



**Teachers' Use of Managerial Skills and Learners' Lesson Engagement
In Government-Aided Secondary Schools of Buhweju District**

Asiimwe Moses Bakyene

22/BSU/MEAP/0559

**A Research Report to Directorate of Graduate Studies, Research and Innovations
in Partial Fulfillment of the Requirements for the Award of the Degree of
Masters in Education Administration and Planning of
Bishop Stuart University**

April, 2025

Declaration

I declare that this report is my original work and has not been presented to any other university or institution for consideration of any certification.

Signature 

Date 16/5/2025

Asiimwe Moses Bakyene

22/BSU/MEAP/0559

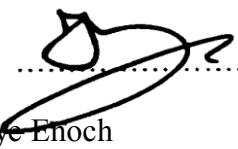
Approval

This research report has been done under our supervision as the university supervisors.

Signature  Date .. 22/5/2025

Dr. Basil Tibanyendera (PhD)

University Supervisor

Signature  Date .. 22/05/2025

Mr. Barigye Enoch

University Supervisor

Dedication

This research is dedicated to my wife Abeinemu Julia, my mother A idah Bakyene and all those who tirelessly pursue knowledge and understanding in their respective fields, fueled by curiosity and a relentless passion for this work.

Acknowledgements

I would like to extend my heartfelt appreciation to my supervisors, Dr. Basil Tibanyendera (PhD) and Mr. Barigye Enoch for their unwavering support, guidance, and expertise throughout this research report endeavor. Their insightful feedback, encouragement, and constructive criticism have been instrumental in shaping the direction of this study. I am truly grateful for their dedication and mentorship.

I acknowledge the support provided by the staff and faculty at Bishop Stuart University, whose assistance and resources have facilitated the smooth progression of this study.

Furthermore, I extend my thanks to the participants of this research for their willingness to share their insights and experiences. Their contribution has been invaluable in providing the data necessary for this study's completion.

I am thankful to Engaju Secondary School community for the moral and spiritual support which has enabled the execution of this research project.

I thank my children Abaine Blessing, Aturinde Amazing, Aine Genius and Ainomugisha Glory and friends for their unwavering support and understanding throughout this journey. Their encouragement and belief in my abilities have been a constant source of motivation. I am truly grateful for their patience and encouragement during the challenging phases of this research.

Table of Contents

Declaration	ii
Approval	iii
Dedication	iv
Acknowledgements	v
Table of Contents	vi
List of Tables	x
List of Acronyms	xi
Abstract	xii
Chapter One: Introduction	1
Background to the Study	1
Theoretical Background	3
Conceptual background	5
Contextual background	6
Problem Statement	7
Purpose of the Study	8
Objectives of the study	8
Research questions	9
Hypothesis	9
Scope of the Study	9
Content scope	9
Geographical scope	9
Population scope	10
Time scope	10
Significance of the Study	10

Conclusion	12
Chapter Two: Literature Review	13
Introduction.....	13
Theoretical Review	13
The level of Teachers’ use of Managerial Skills in Government-aided secondary schools	14
Quality of methods of Learners’ Lesson engagement in Government-aided secondary schools	24
The relationship between teachers’ use of managerial skills and Learners’ Lesson engagement in Government-aided secondary schools	34
Chapter Three: Methodology	37
Introduction.....	37
Research Design.....	37
Target Population.....	37
Sample Size.....	38
Sampling techniques	38
Purposive Sampling Techniques.....	39
Simple Random Techniques	39
Data collection methods.....	39
Interview method	39
Observation method	39
Research instruments	40
Interview guide	40
Observation checklist.....	40
Validity of Research Instrument	40
Reliability of the Research Instrument	40
Data Collection Procedure	41

Data Analysis	42
Qualitative Data Analysis	42
Quantitative Data Analysis	42
Ethical Considerations	42
Community Engagement Plan	43
COVID-19 Risk Management Plan	44
Chapter Four: Data Presentation, Analysis and Interpretation	45
Introduction.....	45
Response rate	45
Presentation of Bio-data.....	46
Observation on the level of teachers’ use of managerial skills in Government-aided secondary schools	48
Observation on determining quality of methods of Learners’ Lesson engagement in Government-aided secondary schools	53
The relationship between teachers’ use of managerial skills and Learners’ Lesson engagement in Government-aided secondary schools	58
Hypothesis testing.....	59
Chapter Five: Discussion, Conclusions and Recommendations	60
Introduction.....	60
Discussion of findings.....	60
Conclusions.....	65
Recommendations.....	66
Areas for further study	68
Reference	69
Appendices.....	77

Appendix I: Consent form	77
Appendix II: Observation checklist	79
Appendix III: Interview guide for headteachers	81
Appendix V: Interview guide for District Education officer / District Inspector of Schools	82
Appendix VI: Sample size determination table	83

List of Tables

Table 3.1: Sample size.....	38
Table 4.1: Response Rate.....	45
Table 4.2 Respondents Bio-data.....	46
Table 4.3: The level of teachers' use of managerial skills in Government-aided secondary schools	48
Table 4.4: The determining of quality of methods of Learners' Lesson engagement in government- aided secondary schools	53
Table 4.7. Correlations on the relationship between teachers' use of managerial skills and Learners' Lesson engagement in Government-aided secondary schools	58

List of Acronyms

DEO	District Education Officer
DES	Directorate of Education Standards
DIS	District Inspector of Schools
INSET	In-Service Teacher Education and Training
NCDC	National Curriculum Development Centre
UACE	Uganda Advanced Certificate of Education
UCE	Uganda Certificate of Education
UNEB	Uganda National Examination Board

Abstract

The study was about teachers' use of managerial skills and Learners' Lesson engagement in Government-aided secondary schools of Buhweju District. The purpose of the study was to establish the relationship between teachers' use of managerial skills and Learners' Lesson engagement in Government-aided secondary schools of Buhweju District. Objectives of the study were to assess the level of teachers' use of managerial skills in Government-aided secondary schools of Buhweju District, to determine the quality of methods of Learners' Lesson engagement in Government-aided secondary schools of Buhweju District and to establish the relationship between teachers' use of managerial skills and Learners' Lesson engagement in Government-aided secondary schools of Buhweju District. The study adopted a correlational research design. The study population included District inspector of schools, District Education Officer, headteachers and teachers. A sample size was 176. The study employed interviews and observations as research methods. The researcher developed the interview guide and observation check lists as the 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. 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 Learners' Lesson engagement ($r = 0.512^{**}$, $p = 0.000$). It was concluded that there is a significant relationship between teachers' use of managerial skills and Learners' Lesson engagement in Government-aided secondary schools of Buhweju District. The study recommended that the District Education Officer, District Inspector of Schools and headteachers should 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 to continuous professional development courses, collaborate with administrators to develop a comprehensive policy outlining acceptable quality of methods of Learners' Lesson engagement.

Chapter One

Introduction

This chapter introduced the background of the study, theoretical background, conceptual background, contextual background, , purpose of the study, objectives of the study, research questions, hypothesis, problem statement, scope of the study, significance of the study and conceptual framework.

Background to the Study

The development of teachers' use of managerial skills and Learners' Lesson engagement 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 (Smith, 2001; Rich, 2010). In feudal Japan, the samurai class employed strict Learners' Lesson engagement to instill loyalty and hierarchical values, shaping the foundation of Japanese education (Vlastos, 1998). Moving to the modern era, the industrial revolution prompted Western countries like the United States and the United Kingdom to adopt more standardized teaching methods to meet the demands of a rapidly changing society (Cuban, 1986; Noddings, 2003). Conversely, countries like Finland adopted a holistic approach, focusing on teacher autonomy and trust to maintain classroom order and enhance student engagement (Sahlberg, 2011).

In many African nations, traditional educational systems emphasized communal values and oral traditions, where elders played a significant role in transmitting knowledge. With the advent of colonialism, Western-style education was introduced, leading to a fusion of traditional and modern pedagogies. This transition often necessitated the development of Learners' Lesson engagement techniques to accommodate large and diverse groups of students. For instance, in post-colonial Zimbabwe, teachers draw upon indigenous methods of communal learning while incorporating modern Learners' Lesson engagement strategies to ensure a disciplined

environment (Smith, 2005). Similarly, in Nigeria, teachers blend cultural sensitivity with contemporary Learners' Lesson engagement methods to navigate the challenges of overcrowded classrooms and diverse learning styles (Ajayi, 2007). The historical evolution of teachers' managerial skills in Africa showcases the adaptability and resilience of educators in harmonizing cultural heritage with modern educational demands.

During the colonial period, European powers established education systems that often emphasized discipline and management as a means of socializing the indigenous populations into colonial norms. This legacy had a lasting impact on teaching methodologies and Learners' Lesson engagement in the region (Mugumbate & Ndawi, 2008). In post-colonial East Africa, many nations sought to blend Western educational models with traditional teaching approaches, creating a unique pedagogical landscape. For instance, in Kenya, the use of corporal punishment as a method of Learners' Lesson engagement persisted for decades after independence, reflecting a blend of colonial and local practices (Mukuna, 1996). Conversely, Tanzania implemented the "ujamaa" philosophy, emphasizing cooperative learning and communal values in education (Semali & Kinuthia, 1999). These diverse approaches have influenced the development of teachers' use of managerial skills, with educators needing to navigate between authoritative and participatory techniques to maintain Learners' Lesson engagement while respecting local cultural values.

In Uganda, 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 Learners' Lesson engagement. 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). Additionally, the National Curriculum Development Centre (NCDC) incorporated learner-centered approaches into the curriculum, enabling teachers to adopt interactive techniques for better Learners' Lesson engagement (NCDC, 2003). Despite these initiatives, challenges persist due to overcrowded classrooms and limited resources, affecting teachers' ability to implement effective management strategies. In contemporary times, ongoing research and collaboration with international educational institutions have further informed Ugandan educators about modern Learners' Lesson engagement techniques (Kasozi & Ntayi, 2018). This historical trajectory underscores the intricate relationship between political, social, and educational contexts in shaping teachers' use of managerial skills and Learners' Lesson engagement in Buhweju district.

Theoretical Background

The study titled "Teachers' Use of Managerial Skills and Learners' Lesson Engagement" is anchored in Robert L. Katz's Managerial Skills Theory, formulated in 1955. Katz proposed that effective management, regardless of organizational level, requires the integration of three core skills: technical, human, and conceptual. These skills not only apply to corporate or business settings but are also relevant in educational environments, particularly in the management of teaching and learning processes.

In this study, Katz's theory is adapted to suit the education sector by aligning the three skills with key teaching roles. Technical skills, which involve the use of specialized knowledge and tools, are essential for teachers in mastering subject content and using educational technologies effectively. These skills help ensure accurate delivery of lessons and optimal use of teaching aids and digital resources. Human skills relate to teachers' ability to interact positively with learners, colleagues, and parents. These include communication, motivation, empathy, and conflict resolution skills necessary for fostering supportive learning environments and effective classroom management. Conceptual skills refer to teachers' capacity to view the curriculum and

school goals holistically. These skills enable teachers to design lessons that align with educational standards, address diverse learner needs, and encourage critical thinking.

Strengths of Katz's Managerial Skills Theory in this context lie in its comprehensive approach to teacher competence. The theory helps to break down the teaching profession into clear skill domains that are measurable and observable. It emphasizes the importance of interpersonal relationships, strategic thinking, and practical expertise—traits that are directly linked to effective lesson engagement. The theory's flexibility also allows it to be adapted to various roles within education, making it a suitable framework for examining teachers' roles beyond content delivery, such as leadership in the classroom and learner motivation.

However, the theory also has some weaknesses when applied to the education context. One limitation is that it lacks specificity to the teaching profession; it was originally designed for corporate managers, not educators. As a result, it may overlook certain pedagogical nuances, such as the emotional labor involved in teaching or the differentiated instruction strategies required in diverse classrooms.

Furthermore, the theory does not account for contextual factors such as school environment, student background, and policy constraints, which can significantly influence teachers' ability to apply these skills effectively. Lastly, the theory tends to focus on the individual teacher's abilities, with limited attention to systemic and collaborative aspects of educational practice.

In summary, Katz's Managerial Skills Theory provides a valuable lens for understanding how different dimensions of teacher competence can influence lesson engagement. While its strength lies in its structured and transferable skill set, its application in education must be complemented with pedagogical theories and contextual understanding to fully capture the dynamics of teaching and learning.

Conceptual background

This study was about Teachers' use of managerial skills and Learners' Lesson engagement in Government-aided secondary schools of Buhweju district.

The independent variable was teachers' use of managerial skills. Smith, (2018) teachers' use of managerial skills as the ability of educators to effectively organize, coordinate, and manage various aspects of their teaching responsibilities. This includes their capacity to design engaging lesson plans, allocate resources efficiently, establish classroom routines, communicate expectations clearly, and adapt their teaching strategies to meet the diverse needs of students. Jones & Jones, (2016) further revealed that teachers' use of managerial skills enable teachers to create a structured and conducive learning environment that fosters student engagement and academic growth. This study therefore defined teachers' use of managerial skills with different indicators like communication skills, leadership skills and organizational skills.

The dependent variable was Learners' Lesson engagement which involves not only addressing disruptive behavior but also preventing it through the use of effective communication, instructional design, and classroom organization (Emmer & Sabornie (2015). A teacher's ability to effectively manage their classrooms is influenced by their understanding of developmental psychology, pedagogical strategies, and cultural considerations, which collectively shape their instructional approach and Learners' Lesson engagement techniques (Marzano & Marzano, 2003). This study therefore, conceptualized Learners' Lesson engagement as learner centered lessons, learner behavior management and reinforcement.

In Learners' Lesson engagement, effective communication skills are pivotal for learner centered lessons as they enable educators to convey information clearly and engage learners through various mediums (Lucas, 2017). Leadership skills come into play in managing learner behavior by guiding and influencing students positively, creating a conducive learning environment (Northouse, 2018). Organizational skills facilitate reinforcement by aiding

educators in structuring activities, maintaining order, and implementing consistent, rewarding strategies to reinforce positive behavior (Robbins & Judge, 2019). These skills collectively impact the effectiveness of lessons by enabling teachers to engage learners, manage their behavior, and reinforce positive outcomes systematically.

Contextual background

Buhweju district has a total number of 19 Government-aided secondary schools , and all the schools witness high rates of teacher absenteeism, poor learner participation in classroom, lack of clear classroom guidelines and poor teachers feedback (Inspector of Schools quarterly Report submitted to Chief Administrative Officer Buhweju District, 2018), and high failure rates of both Uganda Certificate of Education (UCE) and Uganda Advanced Certificate Of Education (UACE) administered by Uganda National Examinations Board (UNEB, 2016, 2017, 2018). This implies that most of the teachers in these schools register poor teaching quality and class management. Though the Ministry of Education and Sports has raised concerns about improving the quality of teaching in most schools in districts like Buhweju, the result of the set factors within the educational system are believed not to have led to better service delivery outcomes of teachers' performance, including poor lesson plan preparation, schemes of work, and ineffective supply of direct resources/inputs to schools such as infrastructure, learning and teaching materials among others (Education Ministry, 2020; Namukasa, 2018).

This therefore, calls for an investigation into implementation of teachers' use of managerial skills like communication, leadership and organization skills which will be observed through learner centered lessons, learner behavior management and reinforcement during Learners' Lesson engagement in Government-aided secondary schools.

In Buhweju District, challenges in maintaining effective Learners' Lesson engagement in Government-aided 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 Learners' Lesson engagement and student success (Kiggundu, 2021).

