

Article

Enhancing classroom management support to improve learning effectiveness in history education: Evidence from public secondary schools in Kibaha, Tanzania

Safi M. Nyange¹, Prosperity M. Mwila^{2,*}

¹ Educational Officer, Kibaha District, Kibaha 30153, Tanzania

² Department of Education Foundations, Saint Augustine University of Tanzania, Mwanza 307, Tanzania

* Corresponding author: Prosperity M. Mwila, baprospk@gmail.com

CITATION

Nyange SM, Mwila PM. Enhancing classroom management support to improve learning effectiveness in history education: Evidence from public secondary schools in Kibaha, Tanzania. *Forum for Education Studies*. 2025; 3(2): 2470. <https://doi.org/10.59400/fes2470>

ARTICLE INFO

Received: 30 December 2024

Accepted: 20 February 2025

Available online: 30 April 2025

COPYRIGHT



Copyright © 2025 by author(s).

Forum for Education Studies is published by Academic Publishing Pte. Ltd. This work is licensed under the Creative Commons Attribution (CC BY) license.

<https://creativecommons.org/licenses/by/4.0/>

Abstract: This study addresses the research problem of understanding the influence of teacher-student interactions on learning effectiveness in history education, specifically among Form Two students in Kibaha District Council, Tanzania. The study aims to explore how interaction dimensions such as communication, feedback, and supportive environments shape students' engagement, confidence, and academic outcomes in history. Employing Vygotsky's Socio-Cultural Interaction Theory as a theoretical framework, the research utilizes a mixed-methods approach, gathering data from 322 participants, including 300 students and 22 history teachers. Quantitative analysis revealed a strong positive correlation ($r = 0.672$, $p < 0.01$) between teacher-student interaction and learning effectiveness, emphasizing the critical role of open dialogue, constructive feedback, and respectful relationships in fostering historical understanding. Qualitative insights underscored the importance of interactive and supportive classroom practices while highlighting systemic challenges such as insufficient teacher training and resource limitations. These findings suggest that targeted professional development, investment in teaching resources, and a shift toward interactive learning environments are essential for improving history education outcomes.

Keywords: classroom management; teacher-student interaction; learning effectiveness; history education; secondary schools; Tanzania

1. Introduction

Effective classroom management is widely recognized as a cornerstone of successful education, as it shapes students' academic experiences and promotes engagement. Globally, studies highlight the significant impact of structured classroom environments, teacher-student interactions, and well-implemented feedback practices on academic performance [1–3]. Within this context, learning effectiveness is defined as the degree to which educational objectives are achieved, encompassing student engagement, comprehension, confidence, and academic performance. Teacher-student interaction refers to the dynamic exchanges between teachers and students that influence learning, including communication, feedback, and classroom support. Despite its significance, there remains a paucity of research on the specific dynamics of teacher-student interaction within Tanzanian classrooms, particularly in history education.

History education poses unique intellectual demands, requiring students to critically analyze past events, consider diverse perspectives, and draw connections to contemporary issues. Vygotsky's Socio-Cultural Interaction Theory provides a

theoretical foundation for understanding the role of social interactions in cognitive development. According to Vygotsky [4], learning occurs within the “zone of proximal development” (ZPD), where students can achieve higher understanding through guidance from more knowledgeable individuals, such as teachers. In the classroom, teacher-student interactions facilitate this process by providing scaffolding—structured support that enables students to master complex tasks, such as evaluating historical narratives or constructing evidence-based arguments. Scaffolding might involve guiding students through primary source analysis, discussing cause-and-effect relationships, and encouraging critical discussions about historical events [5].

