

## CHALLENGES OF HANDLING DIFFICULT TEACHERS IN SCHOOL FOR EFFECTIVE SCHOOL MANAGEMENT

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### ABSTRACT

This study has investigated the challenges of handling difficult teachers for in school for effective school management. The study employed both quantitative and qualitative research approach. The objectives of the study were to establish the characteristics of difficult teachers in schools. Find out the challenges difficult teachers pose to the school administrators and to highlight the remedial measures of handling difficult teachers in secondary schools in Morogoro Municipality. Instrument used to collect data which its reliability test yielded the cronbach coefficient alpha of 7.35 as employed. The findings were that the head teachers agreed that there are difficult teachers in their schools. Those teachers are lazy and do not complete work on time, delay work or accomplishment of work, speak negatively, the leaders face challenge of lacking skills and knowledge to handle them. the measures for handling such difficult teachers are to provide them the responsibilities, accept them as they are, counsel them individually and in peer, assess whether your reaction is excessive, confront them, let them understand your intention as a leader, consult other players, report to their higher authority. The study recommended that; The government should introduce training program for the school heads on conflict resolution so as to handle difficult teachers in secondary schools. Quality assurance services should have a section of handling difficult teachers so that they are made to implement curriculum effectively. Teachers commission services (TSC) should be improved on their responsibilities so as to mentor teachers in schools for reducing difficult behaviour.

**Keywords.** Difficult teachers, Challenges, Education Management.

### 1.0 INTRODUCTION

Difficult teachers are found everywhere and a leader of a school cannot avoid their presence. Several studies (Maric,2013; Pierce, 2013; and Biradar,2014); have concluded that, presence of difficult teachers in the organization creates unfriendly work environment to both parties, workers and administrators, cause stress and lower work morally. According to Stitt Feld Handy Group (2021), difficult teachers in schools can be source of conflict, stress and an energy drain. However many of the personality characteristics that make teachers difficult are simple human nature, the study further revealed that, there are effective strategies for dealing with difficult teachers in the work place which are: choosing your Battles Wisely, look at underlying causes,

show them their mistakes, use humour to diffuse the situation, take control of the conversation. In every school, we encounter a fair share of difficult teachers. And we all find it challenging to deal with difficult teachers at work. Difficult teachers at work comes in different forms like, some are keeping talking but are never ready to listen, some others are terrible criticizers and dishonest to their own responsibilities, there are bullies, negativity spreaders, demanding bosses, gossipmongers, and terrible team players with uncompromising employee habits (Rhonda 2021).The job of school heads is extremely challenging and there is need for the ministry of education and the teachers service commission to develop viable strategies and mechanisms on teacher motivation and morale which would cater for the following: induction of new teachers, continuous in-service to cope with curriculum changes and reforms, retirement preparation as part of succession management plan, status recognition, personal safety and security in the work environment, protection against losses and risks at the workplace Nthenya (2012).

Many school leaders face challenges on how to handle difficult teachers, It becomes a challenge due to variability in behaviors of those people, who are not easily manageable since they need some techniques of handling them (URT,2010).Literature has shown that in Morogoro municipality there are difficult teachers who display the characteristics of cheating in National examinations, are bribed, have a negligence character which lead to inconvenience to the candidates, the government and the school leaders of the examinations centres as revealed from the Municipality Examination Committee's Evaluation report (2019).Physically fight at the work place, attend late at schools which cause the delay of accomplishment of work, and fears to the school leaders as observed from the mid-municipality internal quality assurance report (2022). Poor in time management complain about everything in schools, do not accomplish their tasks on time, drunkard, never accept challenges, are truants which bring pressure and stresses to leaders on how to handle them. This have been viewed from TSC committee report (2021) and zonal quality assurance report (2020) displayed that difficult teachers do not attend classes, provide corporal punishment to students, use abusive language to the management, teachers and students. As a result bring conflicts among staff members and demoralize school administrators. Handling them require skills and knowledge of higher order in handling them. Thus the current study was set to find out the challenges of handling difficult teachers in schools for effective school management. This study is set to investigate on challenges of handling difficult teachers in public schools for effective school management in Morogoro Municipality.

