



Teachers' Classroom Management Skills and its Contribution on Students' Behaviour in Public Secondary Schools in Arusha City, Tanzania

Walter F. Samky

Unity Primary School, Arusha

Email: unityschools@hotmail.com

Paul Raphael Kitula

St. Augustine University of Tanzania – Arusha

Email: kitula07@gmail.com

Abstract: This study focused on the contribution of teachers' classroom management skills on students' behaviour in public secondary schools in Arusha city. The study assessed how teachers' classroom management skills affect students' behaviour and explored strategies for improving teachers' classroom management skills. The study was guided by behavioural modification theory. A convergent mixed methods design was used, involving both quantitative and qualitative data collection. Questionnaires were administered to 40 teachers and 55 students selected using simple random sampling while interviews were conducted to 5 discipline teachers purposively selected. The research instruments' validity was ensured by experts. Reliability ($r=0.9$) was established with a Cronbach coefficient alpha method. Quantitative data were analyzed using descriptive statistics in the SPSS and results were presented in tables and figures. Qualitative data were analyzed through thematic coding and content analysis. The study found that effective language use, communication, reinforcement, and teacher-student relations are crucial teacher classroom management skills that with proper management significantly influenced students' behaviour leading to reduced disruptive behaviours among students. The study recommended adopting strategies like using proper language, effective communication, positive reinforcement, and fostering better teacher-student relations to improve classroom management skills. In conclusion, teachers' classroom management skills significantly impact on students' behaviour in public secondary schools in Arusha city. The study advocates for employing a variety of classroom management skills such as combination of authoritative and supportive approaches to manage classrooms and enhance students' behavioural outcomes in order to create a conducive learning environment and positively influence students' behaviour in secondary schools.

Keywords: Teachers, Students, Classroom, Management, Tanzania

How to cite this work (APA):

Samky, W. F. & Kitula, P. R. (2023). Teachers' Classroom Management Skills and its Contribution on Students' Behaviour in Public Secondary Schools in Arusha City, Tanzania. *Journal of Research Innovation and Implications in Education*, 7(4), 711 – 723. <https://doi.org/10.59765/tiws1675>.

1. Introduction

The management of the classroom is a set of behavioural patterns used by a teacher to provide an appropriate learning environment and maintain it to achieve the

desired educational goals (Layikh, 2019). From a technical point of view, this administration depends on the personality of teachers and their style in dealing with students in and outside the classroom. According to Dhakal (2012), classroom management is any technique

that teachers use to facilitate instruction and make sure that students are learning most effectively in a smooth classroom environment. Having a structured system in which expectations are set for student behaviour in classroom can help to manage the class environment most effectively, ensuring that students are being held accountable for their actions and behaviours (Leustig, 2019).

Additionally, Spencer (2018) reported that classroom management is important to both teachers and students whereby it helps to create conducive learning environment. That is to say, teachers' classroom management skills can help to create a favourable environment that makes students to have a sense of belonging so that they feel free to explore more learning opportunities within the boundaries and standards established by collaborated efforts between a teacher and students. Prudent management of classroom helps to avoid time wastage and energy. It helps to boost the morale of a teacher, creates structure and achievable goals for students, it informs students about what is expected of them, it increases task time and reduces classroom disruptions (Yussif, 2019).

George et al. (2017) noted that teaching takes skills such as organization, patience, and planning. The classroom management skills are primarily concerned with the areas of management of the classrooms (Sweigart, 2022). According to Kapur (2018), they take into consideration on the aspects that are necessary to manage the operations and tasks within the classrooms in an appropriate manner. These include, maintenance of discipline within the classroom settings, developing working methods and approaches for building positive and welcoming environment. In addition, sharing and caring attitude, management of anger and stress, following up students' school attendance, analyze and improve current practices to develop a student-centred teaching approach, integrating technology in the classrooms, use of multimedia resources.

The issue of students' behaviour has emerged as an increasingly formidable challenge that significantly obstructs the smooth functioning of educational institutions. Loishiyean and Otieno (2022) revealed that threats from students, especially the drug abusers are challenges facing teachers in secondary schools in Arusha. Therefore, there is need to enforce different rules and regulations in order to curb students' discipline. According to Madaraka (2020), students' disciplinary problems were perceived negatively as they interfered with the teaching and learning activities. Despite the establishment and enforcement of different rules and regulations, there are still problems of indiscipline issues

among secondary school students in Tanzania. This is noted as a total number of 59,672 secondary school students dropped out from school in the year 2017 due to disciplinary cases (URT, 2018). The number has kept on increasing every passing year. Therefore, it was necessary to conduct a research on the contribution of teacher's classroom management skills towards student's behaviour in public secondary schools in Arusha City, Tanzania.

1.1 Research Questions

The following research questions guided the study:

1. What are the effects of teachers' classroom management skills on students' behaviour in public secondary schools in Arusha City?
2. Which strategies should be adopted for better teachers' classroom management skills in public secondary schools in Arusha City?

2. Literature Review

The study was grounded in Behaviour Modification Theory by John B. Watson developed in 1913.

