

Contribution of Classroom Management Strategies on Teaching Effectiveness: A Case of Secondary Schools in Temeke Municipality in Tanzania

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ABSTRACT

This study examines the impact of classroom management strategies on teaching effectiveness in secondary schools in Temeke Municipality, using a quantitative approach and cross-sectional design. Data from 99 respondents, including students, teachers, heads of schools, and Ward education officers, were collected through questionnaires and interviews. The findings reveal that various classroom management strategies are used, some more prevalent than others, and these strategies contribute to a positive classroom atmosphere, better interpersonal relationships, reduced disruptive behavior, and optimized instructional time. The study concludes that prioritizing effective classroom management strategies, such as establishing rules, organizing classrooms, issuing verbal warnings, engaging students, providing positive reinforcement, and managing time efficiently, can enhance teaching effectiveness. Recommendations include professional development for teachers, the formulation of supportive policies promoting evidence-based, student-centered approaches, and comprehensive training in teacher colleges. Encouraging collaboration and sharing best practices among teachers through professional learning communities and mentorship programs is also advised to foster continuous improvement.

Keywords: Classroom management, Teaching effectiveness, Secondary schools, Professional development, Temeke municipality

INTRODUCTION

The implementation of efficient classroom management strategies is crucial for establishing a supportive educational environment that fosters increased student engagement and improved academic achievement. Petre (2022) asserts that effective management of student behaviors by teachers is essential for cultivating a structured and disciplined classroom setting, ultimately enhancing educational outcomes. This suggests that teachers who adeptly manage classroom dynamics can create an environment where students are actively involved, attentive, and motivated to learn.

Similarly, Jennah et al. (2022) highlight the significance of teachers, in their role as classroom supervisors, employing innovative strategies to enhance students' willingness to study. Effective classroom management strategies can boost student involvement, minimize disruptions, and foster a more favorable learning environment. Furthermore, Allen et al. (2022) contend that without effective classroom management, disruptive behavior may prevail, leading to adverse consequences such as increased teacher stress. This underscores the critical importance of proficient classroom management in mitigating stress for both educators and learners, thus facilitating a more cohesive and productive educational setting.

Classroom management encompasses a wide range of skills and strategies that teachers utilize to maintain a learning environment free from disruptive behaviors. Keshavarz et al. (2022) explain that it involves creating

and sustaining an atmosphere conducive to successful instruction, indicating that classroom management extends beyond discipline and behavior management to include strategies that establish a structured and supportive environment enhancing student engagement and learning.

Al-Bahrani (2022) emphasizes that the absence of proper training in classroom management and student interaction among educators can result in a lack of investment in fostering diversity, inclusion, and a sense of belonging in the classroom. This highlights the potential negative consequences of ineffective classroom management on creating an inclusive and supportive learning environment for all students. Akor et al. (2022) state that inadequate classroom management can adversely affect teaching and learning activities, leading to reduced school effectiveness.

In the educational context of Tanzania, a significant proportion of classrooms exhibit disruptive behaviors, including instances of pupils napping, arriving late, generating noise, inaccurately transcribing notes, consuming food, employing derogatory nicknames, and engaging in verbal or physical intimidation against both peers and educators. Such disruptive behaviors can lead to disarray in the learning process and impede pupils' academic achievement.

This study aimed to describe the extent to which teachers utilize existing classroom management strategies in secondary schools, analyze how these strategies contribute to teaching effectiveness, and investigate the factors influencing the choice of classroom management strategies in secondary schools in Temeke Municipality. The findings will provide insights into how classroom management can be optimized to enhance educational outcomes in Tanzania.

LITERATURE REVIEW

Numerous studies have explored the contribution of classroom management strategies to teaching effectiveness, consistently highlighting their positive impact on student learning and achievement. Moreen (2018) emphasizes the comprehensive role of classroom management in organizing various facets of student learning, including expectations, interactions, motivations, and behaviors. Effective classroom management not only creates a conducive learning environment but also acknowledges students' successes and achievements, thereby supporting their overall development. Sowell (2013) discusses the importance of engaging students through interactive lectures, incorporating strategies such as moving around the room, asking questions, and using both verbal and nonverbal teaching methods. These approaches ensure students remain attentive and actively engaged, which is linked to higher academic gains. Santiago (2012) supports this view, noting that effective classroom management allows teachers to dedicate more time to academic instruction, thereby enhancing student learning outcomes. Additionally, the physical organization of the classroom, including the arrangement of furniture, significantly influences student focus and ease of monitoring (Joyce, 2003).

