

## **The Relationship Between Teachers' Use of Managerial Skills and Class Control in Secondary Schools of Buhweju District**

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### **Abstract**

The study was about teachers' use of managerial skills and class control in secondary schools in Buhweju District. The study adopted a correlational research design. The study population included the District Inspector of Schools, District Education Officer, headteachers, and teachers. The sample size was 176. The study employed interviews and observations as research methods. The researcher developed the interview guide and observation checklists as data collection instruments. Qualitative data was analyzed thematically by organizing, interpreting, and drawing conclusions, while quantitative data from the observations was analyzed using descriptive statistics. The Statistical Package for Social Sciences (SPSS) version 20.0 was used to analyze the quantitative data. The study findings showed a moderate positive statistically significant relationship between teachers' use of managerial skills and class control ( $r = 0.512^{**}$ ,  $p = 0.000$ ). It was concluded that there is a significant relationship between teachers' use of managerial skills and class control in secondary schools in Buhweju District. The study recommended that the District Education Officer, District Inspector of Schools, and headteachers organize workshops and training sessions, implement mechanisms to monitor and evaluate the effectiveness of teachers, and establish mentorship programs to improve teachers' managerial skills. Teachers should attend continuous professional development courses and collaborate with administrators to develop a comprehensive policy outlining acceptable methods of class control.

**Key Words:** Relationship, Teachers' Use, Managerial Skills, Class Control, Secondary Schools

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### **Introduction**

The development of teachers' use of managerial skills and class control has deep historical roots, demonstrating significant variations across different nations. In ancient civilizations like Greece and Rome, educators such as Socrates and Quintilian emphasized pedagogical techniques that balanced discipline with fostering critical thinking (Rich, 2010). In feudal Japan, the samurai class employed strict class control to instill loyalty and hierarchical values, shaping the foundation of Japanese education (Vlastos, 1998).

In Uganda, the education system underwent significant transformations that impacted teaching methodologies and classroom dynamics. During the 1970s, political instability under the Amin regime led to disruptions in the education sector, affecting teacher training and resulting in a decline in class control. However, in

subsequent decades, efforts were made to rebuild the education system, focusing on improving teacher training programs. For instance, the introduction of the "In-Service Teacher Education and Training" (INSET) program aimed to enhance teachers' skills in maintaining discipline and managing classrooms effectively (Smith, 2005).

Buhweju District has a total of 19 secondary schools, all of which witness high rates of teacher absenteeism, poor learner participation in the classroom, a lack of clear classroom guidelines, and poor teacher feedback (Inspector of Schools Quarterly Report submitted to Chief Administrative Officer Buhweju District, 2018). Additionally, there are high failure rates in both the Uganda Certificate of Education (UCE) and the Uganda Advanced Certificate of Education (UACE) exams administered by the Uganda National Examinations Board (UNEB, 2016, 2017, 2018). This implies that most of the teachers in these schools demonstrate poor teaching quality and class management. Although the Ministry of Education and Sports has raised concerns about improving the quality of teaching in districts like Buhweju, the factors within the educational system have not led to better service delivery outcomes for teachers' performance. These factors include poor lesson plan preparation, inadequate schemes of work, and an ineffective supply of essential resources to schools such as infrastructure, and learning and teaching materials (Education Ministry, 2020; Namukasa, 2018).

In Buhweju District, challenges in maintaining effective class control in secondary schools persist due to various factors. Overcrowded classrooms, often exceeding recommended student-teacher ratios, pose a significant hurdle as educators struggle to provide personalized attention and manage disruptive behavior (Education Ministry, 2020; Namukasa, 2018). Inadequate resources, including outdated teaching materials and insufficient infrastructure, further impede educators' efforts to engage students effectively and maintain order (Mukasa, 2018). Additionally, socio-economic disparities among students contribute to behavioral issues, with learners from disadvantaged backgrounds facing difficulties in motivation and exhibiting disruptive behavior stemming from external stressors (Nabunya, 2019). To address these challenges, comprehensive reforms are necessary, including improving infrastructure, enhancing teacher training programs, and ensuring equitable resource allocation to create conducive learning environments that support optimal class control and student success (Kiggundu, 2021).

