INVESTIGATING THE EFFECTS OF SCHOOL INSTRUCTIONAL MANAGEMENT STRATEGIES ON STUDENTS' ACADEMIC PERFORMANCE IN BUTIAMA PUBLIC SECONDARY SCHOOLS

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DEPARTMENT OF EDUCATIONAL POLICY, PLANNING AND ADMINISTRATION

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CERTIFICATION

The undersigned certifies to have read and hereby recommends for acceptance by the Open University of Tanzania a dissertation titled: ***"Investigating the effects of instructional management strategies on students' academic performance in public secondary schools in Butiama district council"*** in partial fulfillment of the requirements for the degree of Master of Education in Quality Management of the Open University of Tanzania.

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DECLARATION

I, **Benny Tito Mlambo** declare that, the work presented in this Dissertation is original. It has never been presented to any other University or Institution. Where other people's works have been used, references have been provided. It is in this regard that I declare this work as originally mine. It is hereby presented in partial fulfillment of the requirement for the Degree of Master of Education in Quality Management (MED-QM) of the Open University of Tanzania.

……..……

Signature

…….

Date

DEDICATION

Honestly, I dedicate this study to the dedicated educators of Butiama Public Secondary Schools, whose unwavering commitment to student success inspires us all. Their innovative instructional management strategies shape academic performance and cultivate a love for learning in each student. To my family and friends, whose constant encouragement and support have been invaluable throughout this journey—thank you for believing in me.

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ABSTRACT

This study investigated on the Effects of School Instructional Management Strategies on Students' Academic Performance in Butiama Public Secondary Schools, Mara Region. Three research objectives guided this study namely: To identify the different instructional management strategies used in Butiama Public Secondary Schools, analyse the relationship between instructional management strategies and the academic performance of students and determine the challenges faced by teachers in implementing instructional management. The study was guided by Scientific Management Theory by Frederick Winslow Taylor. An explanatory sequential design using both simple random and purposive sampling techniques enabled for selection of a sample of 124 respondents comprising of teachers, ward education officers, heads of schools and district education officer. The study adopted a mixed methods approach under the pragmatism paradigm. The study used interview and questionnaire to collect data. Descriptive analysis was conducted focusing on frequencies, percentages, mean and SD. This was then followed by inferential statistics using Pearson Moment-Correlation. The findings revealed that secondary school teachers use various instructional management strategies such as effective management of classroom time. The findings also revealed a number of challenges including large class size, limited access to digital tools etc. Moreover, it was concluded that instructional management strategies directly correlate with students' academic performance in public secondary schools. Lastly, this study recommends that teachers should consistently develop various instructional management strategies in public secondary schools in order to enhance students' learning.

Key words: *School instructional strategies, strategies and public secondary schools*

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LIST OF ABBREVIATIONS

CSEE	Certificate of Secondary Education Examination
DSEO	District Secondary Education Officer
GPA	Grade Point Average
HoS	Head of School
MoE	Ministry of Education
MoEVT	Ministry of Education and Vocation Training
NECTA	National Examination Council of Tanzania
NGOs	Non-Government Organisation
NSC	National Senior Certificate
OECD	Organisation for Economic Cooperation and Development
SEDP	Secondary Education Development Programs
SPPS	Statistical Package for Social Science
TSR	Teacher-Student Relationships
UCE	Uganda Certificate of Education
UNEB	Uganda National Examination Board
WEO	Ward Education Officer

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE PROBLEM

1.1 Introduction

Students' academic performance in Butiama District public secondary schools remains low despite increased access to education. Challenges such as weak lesson planning, poor supervision, and limited use of teaching aids point to gaps in instructional management strategies. Since effective management is crucial for improving learning outcomes, this study investigates the effects of school instructional management strategies on students' academic performance in Butiama public secondary schools. Therefore this chapter presented the background of the study, statement of the problem, research objectives, research questions, scope of the study, delimitation of the study and operational definition of key terms.

1.2 Background to the Problem

Despite the widely recognized importance of effective educational leadership and instructional management, a significant gap often exists between theoretical frameworks and practical outcomes. The implementation of these strategies and their resulting impact on student achievement are subject to a multitude of contextual variables. Given that academic success in secondary education is a crucial catalyst for future opportunities and socioeconomic mobility, understanding the specific effects of instructional management strategies on students' performance becomes a critical area of inquiry.

According to the Organization for Economic Co-operation and Development (OECD, 2022), students who perform well in secondary education are more likely to

pursue and complete tertiary education, thereby significantly enhancing their employ-ability and potential for further learning.

Despite the importance of academic performance among secondary school students, academic performance is not satisfactory in secondary schools. For instance, in Spain the average performance in three subjects (mathematics, reading, and science) were down in 2022 compared to 2015, meaning that the mean performance was lower than in 2012 and 2015 (PISSA, 2022).

The poor academic performance among the secondary school students is also prevalent in Bangladesh. For example, Shahjahan (2021) highlighted that 88.4% of the students scored a GPA of less than 2.5 in Bangladesh indicating that the academic performance among the students is very low and unimpressive. Moreover, in the United Kingdom, poor academic performance in secondary schools remains significant concerns particularly in disadvantaged areas. According to the Department for Education (2023), there is a stalk attainment gap between students from low-income families and their more affluent peers. Recent statistics reveal that only 26% of students eligible for fee school meals achieved a grade 5 or above in English and mathematics at the end of key stage 4, compared to 50% of their non-disadvantaged counterparts.

Poor academic performance in secondary schools is also prevalent in Sub-Saharan African Countries where students in the streams suffer academically. For instance, in South Africa, the Nation Senior Certificate (NSC)2022 examination results revealed that less than 40% of students achieved the minimum requirements for university admission, highlighting gaps in the quality of education provided. Similarly, in

Ethiopia, the 2022 General Secondary Education Certificate Examination (GSECE) results showed that only 47.6% of students passed, with substantial regional variations and lower performance in rural areas (MoE Ethiopia, 2023). In Uganda, the Uganda National Examination Board (UNEB, 2023) reported that in 2022 Uganda Certificate of Education (UCE) examinations, only 52.1% of candidates did not pass, highlighting significant challenges in the education systems.

Mgaya (2021) in Tanzania outlined that social-economic factors such as poverty and limited access to educational resources, can negatively impact on students' learning outcomes; for example, a large number of students are scoring division four and zero. This indicates that the performance of students in their subjects is still not good. Most of the public secondary schools in Tanzania and Butiama in particular, especially the ward secondary schools perform poorly in national exams. For example, Table 1.1 indicates the number of secondary school students who sat for the certificate of secondary education examination from 2020 to 2023 and their performance in divisions:

Table 1.1: Butiama District secondary school students' performance in the CSEE for four years 2020-2023

Year	No. of schools	Division I	Division II	Division III	Division IV	Division 0	Total students
2020	18	0	1	7	24	27	59
2021	18	44	124	289	1239	382	2,078
2022	18	41	130	250	1262	316	1,999
2023	18	35	148	238	1318	421	2,160
Total	**18**	**120**	**403**	**784**	**3843**	**1146**	**6,296**

Source: Butiama DC

Table 1.1 indicates that for four years, 2020-2023 majority of the candidates in the CSEE have been falling in divisions four (IV) and zero (0). In those four years, 6,296 students sat for the CSEE but among them, 3843 equivalent to 61.04 % fell under division four and 1,146 equivalents to 18.2% who fell under division zero. As such, academic performance in secondary schools in Butiama district is alerting for interventions.

Poor academic performance in secondary schools is attributed by several factors including laziness, dislike to study and truancy (Manizheh, 2016); Lack of clear plan and experiences (Mohammad, 2015); Exams anxiety, and lack of motivation for success (Eldridge, 2012). Other factors include Inferiority (Kendal, 2018); poverty and students' absenteeism and instructional management strategies (Mallika, 2022). Therefore, addressing these factors through intervention system may help to improve academic performance.

In Education sector, the government has initiated different strategies aimed at improving academic performance among the secondary school students. One major effort is the implementation of the secondary Education Development Programs (SEDP), which aims to increase enrolment and retention rates by reducing barriers to education, such as school fees (MoEVT, 2023). This program has led to a significant rise in the number of students attending to schools particularly from marginalized communities.

Instructional management strategies are pivotal in enhancing academic performance in secondary schools by systematically improving teaching quality, classroom practices, and student engagement. Effective strategies include regular teacher

professional development, focused on modern pedagogical techniques and subject matter expertise, which equips educators with the skills needed to deliver high-quality instruction (OECD, 2023).

Number of studies worldwide highlights the influence of instructional strategies on students learning outcomes. Some of these studies include Leithwood et al; Mbiti (2014) in UK; Koroglu and Balci (2022) in Turkey; Mamailea and Omodan (2023) in South Africa and Jepketer et al (2015) in Kenya. However, there are fewer studies related to this topic in Tanzanian context. These include Karuhawe and Posi (2022) on the teaching strategies deployed by teachers in improving academic performance of students with visual impairment in inclusive secondary schools and Kiogolo & Mtana (2022) on the contribution of classroom management practices on learners' academic performances in public secondary schools in Morogoro municipality. Therefore, the current study investigated the instructional management strategies on improving academic performance in public secondary schools in Butiama DC.

1.3 Statement of the Research Problem

Schools are fundamentally established to provide quality education, empowering students with the knowledge and skills necessary for meaningful social, economic, and political contributions to their families, communities, and the nation (Maganga, 2016 and Singh et al., 2021). Previous studies such as Kiogolo & Mtana (2022) and Bitok (2020) have demonstrated the positive correlation between effective instructional management strategies and improved student academic performance, specifically highlighting the impact of classroom management and teacher instructional strategies in secondary and early childhood education.

Despite significant governmental investments in infrastructure, qualified teachers, and learning materials in Tanzanian secondary schools, students' performance in the Certificate of Secondary Education Examination (CSEE) remains persistently low. As evidenced by National Examination Council of Tanzania (NECTA, 2020; 2021; 2022; & 2023), a disproportionate number of students in Butiama consistently achieves Divisions Four and Zero, indicating significant academic challenges. For example, in Butiama secondary schools, the CSEE results in the years 2021, 2022, and 2023 indicate that out of 2,078, 1,999 scored division Four and Zero in 2021; out of 2,160 students 1,621 scored similarly in 2022 and out of 1,578, 1,739 students scored division four and zero in 2023. This troubling trend suggests that while resources are in place, they are not translating into desired academic outcomes.

Understanding the specific effects of instructional management strategies on student performance in the unique context of Butiama is crucial. This knowledge is essential for identifying the root causes of underachievement and developing targeted interventions to improve educational quality. By addressing these challenges, we can unlock the potential of students in Butiama, enabling them to contribute meaningfully to their communities and the nation.

Therefore, the current study investigated the effects of instructional management strategies on academic performance in Butiama District public secondary schools.

1.4 Research Objectives

1.4.1 General Research Objective

The main purpose of this study was to investigate on how the instructional management strategies impact on academic performance in public secondary schools in Butiama District Council.

1.4.2 Specific Research Objectives

The specific objectives of the study were: -

i. To identify the different instructional management strategies used in Butiama Public Secondary Schools.
ii. To analyse the relationship between instructional management strategies and the academic performance of students in public secondary schools in the Butiama district.
iii. To determine the challenges faced by teachers in implementing instructional management strategies in public secondary schools in the Butiama district.

1.5 Research Questions

The study was guided by the following research questions: -

i. What are the instructional management strategies used by teachers in public secondary schools in Butiama district?
ii. How do instructional management strategies correlate to the academic performance of students in public secondary schools in the Butiama district?
iii. What are the challenges faced by teachers in implementing instructional management strategies in Butiama district?

1.6 Significance of the study

The study on the effects of instructional management strategies on improving academic performance significantly contributes to the existing body of knowledge by providing empirical evidence on the efficacy of how instructional management strategies influence student outcomes, offering data on improved skills such as critical thinking, problem-solving, and practical application. School administrators and policymakers will benefit by understanding the effects of instructional management strategies on improving academic performance since this study provides critical insights into how education systems can be reformed to produce more skilled and adaptable graduates.

This understanding helps in formulating policies that will better align educational outcomes with labour market demands, thereby enhancing national economic growth and competitiveness to plan and implement effective learning processes that copy with instructional management strategies and ultimately improve the quality of education in Butiama District. Furthermore, the findings also will enable educational stakeholders to make informed decision about designing professional development programs to support teachers in effective use of skills in instructional management strategies in secondary school. Moreover, the findings of this study pave the way for further research.

1.7 Scope of the Study

This study was conducted in public secondary schools in Butiama District, Mara Region, Tanzania, with a focus on examining the influence of instructional management strategies such as lesson planning, classroom and time management,

assessment practices, and the use of teaching and learning resources—on students' academic performance. The study involved teachers, heads of schools, and students as key participants, since they are directly engaged in the teaching and learning process. The choice of Butiama District was made to ensure the study remained manageable within available time and resources, while still generating findings relevant to other public secondary schools in similar contexts across Tanzania.

1.8 Limitations of the Study

This study was limited to public secondary schools in Butiama District, which restricts the generalization of findings to other districts or private schools. The use of self-reported questionnaires and interviews may have introduced bias, as some respondents could give socially desirable answers. The relatively small sample of six schools reduced the breadth of perspectives. Time and resource constraints also limited data collection, especially in accessing examination performance records. Furthermore, inadequate availability of digital tools restricted some aspects of the investigation. Despite these constraints, the study provides useful insights into instructional management strategies and students' performance.

