions on causal mechanisms in six European countries". One of their comments was, through school inspection improvement, increased collegiality, enhancement of core capacity and re-balancing of activities in order to take account of national priorities often cited as the expected outcomes of the inspection process. Almost without fail there were other unintended but nonetheless equally important results that had a significant impact on established educational standards provided.

De Clercq (2008) had a study titled "Teacher quality, appraisal and development Perspectives in Education" stressed that internal auditing was a welcome device as a control technique in school. It involved a periodic checking of school records to ensure that personnel in the discharge of their duties followed school policies and procedures. It took into account the checking of reports, inventories (buildings, equipment), Materials in transit during distribution to various departments in the school could be controlled by the use of internal auditing. It ensured that proper

accounting procedures as directed by the Ministry of Education were used in the school. It helped to check misappropriation of school funds, materials, equipment and supplies.

### 2.3.2 Administrative strategies to ensure effective classroom management evaluation of school performance

A head of school was expected to show patterns of behaviours and responsibilities associated with a headship position within a school. A head of school as in charge of a school had a lot of responsibilities to accomplish. For example, developing strategic vision and direction of the school development, management of staff, students and finances, supervision of the implementation of school syllabus and developing the relationship with the wider community (Bussiness Dictionary, 2013).

Evaluation involved determining the extent to which one succeeded in achieving one's objective in a given task (Ozigi, 1978). The purpose of evaluation of activities or performance as a control method in school was to determine areas of successes and/or failures in order to plan for improvement by taking corrective measures. Through evaluation a head of school was able to compare current performance against established standards. Therefore, for effective control of school activities, evaluation should be a continuous process. According to Ukeje (1992) supervision and evaluation provided a means of control to check on the fulfillment of tasks and identified factors that enhanced or inhibited the achievement of school objectives.

**Management by objectives (MBO)**

The issue of management by objectives had been viewed by different scholars, for instance Iñiguez, (2011) noted that, management by objectives, "MBO" is a

management practices coined by Peter Drucker (1960s) began to describe better ways to manage knowledge workers compared to the agricultural and industrial workers who preceded us. In conclusion, one could say that implementation of a method of management by objectives could yield tangible results in the measurement of the effectiveness of teamwork.

However, while the concept could be universal in nature, yet its adaptation to a particular environment should be a systematically controlled and rationalized process (Burdzińska and Flak 2016). The application of Management by objectives as a control technique in school was a process even today whereby a school chief executive and his subordinates (heads of departments and committees) jointly worked together to identify common objectives of a school (OpenStax, 2022).

In MBO, the staff' areas of responsibility in terms of outcomes expected were defined and made known to all staff. Such devices served as guides for operating various units of a school and as guides for operating various units of a school and as the basis for evaluating contributions of subordinates, towards school goal achievements. MBO was even today a systematic and organized approach that allows management to focus on achievable goals and to attain the best possible results from available resources. MBO aimed to increase organizational performance by aligning the subordinate objectives throughout the organization with the overall goals that management had previously set. Ideally, employees got strong input to identify their objectives, time lines for completion, and so on. MBO included ongoing tracking and feedback (Drucker, 1954).

Meador (2013) showed that a good head of school was the one, who always led by example, was positive, enthusiastic, had high energy, initiative, and tolerance for ambiguity, sense of humour, analytical ability, and common sense and had hand day to day activities of the school, and listened to staff and student heeds. Findings of a study by Shonubi (2014) of the University of Johannesburg tilted, "Effective Leadership Conducive to Generation of Academic Performance in Schools", among other attributes indicated that monitoring, modelling, and internally funded training and development of teachers, ensured effective instructional delivery and up-date of knowledge in the teaching skills; and subject knowledge update of teachers in the exceptionally performing school, which impacted on student's performance in the exceptionally performing school, compared to the exceptionally underperforming school. An effective leader was available to teachers, staff members, parents, students, community members and worked hard to realize student pronounced performance. Good leaders stayed calm in difficult situations, thought before they acted, and put the needs of a school before themselves. An effective leader stepped up to fill in gaps as needed, even if it was not a part of their daily routine.

**Strategic Vision of School Development**

According to Reh (2013) a vision was an over-riding idea of what the organization should be in general. Often it reflected a dream of a leader, head of school in this respect. A vision should be sufficiently clear and concise that everyone in an organization understood it and could fulfill it with passion. Tatum (2013) asserted that vision had to be relevant to those who would be involved in reaching that

ultimate goal. That meant teachers and all who had a stake in a school should recognize the potential of a vision and be committed to help it come to pass. Miskell, (2020) had a study on, " The Effect of Strategic Planning on Student Achievement in Rural Public Schools in New York State". The results of the study indicated that goals developed during strategic planning process in districts studied supported districts' mission, vision, and core beliefs. The study also depicted that the practice of strategic planning affected student achievement positively, and that districts studied implemented goals through distributed leadership.

Tatum (*op.cit*) claimed that, before implementing a vision, a leader was needed to communicate that vision to all educational stakeholders, particularly those inside a school. A vision needed to be well articulated so that it could be easily understood. And, if a vision was to inspire enthusiasm and encourage commitment, it should be communicated to all members of a school. The strategic vision should be communicated through multiple means. Tatum (*op.cit*) further revealed that, after communicating a vision, implementation should take place if a vision was to have any effect on a school. Strategic planning determined how to get there from where one was. Strategic planning linked the present to the future, and showed how a school head intended to move toward a vision.

However, Babyegeya (2002) in his study material titled, "Educational Planning and Administration", clarified that a school calendar or almanac, which showed dates of school events and special activities for the whole year should be identified by the

head of school. The periodic meetings of the school board, the staff, school baraza and parents' general meeting should be clearly shown in the school almanac.

**Supervision of Teaching Process**

Mponda (2005) defined supervision as evaluating the educational practices in school to find out if school objectives were attained or not. A head of school should gather information systematically, that could be used to create possibilities for a further improvement in a schools' academic performance. Jekanyifa (2013) outlined that, it was the role of a head of school to make sure that educational inputs which were of vital importance to teaching of any subject in a school curriculum were available. The current study aimed to examine whether teaching was being supervised for students to perform in their final examinations.

**Relationship Established Between a School and Community**

According to UNESCO (2011), a word community could refer to a group of people living in one place or locality such as a village or town, or it might refer to a group of persons having the same or similar interests. Community was a part of any society and education was the counterpart of both elements mentioned. A school was a social institution where consciously designed learning experiences were provided with objectives of achieving social needs at large, over a period of time. A school was also defined as a subsystem of the larger system of the society. It had to functionally coordinate with its immediate environment, the community in which it was situated. But what was the benefit of stakeholders be involved in school matters? A study by Maswa, (2017) had a title, "Impact of the School Committee Relationship on

Students' Academic Performance". Kakamege:  established that, communication skills influenced teaching and learning. From the results it was concluded that academic performance could be improved if school relationship was enhanced. The following recommendation was made: Education stakeholders should actively participate in the running of schools by providing material and administrative support. The study emphasized of forming school committees and make use of them for a school to perform.

Moreover, Nirav (2012) added that, the main group and agents involved in the dynamics of the relationship between school and community were school administration, teachers, non-teaching staff, students and parents, governing bodies and school board.

### 2.3.3  Control guideline considered by teachers in implementing classroom management

**Classroom Management procedures**

The Classroom management procedures were actions and strategies teachers used to solve the problem of order in classrooms" (Doyle, 1986). Effective teachers also used rules, procedures, and routines to ensure that students were actively involved in learning (Marzano, Marzano, & Pickering, 2003). In essence, they used management not to control student behavior, but to influence and direct it in a constructive manner to set the stage for instruction (McLeod, Fisher, & Hoover, 2003).

Classroom management; focused on the physical environment. Effective teachers organized a safe classroom environment (Educational Review Office, 1998). They

strategically placed furniture, learning centers, and materials in order to optimize student learning and reduce distractions.

Effective teachers created focused and nurturing classrooms that resulted in increased student learning (Marzano et al., 2003; Shellard & Protheroe, 2000). Such teachers taught and rehearsed rules and procedures with students, anticipated students' needs, possessed a plan to orient new students, and offered clear instructions to students (McLeod et al., 2003; Emmer et al., 1980). More clarifications on classroom management were delivered by Erdogan and Kurt (2015) on their study titled, "Review of Research on Classroom Management in Turkey", among other findings of their study remarked that, teachers' ability to create interactive classroom environment was influenced by some variables such as teacher beliefs and teachers' expectations of students.

A study in New Zealand by Rubie-Davies, (2000), with a title, "Teacher expectations and perceptions of student attributes: Is there a relationship"? The authors Rubie-Davies, (*po.cit*), came up with the following observations. Contrasting patterns were found for high expectation (HiEx) and low expectations (LoEx) teachers. For high expectation (HiEx) teachers correlations between expectations and all student factors were significant and positive while for low expectations (LoEx teachers) the correlations that were significant were negative. Correlations between student achievement and all student factors were also positive and significant for high expectation (HiEx) teachers while for low expectations LoEx teachers only one positive correlation

was found. Finally the paper came up a conclusion that, class level expectations are important for student learning. Teacher moderators appear to relate to differing teacher beliefs and attributes (mediators) and hence may lead to variance in the instructional and socio-emotional climate of the classroom.

**Teacher Expectations for Student Behaviour**

Effective teachers knew that student behaviour was not only about rules and consequences (McLeod et al., 2003); they also knew that a larger component was the development of a classroom climate that influenced how students perceived their environment and behave (Woolfolk-Hoy & Hoy, 2003). Thus, effective teachers expected students to act in a manner that contributed to a positive classroom environment.