## 2.0 RESEARCH METHODOLOGY

This study used a survey design. Survey research designs are procedures in quantitative research in which investigator administer a survey to a sample or to the entire population of people to describe the attitudes opinions, behaviors, or characteristics of the population (Omari, 2018).Surveys allow researchers to collect a large amount of data in a relatively short period, it is less expensive than many other data collection techniques. The research approach that was employed for this study is a mixed method approach which collects quantitative and qualitative data. The target population of this study were 23 head of schools from public secondary schools in Morogoro Municipality which are registered, 230 heads of departments from public secondary schools and 1 District Education Officer (DEO). District Education Officer (DEO) was sampled by using saturated sampling procedure because the position belong to one person, therefore one(1) Education District Officer was selected. The researcher used descriptive statistics to

analyse quantitative data, where Statistical Package for Social Sciences(SPSS) produced tables of frequencies and percentages while, qualitative data were coded thematically.

### 3.0 FINDINGS AND DISCUSSION

#### 3.1 Characteristics of Difficult Teachers

The first objective of the current research study was set to establish the characteristics of difficult teachers. Respondents were asked to state whether they agreed or disagreed with the samples of characteristics displayed in the Likert scale. Table 4.1 presents the summary of the distribution of the respondent's view on the characteristics of difficult teachers.

**Table 4.1 characteristics of difficult teachers (n=23)**

Items	A f (%)	N f(%)	D f(%)	TOTAL f(%)
Laziness and do not complete work on time	23(100%)	0(0%)	0(0%)	23(100%)
Ever complaining about every thing	18(78.3%)	1(4.3%)	4(17.3%)	23(100%)
Speak negatively	21(91.3%)	0(0%)	2(8.7)	23(100%)
Delay work or accomplishment of work	21(91.3%)	1(4.3%)	1(4.3%)	23(100%)
Good at grapevines	19(81.6%)	0(0%)	4(17.4)	23(100%)
They tend to praise themselves	16(69.6%)	2(8.7%)	5(21.7%)	23(100%)
They pose all knowing	14(60.8%)	3(13%)	6(26.1%)	23(100%)
In front line to lead strikes and mobilize others against the leader	20(87%)	1(4.3%)	3(13%)	23(100%)
Do not keep time	14(60.9%)	1(4.3%)	8(35%)	23(100%)
Truant	10(43.4%)	0(0%)	13(56.5%)	23(100%)
Create a problem that does not exist	12(52.1%)	1(4.3%)	11(47.8%)	23(100%)
Sabotaging/ignoring orders	15(65.2%)	3(13%)	5(21.7%)	23(100%)
Have short term relationship	12(52.2%)	2(8.7%)	9(26.1%)	23(100%)
Low motivated	16(69.5%)	1(4.3%)	7(30.4%)	23(100%)
Display dependence syndrome	13(56.5%)	0(0%)	10(43.5%)	23(100%)
They have aggressive attitude	16(69.6%)	1(4.3%)	6(26%)	23(100%)
They are fault finders	18(78.2%)	1(4.3%)	4(17.4%)	23(100%)
They are manipulators	15(65.2%)	1(4.3%)	7(17.3%)	23(100%)
They are talkative	16(69.6%)	1(4.3%)	2(26%)	23(100%)
They tend to praise themselves	16(69.6%)	2(8.7%)	5(21.7%)	23(100%)

They never accept challenges	16(69.6%)	0(0%)	7(30.4%)	23(100%)
They are negative about life	16(69.6%)	1(0%)	6(8.6%)	23(100%)
Need recognition and respect	15(65.2%)	1(4.3%)	2(8.6%)	23(100%)
They do not want to live their comfort zones	14(60.9%)	3(8.7%)	6(26%)	23(100%)
They prefer to be ruled	10(43.5%)	1(4.3%)	12(51.2%)	23(100%)
They are yelling	16(69.6%)	2(8.7%)	5(21.7%)	23(100%)

