

**STUDENTS DISCIPLINE AND ACADEMIC PERFORMANCE. A CASE STUDY OF
SELECTED SCHOOLS IN MANAFWA DISTRICT, BUWAGOGO SUB COUNTY**

BY

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**A RESEARCH REPORT SUBMITTED TO THE COLLEGE OF EDUCATION, OPEN
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DECLARATION

This is to declare that this Research Report is my original work and to the best of knowledge, it has never been submitted to any university or institution for the award of a degree or presented for publication in any part of the world.

Signature..........

NADUNGA LYDIA.

Date..........

APPROVAL

This work entitled “students discipline and academic performance a case study of selected secondary schools in Buwagogo Sub county” was conducted under my supervision, and with my approval, it is now ready for submission to the college examination board for the award of a Bachelor’s degree in Arts with education

Signed.....

Mr. WOMUZUMBU MOSES.

SUPERVISOR

Date..... 16/09/2019.

DEDICATION

This work is dedicated to my family, my dad Mr. Wanambwa Steven and mum Nambuya Miriam, Uncles Soita Peter James, Wandiba Fred Timbeand weanga sam, sisters Watsemba Doreen and Nabwire Joan and finally brother Mayende Ronny whose love and care have made it possible for me to go through this program.

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The Almighty may protect and keep you in his palm.

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ABSTRACT

The purpose of this study was to establish the influence of discipline management on students' academic performance. The study was conducted under three research objectives. These were; to identify some of the approaches to school discipline, to assess the student's attitude towards the various disciplinary measures used on them, to assess the effect of discipline on academic performance. The study employed survey research design particularly cross sectional survey design. Questionnaire was the main instrument of data collection in addition to interview guide and document review. The major findings of the study were; all schools have written rules and regulations but which they don't understand, some rules and regulations require modifications and others lack consistence in their implementation, which raises students' anger leading to violence, strikes and aggression. Also time is poorly managed in school where the designed timetables are not respected. Punishments were found to be unfairly administered that causes dissatisfaction, anger and thus inducing acts of indiscipline such as strikes, vandalism of school property as well as violence among students. The study came up with the following conclusions based on the study findings; much as school rules help in controlling students' behavior in the school, their awareness is lacking among students. Also time being a scarce resource and need to be well planned for through a time The study also proposed some recommendations to deal with the wide spread and increasing levels of indiscipline among adolescent youths in secondary schools in Uganda. These include, strengthening school rules and regulations, strengthening counseling and guidance in schools than expelling them, having a uniform discipline code, which will assist schedule, this timetable lack respect and therefore not followed as expected causing parents, students and other stakeholders to appreciate the role of punishments in schools.

CHAPTER ONE

1.0 Introduction

Discipline and academic performance is a concern of people in all educational circles globally. Discipline is action or inaction that is regulated to be in accordance (or to achieve accord) with a system of governance. Discipline is commonly applied to regulating human and animal behavior, and furthermore, it is applied to each activity-branch in all branches of organized activity, knowledge, and other fields of study and observation. Discipline can be a set of expectations that are required by any governing entity including the self, groups, classes, fields, industries, or societies.

In some secondary schools today, measures taken by head teachers of these schools to curb cases of discipline are by suspending culprits, expulsion and paying damages of what has been destroyed. Unfortunately, such measures have not been helpful to give a permanent solution to discipline but have in turn led to poor academic performance since they deny students chance to access classrooms regularly.

1.1 Background of the Study

1.1.1. Historical perceptive

. Some societies used capital punishments to alert the young generations to the gravity of particular cases of indiscipline and immorality (Okumbe, 1998). Punishments therefore varied according to the weight of the offence as it was viewed by a given society. This education was all round process, which catered for all facets of the individual. All that was taught was geared towards the creation of an ideal individual who would ably fit into the society in which he/she was born and lived. The young were therefore taught the dos and don'ts (rules and regulations) of society. Education aims at character building and training for the society. Education in itself is a cultural process where a newborn individual is transformed into a full member of a given society (Cotton,2000). Before the introduction of formal education in Uganda, people were trained and educated. The colonialists describe this type of education and training as informal. Much as it lacked defined institutions of learning, teachers, blackboards, pencils and books, it was however designed to create an ideal

individual who would fully fit into and be accepted by the society. Therefore, discipline and respect were emphasized

According to Ezewu (1986), instruction in the informal education type used to take place at around the fireplace after the evening meal, which was an indication of good time management consideration or whenever a child committed an offence. Through stories, tales and riddles, the mother or grandmother would alert the children to what society expected of them as they grew up

1.1.2. Conceptual perspective

According to Okumbe (1998), discipline is the action by management to enforce organizational standards. Bahemuka (1998), defines discipline as a means to bring control, train to obedience and order or drill. Cotton (2000), defines school discipline as a form of discipline appropriate to the regulation of children and the maintenance of order in the school. However, in this study, discipline was conceptualized as the observance of school rules and regulations, time management and the administration of punishments.

Academic performance in this study was perceived as the degree of achievement by students in their class assessment tests, beginning of term exams, mid-term exams, terminal and national examinations. Page, Thomas and Marshall (1999), described performance as action of a person or a group when given a learning task. In education, performance is often presented as synonymous with academic achievement or attainment, in carrying out of a task, course or assignment. Derek (1981), argued that academic performance is the measured ability and achievement level of a learner in a school, subject or particular skills. Therefore, academic performance has to do with a learner's scholastic ability and attainment, as regards his or her work and this is often measured through tests, exams, course works and assignments.

Hawes (1982), shared the same idea with Derek (1981), and defined achievement as successful accomplishment of performance in a particular subject, area and course usually by reasons of skill, hard work and interest typically realized in various types of grades and marks. According to Rosen (1997) and Slee (1995), discipline includes a branch of knowledge, training that develops self-control, character, orderliness or efficiency, strict control to enforce obedience and treatment that controls or punishes and a system of rules and regulations. Good discipline is considered to be one of the major attributes of effective schools and many failing schools have been blamed for lack of discipline (Rosen, 1997).

1.1.3. Theoretical perspective

This study on school discipline and academic performance was guided by theory X and Y advanced by McGregor. Theory X postulates that workers or employees are lazy and will always avoid responsibility. To achieve high performance, there is a need to coerce, control and even threaten them (Okumbe, 1998). Theory Y postulates that employees are human beings and therefore the role of a manager is to provide an enabling environment that enable employees to realize the potential they are endowed with. McGregor's theory was adopted for this study because there are cases where teachers and students just do not want to follow a set code of behavior in an educational organization despite the application of various leadership skills like using set rules and regulations as well as punishments to both deter and reattribute the offenders (Okumbe, 1998).

1.1.4. Contextual perspective

In Uganda of the 21st century, there is a general outcry in the whole country raising concern from the public about the increasing cases of indiscipline among students in secondary schools. Several reports have been published in the electronic and print media indicating the extent of the problem. Drug abuse among students has been stated as one of the causes of indiscipline in schools within the country. The pressure to excel was cited as one of the foremost reasons why students have turned to drugs (Kabandize, 2004). It was also noted that some methods of punishments are degrading and crush self-esteem and the creativity of children (Mpisso, 2004). With such wide spread fires, the academic performance of students is likely to be affected and this called for the need of this study. Therefore, a critical analysis of these reported cases, demonstrates that discipline problems are becoming a constant concern for educators. A lot of time is lost trying to attend to misbehavior rather than attend to the learning aspect of the lessons. The consequence is the suspected serious disruption of lessons, time is wasted in observing detentions and a lot more, all of which tends to have an effect on students' academic performance and thus relevance of the study.