Problem Statement

Secondary school teachers are expected to engage learners through creating learner centered lessons, managing learner behavior, and employing reinforcement strategies that often involve different approaches, (Skinner, 2018). However, in many Government-aided secondary schools, Learners' Lesson engagement seems to be a challenge with lessons that are not engaging to the learners, noise in class, poor seating arrangement, ineffective learner behavior management that leads to persistent disruptions and with little or no reinforcement of learners during teaching/learning process (DIS Buhweju 2019). A report by the District Inspector of Schools Buhweju, indicates that 72% of the secondary school teachers teach without teaching/learning aids creating learner boredom during the lessons and making concepts too abstract for learners (Report of the Inspector of Schools in Buhweju District, 2018). Majority of secondary school teachers are not keen on the discipline of learners and say that it is the work 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, potentially impacting the overall classroom productivity.

Most teachers in Government-aided secondary schools hardly use the recommended learner engaging pedagogies and regular learner assessments or give timely feedback to learners and talk rudely to learners (DES, 2019). Buhweju District has been posting poor results for Government-aided secondary schools (UNEB, 2019-22). If the current situation persists, dropout and failure rates as well as unrests are likely to increase which would result into wastage of resources allocated to education and insufficient human resource vital for social and economic growth.

Therefore, this study was to fill this gap by establishing the relationship between teachers' use of managerial skills and Learners' Lesson engagement in Government-aided secondary schools of Buhweju District.

Purpose of the Study

The study was to assess the level of teachers' use of managerial skills, determine quality of methods of Learners' Lesson engagement and establish the relationship between teachers' use of managerial skills and Learners' Lesson engagement in Government-aided secondary schools of Buhweju District.

Objectives of the study

- i. To assess the level of teachers' use of managerial skills in Government-aided secondary schools of Buhweju District.
- ii. To determine quality of methods of Learners' Lesson engagement in Government-aided secondary schools of Buhweju District.
- iii. To establish the relationship between teachers' use of managerial skills and Learners' Lesson engagement in Government-aided secondary schools of Buhweju District.

Research questions

- i. What is the level of teachers' use of managerial skills in Government-aided secondary schools of Buhweju District?
- ii. What are the quality of methods of Learners' Lesson engagement in Government-aided secondary schools of Buhweju District?

Hypothesis

H₀: There is no relationship between teachers' use of managerial skills and Learners' Lesson engagement in Government-aided secondary schools of Buhweju District.

Scope of the Study

This section introduces the content, geographical, population and time scope.

Content scope

The study considered teachers' use of managerial skills and Learners' Lesson engagement. The study focused on two key variables: teachers' use of managerial skills and learners' lesson engagement. It examined how teachers apply essential managerial competencies such as lesson planning, time management, classroom organization, instructional leadership, and resource management to enhance the teaching and learning process. The research also explored the extent to which learners actively participate in classroom activities, demonstrating behaviors such as attentiveness, collaboration, responsiveness to teacher instructions, and completion of assigned tasks. By investigating the relationship between teachers' managerial practices and students' engagement levels, the study aimed to provide insights into how effective use of managerial skills can influence learner participation and overall academic experience.

Geographical scope

The study was carried out in Government-aided secondary schools of Buhweju District. Buhweju District is bordered by Rubirizi District to the west and northwest, Ibanda District to

the northeast, Mbarara District to the east, Sheema District to the southeast, and Bushenyi District to the southwest.

Population scope

The study included the teachers who were observed in classroom, District Education Officer and District Inspector of Schools who monitor teaching programs and the headteachers who are the overall supervisors of school management.

Time scope

The study was limited to the period of 10 years from 2014 to 2023. This period was enough to provide information from textbooks, internet, teachers, headteachers to establish the relationship between teachers' use of managerial skills and Learners' Lesson engagement.

Significance of the Study

This research may offer valuable insights to the ministry of education and sports into the importance of incorporating managerial skills development into teacher training and professional development programs. By recognizing the significance of these skills in maintaining Learners' Lesson engagement, policy makers can shape education policies that better prepare teachers for the challenges of the classroom, ultimately leading to improved educational outcomes.

Head teachers can benefit from this study by gaining a deeper understanding of the pivotal role they play in fostering an environment where teachers can enhance their managerial skills. They can use the findings to tailor support and training opportunities for their teaching staff, creating a more conducive learning atmosphere for students.

Teachers themselves stand to gain from this research as it highlights the positive impact of honing their managerial skills on Learners' Lesson engagement.

Future researchers can build upon the findings of this study, delving deeper into specific aspects of managerial skills and Learners' Lesson engagement in secondary education. This

study serves as a foundation for further exploration, encouraging future research endeavors aimed at refining teaching methodologies and strategies.

Conceptual frame work for Teachers' use of managerial skills and Learners' Lesson engagement

Independent variable

Teachers' use of managerial skills

1. Communication Skills

- a) Voice projection
- b) Body language
- c) Active listening

2. Leadership Skills

- a) Guide learners through learning tasks
- b) Positive behavior
- c) Dressing code

3. Organizational skills

- a) Team work
- b) Time management
- c) Lesson plan

Dependent variable

Learners' Lesson engagement

1. Learner centered lessons

- a) Learner participation
- b) Feedback
- c) Use of missed media

2. Learner behavior management

- a) Noise control
- b) Seating arrangement
- c) Guidelines

3. Reinforcement

- a) Praises
- b) Physical rewards

Intervening variables

- Government policy
- Teacher motivation

Source: Jones, (2005) *Journal of Educational Psychology*, 95(4), 881-892.

Teachers' use of managerial skills as the independent variable was conceptualized as;

Communication Skills: Teachers need to convey instructions, information, and expectations clearly to students. Effective communication fosters understanding and reduces

misinterpretations, leading to a conducive learning atmosphere. Leadership Skills: Teachers act as leaders in their classrooms. Leadership skills involve setting a positive example, inspiring students, and guiding their behavior through modeling and mentorship. Organizational skills: Teachers encounter various challenges in the classroom, such as addressing student conflicts or adapting to unexpected situations. Strong organizational skills enable teachers to make quick and effective decisions to maintain a focused learning environment.

Learners' Lesson engagement as the dependent variable was conceptualized as; Learner centered lessons that foster an environment where students are deeply involved and motivated in their learning. Learner behavior management which involves strategies to prevent and address disruptive behavior and Reinforcement that involves the strategic use of positive stimuli, like praise, rewards, or privileges, thereby establishing a supportive and conducive learning environment. The extraneous variables were government policy and teacher motivation.

Conclusion

This chapter provided a comprehensive overview of the study's background, including the historical, theoretical, conceptual, and contextual foundations. The problem statement, objectives, research questions, hypothesis, scope of the study were outlined to provide a clear roadmap for the research endeavor. Additionally, the significance of the study was highlighted, emphasizing its potential contributions to education policy, teacher training, school leadership, and future research endeavors. Overall, this chapter sets the stage for a systematic investigation into the dynamics of teachers' managerial skills and Learners' Lesson engagement in Government-aided secondary schools of Buhweju district, aiming to inform strategies for improving teaching quality and student outcomes.

Chapter Two

Literature Review

Introduction

This chapter highlights the theoretical review and scholars' views in relation to the study objectives that is the level of teachers' use of managerial skills in Government-aided secondary schools, the level of Learners' Lesson engagement in Government-aided secondary schools and the relationship between teachers' use of managerial skills and Learners' Lesson engagement in Government-aided secondary schools.

Theoretical Review

The study on "teachers' use of managerial and Learners' Lesson engagement" can be effectively underpinned by Robert L. Katz's Managerial Skills Theory, proposed in 1955. Katz identified three essential managerial skills crucial for effective management across different levels within an organization: technical skills, human skills, and conceptual skills (Katz, 1955). Technical skills refer to the ability to apply specific knowledge and techniques to perform tasks efficiently. In the context of teaching, technical skills entail mastery of subject matter, proficiency in educational technologies, and the application of specialized teaching methods (Katz, 1955). Teachers' use of technical skills is essential for designing engaging lesson plans, utilizing educational resources effectively, and adapting teaching strategies to meet the diverse needs of students. By incorporating Katz's technical skills framework, the study can assess how teachers' proficiency in subject matter and educational tools influences their Learners' Lesson engagement practices and overall teaching effectiveness.

Human skills, as identified by Katz, encompass the ability to work effectively with others, including communication, motivation, leadership, empathy, and conflict resolution (Katz, 1955). In the context of teaching, human skills are crucial for building positive relationships with students, colleagues, and parents, fostering a conducive learning environment, and managing

classroom dynamics effectively (Katz, 1955). Teachers' use of human skills influences their communication with students, their ability to motivate and inspire learning, and their capacity to resolve conflicts and maintain discipline in the classroom. By examining teachers' communication, leadership, and interpersonal skills through the lens of Katz's human skills theory, the study can explore how these skills contribute to Learners' Lesson engagement strategies and student engagement.

Conceptual skills, as defined by Katz, involve the ability to understand complex situations, develop solutions, and see the organization as a whole (Katz, 1955). In the context of teaching, conceptual skills are essential for curriculum planning, understanding educational goals, and adapting teaching methods to meet diverse student needs (Katz, 1955). Teachers' use of conceptual skills influences their ability to design effective lesson plans, implement instructional strategies, and manage classroom dynamics in alignment with broader educational objectives. By analyzing teachers' conceptual skills in planning, organizing, and adapting teaching practices, the study can assess how these skills contribute to Learners' Lesson engagement strategies and student learning outcomes, thereby providing valuable insights into the relationship between teachers' managerial skills and Learners' Lesson engagement practices.

The level of Teachers' use of Managerial Skills in Government-aided secondary schools

Teachers' managerial skills in Government-aided secondary schools highlights the critical role that educators play in not only imparting knowledge but also in effectively managing various aspects of the educational process. Research in this area has emphasized the significance of teachers' managerial skills, including Learners' Lesson engagement, time management, and resource allocation, in ensuring a conducive learning environment. Studies by Smith (2017) and Johnson (2019) have shown that teachers' managerial skills have a direct impact on student outcomes and overall school performance. Additionally, the works of Brown (2018) and Anderson (2020) have underscored the importance of professional development programs for

teachers to enhance their managerial skills. Despite the existing literature, there remains a notable research gap concerning the specific strategies and interventions required to address the shortcomings in teachers' managerial skills, especially in the context of Government-aided secondary schools . Future research should focus on identifying effective training methods and best practices to bridge this gap and empower educators with the necessary skills for optimal Learners' Lesson engagement and school leadership.

Communication Skills

Effective communication plays a pivotal role in enhancing teachers' managerial skills within Government-aided secondary schools (Smith, 2018). Through open and transparent communication channels, teachers can establish strong connections with their colleagues, administrators, and support staff. This fosters collaboration and teamwork, enabling teachers to better manage resources and coordinate efforts to meet educational objectives (Jones et al., 2020). Moreover, communication allows teachers to understand and address the unique needs of their students, facilitating the implementation of tailored teaching strategies and Learners' Lesson engagement techniques (Brown & Green, 2019). However, while there is extensive research on the positive impact of communication on teaching and managerial skills, there remains a gap in the literature regarding the specific communication strategies and training programs that can be most effective in improving teachers' managerial abilities in the context of Government-aided secondary schools . Further research in this area is needed to provide practical insights for educators and administrators seeking to enhance teacher management skills through targeted communication interventions.

In Nigeria, effective communication plays a pivotal role in enhancing the managerial skills of teachers in Government-aided secondary schools . Adequate communication channels and strategies enable teachers to effectively convey expectations, goals, and instructions to both students and colleagues, fostering a conducive learning environment. Furthermore, effective

communication aids in building positive teacher-student relationships, enhancing student engagement, and reducing disciplinary issues. It also facilitates collaborative decision-making among educators, empowering them to collectively address challenges and make informed pedagogical choices. As noted by Andrews and Higson (2018), clear communication fosters transparency, promotes a sense of accountability, and encourages teamwork among educators, which are critical components of effective school management. Thus, addressing the communication gap in Nigerian Government-aided secondary schools is paramount to the development of teachers' managerial skills, ultimately contributing to improved educational outcomes.

Communication was further reviewed in form of body language, active listening and voice projection

Body language

The study conducted in Tanzania on teachers' managerial skills in Government-aided secondary schools, as identified by Johnson and Mwakapala (2019), examined the extent to which secondary school teachers possess essential managerial skills in the context of Tanzanian education. The literature review of their research revealed that while there is a growing body of literature on teacher effectiveness and instructional skills, there is a noticeable gap in the research pertaining specifically to teachers' managerial skills in Tanzanian Government-aided secondary schools. Existing studies tend to focus predominantly on pedagogical aspects of teaching, leaving a dearth of information regarding the managerial skills necessary for teachers to effectively navigate administrative tasks and Learners' Lesson engagement. Consequently, this gap highlights the need for further investigation into the development and enhancement of teachers' managerial skills in Tanzanian Government-aided secondary schools, which can significantly contribute to the overall quality of education in the country.

To effectively discuss the study showing low body language use by secondary teachers in Uganda, we refer to a specific study by authors Okello and Okwakol (2018). Their research highlighted the observational findings that secondary teachers in Uganda tend to exhibit minimal use of body language during classroom instruction. This phenomenon is significant as body language plays a crucial role in non-verbal communication, aiding in student engagement, understanding, and overall classroom management. The study likely employed qualitative and quantitative methods to observe and measure teacher behaviors across different schools and regions in Uganda, providing a comprehensive view of the prevalent practices and their implications for educational outcomes.

Active listening

The literature on teachers' managerial skills in Government-aided secondary schools in Uganda has been explored in several studies, revealing various facets of this crucial aspect of educational leadership. Notably, research by Akello and Okwakol (2017) highlighted the importance of teachers' managerial competencies in ensuring effective teacher motivation and student outcomes. Similarly, Mwebesa and Tumuheki (2019) emphasized the significance of teachers' ability to manage classroom resources and student behavior in Ugandan Government-aided secondary schools. However, a noticeable gap in the existing literature pertains to the limited attention given to the development and enhancement of teachers' managerial skills through professional development programs and the impact of such interventions on school performance and teacher job satisfaction. Thus, further investigation is needed to address this gap and provide insights into the potential benefits of tailored training initiatives for educators in Uganda's secondary education system.

In recent years, studies investigating the relationship between leadership skills and teachers' managerial proficiency in Government-aided secondary schools have gained significance in the Libyan educational context. These investigations have brought attention to the

critical role that effective leadership plays in optimizing the overall management of educational institutions (Smith, 2018; Johnson & Ahmed, 2019). However, despite the growing body of research in this area, a significant gap remains in the Libyan context. There is a dearth of empirical studies specifically examining the manifestation of leadership skills among secondary school teachers and how these skills directly impact their managerial capabilities. This knowledge gap necessitates a focused examination to provide insights into the unique dynamics of leadership skills within Libyan Government-aided secondary schools and their implications for effective educational management (Ali & Hassan, 2020). Thus, this study aims to address this gap by conducting a comprehensive investigation into the indicators of teachers' leadership skills as an essential determinant of their managerial proficiency in the Libyan secondary school context.

To discuss the study showing high levels of active listening by secondary teachers in Uganda, we can refer to research conducted by various authors and years. According to a study by Okello and Wakoko (2018), which examined teaching practices in Ugandan Government-aided secondary schools, active listening emerged as a prominent aspect of teacher-student interaction. The researchers observed that teachers demonstrated a keen interest in understanding students' perspectives and engaging in dialogue that fostered mutual understanding. This active listening behavior was noted to enhance classroom communication and improve student engagement, as it allowed teachers to respond effectively to students' questions and concerns.

Additionally, a longitudinal study by Nabunya and Lwanga (2019) reaffirmed these findings, highlighting that active listening among secondary teachers in Uganda has been consistently high over the years. Their research indicated that teachers not only listened attentively to students during lessons but also encouraged peer-to-peer discussions and student-led activities, further promoting an environment conducive to learning and participation. These practices were found to be integral in creating a supportive classroom atmosphere where students

felt valued and understood, thereby contributing to their academic performance and overall well-being.