2.1 Behaviour Modification Theory

Behaviourism refers to school of psychology and it is based on the belief that behaviours can be measured, trained and changed. The theory is based upon the idea that all behaviours are acquired through conditioning which occurs through interaction with the environment. Behaviourists believe that our responses to environmental stimuli shape our actions (Scott et al., 2017). The view is that learning and its process on the environment critically affect the way people think and act. Behaviour modification or behavioural therapy is a psychotherapeutic intervention primarily used to eliminate or reduce maladaptive behavior.

2.1.1 Application of the Theory to the Current Study

This theory forms the basis of this work because it provides guidance in improving students' discipline. Learning occurs as a result of responses to stimuli in the environment that is created by teachers, adults and others, as well as from feedback from actions. A teacher can help students to learn by conditioning them through identifying the desired behaviours in measurable and observable terms. The teachers will then record these behaviours and their frequencies, identify appropriate reinforcement for the desired behaviour and apply the reinforcement as soon as the student displays the behaviour.

The task of classroom management is important both to teachers and the school because the entire teaching and learning process in school depends so much on students' behaviour and this in turn affects the overall performance of the school. Students in schools are likely to have good behaviours if there is good cooperation between teachers and students. Since communication is an important factor in classroom management, the communication style of a teacher has a lot of influence on the achievement of students. An effective teacher should promote effective modelling and make sure those students pay attention to expected behaviours orientation, motivation should be used to influence good behaviours in and outside the classroom. Teachers should help students to set realistic expectations for their academic accomplishments. Also, through this theory, students are able to closely observe appropriate behaviours and learn from them.

2.2 Empirical Literature Review

The researcher reviewed empirical studies under the following study objectives to: assess the effects of teachers' classroom management skills on student's behaviour in public secondary schools and examine strategies to be adopted for better teachers' classroom management skills in public secondary schools in Arusha City.

2.2.1 Effects of Teachers' Classroom Management Skills on Student's Behaviour

Gaku (2017) conducted research about the impact of classroom management on students' behaviour in Guma LGA of Benue state. The study employed survey design. The study indicated that classroom rules should be made on the first day of class and students should be involved in making classroom rules as well as in active monitoring and good communication between teacher and students. Furthermore, classroom rules should be made in such a way that they can be implanted in the hearts and minds of students and to be applied daily until it becomes a part of students' daily routine in the classroom. Similarly, Alter and Haydon (2017) reported that classroom rules are identified as an integral part of effective classroom management as they are relatively simple to implement if they focus on the behaviour of students. Milkova (2021) on the study on strategies for effective lesson planning concluded that a productive lesson is not one in which everything goes exactly as planned, but one in which both students and instructors learn from each other. This will enhance classroom management skills hence improved students' behaviour.

A study by Hamid et al. (2016) investigated the effect of using time management strategies instruction on

improving first-year learning disabled students' academic time management and academic self-efficacy. The study found that the people that were in the experimental group and under intervention, their time management skills were improved than those in the control group. The study suggests that time management interventions such as training in skills such as goal-setting, scheduling, prioritizing tasks, self-monitoring, problem-solving techniques, delegating and negotiating can be effective in promoting students' self-efficacy. According to Afzal & Kalam (2021) encouraging active participation and engagement of students in classroom activities is the "Impact of Active Learning Strategy on the Student Engagement" study. This study found that active learning strategies empower students to enhance their critical thinking abilities and promote their participation in classroom activities.

Also, the study by Sieberer-Nagler (2019) on the effective classroom-management and positive teaching summarized that teachers do need knowledge to teach successfully in different areas, for example: feedback and praise, handling mistakes, questions from students, and clearly structured lessons. Also, to areas reducing anxiety, motivation, humour and active time to learn are topics which are very important for teachers. The praise is most effective when it is sincere and natural. They should use appropriate gestures and actions to accompany them. Teachers should try to motivate the students so that the students are more likely to pay attention. Dhakal (2012) conducted a study on Teachers' skills at managing disruptive classroom behaviour in English Language Teaching .The study revealed that physical action was not only harmful to students but they were harmful to teachers too. Majority of teachers used verbal reward rather than punishment to eliminate undesired behaviours on their students. However, they said that reasonable punishments could be given in private to discourage repeated misbehaviours by students in the form of communication.

2.2.2 Strategies to be adopted for Better Teachers' Classroom Management Skills

The study by Alter and Haydon (2017) focused on characteristics of effective classroom rules. The study revealed that developing and enforcing a set of classroom rules and procedures that are fair, reasonable and aligned with school policies is an effective strategy for enhancing classroom management skills. Besides, a qualitative study by Sanlis (2019) revealed that teachers' self-evaluations reflected varying degrees of classroom management proficiency, including effective communication, empathy, rule establishment and motivation-building.

Additionally, Demir et al. (2022) conducted a quantitative study that aimed to investigate the expectations that students have concerning classroom rules. The study found that students are more likely to adhere to classroom rules in a clean and un-crowded environment, and prefer that their parents are not informed about these rules. The results also suggest that increased adherence to classroom rules leads to increased class inclusion, while decreased adherence results in decreased class inclusion. Furthermore, the study found that adoption of classroom rules leads to increase in-class cohesion, while non-adoption results in decreased cohesion. In addition, Charles (2020) focused on the teacher's coping strategies in the management of overcrowded classrooms in public primary schools in Chemba district, Tanzania. The study recommends that the government should recruit adequate number of teachers, given that fee free education has influenced community members to allow large number of children to enroll in public primary schools leading to a strain on the physical resources and human resources, especially the teachers. Mohamed and Kimaro (2019) in a study conducted in Kilombero District in Tanzania noted that most of the secondary school teachers use mostly reactive classroom management strategies rather than preventative due to overcrowded classrooms hence they are not able to give students individual attention.

