Classroom Environment Management and Academic Performance among "O" Level Students in Secondary Schools in Bweyale Town Council, Kiryandongo District

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A Dissertation Submitted to the Directorate of Research and Graduate Training in Partial Fulfilment of the Requirements for the Award of the Degree of Master of Education in Education Management of Gulu University

October, 2026

Declaration

I, Odongo Nickson do declare that this dissertation titled; *"Classroom Environment Management and Academic Performance among "O" Level Students in Secondary Schools in Bweyale Town Council, Kiryandongo District",* is my original work, and to the best of my knowledge, it has never been submitted to any institution of learning for any award.

Signed: ---------- Date: 08/10/2026.

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Approval

This is to certify that this dissertation titled; *"Classroom Environment Management and Academic Performance among "O" Level Students in Secondary Schools in Bweyale Town Council, Kiryandongo District",* has been produced under my supervision and is submitted to the Directorate of Research and Graduate Training, Gulu University in partial fulfilment for the requirements for the award of the degree of Master of Education in Education Management.

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Dedication

I dedicate this dissertation titled; *"Classroom Environment Management and Academic Performance among "O" Level Students in Secondary Schools in Bweyale Town Council, Kiryandongo District* to my admired parents, the late Marko Odongo and Ursula Acan who tirelessly laid the foundation for my academic journey and progress.

In addition, I dedicate this piece of work to my beloved spouse; Auma Nancy Grace and to my children; Jonathan, Noela, Emmanuel, Mugisa and Promise. I thank them for the perseverance during my period of study.

I equally dedicate this dissertation to my brother Mr. Ongyer Christopher Odongo for supporting my academic endeavours.

Acknowledgement

I extend my deepest gratitude to the Almighty God for the protection, spiritual and moral support during my entire period of study. It has been through His will that I have completed this study.

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Abstract

This study was conducted on classroom environment management and academic performance among “O" level students in secondary schools in Bweyale Town Council, Kiryandongo District. The objectives were to assess the status of classroom environment management in "O" Level secondary schools, to assess the level of academic performance among "O" Level students in secondary schools and to establish the relationship between classroom environment management and academic performance among "O" Level students in secondary schools in Bweyale Town Council, Kiryandongo District. The study was conducted using mixed methods; data were collected using questionnaire survey and Key Informant interview guide from 217 respondents. Interview data was analyzed using content analysis and descriptive statistics was used to assess the status of management of classroom environment and level of academic performance in O’Level secondary schools. Objective three was analyzed using Pearson correlation using data from objectives one and two. The findings were presented in forms of tables, Pie chart and narratives from interviews with head teachers and District Inspector of Schools. The results revealed that classroom environment management among “O” level students in secondary schools in Bweyale Town Council is generally good. Findings revealed that students at O’Level secondary schools demonstrate good academic performance. Findings revealed a significant and positive relationship between classroom environment management and academic performance among O’Level students in secondary schools which is consistent with the objectives of the Universal Secondary Education Policy. The study recommended that the Ministry of Education and Sports, through USE programme support structures, should strengthen continuous professional development for teachers, with a specific focus on advanced classroom management and learner-centred pedagogical skills, the Ministry of Education and Sports and school administrators should strengthen teacher support and mentorship on competency-based assessment and project-based learning, including regular refresher training to enhance teachers’ capacity to effectively implement continuous assessment and learner-centered strategies and that the Ministry of Education and Sports should intensify continuous professional

development for teachers focusing on classroom management skills aligned to competency-based learning such as managing group work, formative assessment and learner participation.

Keywords: Classroom Environment Management, Academic Performance and "O" Level Secondary Schools.

Chapter One

Introduction

1.0. Overview.

When routines are consistently reinforced, learners develop self-regulation skills and a sense of responsibility, which further contributes to a productive and orderly classroom culture that maximizes learning outcomes (Lopes & Oliveira, 2017; Kudari, 2016). Well-managed classrooms with clearly established procedures and consistent routines optimize the use of instructional time by minimizing disciplinary issues and maintaining the continuity of teaching activities (Lopes & Oliveira, 2017).

This chapter will consist of the; introduction, background of the study, statement of the problem, purpose of the study, specific objectives, research questions, the scope, significance of the study and conceptual framework.

1.1.0 Background of the Study

This section presents the historical, theoretical, conceptual and contextual perspectives.

1.1.1 Historical Perspective

Historically, academic performance in formal education was strongly associated with learners' mastery of prescribed knowledge and their ability to demonstrate that knowledge through examinations and other forms of assessment. As mass education expanded, however, educational researchers increasingly questioned why students exposed to similar curricula and teachers achieved different levels of academic performance. Attention consequently shifted from learners' individual characteristics alone to the conditions under which teaching and learning take place (Hepburn & Beamish, 2019).

According to Simonsen et al. (2016), during the twentieth century, the concept of the classroom increasingly developed from a physical place where teaching occurred into a social and instructional environment. Classroom organization, teacher–student relationships, discipline, instructional practices, use of learning time and availability of learning resources became

recognized as potentially important conditions for learning. This evolution made classroom environment management increasingly relevant to academic performance.

By the beginning of the twenty-first century, research had accumulated sufficiently to examine the relationship systematically. A systematic review and meta-analysis by Wang et al. (2020) synthesized 61 studies involving 73,824 participants and found that classroom climate had positive associations with academic achievement, motivation and engagement. Importantly, the review treated classroom climate as multidimensional, incorporating instructional support, socio-emotional support, classroom management and organization. The historical development therefore suggests that academic performance came to be understood not merely as a product of students' ability or effort, but also as an outcome shaped by the quality of the learning environment in which students spend substantial amounts of instructional time (Wang et al., 2020).

More recent evidence has strengthened this connection. Erdem and Kaya's (2024) meta-analysis of 53 studies on classroom climate and academic achievement found a statistically significant relationship between classroom climate and academic achievement, although the average relationship was small. Their analysis covered K–12 education and therefore included secondary education. Similarly, Demirtas-Zorbaz, Akin-Arikan and Terzi (2021), in a meta-analysis of 38 studies involving 491,312 participants, found a significant relationship between school climate and academic achievement, with an overall correlation of $r = .178$, $p < .01$.

In Africa, the historical expansion of secondary education after independence created increasing pressure on governments to improve not only access but also the quality and outcomes of education. Academic performance in secondary schools became particularly important because secondary education was increasingly expected to prepare young people for further education, employment and participation in national development (Wasswa, 2021).

However, many African education systems have historically experienced challenges such as overcrowded classrooms, inadequate instructional materials, insufficient classroom space, teacher shortages and learner discipline problems. These conditions have implications for the management of teaching and learning. Where classrooms are overcrowded or poorly organized, teachers may experience difficulties maintaining discipline, giving individual attention, using participatory teaching methods and monitoring learner progress. Consequently, the classroom

environment became an important concern in discussions of educational quality and academic achievement (Wasswa, 2021).

In East Africa, particularly in Kenya's secondary education system, academic performance continues to fall short of national standards, with poor classroom management identified as a significant contributing factor (Ruwa, 2022; Wachira & Kamau, 2019). Unstructured classroom environments often result in student disengagement, increased behavioral issues, and lower academic achievement. Studies indicate that ineffective management practices, such as inconsistent enforcement of rules, inadequate supervision, and lack of positive reinforcement, exacerbate these challenges, creating a disruptive learning atmosphere that undermines instructional delivery and student motivation (Ruwa, 2022; Wachira & Kamau, 2019). Moreover, overcrowded classrooms and limited teacher support further strain teachers' ability to maintain order and provide individualized attention, negatively affecting overall student learning outcomes. These findings underscore the urgent need for targeted interventions to strengthen classroom management, promote disciplined learning environments, and enhance student performance in Kenyan secondary schools (Ruwa, 2022; Wachira & Kamau, 2019).

The relationship between school environment and examination performance has also been observed in empirical research. For example, Wasswa (2021), studying secondary schools in Uganda, found that disciplinary management measures and physical facilities were significantly associated with students' performance in UCE examinations. The study specifically reported that learners in schools where respondents considered classroom quality to be good performed better, with well-spaced desks identified as having positive implications for academic performance.

In Uganda, the history of secondary-school academic performance is closely connected to the development of the Uganda Certificate of Education (UCE) examination system. O'Level constitutes the first four years of secondary education and leads to the award of the UCE. According to the National Curriculum Development Centre (NCDC), lower secondary education lasts four academic years and is designed around a broad curriculum including sciences, humanities, languages, vocational and other subjects (NCDC, 2026).

Historically, UCE examination results have been an important national measure of the quality and effectiveness of secondary education. Government education-sector reports have periodically

used O'Level examination pass rates to assess secondary education outcomes. For example, the Ministry of Education and Sports reported that the percentage of students passing UNEB O'Level examinations declined from 93.4% in 2014/15 to 91% in 2015/16, demonstrating that academic performance at this level has remained an important national quality concern (NCDC, 2026).

Over the years, concern about UCE performance has shifted from simply examining examination results to understanding the school-level factors that produce differences in performance. Research has consequently examined school resources, teacher characteristics, discipline, school leadership, parental involvement and the learning environment. Crawfurd (2019), for instance, analysed complete national UCE results for students who sat the 2015 examination and linked these results with contextual information about schools, including school resources, management and teachers. This demonstrates the growing recognition that differences in school performance should be understood in relation to the institutional and learning conditions in which students are taught.

More recent Ugandan research has strengthened this position. Odama and Ezati (2025) found that school and teacher factors were important in explaining differences in UCE school performance. Their study reported that differences in classroom discipline, leadership, teacher and learner motivation, parental engagement and resource utilisation contributed to differences in academic outcomes. Similarly, Odama's research on student discipline and UCE performance concluded that discipline had a strong influence on academic performance and that differences existed between schools in Central and Northern Uganda.

These developments indicate that Uganda's historical concern with O'Level academic performance has gradually expanded from a narrow focus on examination grades to a broader investigation of school and classroom conditions that facilitate or constrain learning. This provides a basis for examining classroom-environment management as a possible determinant of academic performance.

At the local level, the question of O'Level academic performance becomes particularly important because schools in Kiryandongo District operate within the broader challenges associated with the expansion of secondary education in Uganda. Bweyale Town Council, as an urbanising educational setting, has experienced the need to provide secondary education to an increasing

and diverse learner population. Such expansion creates a corresponding need for effective classroom management to ensure that increased enrolment does not undermine teaching and learning (MoE&S, 2016).

The available evidence indicates that academic performance remains an important concern within Kiryandongo's secondary-school sector. For example, recent UCE performance information places Bweyale Public Secondary School among schools in Kiryandongo whose examination outcomes can be assessed through UCE results. The existence of variation in school-level examination performance reinforces the importance of investigating factors within the school that may help explain differences in learner achievement (MoE&S, 2016).

Historically, however, there appears to have been greater emphasis on the availability of schools, enrolment and access to secondary education than on the specific classroom environment management as a determinant of O'Level performance in Bweyale Town Council. Consequently, there is a contextual need to examine whether the way classrooms are organised and managed including classroom discipline, seating arrangements, teacher–learner interaction, learner participation, use of instructional time, classroom cleanliness, availability and use of learning materials, and management of disruptive behaviour has implications for students' academic performance (Kibaya, Sekamwa and Sekandi, 2025).

In Kiryandongo District, particularly in Bweyale Town Council, secondary school classroom management has undergone significant changes, including challenges related to limited infrastructure, teaching methods, curriculum implementation, and access to educational resources. These factors have contributed to issues such as overcrowded classrooms and inadequate access to libraries and other learning materials. While government and non-state actors have made efforts to address these challenges, academic performance is still influenced by teacher-student relationships, teaching quality, parental involvement, learner motivation, and socio-economic backgrounds. By examining these historical and contextual factors, this study aims to identify strategies to enhance school performance and improve learners' academic outcomes in Bweyale Town Council.

This study investigated the relationship between classroom environment management and its impact on the academic performance of "O" level students in secondary schools in Bweyale

Town Council, Kiryandongo District. According to the Kiryandongo District Education Annual Report (April 2022), secondary schools in Bweyale have consistently performed poorly in national and district examinations. This trend has raised concerns among stakeholders and highlighted the need to examine factors such as student behavior and classroom management practices. Understanding the relationship between classroom environment management and academic performance is essential to uncover the historical, conceptual, and contextual factors influencing students' outcomes.

1.1.2. Theoretical Perspective

This study was anchored on the Reinforcement Theory of Motivation, a psychological framework that examines how behavioral consequences influence the likelihood of behavior repetition. According to Bradshaw et al. (2015), reinforcement in the context of classroom management involves using positive strategies to encourage desired student behaviors. The theory emphasizes rewarding positive actions to increase their recurrence, thereby fostering a productive and positive learning environment. Reinforcement, as applied in classroom management, is understood as a consequence following a behavior that increases the probability of its recurrence. Bradshaw et al. further notes that reinforcement forms a central component of Positive Behavior Support (PBS) and Applied Behavior Analysis (ABA), which aim to promote desirable behaviors rather than merely punish undesirable ones.

The Reinforcement Theory draws heavily on B.F. Skinner's (1938) principles of operant conditioning, which posit that behavior is learned through its consequences, with positive reinforcement (rewards) increasing the likelihood of repetition. This theory focuses on environmental stimuli and their consequences in shaping voluntary behavior, rather than internal mental processes. Key concepts of the theory include operant conditioning, reinforcement (positive and negative), punishment, and schedules of reinforcement, which address the timing and frequency of behavioral consequences (Jones & Jones, 2015). Positive reinforcement rewards desirable behaviors, negative reinforcement removes aversive stimuli to encourage behavior, and punishment seeks to reduce undesirable behaviors.