Table 4.1 above shows that the most displayed characteristic of difficult teachers according to the respondents was the sub item on laziness and do not complete work on time 23(100%). That was followed by the sub item on delay work or accomplishment of work 21(91.3%) and speak negativity 21(91.3%) followed by the sub item on in front line to lead strikes and mobilize others against the leader 20(87%). Which then followed by the sub item on good at grapevine 19(81.6%) then followed by the sub item on ever complaining about everything 18(78.3%). Followed by the sub item on they are fault finders 18(78.2%). Followed by the sub item on they are yelling 16(69.6%), they tend to praise themselves 16(69.6%), low motivation 16(69.6%), they have aggressive attitude 16(69.6%), they are talkative 16(69.6%) they tend to praise themselves 16(69.6%), they never accept challenges 16(69.6%) they are negative about life 16(69.6%). Followed by the sub item on need recognition and respect 15(65.2%), they are manipulators 15(65.2%), sabotaging/ignoring orders 15(65.2). followed by the sub item on they pose all knowing 14(60.8%), do not keep time 14(60.8%), they do not want to live their comfort zones 14(60.8%). Followed by the sub item on display dependence syndrome 13(56.5%), followed by the sub item on create a problem that does not exist 12(52.1%), and they have short term relationship 12(52.1%). Sub item on they prefer to be ruled 10(43.3%) and truant 10(43.3%).

4.1. The first objective of the study was set to determine the characteristics of the difficult teachers in Morogoro Municipality. The findings were that the head teachers agreed that there are difficult teachers in their schools. These teachers are lazy and do not complete work on time, they delay work or accomplishment of work, speak negatively, in front line to lead strikes and mobilize others against the leaders, good at grapevines, ever complaining about everything, they are fault finders, they are yelling, they tend to praise themselves, low motivated, they have aggressive attitude, are talkative, they tend to praise themselves, they never accept challenges, they are negative about life, need recognition and respect, they are manipulators, sabotaging/ignoring orders, they pose all knowing, they do not want to live their comfort zones, display dependence syndrome, create a problem that does not exist, and they have short term relationship, they prefer to be ruled and they are truant. Irresponsible and they are poor on time management, complicated, cruel and they are emotional teachers (Yu & To, 2013).

### 3.2 Challenges Difficult Teachers pose to School Administrators

The second objective of the current study was set to identify the challenges difficult teachers pose to school administrators, the respondents were asked to state whether they agreed or disagreed with the samples of characteristics displayed in the Likert scale. Table 4.2 present

summary of the distribution of respondents on the challenges difficult teachers pose to school administrators.

**Table 4.2 challenges difficult teachers pose to school administrators**

Item	A f(%)	N f(%)	D f(%)	TOTAL f(%)
Costs the organization in terms of money and productivity	18(78.2%)	1(4.3%)	4(17.3%)	23(100%)
Affect people's attitude towards work	18(78.3%)	0(0%)	5(21.7%)	23(100%)
Causes leadership a lot of stress and pressure	19(82.6%)	1(4.3%)	4(17.3%)	23(100%)
Destroy team work	19(82.6%)	1(3(13%)	2(8.6%)	23(100%)
Derail academic performance	17(73.9%)	1(4.3%)	5(21.7%)	23(100%)
They are source of conflicts at work	18(78.2%)	2(8.7%)	3(13%)	23(100%)
They hinder the workers innovation and creativity	17(73.9%)	0(0%)	6(26%)	23(100%)
Demoralize other staff members	19(82.6%)	1(4.3%)	3(13%)	23(100%)
Have caused leaders to quit their jobs.	18(78.2%)	2(8.7%)	3(12.9%)	23(100%)