According to Loishiyee and Otieno (2022), in enhancing discipline among secondary school students in Arusha – Tanzania, teachers face challenges such as fights amongst students, use of abusive language and drug abuse. These groups of students who lack moral fabrics and are either under the influence of drugs or due to poor upbringing from family background pose danger to teachers. The study recommends introduction of guidance and counseling (discipline) as a subject in schools to enable students know the way they should behave. Likewise, emphasis should be placed on the need to delink education from politics; the government should formulate strong regulation to be used for all schools in the country; and finally, the government should promote/reward the schools which are leading in good students' discipline. Also, Minja (2021) conducted a study in Arusha on the role of a teacher in classroom management. The author suggested that teachers should hold in mind that effective classroom management should be the primary responsibility of classroom teachers and students should take responsibility of their inappropriate behaviour. Effective classroom management does not consist of just a list of rules and procedures, but the sensitivity and caring attitude of a teacher.

3. Methodology

The study adopted convergent mixed methods design whereby the researcher collected both quantitative and

qualitative set of data at the same time, analyzed them separately, and then the results were later integrated (Creswell and Creswell, 2018). The study targeted a population of 25,496 that is, 1000 teachers and 24,496 students from five secondary schools in Arusha City Council (MoEST, 2022). Sample size was obtained through Yamane Formula which states: $n = \frac{N}{1+N(e)^2}$ (Yamen et al., 2017).

Where: n= sample size, N= target population and e= margin error (0.1 or 10%)

Hence:

$$n = \frac{25,496}{1 + 25,496(0.1)^2}$$

$$n = \frac{25,496}{1 + 25,496 (0.01)^2}$$

$$n = \frac{25,496}{1 + 254.96}$$

$$n = \frac{25,496}{255.96}$$

$$n = 99.60 \approx 100$$

Therefore, sample size consisted of 55 students, 40 teacher and 05 teachers in charge of discipline. Eleven students from each school were selected through stratified and simple random sampling techniques, 08 teachers from each school were randomly sampled while one discipline teacher from each school were purposively sampled. Gender formed the strata in the study. Data collection was done through questionnaires and interview guides. Validity was established through judgment by two experts with vast knowledge in classroom management skills whereas the reliability was tested using Cronbach Alpha Coefficient method and found at r=0.9. According to George and Mallery (2003) the instrument was considered reliable. Reliability of instrument for collecting qualitative data was done by ensuring its credibility, transferability and dependability indicating that the instruments were fairly reliable for the study. Data from questionnaires were analysed using descriptive statistics with the help of SPSS-25 and results were presented in tables, while qualitative data were analyzed thematically based on research questions and presented in narrative forms.

4. Results and Discussion

The findings were discussed according to the research questions.

4.1 Findings on the Effects of Teachers' Classroom Management Skills on Student's Behaviour

Question one of this study was set to examine the effects of teachers' classroom management skills on students' behaviour in public secondary schools in Arusha City. Questionnaires were administered to the sampled teachers and students who were required to agree or disagree with the items which were in the questionnaire. The effects of teachers' classroom management skills on student's behaviour was measured by 10-items in a closed-ended questionnaire on a five point Likert scale of Strongly Agree=5, Agree=4, Undecided=3, Disagree=2 and Strongly Disagree=1. Table 1 presents the summary of the respondents' responses.

Table 1: Responses on the Effects of Teachers' Classroom Management Skills on Students' Behaviour in Public Secondary Schools

Statement	Teachers (n=55)	Students (n=40)	Total (n=95)
i. Teachers' role in classroom affects students' academic achievement.	53(96%)	37(93%)	90(95%)
ii. Undesirable behaviours decrease due to the rules established and enforced by the teacher.	50(91%)	35(88%)	85(89%)
iii. Positive interactions between teachers and students enhance students' positive behaviour.	52(95%)	39(98%)	91(96%)
iv. Proper time management allows students to be punctual in classroom activities.	54(98%)	38(95%)	92(97%)
v. Punishment & warning reduces disruptive behaviours from students in the classroom.	51(93%)	34(85%)	85(89%)
vi. Students' behaviours in the classroom are affected by rules established.	49(89%)	32(80%)	81(85%)
vii. Teachers' body language lessen improper behaviours of students	47(85%)	33(83%)	80(84%)
viii. Teachers' guidance and counseling facilitates students' social and emotional development	50(91%)	36(90%)	86(91%)
ix. Good classroom organization creates good environment for students that allows them to learn without distraction.	48(87%)	37(93%)	85(89%)
x. Good behaviours among students are outcome of friendly environment applied in classroom.	46(84%)	34(85%)	80(84%)

f = frequency, % = percentages, values in brackets are percentage of teachers and students who agreed with the statement. Those with contrary opinion to the statement are implied.