1.9 Delimitations of the Study

The study was deliberately confined to Butiama District because of its persistent low academic performance, making it a suitable case for analysis. It focused only on public secondary schools, excluding private ones, to examine strategies in government-managed institutions. Respondents were limited to teachers, heads of schools, ward education officers, and the district education officer, as they directly influence instructional management. Conceptually, the scope concentrated on

instructional strategies, their relationship with students' performance, and challenges faced by teachers. This focus ensured clarity in addressing the objectives within the available resources. The delimitations helped to keep the research manageable and context-specific.

1.10 Operational Definition of Key Terms

Students' Academic Performance: Refers to the extent to which students achieve the learning objectives set by the national curriculum, measured through test scores, grade point averages (GPA), and results from the Certificate of Secondary Education Examination (CSEE).

Instructional Management Strategies: Policies, practices, and techniques employed by teachers and school leaders to organize, deliver, and monitor teaching and learning activities, such as lesson planning, classroom time management, student assessment, and use of teaching aids.

Public Secondary Schools: Government-owned and funded schools in Butiama District that provide post-primary education and prepare students for national examinations.

Monitoring Teachers' Teaching: A management role performed by heads of schools and education officers involving observation, evaluation, and feedback to improve instructional practices and enhance students' academic outcomes.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of the literature related to the study. The chapter begins with the theoretical framework, empirical analysis of relevant studies, and identification of research gap, conceptual framework, and a summary of the literature.

2.2 Theoretical Literature Review

2.2.1 Theories Related to the Study

This study is informed by several management and learning theories that provide insights into the relationship between instructional strategies and student academic performance.

Systems Theory (Bertalanffy, 1968) views schools as systems where teachers, students, curriculum, and resources must interact effectively to achieve educational goals. In practice, this means that ineffective coordination between these components such as poor curriculum design or inadequate teaching resources can negatively affect student outcomes. However, critics argue that Systems Theory sometimes oversimplifies complex social and cultural dynamics within schools by treating them as purely mechanistic systems.

Constructivist Learning Theory (Piaget, 1970; Vygotsky, 1978) emphasizes learner-centered approaches, where students actively construct knowledge through interaction and participation. This theory underpins practices such as group discussions, problem-solving activities, and project-based learning. Its limitation,

however, is that constructivist approaches can be time-consuming, require highly skilled teachers, and may not always align with rigid curriculum or examination requirements.

Behaviorist Learning Theory (Skinner, 1953; Pavlov, 1927) also contributes to understanding instructional strategies. It stresses reinforcement, repetition, and rewards as means of shaping behavior. In schools, this translates into the use of praise, grades, or sanctions to influence student performance. While effective in maintaining discipline and encouraging basic skill acquisition, critics argue that behaviorism reduces learning to habit formation and fails to foster critical thinking or creativity.

Self-Determination Theory (Deci & Ryan, 2000) emphasizes the importance of autonomy, competence and relatedness in sustaining student motivation and performance. Instructional strategies such as allowing student choice, providing constructive feedback and fostering collaborative learning environments directly align with this theory. However, critics note that achieving such conditions in resource-constrained classrooms may be unrealistic.

Taken together, these theories highlight different dimensions of the teaching–learning process. While some, like Constructivism and Self-Determination Theory, emphasize learner autonomy and engagement, others, such as Scientific Management and Behaviorism, stress structure, efficiency, and control. The current study is underpinned by **Scientific Management Theory**, which provides a structured framework for improving teaching and learning through effective instructional management strategies.

2.2.2 Theory Underpinning the Study

The **Scientific Management Theory** developed by Frederick Winslow Taylor (1911) underpins this study. The theory emphasizes efficiency, division of work, planning, and provision of resources as essential to achieving high performance. In the context of education, instructional management can be conceptualized as the systematic organization of teaching and learning processes to maximize outcomes. Instructional management involves roles such as lesson planning, classroom organization, monitoring student progress, and providing feedback. Strategies include effective classroom time management, use of teaching aids, formative assessment, and adoption of learner-centered pedagogies. These practices aim at enhancing student engagement, ensuring syllabus coverage, and ultimately improving academic performance.

2.2.3 Strengths of the Theory

A key strength of Scientific Management Theory is its focus on efficiency and standardization. In schools, this translates into structured lesson planning, consistent teaching methods, and clear assessment procedures that maintain instructional quality across classrooms. The theory also stresses the use of measurement and evaluation, encouraging data-driven decision-making in teaching and learning. By applying these principles, school leaders and teachers can monitor student performance, identify gaps, and adjust instructional strategies accordingly. Furthermore, the emphasis on resource allocation ensures that instructional time, teaching materials, and staff efforts are effectively utilized, reducing wastage and maximizing productivity.

2.2.4 Weaknesses of the Theory

Despite its usefulness, Scientific Management Theory has notable weaknesses. It tends to treat workers and in the school context, teachers and students as instruments in a production system, overlooking their individual needs, creativity, and emotions. This mechanistic approach risks creating rigid learning environments that suppress innovation, critical thinking, and learner autonomy. Moreover, overemphasis on efficiency may reduce education to routine tasks rather than fostering holistic student development. Contemporary scholars also argue that such a managerial approach is less suited to 21st-century education, which demands flexibility, digital literacy, and critical problem-solving skills rather than standardized procedures alone.

2.2.5 Relevance of the Theory

The current study recognizes these weaknesses but adapts the Scientific Management Theory to the educational context in a way that addresses them. While maintaining efficiency through planning, monitoring, and resource allocation, the study integrates constructivist and motivational principles to ensure learner-centered instruction and active student participation. This blended approach balances structure with flexibility, enabling teachers to apply instructional management strategies that are both systematic and responsive to learners' needs. In doing so, the study demonstrates that Scientific Management can remain relevant when complemented with strategies that foster engagement, creativity, and holistic learning, making it a pragmatic yet modern framework for improving academic performance.

2.3 Empirical Studies

2.3.1 The Current Instructional Management Strategies Used by Teachers in Public Secondary Schools

Köroğlu & Balcı (2022) studied the strategies used by the 8th grade Turkish teachers in the teaching-learning process of the Turkish comprehension lesson using a qualitative approach and a case study design. The findings indicated that the instructional management strategy they used mostly was question and answers. That is, learners were involved in the lesson through having the opportunity to ask or answer questions. This instructional strategy is good but it can be boring if used monotonously. Thus, teachers should employ a variety of strategies accompanied by teaching aids.

Onajite (2022) investigated teaching strategies used by teachers in Business Education in secondary schools in Delta State, South Africa employing a qualitative approach with a descriptive survey research design. The findings showed that instructional management strategies teachers used frequently were lecture, brainstorming, demonstration and didactic questioning. Other instructional management strategies like experimental, visual aids, interactive and the independent teaching strategies were in most cases not used. This indicates that students missed suitable instructional management strategies that could enhance their learning.

Karuhawe and Possi (2022) conducted a study in four regions such as Dar es Salaam, Dodoma, Mwanza and Tabora, Tanzania to examine teaching and learning strategies deployed in inclusive secondary schools to enable students with visual impairment perform well during classroom sessions and examinations. It employed a qualitative

research approach underpinned by a single case research design. The study revealed that the instructional management strategies adopted by teachers were clear articulation of words and sentences during teaching, proper preparation of lessons, writing words on the chalk boards and read them, avoiding questions which lead to choral responses in teaching, and modifying the curriculum. This indicates that no hands-on activities were assigned to learners; a situationthat signifies limited opportunity for learners to participate in the lesson.

2.3.2 The Relationship between Instructional Management Strategies and the Academic Performance of Students in Public Secondary Schools

Mallik (2023) conducted an exploratory mixed-methods study to explore how students' perceptions of positive and negative teacher-student relationships (TSR) influence their classroom engagement and academic progress in Bangladesh. Data in the quantitative phase were collected using a Google-based survey questionnaire posted on Facebook groups, and a semi-structured interview conducted through the Zoom platform. The findings indicated that college students' positive perceptions of TSR improve their behavioural, emotional, and cognitive engagement in the classroom, as well as their academic achievement, whereas their negative perceptions of TSR significantly hinder all types of classroom engagement and academic achievement. This implies that teachers' use of instructional management strategies that establish positive relationship between students and teachers and provide the opportunity for students to participate in the lesson enable pupils to perform well academically.

Jepketer et al. (2015) investigated teachers' classroom strategy that influences students' performance in public secondary schools in Nandi County in Kenya employing descriptive survey design and data collected using questionnaires and interview schedules. The findings revealed that strategies teachers used to manage their classrooms including teaching methods, managing students' discipline and providing feedback through assessment, affected students' performance greatly. Therefore, instructional management strategies have a big contribution on students' academic performance.

Kiogolo & Mtana (2022) studied the contribution of classroom management practices on learners' academic performances in public secondary schools in Morogoro municipality, Tanzania using qualitative approach and a case study design. Data were collected through interviews, focus group discussion, document review and observations of classroom activities. The findings showed that schools used various instructional management strategies that had an impact on students' performance. Different instructional management strategies were used but schools that applied many strategies effectively experienced high academic performance. However, strategies should be used together with teaching aids for their effectiveness.

2.3.3 Challenges Faced by Teachers in Implementing Instructional Management Strategies

Lucas & Galafa (2018) investigated various challenges that management and administration face in primary schools in Malawi. The study identified a number of factors, which influenced the effectiveness of management leading to unsatisfactory

academic performance like ‘lack of teaching and learning resources, distance between schools and homes and unavailability of necessary training. These limit teachers’ ability to use effective instructional management strategies and improve academic performance.

Mamailea & Omodan (2023) in their study focused on challenges that hinder teachers from implementing classroom management strategies in schools in South Africa and suggest solutions. The study employed qualitative approach guided by the case study design. The findings indicated that large class sizes and insufficient involvement of parents obstructed teachers from managing classrooms effectively and therefore reducing the positive effect of teaching leading to unsatisfactory students’ academic performance. However, various instructional strategies like group discussion and think pair and share can be suitable for large class sizes.

Yonas et al. (2023) conducted a study to find out the classroom management challenges facing teachers in enhancing students' academic achievement in public secondary schools of Tarime District in Tanzania. The study adopted a mixed research approach and a convergent parallel design. Data were collected using questionnaires and interviews. The findings indicated a shortage of instructional materials, poor professional relationship between teachers and students and poor classroom management skills as the challenges facing teachers. However, if teachers are skilled enough, they can improvise some of the instructional materials to reduce the shortage, and this will lead to improved teaching and students’ academic performance.

2.4 Research Gap

he reviewed literature demonstrated that instructional management strategies such as effective lesson planning, classroom time management, continuous assessment, and use of varied teaching methods contribute positively to students' academic performance. Studies across different contexts consistently highlight that when teachers employ structured and learner-centered approaches; students are more engaged and achieve better outcomes. Similarly, challenges such as inadequate resources, large class sizes, and limited digital tools often hinder the effective implementation of these strategies.

While these studies affirm the importance of instructional management, most have concentrated on describing teaching practices or identifying challenges rather than establishing the direct link between specific instructional strategies and student academic achievement. This limitation creates the basis for the research gap addressed in the present study.

2.5 Conceptual Framework

A conceptual framework is a structure that expresses the relationship among the central themes of the study and the natural continuation of the subject under study. It is connected with the concepts, empirical research, and essential theories used in the study to explain the researcher's knowledge and understanding (Adom et al., 2018). Therefore, a conceptual framework is the researcher's explanations of how the research problem will be captured.

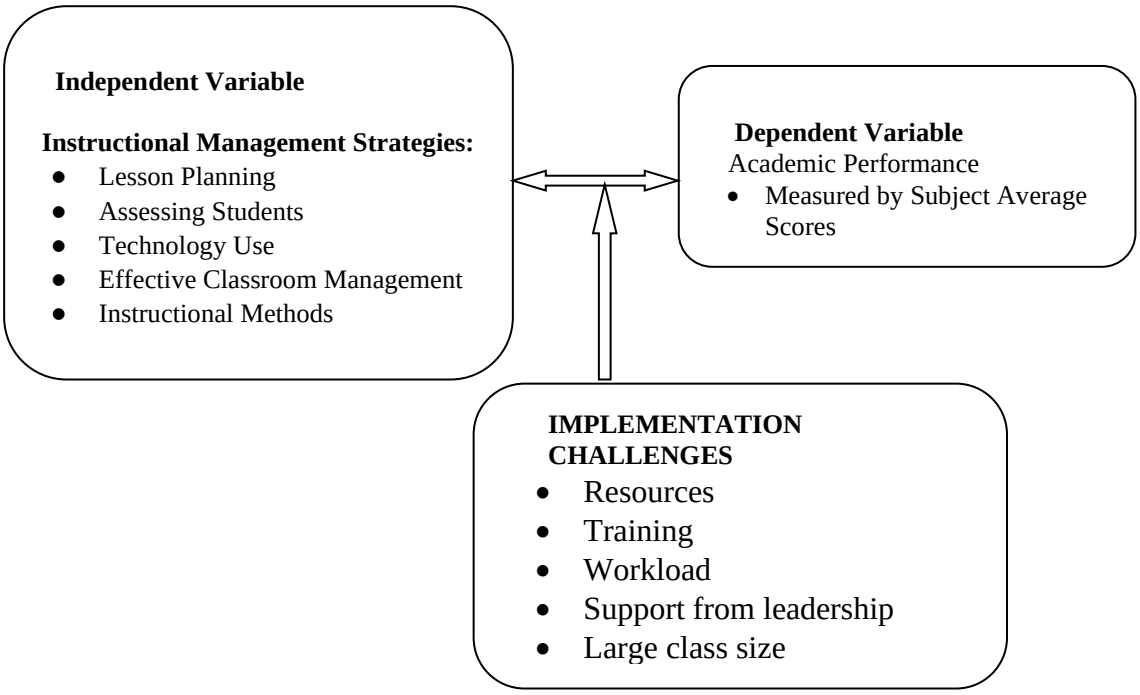

Figure 2.1: Relationship between independent variable and Dependent Variable

Source: Researcher (2025)

2.6 Summary of the Literature

The literature indicates that instructional management strategies contribute to academic performance. School heads have to employ such instructional management strategies by setting goals to function as a guide in which the teaching-learning process is directed. They should monitor teachers to prepare their lessons, spend classroom time for effective teaching.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter deals with the description of the methods that applied in carrying out this study. It is therefore organized under the following sub-topics: research paradigm, research approach, research design, the study area, target group, sample size and sampling procedures, data collection methods and instruments; reliability and validity of data collection and instruments, data analysis and research ethical issues.

