

**STUDENT DISCIPLINE AND STUDENTS' ACADEMIC PERFORMANCE IN
SELECTED SECONDARY SCHOOLS IN LWENGO SUB-COUNTY, LWENGO
DISTRICT**

BY

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DECLARATION

I **NAKUYA HASIFAH** declare that this research dissertation is my original work and to the best of my knowledge, it has never been submitted in any university or institution of learning for academic award.

Signed..... **Date**.....

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APPROVAL

This research dissertation has been written under my personal supervision and is now submitted in partial fulfillment for the ward of Master's Degree Arts in Education leadership of University of Kisubi with my approval.

Signed..... Date.....

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DEDICATION

With great pleasure, am profoundly honored and excitedly humbled to have the privilege to dedicate this piece of work to my parents, Uncle Ssozi Hassan, Br. John Kalama, who intervened in every situation that was challenging plus DR SR Nakayiza Elizabeth as my teacher, mother and supervisor who worked tirelessly with me, thanks for the job well done.

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ABSTRACT

Student academic performance is associated with school discipline. The purpose of this study was to investigate the student discipline and academic performance in selected secondary schools in Lwengo district. The specific objectives of this study were: to examine the management indicators of school discipline, to examine the effect of the discipline management on students' performance, and to find strategies of improving student discipline for better academic performance. The study used descriptive study design, and data was collected using interviews and questionnaires for the students, head teachers, teachers, board of governors and local leaders. The target population consisted of selected secondary schools in Lwengo district, their head teachers, parents, teachers and students and board of governor. Data was analyzed using descriptively, and Statistical Package for Social Sciences (SPSS), the analyzed data was then presented in narrative form, using frequency tables, means and percentages, the findings of this study show that roll call may not be regularly conducted in schools to check students' discipline. There has been reduction in consumption of drugs. The use of rewards to recognize acceptable classroom norms and punishments to discourage unacceptable classroom norms would positively impact on discipline promotion among students. Recommendations derived from the study were; school administration should continue employing regular roll calls, sharing copies of school rules and timetables, providing counseling and guidance, recognizing acceptable classroom norms as major mechanisms for enhancing students' discipline for better academic performance, increase in parental involvement because parents make a difference in student achievement and behavior, Schools should institute policies requiring teachers to contact parents periodically, classroom management should include the dissemination and the use of a discipline plan. Further research could also include exploring the roles of the different discipline management mechanisms and the role of school administrators in charge of school discipline

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CHAPTER ONE

INTRODUCTION

1.0 Introduction

The primary focus of the study was to investigate management of student discipline and academic performance in selected secondary schools in Lwengo Sub-County, Lwengo District. This chapter presents the background to the study, statement of the research problem, objectives of the study, research questions, scope, justification, conceptual, theoretical framework and significance of the study.

1.1 Background to the study

Provision of quality education and training is the ultimate goal of any educational system. The success of teaching is reflected by academic performance of students. This goal can never be achieved without school discipline. How students are disciplined has been an issue since the inception of public education. Effective discipline helps in the achievement of goals, expectations and responsibility in students (Dunham, 1984). Good discipline creates a good image of the school and prepares learners for the future. Disruptive behaviors amongst learners are eliminated if there is good discipline at school. The implementation of effective discipline at school is a key for the learner in his journey to adulthood (Conte, 2000). By definition discipline refers to the ability to carry out reasonable instructions or orders to reach appropriate standards of behaviors. It is understood to be that abstract quality in a human being which is associated with and manifested by a person's ability to do things well at the right time, in the right circumstances without or with minimum supervision (Ngonyani, 1973).

1.2 Historical Perspective

In 1770, William Blackstone applied the phrase *in loco parentis*, which literally means in place of the parents, to educators. *In loco parentis* gave teachers the ability to act in place of the

parent in response to disciplinary actions (Conte, 2000). *In loco parentis* was implemented in schools in the early 1900s, and with it came corporal punishment.

During the Victorian era parents believed children who were lazy and insubordinate were alienating themselves from God, and teachers were thought to be the perfect authority figure to ensure alienation did not occur (Parker-Jenkins, 1997). During this time period corporal punishment was viewed as necessary to produce citizens who conformed to the norms of society, beat out sin, and ensure learning occurred (Parker Jenkins, 1997). The book of Proverbs verse 13:24 in the Bible advocates the use of a rod, i.e. corporal punishment, to save children's souls from death.

Therefore, teachers began administering corporal punishment for acts of wrong doing by their charges (Conte, 2000). Recently scholars have written more on indiscipline among pupils and its effects on learning outcome and their progress in schools. Discipline in school is a very important aspect towards academic excellence, while lack of it usually gives rise to a lot of problems such as lack of vision and mission, poor time management, irregular attendance and punishment. It also plays a vital role in the acquisition of sense of responsibility in learners as well as educators. Gawe, Vakalisa and Jacobs, (2000), express cooperative learning if academic performance is to be achieved among students.

Various studies have been conducted on issues pertaining to schools' academic performance, for instance Malekela (2000), Galabawa (2000) and Mosha (2000). These scholars have pointed out some factors that lead to varying levels of performance in schools, including availability of teachers, availability of teaching and learning materials and language communication. Omari (1995) talks about students discipline as one among aspects that influence performance in schools. Managing students discipline is an essential element in any educational institution if the students are to benefit from the opportunities offered to them. Omari (1995) argues that it is

difficult to maintain order and discipline in schools (students) where teachers have no space to sit, prepare and mark students' work. In other words, Omari (1995) supports the above scholars that availability of teaching and learning materials has an impact on managing school discipline.

Indiscipline in schools, and consequently, school strikes, destroy the teaching-learning environment (Ohsako, 1997). Occasionally there are protests, riots and violence and sometimes the police have to intervene to protect school property in Lwengo District. Some schools become virtual prisons as they construct huge walls and expensive fences to protect good students, teachers and property against indisciplined students. Ohsako (1997) argues that violence is a sensitive issue that provokes anxiety, arouses emotions and has a negative impact on school performance

1.3 Theoretical Perspective

The theory adapted for this study is the System's theory input-output model developed by Ludwig Von Bertalanffy in 1956. The idea, according to Koontz and Weihrich, (1988) as cited in Lewis (2011) postulates that an enterprise that is organised does not take place out of the blue; it's reliant on its environment by which it's established. They add that the inputs from the environment are gotten by the organization, which then transforms them into outputs. The students (Inputs) are admitted into the educational schools, with different level of discipline, once they get in towards the school system, the management regarding the institution transforms them through the procedure of teaching and learning while the students output often appears through their quality that is academic like in this study.

System advocates, in accordance with Danick (2010) have recognized that the change that is big virtually any element inside the business includes an impact that is visible all other organizational or subsystem elements. Hence the inputs, the processors and also the generators

should work nicely to make sure you can attain the required outcome. Danick (2010) argued that many systems must work in harmony in order to attain the objectives which are general. In accordance with the input-output model, it is actually thought that well- disciplined students will be successful if teaching methods, university management, teacher's motivation and teacher's qualification are all good which could certainly not become the situation and this is actually the shortcoming of this concept. According to Oso (2015), the interrelationships among areas of system need to be recognized by all parties which are ongoing. This theory requires a shared eyesight to ensure that all individuals that are social the school have actually an idea of whatever they're attempting to quickly attain from all events involved, a job that is not easy to achieve.

1.4 Conceptual Perspective

The factors into the study that is current conceptualized the following variables management of pupil discipline is the action taken by a teacher or the school organization towards students or team of pupils. As soon as the student's behavior disrupts the activity that is ongoing, it breaks a guideline developed by the trainer or the school system.

Discipline is action or inaction placed on the regulating student's behavior, and additionally, it is certainly placed on each activity-branch in many branches of arranged task, knowledge, and other industries of research and observation.

Discipline management relates to that branch of knowledge which can be connected to learn of axioms and methods of basic administration. It specifies code that's particular of to be followed by the supervisor and techniques which can also be managed effectively.

Academic performance might be the level to which students, teacher or institution has accomplished their quick or long-term goals can be academic. School is both an organization that provides training that is secondary and the buildings where this takes destination.

In conformity with Steinmayr, Meibener, Weidinger & Warthwein (2015), educational performance represents performance outcomes that suggest the level to which one has achieved certain goals that are the focus of activities in instructional environments such as in college, university, university and its particular indicators are assessment grades and test ratings. Class control is the techniques of making people obey guidelines or demands of behavior, and punishing them when they usually do not. Discipline will be the standard to become able to behave and work with a means that is managed. This involves obeying rules that are specific standards (Collins English Dictionary <https://www.collinsdictionary.com/dictionary/english/discipline> that is://www.collinsdictionary additionally the researcher adopted the definitions that are above her research.

1.5 Contextual Perspective

Lwengo District is found in South Western Uganda. It certainly is bordered by Sembabule District to your North, Bukomansimbi District to the North-East, Masaka District to your East, Rakai District towards the South, and Lyantonde District towards the West. As of 1 July 2010 the region had approximately a population of 21427(UBOS, 2017). Lwengo is really a region that is brand new by an act of parliament and made up of 5 sub-counties. There are 23 schools which are secondary at the spot with 6 being Government schools and 17 personal. Students' academic performance into the above mentioned secondary schools happens to be decreasing.

Recently, statistics indicates that Lwengo has been identified as one of districts that are doing Uganda Examination Board exams poorly nationwide. Most of the schools are privately owned. Next, a number of students in most secondary schools are reported to involve in fights with instructors, truancy, boycotting college, the usage of liquor and other unwanted behavior (Mkumbo, 2011). These factors may have a significant effect on students' academic performance. According to UNEB 2015-2016 results, in a in Lwengo district, 84 students in

division one, 274 in division two, 422 in unit three and 911 in division four out of the 1750 students who sat UNEB. Hence this also calls for the requirement to know why these students' performance is bad.