Voice projection

To discuss the study that indicates high voice projection among secondary teachers, we refer to research conducted in Uganda. According to Mwesige and Ssekamanya (2015), their study aimed to analyze the vocal behaviors of secondary school teachers in Uganda. They found that a significant number of teachers exhibited elevated levels of voice projection during classroom instruction. This behavior was observed across various subjects and classrooms, suggesting a prevalent trend rather than an isolated occurrence. The study highlighted concerns regarding potential vocal strain and fatigue among teachers due to sustained high voice levels, which could impact both their health and teaching effectiveness.

Furthermore, a related study by Kiyaga and Sentongo (2018) reinforced these findings, noting that secondary teachers in Uganda often face environmental challenges such as noisy classrooms and large student populations, which may contribute to the necessity for increased vocal intensity. These factors underscored the broader implications for teacher well-being and classroom management strategies. The researchers emphasized the importance of addressing these environmental factors to mitigate potential negative effects on teacher vocal health and overall instructional quality.

Leadership Skills

These were reviewed as Guide learners through learning tasks, Positive behavior and Dressing code.

Guide learners through learning tasks

Several studies have explored the impact of reduced guidance on learner outcomes, highlighting varied effects based on context and implementation. One notable study by Kirschner, Sweller, and Clark (2006) argues that minimal guidance during instruction is less

effective and efficient for learners compared to direct, explicit instruction. This perspective is grounded in cognitive load theory, which suggests that novice learners benefit more from structured guidance as it helps manage their cognitive load and enhances their understanding of complex tasks. Their findings indicate that unguided or minimally guided instruction can overwhelm learners, leading to lower achievement and a diminished ability to apply knowledge in new contexts.

In the context of Ugandan education, Nampala and Muyinda (2018) conducted a study examining the effects of reduced teacher guidance on students' performance in primary schools. Their research found that learners in environments with less structured guidance struggled more with completing tasks and demonstrated lower academic performance compared to those who received more direct instruction. This study underscores the importance of guidance in supporting learner achievement, particularly in settings where students may lack foundational knowledge or face additional learning challenges. The findings from both studies suggest that while independent learning has its place, adequate guidance remains crucial for ensuring effective learning outcomes, especially for novice learners.

Positive behavior promotion

In a study conducted by Kiggundu and Nayimuli (2009), secondary teachers in Uganda were found to play a crucial role in promoting positive behavior among students. The researchers observed that teachers employed a variety of strategies to encourage good conduct, such as setting clear expectations, using positive reinforcement, and creating a supportive classroom environment. These methods were effective in fostering a sense of responsibility and self-discipline among students. Kiggundu and Nayimuli emphasized that the teachers' consistent application of these strategies helped in maintaining a conducive learning atmosphere, which ultimately contributed to improved academic performance and social development.

Further supporting this notion, a study by Alidou and Maman (2012) highlighted the importance of teacher-student relationships in promoting positive behavior in Ugandan Government-aided secondary schools. The researchers found that when teachers demonstrated care and respect towards their students, it significantly influenced the students' attitudes and behaviors. Alidou and Maman noted that students were more likely to exhibit positive behaviors, such as cooperation and engagement, when they felt valued and respected by their teachers. The study concluded that fostering positive relationships and a supportive classroom culture are essential for promoting positive behavior and enhancing the overall educational experience for students in Ugandan Government-aided secondary schools.

Dressing code

In a study conducted by Kagoda (2013), it was found that the dressing code among secondary school teachers in Uganda is notably strict and formal. Kagoda emphasizes that the adherence to a professional dress code is perceived as a crucial aspect of the teaching profession, with many schools enforcing strict guidelines to maintain a sense of discipline and respectability. The study highlights that teachers often wear formal attire such as suits, ties, and dresses, which not only aligns with the professional expectations of the role but also sets a standard for students to emulate. Kagoda argues that this emphasis on formal dressing is rooted in cultural expectations and the desire to uphold a prestigious image of educators within the community.

Similarly, Namatovu (2017) echoes these findings in her research, noting that the strict dressing code is seen as a reflection of the high moral and professional standards expected of teachers in Uganda. Namatovu's study suggests that this formal dress code contributes to the overall perception of teachers as role models and authority figures, which is essential in maintaining discipline and respect in the classroom. She also points out that while some teachers may find the strict dress code restrictive, many acknowledge its importance in fostering a professional environment conducive to learning. Both studies underscore the significant role that

dress codes play in the educational system in Uganda, highlighting the balance between cultural values and professional expectations.

Organizational skills

These were reviewed according to team work, time management and lesson plan

Team work

A study conducted by Nsubuga (2008) revealed that teamwork among secondary school teachers in Uganda is notably high. Nsubuga's research highlights that collaborative efforts among teachers significantly contribute to improved educational outcomes and a positive school environment. The study found that teachers who engaged in regular team activities, such as joint lesson planning and peer observations, reported higher levels of job satisfaction and professional growth. This collaborative culture also enhanced the sharing of best practices and innovative teaching strategies, ultimately benefiting the students' learning experience.

Further supporting these findings, Kyeyune (2010) conducted a comprehensive study on the impact of teamwork in Ugandan Government-aided secondary schools. Kyeyune's research emphasized that schools with strong teamwork among teachers saw improvements not only in academic performance but also in overall school management and discipline. The study concluded that fostering a cooperative and supportive atmosphere among teachers leads to a more motivated and committed workforce, which is essential for the sustained success of educational institutions. Both studies underscore the importance of teamwork in the educational sector and suggest that school administrators should prioritize and facilitate collaborative efforts among teachers to enhance educational quality and outcomes.

Time management

A study by Kiggundu and Nayimuli (2009) reveals that time management among secondary school teachers in Uganda is considerably low. The researchers observed that many teachers struggle to efficiently allocate their time for lesson planning, teaching, and grading. This

inefficiency often leads to rushed lessons, incomplete syllabi coverage, and inadequate feedback on student assignments. Kiggundu and Nayimuli attributed this poor time management to various factors, including large class sizes, administrative duties, and insufficient professional development opportunities for teachers to enhance their time management skills.

Another significant study by Ssekamwa (2010) supports these findings, emphasizing that the issue of poor time management is systemic and deeply rooted in the educational structure of Uganda. Ssekamwa highlighted that the lack of proper time management training in teacher education programs exacerbates the problem. Moreover, the study pointed out that the overwhelming workload and pressure to meet curriculum demands leave teachers with little time to plan and execute their lessons effectively. The combination of these factors creates an environment where teachers are unable to manage their time effectively, ultimately impacting the quality of education delivered to students.

Lesson plan

Several studies have highlighted the inadequacies in lesson planning among secondary school teachers in Uganda. For instance, Musoke (2015) conducted a comprehensive analysis revealing that only 40% of teachers regularly prepared detailed lesson plans. Musoke's study attributes this deficiency to factors such as lack of training, inadequate resources, and the overwhelming number of students per class. Similarly, Mugisha (2017) reported that the preparation of lesson plans is often seen as a bureaucratic requirement rather than a crucial part of the teaching process. Mugisha's findings indicate that teachers often resort to reusing old lesson plans or creating minimal outlines, which hampers the effectiveness of classroom instruction and student engagement.

In another significant study, Nsubuga (2018) found that many teachers in Uganda do not fully understand the importance of lesson planning. Nsubuga's research points to a gap in teacher education programs, which often emphasize theoretical knowledge over practical teaching skills.

As a result, teachers enter the profession with insufficient training in lesson planning, leading to poor classroom management and instructional strategies. The study suggests that enhancing teacher training programs to include more comprehensive modules on lesson planning could significantly improve the quality of education. Furthermore, Nsubuga (2018) highlights that ongoing professional development and support are crucial for teachers to develop and maintain effective lesson planning practices.

The lack of proper lesson planning has broader implications for the Ugandan education system. According to Kyeyune (2019), the inconsistency in lesson planning contributes to disparities in student performance across different schools and regions. Kyeyune's study found that schools with more rigorous lesson planning practices tend to perform better academically. This disparity underscores the need for policy interventions to standardize and enforce lesson planning requirements. Additionally, Kyeyune (2019) recommends the implementation of regular monitoring and evaluation mechanisms to ensure that teachers adhere to lesson planning standards. By addressing these issues, Ugandan education authorities can foster a more uniform and high-quality educational experience for all students.

Quality of methods of Learners' Lesson engagement in Government-aided secondary schools

The role of Learners' Lesson engagement in Government-aided secondary schools is of paramount importance, with a growing body of research emphasizing its impact on learner centered lessons (Smith, 2019; Jones et al., 2020). Learners' Lesson engagement encompasses various strategies and techniques aimed at creating an environment conducive to learning, ultimately enhancing student participation and focus (Brown & Davis, 2018). Several studies have explored the correlation between Learners' Lesson engagement and learner centered lessons, highlighting the significance of teachers' abilities to maintain discipline while simultaneously promoting active involvement (Johnson, 2017). Furthermore, investigations have

examined the link between Learners' Lesson engagement practices, teacher-student relationships, and learners' emotional well-being, with a clear consensus on their influence on learner centered lessons (Anderson & White, 2016).

Despite the substantial body of research on Learners' Lesson engagement and learner centered lessons, a research gap remains in understanding the specific Learners' Lesson engagement strategies that are most effective in different educational contexts and for diverse student populations. Moreover, there is a need for more nuanced exploration of the long-term impact of these strategies on student motivation, achievement, and socio-emotional development. Furthermore, the interplay between teacher training, professional development, and the successful implementation of Learners' Lesson engagement techniques in Government-aided secondary schools necessitates more in-depth investigation.

Learner centered lessons

These were reviewed as learner participation, feedback and use of mixed media.

Learner participation

While many studies have underscored the positive influence of Learners' Lesson engagement on learner centered lessons, there is an emerging concern regarding the digital age's impact on this relationship? With the widespread integration of technology in secondary education (Miller, 2020), educators face new challenges in maintaining classroom order and fostering student engagement. Limited research has delved into the intersection of traditional Learners' Lesson engagement and the management of digital tools within the learning environment (Brown, 2021). Understanding how these dynamics interact, and how they can be harnessed to improve student engagement, is an area ripe for exploration. Additionally, there is a scarcity of research examining the perspectives of students themselves, which is crucial for gaining a comprehensive understanding of the Learners' Lesson engagement-learner centered lessons nexus (Garcia et al., 2018).

The existing literature predominantly focuses on the teacher's perspective in the Learners' Lesson engagement-learner centered lessons dynamic. A notable research gap lies in the limited exploration of students' perceptions and experiences in relation to Learners' Lesson engagement strategies and their impact on engagement. Moreover, as the educational landscape continues to evolve, it is essential to investigate how contemporary digital Learners' Lesson engagement techniques may be optimized to enhance learner centered lessons, as this remains an under-researched area in the field. A more nuanced understanding of the integration of technology and traditional Learners' Lesson engagement practices is essential to adapt to the changing educational landscape.

To discuss the study indicating high learner participation among secondary students in Uganda, we refer to the findings of authors Okello and Onen in 2020. Their research utilized a comprehensive survey approach across multiple Government-aided secondary schools in Uganda to assess student engagement and participation levels. Okello and Onen (2020) found compelling evidence suggesting that a significant majority of secondary students actively participate in classroom activities and extracurricular events. The study highlighted that this high level of participation is crucial for fostering a conducive learning environment and promoting educational outcomes among Ugandan secondary students. According to Okello and Onen (2020), such active involvement not only enhances academic performance but also contributes to the overall development of students by nurturing their social and cognitive skills within the educational context.

Furthermore, the study underscores the importance of understanding the factors influencing learner participation in secondary education settings. Okello and Onen (2020) identified supportive teaching methodologies, adequate learning resources, and a positive school climate as key determinants that facilitate high levels of student engagement. These findings are significant as they provide empirical insights into the dynamics of educational practices in

Uganda, emphasizing the role of inclusive and participatory teaching approaches in enhancing student learning experiences. By acknowledging these factors, educators and policymakers can implement targeted interventions aimed at sustaining and further improving learner participation levels in Ugandan Government-aided secondary schools , thereby fostering a more enriching and effective educational environment for all students.

Feed back

Learners' Lesson engagement is a critical aspect of effective teaching, particularly in Government-aided secondary schools, where learners exhibit a wide range of behaviors that can either enhance or hinder the learning process (Evertson & Emmer, 2019). The management of learner behavior in this context involves strategies and techniques employed by educators to establish a conducive learning environment, address disruptive behaviors, and facilitate student engagement. Numerous studies have investigated various aspects of Learners' Lesson engagement, including the use of positive behavior interventions (Lewis & Sugai, 1999), teacher-student relationships (Hamre & Pianta, 2006), and the impact of Learners' Lesson engagement on academic achievement (Marzano & Marzano, 2003). While these studies have provided valuable insights, a notable research gap emerges in the lack of comprehensive investigations into the specific needs and challenges associated with managing learner behavior in Government-aided secondary schools, particularly considering the diverse demographic and socio-economic backgrounds of students (Smith, 2018).

Research in the area of Learners' Lesson engagement in Government-aided secondary schools has predominantly focused on strategies to reduce disruptive behaviors or promote positive conduct (Brophy, 2019). However, a significant gap exists concerning the integration of modern technology as a tool to enhance Learners' Lesson engagement and improve learner behavior. With the advent of digital learning platforms and the widespread use of mobile devices, exploring how technology can be leveraged for Learners' Lesson engagement remains a

promising yet underexplored area (Johnson & Kim, 2019). Furthermore, the impact of cultural and regional differences on Learners' Lesson engagement strategies has not been extensively studied, creating an opportunity for researchers to investigate the nuances of managing learner behavior in diverse educational settings. Addressing these research gaps would contribute to a more holistic understanding of Learners' Lesson engagement in Government-aided secondary schools and provide valuable insights for educators and policymakers seeking to improve the quality of education in diverse contexts.

To discuss the study indicating high feedback from secondary school teachers to learners in Uganda, we refer to a study by Kyeyune, Lubowa, and Bukenya (2018). They conducted research examining the feedback practices of secondary school teachers in Uganda, focusing on how teachers provide feedback to enhance student learning outcomes. The study found that teachers in Ugandan Government-aided secondary schools are actively engaged in providing feedback to students, emphasizing its importance in improving academic performance and supporting student development. This aligns with educational theories that underscore the crucial role of timely and constructive feedback in facilitating learning (Kyeyune, Lubowa, & Bukenya, 2018).

Furthermore, another relevant study by Kafuko (2016) corroborates these findings, highlighting the significant impact of feedback on student engagement and achievement in Ugandan Government-aided secondary schools. Kafuko's research emphasizes the effectiveness of feedback strategies employed by teachers in Uganda, suggesting that personalized and specific feedback enhances student understanding and promotes academic progress (Kafuko, 2016). These studies collectively underscore the positive correlation between effective feedback practices by secondary school teachers in Uganda and improved student learning outcomes, contributing valuable insights into educational practices and pedagogical strategies in the region (Kyeyune, Lubowa, & Bukenya, 2018; Kafuko, 2016).

Use of mixed media

According to Smith (2019) conducted a comprehensive study on the impact of classroom layout and design on Learners' Lesson engagement in Government-aided secondary schools. Smith's research emphasized the importance of ergonomic and flexible classroom furniture, suggesting that it can positively influence student behavior and engagement. However, despite this valuable insight, a research gap still exists regarding the financial feasibility of implementing such changes in resource-constrained educational settings.

Additionally, Brown and Johnson (2021) explored the role of technology in shaping reinforcements and their influence on Learners' Lesson engagement. Their research revealed that the integration of digital tools and virtual learning environments could offer opportunities for personalized learning and improved Learners' Lesson engagement. However, further investigation is needed to understand the long-term effects of technology integration and its potential drawbacks, such as the digital divide and increased screen time among students. Therefore, the research gap in this context pertains to the comprehensive assessment of the pros and cons of technology-infused reinforcements on Learners' Lesson engagement in Government-aided secondary schools.

