



## RESEARCH ARTICLE

## Implementation of Classroom Management Strategies in Primary Schools in Botswana

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### ABSTRACT

*Literature shows that high incidences of classroom disciplinary problems have a significant impact on the effectiveness of teaching and learning. Use of classroom management strategies to manage the behaviour of students is therefore critical in mitigating behavioural problems and in achieving positive educational outcomes in the classrooms. The importance of classroom management in creating a positive classroom climate within which effective teaching and learning can occur is viewed as a very important teaching skill across disciplines and grades. A strong and consistent management and organisation of teaching and learning through classroom management strategies has been observed to enhance student achievement in schools. This exploratory study examined how frequently the teacher use of classroom management strategies across subject and grade divide in primary schools. Results of the study showed that primary school teachers frequently use most of the proposed classroom management strategies during teaching except the use of learner-centered classroom management styles through the use of authoritative rather than authoritarian management styles.*

**Key words:** classroom management, classroom management strategies, classroom climate, productive environment, expectations.

### INTRODUCTION

The history of classroom management dates back to the period when classroom management was used as a tool for control to reduce student misbehaviour to the period when classroom management began to be used as a tool for socializing students into positive ways of learning (Emmer & Gerwells 2006). This paradigm shift has necessitated the current reconceptualisation of classroom management as not a tool but a process of promoting student-teacher relationships leading to the establishment of a supportive teaching/learning environment in schools (Pianta 2006; Ritter & Hancock 2007; Watson & Battistich 2006). Such a humanistic approach to classroom management is viewed as being consistent with the student-centered approach to teaching propounded by Nie and Lau (2009).

Classroom management is considered the most important yet the most difficult part of the teaching learning process as according to Torffs and Sessions (2005) owing to the fact that too many teachers in schools show distress with the ineffectiveness of their classroom management approaches. The above is compounded by the fact that due to massification, modern day classrooms are busy, crowded and complex making the whole process of classroom management a very complex process (Pianta 2006). Kratochwill (2015) argues that classroom management is perhaps the most feared component of teaching by new teachers and could be the major reason for teacher unhappiness and stress in classroom that leads many teachers to quit the profession.

Despite the above challenges, classroom management remains a teaching skills and being so according to Brophy (2006) is very critical in enhancing student learning in schools. As a result of its importance in enhancing the teaching/learning process, classroom management has therefore been a priority activity for teachers over the last 40 years (Evertson & Weinstein 2006).

**THE CONCEPT OF CLASSROOM MANAGEMENT**

From the time the concept of teaching took form in our schools and classrooms, the need to ensure that the teaching/learning process proceeds effectively has always been a priority hence the need for classroom management. Classroom management has been defined by a number of authorities in different ways from being described as a form of disciplining to being viewed it a teaching skill that supports teaching/learning. A number of authorities provide different versions of the definitions of classroom management.

Classroom management refers to all of the things that a teacher does to organise students, classroom space, time and materials so that instruction in content and student learning can take place (Pianta 2006; Soodak & McCarthy 2006). Bilik (2008) defined classroom management as the activities necessary for creating and maintaining an orderly learning environment such as planning and preparation of materials, organisation, decoration of the classroom and the establishment and enforcement of rules and routines. This definition therefore shows that classroom management is not just about dealing with student behaviour per se but is about creating a conducive teaching/learning environment. The definition of classroom management by Bilik (2008) is also confirmed by Krause, Bouchner and Duchesne (2003) who asserted that classroom management while certainly concerned with student behaviour, essentially and more broadly involves the planning, organisation and control of the learning process and the classroom environment for the purpose of creating and maintain an effective learning experience.

Krathchwill (2015) on the other hand defined classroom management as the methods for preventing misbehaviour and dealing with it if it arises, that is, it is all the techniques teachers use to maintain control in the classrooms. This definition by Krathchwill (2015) has connotations of classroom management as a form of disciplining, which is a traditional view of classroom management. Traditionally classroom management was not effective as it focused largely on compliance with rules and regulations (Soodak & McCarthy 2006). This conceptualisation of classroom management according to literature is no longer widely used in schools as research shows that there has been a paradigm shift on classroom management towards a more humanist approach that emphasises student-teacher relationships that leads to the establishment of a supportive teaching/learning environment (Emmer & Gerwels 2006; Nie & Lau 2009).