Attending to issues of classroom management and organization provided the foundation for having high expectations for student behaviour in academics. Effective teachers had higher expectations for how students controlled themselves in the classroom than their less effective colleagues (Stronge et al., 2003). They were better managers of student behaviour (Emmer et al., 1980). They established relationships with their students in which high levels of cooperation and dominance (i.e., giving students a sense of purpose and guidance), resulting in an optimal relationship (Marzano et al., 2003). Effective teachers taught expectations to students and reinforce the desired behaviours with their verbal and nonverbal cues to align students in effective learning. Another characteristic of effective teachers was that they held students individually accountable (Kohn, 1996) and, if necessary, used

intervention strategies to help students learn the desired cooperative behaviour (McLeod et al., 2003). An exploratory study of effective and ineffective third-grade teachers found that ineffective teachers had five times as many disruptive events in an hour when compared with their more effective counterparts (Stronge et al., 2003). Through fair and consistent discipline, teachers reinforced their expectations of students and created a classroom that was focused on instruction. In that study 57 percent of participants explained that behaviour was one among the identity for teaching achievements; teachers' efforts in teaching activities were regarding on students desired behaviors as important criteria where teachers had to work through managing classroom for desired result. The issue at stake is, if teachers agreed that behaviour played a key role in learning could it be anticipated that teachers in the current study area were devoid of that practice!

**Teacher Management of Classroom Rules**

Virtually everything that involved interactions among people required rules. Webster's dictionary defined a rule as "a fixed principle that determines conduct" (McKechnie, 1983). Nonetheless, rules established the boundaries for behaviour (Nakamura, 2000), and consistency in their implementation was essential to effective classroom management.

A study by Alter, and Haydon, (2017), with a title, "Characteristics of Effective Classroom Rules: A Review of the Literature, the findings indicated that the two most important characteristics of effective classroom rules were teaching the rules to students and practicing rules for positive and/or negative consequences.

Effective teachers had a minimum number of classroom rules, which tended to focus on expectations of how to act toward one another, maintaining a safe environment, as well as participating in learning (Marzano et al., 2003; McLeod et al., 2003; Thompson, 2002). Such teachers offered clear explanations of rules, model the rules, rehearsed the expectations with students, and offer students opportunities to be successful in meeting the expectations (Covino & Iwanicki, 1996; Emmer et al., 1980). There was no magic number of rules that governed a classroom; rather, it was the clear establishment of fair, reasonable, enforceable, and consistently applied rules that made a difference in classrooms.

**Teacher Management of Classroom Routines**

A paper by Weidman, and Hammond, (1987) with a heading, "Introduction and Integration of Classroom Routines by Expert Teachers", stressed that successful teachers use the first days of school to establish and rehearse routines, which permit instruction to proceed fluidly and efficiently. Routines, shared socially scripted patterns of behavior, serve to reduce the cognitive complexity of the instructional environment. Routines were more flexible than rules, or procedures. In fact routines indicate specific ways of doing things. Classrooms typically required routines to operate efficiently and effectively (McLeod et al., 2003). For example, routines commonly included how to enter and leave the classroom, take attendance, turn in assignments, make a transition during or between instructional activities, maintain classroom climate.

Effective teachers used routines for daily tasks more than their ineffective counterparts (Stronge, Tucker, & Ward, 2003). They invested the time at the start of the school year to teach the routines. By establishing and practicing routines that required little monitoring, teachers ensured that the focus of the classroom was more squarely on instruction (McLeod et al., 2003). Effective teachers frequently provided students with cues to remind them of acceptable behavior, and effective teachers were good at organizing and maintaining a positive classroom environment.

The establishment of routines allowed for flexibility. For example, a teacher could not rehearse with students what should occur if a new student joined the class, but might adapt the routine used for greeting classroom guests. Additionally, routines empowered students to be more responsible for their own behavior and learning in the classroom. When classroom management issues arose, a teacher had procedures to address a concern in an efficient, fair, and consistent way (Shellard & Protheroe, 2000). Thus, the result of established procedures was more time for teaching and learning.

While they were more flexible than rules, routines or procedures were specific ways of doing things that, for the most part, very little during the course of the day or the year. Classrooms typically required many routines to operate efficiently and effectively (McLeod et al., 2003). For example, routines commonly included how to enter and leave the classroom, take attendance, indicate lunch selection, secure materials, dispose of trash, label work, turn in assignments, make a transition during or between instructional activities, got safety during drills and actual emergencies,

and change from one activity or location to another. In essence, routines shaped the classroom climate.

## 2.4     Synthesis and Research Gap

Academic achievement part from intentions in the field of education was much considered as a good indicator that started from a classroom.

Scholars have to date viewed on the effects of classroom management on students' academic performance. As an example a study by Chua and Mosha (2015) on "Managing School Internal Mechanisms for Performance Improvement in Secondary Education in Eastern Zone of Tanzania" hammers a point home. However the study by Chua and Mosha (*op.cit*) presented findings which relatively differ in authenticity in relation to the current study. That being the case there was need to study the effects of classroom management on students' academic performance specifically in Mtwara-Mikindani Municipality for the purpose of fulfilling the gap that was left behind by previous studies as noted in the text.

# CHAPTER THREE

# RESEARCH METHODOLOGY

## 3.1    Introduction

This chapter presents research methodology, research design, area of study, population, sample and sampling technique, research methods, data collection instruments, data analysis and ethical considerations.

## 3.2    Research Design

Research design defined as the plan of action that links the philosophical assumptions to specific methods (Creswell & Planoclark, 2007). The study adopted mixed research design. Mixed research design used because mixing data sets of this kind provided a better understanding of the problem and yield more complete evidence, the investigator gains both depth and breadth. Amalgamating statistics with thematic approaches that help to avoid over-reliance on the former and also captured "soft-core views and experiences" (Jogulu and Pansiri, 2011) and the subjective factors necessary to elucidate complex social situations. It can also strengthen findings, a process known as triangulation.

## 3.3    Area of the Study

The study was conducted to the selected secondary schools in Mtwara-Mikindani Municipality. Mtwara-Mikindani Municipality lies between longitudes $38^o$ and $40^o$ 30" East of Greenwich, it is also situated between latitudes $10^o05$" and $11^o$ 25" South of the Equator. Mtwara Municipal is bordered by Indian Ocean in the East. Lindi region in the North and separated by Ruvuma river from Mozambique. In the South

it is bordered by Ruvuma region. The region occupies 16,720 sqKms that is equal to 1.9 % of Tanzania main land area of 885987 sqKms. The region is divided between districts such as Mtwara-Mikindani Municipality, Mtwara rural, Newala, Tandahimba, Masasi and Nanyumbu. National census of 2012 Mtwara-Mikindani is estimated populated by 108299 people. The population comprised the average of 3.7 households. The most dominant ethnic groups are the Makonde, the Makua and the Yao. The main economic activities are; fishing, mining, agriculture, industries and trade.

The study was conducted in selected secondary schools in Mtwara –Mikindani municipality due to the number of reasons that mostly favored the needs of this study.

Firstly, the location where these schools are situated. Most of these schools are easy to be reached hence made the researcher to visit and meet the required respondents on time and the data collection procedure became possible.

Secondly, the possibly availability of all sources at hand. The study needed not only teachers and head of schools, it also needed MEO, and MAO whose offices were also easily found and visited. Also the availabilities of other resources like study materials and study based references were also easily found and applied on time unlike to most of Rural based schools where all these possibilities could be impossible due to distance from one school to another.

## 3.4    Population of the study

The total population was 113.  There were 107 normal secondary school teachers, 4 head of schools, 1 Municipal Education Officer (MEO), 1 Municipal Academic Officer (MAO).

 The normal teachers were selected purposely because they are involved directly in implementing classroom management in classes. Through them various questions in relation to the issues of classroom management in classes could be answered.

The heads of schools were also purposely selected due to the fact that they are responsible for the general management of the school thus including normal teachers and students to whom classroom management is entitled to.

The Municipal Academic Officer (MAO) was also included because all academic related activities in schools found within the secondary schools are supervised by him. Through MAO all questions relating the managements and administration in academic activities as for the needs of this study could be channeled rightly.

The Municipal Education Officer (MEO) was the part of this study because is responsible for ensuring that all the educational administrative activities are undertaken correctly in the secondary schools. All questions relating to teachers' responsibilities, Head of schools' accountabilities and other officials could be well taken and managed by MEO.

**Table 3.1: Population of the Study**

| S/N | Category | Number |
|-----|----------|--------|
| 1 | Head of schools | 4 |
| 2 | Municipal Academic Officer | 1 |
| 3 | Municipal Education Officer | 1 |
| 4 | Normal teachers | 107 |
| | **Total** | **113** |

**Source:** Data from Municipal educational officer regarding MEOs, Municipal academic officers, Head of schools and normal teachers from Mtwara-Mikindani Municipality, 2021

## 3.5    The sample of the Study

The sample size were calculated with the following formula proposed by Yamane.

$$n = \frac{N}{1 + N(e)2}$$

Where: n: Sample size needed, N: Population size was 113 people, e: Level of precision. Therefore, basing on the above formula, the researcher used 90% as the confidence level and 10% as level of precision which Yamane says were more reliable.

$$n = \frac{113}{1 + 113(0.1)2} = 53$$

Therefore, to this study a sample of the study was 53 participants.

**Table 3.2: Participants in the Study**

| S/N | Category | Number |
|-----|----------|--------|
| 1 | Head of schools | 4 |
| 2 | Municipal Academic Officer | 1 |
| 3 | Municipal Education Officer | 1 |
| 4 | Normal teachers | 47 |
| | **Total** | **53** |

**Source:** Data from Municipal educational office regarding MEOs, Municipal academic officers, Head of schools and normal teachers from Mtwara-Mikindani Municipality, 2021

Table 3.2 indicates summary of 53 participants who formed the sample of the study.