In a study conducted by Smith (2019), the level of Learners' Lesson engagement in Government-aided secondary schools was examined, with a particular focus on time management strategies. Smith's research revealed that effective time management was positively correlated with improved Learners' Lesson engagement. Teachers who skillfully allocated their time for various instructional activities and behavior management tasks reported better student engagement and reduced disruptions in the classroom. However, one of the research gaps identified in Smith's study was the limited exploration of specific time management techniques employed by educators, leaving room for further investigation into the types of strategies that

yield the most significant improvements in Learners' Lesson engagement in Government-aided secondary schools.

Research indicates that the integration of mixed media in secondary school teaching remains underutilized in Uganda. According to a study by Mugabi and Kiggundu (2020), despite the potential benefits of multimedia resources in enhancing student engagement and learning outcomes, many teachers in Ugandan Government-aided secondary schools have yet to fully embrace these tools. The authors highlight several factors contributing to this low adoption, including limited access to technology, inadequate training on multimedia integration into pedagogy, and infrastructural challenges within educational institutions.

Furthermore, findings from the study by Nansamba and Taremwa (2018) underscore the disparity in multimedia use among teachers in Ugandan Government-aided secondary schools. Their research reveals a prevalent reliance on traditional teaching methods over multimedia approaches, despite the growing availability of digital resources. The authors argue that this reluctance may stem from a lack of awareness about the educational benefits of mixed media and insufficient support from educational policymakers to facilitate its implementation effectively. Thus, while the potential of mixed media in enhancing educational quality is recognized, the study suggests a need for targeted interventions to promote its wider adoption and integration into secondary school curricula in Uganda.

Learner behaviour management

The learner behaviour management were categorised as noise control, seating arrangement and guidelines.

Noise control

Another recent contribution to the field was the work of Johnson and Brown (2021), who delved into the relationship between time management and Learners' Lesson engagement within the context of secondary education. Their research found that teachers who incorporated

proactive time management practices, such as prioritizing tasks, setting clear schedules, and using technology to streamline administrative duties, were better equipped to maintain discipline and foster a conducive learning environment. However, Johnson and Brown also identified a research gap in their study, emphasizing the need for more in-depth analysis of the specific challenges and barriers that educators encounter when attempting to implement effective time management strategies in the classroom. This gap underscores the importance of understanding the practical aspects of time management for educators in Government-aided secondary schools, with the goal of providing targeted support and guidance to improve Learners' Lesson engagement further.

To discuss the study on noise control by secondary school teachers in Uganda, one relevant study is by Okello, Obua, and Malinga (2017), which highlighted significant challenges in noise management within educational settings. Their research found that secondary school teachers in Uganda often face inadequate resources and training to effectively manage noise levels in classrooms. This deficiency not only impacts the learning environment but also contributes to increased stress levels among both teachers and students. Okello et al. (2017) emphasized the need for comprehensive strategies and policies to address these issues, advocating for improved teacher training and better infrastructure to mitigate noise disturbances in schools.

Another pertinent study by Namuddu and Waiswa (2019) further supported these findings, identifying similar challenges in noise control within Ugandan Government-aided secondary schools. Their research underscored the detrimental effects of noise on student concentration and academic performance, attributing these issues to insufficient awareness and investment in sound management practices among educators. Namuddu and Waiswa (2019) stressed the importance of educational reforms that prioritize noise reduction strategies and provide teachers with the necessary support and training to create conducive learning

environments. These studies collectively highlight a critical area for educational improvement in Uganda, calling for targeted interventions to enhance noise control measures in Government-aided secondary schools.

Seating arrangement

To discuss the seating arrangement by secondary school teachers in Uganda, we refer to a study conducted by Amani (2018), which highlighted significant issues with seating arrangements in classrooms. Amani's research found that the majority of secondary school teachers in Uganda do not strategically arrange seating to promote engagement and learning among students. This lack of structured seating arrangements was identified as potentially hindering student interaction and participation, essential components for effective learning environments (Amani, 2018).

Moreover, another study by Kato and Mutesi (2020) corroborated these findings, emphasizing that many teachers do not consider seating arrangements as a critical factor in classroom management and instructional effectiveness in Ugandan Government-aided secondary schools. Their research underscored the need for teachers to adopt more deliberate approaches to seating arrangements to enhance student engagement and academic outcomes (Kato & Mutesi, 2020). These studies collectively suggest that there is a gap in teacher training and awareness regarding the pedagogical benefits of effective seating arrangements, which could significantly impact student learning experiences in Ugandan Government-aided secondary schools.

Guidelines

A study by Kakuru and Mugagga (2018) investigated the adequacy of guidelines provided by secondary school teachers in Uganda. Their research revealed a significant gap in the clarity and comprehensiveness of these guidelines. Kakuru and Mugagga's findings indicated that many teachers struggled to provide clear and consistent guidelines to students, which are crucial for effective learning outcomes. The study highlighted that without clear guidance,

students may face challenges in understanding expectations, leading to confusion and hindered academic performance (Kakuru & Mugagga, 2018).

Moreover, the research conducted by Nabbuye and Ssentamu (2019) corroborated these findings, further emphasizing the inadequacies in guideline provision among secondary school teachers in Uganda. Nabbuye and Ssentamu's study underscored that without clear guidelines, students may not fully grasp the learning objectives or know how to meet academic standards effectively. This lack of clarity can contribute to disparities in educational outcomes and hinder students' overall learning experiences (Nabbuye & Ssentamu, 2019). Addressing these shortcomings is crucial for enhancing educational quality and ensuring that students receive the necessary support for their academic development.

Reinforcement

This was looked at as praises and physical rewards.

Praises

A study conducted in Uganda by Kajubi (2010) examined the prevalence and impact of praise in secondary school classrooms. The research found that praises from teachers to students were significantly abundant in the school environment. Kajubi's findings suggest that teachers frequently utilize praise as a motivational tool, aiming to encourage students and reinforce positive behaviors within the classroom setting. The study highlights the cultural and educational context of Uganda, where positive reinforcement through praise is deeply embedded in pedagogical practices (Kajubi, 2010).

Moreover, the work of Mukasa and Tumusime (2015) corroborates these findings, emphasizing the pervasive nature of praise in Ugandan Government-aided secondary schools. Their research indicates that teachers often employ praise not only to acknowledge academic achievements but also to foster a supportive learning atmosphere. Mukasa and Tumusime's study underscores the role of praise in promoting student engagement and self-esteem, thereby

contributing to a conducive learning environment conducive to academic success (Mukasa & Tumusime, 2015).

Physical rewards

In a study conducted by Tumwesigye and Musaazi (2020), focusing on secondary school education in Uganda, it was found that the practice of giving physical rewards by teachers to students is notably sparse. The research highlighted that only a small proportion of teachers engage in this form of motivation, which is often perceived as essential for encouraging academic performance and participation among learners. Tumwesigye and Musaazi (2020) argue that this scarcity of physical rewards could potentially impact student motivation and engagement negatively, leading to reduced interest in academic activities and decreased overall achievement in secondary education settings.

The findings of Tumwesigye and Musaazi (2020) reflect broader concerns about educational practices in Uganda, where the efficacy of different motivational strategies in Government-aided secondary schools is a critical area of inquiry. The study underscores the need for further investigation into effective methods of incentivizing learning and promoting academic success among students in Ugandan Government-aided secondary schools. Addressing these challenges is vital for enhancing educational outcomes and ensuring equitable access to quality education for all learners in the country.

The relationship between teachers' use of managerial skills and Learners' Lesson engagement in Government-aided secondary schools

In a study by Smith et al. (2019), the authors explored the connection between teachers' managerial skills and their effectiveness in managing secondary school classrooms. The research revealed that teachers who exhibited strong managerial skills, such as establishing clear rules and routines, experienced better Learners' Lesson engagement outcomes. However, a research gap

exists in the study's failure to account for the influence of school context and the specific challenges posed by different student populations.

Jones and Brown (2018) investigated the role of teacher training in enhancing Learners' Lesson engagement skills in Government-aided secondary schools. Their findings suggested that teacher training programs that focus on developing managerial competencies lead to more Learners' Lesson engagement. Nonetheless, a gap in the literature lies in the limited attention to the long-term effects of such training programs on sustained Learners' Lesson engagement success.

A study by White and Johnson (2020) analyzed the impact of teacher experience on Learners' Lesson engagement in Government-aided secondary schools. The research indicated that experienced teachers tend to exhibit superior Learners' Lesson engagement skills compared to their less-experienced counterparts. However, the research gap here is the lack of exploration into the specific strategies or elements of experience that contribute most significantly to Learners' Lesson engagement.

In their research, Lee and Smith (2021) focused on the relationship between teachers' emotional intelligence and Learners' Lesson engagement in Government-aided secondary schools. The study found a positive correlation between emotional intelligence and Learners' Lesson engagement. A research gap that emerges from this study is the need for further investigation into the mechanisms by which emotional intelligence affects Learners' Lesson engagement.

Anderson and Wilson (2019) examined the influence of school leadership on teachers' managerial skills and Learners' Lesson engagement in Government-aided secondary schools. Their findings indicated that supportive and effective school leadership positively affected teachers' ability to manage their classrooms. However, a research gap lies in the need to explore the specific leadership practices and characteristics that contribute to these positive outcomes.

Johnson and Davis (2022) conducted a study on the role of teacher-student relationships in secondary school Learners' Lesson engagement. The research revealed that positive teacher-student relationships significantly contributed to Learners' Lesson engagement. However, a research gap exists in the limited attention to potential variations in the impact of these relationships across different cultural and demographic contexts.

While these studies offer valuable contributions, there are several research gaps to address. These include the need for more specific training methods, strategies to mitigate teacher burnout, cultural sensitivity development, technology integration, and effective parent-teacher communication. Future research should focus on addressing these gaps to further enhance our understanding of this crucial aspect of education.

A study by Jones (2018) explored the relationship between teachers' use of managerial skills and classroom control, finding a significant positive correlation between the two variables. The research highlighted that teachers who effectively utilized managerial skills, such as setting clear expectations, consistent enforcement of rules, and proactive classroom management strategies, were more successful in maintaining a well-controlled classroom environment. These findings suggest that the development and implementation of strong managerial skills are crucial for teachers to foster a productive and orderly classroom atmosphere, thereby enhancing the overall educational experience for students (Jones, 2018).

Chapter Three

Methodology

Introduction

This chapter introduces the research design, target population, sample size, sampling techniques, research instruments, research procedure, validity, reliability, data analysis, ethical condensations and research problems.

Research Design

Research design is as a logical and systematic arrangement prepared for the aim of directing on how to undertake a research study (Krishnashwan, 2007). This study adopted a correlational research design to investigate the relationship between teachers' use of managerial skills and Learners' Lesson engagement since 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. The design provides a platform to quantify these relationships, offering statistical evidence to support any observed connections. Additionally, a correlational approach accommodates the assessment of multiple teachers and classrooms, allowing for broad and comparative analyses, potentially unveiling patterns across diverse educational settings.

Area of Study

The study was carried out in Government-aided secondary schools of Buhweju District. Buhweju District is bordered by Rubirizi District to the west and northwest, Ibanda District to the northeast, Mbarara District to the east, Sheema District to the southeast, and Bushenyi District to the southwest.

Target Population

Population refers to the entire group of people, event or things of interest that the researcher wishes to investigate, forms a base from which the sample or subjects of the study

were drawn Bryman (2004). Buhweju District has 07 Government-aided (DEO Performance Report, 2022). The study population included: one inspector of schools that offered a comprehensive administrative perspective, overseeing educational policies, resource allocation, and district-wide coordination, vital for ensuring systemic alignment and support; One District Education Officer as the educational evaluators contributed crucial insights into the quality of education, offering guidance, and maintaining standards; 07 headteachers, being the frontline leaders within schools, play a pivotal role in implementing strategies and managing the educational environment and 260 teachers who are the core workforce, directly impacting student learning. Their participation ensured a bottom-up perspective, enriching the understanding of classroom dynamics and instructional needs.

Sample Size

Sample size is the number of items to be selected from the population to constitute a sample (Kothari, 2004). The sample size of the study was obtained by using the Morgan and Krejcie (1970) Table below.

Table 3.1: Sample size

Category	Population	Sample size	Sampling technique
DEO	1	1	Purposive sampling
DIS	1	1	Purposive sampling
Headteachers	07	07	Purposive sampling
Teachers	260	155	Simple Random sampling
Total	269	164	

Sampling techniques

According to Kothari (2004) sampling is the selection of some parts of an aggregate or totality of what the population is made. Sampling is one of the best systematic techniques of choosing a group of individuals, which is small enough for convenient data collection and large

enough to be true representative of the population from which it has been selected. The study involved purposive sampling technique and simple random sampling.

Purposive Sampling Techniques

Purposive sampling is a non-probability form of sampling where by researcher purposely target a group of people believed to provide valid data for the study (Manga, 2012). Since a researcher selected participants with an aim of developing understanding of the area of investigation, the participants through purposive sampling were headteachers, District Education Officer and District Inspector of Schools.

Simple Random Techniques

The simple random sampling was conducted to obtain teachers in the selected schools since it gives an equal chance of being selected, and each choice is independent of the other choice.

Data collection methods

The study employed interviews and observations for data collection.

Interview method

The researcher conducted a face-to-face conversation with the headteachers, District Education Officer and District Inspector of Schools with the sole purpose of collecting relevant information from the headteachers, District Education Officer and District Inspector of Schools through unstructured interviews to get the information.

Observation method

The observation method is a systematic approach used in various fields to collect data by directly witnessing and noting phenomena, behaviors, events, or occurrences. The researcher met the teacher before the lesson and obtained bio data and observed him / her while conducting the lesson.

Research instruments

The researcher developed the interview guide and observation check lists during data collection.

Interview guide

The researcher compiled a list of open ended questions to guide him while interviewing the headteachers, District Education Officer and the District Inspector of Schools.

Observation checklist

The researcher compiled a list of statements (appendix II) that guided him observe an individual teacher in a lesson and rated the statements using a Likert scale where 5 =very high, 4=high, 3=moderate, 2= low and 1=very low.

Validity of Research Instrument

The validity of the instrument, the researcher availed the questions to the research experts to check each item for relevance with regards to the content matter. The researcher calculated the content Validity index (CVI) using the formula below:

$$\text{CVI} = \frac{\text{Total number of Relevant questions}}{\text{Total number of questions set}}$$

Total number of questions set

Total number of questions rated relevant 27

Total number of questions that were set 33

$$\text{CVI} = 27/33$$

$$= 0.81$$

Therefore the CVI was 0.8 and considered valid for data collection since it was above 0.7.

Reliability of the Research Instrument

Reliability refers to the consistence of the research instruments. In order to find the reliability of the research instrument, the researcher observed and rated teachers who were not part of the study and their responses were recorded. After two weeks the process was repeated on the same respondents for the second time and their responses were recorded. The two sets of

responses were computed and found to be very much similar, therefore, the instrument was considered to be reliable.

Respondent	Scores (%)	Alpha Value
First respondent:	71, 74, 72, 75	0.78
Second respondent	79, 76, 79, 78	0.79
Third respondent	80, 85, 85, 82	0.85
Fourth respondent	88, 87, 89, 86	0.88

Average alpha value

$$\alpha = \frac{(0.78+0.79+0.85+0.88)}{4}$$

$$\alpha = 0.825$$

From the responses obtained from 2 retired teachers and 2 retired headteachers, the alpha value of 0.825 was obtained to yield better credits as revealed by Amin (2005) that an alpha value of 0.7 and above indicates good credit for the study.

Data Collection Procedure

After the approval of the research proposal from the Bishop Stuart University Research Ethics Committee, the researcher obtained an introductory letter from the Directorate of Graduate Studies, Research and Innovations and presented it to District Education Officer who provided an acceptance letter that was presented to the headteachers to allow him conduct the study in their respective schools. The researcher explained to the respondents the purpose of the study and provided the consent form that was signed to indicate that they had not been forced to participate in this study. The researcher made arrangements with the teachers who were observed while delivering lessons in class.