The above definitions therefore indicate that classroom management does not only provide a context for learning that includes physical space, furnishings, resources and materials but also for a conducive classroom atmosphere, the nurturing of positive student attitudes and emotions as well as the cultivation and maintenance of the social dynamics of the learning experience (Bilik 2008; Ashley & Chilcoat 2014; Reeve 2006). The above therefore implies that classroom management is a process in which teachers create a positive classroom climate within which effective teaching and learning can occur and hence that a well-managed classroom would be a place where students know to effectively make use of the classroom and its resources for effective learning. Furthermore, the above definitions also show that effective classroom management focuses on preventative rather than reactive procedures of managing teaching and learning and also equally importantly, establishes a positive classroom environment in which the teacher focuses on student learning (Oliver, Wehby & Reschly 2011).

**A. The goals of classroom management:**

Classroom management seeks to satisfy a number of goals in classrooms but the major of the goals are the following: i. creating and maintain a positive and productive learning experience; and ii. supporting and fostering a safe classroom environment for students (Bilik 2008; Santrock 2006). The creation and maintenance of a positive and productive environment is not meant to create a docile, inert and totally compliant classroom and student body but rather to create an effective classroom that nurtures student interest, motivation and involvement in their learning, that is, the focus is to create a positive, productive and facilitative learning. Supporting and fostering a safe classroom

environment implies allowing students to make connections needed for learning to take place and relates to ensuring that all the necessary rules, procedures and routines are clearly articulated for safe teaching and learning (Bili 2008; Lewis, et al. 2006 ).

#### **B. Prior research on classroom management:**

Prior research on classroom management shows that the ability of teachers to organise and effectively manage the teaching/learning process is critical for student achievement (Baker 2005; Oliver 2007). Research conducted by Ingersoll and Smith (2003) found that teachers who have problems with behaviour management and classroom discipline were frequently ineffective in the classroom. Earlier studies seemed to confirm the above. A study by Krounlin in 1970 found that effective and ineffective teachers did not differ in the way they dealt with student behaviour after it occurred but rather differed significantly in their approaches prior to the student's misbehaviour (Pianta 2006). The reason for the significant difference was found to be the fact that effective teachers tend to have far fewer classroom discipline problems than the ineffective ones because due to differences in planning and preparation. The above study was also corroborated by further studies by Brophy in 1976 and 1980 which found that effective teachers were always ready, and due to this readiness, were able to proactively prevent incidences of student misbehaviour in class (Burden 1995; Canter & Canter 1992, 1993).

#### **C. Classroom management strategies:**

Managing student behaviour in the classroom in order to enhance teaching and learning is viewed in literature as a complex process as it concerns a wide range of behaviours that may be present in a particular group of students as well as the identification and implementation of appropriate strategies for handling these behaviours (Tan et al. 2003). There are therefore a number of classroom management strategies that can be deployed to ensure effective teaching and learning in the classrooms. According to Soodak and McCarthy (2006), the strategies characterise an all-encompassing view of classroom management that extends to everything that teachers do to facilitate or improve student learning such as *behaviour* (showing a positive attitude, happy facial expressions, giving encouraging statements, being respectful and demonstrating fair treatment of all students), *classroom environment* (being welcoming to students, the classroom being well lit, adequate stimulating materials, etc), *expectations* (having high expectations of quality of student work and behaviour), *materials* (having adequate and quality textbooks, equipment and other learning resources), and *activities* (designing learning experiences that engage student interests, passions and intellectual curiosity).

Bilik (2008) provides a more illuminating set of strategies in the form of a framework (FIG. 1) that teachers can deploy to effectively manage their classrooms.

#### **D. Catering for students' developmental needs:**

Effective classroom management should cater for the developmental needs of students including their characteristics. The above means that as a process, classroom management needs to consider what interests and motivates students of different ages and developmental characteristics so that appropriate strategies can be applied (Bilik 2008; Pianta 2006). As an example younger students in lower grades are more motivated to learn by concrete things such as rewards while senior students may just prefer recognition and challenging work.