1.6 Problem statement

The escalation of violence in schools has made schools to rapidly and increasingly become arenas for violence, not only among students but also between teachers and students, interschool rivalries, and gang conflict (David, 2015). The attacks usually are extended to abuse road users, loot their belongings and destroy their property (Prinsloo, 2008; Van, 2008).

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). An increasing number of secondary school head teachers and teachers in Uganda are reporting a wide range of potentially disruptive behaviors in the classrooms and around the schools.

A study by Mkumbo(2011) indicates that many students in Lwengo District are seen loitering in town streets, villages, cinema halls and other places in or out of their uniforms but during class time, an indication of disrespect to school rules and regulations as well as poor time management. This has therefore created a big concern from teachers, head teachers and stakeholders about the lack of opportunity for learners to concentrate on their academic work for attainment in the tests, internal exams and national level examinations as well as the nature of future citizens. Despite numerous studies that have been carried out such as those by Malekela(2000),Galabawa(2000),Mosha(2000)and Omari(1995)that looked for factors associated with academic performance in schools, Little has been investigated on management

of student discipline, particularly with respect to secondary schools in Lwengo district. The major concern is why have other regions of Uganda recovered in terms of academic performance of affected schools? What has made schools in Lwengo district lag behind? There is, therefore, need to investigate whether discipline of students in Lwengo schools needs special attention in order for the performance to improve.

Due to the fact that recent statistics indicates that Lwengo District has been among the worst performing districts in Uganda National Examinations most especially USE exams (UNEB, 2017).

According to UNEB 2015-2016 results, the district had 84 students in division one, 274 in division two 422 in division three and 911 in division four out the 1750 students who sat UNEB. According to 2017-2018 UNEB results, Lwengo district code 103, had 100 students in division one, 366 students in division 2 out of the total number of 2257 students who sat for UCE. For several years now there have been concerns by various people and groups regarding the deterioration of the quality of education in secondary schools. Schools vary in categories some school have tried to maintain standard other school standard decline. Despite numerous studies that have been carried, Lwengo sub county Lwengo districted needed more study.

1.7 Purpose of the study

The purpose of the study was to investigate the management of student discipline and academic performance in selected secondary schools in Lwengo district, Uganda. Specifically, the study investigated the student discipline visa-visa student academic performance at National examinations

1.8 Objective of the study

The specific objectives of the study were to:

- (i). Examine the management indicators of student indiscipline in schools in Lwengo district.
- (ii). Examine the effects of the discipline management on student's academic performance in Lwengo district.
- (iii). Find strategies of improving student discipline for better academic performance in selected secondary schools in Lwengo district.

1.9 Research questions

The following research questions were used to guide this study

- (i) What are the management indicators of student discipline in secondary schools in Lwengo district?
- (ii) What is the impact of the discipline management on academic performance of students in secondary schools in Lwengo district?
- (iii) What are the strategies of improving student discipline for better academic performance in secondary schools in Lwengo district?

1.10.0 Scope of the study

1.10.1 Content Scope

This study looked at the different mechanism for enhancing discipline of students; it further evaluated the extent of discipline/indiscipline and how the different mechanisms for maintaining discipline influences students' discipline in the schools of Lwengo district. In addition, the study evaluated how students discipline influences their academic performance in the selected secondary schools in Lwengo District. In this case, the researcher wanted to establish whether there is proper management or not.

1.10.2 Geographical Scope

The study was conducted in selected Government aided and privately owned secondary schools in Lwengo district. This district has not recovered from the impact of students' indiscipline that rocked the entire secondary schools in the country at large. This was because the researchers' interest was in Lwengo district which is bordered by Sembabule district to the north, Bukomansimbi district to the north-east, Masaka District to the east, Rakai district to the south and Lyantonde to the west.

Lwengo is 45 kilometers (28mi) by road and Masaka is the nearest large city, Uganda. The coordinates of the district are 0024S, 31 25E. According to Lwengo district Education office (2015), the district has 23 secondary schools (6 governments and 17 private).

1.10.3 Time Scope

The study was conducted by considering management of students discipline as independent variable and academic performance as dependent variable. It specifically covered a period of 2013 – 2017. This was the time when student's performance in the district registered a remarkable decline

1.11 Conceptual framework

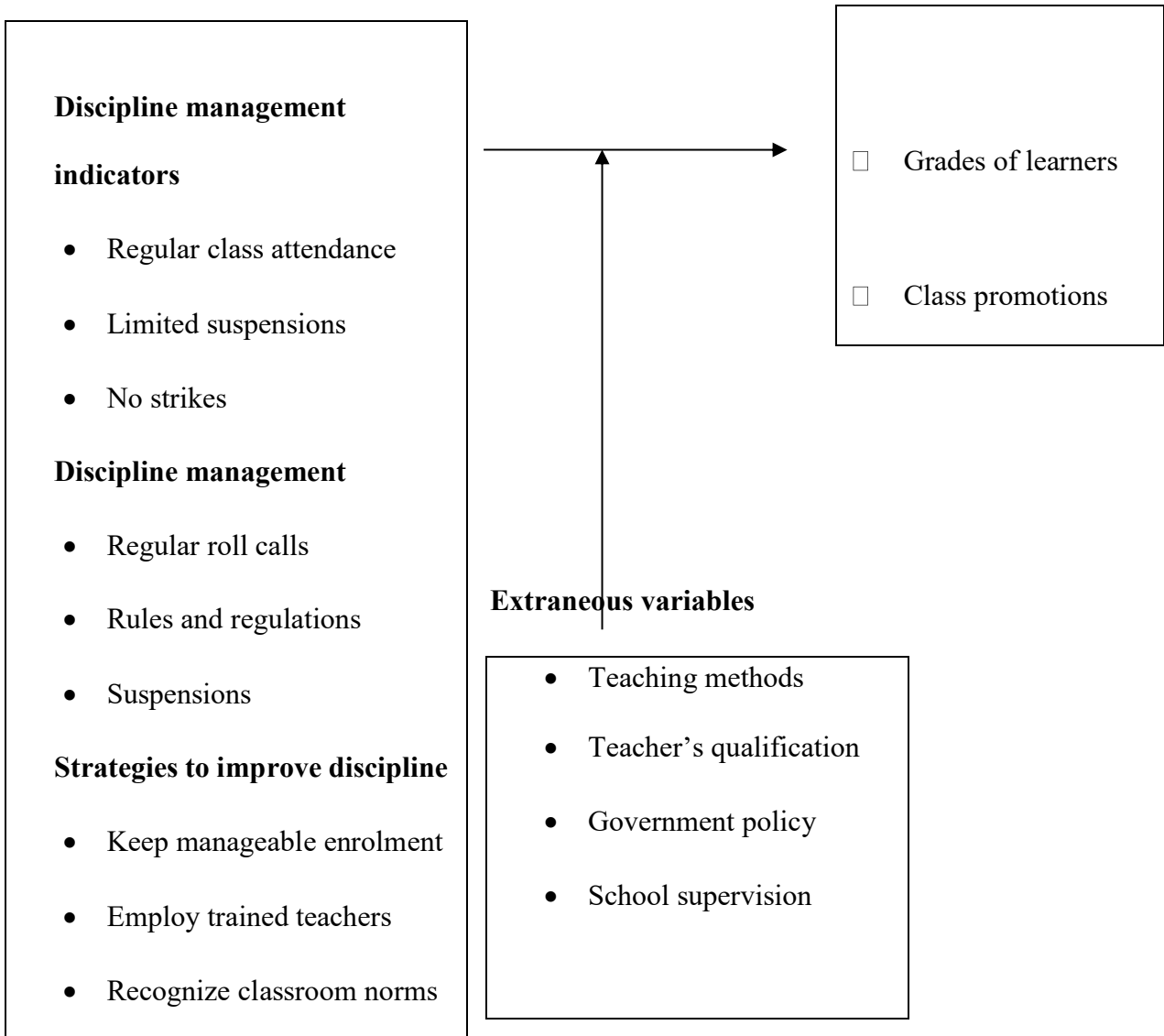
Conceptual framework for students discipline and academic performance

INDEPENDENT VARIABLE

SCHOOL DISCIPLINE

DEPENDANT VARIABLE

ACADEMIC PERFORMANCE



Source: Adopted from Koontz and Wehrich (1988) and modified by the researcher

Figure 1: Conceptual framework for Student Discipline and Academic performance

Figure 2.1 above shows the linkage between student performance and discipline that is scholastic. It demonstrates performance that is scholastic a dependent variable outcomes that are

straight the separate variable, which is student discipline and it can be used at any degree of discipline enforcement. According to exert effort 2.1, control management indicators activities that are including regular roll telephone calls, guidelines, suspensions directly donate to show that is academic. Then, your scholastic performance is going to be high is then scholastic is employed efficiently by using the above indicators in the event however scholastic below is the mechanisms are employed poorly. This argument is supported by Geiser and Santelics (2017), whose study revealed that mechanisms employed to improve control, impacts performance that is academic.

The separate variable in the framework that is aforementioned is pupil that is conceptual administration influences the dependent adjustable (academic performance) in the following means. It motivates students to work harder for academic progress; reconstructs lost hope for better performance and stops event that is feasible in future of deter performance. The figure suggests that well managed discipline mechanisms groom pupils being well-disciplined consequently perform well academically as calculated by good grades/results obtained at every examination sitting. Indiscipline in schools affects the performance that is learner's educational progress in college. Good control develops student behavior that is desirable. That is supported by Gitome (2013); and Mukami (2014), whose studies also expose that if a college has discipline that is effective the academic is good.