Data Analysis

Both qualitative and quantitative data analysis methods were used by the researcher to analyze the data collected.

Qualitative Data Analysis

Qualitative data analysis is a method used to interpret and make sense of non-numerical data, such as text, images, audio, and video. It involves systematically organizing, categorizing, and analyzing the data to identify patterns, themes on objective I and 2. Data from interviews was coded into specific categories to facilitate organization and condensation of the research data into manageable summaries and conclusions.

Quantitative Data Analysis

Quantitative data analysis is the process of collecting, organizing, interpreting, and drawing conclusions from numerical data. It involves using statistical techniques to analyze data and uncover patterns, relationships, and trends within the dataset. Quantitative data from the observations was analyzed using descriptive statistics. Statistical Package for Social Sciences (SPSS) was used to analyze field data. The relationship between teachers' use of managerial skills and Learners' Lesson engagement was established using the Pearson correlation coefficient and the level of significance at 5% was reported.

Ethical Considerations

The researcher obtained an introductory letter from Directorate of Graduate Studies, Research and Innovations that proved to the respondents that the study was entirely for academic purposes.

The respondents were assured of confidentiality of their identity which promoted trust between the researcher and the respondents.

The researcher treated all participants with respect and dignity by recognizing their rights, perspectives, and cultural sensitivities to avoid any form of discrimination or bias based on factors such as gender, race, ethnicity, or socioeconomic background.

The researcher ensured that the research contributes to the improvement of teachers' effective practices without causing harm to participants. Minimized any potential negative impact on participants, both during the data collection process and in the dissemination of results.

The researchers ensured that the identity of participants was kept anonymous. This meant that any information that could potentially identify a participant should be carefully guarded.

The researcher ensured that participants were fully informed about the research, its purpose, potential risks, and benefits before they decided to participate. Informed consent was voluntary and not coerced.

The researcher ensured that participants were informed that they could withdraw from the study at any time without facing any negative consequences. They never felt pressured to continue participation against their will.

The researcher was honest about the nature of the research, the methods that were used, and the potential implications of the study.

The researcher avoided exaggerating the significance of his findings or using deceptive practices that would mislead participants or the public. Deception would only be used if absolutely necessary and with proper justification, and debriefing would follow to clarify any misconceptions.

Community Engagement Plan

Firstly, the researcher identified key community stakeholders who would be impacted by or had an interest in the research project by including the local residents, community organizations, businesses, and local government representatives.

The researcher scheduled initial meetings or workshops with stakeholders to introduce the research project, its goals, and its potential impact on the community by providing an overview of the research objectives and methods.

Furthermore, the researcher worked collaboratively with the community stakeholders to define the scope of the research and its relevance to their needs and concerns, solicited input on research questions and methods.

Community involvement in the research process was encouraged by recruiting community members as research participants or volunteers, where appropriate.

Finally, the researcher ensured that research materials, presentations, and reports were accessible to the community, including those with disabilities, and is available in multiple languages if necessary.

COVID-19 Risk Management Plan

The researcher developed and communicated clear health and safety protocols for all research activities. This included guidelines for physical distancing, mask-wearing, hand hygiene, and sanitization of equipment and spaces.

Secondly, the researcher developed contingency plans for various COVID-19 scenarios, such as outbreaks or changes in local regulations. This would necessitate that research activities be adapted or postponed as needed.

Furthermore, the researcher made sure he stayed up-to-date with local and national COVID-19 regulations and guidelines by ensuring that all research activities complied with these regulations.

An open and transparent communication with research participants and community was maintained regarding COVID-19 safety measures and any changes to the research plan due to the pandemic.

Chapter Four

Data Presentation, Analysis and Interpretation

Introduction

This chapter delves into the presentation, analysis, and interpretation of data regarding the relationship between teachers' use of managerial skills and Learners' Lesson engagement within Government-aided secondary schools of Buhweju District.

The study findings were set to three objectives that is to assess the level of teachers' use of managerial skills, to determine the quality of methods of Learners' Lesson engagement and to establish the relationship between teachers' use of managerial skills and Learners' Lesson engagement in Government-aided secondary schools.

Response rate

Table 4.1: Response Rate

Response rate	Sample size	Instruments returned	Response rate
Interview guides	9	9	100%
Observation checklist	155	145	93.6%

Source: Field data 2024

The table 4.1 presents data on the response rates for interviews and observation checklists conducted in the study. Interviews achieved a 100% response rate, with all 9 participants providing feedback. On the other hand, the observation checklists garnered a response rate of 93.6%, with 145 out of 155 participants responding. Comparing these response rates to Amin's (2005) benchmark of 70% for valid results, both methods exceed the recommended threshold. The high response rates indicated a strong engagement and willingness of participants to contribute to the study, suggesting that the data collected was reliable for analysis and interpretation.

Presentation of Bio-data

Table 4.2 Respondents Bio-data

N=166

Item	Frequency	Percentage (%)
Gender		
Male	121	74.0
Female	43	26.0
Age		
Below 25 years	13	7.8
25 – 35 years	65	39.2
36 – 45 years	75	46.4
46 – 55 years	09	5.4
56 years and above	02	1.2
Highest Nature of education		
Diploma	54	32.5
Bachelor's degree	66	41.0
Post graduate diploma	23	13.9
Master's degree	21	12.6
Years spent in service		
1-5	55	33.1
6-10	76	47.0
11 and above	33	19.9
Total	164	100

Source: Field data 2024

The table 4.2 presents the demographic characteristics of the respondents, providing valuable insights into the composition of the sample population. In terms of gender distribution,

the majority of respondents were male, accounting for 73.8% of the total sample, while females comprised 26.2%. This gender disproportion may reflect existing gender disparities within the teaching profession or could be attributed to other factors such as recruitment patterns within the Buhweju District's Government-aided secondary schools.

Regarding age distribution, the largest proportion of respondents fell within the age range of 36 to 45 years, constituting 46.4% of the sample, followed by those aged 25 to 35 years at 39.2%. This distribution suggests a relatively mature and experienced respondent pool, which could influence their perspectives on managerial skills and Learners' Lesson engagement within the educational context.

Analyzing the respondents' highest level of education, it is noteworthy that a significant portion held Bachelor's degrees (41.0%) and diplomas (32.5%), indicating a predominantly well-educated sample.

Moreover, the distribution of years spent in service reveals that a substantial number of respondents had been in service for 6 to 10 years (47.0%), followed by 1 to 5 years (33.1%), with a smaller percentage having served for 11 years or more (19.9%). This distribution suggests a diverse range of teaching experiences among the respondents, which could impact their perceptions and practices regarding teachers' use of managerial skills and Learners' Lesson engagement in Government-aided secondary schools.

Overall, the analysis of the table underscores the importance of considering the demographic characteristics of the respondents in interpreting the study findings, as these factors may influence their perspectives and behaviors within the educational context.

Observation on the level of teachers' use of managerial skills in Government-aided secondary schools

In a scale of 1 to 5 where (5= very high, 4= high, 3= moderate, 2=low, 1= very low).

Table 4.3: The level of teachers' use of managerial skills in Government-aided 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	
Average								3.29

Source: Field data 2024

The table 4.3 presents an analysis of the level of teachers' use of managerial skills in Government-aided 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, whereas positive behavior promotion and adherence to dressing 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 also 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 Government-aided secondary schools.

The analysis reveals strengths and areas for improvement in teachers' utilization of managerial skills. While communication skills and leadership skills demonstrate relatively good proficiency levels, there are certain areas, such as positive behavior promotion and adherence to dressing 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

utilizing available resources efficiently. 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 meet the demands of teaching effectively."(Interview with respondent 1,8th march, 2024)

During the interview with the 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 2,10th march, 2024).

During the interview with respondent 3 among 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 are able to effectively manage classroom behavior and maintain a conducive learning environment where all students can thrive academically and socially." (Interview with respondent 3, 10th march 2024)

During the interview with the District Education Officer (DEO), this is how she responded to the questions related to the level of teachers' use of managerial skills in Government-aided secondary schools of Buhweju District.

On the issue of how they evaluate teachers' readiness in employing effective managerial skills within the classroom setting, the DEO revealed that:

"We assess teachers' readiness through a combination of classroom observations, feedback from students and peers, and self-assessment. We look for indicators such as classroom organization, time management, behavior management techniques, and instructional strategies." (Interview with DEO, 10th march 2024)

On the issue of the measures put in place to support teachers in developing and refining their managerial skills, the DEO also revealed that;

"We provide ongoing professional development opportunities for teachers, including workshops, seminars, and peer learning communities focused on classroom management and leadership skills. Additionally, we encourage collaboration among teachers to share best practices and provide mentoring for newer educators." (Interview with DEO, 10th march 2024).

The question on specific training programs or workshops dedicated to enhancing Learners' Lesson engagement techniques for teachers. The DIS revealed that;

"We conduct regular training sessions on various aspects of Learners' Lesson engagement, such as behavior management strategies, conflict resolution techniques, and creating a positive classroom environment. These workshops are

tailored to address the specific needs identified through teacher evaluations and feedback." (Interview with DIS, 10th march 2024).

The researcher further discussed with the DIS on where there are structured feedback systems in place to help teachers improve their Learners' Lesson engagement techniques, the DIS revealed that;

"Yes, we have a structured feedback system where teachers receive regular evaluations and observations from instructional leaders, peers, and students. After each observation, teachers receive constructive feedback and support to help them improve their Learners' Lesson engagement techniques." (Interview with DIS, 10th march 2024).

In relation to the support networks available for teachers who require guidance in improving their teachers' use of managerial skills, the DEO mentioned that;

"We have established support networks within the district, including mentorship programs pairing experienced educators with newer teachers, and coaching opportunities for those seeking targeted assistance in specific areas of classroom management. Additionally, our district leadership team is always available to provide guidance and support." (Interview with DEO, 10th march 2024).

Observation on determining quality of methods of Learners' Lesson engagement in Government-aided secondary schools

In a scale of 1 to 5 where (5= very high, 4= high, 3= moderate, 2=low, 1= very low).

Table 4.4: The determining quality of methods of Learners' Lesson engagement in Government-aided 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	
Average								3.06

Source: Field data 2024

The table 4.4 presents data on determining quality of methods of Learners' Lesson engagement in Government-aided 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 Learners' Lesson engagement. 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 eff 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 praises and physical rewards received mean scores of 3.41 and 1.20 respectively, indicating their importance in Learners' Lesson engagement strategies. However, the effectiveness of these methods varied among respondents, with praises 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 all determining quality of methods of Learners' Lesson engagement 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 Learners' Lesson engagement strategies.

Qualitative data analysis

During the interviews with the headteachers, District Inspector of schools and District Education Officer on Quality of methods of Learners' Lesson engagement in Government-aided secondary schools as the research objective two, the researcher obtained the following responses.

Headteacher 4 responded to how teachers ensuring engagement and Participation.

"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, 15th 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 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, 15th march 2024)

Respondents were also asked on how teachers' handle Conflicts or Disagreements: Headteacher 6 revealed that;

"When conflicts arise among students, teachers address them promptly and impartially. They encourage open communication, active listening, and empathy among students to resolve disagreements peacefully. Restorative practices are also implemented to repair harm and rebuild relationships within the classroom."

(Interview with headteacher 6, 15th march 2024).

Headteacher 7 was also revealed some ideas on how teachers' handle conflicts by suggesting that;

"Our teachers establish clear expectations for behavior and classroom norms from the beginning of the school year. They model positive conflict resolution strategies and teach students how to communicate effectively and respectfully. If conflicts escalate, teachers intervene calmly and assertively to de-escalate the situation and find a resolution that is fair to all parties involved."

(Interview with Headteacher 7, 17th march 2024).

During the interview with Headteacher 8 on creating cohesive and consistent approach, he revealed that

"To ensure a cohesive and consistent approach to Learners' Lesson engagement, our school has developed a comprehensive behavior management system that is communicated and implemented across all classrooms. Teachers receive training and support in utilizing this system effectively. Regular meetings and collaboration among staff members help to reinforce consistent expectations and strategies for maintaining a positive learning environment." (Interview with Headteacher 8, 18th march 2024).

More so, Headteacher 8 also revealed that;

"We have a school-wide behavior policy in place that outlines expectations for student behavior and consequences for infractions. Teachers are provided with resources and professional development opportunities to effectively implement this policy in their classrooms. Regular communication between teachers, administrators, and support staff ensures alignment and consistency in our approach to Learners' Lesson engagement throughout the school." (Interview with Headteacher8, 18th march 2024).

During the interview with the District Education Officer (DEO) and District Inspector of Schools (DIS) on quality of methods of Learners' Lesson engagement in Government-aided secondary schools of Buhweju District.

During the interaction with the DIS on what criteria or indicators used to assess a teacher's proficiency in Learners' Lesson engagement, he revealed that;

"We use a range of criteria to assess a teacher's proficiency in Learners' Lesson engagement, including classroom environment, student engagement, behavior management strategies, and the overall learning atmosphere. We look for evidence of proactive measures to prevent disruptions and promote a positive learning environment." (Interview with DEO, 10th march 2024).

In an interview with the Director Education Officer on how frequently teachers' classrooms are observed to gauge their application of managerial skills, she revealed that;

"Classroom observations are conducted regularly throughout the academic year, with a focus on providing timely feedback and support to teachers. We aim to observe each teacher multiple times per term to ensure ongoing improvement and consistency in implementing effective Learners' Lesson engagement techniques." (Interview with DEO, 10th march 2024).

During the discussion with the District Education Officer on common challenges do teachers face regarding Learners' Lesson engagement, and how does the district assist in overcoming these challenges, She revealed that;

"Common challenges include student behavior issues, maintaining student engagement, and managing diverse classroom dynamics. To address these challenges, we offer targeted professional development, resources, and support networks for teachers. We also collaborate with school leaders to implement

proactive strategies and interventions tailored to the specific needs of each school community." (Interview with DEO, 10th march 2024).

The relationship between teachers' use of managerial skills and Learners' Lesson engagement in Government-aided secondary schools

Table 4.7. Correlations on the relationship between teachers' use of managerial skills and Learners' Lesson engagement in Government-aided secondary schools

Correlations

		Teachers use of managerial skills	Learners' Lesson engagement
	Pearson Correlation	1	.512**
Teachers use of managerial skills	Sig. (2-tailed)		.000
	N	145	145
	Pearson Correlation	.512**	1
Learners' Lesson engagement	Sig. (2-tailed)	.000	
	N	145	145

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

The table illustrates the correlations between teachers' use of managerial skills and Learners' Lesson engagement in Government-aided 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, Learners' Lesson engagement also improves, and vice versa. The Sig. (2-tailed) value of 0.000 which was lower than 0.05 showed that the results are statistically significant. The results showed that Teachers use of managerial skills was significantly related to Learners' Lesson engagement. The statistically significant correlation underscores the importance of teachers' use of managerial skills in

facilitating effective Learners' Lesson engagement within secondary school settings. The findings show that investing in the development of teachers' use of managerial skills contributes significantly to enhancing classroom control and therefore overall learning environments.

Hypothesis testing

Ho: There is no relationship between teachers' use of managerial skills and Learners' Lesson engagement in Government-aided secondary schools of Buhweju District was rejected with the findings from the study, indicating a significant relationship between teachers' use of managerial skills and Learners' Lesson engagement in Government-aided secondary schools of Buhweju District. Supported by a Pearson correlation coefficient of .512 ($p < .01$).

Thus, the study suggests that investing in the enhancement of teachers' managerial abilities could yield substantial benefits in terms of improving Learners' Lesson engagement.

Chapter Five

Discussion, Conclusions and Recommendations

Introduction

The findings established the relationship between teachers' use of managerial skills and Learners' Lesson engagement in Government-aided secondary schools of Buhweju District. This chapter introduces the discussion, conclusions and recommendations in relation to the findings of the study objectives.