Table 4.2 above shows that the most displayed characteristic of difficult teachers according to the respondents was the sub item on laziness and do not complete work on time 23(100%). That was followed by the sub item on delay work or accomplishment of work 21(91.3%) and speak negativity 21(91.3%) followed by the sub item on in front line to lead strikes and mobilize others against the leader 20(87%). Which then followed by the sub item on good at grapevine 19(81.6%) then followed by the sub item on ever complaining about everything 18(78.3%). Followed by the sub item on they are fault finders 18(78.2%). Followed by the sub item on they are yelling 16(69.6%), they tend to praise themselves 16(69.6%), low motivation 16(69.6%), they have aggressive attitude 16(69.6%), they are talkative 16(69.6%) they tend to praise themselves 16(69.6%), they never accept challenges 16(69.6%) they are negative about life

16(69.6%). Followed by the sub item on need recognition and respect 15(65.2%), they are manipulators 15(65.2%), sabotaging/ignoring orders 15(65.2). followed by the sub item on they pose all knowing 14(60.8%), do not keep time 14(60.8%), they do not want to live their comfort zones 14(60.8%). Followed by the sub item on display dependence syndrome 13(56.5%), followed by the sub item on create a problem that does not exist 12(52.1%), and they have short term relationship 12(52.1%). Sub item on they prefer to be ruled 10(43.3%) and truant 10(43.3%).

**4.2.** The Second Objective in this Study was set to Establish Challenges Difficult Teachers Pose to the school Administrators in Morogoro Municipality. School leaders in this findings showed that difficult teachers pose challenges to the management that they destroy team work, demoralize other staff members, cause leadership a lot of stress and pressure .Affect people's attitude towards work, costs the organization in terms of money and productivity. they are source of conflicts at work, they cause leaders to quit their jobs, they hinder the worker's innovation and creativity, derail academic performance, delay accomplishment of work, they need close supervision and lack of professionalism, they use drugs, are frustrated due to workloads they have, dismal school performance, difficult teachers misbehave in schools, they bring negative impacts in school management(Porath et al.2010).

### 3.3 Remedial Measures to Manage Difficult Teachers in school

The third objective of the current study was set to investigate the remedial measures to manage difficult teachers in secondary schools, the respondents were asked to state whether they agreed or disagreed with the sample of characteristics displayed in the Likert scale. Table 4.3 presents the summary of the distribution of the respondent's view on the remedial measures to manage difficult teachers in schools.

**Table 4.3 remedial measures to manage difficult teachers in secondary schools**

<b>Item</b>	<b>A f(%)</b>	<b>N f(%)</b>	<b>D f(%)</b>	<b>TOTAL f(%)</b>
Accept them	15(81.6%)	2(8.7%)	6(26%)	23(100%)
Change them by doing good	13(56.5%)	1(4.3%)	9(38.1%)	23(100%)
Ignore them or do not pay attention	14(60.4%)	1(4.3%)	9(39.1%)	23(100%)
Remove them	12(52.1%)	2(8.75%)	9(39.1%)	23(100%)
Institute strict regulations to curb their destructions	13(56.5%)	0(0%)	10(43.5%)	23(100%)
Consult other players	16(69.5%)	1(4.3%)	6(26.1%)	23(100%)
Report them to their higher authority	16(69.5%)	0(0%)	7(30.4%)	23(100%)
Counsel them	17(71.9%)	1(4.3%)	5(8.6%)	23(100%)
Provide them with responsibilities	19(82.6%)	0(0%)	4(17%)	23(100%)
Let them understand your intention as a	16(69%)	3(13%)	4(17%)	23(100%)