## 3.6 Sampling Techniques

Sampling techniques in the study used both purposive and random sampling. Participants who were purposely sampled a Municipal Education Officer (MEO), Municipal Academic Officer (MAO), and head of school.

On the other hand, random sampling applied to sample normal subject teachers. These were stratified in different categories before sampling exercise. After being stratified, rotary was used by using folded piece of paper to get the required number of participants.

## 3.7 Data collection Methods and Instruments

The researcher used questionnaires, interview guide and documentary reviews.

### 3.7.1 Questionnaire

The study used questionnaire to collect primary data from 47 normal classroom teachers. Questionnaires were used in this study because, were free from bias of interviewer and participants have adequate time to give well thought responses. Here participants were free to respond without any interference from the researcher. A good number of participants could be contacted within a short time.

### 3.7.2 Interview

Participants who were interviewed were 4 heads of schools, 1 Municipal Education Officer (MEO), and 1 Municipal Academic Officer (MAO). Interview was used

because, interview provided an opportunity for interviewees to ask and clarify on contradictory questions, time to think and clarify issues discussed. However, interview helped the researcher in gathering deep information and experiences from participants.

### 3.7.3  Document Review

In this study documents used were results of the certificate of secondary education examination (CSEE 2019 and CSEE 2020), progressive reports, rules and regulations, as well as routines. Documents were used because they helped to collect information, which could not be collected through questionnaires and interviews.

### 3.8  Data analysis Procedure

Two methods were used in data analysis. Questionnaires were analyzed through Statistical Package for Social Science (SPSS), whereas interviews were presented in a form of narrations.

### 3.9  Ethics consideration

By the time of collecting of research data, the researcher considered ethical issues. By considering the procedures such as letters of authorization from Open University of Tanzania and Municipal Director. The researcher contacted municipal executive office seeking permission of collecting data to the targeted schools through Head of schools. After making agreement with concerned participants, the researcher introduced why the study was conducted in the area. Questionnaires were administered to teachers. Participants were allowed to provide their answers to each

item independently. Finally, questionnaires were collected for further processes. The interviews were conducted thereafter. However, any information was treated confidentially.

## 3.10    Validity and reliability of research

### 3.10.1  Validity

Validity indicates the degree to which an instrument was supposed to measure. The questionnaires were structured to ensure that they remained in focus, accurate and consistent in the course of the study. That assured thorough information that was presented adhered to the conditions of being valid and reliable. Data were valid and reliable as they were taken to the real interviewees and as well as questionnaires were filled by intended participants.

### 3.10.2  Reliability

Reliability refers to the consistence of the research instruments. For the questionnaire, a Test-Retest method was carried out where a participant who completed the questionnaire was asked to complete it again after two weeks and his choices compared for consistence. According to Amin (2005), test-retest or stability test provides evidence that scores obtained on a test at one time (test) were the same or close to the same when the test was re administered some other time (re-test).

# CHAPTER FOUR

# PRESENTATION OF RESEARCH FINDINGS

## 4.1     Introduction

This chapter presents findings of the study in relation to the purpose of the study, research objectives and research questions. The study adopted mixed research design. Data was collected through questionnaires, interviews and documentary reviews. In analysis of data questionnaires were analyzed through Statistical Package for Social Science SPSS. Pie charts were run to determine the percentage of responses for various items, whereas interviews were presented in a form of narrations on the basis of the purpose of this study, which was to assess effects of classroom management on students' academic performance in Tanzania, a case of Mtwara Mikindani Municipality secondary schools.

## 4.2     Control guidelines

### 4.2.1 Actions towards accountability
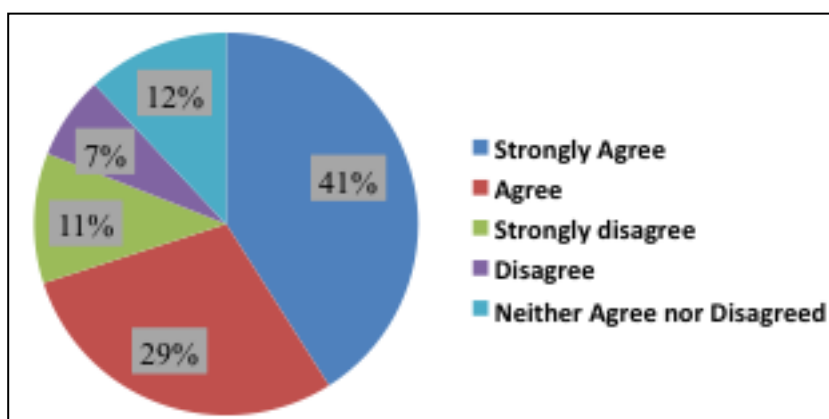


**Figure 4.1: Actions towards Accountability act as a Control Guideline to Promote Performance of Students**

**Source**: Researcher's coded Questionnaire responses from participants in Mtwara-

Mikindani Municipality 2021

Figure 4.1 indicates that 41 percent of participants strongly agreed that actions towards accountability such as proper planning was one among classroom management control guidelines that promoted performance to students, 29 percent agreed, 11 percent strongly disagreed and 7 percent disagreed while 12 percent were not sure.

On the same theme interviewees were asked to comment whether actions towards accountability such as proper planning was a classroom management control guideline for performance of students.

The Municipal academic officer remarked:

> *Among the efforts government put as an emphasize to ensure that classroom management was in order towards accountability were classroom management control guidelines that promote performance to students. Authority was given to the school administration where new resources and guidelines put school together for the focus of implementing effective teaching that went hand in hand with effective classroom management for better results.*

The interview with Head of School "A" revealed that;

> *The best ways where a school can achieve academic performance includes proper planning and actions towards accountability were classroom management control guidelines. Professional teachers must link guideline by taking proper actions when meant desirable academic achievement to student. The ministry of education developed guideline for teachers to be training on suitable way to monitor classroom*

### 4.2.2 Physical control devices
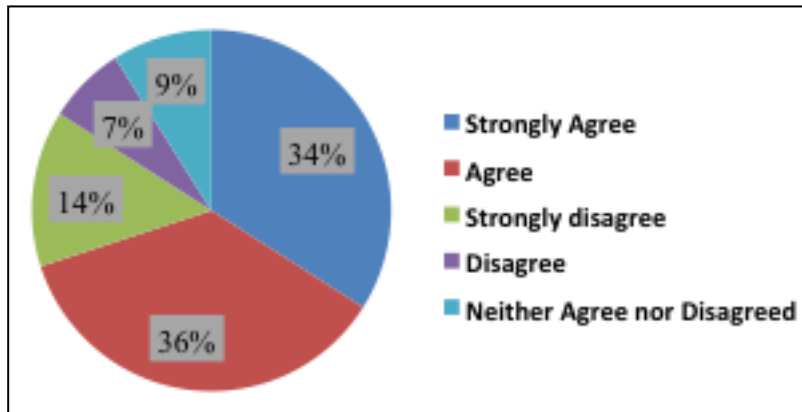


**Figure 4.2: Presence of School Infrastructure in Classrooms act as Control Guideline in Promoting Performance of Students in Mtwara-Mikindani Municipality Secondary Schools 2021**

Researcher's coded Questionnaire responses from participants in Mtwara-Mikindani Municipality 2021

Figure 4.2 indicates that 34 percent of participants strongly agreed that Presence of school infrastructure acted as a control guideline that promoted performance of students in Mtwara-Mikindani Municipality Secondary Schools 2021, 36 percent agreed, 14 percent of participants strongly disagreed and 7 percent disagreed while 9 percent were not sure

Similar to that, interviewees were asked to comment whether presence of school infrastructure in secondary schools in Mtwara-Mikindani Municipality acted as physical control devices for classroom management control guidelines for performance of students in specified schools.

The interview with Head of school "A" revealed that;

> *To ensure effective classroom management physical environment was among the priorities whereby among the important efforts made was associated with the need to improve physical infrastructure, sitting area and arrangements, where*

*teachers require to make sure that classroom environment meant effective management.*

The interview with Head of School "B" revealed that;

> *The physical devices in a school included quality of classroom, accessibility of teaching and learning facilities. The usefulness of physical devices is to fulfill classroom demands. Presence of enough sitting desks, access to books and instruction media devices help teachers in meeting goals where students can be arranged into manner that make lesson delivery effectively.*

### 4.2.3 Inspections
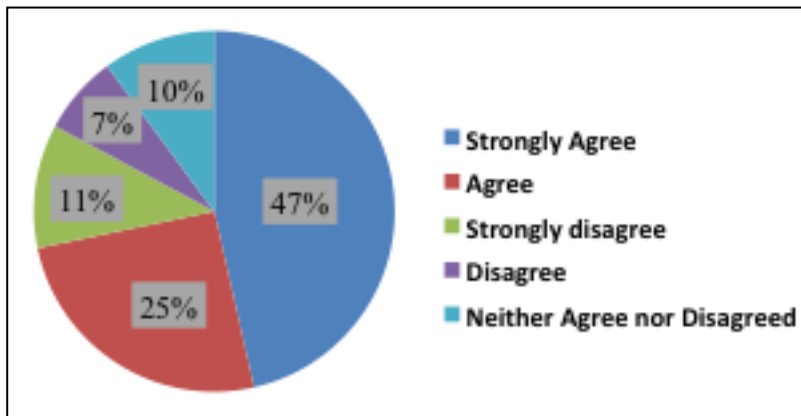


**Figure 4.3: Inspection is Classroom Management' Control Guideline to Promote Performance of Students**

**Source**: Researcher's coded Questionnaire responses from participants in Mtwara-

Mikindani Municipality 2021

Figure 4.3 indicates that 47 percent of participants strongly agreed that inspection was classroom management' control guideline that promoted performance to students, 25 percent agreed, 11 percent of participants strongly disagreed and 7 percent disagreed while 10 percent were not sure.

