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**Classroom Management And Students Behaviors. A Case Study Of Kabami Secondary School In Kisoro District Uganda**

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**Abstract**

The study examined the relationship between classroom management and student behavior at Kabami Secondary School in Kisoro District, Uganda. The purpose was to find out the various classroom management practices used by teachers, assess how students behaved while in class, and establish the relationship between effective classroom management and student behavior. The study adopted a descriptive research design, combining both qualitative and quantitative approaches to provide a comprehensive understanding of the research problem. A total of 106 respondents, including the headteacher, Director of Studies, class teachers, prefects, and students, participated in the study. Data were collected through questionnaires, interviews, and observation, and analyzed using descriptive statistics and multiple linear regression. The results revealed that classroom management significantly influenced students' behavior, with a strong positive correlation ( $R = 0.801$ ,  $p < 0.01$ ) and an  $R^2$  value of 0.642, indicating that about 64% of variations in student behavior were explained by classroom management practices. Effective management practices such as teacher punctuality, clear classroom rules, lesson preparation, consistent supervision, and positive teacher–student relationships were found to promote discipline, cooperation, and academic engagement among learners. Conversely, classrooms characterized by poor organization, irregular teaching routines, and limited supervision experienced frequent misbehavior, absenteeism, and low academic performance. It was concluded that classroom management and student behavior were interdependent, and that disciplined, well-managed classrooms enhanced learners' concentration, participation, and moral conduct. Teachers who modeled good behavior, provided structure, and maintained fairness were more likely to achieve positive behavioral outcomes among their students. The study further concluded that effective classroom management was not merely about control, but about creating a respectful, engaging, and supportive environment that encouraged responsible behavior and academic excellence. The study recommended that the school administration and education authorities should strengthen teacher training programs on classroom management techniques, ensure consistent enforcement of school and classroom rules, and promote positive teacher–student relationships. Furthermore, schools should integrate guidance and counseling services, involve parents in discipline reinforcement, and provide adequate learning facilities to support effective teaching and learning. Enhancing supervision, motivation, and professional development among teachers was also recommended to sustain discipline and academic performance.

**Keywords: Classroom Management, Student Behavior, Teacher–Student Relationship, Discipline, Lesson Planning, Kabami Secondary School, Kisoro District.**

**Background of the study.**

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Globally, effective classroom management is recognized as a cornerstone of educational quality and student success, intricately linked to the achievement of the United Nations Sustainable Development Goal 4 (SDG 4) (Kazaara & Deus, 2024). The contemporary understanding of classroom management has evolved beyond mere disciplinary control to encompass a comprehensive set of pedagogical skills, including the establishment of positive learning environments, proactive behavioral interventions, and the fostering of supportive teacher-student relationships (Emmanuel et al., 2023). Research consistently demonstrates that effective management strategies are one of the most significant factors influencing student academic achievement and social-emotional development (Korpershoek et al., 2016). In an era of inclusive education, teachers worldwide face the complex challenge of managing increasingly diverse classrooms, where varying abilities, cultural backgrounds, and behavioral needs converge (Julius & Kazaara, 2025). The Global Education Monitoring Report (UNESCO, 2023) highlights that violence in schools, including bullying and physical punishment, remains a pervasive barrier to learning, underscoring the urgent need for positive and proactive management approaches (Victor et al., 2023). Furthermore, the post-pandemic landscape has introduced new behavioral dynamics, with reports of increased student anxiety, disengagement, and gaps in social skills, placing unprecedented demands on teachers' classroom management competencies (World Bank, 2022). The global discourse, therefore, positions effective classroom management not as an administrative task, but as a fundamental pedagogical skill essential for creating safe, inclusive, and productive learning environments for all (Moses, 2023).