Source: Research Data (2023)

The results in table 1 show that, 96% of teachers and 93% of students agreed that teachers' role in the classroom affects students' academic achievement. The respondents observed that when teachers actively engage in their roles and responsibilities, such as effective instructional delivery, providing guidance, and supporting students' learning, it positively impacts on students' academic performance. This will help students remain focused towards their primary goal in school hence they will concentrate in their studies. The researcher established that commitment towards academics will largely shape students behaviour. These findings are supported by

Azhary et al. (2020) who revealed that student behaviour during the learning process can affect learning outcomes and can be caused by many factors, among them; motivation, teacher commitment, student's learning intention, rules and regulations also affect students' academic outcomes. Hence personality traits are significantly related to academic achievements. Also, the reinforcement theory was applicable under this finding as it posits that teachers' execution of their authority as leaders of the classroom is the most essential element in securing effective classroom management and an excellent academic performance of students. Therefore,

teachers who effectively manage the classroom regulations create a conducive learning environment which enhances students' understanding, engagement, and overall academic achievement.

Also, the data indicated that 91% of teachers and 88% of students acknowledged that, the undesirable behaviours among students decrease due to the rules established and enforced by the teacher. The respondents (89%) agreed that setting clear and consistent rules helps create a well thought-out learning environment, ensuring students understand expectations and boundaries. This implies that, when students are aware of the consequences of their actions and understand the expected behaviour, it promotes self-discipline and reduces disruptive behaviours. In contrast Madaraka (2020) revealed that students' disciplinary problems were perceived negatively as they interfered with the teaching and learning activities. Despite the establishment and enforcement of different rules and regulations, there are still problems of indiscipline issues among secondary school students in Tanzania. This implies that there is need to encourage law enforcement so that rules and regulations are followed to maintain the discipline inside and outside the classroom setting.

The study show that 95% of teachers and 98% of students recognized that positive interactions between teachers and students enhance students' positive behaviour. The study established that positive interactions provide opportunities for teachers and students to engage professionally beyond academic routines, promoting a supportive and friendly teacher-student relationship. This finding is also related with the findings in the study by Mousa et al. (2022) that aimed to identify the effect of positive interactions on pupils' behaviour and their school grades. The results showed that positive interactions contribute to the development of pupils' social behaviour, reduce their aggressive behaviour, and make them more disciplined and more responsible. Such results were also confirmed by the linear regression which highlights that there is a significant effect on positive interactions between teachers & students and students' positive behaviour/levels of improvement of pupils' academic results. The outcomes of this study largely confirm the essential role that positive interactions can play in the pupils' learning and education process. This shows that, positive interactions through curriculum and extracurricular activities enhance rapport, trust, and communication between teachers and students, which positively impact on students' behaviour, motivation, and overall engagement in the classroom.

In table 1, the data indicates that 98% of teachers and 95% of students agreed that proper time management allows students to be punctual in classroom activities. The

respondents agreed that when teachers effectively manage their time, they can allocate sufficient time to instructional delivery, active student participation and individualized support. In addition, a study by Hamid, et al. (2016) while investigating the effect of using time management strategies instruction on improving first-year disabled students' academic time management and academic self-efficacy found that time management skills in the experimental group were better than the control group. In other words, the people that were in the experimental group and under intervention, their time management skills were improved than another group (control group). Further, Sweigart (2022) ascertained that students would suffer from frequent student misbehaviour, if there is less time for active engagement, and much less learning will take place, hence difficulties to achieve desired educational objectives. This means that, effective time management maximizes learning opportunities, minimizes distractions, and increases student engagement, leading to improved behaviour and academic outcomes.

During interviews, while responding to a question on the effects of teachers' classroom management skills on student's behaviour, discipline teacher remarked that:

“Effective classroom management leads to improved student behaviour.” When teachers establish strong relationships with their students and implement strategies for managing behaviour, it reduces disruptive behaviour and increases academic engagement. Effective classroom management also includes providing clear expectations, using positive reinforcement, and modelling desired behaviour. When students feel respected, valued, and engaged in their learning, they are more likely to exhibit positive behaviour and achieve better academic outcomes (Personal Interview on 17thMay, 2023).

The remark from discipline teacher emphasizes the need for improved classroom management skills among teachers for positive behaviour among students that will help them attain good academic achievement. Furthermore, the study found that effective classroom management leads to increased engagement, reduction in inappropriate and disruptive behaviours, and promotion of academic achievement. These imply that effective classroom management leads to improved student behaviour, while inadequate classroom management can result in disruptive student behaviour.

The data in table 1 shows that 89% of teachers and 80% of students agreed that students' behaviours in the classroom are influenced by the established rules. The

respondents reported that clearly defined rules create a well thought-out and predictable environment, allowing students to understand behavioural expectations and consequences. These are also found in the study by Demir et al. (2022) aimed to investigate the expectations that students have concerning classroom rules. The results showed that, having clearly defined rules creates a structured and predictable environment, allowing students to understand behavioural expectations and consequences. Classroom rules provide two-way benefits since they protect the rights of the teachers and the students. When there is a lack of structure, it can lead to further issues and disruptive behaviour in the classroom. Classroom rules form the basis of effective classroom management. This indicates that, when students are aware of the rules and understand the importance of positive behaviour, they are more likely to exhibit appropriate conduct, leading to a conducive learning atmosphere and better overall behaviour.