The researcher also identified some variables that are extraneous which may influence excellence in academics. These include, teaching practices, teacher's qualification and suspension among many. These factors are component linked to the procedure and input explained in the Ludwig's Input- Output model. They may play a role in bringing away the production, which is excellence that is scholastic. If these factors are perhaps not managed, they might interfere as a result of the total results of the study. The researcher controlled the

consequence associated with the factors which can be extraneous students which can be arbitrarily selecting randomization according to Amin (2005) is amongst the methods to control many extraneous factors at that time that is exact same.

1.12. Significance of the study.

It was seen that data for policy review on education was obtained in the study findings. Thus, the policy makers at the Ministry of Education and Sports at district level might find it relevance in the study outcome.

Practitioners such as teachers and administration might adjust for students 'academic improvement.

Findings of this study and its recommendations might make the authorities to involve in the Management of the schools and provide for the demand for a legal frame work to secure them, which might improve the fear syndrome in the implementation of formal and procedural recommendations at the discretion of the management.

The study findings might inspire social support network and provide the impetus for the stakeholders to fully participate in the management of the discipline of the learner and boost academic performance.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter of the study is focusing on the discipline management of students and the effect it has on their performance and that of staff, the discipline of the staff and how it affects their performance and students' academic excellence.

2.1 Theoretical framework

The theory adapted for this study was derived from the System's theory input-output model developed by Ludwig Von Bertalanffy in 1956. The theory, according to Koontz and Weihrich, (1988) as cited in Lewis (2011) postulates that an organized enterprise does not exist in a vacuum; it is dependent on its environment in which it is established. They add that the inputs from the environment are received by the organization, which then transforms them into outputs. As adapted in this study, the students (Inputs) are admitted into the schools, with different level of discipline, when they get into the school system, the management of the school transforms them through the process of teaching and learning and the students output is seen through their academic excellence.

System advocates, according to Danick (2010) have recognized that a change in any factor within the organization has an impact on all other organizational or subsystem components. Thus the inputs, the processors and the generators should function well in order to achieve the desired outcome. Danick (2010) argued that all systems must work in harmony in order to achieve the overall goals. According to the input-output model, it is assumed that well-disciplined students will perform well if teaching methods, school management, teacher's

motivation and teacher's qualification are all good which may not always be the case and this is the shortcoming of this theory. According to Oso (2015), the interrelationships among parts of a system have to be understood by all parties involved. This theory requires a shared vision so that all people in the school have an idea of what they are trying to achieve from all parties involved, a task that is not easy to achieve.

2.3 Management indicators of School Discipline

Students, teachers and school managers are involved in maintenance discipline in schools (Bandana & Lian, 2015). The various factors that break down discipline include Poverty, overcrowding, lack of recreational facilities, easy access to school compound, intolerance, unemployment, violence, lack of school democracy, generation gap, and influence of media, lack of role models, home failure and communication gap (Lewis, 2011). These causes are influenced by learner environment. They are attributed to home background, political and socio economic position, school environment, peer pressure and school curriculum. These contribute negatively to excellence of students and staff participation in day to day running of the secondary schools. Lack of clear mission and vision in life, low expectations in life puts one in conflict with self, more especially for learners with learning difficulties. Tension can accumulate in such learners and they easily express this by violent means (Bandana & Lian, 2015). Keeping such learners for long in the class room doing some assignments can cause disruption especially when they feel overloaded. Contrarily, students who are given little work get bored as they become idle after completing their task (Lewis, 2011; Rousy, 2010). This is also a threat to a peaceful school environment as they use the excess time for ventures like drug and substance abuse, alcoholism, sexual immorality, leading to failure of students to meet the expectations of their parents.

According to Bandana & Lian (2015), some parents give their children too much pocket money without properly guiding them. This gives the young learner too much pride and deviates from school norms. In other cases, spousal violence or harsh treatment of children at home destroys self-esteem; they will thus have no dream to work hard to achieve (Gitome et al, 2013). Children can also get spoilt at puberty when no proper guidance is given to explain the meaning of the physical and the emotional changes taking place (Lewis, 2011). Consequently, they deviate from the routine learning requirements and thus end up failing to prosper in their academic endeavors.

With abolishment of corporal punishment in schools by many global governments and civil society organizations, many disciplinary problems have cropped in the secondary schools (Danick, 2010). These are multi facial and in most cases appear in defiance to authority, irregular school attendance, unwanted classroom behaviour, truancy, aggression, use of vulgar language, vandalism, poor dressing, stealing, absenteeism, fighting, insubordination, arrogance, disrespect, drug abuse and alcoholism, eating in class, cultism, mass protests, mind wandering and day dreaming (Lewis, 2011). The foregoing cases of abuse of school discipline result into a student refusing to participate in class activities, failing to complete homework and assignments, failing to bring to school required materials, being under the influence of debilitating drugs, being absent or tardy and cheating on tests (Danick, 2010). This trend of events is a common phenomenon in many schools in Uganda and the consequence is poor academic output.

Gitome (2013) urged that involvement of the student in other activities that take a lot of their time causes them to be strained. They suffer an obsessive dread of school and end up fearing everything in the school. They go for their examinations with unwanted materials or they

drop out of school all together. They are the first to participate in the mobilization of their colleagues in violent activities with peer cruelty and abuse of others rights. Such students go to school, but they suffer constant turmoil and physical distress. They are always the last in ranking examination performance. This is because they are caught up between two worlds. Truant students often have poor concentration in studies as they feel that they cannot perform well in examinations. He further urged that disruption of the school program by riots can lead to shortage of teachers as some affected teachers will have to be transferred without replacement. Lack of assistance in doing both class work and homework by the learner as the few teachers will be toiling here and there within a small time frame. In the absence of the trained teachers, people who can volunteer, not necessarily skilled, can take over, leading to deteriorating quality of work. The victimized child may be expelled from school. In case the child comes back, there will be a lot of work for him/her in order to cope with the rest of the students. In some cases, such victims give up and drop out of school, turning into beasts threatening societies. This reduces the number of learners enrolled and further affects the population of learners who do well in their school examinations (Gitome, 2013).

Community leaders and parents need to portray to the young ones what they expect out of them (Lowdry, 2016; Vockell, 2011). The teachers must live up to their professional provisions and be role models to the students (Bandana & Lian, 2015). Learners generally worship their heroes and imitate those whom they appreciate and admire. Good teacher-learner relation brings warmth and an ideal learning atmosphere (Lowdry, 2016). However, the relationship should not be extrapolated to exploit the learner. Contrary on ground, personalities expected to present themselves as role models do contrary things that give the student the contrary picture of real life. As result, the child is misled and failed in school and life.

Social meetings organized weekly where students, teachers and the administrators are all present can help release tension (Gitome, 2013). Students should be given a considerable freedom of speech so that there is nothing they fear telling the school management. Keeping students stress free, orderly and happy creates a lovely school environment. Learners should be programmed such that incidences of boredom due to idleness are avoided (Lowdry, 2016). Schools tend to keep the students aloof and away from detailed school information. Information gap then provides room for rumour mongering that squeezes the school authorities to the corner and brings strained relationship. These then lead to massive learner failure.

Schools are all expected to maintain discipline among other things by organizing effective master teaching time tables and activity schedules that cater for hidden curricular optimally. However, in many schools there exist unoccupied time frames where co-curricular activities are minimal due to lack of space for installation of amenities for leisure can lead to build up of tension which may be released through violent activities at school (Vockell, 2011). Teaching methods must be used with a variety of activities which can help the learner work well to eliminate unwanted behaviour. Learners should be arranged tactfully in the learning room, encouraging friendliness and class discussions aided by problem based learning.

The above mentioned practices are more responsive than reacting to bad behavior that has already manifested its self. Use of empathy is also recommended to effectively handle discipline potholes and school based aggressions. Subsequently, progress in academic and other measurable aspects of school routines is grossly dwindled. Low levels of learner discipline does not only significantly affect their academic performance, it also has a direct

bearing on the performance of the staff as discussed in the following subsection (Lowdry, 2016).

2.4 The effect of discipline management on student academic performance

Van (2016), says that education starts at home and the parent is the first mentor of the child. Parents have to use their time with their children to influence positive learner attitude towards school attainments. On ground, it is unfortunate to find that some parents are too hostile or defensive. This demoralizes a child's interest in school and makes the teachers who are in charge of discipline from fulfilling their professional obligations. Poor parent involvement in management of student discipline culminates into deviant behaviour (Alidzulwi, 2010; Henrick; 2014). Inadequate child care by parents due to economic constraints throughout their childhood appears in disruptive class room behaviour as the child seeks recognition (Robertson, 2013). Learner attention seeking behaviour is accompanied by inappropriate vulgar language (Rogers, 2010). This has a retarding impact on the child's education.

Rousy (2010), reveals that discipline exists in school atmospheres that are characterized by trust and transparency in the school management. Unfortunately, distrust of the administration is a common finding in many school setups and brings hatred of ideas coming from the administrative sector of the institution (Lewis, 2011). Some learning institutions are characterized by battle field morals as learners move with fire arms, making news of fellow colleagues, instructors or teachers being stabbed to death (Alidzulwi, 2010). Fire attacks and sexual harassment are rampant and mostly the perpetrator is a student. As an atmosphere of restlessness creates up as a result, students become reluctant and ineffective. These phenomena grossly deteriorate students' discipline implying that student discipline has a direct corrolation with the morale of the school management.

MLEBE, (2012) noted that discipline is being managed and consequently better prospects for better academic performance. Bowman (2004), poor parent involvement in management of student discipline culminates into deviant behaviors like class absenteeism. Furthermore, Van, (2008) found that inadequate child care by parents due to economic constraints throughout their childhood appears in disruptive class room behavior as the child seeks recognition. The control of student absenteeism is a major strategy to improve academic performance.