Donna (2014) underscores the importance of maximizing classroom space to facilitate smooth transitions, easy access to learning materials, and effective teacher-student interactions. Effective classroom managers use available resources, such as furniture and space, to create optimal learning environments that meet students' needs and minimize disruptions. Sowell (2013) further notes that well-implemented classroom management strategies foster a safe, inclusive community where students can engage in meaningful discussions and collaborative learning, promoting their interest and motivation. Adeyemo (2012) highlights the crucial role of strong classroom management skills in preventing and mitigating student misbehavior, reducing the need for disciplinary measures such as suspensions and referrals. This allows teachers to focus on engaging students in learning tasks, ultimately contributing to improved academic success and a more positive classroom experience for both students and teachers.

The literature review underscores the importance of effective classroom management strategies in enhancing teaching effectiveness and promoting positive learning environments. These findings have significant implications for Tanzania's education system. By prioritizing and implementing evidence-based classroom management techniques, teachers can create environments that support student engagement, motivation, and achievement. This can lead to improved academic performance, reduced disciplinary issues, and enhanced

student well-being in Tanzania. Moreover, adopting these strategies can empower Tanzanian teachers to navigate diverse classroom settings effectively and meet the needs of all students. Policymakers and educators should collaborate to provide professional development opportunities, resources, and support for teachers to implement successful classroom management practices. As Tanzania strives for educational excellence, integrating effective classroom management strategies can significantly improve the education system. Cultivating a culture of continuous improvement and collaboration will ensure that Tanzanian students receive a quality education, preparing them for future success.

METHODOLOGY

In this study, a cross-sectional research design was employed, allowing the researcher to gather data from 99 respondents, including students, teachers, headmasters, and Ward education officers, within a short timeframe. This design enabled the comparison of multiple variables at one point in time, providing insights into the educational environment and challenges faced by different stakeholders (Creswell, 2014). Data were collected using questionnaires and interviews, offering both quantitative and qualitative perspectives. The mixed-methods approach enhanced the study's validity and reliability by using triangulation to cross-verify data from different sources, ensuring a comprehensive understanding of the issues under investigation (Denzin, 2017).

Validity was ensured through careful design of the questionnaires to align with the research objectives, and construct validity was reinforced by gathering in-depth qualitative data through interviews (Robson, 2011). A representative sample was used to maintain external validity, while reliability was addressed by piloting the questionnaires and ensuring consistency in data collection (Kothari, 2004). Quantitative data were analyzed using descriptive statistics and cross-tabulations to explore relationships between variables, while qualitative data were examined using thematic analysis, identifying key themes and patterns that provided deeper insights into educational practices and challenges (Braun & Clarke, 2006; Miles, Huberman, & Saldaña, 2014).

Ethical considerations were rigorously upheld, with informed consent obtained from all participants and confidentiality maintained throughout the study (Bryman, 2016). Data were anonymized, and ethical approval was secured from relevant authorities to ensure compliance with institutional and national research standards (Cohen, Manion, & Morrison, 2011).

STUDY FINDINGS

Extent to which Teachers Use Existing Classroom Management

The first research question aimed to examine the extent to which teachers in secondary schools in Temeke Municipality employ existing classroom management strategies. To answer this question, data were collected from a variety of sources, including teachers, students, heads of schools, and ward education officers. Teachers were given a rating scale listing ten classroom management strategies and asked to evaluate the extent to which they applied each one.

Regarding the implementation of classroom rules, the findings indicated that 23.4% of respondents considered this strategy to be extremely prevalent, while 28.1% found it highly applicable. Additionally, 20.3% of participants deemed it somewhat applicable. These data suggest that a substantial majority of educators view the implementation of classroom rules as an effective approach to managing classroom dynamics and facilitating learning. This aligns with the research of Aningsih et al. (2022), which highlighted the importance of classroom rules in creating a positive classroom environment and fostering strong student-teacher relationships.

When it comes to the use of physical punishment, 18.8% of respondents reported it as extensively employed, and 23.4% assessed it as significantly applicable. However, 26.6% of participants considered it not applicable, reflecting a shift away from the practice. These results indicate that while physical punishment is still used as a classroom management strategy, many educators recognize its limitations and potential adverse effects. This aligns with research by Heekes et al. (2022) and Visser et al. (2022), which highlighted the ongoing challenges associated with physical punishment and the need for alternative methods.