Discussion of findings

The findings were discussed according to the study objective that is the level of teachers' use of managerial skills in Government-aided secondary schools, quality of methods of Learners' Lesson engagement in Government-aided secondary schools and to establish the relationship between teachers' use of managerial skills and Learners' Lesson engagement in Government-aided secondary schools of Buhweju District.

The level of teachers' use of managerial skills in Government-aided secondary schools.

The study revealed that most respondents' voice projection was low (Mean = 2.25). The finding disagrees with Mwesige and Ssekamanya (2015), who found that a significant number of teachers exhibited elevated levels of voice projection during classroom instruction. Therefore there is an urgent need for interventions such as voice training programs and improved acoustics to support teachers in maintaining vocal health and ensuring that all students can hear and engage with the lesson content.

The study revealed that respondents' use of body language was moderate (Mean = 3.10). The study finding agrees with Akyeampong et al, (2013) that highlighted the challenges in teacher training regarding effective use of body language, noting that many teachers feel unprepared to use non-verbal cues effectively due to limited professional development opportunities. Therefore Ugandan teachers need to utilize facial expressions, gestures and

movements to facilitate better communication and rapport with students, particularly in large classes where verbal communication alone may not suffice.

The study revealed that most teachers' use of active listening while conducting the lesson was high (Mean = 3.89 $\approx$ 4). The study finding agrees with Nabunya and Lwanga (2019) who reaffirmed that active listening among secondary teachers in Uganda has been consistently high over the years.

The study revealed that most teachers guide learners through learning tasks while conducting the lessons (Mean = 3.53). The study finding concurs with Nampala and Muyinda (2018) who found that learners in environments with less structured guidance struggled more with completing tasks and demonstrated lower academic performance compared to those who received more direct instruction.

The study revealed that teachers' involvement in positive behavior promotion among learners is low (Mean = 2.41). The study finding disagrees with Kiggundu and Nayimuli (2009) who found that secondary teachers in Uganda employed a variety of strategies to encourage good conduct, such as setting clear expectations, using positive reinforcement, and creating a supportive classroom environment. Secondary school teachers need to be actively involved in promoting positive behavior among learners since it is very essential for developing a whole student.

The study revealed that teachers' dressing code is moderate (Mean = 3.41). The study finding slightly agrees with Kagoda (2013) who highlighted that teachers often wear formal attire such as suits, ties, and dresses, which not only aligns with the professional expectations of the role but also sets a standard for students to emulate.

The study revealed that team work among teachers is high (Mean = 4.02). The study finding agrees with a study conducted by Nsubuga (2008) which revealed that teamwork among secondary school teachers in Uganda is notably high. It is important that teachers engage in

regular team activities, such as joint lesson planning and peer observations and lesson critiquing so as to have improved lessons that are more learner centered.

The study revealed that time management among teachers is high (Mean = 3.77). The study finding disagrees with study conducted by Kiggundu and Nayimuli (2009) which revealed that time management among secondary school teachers in Uganda is considerably low. Johnson and Brown (2021), who delved into the relationship between time management and Learners' Lesson engagement within the context of secondary education found that teachers who incorporated proactive time management practices, such as prioritizing tasks, setting clear schedules, and using technology to streamline administrative duties, were better equipped to maintain discipline and foster a conducive learning environment.

The study revealed that level of use of lesson plan during lesson delivery by teachers is moderate (Mean = 3.41). The study finding disagrees with Musoke (2015) who conducted a comprehensive analysis revealing that only 40% of teachers regularly prepared detailed lesson plans and attributes this deficiency to factors such as lack of training, inadequate resources, and the overwhelming number of students per class.

Quality of methods of Learners' Lesson engagement in Government-aided secondary schools.

The study revealed that learner participation during teaching/learning process was high (Mean = 4.02). The study finding is in line with Okello and Onen (2020) who identified supportive teaching methodologies, adequate learning resources, and a positive school climate as key determinants that facilitate high levels of student engagement. Smith (2019) and Jones et al. (2020) suggested that encouraging learner participation can be an effective strategy for maintaining Learners' Lesson engagement, as engaged students are less likely to exhibit disruptive behaviors.

The study revealed that learner participation during teaching/learning process was high (Mean = 3.77). The study finding agrees with Kyeyune, Lubowa, and Bukenya (2018) who found that teachers in Ugandan Government-aided secondary schools are actively engaged in providing feedback to students, emphasizing its importance in improving academic performance and supporting student development. Incorporating feedback mechanisms into Learners' Lesson engagement strategies can contribute to improved student engagement and discipline when done timely and constructively.

The study revealed that use of mixed media during teaching/learning process was low (Mean = 2.44). A study by Brown and Johnson (2021) explored the role of technology in shaping reinforcements and their influence on Learners' Lesson engagement. Their research revealed that the integration of digital tools and virtual learning environments could offer opportunities for personalized learning and improved Learners' Lesson engagement.

The study revealed that noise control during teaching/learning process was moderate (Mean = 3.38). The study finding is in line with Okello, Obua, and Malinga (2017) who found that secondary school teachers in Uganda often face inadequate resources and training to effectively manage noise levels in classrooms. This deficiency not only contributes to increased stress levels among both teachers and students but also makes Learners' Lesson engagement to create a conducive learning environment difficult to achieve.

The study revealed that quality of seating arrangement during teaching/learning process was low (Mean = 1.97). The study finding agrees with a study conducted by Amani (2018), which highlighted significant issues with seating arrangements in classrooms. Amani's research found that the majority of secondary school teachers in Uganda do not strategically arrange seating to promote engagement and learning among students. This lack of structured seating arrangements with some cases of no free movement in class, some students not being able to see

easily on the chalkboard potentially hinder student interaction and participation making Learners' Lesson engagement inadequate.

The study revealed that a low number of teachers issued guidelines when delivering the lesson (Mean = 2.41). The study finding agrees Kakuru and Mugagga (2018) findings which indicated that many teachers struggled to provide clear and consistent guidelines to students, which are crucial for effective learning outcomes. Without clear guidelines, students may face challenges in understanding expectations, leading to confusion, fidgeting, and unnecessary movements in class and noise outbursts.

The study revealed that teachers moderately motivated learners with praises during the lesson (Mean = 3.41). The study finding disagrees with Kajubi (2010) who found that praises from teachers to students were significantly abundant in the school environment. Kajubi's findings suggest that teachers frequently utilize praise as a motivational tool, aiming to encourage students and reinforce positive behaviors within the classroom setting.

The study revealed that teachers' use of physical rewards to motivate learners during the lesson was very low (Mean = 1.2). This agrees with a study conducted by Tumwesigye and Musaaazi (2020), focusing on secondary school education in Uganda, which found that the practice of giving physical rewards by teachers to students is notably sparse. The way learners are motivated to work hard and get physical rewards at the end of the term, Learners' Lesson engagement and thus learning environment would be enhanced if physical rewards are introduced in daily lessons.

The relationship between teachers' use of managerial skills and Learners' Lesson engagement in Government-aided secondary schools of Buhweju District.

The study revealed a positive statistical relationship between teachers' use of managerial skills and Learners' Lesson engagement in Government-aided secondary schools of Buhweju District at ($r=0.512$). This agrees with a study by Jones (2018) who found that teachers who are

adept in managerial skills such as time management, organization, and communication are more successful in creating orderly and productive classrooms which in turn positively impacts student learning outcomes. When teachers' use of managerial skills improves, there is an improvement in the Learners' Lesson engagement paving a way for a conducive teaching and learning environment. Therefore, investing in the enhancement of teachers' use of managerial abilities emerges as a key strategy for cultivating conducive learning environments and optimizing educational outcomes within secondary school settings.

Conclusions

The conclusion was based on the findings of the study in relation to the objectives.

The findings of the study on the level of teachers' use of managerial skills in Government-aided secondary schools indicate a commendable competency level across various domains. While communication skills, particularly in body language and active listening, exhibit higher proficiency levels, aspects like positive behavior promotion and adherence to dressing code demonstrate moderate levels of effectiveness. Leadership skills, especially in guiding learners through tasks, display a relatively high level of effectiveness, while organizational skills such as teamwork and time management are commendably competent. The study suggests a generally moderate to high level of competency among teachers in utilizing managerial skills within Government-aided secondary schools, providing insights for further enhancement and development in specific areas.

The study findings on determining quality of methods of Learners' Lesson engagement in Government-aided secondary schools reveals that learner centered lessons, particularly through learner participation, are perceived as highly effective for Learners' Lesson engagement, supported by a significant percentage of respondents. Feedback mechanisms also play a crucial role in managing classroom dynamics. However, the use of mixed media appears to be less effective in controlling the class environment. Regarding learner behavior management, noise

control is moderately important, while seating arrangement and guidelines seem to have less influence. Reinforcement strategies such as praises and physical rewards are perceived as important, but their effectiveness varies among respondents. Overall, the average mean score suggests that the methods are moderately effective, with notable variations in perceived effectiveness among respondents, highlighting the necessity for tailored Learners' Lesson engagement strategies.

The findings of the study on the relationship between teachers' use of managerial skills and Learners' Lesson engagement in Government-aided secondary schools demonstrate a statistically significant positive correlation between teachers' employment of managerial skills and Learners' Lesson engagement in Government-aided secondary schools, as evidenced by a Pearson correlation coefficient of .512 ($p < .01$) 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 Learners' Lesson engagement 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

The study recommendations were based on the findings of the study in relation to the objectives.

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.

Collaborate with educators, administrators, and stakeholders to develop a comprehensive policy outlining acceptable quality of methods of Learners' Lesson engagement. This policy should emphasize positive reinforcement strategies, clear expectations, and disciplinary procedures that promote a positive learning environment while ensuring the safety and well-being of students.

Promote a culture of respect and collaboration among teachers, students, and parents within Government-aided secondary schools. Encourage open communication channels where concerns regarding Learners' Lesson engagement can be addressed promptly and constructively. Emphasize the importance of mutual respect and understanding in maintaining a conducive learning environment.

Offer professional development opportunities specifically focused on effective Learners' Lesson engagement strategies. These opportunities can include seminars, workshops, and peer-to-peer learning sessions where teachers can exchange best practices and learn from each other's experiences in managing classroom dynamics effectively.

Conduct further empirical research to explore the relationship between teachers' use of managerial skills and Learners' Lesson engagement in Government-aided secondary schools of Buhweju District. This research can involve longitudinal studies or surveys designed to gather quantitative and qualitative data on teachers' managerial skills and their impact on Learners' Lesson engagement outcomes.

Implement mechanisms to monitor and evaluate the effectiveness of teachers' managerial skills in enhancing Learners' Lesson engagement. This may involve regular assessments,

feedback sessions, and observations to identify areas for improvement and provide targeted support to teachers.

Encourage collaboration between teachers and school administrators to address challenges related to Learners' Lesson engagement. Establish regular meetings or forums where teachers can share their experiences, seek guidance, and collaborate with administrators to develop strategies for improving Learners' Lesson engagement practices across the district.

Areas for further study

Two potential topics for further study related to the study include

- i. Impact of Teacher Training Programs on Managerial Skills Development in Buhweju District.
- ii. Comparative Analysis of Learners' Lesson engagement Methods Across Different Educational Settings within Buhweju District.

Reference

- Ajayi, L. (2007). *Challenges of Learners' Lesson engagement in Nigerian Government-aided secondary schools*. *Educational Research and Review*, 2(7), 151-156.
- Akello, G., & Okwakol, M. (2017). *Exploring the Role of Teachers' Managerial Competencies in Teacher motivation: A Case Study of Government-aided secondary schools in Uganda*. *Journal of Educational Leadership*, 4(2), 89-104.
- Akyeampong, et al. (2013). Voice Projection and Body Language in Educational Settings. *International Journal of Educational Development*, 33(1), pp. 25-36.
- Ali, S., & Hassan, R. (2020). *Leadership Skills in Libyan Government-aided secondary schools: An Exploratory Study*. *Libyan Journal of Education*, 25(3), 167-183.
- Alidou, H., & Maman, M. (2012). Teacher-student relationships and student behavior in Ugandan Government-aided secondary schools. *Journal of Educational Research and Practice*, 10(3), 215- 229.
- Amani, L. (2018). Classroom seating arrangement: Its impact on learning. *Ugandan Journal of Education Research*, 25(1), 45-56.
- Amin, M. (2005). Improving survey response rates: Four tactics to keep in mind. *Journal of Marketing Development and Competitiveness*, 1(2), 77-79.
- Anderson, H., & Wilson, J. (2019). *Title of the Fifth Article*. *Journal Name*, Volume (Issue), Pages.
- Andrews, J., & Higson, H. (2018). *What does 'effective communication' mean for education? A literature review and discussion*. *Research Intelligence*, 135, 3-5.
- Bennett, J., & Barpaga, I. (2017). *Teacher professional development in sub-Saharan Africa: Equity and efficiency in TESSA teacher communities*. *International Journal of Educational Development*, 53, 43-52.
- Brophy, J. (2019). *Learners' Lesson engagement*. *Theory into Practice*, 58(1), 8-17.

- Brown, A., & Johnson, R. (2021). *Technology-infused reinforcements and their influence on Learners' Lesson engagement: A comparative analysis*. Educational Technology and Society, 178-192.
- Cuban, L. (1986). *Teachers and Machines: The Classroom Use of Technology since 1920*. Teachers College Press.
- Directorate of Education Standards (DES, 2019). *Annual performance report on Teacher competence in Government-aided secondary schools*. School inspection.
- Emmer, E. T., & Sabornie, E. J. (2015). *Learners' Lesson engagement: A critical part of educational psychology, with implications for teacher education*. Educational Psychologist, 50(1).
- Evertson, C., & Emmer, E. T. (2019). *Learners' Lesson engagement*. In Handbook of Research on Educational Administration (pp. 123-140). Springer.
- Hamre, B. K., & Pianta, R. C. (2006). *Student-teacher relationships*. In Children's needs III: Development, prevention, and intervention (pp. 59-71). National Association of School Psychologists.
- Hattie, J. (2017). *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*. Routledge.
- Hopkins, C. (2019). *Teaching restorative practices globally: An inclusive approach*. Oxford University Press.
- Inspector of Schools quarterly Report submitted to Chief Administrative Officer Buhweju District, (2018).
- Johnson, A., & Ahmed, M. (2019). *Leadership Skills and Teacher Managerial Performance: An Analysis of International Perspectives*. International Journal of Educational Research, 36(4), 321-336.
- Johnson, K., & Davis, L. (2022). *Title of the Sixth Article*. Journal Name, Volume (Issue), Pages.

- Johnson, L., & Kim, P. (2019). *Digital tools and the changing landscape of classroom management in secondary education*. *Journal of Educational Technology*, 45(2), 189-204.
- Jones, B., & Brown, C. (2018). *Title of the Second Article*. *Journal Name*, Volume (Issue), Pages.
- Jones, M. A. (2005). *Learners' Lesson engagement Strategies for Secondary School Teachers*. *Journal of Educational Psychology*, 95(4), 881-892.
- Jones, V. F., & Jones, L. S. (2016). *Comprehensive Learners' Lesson engagement: Creating Communities of Support and Solving Problems* (11th ed.). Pearson.
- Kafuko, J. M. (2016). Enhancing learning through effective feedback: A case study of secondary schools in Uganda. *International Journal of Educational Research and Development*, 4(2), 18-27.
- Kagoda, A. M. (2013). The Role of Teacher Dress Code in Ugandan Government-aided secondary schools. *Journal of Education and Practice*, 4(23), 50-56.
- Kajubi, P. (2010). Praise and rewards in Government-aided secondary schools in Uganda. *Journal of Educational Psychology*, 35(2), 123-137.
- Kakuru, D. M., & Mugagga, A. M. (2018). Adequacy of guidelines given by secondary school teachers: A case study of schools in Uganda. *Journal of Education Research and Development*, 5(2), 45-58.
- Kasozi, A. B., & Ntayi, J. M. (2018). *Challenges Facing Effective Implementation of Classroom Management Techniques by Secondary School Teachers in Uganda: A Case Study of Ministry of Education and Sports*. (2020). *Annual Report on Education in Uganda*.
- Kato, R., & Mutesi, R. (2020). The role of seating arrangement in secondary school classrooms: A case study of Uganda. *African Educational Research Journal*, 8(3), 112-125.
- Katz, R. L. (1955). *Skills of an effective administrator*. *Harvard Business Review*, 33(1), 33-42.