The theory emphasizes that collaborative interactions are instrumental in fostering higher-order thinking skills and deeper comprehension. In history education, these interactions involve inquiry-based discussions, critical feedback, and mutual respect between teachers and students. Empirical studies [6,7], demonstrate that interactive teaching strategies significantly enhance students’ analytical abilities and engagement in history lessons. Similarly, Justin et al. [7] highlight the transformative potential of teacher feedback in improving students’ ability to critically engage with historical content. In Tanzania, research by Likuru & Mwila, and Juma & Mwila [6,8] emphasizes the importance of supportive teacher-student relationships in fostering academic success and engagement. However, systemic challenges, such as large class sizes and resource constraints, often hinder the effective implementation of interactive practices in Tanzanian schools. These findings align with Brainard [9], who identified feedback and open communication as critical elements of successful classroom management practices, particularly in resource-limited settings.

The primary objective of this study is to examine the influence of teacher-student interaction on learning effectiveness in history education among Form Two students in public secondary schools within Kibaha District Council. Specifically, the study seeks to explore how key dimensions of teacher-student interaction—communication, feedback, and supportive classroom environments—shape students’ academic performance, engagement, and confidence. By investigating these aspects, the study aims to provide insights into the mechanisms through which teacher-student interactions contribute to improved educational outcomes.

Additionally, the study aims to identify practical strategies that educators can employ to foster more interactive and supportive learning environments. This involves evaluating the role of open communication in promoting student participation, the impact of timely and constructive feedback on academic performance, and the importance of creating a respectful and inclusive classroom culture. By addressing these dimensions, the research seeks to bridge existing gaps in understanding the interplay between classroom interactions and subject-specific learning outcomes in history education.

By grounding the investigation in Vygotsky’s theoretical framework and building on prior empirical research, this study endeavors to provide evidence-based recommendations for improving classroom management practices in Tanzanian schools. The findings are intended to inform educators, policymakers, and other stakeholders about best practices for fostering interactive and effective history

education, ultimately contributing to the broader goal of enhancing educational quality in the region.

2. Literature review

The role of classroom management in enhancing educational outcomes has received significant attention in educational research, with an emphasis on its multifaceted impact on student learning and engagement. Vygotsky's Socio-Cultural Interaction Theory forms the theoretical foundation for understanding these dynamics, positing that learning occurs most effectively within the "zone of proximal development" when students are supported by knowledgeable others, such as teachers. This theory underscores the importance of teacher-student interactions in facilitating knowledge acquisition, critical thinking, and the development of analytical skills. Recent studies, such as those by Tzurriel and Tzurriel [5], have expanded on Vygotsky's framework by exploring the role of mediated learning in improving cognitive flexibility and adaptive thinking in classroom settings. These findings have profound implications for history education, where students are required to interpret complex narratives and engage with diverse historical perspectives. The theoretical underpinnings emphasize that effective teacher-student interaction is not merely about information delivery but about fostering collaborative and inquiry-driven learning environments.

Empirical research continues to highlight the transformative potential of teacher-student interactions in shaping learning outcomes. For instance, Peng et al, [1] found that structured classroom interactions, characterized by clear communication and well-designed scaffolding techniques, significantly improved students' critical thinking skills across multiple disciplines, including history. Similarly, studies by Owusu et al. as cited in Agyekum [10] on Ghanaian schools highlight the significance of fostering supportive learning environments, where mutual respect and open dialogue promote student engagement and academic success.

These findings resonate with the Tanzanian context, where history education requires a nuanced approach to foster analytical thinking and historical understanding. However, systemic challenges, such as inadequate teacher training and resource constraints, persist, limiting the ability of educators to fully implement interactive teaching practices. Addressing these barriers requires a combination of professional development, curriculum reform, and investment in teaching resources, which are critical for fostering effective classroom management strategies.

Feedback as a component of teacher-student interaction has been extensively studied, revealing its pivotal role in enhancing learning effectiveness. Taiwo et al. [5] emphasize that feedback is essential not only for improving students' academic performance but also for fostering positive attitudes towards learning. Effective feedback practices, such as providing timely, specific, and constructive guidance, have been shown to significantly impact students' confidence and resilience. Brainard [9] further underscore the importance of feedback in supporting students' ability to analyze and synthesize complex information, skills that are especially relevant in history education. However, these benefits are often undermined by

inconsistent implementation, as many teachers struggle with large class sizes and heavy workloads, limiting their capacity to provide individualized feedback. This challenge is particularly pronounced in Tanzanian secondary schools, where limited access to professional training and inadequate teacher-student ratios exacerbate disparities in feedback quality. Thus, creating systemic mechanisms to support consistent and high-quality feedback practices is crucial for optimizing learning outcomes.