Regarding the practice of making misbehaving students kneel in front of the class, 15.6% of respondents found it very highly applied, while 12.5% rated it highly applicable. A higher percentage (23.4%) viewed this strategy as less applicable, and 29.7% deemed it not applicable. This variation suggests a decline in the use of this disciplinary measure, consistent with research by Martine and Tang (2022) and Lumato and Mwila (2022), who noted the traditional nature of the practice and its gradual decline.

In contrast, positive reinforcement was considered highly applicable by 15.6% of respondents and moderately applicable by 18.8%. This suggests that teachers recognize the effectiveness of using praise and rewards to encourage desirable behaviors and boost student motivation. These findings align with Mundiri et al.'s (2022) research, which emphasizes the benefits of positive reinforcement in student behavior management.

In terms of effective classroom organization, 28.1% of respondents found it very highly applied, while 25% deemed it highly applicable. These findings emphasize the importance of creating an organized and conducive learning environment for students. This supports the work of Noben et al. (2022), who underscored the critical role of classroom organization in teaching.

The overall findings demonstrate that teachers in Temeke Municipality commonly use classroom management strategies such as establishing classroom rules and engaging students in tasks. However, the persistence of controversial practices such as corporal punishment and making students kneel in front of the class calls for a shift towards more contemporary and positive strategies. The insights provided by class monitors confirm the teachers' perspectives on classroom management and offer additional nuances on the actual implementation of these strategies. To enhance classroom management, it is essential to embrace effective time management techniques, positive reinforcement, and alternative disciplinary methods while phasing out outdated practices.

Contribution of existing classroom management strategies to teaching effectiveness

The study was interested to assess the contribution of existing classroom management strategies to teaching effectiveness in secondary schools in Temeke municipality. Data to address this objective were collected from the teachers and heads of schools. The teachers were provided with a rating scale with 10 statements on the contribution of classroom management strategies to teaching effectiveness as indicated in Table 1.

1: Teachers' Responses to the Contribution of Classroom Management Strategies to Teaching Effectiveness

Classroom management strategies	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
The establishment of classroom rules contributes to teaching effectiveness.	8	12.5	22	34.4	24	37.5	6	9.4	4	6.3
Corporal punishment enhances teaching effectiveness.	2	3.1	6	9.4	14	21.9	24	37.5	18	28.1
Kneeling in front of the class improves teaching effectiveness.	4	6.3	8	12.5	16	25.0	18	28.1	18	28.1
Verbal warnings positively impact teaching effectiveness.	10	15.6	18	28.1	22	34.4	10	15.6	4	6.3
Keeping students occupied with tasks enhances teaching effectiveness.	12	18.8	20	31.3	18	28.1	8	12.5	6	9.4
Effective classroom organization improves teaching effectiveness.	16	25.0	22	34.4	16	25.0	4	6.3	6	9.4
Positive reinforcement for good behaviours contributes to teaching	20	31.3	18	28.1	14	21.9	4	6.3	8	12.5

effectiveness.										
Negative reinforcement for unacceptable behaviour improves teaching effectiveness.	8	12.5	14	21.9	20	31.3	16	25.0	6	9.4
Effective time management strategies maximize instructional time and improve teaching effectiveness.	4	6.3	12	18.8	18	28.1	20	31.3	10	15.6

The study investigated the implementation of various classroom management strategies among educators in Temeke Municipality, revealing diverse perspectives on their effectiveness. Regarding the implementation of classroom regulations, a significant percentage of educators (23.4% strongly agreed, 28.1% agreed) highlighted their positive impact on instructional efficacy. This underscores the importance of clear and consistent classroom rules in fostering a conducive learning environment, as emphasized by Seufert et al. (2022), who noted that well-defined rules help manage disruptive behavior and allow teachers to focus more on teaching. However, Adamson (2022) cautioned against overly rigid rules, suggesting they could instill fear and perpetuate inequalities among students, thus advocating for a balanced approach that considers individual circumstances.

In contrast, opinions on the use of corporal punishment were divided: 18.8% of educators strongly agreed, and 23.4% agreed on its positive impact, while 26.6% disagreed, and 15.6% strongly disagreed. This reflects a contentious issue among educators, with some advocating for its deterrent effect and others expressing concerns over its potential negative consequences. Ngussa and Mdalingwa (2017) highlighted research indicating adverse outcomes such as increased dropout rates and student anxiety, suggesting the need for alternative disciplinary measures aligned with contemporary educational principles.