Similar, to that interviewees were asked to comment whether inspections were classroom management control guideline for performance of students.

The interview with Head of School "C" revealed that;

> *A school inspection was a control guideline that determined effectiveness in management of classrooms. School inspections were guaranteed in any school for the purpose of measuring effective teaching. Inspections were implemented by education inspectors and heads of schools had power to assess implementation of classroom lesson delivery.*

Interview with Municipal academic officer revealed that;

> *Education inspectors worked hands in hands with school administration to ensure lesson delivery procedures were adhered that was achieved through frequency evaluation to teachers' performance. The purpose of doing so is to maintain control guideline towards effectiveness in teaching.*

## 4.3    Administrative strategies

### 4.3.1   Evaluation of school performance
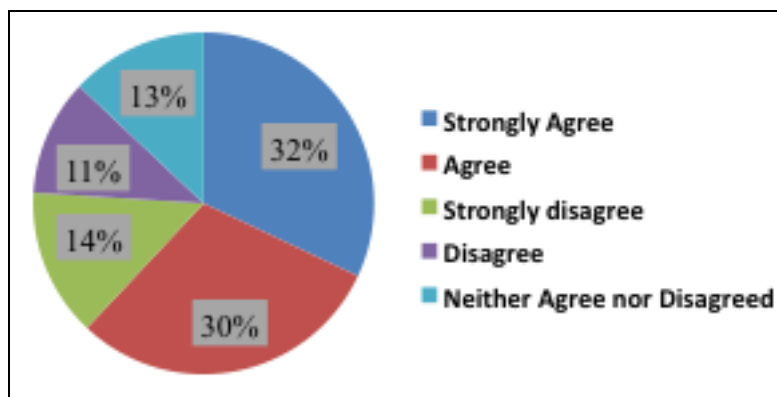


**Figure 4.4: Evaluation of School Performance by School Administration Promote Effective Classroom Management**

**Source**: Researcher's coded Questionnaire responses from participants in Mtwara-

Mikindani municipality 2021

Figure 4.4 indicates that 32 percent of participants strongly agreed that evaluation of

school performance by school administration could promote effective classroom

management, 30 percent agreed, 14 percent strongly disagreed and 11 percent disagreed while 13 percent were not sure.

On the same theme interviewees were asked to comment whether evaluation of School Performance by school administration can promote effective classroom management.

The interview with Head of school "D" added that;

> *School administration was granted power to evaluate themselves level of performance at the end of academic year, the purpose of conducting evaluation was to find weakness and strengths to techniques used in lesson delivery that determined classroom management. The weaknesses observed during evaluation done by school administration could be corrected and where strengths were identified could be adjusted as best in teaching.*

In additional to that, through interview with Head of School "B" revealed that;

> *Academic achievement to a student could be measured through evaluation. Evaluation helped a teacher to determine level classroom management. Normally school administration worked to direct teachers and influence them to work hard for the purpose of ensuring classroom activities were met.*

On the other hand, education officer claimed that;

> *In teaching activities, evaluation was important for teachers and school administration to identify general school output. Since administration always asked to explain the reason behind of poor performance, therefore that meant to ensure that teachers were effectively considered control guidelines on classroom management.*

**4.3.2 Management by objectives**
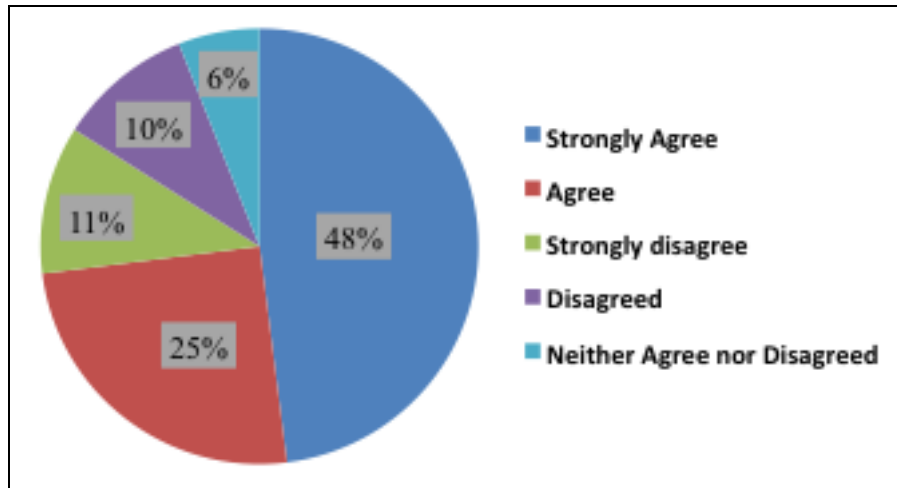


**Figure 4.5: Indicates Management by Objectives as Considered by School**

        **Administrators**

**Source**: Researcher's coded Questionnaire responses from participants in Mtwara-

        Mikindani Municipality 2021

Figure 4.5 indicates that 48 percent of participants strongly agreed management by objectives as considered by school administration did ensure effective classroom management, 25 percent agreed, 11 percent strongly disagreed, and 10 percent disagreed while 11 percent were not sure.

On the same theme interviewees were asked to comment whether management by objectives considered by school administration can ensure effective classroom management.

The interview with head of school "C" added that;

> *Teaching activities always regarded on objectives, and this can either general and specific target, teachers use different efforts in teaching for the purpose of making sure that at the end of teaching all recommended objectives are to be fulfilled. Classroom management was implemented objectively to meet specific teaching target looking on desired result to the learners.*

The interview with education officer justified that;

> *Teaching activity was always objectively based, curriculum guides teaching activities to go perpendicular with teaching objectives, as object considered specific behavior and skills that leaner should demonstrate at the end of lesson. The targeting objectives help teachers in managing students at the classroom where learning activities took place.*

### 4.3.3   Strategic vision of school development
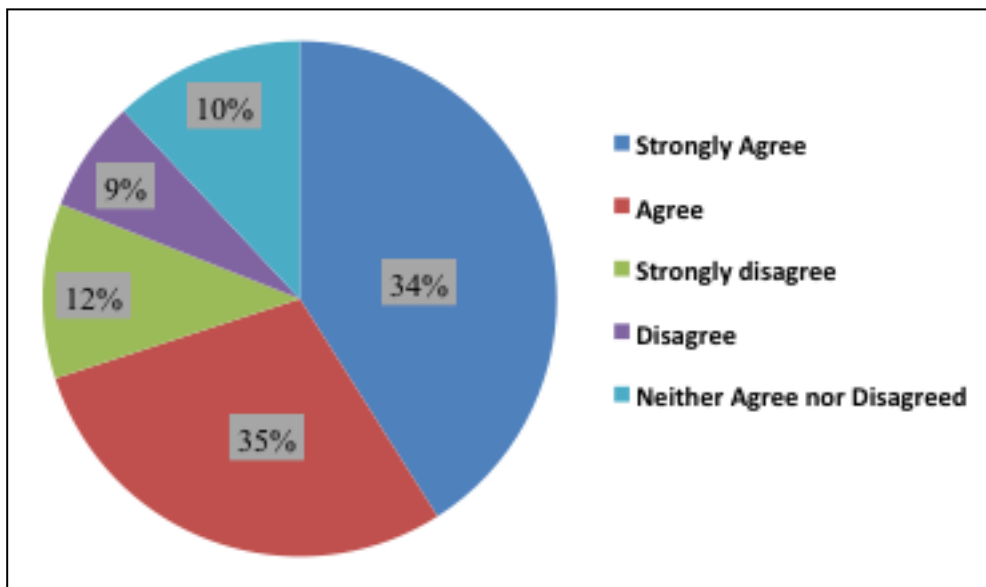


**Figure 4.6: Strategic Vision for School Development to Promote Effective Classroom Management**

**Source**: Researcher's coded Questionnaire responses from participants in Mtwara-Mikindani municipality 2021

Figure 4.6 indicates that 34 percent of participants strongly agreed strategic vision of school development was managed to promote effective school management, 35 percent agreed, 12 percent strongly disagreed and 9 percent disagreed while 10 percent were not sure.

Moreover, through interview participants were asked to comment whether strategic vision of school development was managed to promote effective school management.

The interview with Municipal academic officer revealed that;

> *Among of the visions which developed education sector was that which looked at a learner as central phenomenon. It aimed to make sure that skills presented by teachers to students during classroom teaching focused on vision in force.*

The interview with Municipal education officer indicated that;

> *Current education system seems to go hand in hand with strategic vision, school administration led teachers to implement teaching in regards to the recommended vision. Moreover, evaluation in education visions was assessed basing on outcome and traits that students demonstrated as expediencies from classroom interactions.*

The interview with Head of School "A" revealed that;

> *Teaching activities should focus on a vision recommended to the education sector; teachers used different efforts in teaching for the purpose of making sure that at the end of teaching all recommended vision were fulfilled. Classroom management was implemented objectively to meet specific teaching target which aimed to meet desired result to learners.*

## 4.4 Teachers' consideration of control guidelines in classrooms

### 4.4.1 Classroom management procedures
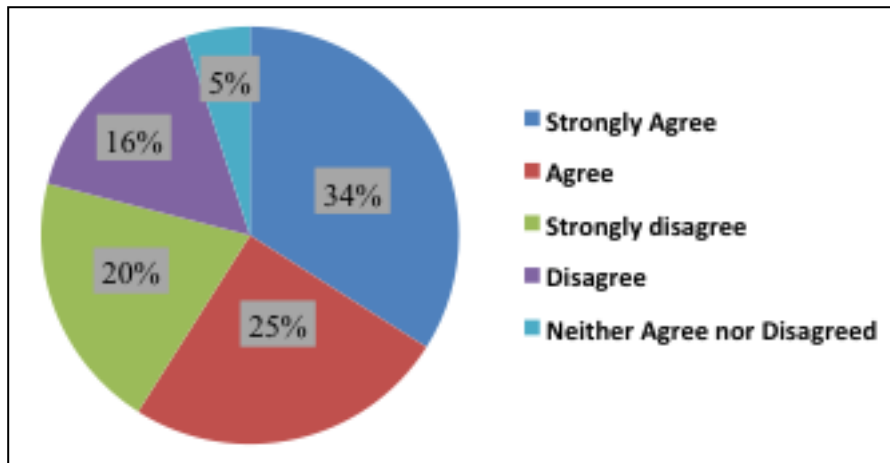


**Figure 4.7: Teachers Consideration on Implementing Classroom Management Procedures in Teaching**

**Source**: Researcher's coded Questionnaire responses from participants in Mtwara-Mikindani Municipality 2021

Figure 4.7 indicates that 34 percent of participants strongly agreed that teachers considered classroom management procedures in teaching, 25 percent agreed, 20 percent strongly disagreed and 16 percent disagreed while 5 percent were not sure.