The broader impact of teacher-student interaction on students' educational experiences extends beyond academic achievement, influencing their motivation, engagement, and social development. Pope & Miles [2] illustrate that interactive teaching strategies, such as collaborative learning and dialogic instruction, contribute to a more inclusive and engaging classroom atmosphere. This is particularly critical in history education, where students benefit from discussing diverse perspectives and debating historical interpretations. Similarly, Loots et al. [11] highlight the role of inquiry-based learning in fostering a sense of curiosity and intellectual autonomy among students, enabling them to engage deeply in subject matter. In Tanzania, however, the effective implementation of these strategies is often hindered by resource constraints and institutional challenges. For example, limited access to primary sources, multimedia tools, and supplementary materials reduces opportunities for interactive learning. Addressing these gaps requires targeted investment in educational infrastructure and the integration of interactive teaching methods into teacher training programs.

The integration of technology into classroom management practices represents a significant advancement in enhancing teacher-student interaction. Kombo and Mwila [12] demonstrate that digital platforms, such as interactive whiteboards and learning management systems, enable teachers to create more dynamic and engaging learning environments. In history education, these tools allow students to analyze historical documents, visualize timelines, and participate in virtual simulations of historical events, thereby deepening their understanding of complex topics. However, the adoption of technology in Tanzanian classrooms remains limited due to infrastructural challenges and inadequate training for educators. Research by Clarke and Braun [13] emphasizes the importance of equipping teachers with the necessary skills to integrate technology into their pedagogy effectively. This involves not only technical training but also a shift in pedagogical practices to leverage the potential of digital tools in fostering critical thinking and collaborative learning.

Systemic reforms are essential to address the persistent challenges in classroom management and teacher-student interaction. Reducing class sizes, as highlighted by Field [14], is a critical step in enabling teachers to dedicate more time to individual students, fostering deeper engagement and personalized feedback. Additionally, professional development programs tailored to the needs of history educators can equip teachers with advanced strategies for managing classroom interactions and implementing inquiry-based teaching methods. Taiwo et al. [5] emphasize the importance of culturally responsive teaching practices, which take into account the diverse backgrounds and learning styles of students. Furthermore, partnerships with educational stakeholders, such as museums, academic institutions, and local

historians, can enrich history education by providing students with access to supplementary learning experiences. These collaborative efforts can bridge the gap between theoretical knowledge and practical application, creating a more holistic approach to history education in Tanzanian secondary schools.

3. Methodology

This study adopted a mixed-methods approach, combining quantitative and qualitative research methods to comprehensively examine the relationship between teacher-student interaction and learning effectiveness in history education. The methodological design was grounded in best practices for educational research [15], ensuring the reliability and validity of the findings through careful planning and execution. The research utilized a descriptive design, chosen for its suitability in exploring relationships between variables and providing detailed insights into the study context. By integrating quantitative data from structured questionnaires with qualitative data from semi-structured interviews and classroom observations, the study achieved a multi-dimensional understanding of the research problem [16].

The study involved 322 participants, comprising 300 Form Two students and 22 history teachers from public secondary schools in Kibaha District Council. Students were selected using simple random sampling to ensure diverse representation across gender, academic performance levels, and socio-economic backgrounds, thereby enhancing the generalizability of the findings within the district. Teachers were chosen through purposive sampling based on their experience in teaching history and managing classroom interactions. This selection ensured that the participating teachers could provide informed insights into effective classroom practices and challenges [17].