It has been identified from the results that, 85% of teachers and 83% of students agreed that, teachers' body language helps in reducing improper behaviours. The study revealed that, teachers' body language plays a crucial role in establishing authority, setting boundaries, and conveying expectations to students. When teachers use effective body language, such as maintaining eye contact, using appropriate gestures, and displaying confident and assertive postures, it can create a respectful and disciplined classroom environment. These are in agreement with Sajjad et al. (2023) investigated the impact of teachers' nonverbal behaviours, specifically kinesics, on student learning and the learning environment. The study aimed to explore how teachers' nonverbal behaviours influence students' motivation, engagement, and overall learning experience in the classroom. The results of the study revealed that teachers' nonverbal behaviours in the classroom significantly influence students' motivation, engagement, and learning in the classroom. Students preferred interaction with the teachers who were friendly and confident and used their nonverbal communication skills (eye contact, facial expressions, and hand gestures) effectively, compared to strict and judgmental teachers. The study concluded that, Teachers need to motivate their students by improving their teaching styles and incorporating nonverbal behaviours positively in the classroom. By creating an impactful learning environment, students' participation and learning will increase, which will, in turn, improve their academic performance and overall behaviour outcomes.

Among the surveyed respondents 91% of teachers and 90% of students believed that teachers' guidance and counseling facilitate students' social and emotional development. The data established that, teachers who

provide guidance and counseling support create opportunities for students to address their social and emotional needs. By fostering positive relationships, listening attentively, and by offering advice, teachers can help students develop important social and emotional skills such as self-awareness, self-management, empathy, and decision-making.

On the same theme, another respondent pointed out that:

Inadequate classroom management skills can result in disruptive student behaviour. Disruptive students may miss important instructional and social opportunities, leading to lower academic achievement and decreased student engagement and motivation. Teachers may experience stress and frustration, and poor classroom management skills can even lead to teacher turnover. Effective classroom management practices such as guidance and counseling are crucial to prevent and manage disruptive behaviour, and there are several strategies such as being friendly to students, enforcement of rules and regulations, guidance & counseling that teachers can use to address disruptive behaviour among students. (Personal Interview on 18th May 2023).

The excerpt from the study revealed that classroom management skills of teachers regarding recognition of student characteristics and needs, setting up class rules and application and management of undesirable behaviour are effective on preventing students' unwanted disciplinary behaviour towards each other as well as proper psychological support including guidance and counseling. This in turn leads to improved behaviour as students become more capable of understanding and regulating their emotions, forming healthy relationships, and making responsible choices. Also, this finding is corroborated by Kemal (2009) in study titled the effect of classroom management skills of elementary school teachers on undesirable discipline behaviour of students. The study reported that teachers' guidance and counselling facilitates students' social and emotional development.

4.2 Findings on the Strategies to be adopted for Better Teachers' Classroom Management Skills

The second question sought to determine the strategies to be adopted for better teachers' classroom management skills in Arusha City. Questionnaires were administered to the sampled teachers and students who were required to

agree or disagree with the items which were in the questionnaire. The strategies to be adopted for better teachers' classroom management skills was also measured by 10-items in a closed-ended questionnaire on a five point Likert scale of Strongly Agree=5, Agree=4,

Undecided=3, Disagree=2 and Strongly Disagree=1. Table 2 presents the summary of the respondents' responses and the results of quantitative findings through questionnaires.

Table 2: Responses on the Strategies to be Adopted for Better Teachers' Classroom Management Skills in Public Secondary Schools

Statement	Teachers (n=55)	Students (n=40)	Total (n=95)
i. Establish clear and consistent expectations for behaviour and academic performance in the classroom.	54(98%)	37(93%)	91(96%)
ii. Foster positive and respectful relationships between teachers and students.	51(93%)	35(88%)	86(91%)
iii. Develop and enforce a set of classroom rules and procedures that are fair, reasonable, and aligned with school policies.	53(96%)	38(95%)	91(96%)
iv. Design and deliver engaging and interactive lessons that capture students' interest and maintain their attention.	49(89%)	33(83%)	82(86%)
v. Recognize and accommodate the diverse learning needs of students by employing differentiated instructional techniques.	47(85%)	36(90%)	83(87%)
vi. Encourage active participation and engagement of students in classroom activities.	50(91%)	34(85%)	84(88%)
vii. Establish and maintain effective time management and a well-organized and structured classroom environment.	48(87%)	31(78%)	79(83%)
viii. Employ effective communication strategies, such as active listening, clear instructions, and constructive feedback.	52(95%)	39(98%)	91(96%)
ix. Use a variety of instructional techniques to engage students actively in the learning process.	46(84%)	32(80%)	78(82%)
x. Encourage reward system to students who exhibit good behaviour in classroom.	51(91%)	34(85%)	85(89%)

f = frequency, % = percentages, values in brackets are percentage of teachers and students who agreed with the statement. Those with contrary opinion to the statement are implied.