Secondary school teachers are expected to control classes by creating learner-centered lessons, managing learner behavior, and employing reinforcement strategies that often involve different approaches (Skinner, 2018). However, in many secondary schools, class control is a challenge due to lessons that are not engaging, noise in class, poor seating arrangements, ineffective behavior management leading to persistent disruptions, and little or no reinforcement of learners during the teaching/learning process (DIS Buhweju, 2019). A report by the District Inspector of Schools in Buhweju indicates that 72% of secondary school teachers teach without teaching/learning aids, creating learner boredom during lessons and making concepts too abstract for learners (Report of the Inspector of Schools in Buhweju District, 2018).

A majority of secondary school teachers are not keen on learner discipline and believe it is the responsibility of the headteacher and deputy headteacher (Report of District Education Officer Buhweju District, 2022). This can result in student disengagement and difficulties in maintaining discipline, which hampers the establishment of a conducive learning environment and potentially impacts overall classroom productivity. Most teachers in secondary schools hardly use recommended learner-engaging pedagogies, do not carry out regular learner assessments, fail to give timely feedback to learners, and often speak rudely to them (DES, 2019). Buhweju District has been posting poor results for secondary schools (UNEB, 2019-22). If the current

situation persists, dropout and failure rates, as well as unrest, are likely to increase, resulting in the wastage of resources allocated to education and insufficient human resources vital for social and economic growth.

**Purpose of the study**

To assess the relationship between teachers’ use of managerial skills and class control in secondary schools of Buhweju District.

**Methodology**

**Research Design**

This study adopted a correlational research design to investigate the relationship between teachers' use of managerial skills and class control, as it facilitates the identification of patterns and tendencies, enabling the researcher to understand the potential impact of specific managerial abilities on various aspects of classroom control. Buhweju District has 19 secondary schools, including 7 government-aided and 12 private (DEO Performance Report, 2022). The study employed interviews and observations for data collection. Both qualitative and quantitative data analysis methods were used to analyze the data collected.

**Results**

**Table 1: The level of teachers’ use of managerial skills in Secondary Schools**

Statement			5	4	3	2	1	Mean
Communication skills	Voice projection	F	8	24	6	66	41	2.25
		%	5.5	16.6	4.1	45.5	28.3	
	Body language	F	32	25	38	26	24	3.10
		%	22.1	17.2	26.2	17.9	16.6	
	Active listening	F	63	44	-	36	2	3.89
		%	43.4	30.3	-	24.8	1.4	
Leadership skills	Guide learners through learning tasks	F	36	54	8	46	1	3.53
		%	24.8	37.2	5.5	31.7	0.7	
	Positive behaviour promotion	F	16	12	15	75	27	2.41
		%	11	8.3	10.3	51.7	18.6	
	Dressing code	F	24	71	3	35	12	3.41
		%	16.6	49	2.1	24.1	8.3	
Organizational skills	Team work	F	46	50	22	24	3	4.02
		%	31.7	34.5	15.5	16.6	2.1	
	Time management	F	20	23	-	61	41	3.77
		%	18.8	15.9	-	42.1	28.3	
	Lesson plan	F	24	71	3	35	12	3.41
		%	16.6	49	2.1	24.1	8.3	
<b>Average</b>								<b>3.29</b>

5= very high, 4= high, 3= moderate, 2=low, 1= very low

Table 1 presents an analysis of the level of teachers' use of managerial skills in secondary schools, assessed on a scale of 1 to 5. Communication skills are evaluated across various aspects, with voice projection scoring a mean of 2.25, indicating a moderate level of proficiency, while body language and active listening scored means of 3.10 and 3.89, respectively, suggesting higher competency in these areas. Leadership skills, particularly guiding learners through tasks, garnered a mean score of 3.53, indicating a relatively high level of effectiveness. However, positive behavior promotion and adherence to dress code scored means of 2.41 and 3.41, respectively, suggesting moderate proficiency. Organizational skills, such as teamwork and time management, scored higher means of 4.02 and 3.77, respectively, indicating a commendable level of competence. Additionally, lesson planning scored a mean of 3.41, indicating a moderate level of proficiency. Overall, the average mean score for all managerial skills assessed is 3.29, suggesting a generally moderate to high level of competency among teachers in the utilization of managerial skills within secondary schools. The analysis reveals strengths and areas for improvement in teachers' utilization of managerial skills. While communication and leadership skills demonstrate relatively good proficiency levels, there are certain areas, such as positive behavior promotion and adherence to dress code, where improvement is warranted. The high mean scores for organizational skills, particularly teamwork and time management, indicate a strong foundation in these areas, contributing positively to effective classroom management. However, there is still room for enhancement, especially in areas where mean scores indicate only moderate proficiency.

