



Original Article

Classroom Management Challenges Facing Teachers in Enhancing Students' Academic Achievement in Public Secondary Schools in Tarime District

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This study aimed at finding out the classroom management challenges facing teachers in enhancing students' academic achievement in public secondary schools of Tarime District in Tanzania. A mixed research approach and a convergent parallel design were used. Simple random and purposive sampling techniques were used to obtain a sample size of 92 respondents, including teachers, DEO, and HOS. Teachers were polled via questionnaires, while WEO, the heads of schools, and district education officer were polled via interviews. A correlation coefficient of 0.7 demonstrated that the instruments were valid and reliable for data collection. The reliability of research instruments was computed through a split-half coefficient, while content and face validity were achieved through the member checking method by experts from the Faculty of Education. The quantitative data was coded and described statistically with the help of the Statistical Package for Social Science (SPSS) version 21 whereas the qualitative data was analysed through thematic analysis. The findings revealed that a shortage of instructional materials, poor professional relationships between teachers and students, and poor classroom management skills were the challenges facing teachers. The study recommended that there was a need for teachers to create a positive professional relationship with their students and adopt different instructional approaches to ensure effective teaching delivery of the content.

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INTRODUCTION

Teachers typically confront a variety of challenges when managing their classrooms (Saleem et al., 2019). Generally speaking, classroom management is the most challenging thing of all. As a result, teachers manage their classes differently to ensure that pupils achieve academically. It is obvious that teachers who manage their classrooms effectively will help their students succeed academically. Recent studies have looked into the connection between classroom management and students' academic success. Increasing classroom management practices is vital for students' high-level achievement. The development of effective classroom management techniques is essential for high level student performance. Classroom practices directly influence students' academic success. Teachers' classroom management is clearly associated with students' academic performance. Recently, it was found that effective classroom management significantly increases academic achievement of students and decreases behavioural problems of the students (Korpershoek et al., 2016). This study therefore sought to analyse how the inability of teachers to effectively manage their classrooms affects their students' academic performance in Tarime district.

Classroom management was traditionally thought of as rigid adherence to teachers' directions in class because of its roots in orthodox religious views. Thus, it was anticipated that a well-organized teacher would uphold strong discipline in classrooms (Scarlett, 2014). Additionally, it was

applied to restrict behaviour for religious reasons in the 19th century. The consequences for breaking the regulations were severe bodily penalties (Lebor, 2017; Siddiqui et al., 2020; Diana et al., 2021). The interest in classroom management was sparked in the early 1970s by the writings of Jacob Kounin in his book titled "Discipline and Group Management in the Classroom," when he found a college student blatantly reading a newspaper in the class. He discovered the study of classroom management as a significant medicine and tool that could make learners' disruptive behaviour diminish (Maro, 2017). But in the 1980s, the idea of classroom management as a whole changed to emphasise creating a secure and supportive environment for the teaching-learning process (Good & Brophy, 2013). Maintaining an environment supportive of students' academic success and socioemotional cognition is now considered classroom management (Egeberg et al., 2016; Evertson & Weinstein, 2013). This study takes the contemporary view of classroom management where the supportive environment for students' academic achievements is considered.

In the USA, classroom management by teachers is significant because it plays an important part in improving students' achievement. School districts implemented mentoring programmes for inexperienced teachers to ensure effective implementation of classroom management that leads to students' academic achievement because classroom management was one of their most serious challenges (Barrera et al., 2010). Again, it

was indicated by the school administrators that poor classroom management has an impact on low academic achievements and that effective implementation of classroom management contributes to improving students' academic performance (Savage & Savage, 2009). In this study, school administration in Tarime district was among the factors that were studied as the challenges of classroom management.

Numerous studies conducted in America indicate that teachers' methods of classroom management can significantly impact students' levels of focus, autonomy, responsibility, moral growth, and academic success (Freiberg et al., 2008; Romi et al., 2009). Studies from Israel, China, and Australia have described how classroom management is used and how it affects students' progress. The results indicated that proper classroom management contributes to students' self-learning, which leads to their academic achievement (Romi et al., 2009). In Nigeria, classroom management affects teaching and learning in the classroom, especially when teachers face the challenge of controlling students during teaching (John, 2014). Classroom management in public secondary schools in Nigeria is given less attention, and, therefore, this has led to indiscipline issues among students during the teaching and learning process (Omenka & Otor, 2015). This is because once a teacher manages students' behaviour in the classroom; it is a starting point for a teacher toward proper classroom management. After all, students will listen attentively; engage in classroom activities, and concentrate.