1.2. Statement of the problem

Schools play an important role in the socialization process of the young people from where they learn to regulate their own conduct, respect towards others, manage their time responsibly and thus becoming responsible citizens (Tait, 2003). However, the current situation in Uganda's education system has been hit by a wave of indiscipline among students which is escalating rapidly with notable strikes, bullying, arson cases in schools, vandalism of school property, general refusal to follow school rules and regulations as well as increasing alcoholism (Mpaata, 2008).

1.3. Objectives of the study

The research was guided by the following objectives;

General

To investigate the influence of students discipline on academic performance in selected secondary schools in Manafwa district, Buwagogo sub county.

Specific objectives

The following objectives guided this study

- 1) To identify some approaches to school discipline.
- 2) To assess student's attitude towards the various disciplinary measure used on them.
- 3) To assess the effect of discipline on students' academic performance.

1.4 Research questions

- 1) What are some of the approaches used to enhance discipline among the selected secondary schools in Manafwa District, Buwagogo sub county?
- 2) What is the students' attitude towards various disciplinary measures used on them?
- 3) What is the effect of discipline on students' academic performance among selected secondary schools in Manafwa District, Buwagogo sub county?

1.5. Hypotheses

- 1) The administration of school rules and regulation by head teachers enhance students' academic performance.
- 2) The observances of time management by head teachers enhance students' academic performance.
- 3) The administration of punishments by head teachers enhances students' academic performance.

1.6 Significance of the study

In any school organization, students discipline is a vital aspect in determining the success or failure of the organization. Therefore, the results of this study are likely to bring about a positive impact on secondary schools in the following ways;

Both Head teachers, Administrators and Teachers will know how to set the rules and regulations that are specific and well defined and this will help to reduce on the rampant indiscipline cases in schools.

The outcomes will assist future scholars in the education to appreciate the turbulent environment in order to seek positive views which can help parishioners to alleviate the challenges involved.

Once implemented, the results will create a harmonious relationship between the head teacher, teachers, administrators and students. This will establish a healthy and conducive climate for learning. The classroom teacher shall equally benefit from this study learning how to handle the grown up child in the teaching and learning process.

1.7. Scope of the study

The study restricted to examine the effects of indiscipline cases on academic performance through ascertaining whether the measures to indiscipline meet its purpose in order to justify its applicability in school. The research will be carried out in four different schools in manafwa, Buwagogo sub county, namely Buwagogo secondary school, Wabwala secondary school and Bubulo comprehensive secondary school

CHAPTER TWO

LITERATURE REVIEW

2.0. Introduction

This chapter presents theoretical framework, conceptual framework and review of related literature.

2.1. Theoretical framework

The word discipline is derived from a Latin word “Discipulus” which means discipline and ‘discrere’ which means to learn, Kochhar(2002). To some people it is simply defiant behavior, misbehavior and disruptive behavior while to others school discipline means the general conduct of the student. Self-denial, self-control, ordered behavior and obedience to authority, Kochhar (2002). Any yet to other people school discipline means the control of the school to achieve desired behavior or method of training to make choices reasonably and responsibly Kochhar, (2002).

Discipline is linked to obedience and conformity to rules and regulations, Kochhar, (2002), value classification is designed to help students overcome confusion and become more positive, purposeful, and productive as well as to have academic achievements, Kochhar, (2002).

Discipline is a vital aspect to the secondary school administration. The type of discipline obtain in a particular institution will depend on the philosophy behind its educational discipline program Kochhar (2002). The democratized philosophy will have its impact on the discipline technique so will automatic philosophy shape the discipline procedures Kochhar, (2002).

Whatever connection given to discipline, its hall maker is respect for one’s superiors within the chain of authority and reach lines to obey instructions and uphold the rules and regulations lay down by the school administration Kochhar (2002).

Discipline is positive because it should lead individuals and groups to achieve self-knowledge, self-respect and security. Discipline is an important component in student’s control and school success. Ausubel, (1978) defines discipline and control as the imposition of external standards and control on individual conduct. He says, however, that the original source of these controls as well as much of their later enforcement is extrinsic to the individual.

According to Bahemuka1998, discipline refers to training and learning so as to achieve self-knowledge leading to self-control ability to make sensible and reasonable decision, habit of obedience, respect or self and other, molding the individual to make him independent, trusted, sensible and decent in the society he has to live in.

Ssekamwa (2000), asserted that discipline was taught to children because it was necessary for good order in a tribe. It was taught by telling young people to obey the regulations and customs. He further viewed that the curriculum of Africa indigenous education was designed in a way that it entailed parents to teach their children to behave in an acceptable way. Report on the causes of school unrest in schools, 1994, suggests that without discipline, school cannot operate normally. Teachers cannot teach and students cannot learn effectively.

In the context of this study a disciplined student who obeys and responds positively to the established rules and regulations of that particular school where she or he is schooling.

2.2 Approaches to discipline

Mbiti (1997) discusses three approaches to discipline that are the indigenous approach, the free expression movement and its schemes to discipline and a modern scheme.

2.2.1 Traditional Approach

According to him, the traditional approach to discipline seems to be based on the assumptions that the child is naturally bad and his badness must be controlled. In this case, then punishment is used as deterrent scare in order to minimize the possible increase in misbehavior and as a means to reform. Then the free expression movement and its scheme of discipline believed that the child was good. This meant that at home and at school, parents and teachers have not laid down rules to follow hence there is child centeredness.

Anderson (1997), supports Mbiti by connecting his approach that discipline in Africa is rather critical like Onyango (1961) also; he says that discipline in Africa is based on autocratic, authoritarian adult control, aimed at exerting conformity rather than developing a sense of responsibility. He emphasized that it favors beating rather than verbal and rational discipline and tends towards inconsistency. In other words, punishment itself is of no value if it doesn't reform the

student and promote growth. In Uganda schools, like British based schools, performance is numerous, stringent and vary depending on the foundation background of the school. Some punishments are appropriate and constructive, while others are undesirable and intend for instilling fear Mbiti, (1967).

It is clear that the cane may not always produce the desired results. Children who are continually caned learn to depend on adult authority and pain. Once pain or adult authority is removed, for example, once the teacher relaxes or is not around, the behavior will not be forthcoming. Children get used to being caned and they do not care after words. They are caned or not. It is no wonder also that those students who are very obedient to teach in school as a result of excessive punishment find it difficult to manage self-discipline instructions of higher learning.

One argument often heard in support of some physical punishment in school is that this is the only language understood by some children who come from homes where it is used most. The message is violence begetting violence.

Anderson (1971), and love (1968), point it out that punishment is not the best way to inculcate discipline, because discipline backed by punishment leads to hostility and dependency on adult authority to behave. The child is distracted from the normal course of studies its accompanying consequences. Furthermore, when such children receive further corporal punishment in schools; it confirms their aggressive picture of adult behaviors.

Responsibility based models of discipline differ most from obedience-based models in how consequences are selected and implemented. Obedience models utilize punishment as deterrents; creating fear that something bad will happen rules are broken and providing rewards for doing what is expected. Unfortunately, too often punishment and rewards are ineffective when no one is present to administer them. Therefore, the message is violence begetting violence Schultz, (1999).

Such systems teach students that rule breaking teach students that breaking the rules are okay as long they don't get caught doing it. Rewards hook children into thing that there should be something in it for them being good. The long term result is more poor choices with misbehavior underground as students improve their skills in avoiding detention Schultz, (2000).