### **Qualitative analysis**

During the interview with the headteachers on how teachers manage time and resources effectively to meet the demands of teaching, respondent 1 revealed that:

"At our school, we emphasize the importance of strategic planning and organization among our teaching staff. Teachers are encouraged to utilize time management techniques such as prioritizing tasks, setting realistic deadlines, and efficiently using available resources. We also provide support through professional development opportunities focused on effective time management strategies. Additionally, our teacher motivation works closely with teachers to ensure they have access to the necessary resources and support systems to effectively meet the demands of teaching."(Interview with respondent 1,8<sup>th</sup> march,2024).

During the interview with respondent 2 on how teachers establish and maintain a positive and productive classroom environment, he revealed that:

"Creating a positive and productive classroom environment is essential for student success. Our teachers focus on building strong relationships with students based on mutual respect, trust, and empathy. They employ various techniques such as positive reinforcement, active listening, and fostering a sense of belonging among students. Additionally, our teachers set clear expectations for behavior and academic performance, and consistently enforce these expectations in a fair and consistent manner. By creating a supportive and inclusive classroom culture, our teachers ensure that every student feels valued and motivated to succeed."(Interview with respondent 2,10<sup>th</sup> march,2024).

During the interview with respondent 3, one of the headteachers, on how teachers foster a positive relationship with students while maintaining authority in the classroom, she revealed that:

"Balancing a positive relationship with students while maintaining authority in the classroom is a delicate but crucial aspect of effective teaching. Our teachers strive to create a learning environment where students feel respected, heard, and supported, while also understanding the importance of boundaries and discipline. They establish clear and consistent rules and consequences, and communicate them to students in a respectful and transparent manner. By building trust and rapport with students, our teachers can effectively manage classroom behavior and maintain a conducive learning environment where all students can thrive academically and socially." (Interview with respondent 3, 10<sup>th</sup> march 2024).

**Table 2 The determining quality of methods of class control in secondary schools**

Statement			5	4	3	2	1	Mean
Learner centered lessons	Learner participation	F	95	7	4	29	10	4.02
		%	65.5	4.8	2.8	20	6.9	
	Feedback	F	46	50	22	24	3	3.77
		%	31.7	34.5	15.5	16.6	2.1	
	Use of mixed media	F	20	23	-	61	41	2.44
		%	18.8	15.9	-	42.1	28.3	
Learner behaviour management	Noise control	F	28	61	13	25	18	3.38
		%	19.3	42.1	9	17.2	12.4	
	Seating arrangement	F	-	12	18	70	45	1.97
		%	-	8.3	12.4	48.3	31	
	Guidelines	F	16	12	15	75	27	2.41
		%	11	8.3	10.3	51.7	18.6	
Reinforcement	Praises	F	24	71	3	35	12	3.41
		%	16.6	49	2.1	24.1	8.3	
	Physical rewards	F	25	18	13	28	61	1.20
		%	17.2	12.4	9	19.3	42.1	
<b>Average</b>								<b>3.06</b>

5= very high, 4= high, 3= moderate, 2=low, 1= very low

Table 2 presents data on determining the quality of methods of class control in secondary schools, utilizing a scale ranging from 1 to 5, where 5 represents "very high" and 1 indicates "very low" effectiveness. Each statement is analyzed based on the frequency of responses, represented as F, and the percentage of total responses. Learner-centered lessons, particularly through learner participation, received the highest mean score of 4.02, indicating that it is perceived as a highly effective method for class control. This is supported by the substantial percentage of respondents (65.5%) rating it as very high. Feedback mechanisms also scored well with a mean of 3.77, suggesting its importance in managing classroom dynamics. However, the use of mixed media had a lower mean score of 2.44, indicating that it may be less effective in controlling the class environment, as evidenced by the lower percentage of respondents rating it as very high (18.8%).

Regarding learner behavior management, noise control received a moderate mean score of 3.38, indicating its perceived importance, although it was not rated as highly effective by as many respondents (19.3%). Seating arrangement and guidelines had lower mean scores of 1.97 and 2.41, respectively, suggesting they may be less influential in managing learner behavior. In terms of reinforcement, both praise and physical rewards received mean scores of 3.41 and 1.20, respectively, indicating their importance in class control strategies. However, the effectiveness of these methods varied among respondents, with praise being rated as very high by 16.6% of respondents, while physical rewards were rated as very high by 19.3%. Overall, the average mean score for determining the quality of methods of class control is 3.06, indicating that on average, the methods are perceived as moderately effective. However, it's important to note the variation in effectiveness perceived by respondents for each method, suggesting the need for a tailored approach to class control strategies.