In Tanzania, public secondary schools are faced with many classroom problems, which lead to a fall in students' academic achievement. Classroom management seems to be among the most important skills for enhancing students' performance. The government is making efforts to train teachers through colleges and universities. However, classroom management is a huge challenge because teachers fail to manage students in the classroom

during teaching (Adamson, 2013; Soko, 2014). Therefore, teachers need to be creative and innovative in recognising what destroys their positive interactions with students during the teaching and learning process. Teachers should remember that poor classroom management leads to poor student achievement, whereas effective classroom management contributes to better student performance. Kaliska (2012) showed that there is a need to advance teachers' classroom management skills in public secondary schools in Tanzania because this will enable the production of well-trained learners useful for the future development of Tanzania. It is necessary to ensure effective teachers' classroom management to promote students' achievement in public secondary schools because if a teacher is incapable of managing the class, students may not learn effectively and efficiently leading to low academic achievement.

In the case of the Tarime District, classroom management was implemented to improve students' academic achievement. However, the current situation facing public secondary schools in Tarime District, among others, is the increase in the dropout rate of students. Statistics show that the dropout rate has increased from 4.3 in 2018 to 4.7 in 2019. This is because most of the students are engaging themselves in indiscipline issues like pregnancy and truancy (Blatchford & Russell, 2019). The students' dropouts may be the result of poor classroom management (Garret, 2014). Moreover, Tarime District is facing the problem of poor students' academic performance, especially in the national examination results. For example, statistics show that overall students' performance in 2020 was 108, division two was 266; division three was 326; division four was 1439; and division zero was 596. In the year 2021, the district got 106 division ones, division two was 281, division three was 484, division four was 1608, and division zero was 475 (MEST, 2020 & 2021). This shows that students' dropout rates are increasing, and the number of

students' performance falls under division four and zero, which indicates poor performance.

Although many studies have shown links between classroom management practices and student achievement, much of this literature is based on correlational findings. Similarly, although the developers of classroom management programs hypothesize academic effects, the literature on the topic is relatively sparse and inconsistent.

LITERATURE REVIEW

Several studies have been carried out concerning the problems in classroom management facing teachers, such as Solimani & Razmjoo (2016), Chamila (2019), and Macias & Sanchez (2015). A study conducted by Solimani and Razmjoo (2016) on classroom management challenges in Iran revealed that teachers are facing instructional challenges. According to the aforementioned studies, the instructional challenges facing teachers include among others, unfinished homework assignment by the students. This means that after finishing teaching, teachers assign students some work to do, and problems arise when students delay finishing the given assignment. This is supported by Chamila's (2019) study about the challenges of classroom management in India, which found that students' failure to do homework given by their teachers is among the instructional challenges facing teachers in classroom management. This challenge not only disrupts the class but also the students' academic achievement.

Likewise, the study by Osakwe and Osakwe (2015) on their study concerning challenges of effective classroom management and control in Nigeria reported that teachers' poor instructional delivery methods and insufficient knowledge of the subject matter are among the instructional challenges facing teachers in classroom management, which in turn affect students' academic achievement. In other words, poor teaching methods and inadequate knowledge of the subject matter affect teachers'

ability to manage their classrooms, and this may also affect students' academic performance. In support of Osakwe and Osakwe (2015), some international studies show that new teachers encounter difficulties in classroom management, especially those relating to physical facilities, administrative assistance, student behavioural issues, and instructors' self-created difficulties in the classroom (Burns & Darling-Hammond, 2014). This implies that teachers face challenges in managing their classrooms.

This affects them during classroom management because it becomes difficult for them to handle some classroom problems that arise from students, and this also affects students' academic achievement. Other studies by Saga (2014) on the access and quality issues community secondary schools face, as well as Hipolite (2019) on teachers' strategies in addressing the issues with implementing competence-based curriculum in Tanzania, reported that insufficient teaching and learning materials are among the instructional challenges teachers face in classroom management that impede students' academic achievement. Furthermore, Osakwe and Osakwe (2015), in their study concerning challenges of effective classroom management and control in Nigeria, posit that poor communication between teachers and students and poor motivation on the parts of students and teachers are among the challenges in classroom management, and these challenges affect students' academic achievement. Osakwe and Osakwe (2015) added that a poor relationship between the teacher and the students is also a challenge in classroom management. This means that if the teacher and the students are not communicating with each other, it will be difficult for the teacher to be aware of what the students are going through in their academic affairs and help them, and this may affect their performance.