In educational contexts, the Reinforcement Theory provides a foundation for understanding how teachers can manage classroom behavior to enhance learning outcomes. Emmer and Evertson

(2019) emphasize that the theory is particularly relevant to classroom environment management and academic performance, as it explains how behaviors are shaped by consequences. By consistently applying positive reinforcement, teachers can promote behaviors such as active participation, respect for others, and adherence to classroom rules, creating an orderly and conducive learning environment. Conversely, the appropriate use of punishment can discourage behaviors that disrupt learning, reducing maladaptive tendencies and promoting overall academic engagement.

The application of Reinforcement Theory in classroom management, as observed by Reddy et al. (2017), involves reinforcing desirable behaviors and discouraging undesirable ones. This creates a structured environment that encourages student learning. For example, teachers can use praise, rewards, or privileges to encourage active engagement, cooperation, and adherence to classroom norms. Consistent reinforcement ensures that these positive behaviors are repeated, maintaining classroom order and supporting a productive learning atmosphere.

Classroom environment management, in this context, is understood as a collection of strategies that teachers use to minimize distractions and disruptions while promoting learner involvement and cooperation. Effective classroom management requires both technical and interpersonal skills, including planning learning programs, organizing classroom activities, making decisions about teaching strategies and resources, attending to diverse learner needs, communicating with students and parents, and establishing positive teacher-student relationships (Gage et al., 2018). When effectively implemented, these strategies reduce behaviors that impede learning, enhance the learning environment, and ultimately improve academic performance.

In summary, the Reinforcement Theory provides a structured framework for managing student behavior and optimizing learning outcomes. Understanding and applying the principles of reinforcement and operant conditioning, educators can foster positive behaviors, maintain classroom discipline and create conditions conducive to academic success. This theoretical perspective underpins the present study, which investigates how classroom environment management strategies influence student academic performance.

1.1.3. Conceptual Perspective

This study focused on two critical concepts: classroom environment management and academic performance. Classroom management encompasses the strategies and practices employed by educators to create and maintain an orderly and conducive learning environment (Lester et al., 2017). It involves establishing clear expectations, routines, and procedures to prevent disruptive behaviors and promote student engagement. Effective classroom management is essential for maximizing instructional time and fostering a positive classroom climate that supports academic achievement (Lester et al., 2017).

Classroom environment refers to the physical and social conditions within a classroom that influence student learning (Merritt, 2024). These conditions include the arrangement of furniture, availability of learning resources, and the interpersonal dynamics between teachers and students. Mutual respect, supportive relationships, and an atmosphere that encourages active participation and collaboration among students (Merritt, 2024) characterize a positive classroom environment.

According to Marzano et al (2017), classroom environment management consists of the deliberate actions teachers take to establish and maintain an environment conducive to learning. This includes designing and implementing classroom rules and procedures, applying disciplinary interventions, fostering teacher-student relationships, and maintaining a positive mental attitude towards students. Their research emphasizes that effective classroom management is foundational to student achievement, as it directly influences both the quality and quantity of time students spend engaged in learning activities.

Similarly, Evertson and Weinstein (2017) describe classroom environment management as a set of strategies employed to support both academic and social-emotional learning. They stress the importance of developing caring relationships with students, organizing instruction to optimize learning access, and employing group management techniques that encourage active engagement in academic tasks. Collectively, these perspectives highlight that classroom environment management is not solely about maintaining order but about creating an environment where students can thrive academically and socially.

Academic performance is defined as the extent to which a student attains educational goals, typically measured through grades, standardized test scores, and other evaluative criteria (Schneider & Preckel, 2017; Hailu et al., 2024). It reflects both cognitive achievements and outcomes resulting from student engagement in learning activities (Schneider & Preckel, 2017; Hailu et al., 2024). Valente, Gadanidis, and Geiger (2022) expand this definition by emphasizing academic performance as a holistic construct that includes examination scores, project work, homework completion, class participation, and other contributions to the learning process. In this way, academic performance encompasses both cognitive outcomes, such as knowledge acquisition, and non-cognitive outcomes, such as motivation, persistence, and engagement.

In the context of this study, classroom environment management is operationally defined as the strategies and practices teachers use to create a positive and productive learning environment. These include paying attention to individual learners, supervising class activities, fostering teacher-learner relationships, managing time effectively, and ensuring clear communication. These strategies aim to minimize disruptions and maximize student engagement, ultimately enhancing academic performance. Academic performance, as operationalized in this study, refers to students' achievements as reflected in grades, standardized test scores, class participation, and overall academic progress, encompassing both knowledge acquisition and engagement behaviors that collectively contribute to student success.

1.1.4 Contextual Perspective

Academic performance among "O" Level students in secondary schools was a major concern in Bweyale Town Council, Kiryandongo District, because it represented the extent to which learners demonstrated the knowledge, skills and competencies acquired during lower secondary education. At this level, academic performance was reflected not only in learners' performance in the Uganda Certificate of Education (UCE) examinations, but also through examination results, test scores, continuous assessment scores and overall academic grades. These indicators provided a progressive picture of learners' academic performance throughout the teaching and learning process (MoE&S, 2024).

The context of Bweyale Town Council was particularly important because the town council had experienced increasing demand for secondary education associated with population growth and

the expansion of educational opportunities in the area. Consequently, secondary schools served learners from diverse socioeconomic and educational backgrounds, creating differences in learners' participation, completion of academic tasks and examination preparedness. Such circumstances had implications for the consistency of academic performance among "O" Level learners (Wasswa, 2021).

At the school level, academic performance was observed through learners' engagement with routine academic activities and assessment outcomes. Learners who consistently participated in lessons, completed exercises and homework, engaged in projects and performed well in continuous assessments were expected to demonstrate stronger preparedness for final examinations (Wasswa, 2021). Conversely, irregular participation, incomplete academic tasks and weak performance in continuous assessments could be reflected in lower achievement in subsequent examinations. Thus, academic performance in the study context was viewed as a cumulative outcome of learners' engagement and achievement across the different stages of the learning process (Wasswa, 2021).

The contextual concern was therefore not merely whether learners passed or failed their final examinations, but the overall level and pattern of academic performance demonstrated by "O" Level learners in Bweyale Town Council. The study consequently examined academic performance using participation, exercises, homework, project work, tests and final examinations as indicators. The findings reported in this study provide empirical evidence on the level of academic performance among "O" Level learners in the selected secondary schools in Bweyale Town Council and subsequently relate this performance to the management of the classroom environment (Lewis et al. (2019).

A well-managed classroom environment is crucial for enhancing students' academic performance, as it fosters engagement, motivation, and a supportive learning atmosphere, which collectively improve learning outcomes (Wasswa, 2021). Conversely, poorly managed classrooms can lead to frustration, disengagement, and low academic attainment. Classrooms that are well-organized, comfortable, and visually stimulating help students focus, participate actively, and sustain interest in learning activities (Erdem & Kaya, 2024). Beyond physical conditions, interpersonal relationships significantly influence learning; students who feel safe, respected, and supported by teachers and peers are more likely to engage actively in class

(Bennett et al., 2020). Innovative teaching strategies and fair, growth-focused assessment practices further sustain motivation and enhance academic performance (Akin-Little et al., 2017).

In the view of Lewis et al. (2019), broader contextual factors also shape the classroom environment. School culture, including values, norms, and expectations, affects classroom dynamics and student behavior, while teachers' qualifications, experience, self-efficacy and instructional style influence learning conditions. Students' socio-economic backgrounds and peer relationships further impact engagement and academic outcomes (Lewis et al., 2019). Effective classroom environment management encompasses organizing academic tasks, supervising learners, optimizing resources, maintaining discipline, and addressing operational challenges without disrupting school processes (Kieti et al., 2017; Washirekho, 2020).

In Bweyale Town Council, secondary schools continue to record low academic performance, particularly at the "O" level, indicating challenges in classroom management and learning environment quality (Washirekho, 2022). Strategies such as fostering active learner participation, structured assignments, regular homework follow-ups, cumulative assessments, and project-based activities are essential for accommodating diverse learning needs and maximizing available resources. Despite the revised lower secondary curriculum by the National Curriculum Development Centre (NCDC), effective classroom management remains a critical factor influencing academic outcomes (NCDC, 2020).

1.2 Statement of the Problem

Academic performance among "O" Level students is an important indicator of the extent to which secondary schools enable learners to acquire and demonstrate the knowledge, skills and competencies prescribed in the lower-secondary curriculum (Uwezo Uganda, 2023). In Uganda, the Uganda Certificate of Education (UCE) provides an important national measure of achievement at this level. However, differences in students' performance across schools continue to raise concern about the conditions under which teaching and learning take place. Evidence from Kiryandongo District illustrates this variation. For example, available 2025 UCE data indicate substantial differences in reported pass rates among secondary schools in the district

with Secondary Schools recording about 99.6%, 92.4% and other Secondary Schools about 32% across the core subjects reported.

The concern was also evident within Bweyale. Available UCE data for Bweyale Public Secondary School indicate an average pass rate of approximately 58.2% in 2024 across the reported core subjects, with notable differences by subject, including Mathematics at 34%, Physics at 44%, English at 57%, Chemistry at 75% and Biology at 81% (UNEB, 2023; Kiryandongo District Education Office Report, 2022). Earlier district-level evidence also showed that Bweyale Public Secondary School had only 2 Division I candidates out of 116 candidates in the 2020 PLE results, illustrating the broader challenge of learner achievement in the locality as cohorts progress into secondary education (NCDC, 2020; ACET, 2023).

Although academic performance is influenced by several factors, the management of the classroom environment is potentially important because the classroom is the immediate setting in which teaching, learning, assessment and teacher–student interaction occur. Poor management of classroom discipline, inadequate organization of learning activities, ineffective use of instructional time and resources, limited learner participation and an unconducive physical or psychosocial environment may reduce students' engagement and opportunities to learn. Conversely, effective classroom environment management can create conditions that support concentration, participation, instructional time-on-task and ultimately learning achievement. Empirical research has similarly associated classroom climate and management with students' academic achievement, although the strength of the relationship varies across contexts.

1.3 Purpose of the Study

The purpose of this study was to examine the relationship between classroom environment management and academic performance among "O" level students in secondary schools in Bweyale Town Council, Kiryandongo district.

1.4 Objectives of the Study

The specific objectives of this study were: -

(i) To assess the status of classroom environment management among "O" Level secondary schools in Bweyale Town Council, Kiryandongo District.

(ii) To assess the level of academic performance among "O" Level students in secondary schools in Bweyale Town Council, Kiryandongo District.

(iii) To establish the relationship between classroom environment management and academic performance among "O" Level students in secondary schools in Bweyale Town Council, Kiryandongo District.

1.5 Research Questions

i. What is the status of classroom environment management in "O" Level secondary schools in Bweyale Town Council, Kiryandongo District?

ii. What is the level of academic performance among "O" Level students in secondary schools in Bweyale Town Council, Kiryandongo District?

iii. What is the relationship between classroom environment management and academic performance among "O" Level students in secondary schools in Bweyale Town Council, Kiryandongo District?

1.6. Scope of the Study

1.6.1. Content Scope

This study was limited to assessing the status of classroom environment management in “O” level secondary schools, the level of academic performance among “O’ level students and the relationship between classroom environment management and academic performance in “O” level secondary schools in Bweyale Town Council, Kiryandongo District. Key aspects examined include; class organization, discipline and behaviour management, teacher-learner relationships, time management and management of instruction resources. Academic performance, as the dependent variable, is assessed through examination results, test scores, continuous assessment scores and overall grades in national evaluations. This approach ensured a detailed analysis of the interplay between classroom environment management and learner achievement within the specified temporal and geographical context.

1.6.2. Geographical Scope

The study was conducted in “O” level secondary schools in Bweyale Town Council, Kiryandongo District located approximately 223 kilometers north of Kampala. This was

preferred because of the record low level of learners' academic performance of which no study had been conducted and reported on by the year 2025.

1.6.3. Time Scope

The study covered a six-year period from 2018 to 2025, providing a comprehensive framework to examine the relationship between classroom environment management and academic performance among "O" level students in secondary schools in Bweyale Town Council, Kiryandongo District. This timeframe allowed the investigation to capture recent trends in poor performance, assess lessons learned and situate findings within the current academic landscape, with implications for future improvements.

1.7 Significance of the Study

The anticipated outcomes of this study have significant implications for education planning, policy development, and implementation, offering insights into effective classroom environment management and its influence on academic performance in secondary schools. Recommendations derived from this research, grounded in robust and valid data, may guide policymakers, education planners, and implementers in refining strategies to enhance learning outcomes across schools.

Teachers, as primary stakeholders, stand to benefit from the study by acquiring improved classroom management skills, fostering positive learning environments, and promoting higher academic performance among students. Similarly, school administrators may utilize the findings to inform decision-making and address challenges related to ineffective classroom management, thereby supporting overall student performance.

The study may contribute to the scholarly understanding of classroom environment management and its relationship with academic outcomes. Its findings are expected to enrich the academic discourse and serve as a valuable reference for researchers, practitioners, and other stakeholders interested in strengthening the quality of secondary education.

1.8. Conceptual Framework.

Below is a conceptual framework showing the relationship between classroom environment management and academic performance among "O" Level students in secondary schools in Bweyale Town Council, Kiryandongo District.