Across Africa, the expansion of secondary education access, a key continental priority, has often outpaced the capacity to ensure quality learning conditions, placing immense strain on classroom management (Julius, 2024). While gross enrollment in sub-Saharan Africa's secondary schools has seen significant growth, rising from 28% in 2000 to 43% in 2020, this has frequently occurred without a corresponding increase in teacher training, infrastructure, or instructional resources (UNESCO Institute for Statistics, 2021). The result is a widespread scenario of overcrowded classrooms, high pupil-teacher ratios, and a critical shortage of qualified teachers (Nancy & Prudence, 2024). In such environments, characterized by limited resources and large class sizes, teachers often resort to authoritarian or reactive disciplinary methods to maintain order, which can exacerbate behavioral problems rather than resolve them (Bashir et al., 2018). Studies across the continent, including those by the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ), have linked poor classroom management to high levels of student disengagement, widespread corporal punishment, and alarmingly low levels of foundational competencies among students (SACMEQ, 2020). The African context thus presents a paradox: the drive for increased educational access has created classroom conditions where effective, positive behavior management is exceptionally challenging, yet it is more critically needed than ever to translate schooling into actual learning (Godfrey et al., 2023).

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In Uganda, the classroom management landscape is shaped by a complex interplay of national policies, resource limitations, and deep-seated socio-cultural norms. The government's 1997 Universal Secondary Education (USE) policy mirrored the primary-level UPE, leading to a surge in enrollment that overwhelmed existing secondary school infrastructure and teaching staff (Ntirandekura et al., 2022). The pupil-teacher ratio in Ugandan secondary schools remains high, officially averaging 18:1 but masking severe disparities, with rural schools often experiencing ratios above 40:1 (Ministry of Education and Sports, 2022). While the government has officially banned corporal punishment in schools, its practice often persists due to a lack of viable alternatives and inadequate training for teachers in positive discipline techniques (Human Rights Watch, 2021). The national curriculum framework emphasizes learner-centered pedagogy, yet the reality in many classrooms is a continuation of teacher-centered, rote-learning methods, which can fuel student boredom and disruptive behavior (Julius, 2024). A study by Uwezo (2019) found that a significant number of students in secondary schools reported experiencing violence from teachers and peers, contributing to a fearful learning environment. The chronic underfunding of the education sector means that teachers are often underpaid, demotivated, and lack access to continuous professional development in areas like modern classroom management, leaving them ill-equipped to handle the complex behavioral issues that arise from student poverty, adolescent pressures, and the general challenges of the Ugandan secondary school environment (Zulaikah & Rebecca, 2023).

Kabami Secondary School, located in the remote and socio-economically challenged Kisoro District, epitomizes the confluence of these global, continental, and national pressures. Kisoro District, with its rugged terrain and high population density, faces unique hurdles in educational service delivery (Christopher et al., 2022). Schools like Kabami Secondary are characterized by severe resource constraints, including inadequate classroom space, a scarcity of teaching and learning materials, and a chronic shortage of qualified teachers willing to work in the region's isolated settings (Kisoro District Local Government, 2023). The student body is often drawn from communities grappling with high poverty levels, which can manifest in students arriving at school hungry, fatigued from domestic labour, or unable to afford basic requirements, all of which are potent triggers for behavioral issues such as lack of concentration, absenteeism, and dropout (Victor et al., 2023). Furthermore, the adolescent student population at Kabami faces the typical challenges of teenage development, compounded by limited guidance and counseling services. Preliminary observations and reports from the district education office suggest that Kabami Secondary School is experiencing significant behavioral challenges, including student indiscipline, low academic motivation, and conflicts between students and teachers, which are severely disrupting the teaching-learning process (Winyi et al., 2023). It is within this context that this study is situated, seeking to understand the specific classroom management strategies employed by teachers at Kabami Secondary School and how these strategies interact with, and influence, the behaviors of its students, with the aim of generating insights for school-level improvement and broader policy dialogue.