#### **E. Creating and implementing a learning environment:**

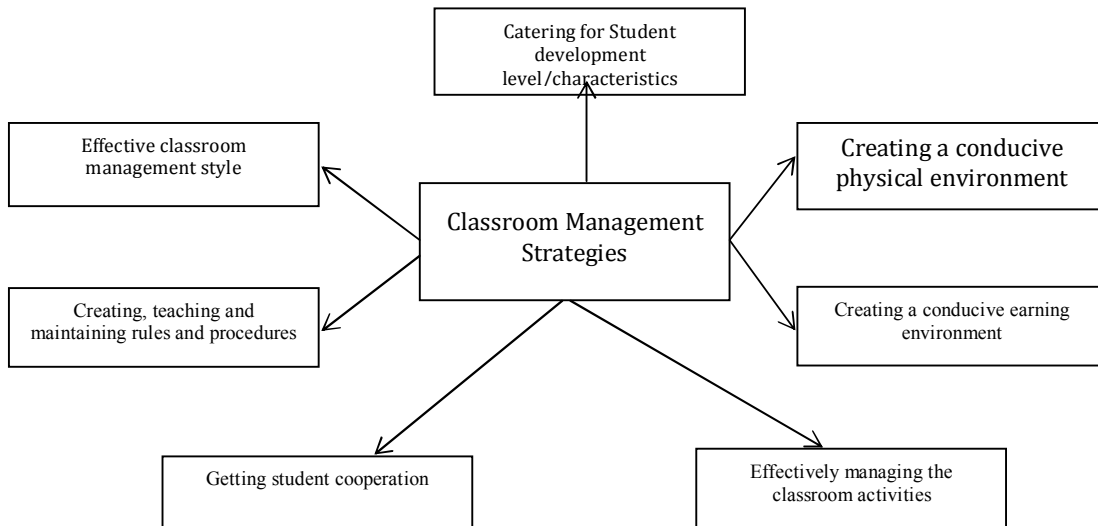
Creating and implementing a learning environment implies careful planning for the start of the school year for the class. It relates to the creation of two spaces of the learning environment namely the physical and cognitive spaces (Tan et al. 2003; Krause et al. 2003). The creation of the physical learning environment goes beyond having an attractive, stimulating environment with good ventilation, to ensuring an environment characterised

by mutual respect, friendliness and welcoming, that is, an environment where everyone blooms and does their best. The creation of a cognitive space relates to the expectations that the teacher sets for students in the classroom and the process of ensuring a motivational learning climate. Rules and procedures as well as the creation of a motivational climate are viewed by Bilik (2008) as the most important components of the creating of the learning environment strategy.

#### F. Creating a physical environment:

This strategy relates to the arranging of classroom furniture to ensure visibility and accessibility of both staff and students as well as lack of distractibility during the teaching and learning process (Soodak & McCarthy 2006; Teach for America 2011). The teacher needs to have free movements in the classroom for effective monitoring of students' work while students need free movements during group work and when consulting the teacher.

**Fig. 1:** Classroom Management Strategies (adapted from Bilik 2008)



#### G. Effectively managing classroom activities:

Literature shows that effective teachers differ from ineffective teachers not only in how they respond to student's behaviour problems but more importantly in how they manage group activities. Effective teachers according to Bilik (2008) perform the following activities when managing student classroom activities: (i) closely monitor students on a regular basis in order to quickly detect inappropriate learning behaviour, (ii) moving around the classroom checking each student's work while also keeping an eye on the rest of the class, (iii) maintaining student interest through positive feedback and rewards, and (iv) engaging students in a variety of challenging activities.

#### H. Getting students to cooperate:

The following activities according to Oliver (2007) can be used to ensure more cooperation of students during the teaching/learning process: (i) developing a positive relationship with students based on respect and mutual trust. (ii) getting students to share and assure responsibility of their learning by letting students lead discussions and group work, and (iii) rewarding students using a variety of reward systems as a way of recognising and appreciating their contributions during the teaching/learning process.