Mbiti (1997), however, disagrees with this complete freedom because it's not wise. He argues that ignorance of the child about would lead his or her into danger. Mbiti (19967), says that a child should be helped in order to develop his unique personality but with culture background and group consciousness.

2.2.2 The modern Approach.

Another approach to discussed by Mbiti (1967) he defined discipline as a system of arranging conditions for health learning and living, and contend that the child should be molded in order to develop his unique personality but with a cultural background and group consciousness. According to Mbiti (1967), extremes of discipline like total freedom or rigid rules; punishment, child centeredness or adult centeredness approach should be avoided.

Clifford (1987) argues that, discipline should take precedence over the activities and must be dealt with immediately. Wolwa (1997) says that if you ignore the discipline problem, even temporarily, and return to give instruction while you are in classroom, you reinforce indiscipline Wolwa (1997). The lesson will be interrupted and the teaching learning process interfered with.

Musaazi (1986), Clifford (1987) and Wolwa (1997), says to achieve effective teaching and learning, students discipline is of paramount importance. The students discipline that the students are provided with an opportunity to exercise control to solve school problem and academic performance. Discipline is the very foundation of successful learning, Thompson, et al (2000).

As a child reaches the age of reason, discipline becomes lesson in guidance. It is easier and really funds to bring up children who know what they cannot do as well as what they should and should not do, Helen (1999).

Students must be trained to participate in reasonable debate. This will enable them to think about constructive means of getting justice through informed and guided discussions. The students should be enlightened and educated about the way of handling things and state of affairs. It will create a kind of cooperation between him and school administration and will facilitate teaching and learning process hence enhancing academic achievement Castle (1963). Effective dialogue and communication among education administrators, staff and students on other hand, is essential for discipline in school Mbiti (1976).

Education reduces crime because it affects behavior generally through enacting morals, acceptable characters that are done through their educational skills, students morals to be enacted, teachers must be the models. And so, an educated, discipline person had no time for crime. Adults should exemplify positive moral in their work with one another and with students. Children especially adolescents often see the contradiction in values that adults live by. We erase all contradictions, but we can help for our own behavior by developing codes of conduct for our own work as teachers, administrators, school board members and parents, Lloyd (1999).

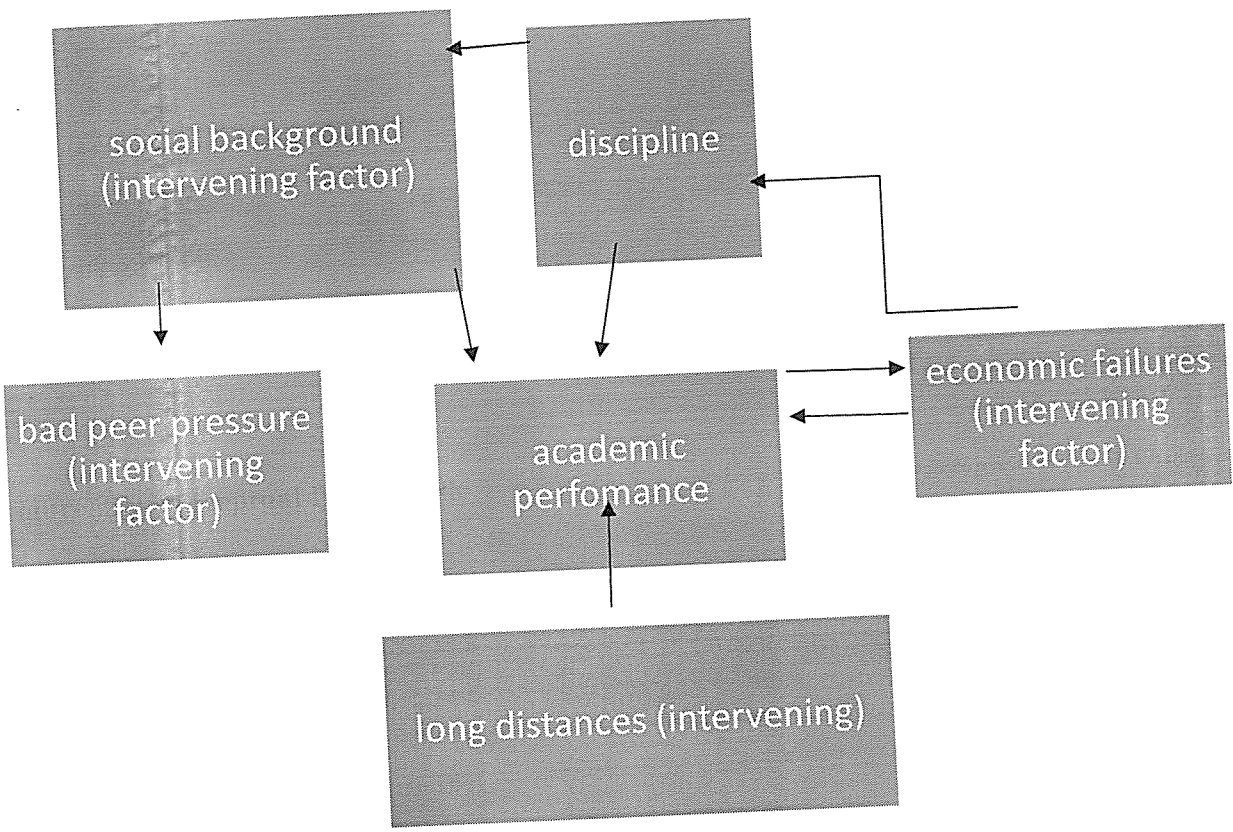
The person who completes education at any level should not come out developed intellectually but should also have his/her character and behavior development into a person who is acceptable to his/her society and the nation at large. In such case discipline can best be described as the maintenance of an orderly system that creates the condition in learning may take place and that allows the aims and objectives of the school to be achieved white paper, (1992).

2.3 Attitudes of students toward various disciplinary measures

School discipline and good academic performance is a collective responsibility. Education aims at character building and training for society. That is why discipline should be looked at in positive sense as being educative “in order to reinforce certain values, usually those upheld by the dominant culture in society”. Therefore, discipline is part and parcel of education.

Students should be initiators of good discipline. They should participate in creating good learning environment. The desired results will be their own making and most of these are imposed later on in life progress through a sequence of stages, which are usually invariant (the order cannot be skipped as is found in all cultures). To Kohlberg (1963), the rate of moral development varies depending on the training, which is characterized by higher level of moral reasoning. Buga (1991) says that his approach gives cognition and individual precedence over the society and this has led to controversy.

Figure 2.1: conceptual framework



The independent variable here is considered to be a determinant factor which affects students' academic performance. Reiter (1964) stated that nonintellectual factors. Such as academic discipline was proven not to be true predictors of academic success Mouw et-al (1993) did a review study on academic success and pointed out that nonacademic factors such as social class, personality traits and attitude towards an academic atmosphere and bad peer groups and school unrest were seen to be factors which also affect academic performance other than discipline. Kohhar (1999), both inside and outside the educational institutions, students indulge in rowdies. Dictate terms to authorities under the threat of strike. This has become a national problem and has thrown the educational machinery out of gear. The implication of this could be that most school administrators and teachers are well aware that school children can only learn under conditions of good discipline. Any disturbance in any learning environment will hinder the progress of teaching of teaching-learning process thus adversely affecting the defined goals. This further explains why

Head teachers recognize the importance of informal groups in decision making process. Head teachers bear it in mind that they cannot function alone. They need teachers, student leaders, school councils and disciplinary committees in order to actually influence decision implementation. Head teachers were of the opinion that the teachers have to be involved in order to produce positive results. From the responses given by teachers towards their dedication to school activities, most of them were apparently aware of the negative consequences of ignoring discipline in schools.