3.2 Research Paradigm

This study adopted Pragmatism research paradigm. The researcher chose pragmatism paradigm because it gives an opportunity for collecting, analysing, integrating the findings and drawing inferences using both qualitative and quantitative methods in a single study (Tashakkori & Creswell, 2007). This paradigm allowed the researcher to use surveys to gather measurable data on performance outcomes and interviews to gain in-depth insights from teachers and administrators. Focusing on practical solutions and real-world application, the study balanced data with contextual understanding to draw meaningful, actionable conclusions.

3.3 Research Approach

This study used a mixed research approach to collect and analyse numerical and non-numerical data. A mixed research approach combines both qualitative and quantitative approaches in a single study based on the purpose of the study and the nature of the research questions with the aim of providing a better understanding of

the research problem (Taherdoost, 2021). The mixed method approach was applicable in the study as it combined quantitative data from structured questionnaires with qualitative data from interviews and focus group discussions. This approach provided a comprehensive understanding of how instructional management strategies influence students' academic performance in Butiama. Quantitative findings offered measurable trends and correlations, while qualitative insights revealed the underlying reasons, experiences, and perceptions of educators. The integration of both methods enhanced the depth, validity, and reliability of the findings, supporting a well-rounded interpretation of the research problem.

3.4 Research Design

This study employed an explanatory sequential design. This design, is selected because the researcher will generalize findings from a sample to a large population, as the initial quantitative phase can establish the statistical difference and magnitude of the effects, while the qualitative phase offers insights into the transferability of the findings to different settings or population.

The explanatory sequential design was applicable in the study by first collecting and analyzing quantitative data on students' academic performance and the instructional strategies used in secondary schools in Butiama. Based on the results, the researcher then conducted qualitative interviews to further explanations and deepen the understanding of the quantitative findings. This design allowed the study to identify patterns through statistical analysis and then explore the reasons behind those patterns, providing a clearer, more comprehensive interpretation of the instructional strategies' effects.

3.5 Study Area

The study took place in Butiama district, which is one of the seven (7) districts of Mara Region, Tanzania Mainland. Other districts include Musoma Urban, Musoma rural, Tarime, Rorya, Serengeti and Bunda. The district lies between latitude 1^0 46 0.012''S and Longitudes 33^0 58 0.012 E. Rorya and Musoma Urban to the North, Bunda district to the South, Serengeti district to the East and Musoma Rural to the West, border it. Administratively, Butiama district has 18 wards andan area of 1,962.7 km^2 with the population approximately 281,656 people; 135,868 males and 145,788 females (NBS, 2023).

The main economic activities are fishing, crop husbandry, animal keeping, mining and trade. Teachers are the main players of improving the academic performance in schools. The researcher selected Butiama district because the preliminary observations suggest that students' academic performance in Butiama public secondary schools is facing challenges. For example, NECTA (CSEE) results of 2021, 2022, and 2023 revealed that, out of 2,078, 1,999, and 2,160 students 1,621, 1,578, and 1,739 students respectively scored division four and zero in Butiama secondary schools. This study investigated the role of instructional management strategies in addressing these challenges and improving student outcomes.

3.6 Target Population

Target population is the population the researcher is interested to research on, which is extracted from the general population (Majid, 2018). From this ground, the targeted population of this study consisted of all stakeholders in public secondary schools in Butiama District who are directly involved in instructional management

and student learning. Specifically, the population included heads of public secondary schools, teachers, Ward Education Officers (WEOs), and the District Secondary Education Officer (DSEO). According to the Butiama District Education Office (2024) and the Basic Education Statistics in Tanzania (BEST, 2023), the district had a total of 21 heads of schools, 403 teachers, 18 WEOs, and one DSEO. This brought the entire study population to 443 individuals.

The heads of schools were included because they are responsible for overseeing instructional processes in their respective institutions. Teachers were included as they are the direct implementers of instructional strategies in classrooms. Ward Education Officers were considered key participants since they monitor teaching and learning at ward level, while the District Secondary Education Officer was included as the principal supervisor and policy implementer at district level. These figures were obtained and verified from the official staffing registers of the Butiama District Education Office and the BEST (2023) report.

3.7 Sample Size

The sample size refers to the number of elements or individuals selected from the study population to create a sample (Creswell, 2012). Specifically, a 20% sample was selected, resulting in the inclusion of 6 schools. This proportion exceeds the minimum 10% sample size recommendation suggested by Kothari (2004). Thus, it ensured an adequate representation of the population. The selection of these six schools was achieved through a percentile-based approach, ensuring a systematic and unbiased representation of the population distribution. The sample size in this study

consisted of 124 respondents including 114 secondary school teachers, 6 school heads, 3 WEO, and 1 DEO from Butiama district.

Table 3.1: Summary of Respondents

Participants Categories	Sampling Technique	Targeted Population	Respondents	Percentage
Teachers	Stratified sampling and simple random sampling	160	114	89.3
Head of School	Purposive sampling	30	6	6.4
WEO	Purposive sampling	18	3	3.2
DSEO	Purposive sampling	1	1	1.1
Total		209	124	100

Source (Researcher 2024)

3.7.1 Sample Size for Teachers

The researcher utilized Yamane's (1967) formula to calculate the sample size of teachers, ensuring the selection of an appropriate number of teachers for the study. The formula was as follows:

$n = N / (1 + N \times e^2)$

Where:

n = Sample size required

N = Target population of teachers (160 in this case)

1 = Constant of the formula

e = Error of prediction (typically 0.05)

Using these values, the calculation was performed as follows:

$n = 160 / (1 + 160\times 0.05^2)$

$n = 160 / (1 + 160 \times 0.0025)$

$n = 160 / (1 + 0.4)$

$n = 160 / 1.4$

$n = 114.28$

$n \approx 114$

Therefore, the sample size for teachers (n) was approximately 114.

The number of teachers from each sampled school was obtained using the formula suggested by Kothari (2004). That is $Ni_1 = Ni / N \times n$

Where: Ni_1 = Sample from each particular school

Ni = Total number of teachers in a particular school

N = Total number of teachers in all the sampled schools

n = Determined sample size of teachers

3.7.2 Sample Size of Secondary Schools and Heads of Schools

Sampling of heads of schools (HoSs), was selected purposely based on the uniqueness of their positions and the importance of their information to the study. School heads were selected directly from the six schools involved in the study. This implies that six (6) school heads were involved in the study equivalent to the schools targeted in this study.

3.7.3 Sample Size of WEO

A sampling of WEO was selected purposely based on the uniqueness of their positions and the importance of their information to the study and because they are school supervisors at the ward level. To obtain the sample size for tWEOs, the researcher used the Mugenda and Mugenda (2013) formula which states that 10 to 30

percent of the population is suitable for a qualitative study. Therefore, the researcher used 15% of 18 WEO to obtain 3 WEO who were chosen purposelyto participate in the study.

3.7.4 Sample Size of DEO

Sampling of DEO was selected purposely based on the uniqueness of their positions and the importance of their information to the study. The DEO was selected purposely because is the only one in the district, and hence no alternative.

3.8 Sampling Techniques

The sampling procedure refers to the process of selecting a sample from a population (Kothari, 2004). The study employed the simple random sampling technique and purposive sampling technique to get the sample.

3.8.1 Simple Random sampling for secondary school teachers

Simple random sampling is one of the probability sampling techniques in which each element of the population has an equal chance of being selected for involvement in the study (Mujere, 2016; Singh and Masuku, 2014; Taherdoost, 2016). In this study, simple random sampling was used in selecting teachers from public secondary schools. The labelled pieces of paper were then folded, placed into the boxes based on the category of respondents, and mixed thoroughly by shaking the boxes. After mixing the pieces of paper, each teacher from a particular school among the sampled schools had to pick one piece of paper from the box with closed eyes. Teachers who picked pieces of paper with the label ‘YES’ were taken as part of the sample. Teachers were included in the sample because they are the implementers of teaching

and learning, the ones on which the instructional management strategies are directed so that they can improve academic performance.

3.8.2 Purposive Sampling for Heads of Schools, WEOand DSEO

Purposive sampling is intentional samplings that form non-probability sampling in which decisions concerning the individuals to be included in the sample are taken based upon a variety of criteria that may include specialist knowledge (Kothari, 2004). In this study, heads of public secondary schools, Ward Education Officers (WEO) and District Secondary Education Officer (DSEO) were selected purposely. This sampling process was undertaken purposely since it allows the researcher to select participants who possess specific qualities or characteristics relevant to the study, including extensive experience, leadership skills, or knowledge of educational policies.

3.9 Data Collection Methods and Instruments

3.9.1 Data Collection Methods

The study employed three complementary data collection methods: survey, interview, and document review. The survey method was used to gather quantitative data from teachers through structured questionnaires. This method was selected because it enabled the researcher to collect standardized information from a relatively large sample within a short time and was appropriate for capturing teachers' perceptions and practices regarding instructional strategies.

The interview method was employed to obtain qualitative data from heads of schools, Ward Education Officers, and the District Secondary Education Officer. This method was considered suitable because it allowed for probing and follow-up

questions, thereby generating in-depth insights into the challenges and realities of instructional management at school and district levels.

In addition, the documentary review method was used to obtain secondary data from official school and district records, including examination results, lesson-plan registers, and teacher staff lists. This method was chosen because it provided objective evidence that could be used to verify and triangulate the information obtained from surveys and interviews.

3.10 Data collection instruments

To implement the above methods, three main instruments were employed: a questionnaire, an interview guide, and a document review checklist.

3.10.1 Questionnaires

A questionnaire is a widely used research instrument comprising a series of questions or prompts aimed at systematically collecting information from respondents (Keya, 1989). In this study, the questionnaire served as an effective tool for gathering quantitative data, enabling the researcher to efficiently collect information from a relatively large sample of participants. The questionnaire was adapted from a range of previous studies on similar topics to ensure relevance and validity within the context of this research (Onajite, 2022; Köroğlu & Balcı, 2022; Jepketer et al., 2015). To facilitate thoughtful and accurate responses, each participant was allocated 30 to 40 minutes to complete the questionnaire. Teachers were asked to indicate their level of agreement with five key instructional management strategies believed to influence students' academic performance. Their responses were recorded using a 5-point Likert scale, ranging from 1 = Strongly Disagree to 5 = Strongly Agree. Furthermore,

teachers were requested to provide the average scores of the subjects they teach, which served as an indicator of students' academic performance.

3.10.2 Semi-structured interview

An interview was the interaction or dialogue that could involve one-to-one interaction, large group interviews, or focus group interviews (Comp & Tromp, 2006). A semi-structured interview is a qualitative method of inquiry that combines a pre-determined set of open-ended questions with the flexibility for the interviewer to explore particular themes or responses in greater depth. In this study, semi-structured interviews were administered to heads of public secondary schools and the District Secondary Education Officer (DSEO) as key informants capable of providing in-depth information relevant to the investigation of the problem under investigation.

3.10.3 Document Review

To complement the primary data, a document review checklist was employed. Documents Reviewed: School examination records (CSEE results, 2020–2023), staff lists, lesson plan registers, timetables, inspection reports, and inventories of teaching and learning resources.

Extraction Method: A checklist was developed to systematically capture key variables such as number of teachers, availability of instructional materials, and student performance trends. Data from documents were verified against official reports from the Butiama District Education Office and NECTA.

Purpose: To triangulate information obtained from questionnaires and interviews, and to provide objective evidence of school performance and resource availability.

3.11 Reliability and Validity of Data Collection Instruments

3.11.1 Reliability

Reliability refers to how consistently a method or tool measures something. If the same result can be consistently achieved by using the same method or tool under the same circumstances, the measurement is considered reliable (Mohajan, 2017). According to this study Test-retest reliability method was used. It refers to the assessment of stability of measurement procedure on either separate or the same day (Sürücü&Maslakçi, 2020). For example, measurement procedure can be carried out on one day, repeated on another day or later. The scores between these two days are compared by calculating the correlation between instructional management strategies on improving student's academic performance.

3.11.2 Validity

Validity refers to the level to which a measuring instrument records the quality or behaviour it is supposed to measure and is a measure of how well an instrument of measurement executes its functions (Bolarinwa, 2015; Sürücü & Maslakç, 2020). An instrument is said to be valid when it measures what it is intended to measure (Ghazali, 2016). In the research instruments context, validity relates to the ability of the instrument to measure rigorously the intended variable. In this study, content validity was used to determine the validity of the research instruments.