On the same theme interviewees were asked to comment whether teachers did consider classroom management procedures in teaching.

The interview with Head of School "D" revealed that;

> *Teachers were emphasized to subordinate themselves to all instructions in education development, students expected to receive services from teachers, if teachers ignored recommendations regarding teaching and learning. The outcome was observed at school level academic achievement. Therefore, it was recommended*

*that teachers should follow teaching procedures and guidelines in teaching for effective student's achievement.*

The interview with Head of School "B" demonstrated that;

*Classroom management procedures were adhered by classroom teachers during teaching. Such procedures did not only direct teachers what to do but also students regarded what should be attempted. Teachers in classroom management acted as directors whereas students worked to obey directions from teacher during teaching and learning process. The focus of considering teaching instructional procedure made teachers and students to be in a position of attaining objectives earmarked.*

### 4.4.2 Students behavior
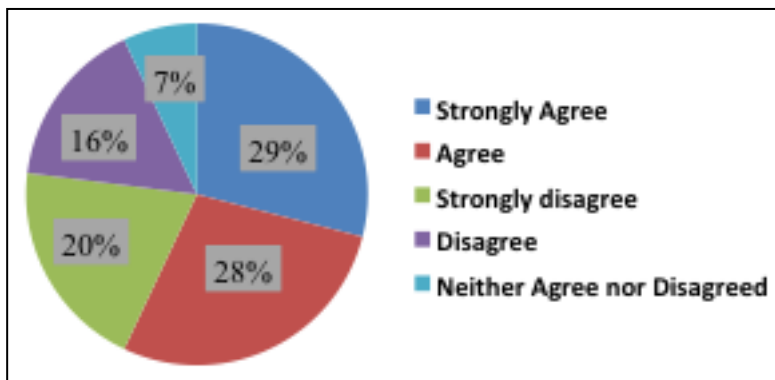


**Figure 4.8: Expectations for Student behaviour were considered by Teachers in Implementing Classroom Management**

**Source:** Researcher's coded Questionnaire responses from participants in Mtwara-Mikindani Municipality 2021

Figure 4.8 indicates that 29 percent of participants strongly agreed that expectations for student behaviour were considered by teachers in implementing classroom management, 28 percent agreed, 20 percent strongly disagreed and 16 percent disagreed while 7 percent were not sure.

Furthermore, interviewees were asked to comment whether expectations for student behaviour were considered by teachers in implementing classroom management in Mtwaraa Mikindani Municipality.

The interview with Academic education officer revealed that;

> *One of the best ways to help students meet rigorous academic expectations was to first set high expectations for behaviour. A teacher should guide students know and understand what was expected of them, which finally gave them confidence. Classroom management gave students monitor himself or herself and took more responsibility for their behaviour and their learning and that made students spend more time on task and time for academic learning increases.*

The interview with Head of School "C" portrayed that;

> *Experienced teachers considered classroom management to be a high priority and an area of concern. Teachers learnt tricks, reading about the topic, and reflected on what was occurring in their classrooms. While mastering effective classroom management techniques took time, effective teachers made classroom management look easy. When an effective teacher was in the driver's seat, he/she knew that a preventative, proactive, positive approach was in place to ensure that learning was taking place.*

The interview with Head of School "D" commented that;

> *Teachers often had great control over issues such as students' behaviour at the end of a lesson; they greatly influenced the operation of their classrooms. Effective teachers managed and organized a classroom and expected their students to contribute in a positive and productive manner. In setting expectations for students, effective teachers knew that students' behaviour was not only about rules it also considered consequences in teaching students.*

### 4.4.3 Management of classroom rules
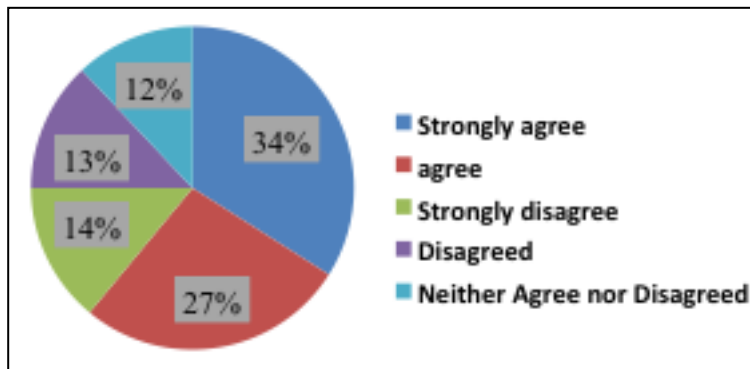


**Figure 4.9: Classroom Rules Considered by Teachers yo Promote Classroom Management**

**Source:** Researcher's coded Questionnaire responses from participants in Mtwara Mikindani municipality 2021

Figure 4.9 indicates that 34 percent of participants strongly agreed that teacher management of classroom rules consider control guideline in promoting classroom management, 27 percent agreed, 14 percent strongly disagreed and 13 percent disagreed while 12 percent were not sure.

Similarly, interviewees were asked to comment whether teacher management of classroom rules consider control guideline to promote classroom management.

The interview with Municipal education officer who revealed that;

> *A teacher should demonstrate before learners about respect, responsibility, and reciprocity by providing adequate, timely, and fair consequences for disruptive behaviour. Teaching should consider expectations to learners. Arrange the classroom for maximum performance. Teachers were not expected to allow students to make unrealistic requests, dictate rules without explanations.*

The interview with Head of School "A" revealed that;

> *Teachers were cautioned to avoid confrontation with students who were negative about rational, however by meeting with a learner and describe in exact terms the behaviour that was found to be unacceptable in the classroom. Teachers directed students to make sure that, they did understand that it was not a student who was unacceptable, but rather a behaviour done by a student.*

# CHAPTER FIVE

# DISCUSSION OF THE FINDINGS

## 5.1 Introduction

The chapter presents discussions of the findings of the study. The discussion divided into three sub headings, namely control guidelines, administrative strategies and teachers' consideration of control guidelines.

## 5.2 Control guidelines

### 5.2.1 Actions towards accountability such as proper planning is an action towards accountabilities in secondary schools in Mtwara Mikindani Municipality

Actions towards accountability such as proper planning were classroom management control guideline that promoted performance to students. Accountability was identified to be practiced by classroom teachers as key guideline in management of classroom during teaching and learning processes a finding in Figure 4.1 indicates that seventy percent of participants had agreed for actions towards accountability such as proper planning was among control guide lines towards effective classroom management in secondary schools in Mtwara-Mikindani Municipality.

The findings presented in Figure 4.1 were supported by Marzano & Pickering (2003) on their studies titled "Managing students behaviour, how ready are teachers to meet the challenges". It indicated that actions and strategies which were used by teachers to solve the problem of order in classrooms were based on proper planning, use of rules, procedures, and routines to ensure that students were actively involved in

learning. In essence, they used management not to control student behaviour, but to influence and direct it in a constructive manner to set a stage for instruction. Classroom environment was influenced by the guidelines established for its operation, users, and physical practices. Teachers often had little control over issues such as temperature and leaky ceilings, but they greatly influenced the operation of their classrooms.

Also the findings presenting in Figure 4.1 were supported by Wang, Haertel, & Walberg (1993) on their study titled; "Toward a knowledge base for school learning" The study revealed that effective teachers expected to manage and organize classrooms for a hope that their students would contribute in a positive and productive manner. It seemed prudent to pay careful attention to classroom climate, given that it could have an impact on students' learning. Effective teachers took time in the beginning of the year to plan and especially on the first day of school to establish classroom management rules, classroom organization procedures, for expecting that students would change their behaviour positively.

Moreover, Morse (2012), on the study titled "Influence of classroom administration on the classroom discipline and academic performance". Contended that classroom management involved curtailing learner's disruptive behaviours such as fighting and noise making, close observation, arrangement of classroom learning materials, and response to students who suffered from poor sight (vision), poor, poor reading, poor writing, poor spelling, shame, dullness, hyperactivity and poor study habits.

According to Nicholas (2007) on the study titled, "Classroom Climate and students' Behaviour"; accountability included creating organized and orderly classroom,

establishing expectations, inducing students' cooperation in learning tasks, and dealing with procedural demands of the classroom. That view of classroom management contrasted to a narrower view of classroom management as it dealt with the issue of discipline and control. One would say that a wider view of classroom management should show proper planning, increased engagement, reduction in inappropriate and disruptive behaviors, promotion of student responsibility for academic work, and improved academic performance of students. In addition even interviews with heads of school A and B supported the proposition that actions towards accountability such as proper planning was one among classroom management control guidelines that promoted performance to students.