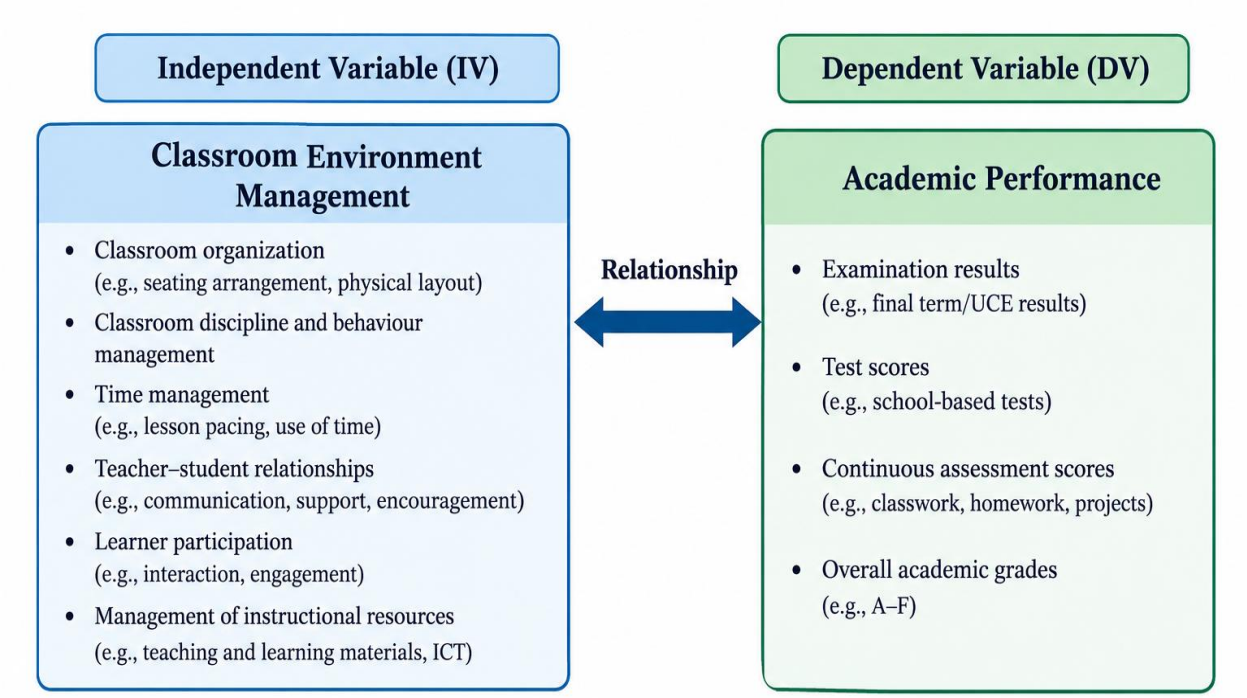


Figure 1: *Conceptual framework showing the relationship between classroom environment management and academic performance among "O" Level students in secondary schools in Bweyale Town Council, Kiryandongo District.*

Source: *Researcher's conceptualization based on reviewed literature, 2025.*

The independent variable (IV) is classroom environment managemen measured in terms of classroom organization, classroom discipline and behaviour management, time management, teacher-student relationships, learner participation and management of instructional resources. These practices represent key aspects through which teachers organize and manage classroom conditions for effective teaching and learning.

The dependent variable (DV) is academic performance among O' Level students measured through examination results, test scores, continuous assessment scores and overall academic grades. These indicators represent learners' engagement in learning activities and their achievement in different forms of academic assessment.

Chapter Two

Literature Review

2.0. Introduction.

This section presents reviewed literature on the status of classroom environment management, the level of academic performance and the relationship between classroom environment management and academic performance among "O" Level students in secondary schools in Bweyale Town Council, Kiryandongo District.

2.1. Status of Classroom Environment Management in "O" Level Secondary Schools

Globally, classroom environment management has increasingly moved beyond maintaining discipline to include instructional organization, teacher support, learner engagement, classroom relationships and efficient use of learning time. A systematic review by Wang et al. (2020), covering 61 studies and 679 effect sizes, examined instructional support, socio-emotional support, classroom management and organization. Of these, 18 studies specifically examined classroom management and organization, while 30 studies examined academic achievement. The review consequently demonstrates that classroom management is now treated as an important component of the learning environment rather than simply a disciplinary function. More recent meta-analytic evidence by Erdem and Kaya (2024), based on 53 studies examining classroom climate and academic achievement, found a significant relationship between classroom climate and academic achievement, although the average effect was small. The current global status can, therefore, be described as increasing recognition of learner-centred and learning-oriented classroom management, involving effective organization, positive relationships, engagement and appropriate behavioural expectations. However, management practices are not necessarily implemented uniformly across classrooms. Much of the global evidence combines different age groups, countries and educational levels. Consequently, it does not sufficiently establish the specific status of classroom-environment management among "O" Level secondary-school learners, particularly in developing-country contexts. Furthermore, classroom climate studies often combine management, relationships and instructional support into a broad construct,

making it difficult to establish the status of specific practices such as individual learner attention, supervision, time management and teacher–learner communication.

In the United States, classroom management has increasingly been approached as part of effective teaching rather than as a separate disciplinary activity. Contemporary research emphasizes maintaining orderly classrooms while simultaneously maximizing learners' opportunities to engage in instruction. Classroom management therefore includes establishing expectations, monitoring behaviour, maintaining instructional flow, engaging learners and responding appropriately to classroom needs (Harrington, 2019). The broader international evidence used in U.S.-based educational research shows that classroom management is one of the central components of classroom quality. Wang et al. (2020), for example, identified classroom management and organization as one of the major dimensions of classroom climate examined in empirical studies. The status of management in the U.S. can therefore be characterized by an increasing emphasis on proactive management, where teachers attempt to prevent disruption, maintain learner engagement, provide instructional support and establish positive classroom relationships instead of relying exclusively on punishment after problems occur (Simonsen et al., 2017). Much of the evidence comes from well-resourced educational settings and established classroom-management programmes. Therefore, it provided limited evidence about how the same classroom-management dimensions operate where classrooms face resource constraints, larger classes or different teacher–learner relationships. There is also limited basis for assuming that evidence from the U.S. directly represents the status of classroom management in African “O” Level schools.

In the United Kingdom, particularly England, classroom management has been an important component of concern about teaching quality, pupil behaviour and learning time. Research has demonstrated that classroom disciplinary climate is not uniformly positive. For example, Jenkins and Ueno (2017), using data principally from the 2013 Teaching and Learning International Survey (TALIS), found that teachers in England reported considerable classroom disruption in secondary schools. Their study challenged the perception that disruption was minimal and demonstrated the continuing relevance of classroom disciplinary climate to secondary education. More recent evidence continues to show that behaviour management remains an important issue. The UK Department for Education's 2024–2025 National Behaviour Survey covers secondary schools and examines behaviour culture, behaviour management, classroom experience and the

frequency and impact of misbehaviour. Thus, the status in England indicates that classroom management is formally recognized as an important component of effective schooling, but classroom disruption and behavioural management remain continuing practical concerns. Existing evidence gives considerable attention to disciplinary climate and behaviour. Less attention is given to an integrated examination of classroom-environment management incorporating individual learner attention, supervision of class activities, teacher–learner relationships, time management and communication, and how these practices operate specifically at the equivalent of "O" Level in a Ugandan context.

China provides an important contrasting context because classroom management operates within a highly structured secondary education system in which academic achievement and examination outcomes are prominent ((Tyler & Boelter, 2018). Evidence from China indicates that classroom relationships and the allocation of teachers' time can have implications for student achievement. Lei et al. (2023) conducted a three-level meta-analysis involving 74 empirical studies and 233,961 students and found an overall positive relationship between teacher–student relationships and academic achievement in China. The relationship was also stronger at senior high-school level than at junior high-school level in their analysis. Similarly, Chen and Zhao (2022), using a quasi-natural experiment involving random classroom assignment, found that greater administrative duties for homeroom teachers were detrimental to students' academic achievement, with mechanisms including less teaching time and communication with students. Although Chinese studies provide substantial evidence on teacher–student relationships and teacher workload, they do not necessarily provide an integrated assessment of the five classroom-management dimensions proposed in this study. Furthermore, China's institutional, cultural and examination environment differs considerably from Uganda, limiting direct generalization to Ugandan "O" Level schools.

In Latin America, classroom and school climate have increasingly been considered part of educational quality and learning improvement. Research has particularly emphasized the role of school leadership and management in creating a favourable climate for learning (Misad, Misad and Dávila, 2022). A review of academic literature on school climate in Latin America by Misad, Misad and Dávila (2022) examined studies published between 2016 and 2022 and concluded that managerial and leadership actions are important in creating favourable school climates and supporting learning improvement. This indicates that classroom and school management in Latin

America is increasingly viewed as involving relationships, leadership, organizational practices and conditions that support learning, rather than merely controlling student behaviour. Much of the available literature focuses on school climate and managerial leadership at the institutional level, rather than the day-to-day classroom practices through which teachers attend to individual learners, supervise activities, manage time and communicate with students. There is therefore limited evidence concerning the precise status of these classroom-level practices at secondary "O" Level.

In Sub-Saharan Africa, classroom-environment management is particularly important because schools frequently operate under conditions involving large classes, shortages of instructional resources, teacher workload and variations in school infrastructure. These conditions can make the effective organization and supervision of classroom activities more difficult (Abebe, Taddese and Berhanu, 2026). Recent evidence from Ethiopia illustrates this concern. Abebe, Taddese and Berhanu (2026) investigated teachers' classroom management, students' classroom participation and academic achievement in secondary schools. The study specifically examined the relationship between classroom management, participation and academic achievement, demonstrating the increasing recognition that learner participation is an important mechanism connecting classroom management to achievement. Sub-Saharan African studies increasingly connect classroom management with academic achievement, the evidence remains geographically uneven. Many studies are localized to individual districts or countries and examine particular components of management. There is insufficient comparative evidence establishing the status of integrated classroom-environment management across different Sub-Saharan African "O" Level or equivalent secondary-school settings.

Research in Kenya demonstrates considerable variation in the implementation of classroom-management practices. Opiyo, Asesa and Olel's research in Siaya (2025) found that evidence-based classroom-management practices including maximizing classroom structure, establishing behavioural expectations, actively engaging students and responding to behaviour were implemented, but implementation was moderate and varied among schools and across practices. Particularly important for this study, actively engaging students had a moderate, positive and statistically significant relationship with academic performance, accounting for 8.9% of variation in academic performance in the reported analysis. Other Kenyan research has examined the

physical classroom environment, including class size, teacher–student ratio, teaching style and learning resources, in relation to academic achievement (Opiyo et al., 2025).

Evidence from Tanzania is also directly relevant because Tanzania has an Ordinary Level secondary education structure similar in terminology to the study's "O" Level focus. Gregory (2023), studying public secondary schools in Bukoba District Council, reported that common classroom-management practices included school rules, creation of a positive teaching environment, feedback to students, classroom discipline and collaborative instructional methods. The study reported a strong positive relationship between classroom-management practices and academic performance (Gregory, 2023).

Mwaipungu (2023), studying secondary schools in Mtwara-Mikindani Municipality, similarly reported that administrative control guidelines and classroom-management strategies were being implemented and were associated with student performance. Chua and Mosha (2015) also examined internal school mechanisms in Tanzanian secondary schools in response to concerns about poor performance at ordinary level, demonstrating that management of the learning environment was part of the broader concern about secondary-school performance.

East African research studies provide useful evidence, though the studies differ in their conceptualization of classroom management. Some focus on discipline, others on physical environment, student engagement or school-level management. Thus, there is still insufficient evidence on the combined status of individual learner attention, supervision, teacher–learner relationships, time management and communication in relation to "O" Level academic learning conditions.

In Uganda, classroom management has become an increasingly important concern because academic achievement at the Uganda Certificate of Education (UCE) level depends partly on the quality of teaching and learning that occurs in classrooms (UNEB, 2025). A study by Farooq and Ahmed (2021) in public secondary schools in Rubaga Division, Kampala, examined three dimensions of classroom management: classroom organization, classroom discipline and instructional methods. The study found that classroom organization was not a statistically significant predictor in its model, whereas classroom discipline and instructional methods were significant predictors of learners' academic achievement.

Tangaza (2015), studying secondary schools in Nakaloke Town Council, Mbale District, examined management of teaching, teaching materials and physical facilities. The study found that management of teaching materials was the stand-alone predictor among the three factors examined and recommended creating positive learning environments and better management of classroom facilities. Similarly, Kwemoi (2017), studying secondary schools in Bukwo District, reported concerns about inadequate classroom management and insufficient continuous training for teachers and principals in classroom management. The study identified classroom rules, learner motivation and teamwork as among the strategies requiring attention.

More recent Ugandan research continues to investigate specific aspects of the classroom environment and academic outcomes. In a 2026 study in Kashari South, Mbarara City, examined instructional supervision and UCE academic performance, including professional development, feedback and classroom observation (UNEB, 2021). The available Ugandan evidence, therefore, suggests that classroom management is present but uneven across its different dimensions. Some teachers and schools use organizational, disciplinary and instructional management practices, but studies report weaknesses in particular aspects, including classroom organization, management training, instructional resources and other conditions.

2.2. Level of Academic Performance among “O” Level students in Secondary Schools

Globally, the level of academic performance among secondary-school learners remains uneven, with substantial differences between high- and low-performing learners and across education systems. The OECD's PISA 2022 assessment, which examined 15-year-olds in mathematics, reading and science, reported that average performance declined substantially across OECD countries between 2018 and 2022, particularly in mathematics and reading. On average, 69% of students across OECD countries attained at least baseline proficiency in mathematics, while performance gaps between high- and low-achieving students remained substantial (OECD, 2023). Academic performance is also closely connected with the conditions under which learning takes place. Erdem and Kaya's (2024) meta-analysis of 53 studies found a significant relationship between classroom climate and academic achievement. Similarly, Costa et al. (2024) identified school conditions and practices among the contextual determinants of secondary-school achievement. The global evidence demonstrates considerable variation in secondary-school academic achievement, much of the evidence uses standardized international assessments

such as PISA or broad measures of achievement. Such assessments do not sufficiently capture the day-to-day indicators of academic performance proposed for the present study participation, exercises, homework, project work, tests and final examinations. Moreover, global evidence does not establish the level of these indicators specifically among "O" Level learners in Bweyale Town Council.