Structured questionnaires were designed for both students and teachers to focus on key dimensions of teacher-student interaction, including communication, feedback, and classroom support. These questionnaire items were developed based on established frameworks for measuring educational interaction. Each item employed a Likert-scale format ranging from 1 (strongly disagree) to 5 (strongly agree) to quantify participants' perceptions and experiences. For students, the questionnaire included items such as "My history teacher encourages me to ask questions during lessons" and "The feedback I receive on my assignments helps me improve my understanding of history". For teachers, items included "I actively involve students in discussions about historical events" and "I provide timely and specific feedback on students' work".

Semi-structured interviews with teachers complemented the questionnaire data by gathering qualitative insights into their experiences, practices, and challenges in fostering interactive learning environments. The interview guide featured open-ended questions such as "Can you describe the strategies you use to encourage student participation in history lessons?" and "What are the main barriers you face in providing effective feedback?" Additionally, classroom observations were carried out to evaluate real-time teacher-student interactions. A standardized observation checklist was employed to assess factors such as teacher communication style,

frequency of feedback, and student engagement during lessons, providing direct evidence of how interaction strategies were applied in practice [18].

Quantitative analysis involved the use of statistical techniques to process questionnaire responses. Descriptive statistics summarized participants' perceptions of teacher-student interaction, while Pearson correlation analysis assessed the relationship between interaction dimensions and learning effectiveness. These analyses were conducted using SPSS software to ensure accuracy and reproducibility [14]. Qualitative data, including interview transcripts and observation notes, were analyzed thematically to identify recurring themes such as the role of constructive feedback in building student confidence and the impact of open dialogue on engagement. These qualitative findings were then triangulated with the quantitative results to enhance the overall depth of the analysis [13].

To ensure validity and reliability, the research instruments underwent pilot testing with a small group of students and teachers from non-participating schools. Feedback from the pilot test informed refinements to questionnaire items to improve clarity and relevance. Ethical considerations were rigorously adhered to throughout the study. Informed consent was obtained from all participants, confidentiality was maintained, and research guidelines outlined by the British Educational Research Association were followed [19].

The study was conducted in three phases. In the first phase, questionnaires were administered to students and teachers during scheduled school hours, with researchers providing guidance to ensure participants understood the questions and completed the forms accurately. The second phase involved conducting semi-structured interviews with teachers in a quiet setting within their respective schools to facilitate open and honest discussions. In the final phase, classroom observations were carried out during regular history lessons with minimal interference to ensure natural interaction dynamics.

4. Findings

The quantitative analysis revealed a statistically significant positive correlation between teacher-student interaction and learning effectiveness in history education, with a Pearson correlation coefficient of $r = 0.672$ ($p < 0.01$). This strong association underscores the pivotal role of teacher-student interactions in shaping academic outcomes, affirming the foundational principles of Vygotsky's Socio-Cultural Interaction Theory. According to this theory, learning is most effective when guided by a knowledgeable other, enabling students to progress through the "zone of proximal development" (ZPD). The quantitative results illustrate that key interaction dimensions open communication, constructive feedback, and classroom support serve as critical scaffolding mechanisms that facilitate cognitive growth and deeper engagement with complex historical concepts.

Descriptive statistics further emphasized the centrality of teacher-student interaction in fostering academic confidence and comprehension. For instance, students who reported frequent, meaningful feedback from their teachers exhibited significantly higher confidence scores (mean score: 3.5, SD: 0.58) compared to those who received less feedback. This finding aligns with studies such as those by

Brainard [9], which demonstrate that specific and constructive feedback not only clarifies learning goals but also motivates students to actively address their academic challenges. Similarly, the analysis revealed that open communication was a strong predictor of student participation, with higher interaction levels correlating with greater engagement. These quantitative outcomes provide empirical support for dialogic teaching practices that promote collaborative inquiry and critical thinking.

Further examination of the quantitative data revealed disparities in the effectiveness of teacher-student interactions across different classrooms. Schools with lower teacher-student ratios exhibited significantly higher scores for engagement and feedback quality. This finding reflects global trends observed in similar studies, such as those by Peng et al [1], which highlight the negative impact of large class sizes on personalized feedback and interactive learning. In Tanzanian public secondary schools, where teacher-student ratios often exceed optimal levels, the ability of teachers to implement individualized scaffolding practices is frequently constrained, limiting students' opportunities to maximize their ZPD.