This is supported by Hussein's (2019) study on classroom management challenges and solutions in Ethiopia. He reported that among the challenges in

classroom management that may affect students' performance are poor communication and motivation of students. Similar to that, a study by Macias and Sanchez (2015) on classroom management concurs with Hussein (2019) who states that lack of students' motivation and attention in class is one of the challenges teachers face in classroom management and that this affects students' performance. In other words, this means that students' participation in class is affected hence their academic achievement.

Moreover, a study by Charles and Mkulu (2020) on the management challenges facing school administrators in Tanzania reported that a shortage of infrastructure affects classroom management and students' academic achievement because it leads to student absenteeism in schools. Charles and Mkulu (2020), are supported by Saga (2014) who studied the challenges facing community secondary schools in Tanzania and found that the shortage of school infrastructure affects classroom management and students' academic performance because teachers found it hard to manage overcrowded classrooms

Likewise, a study done by Osakwe and Osakwe (2015) about the challenges of effective classroom management and control in Nigeria added that inadequate physical facilities, such as furniture and teaching aids, are among the challenges that disrupt classroom management and affect students' performance. Similar to that, Macias and Sancez (2015), in their study about classroom management in Columbia, add that insufficient classroom conditions are one of the challenges in classroom management. This means that if the students' learning environment is not attractive and they lack desks it affects their academic achievement

Nath (2015) on classroom management in Medak, Telangana, added that classroom management skills are very important in ensuring a conducive classroom environment and in enhancing students' academic achievement. Likewise, a study by Sabaduquia and Bulat-ag (2017) on classroom

issues and their solutions in the Philippines reported that classroom discipline management skills are among the most difficult challenges, especially for beginning teachers. This is because beginning teachers lack both teaching and management experience, and today's classrooms contain students with diverse behaviours, which makes it difficult for them to handle when these classroom problems arise during lesson delivery.

Since the aforementioned studies were carried out in other areas, there was a need for this study to critically examine the fundamental factors that impend classroom management in Tarime district secondary schools where the students' academic achievements are still low.

Self-efficacy was first mentioned in Bandura's (1977) social cognitive theory as the main driving force behind an individual's behaviour. Self-efficacy, according to Bandura, is "the belief that one can successfully carry out the behaviour necessary to achieve outcomes" (p. 193). An individual is believed to move from knowledge to action through self-efficacy. According to Bandura (1986), elevated efficacy beliefs would promote perseverance and high levels of performance. However, compared to the notion known as general efficacy, personal teacher efficacy is thought to be a more accurate depiction of teacher efficacy.

Theoretical Framework

The Goal Centred Theory is a model of classroom management created by Rudolf Dreikur (GCT). The key component of Dreikur's GCT is the teacher's capacity to identify the causes of a student's misbehaviour and come up with creative solutions to address the student's needs (Lyons et al., 2015). According to Dreikur, a student's interests, values, and aspirations that are in line with the environment and the teacher in the classroom have a significant impact on how they behave (Bear, 2009). The significance of social equality and the impact of belonging on a student's long and short-term

objectives are stressed by Dreikur. Due to this, Dreikur's theory depends significantly on the student's acceptance within social groups and the teacher's capacity to create a helpful learning environment in the classroom.

One benefit of Rudolf Dreikur's GCT is the teacher's capacity to demonstrate a democratic teaching approach (Lyons et al., 2014). By identifying which of the "four incorrect aims of behaviour" is motivating a student's misbehaviour, the teacher can alter their behaviour and how they see situations (Bear, 2009). The "Positive Discipline Model" has been used to determine whether the behaviour is motivated by "attention," "misguided power," "revenge," or "inadequacy," since it supports the idea that discipline should increase one's sense of self-worth, happiness, and social connection (Bear, 2009, p. 306).

The GCT's idea of addressing students' needs while minimising discouragement and using encouragement is also one of its strengths. Students are more likely to feel supported throughout their academic journey when teachers create classroom environments where students are encouraged through positive discipline. This theory was applicable to this study as it addressed the key issues pertaining to classroom management.

METHODOLOGY

This section presents the methodology used for this research. In particular, it highlights research approach and design, population and sampling procedures, data analysis and ethical considerations.