According to Mafabi, et al (1993), management is the process of working with and through people to accomplish organizational goals. Management deals with the establishment of rules and regulations as well as planning activities that aim at fulfilling the objectives of a particular organization. Rules are suggested or self-imposed guides for a scientific communication for conduct or action or an accepted procedure and custom. Rules or standards of behavior can be defined as the shared expectations of a group of people. These include what the group regards as a socially acceptable pattern of behavior expected of every individual in the group (Harris, 2005).

2.4 Effects of discipline on students' academic performance

Cotton, (2000) in his study about the modes of students' control in Public Schools in the United States of America, shares the same opinion and recommends an open minded approach to school rules and regulations as a way of minimizing unwanted students behavior in schools. However, since most school rules and regulations are set without students' participation (Kabandize, 2001), students tend to resist them and at times break them leading to indiscipline acts that could result into suspension, dismissal of students that might affect their academic performance.

According to Matsoga (2003), during his study on discipline in schools of Botswana, he discovered the wide spread violence and misbehavior that existed in many secondary schools. This lack of discipline, which interfered with the teaching and learning process, manifested itself in various ways including bullying, vandalism, alcohol consumption and substance abuse, truancy, inability or unwillingness to do class work at home. Theft was also identified as a common activity among secondary school students. An example was cited in 2003 where students of one of the secondary school in Botswana, broke into a biology lab to steal ethanol (Banda, 2004). Some of these students lost their lives. In another secondary school, a 19-year-old boy committed suicide after fighting with another student over a borrowed plate (Wandeka, 2003). These were due to students

disrespecting the formulated school rules and regulations that could assist them guide their behaviors at school. However, these researchers concentrated on discipline in schools without studying its effects on students' academic performance, which called for this study.

From the analysis made in this chapter, the following were identified as the main causes of indiscipline among the selected secondary schools in Manafwa District, Buwagogo sub county

- 1) Defectiveness of education policies and systems: students have a general feeling that education, which receives, doesn't really help them in their future life, and it doesn't enable them to get employment. They tend to attach no significance to their education seems not satisfying the students for long, which provides no guidance to conduct, not sure to action and inspiration to high endeavor. Students here get much interested in what goes on outside the classroom than inside the classroom or school environment.
- 2) The spirit of youth: it's because of the extra energy that they join hands to show off how they are hence showing all sorts of indiscipline cases hence leading to poor academic performance.
- 3) Lack of teacher-parent cooperation: parents have aggravated in their own way student's indiscipline. Parents don't frequently cooperate with teachers and management in enforcing disciplinary measures. Lack of cooperation between teachers and parents encourages undisciplined students.
- 4) Corporal punishment: these are punishments inflicted directly on the body for example caning, stretching arms and digging the whole day. This brutal punishment administered in the name of child molding gives rise to all kinds of behavior such as deceit, building and carrying out heavy strikes. The fact is that children are humans; they don't just respond in a passive way as plants do to their environment, they react. Nor are they molded in a natural manner like metal under the blacksmiths hammer, children will always react. In fact, the aim of child training must be to get a good reaction, so as to create a good relationship in genuine, love, onion (2002).

CHAPTER THREE

RESEARCH METHODOLOGY

3.0. Introduction

This chapter presented the research design, study population, research instruments, research procedure and methods of data analysis.

3.1. Research design

The study was carried out using a cross-sectional survey design to investigate the attitudes, opinions and feelings as well as experiences of teachers, students and head teachers of the selected secondary schools in Manafwa District, Buwagogo Sub County. Cross sectional survey was appropriate because extensive data could be collected at one point in time and it was very economical (Gall & Meredith, 2003). Cross-sectional survey was also appropriate because data could be collected from a cross section of a population in a short time and then results generalized to represent the entire population of the study (Amin, 2005).

3.2. Study area

Research was carried out five secondary schools of Buwagogo sub county in Manafwa district. This area was chosen because it has 9 secondary schools with both boys and girls from different religious affiliations. These secondary schools also compete in students' academic performance through the Uganda National Examinations Board at national level. In these selected secondary schools, all school activities are similar like in any other school in the country and therefore the results obtained have been generalized to represent other schools in Manafwa district.

3.3. Population of the study

The researcher subject was selected from the seven schools using solvent's formula to determine sample size for infinite populations. But purposive sampling was used because of the specific or particular group of respondents required in the study.

The formula

$$n = \frac{N}{1 + Ne^2}$$

Where:

n=Sample size

N=population size

e²=Margin of error at 0.05 level of significance.

The parent populations for this study were the students and staff of over 30 private secondary schools in fort portal municipality out of which four schools were selected purposively so as to include single sex and mixed schools. Purposive sampling was used because it economizes time and specific information can be obtained at a much reduced cost and time (Kothari, 2004). Four head teachers of the selected four private schools were sampled. These four schools were selected as the study wanted to make an in-depth analysis about discipline and students' academic performance. The selected schools were Buweswa secondary school, Alliance High school, Buwagogo secondary school and Wabwala secondary school. A total of 340 students were sampled out of the total of 2150 students in the four selected schools who were given questionnaires and all were returned fully filled for analysis. According to Krejcie and Morgan (1970), when the population size is 2200, the required sample size is 338. Therefore, for best results, the study used the sample size of 340. The table below summarizes the distribution of sample;

Table 3.1 showing sample Distributions School

School	Students' total	Sampled students
Buwagogo ss	1000	123
Wabwala ss	450	55
Alliance High school	600	76
Buwagogo ss	700	86
Total	2150	340

Source: Field Data 2019

3.4 Sampling techniques

Purposive sampling was used to get the sample of students from senior four and senior six as it allowed the researcher to include subjects with specific needed information in the sample. This was supported by Gall and Meredith (2003), who argued that specific information is obtained through employing purposive sampling in any study. This method was used because it economizes time and reliable information was obtained at a much reduced cost and time (Kothari, 2004). After identifying the sample frame, random sampling was used where all students in senior four and senior six were having equal chances of being selected. This is because the study wanted such students with good time spent in these schools and also who are mature enough and therefore had knowledge of their schools' operation and thus would provide the required information.

3.5. Data collection Instruments and procedures

The researcher used questionnaire (closed) and interviews in collecting the primary and secondary data. Introductory letter from the university was used to obtain responses from the head teachers, deputies and the students. Closed questions generated information free of influence and keep the respondent focused and on subject. Interviews enabled us to solicit for more in-depth information through probing the individual's opinion.

- 1) The researcher has brief talk with the respondents and stressed the importance of the study.
- 2) For the students, questionnaires the researcher asked the head teachers to administer the questionnaires on her behalf in those respective schools. And for the questionnaires of the administrators the teachers and head teachers were administered by the researcher herself.
- 3) The researcher interviewed some school administrators, teachers, head teachers, and some student leaders. The researcher was given a few files containing the performance of students for the years 2015-2019 only.