**I. Creating and enforcing rules and routines**

Rules ensure order and safe learning during the teaching/learning process while routines ensure predictability (Classroom Management Resource Guide 2014). Effective teachers set and enforce rules without fear and favour and also plan their work with clarity to ensure routines are followed and students are aware of what they are supposed to do next and be able to adequately prepare themselves in advance of the lesson.

**J. Effective classroom management style:**

There are three basic management styles that teachers can use during the teaching and learning process and these include the authoritative, authoritarian and the permissive styles. The authoritarian classroom management style is restrictive and punitive and focuses on keeping order in the classroom rather than on instruction and learning and is not effective as a management strategy as it stifles student creativity and freedom (Bilik, 2008). The permissive classroom management style gives too much room to students and provides them with little support for developing learning skills or to manage their behaviour. This strategy is viewed as one of the contributors of disciplinary problems in classrooms. The authoritative classroom management style is the one that is viewed as effective in promoting an orderly and productive learning environment in classrooms. This style encourages students to be independent thinkers and doers and involves the teacher balancing between teaching and facilitating.

**K. Theoretical framework:**

This study is informed by the self-determination theory. This theory stresses the importance of the following three basic psychological needs which include the competence, relatedness and autonomy needs, in people's self-motivation and healthy psychological growth (Lau & Nie 2009). The theory posits that the social-contextual conditions that provide students with the opportunity to satisfy their basic needs lead to enhanced motivation, optimal functioning and psychological well-being (Ryan & Deci 2002) and hence less disciplinary problems in the classrooms.

**RESEARCH PROBLEM**

Literature shows that effective teaching arises as a result of frequent use of classroom management strategies during teaching. Classrooms with well-behaved and motivated students always succeed according to literature. In the context of Botswana, there is no study known to the researcher that has been conducted to establish the knowledge levels and frequency of use of classroom management strategies by teachers in primary schools. This study therefore is an attempt to bridge the research gap. The following objectives therefore guide this study:

1. What is the extent of knowledge of classroom management strategies of teachers in primary schools?
2. How frequently do the teachers use each of the strategies during teaching in primary schools?

**METHODOLOGY****A. Participants:**

Participants to the study were a sample of 306 primary school teachers drawn using stratified random sampling from 1500 teachers in 60 urban primary schools in Gaborone, Botswana. The sample size of 306 was calculated from the sample size calculator 95% degree of confidence and a margin of error of 5%. The teachers were drawn from lower to upper primary school teachers.

**B. Procedure and design:**

A structured questionnaire was used for data collection. The 60 schools which constituted the researcher sites were randomly selected from the 60 primary schools in Gaborone, Botswana. Stratified random sampling was used to select the 306 teachers from the 1500 from the 60 primary schools. The purpose of stratified random sampling was to ensure that there is proportional representation of teachers from each of the stratum (school). The identified number of teachers from each school was then selected using simple random sampling from each grade. The above therefore means that at school level, stratified random sampling was used while at grade level simple random sampling procedure was used to select participants to the study. Before the questionnaire was administered, it was subjected to pilot testing to test for internal consistency reliability. Cronbach's alpha was used to test for internal consistency reliability. The result showed that  $\alpha = 0.74$  which showed that the instrument was reliable enough to be used in the study. Out of 306 questionnaires sent out, 285 were returned showing a return rate of 93.1%.

**C. Measure:**

All items on the survey were rated on a 5-point Likert-scale from 1-Strongly Disagree (SDA) to 5-Strongly Agree (SA).

**RESULTS****A. Descriptive Statistics: Analysis of use of classroom management strategies:**

Respondents were asked to rate statements about how frequently they used classroom management strategies. Responses of Strongly Agree (SA), Agree (A), Neutral (N), Disagree (DA) and Strongly Disagree (SDA) were weighted as 5, 4, 3, 2, and 1 respectively. The sum of the weights were divided by 5 to get a criterion mean of 3 so that responses with mean scores of less than 3 were not accepted and those with mean scores of 3 to 5 were accepted as representing marginal to very high frequency in the use of classroom management strategies by primary school teachers. Teachers were asked to indicate how frequently they used the 22 different classroom management strategies from the 7 major classroom management strategies.