Mugema *et al* (2016), the scholarly demands of a school going child need to be prioritized by whoever is responsible. This motivates the learner and gives clear minds for school attendance. Unfortunately, poverty, stressful lives and substance abuse are common characteristics of a student with home based difficulties. These negatively affect the overall social wellbeing of the student consequently affecting the discipline outcomes at home and in the management system of the school. The resultant indiscipline cases in schools disrupt the learning process and the school management at large. A child whose parent is unable to satisfy with primary and basic needs will find another adults do fill the gap but the response to the extraordinary potential of the other adult will have greater influence. Students with such backgrounds often fail to relate well with their teachers/school administrators who continue to be friendly to their stressful biological parents hence causing school disciplinary management problem.

Jones and Jones (2015) are of the view that children would want to be owned and loved by responsible parents and/or caretakers. Orphaned or single parented children are found in every school and have records of unpalatable school contact. This is a product of attitude building at home that initiates value difference between home and school (Ajibola, 2014). Learners with disciplinary and learning deviations have disappointing domestic disciplinary

records. Poor school discipline is community engineered (Rossouw, 2013). Cumulatively, learner and those concerned with the school discipline becomes a victim. Constant deviation in learner behavior is a serious distracter to discipline management in schools.

School managers invest all their abilities and skills in initiating and maintaining orderliness and safety in the teaching and learning perimeter (Masolo, 2017). However, without networking with students, teachers, parents and all the calibers of stakeholders, school discipline will collapse (Ajibola, 2014). It is the expectation of all stakeholders that schools are safe and enjoyable. Nobody sends a child to school to pile agony. A school must implement rules that are clear and not cumbersome and they should be passed by the management body such as the Board of Governors. In failure of the above, which is a common scenario in many schools, students' performance is hard to manage and upkeep. A positive correlation exists between discipline and academic performance. Well-disciplined students perform well academically (Gitome, 2013; Mukami, 2014). Students with their teachers in schools affected by unrest find it difficult to restore the perfect working relationship in the aftermath of unrest. Indiscipline in schools has affected the learners' academic performance and their progress in school. Good discipline develops desirable student behavior. If a school has effective discipline, the academic performance will be good.

Anti-social behavior of school children can appear outside the classroom. Children need to overcome any problem of adjusting to good, acceptable and tolerable behavior in order to be accepted by teachers and their peers (Walker, Colvin & Byarubaga, 2011). The failure to be accepted by other learners can go a long way to cause and worsen bad behavior in children (Mukani, 2014). According to Gregory (2010), good school environment maintains students away from the urge of smoking. Smoking of cigarettes is not authorized for students. It is not

rare to find a good fraction of students who defy this rule and abuse other substances on top mostly. Most of them are popularly characterized by missing classes and eventually scoring lower grades in examinations. Similarly students who are truant have contributed to lower school grades because they often absent themselves from classes. Such students lose trend and concentration

Students in the learning environment associate freely by age, class, socioeconomic strata, geographical location of origin and common interest. Peer pressure directs what the child values, knows, wears, eats and learns. Though a positive force, peer pressure among learners is also a strong factor in the disruptive behavior. In the classroom the learner who can manage to make the whole class laugh at the teacher gains a great deal of status within the group (Waidhuba, 2011). Severity of peer pressure impact is a function of other situational constraints that include age, personality, and values cherished by the children which entirely Identity crisis associated with self-rejection easily erodes levels of discipline in students and affects their academic performance. Low self-esteem, poor study habits, restlessness and inattention are common features of this vice (Asiyayi, 2012). Such students will consequently develop behavioral complications due to stigma. Good morals will decay and discipline as function of the perception of the self-image goes down. War zone children grow with the spirit of arrogance and hot temper and at school, they will continue with the same arrogance. They are mostly not law abiding but all in all many school unrests spring out of political influences (Moloi, 2013).

Briefly, social inadequacies of students such as poor value system, injustice, favoritism, nepotism, corruption and bias of mass media are responsible for influencing inappropriate behavior in schools and their staff (Asiyayi, 2012). Unqualified or head teachers with poor service record or little knowledge of school management are sometimes imposed onto

schools based on political or religious affiliations. This gradually plunges such an institution into chaos. Serious damages can be caused as well when a competent school leader with reputable record is transferred but replaced with one rejected elsewhere due to administrative inadequacies. Some members of the governing board with vested interests engage in sponsoring disorderliness in their schools to achieve their targets. A society dominated by violence grooms youth hailing from such residences into violent young men and ladies whose contribution in a school community is very detrimental. Mass media exposes learners to violence and immoral activities. Such immoral tendencies do not plant seeds of good performance in the school setting.

Discipline in a school can be achieved by a collective responsibility in the management of the school (Rowne, 2015). In the essence of failure of effective management of school discipline, there will be an increasing number of drop outs, hence an increase of unproductive people in the society partly because of poor academic performance. As such a school environment promotes disciplinary challenges to the school manager and teachers. Students' relationship is bitter and no respect for anybody by both staff and students. Staff protests are the order of the day, violence, discrimination, harassment, bullying and intimidation, using of weapons, drugs, alcohol and tobacco become common scenarios (Mitchell, 2016). There is no doubt that these yield into poor academic performance.

School based causes of unrest in students may be initiated by harsh school rules and regulations, unconducive school environment, poor administrative discharges without forum, lack of extra curricula activities, inadequate teachers' professional standards, lack of dialogue, incompetence, lateness and absenteeism (Rwamba, 2010; Jones and Jones, 2016; and Asiyayi, 2012). These can turn a student and some friends to form cliques that have nothing good for the school and her administration. No good performance of students is

expected from such an institution. School unrest disrupts learning thus leading to poor curriculum implementation. Destruction of school property that includes library and laboratory facility causes desperation in resource material. This consequently causes discouragement in serious learning, poor academic performance, under enrollment, negative financial implication, dropout and general psychological suffering of the students. Greater understanding of subject matter, its reinforcement and retention during personal study schedules is thus impaired (Gregory, 2010). Students' indiscipline wastes a lot of time and this affects their studies hence their performance. Following the students' indiscipline, the resource materials and facilities are wasted, teacher-student relations are strained and the climate of mutual respect necessary for learning compromised.

Asiayi, (2012) argued that roll calls bring all the different parties in the school administration into active participation and engagement to ensure maintenance of discipline for better academic performance. This check helps to minimize absenteeism and potentially promotes class attendance, one of the major steps for better academic performance. Morongwa, (2010), found out that lack of clear and shared mission and vision in life, leveling student expectations through common standards inform of rules and regulations can be a source of conflict more especially among learners with learning difficulties. This is a major strategy towards improving academic performance of students. Schools are all expected to organize master teaching timetables and activity schedules that cater for hidden curricular optimally (Algozzine and Kay, 2002). Gregory, (2010) established that master timetable further facilitates responsive behavior other than reacting behaviour formation in both learners and schools administrators for improving academic performance.

2.6 Strategies for improving students' discipline for better academic performance

In attempt to iron indiscipline challenges in the institutions of learning, all the stakeholders need to be involved. Different approaches can be used. Some suggested approaches are discussed in the following subsections. Trained teachers with whole teaching skills need to have ample preparation. Use should be made of instructional materials to capture and sustain learners' attention. Lesson content be related to real life situation and based on learner experience. This eliminates tendencies of disruptive behavior and creates an ideal learning atmosphere and improves students' performance and even active staff- participation in their professions (Maite, 2013).

Classroom norm is constantly challenged by disruptive learners (Bear 2009). Acceptable classroom behavior need to be recognized and rewarded as the contrary is oppressed and eliminated (Maite, 2013). Appropriate multi motivational approach to sustain good classroom learner behavior also boosts cognitive growth and learner attention. Democratic approaches such as getting student leaders, fixing class room rules and regulations gives learners the impression that they are in charge of their learning and automatically restores good morals. These in turn will all add to students' excellent performance in the institution.

Keeping a manageable enrollment per class eases class control and discipline administration. Crowded learning rooms are avoided as it retards learning standards (Alexander *et al.*, 2015). Curricular should be flexible to match learner demands to respond to after school environment without struggle. Social, cognitive, psychomotor skills that students are ready to apply will win them into the learning process naturally (Chaplain, 2013). Implemented rules are guided closely by school and the prevailing Government policy. Discipline is not necessarily punishment but punishment is one of the measures to reinforce discipline in

school (Ajibola, 2014). Harsh rules and appeal to authority for maneuvering stressful scenarios are avoided (Maite, 2013). Such will also boost students' performance at work.

Behavior change is influenced by factors within learners' environment and can be positive or negative. Negative change in ones' behavior can be reversed by identifying and changing the responsible environmental factor. Mature disciplinary resolution with minimum emotions and less reactive responses by the responsible officer can reduce disruptive behavior. Carefully rewarding negative learner behavior by teachers minimizes cases of indiscipline in the school (Docking, 2016).

Maite (2014), the teacher with school administrator needs to have a logical response to a case with the perspective of another person. However, in certain situations, empathy may not be absolutely effective in eliminating aggression and unwanted learner class room behavior (Charles et al., 2016). In minor cases, calling the disrupting learner softly by name and engaging such a learner to take a role in the running lesson objective can yield good results. Eye contact, signals, facial expressions and proximity are good discipline administering tools which do not affect the attentive learners in the same class room.