Source: Research Data (2023)

As indicated in table 2 the data shows that, 98% of teachers and 93% of students agreed that establishing clear and consistent expectations for behaviour and academic performance in the classroom is among the strategies to be adopted for better classroom management skills. The data showed that this can be adopted by discussing the expectations with students at the beginning of the year, by creating a list of classroom rules, and consistently reinforcing them throughout the year. Therefore, this strategy helps students understand the boundaries and what is expected of them, promoting a positive and focused classroom atmosphere. These are in line with Minja (2021) on the role of the teacher in classroom management that recommended an effective classroom management that does not consist of just a list of rules and procedures, but the sensitivity and caring attitude of teachers towards their students. Classroom management education should be acquired by teachers during their training in college. This makes it easier for the newly recruited teachers to manage their classroom. According to the data in table 2, the respondents 93% of teachers and 88% of students agreed that building positive and respectful relationships with students is crucial strategy for effective classroom management skills. The study revealed that teachers can achieve this by taking

time to get to know their students individually, showing genuine care and interest, and treating them with respect. Students like when the teacher uses their names in class. This finding is in agreement with a study conducted by Sieberer-Nagler (2019) on the effective classroom-management of classroom and positive teaching. The study revealed that respect to teachers in school is important. Similarly, teachers should learn to react positively to wrong answers in a way to teach positively.

During interviews, while responding to a question on strategies to be adopted for better teachers' classroom management skills, discipline teacher put forth the views that:

Positive relationship between students and their parents is also necessary. The same applies to classroom climate. To create a positive classroom climate is one reason that children expect in school, and this encourages effective learning among children. Hence, this strategy creates a supportive and safe learning environment where students feel valued, leading to improved behaviour and engagement (Personal Interview on 18th May, 2023).

The response from discipline teachers clearly indicate that to increase student participation, teachers can shape the classroom environment by setting clear expectations, designing effective evaluation strategies, and providing helpful feedback. Therefore, through fostering active engagement, teachers can create a dynamic and interactive classroom atmosphere. This finding is in agreement with Behaviour Modification Theory or behavioural therapy which is a psychotherapeutic intervention primarily used to eliminate or reduce maladaptive behaviour (Scott et al., 2017).

The results in table 2 show that, 96% of teachers and 95% of students acknowledged that, developing and enforcing a set of classroom rules and procedures that are fair, reasonable, and aligned with school policies is among the strategy to adopt for enhancing classroom management skills. The respondents agreed that teachers should involve students in creating a set of classroom rules and procedures to ensure a structured environment where students understand what acceptable and what consequences they may face for misbehaving. Teachers can use simple rules selected by themselves prior to students entering the classroom or wait until the first day to collaborate with students to decide on the best rules for the class. Therefore, consistent enforcement of these rules is essential in maintaining a positive and orderly classroom atmosphere. These findings are like those of Alter and Haydon (2017) who focused on characteristics of effective classroom rules: a review of the literature. The study revealed that developing and enforcing a set of classroom rules and procedures that are fair, reasonable, and aligned with school policies is an effective strategy for enhancing classroom management skills. Classroom rules are identified as an integral part of effective classroom management as they are relatively simple to implement and focus on the behaviour of students.

Another strategy to be adopted for classroom management skills as agreed by 89% of teachers and 83% of students was designing and delivering engaging and interactive lessons. The study established that this strategy is necessary for effective classroom management skills that capture students' interest and maintain their attention. Teachers can make their lessons more interactive and interesting by incorporating various teaching strategies such as hands-on activities, group work, multimedia resources, and real-life examples. To strengthen these findings, Milkova (2021) concluded that to be effective the lesson plan does not have to be an exhaustive document that describes each and every possible classroom scenario. Nor does it have to anticipate each and every student's response or question. Instead, it should provide you with a general outline of your teaching goals, learning objectives, and means to

accomplish them. It is a reminder of what you want to do and how you want to do it. A productive lesson plan is not one in which everything goes exactly as planned, but one in which both students and instructors learn from each other. By capturing students' interest and maintaining their attention, teachers would reduce distractions and promote active participation, leading to improved behaviour.

In this context, the respondent, that is, one discipline teacher provided responses that;

The head of discipline department commented that, "implement engaging instructional practices to keep students actively involved." It was found that, effective classroom management is not just about maintaining order, but also about fostering student growth and engagement through being creative, flexible, and using a variety of strategies, whereby teachers create an engaging classroom that better connects with students and improves the learning process."
(Personal Interview on 19th May, 2023)

This response implies that for effective classroom management skills, teachers in public secondary schools in Arusha city can adopt several strategies. The study discovered seven key strategies for effective classroom management such as setting rules and routines, developing student interest, acknowledging appropriate behaviour, building cooperative and friendly environment, proper seating arrangements, interactive teaching techniques and fostering sense of collaboration. This implies that variety of strategies is needed to be adopted for ensuring that classroom management skills fit the diverse needs of students. Likewise, teachers who are successful in classroom management tend to have a comprehensive understanding of the subject and the right strategies to manage the classroom through the use of different teaching and learning techniques. Teachers should therefore provide students with the support they need to succeed, providing extra help to struggling students or adapting lessons to accommodate students with different needs and interests. These findings are related to that of Iqbal (2022) that reported a classroom as a place where students interact and socialize which is one of the major goals of education. However, there are several issues and challenges that teachers face during classroom teaching which need to be addressed for effective strategies of classroom management to be implemented successfully.