Table 1 shows that primary school teachers frequently use 10 out of 22 strategies whose mean scores are 4 and above, i.e., ( $4 \leq M \leq 5$ ). The above showed that primary school teachers were able to frequently use 45.5% of classroom management strategies during their teaching. Table 1 further shows that primary school teachers marginally used during their teaching 9 out of 22 (40.9%) of classroom management strategies whose mean scores were 3 and above but less than 4, i.e., ( $3 \leq M < 4$ ). The responses from primary school teachers also show very low frequency of use of 3 strategies whose mean scores are less than 3, i.e., ( $1 \leq M < 3$ ).

The trend in the results in Table 1 shows that primary school teachers most frequently use the strategies of creating and implementing a learning environment, creating a physical learning environment during their teaching, catering for student development levels/characteristics, and getting students to cooperate. It is also shown from Table 1 that primary school teachers marginally use the strategies of effectively managing classroom activities, and creating and enforcing rules and routines. It is also shown in Table 1 that primary school teachers rarely use the strategy of ensuring students take charge of their learning.

**Table 1:** Analysis extent of use of classroom management strategies

Classroom Management Strategies	Mean	Std. Deviation	N
<b>1. Catering for Student development level/characteristics (M = 4.13)</b>			
Always consider what interests and motivates students of different ages and developmental characteristics	4.7	.57124	285
Motivate learners to learn by using concrete things such as rewards	3.9	.44721	285
Use recognition and challenging work to motivate and manage my class	3.8	1.19649	285
<b>2. Creating and implementing a learning environment (M = 4.34)</b>			
Carefully planning for the start of the school year for the class	4.3	.97872	285
Ensure an attractive, stimulating environment with good ventilation	4.3	1.12858	285
Ensure an environment characterised by mutual respect, friendliness and welcoming	4.3	.65695	285
Setting high expectations for learners	4.45	.88704	285
<b>3. Creating a physical learning environment (M = 3.8)</b>			
Arrange the classroom furniture to ensure visibility and accessibility of both staff and students	4.33	1.05	285
Ensure free movements in the classroom for effective monitoring of students' work	4.71	0.82	285
Ensure free movements during group work and when consulting the teacher.	2.35	1.04	285
<b>4. Effectively managing classroom activities (M = 3.95)</b>			
Closely monitor students on a regular basis in order to quickly detect inappropriate learning behaviour	3.9	1.33	285
Move around the classroom checking each student's work while also keeping an eye on the rest of the class	3.7	1.62	285
Maintain student interest through positive feedback and rewards	4.7	.47	285
Engage students in a variety of challenging activities	3.5	1.24	285
<b>5. Getting students to cooperate (M = 3.92)</b>			
Develop a positive relationship with students based on respect and mutual trust	3.7	1.41	285
Get students to share and assume responsibility of their learning by letting students lead discussions and group work	3.15	.49	285
Reward students using a variety of reward systems as a way of recognising and appreciating their contributions during the teaching/learning process	4.9	.79	285
<b>6. Creating and enforcing rules and routines (M = 3.95)</b>			
Set and enforce rules without fear and favoured	3.9	1.29	285
Plan their work with clarity to ensure routines are followed and students are aware of what they are supposed to do next	4.0	1.12	285
<b>7. Effective classroom management style (M = 2.33)</b>			
Use authoritarian style (restrictive and punitive and focuses on keeping order in the classroom)	1.35	.58714	285
Use authoritative style (encourages students to be independent thinkers and doers and involves the teacher balancing between teaching and facilitating)	3.95	.88704	285
Use permissive style (gives too much room to students with little teacher guidance)	1.7	1.21183	285

**B. Inferential statistics:**

This section tested hypothesis using a significance level of  $\alpha = 5\%$ . The non-parametric chi-square was used to test the hypothesis as a way of confirming trend in the frequency of use of classroom management strategies as shown from the descriptive statistics results.

*Hypothesis 1:* Primary school teachers frequently use the strategy of catering for student development levels or characteristics during teaching.