leader					
Understand their motive	13(56.5%)	1(4.3%)	9(39.1%)	23(100%)	
Handle them according to the laid down rules and regulations	14(60.8%)	2(8.7%)	7(30.4%)	23(100%)	
Define the mission and vision to them	11(47.8%)	2(8.7%)	10(43%)	23(100%)	
Restrict yourself from speaking too much	15(65.2%)	0(0%)	8(34.8%)	23(100%)	
Be a good listener	15(65.2%)	0(0%)	8(34.8%)	23(100%)	
Know yourself	15(45.2%)	3(13%)	5(21.7%)	23(100%)	
Determine whether you are task or people oriented	13(56.5%)	4(17.4%)	6(26%)	23(100%)	
Take control of the situation	14(60.8%)	1(4.3%)	8(34.7%)	23(100%)	
Assess whether your reaction is excessive	17(71.9%)	0(0%)	6(26.1%)	23(100%)	
Confront the difficult people	16(69.6%)	2(8.7%)	5(21.7%)	23(100%)	

Table 4.3 above shows that the most displayed remedial measure to manage difficult teachers in secondary schools according to the respondent was the sub item on provide them the responsibilities 19(82.6%). Followed by a sub item accept them (81.6%). Followed by the item counsel them 17(71.9%). Followed by the sub item assess whether your reaction is excessive 17(71.9%). Followed by the sub item confront the difficult people 16(69.6%). Followed by the sub item let them understand your intention as a leader 16(69.5%). Followed by the sub item consult other players 16(69.5%). Followed by a sub item report to their higher authority 16(69.5%). Followed by a sub item restrict yourself from speaking too much 15(65.2%). Followed by a sub item be a good listener 15(65.2%). Followed by a sub item Know yourself 15(65.2%) Followed by a sub item take control of the situation 14(60.8%). Followed by a sub item handle them according to the laid down rules and regulations 14(60.4%), ignore them or do not pay attention 14(60.8%). Followed by a sub item change them by doing good 13(56.5%). Followed by a sub item institute strict regulations to curb their destructions 13(56.5%). Followed by a sub item understand their motive 13(56.5%). Followed by determine whether you are task or people oriented 13(56.5%). Followed by a sub item remove them 12(52.1%). Followed by a sub item define the mission and vision to them 11(56.5%).

**4.3** The third objective in this study was set to Highlight the Remedial Measures to Manage Difficult Teachers in Secondary Schools in Morogoro Municipality. The findings from the schools heads, Heads of departments, and the District Education Officer (DEO) proposed the measures which are to be taken and done in order to solve the problems brought in schools by difficult teachers which include; provide them the responsibilities, accept them as they are, counsel them individually and in peer, assess whether your reaction is excessive, confront them, let them understand your intention as a leader, consult other players, report to their higher

authority, restrict yourself from speaking too much, be a good listener, know yourself as a leader, take control of the situation, handle them according to the laid down rules and regulations, ignore them or do not pay attention to them, change them by doing good, institute strict regulations to curb their destructions, understand their motives determine whether you are task or people oriented, remove them when all measure applied did not work, define the mission and vision to them(Bacal, 2000).

#### 4.0 CONCLUSION

From the study findings it can be concluded that, there are many teachers who are difficult to work with them in secondary schools, who are lazy, low motivated at work, they are yelling over students, co-workers, and management, who are poor in time management, this seems to point out that difficult teachers bring challenge to the school administrators on how to handle them for effective school management and effective achievement of the school objectives. The challenges brought by difficult teachers in schools, not only affect the effectiveness of the management but also other staff members who are working with these teachers in public schools, since they are discouraged to work hard and fulfill their activities since their commitment to work is diminished by the behavior of difficult teachers.

Furthermore to manage difficult teachers in secondary schools for effective school management, there are different ways which can be argued that they are helpful which are; accepting them as they are and work with them, use various strategies to change them, provide responsibilities to difficult teachers, provide punishment to those teachers who seem to be much distracter in schools by using the rules and regulations of the public service servant (standing order for public service servant). The government with its organ should understand that the responsibility of handling difficult teachers in schools is not the work of school heads only but should begin from teachers training colleges and Universities where these teachers originate.

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