The qualitative findings provided nuanced insights into how teacher-student interactions are experienced in history classrooms, drawing on thematic analysis of teacher interviews and classroom observations. Central to these findings was the theme of open communication, which emerged as a foundational element for creating participatory learning environments. Students expressed that teachers who encouraged dialogue and respected their perspectives made history lessons more engaging and relevant. One student noted, "When the teacher asks for our views and listens to our opinions, it makes us feel part of the lesson, and we understand the subject better". Teachers echoed this sentiment, emphasizing that dialogic teaching fosters curiosity and critical engagement. These accounts resonate with Vygotsky's view that social interaction is central to cognitive development, enabling students to co-construct knowledge through meaningful exchanges.

Another prominent theme was the role of feedback in shaping academic performance and confidence. Teachers described using various scaffolded strategies, such as verbal explanations, written comments, and one-on-one consultations, to support students in addressing gaps in their understanding. One teacher stated, "I explain not only what was incorrect but also guide them on how to approach similar problems in the future. This way, they feel more confident to try again". This aligns with Taiwo et al. [20], who argue that feedback is most effective when it is timely, specific, and actionable. Students corroborated these views, noting that detailed feedback helped them develop clearer strategies for improvement, particularly in challenging areas like essay writing and source analysis.

However, systemic barriers such as resource constraints and large class sizes were frequently cited as obstacles to effective interaction. Teachers reported that overcrowded classrooms and limited access to teaching materials impeded their ability to provide individualized attention. A teacher explained, "With over 50 students in one class, it's difficult to have meaningful interactions with each one. We are often rushing to cover the syllabus". This finding mirrors research by Dorimana, Uworwabayeho, & Nizeyimana [21], which highlights how resource limitations hinder the implementation of interactive and inquiry-based teaching practices. Moreover, the lack of multimedia tools and access to primary historical sources

further restricted opportunities for students to engage in collaborative and immersive learning experiences, essential components of Vygotsky's mediated learning concept [5].

A third theme was the importance of creating supportive learning environments, where mutual respect and encouragement were consistently emphasized as drivers of student confidence. Both teachers and students highlighted the impact of respectful interactions on fostering a sense of belonging and motivation to participate. For instance, one student shared, "When the teacher respects our opinions, it feels like what we say matters. It makes me want to contribute more". This aligns with findings by Agyekum [10], who emphasize that supportive teacher-student relationships promote academic resilience and deeper engagement with challenging subjects like history.

Both qualitative and quantitative findings review how teacher-student interactions influence learning effectiveness, offering a comprehensive understanding of their impact. The quantitative data establish a clear statistical relationship between interaction dimensions—feedback, communication, and support and improved academic outcomes, while qualitative insights provide deeper context for interpreting these associations. For example, the quantitative results highlight feedback as a critical factor in enhancing academic performance, with statistical evidence linking timely and constructive feedback to higher student achievement [22]. This is further illuminated by qualitative accounts, which reveal how scaffolded guidance where teachers offer targeted support empowers students to navigate challenges, build confidence, and refine their skills, resonating with Vygotsky's Zone of Proximal Development.

Similarly, quantitative analysis underscores open communication as a significant predictor of student engagement, as it encourages active involvement and fosters an environment for deeper learning [21]. This is reflected in qualitative narratives, which highlight how dialogic teaching, marked by reciprocal teacher-student dialogue, sparks curiosity, promotes active participation, and facilitates the co-construction of knowledge. These dynamics align with Vygotsky's emphasis on the role of social interaction and mediational tools in cognitive development. By integrating both sets of findings, this approach not only confirms the statistical importance of these key interaction dimensions but also illustrates the complex, lived experiences of students, enriching our understanding of how teacher-student interactions shape learning outcomes.