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**Statement of the problem.**

Effective classroom management is a cornerstone of successful teaching and learning, yet it remains a persistent challenge in many secondary schools across Uganda, including Kabami Secondary School (Suzan & Gracious Kazaara, 2023). Teachers in this school increasingly face difficulties in maintaining discipline, sustaining student attention, and promoting positive behaviors during classroom instruction. Poor classroom management often manifests through frequent disruptions, absenteeism, lateness, and low levels of student engagement, which collectively undermine academic performance. Despite efforts by the school administration to establish rules, provide guidance, and promote teacher training, cases of indiscipline and classroom misconduct continue to rise (Victoria et al., 2023). This situation raises concerns about the effectiveness of current classroom management strategies and their influence on students' behavioral outcomes. Existing literature emphasizes that teachers who apply clear routines, positive reinforcement, and inclusive practices tend to experience improved learner discipline and cooperation (Emmanuel et al., 2023). However, limited empirical evidence exists on how classroom management practices specifically relate to student behaviors in Kabami Secondary School. Therefore, this study seeks to examine the relationship between classroom management and student behaviors in Kabami Secondary School, Kisoro District.

**Specific Objectives**

1. To find out the various classroom management practices which are used at Kabami Secondary School Kisoro District.
2. To find out the ways how students behave while in classroom at Kabami Secondary School.
3. To establish the relationship between classroom management and students behavior at Kabami Secondary School in Kisoro District Uganda.

**Methodology**

According to Komar (2005), a research design is a plan, structure, and strategy of investigation intended to obtain answers to research questions or problems. In this study, a descriptive research design was employed because of the nature of the variables that were investigated. This design was suitable for producing data required for both qualitative and quantitative analysis and allowed for the simultaneous description of views, perceptions, and beliefs at a single point in time, as observed by B. White (2000). Qualitative data were presented on graphs, pie charts, and tables. The descriptive research design was chosen to establish the distribution of variables within the study population and to facilitate the collection of primary data. This approach was descriptive in nature and helped the researcher achieve the objectives of the study by assigning variables that were not adequately measurable through numerical values, instead using thematic statements and observations to complement statistical analysis.

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The study was carried out in Uganda, specifically in Kisoro District located in the Kigezi region of southwestern Uganda. The research focused on Kabami Secondary School as the case study. The target population included students, teachers, the cook, the Director of Studies (DOS), and the headteacher. According to Ngechu (2004), a study population is defined as the set of people, services, elements, events, groups of things, or households under investigation. Babbie (2004) similarly describes it as an aggregation of elements from which a sample is actually selected. In this study, different respondents were engaged, including the headteacher, DOS, one cook, a gateman, two class teachers, the head boy, and forty students. The selection was done randomly across the entire school to ensure representation. The total study population was 106 individuals, consisting of one headteacher, one DOS, one cook, one head boy, two class teachers, and 100 students.

A sample, as defined by Jowin (2003), refers to a subset of respondents selected from a larger population to provide information about the whole. In this research, simple random sampling and purposive sampling were employed. The sample size of 106 respondents was derived from the larger school population of 200 using Slovin's formula. This included 100 students, two class teachers, one head boy, one cook, and one gateman. The choice of this number was based on their shared socio-demographic characteristics and practical constraints such as time and resources. Simple random sampling, as explained by Orodho (2024), ensured that all individuals had equal and independent chances of being selected. Purposive sampling, as defined by Maxwell (1996), was used to select key respondents, particularly the headteacher and DOS, because of their relevance and ability to provide specific information critical to the study. This method was cost-effective, convenient, and targeted individuals most relevant to the research objectives.

The researcher employed multiple data collection methods and instruments, drawing on the definitions of Bryman and Bell (2019) and Denscombe (2014). Questionnaires, interviews, and observations were used. The questionnaire method, as described by Andrew J. Saykin, involved administering structured sets of questions to collect both qualitative and quantitative data from participants. This method enabled the researcher to gather information on attitudes, behaviors, and perceptions. The interviewing method, as outlined by Robert K. Yin, involved asking direct questions to respondents to gain in-depth insights into their experiences and perceptions. This approach allowed probing and clarification to obtain comprehensive data. Observation was also used to collect first-hand information on participants' behaviors and interactions without manipulating the environment. This method provided objective insights into classroom practices and behaviors. Interview guides, as defined by Paul Atkinson, were used to maintain consistency across interviews and ensure that all relevant topics were covered systematically.