The researcher distributed the instruments to research experts, supervisor. These provided opinions and recommendations about the content, relevance, language, arrangement of questions, and the overall structure of the research instruments. The

recommendations and feedback from the supervisor were employed in making corrections, preparation, and production of the final refined copy of the instruments.

3.12 Data Analysis Procedures

The quantitative data collected through the questionnaire were analysed using descriptive statistics, primarily focusing on frequencies, with the assistance of the Statistical Package for the Social Sciences (SPSS) software. The results were presented in the form of tables and figures for ease of interpretation. Further descriptive analysis involved the computation of means and standard deviations to summarize the central tendencies and dispersion of responses.

To examine the relationship between teachers' instructional management strategies and students' academic performance (measured by the average scores of the subjects taught), inferential analysis was conducted using the Pearson Product-Moment Correlation Coefficient. In addition to the quantitative analysis, the study also employed thematic analysis to interpret qualitative data. This process involved five systematic steps. First, the researcher thoroughly read the collected information and categorized it into relevant study themes. Secondly, data were organized into sub-topics based on these themes. Third, the researcher repeatedly read through the information within each category to identify common patterns, selecting the most relevant data while omitting redundancy. Fourthly, the themes were validated quantitatively based on their frequency of occurrence. Finally, the researcher interpreted the narratives provided by respondents to derive meaning, and in some cases, direct quotations and recordings were used to capture the respondents' lived experiences and emotional responses.

3.13 Ethical Considerations

This study strictly observed ethical standards in both the planning and implementation phases. Official permit (approval letters) was obtained from the office of the Director of Postgraduate Studies of The Open University of Tanzania. Additionally, the Mara Regional Administrative Secretary (RAS) and the Butiama District Administrative Secretary introduced the researcher to the study participants. During the data collection process, the researcher ensured that participants gave their informed consent to take part in the study. Participants were fully informed about the purpose of the research and how the collected data would be used for voluntary and informed decisions. For the quantitative phase, participants signed an informed consent form attached to the questionnaire. In the qualitative phase, informed consent was obtained orally. The researcher assured all participants of the confidentiality and privacy of their responses and emphasized respect, voluntary participation, and the minimization of potential harm before, during, and after the research process.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

The chapter presents the analysis of data, presentation and discussion of the findings. The data presented in this chapter were gathered from teachers, heads of schools, ward education officers and the district education officer. Data collection methods included questionnaires and interviews. The organization of the chapter is based on specific themes derived from the specific objectives as pre-determined in chapter one of this study.

4.2 Demographic Characteristics of the Respondents

This subsection elaborates the demographic traits of the participants involved in this study. This study examined factors such as gender, educational status, and work experience of all participants, as these elements influence the study's outcomes. Teachers shared their personal details through questionnaires while school heads, district education officers and ward education officers provided information during interview sessions. Below are the demographic characteristics of the respondents:

4.2.1 Sex of the Rrespondents

The data on gender of the respondents presented in Figure 4.1 reveal that majority of the respondents were male (62.90%) while the minority were female (37.10%). This means that the gender gap in education field persists despite the access to education female are given.

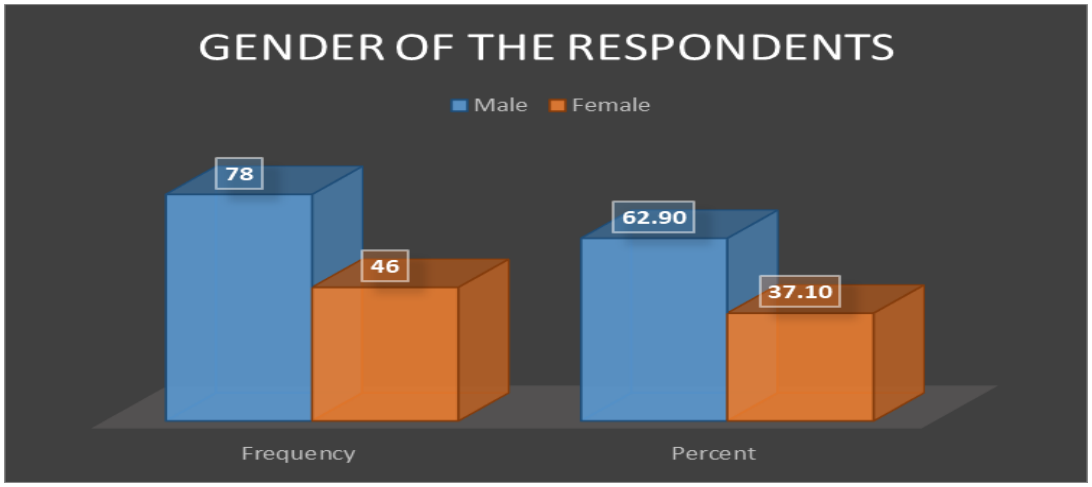

Figure 4.1: Sex of the Rrespondents

Source: Field data, 2025

4.2.2 Education Sstatus of the Rrespondents

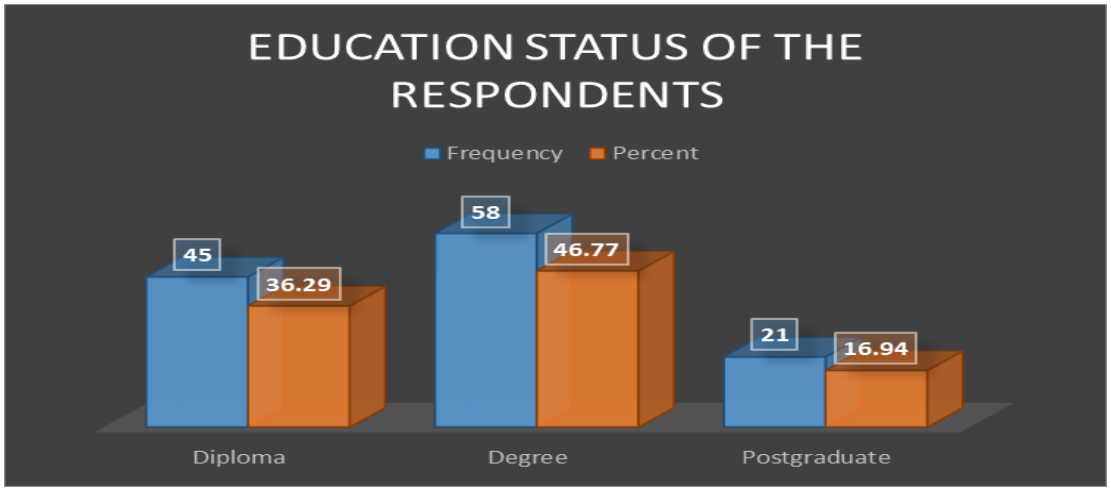

Figure 4.2: Education status of the respondents

Source: Field data, 2025

Figure 4.2 indicates that majority of respondents (46.77%) were bachelor degree holders, (36.29%) were diploma holders while minority of the respondents (16.94%) were postgraduate. The finding implies that the gap in knowledge between diploma and degree is not huge in public secondary schools.

4.2.3 Working Eexperience of the Rrespondents

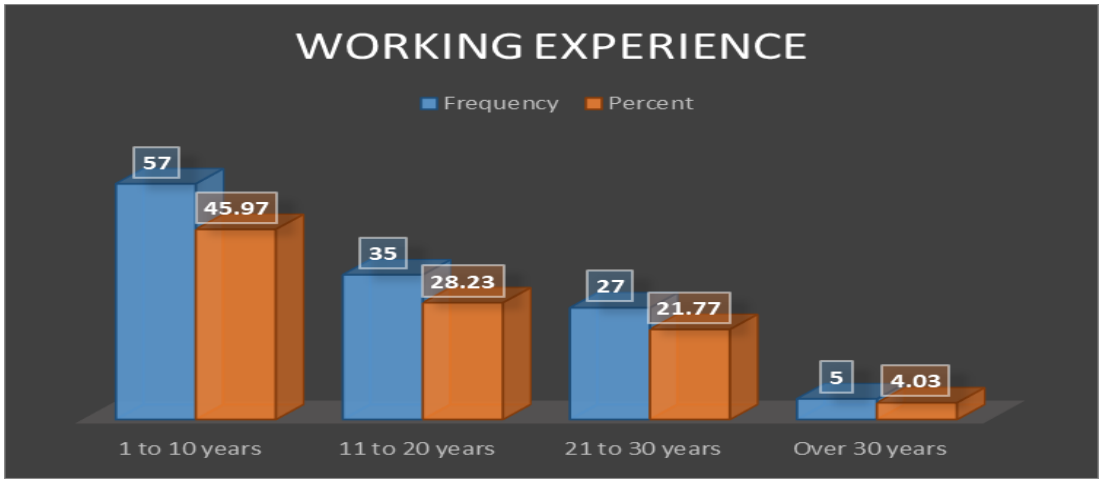

Figure 2.3: Working experience of the respondents

Source: Field data2025

Figure 4.3 indicates that majority of the respondents (45.97%) involved in this study had the experience below 10 years while minority (4.03%) had more than 30 years working experience. The data further reveal that 28.23% had 11 to 20 years of experience as well as 21.77% percent had experience ranging between 21 and 30 years. The findings imply that the study had varied respondents with different working experiences that helped to obtain diversities of responses.

4.3 Different Instructional Management Strategies used in Butiama Public Secondary Schools

The first objective of this study sought to identify the different instructional management strategies used in public secondary schools. The study used questionnaire and interview to gather data on this objective. Teachers and heads of schools from public secondary schools ward education officers and district education officer provided data relevant to this objective.

Table 4.1: Different instructional management strategies used in Butiama Public Secondary Schools

		SA		A		N		DS		SD	
S/N	**Statement**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**
1	Effectively plan lessons	60	48	40	32	5	4	12	9.7	7	5.6
2	Incorporate technology into teaching practices	57	46	33	27	4	3.2	11	8.9	19	15
3	Assessing students' progress	68	55	43	35	2	1.6	6	4.8	5	4
4	Efffective management of classroom time	46	37	45	36	8	6.5	13	10	12	9.7
5	Variety use of instructional methods	71	57	35	28	5	4	5	4	8	6.5

Source: Field data 2025

Effective lesson planning

The data obtained as presented in Table 4.1 reveal that majority of teachers (80%) strongly agreed and agreed with the statement that teachers effectively plan lessons that align with curriculum objectives. The findings indicate that majority of teachers in public secondary schools agreed with the statement that effective lesson planning that aligns with curriculum objectives was the instructional management strategies used in public secondary schools. This means that teachers in secondary schools adopted this strategy because it enabled them to prepare well their lessons and all necessary materials to be used throughout the teaching period. This strategy ensured imparting skills and knowledge to the learners, which align with curriculum contents to ensure learners' improved performance since they learn what they are supposed to learn.

In response to the interview question, **"What specific instructional management strategies do you currently use in your school?"** one of the heads of school, coded as HoS1 from School A, emphasized the importance of adhering strictly to the curriculum and syllabus. The respondent stated that,

> *"Students need to be taught what is outlined in both the curriculum and the syllabus. Teachers should not freestyle when teaching because they might deviate from the required curriculum content, which can negatively impact students' performance. That is where the lesson plan becomes essential; teachers must effectively plan their lessons before entering the classroom"* (HoS1, personal communication, April 8, 2025).

This response highlights the use of structured lesson planning as a key instructional management strategy aimed at aligning teaching with prescribed curricular standards to enhance student performance. This finding reveals that effective lesson planning is very important instructional management strategy that helps to boost students' performance in secondary schools. Therefore, findings from teachers' questionnaire concurred with that from interview as they both implied that effective lesson planning is an instructional management strategy that is used in many public secondary schools. Moreover, the findings are similar to that of Karuhawe and Possi (2022) who found that effective instructional strategies included clear articulation, lesson preparation, writing on chalkboards, avoiding choral response questions, and curriculum modifications.

Incorporate technology into teaching practices

Data presented in Table 4.1 reveal that majority of teachers (73%) strongly agreed and agreed with a statement that teachers regularly incorporate technology into their teaching practices to enhance students' learning. The findings indicate that majority of teachers agreed that technology incorporation in teaching practices enhance students' learning in public secondary schools. This means that when teachers integrate teaching with technological tools, normally makes learning more effective and engaged as most of the learners participate fully in the learning sessions.

Teachers may use variety of digital resources that are accessible in their areas to facilitate learning. The use of audio-visual devices, televisions, projectors and other multimedia devices are likely to engage learners and make them participate for improved learning.

Another interview session was with head of school (HoS2) from school B who was quoted saying:

> *It is easy to attract students to learning in the presence of digital instruments in their classrooms. In our school, we have television, computer and radios that teachers use in their teaching. Nevertheless, a very huge challenge is that we don't have many digital resources required to enhance students learning in secondary schools. We only use few that we have in our school but they have brought positive results as students' attendance is increasing ever since we started using technology in our school (HoS2, personal communication, April 8, 2025).*

The response from the interview shows that public secondary schools have adopted the use of technology as instructional management strategy for enhancing students' learning that will result to increased students' academic performance. Despite the adoption of this strategy, there were inadequacy of technological resources in secondary schools. Generally, the interview's finding is similar with teachers' questionnaires as they both indicate that incorporation of technology in teaching is an instructional management strategy employed in public secondary schools to enhance students' academic performance. Moreover, the findings are similar to (OECD, 2023) whose findings showed that key strategies include ongoing professional development for teachers in modern pedagogy and subject expertise, equipping them to provide effective instruction.