Demotion of a learner and stripping off privileges as a consequence of participating in a disruptive activity is another disciplinary tool that has ever succeeded. The privileges are restored in the aftermath of the undesired behavior, having observed a significant recovery. Isolating troublesome learners to do their assignments in separate learning perimeters is a good reinforcement of discipline. The isolated learners should be supervised to ensure constructive punitive maneuvers other than creation of more play space (Mercure, 2015).

A range of tested classroom discipline management strategies married with effective instruction and alternative school programs that aim to discipline for reform is another method for discipline control which has ever worked. Guidance and counseling sessions should be incorporated into the school program. A collective approach to management of school discipline in which all the responsible individuals attend in person adds weight and meaning to the process. It stresses purpose and significance maintaining high disciplinary standards in the institution, hence good student and good performance (Mignano, 2013).

Mercure (2015) state that, corporal punishment could be substituted by strategies that let the individual perpetrator among the learners to realize that s/he is at the wrong and can change. Bad behavior may be imposed onto the learner circumstantially, not necessarily by choice. The time frame between offence and punitive measure defines extent of intolerance of the unwanted behavior. The learner is reminded instantly of the wrong s/he is involved in. However, it may also raise public awareness of the event. Punishment is a friend of outbursts of anger from the teacher. It can therefore make relations to worsen and the situation to deteriorate to shouting and criticizing (Docking, 2016). A tension free learning environment is admired for its effectiveness and can be created by being full of humor. It should be used to redirect a faulted learner.

Mukami (2014) stated that keeping a manageable enrolment per class eases class control and discipline management because crowded learning rooms which retard learning standards are avoided. Easy class control and discipline management creates social, cognitive and psychomotor skills that students are ready to apply to win the learning process naturally (Chaplain, 2013). All this is to improve academic performance. A study by Docking (2016) argued that behavior change is influenced by factors within the environment and can be positive or negative. For example, the negative change in one's life can be reversed by identifying and changing the responsible environmental factor through mature disciplinary resolution with minimum emotions and less reactive responses by the responsible officer. Furthermore, carefully rewarding negative learner can reduce disruptive behavior.

Maite, (2014); Charles et al., (2016) noted that empathy in certain circumstances may not absolutely be effective in eliminating aggression and unwanted behavior in learners, but rather engaging the learner to take role in the running lesson objectively can yield good result. This calls upon having a logical perspective of the other in managing cases of student discipline and improving academic performance.

2.7 Summary of this literature

According to the literature reviewed, there are several approaches that have been approved to be used as indicators of students' discipline. Discipline management motivates students to work harder for academic progress; reconstructs lost hope for better performance and

prevents possible future occurrence of riots that deter performance. A well-managed discipline mechanisms groom well-disciplined students who consequently perform well academically. Indiscipline in schools affects the learners' academic performances and their progress in school. This is supported by Gitome (2013); and Mukami (2014), whose studies show that if a school has effective discipline, the academic performance will be good. However, among the above studies, none of them have been carried out in Lwengo District, therefore filled this gap by examining the impact of discipline management on student's discipline in Secondary Schools in Lwengo District

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter offers up the style, population, instrumentation, procedure for data collection, ethical factors, sampling and technique that is sampling information presentation and analysis.

3.1 Research design

The study employed descriptive survey design. Descriptive survey is characterized by describing data on variable of interest and it is useful for gathering factual information, data on attitudes and preferences, beliefs and predictions, behavior and experiences-both past and present (Cohen, Manion& Morrison, 2000). According to Omari (2011), descriptive survey design is very analytical, conceptual and inferential, which describes existing conditions by comparing groups of respondents about their thoughts, opinions and experiences. Therefore, in this study descriptive survey helped the researcher to gather and analyze data as it combines two approaches (qualitative and quantitative) for in-depth and wide information. Hence enabling acquisition of a rich, robust, holistic description and understanding of the problem under investigation, which was to investigate and explore management of student discipline and its impact on their academic achievement in Lwengo District.

3.2 Research Approach

The study employed both qualitative and quantitative approach. The study selected an essentially qualitative approach for data collection in order to explore phenomena whereby in-depth interviews were conducted to describe variation, to describe explanation relationships, to describe individual experiences and group norms in order to get participants perspectives using interactive

strategies in real-life situations. Quantitative approach was used in this study to confirm hypotheses about phenomena whereby questionnaires were used to quantify variation in frequencies and percentages, to predict causal relationships, to describe the characteristics of a population by making statistical summary and analysis and to facilitate the drawing of inferences related to the study in order to measure participants' views towards discipline management practice. Quantitative approach also helped to present simple statistical analysis because many questions were closed-ended this allowed to cross check the correctness of the information gathered in the field as well as to ensure that the strengths of one method offset the weakness of the other, hence making it possible for the study to justify the results obtained through other instruments during data collection.

3.3 Description of the study Area

The study was conducted in selected secondary schools in Lwengo sub county Lwengo District in Uganda. Most of these schools are privately owned. The distinct features of such schools enabled the researcher to obtain the required sample for examining and analyzing the influence of students discipline on academic performance. Second, some of the students in most of the secondary schools are reported to engage in fights with teachers, truancy, boycotting school, and the use of alcohol and other unwanted behavior (Mkumbo, 2011).

3.4 Population of study

The term population refers to a large group of people, an institution or a thing that has one or more characteristics in common on which a research study was focused. It consists of all cases of individuals or things or elements that fit a certain specification. Fraenkel and Wallen (2000) denote that a population is the group of interest to the researcher from which possible information about the study can be obtained. Omari (2011) adds that a population is the totality of any group of units which have one or more characteristics in common that are of interest to the research.

3.5 Target population

The target population of this study was Head Teachers, Board members, Local leaders, Parents, Teachers and Students of the selected secondary schools. These personalities merit selection in this study due to the crucial role they play in the management of schools. The students are part of the population as their performance is a key indicator of school progress.

All the head teachers of the twelve secondary schools were interviewed personally after their consent. Some teachers, especially those who are concerned with discipline and academics were given some questionnaire to answer and some were interviewed together with their Head teachers. Five to six students were selected randomly from each of the twelve schools to answer the questionnaires that were given to each of them. In schools that were mixed, there were gender balance in the random selection and at least one or two students of special need education from each school, if they were there in the selected schools. These categories were selected because they comprise of the major composition of disciplinary indicators in the school administration (Kochari, 1997) and the school as a community.

3.6.0 Sample size and sampling strategies

3.6.1 Sample size

A sample is a sub-set of a given population that is selected, the results of which can be generalized for the whole population from which the samples was selected (Gay, 1996). A sample is a smaller group of subjects drawn from the population in which a researcher is interested for purposes of drawing conclusions about the universe or population (Kothari, 2004). Leedy (1986) adds that the results from the sample can be used to make generalization about the entire population as long as it is truly representative of the population. Sample size refers to the number of items to be selected from the universe to constitute a sample (Kothari, 2004). Sampling was done in Lwengo District and the sampled schools in this study were as illustrated in Table 3.1. For all the sampled

schools, there was one Head teacher, teachers, one BoG member, one Parents' representative; one Local government representative and the rest were students. Therefore, the researcher selected 123 respondents from Lwengo district. The formula is as shown below;

$$z^2 pq$$

$$n_0 = \frac{z^2 pq}{e^2}$$

Where;

n_0 is the sample size

Z is the level of significance to be 95% (Z=1.96 from statistical tables)

e is the desired level of precision to be 13.86%

p is the estimated proportion is 0.5 since it is unknown and q is (1-p) which also results into

0.5.

The sample size was calculated as follows;

$$z^2 pq$$

$$n_0 = \frac{z^2 pq}{e^2}$$

$$1.96^2 \times 0.5 \times 0.5$$

$$n_0 = \frac{1.96^2 \times 0.5 \times 0.5}{0.1386^2}$$

$$1.9208$$

$$n_0 = \frac{1.9208}{0.0192}$$

$$n_0 = \underline{\underline{98}}$$

Table 3.1 Sample Selection Matrix

	School	Status	ID	Size
01	A	Private	Urban	10
02	B	Government	Urban	11
03	C	Government	Rural	10
04	D	Private	Rural	10
05	E	Government	Rural	10
06	F	Government	Urban	11
07	G	Private	Rural	10
08	H	Private	Rural	10
09	I	Government	Rural	11
10	J	Private	Rural	10
11	K	Government	Urban	10
12	L	Government	Rural	10
Total			123	

Source: Primary Data (2020)

The schools the researcher selected were level that is partly ordinary whilst some had been both ordinary and degree that is advanced. Some have been quite more developed, although some are not. Other people had ever excelled in academics in Lwengo area whilst some had possibly perhaps not. Two for the schools that are educational been girls’ schools and both were “O” and levels that are “A. One ended up being males school that is it is both “O” and levels that are “A. One other college was for training sheikhs which can be future the Sunni Muslims. It had been simply for males and had both “O” and levels that are “A. All those other eight staying schools were mixed (both girls and men). Some had been partly boarding and partly day schools that are additional. The schools were all in Lwengo District yet others lied within Lwengo municipality

that has been found in Lwengo District. The schools had facilities being comparable are real training materials and equipments. This enabled contrast that is not heard of and helped to expel facets which can be extraneous as environment and facilities

3.6.2 Sampling Method

Sampling strategies that was employed in this study had been probability and non-probability sampling that is including is purposive stratified random sampling and simple sampling that is random. Purposive sampling in this extensive research involved the choice of these people who portrayed the faculties that are important components along with the potential of yielding the information that is suitable. According to Fraenkel and Wallen (2000), purposive sampling is positively an event considering previous knowledge of a populace and also the specific function related to research detectives for used in specific judgments to select a test. Kothari& Pals, (1993) adds that purposive sampling is really a sampling method whenever a researcher utilizes their or her very knowledge that is own of populace and chooses relating to the test a couple of particular individuals who've the information that is relevant the research.