Quality control was an integral part of the research process, as emphasized by Joseph M. Juran and Walter A. Shewhart. The researcher ensured both validity and reliability of the instruments. Validity, based on the works of Campbell and Stanley (1963) and Cronbach and Meehl (1955), was assessed to ensure that the instruments

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accurately measured the intended concepts. Expert judgment, as suggested by Gay (1996), was used to validate the questionnaire. A content validity index was computed to confirm the appropriateness of the tool. Reliability, guided by Cronbach (1951) and Guttman (1945), was established through a pilot study involving a group with similar characteristics to the target population, ensuring consistency and stability of the instruments.

The researcher carefully managed and processed the data following the principles of Lehtonen R and Pahkinen E (2004). Raw data were organized, stored, and transformed into meaningful information ready for analysis. Data analysis involved both descriptive and content analysis approaches. Donald Campbell and Jacob Cohen emphasized the systematic examination and interpretation of data to uncover patterns and relationships. Frequency distribution tables were used to compute percentages, frequencies, and tabulations. Coding was done to categorize responses. Descriptive statistics such as mean, mode, median, and range were used to analyze quantitative data, while qualitative data were analyzed using thematic content analysis. Findings were presented in tables, figures, and charts.

Ethical considerations, as defined by Shamoo (2015), guided the entire research process. Informed consent was obtained, confidentiality was maintained, and participants were assured of their safety and voluntary participation. Approval was secured from the relevant authorities, including an introductory letter from the Academic Registrar’s office of Metropolitan International University, which was presented to the headmaster of Kabami Secondary School. The researcher-maintained respect and professionalism, ensuring that information obtained in confidence was not disclosed to third parties.

**Results**

**Table 1: Classroom Management Practices Used at Kabami Secondary School**

<b>Variables</b>	<b>Unstandardized Coefficients (B)</b>	<b>Std. Error</b>	<b>Standardized Beta</b>	<b>t-value</b>	<b>Sig. (p-value)</b>
Constant	1.102	0.204		5.401	0.000
Teacher’s punctuality	0.321	0.078	0.412	4.115	0.000**
Lesson planning and preparation	0.265	0.071	0.372	3.732	0.001**
Use of classroom rules and routines	0.298	0.089	0.346	3.349	0.002**
Positive teacher–student relationships	0.187	0.063	0.259	2.968	0.004**
Supervision and follow-up of student tasks	0.211	0.082	0.287	2.573	0.011*
R = 0.782; R <sup>2</sup> = 0.611; Adjusted R <sup>2</sup> = 0.597; F (5,100) = 21.32; p = 0.000					

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**Source: Primary Data, 2024**

The regression results in Table 1 revealed that the model was statistically significant ( $F = 21.32, p < 0.001$ ), indicating that the five predictor variables jointly explained approximately 61.1% of the variation in classroom management practices at Kabami Secondary School. It was established that teacher punctuality ( $\beta = 0.412, p = 0.000$ ) significantly predicted effective classroom management, implying that timely attendance by teachers helps instill discipline and structure among learners (Nelson et al., 2022). Likewise, lesson planning and preparation ( $\beta = 0.372, p = 0.001$ ) were strong predictors, suggesting that well-prepared lessons reduce idle time and confusion in class, thereby minimizing disruptive behavior. Use of classroom rules and routines ( $\beta = 0.346, p = 0.002$ ) was also significant, showing that consistent enforcement of rules promotes order and accountability. Furthermore, positive teacher–student relationships ( $\beta = 0.259, p = 0.004$ ) contributed meaningfully, showing that mutual respect and communication encourage cooperative behavior. Lastly, supervision and follow-up of tasks ( $\beta = 0.287, p = 0.011$ ) indicated that close monitoring keeps students focused on academic activities. Overall, the findings suggest that strong professional and relational management strategies play a crucial role in maintaining effective classroom environments.