Research Approach and Design

The study employed a mixed-methods research approach to explore and get detailed information on examining the implementation of classroom management for improving students' academic achievement in public secondary schools in the Tarime district. In this study, a convergent parallel mixed method design was used. In this type of

design, quantitative and qualitative data are simultaneously collected, separately analysed, combined, and then interpreted to see if the findings supported or contradicted each other's interpretation of the overall results (Creswell & Creswell, 2018).

Population and Sampling Procedures

A sample of 92 people was selected from the targeted population of 460. The sample size for this study involved 80 classroom teachers, 5 ward education officers, and 1 district education officer from Tarime district. The sample size for this study was obtained using Yamane's (1967) formula. This study assumed $n = 92$ for the sample size, $n = 460$ for the population size, $e =$ sampling error, $* = 95$ percent confidence level, and $p = 0.5$ for the population size. The study employed stratified sampling techniques to select teachers according to their gender and simple random sampling techniques for each gender. The stratified sampling technique was also used to select six schools and heads according to their geographical locations. Finally, purposive sampling was used to select 1 DEO and 5 WEOs to take part in the study. Their sampling was due to their positions in the education administration and management in Tarime district.

Data Collection, Analysis and Ethical Considerations

The researcher used a questionnaire and an interview guide for data collection. A correlation coefficient of 0.7 demonstrated that the instruments were valid and reliable for data collection. The reliability of research instruments was computed through a split-half coefficient, while content and face validity were achieved through the member checking method by experts from the Faculty of Education. Quantitative data was analysed using descriptive statistics with the help of the Statistical Package for Social Science (SPSS) version 21. Qualitative data was analysed through thematic analysis. The researcher asked for permission from the respective authorities in order to ensure ethics

and to ensure confidentiality and anonymity in doing research.

FINDINGS AND DISCUSSION

The study shows the difficulties teachers face during classroom management, and the results are

shown in *Table 1*. In order to improve effective academic achievement, the researcher also asked the respondents to describe the difficulties they face in the classroom. The results are shown trendy *Figure 1*.

Table 1: Responses on Classroom Management Challenges Facing Teachers

Statements	Response									
	1		2		3		4		5	
	f	%	f	%	f	%	f	%	f	%
Unfinished assignments	7	8.8	9	11.3	4	5	36	45	24	30
Poor instructional delivery method	10	12.5	8	10	9	11.3	23	28.8	30	37.5
Teachers insufficient knowledge of the subject matter	10	12.5	9	11.3	4	5	32	40	25	31.3
Lack of teaching experience	8	10	7	8.8	-	-	30	37.5	35	43.8
Inadequate teaching and learning materials	3	3.8	7	8.8	2	2.5	28	35	40	50
Shortage of teachers	-	-	2	2.5	5	6.3	35	43.8	38	47.5
Poor communication between teachers and students	10	12.5	4	5	-	-	26	32.5	40	50
Poor relationship between the teacher and the students	5	6.3	4	5	-	-	35	43.8	36	45
Shortage of school infrastructure like classrooms	3	3.8	5	6.3	3	3.8	28	35	41	51.2
Students absenteeism	3	3.8	4	5	3	3.8	35	43.8	35	43.8
Lack of classroom management skills	5	6.3	3	3.8	1	1.3	31	38.8	40	50

Key: 1= Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree, F = Frequency, % = Percentage.

Source: Field Data (2022)

Table 1's findings revealed that while 20.1 percent of respondents disagreed with the statement, 75 percent of respondents agreed that unfinished homework assignments provide a difficulty to effective classroom management. 5% of respondents disagreed with the statement that unfinished homework assignments present a difficulty to good classroom management, despite their agreement. The findings correspond with the information provided by Chamila (2019) in the study about the challenges of classroom management in India. The findings revealed that most teachers fail to manage a class effectively due to the situation in which the learner fails to

accomplish their work. Therefore, failing to finish the work provided by the teachers to the learner is an instructional challenge to the teachers in managing the classroom.

Additionally, the results revealed that 66.3 percent of respondents concurred that using subpar educational delivery techniques contributes to poor classroom management. However, the statement was contested by 22.5 percent of the respondents. Despite their agreement, 11.3 percent of the respondents disagreed with the statement that ineffective classroom management is hampered by ineffective instructional delivery techniques. The

findings are supported by (Tahir & Qadir, 2012; Ashraf & Ismail, 2016; Grant, 2017) who in their study revealed that newly qualified teachers face a challenge in ensuring effective classroom management due to lack of experience in teaching.