In the United States, academic performance at secondary level is assessed through several measures, including standardized assessments and school-based examinations. The 2024 National Assessment of Educational Progress (NAEP), for example, showed that the average Grade 12 reading score was three points lower than in 2019, while the average mathematics score was also three points lower than in 2019. In mathematics, the proportion of students reaching at least the NAEP Proficient level declined compared with 2019 (Costa et al., 2024). International evidence also indicates that US 15-year-olds experienced challenges in mathematics. In PISA 2022, 66% of US students attained at least Level 2 proficiency in mathematics, compared with an OECD average of 69%; however, 80% reached at least Level 2 in reading and 78% in science (Costa et al., 2024). The US evidence provides extensive standardized measures of achievement, but it is largely concerned with national or international test outcomes. It provides limited evidence about the combined contribution of routine classroom activities participation, exercises, homework, projects, classroom tests and final examinations to the level of "O" Level academic performance. In addition, the US secondary-school context differs considerably from Ugandan "O" Level schools in curriculum, resources and assessment systems.

In the UK, particularly England, academic performance at the end of secondary education is formally monitored through Key Stage 4 outcomes, including GCSE and equivalent qualifications. The Department for Education's 2024/25 statistics provide school-level and local-authority information on attainment and pupil progress at Key Stage 4 (OECD, 2023b). The English system therefore provides a well-established mechanism for determining academic performance through examination attainment and progress measures. However, the existence of formal performance measures does not mean that performance is uniform across schools or learner groups. The UK evidence continues to disaggregate achievement according to factors such as prior attainment, disadvantage and special educational needs. UK studies and official statistics concentrate heavily on attainment and progress at the end of Key Stage 4. Less attention

is given to determining academic performance through the combination of learner participation, exercises, homework, projects, tests and final examinations as proposed in this study. Furthermore, UK GCSE outcomes cannot directly represent academic performance in Uganda's "O" Level/UCE context because the assessment and curriculum systems differ.

China provides evidence of relatively strong academic performance among secondary-school learners in international assessments, although achievement is not uniform. PISA 2022 evidence for Macao (China), for example, showed that students performed above the OECD average in mathematics, reading and science. In mathematics, 92% attained at least Level 2 proficiency, while 29% reached the highest performance levels of 5 or 6. Nevertheless, performance gaps persisted according to socioeconomic background (Korpershoek et al., 2016). The broader PISA evidence also shows that East Asian education systems, including Macao (China), Hong Kong (China), Japan, Korea and Chinese Taipei, recorded high mathematics performance. At the same time, the OECD notes that socioeconomic status continues to be associated with differences in student achievement (Korpershoek et al., 2016). Chinese evidence demonstrates what can be achieved in secondary education but is predominantly based on standardized achievement assessments and large-scale educational indicators. There is comparatively less evidence using the specific classroom-based indicators proposed in this study. The Chinese education context also differs substantially from Uganda in terms of curriculum, school organization, class conditions and examination systems; consequently, its findings cannot automatically explain academic performance among Ugandan "O" Level learners.

In Latin America, secondary education has experienced considerable expansion in access, retention and completion. However, UNESCO's 2024 review of secondary education in the region reports that despite progress in educational trajectories and reduced inequalities in access, learning levels have stagnated at low levels, while significant exclusion continues to affect vulnerable populations (Scasso, 2024). This suggests that expansion of secondary-school enrolment has not necessarily been accompanied by equivalent improvements in learning achievement. Academic performance therefore remains an important concern, particularly for disadvantaged learners and schools serving vulnerable communities (Scasso, 2024). Much of the Latin American evidence focuses on access, completion, exclusion and broad learning outcomes. There is less evidence establishing academic performance through the specific school-level and classroom-level indicators of participation, exercises, homework, projects, tests and final

examinations. Furthermore, regional evidence does not explain how these indicators manifest in Ugandan "O" Level schools.

A multilevel study using PASEC 2019 data from 14 Sub-Saharan African countries found that both learner characteristics and school characteristics were associated with performance in reading and mathematics. The study further demonstrated that the factors influencing performance could differ according to the subject considered (Nagro et al., 2018). This evidence indicates that academic performance in African secondary education is not determined by a single factor. Rather, learners' characteristics and the conditions within schools interact to shape achievement. Consequently, classroom-level processes are relevant when examining differences in academic performance (Nagro et al., 2018). The Sub-Saharan African evidence is based largely on cross-national standardized assessments and broad learner and school characteristics. It does not adequately establish the level of routine academic performance among "O" Level learners using participation, exercises, homework, project work, tests and final examinations. There is therefore a need for school-level evidence that examines these indicators together.

In East Africa, academic performance is commonly assessed through national secondary-school examinations. In Kenya, for example, the 2024 Kenya Certificate of Secondary Education (KCSE) examination involved 962,512 candidates, demonstrating the importance of national examination performance as an indicator of secondary-school achievement (Marzano, 2017). Similarly, studies in East Africa have associated academic achievement with school and classroom conditions. Evidence from Kenya and Tanzania has examined factors such as classroom management, teacher–learner interaction, learning resources, teaching practices and school management in explaining differences in secondary-school performance. Such studies suggest that academic achievement varies across schools and is connected to the learning environment (Rimm-Kaufman et al., 2016). Existing East African studies provide useful evidence on examination performance and school-related factors, but the literature remains fragmented. Many studies concentrate on individual predictors or national examination outcomes rather than establishing the overall level of academic performance across several classroom-based indicators. There is consequently insufficient evidence showing how participation, exercises, homework, project work, tests and final examinations collectively reflect the academic performance of "O" Level learners.

In Uganda, academic performance at "O" Level is primarily associated with learners' achievement in the Uganda Certificate of Education (UCE) and their progression through lower-secondary education (Kibaya, Sekamwa and Sekandi, 2025). UNEB's 2024 UCE transition assessment specifies performance requirements based on the number of subjects passed, credits and the aggregate of the best eight subjects. For example, Division 1 requires at least eight subjects, including English Language, a humanity, Mathematics and a science subject, with at least seven subjects passed at credit level or better and an aggregate not exceeding 32 in the best eight subjects. Division 2 requires at least eight subjects, including English Language, with six at credit level or better and an aggregate not exceeding 45 (Kibaya, Sekamwa and Sekandi, 2025). However, the level of academic performance must also be understood beyond final UCE results. Learners' participation in lessons, completion of exercises and homework, engagement in projects, performance in continuous tests and eventual performance in final examinations provide progressive evidence of achievement. This is important because continuous classroom performance provides opportunities for teachers to identify learning difficulties and provide remedial support before learners sit national examinations.

At the national level, there are also concerns about completion of O-Level education. A 2026 report by Uganda's Equal Opportunities Commission, using UNEB data, estimated that only 27.9% of the population aged 16 years completed O-Level and registered for UCE in 2024. The report identified financial and socio-cultural barriers among factors associated with the low completion rate (UNEB, 2023). Although UNEB provides national measures of UCE achievement, national examination results do not show the detailed classroom-level performance of learners in particular localities. Existing Ugandan studies also tend to examine specific predictors of academic achievement in particular districts or divisions. There remains inadequate empirical evidence establishing the level of academic performance using the combined indicators of learner participation, exercises, homework, project work, tests and final examinations among "O" Level learners in Bweyale Town Council, Kiryandongo District.

2.3. Relationship between Classroom Environment Management and Academic Performance.

Globally, evidence increasingly indicates that the classroom environment is associated with students' academic achievement. Erdem and Kaya (2024), in a meta-analysis of 53 studies on classroom climate and academic achievement, found a statistically significant relationship

between classroom climate and academic achievement, although the average effect size for classroom climate was relatively small. Their findings suggest that what occurs within classrooms including interpersonal relationships, organization and the learning atmosphere is relevant to academic outcomes. More specifically, Putra and Yanto (2025) conducted a meta-analysis of 14 studies and reported an overall positive effect of classroom management on student achievement across different educational contexts and levels. Their synthesis reinforces the argument that systematic management of classroom behaviour, learning activities and classroom conditions can contribute to student achievement. Individual attention allows teachers to identify learners' difficulties; supervision enables teachers to monitor completion of learning tasks; positive teacher–learner relationships can promote participation and help-seeking; effective time management increases time available for learning; and effective communication clarifies instructions and provides feedback. These processes can consequently influence exercises, homework, projects, tests and final examinations (Erden and Kaya, 2024). Although global meta-analyses establish an association between classroom climate/management and academic achievement, they combine different countries, age groups, education levels and measures of classroom management. They therefore do not establish whether the five dimensions proposed in this study individual attention, supervision, teacher–learner relationship, time management and communication are collectively related to academic performance specifically at "O" Level. This creates a need for context-specific evidence.

Evidence from the United States provides further support for the relationship between classroom processes and subsequent achievement. Allen et al. examined 643 students in 37 secondary-school classrooms and used observed teacher–student interactions to predict later student achievement while controlling for baseline achievement. The study illustrates that observable classroom interactions can be connected to subsequent academic outcomes rather than merely describing classroom behaviour.

The OECD's Global Teaching Insights analysis found that classroom-management and social-emotional practices were positively associated with student post-test scores in several participating education systems; notably, in England, classroom-management scores were significant positive predictors of post-test performance. This demonstrates that the relationship is not necessarily restricted to disciplinary control but can involve broader teaching and classroom practices (OECD, 2023). US evidence provides useful empirical support for a connection

between classroom practices and achievement, but much of the research uses observational classroom measures or particular intervention/programme models. It does not directly examine the five dimensions of classroom-environment management proposed in this study or the specific "O" Level indicators of participation, exercises, homework, projects, tests and final examinations. The relatively different institutional and resource context also limits direct transfer of findings to Bweyale Town Council.

In the United Kingdom, particularly England, classroom management is increasingly considered as part of teaching quality and the learning environment. OECD Global Teaching Insights data found that classroom-management practices in England were significantly positively associated with post-test scores, with the reported association amounting to approximately 22 test-score points after accounting for relevant factors in that analysis (Putra & Yanto, 2025). The implication is that management of the classroom may influence achievement not simply through controlling disruptive behaviour but through creating conditions that allow teaching and learning to proceed effectively. When teachers maintain appropriate routines, manage classroom interactions and communicate expectations effectively, learners can spend more time engaged with academic content (Putra & Yanto, 2025). Existing UK evidence tends to examine classroom management as one dimension of broader teaching quality and often relies on standardized post-tests. It therefore provides limited evidence concerning the combined relationship between individual learner attention, supervision of class activities, teacher–learner relationships, time management and communication and the broader set of academic-performance indicators used in this study.

China provides particularly strong evidence concerning the relational dimension of classroom environment management. Lei et al. (2023) conducted a three-level meta-analysis involving 74 empirical studies and 233,961 students and found a positive relationship between teacher–student relationships and academic achievement in China, with an overall correlation of $r = .259$. The relationship was stronger among senior-high-school students than among junior-high-school students (Lei et al., 2023).

Similarly, Zhou et al. (2023), using data from 19,845 fourth graders and 11,691 eighth graders, found that positive teacher–student relationships were associated with academic achievement both directly and indirectly through students' subjective well-being. These findings are

particularly relevant to the present study because teacher–learner relationship constitutes one of its dimensions of classroom-environment management. A respectful and supportive relationship may encourage learners to ask questions, participate in classroom activities, complete assignments and seek clarification when they encounter learning difficulties. Chinese evidence strongly demonstrates the relevance of teacher–student relationships, but it focuses predominantly on the relational component rather than the integrated management of the classroom environment. It therefore leaves unanswered whether individual attention, supervision, relationships, time management and communication collectively relate to academic performance. Moreover, Chinese secondary education differs considerably from the Ugandan "O" Level context.

Evidence from Latin America also suggests that classroom and school environments are connected with academic outcomes. A study of 4,964 Year 10 students from 191 Chilean schools examined school climate, teacher-related variables and academic achievement while controlling for socioeconomic status. The research treated school-related socio-emotional conditions as relevant to achievement and school performance, demonstrating the importance of the environment in which learners undertake their education (Abebe, Taddese & Berhanu, 2026). Furthermore, Abebe, Taddese & Berhanu (2026) highlighted the importance of measuring classroom and school social climate in Latin America using multidimensional approaches. A systematic review of research from Latin American countries emphasized the need for multidimensional and multi-informant approaches to understanding school social climate. Much of the Latin American literature emphasizes school climate, social climate, socioeconomic inequalities and school-wide conditions, rather than the teacher's day-to-day management of classroom activities. Consequently, there is limited evidence on whether the specific practices of individual attention, supervision, teacher–learner relationship, time management and communication are jointly associated with academic performance. This also limits the applicability of Latin American evidence to Ugandan "O" Level schools.

In Sub-Saharan Africa, recent evidence provides stronger direct support for the relationship. Abebe, Taddese and Berhanu (2026) examined teachers' classroom management, students' classroom participation and academic achievement among Grade 11 students in an Ethiopian secondary school. The study found a positive, moderate and statistically significant relationship between teacher classroom management and academic achievement. The combined model

involving classroom management and classroom participation explained 16.5% of the variance in students' academic achievement (Mwaipungu, 2023).

Importantly, the Ethiopian study found that classroom-management practices were below the expected level, while students' academic achievement was also relatively modest. This suggests that classroom management may be an important pathway through which classroom participation and academic achievement are connected. However, the study was conducted in one secondary school and focused on Grade 11 and English achievement (Mwaipungu, 2023). Evidence from Nigeria also supports a relationship between classroom management and achievement. Olaitan (2024), for example, found significant relationships between particular classroom-management strategies and academic achievement among public secondary-school students in Taraba State. Although African studies increasingly demonstrate a positive relationship between classroom management and academic achievement, the evidence remains geographically and conceptually fragmented. Some studies focus on classroom discipline, others on instructional methods, teacher–student interaction or participation. Few studies examine the five dimensions specified in this study simultaneously, and even fewer focus specifically on “O” Level education and the full range of academic-performance indicators proposed here.