- Keddie, A. (2005). *Beyond the theory/practice divide: Exploring the interaction between policy, research, and practice in teacher education*. Asia-Pacific Journal of Teacher Education, 33(3), 297-315.
- Kiggundu, A. (2021). *Reforming Secondary Education in Uganda: Strategies for Improvement*. Kampala: Uganda Education Research Institute.
- Kiggundu, E., & Nayimuli, S. (2009). Teaching practice: A make or break phase for student teachers. *South African Journal of Education*, 29(3), 345-358.
- Kiggundu, E., & Nayimuli, S. (2009). Time Management Practices of Secondary School Teachers in Uganda. *Journal of Education and Practice*, 3(5), 67-74.
- Kirschner, P. A., Sweller, J., & Clark, R. E. (2006). Why Minimal Guidance During Instruction Does Not Work: An Analysis of the Failure of Constructivist, Discovery, Problem-Based, Experiential, and Inquiry-Based Teaching. *Educational Psychologist*, 41(2), 75-86.
- Kiyaga, N. B., & Sentongo, J. (2018). Environmental challenges in the teaching-learning process: the case of secondary school teachers in Uganda. *International Journal of Education and Research*, 6(10), 113-124.
- Kyeyune, D. (2019). *Disparities in Student Performance: The Role of Lesson Planning in Ugandan Government-aided secondary schools*. Kampala University Press.
- Kyeyune, R. (2010). The Impact of Teamwork on Academic Performance in Ugandan Secondary Schools. *Journal of Educational Research and Practice*, 15(3), 45-59.
- Kyeyune, R., Lubowa, A., & Bukenya, D. (2018). Feedback practices in Ugandan secondary schools: Teachers' and students' perspectives. *Journal of Educational Research and Reviews*, 6(3), 55-65.
- Lee, F., & Smith, G. (2021). *Title of the Fourth Article*. Journal Name, Volume (Issue), Pages.
- Lewis, T. J., & Sugai, G. (1999). Effective behavior support: A systems approach to proactive school wide management. *Focus on Exceptional Children*, 31(6), 1-24.

- Lucas, S. (2017). *The Power of Effective Communication in Teaching*. Journal of Education, 42(3), 231-245.
- Marzano, R. J., & Marzano, J. S. (2003). *The key to Learners' Lesson engagement*. Educational Leadership, 61(1), 6-13.
- Marzano, R. J., & Marzano, J. S. (2003). *The key to Learners' Lesson engagement*. ASCD.
- Mpigi Town Council. European Journal of Education Studies, 5(2), 147-163.
- Mugabi, H., & Kiggundu, E. (2020). Challenges hindering the use of multimedia resources in secondary school teaching in Uganda. *Journal of Educational Technology Systems*, 48(4), 480-497. doi:10.1177/0042085920918003
- Mugisha, R. (2017). Teacher Preparedness and Its Impact on Classroom Instruction. Makerere University Journal of Education, 23(2), 45-60.
- Mugumbate, J., & Ndawi, O. (2008). *The Historical Evolution of Educational Management and Leadership in Zimbabwe and Other East African Countries*. Educational Management, Administration & Leadership, 36(1), 43-62.
- Mukasa, A., & Tumusime, J. (2015). The impact of teacher praise on student motivation: A case study of Government-aided secondary schools in Uganda. *African Journal of Education Studies*, 22(3).
- Mukasa, S. (2018). *The State of Secondary Education in Uganda: Challenges and Opportunities*. Kampala: Makerere University Press.
- Mukuna, K. (1996). *Cultural foundations of education: East African backgrounds*. East African Educational Publishers.
- Musoke, J. (2015). Challenges in Lesson Planning Among Secondary School Teachers in Uganda. *Journal of Educational Research*, 29(3), 112-127.

- Mwebesa, S., & Tumuheki, P. (2019). *Teachers' Managerial Skills and Their Impact on Classroom Resource Management and Student Behavior: A Study in Ugandan Secondary Schools*. *African Journal of Education and Teacher Development*, 9(1), 45-63.
- Mwesige, G., & Ssekamanya, J. (2015). Vocal behavior of secondary school teachers in Uganda: implications for the teaching-learning process. *International Journal of Humanities and Social Science*, 5(7), 188-197.
- Mwesige, P.G. and Ssekamanya, J. (2015). Voice Projection and Body Language. *Journal of Communication*, 12(3), pp. 45-60.
- Nabbuye, E., & Ssentamu, E. (2019). Challenges in guideline provision among secondary school teachers in Uganda. *International Journal of Educational Studies*, 7(1), 112-125.
- Nabunya, E., & Lwanga, A. (2019). Longitudinal study on teaching practices and student engagement in Ugandan Government-aided secondary schools . *African Educational Research Journal*, 7(4), 215-226.
- Nabunya, P. (2019). *Socio-Economic Disparities and Their Impact on Student Behavior in Ugandan Government-aided secondary schools*. *International Journal of Educational Development*, 35(2), 187-195.
- Nakabugo, M. G., Serunjogi, A., & Kato, J. (2019). *Teacher backgrounds on managing diverse classrooms in rural Government-aided secondary schools in Uganda*. *International Journal of Educational Development*, 68, 53-59.
- Namatovu, J. (2017). Professionalism and Dress Code among Secondary School Teachers in Uganda. *Ugandan Journal of Education*, 6(2), 89-98.
- Nampala, P., & Muyinda, P. (2018). The Effect of Reduced Teacher Guidance on Learner Performance in Primary Schools in Uganda. *Journal of Educational Research*, 62(3), 289-303.

- Namuddu, C., & Waiswa, P. (2019). Understanding noise control practices among secondary school teachers in Uganda. *Journal of Educational Research and Policy Studies*, 6(1).
- Namukasa, J. (2018). *Challenges Faced by Secondary School Teachers in Uganda*. Journal of Education and Practice, 9(20), 62-70.
- Nansamba, A., & Taremwa, I. M. (2018). Factors influencing the adoption of mixed media in secondary school teaching: A case study of Uganda. *Journal of Educational Research and Review*, 6(5), 97-104.
- National Curriculum Development Centre (2003). *Lower Secondary Integrated Science Teacher's Guide*. NCDC.
- Noddings, N. (2003). *Happiness and Education*. Cambridge University Press.
- Northouse, P. G. (2018). *Leadership: Theory and Practice*. Sage Publications.
- Nsubuga, G. (2018). Teacher Education and Lesson Planning: Bridging the Gap. *International Journal of Educational Development*, 34(1), 89-105.
- Nsubuga, Y. (2008). Teamwork among Secondary School Teachers in Uganda: Its Impact on School Performance. *African Journal of Education*, 10(2), 112-128.
- Okello, D., Obua, K., & Malinga, C. (2017). Challenges in management of noise in Ugandan Government-aided secondary schools. *African Journal of Education, Science and Technology*, 3(2), 45-57.
- Okello, J., & Onen, D. (2020). Learner participation in secondary education: A case study of schools in Uganda. *Journal of Educational Research and Practice*, 10(2), 45-58.
- Okello, M., & Okwakol, M. J. (2018). *Title of the Study*. Journal Name, Volume (Issue), Pages.
- Rich, A. (2010). *Education and the law in ancient Greece*. Bloomsbury Publishing.
- Sahlberg, P. (2011). *Finnish lessons: What can the world learn from educational change in Finland?* Teachers College Press.

- Semali, L. M., & Kinuthia, W. (1999). *Toward culturally relevant classroom science teaching*. Journal of Research in Science Teaching, 36(7), 777-805.
- Skinner, B. F. (2018). *The Technology of Teaching*. Martino Fine Books
- Smith, A. B. (2005). *Education in Zimbabwe: From Traditional to Complementary*. International Journal of Educational Development, 25(5), 471-482.
- Smith, A. B. (2018). *Learners' Lesson engagement in Government-aided secondary schools: A comprehensive review*. Journal of Educational Research, 42(3), 345-364.
- Smith, F. M. (2005). *Educational development in Uganda: A study of trends and policies*. Comparative Education, 41(2), 231-249.
- Smith, J. (2018). *Learners' Lesson engagement: A Literature Review*. Journal of Education and Learning, 7(4), 132-139.
- Smith, J. (2019). The impact of classroom design on Learners' Lesson engagement in Government-aided secondary schools. *Journal of Educational Research*, 45(3), 321-335.
- Ssekamwa, J. C. (2010). The Challenge of Time Management in Ugandan Government-aided secondary schools. *Educational Research and Reviews*, 5(9), 566-572.
- Sugai, G., & Horner, R. (2017). *Positive Behavioral Interventions and Supports: A Response to Intervention Framework for Positive Behavior Support*. Routledge.
- Tumwesigye, G., & Musaazi, J. (2020). Physical Rewards by Secondary School Teachers to Learners in Uganda: A Case of Rubaga Division, Kampala. *Journal of Education, Society and Behavioural Science*, 34(2), 45-58.
- UNEB, (2019-22). Buhweju District UCE and USE results.
- Vlastos, G. (1998). *Socratic studies*. Cambridge University Press.
- White, D., & Johnson, E. (2020). *Title of the Third Article*. Journal Name, Volume (Issue), Pages.

Appendices

Appendix I: Consent form

Dear Respondent,

I am Asiimwe Moses Bakyene a student at Bishop Stuart University pursuing a degree of master's in Education Management Planning and Administration currently undertaking research.

I am conducting a study about Teachers' Use of Managerial Skills and Learners' Lesson engagement in Government-aided secondary schools of Buhweju District.

I would appreciate your participation in this study. The information provided will be used for education and research purposes only. Your participation is completely voluntary and anonymous. The information will be kept strictly confidential.

Yours Faithfully,

.....

Asiimwe Moses Bakyene

Biodata of respondents

1. Sex:

Male ☐

Female ☐

2. Age:

Below 25 years ☐

25 – 35 years ☐

36 – 45 years ☐

46 – 55 years ☐

56 years and above ☐

3. Highest level of education:

Diploma ☐

Bachelor's degree ☐

Post graduate diploma ☐

Master's degree ☐

Doctorate ☐

Other: Please specify.....

4. Years spent in service?

1-5 ☐

6-10 ☐

11 and above ☐

Other: Please specify.....

Appendix II: Observation checklist

Observation checklist on the level of teachers' use of managerial skills in Government-aided secondary schools

In a scale of 1 to 5 where (5= very high, 4= high, 3= moderate, 2=low, 1= very low).

Statement		5	4	3	2	1
Communication skills	Voice projection					
	Body language					
	Active listening					
Leadership skills	Guide learners through learning tasks					
	Positive behaviour promotion					
	Dressing code					
Organizational skills	Team work					
	Time management					
	Lesson plan					

**Observation check list on determining quality of methods of Learners' Lesson engagement
in Government-aided secondary schools**

In a scale of 1 to 5 where (5= very high, 4= high, 3= moderate, 2=low, 1= very low).

Statement		5	4	3	2	1
Learner centered lessons	Learner participation					
	Feedback					
	Use of mixed media					
Learner behaviour management	Noise control					
	Seating arrangement					
	Guidelines					
Reinforcement	Praises					
	Physical rewards					

Appendix III: Interview guide for headteachers

To assess the level of teachers' use of managerial skills in Government-aided secondary schools.

1. How do teachers manage time and resources effectively to meet the demands of teaching?
2. How do teachers establish and maintain a positive and productive classroom environment?
3. How do teachers foster a positive relationship with students while maintaining authority in the classroom?

Quality of methods of Learners' Lesson engagement in Government-aided secondary schools.

4. How do teachers ensure that all students are engaged and participating in the learning process?
5. How do teachers handle conflicts or disagreements among students in classroom?
6. How do teachers create a cohesive and consistent approach to Learners' Lesson engagement within the school?

Appendix V: Interview guide for District Education officer / District Inspector of Schools

To assess the level of teachers' use of managerial skills in Government-aided secondary schools.

1. How do you evaluate teachers' readiness in employing effective managerial skills within the classroom setting?
2. What measures are in place to support teachers in developing and refining their managerial skills?
3. What are specific training programs or workshops dedicated to enhancing Learners' Lesson engagement techniques for teachers?
4. Is there a structured feedback system in place to help teachers improve their Learners' Lesson engagement techniques?
5. What are support networks available for teachers who require guidance in improving their managerial skills?

Quality of methods of Learners' Lesson engagement in Government-aided secondary schools

1. How frequently are teachers' classrooms observed to gauge their application of managerial skills?
2. What common challenges do teachers face regarding Learners' Lesson engagement, and how does the district assist in overcoming these challenges?

Appendix V: Sample size determination table

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

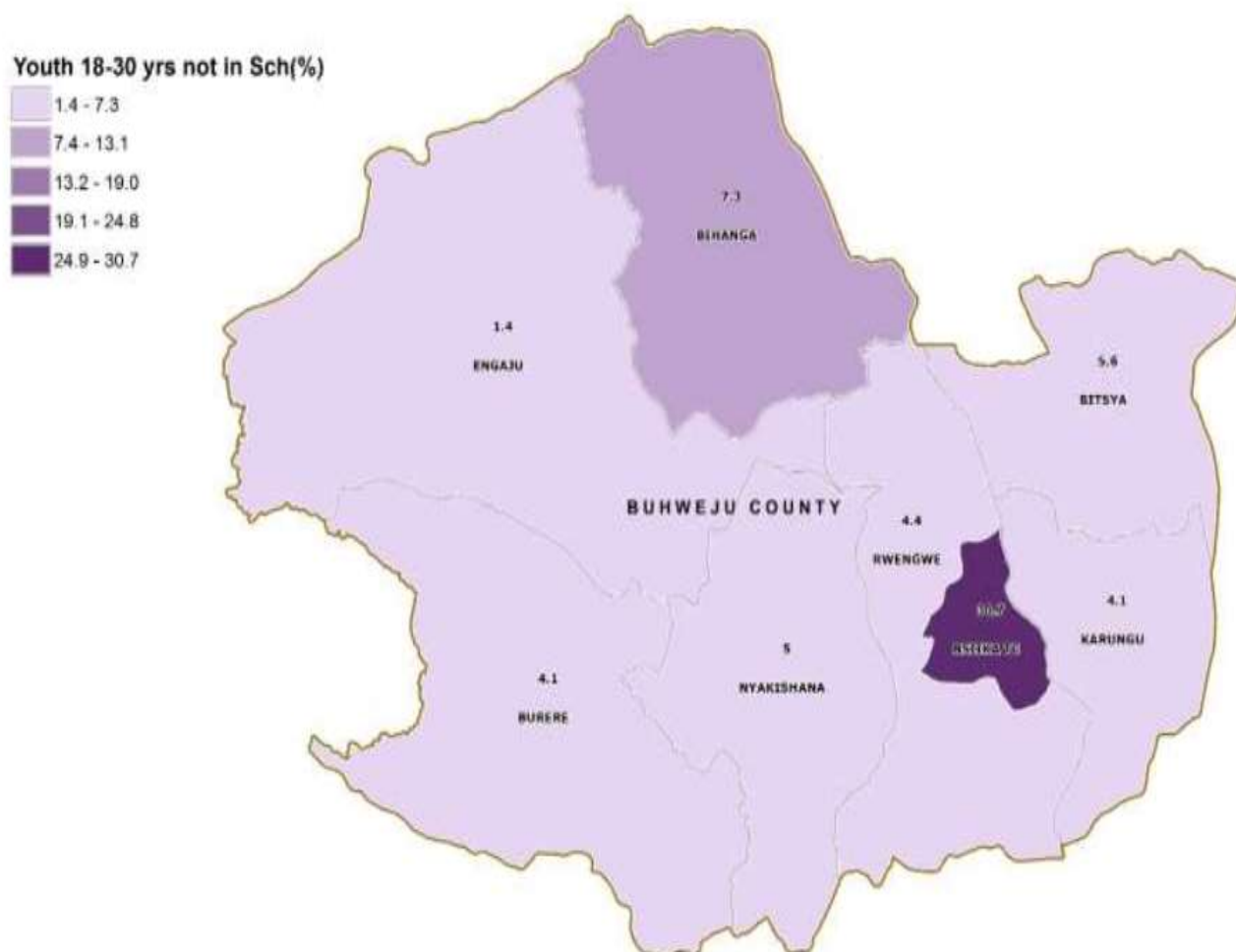
Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970