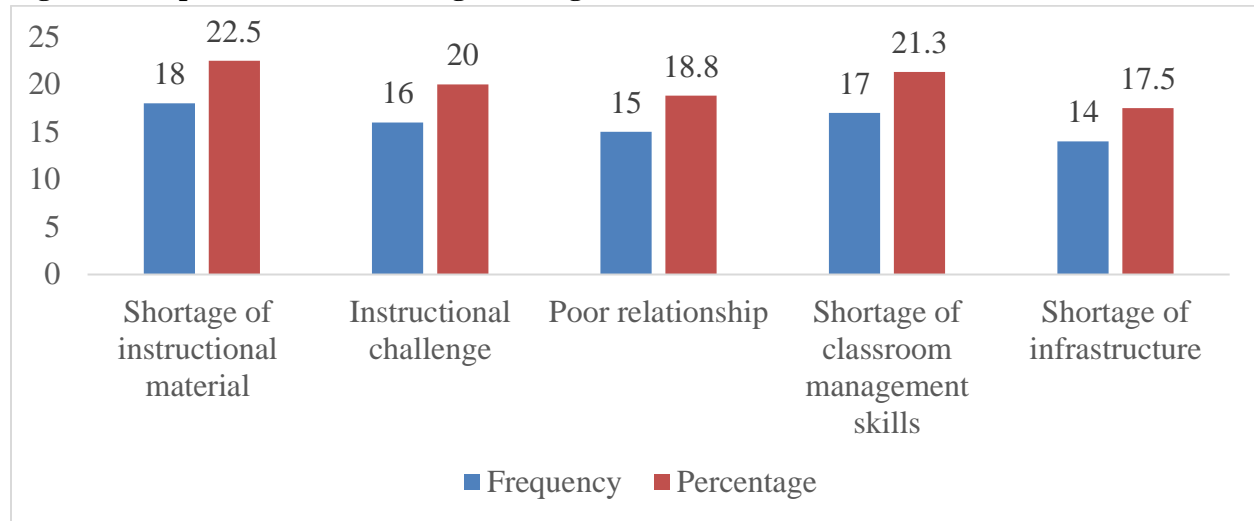
Additionally, the results revealed that 71.3 percent of respondents concurred that teachers' lack of subject-matter expertise poses a barrier to efficient classroom management. However, the statements were contested by 23.8 percent of the respondents. Despite the majority of respondents agreeing with the statement, 5% were unsure. In addition, 81.3 percent of respondents agreed with the assertion that a barrier to successful classroom management is lack of teaching experience, while 18.8 percent disagreed. Despite the consensus, none of the respondents disagreed with the statement that managing a classroom without teaching expertise is difficult. Further research revealed that 85% of respondents agreed with the claim that managing the classroom is difficult due to lack of suitable teaching and learning resources. 12.6 percent of the respondents, however, disagreed with the assertion. Despite their agreement, 2.5% of the respondents disagreed with the assertion that poor teaching and learning materials present a management difficulty in the classroom. 91.3 percent of respondents agreed with the statement that it is difficult to provide good classroom management at schools due to lack of teachers, whereas only 2.5 percent disagreed. Despite the agreement, only 6.3 percent of the respondents believed that managing classrooms is made more difficult by a teacher shortage.

Table 1 results also revealed that while 17.5 percent of respondents disagreed with the assertion that poor teacher-student communication is a challenge in classroom management, 82.5 percent of respondents agreed with it. The majority of respondents (88.8%) agreed that a poor relationship

between the teacher and the students is a challenge in classroom management, while only 11.3% of respondents disagreed with the statement. No respondents were neutral to the statement that poor relationship between teachers and students is a challenge in classroom management. Despite the agreement, none of the responses disagreed with the statement that managing a classroom is difficult because of the instructor and students' strained connection.

A shortage of educational infrastructure, such as classrooms, was also acknowledged by 86.2 percent of respondents; however, 10.1 percent of respondents disagreed with the assertion. Despite their agreement, 3.8 percent of the respondents disagreed with the assertion that managing classes is made more difficult by lack of school infrastructure, such as classrooms. The results are corroborated by Osakwe and Osakwe's (2015) findings, which show that lack of school infrastructure, including classrooms and other facilities inside the classroom affects classroom management.

Additionally, 87.6 percent of respondents agreed with the assertion that managing a classroom while learners are absent presents a problem; however, 8.8 percent of respondents disagreed with the statement. 3.8 percent of the respondents disagreed with the assertion that managing absence in the classroom, despite the majority of respondents agreeing. *Table 1* results also revealed that 88.8% of respondents concurred that lack of classroom management abilities is also a problem. 10.1% of the respondents, however, disagreed with the assertion. Only 1.3 percent of the respondents disagreed with the assertion that managing the classroom is difficult due to lack of classroom management skills.