**Table 2:** Catering for student development levels

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.621 <sup>a</sup>	4	.460
Likelihood Ratio	5.130	4	.274
Linear-by-Linear Association	.114	1	.736
N of Valid Cases	285		

Table 2 shows that  $p = 0.460$ , that is,  $p > 0.05$  which shows that results are not statistically significant hence the hypothesis is accepted. It is therefore concluded that primary school teachers frequently use the strategy of catering for the student development levels during teaching. These results confirm earlier results from descriptive statistics that show a mean score of  $M = 4.13$ .

*Hypothesis 2:* Primary school teachers frequently use the strategy of creating and implementing a learning environment during teaching.

**Table 3:** Creating and implementing and implementing a learning environment

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.292 <sup>a</sup>	6	.080
Likelihood Ratio	11.259	6	.081
Linear-by-Linear Association	6.578	1	.010
N of Valid Cases	285		

Table 3 shows that  $p = 0.08$ , that is,  $p > 0.05$  which shows that results are not statistically significant hence the hypothesis is accepted. It is therefore concluded that primary school teachers frequently use the strategy of creating and implementing a learning environment during teaching. These results confirm earlier results from descriptive statistics that show a mean score of  $M = 4.34$ .

*Hypothesis 3:* Primary school teachers frequently use the strategy of creating a physical learning environment.

**Table 4:** Creating a physical learning environment

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.717 <sup>a</sup>	2	.424
Likelihood Ratio	1.966	2	.374
Linear-by-Linear Association	1.674	1	.196
N of Valid Cases	285		

Table 4 shows that  $p = 0.424$ , that is,  $p > 0.05$  which shows that results are not statistically significant hence the hypothesis is accepted. It is therefore concluded that primary school teachers frequently use the strategy of creating physical learning environment during teaching. These results confirm earlier results from descriptive statistics that show a mean score of  $M = 3.8$ .



*Hypothesis 4:* Primary school teachers frequently use the strategy of effectively managing classroom activities during teaching

**Table 5:** Effectively managing classroom activities

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	14.519 <sup>a</sup>	8	.069
Likelihood Ratio	11.679	8	.166
Linear-by-Linear Association	6.046	1	.014
N of Valid Cases	285		

Table 5 shows that  $p = 0.069$ , that is,  $p > 0.05$  which shows that results are not statistically significant hence the hypothesis is accepted. It is therefore concluded that primary school teachers frequently use the strategy of effectively managing classroom activities during teaching. These results confirm earlier results from descriptive statistics that show a mean score of  $M = 3.95$ .

*Hypothesis 5:* Primary school teachers frequently use the strategy of getting students to cooperate during teaching.

**Table 6:** Getting students to cooperate

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.212 <sup>a</sup>	7	.130
Likelihood Ratio	11.975	7	.101
Linear-by-Linear Association	1.189	1	.275
N of Valid Cases	225		

Table 6 shows that  $p = 0.069$ , that is,  $p > 0.05$  which shows that results are not statistically significant hence the hypothesis is accepted. It is therefore concluded that primary school teachers frequently use the strategy of getting students to cooperate during teaching. These results confirm earlier results from descriptive statistics that show a mean score of  $M = 3.92$ .

*Hypothesis 6:* Primary school teachers frequently use the strategy of creating and enforcing rules and routines during teaching.

**Table 7:** Creating and enforcing rules and routines

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	30.456 <sup>a</sup>	24	.170
Likelihood Ratio	34.117	24	.083
Linear-by-Linear Association	2.259	1	.133
N of Valid Cases	210		

Table 7 shows that  $p = 0.170$ , that is,  $p > 0.05$  which shows that results are not statistically significant hence the hypothesis is accepted. It is therefore concluded that primary school teachers frequently use the strategy of creating and enforcing rules and routines during teaching. These results confirm earlier results from descriptive statistics that show a mean score of  $M = 3.95$ .

*Hypothesis 7: Primary school teachers frequently use the effective classroom management styles during teaching.*

**Table 8:** Effective classroom management styles

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.212 <sup>a</sup>	7	.000
Likelihood Ratio	11.975	7	.101
Linear-by-Linear Association	1.189	1	.275
N of Valid Cases	225		

Table 8 shows that  $p = 0.000$ , that is,  $p < 0.05$  which shows that results statistically significant hence the hypothesis is rejected. It is therefore concluded that primary school teachers do not frequently use effective classroom management styles during teaching. These results confirm earlier results from descriptive statistics that show a mean score of  $M = 2.33$ .