3.6. Data analysis and processing

A computer was used to record, edit measure and tabulate collected data did this coding involves translating statements and answers of the respondent into numerical values to be computed by the computer program. The numerical value (codes) was assigned to response categories during the construction of the question for example (1, 2, 3, 4) the statistical package, SPSS version 10.0 was

used to analyze the codes data. Profile of the students in terms of their background was descriptively analyzed using the frequency and percentages. one-way ANOVA was used to analyze the difference between discipline and academic performance. Shearson's correlation (rs) was employed to establish the relationship between discipline and academic performance. To obtain profile on student's discipline, the computed value of the weighed mean for each sub scale student discipline and students' academic performance was interpreted as followed;1-Agree,2-Strongly agree,3-disagree and 4-strongly disagree.

To analyze the data, questionnaires were collected and the responses to each item in the questionnaires by the respondents were recorded. The responses relating to items of the two variable- discipline and academic performance were correlated using the research questions.

3.7. Limitations of the study

- 1) Whether teachers, head teachers and students were suspicious about the researcher's intension to carry out such a study in their school because during the course of the study one school had a fight with its school head teachers accusing them of heavy punishment. This actually distorted the researcher's intensions of getting true and since information from the respondent. Some subjects like head teachers and some teachers shunned the researcher a way pretending to be very busy. Some asked the researcher the purpose of carrying out such a study in their school; still some respondents didn't return the questionnaires back to the researcher. But despite such shortcomings, the researcher managed to get what was required.
- 2) Considering my area of study and school they are distant from one another that is 294kms from Kampala city to my area of research

3.8 Ethical considerations

Some school administrators did not give some detailed information because they were trying to keep some of the secrets of their teachers and student

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0. Introduction

This chapter is a presentation of data from interviews with head teachers, students as well as teachers. It also presents data collected through questionnaire given to students. Descriptive statistics, frequencies and Pearson correlation coefficient tests are also presented. The relationship between study variables was guided by research hypothesis and results are presented below;

Specific objectives

The following objectives guided this study

- a) To identify some approaches to school discipline.
- b) To assess student's attitude towards the various disciplinary measure used on them.
- c) To assess the effect of discipline on students' academic performance.

Table 4.1. Showing Students' background information

Sex	Frequency	Percentage
Males	139	40.9
Females	201	59.1
Age of respondents	1	9
Below 15	3	5
15 but below 20	303	89.1
20 and above	34	10
Class of respondents	2	10
S4	128	37.6
S6	212	62.4

Source: Field data 2019

Out of the 340 respondents as shown from table 4.1 above, 139 (40.9%) were males while 201 (59.1%) were females. This was an indication that female students dominated relatively in the study. Males normally dominate females in secondary schools according to enrollments by Ministry of Education and Sports Report (2005), but in this study the females dominated due to the Girls' School that raised their percentage in the study.

Students between the ages of 15 but below 20 dominated the study with 303(89.1%) students as shown in table 4.1 above. This is the common age in secondary schools explained by the age at which pupils in Uganda join primary section at the age of six where they spend seven years.

Senior four students dominated the study with a total of 209(61.5%) compared to 131(38.5%) of senior six as shown in table 4.1 above. This is because some of the selected schools had only Ordinary Level students and this was Buwagogo senior secondary school.

4.2. Approaches to school discipline

There are different approaches used by the administrations of different schools in enhancing discipline i.e. the traditional and the modern approaches

Table 4.2 showing responses on how administration of school rules and regulations by head teachers enhances students' academic performance

	RESPONSES							
	Strongly disagree		Disagree		agree		Strongly agree	
	f	%	f	%	f	%	f	%
Head teacher of this school ensures that students have a copy of school rules and regulations	20	5.9	37	10.9	129	37.9	154	45.3
Head teacher of this school is strict on students' dressing code	12	3.5	38	11.2	142	41.8	148	43.5
Head teacher of this school maintains the regulated size of students' hair	32	9.4	73	21.5	158	46.5	77	22.6
Head teacher of this school is very strict on possession of mobile phones by students	23	6.8	15	4.4	88	25.9	214	62.9
Head teacher of this school maintains that students get permission before leaving school compound.	6	1.8	34	10.0	97	28.5	203	59.7
Head teacher of this school is strict on students having compulsory meals.	92	27.1	92	26.8	109	32.1	48	14.1
Head teacher of this school is strict on students' attendance	11	3.2	40	11.8	150	44.1	139	40.9
Head teacher of this school is strict on students having exams.	12	3.5	22	6.5	114	33.5	192	56.5

Source: Field Data 2019

This hypothesis intended to establish the relationship between school rules and regulations and students' academic performance. When asked whether the head teacher ensures that all students have a copy of school rules and regulations, majority of the students 283(83.2%) agreed. These were compared with 57(16.8%) who disagreed with the question implying that indeed rules and regulations are given to students in schools. Students end up just violating some of them with consequences that affect their general academic performance as they are serving punishments.

The study wanted to establish further whether the head teachers of the studied schools are strict on the dressing code of students. Majority of the students 290(85.3%) agreed compared to 50(14.7%) who disagreed. This means that students must have uniforms in the school and when they violate this regulation, they can be suspended or dismissed which affects their class work, tests performance, examinations and hence the general academic performance.

Further respondents were asked whether head teachers maintain the required size of hair for the students. Most of the students 235(69.1%) agreed compared to 105(30.9%) who disagreed. This means that those students who fail to abide by this rule or regulation, they are likely to face a suspension or any other consequence, which is likely to affect their academic performance.

Students were further asked whether the head teachers are strict on possession of mobile phones by students, and majority 302(88.8%) agreed compared to 38(11.2%) who disagreed with the question. This meant that once arrested with a phone in the school, students are supposed to face a penalty, which could be dismissal or suspension that affects their academic performance.

The researcher wanted to establish further whether head teachers of the studied schools are strict on students seeking for permission before leaving the school compound and majority 300(88.2%) agreed compared with 40(11.8%) who disagreed. This implies that anyone who violates this rule is supposed to face the charge, which could affect his/her academic performance

Table 4.3 students' attitude towards the disciplinary measures used on them

	Frequency	Percent	Valid percent	Cumulative percent
Valid Agree	10	11.1	33.3	33.3
Strongly	1	1.1	3.3	36.7
Disagreed	10	11.1	33.3	70.0
Strongly	9	10.0	30.0	100.0
Disagree				
Total	30	33.3	100.0	
Missing system				
Total	60			
	90	66.7		
		100.0		

Source: Field Data 2019

Most respondents disagree 33.3% on the level of discipline among the secondary school in Manafwa District is high. Those who agree constitute 33.3% of the total respondents

Table 4.4 the perception of administrators and teachers on the level of academic performance of students

		Frequency	Percent	Valid percent	Cumulative percent
Valid	Agree	6	5.9	20.0	20.0
	Strongly agree	2	2.0	6.7	26.7
	Disagree	15	14.7	50.0	76.7
	Strongly Disagree	7	6.9	23.3	100.0
	Total	30	29.4	100.0	
Missing	System	72	70.6		
Total		102	100.0		

Source: field data 2019

The perception of administrators and teachers on the level of academic performance of the students is insufficient. Majority disagreed that school academic performance is excellent.

Research question three (3)

Total 4.5 Spear son's correlations matrix; indicating the relationship between discipline and academic performance at p=0.01(n=30)

		Level of discipline	Level of academic performance
Level of discipline	Correlation coefficient	1,000	0.646
	Sig(2-tailed		0.000
Level of academic performance	Correlation coefficient	0.646	1,000
	Sig.(2-tailed	0000	

**Significance at p=0.01(2tailed)

Discipline is positively correlated with academic performance at (r_s)=0.61) p=0.01 and the difference is significant at 0.000 level.