Assessing students' progress

The data presented in Table 4.3 indicate that majority of teachers (90%) strongly agreed and agreed with a statement that teachers frequently assess students' progress and adjust instruction based on assessment data. The findings reveal that majority of teachers agreed that assessing students' progress and adjusting instruction based on the assessment data is an instructional management strategy employed in public secondary schools. With this strategy, teachers employ various assessment tools and methods to evaluate students learning. Teachers also can track students' growth in entire learning course. Assessment of students' progress informs teachers on areas for improvement in order to accommodate all students into learning and choosing appropriate teaching approach because the teacher is already informed on the progress of the students.

The interview with the district education officer (DEO) yielded the following response:

> *We tell teachers to conduct frequent assessment of their students in their schools. Individual teacher should do both assumptive and formative assessments. Often we assess students' performance district wise by administering district examinations (mocks, terminal and annual exams). This helps us to identify individual performance of each student and each school (DEO, personal communication, April 14, 2025).*

The response from district education officer affirmed that assessment of students' progress was frequently employed in schools by teachers and in district council by education leaders to enhance students' academic performance in public secondary schools. The findings are similar to that of teachers' questionnaire. Moreover, the findings are similar to Mallika (2022) who argued that quizzes and homework

provide ongoing feedback of learners during the learning process while exams and projects measure overall learning and achievement.

Effective classroom time management

Data presented in Table 4.3 reveal that majority of respondents (73%) strongly agreed and agreed with a statement that teachers manage classroom time effectively to ensure students' engagement and learning. The findings show that majority of respondents agreed that effective management of classroom time leads to students' learning and engagement. This means that teachers in public secondary schools were effectively managing the classroom time. With this, students are not bored with learning sessions, fostering syllabus completion for improved students' academic performance.

Additionally, through interview with one head of school fromSchool C coded HoS3 yielded the following response: "…Teachers in secondary schools need to prioritize learning objective when they are in classroom as most of the time the focus should be used in teaching. This is very helpful as students concentrate on learning…" (HoS3, personal communication, April 9, 2025).

The response from interview with HoS3 affirmed how well effective is classroom time management in schools in facilitating students' learning. In effective classroom time management, teachers in secondary school plan, generate pace and implementing strategies for the purpose of maximize instructional time and students' engagement. Moreover, the findings concur with Koroglu and Balci (2022) who said that, creating routines and utilizing time saving techniques is vital to ensure a productive learning environment.

The Use of Variety of instructional methods

The data obtained from teachers' questionnaires as displayed in Table 4.1 reveal that majority of teachers (85%) strongly agreed and agreed with a statement that teachers use a variety of instructional methods to meet the diverse learning needs of students. The findings entail that majority of teachers agreed with the statement that the use of variety of instructional methods helps teachers meet diverse learning needs of their students. This means that teachers in public secondary schools use various teaching methods aimed to cover varied learning styles and needs of the learners. Learners have varied abilities and needs that affect their learning if teachers do not use variety of instructional methods.

Through interview, one head of school coded HoS4 from school D said:

> *In today's diverse classrooms, employing a variety of instructional methods is essential. It allows instructors to furnish to different learning styles and needs. This ensures that every student has the opportunity to engage with the material in a way that resonates with him or her. By integrating differentiated instruction, we can create an inclusive environment where all students thrive to learning (HoS4, personal communication, April 9, 2025).*

The responses from the interview data indicate that the use of variety of instruction method was among the strategies used in secondary schools to meet students' needs and engagement. The use of multiple instructional methods enables teachers to utilize strengths of all instructional methods employed in single lessons to enhance learning. These findings coincide with Onajite (2022) who argued that teachers frequently used lectures, brainstorming, demonstrations, and didactic questioning. Moreover, Köroğlu & Balcı (2022) posited that the primary strategy was question and answer, which can become monotonous if overused.

4.4 The relationship between instructional management strategies and the academic performance of students in public secondary schools in the Butiama district

The second objective of this study sought to analyze relationship between instructional management strategies and the academic performance of students in public secondary schools. The analysis followed a two step-approach

4.4.1 Descriptive Statistics of Instructional Management Strategies

To address this, data were collected using a structured questionnaire administered to 114 teachers. Respondents were asked to indicate their level of agreement with five key instructional management strategies believed to influence students' academic performance. Responses were measured on a 5-point Likert scale ranging from 1 = Strongly Disagree to 5 = Strongly Agree. The table below summarizes the mean scores and standard deviations for each statement:

Table 2.2: Mean and SD Scores of Teachers' Instructional management strategies

Statement	M	SD
Effectively plan lessons	4.15	.923
Incorporating Technology into teaching	3.93	1.310
Assessing students' progress	4.46	0.949
Effective management of classroom time	4.19	1.024
Variety of use of instructional methods	3.96	.950
Overall	**4.14**	**1.041**

The overall mean score of 4.14 indicates that teachers strongly agree that instructional management strategies have a positive effect on students' academic performance. The

highest mean (4.46) was reported for the statement on formative assessments, suggesting that teachers perceive continuous assessment as having the strongest impact on student learning. The lowest mean (3.93) was for the statement on technology integration, possibly due to limited ICT resources or skills among teachers in the district. Standard deviations ranged from 0.923 to 1.310, indicating moderate variability in teachers' perceptions across the items.

4.4.2 Relationship Between Instructional Management Strategies and Academic Performance

To examine whether there was a significant relationship between instructional management strategies and students' academic performance, a Pearson correlation coefficient was calculated. The academic performance data were teacher-reported average scores of students in one subject they teach. The reported students' academic performance ranged between 43 and 84. To determine whether there was a statistically significant association between instructional management strategies and students' academic performance, a Pearson product-moment correlation coefficient was computed. The results of this analysis are presented in Table 4.3 below.

Table 4.3: Relationship Between Instructional Management Strategies and Academic Performance

Variable	N	M	SD	Pearson Correlation (r)	Sig.
Instructional Management Strategy Score	114	4.14	1.041	0.47	0.046
Reported Student Academic Performance Score by Teachers	114	62.49	12.38		

The findings show that the Pearson correlation coefficient (r) was 0.47, and the p-value was 0.046, indicating a moderate and statistically significant positive relationship between instructional management strategies and students' academic performance at the 0.05 level. This suggests that teachers who employ more structured and effective instructional practices tend to have students who perform better academically. The result aligns with existing literature which supports the notion that instructional quality is a strong predictor of student outcomes (Leithwood et al., 2006; Bitok, 2020).

Furthermore, these quantitative findings were supported by qualitative data collected through interviews with heads of public secondary schools, ward education officers, and the district education officer. Respondents consistently emphasized that instructional management strategies directly affect students' academic performance. According to them, such strategies enable teachers to adapt their teaching methods to meet students' diverse needs and to respond effectively to unexpected situations during the teaching and learning process.

One of the head of school with a code HoS3 from school C said:

> *There is no way you can separate good academic outcomes from the effective teaching methods chosen by the teacher. This means that if a teacher selects poor instructional management strategies, students cannot perform better. Typically, a teacher chooses instructional strategies that can facilitate learning in the classroom for students with different abilities so that everyone understands (HoS3, personal communication, April 9, 2025).*

The above quote from HoS3 emphasizes the critical relationship between instructional management strategies and students' academic performance. It highlights that effective teaching strategies are essential for achieving positive educational results and acknowledges the diversity of student abilities in a classroom setting. Additionally, majority of teachers (78%) who agreed with the statement that

instructional management strategies enable teachers to be flexible and adaptable in teaching hence improved students' academic performance supports the findings. Therefore, the relationship between instructional management strategies and students' academic performance is significant. Instructional management encompasses various techniques and methods that educators use to facilitate learning. These strategies are not static; rather, they require teachers to be flexible and responsive.

Moreover, the findings from interview data revealed that instructional management strategies enhance students' academic performance in public secondary schools in a sense that these strategies stimulate active participation of learners in the learning sessions. When learners are actively engaged in learning session, they learn smoothly. This was evident when one ward education officer coded WEO2 explained:

> *When students are deeply involved in their learning, they engage not only through participation but also by forming emotional and cognitive connections with the subject matter. This level of engagement leads to improved academic outcomes, as students who are engaged tend to put in more effort, overcome obstacles more effectively and seek assistance when necessary (WEO3, personal communication, April 10, 2025).*

This quotation from WEO3 is supported by the findings from questionnaire data as the majority of the teachers (73%) agreed with the assertion that active students' engagement in the class fosters students' academic performance. Therefore, students' engagement in learning cultivates a sense of belonging and motivation that contributes significantly to academic achievement.

Furthermore, the findings from interview data showed that effective instructional management strategies enable teacher to focus on teaching rather than on behavioral

issues that might rise due to ineffective instructional management strategies. Thus, teacher minimizes disruptions in class and create positive learning atmosphere that result to good students' academic performance. On the other hand, the researcher had an interview with ward education officer coded WEO3 who explained:

> *Teachers' effectiveness in creating engaging and supportive learning environments is crucial for improving academic performance. When educators actively collaborate, share strategies and maintain high expectations for their students, they foster a culture of collective efficacy. This shared belief among teachers that they can positively influence student outcomes not only enhances their teaching practices but also significantly boosts student achievement (WEO3, personal communication, April 11, 2025).*

This finding resonates that from teachers' questionnaire from which majority of teachers (77%) agreed with the statement that teachers' effectiveness enhanced through the use of instructional management strategies influence students' academic performance in public secondary schools. This means that when teachers work together with a strong sense of collective efficacy, the impact on student learning is profound, often outweighing factors such as socioeconomic status.

Generally, the findings coincide to that of Mallik (2023) who suggested that effective instructional management strategies fostering positive relationships could improve student performance while Jepketer et al. (2015) argued that effective classroom management strategies, including teaching methods and feedback mechanisms, significantly influence student achievement. Additionally, Kiogolo & Mtana (2022) posited that varied instructional management strategies positively affect students' performance.

4.5 The challenges faced by teachers in implementing instructional management strategies in public secondary schools

The third objective of this study sought to identify the challenges faced by public secondary school teachers in implementing instructional strategies. Teachers and heads of schools from public secondary schools ward education officers and district education officer provided data for this objective.

Table 4.4: The challenges faced by teachers in implementing instructional management strategies in public secondary schools

		SA		A		N		DS		SD	
S/N	Statement	F	%	F	%	F	%	F	%	F	%
1	Lack of adequate resources	67	54	35	28	4	3.2	11	8.9	7	5.6
2	Limited access to digital tools	55	44	46	37	4	3.2	8	6.5	11	8.9
3	Large class sizes	70	56	39	31	1	0.8	7	5.6	7	5.6
4	Heavy workloads and administrative tasks	66	53	31	25	8	6.5	8	6.5	11	8.9

Source: Field data2025

Lack of adequate resources

The data presented in Table 4.2 reveal that majority of teachers (82%) strongly agreed and agreed with a statement that lack of adequate resources like textbooks and teaching aids is a major challenge in implementing effective instructional strategies. The findings entail that majority of teachers agreed with the statement that lack of adequate resources is a major challenge in implementing effective instructional strategies. This means that teachers in public secondary schools are eager to implement various instructional management strategies but they face shortage of adequate resources. Unavailability of these resources often hinders effective teaching and learning in public secondary schools.

Through interview, one ward education officer coded (WEO1) said:

> *All public secondary schools are highly depending on government to provide teaching and learning resources especially textbooks. For example, we have started to implement the improved curriculum for Form I but we don't have textbooks and we are always told to wait for the government for the distribution (WEO1, personal communication, April 9, 2025).*

The responses from the interview indicate inadequate resources amidst the implementation of various instructional management strategies and that there is dependency on the central government in public schools. Therefore, teachers may fail choose variety of instructional management strategies due to unavailability of resources. The finding echoes that of teachers during questionnaires they both indicate that public secondary schools do not have adequate resources for instructional strategies. These findings also concur with Lucas & Galafa (2018) who said lack of resources, the distance between schools and homes, and unavailability of support hindered effective teaching.

Limited access to digital tools

The data in Table 4.2 reveal that majority of teachers (81%) strongly agreed and agreed with a statement that teachers face challenges in incorporating technology into their instructional strategies due to limited access to digital tools. Findings entail that majority of teachers agreed the above statement. This means teachers' efforts to have better instructional strategies are hindered with inaccessibility of digital tools. Thus, teachers cannot have smart classes in their effort to attract learners to the teaching and learning sessions.

The researcher had an interview with one head of school with a code HoS2 from school B, who said:

> *It is easy to attract students to learning in the presence of digital instruments in their classrooms. However, a very huge challenge is that we don't have adequate digital resources required to enhance students learning in secondary schools. We only use few available in our school that have brought about positive results as students' attendance has been increasing ever since we started using technology in our school (HoS2, personal communication, April 8, 2025).*

The response from the interview data affirmed that teachers in public secondary schools are not exposed to varieties of digital tools. As a result, they rely on traditional teaching tools. With the new adopted technology of Artificial Intelligence (AI), students are to be prepared by their teachers for the digital world though difficult to attain if there is no accessibility of digital tools in public secondary schools. The findings are similar to Yonas et al. (2023) who found shortages of instructional materials, poor teacher-student relationships, and inadequate classroom management skills as major obstacles.