Evidence from East Africa further suggests that classroom management is related to academic performance. In Kenya, Opiyo, Asesa and Olel (2025) examined classroom-management practices in public secondary schools in Siaya County. The study was motivated by persistent concerns about academic performance, with the county's KCSE mean scores reported as 4.123, 4.575 and 4.915 out of 12 for 2020–2022. The study specifically investigated classroom-management practices and their relationship with academic performance (Opiyo et al., 2025). In Tanzania, Gregory (2023) examined teachers' classroom management and students' performance in national examinations in public secondary schools in Bukoba District Council. The study reported that commonly used practices included school rules and regulations, creation of a positive and friendly teaching environment, feedback to students, appropriate administration of punishment and collaborative instructional methods. The study found a strong positive relationship between classroom-management practices and students' academic performance.

Similarly, Mwaipungu (2023) examined classroom management and students' academic performance in secondary schools in Mtwara-Mikindani Municipality, focusing on

administrative strategies, control guidelines and teachers' implementation of classroom-management practices. These studies suggest that classroom management can provide an important link between classroom conditions and examination performance in East African secondary schools. Despite evidence from Kenya and Tanzania, existing studies differ in their conceptualization of classroom management and academic performance. Many emphasize discipline, rules, administrative controls or national examinations. There is insufficient evidence examining the integrated management of classroom environment through individual attention, supervision, teacher–learner relationship, time management and communication, while simultaneously assessing academic performance through participation, exercises, homework, project work, tests and final examinations. Furthermore, the evidence does not specifically address Bweyale Town Council.

In Uganda, direct evidence also suggests a relationship between classroom management and learners' academic achievement. Farooq and Ahmed (2021) investigated classroom-management practices and learners' academic achievement in public secondary schools in Rubaga Division, Kampala. They examined classroom organization, classroom discipline and classroom instructional methods as predictors of academic achievement. Their findings provide empirical evidence that classroom-management practices are relevant to academic achievement, although the individual dimensions did not necessarily operate in exactly the same way (Farooq and Ahmed, 2021). This finding is important because it demonstrates that the relationship between classroom environment management and academic performance may be multidimensional rather than uniform. For example, classroom organization, discipline and instructional methods may have different relationships with academic achievement. Consequently, it cannot simply be assumed that every classroom-management practice contributes equally to learners' achievement.

Existing Ugandan research has examined classroom organization, discipline and instructional methods, but there is inadequate empirical evidence on the specific five-dimensional construct proposed in this study paying attention to individual learners, supervision of class activities, teacher–learner relationship, time management and effective communication. Furthermore, previous research has largely measured academic achievement using general achievement or examination outcomes. There is limited evidence examining the relationship between classroom-environment management and academic performance operationalized through participation, exercises, homework, project work, tests and final examinations.

Research Gaps

Contextual gap: Existing literature has generally focused on broad school-environment factors such as physical facilities, discipline, teacher characteristics and school leadership, with comparatively limited attention to the day-to-day management of the classroom environment, including classroom organisation, learner discipline, teacher–learner interaction, seating arrangements, classroom cleanliness, management of instructional time and learners' participation. Moreover, findings from other districts and regions may not adequately reflect the circumstances of schools in Bweyale Town Council because classroom management practices are influenced by local enrolment levels, school resources, teacher characteristics and community contexts.

Empirical gap: Previous studies on secondary-school performance in Uganda have largely examined national, regional or district-level examination outcomes, while limited attention has been devoted to school-level performance within Bweyale Town Council. In addition, academic performance is often reported using general examination pass rates without adequately examining the broader indicators of performance, such as grades obtained, progression, completion and consistency of achievement across schools. Consequently, it remains unclear whether the academic performance of "O" Level learners in Bweyale Town Council is generally high, moderate or low and whether there are meaningful variations among schools.

Existing studies have often investigated school environment, discipline or classroom management as separate factors, or have been conducted in different geographical and educational settings, making it difficult to determine whether their findings apply to Bweyale Town Council. Furthermore, some studies have concentrated on physical facilities or student discipline without examining classroom-environment management as a multidimensional construct incorporating organisation, discipline, interaction, instructional time and learner participation. Therefore, the absence of location-specific empirical evidence on whether and to what extent classroom-environment management is associated with academic performance created a relational gap that the present study sought to address.

Chapter Three

Methodology

3.0. Introduction

This chapter presents the methodology and procedures used to collect and analyze data for this study. It is organized under the following sub-themes: research orientation, research design, study population, sample size and selection, sampling techniques, data collection instruments, validity and reliability (quality control), data collection procedures, data analysis and ethical considerations.

3.1. Research Orientation.

This study adopted a mixed-methods approach, integrating both quantitative and qualitative methods (Cohen et al., 2018). Grounded in pragmatism, which posits that combining multiple approaches provides a more comprehensive understanding of research problems, this orientation enabled the researcher to evaluate both statistical trends and contextual nuances.

The quantitative approach was predominant and deductive, using structured measurements and statistical testing to assess variable status and examine relationships across a representative sample (Cohen et al., 2018). Concurrently, a qualitative approach was integrated to capture in-depth perspectives, experiences, and contextual insights from key informants (such as headteachers or inspectors) that cannot be fully captured through numeric scales. The use of multiple data collection tools facilitated data triangulation, thereby enhancing the validity, depth, and credibility of the findings.

3.2. Research Design.

The study employed a cross-sectional correlational research design. A cross-sectional survey design allows for the collection of data from a predefined sample at a single point in time to measure variable prevalence and characteristics across a broad population (Bougie & Sekaran, 2020).

The correlational design was specifically chosen to test and establish the statistical relationship between the independent variable (classroom environment management) and the dependent variable (academic performance among 'O' Level students) without manipulating any classroom conditions or applying experimental interventions (Bougie & Sekaran, 2020). This combination ensured that while Objectives 1 and 2 were addressed descriptively, Objective 3 was evaluated inferentially using bivariate correlation analysis.

3.3. Population and Sampling Techniques.

3.3.1 Target Population

The target population for this study was 321 key educational stakeholders across 09 "O" Level secondary schools in Bweyale Town Council, Kiryandongo District. This population includes 01 District Inspector of Schools (DIS), 09 Head Teachers, and 311 "O" Level classroom teachers (Kiryandongo District Education Office, 2026). Head Teachers were included due to their role as primary institutional supervisors of classroom management practices. Classroom teachers are targeted because they directly implement instructional and environmental management strategies. The DIS was included as a key policy informant responsible for academic quality assurance across the district.

3.3.2 Sample Size

The total sample size for this study is 175 respondents, determined in accordance with the Krejcie and Morgan (1970) table for sample size determination at a 95% confidence level (alpha = 0.05). The breakdown of the population and sample across strata is presented in Table 3.1 below.

Category	Target population	Sample size (n)	Sampling Technique
District Inspector of Schools	01	01	Census/Purposive
Head Teachers	09	09	Census/Purposive
"O" Level Classroom Teachers	311	165	Stratified Random
Total	321	175	

3.3.3. Sampling Techniques

The study adopted Stratified Random Sampling, and Purposive (census) Sampling: Purposive sampling applied to the DIS and Head Teachers. Due to their small population size, all the ten (10) key informants were considered in order to capture complete, rich qualitative data regarding institutional supervision. While for the teachers, stratified random sampling was applied to classroom teachers. Teachers were stratified by school type and gender to ensure equitable representation. Simple random sampling (lottery method) was then be used within each stratum to select individual respondents.

3.4. Data Collection Techniques.

The study adopted a mixed-methods data collection approach comprising questionnaire surveys and semi-structured key informant interviews.

Questionnaire Surveys were administered to classroom teachers to gather quantitative data on classroom environment management and perceived academic performance. Questionnaires allowed for efficient, standardized data collection from a large sample while preserving respondent anonymity (Cohen et al., 2018). In addition, Key Informant Interviews were conducted face-to-face with the DIS and Head Teachers using semi-structured interview guides. This allowed the researcher to probe deeply into management policies, enforcement challenges, and contextual realities (Bougie & Sekaran, 2020). Student academic performance at the "O" Level, specifically Senior 3 and Senior 4 cohorts was evaluated using secondary data obtained through documentary review of official UCE results released by UNEB, mock results and end-of-term examination records retrieved from management of "O" level secondary schools.

3.5. Data Collection Instruments.

Self-Administered Questionnaire (SAQ) were designed for classroom teachers, structured on a 5-point Likert Scale (1 = Strongly Disagree to 5 = Strongly Agree). The SAQ consists of four sections:

- Section A: Demographic characteristics (5 items)
- Section B: Classroom Environment Management (6 items)
- Section C: Student Academic Performance (5 items)
- Section D: Classroom Environment Management vs. Academic Performance (5 items)

In addition, Key Informant Interview Guide (KIIG) was designed A structured qualitative guide containing open-ended questions designed to extract insights from the DIS and Head Teachers regarding supervisory practices and school academic trends. This was a structured qualitative guide containing open-ended questions. Documentary Review Checklist was also used to extract official Senior 3 and Senior 4 academic performance records (UNEB/Mock aggregates) from school administration offices.

3.6. Administrative Procedures.

Upon proposal approval by the Faculty of Education, the researcher secured an introductory research letter to submit to the District Education Officer (DEO) and Bweyale Town Council Town Clerk for administrative clearance. Two research assistants were recruited and trained on ethical standards, instrument administration, and data handling. Pre-visits were made across selected secondary schools to establish rapport and schedule data collection dates. Research assistants distributed questionnaires to classroom teachers and retrieved them upon completion. The principal researcher personally conducted all key informant interviews with the DIS and Head Teachers in order to maintain interview consistency and depth.

3.7. Quality Control.

The researcher ensured data quality by rigorously testing the research instrument for both validity and reliability. Validity testing will assess the instrument's alignment with research objectives, ensuring accurate measurement. Reliability testing focused on the consistency and stability of results over multiple administrations. Additionally, the researcher controlled extraneous variables to enhance internal *validity;* ensuring observed effects were genuinely

attributed to manipulated variables. Overall, this meticulous approach forms a robust framework for maintaining data quality and integrity throughout the research process.

3.7.1 Validity

Before the actual data collection, the data collection tool underwent a pre-testing phase. This pre-testing process was conducted on a sampled few respondents within the study area, in accordance with the guidance of Bougie and Sekeran (2020). To evaluate the validity of the instrument, pre-testing became imperative. In this study, a content validity test was administered by the researcher. Content validity tests (CVI) measure how closely the content of an instrument aligns with the theoretical notion it aims to assess (Bougie & Sekeran, 2020).

3.7.2 Reliability

A pre-test was conducted to evaluate the reliability of the data collection instrument. In this context, reliability refers to the degree to which the instrument consistently measures the intended construct, as delineated by Bougie and Sekeran (2020). While several forms of reliability exist including test-retest among others; the present study specifically focused on data completeness, accuracy, and elimination of undesirable information that distorts useful data as a way to assess the instrument's internal consistency. Internal consistency was defined as the extent to which scores from one subset of items correlate with scores from another subset within the same instrument (Bougie & Sekeran, 2020).

3.8. Data Processing.

Raw data was compiled, sorted and analyzed using tallies and frequency tables. The descriptive results were analyzed using qualitative methods which involve collecting and analyzing non-numerical data to understand concepts and opinions including classroom management, classroom environment and academic performance and instructional materials as used within the school settings, the school management policies, programs and the circumstances in and out of school will be addressed.

Numerical data was analyzed using quantitative methods including use of charts, observable inducted behavior in classroom environment management utilization like frequency of activities

in a term and design, utilization and maintenance by the children, the teachers, the available resource materials within their classrooms and how these impact on their academic performance. Data collected in its raw form were sorted, coded, edited, recorded and compiled basing on research questions. Data from open-ended questionnaires and oral interviews were categorized into themes and presented in frequency tables and tallies converted into percentage scores and presented in charts and graphs. A brief descriptive summary of the analysis of the results was made to wrap up opinions generated by the respective respondents per guiding objective question.

3.9. Assumptions.

The study assumed that variables such as class size, teaching methods, instruction materials and school tradition may influence the dependent variables. To control the potential confounding effects of these extraneous factors, randomization was employed in the sample selection process. This approach was designed to enhance the validity and reliability of the study's findings and conclusions. The underlying assumption was that these factors can indeed impact on the dependent variables and through random sampling, their influence were minimized, thereby, ensuring that any observed effects were more accurately attributable to the primary factors under investigation.

3.10. Limitations & Delimitations

3.10.1 Limitations

This study was confined to the perspectives of teachers, head teachers in O' level secondary schools, and the District Inspector of Schools (DIS). Due to constraints related to budget and time, additional internal and external stakeholders such as members of the Board of Governors (BOG), the Parents Teachers Association (PTA) were excluded. This exclusion may limit the generalization of the findings to other educational settings within or beyond the district. Nevertheless, the researcher contends that the use of rigorous sampling techniques mitigated the potential impact of excluding these stakeholders on the overall study results.

3.10.2: Delimitations.

Instead of exploring a wide scope of the study variables, this study was restricted only to current practices rather than measuring the practice over a more prolonged period. The cross-sectional survey and correlational research designs are preferable to the longitudinal survey, given the time limitation for the study. The study was conducted in secondary schools within Bweyale Town Council, Kiryandongo District and samples were drawn from school administrators and teachers. Whereas many stakeholders are involved in school management and administration, it was viable to involve all the stakeholders in a study of this nature. The study participants were limited to teachers and administrators, given the central roles that these groups of people play in school management and administration.