### DISCUSSION OF RESULTS

Results of the study showed that primary school teachers frequently use classroom management strategies during their teaching. More specifically results showed that teachers use the following major classroom management strategies highly frequently: Catering for student development levels, Creating and implementing and implementing a learning environment, Creating a physical learning environment, Effectively managing classroom activities, Creating and enforcing rules and routines, and getting students to cooperate. Teachers do not frequently use classroom management styles that promote facilitative learning in classrooms.

Literature shows that the use of classroom management strategies is important in enhancing both teaching by teachers and the learning by students. With regards to catering for student development levels as a classroom management strategy, literature shows that teachers according to Pianta (2006), need to focus creating a positive, productive and facilitative learning environment that interests and motivates students of different ages and developmental characteristics so that appropriate strategies can be applied. The above is supported by Bilik (2008). With regards to the use by teachers of the classroom management strategy of creating and implementing a learning environment, Krause et al. (2003) argues that this should go beyond having an attractive, stimulating environment with good ventilation, to ensuring an environment characterised by mutual respect, friendliness and welcoming, that is, an environment where everyone blooms and does their best, and where rules and routines are implemented with fairness and firmness. The above assertion is also supported in the Classroom Management Resource Guide (2014) which argued that for successful classroom management, effective teachers set and enforce rules without fear and favour and also plan their work with clarity to ensure routines are followed and students are aware of what they are supposed to do next and be able to adequately prepare themselves in advance of the lesson.

By creating a physical learning environment as a classroom management strategy, literature shows that teachers need to arrange classroom furniture in a manner that helps them and students to freely move as needed by the classroom circumstances (Teach for America, 2011). Students can begin to make noise and cause disturbances in class if they feel that their mobility in class or their interaction with classmates is hindered by the way teachers arrange classroom furniture.

Effective classroom management according to Classroom management Resource Guide (2014) should strike a balance between teaching and facilitating. This implies that while at some point during the teaching and learning process students have to listen to the teacher, at some point their learning should be facilitated by the use of clear positive

directions. The above is supported by Bilik (2008) who argued that teachers should move from using authoritarian styles of managing classroom activities to using authoritative styles that give independence while the teacher plays a facilitating role. Students are motivated and indeed are effectively managed by being active in their learning than being passive and commanded. Ensuring maximum participation in the learning process is also viewed by Oliver (2007) as an important strategy of helping in gaining cooperation of students by the teacher.

### CONCLUSIONS

Based on the above findings the following conclusions can be made. First, it can be concluded that most of the teachers indicated that they are using the different classroom management strategies means that most of them are aware and knowledgeable of the strategies. Second, it can be concluded that primary school teachers frequently employ classroom management strategies during teaching especially the strategies that ensure that students actively participate in their learning, cater for students' individual learning needs according to their development levels, the sitting arrangement does not distract student mobility, and that the classroom are attractive and conducive enough to motivate students to learn. Third, it can also be concluded that when managing classroom activities, primary school teachers seem to frequently use authoritarian rather than authoritative styles which is the only negative in their classroom management strategies.

### RECOMMENDATIONS

Based on the results above, one recommendation can be provided. Results of the study showed that teachers frequently use authoritative management styles when managing classroom activities and this has negative consequences on shaping learner behaviour. It is recommended that as frequently as possible, teachers need to use management styles that are not based on command but are based on cooperation and mutual understanding if they are to gain the support and even cooperation of the students.

### OPPORTUNITIES FOR FUTURE STUDY

The study was exploratory in nature and sought to examine how knowledgeable of and frequently teachers use classroom management strategies during teaching in primary schools in Botswana. The study managed to establish that teachers have adequate knowledge of and frequently use the classroom management strategies. The study however did not seek to establish whether teachers are effective in their use of these strategies which they frequently use. As future study, researchers can seek to establish how effectively primary teachers use the classroom management strategies to enhance teaching and learning in primary schools in Botswana.

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