Large class size

The data from teachers' questionnaire as presented in Table 4.2 reveal that majority of teachers (87%) strongly agreed and agreed with a statement that large class sizes make it difficult for teachers to manage instruction effectively. The findings show that majority of teachers agreed with the statement that they face difficulties in management of instructional strategies due to large class sizes in public secondary schools. This means that public secondary schools experience overcrowded classrooms due to high enrolment of students. Overcrowded classes make teachers struggle to manage classroom instructional strategies and limit active learning and learners' engagement in lessons.

An interview with one head of school coded HoS5 from school E produced the following response:

> *We have many students in our school despite the fact that the school has been registered for two streams in each class but we have four streams for Form One and three streams for other classes. Normally the class size should not exceed forty (40) students. In reality, one stream in our school has 50 to 60 students, which is very difficult for teachers to manage huge class like this (HoS5, personal communication, April 10, 2025).*

This finding indicates that large class size limits implementation of the adopted instructional strategies. Teachers always struggle for personal attention; consequently, they are unable to address individual needs and learning styles. In addition, students' participation is hindered. The findings are similar to Mamailea & Omodan (2023) who argued that large class sizes and limited parental involvement negatively affected students' performance.

Heavy workloads and administrative tasks

The data presented in Table 4.2 reveal that majority of teachers (78%) strongly agreed and agreed with a statement that heavy workloads and administrative tasks prevent teachers from effectively planning and executing instructional strategies. Findings indicate that majority of teachers agreed with the statement above. This means that teachers doexperience overloading teaching and administrative tasks that make them fail to develop various instructional strategies in public secondary schools.

One head of school with a code HoS6 explained as follows in the interview:

> *We have shortage of teachers in our school. We have only eleven teachers. Apart from teaching, teachers are assigned with other managerial duties. You may find one teacher is a class teacher, discipline teacher, store keeper and has to attend classes for teaching.*

> *The teacher is exhausted; he can't bother finding appropriate instructional strategies (HoS6, personal communication, April 11, 2025).*

The response of HoS6 is similar to that of teachers as they both affirmed that teachers' failure in implementing instructional strategies is because teachers have heavy workloads and administrative tasks. Therefore, excessive teachers' workloads in secondary schools lead to emotional exhaustion, stress and a sense of being overwhelmed. This culminates toteachers' inability to plan and execute instructional strategies in schools.

CHAPTER FIVE

SUMMARY OF STUDY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This study generally aimed at examining the effects of school instructional management strategies on students' academic performance in Butiama Public Secondary Schools, Mara Region. Chapter Five presents summary of the study, conclusions based on specific objectives of the study; recommendations and area for the further studies.

5.2 Summary of the Study

This study investigated on the Effects of School Instructional Management Strategies on Students' Academic Performance in Butiama Public Secondary Schools, Mara Region. Three research objectives guided this study namely: To identify the different instructional management strategies used in Butiama Public Secondary Schools, analyze the relationship between instructional management strategies and the academic performance of students and determine the challenges faced by teachers in implementing instructional management strategies. The study was guided by Scientific Management Theory by Frederick Winslow Taylor. An explanatory sequential design using both simple random and purposive sampling technique enabled for selection of a sample of 124 respondents such as teachers, ward education officers, heads of schools and district education officer. The study adopted a mixed methods approach under the pragmatism paradigm. The researcher used interview and questionnaire to collect data. Quantitative data were analyzed descriptively and the content analysis for qualitative data.

Findings related to the first objective revealed that teachers in Butiama District employed both traditional and learner-centered strategies. The most frequently used methods were lecture and note-giving, mainly because they were easier to apply in overcrowded classrooms with limited resources. However, teachers also reported using interactive approaches such as group discussions, debates, and project-based learning, though these were applied inconsistently.

With regard to the second objective, the study established a positive relationship between the use of interactive instructional strategies and student academic performance. Schools where teachers frequently employed learner-centered methods reported relatively better results in national examinations compared to those where teacher-centered strategies dominated. This confirmed the theoretical argument that student engagement and active learning approaches contribute significantly to improved performance.

Findings addressing the third objective identified several challenges hindering the effective use of instructional strategies. These included overcrowded classrooms, shortage of teaching and learning materials, heavy workloads, and inadequate teacher training on modern pedagogy. Heads of schools and Ward Education Officers further emphasized that limited supervision and insufficient professional development opportunities restricted teachers' capacity to fully implement innovative practices.

Finally, the fourth objective highlighted strategies for improving instructional practices in Butiama public secondary schools. Respondents suggested increased provision of teaching and learning resources, recruitment of more teachers to reduce class sizes, and regular in-service training on learner-centered instructional methods.

Strengthened supervision and monitoring by Ward Education Officers and the District Secondary Education Officer were also recommended as critical in ensuring sustainability of effective instructional practices.

5.3 Conclusions

This study has demonstrated that instructional strategies are a critical determinant of students' academic performance in Butiama public secondary schools. The findings revealed that although teachers apply a variety of methods, traditional lecture-based strategies remain dominant, largely due to challenges such as large class sizes, limited resources, and insufficient training. Nevertheless, when teachers utilized interactive and learner-centered approaches such as group discussions, projects, and continuous assessment, students achieved better outcomes in national examinations. This underscores the importance of aligning classroom practices with theories of mastery learning and constructivism, which emphasize active student participation and the use of feedback to promote deeper understanding.

In conclusion, the study affirms that the quality of teaching and learning processes directly influences student achievement. Effective instructional strategies, supported by adequate resources, continuous professional development, and close supervision, can transform classroom experiences and improve academic performance. However, unless systemic barriers such as overcrowding, lack of materials, and inadequate teacher support are addressed, the potential benefits of innovative instructional strategies will remain underutilized. Thus, strengthening instructional practices should remain a central focus for policymakers, education administrators, and teachers in Butiama District and beyond.

5.4 Recommendations

Based on the findings of this study, several recommendations are proposed to strengthen instructional practices and enhance students' academic performance in Butiama public secondary schools.

First, the provision of adequate teaching and learning resources is essential. The government, in collaboration with school administrations and education partners, should invest in supplying textbooks, laboratory apparatus, and ICT facilities. Without sufficient resources, teachers remain constrained to traditional lecture methods, limiting opportunities for interactive and learner-centered teaching. Ensuring that schools are well-equipped would make it possible for teachers to apply a variety of strategies that promote student engagement and improve learning outcomes.

Second, reducing class sizes should be a priority. Overcrowded classrooms were identified as a major barrier to the use of participatory instructional methods. The Ministry of Education and local authorities should address this issue by recruiting more teachers and expanding school infrastructure through the construction of additional classrooms. Smaller class sizes would allow for more individualized attention and facilitate the effective use of interactive strategies.

Third, continuous professional development for teachers should be strengthened. Regular in-service training programs are needed to build teachers' capacity in modern, learner-centered pedagogical approaches. Many teachers in Butiama District lack adequate exposure to training in innovative methods, which limits their ability to fully implement practices such as group discussions, project work, and formative

assessment. Professional development would not only enhance teachers' knowledge but also boost their confidence in applying diverse instructional strategies.

Moreover, supervision and monitoring of teaching practices should be reinforced. Ward Education Officers and the District Secondary Education Officer need to conduct regular school visits and provide supportive supervision to ensure that effective instructional strategies are consistently applied. This form of accountability, combined with constructive feedback, can motivate teachers to embrace best practices in their classrooms.

Finally, further research is necessary to expand the understanding of instructional practices in Tanzanian secondary schools. Future studies should examine the role of school leadership in sustaining instructional improvement, as leadership was observed to influence teachers' practices indirectly. Longitudinal studies are also recommended to assess the long-term impact of learner-centered strategies on student performance. Comparative studies across different districts could provide broader insights and allow policymakers to design context-specific interventions.

In summary, these recommendations, which are grounded in the findings of this study, highlight practical steps and research directions that can collectively improve instructional practices and ultimately raise academic performance in Btiama public secondary schools.

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APPENDICES

Appendix 1: Questionnaire Guide for teachers

My name is BENNY TITO MLAMBO a student pursuing Masters of Education in Quality Management at The Open University of Tanzania. I am conducting research titled "investigation the effects of school instructional management strategies on students' academic performance in public secondary schools in Butiama district council" In order to fulfill the requirements for the mentioned award. I kindly request you to cooperate with me in this study by answering the following questions. The information you are going to provide is for academic purpose only and it will remain confidential.

Consent Declaration

I have read and understood the information above and the procedures of this questionnaire for research purposes. Additionally, I have agreed to participate in this study with consent and am willing to provide the needed information.

Signature ……. Date …….

Thank you for your time and contribution to this important work.

Instructions.

Please put a tick (√) to the option you think is most appropriate and correct.

1: Current instructional management strategies used by teachers in public secondary schools

S/n	Proposition	Opinions				
	Options	A	SA	D	SD	NS
1	Teachers effectively plan lessons that align with curriculum objectives?					
2	Teachers use a variety of instructional methods to meet the diverse learning needs of students?					
3	Teachers regularly incorporate technology into their teaching practices to enhance student learning?					
4	Teachers frequently assess students' progress and adjust instruction based on assessment data?					
5	Teachers manage classroom time effectively to ensure that students are engaged and learning?.					

Please give your opinion to either SA= Strongly Agree, A= Agree, D=disagree, SD=strongly disagree or NS=Not sure by put a tick (√) to each statement.

2: Analyze the relationship between instructional management strategies and the academic performance in public secondary schools

S/n	Proposition	Opinions				
	Statements	SA	A	D	SD	NS
1	The use of well-structured lesson plans positively impacts students' academic performance?					
2	Teachers' use of diverse instructional methods improves students' understanding and academic achievement?					
3	Effective classroom management practices lead to better student engagement and higher academic outcomes?					
4	Regular use of formative assessments by teachers improves students' academic performance by addressing learning gaps?					
5	The integration of technology in teaching enhances students' academic performance?					

Please give your opinion to either SA= Strongly Agree, A= Agree, D=disagree, SD=strongly disagree or NS=Not sure by put a tick (√) to each statement

3. Challenges faced by teachers in implementing instructional management strategies in public secondary schools

S/n	**Proposition**	**Opinions**				
	Statements	SA	A	D	SD	NS
1	Lack of adequate resources (e.g., textbooks, teaching aids) is a major challenge in implementing effective instructional strategies?					
2	Teachers face challenges in incorporating technology into their instructional strategies due to limited access to digital tools?					
3	Large class sizes make it difficult for teachers to manage instruction effectively?					
4	Heavy workloads and administrative tasks prevent teachers from effectively planning and executing instructional strategies?					

Thank you for your participation.

Academic Performance of Students

Please indicate a single mean value representing the performance of all students you teach. Average Score: _____

Appendix 2: Interview guide for Head of secondary schools

My name is BENNY TITO MLAMBO a student pursuing Masters of Education in Quality Management at The Open University of Tanzania. I am conducting research titled "investigating the effects of school instructional management strategies on students' academic performance in public secondary schools in Betamax district council**"** In order to fulfill the requirements for the mentioned award. I kindly request you to cooperate with me in this study by answering the following questions. The information you are going to provide is for academic purpose only and it will remain confidential

1. What specific instructional management strategies do you current use in your school?
2. What factors influenced your choice of instructional management strategies?
3. In your experiences, how do the instructional management strategies you use impact student academic performance?
4. How do you adapt your strategies based on changes in student performance?
5. What are some of the key challenges you face in implementing effective instructional management strategies?
6. In your experience, what resources or support would help you overcome the difficulties in implementing instructional management strategies?

Thank you for your participation

Appendix 3: Interview guide for Ward Education Officers (WEO), and District Secondary Education Officers (DSEO)

My name is BENNY TITO MLAMBO a student pursuing Maste**rs of Education in Quality Management at** The Open University of Tanzania. I am conducting research titled **"investigation the effects of school instructional management strategies on students' academic performance in public secondary schools in Butiama district council"** In order to fulfill the requirements for the mentioned award. I kindly request you to cooperate with me in this study by answering the following questions. The information you are going to provide is for academic purpose only and it will remain confidential

1. What is your role and responsibilities in the education system?
2. How often you interact with teachers and school administrators in your jurisdiction.
3. What is your understanding of the current state of public secondary school education in your area?
4. What instructional management strategies do teachers in public secondary schools in your area commonly use?
5. In your experience, what is the relationship between the instructional management strategies used by teachers and the academic performance of students in public secondary schools?
6. What other factors, besides instructional management, do you think contribute to the academic performance of students in public secondary schools?

Thank you for your participation

Research Clearance Letter

THE UNITED REPUBLIC OF TANZANIA

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

THE OPEN UNIVERSITY OF TANZANIA

Ref. No OUT/PG202100895 **26th March, 2025**

Town Director,
Butiama District Council,
P.O. Box 1207,
MARA.

Dear Director,

RE: RESEARCH CLEARANCE FOR MR. BENNY TITO MLAMBO, REG NO: PG202100895

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

3. To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you **Mr. Benny Tito Mlambo, Reg.No: PG202100895,** pursuing **Master of Education in Quality Management (MED-QM).** We here by grant this clearance to conduct a research titled **"Investigating The Effects of School Instructional Management Strategies On Students' Academic Performance**

in Butiama Public Secondary Schools". He will collect his data at your area from 28th March to 30th April 2025.

4. In case you need any further information, kindly do not hesitate to contact the Deputy Vice Chancellor (Academic) of the Open University of Tanzania, P.O.Box 23409, Dar es Salaam. Tel: 022-2-2668820.We lastly thank you in advance for your assumed cooperation and facilitation of this research academic activity.