Figure 1: Responses on the Challenges Facing Teachers

Source: Field Data (2022)

The solution to the problem teachers have with maintaining classroom discipline is shown in *Table 1*. The findings showed that 22.5% of the respondents mentioned a shortage of instructional materials. It is a challenge that faces teachers in classroom management. Also, 20 percent of the respondents acknowledged the instructional challenges in classroom management. Moreover, 18.8 percent of the respondents admitted that poor relationships are a challenge in classroom management. In addition, 21.3% revealed that lack of classroom management skills is a challenge in classroom management. Additionally, 17.5% of those surveyed acknowledged that inadequate infrastructure makes managing classrooms difficult.

To effectively achieve this objective, the researcher collected qualitative data from the interview. The information obtained was analysed, and the mentioned subthemes were extracted, including: shortage of instructional materials; instructional challenges; the poor professional relationship between teachers and students; a shortage of classroom management skills; and a shortage of infrastructure, as discussed here below.

A Shortage of Instructional Material

From the qualitative data gathered during the interview, this sub-theme was identified. The quantitative data from Figure 1, which shows that 22.5% of the respondents indicated lack of teaching materials, supports the subtheme that was retrieved. The quantitative data in *Table 1*, which show that 85% of respondents thought that having insufficient teaching and learning resources was a difficulty for classroom management, also lend credence to the sub-theme.

The data collected during the interview with the interviewee at the second school supported the above findings. A question regarding the difficulty that teachers face in ensuring efficient classroom management was posed to the interviewee. The interviewee reportedly said,

There are not many teaching and learning resources at my school." It is difficult for the teachers to ensure good classroom management when there are not adequate teaching and learning resources available. Teachers fail to ensure effective classroom management due to the scarcity of resources. "In the absence of enough teaching and

learning materials, it's a challenge for how a teacher will implement effective teaching and learning, which goes directly with effective classroom management (Interviewee 2, June 2022).

This suggests that efficient classroom management is guaranteed by the availability of sufficient teaching and learning resources. Thus, having an adequate supply of instructional and learning materials at the school may allow the teachers to efficiently run the classroom. Additionally, the results corroborated the details given in the first-round interview with the subject. When questioned about the difficulty that teachers face in establishing good classroom control, the interviewee said that insufficient teaching and learning resources present a difficulty for successful classroom management. The management of the classroom is based on the availability of instructional and learning resources that teachers can use in the classroom (Interviewee: June 1, 2022).

The findings are backed by research from Hipolite (2019) on teachers' techniques for tackling the difficulties of implementing a competence-based curriculum in Tanzania, as well as Saga's (2014) findings on the access and quality concerns community secondary schools face. According to the two authors, managing a classroom can be difficult because there are not enough educational materials available. Because there may be a scramble for the few teaching and learning resources that are accessible in schools, lack of them presents a barrier to efficient classroom management.

Research from Hipolite (2019) on teachers' strategies for overcoming the challenges of implementing a competence-based curriculum in Tanzania as well as Saga's (2014) results on the access and quality issues community secondary schools face support the findings. The two authors contend that lack of educational resources makes it challenging to manage a classroom. Lack of them

creates a barrier to effective classroom management since there may be a scramble for the few teaching and learning tools that are available in schools.

Instructional Challenge

This is another sub-theme that was drawn as a challenge to effective classroom management from the qualitative findings of the interview. The quantitative data in Figure 1, which demonstrate that 20% of respondents think that instructional issues are a barrier to successful classroom management, lend credence to the extracted sub-theme. The quantitative findings in *Table 1*, which show that 91.3 percent of respondents concur that a barrier to maintaining good classroom management at schools is a teacher shortage, further support the conclusions. The qualitative data collected during the interview with the interviewee at the first school supported the conclusions. The respondent was quoted as having said, when questioned about the difficulty teachers have in ensuring efficient classroom management:

In my school, there are not enough teachers compared to the number of students. The shortage of teachers in the classroom makes it difficult for teachers to maintain effective classroom management. Due to their overburdened work load, teachers face a challenge in ensuring effective classroom management. The lack of enough teachers who are responsible for implementing the teaching and learning process creates a challenge for effective classroom management (Interviewee 1, June, 2022).