3.11 Ethical Considerations.

In this study, ethical considerations were addressed as follows:

Confidentiality and Privacy: All participants were assured that their involvement was voluntary and that all information they gave would be kept confidential. The research team ensured safeguard against any potential harm that might arise from the misuse of participants' data (Bougie & Sekeran, 2020).

Anonymity: To preserve anonymity, the collected data did not include actual names or other identifying information. Instead, coding techniques such as the use of numerical or symbolic identifiers were used which ensured that the identities of individuals and institutions remained confidential (Bougie & Sekeran, 2020).

Voluntary and Informed Consent: The study adhered to the principles of voluntary and informed consent. Participants received a transparent disclosure of the study's objectives and procedures which made them to make an informed decision regarding their participation. This approach fostered active engagement from all respondents (Bougie & Sekeran, 2020).

Participants were informed that the research study was purely for academic purposes. They were requested to participate in this study by responding to the questions in the tools freely since their sincerity would be treated with utmost confidentiality. Their unanimity was appreciated since they responded honestly and truthfully as possible within the spaces provided.

Chapter Four

Data Presentation, Analysis and Interpretation

3.0. Introduction

This chapter presents data analysis, summary of the findings and interpretation based on the research objectives formulated under chapter one. Descriptive statistics was used to analyze background statistics and objectives one and two. Pearson correlation was used to analyze objective three using data from objectives one and two.

4.1. Demographic Characteristics of the Respondents.

Table 1: Showing Demographic Characteristics of the Respondents (N=217).

School Type	Frequency	Percent	Cumulative Percent
Government-aided	*50*	*23.0*	*23.0*
Private School	*149*	*68.7*	*91.7*
Community School	*18*	*8.3*	*100.0*
Gender			
Male	*133*	*61.3*	*61.3*
Female	*84*	*38.7*	*100.0*
Total	*217*	*100.0*	
School Status			
Boarding School	*26*	*12.0*	*12.0*

Day School	*63*	*29.0*	*41.0*
Day and Boarding	*128*	*59.0*	*100.0*
Total	*217*	*100.0*	

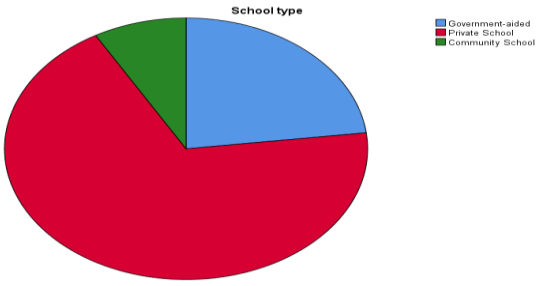


Figure 2: Showing Analysis on the Demographic Characteristics of Respondents in the School Type or Category.

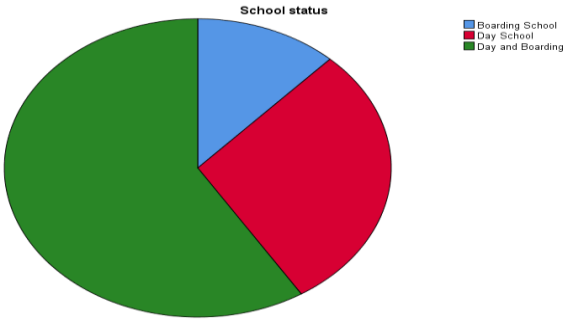


Figure 3: Showing Analysis of the School Type

The finding showed that the majority of respondents were drawn from private schools, accounting for 149 respondents (68.7%). Government-aided schools contributed 50 respondents (23.0%), while community schools had the smallest representation with 18 respondents (8.3%). This indicated that private schools were more heavily represented in the study compared to other school types. Generally, the findings revealed that nearly seven out of ten respondents came from private schools, followed by government-aided schools at about one quarter, and a small proportion from community schools. The distribution highlights an unequal representation of school types, with private schools dominating the sample.

The dominance of respondents from private schools implied that the study results largely reflect conditions, practices, and experiences prevalent in private school settings. As a result, conclusions drawn from the study may be less generalizable to government-aided and community schools, which often operate under different resource levels, management structures, and learning environments. The study should therefore interpret comparisons across school types

cautiously, and future research should aim for a more balanced representation to allow for stronger, school-type-specific conclusions.

The finding indicated that out of the 217 respondents, the majority were male, accounting for 133 respondents (61.3%), while females constituted 84 respondents (38.7%). This showed a noticeable gender imbalance in the study sample, with male respondents being more represented than their female counterparts. Generally, the findings revealed that males formed nearly two-thirds of the respondents, whereas females made up slightly over one-third. This distribution suggests that the perspectives captured in the study are more reflective of male respondents than female respondents.

The predominance of male respondents implied that the study findings may be influenced more by male experiences and perceptions. Consequently, gender-related differences in views or experiences might not be fully captured, particularly those of female respondents. The study should therefore interpret the results with caution when generalizing across genders. Future studies may consider adopting sampling strategies that promote more balanced gender representation to enhance inclusiveness and improve the validity and generalizability of the findings.

The analysis indicated that the majority of respondents were from schools operating both day and boarding sections, accounting for 128 respondents (59.0%). This was followed by day-only schools with 63 respondents (29.0%), while boarding-only schools had the least representation with 26 respondents (12.0%). This showed that mixed day-and-boarding schools dominate the sample. In summary, more than half of the respondents were drawn from day and boarding schools, nearly one-third from day schools, and only a small proportion from boarding schools. This distribution suggests that mixed-status schools are the most common or most accessible within the study area.

The predominance of respondents from day and boarding schools implied that the study findings are reflected the experiences, management practices, and learning environments typical of mixed-status schools. Consequently, the results may not fully capture the unique challenges and advantages associated with strictly boarding or strictly day schools. The study should therefore exercise caution when generalizing findings across different school statuses. Future studies may

consider ensuring proportional representation of all school statuses to allow for more nuanced comparisons and stronger conclusions.

4.2. Research Question One.

What is the status of classroom environment management in "O" level secondary schools in Bweyale Town Council, Kiryandongo District?

The status of classroom environment management in "O" level secondary schools in Bweyale Town Council was analyzed using descriptive statistics. Responses from 217 respondents were measured on a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The analysis focused on the mean scores to determine the general level of classroom environment management and standard deviations to assess the consistency of respondents' views. Mean values above the midpoint (3.00) were interpreted as indicating a positive status.

Table 2: Descriptive Analysis Showing the Status of Management of Classroom Environment in O'Level Secondary Schools (N=217).

	Minimum	Maximum	Mean	Std. Deviation
Teachers in our school organize classrooms appropriately during every lessons.	*1.00*	*5.00*	*4.1244*	*.91702*
Teachers in our school supervise all class activities as planned.	*1.00*	*5.00*	*4.0691*	*.96216*
The relationship between the teachers and students in our school is positive, and supports meaningful academic attainment.	*1.00*	*5.00*	*4.0461*	*.95146*
Lessons and classroom activities are organized timely in our school.	*1.00*	*5.00*	*4.1705*	*.93959*
In our school, teachers manage instructional materials effectively.	*1.00*	*5.00*	*4.1751*	*.86961*

The findings showed that all indicators of classroom environment management recorded high mean scores, ranging from 4.0461 to 4.1751, suggesting a generally strong and positive management of the classroom environment in the sampled schools. Learners' participation recorded the highest mean (M = 4.1751, SD = 0.86961), indicating that most respondents strongly agreed that teachers communicate well in class. Timely organization of lessons and

classroom activities also scored highly (M = 4.1705, SD = 0.93959), reflecting effective planning and time management. Teachers' classroom organization during lessons (M = 4.1244, SD = 0.91702) suggests learner-centered instructional practices. Classroom discipline and behavior management as planned (M = 4.0691, SD = 0.96216) indicates that teachers largely monitor and guide learning processes effectively. The teacher–student relationship, which supports academic attainment, also received a strong positive rating (M = 4.0461, SD = 0.95146), showing a supportive and conducive learning atmosphere. The relatively low standard deviations across all items indicate consistency in respondents' perceptions.

Generally, the findings revealed that classroom environment management in "O" level secondary schools in Bweyale Town Council is generally good. Teachers managed learners' participation, classroom discipline and behavior, class organization, and positive teacher–student relationships.

The quantitative findings were further supported by insights from head teachers and the DIS who were interviewed during the study. Their views largely confirmed the conclusion that classroom environment management in 'O' Level secondary schools in Bweyale Town Council is generally good.

One head teacher noted that effective classroom organization and supervision have become a deliberate priority in schools, stating that *"teachers are now more conscious about lesson planning, time management, and keeping learners engaged throughout the lesson, which has greatly reduced classroom disruptions."* This view supports the study's finding on effective classroom organization and class discipline and behavior management.

Another head teacher emphasized the role of teacher–student relationships, explaining that *"when teachers communicate clearly and relate well with learners, students feel free to ask questions and participate actively, which improves understanding and discipline in class."* This aligns with the finding that positive teacher–student relationships contribute to a conducive learning environment.

The District Inspector of Schools also acknowledged noticeable improvements in classroom management practices across schools, attributing this to increased supervision and adherence to policy guidelines. The DIS remarked that *"regular school inspections and follow-up support have helped teachers improve classroom control, learner engagement, and responsiveness to*

individual learners' needs." This observation reinforces the study's finding on teachers' attention to learners' discipline and behavior needs, and effective classroom organization.

4.3. Research Question Two.

What is the level of academic performance among "O' level students in secondary schools in Bweyale Town Council, Kiryandongo District?

Academic performance among "O" Level students in secondary schools was analyzed using descriptive statistics based on responses from 217 respondents. Items were measured on a five-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree). The analysis focused on mean scores to determine the overall level of learners' academic performance and standard deviations to assess the degree of agreement among respondents. Mean values above the midpoint (3.00) were interpreted as indicating positive academic performance.

Table 3: Descriptive Statistics Analysis Showing Academic Performance in O'Level Secondary Schools (N=217).

	Minimum	Maximum	Mean	Std. Deviation
Most learners in our school actively and meaningfully participate in organized classroom activities.	*1.00*	*5.00*	*4.0369*	*.79845*
Learners in our school exhibit improvement in academic performance through examination results.	*1.00*	*5.00*	*4.1198*	*.73562*
Learners demonstrate understanding of subject matter through continuous assessment tasks.	*1.00*	*5.00*	*3.9447*	*.99846*
There is a noticeable difference in performance between learners who do continuous assessment and those who don't.	*1.00*	*54.00*	*4.7926*	*4.14755*
The majority of learners in our school score average and above in classroom test scores	*1.00*	*5.00*	*3.7696*	*1.11903*
Learners in our school demonstrate creativity and critical thinking through test scores.	*1.00*	*5.00*	*3.9539*	*.94658*
Final examination results in our school reflect the learners' overall academic grades.	*1.00*	*5.00*	*4.0691*	*.98122*
In our school, I can predict learners' final performance based on their continuous assessment scores.	*1.00*	*5.00*	*3.9078*	*1.08474*

In our school, there is a strong link between continuous assessment and final examination outcome.	*1.00*	*5.00*	*4.1889*	*.86403*
Most of the learners in our school pass their final examinations.	*1.00*	*5.00*	*3.9032*	*1.01600*

The results indicated generally positive academic performance among students across the schools studied. Learners' improvement through regular test scores recorded a high mean (M = 4.1198, SD = 0.73562), suggesting that continuous classroom practice contributes meaningfully to performance. A strong link between continuous assessment and final examination outcomes was also evident (M = 4.1889, SD = 0.86403), highlighting the importance of ongoing assessment. Final examination results reflecting learners' true academic abilities scored highly (M = 4.0691, SD = 0.98122), indicating confidence in the credibility of examination outcomes. Active participation in organized classroom activities (M = 4.0369, SD = 0.79845) and demonstration of creativity and critical thinking through test scores (M = 3.9539, SD = 0.94658) suggest learner engagement and higher-order learning. Understanding of subject matter through continuous assessment tasks (M = 3.9447, SD = 0.99846) and the ability to predict final performance based on classwork (M = 3.9078, SD = 1.08474) further reinforce the role of continuous learning activities. The majority of learners scoring average and above in classroom tests (M = 3.7696, SD = 1.11903) indicates satisfactory performance levels. Most learners passing final examinations (M = 3.9032, SD = 1.01600) reflects overall acceptable academic outcomes.

In a nutshell, the findings revealed that students in 'O' Level secondary schools demonstrated good academic performance, characterized by class organization, consistent improvement through test scores, meaningful continuous assessment and satisfactory final examination outcomes. Continuous assessment practices appear to play a critical role in shaping and predicting learners' academic success.

The quantitative findings on learners' good academic performance were further reinforced by qualitative data obtained from interviews with head teachers and the District Inspector of Schools (DIS). Their perspectives confirmed that active class organization, continuous assessment, and regular practice are central to academic success among students in 'O' Level secondary schools in Bweyale Town Council, Kiryandongo District.

One head teacher observed that *"learners now participate more actively in lessons because teachers regularly engage them through test scores, continuous assessments and examinations. This has helped learners steadily improve their performance over time."* This view supports the finding that consistent test scores contribute meaningfully to learners' academic progress.

Another head teacher highlighted the importance of test scores and continuous assessment, noting that *"test scores and continuous assessment tasks help teachers identify weak learners early and provide support before final examinations. Learners who take these assessments seriously usually perform better in the end."* This directly aligns with the study's finding that continuous assessment plays a critical role in shaping and predicting academic performance.

The District Inspector of schools (DIS) also emphasized the role of continuous assessment in improving examination outcomes, stating that *"schools that consistently implement continuous assessment tend to register better and more reliable final examination results because learners are assessed progressively rather than at the end only."* This reinforces the finding that final examination results reflect learners' true academic abilities when supported by regular assessment practices.