Purposive sampling technique was used to choose the academic schools being secondary the investigation. The trainers who are head the Board people had been default respondents as their schools had been purposively selected. Respondents had been methodically selected from the schools being educational are specific. All participants in respective schools had possibility that is equal be selected popularly understood as simple sampling that is random. Specially, a raffle approach had been utilized were all schools that are educational the region were written in little pieces of paper and each picked at random until the quantity that is specified reached. This technique was used as it economizes some time information that is reliable acquired at a price that is a lot is paid off time (Kothari, 2004). Gall and Meredith (2003) supports this by arguing that specific information is obtained through making use of sampling that is purposive any study.

Stratified sampling is really a likelihood sampling strategy wherein the researcher divides the populace that is entire subgroups that are different strata, then arbitrarily selects the last subjects proportionally through the strata that is different. Stratified sampling that is random useful to choose schools as it will take into consideration the nature that is heterogeneous utilizing the populace becomes sampled (Amin, 2005). This process was appropriate for the extensive research it represents (Grinnel and Richard, 1993) because it aided to cut back chance variation from a test plus the population.

The test of schools included both individual and Government aided schools. 12 secondary schools were chosen as soon as the investigation wanted to produce an analysis that is handling that is in-depth control and students' academic performance.

Head teachers: The minds of schools whom could be the leaders that are top or executors) of all college responsibilities discipline that is including were furthermore purposively chosen. The heads of schools being custodians of school control by virtue for the offices are thought to own information that is school that is sufficient, formula and implementation of college policies, directions and laws about the country in school level, and on various actions that are disciplinary the schools and methods employed to enhance discipline.

Parents and BOG: were also blended up in sample because of their place and responsibilities about control. They help heads of schools in working with day-to-day dilemmas that are disciplinary their schools that are particular. They were selected purposively they have actually enough information on managing pupils because it had also been thought.

Teachers: teachers had been within the test just because that they had relevant and information that is control that is reliable in schools. Stratified sampling was employed to select instructors in the building obstructs regarding the experience in training and service that is long a educational college that is particular. The stay static in schools was in fact contained in the categories of 1-3,

3-5 and above 5 years. These had varying quantities of involvement and knowledge in control issues over time.

Students: This category of participant was selected to offer home elevators the investigation that is extensive research. Students were chosen through purposive sampling that is random the foundation of those remain static to the college by including those within the Senior Three and Senior Four. They undoubtedly were chosen since they truly are within the class that is high plus it ended up being thought that they had sufficient knowledge and involvement in discipline dilemmas in their respective schools. Simple sampling that is random used.

The researcher published on small bits of paper: “included” and "not included” that was then confusing. The students were invited each to select one bit of paper. The ones that picked “included” shall form the test for the research.

3.7 Research instrument

Instruments are tools that were used by the researcher to collect information that was needed in a given research study (Amin, 2005). In this study, the following instruments were used:

3.8.0 Documentary Analysis

This is the critical examination of the public or private recorded information related to the issues under investigation (Oso and Onen 2008). Ezeani (2002) states that document review provide insights into the perspectives, assumptions, concerns and activities of people who produce them. Amin (2005) divides this into primary and secondary sources. The former is the original material or information that has not been altered or distorted in any way. It is any information that the author has no personal knowledge while the former is any information originally presented elsewhere or by someone else related to the study in question. This may include journals, periodicals, reports, unpublished dissertations, internet sources and news from different media like television and radios, newspapers, magazines. Document search was used in this study. The

method entailed data collection from carefully written official school records or documents. This included official correspondence, minutes of meetings, staff duty files, students' roll call files and other published literature. The information collected through the review of documents enabled the researcher to cross-check the consistency of the information collected through the questionnaires and interviews (Borg and Gall, 1993).

In the light of this study, document such as punishment record sheets was consulted to obtain the kinds of punishment given, and the written records on the number of students selected for some tasks or awards and the number of teachers associated with some events were also be obtained. The use of documentary review enabled the researcher to record some information regarding the kinds of misbehavior and punishment given to the offenders and to obtain some information regarding the general academic performance.

3.8.1 Questionnaires

This research instrument is a set of questions given to a group of individuals targeted to obtain data about the problem studied (Amin, 2005). The questionnaire consists of a mixture of open-ended and closed-ended questions. Open ended questions are meant to gather more information through elaboration and explanation. Closed ended questions, on the other hand, are asked to verify and confirm, usually eliciting only simple and specific answers. Open-ended questions offer more freedom to the respondents to expound on their views, feelings or attitudes toward a subject. This allowed the researcher to better access the respondents' true feelings on an issue whereas closed-ended question items limit the respondents to specificity of the responses for the purpose of quantification and approximation of magnitude. The questionnaires were administered to students for obtaining information concerning their understanding and perceptions of the link between school discipline and academic performance.

This method was chosen because a lot of information from a large number of people can be collected within a very short time and it was economical in terms of money and time. It also ensures confidentiality and thus gathers more candid and objective replies. (Moser and Kalton, 1979) said that questionnaires require less time and money compared to other methods like focus group discussions. Kothari (2004) adds that questionnaires are relatively cheap and economical by which the researcher can administer the questions and collect a considerable amount of information. Amin (2005) and Sarantakos (1988) confirm the usefulness of questionnaires in terms of their simplicity, time used and easiness for a researcher to administer.

According to (Amin, 2005), questionnaires do not allow probing, prompting and clarification, the researcher as to employ interview in order to collect additional data that might have been left out by the questionnaires whose items are fixed. A total of 162 questionnaires shall be distributed to students and the teachers' answers from questionnaire will be collected after one week.

Information obtained from the questionnaire will be compiled into statistical data for analysis.

Interviews will be conducted one week after collecting the questionnaires whereby the correspondents will be provided options to select convenient time and comfortable place for the interviews in order to ensure full cooperation and trust. When the interviews are over, data collected will be edited analyzed according to the nature of the response to ensure that they are fully completed. Information obtained from the questionnaire will be compiled into statistical data for analysis.

3.8.2 Interview guide

This involved face to face interaction between the researcher and the participant. Karoro (2001) argued that, if well conducted, an interview can produce in-depth data not possible with a questionnaire. In the study, an interview guide as a tool or instrument was constructed and the interviewing method administered to some of the study participants. This method was used because some respondents did not have time to fill the questionnaire.

Interview guide was also used by the study since the methods help in the collection of more data as it allows the interaction of both the researcher and the respondents. The interview method was used because any misunderstanding and mistake could be rectified easily in an interview, according to Kakooza(2002),interview increases mutual understanding and co-operation between the parties and suitable candidates can be selected through interview because the interview can know a lot about the candidate by this process. Interview can help to collect the fresh, new and primary information as needed. The interview guide was administered on Head Teachers, Board members, Local leaders and Parents' representative.

3. 9 Research Procedure

When the research instruments were ready, the researcher discussed with the supervisors to prove the validity and reliability of the instrument, and then the researcher was given an introductory letter from the Director Graduate School and Research of the University of Kisubi which introduced her to authorities of selected school. Using permission letter the researcher was able to meet school authorities for appointments to access documents, interview and distribute questionnaires to the respondents.

3.10 Data Quality Control

This was to ensure that the data collected was appropriate, authentic and accurate. Validity and reliability were used to determine this.

3.11 Measurement of the variables

The variables were operationalized and measured according to literature and previous empirical studies. Student's discipline management was operationalized and measured in terms of regular roll calls, rules and regulations, suspensions, active participation of students in class, no strikes and no consumption of drugs. While academic performance was operationalized and measured in terms of grades of learners, class promotions and transitional levels of learner

3.12.0 Validity and Reliability

3.11.1 Validity

Validity can be defined as the degree to which a test measures what it is supposed to measure.

Van den Aardweg & Van den Aardweg (1988), Kidder & Judd (1986) and Mahlangu (1987) say that validity of the questionnaire relates to its appropriateness for measuring what the questionnaire was intended to measure. There are three basic approaches to the validity of tests and measures as shown by Mason (2014). In order to ensure validity the questionnaire was made clear and understandable, the questionnaire was first discussed by the researcher with the supervisor; this included careful choice of words, order and structure of questions. The content validity index was computed for the questionnaires using the following formula.

$$CVI = \frac{\text{Number of valid items}}{\text{Total number of items}} \times 100$$

Total number of items

$$CVI = \frac{40}{50} \times 100$$

50

$$CVI = 0.8$$

3.11.2 Reliability

According to Majorine (2013), reliability is the degree to which a measure is consistent in producing the same reading or results when measuring the same thing at different times.

Reliability refers to the consistence of the research instruments. According to Mahlangu (1987) this means that a questionnaire is consistent. Reliability of an instrument is the dependability or trustworthiness of an instrument. This means the degree to which the instrument consistently measures what it is supposed to measure (Amin, 2005). For the researcher to check the reliability

of questionnaire the researcher employed a Test-Retest method where a respondent who completes the questionnaire was asked to complete it again after two weeks and his/her choices compared for consistence.

3.12.0 Data Analysis

Data analysis is a process that involves editing, coding, classifying and tabulating the collected data (Kothari, 2004). Both qualitative and quantitative techniques were employed for data analysis.

3.12.1 Quantitative data analysis

Quantitative technique was used to analyze questionnaires using percentage distribution technique. This study used frequencies and percentages because they easily communicate the research findings to majority of readers (Gay, 1992). Data was processed by use of the SPSS Computer software; the frequencies easily showed the number of subjects in a given category. The data was tallied and computed into frequencies and percentages using excel. The data was presented in tables for ease of interpretation.