Table 4.5 represents a combination of table 4.4 and table 4.5 showing the relationship between discipline and academic performance in school.

From this table the researcher realized that from the responses of the subjects on discipline and academic performance were positively correlated. This suggests that good discipline would yield good performance by students in exams at the national level.

4.6 effects of disciplinary measures on the academic performance of students

Table 4.6. Analysis of variance of discipline, corporal punishments, academic performance, rules and regulations and involvement of students in maintaining discipline.

		sum of the squares	Df	Mean squares	f	Sig(fprob)
Corporal punishments	Between groups	2.964	3	988	595	624
	Within groups	43.202	26	1.662		
	Total	46.167	29			
Levels of academic performance	Between groups	13.539	3	4.513	6.582	002
	within groups	17.827	26	686		
	Total	31.367	29	259		
Rules and regulations are specific and defined	Between groups	778	3	259	436	731
	Within groups	8.333	14	595		
	Total	9.111	17			
Involvement of students in maintaining discipline	Between groups	4.980	3	1.660	1.519	253
	Within groups	15.298	14	1.093		
	Total	20.278	17			

Source: field data 2019

P=0.05 level of variance

Analysis of variance (ANOVA), reveal the response on the level of academic performance and discipline were significantly different (F=6.582, Fprob=0.002 at p=0.05). Therefore, discipline significantly affect the level of academic performance Table (4.6)

Corporal punishments (F=0.595, Fprob =0.625, at p=0.05), rules and regulations (F=0.436, Fprob=0.731 at p=0.05) and student's involvement in maintaining discipline (F=1.519, Fprob=0.253 at p=0.05) and discipline was not significantly different.

Table 4.7 showing the relationship between time management and students' academic performance

		Academic performance	Time management
Academic performance	Pearson Correlation	1	.117(*)
	Sig.2(-tailed)		.031
	N	340	340
Time management	Pearson Correlation	.117(*)	1
	Sig.(2-tailed)	.031	
	N	340	340

**Correlation is significant at the 0.05 level (2-tailed).

Results from the table shows that there is an existing relationship between the study variables. This is because the calculated value of Pearson .117(*) had one asterisk an indication of a statistically significant hypothesis. Also the 2-tailed significance test shows the probability of .031, which indicates that this is a statistically significant relationship. This is supported by Amin (2005), who said that a linear relationship exists between study variables if the calculated value for significance is between -1.00 and 1.00 . Since the calculated value .031 was in between -1.00 and 1.00 , therefore there is a positive relationship between the study variables. Also the correlation tables flag out significance with asterisk (*) next to the coefficients (Sweet & Karen, 2003). Also as the significance level .031, is close to 0.00, there is confidence that the 47 relationship is real (Sweet & Karen, 2003). Therefore, the research hypothesis was accepted that time management enhances students' academic performance that is, as students become good time managers, their academic performance is likely to improve.

The qualitative data also did tally with the quantitative in that timetables in schools are at times not respected. Interviews from teachers also revealed that head teachers are not punctual at their

schools at times and do much delegation of their duties to their deputies who lack managerial skills of solving conflicts among students. Unfair judgments from such deputies easily generate misbehavior from students that involves damaging school property with as negative impact on students' performance in discussions, tests, assignments, terminal and national exams.

Table 4.8 showing responses on how the administrations of punishments by head teachers enhance students' academic performance.

ITEM	Responses							
	disagree		strongly disagree		Agree		Strongly agree	
		%	f	%	f	%	f	%
The head teacher ensures that students are punished for the right cause	107	31.5	85	25.0	127	37.4	21	6.2
The head teacher maintains that students have a disciplinary file for recording their punishments	69	20.3	92	27.1	127	37.4	52	15.3
The head teacher maintains that the disciplinary committee handles students' cases of indiscipline.	44	12.9	38	11.2	167	49.1	91	26.8
The head teacher ensures that students are given reasonable punishments	67	19.7	51	15.0	143	42.1	79	23.2
The head teacher observes that students serve their punishments	31	9.1	52	15.3	178	52.4	79	23.2
The head teacher maintains that students are equally punished in this school	77	22.6	82	24.1	109	32.1	72	21

The researcher wanted to find out whether students are given punishments for the right cause and their responses were recorded. Majority of the students 192 (56.5%) disagreed with the question 50 compared with 148 (43.6) who agreed with the question. This implies that most of the students believe that punishments are not fairly given. This can easily create dissatisfaction among such students that can end up inducing misbehavior with the aftermath, which could end up affecting students' academic performance.

The researcher also wanted to know whether the disciplinary committee handles punishments very well. Students were requested to give their views and responses were recorded. Majority of the students 258 (75.9%) agreed compared to 82 (24.1%) who disagreed. This meant that most of the students are contented with the way punishments are handled in schools. However, the fact that some are discontented, they may be forced to misbehave through damaging school property as a way of revenging and this can affect their performance.

The researcher also asked whether head teacher ensure that equal punishments are given to students and majority of the students 181(53.3%) agreed with the question compared to 159(46.7%) who disagreed. This implies that some students are not happy with the way punishments are given to their fellow friends. This can force them to react in a way so as voice out their dissatisfaction that may involve destroying school property and therefore affecting their academic performance.

This chapter has therefore presented data from interviews with students, teachers and head teachers. Data collected from students' questionnaire has also been presented. Descriptive statistics has been presented along with frequencies. The existing linearity between the study variables has been presented and verification of the study variables has been presented with the guidance of research hypotheses.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0. Introduction

This chapter is basically a discussion of the major findings of the study in chapter four in respect to the hypothesis and research questions and review of the relate literature. Conclusions and recommendations are also given.

5.1.1 Summary of findings

The results revealed that teachers, students as well as head teacher agreed that all schools under study had well stipulated school rules and regulations. Students as well as teachers agreed that every student in the studied schools get a copy of school rules and regulations.

All the four head teachers of the studied schools agreed that all schools have school rules and regulations to act as a guiding principle for controlling students' behavior. These head teachers agreed with Okumbe (1998), who argued that ideally schools set rules and regulations for the proper governing of the various lifestyles of the students containing the dos and don'ts. Adams (2003), also supports this argument by saying that, school rules and regulations are among the strategies designed to instill good conduct of students such as self-control, orderliness, good behavior and obedience to school authority.

Both teachers and students also agreed that students take part in making of school rules and regulations. Head teachers argued that discipline management is a collective responsibility and therefore needs every one's participation and thus an involvement of students This was also supported by Mafabi, et al (1993), who argued that management is a process of working with and through people so as to accomplish organizational goals. Through an interaction with head teachers it was discovered that through participatory management and leadership, students are able to realize

mistakes from their fellow members and therefore work hard to stop them such as strikes rather than blaming the school administration when they are not involved.

Students agreed that their head teachers are strict on the dressing code where a uniform is compulsory. Some students however have been victimized over the abuse of the dressing code and thus been suspended along with other punishments making them to miss classes, tests, discussions and exam and thus developing aggressive behaviors. According to Shapiro (2002), most student strikes are directed at harming the school administration and are precipitated by hostile aggression. These behaviors are always characterized by the intense and disorganizing emotion of anger aiming at inducing certain stimuli. Such behaviors end up affecting students' performance in classes, their participation in class debates and class discussions and thus affecting their general academic performance.