This suggests that one of the problems with education in schools is lack of teachers to carry out the teaching and learning process. Additionally, the quantitative data in *Table 1*, where 75% of respondents stated that unfinished homework assignments constitute a challenge in effective classroom management, supports this sub-theme. The results are consistent with those of Suleiman

and Razmjoo (2016), who examined Iranian classroom management issues. The research found that teachers struggle with classroom management and unfinished assignments, among other instructional issues.

Additionally, the qualitative data shared during the interview with the interviewee in the third school supported the findings. When questioned about the difficulties in classroom management, the interviewee said that the majority of teachers employ inadequate instructional methods during the teaching and learning process, which has an effect on the classroom management process (Interviewee 3, 2022). The results in *Table 1*, where 66.3 percent of respondents believed that ineffective instructional delivery methods are a challenge in classroom management, are consistent with this. The results are corroborated by Osakwe and Osakwe's (2015) research on the difficulties of effective classroom management and control in Nigeria. The results showed that teachers face difficulties in guaranteeing effective classroom management due to inadequate instructional delivery.

Based on the results, it was concluded that individual ability had an impact on one's capacity to choose how to manage a classroom, according to Albert Bandura's 1977 self-efficacy hypothesis. The instructional difficulty in the teaching and learning process has an impact on a person's capacity.

Poor Professional Relationships between Teachers and Students

This is another sub-theme extracted from the qualitative information obtained during the interview. The interviewee exposed poor relationships among teachers and students; it is a challenge in effective classroom management.

Figure 1's findings, which show that 18.8% of respondents said that bad relationships are challenges in classroom management, are consistent with this. Additionally, the data in *Table 1*, which

shows that 82.5 percent of respondents agreed with the statement that poor communication between teachers and students is a challenge in classroom management, supports this sub-theme. According to research cited by Osakwe and Osakwe (2015), teachers must deal with problems like poor communication between themselves and their students in order to ensure effective classroom management.

The qualitative data that the interviewee supplied during the interview in the second room corroborated the findings. When questioned about the difficulties in classroom management, the respondent was reported as saying,

"In my ward, some teachers fail to create a positive relationship with their students. The failure of the teachers to create a positive professional relationship with the students becomes a challenge for the teachers to ensure effective classroom management. The failure to create a positive professional relationship makes it a challenge for the teachers to identify learners within the class and their interests. If teachers fail to identify the learner's ability, interest, and attitude, it's a challenge in classroom management" (Interviewee 2, June, 2022).

This implies that in the teaching and learning process, teachers should determine the learner's interests, behaviour, and attitude by creating a positive relationship with the learner. The relationship with the learner might enable teachers to manage the classroom effectively.

Additionally, the results in *Table 1*, which show that 88.8% of respondents concur that a teacher-student relationship issue is a challenge in classroom management, support this sub-theme. Also the findings are supported by Osakwe and Osakwe (2015) in their study concerning the challenges of effective classroom management and control in Nigeria. The study revealed that the poor

relationship between teachers and students is a challenge to ensuring effective classroom management.

Additionally, the qualitative data shared during the interview with the interviewee at the fourth school supported the findings. The interviewee was questioned about the difficulties in managing the classroom. The interviewee explained that it has become a challenge for teachers to ensure effective classroom management due to a poor professional relationship with the learner. Teachers who fail to create a positive relationship with the learner are challenged in determining the learner's interests, which might help him or her in the process of classroom management (Interview HoS4, 2022).

The results support those of Hussein (2019), who found that providing efficient classroom management is difficult because of inadequate communication. Therefore, bad professional relationships result from ineffective communication, which affects classroom management. Additionally, the results are confirmed by Albert Bandura's 1977 self-efficacy theory. It is the concept of a person's capacity for decision-making with regard to the topic of the teaching and learning process. The individual's ability was impacted by the unprofessional relationship that existed between teachers and students.

A Shortage of Classroom Management Skills

This is another sub-theme extracted from the qualitative findings. According to the interviewee, lack of classroom management skills is a challenge in classroom management. This was confirmed by the quantitative data in Figure 1, where 21.3 showed that a problem in classroom management is lack of classroom management abilities. Additionally, *Table 1's* qualitative data, which shows that 88.8% of respondents concur that lack of classroom management abilities cause difficulty for the classroom manager, supported the sub-theme.