The findings reaffirm the applicability of Vygotsky's Socio-Cultural Interaction Theory in understanding and improving educational practices, particularly in resource-constrained settings like Tanzanian secondary schools. The theory's core principles, including scaffolding, the ZPD, and mediated learning, provide a robust framework for interpreting the dynamics of teacher-student interaction. This study highlights that scaffolding through structured feedback and dialogic teaching enables students to engage more effectively with complex historical content, fostering critical thinking and analytical skills. However, the constraints identified such as large class sizes and insufficient resources highlight the challenges of fully operationalizing these principles in practice.

Addressing these barriers requires systemic reforms, including reducing teacher-student ratios, investing in teaching resources, and implementing professional development programs that equip educators with advanced strategies for managing interactive classrooms. These reforms align with the broader theoretical implications of Vygotsky's work, emphasizing that cognitive development is inherently tied to the quality of social and material interactions within the learning environment.

5. Conclusion and recommendations

The findings of this study underscore the pivotal role of teacher-student interaction in enhancing learning effectiveness in history education among Form Two students in Kibaha District Council. It was evident from the results that positive interactions, characterized by open communication, constructive feedback, and a supportive learning environment, significantly contributed to improved student engagement, confidence, and academic performance. These findings align with Vygotsky's Socio-Cultural Interaction Theory, which emphasizes the importance of collaborative exchanges and scaffolding in fostering cognitive development and critical thinking. Students who reported frequent opportunities to engage in discussions, receive detailed feedback, and build mutual respect with their teachers demonstrated higher levels of participation and comprehension in history classes.

Despite the benefits of these interactions, systemic challenges such as large class sizes, limited teacher training, and inadequate teaching resources emerged as barriers to optimizing their potential. Many teachers acknowledged the difficulty of balancing curriculum coverage with interactive teaching methods due to time constraints and institutional pressures. Similarly, students highlighted inconsistencies in feedback practices, with some reporting delays or a lack of specificity in the guidance provided. These findings reveal an urgent need for targeted interventions to address the systemic limitations hindering effective classroom management in Tanzanian secondary schools.

To address these challenges, it is recommended that schools and policymakers prioritize professional development programs for history teachers. These programs should focus on equipping teachers with the skills and strategies needed to foster interactive and student-centered learning environments. Training should emphasize the effective delivery of feedback, techniques for managing classroom discussions, and the integration of inquiry-based teaching methods to promote critical thinking. Additionally, investments in teaching resources, including historical texts, multimedia tools, and digital platforms, are essential for enriching the learning experience. Modern resources can facilitate interactive discussions, enhance students' ability to analyze primary sources, and create engaging classroom activities that align with the demands of the modern curriculum.

Reducing class sizes is another critical step in improving the quality of teacher-student interactions. Smaller class sizes enable teachers to dedicate more time to individual students, fostering deeper connections and providing more personalized feedback. Policymakers should also incorporate clear guidelines on interactive teaching practices into curriculum frameworks, ensuring consistency in their

implementation across schools. Regular monitoring and evaluation of teaching practices can help identify areas for improvement and ensure that schools adhere to best practices in classroom management.

Furthermore, fostering partnerships between schools and educational stakeholders, such as local historians, museums, and academic institutions, can enhance the quality of history education. These partnerships can provide students with additional learning opportunities, such as workshops, field trips, and guest lectures, that complement classroom instruction and deepen their understanding of historical concepts. Encouraging collaboration between teachers and the wider community can also create a richer, more diverse learning environment that inspires students to engage actively with history.

Author contributions: Conceptualization, SMN and PMM; methodology, SMN and PMM; formal analysis, SMN; investigation, SMN; resources, SMN; data curation, SMN; writing—original draft preparation, SMN; writing—review and editing, PMM; supervision, PMM. All authors have read and agreed to the published version of the manuscript.

Institutional review board statement: Not applicable.

Informed consent statement: Not applicable.

Conflict of interest: The authors declare no conflict of interest.