The study also revealed that some school rules and regulations required modification so as to avoid them being so traditional to students. An example was given were students thought that today the world being a global village where communication is being made easy; they think that the regulation that restricts them from possessing mobile phones while at school by head teachers, seem to be very unfair. Students cited out that mobile phones are an easy way to be connected to the rest of the world since they have Internet from where they can access a lot of information that can assist them academically in addition to communication. They cited a great number of their friends who had fallen victims of the violation of this regulation resulting to their expulsion making many to be frustrated and react aggressively. This argument was supported by Bennaars (1993), who researched on the causes of aggressive behavior in education institutions in Kenya and discovered frustration to be among these causes. He noted that when a specific goal is thwarted, frustration is likely to result, increasing ones' probability to become angry and then soon act aggressively.

In addition, students confirmed in an interview with the researcher that some rules and regulations lack consistence in their implementation. Students cited an example were they have a regulation that every weekend, they are entitled to entertainment. However, this is very rare and thus making many students develop frustrations. For example, students in one of the studied schools mentioned watching Television Films. In another school, students mentioned of having sports and games but for unspecified reasons they rarely have this entertainment. This was found to be one of the causes

of misbehavior among students as they are trying to make the school administrators look for a solution or as a way of voicing out their dissatisfaction. This argument from the students was also supported by Berkowitz (1989), who explained that students are likely to become openly aggressive to someone expected to be blocking them from attaining their goals such as denying them sports and games.

The study also discovered through an interview with the students that some rules and regulations in schools are very unfair such as having all the school fees paid before student's report to school at the beginning of school terms. They mentioned many of their friends who always end up missing beginning of term exams since their parents cannot afford paying all the school dues before they report to school. Students said that schools have gone a step ahead by printing fees in the pay slips using computers and thus avoiding installment payments. This may cause violence in schools as a way of students making the school administrators to change their policies. According to Shapiro (2002) in Mpaata (2008), violence in education institutions may be methodical or random, sustained or fleeting, intensive or uncontrolled. It always harms or destroys the recipient or is intended to make administrators to initiate reform. The findings are presented below:

Majority of the students in the studied schools agreed that despite the presence of a well-designed timetable, at times the school activities do not respect it. They were also in line with their teachers who contended that all school activities are supposed to be guided by a well-designed school timetable though this is not the case at times. They argued that every activity is allocated time. This argument is supported by who also Kajubi (1997), who also concurred with Byarugaba (1991), that time is a scarce resource and therefore requires proper apportioning so as to enable educational institutions or organizations achieve their objectives. Parkes and Thrift (2001), also supported this argument and observed that time is a mental device that gives order to events by identifying them as successive. Students gave an example of school assemblies, games and sports, cleaning or house work that do not use their stipulated time and end up encroaching on time for other activities such as lessons. This affects class time, debating time, as well as discussion time and thus affecting students' academic performance.

Head teachers confirmed that timetables do exist and they are the ones supposed to be controlling all the school activities. However, these head teachers confirmed that in reality it is hard to respect the allocated time on the timetable at all times. An example was mentioned where at times meals are served late due to inescapable problems such as lack of flowing tap water where students have to participate and collect it from wells or when the supplied fire wood is not well dried which delays the cooking. Head teachers mentioned that delaying of only one activity may end up

affecting the whole timetable and this could cause chaos in the school as it can cause a strike that affects students' performance as much of the school property is destroyed.

Teachers and students all confirmed that students do not enter their classes and begin their lessons on time. Their head teachers also agreed that on average students do not enter their classes and begin their lessons on time. This is already indiscipline as mentioned by head teachers. This was also supported by Docking (2000), who concurred with the opinion of Clifford (1993), who argued that a disciplined student is the one expected to arrive before lessons start and wait for the teacher. Some of the head teachers argued that some days, it becomes inevitable to enter a bit late such as Monday when students have the assembly. Head teachers argued that though it could be allocated time on the timetable like 40 minutes, at times it exceeds and thus encroaching on students' class time. Sometimes measures are put in place to recover this time like adjusting the day's timetable, which affects the whole day's activities such as class time, discussion time for students, time for tests. This however creates dissatisfaction among students that causes violence in school and thus affecting students' general academic performance.

Majority of the teachers confirmed that their head teachers are always not punctual on average. Students agreed with their teachers that the head teachers of the studied schools are always not punctual on average an indication of being poor time managers. They were also supported by Kajubi (1997), who argued that punctuality needs to be observed not only by the students, but also by teachers, non-teaching staff as well as the head teachers. He further argued that head teachers need to be the role model of discipline if they are to instill it in the young generation. This argument was also supported by Mafabi, et al (1993) who also agreed that, in the school environment for success to be achieved, the school head teacher is expected to be an example of good time manager and therefore expected to be punctual on average. However, this study established poor time management in schools from head teachers. This means that any judgment carried out by the teachers in absence of the head teachers could end up in total chaos in schools with violence that also could cause massive damages which affects student's academic performance.

5.1.2. Effects of discipline on the performance of students

This research hypothesis was meant to investigate how the administration of punishments by head teachers affects students' academic performance. The researcher wanted to find out the way punishments are administered to students and how this affected students' academic performance. The findings are presented below;

A great number of teachers agreed that students are punished for the right cause. Teachers had a strong belief in the effectiveness of punishment as a way of safeguarding discipline. They were also supported by Horny (1993), who argued that punishment should not be a source of merriment, but should be made to fit the crime. Teachers contended that good behavior could only come about after several punishments, corrections and advises as well as counseling. They listed the various forms of punishments that are commonly used that included canning, hard labor, demotions, removal of privileges, cleaning the compound and toilets, washing the floor, suspension from school, to mention but a few.

Majority of the students confirmed that they are punished for the right cause though at times they are not and in addition the punishments are very hard and excessive where teachers put in some bit of cruelty and brutalism. Students therefore after developing anger, join together and show openly their dissatisfaction to school administrators through the language which they think is understandable for appropriate change and this involves striking which affects student's academic achievements. This argument was also supported by Mpaata (2008) who noted that an aversive event produces a negative effect to psychological discomfort. For example, once someone develops the feeling that he /she has not been rewarded fairly, a variety of feelings, thought, and memories associated with fear (flight) and anger (fight) tendencies. He further said that some students might quickly act on the basis of these emotions and thus engaging in violence that affects not only their class performance but also the general performance as well.

Head teachers also confirmed that much as punishments had long lasting effects on students, students at times are not given punishments for the right cause. Head teachers believed that punishments that followed any misconduct were painful experiences that tended to weaken the existing connection between the stimulus and the response. This would help to reduce on the

chances of punished students from repeating such behaviors. They were also supported by Cotton (2000), who argued that punishments are necessary as long as they are free from harshness and caprice. Head teachers further said that punishments should be neutral and the personal factor should be non-existence.

The argument was also in line with Cotton, et al (2000), who noted with concern that, in the school system, punishments are expected to teach students the relationship between their behaviors and the outcome or accountability for their mistakes. They argued further that punishments could be an effective means of remediating individual behavior and therefore improving school order if they commensurate with the offence committed. Therefore, since at times these punishments are not given for the right cause, students could develop a state of discomfort that might lead into violence that affects students' academic performance.

Through interviewing with the head teachers, the researcher found out that in schools some teachers end up punishing students severely because they were also brought up in schools where caning was a culture of maintaining discipline and therefore attributes their success to the type of authoritarian discipline to which they were subjected while still in schools. Such teachers would also want to bring up their students in the same way and thus end up punishing students for almost every offence. This could end up generating anger among students prompting them to engage in acts of indiscipline, which could involve school property damage, and vandalism that affects students' academic performance.