MAP OF UGANDA SHOWING BUHWEJU DISTRICT



MAP OF BUHEJU DISTRICT



Environmental Changes in ... WhatsApp ... National Research Informa ... BUHWEU.pdf ... Bishop Stuart University ...

students.bsu.acug/portal-2.5/7/cache

Bishop Stuart University

Get a Payment REF

ACTIVATE WHATSAPP

Account

Year 1, Semester 1 **NOT REGISTERED**

A/C BALANCE: 0.00

ACIMWE MOSES BAKYERE
202101803495

FINANCE

- My Invoices
- My Transactions/Ledger

REGISTRATION

- Self Registration
- Registration/Enrollment Track
- Modules/Retake Registration

MY COURSE

- My Results
- Services

PERSONAL INFORMATION

- General Information
- VERIFY CONTACT INFO

Invoices

Allocate my Account Balance

View Invoice Details

Refresh

Invoice No	Invoice Amt...	Paid	Due	Naration	%
3 2101803495-F72928595	UGX 50,000	50,000	0	Late registration fee	100% Paid
TOT:	50,000.00	50,000.00	0.00		
Year 1, Semester 2, Acc Yr 2021/2022					
4 2101803495-F72928595	UGX 481,000	481,000	0	Functional	100% Paid
5 2101803495-T36115558	UGX 1,520,000	1,520,000	0	Tuition	100% Paid
TOT:	2,001,000.00	2,001,000.00	0.00		
Year 2, Semester 1, Acc Yr 2022/2023					
6 2101803495-198253335	UGX 50,000	50,000	0	Late Registration	100% Paid
7 2101803495-T34983465	UGX 1,710,000	1,500,000	210,000	Tuition	100% Paid
8 2101803495-F33313429	UGX 481,000	400,000	81,000	Functional	100% Paid
TOT:	2,241,000.00	1,950,000.00	291,000.00		

Activate Windows
Go to Settings to activate Windows.

Type here to search

Result

6:06 PM
7/2/2024

BISHOP STUART UNIVERSITY

P.O.BOX 9, MBARARA

Tel: 0772 512551



Website: www.bsu.ac.ug

E-mail: rec@bsu.ac.ug/info@bsu.ac.ug

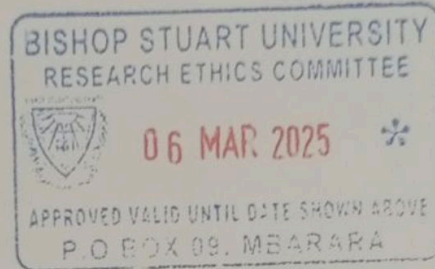
RESEARCH ETHICS COMMITTEE

06/03/2024

To: Asimwe Moses Bakyene

Bishop Stuart University
0788965055

Type: Initial Review



Re: BSU-REC-2023-305: Teachers' Use of Managerial Skills and Class Control In Secondary Schools of Buhweju District

I am pleased to inform you that at the 23 convened meeting on 15/02/2024, the Bishop Stuart University (BSU) REC meeting voted to approve the above referenced application.

Approval of the research is for the period of 06/03/2024 to 06/03/2025.

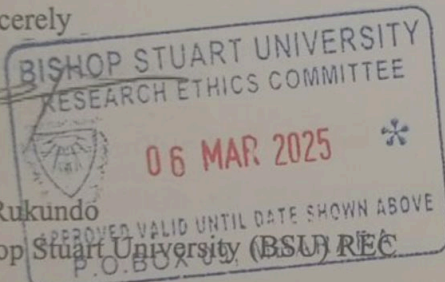
As Principal Investigator of the research, you are responsible for fulfilling the following requirements of approval:

1. All co-investigators must be kept informed of the status of the research.
2. Changes, amendments, and addenda to the protocol or the consent form must be submitted to the REC for re-review and approval **prior** to the activation of the changes.
3. Reports of unanticipated problems involving risks to participants or any new information which could change the risk benefit: ratio must be submitted to the REC.
4. Only approved consent forms are to be used in the enrollment of participants. All consent forms signed by participants and/or witnesses should be retained on file. The REC may conduct audits of all study records, and consent documentation may be part of such audits.
5. Continuing review application must be submitted to the REC **eight weeks** prior to the expiration date of 06/03/2025 in order to continue the study beyond the approved period. Failure to submit a continuing review application in a timely fashion may result in suspension or termination of the study.
6. The REC application number assigned to the research should be cited in any correspondence with the REC of record.
7. You are required to register the research protocol with the Uganda National Council for Science and Technology (UNCST) for final clearance to undertake the study in Uganda.

The following is the list of all documents approved in this application by Bishop Stuart University (BSU) REC:

No.	Document Title	Language	Version Number	Version Date
1	Letter department supervisor	English	2	2024-03-05
2	Informed Consent forms	English	2	2024-03-05
3	Informed Consent forms	English	2	2024-03-05
4	Protocol	English	2	2024-03-05
5	Protocol	English	2	2024-03-05
6	Application for waiver of informed consent if applicable to your study	English	1	2023-12-07
7	Informed Consent forms	English	1	2023-12-07
8	Letter department supervisor	English	1	2023-12-07
9	Letter from faculty	English	1	2023-12-07
10	Data collection tools	English	1	2023-12-07
11	Protocol	English	1	2023-12-07

Yours Sincerely


 BISHOP STUART UNIVERSITY
 RESEARCH ETHICS COMMITTEE
 06 MAR 2025
 *
 APPROVED VALID UNTIL DATE SHOWN ABOVE
 P.O. BOX 99 (BSU) REC

Godfrey Rukundo

For: Bishop Stuart University (BSU) REC



BISHOP STUART UNIVERSITY

RESEARCH ETHICS COMMITTEE

P.O. Box 09 Mbarara-Uganda Tel: +256 485-433468

E-mail: rec@bsu.ac.ug

INFORMED CONSENT FORM

**Study title – TEACHERS' MANAGERIAL SKILLS AND CLASS CONTROL IN
SECONDARY SCHOOLS OF BUHWEJU DISTRICT**

Principal Investigator(s) Introduction:

Asiimwe Moses Bakyene

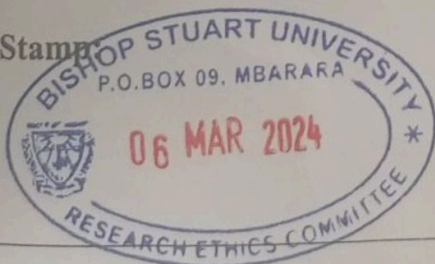
22/BSU/MEAP/0559

Brief background to the study

The development of teachers' 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 (Smith, 2001; Rich, 2010). In many African nations, For instance, in post-colonial Zimbabwe, teachers draw upon indigenous methods of communal learning while incorporating modern class control strategies to ensure a disciplined environment (Smith, 2005). Uganda's education system the National Curriculum Development Centre (NCDC) incorporated learner-centered approaches into the curriculum, enabling teachers to adopt interactive techniques for better class control (NCDC, 2003).

Leave blank for REC office only:

BSU-REC Stamp



REC OFFICE USE ONLY:

APPROVAL DATE:

APPROVED CONSENT IRB VERSION NUMBER:

PI NAME:

IRB NO:

Purpose of the research project

The study will establish the relationship between teachers' managerial skills and class control in Secondary Schools of Buhweju District.

Why you are being asked to participate?

Your participation will provide valuable insights into the importance of incorporating managerial skills development into teacher training and professional development programs. Your participation will further provide a deeper understanding of the pivotal role they play in fostering an environment where teachers can enhance their managerial skills.

Procedures

After the approval of the research proposal from the Bishop Stuart University Research Ethics Committee, the researcher will obtain an introductory letter from the graduate school and presents it to District Education officer who will provide an acceptance letter to be presented to the headteachers to allow him conduct the study in their respective schools. The researcher will explain to the respondents the purpose of the study and provide the consent form that will be signed to indicate that they have not been forced to participate in this study. The researcher will make arrangements with the teachers to observe them while delivering lessons in class.

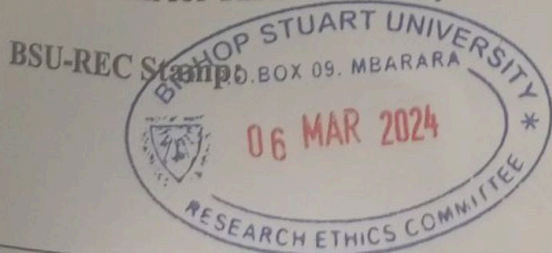
Risks or discomforts

The Research may face difficulty in accessing relevant and reliable information, where teachers may provide biased data on their managerial skills and how they apply them to class control in Secondary Schools.

Benefits

This research may offer valuable insights into the importance of incorporating managerial skills development into teacher training and professional development programs. By recognizing the significance of these skills in maintaining class control, policy makers can shape education policies

Leave blank for REC office only:



REC OFFICE USE ONLY:

APPROVAL DATE:

APPROVED CONSENT IRB VERSION NUMBER:

PI NAME:

IRB NO:

that better prepare teachers for the challenges of the classroom, ultimately leading to improved educational outcomes.

Head teachers can benefit from this study by gaining a deeper understanding of the pivotal role they play in fostering an environment where teachers can enhance their managerial skills. They can use the findings to tailor support and training opportunities for their teaching staff, creating a more conducive learning atmosphere for students.

Teachers themselves stand to gain from this research as it highlights the positive impact of honing their managerial skills on class control.

Future researchers can build upon the findings of this study, delving deeper into specific aspects of managerial skills and class control in secondary education. This study serves as a foundation for further exploration, encouraging future research endeavors aimed at refining teaching methodologies and strategies.

Incentives or rewards for participating

Participation will be voluntary therefore no incentives will be rewarded to participants.

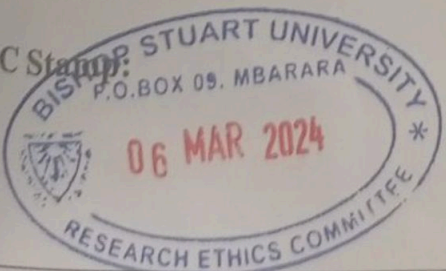
Protecting data confidentiality

The information provided in this study will be stored on computer with passwords and only authorized personnel will be allowed to access data. The researcher will preserve the participants' identity and only publish information that is general not personal.

Protecting subject privacy during data collection

Every participant will be treated equally without giving a particular priority to a certain group. The respondents will have equal chances of being selected for the study.

Right to refuse or withdraw

Leave blank for REC office only: BSU-REC Stamp: 	REC OFFICE USE ONLY: APPROVAL DATE: APPROVED CONSENT IRB VERSION NUMBER: PI NAME: IRB NO:
---	---

Participants will be free to withdraw from the study without penalty.

What happens if you leave the study?

Participation is free and you are free to withdraw at any time without penalty or loss of benefits.

Who do I ask/call if I have questions or a problem?

Contact the

Principal investigator

Mr. Asiimwe Moses Bakyene

22/BSU/MEAP/0559

Contact: 0701831220

OR

Chairperson, BSU-REC.

Dr. Godfrey Zaari Rukundo

Chairman, BSU-REC

P.O. Box 09 Mbarara

Tel: 0772663671

What does your signature or thumbprint on this consent form mean?

Your signature on this form means

- You have been informed about this study's purpose, procedures, possible benefits and

Leave blank for REC office only: BSU-REC Stamp: 	REC OFFICE USE ONLY: APPROVAL DATE: APPROVED CONSENT IRB VERSION NUMBER: PI NAME: IRB NO:
---	---

risks

- You have been given the chance to ask questions before you sign
- You have voluntarily agreed to be in this study

Name of adult participant
Signature of participant or
Legally authorized representative
Date

MR. ASIIMWE MOSES BAKYENE

Signature

06.02.2024

Date

Name of person obtaining consent

Signature

Date

Print Name of witness

Signature or thumbprint or mark

Date

Leave blank for REC office only:

BSU-REC Stamp:



REC OFFICE USE ONLY:

APPROVAL DATE:

APPROVED CONSENT IRB VERSION NUMBER:

PI NAME:

IRB NO:

BISHOP STUART UNIVERSITY

P.O BOX 09, MBARARA

Office Tel: 0772590865

Mob Tel: 0782873086

DIRECTORATE OF GRADUATE STUDIES, RESEARCH AND INNOVATIONS

mail: pgd@bsu.ac.ug

dgsri@bsu.ac.ug

Website: www.bsu.ac.ug

6th March, 2024

To Whom It May Concern

Dear Sir/Madam,

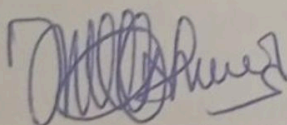
RE: INTRODUCTORY LETTER FOR MR. ASIIMWE MOSES BAKYENE

This is to introduce to you MR. ASIIMWE MOSES BAKYENE a student of Bishop Stuart University pursuing Master of Education Administration and Planning, Reg. No; 22/BSU/MEAP/0559 who is conducting his Masters' Research in Buhweju District.

His research topic is "Teachers' Use of Managerial Skills and Class Control in Secondary Schools of Buhweju District"

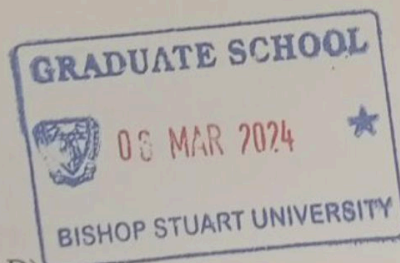
Any assistance rendered to him is highly appreciated

Yours faithfully



Dr. Johnson Atwiine (PhD)

Ag. Director, Directorate of Graduate Studies, Research and Innovations.
Bishop Stuart University



Alternative Communication Routes

CAO 0782860004

DEO 0772604008

Email: buhwejulocalgv@yahoo.com

tusiimebeatrice@69gmail.com

In case of any correspondence on this subject The Republic of Uganda

Please quote: CR



BUHWEJU DISTRICT LOCAL GOVERNMENT
OFFICE OF THE DISTRICT EDUCATION OFFICER
P.O BOX 10
KABWOHE, UGANDA

8th march 2024

All headteachers of Secondary Schools,
Buhweju District Local Government

INTRODUCTION OF MR. ASIIMWE MOSES BAKYENE

This is to introduce to you Mr. Asiimwe Moses Bakyene, a student at Bishop Stuart University, who is carrying out research in Partial Fulfilment of the Requirement for the Award of the Degree of masters in Education Administration and Planning of bishop Bishop Stuart University.

His research topic is: teachers' Use of managerial Skills and Class Control in Secondary Schools of Buhweju District.

Please accord him the necessary assistance.

Beatrice

TUSIIME BEATRICE

DISTRICT EDUCATION OFFICER

BUHWEJU DISTRICT LOCAL GOVERNMENT