**Table 2: Students’ Behavior in Classrooms at Kabami Secondary School**

Variables	Unstandardized Coefficients (B)	Std. Error	Standardized Beta	t-value	Sig. (p-value)
Constant	1.225	0.194		6.316	0.000
Attention during lessons	0.332	0.081	0.398	4.099	0.000**
Respect for teachers and peers	0.289	0.069	0.351	4.188	0.000**
Class participation	0.246	0.076	0.316	3.237	0.002**
Self-discipline and time management	0.231	0.082	0.284	2.817	0.006**
Adherence to school rules	0.198	0.072	0.251	2.750	0.007**
R = 0.764; R <sup>2</sup> = 0.584; Adjusted R <sup>2</sup> = 0.569; F(5,100) = 19.46; p = 0.000					

**Source: Primary Data, 2024**

The regression analysis in Table 2 revealed a significant model ( $F = 19.46, p < 0.001$ ), indicating that the predictors jointly explained 58.4% of the variance in students’ classroom behavior. The results established that attention during lessons ( $\beta = 0.398, p = 0.000$ ) was the strongest predictor, suggesting that students who focus during lessons are less likely to engage in disruptive acts. Respect for teachers and peers ( $\beta = 0.351, p = 0.000$ ) was another significant determinant of good behavior, implying that mutual respect builds a peaceful learning atmosphere (Nelson et al.,

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2023). Similarly, class participation ( $\beta = 0.316, p = 0.002$ ) indicated that active learners are more engaged and less prone to misbehavior. Self-discipline and time management ( $\beta = 0.284, p = 0.006$ ) significantly predicted responsible conduct, showing that students who manage time effectively rarely cause distractions. Adherence to school rules ( $\beta = 0.251, p = 0.007$ ) further reinforced the importance of institutional policies in promoting discipline. The overall findings confirmed that constructive engagement, respect, and responsibility among learners significantly improve classroom behavior and reduce indiscipline cases.

**Table 3: Relationship Between Classroom Management and Students’ Behavior**

<b>Variables</b>	<b>Unstandardized Coefficients (B)</b>	<b>Std. Error</b>	<b>Standardized Beta</b>	<b>t-value</b>	<b>Sig. (p-value)</b>
Constant	0.955	0.187		5.108	0.000
Teacher’s punctuality	0.215	0.063	0.301	3.413	0.001**
Lesson planning and preparation	0.197	0.059	0.288	3.339	0.001**
Classroom rules and routines	0.168	0.056	0.239	3.000	0.003**
Positive teacher–student relationships	0.183	0.066	0.245	2.773	0.007**
Supervision and follow-up of student tasks	0.161	0.071	0.214	2.268	0.025*
R = 0.801; R <sup>2</sup> = 0.642; Adjusted R <sup>2</sup> = 0.629; F (5,100) = 23.58; p = 0.000					

**Source: Primary Data, 2024**

The findings in Table 3 showed that the model was statistically significant ( $F = 23.58, p < 0.001$ ), implying that classroom management practices significantly predicted students’ behavior, explaining 64.2% of the variance in student conduct. It was established that teacher punctuality ( $\beta = 0.301, p = 0.001$ ) positively influenced students’ discipline, showing that teachers’ commitment models appropriate timekeeping behavior for learners. Lesson planning and preparation ( $\beta = 0.288, p = 0.001$ ) were also significant, suggesting that structured teaching minimizes idle time and promotes focus. Classroom rules and routines ( $\beta = 0.239, p = 0.003$ ) strongly influenced student conduct, implying that clear expectations reduce ambiguity and misbehavior. Moreover, positive teacher–student relationships ( $\beta = 0.245, p = 0.007$ ) foster mutual respect and open communication, creating a conducive atmosphere for discipline and learning. Supervision and follow-up ( $\beta = 0.214, p = 0.025$ ) reinforced responsibility and accountability among students.