The researcher discovered that all the studied schools had disciplinary committees. This was through the interaction with head teachers who confirmed that these disciplinary committees do exist but lack fair handling of students' cases of indiscipline. Students feel discontented as almost every offence committed leads to expulsion since there is a ban to caning that used to be the dominant mode of punishment to undisciplined students. Students find this very unfair and can be a cause of misbehavior such as strikes as a way of making their voice loud to school administrators as well as stakeholders. These strikes are known to cause massive damage in schools that affect students' general academic performance.

5.2. CONCLUSIONS

The study sought to establish how discipline management's influence by head teachers affects students' academic performance. The study established that head teachers still have a challenge of students who are not aware of the school rules and regulations much as they are given copies and therefore violate them. Many of the students just dump them without reading through them so as to be able to get their real meanings a sign of lack of sensitization and awareness to students from school administrators. Students believe that many of their friends have fallen victims, which students believe to be weaknesses from school administrators. Students therefore feel unsatisfied with school judgments in accordance with violated school rules and regulations, which lead to violence in schools that affects their academic performance. The researcher also discovered that much as school activities are supposed to be guided by a well-designed school timetable, it was however revealed by head teachers; students as well as teachers that, at times it is very hard to respect the time allocated to some activities an indication of poor time management. An example was cited where meals at times are delayed and assemblies tend to exceed their stipulated time on the timetable. As a way of trying to compensate for the lost time, the adjustments made ends up disorganizing the whole timetable, which raises students' anger towards school administrators and consequently solidarity that might lead into violence that affects students' academic performance.

Some punishments were found to be excessive such as expulsion, which was found to be the main mode of punishing students in schools. Students feel unsatisfied where almost every offence big or small, they are either suspended or expelled from schools. They mentioned some cases where light offences are given very strong punishments while strong punishments are being given light punishments. Students therefore feel very dissatisfied with the punishments and thus become angry and violent. This was cited as one of the major causes of violence such as strikes in many secondary schools in Uganda.

5.3. RECOMMENDATIONS

From the discussion of results and recommendations made, the following recommendations were made.

School rules and regulations need to be emphasized and given enough awareness so as to enable students understand them. These will help to prescribe the standard of behavior expected of students and teachers. Students will learn to behave like students and so will be the teachers.

School administrators should properly and appropriately plan for the time in schools and also emphasize that timetables are respected.

Head teachers should design proper ways of handling punishments. Disciplinary committees therefore need to be installed in schools and to be respected in terms of decision-making and be given powers and authority to execute their duties. School timetables need to provide time for counseling and guidance to students so as to prevent occurrence of offences than punishing the offenders.

5.3.1. Recommendation for further research

This study was specifically carried out in Fort portal municipality. However, there are many other counties in the country where the same research can be carried out. Further research can be carried out focusing on the influence of discipline management and students' academic performance in the counties or the whole country for comparative analysis.

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APPENDIX A

QUESTIONNAIRE FOR STUDENTS ON DISCIPLINE AND ACADEMIC PERFORMANCE AMONG SELECTED SECONDARY SCHOOLS IN MANAFWA DISTRICT, BUWAGOGO SUBCOUNTY.

Dear Respondent,

You have been selected as in the above titled study, which is being done as part of educational research in partial fulfillment of requirements for the award of bachelors of Arts with Education of Kampala international University. Your cooperation in administering this instrument will go a long way in ensuring success of this study. Responses will only be used for academic purposes and will be treated with utmost confidentiality, after the entire instrument is anonymous. Please endeavor to fill the instrument within two weeks and return it to the Director of Studies of your school. I am so grateful to you for sparing your time and accept to fill this questionnaire.

Thank you.

Nadunga Lydia.

SECTION A: BACKGROUND INFORMATION

In this section you are requested to tick the alternative about your background information that is most appropriate.

1. Sex: (1) Male (2) Female

2. Age in years (1) 10-15 (2) 16-20 (3) above 20

3. Class (1) S.4 (2) S.6

4. School (1) Buwagogo sss (2) Bubulo Girls sss

(3) Bubulo sss (4) Buweswa sss

SECTION B: INDEPENDENT VARIABLE: DISCIPLINE MANAGEMENT

This section is divided into three subsections on school rules and regulation, time management and administration of punishments.

B1: School rules and regulations

Using the key given, choose or tick the right alternative that fits your opinion on management of school rules and regulations as follows:

Strongly Disagree =SD, disagree =D, agree =A, Strongly Agree =SA

	Aspects of time management	S D	D	A	S A
1	The head teacher of this school ensures that school activities respect the school timetable.				
2	The head teacher of this school maintains that students enter classes on time for their studies.				
3	The head teacher of this school ensures that teachers are punctual.				
4	The head teacher of this school maintains that students get their meals on time.				
5	The head teacher of this school ensures that the school bell is always rang on time for all school activities.				
6	The head teacher ensures that exams are given to students and marked on time in this school.				

Section B2: The administration of punishments

Using the key given, choose or tick the right alternative that fits your opinion on management of school rules and regulations as follows:

Strongly Disagree =SD, disagree =D, agree =A, Strongly Agree =SA

	Aspect of administration of punishments	SD	D	A	SA
1	The head teacher ensures that students are punished for the right cause in this school				
2	The head teacher maintains that all students have a disciplinary file for recording their punishments.				
3	The head teacher maintains that the disciplinary committee handles students' cases in this school.				
4	The head teacher ensures that students are given reasonable punishments.				
5	The head teacher observes that students serve the given punishments in this school.				
6	The head teacher maintains that all students are equally punished in this school.				

Section C: Dependent variable: Students academic performance.

Using the key given, choose or tick the right alternative that fits your opinion on management of school rules and regulations as follows:

Strongly Disagree =SD, disagree =D, agree =A, Strongly Agree =SA

	Aspect of students' academic performance	SD	D	A	SA
1	My performance in class tests is pleasing.				
2	My performance in monthly tests is good.				
3	My performance in the end of term exams is impressive.				
4	My marks for the beginning of term exams are good.				

APPENDIX B
INTERVIEW GUIDE

Approaches to students' discipline

1. Does your head teacher participate in enforcing school rules and regulations?
2. Do students participate in enforcing school rules and regulations?
3. How do students find the School rules and regulations?
4. Do you think these rules and regulations are enforced well?

Time management by head teachers affects students' academic performance

5. Is the school timetable respected in the school?
6. Are your teachers punctual on average at school and in classes?
7. Is your head teacher strict on students' punctuality?
8. How do students respond to the school timetable?

Students attitude towards the various disciplinary measures used on them

9. Do you think punishments are given for the right cause?
10. Do you have a disciplinary committee?
11. How do students perceive punishments generally?

APPENDIX C

Validity Testing Formula

Pearson Product Moment Correlation Formula

$$r = \frac{(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n(\sum x^2) - (\sum x)^2][n(\sum y^2) - (\sum y)^2]}}$$

Where n = number of paired observations

$\sum xy$ = sum of cross products of X and Y

$\sum x$ and $\sum y$ = sums of the X and Y scores respectively

$\sum x^2$ = sums of all the squared values of the X scores

$\sum y^2$ = sums of all the squared values of the Y scores

$(\sum x)^2$ = sum of all X scores, this sum squared

$(\sum y)^2$ = sum of all Y scores, this sum squared

APPENDIX D

Key to likert scale

- SD = Strongly Disagree = 1
- D = Disagree = 2
- A = Agree = 3
- SA = Strongly Agree