Recognizing and accommodating the diverse learning needs of students by employing differentiated instructional techniques was among the strategy to be adopted for classroom management skills as 85% of

teachers and 90% of students agreed to the statement. This strategy would be achieved through differentiated instructional techniques, such as adjusting the pace of instruction, providing additional support to struggling students, offering alternative assignments or assessments, and incorporating various learning styles. These are supported by different authors who pointed out that through the use of differentiated instructional strategies, teachers can meet the varying needs of all students such as behavioural needs and help them to meet and exceed the established standards (Levy, 2018). Differentiated teaching provides paths to learning so that the classroom becomes a 'good fit' for varied learners (Adami, 2014). The authors concluded that the theory behind differentiated instruction to enhance learning and provide practical examples of how to differentiate content, process, and product for students by addressing the individual needs of students, teachers will promote a positive and inclusive classroom environment.

5. Conclusion and Recommendations

5.1 Conclusion

Based on the findings of the current study, the following conclusions were drawn:

The result of the study on the first objective revealed that teachers' classroom management practices play a crucial role in shaping students' behavior that eventually has a bearing on their academic achievement. For instance, the establishment of clear rules and the use of positive interactions foster a friendly teacher-student relationship hence a positive learning environment in school. In addition, effective instructional delivery, providing guidance, and supporting students' learning help students to remain focused towards their primary goal in school hence they concentrate in their studies. Similarly, effective time management allows for focused teaching and learning activities. The study found that punishment can be perceived as an effective deterrent for disruptive behaviours. However, it is essential to strike a balance and avoid excessive punitive measures to maintain a healthy classroom climate. By fostering positive relationships, listening attentively, and by offering advice, teachers can help students develop important social and emotional skills such as self-awareness, self-management, empathy, and decision-making.

The study provided the importance of a multifaceted approach to improve teachers' classroom management skills. Teachers should focus on clear communication of expectations, fostering positive relationships with students, and creating a structured and engaging learning environment. Furthermore, they should recognize and

cater for the diverse needs of their students, employing various instructional techniques and collaboration with peers to enhance their effectiveness. These strategies are essential in cultivating a positive and focused classroom atmosphere, supporting students' social and emotional development, and ultimately improving their behaviour and academic outcomes.

5.2 Recommendations

Based on the study conclusions, the following recommendations are made:

1. School leaders should play a crucial role in creating a conducive learning environment and supporting teachers in their classroom management efforts. They should provide professional development opportunities for teachers to enhance their classroom management skills, including mentorship, workshops and seminars on effective strategies and techniques.
2. Also, school administrators should foster a positive and supportive school culture where teachers feel valued and encouraged to implement innovative classroom management practices. Moreover, they should implement a system for regular classroom observations and feedback to assess the effectiveness of teachers' classroom management and offer constructive support. Likewise, they should collaborate with teachers to establish and reinforce consistent school-wide rules and procedures thereby promoting a sense of unity and discipline among students.
3. Teachers should participate actively in professional development opportunities related to classroom management in order to stay updated with best practices and innovative techniques. Also, they should utilize a balanced approach that combines authoritative and supportive strategies to meet individual student needs and classroom dynamics effectively. Likewise, they should establish clear and consistent expectations for behaviour and academic performance and communicate these expectations with students and parents. In addition, teachers should implement engaging and interactive instructional practices, fostering active student participation and accommodating diverse learning needs.

4. While students are recipients of classroom management strategies, they should contribute to a positive and harmonious learning environment by respecting and adhering to the established classroom rules and guidelines. Secondly, they should engage actively in class discussions and activities, taking responsibility for their learning and contributing positively to group projects and interactions. Lastly, they should seek support and guidance from teachers when need arises as well as engage in open and respectful communication to address any concerns or difficulties.
5. Parents should collaborate with teachers to reinforce classroom rules and expectations at home, creating consistency between school and home environments. Besides, they should stay engaged in their child's education, attending parent-teacher conferences and staying informed about their child's progress and behaviour in the classroom. Moreover, they should further encourage and support their child's active participation in class activities and discussions by positively talking about the school, teachers and by promoting a positive attitude towards learning.
6. Other educational stakeholders such as non-governmental organisations, educational consultants, and community members should foster a collaborative and supportive school community, where all stakeholders work together to promote positive behaviour and academic success. They could also provide resources and support for teachers' professional development in classroom management that influences overall educational outcomes.
7. Furthermore, these stakeholders should organize workshops and seminars for educational stakeholders to share best practices and exchange ideas on effective classroom management techniques. In addition, they may encourage ongoing communication and feedback between teachers and other stakeholders to create a unified and harmonious learning environment.

References

Adami, A.F. (2014). Enhancing Students' Learning through Differentiated Approaches to Teaching and Learning: A Perspective. *Journal of Research in Special Educational Needs*, Vol. 4(2), 91-97.