### 5.2.2   School infrastructure was classroom management control guidelines that promoted performance to students in secondary schools in Mtwara Mikindani Municipality

The findings in Figure 4.2 shows school infrastructure as one among control guideline devices that made teachers in public secondary schools capable to meant effective classroom management. That situation revealed by seventy by finding in the current study of 70 percent of participants supporting a notion that school infrastructure was among physical control devices regarded to promote quality of learning environments, teaching material, sitting arrangements and general classroom conditions.

The findings in Figure 4.2 were supported by Barrett (2016) on his study titled "The impact of school infrastructure on learning" Identified various factors influenced the

number of seats that are effectively available in a classroom, including technology and specific education programs, as well as the building's layout and constraints.

Lockley (2015), on the study titled "Interventions to Improve Sleep, Alertness and Learning in Schools in Childhood Health and School Buildings". The study addressed that school infrastructure constituted a large component of education investment projects. Learning to realize education's promised stresses the importance of making schools work for all learners and focuses on the need to ensure the high quality of education. The report emphasized a need to guarantee the efficient use of public resources in delivering the maximum benefits of education to all children. To ensure that investments in school infrastructure achieved the maximum positive impact on learning.

Barrett et al. (2015) on their study titled "Teachers' Views of their Primary School Classrooms" Whereby the evidence presented that the physical characteristics of learning spaces had a significant impact on educational progress. The impact estimated to explain on the order of 16 percent of the variation in pupils' learning. The review team found that the following all positively contributed to pupils' progress in learning: Good "natural" conditions such as lighting, air quality, temperature control, acoustics, and linked to nature. Age-appropriate learning spaces that offer flexible learning opportunities those pupils could adapt and personalize. Connections between learning spaces that were easy to navigate and that provided additional learning opportunities. A level of ambient stimulation using color and visual complexity. Schools that were designed from the inside out (classroom to

school) so that each space met the needs of its inhabitants. Designs took into account local climatic and cultural conditions. Drawing back from the detail in that area, it did make intuitive sense that to learn in a good physical environment should not be uncomfortable, alienating, chaotic, or boring. The evidence indicated that there were potential for many existing schools to be upgraded very economically and for new schools to be designed in ways that facilitated the learning imperative.

### 5.2.3 Inspections as classroom management control guideline that promotes performance to students

The results presented in Figure 4.3 show that to ensure school inspection being a classroom management' control guideline to promote performance of students in secondary schools in Mtwara-Mikindani Municipality. Inspections were necessary for school administration to ensure that teachers followed all procedures during teachings as to help students achieve their academic ambitions in public secondary schools in Mtwara-Mikindani Municipality. All activities pertained to education were to be inspected purposely to measure rate of education services provision were met as required.

De Clercq (2008) on the study titled "Teacher quality, appraisal and development" Commented that school inspection should ensure quality leadership, and, teaching and learning in schools. The increased education officials at national and provincial levels, and parents, about the poor teacher and learner performance in public schools, especially the under-resourced schools. School inspection represented an approach of accountability in teaching and learning. However, it was one of the most challenging

aspects in education. The key to improve pass rates in schools lied on ensuring quality leadership for effective teaching and learning.

AlKutich and Abukari, (2018) on their study titled "The Benefit of School Inspection on Teaching and Learning in Dubai Private Schools" Recommended that school Inspection (SI) served as an accountability mechanism for monitoring schools to ensure the achievement of outcomes in schools. Through School Inspectors, school leaders, policy and decision makers provided accurate information about the state of education in schools. School inspector was therefore a critical mechanism for enhancing leadership, teaching and learning in the school contexts under which that mechanism operated. It was an accountability mechanism of governments to determine value for money in the education system, though there seemed to be little returns on education investment because school inspections were not adequately performed and had no input on improving education in general.

Alkutich (2016) on the study titled "The impact of school inspection on teaching and learning*"* Revealed that, principals managed schools; the school inspectors were accountable for school performance. The demands made on them by the roles they played were enormous and forever changing. School inspectors performed quality control mechanism in schools to enhance performance standards, and, to monitor and evaluate the effectiveness of learning outcomes. They did formal site visit to schools as education authorities, and, observed management of classroom activities.

The study by Martin (2005) titled "Evaluation, inspection and the improvement agenda: contrasting fortunes in an era of evidence-based policy making", noted that

in most countries results of poor inspection were poor leadership, and teaching and learning in schools. The practices of school inspection though had been written on leadership, teaching and learning. The gap on how school inspection could ensure quality leadership, and, teaching and learning necessitates the determination of existing inspection practices. For quality leadership, teaching and learning, to contribute knowledge on school inspection.

## 5.3    Administrative strategies

For effective classroom management to the secondary schools in Mtwara-Mikindani Municipality different administrative issues were made to ensure that teachers remained in the positions of their professionals.

### 5.3.1  Evaluation of school performance by school administration can promote effective classroom management

Figure 4.4 indicates that 62 percent of participants strongly agreed that evaluation of school performance by school administration promoted effective classroom management. Among activities done by heads of school with assistance from academic teachers to the school level was evaluation of performance at the end of yearly academic exercises. The purpose of conducting evaluation was to find weaknesses and strengths to the techniques used in lesson delivery that determined proper classroom management. The weaknesses observed during evaluation done by school administration could be corrected and where strengths were identified could be commended in teachings.

Akpan (1999) had a study titled "Clash of evaluations in search of the missing link between school accountability and school improvement experiences". The study revealed that, it was the responsibility of the school administrator to make sure that activities were performed according to plan if the school goals were to be successfully achieved. That called for the use of a set of school controls to guard against undesirable activities. The meaning and need for control of activities in school were also discussed. Various control techniques were identified and deliberated. Such control measures if were well implemented by school heads would enhance effective and efficient school administration.

Ukeje (1992) had a study titled, "Educational Administration; Theory and Practice". The author Ukeje (*op.cit*) revealed that there had been hues and cries by parents, public officers and even education policy makers about the poor attitude of teachers to work, poor academic performance of students in both internal and external examinations and the galloping incidence of students' management in the classroom in public secondary schools. That was a blamed in part on lack of adequate control measures by school heads to check the exercises of both staff and students in order to ensure that activities in schools were carried out according to plan and procedures to meet institutional objectives.

**5.3.2  Management by objectives was considered by school administration as means to ensure effective classroom management**

Figure 4.5 indicates 73 percent of participants agreed that management by objectives was considered by school administration to ensure effective classroom management

in secondary schools in Mtwara Mikindani Municipality. Such techniques could be adopted in a classroom depending on nature of a problem at hand. Classroom management for professional teachers was based on educational objectives. Teachers used different efforts in teaching for the purpose of making sure that at the end of teaching recommended objectives were fulfilled. The targeted objectives helped teachers in managing students at a classroom level to manage teaching and learning activities.

Akpan (*op.cit*) had a study titled, "Clash of evaluations in search of the missing link between school accountability and school improvement experiences". The study came up with a view that control was a process of ensuring that an organization like a school was actually attaining its objectives as planned. In a school, staff and even students were sometimes unwilling to act in the best interest of a school. Staff personal biases and limitations could affect school performance.

Pandey (2006) in a study about, "The Rudiments of Classroom Management in Nigeria" It has pinpointed that; classroom management was not a gift bestowed upon some teachers. While it was true that some teachers adapted to classroom management easily, making it felt by their colleagues as if they posed some innate talents. Classroom management was a skill that could be acquired like any other profession. It was a skill that should be practiced to achieve proficiency. Classroom management thus required specific skills such as planning organizing, as well as an aptitude for team work. It required a great deal of commitment, initiatives, teachers' willingness to adjust, creative thinking and actions.

Nima (2004) in a study titled, "Delegation skill in the Classroom in Nigeria" revealed that delegation of authority to learners was still another technique of effective classroom management. Where teacher delegated his/her authority to deserved students and assigned them duties such as cleaning chalk board, time keeping, controlling noisemakers, managing learning materials, collecting assignment from students, copying lesson notes on the chalk board, class representatives on behalf of the class. Such roles contributed a great deal in making a classroom a conducive place since cooperation between students and teachers in a classroom was fostered.

### 5.3.3 Strategic vision of school development can promote effective classroom management in secondary schools in Mtwara-Mikindani Municipality

The findings in Figure 4.6 states that sixty nine percent of participants had agreed that strategic vision of school development had managed to promote effective classroom management in secondary schools in Mtwara-Mikindani Municipality.

The finding was supported by Wittmann and Reuter (2008) on their study, "Setting expectations for good education." Their findings Wittmann and Reuter (*op.cit*) indicated that there was overwhelming support for the implementation of strategic planning in schools as it generated a new focus on the quality of education. Implementation of strategic planning at schools could however be influenced by certain factors. Strategic planning included a group of instruments, operations and concepts structured to help managers, leaders and planners thought and acted strategically. The planning process comprised a definition of goals, a valuation of

resources available for meeting the goals, and the definition of definite plans or initiatives that were intended to achieve the goals. The process usually included a classification exercise that identifies the highest priority initiatives. The study indicated how strategic management fits into the management process. Strategic planning ensured that a school was associated with changing internal and external environment. That planning was formulated by top management and focused on the entire organization.