The practice of making misbehaving students kneel in front of the class also elicited mixed opinions: 15.6% of teachers strongly agreed, and 12.5% agreed on its effectiveness, but 29.7% disagreed, and 18.8% strongly disagreed. Adamson (2022) raised valid concerns about the psychological impact of such practices on students' self-esteem and peer relationships, indicating a need for further exploration into its educational implications.

Verbal warnings, on the other hand, received moderate support: 25% of teachers strongly agreed, and 21.9% agreed on their positive contribution to teaching effectiveness. This aligns with the findings of Han et al. (2022), who highlighted the benefits of verbal warnings in redirecting student behavior positively. The study suggests that alternative disciplinary methods like verbal warnings may be more widely accepted as they offer opportunities for students to correct behavior without negative repercussions.

Positive reinforcement, aimed at promoting desirable behaviors, was viewed less favorably: 9.4% of teachers strongly agreed, and 15.6% agreed on its effectiveness, while a larger proportion expressed disagreement. Cao (2022) advocates for positive reinforcement to achieve educational goals and enhance academic outcomes, suggesting that its underutilization in practice warrants further investigation to bridge this gap between theory and application.

Similarly, negative reinforcement to address inappropriate behavior showed varied perspectives among educators, highlighting the need for deeper exploration of its effectiveness in classroom settings. Tan et al. (2022) provide support for its use as a deterrent, but the study's findings indicate ongoing skepticism and suggest a need for nuanced approaches tailored to individual student needs.

Effective classroom organization garnered substantial support, with 28.1% of teachers strongly agreeing and 26.6% agreeing on its efficacy in teaching. This underscores the critical role of structured classroom environments in achieving educational objectives, echoing the findings of Humaeroah et al. (2023) on the importance of organized classroom conduct. The study underscores the diverse viewpoints among educators regarding the efficacy of different classroom management strategies. While certain approaches like classroom rules and verbal warnings receive considerable support for their potential benefits, others such as corporal punishment and punitive practices face significant skepticism and debate. These findings underscore the

importance of ongoing research and reflective practice to inform the adoption of optimal classroom management strategies that promote a positive learning environment for all students in Temeke Municipality.

CONCLUSION AND RECOMMENDATIONS

Based on the study findings, several key conclusions regarding classroom management strategies and their impact on teaching effectiveness emerge. The research identified a variety of strategies employed by teachers, highlighting certain practices as more prevalent and effective than others. Notably, strategies such as establishing clear classroom rules, organizing the classroom effectively, using verbal warnings, actively engaging students in tasks, employing positive reinforcement for desired behavior, and implementing efficient time management techniques were found to significantly contribute to creating a conducive learning environment. These strategies were instrumental in fostering positive teacher-student relationships, mitigating disruptive behaviors, and optimizing instructional time, thereby enhancing overall teaching effectiveness.

The study also underscored the differential impact of various classroom management approaches in Temeke Municipality. Specifically, strategies like setting clear rules, organizing the classroom efficiently, using positive reinforcement, and managing time effectively were associated with positive educational outcomes. Conversely, practices relying on punitive measures, such as corporal punishment and public humiliation, were perceived negatively and potentially detrimental to both students and the learning environment. These findings stress the importance of adopting evidence-based, student-centered approaches to classroom management that nurture supportive and inclusive learning environments conducive to academic success.

Furthermore, the research revealed that teachers consider a myriad of factors when determining their classroom management styles. These factors encompassed the availability of resources, personal attributes of teachers, student diversity, adherence to school policies, teacher competence, effective communication skills, classroom size, support from school administration, parental involvement, and peer dynamics. Recognizing the complexity and multidimensional nature of these decisions, educators emphasized the importance of adequate resources, personal attributes, and effective communication in their management strategies. They also acknowledged the influential roles of student diversity, school policies, administrative support, parental engagement, and peer interactions in shaping their approaches to classroom management.

In light of these conclusions, the study underscores the necessity for a holistic approach to classroom management that integrates diverse factors. Educators should be supported in developing evidence-based strategies that promote inclusivity, student engagement, and positive learning environments. Collaboration among school administrators, colleagues, parents, and the broader community is essential to effectively implement and sustain these practices. By fostering a collaborative environment and providing ongoing professional development, educational institutions in Temeke Municipality can empower teachers to implement effective classroom management strategies that enhance both student learning outcomes and overall teaching effectiveness. This approach not only supports academic achievement but also cultivates a nurturing educational environment that benefits all stakeholders involved in the educational process in Tanzania.

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