4.4. Research Question Three.

What is the relationship between classroom environment management and academic performance among "O" level students in secondary schools in Bweyale Town Council, Kiryandongo District?

The relationship between classroom environment management and academic performance among "O" level students in secondary schools was analyzed using Pearson's Product–Moment Correlation Coefficient. Data from 217 respondents were used. Pearson correlation was appropriate because the variables were measured on continuous indices and the study sought to establish the strength, direction, and significance of the relationship. Statistical significance was tested at the 0.01 level (2-tailed).

Table 4: Showing the Relationship between Classroom Environment Management and Academic Performance among O'Level students in Secondary Schools (N=217).

		Status of Management of Classroom Teaching and Learning	Learners' Academic Performance in O Level
Status of Management of Classroom Teaching and Learning	Pearson Correlation	*1*	*.427***
	Sig. (2-tailed)		*.000*
Learners' Academic Performance in O Level	Pearson Correlation	*.427***	*1*
	Sig. (2-tailed)	*.000*	

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

The results showed a moderate positive correlation between the status of management of classroom teaching and learning and learners' academic performance ($r = 0.427$, $p = 0.000$). This means that improvements in classroom environment management are associated with corresponding improvements in learners' academic performance. The significance value ($p < 0.01$) indicates that the relationship is statistically significant and not due to chance. Therefore, better-managed classrooms characterized by effective organization, classroom discipline and behavior management, learner participation, and positive teacher–student relationships tend to promote higher levels of academic performance among students.

The findings revealed a significant and positive relationship between classroom environment management and academic performance among 'O' Level students in secondary schools. As the quality of classroom management increases, learners' academic performance also improves. Although the relationship is moderate, it is meaningful and consistent across the sampled schools.

The study concluded that effective classroom environment management played a crucial role in enhancing academic performance among 'O' Level students in secondary schools. Well-organized classrooms, learner participation, supportive teacher–student relationships, and consistent classroom discipline and behavior management significantly improved academic outcomes. The significant correlation confirms that classroom environment management is an

important determinant of learners' success and should be prioritized by school administrators and teachers to improve academic performance.

Chapter Five

Discussions, Conclusions and Recommendations

4.0. Introduction.

This chapter presents discussions arising from the investigations and findings on the status of classroom management environment in O'Level secondary schools, level of academic performance among 'O' level students and the relationship between classroom environment management and level of academic performance among 'O'Level students secondary schools. The discussions are made following the research questions formulated in chapter one and conclusions are based on the findings. Lastly, several recommendations were made.

5.1. Discussions.

This section presents discussions and the findings as below.

5.2. *Status of Classroom Environment Management in "O" Level Secondary Schools in Bweyale Town Council, Kiryandongo District.*

The findings revealed that classroom environment management in "O" level secondary schools in Bweyale Town Council is generally good. Teachers demonstrated effective classroom organization, well managed learner participation, discipline and behavior management, management of instructional resources and positive teacher–student relationships.

The Universal Secondary Education (USE) Policy introduced in Uganda to expand access, equity, and quality of secondary education, particularly by increasing enrolment and improving learning outcomes through effective teaching and learning processes. One of the core quality pillars of the USE policy is the creation of a conducive teaching and learning environment, despite challenges such as high enrolment, limited infrastructure and strained teacher–learner ratios. The findings of this study, which showed high mean scores across all indicators of classroom environment management (M = 4.0461–4.1751), suggest that 'O' Level secondary schools in Bweyale Town Council are largely aligning with the quality intentions of the USE policy. Effective communication management of instructional and expectations by teachers, which recorded the highest mean, reflected improved pedagogical practices that are essential in USE schools where learners often come from diverse academic and socio-economic backgrounds. Clear classroom organisation helps minimize confusion, enhance learner engagement, and improve understanding, all of which are critical for achieving equitable learning outcomes under USE.

Similarly, the high ratings for timely organization of lessons and good discipline indicated that teachers effectively managed instructional time and learner behaviour, despite the increased class sizes commonly associated with USE implementation. Teachers' attention to learners' participation and the presence of positive teacher–student relationships further demonstrate a shift toward learner-centred approaches, which the USE policy implicitly promotes as a means of improving retention, participation and academic achievement. The consistency in respondents' perceptions, as reflected by relatively low standard deviations, implied that these positive classroom management practices are not isolated but are fairly widespread across the sampled schools. This suggests that the USE policy, alongside ongoing teacher training, supervision and

school-level management, may be contributing to improved classroom practices that support learning.

The findings of this study were strongly supported by previous research. Effective classroom management characterized by organization, instructional resources, discipline and behaviour management, learner participation and positive teacher–student relationships has consistently been identified as a key factor influencing teaching and learning outcomes. Cole (2021) emphasizes that structured classroom management enables teachers to create predictable and organized learning spaces, which enhances student engagement and learning efficiency. This aligns closely with the study's finding that teachers demonstrated effective organization.

Similarly, Simonsen et al. (2017) highlight the importance of proactive classroom management strategies that support positive student behavior and engagement. The observed positive teacher–student relationships in this study mirror Simonsen et al.'s assertion that constructive interactions between teachers and learners foster a conducive learning environment and improved academic outcomes. Fisher & Frey (2020) argue that clear instructions and expectations is critical for learner understanding and participation, particularly in competency-based or learner-centered classrooms. The study's finding that teachers organized classrooms effectively reinforces this perspective, indicating that clear instructional communication contributes to a supportive and productive classroom climate.

Research by Didinya et al. (2018) similarly shows that attentive and responsive teaching practices, including managing learners' participation, significantly improve engagement and achievement. This resonates with the current study's observation that teachers pay appropriate attention to learners' participation during lessons, further highlighting the role of learner-centered management practices. Finally, Albayrak & Ateskan (2022) underscore that a well-managed classroom environment, combining organization and positive interactions, enhances both social and academic outcomes for students. The consistent high scores across management indicators in this study demonstrated that well-managed classrooms support effective teaching and learning processes.

5.3. *Level of Academic Performance among "O' Level students in Secondary Schools in Bweyale Town Council, Kiryandongo District.*

The findings revealed that O'Level students in secondary schools demonstrated good academic performance, characterized by active participation, consistent improvement through test scores, meaningful continuous assessment and satisfactory final examination outcomes. Continuous assessment practices appear to play a critical role in shaping and predicting learners' academic success.

The New Lower Secondary (O'Level) Curriculum introduced in Uganda emphasizes a competency-based approach, learner-centered pedagogy, continuous assessment, creativity, critical thinking and practical application of knowledge rather than rote memorization. The findings of this study align closely with these core principles of the new curriculum. The high mean score for learners' improvement through test scores reflects the curriculum's emphasis on continuous practice and formative learning, where learners develop competencies gradually through repeated engagement. Similarly, the strong link between continuous assessment and final examination outcomes directly supports the curriculum reform, which recognizes continuous assessment as a key component in evaluating learners' progress and competencies over time, rather than relying solely on end-of-cycle examinations. Active participation in classroom activities and the demonstration of creativity and critical thinking through continuous assessment scores further indicated that teachers are increasingly adopting learner-centered and activity-based teaching strategies, as required by the new curriculum. These practices promote problem-solving, collaboration, and innovation skills that the curriculum seeks to nurture to prepare learners for real-life situations and the world of work.

The findings also showed that examination results, test scores, continuous assessment scores and overall academic grades are reliable predictors of final academic performance. This reinforces the curriculum's intent to integrate learning inside and outside the classroom and to value process-oriented learning. Additionally, the perception that final examination results reflect learners' true academic abilities suggests growing confidence in the alignment between classroom-based learning, continuous assessment, and national examinations under the new curriculum framework. The general satisfactory performance levels and high pass rates suggest that, despite initial implementation challenges, the New O'Level Curriculum is beginning to yield positive academic outcomes when supported by effective classroom practices.

The findings of this study is consistent with the findings of Stewart (2017) who emphasises that learners' active engagement in classroom activities and regular practice significantly contribute to improved academic outcomes. This resonates with the current study, where learners' participation and continuous classroom assessments were key indicators of positive performance. Simonsen et al. (2017) highlight that structured classroom practices and consistent feedback mechanisms, such as continuous assessment, enhance learner understanding and academic achievement. The study's finding that continuous assessment strongly predicts learners' success supports this perspective, suggesting that formative evaluation is central to competency development and learning progress.

Harrington (2019) underscores the importance of continuous assessment scores and regular test scores as tools for reinforcing learning, developing discipline, and bridging gaps between theory and practice. The current study's observation that learners improve through continuous assessment and test scores aligns closely with Harrington's conclusions. Similarly, Thapa et al. (2013) and Afework (2014) identify a well-managed and supportive learning environment as a critical factor for academic performance, emphasizing that teacher supervision, timely feedback, and learner-centered practices directly enhance students' achievement. These elements are reflected in this study's findings on continuous assessment and learner engagement. Korpershoek et al. (2016) also found that consistent monitoring of learners' work and clear links between daily assessments and summative outcomes lead to higher academic performance. This supports the current study's conclusion that continuous assessment is a strong predictor of learners' academic success.

5.4. *The Relationship between Classroom Environment Management and Academic Performance among "O" Level students in Secondary Schools in Bweyale Town Council, Kiryandongo District.*

The findings revealed a significant and positive relationship between classroom environment management and academic performance among O'Level students in secondary schools. As the quality of classroom management increases, learners' academic performance also improves. Although the relationship is moderate, it is meaningful and consistent across the sampled schools. The finding of a moderate, positive and statistically significant relationship between

classroom environment management and learners' academic performance is therefore highly relevant to the successful implementation of this curriculum.

Effective classroom management through clear organization of classrooms, discipline and behaviour management, effective instructional materials, and positive teacher–student interactions create the enabling conditions required for the new curriculum to function as intended. Competency-based learning demands active learner participation and continuous assessment. These activities can only be effectively executed in classrooms that are well managed and structured. The observed correlation implied that when teachers manage classrooms effectively, learners are more engaged, disciplined, and motivated, leading to improved academic outcomes.

Moreover, the New O'Level Curriculum shifts the teacher's role from knowledge transmitter to learning facilitator. This role transformation requires strong classroom management skills to guide discussions, monitor group activities, provide timely feedback, and support diverse learner needs. The significant relationship found in the study suggests that teachers who have adapted to these demands of the new curriculum are more likely to realize better learner performance. Conversely, weak classroom management could undermine competency-based instruction by limiting learner participation and disrupting learning activities.

The study's finding aligns with several prior studies reviewed for instance Nagro et al. (2018) emphasized that effective classroom management, including organization, behavior monitoring, and instructional support, significantly related with student engagement and learning outcomes. This resonates with the current study, which shows that better-managed classrooms correlate with higher academic performance. Falsario et al. (2014) also found that structured and supportive classroom environments promote learner attention, motivation, and active participation, which in turn enhanced academic achievement. .

Degue (2012) demonstrated that classrooms characterized by proactive management strategies and clear instructional guidance have students who perform better academically. The study's moderate correlation reinforces this assertion, suggesting that even incremental improvements in classroom management can have meaningful impacts on performance. Nyawira (2017) observed that teacher supervision, learner engagement, and attention to learners' participation are critical for improving academic outcomes. This aligns closely with the present study, which found that

attention to learners' participation and effective classroom discipline and behaviour management were key components of classroom management linked to performance. Sibanda (2018) similarly concluded that classrooms with well-defined rules, positive relationships, and structured learning activities foster higher student achievement. The consistency of the relationship across the sampled schools in the present study supports Sibanda's finding.

5.5. Conclusions

The study concluded that classroom environment management in 'O'Level secondary schools in Bweyale Town Council is generally good and is consistent with the objectives of the Universal Secondary Education Policy.

This study concluded that the academic performance among 'O'Level students in secondary schools is consistent with the goals of Uganda's New Lower Secondary Curriculum. The strong role of continuous assessment, learner engagement, creativity and practical classroom activities demonstrated that schools are gradually internalizing competency-based teaching and assessment approaches.

This study concluded that effective management of classroom teaching and learning enhanced the level of learners' academic performance within the context of Uganda's New O'Level Curriculum. The moderate but significant correlation confirmed that classroom environment management is not merely supportive but central to the success of competency-based education, as it relates with learner engagement, assessment and achievement.

5.6. Recommendations

The study recommends that the Ministry of Education and Sports, through USE programme support structures, should strengthen continuous professional development for teachers, with a specific focus on advanced classroom management and learner-centred pedagogical skills.

The study recommends that the Ministry of Education and Sports and school administrators should strengthen teacher support and mentorship on competency-based assessment and project-based learning, including regular refresher training to enhance teachers' capacity to effectively implement continuous assessment and learner-centered strategies.

The study recommends that the Ministry of Education and Sports should intensify continuous professional development for teachers focusing on classroom management skills aligned to competency-based learning such as managing group work, formative assessment and learner participation.

5.7. Suggestions for Future Studies

1. Teachers' Professional Competencies and Classroom Environment Management under the New "O' Level Curriculum in Secondary Schools

Future studies could examine the relationship between teachers' professional competencies and their ability to manage the classroom environment under the new 'O'Level curriculum. The implementation of the new curriculum requires teachers to possess competencies in learner-centred teaching, assessment, classroom organization, use of instructional materials, and the development of learners' competences. Therefore, further research could investigate whether teachers' professional knowledge, pedagogical skills, assessment practices, and attitudes towards the new curriculum influence classroom management and the quality of teaching and learning. Such a study would provide evidence that could guide teacher professional development and support the effective implementation of the new 'O' Level curriculum.