According to Tracy (2012), on the study titled, "Developing pedagogical practices in Myanmar primary schools: possibilities and constraints". It was noted that the essences regarding the successful implementation of a strategic plan were leadership, commitment, ownership, and accountability, belief in the plan, communication, monitoring progress, praise and recognition, and patience. To avoid failure, information should be gathered from all stakeholders, roles and responsibilities should be clearly defined, expectations must be communicated, interest must be maintained in the process and the progress and the process should continually be monitored. Various role players within the school environment were involved with planning and implementing a strategic plan of a school. These roles incorporated School Governing Body (SGB), the principal and School Management Team (SMT), the staff (teachers), parents and learners, and lastly, the regional department of education. Depending on the vision and mission of a school, as put forward in a strategic planning, specific goals and objectives were formulated to improve effectiveness of a school. Such goals and objectives could have influenced on ability of a school to successfully implement a strategic plan. For instance, if it was an

objective of a school to grow by enrolling more learners, then strategic plans should be in place to ensure that appointing of suitably qualified additional educators to manage that growth of student/pupil enrolment.

Haines (2007) had a study with a title "Educational leadership: Ambiguity, professionals and managerialism". Findings indicated that objectives of the strategic plan needed to be prioritized and had a realistic timetable to be set. Normally, strategic plans were drafted to cover a period of three to five years.

Haines (2007) further stated that if that was a case in a school, it was not advisable to try and accomplish everything in the first year. The plan should be to address some of the initiatives in each of the years that it would be in action, in order to elude being burdened or overwhelmed by all aspects of a plan. Being too determined to accomplish a plan right away could cause tension and frustration.  A strategic plan should be communicated to all relevant parties' teachers; learners, parents and such parties should be motivated to assist with its implementation (Haines, *op.cit*). A plan was to be shared within and outside a school. The best was to make use of several formats, modified to the audience the Web, memoranda to parents and detailed action plans.

## 5.4    Teachers' consideration of control guidelines

Ministry of education, science and technology provide guidelines for each teacher to consider during teaching and learning activities. In that regards participants had the followings responses in regards to whether teachers did consider guidelines

recommended by school administration in classroom managements in secondary schools in Mtwara Mikindani Municipality.

## 5.4.1 Teachers do consider classroom management procedures in implementing classroom management

Figure 4.7 indicates that 59 percent of participants agreed that secondary school teachers in Mtwara-Mikindani Municipality considered classroom management procedures in teaching activities. Obot (2010) in the study titled, "Gaining student's attention in the Classroom and Students' Academic Performance Ibesikpo Asutan Local Government Area", noted that instructional supervision involved moving around a classroom to observe students closely, and engaging students in academic activities such as asking questions and using both verbal and non-verbal teaching methods to ensure that students were not paying attention to issues different from a lesson in motion. Instructional supervision was another technique of effective classroom management adopted by teachers in classrooms.

According to Umoren (2010) on a study titled, "The Concept of Classroom Management in Modern Society", stressed that classroom management was broader than a notion of student control and discipline, it included all things teachers should do in a classroom to foster students' academic involvement and cooperation in classroom activities to create conducive learning environment. Classroom management involved curtailing learner's disruptive behaviours such as fighting and noise making, close observation, arrangement of classroom learning materials, and response to students who suffered from poor sight (vision), poor heartbeat ring, poor

reading, poor writing, poor spelling, shame, dullness, hyperactivity and poor study habits.

Furthermore Marzona, (2008) studied on, "Teachers' Effectiveness in the Classroom in Nigeria". The study contended that, classroom management had been highlighted across numerous research studies as a major variable that affected students' academic performance. The most obvious reason for that assertion was that, effective classroom management sat a stage of teaching and learning. It sat a tone in a classroom that captured students' attention as a necessity for effective teaching and learning. That statement was obvious since a classroom, which was chaotic and disorganized as a result of poor classroom management was highly unlikely to enhance effective learning and students' academic performance and might, indeed, inhibit that. In chaos, very little academic learning could take place.

Walter (2006) on his study about, "Teacher and the Classroom in Lagos –Nigeria" The study revealed that classroom management differed from one teacher to another because of a teacher's personality, teaching style, preparedness, and number of students in a classroom. Classroom management included creating organized and orderly classroom, establishing expectations, inducing students' cooperation in learning tasks, and dealing with the procedural demands of the classroom. That view of classroom management contrasted to a narrower view of classroom management as it dealt with just discipline and control. The wider view of classroom management showed increased engagement, reduction in inappropriate and disruptive behaviours, promotion of student responsibility for academic work, and improved academic performance of students.

**5.4.2 Expectations for student behaviour are considered by teachers in implementing classroom management in Mtwara Mikindani Municipality secondary schools**

The finding in Figure 4.8 shows that 57 percent of participants explained that behaviour of students was one among identities for teaching achievements. Teachers' efforts in teaching activities were regarding on students desired behaviours as important criteria where teachers had to work through managing classroom for desired result. It was often a subject teacher who had control on students' traits. Teachers greatly influenced operations of their classrooms; effective classroom management techniques took place when teachers concentrated on procedures that determined professional teaching.

Figure 4.8 was supported by Williams (2008), on his study titled, "Educational Management in Nigeria". The author Williams *op.cit*), confirmed that, classroom management involved how a teacher works, how a class works, how a teacher and students worked together and how teaching and learning took place. An analysis of the past 50 years of classroom management research identified classroom management as the most important factor, even above students' aptitude, affecting students' learning and academic performance. In fact, discipline, control and the consequences become authoritative or punitive approaches to classroom management.

That had become much smaller part of a term classroom management. Classroom management was not a gift bestowed upon some teachers. While it was true that

some teachers adapted to classroom management easily, making it felt by their colleagues as if they possessed some innate talents. Classroom management was a skill that could be acquired like any other skill in learning. It was a skill that shoulld be practiced to achieve proficiency. Classroom management thus required specific skills such as planning, organizing, as well as an aptitude for teamwork. It required a great deal of commitment, initiatives, teachers' willingness to adjust, creative thinking and actions.

Ekere, (2006) on the study about, "Concept of Disruptive Behaviour Among Students in Public Secondary Schools in Nigeria" Put it that, poor management in classrooms was usually characterized by disruptive behaviours such as sleeping, late coming, noise making, miscopying of notes, eating, calling of nicknames, verbal or physical threat to fellow students or a teacher. Such disruptive behaviours disorganized learning processes and hampered academic performance of students. Teachers dealt with such disruptive behaviours in classrooms and reduced them to the minimum through effective classroom management so that effective learning could take place. Once teachers were able to effectively reduce or eliminate disruptive. Behaviors in a classroom could increase academic attentiveness and engagement could pave way for better academic performance by students. The use of verbal instruction was one of the techniques for effective classroom management that could be adopted by teachers.

Good (2004), on a study titled, "Teachers' Directives and Students' Compliance", recommended that clear instruction on what should be done gave students concrete

direction to compliance. In that approach, teachers tried to be consistent in enforcing the verbal instruction so that it produces desired results. Until recently, corporal punishments were used widely as an effective classroom management technique to curb disruptive behaviours in classrooms. Instructional supervision was another technique of effective classroom management adopted by teachers in classrooms.

### 5.4.3 Teacher management of classroom rules consider control guideline in promoting classroom management

The finding in Figure 4.9 indicates that 41 percent of participants had agreed that management of classroom rules were considered by teachers as control guideline that promoted classroom management in secondary schools in Mtwara-Mikindani Municipality.

The finding Figure 4.9 was supported by Obinaju (2006), on a study headed, "Curbing Deviant Behaviour in the Classrooms through clear verbal instructions". The study noted that, most students misbehaved and performed below expectations because classroom teachers failed to give and explain disciplinary rules and regulations which governed classrooms. That result was also in line with the views that verbal instruction on what was to be done gave students an idea of what was expected from them in a classroom and that helped them to behave well.

Ndiana (2009) studied on, "Giving Rules in the Classroom". He was of the opinion that if teachers gave directives on how classroom activities should be done, classrooms would be orderly enough for lessons to be affective, and that would have positive impact on students' academic performance. Furthermore, he Ndiana (*op.cit*)

asserted that, instructional supervision created an avenue for an interactive session between teachers and students. It gave teachers an opportunity to discover their students' weakness, strength talent etc. and render academic assistance when need arose. That significantly influenced student's academic performance.

The Figure 4.9 was also in line with a remark by Babalola and Ayeni (2009) on a study titled, "How to Make Students Develop Interest in a lesson". The study stipulated that students would develop keen interest in academic activities if teachers showed concern in their academic well being and encouraged students through instructional supervision? That result was also in agreement with effective use of corporal punishment, which might produce an orderly classroom setting, which would have a positive impact on students' academic performance. Delegation of authority to learners was still another technique of effective classroom management where a teacher delegated his/her authority to deserving students and assign them duties such as cleaning chalk board, time keeping, controlling noisemakers, managing learning materials, collecting assignment from students, copying lesson notes on the chalk board, class representatives on behalf of a class. Such roles contributed a great deal to making a classroom a conducive place for learning since cooperation between students and teachers in a classroom was fostered. Classroom management techniques aimed at producing conducive learning environment where students could learn with ease and perform academically. All of these techniques could be adopted in a classroom depending on the nature of a problem at hand.

## CHAPTER SIX

## SUMMARY, CONCLUSION AND RECOMMENDATIONS

### 6.1    Introduction

The chapter presents summary, conclusion and recommendations of the study.

### 6.2    Summary of the Study

The study focused on the effects of classroom management on students' academic performance in Tanzania, a case of Mtwara-Mikindani Municipality Secondary Schools. Objectives of the study were; to examine whether administrative strategies that have been made can ensure effective management of classroom in Mtwara-Mikindani Municipality and; to determine whether teachers consider control guideline in implementing classroom management in Mtwara-Mikindani Municipality.