The qualitative data collected during the interview in the fifth school corroborated the conclusions. The interviewee was questioned about the difficulties of managing classrooms. "In my school, most of the teachers lack sufficient knowledge of classroom management skills," the interviewee was quoted as saying. Thus, the lack of enough skills and knowledge is a challenge in classroom management (Interview 5, June 2022).

This implies that teachers were not equipped with knowledge and skills in their professional development program, thus facing a challenge in classroom management. The findings corroborated Tahir and Qadir (2012)'s claim that some teachers struggle to manage their classes due to lack of classroom management skills.

The results also corroborated the qualitative data that was presented during the interview with the interviewee in the second school. When asked about the classroom challenge, the respondent explained:

"In my school, teachers were not undergoing in-service training, thus making them lack enough skills and knowledge in classroom management. Thus, the lack of in-service training is a challenge for the teachers in managing the classroom since they are not equipped with skills and knowledge for classroom management (Interview 2, June 2022).

Oliver and Reschly (2007) support the findings by stating that lack of classroom management skills is a barrier to effective classroom management. Therefore, classroom management is a challenge due to the teachers' lack of classroom management skills. Furthermore, the findings are supported by the self-efficacy theory developed by Albert Bandura in 1977. The theory discusses individuals' capacity to decide on an issue. Teachers' lack of management skills influences an individual's ability in the teaching and learning process.

A Shortage of Infrastructure

This is another sub theme that was drawn from the qualitative data gathered through the interview. The interviewee revealed that managing classrooms at schools is difficult due to lack of infrastructure. This was corroborated by the data in *Figure 1*, where 17.5 percent of respondents stated that lack of infrastructure caused a problem for managing classrooms. The quantitative data in *Table 1*, where 86.2 percent of respondents agreed with the assertion that a barrier to classroom management is the lack of school facilities such as classrooms, supports the findings.

The information supplied by Charles and Mkulu (2020) in their study about the management issues encountered by Tanzanian school administrators validated the findings. The findings revealed that the shortage of infrastructure is a challenge for ensuring classroom management. Thus, an insufficient classroom is a challenge in classroom management since it will lead to an overcrowded class.

The findings were also supported by qualitative data gathered during the interview. When questioned about the difficulty of managing the classroom, the respondent was quoted as saying:

"In my district, there is a problem with school infrastructure. This problem has come up due to the increase in the number of students enrolled per year. The increase in the enrolment of students led to a scarcity of classrooms and other learning infrastructure. Due to the overcrowding in the classroom, teachers face a challenge in ensuring effective classroom management. In most schools, one class has more than 50 students, while the normal ratio could be 40. It's a challenge for the teachers how to handle a large population in a single room" (Interviewee 2, June, 2022).

This suggests that the higher number of pupils in each class presents a problem for classroom

management. As a result, teachers will find it difficult to control the class size. Saga's (2014) analysis of the access and quality issues community secondary schools in Tanzania face supports this. The results showed that teachers face difficulties in maintaining efficient classroom management due to inadequate school infrastructure.

Additionally, the results confirmed by the data provided by the respondent in the fourth ward demonstrate that teachers struggle to provide effective classroom management as a result of the high student enrolment in their classes. The presence of many makes managing the classroom more difficult (Interview 4, June 2022).

The findings are in line with the findings in the study by Macias and Sancez (2015) in their study on classroom management in Columbia, which listed a poor learning environment as one of the challenges to classroom management. The outcomes show that poor classroom facilities pose a management issue.

The results validated Albert Bandura's self-efficacy hypothesis, which was introduced in 1977. The theory examines a person's capacity for problem-solving. In this regard, the findings on the difficulties instructors face in managing the classroom effectively are the factors that affect the person's ability to handle problems brought up in the classroom. As a result, the study's many challenges had an effect on classroom management, which in turn hampered the teacher's ability to manage problems in the classroom.

CONCLUSION AND RECOMMENDATION

The researcher identifies problems with classroom management that teachers in Tarime District public secondary schools face in raising students' academic progress. The survey found that teachers face a variety of difficulties when it comes to classroom management. These include lack of infrastructure, lack of teaching materials, poor connections between teachers and students on a professional level, lack of classroom management abilities, and

lack of instructional materials. The local government should prepare and provide a professional development programme for the in-service teachers that equips them with skills and knowledge on how to ensure effective classroom management. These skills will enable teachers to manage the classroom effectively and ensure effective academic achievement. Also, the local government should construct enough school infrastructure, including the classroom. The availability of enough school infrastructure will ensure effective classroom management since there will no longer be overcrowded classrooms.

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