References

1. Peng L, Jin S, Deng Y, Gong Y. Students' perceptions of active learning classrooms from an informal learning perspective: Building a full-time sustainable learning environment in higher education. *Sustainability*. 2022; 14(14): 8578.
2. Pope D, Miles S. A caring climate that promotes belonging and engagement. *Phi Delta Kappan*. 2022; 103(5): 8-12.
3. Minja OB. An Assessment on the Role of the Teacher in Classroom Management: A Case of Arumeru District, Tanzania. *Journal of Research Innovation and Implications in Education*. 2021; 5(2): 28-38.
4. Vygotsky LS. *Mind in society: The development of higher psychological processes*. Harvard University Press; 1978.
5. Tzuriel D, Tzuriel L. *The socio-cultural theory of Vygotsky: Mediated learning and cognitive modifiability*. Springer; 2021. pp. 53–66.
6. Juma K, Mwila P. Leveraging Information and Communication Technology in Distance Learning: Analyzing Challenges and Competence among Adult Learners in Kisarawe District, Tanzania. *IJSRMT*. 2024. doi: 10.71115/ijsrmtjournal/131
7. Justin TC, Nicholas AG, Peter JA, et al. Educators' self-reported training, use, and perceived effectiveness of evidence-based classroom management practices, *Preventing School Failure: Alternative Education for Children and Youth*. 2017. doi: 10.1080/1045988X.2017.1298562
8. Likuru L, Mwila P. Overcrowded Classrooms: Effect on Teaching and Learning Process in Public Secondary Schools in Ilemela Municipality, Tanzania. *Asian Journal of Education and Social Studies*. 2022; 75–87. doi: 10.9734/ajess/2022/v30i230744
9. Brainard E. Classroom Management: Seventy-Three Suggestions for Secondary School Teachers. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*. 2001; 74(4): 207–210. doi: 10.1080/00098650109599192
10. Agyekum S. *The Experiences of Students with Disabilities: A Phenomenological Study of Postsecondary Students in Ghana*. Liberty University; 2021.
11. Loots S, Strydom F, Posthumus H. Learning from students: Factors that support student engagement in blended learning environments within and beyond classrooms. *Journal of Student Affairs in Africa*. 2023; 11(2). doi: 10.24085/jsaa.v11i2.4897

12. Kombo L, Mwila P. Role of Information and Communication Technologies in Improving School Administration in Secondary Schools: A Case of Ilala Municipality. *International Journal of Scientific Research and Modern Technology*, 2024; 3(12): 13–18.
13. Clarke V, Braun V. Thematic analysis. In: *Encyclopedia of critical psychology*. Springer; 2014. pp. 1947–1952.
14. Field A. *Discovering statistics using IBM SPSS statistics*, 4th ed. Sage; 2013
15. Creswell JW. *Research design: Qualitative, quantitative, and mixed methods approaches*, 4th ed. Sage; 2014.
16. Patton MQ. *Qualitative research and evaluation methods*, 3rd ed. Sage; 2002.
17. Bryman A. *Social research methods*, 4th ed. Oxford University Press; 2012.
18. Marshall C, Rossman GB. *Designing qualitative research*, 6th ed. Sage; 2016.
19. BERA. *Ethical guidelines for educational research*. British Educational Research Association; 2018.
20. Taiwo A, Ukamaka A, Abdallah M. Influence of classroom management on students' attitude towards learning science in senior secondary schools in Nigeria. *Asian Journal of Educational Research*. 2021; 9(3): 65–78.
21. Dorimana A, Uworwabayeho A, Nizeyimana G. Teacher-student interactions for enhanced learning in upper secondary mathematics classroom. *International Journal of Evaluation and Research in Education*. 2021; 11(2): 621–628. doi: 10.11591/ijere.v11i2.22152
22. Sun HL, Sun T, Sha FY, et al. The influence of teacher–student interaction on the effects of online learning: Based on a serial mediating model. *Frontiers in psychology*. 2022; 13: 779217.