3.12.2 Qualitative data analysis

Qualitative data from interviews was analyzed descriptively and information presented in the narrative form. According to (Bell, 1993) qualitative data from interviews was analyzed descriptively or narratively where the researcher presented detailed literature description of the respondents' views for the reader to make their opinions. In qualitative data responses were categorized on the basis of similarities and core meaning, whereby each category represented a unique way of understanding. In addition interview data were categorized into themes and patterns to which they belong. Tables were used to present the processed data as results of the study. Word reporting structure was used to present discussion of the findings, summary,

recommendations and conclusions. The methods was chosen because they are simple to apply and easy in understanding to a variety of readers and the audience at large

3.13 Research Ethical Considerations

Jowell (1986) observed that ethical considerations in research involve outlining the content of research and what would be required of participants, how informed consent was obtained and confidentiality ensured. It concerns protection of respondents' autonomy, maximizing good outcomes while minimizing unnecessary risk to research assistants. A researcher made a self-identification, the purpose and the objectives of the study to the respondents, the researcher assured them of the confidential treatment of the information obtained in this study. The respondents were assured that the information would be strictly kept secret and only used for the purpose of this study. In addition, the rights of the respondents in decision making were highly respected. This was made very clear before the questionnaire was administered. Each respondent was informed of his/her right to withdraw, participate, ask questions about the research and every other freedom accorded to him/her as a human being. This catered for the autonomy dimension of the ethical considerations. Anonymity of the respondent was ensured by coding. No respondent was recorded by name. This also kept the outcomes bias-free and confidential.

3.14 limitations of the Study

Some respondents did not return the questionnaires in time and others did not fill them due to COVID19. The researcher followed up after the lockdown until she got enough data for analysis. Some heads of school did not allow researchers to do research in their schools and ended up giving promises for researcher to come next time that they were busy with other school issues. To tackle this researcher had to wait and adjusted accordingly. The researcher faced some financial constraints and time limit. She (researcher) handed this by working on time and used money wisely after the lock down.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.0 Introduction

The researcher presented the findings of the scholarly study in type of tables and narratives, analyzed the results by utilization of descriptive data and interpreted them after the analysis objectives set earlier on to in this chapter

- (i). Examine the management indicators of student indiscipline in schools in Lwengo sub county Lwengo district.
- (ii). Examine the effects of discipline management on students' academic performance in Lwengo sub county Lwengo district
- (iii). Find strategies of improving student discipline for better academic performance in selected secondary schools in Lwengo district.

4.1.0 Background information of respondents

The study sought to establish the background study of the respondents with regard to their gender, level of education and occupation as described below. A better understanding of the composition of the respondents who took part in providing field data was necessary to ascertain the reliability and authenticity of the information obtained for drawing study conclusions and recommendations.

4.1.1 Gender of participants

The gender of the respondents was analyzed to find out the relationship between male and female respondents for data collection. The findings of the study indicated that most of the respondents (51.1%) were males compared to the females who constituted 48.9%. The percentage gap

between male and female respondents in this study implies a great considerable increase in gender equality attainment in the education issues. Consequently, gender balance is high and the views expressed here are negligibly dominated by single gender. However, the view of each individual who participated in this study process regardless of gender was treated equally when drawing study conclusions and recommendations.

4.1.2 Education level of respondents

Regarding the education level, the study found out that majority (84.9%) of the respondents had reached secondary education, followed by (10.9%) of them who had reached tertiary institutions, and university degree holders constituted 1.1% of the respondents. The result of the majority of responses implies that most of the respondents had attained the basic levels of education required for enlightenment. Therefore, the respondents had the required knowledge and experience to take part in this study. Information availed by such category of respondents is an informed opinion, hence reliable for drawing conclusions and recommendations with regard to the topic under study.

4.1.3 Occupation of respondents

The findings showed that majority (81.5%) of the respondents were students, followed by 15.2% of the respondents who were teachers, only 1.1% of them were head-teachers, 1.1% were BOG members and parent representative (1.1%). The high percentage responses imply that all the respondents have some reliable knowledge and experience in terms of the topic under study. The reliable knowledge and experience of the respondents on the relationship between discipline and academic performance signifies that responses are worthy to be used for generation of action points.

4.2 Management indicators of student discipline

The researcher sought information from respondents regarding the management indicators of student discipline in secondary schools in Lwengo sub county Lwengo district. The responses of the respondents with regard to the mechanisms for enhancing students' discipline are presented in Table 4.1.

Table 1: *Responses on Management Indicators of Student Discipline*

Statement		Agree	Not sure	Disagree	Total
The school conducts roll calls regularly to establish absentee students	F	52	19	27	98
	%	(53.3)	(19.6)	(27.1)	100%
The school issues rules and regulations to all students	F	75	1	22	98
	%	(76.1)	(1.1)	(22.8)	100%
Time tables are available and shared with students in this school	F	88	1	9	98
	%	(90.2)	(1.1)	(8.7)	100%
Regular guidance and counseling is offered to promote students discipline in this school	F	69 (70.6)	9 (8.7)	10 (20.7)	98
	%				100%
This school promotes enforcement of tough actions and corporal punishment to enhance students discipline	F	42 (42.4)	7 (7.6)	49 (50)	98
	%				100%
This school immediately suspends or dismisses undisciplined students	F	60	15	23	98
	%	(60.9)	(15.1)	(24)	100%
Σ	F	64	9	25	
	%	65.6	8.9	25.6	100%

Source: Primary data (2020)

The findings from Table 4.1 indicate that 65.6% of the respondents suggest the management indicators for discipline to be regular roll calls, adherence to rules and regulations, time tabling, conducting guidance and counseling, effective punishments and reward systems. Schools that mainstream the above indicators in their administration systems tend to have well behaved students. It is therefore paramount for the school teachers, administrators and managers to support such systems for better display of discipline.

The findings from Table 4.1 indicate that most (53.3%) of the respondents agreed that school conducts roll calls regularly to establish absentee students compared to 27.1% of those who disagreed and 19.6% who remained neutral. The majority of the responses imply that regular roll calls help to maintain discipline in schools. However, the proportion of the responses of those who disagreed implies that roll calls may not be regularly conducted in schools to check students' discipline while those who remained neutral were aware of this activity.

The findings further worked together the data when interviewees stated that:

“Teachers carry roll calls, this is done at the beginning of the lesson and other teachers do it as the lesson goes on. This method is effective as each teacher gets to know the most regular students in class and those that do not attend regularly are dealt with” (School A, October 2020).

The head teacher in School C added that *“regular roll calls are maintained and it has made students become dedicated to class and attend regularly. It makes them to perform well in class”*.

The same idea was backed up by a BoG member from school F when he stated that *“most teachers carryout roll calls to minimize the cases of absenteeism in school”* (School H, October 2020).

From these, it can be concluded that roll calls bring all the different parties in the school administration into active participation and engagement to ensure maintenance of Discipline for better academic performance. Hence, it is a key indicator for students'

Discipline

When respondents were asked whether copies of school rules and regulations are issued to every student to read and follow what is demanded, the researcher found out that most (76.1%) agreed with the idea while 22.8% disagreed and only 1.1% of the respondents remained neutral. The high percentage in agreement indicates copies of school rules and regulations are issued to every student to read and follow what is demanded. The response in disagreement indicates that some schools probably do not give out copies of school rules to students as check to discipline management. The response in neutral said so because they do not want to hear anything concerning rules and regulations.

Regarding whether time tables are availed and shared with students in this school, the researcher found that majority of the respondents (90.2%) agreed compared to the 8.7% who disagreed and 1.1% who remained neutral. The response of the majority implies that schools readily avail and share timetables with students to build focused attitude. However, the 8.7% of the respondents who disagreed and the 1.1% of the respondents who remained neutral implies that timetable is not shared timely with students.

The findings further cooperated with data when one of the key informants stated that: *“All classes in this school have their time tables and students are urged to have a copy so that the school system goes as planned. Teachers are also urged to follow the time tables so that students are motivated to attend”* (School H, October

2020)

Schools maintain discipline among other things by organizing effective master teaching time tables and activity schedules that cater for hidden curricular optimally. This makes them to perform well in class.

The findings furthermore indicate that most of the respondents (70.6%) agreed that regular counseling is offered to promote student discipline in schools compared to the 20.7% of the respondents who disagreed and the 8.7% who remained neutral. The finding of the majority indicates that schools greatly embrace offering regular counseling and guidance as a major strategy to promote student discipline whereas there is need for schools to put emphasis on provision of counseling and guidance to promote student discipline as implied in the proportion of the respondents (20.7%) who disagreed and 8.7% who remained neutral to take side.

The findings further cooperates the data when interviewees stated that;

“Teaching methods must be used with a variety of activities which can help the learner work well to eliminate unwanted behavior. Learners should be arranged tactfully in the learning room, encouraging friendliness and class discussions aided by problem based learning”. (Head Teacher, School E, October 2020).

One BoG member from School L stated that *“there exist unoccupied time frames where co-curricular activities are done due to the installation of amenities for leisure which can lead to build up of tension and may be released through friendly activities at school”.* (School K, October 2020).

Subsequently, progress in academic and other measurable aspects of school routines is grossly dwindled. Low levels of learner discipline does not only significantly affect their academic performance, it also has a direct bearing on the performance of the staff. Thus, an indicator of student’s discipline.

The findings also indicate that most of the respondents (50%) disagreed that the school promotes enforcement of tough actions and corporal punishment to enhance students discipline compared to the 42.4% of the respondents who disagreed and the 7.6% who

remained neutral. The finding of the majority indicates that schools do not promote actions and corporal punishment to discipline students though a small number of the respondents 7.6% were not aware of that action. This implies that there is minimal corporal punishment in a school which has been substituted with other strategies of enhancing discipline. Therefore, the non-existence of corporal punishments in schools is a management indicator of student discipline.