The study adopted mixed research design. The population of the study was 113 whereas sample was of 53 participants. Data was collected through questionnaires, interviews and documentary reviews. In analysis of data questionnaires were analyzed through Statistical Package for Social Science SPSS, whereas interviews were presented in a form of narrations. Findings of the study were; control guidelines by school administration in secondary schools promoted performance of students in Mtwara-Mikindani Municipality secondary schools, actions towards accountability were classroom management control guidelines that promoted performance of students in Mtwara-Mikindani Municipality secondary schools, physical control devices were classroom management control guideline that promoted performance of

students in Mtwara-Mikindani Municipality secondary schools, , inspections were classroom management control guidelines that promoted performance to students in Mtwara-Mikindani Municipality, administrative strategies were made to ensure effective management of classrooms students in Mtwara-Mikindani Municipality secondary schools, management by objectives was considered by school administration students in Mtwara-Mikindani Municipality secondary schools, and strategic vision of school development which was for promoting effective classroom management students in Mtwara-Mikindani Municipality secondary schools.

## 6.3    Conclusion

Basing on the findings presented, analyzed and discussed on the effects of classroom management to the students' academic performance in secondary schools; for the research question one, the researcher confirmed that, Control guidelines by school administration in secondary schools promoted performance of students in Mtwara-Mikindani Municipality. In research question number two, the researcher study confirmed that administrative strategies were prepared to ensure effective management of classroom in Mtwara-Mikindani Municipality secondary schools. And lastly question three; it was revealed that, teachers considered control guidelines when implementing classroom management in Mtwara-Mikindani Municipality secondary schools.

## 6.4    Recommendations for Immediate action

Based on the conclusions the study had the following recommendations.

(i) Based on control guidelines by school administration in classroom managements in Mtwara-Mikindani Municipality secondary schools; the study recommended that:

a) The government should review control guidelines to ensure they were in line with the current social needs; and,

b) Education officers should make sure that teachers in secondary schools understood all control guidelines on effective classroom management.

(ii) As regards administrative strategies in Mtwara-Mikindani Municipality secondary schools. The study recommends that:

(a) It was the responsibility of school administration such as heads of school, depute and academic masters to ensure that teaching objectives were emphasized through training of teachers on matters which would promote efficiency and effectiveness of their day-to-day activities; and,

(b) Heads of school should consider presence of conducive working environment during evaluation of administrative strategies as far as classroom management was concerned.

(iii) Control guidelines in implementing classroom management in Mtwara-Mikindani Municipality secondary schools, the study recommended that:

(a) Frequent evaluations by heads of school should be done in a better way so as to influence teachers' accountability; and,

(b) Teacher should perform their activities based on their teaching profession; by avoiding habitual working practices, which would finally improve their efficiency and effectiveness on classroom management.

## 6.5    Recommendations for further research

(i)    The study was conducted in Mtwara-Mikindani Municipality secondary schools. Probably the design with a similar study with title could be done in a wider geographical area say southern zone so as to guarantee the findings a better status for being generalized; and,

(ii)    A comparative study could be conducted by other researchers by exploring differences between primary and secondary schools regarding effects of classroom management on students' academic performance.

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**APPENDICES**

**Appendix I: Questionnaire Guide**

**QUESTIONNAIRE GUIDE FOR SECONDARY SCHOOL TEACHERS**

The purpose of this Questionnaire is to collect data for the academic purpose. Kindly respond to the following questionnaire concerning *Effects of classroom management on students' academic performance in Tanzania. A case of Mtwara-Mikindani Municipality secondary schools*. I assure you that the information provided is for research purposes only. I want to take this opportunity to thank you for availing yourself and thereby contributing to this academic exercise.

Instruction

Put a tick in appropriate section

i) Sex: Male [        ], Female [        ]

ii) Age; 20-25 [        ], 26-30 [        ], 31-35 [        ], 36- 40 and above [        ]

iii) Position in your working station; specify please:…………………………….

In tables to follow put ticks in appropriate responses

SA=Strongly Agree A= Agree SD=Strongly Disagree D=Disagree NS =Not Sure

**Action towards accountabilities such as proper planning Action towards accountabilities such as proper planning can promote performance of students in Mtwara-Mikindani Municipality Secondary School.**

| S/N | PROPOSITION | RESPONSES | | | | |
|-----|-------------|-----|---|----|---|----|
| | | SA | A | SD | D | NS |
| i. | Action towards accountabilities such as proper planning can improve performance in secondary schools in Mtwara-Mikindani Municipality | | | | | |
| ii. | Presence of school infrastructure in secondary schools in Mtwara-Mikindani Municipality act as classroom | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | management control guideline that promote performance of students in specified schools. | | | | | |
| iii. | Inspections are classroom management control guideline that promote performance to students | | | | | |

**2. Administrative strategies can ensure effective management of classroom in secondary schools in Mtwara-Mikindani Municipality.**

| S/N | PROPOSITION | RESPONSES | | | | |
|---|---|---|---|---|---|---|
| | | SA | A | SD | D | NS |
| iv. | Evaluation of School Performance by school administration can promote effective classroom management | | | | | |
| v. | Management by objectives considered by school administration can ensure effective classroom management | | | | | |
| vi. | Strategic vision of school development can promote effective classroom management. | | | | | |

3. **Teachers consider control guideline in implementing classroom management in secondary schools in Mtwara-Mikindani Municipality**

| S/N | PROPOSITION | RESPONSES | | | | |
|---|---|---|---|---|---|---|
| | | SA | A | SD | D | NS |
| vii. | Teachers do consider classroom management procedures in implementing classroom management in Mtwara Mikindani Municipality secondary schools. | | | | | |
| viii. | Expectations for student behaviour are considered | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | by teachers in implementing classroom management in Mtwara Mikindani Municipality secondary schools. | | | | | |
| ix. | Teacher management of classroom rules do consider control guideline in promoting classroom management in Mtwara Mikindani Municipality secondary schools. | | | | | |

**Appendix II: Interview Guide**

## INTERVIEW GUIDE FOR HEAD OF SCHOOLS, MAO AND MEO

a) **Control guidelines by school administration in secondary schools can promote performance of students in Mtwara-Mikindani Municipality Secondary School.**

i) Is it true that actions towards accountability are classroom managements control guideline that promotes performance of students in their examinations?

ii) Does physical control devices in classroom management control guideline promote performance of students in their examinations??

iii) Is it true that inspections are classroom management control guideline that promotes performance to students in their examinations?

b) **Administrative strategies that made to ensure effective management of classroom.**

iv) Does evaluation of School Performance by school administration able to promote effective classroom management?

v) Does management by objectives formed by school administration ensure effective classroom management?

vi) Does strategic vision of school development assist to promote effective school management?

c) **Teachers consider control guideline in implementing classroom management**

vii) Does a teacher in particular consider classroom management procedures in implementing classroom management?

viii) Is it true that teachers expect positive student behaviour in implementing classroom management guidelines?

x) Is it true that teachers consider control guidelines in managing classroom rules in Mtwara Mikindani Municipality secondary schools?

## Appendix III: Research Clearance Letter

### THE OPEN UNIVERSITY OF TANZANIA

#### *DIRECTORATE OF POSTGRADUATE STUDIES*

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

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

**Our Ref: PG201986143**                                    **31st May 2021**

Municipal Director,

Mtwara –Mikindani Municipal Council,

P.O.Box 92,

**MTWARA.**

**RE: RESEARCH CLEARANCE**

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

To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you **Mr. MWAIPUNGU, Danford J Reg No: PG201986143** pursuing **Master of Education in Administration Planning and Policy Studies (MEDAPPS).**We here by grant this clearance to conduct a research titled **"Effects of Classroom Management on Students' Academic Performance in Tanzania, A Case of Mtwara –Mikindani Municipality Secondary Schools".** He will collect his data at your Area from 31st May 2021 to 1st July 2021.

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,
**THE OPEN UNIVERSITY OF TANZANIA**

Prof. Magreth Bushesha
**DIRECTOR OF POSTGRADUATE STUDIES.**

**HALMASHAURI YA MANISPAA MTWARA-MIKINDANI**
(Barua zote zaandikiwe Mkurugenzi wa Manispaa)

Anuani ya Simu: MTWARA
Simu Nambari: 023-2333102
Fax Na: 023-2334794
Emaial:md@mtwaramikindanimc.go.tz.

Ofisi ya Mkurugenzi wa Manispaa
S.L.P. 92,
MTWARA.

Kumb. Na:............................................

Tarehe: 02/06/2021

KWA YEYOTE ANAYEHUSIKA,
HALMASHAURI YA MANISPAA,
MTWARA - MIKINDANI.

YAH: KUMTAMBULISHA NDUGU **DANIFORD J. MWAIPUNGU**

Somo la hapo juu la husika.

Namtambulisha kwako Mtajwa hapo juu ambaye ni Mwanafunzi wa Chuo cha **CHUO KIKUU HURIA CHA TANZANIA** ili umsaidie kupata taarifa zitakazomwezesha kukamilisha ripoti/utafiti katika maeneo mbalimbali ya Halmashauri ya Manispaa ya Mtwara – Mikindani.

Utafiti huo ni kuhusiana na;-

**ATHARI ZA USIMAMIZI WA DARASANI KATIKA KUONGEZA UFAULU WA WANAFUNZI KWA SHULE ZA SEKONDARI**

Ahsante kwa ushirikiano.

Godfrey Nalambo
KNY: MKURUGENZI WA MANISPAA
MTWARA - MIKINDANI

For: MUNICIPAL DIRECTOR
MTWARA - MIKINDANI
P. O. Box 92
MTWARA

Nakala:-
1. Mkuu wa Chuo
   Chuo cha KIKUU HURIA TANZANIA
   S.L.P 23409
   DAR-ES-SALAAM

2. SINO S.S, CHUNO S.S, SABASABA S.S, SHANGANI S.S, UMOJA NA RAHALEO