**Conclusions**

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It was concluded that classroom management at Kabami Secondary School is largely influenced by how teachers plan, organize, and conduct their daily instructional activities. The results revealed that teacher punctuality, lesson planning and preparation, the use of classroom rules, supervision, and the quality of teacher–student relationships are the strongest determinants of effective classroom management. Teachers who consistently arrived on time created a culture of discipline that encouraged students to value time and behave responsibly. Lesson planning and preparation emerged as another key element, ensuring that learning activities were structured and time was utilized effectively, thereby reducing opportunities for off-task behavior. The presence of clearly communicated classroom rules and routines further strengthened discipline by setting predictable behavioral expectations.

The results also led to the conclusion that positive teacher–student relationships greatly enhanced classroom control, as students were more responsive and cooperative when they felt respected and valued. Regular supervision and follow-up of assignments fostered accountability and minimized absenteeism and truancy. Overall, it was concluded that effective classroom management at Kabami Secondary School is rooted in proactive, consistent, and relational strategies implemented by teachers, which collectively contribute to a more orderly and productive learning environment.

It was further concluded that students’ behavior in the classroom is multifaceted and shaped by both personal attitudes and the school’s learning culture. The regression results showed that students who demonstrated attention during lessons, respect for teachers and peers, active class participation, self-discipline, and adherence to school rules were more likely to exhibit positive behaviors conducive to learning. Attention during lessons was identified as the most significant behavioral trait, meaning that students who concentrate in class are less prone to distractions or indiscipline. Respect for both teachers and peers was equally crucial, promoting a cooperative and inclusive classroom atmosphere. Active participation in class discussions reflected motivation and engagement, reducing instances of boredom and misconduct. Furthermore, students who managed their time well and displayed self-discipline were observed to maintain focus and meet academic expectations. The findings also concluded that adherence to school rules plays a key role in shaping behavior, as clear guidelines reduce ambiguity and enhance accountability. In essence, it was established that students’ behaviors are not merely spontaneous but rather the outcome of a structured environment supported by discipline, engagement, and guidance from teachers.

**Recommendations**

Teachers should be continuously trained and mentored in classroom management techniques. Regular workshops and in-service training sessions should focus on areas such as setting clear classroom rules, developing lesson plans that engage all learners, handling disruptive behavior constructively, and building a positive learning environment. Teachers should also be guided on how to balance firmness and empathy when enforcing discipline. Additionally, teachers should adopt proactive management strategies such as establishing routines at the beginning of each term,

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maintaining consistency in enforcing classroom rules, and recognizing good behavior among students. These practices will help prevent behavioral issues before they occur rather than merely reacting to them. Schools should also encourage peer observation where experienced teachers mentor and guide new ones in handling diverse classroom situations effectively.

It is essential that teachers develop strong, respectful, and supportive relationships with their students. Teachers should create a classroom climate where students feel safe, valued, and understood. This involves active listening, showing empathy, and treating all students fairly regardless of their academic abilities or backgrounds. Teachers should also use positive reinforcement to motivate learners. Recognizing students who demonstrate good behavior, punctuality, and active participation can inspire others to behave responsibly. In contrast, punishment and excessive reprimands should be minimized, as they may lead to resentment and defiance among learners. Instead, teachers should employ restorative approaches, helping students reflect on their mistakes and learn from them.

The study revealed that consistent enforcement of classroom rules promotes discipline and cooperation. Therefore, the school administration should ensure that every classroom has clearly displayed and well-understood rules. These rules should be created with input from both teachers and students so that learners feel a sense of ownership and responsibility toward them. Furthermore, the enforcement of these rules should be consistent and fair. Teachers and administrators should apply the same standards to all students to avoid favoritism or discrimination. When students understand that rules are applied equally and predictably, they are more likely to respect authority and behave appropriately.

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