Yours sincerely,

THE OPEN UNIVERSITY OF TANZANIA

Prof.Gwahula Raphael Kimamala

For: VICE CHANCELLOR

Research Permit letters

THE UNITED REPUBLIC OF TANZANIA
PRESIDENT'S OFFICE
REGIONAL ADMINISTRATION & LOCAL GOVERNMENT

MARA REGION
Tel. No.028-2622005, 2622004,
2622305

Fax No.028-2622324/2622764
E-mail: ras.mara@tamisemi.go.tz

REGIONAL COMMISSIONER'S OFFICE,
13 BOMA ROAD,
P.O. BOX 299,
31101 MUSOMA.
TANZANIA.

Ref. No. FA 190/227/01/J/91

04 April, 2025

District Executive Director,
Butiama District Council,
P.O. Box 1207,
BUTIAMA.

RE: **RESEARCH CLEARANCE FOR MR. BENNY TITO MLAMBO, REG NO. PG202100895**

Reference is made to the above mentioned subject.

2. The above named student from Open University of Tanzania – Dar es Salaam applied for permission to conduct research clearance titled "**Investigating the Effects of *School Instructional Management* Strategies on Students' Academic Performance in *Butiama Public* Secondary Schools.**

3. Permission is hereby granted for her to conduct research from 28th March, 2025 to 30th April, 2025.

4. Please accord him with all necessary assistance.

Gerald M. Kusaya
REGIONAL ADMINISTRATIVE SECRETARY

Copy: District Administrative Secretary,
Butiama District,
P.O. Box 1462,
BUTIAMA.

" " Deputy Vice Chancellor (Academic),
Open University of Tanzania,
PO BOX. 23409,
DAR ES SALAAM.

" " **BENNY TITO MLAMBO. Phone; 0758 721365.**

JamhuriyaMuunganowa Tanzania
OFISI YA RAIS
TAWALA ZA MIKOA NA SERIKALI ZA MITAA
HALMASHAURI YA WILAYA YA BUTIAMA
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OfisiyaMkurugenziMtendaji (W),
44BarabarayaBomani,
HalmashauriyaWilayayaButiama,
S.L.P. 1207,
31201 BUTIAMA.

Kumb

Na. BDC/C.5/4/162 28/03/2025

Wakuu wa shule
Shule za sekondari Halmashauri ya wilaya ya Butiama
S.L.P 1207
BUTIAMA

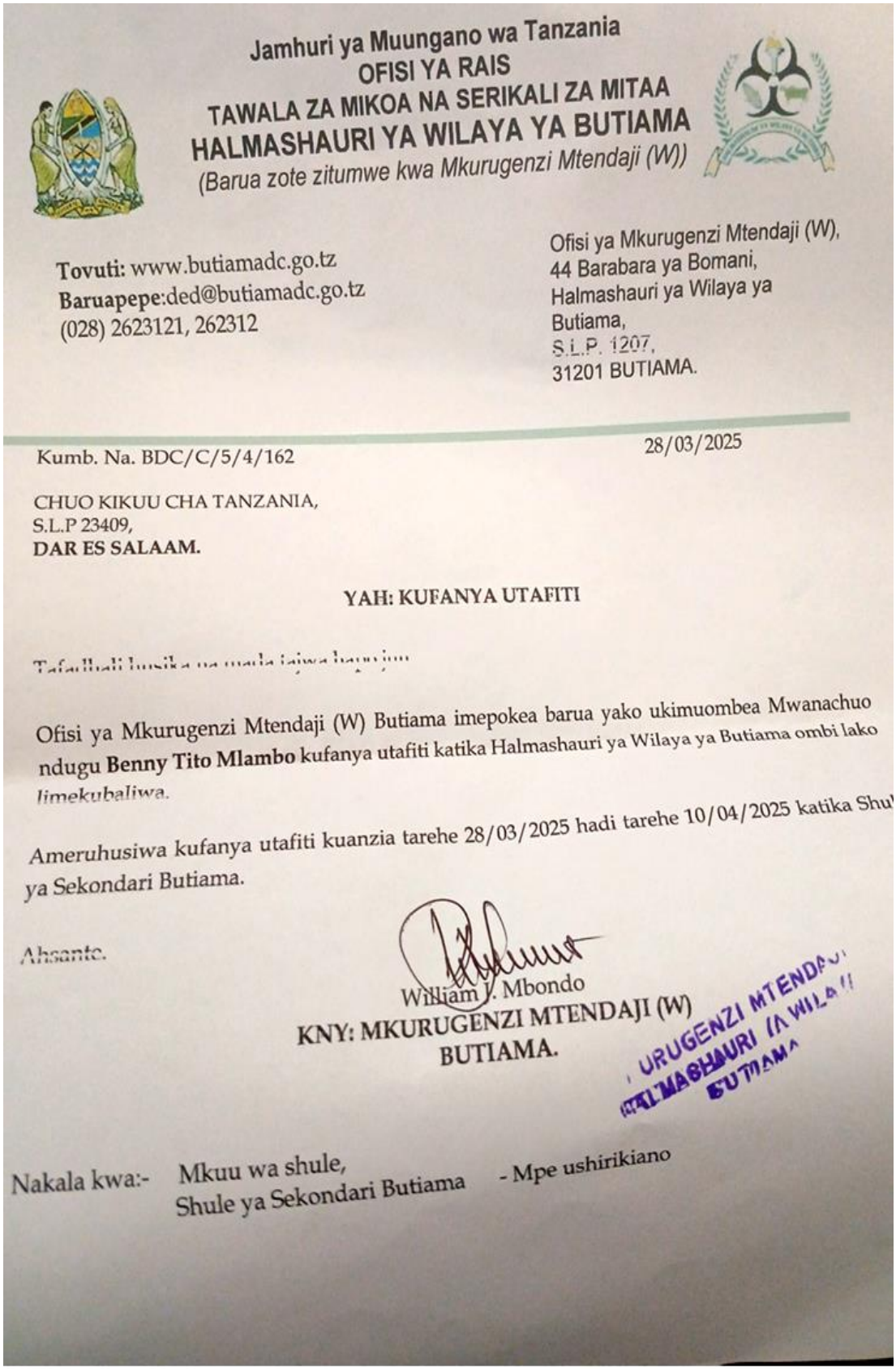
YAH: KIBALI CHA KUFANYA UTAFITI UNAOHUSU "INVESTIGATING THE EFFECT OF SCHOOL INSTRUCTIONAL MANAGEMENT STRATEGIES ON STUDENTS ACADEMIC PERFORMANCE"

Tafadhalihusikanamadatajwahapojuu.
Ofisi ya Mkurugenzi Mtendaji (w) imepokea barua yako kutoka chuo kikuu huria yenye kumb No. **OUT/PG202100895** ya tarehe **26 March 2025** ikiomba nafasi ya kufanya utafiti katika shule yako.
Utafiti huu utafanyika kati ya tarehe **28.03.2025** hadi tarehe **10.04.2025** ukiongozwa na ndugu **Benny Tito Mlambo**.
Kwa barua hii unaomba kutoa ushirikiano ili kukamilisha utafiti huu kama ilivyokusudiwa
Katika Utumishi wa Umma

William J. Mbondo
KNY:MKURUGENZI MTENDAJI (W)
BUTIAMA.

Nakala
Mkurugenzi Mtendaji (w) Butiama

Alone ndani ya jarada



Jamhuri ya Muungano wa Tanzania
OFISI YA RAIS
TAWALA ZA MIKOA NA SERIKALI ZA MITAA
HALMASHAURI YA WILAYA YA BUTIAMA
(Barua zote zitumwe kwa Mkurugenzi Mtendaji (W))

Tovuti: www.butiamadc.go.tz
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Ofisi ya Mkurugenzi Mtendaji (W),
44 Barabara ya Bomani,
Halmashauri ya Wilaya ya
Butiama,
S.L.P. 1207,
31201 BUTIAMA.

Kumb. Na. BDC/C/5/4/162

28/03/2025

CHUO KIKUU CHA TANZANIA,
S.L.P 23409,
DAR ES SALAAM.

YAH: KUFANYA UTAFITI

Tafadhali husika na mada iajwa hapo juu

Ofisi ya Mkurugenzi Mtendaji (W) Butiama imepokea barua yako ukimuombea Mwanachuo ndugu **Benny Tito Mlambo** kufanya utafiti katika Halmashauri ya Wilaya ya Butiama ombi lako limekubaliwa.

Ameruhusiwa kufanya utafiti kuanzia tarehe 28/03/2025 hadi tarehe 10/04/2025 katika Shu' ya Sekondari Butiama.

Ahsante.

William J. Mbondo
KNY: MKURUGENZI MTENDAJI (W)
BUTIAMA.

URUGENZI MTENDA
HALMASHAURI YA WILA
BUTIAMA

Nakala kwa:- Mkuu wa shule,
Shule ya Sekondari Butiama - Mpe ushirikiano

MANUSCRIPT

CHALLENGES FACED BY TEACHERS IN IMPLEMENTING INSTRUCTIONAL MANAGEMENT STRATEGIES IN PUBLIC SECONDARY SCHOOLS IN BUTIAMA DISTRICT COUNCIL, MARA REGION.

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ABSTRACT

This study investigated the challenges faced by teachers in implementing instructional management strategies in public secondary schools in Butiama District Council. The study employed a mixed-methods approach under a convergent parallel design. Both probability and non-probability sampling techniques were used. Data were collected through questionnaires and semi-structured interviews. Quantitative data were analyzed descriptively with the aid of SPSS software, while qualitative data were analyzed using content analysis. The researcher adhered to ethical guidelines throughout the study. A sample size of 124 respondents was used, including 1 District Secondary Education Officer (DSEO), 114 teachers, and 3 Ward Education Officers (WEOs). The study found several challenges, including resource shortages, large class sizes, heavy workloads, and limited access to digital tools. It recommended that the government prioritize increased funding to ensure adequate provision of teaching and learning materials, including textbooks, laboratory equipment, and ICT tools. Improving classroom infrastructure such as building additional classrooms and equipping schools with electricity and internet access will reduce congestion and enhance instructional delivery.

Key words: *Challenges, instructional management strategies and public secondary schools*

1.1 INTRODUCTION

Globally, teachers face persistent challenges in implementing effective instructional management strategies due to increasing classroom diversity, student behavioral issues, and pressure from standardized assessments. According to the OECD (2020), teachers in both developed and developing countries report classroom management as one of the most stressful aspects of their profession. In high-income countries like the United States and the United Kingdom, issues such as overcrowded classrooms, limited time for lesson planning, and mental health concerns among students hinder smooth instructional delivery (OECD, 2020). In Asia, countries like India and Indonesia face shortages of trained teachers and high student-teacher ratios, which strain classroom control and instructional effectiveness (UNESCO, 2021). Moreover, rapid technological changes have outpaced teacher preparedness, resulting in gaps between curriculum expectations and practical classroom application. These global trends highlight a need for targeted training, support systems, and policy reforms to help teachers implement instructional strategies effectively.

In many African countries, teachers encounter significant barriers in managing instruction due to inadequate infrastructure, high student-teacher ratios, and limited professional development. For instance, in Nigeria and Kenya, classrooms often lack basic teaching materials, which undermines the implementation of structured instructional strategies (UNESCO, 2021). A study by Uwezo (2019) found that many East African teachers spend less than the required instructional hours in class, largely due to poor working conditions and insufficient motivation. Additionally, frequent curriculum changes without proper training further complicate instructional planning

and classroom control. Teachers in rural areas are disproportionately affected, lacking access to modern teaching aids or even proper classroom facilities. These conditions lead to frustration, burnout, and ineffective classroom management. Furthermore, limited parental involvement and socio-economic challenges of students contribute to increased behavioral issues, which teachers struggle to manage effectively. Addressing these issues requires investments in training, infrastructure, and supportive education policies.

In Tanzania, the implementation of instructional management strategies faces several challenges rooted in systemic and resource-related issues. Many secondary school teachers report overcrowded classrooms, with student-teacher ratios far exceeding the national target of 1:40, particularly in rural and urban public schools (BEST, 2022). According to the Tanzania Institute of Education (TIE), a lack of adequate teaching and learning materials hampers lesson planning and delivery. Moreover, many schools operate without functional libraries, laboratories, or ICT tools, limiting teachers' ability to apply diverse instructional techniques (UNESCO, 2021). Teachers also struggle with limited in-service training opportunities, leaving them unprepared to handle classroom diversity, learner needs, and behavioral challenges. The decentralization of education management has improved community involvement, but inconsistent support from local government authorities weakens teacher motivation and classroom management effectiveness. These challenges underscore the urgent need for sustained policy implementation and increased investment in teacher support systems. In Butiama District, teachers encounter significant challenges in implementing instructional management strategies due to overcrowded

classrooms, shortages of textbooks, and inadequate teaching aids (Education Office, 2024). Its from this ground this study investigated the challenges in implementing instructional management strategies in public secondary schools in Butiama district council

1.2 LITERATURE REVIEW

This study was guided by Classroom Management Theory developed by Emmer and Evertson in 2016 to establish a critical foundation on the challenges faced by teachers in implementing instructional management strategies.

Classroom Management Theory emphasizes creating structured, supportive environments that promote effective teaching and learning. Its core tenets include **preventive discipline, consistent routines, positive teacher-student relationships,** and **effective instructional delivery** (Emmer & Evertson, 2016). In the context of the study, teachers implementing instructional management strategies often face challenges such as student misbehavior, lack of resources, or unclear policies, which disrupt these foundational elements. According to Marzano and Marzano (2020), successful classroom management directly influences student engagement and academic success. The theory highlights that without proper management, even the best instructional strategies may fail. Thus, understanding and addressing these challenges is vital for promoting a conducive learning environment and improving teacher effectiveness in implementing instructional methods.