2. School Physical Environment and Learners' Academic Performance in 'O' Level Secondary Schools

Further research could investigate how the Physical environment of schools influences learners' academic performance under the new 'O' Level curriculum. Particular attention could be given to factors such as classroom space, ventilation, lighting, furniture, sanitation facilities, laboratories, libraries, information and communication technology facilities, and availability of instructional materials. A study in this area would help establish whether the adequacy and quality of school physical facilities create a conducive environment for effective teaching and learning. The findings could also provide useful evidence for school administrators,

policymakers, and education stakeholders when planning and allocating resources for secondary schools.

3. Learners' Behaviour and Academic Performance in Secondary Schools

Future studies could examine the relationship between learners' behaviour and academic performance in secondary schools. Learners' behaviours such as attendance, punctuality, classroom participation, discipline, peer interaction, commitment to learning, and engagement in academic activities may influence their learning outcomes. A study could therefore determine which behavioural factors have the strongest relationship with learners' academic performance and whether these factors differ across schools, gender, or other learner characteristics. The findings would be useful in developing appropriate strategies for promoting positive learner behaviour, improving classroom engagement, and enhancing academic achievement.

4. Teachers' Readiness and Effective Implementation of the New O'Level Curriculum

Further research could examine the level of teachers' readiness to implement the new 'O' Level curriculum. The study could focus on teachers' knowledge of the curriculum, pedagogical preparedness, assessment competence, availability of teaching and learning resources, access to professional development, and confidence in using learner-centered approaches. This would help identify specific areas in which teachers require additional support and could contribute to the development of effective strategies for strengthening curriculum implementation.

5. Assessment Practices and Learners' Competence Development under the New 'O' Level Curriculum

Another important area for future research is the relationship between assessment practices and the development of learners' competences under the new 'O' Level curriculum. Since the curriculum places greater emphasis on competence development rather than memorization of content alone, future studies could examine how teachers use formative assessment, continuous assessment, practical activities, projects, presentations, and other assessment approaches to measure learners' knowledge, skills, attitudes, and values. Such research could provide evidence

on whether current assessment practices are adequately aligned with the intended outcomes of the new curriculum.

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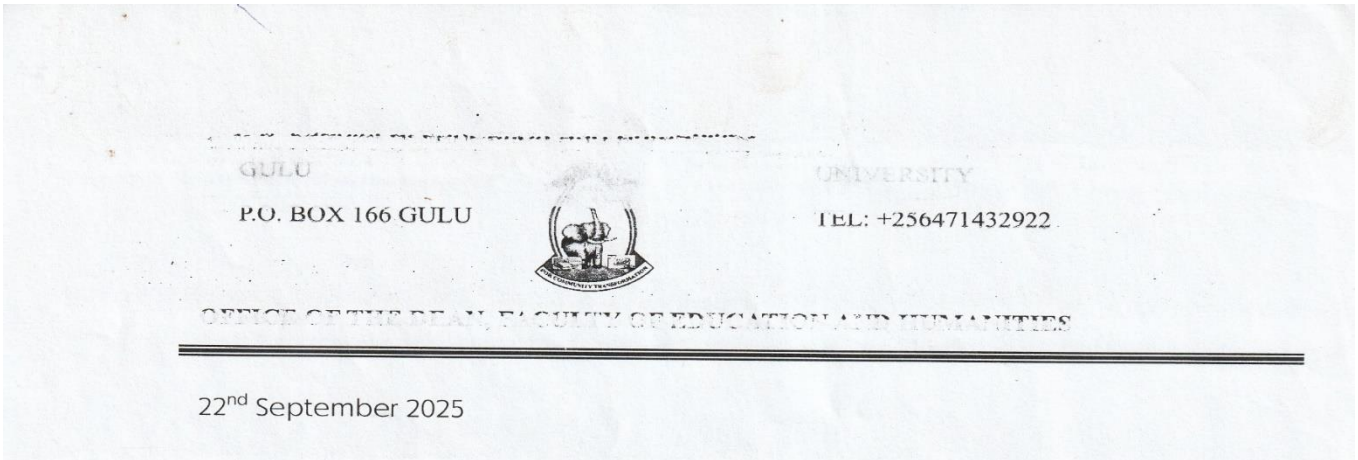
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Appendices

Appendix A: Introductory Letter



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22nd September 2025

Appendix B: Questionnaire for Classroom Teachers

This research study investigated the relationship between Classroom Environment Management and Academic performance among "O" Level students in Secondary Schools in Bweyale Town Council in Kiryandongo district. The researcher is a student pursing Master of Education in Education management of Gulu University.

You are kindly requested to participate in this study by responding to the questions in this tool freely and your sincerity shall be treated with utmost confidentiality as this is barely academic

purpose only. Your unanimity will be appreciated as you respond honestly and truthfully as possible within the spaces provided.

Section A: General information

i. Type of school ----------
ii. Location----------
iii. Gender of respondent: ☐ Male ☐ Female
iv. Additional responsibilities apart from teaching……
v. School status Boarding ☐ Day ☐

Section B: Status of Class Environment Management Strategy in Teaching and Learning Process

Please indicate your level of agreement with each statement using the following scale:

1 – Strongly Disagree

2 – Disagree

3 – Undecided

4 – Agree

5 – Strongly Agree

Items	***Strongly Disagree***	***Disagree***	***Not Sure***	***Agree***	***Strongly Agree***
Teachers in our school organize classrooms appropriately during every lessons.					
Teachers in our school manage discipline and behaviour of learners effectively.					
The relationship between the teachers and students in our school is positive, and supports meaningful academic attainment.					
Lessons and classroom activities are organized timely in our school.					
In our school, teachers manage instructional materials effectively.					

Section C. Academic Performance

Items	***Strongly Disagree***	***Disagree***	***Undecided***	***Agree***	***Strongly Agree***
Most learners in our school actively and meaningfully participate in classroom activities.					
Learners in our school exhibit improvement in academic performance through regular test scores.					
Learners demonstrate understanding of continuous assessments.					
There is a noticeable difference in performance between learners who do continuous assessments and those who don't.					
The majority of learners in our school score average and above in classroom tests.					
Learners in our school demonstrate creativity and critical thinking through examination results.					
Final examination results in our school reflect the learners' true academic abilities.					
In our school, I can predict learners' final performance based on their overall academic grades					
In our school, there is a strong link between continuous assessment and final examination outcome.					
Most of the learners in our school pass their final examinations.					

Section D: Management of Classroom Environment and Academic performance

Items	***Strongly Disagree***	***Disagree***	***Not Sure***	***Agree***	***Strongly Agree***
A well-managed classroom contributes to improved academic performance among learners.					

Learners are more focused and attentive in a quiet and orderly classroom.					
Effective classroom discipline positively impacts learners' academic results.					
Clear classroom rules and expectations support better academic performance.					
Proper arrangement of desks and learning materials enhances learner concentration.					
A clean and organized classroom environment supports effective learning.					
Learners are more likely to complete their academic tasks in a well-managed classroom.					
A calm and respectful classroom atmosphere improves learner performance in tests.					
Good classroom management allows me to spend more time on teaching than on handling disruptions.					
Positive teacher-learner relationships contribute to improved academic outcomes.					

Thanks for Responding

Appendix C: Interview Guide for Headteachers

This research study is in place to investigate the relationship between classroom environment management and Academic performance among "O" Level students in Secondary Schools in Bweyale Town Council in Kiryandongo district.

You are kindly requested to participate in this study by responding to the questions in this tool freely and your sincerity shall be treated with utmost confidentiality as this is barely academic purpose only. Your unanimity will be appreciated as you respond honestly and truthfully as possible.

Section A: General Information

1. What type of school do you teach in? (e.g., government, private, community-based)
2. Where is your school located? (e.g., rural, urban, peri-urban)
3. What is your gender?
4. Besides teaching, do you have any additional responsibilities at the school? Please describe.
5. Is your school a boarding, day, or mixed type?

Section B: Class Environment Management in the Teaching and Learning Process

6. How would you describe the level of attention teachers give to learners' participation during lessons?
7. In your opinion, how effective is teacher management of discipline and behaviour?
8. What is the nature of the relationship between teachers and learners in your school? How does it affect learning?
9. How are lessons and classroom activities organized and managed in your school?
10. Do you think instructions and expectations are communicated clearly to learners? Why or why not?

Section C: Academic Performance

11. How would you describe learners' participation in class activities?

12. Have you noticed any improvement in learners' performance due to test scores? Please explain.
13. Do you observe differences in academic performance between learners who consistently do continuous assessments and those who don't?
14. To what extent do final exam results reflect learners' true academic abilities?
15. In your view, is there a strong link between continuous assessment and final examination results? Please explain.
16. What percentage of learners in your class typically pass their final examinations?

Section D: Management of Classroom Environment and Academic Performance

21. In your experience, how does classroom management affect learners' academic performance?
22. What strategies do you use to maintain a quiet and orderly learning environment?
23. How does classroom discipline impact learners' focus and achievement?
24. Are classroom rules and expectations clear to learners? How do they respond to them?
25. How important is classroom arrangement (seating, resources, etc.) in supporting learning?
26. What steps do you take to keep the classroom clean and organized? Does it help learning?
27. How does classroom management influence your ability to teach effectively?
28. How do positive relationships between teachers and learners contribute to performance?
29. What challenges do you face in managing the classroom environment?
30. What support or changes would help improve classroom management and academic outcomes?

Thanks for Responding

Appendix D: Interview Guide for District Inspector of Schools

This research study is in place to investigate the relationship between classroom environment management and Academic performance among "O" Level students in Secondary Schools in Bweyale Town Council in Kiryandongo district.

You are kindly requested to participate in this study by responding to the questions in this tool freely and your sincerity shall be treated with utmost confidentiality as this is barely academic purpose only. Your unanimity will be appreciated as you respond honestly and truthfully as possible.

Section A: General Information

6. What type of school do you teach in? (e.g., government, private, community-based)
7. Where is your school located? (e.g., rural, urban, peri-urban)
8. What is your gender?
9. Besides teaching, do you have any additional responsibilities at the school? Please describe.
10. Is your school a boarding, day, or mixed type?

Section B: Class Environment Management in the Teaching and Learning Process

11. How would you describe the level of attention teachers give to learners' participation during lessons?
12. In your opinion, how effective is teacher management of discipline and behaviour of students?
13. What is the nature of the relationship between teachers and learners in your school? How does it affect learning?
14. How are lessons and classroom activities organized and managed in your school?
15. Do you think instructions and expectations are communicated clearly to learners? Why or why not?

Section C: Academic Performance

17. How would you describe learners' participation in class activities?

18. Have you noticed any improvement in learners' performance due to regular classroom exercises? Please explain.
19. Do you observe differences in academic performance between learners who consistently do homework and those who don't?
20. To what extent do final exam results reflect learners' true academic abilities?
21. In your view, is there a strong link between continuous assessment and final examination results? Please explain.
22. What percentage of learners in your class typically pass their final examinations?

Section D: Management of Classroom Environment and Academic Performance

31. In your experience, how does classroom management affect learners' academic performance?
32. What strategies do you use to maintain a quiet and orderly learning environment?
33. How does classroom discipline impact learners' focus and achievement?
34. Are classroom rules and expectations clear to learners? How do they respond to them?
35. How important is classroom arrangement (seating, resources, etc.) in supporting learning?
36. What steps do you take to keep the classroom clean and organized? Does it help learning?
37. How does classroom management influence your ability to teach effectively?
38. How do positive relationships between teachers and learners contribute to performance?
39. What challenges do you face in managing the classroom environment?
40. What support or changes would help improve classroom management and academic outcomes?

Thanks for Responding

Appendix E: Morgan & Krejcie (1970) Sample Size Determination Table

Population Size	Confidence = 95.0%				Confidence = 99.0%			
	Degree of Accuracy/Margin of Error				Degree of Accuracy/Margin of Error			
	0.05	0.035	0.025	0.01	0.05	0.035	0.025	0.01
10	10	10	10	10	10	10	10	10
20	19	20	20	20	19	20	20	20
30	28	29	29	30	29	29	30	30
50	44	47	48	50	47	48	49	50
75	63	69	72	74	67	71	73	75
100	80	89	94	99	87	93	96	99
150	108	126	137	148	122	135	142	149
200	132	160	177	196	154	174	186	198
250	152	190	215	244	182	211	229	246
300	169	217	251	291	207	246	270	295
400	196	265	318	384	250	309	348	391
500	217	306	377	475	285	365	421	485
600	234	340	432	565	315	416	490	579
700	248	370	481	653	341	462	554	672
800	260	396	526	739	363	503	615	763
900	269	419	568	823	382	541	672	854
1,000	278	440	606	906	399	575	727	943
1,200	291	474	674	1067	427	636	827	1119
1,500	306	515	759	1297	460	712	959	1376
2,000	322	563	869	1655	498	808	1141	1785
2,500	333	597	952	1984	524	879	1288	2173
3,500	346	641	1068	2565	558	977	1510	2890
5,000	357	678	1176	3288	586	1066	1734	3842
7,500	365	710	1275	4211	610	1147	1960	5165
10,000	370	727	1332	4899	622	1193	2098	6239
25,000	378	760	1448	6939	646	1285	2399	9972
50,000	381	772	1491	8056	655	1318	2520	12455
75,000	382	776	1506	8514	658	1330	2563	13583
100,000	383	778	1513	8762	659	1336	2585	14227
250,000	384	782	1527	9248	662	1347	2626	15555
500,000	384	783	1532	9423	663	1350	2640	16055
1,000,000	384	783	1534	9512	663	1352	2647	16317
2,500,000	384	784	1536	9567	663	1353	2651	16478
10,000,000	384	784	1536	9594	663	1354	2653	16560
100,000,000	384	784	1537	9603	663	1354	2654	16584
264,000,000	384	784	1537	9603	663	1354	2654	16586

Appendix F: A Sketch Map of Kiryandongo District Showing the Study Area