**Qualitative data analysis**

During the interviews with the headteachers, District Inspector of Schools, and District Education Officer on the quality of methods of class control in secondary schools, as per research objective two, the researcher obtained the following responses.

Headteacher 4 responded to how teachers ensure engagement and participation by stating that:

“Teachers in our school employ various strategies to ensure student engagement. They incorporate interactive teaching methods, group activities, and hands-on learning experiences to keep students actively involved in the learning process. Additionally, they foster a supportive and inclusive classroom environment where every student feels valued and encouraged to participate.”(Interview with headteacher 4, 15<sup>th</sup> march 2024).

Headteacher 5 revealed that:

“Our teachers utilize differentiated instruction to cater to the diverse learning needs of students, ensuring that every student is engaged at their own level. They also implement technology in the classroom to make lessons more interactive and engaging. Regular assessments and feedback help teachers track student progress and adjust their teaching methods accordingly” (Interview with Headteacher 5, 15<sup>th</sup> march 2024)

**Table 3: Correlations on the relationship between teachers’ use of managerial skills and class control in secondary schools**

<b>Correlations</b>			
		Teachers use of Managerial Skills	Class Control
Teachers use of Managerial Skills	Pearson Correlation	1	.512**
	Sig. (2-tailed)		.000
	N	145	145
Class Control	Pearson Correlation	.512**	1
	Sig. (2-tailed)	.000	
	N	145	145

\*\* . Correlation is significant at the 0.01 nature (2-tailed).



Table 3 illustrates the correlations between teachers' use of managerial skills and class control in secondary schools. The Pearson correlation coefficient of 0.512 reveals a moderate positive relationship between the two variables. This indicates that as teachers exhibit higher levels of managerial skills, class control also improves, and vice versa. The Sig. (2-tailed) value of 0.000, which is lower than 0.05, shows that the results are statistically significant. These results indicate that teachers' use of managerial skills is significantly related to class control. The statistically significant correlation underscores the importance of teachers' use of managerial skills in facilitating effective class control within secondary school settings. The findings demonstrate that investing in the development of teachers' managerial skills contributes significantly to enhancing classroom control and, therefore, overall learning environments.

### **Discussion of findings**

The study revealed a positive statistical relationship between teachers' use of managerial skills and class control in secondary schools of Buhweju District ( $r=0.512$ ). This finding aligns with a study by Jones (2018), which found that teachers adept in managerial skills such as time management, organization, and communication are more successful in creating orderly and productive classrooms, thereby positively impacting student learning outcomes. Improvements in teachers' use of managerial skills lead to enhanced class control, paving the way for a conducive teaching and learning environment. Therefore, investing in the enhancement of teachers' managerial abilities emerges as a key strategy for cultivating conducive learning environments and optimizing educational outcomes within secondary school settings.

### **Conclusions**

The findings of the study on the relationship between teachers' use of managerial skills and class control in secondary schools demonstrate a statistically significant positive correlation between teachers' employment of managerial skills and class control, as evidenced by a Pearson correlation coefficient of 0.512 ( $p < 0.01$ ) in both directions. This highlights the crucial role of managerial skills in fostering effective classroom management, with higher levels of these skills associated with improved class control, and vice versa. Therefore, investing in the enhancement of teachers' managerial abilities emerges as a key strategy for cultivating conducive learning environments and optimizing educational outcomes within secondary school settings.

### **Recommendations**

Buhweju District Local Government should organize workshops and training sessions focusing on enhancing teachers' managerial skills. These sessions can cover various aspects such as time management, communication skills, conflict resolution, and organizational skills.

Establish mentorship programs where experienced teachers can guide and support their colleagues in improving their managerial skills. Pairing less experienced teachers with mentors can provide them with practical insights and strategies for effective classroom management.

Ensure that teachers have access to resources such as educational materials, technology, and administrative support to facilitate the implementation of effective managerial practices. This may include providing funding for classroom supplies, IT infrastructure, and administrative assistance to alleviate some of the burdens on teachers.

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