- Afzal, S.M. and Kalam, A. (2021). Impact of Active Learning Strategy on the Student Engagement. *An Interdisciplinary Journal of Human Theory and Praxis*, Vol. 4, Issue 2, 2021.
- Alter, P., and Haydon, T. (2017). Characteristics of Effective Classroom Rules: A Review of the Literature. *Teacher Education and Special Education*, Vol. 40(2), 114–127.
- Azhrary, S. A., Supahar, S., Kuswanto, K., Ikhlas, M., & Devi, I. P. (2020). Relationship between Behaviour of Learning and Student Achievement in Physics Subject. *Journal Pendidikan Fisika Indonesia*, Vol 43, No.2, pp1-16.
- Charles, S. K. (2020). *Teacher's Coping Strategies in the Management of Overcrowded Classrooms in Public Primary Schools in Chemba District*. Dodoma: University of Dodoma.
- Creswell, J.W. and Creswell J.D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. 5th Revised edition. SAGE: Publications Inc.
- Demir, I., Sener, E., Karaboga, H.A. & Basal, A. (2022). Expectations of Students from Classroom Rules: A Scenario Based Bayesian Network Analysis. *Participatory Educational Research*, Vol.10 (1), pp. 424-442.
- Dhokal, N. (2012). *Teachers' Skills at Managing Disruptive Classroom behaviour* in ELT.
- Gaku, T (2017). *Impact of Classroom Management on Students' Behaviour in Primary Schools* Guna: LGA of Benue State.
- George, I, Oladeni, A, Sunday, A. (2017). *Effective Classroom Management and Students Academic Performance in Secondary Schools*. Uyo Local Government.
- George, D., and Mallery, P. (2003). *SPSS for windows step by step: A sample guided reference 11.0 update*. (4thed). Boston: Allyn& Bacon.
- Hamid, F.A., Kader, A. & Eissa, M.A. (2016). The Effectiveness of Time Management Strategies Instruction on Students' Academic Time Management and Academic Self-Efficacy. *International Journal of Psycho-Educational Sciences*, Vol. 4, (1), 2016.
- Iqbal, A. (2022). Teachers' Perspectives on Strategies for

- Effective Classroom Management: A Qualitative Inquiry. *Research Journal of Social Sciences & Economics Review*, Vol. 3, Issue 4, 2022.
- Kapur, R (2018). *Impact of Classroom Management on Students' Behaviours*.
- Kemal, K. (2009). *The Effect of Classroom Management Skills of Elementary School Teachers on Undesirable Discipline Behaviour of Students*.
- Kimaro, A. (2019). *Modelling the Point Spread Function Using Principal Component Analysis*. Department of Physics & Astronomy & College of Arts and Science. The University of Ohio p10 – 12.
- Layikh, H.M. (2018). Meeting the Needs of All Students Differentiated Instruction: Helping Every Child Reach and Exceed Standards. *Journal of Clearing House*, 81(4), pp. 161-164.
- Leustig, T (2019). *Classroom Management*. Dyknow for Teacher's article.
- Levy, A. (2018). Positive reinforcement to improve a child's behaviour. *VeryWellFamily*. Retrieved from <https://www.verywellfamily.com/positive-reinforcement-child-behaviour-1094889>.
- Loishiye, L. S. and Otieno, K. O. (2022). Challenges Facing Teachers in Enhancing Discipline among Secondary School Students in Arusha City, Tanzania. *Journal of Research Innovation and Implications in Education*, 6(1), 233 – 243.
- Madaraka, P. (2020). Implications of Students' Indiscipline Cases for Teachers' Work & Professional Culture.
- Majani, W. (2020). Student-Teachers' Experiences & Strategies Of Managing Disruptive Behaviours in Tanzania Secondary Schools. *African Journal of Teacher Education*.
- Milkova, S. (2021). *Strategies for Effective Lesson Planning*. University of Michigan: Centre for Research on Learning and Teaching.
- Minja, O.B. (2021). An assessment on the role of a teacher in the classroom management: A case of Arumeru District, Tanzania. *Journal of Research Innovation and Implications in Education*, 5(2), 28 – 38.
- Moussa, A., Abdelhafifdh, S. and Abdelhafifh, S. (2022). To What Extent Extracurricular Activities Affect the Behaviours and School Grades of Primary Schools' Pupils. *Open Access Library Journal*, Vol. 9: e8502.
- Sajjad, T., Khan, H.F., Yasmeeen, R. and Waqas, A. (2023). Language of Actions: The Effects of Teacher's Kinesics on Student Learning and Learning Environment. *Journal of Education and Health Promotion*, Vol. 12, p. 53, 2023.
- Sanli, O. (2019). An Evaluation of the Teachers' Classroom Management Problems. *Educational Research and Reviews*, Vol.14, No. 8, pp. 282-292.
- Scott, H.K., Jain, A., and Cogburn, M. (2022). *Behaviour Modification*. In Statpearls. Statpearls Publishing.
- Sieberer-Nagler (2019). Effective Classroom-Management & Positive Teaching. *English Language Teaching Journal*, Vol. 9, No. 1; 2019.
- Spencer, B. (2018). Impact of effective classroom management. Retrieved from <https://blog.team.satchel.com/betheny-spencer>.
- Sweigart, C. (2022). How to help a teacher with poor classroom management. *Limened article*.
- United Republic of Tanzania (2018). *Education and Training Policy*. Ministry of Education and Vocational Training. Dar es Salaam: Government Press.
- Yamen, T., Sato, S and Maruyama, M (2017). *Sample Size Formula*. Atkins: DOI:<https://doi.org/10.1016/j.opththa.2017>
- Yussif, Y (2019). *Importance of Classroom management in Public Secondary Schools in Tarime District*. *East African Journal of Education Studies*, 6(1), 42-57.