Classroom Management Theory is relevant because it provides a framework for understanding the challenges teachers face when implementing instructional management strategies. Effective classroom management is essential for maintaining

order, maximizing instructional time, and fostering a positive learning environment (Emmer & Evertson, 2016). The theory helps identify specific barriers such as student behavior issues or inconsistent routines hat hinder strategy implementation. By applying this theory, the study can explore how improving management practices supports teachers in overcoming these challenges, ultimately enhancing instructional effectiveness and student outcomes. This alignment makes the theory a vital lens for analyzing and addressing implementation difficulties.

2.1 EMPIRICAL LITERATURE REVIEW

2.1.1 Challenges Faced by Teachers in Implementing Instructional Management Strategies

Lucas & Galafa (2018) investigated various challenges that management and administration face in primary schools in Malawi. The study identified a number of factors, which influenced the effectiveness of management leading to unsatisfactory academic performance like ‘lack of teaching and learning resources, distance between schools and homes and unavailability of necessary training. These limit teachers’ ability to use effective instructional management strategies and improve academic performance.

Mamailea & Omodan (2023) in their study focused on challenges that hinder teachers from implementing classroom management strategies in schools in South Africa and suggest solutions. The study employed qualitative approach guided by the case study design. The findings indicated that large class sizes and insufficient involvement of parents obstructed teachers from managing classrooms effectively and therefore reducing the positive effect of teaching leading to unsatisfactory

students' academic performance. However, various instructional strategies like group discussion and think pair and share can be suitable for large class sizes.

Yonas et al. (2023) conducted a study to find out the classroom management challenges facing teachers in enhancing students' academic achievement in public secondary schools of Tarime District in Tanzania. The study adopted a mixed research approach and a convergent parallel design. Data were collected using questionnaires and interviews. The findings indicated a shortage of instructional materials, poor professional relationship between teachers and students and poor classroom management skills as the challenges facing teachers. However, if teachers are skilled enough, they can improvise some of the instructional materials to reduce the shortage, and this will lead to improved teaching and students' academic performance.

3.1 RESEARCH METHODOLOGY

The study employed a convergent parallel design under a mixed methods approach (Creswell & Creswell, 2018). With this research design, researchers collect, analyse and compares quantitative and qualitative data in a single phase to determine whether the results corroborate or contradict one another (Creswell & Creswell, 2017). The targeted population had a total of 124 respondents. The sampling procedures employed in selecting the required sample for the study were probability and non-probability. Under non-probability sampling, a purposive sampling procedure was used to select the teachers, 1 District education officer,114 teachers, 6 Heads of schools and 3 Ward education officers (WEO) because of their uniqueness in the area. Under probability sampling, simple random sampling was used to select 114

teachers from 6public secondary schools to reduce biases. The study used a sample of 124 respondents based on Yamane formula (1967). The study used Cronbach Alpha (with a reliability coefficient of 0.8) and content validity to assess the validity and reliability of the research instruments. As a result, the researchers were able to adjust the devices to suit accurate and trustworthy data. The validity of the research instruments in this study was ensured by the expert judgments to look for a consensus. The researchers' supervisors discussed and gave feedback regarding the validity of the research instruments. They indicated by a tick or cross for every item in the questionnaire if it measured what it was supposed to measure or not. Data triangulation was ensured by the employment of the two approaches. Semi structured interview and questionnaire were used in data collection. Data from such respondents as heads of schools and DSEO were interrogated using interview guide questions. Open and closed-ended questionnaire was directed to teachers. The questionnaires' administered return was 100%. Analysis of quantitative data was done descriptively (mean and standard deviation) and then presented in a table with the help of the Statistical Package for Social Sciences (SPSS). Qualitative data was coded as collected from the open-ended questionnaire and in-depth interview. Their responses were summarized to get categories and descriptions given in narratives. The researchers asked the Butiama District Executive Director (DED) for permission to collect data from the target population while adhering to ethical guidelines, taking into account the participants' concerns about their privacy, confidentiality, and anonymity as well as their free and informed consent.

4.1 RESULTS AND DISCUSSION

4.1.1 Introduction

The Results and Discussion section presents the findings on challenges faced by teachers in implementing instructional management strategies in public secondary schools. It analyzes key issues such as resource shortages, large class sizes, heavy workloads, and limited access to digital tools. These findings are discussed in relation to existing literature and classroom management theory to provide a comprehensive understanding of the challenges.

4.2 The challenges faced by teachers in implementing instructional management strategies in public secondary schools

The third objective of this study sought to identify the challenges faced by public secondary school teachers in implementing instructional strategies. Teachers and heads of schools from public secondary schools, ward education officers and district education officer provided data for this objective.

Table 1: The challenges faced by teachers in implementing instructional management strategies in public secondary schools

		SA		A		N		DS		SD	
S/N	Statement	F	%	F	%	F	%	F	%	F	%
1	Lack of adequate resources	67	54	35	28	4	3.2	11	8.9	7	5.6
2	Limited access to digital tools	55	44	46	37	4	3.2	8	6.5	11	8.9
3	Large class sizes	70	56	39	31	1	0.8	7	5.6	7	5.6
4	Heavy workloads and administrative tasks	66	53	31	25	8	6.5	8	6.5	11	8.9

Source: Field data2025

Lack of adequate resources

The data presented in Table 1 reveal that majority of teachers (82%) strongly agreed and agreed with a statement that lack of adequate resources like textbooks and teaching aids is a major challenge in implementing effective instructional strategies. The findings entail that majority of teachers agreed with the statement that lack of adequate resources is a major challenge in implementing effective instructional strategies. This means that teachers in public secondary schools are eager to implement various instructional management strategies but they face shortage of adequate resources. Unavailability of these resources often hinders effective teaching and learning in public secondary schools.

Through interview, one ward education officer coded (WEO1) said:

> *All public secondary schools are highly depending on government to provide teaching and learning resources especially textbooks. For example, we have started to implement the improved curriculum for Form I but we do not have textbooks and we are always told to wait for the government for the distribution (WEO1, personal communication, April 9, 2025).*

The responses from the interview indicate inadequate resources amidst the implementation of various instructional management strategies and that there is dependency on the central government in public schools. Therefore, teachers may fail choose variety of instructional management strategies due to unavailability of resources. The finding echoes that of teachers during questionnaires they both indicate that public secondary schools do not have adequate resources for instructional strategies. These findings also concur with Lucas & Galafa (2018) who said lack of resources, the distance between schools and homes, and unavailability of support hindered effective teaching. This finding is supported by **Classroom**

Management Theory, which asserts that the availability of adequate resources is fundamental for implementing diverse and effective instructional strategies (Emmer & Evertson, 2016). The dependency on central government for resources limits teachers' flexibility and responsiveness to students' needs, impairing classroom management and instructional quality. Similarly, Lucas and Galafa (2018) highlight that lack of resources and logistical challenges negatively impact teaching effectiveness, confirming that resource inadequacy remains a critical barrier to successful instructional management in public secondary schools.

Limited access to digital tools

The data in Table 1 reveal that majority of teachers (81%) strongly agreed and agreed with a statement that teachers face challenges in incorporating technology into their instructional strategies due to limited access to digital tools. Findings entail that majority of teachers agreed the above statement. This means teachers' efforts to have better instructional strategies are hindered with inaccessibility of digital tools. Thus, teachers cannot have smart classes in their effort to attract learners to the teaching and learning sessions.

The researcher had an interview with one head of school with a code HoS2 from school B, who said:

> *It is more effective to attract students to learning in the presence of digital instruments in their classrooms. However, a very huge challenge is that we don't have adequate digital resources required to enhance students learning in secondary schools. We only use few available in our school that have brought about positive results as students' attendance has been increasing ever since we started using technology in our school (HoS2, personal communication, April 8, 2025).*

The response from the interview data affirmed that teachers in public secondary schools are not exposed to varieties of digital tools. As a result, they rely on traditional teaching tools. With the new adopted technology of Artificial Intelligence (AI), students are to be prepared by their teachers for the digital world though difficult to attain if there is no accessibility of digital tools in public secondary schools. The findings are similar to Yonas et al. (2023) who found shortages of instructional materials, poor teacher-student relationships, and inadequate classroom management skills as major obstacles. This finding aligns with **Classroom Management Theory,** which highlights the critical role of appropriate instructional tools in creating an engaging and well-managed learning environment. Without access to digital resources, teachers struggle to implement innovative teaching strategies and maintain student interest, leading to decreased motivation and classroom control (Emmer & Evertson, 2016).

Large class size

The data from teachers' questionnaire as presented in Table 1 reveal that majority of teachers (87%) strongly agreed and agreed with a statement that large class sizes make it difficult for teachers to manage instruction effectively. The findings show that majority of teachers agreed with the statement that they face difficulties in management of instructional strategies due to large class sizes in public secondary schools. This means that public secondary schools experience overcrowded classrooms due to high enrolment of students. Overcrowded classes make teachers struggle to manage classroom instructional strategies and limit active learning and learners' engagement in lessons.

An interview with one head of school coded HoS5 from school E produced the following response:

> *We have many students in our school despite the fact that the school has been registered for two streams in each class but we have four streams for Form One and three streams for other classes. Normally the class size should not exceed forty (40) students. In reality, one stream in our school has 50 to 60 students, which is very difficult for teachers to manage huge class like this (HoS5, personal communication, April 10, 2025).*

This finding indicates that large class size limits implementation of the adopted instructional strategies. Teachers always struggle for personal attention; consequently, they are unable to address individual needs and learning styles. In addition, students' participation is hindered. The findings are similar to Mamailea & Omodan (2023) who argued that large class sizes and limited parental involvement negatively affected students' performance. This finding aligns with **Classroom Management Theory,** which stresses that effective classroom control and personalized attention are essential for successful instructional strategy implementation. Large class sizes overwhelm teachers, making it difficult to manage behavior and engage students individually. This reduces opportunities for tailored support and active participation, thereby hindering learning outcomes (Emmer & Evertson, 2016; Mamailea & Omodan, 2023).

Heavy workloads and administrative tasks

The data presented in Table 1 reveal that majority of teachers (78%) strongly agreed and agreed with a statement that heavy workloads and administrative tasks prevent teachers from effectively planning and executing instructional strategies. Findings indicate that majority of teachers agreed with the statement above. This means that

teachers do experience overloading teaching and administrative tasks that make them fail to develop various instructional strategies in public secondary schools.

One head of school with a code HoS6 explained as follows in the interview:

> *We have shortage of teachers in our school. We have only eleven teachers. Apart from teaching, teachers are assigned with other managerial duties. You may find one teacher is a class teacher, discipline teacher, store keeper and has to attend classes for teaching. The teacher is exhausted; he can't bother finding appropriate instructional strategies (HoS6, personal communication, April 11, 2025).*

The response of HoS6 is similar to that of teachers as they both affirmed that teachers' challenges in implementing instructional strategies is because teachers have heavy workloads and administrative tasks. Therefore, excessive teachers' workloads in secondary schools lead to emotional exhaustion, stress and a sense of being overwhelmed. This culminates to teachers' inability to plan and execute instructional strategies in schools. Excessive workloads among secondary school teachers often result in emotional exhaustion, stress, and burnout, significantly reducing their capacity to plan and execute effective instructional strategies. This includes spending less time on lesson preparation, student engagement, and classroom assessment. This finding is in line with a study by Skaalvik and Skaalvik (2018) found that heavy workload and role conflict contribute to teacher stress and lower instructional quality. This finding aligns with **Classroom Management Theory**, which emphasizes that effective instruction and behavior management require adequate planning, energy, and consistency (Emmer & Evertson, 2016). When teachers are overwhelmed, their ability to maintain structured routines, respond to student needs, and foster positive learning environments declines, undermining classroom control

and learning outcomes. Addressing workload is thus critical for successful instructional management.

5.1 CONCLUSION AND RECOMMENDATION

5.1.1 CONCLUSION

In conclusion, the study found that teachers in public secondary schools face significant challenges in implementing instructional management strategies. Chief among these are the lack of adequate teaching and learning resources, which limits the ability to deliver effective lessons. Additionally, limited access to digital tools and ICT facilities hinders the integration of modern instructional techniques. Large class sizes further complicate classroom management, making it difficult for teachers to provide individualized attention and maintain discipline. Moreover, excessive workloads and administrative responsibilities reduce the time available for lesson preparation and student engagement. These factors collectively undermine the effectiveness of instructional strategies and overall academic performance.

5.2 RECOMMENDATIONS

The study recommended the followings;

- The government should prioritize increased funding to ensure adequate provision of teaching and learning materials, including textbooks, laboratory equipment, and ICT tools. Improving classroom infrastructure such as building additional classrooms and equipping schools with electricity and internet access will reduce congestion and enhance instructional delivery. Such investment will support teachers in implementing effective instructional strategies and improve student

learning outcomes, especially in underserved rural areas where resource gaps are often more pronounced.

- The government should implement policies to reduce teachers' non-instructional duties by hiring more administrative staff in schools. Additionally, recruiting more teachers will lower student-teacher ratios, allowing for manageable class sizes and improved classroom management. Providing continuous professional development and in-service training on modern instructional strategies will also empower teachers to address diverse learner needs effectively. These actions will enhance teaching quality, reduce burnout, and improve overall instructional management in public secondary schools.

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