Regarding whether this school immediately suspends or dismisses undisciplined students, the researcher found that majority of the respondents (60.9%) agreed compared to the 24% who disagreed and 15.1% who remained neutral. The response of the majority implies that schools immediately suspend or dismiss undisciplined students. However, the 24% of the respondents who disagreed and the 1.1% of the respondents who remained neutral implies that schools immediately do not suspend or dismiss undisciplined students. Therefore this is an indication of student discipline in schools.

In conclusion, since the number of agreements (100.7) is higher than the number of disagreements (22.3), it implies that when the above mechanisms are properly applied they can enhance student's discipline in secondary schools in Lwengo district. Therefore, schools employ mechanisms such as regular roll calls to check students' presence in schools, share copies of school rules, regulations and time tables with students and regular counseling and guidance and this has improved student's discipline for better academic performance in the district.

4.3 The effect of discipline management on academic performance of students

Discipline management mechanisms employed by school administrators are expected to produce impact on the state of the discipline of students. The researcher sought to find out the impact of discipline management on academic performance of students in secondary schools in Lwengo district. The findings on the impact of discipline management mechanisms on students' discipline are presented in table 4.3.

Table 2: *The Impact of the Discipline Management on Academic Performance of*

Students

Statement		Agree	Not sure	Disagree	Total
There has been no consumption of narcotics/ drugs seen in the school	F	52	15	31	98
There is regular class attendance in this School	F	74	4	20	98
In this school, there is active participation of students in extra-curricular activities	F	73	6	19	98
There have been no cases of suspension in this school (in 2014 and 2013)	F	19	22	57	98
There have been no cases of dismissal in the past 2 academic years	F	19	29	50	98
	%	(19.6)	(29.3)	(51.1)	100%
This school has not experienced any strike and violent demonstration in the past	F	58 (58.7)	13 (13.0)	27 (28.3)	98
	%				
Σ	F	49	15	34	98

Source: Primary data(2020)

The findings from table 4.2 indicate that 50% of the respondents said that due to discipline management mechanisms, there is no consumption of narcotics/drugs, regular class attendance, active participation of students in extra-curricular activities, no cases of suspension, no cases of dismissal and no experiences of any strike and violent demonstration.

This therefore shows that discipline management mechanisms employed in schools have a positive impact on the discipline of students.

Respondents were asked whether there has been no consumption of narcotics or drugs seen in schools. The result as presented in table 4.2 showed that 53.3% of the respondents agreed compared to the 31.5% of the respondents who disagreed while 15.2% of the respondents remained neutral because they were not aware of how non consumption of narcotics have impacted on student's discipline. The high response (53.3%) in agreement implies that there has been considerable reduction in consumption of narcotics or drugs seen among students in secondary schools in Lwengo district. The proportion of the respondents (31.5%) who disagreed suggests that some consumption of drugs is still seen among students in secondary schools in Lwengo district. Therefore, the various mechanisms that have been employed to enhance student's discipline have played a major role reducing indiscipline among students in secondary schools in Lwengo district.

The findings further join forces the data when one of the interviewee stated that:

A head teacher in School J adds that *“students no longer use excess time for ventures like drug and substance abuse, alcoholism, sexual immorality which leads to failure of students to meet the expectations of their parents. As a result, students now concentrate on their class work”*. Thus, improve on their class performances. (Head Teacher, School E, October 2020).

The findings also showed that most of the respondents (75%) agreed that there is regular class attendance in secondary schools in Lwengo district compared to the 20.6% who disagreed and 4.3% who remained neutral. The high percentage (75%) of response in agreement indicates that a high number of students who regularly attend classes in secondary schools in Lwengo district compared to the proportion of those students who miss or absent themselves in class as shown by 20.6% of the responses.

The respondents were asked whether there is active participation of students in extra-curricular activities. Majority of the respondents (73.9%) agreed with the view compared to 19.5% who disagreed and 6.5% who remained neutral. The response of the majority (73.9%) in agreement with the view indicated that students actively participate in extra-curricular activities to productively spend their time apart from academic activities which greatly contributes to improve discipline among students. Despite the response of the majority in agreement with the view, the 19.5% of the response in disagreement implies that a good number of students still do not actively participate in extra-curricular activities, hence suggesting that discipline management mechanisms need to be further reinforced.

The findings further cooperates the data when one of the interviewee stated that:

“We have multiple activities that students engage in after class period. As you can see, we have a football ground, volley ball, netball, cricket, athletes, music dance and drama, and others. This helps students to relax their brains and go to class when they are fresh and active”.

(School I, October 2020)

Several schools encourage students to engage in co-curricular activities such as football, netball, volleyball among others. A high number of students who regularly attend classes in secondary schools in Lwengo district are due to increased involvement of parents in parental child care. Poor involvement of parents in management of students’ discipline culminates into deviant behaviors like class absenteeism. Inadequate child care by parents due to economic constraints throughout their childhood appears in disruptive class room behavior as the child seeks recognition.

When the respondents were asked whether there have been no cases of suspension in their schools in 2015 and 2016, a high percentage of the responses (73.5%) disagreed with the view compared to the 19.6% of those who agreed while 30.3% of the respondents remained

neutral. The high percentage in disagreement indicates that cases of suspension continue to exist in secondary schools in Lwengo district suggesting more efforts to be put in place to enforce discipline among students in secondary schools in Lwengo district. The 19.6% of the responses that agreed with the idea indicates that some schools may not have truly witnessed cases of suspension in the stated time frame implying high positive impact of discipline management mechanisms.

With regard to whether there have been no cases of dismissal in past two academic years (2015 and 2016), a high proportion of the respondents (73.1%) disagreed with the view compared to the 19.6% who agreed while 30.3% of the respondents remained neutral. The high response (73.1%) in disagreement with the above stated view indicated that the impact of discipline management mechanisms is still low on students' discipline resulting into high cases of dismissal as compared to the cases where dismissal cases are low as shown by 19.6% who agreed with the above stated view.

Regarding whether schools have not experienced any strikes and violent demonstrations in the past two academic years (2015 and 2016); 78.7% of the respondents agreed with the view compared to the 29.3% who disagreed and 15.0% who remained neutral. The response of the majority (78.7%) indicates that the rate of occurrence of strikes and violent demonstrations in the past two academic years (2015 and 2016) has reduced greatly.

Conclusively, 99.1 items agreed that discipline management mechanisms that have been adopted in secondary schools have improved student's discipline in the respective schools. Only 23.9 items disagreed. Therefore, as a result of these mechanisms, there is regular class attendance, active participation of students in extra-curricular activities, minimal suspension and/or dismissal and reduced cases of strikes and violent demonstrations.

4.4 Strategies for improving student discipline for better academic performance

The last objective of this study was to suggest strategies for improving discipline among students. The researcher thus sought information from respondents about the methodologies to improve discipline among students for better academic performance. The responses with regard to this are presented in Table 4.3.

Table 3: *Strategies for Improving Student Discipline for Better Academic Performance*

Statement		Agree	Not sure	Disagree	Total
Trained teachers with whole teaching skills	F	74	2	22	98
Acceptable classroom norms need to be recognized and rewarded as the contrary is	F	76 (77.1)	6 (6.5)	16 (16.3)	98
	%				100%
School managements should keep a manageable enrolment to ease class control	F	74 (75)	12 (10.9)	14 (14.1)	98
	%				100%
Attention should be paid to reverse environmental factors that change behavior negatively	F	67 (68.5)	15 (15.2)	16 (16.3)	98
	%				100%
The teacher and the school administration need to have logical responses to a case with	F	71 (72.9)	14 (14.1)	13 (13)	98
	%				100%
Demotion of a learner and stripping off privileges as a consequence of participating in a disruptive activity should be adopted	F	58 (45.7)	13 (12.0)	27 (42.4)	98
	%				100%
Corporal punishment should be substituted by strategies that make learners realize that	F	73 (71.7)	1 (1.1)	24 (23.9)	98
	%				100%
Σ	F	68	9	21	98

Source: Primary data (2020)

Result in table 4.3 above shows that 69.4% of the respondents suggest methodologies to improve student's discipline include; trained teachers to have ample preparation, acceptable classroom norms need to be recognized, school managements should keep a manageable

enrolment, attention should be paid to reverse environmental factors that change behavior negatively, the teachers and the school administrators need to have logical responses to cases concerning demotion of a learner and stripping off privileges as a consequence of participating in a disruptive activity. Besides this, corporal punishments should be substituted by strategies that make a learner realize that he/she is wrong and can change.

From table 4.3, the result indicates that 90% of the respondents agreed with the idea that schools employ trained teachers with whole teaching skills to have ample preparation compared to the 27.8% of them who disagreed and 5.2% of them who remained neutral. This response (90%) implies that schools should employ trained teachers with whole teaching skills to have ample preparation for discipline management. However, the 27.8% of the responses that disagreed suggests that some trained teachers do not have ample preparation for discipline management.

The findings further cooperates the data when one of the interviewee stated that:

“Trained teachers need to use instructional materials to capture and sustain learner attention, also lesson content be related to real life situation and based on learner experience because it eliminates disruptive behavior and creates an ideal learning atmosphere (Head teacher, School D, October 2020).

Parent representative for School B elaborated that *“the schools have employed trained teachers, with ample preparation skills for discipline management. This acts as a major component of their classroom interventions and it facilitates the process of establishing a direct relationship between lesson content and real life experience based on personal experience”*. The idea was supported by a BoG member who mentioned that *“it also supports the use of instrumental learning materials*

to capture and sustain learners' attention". From these views, student's discipline is improved in the process. (School B, October 2020).

When the respondents were asked whether acceptable classroom norms need to be recognized and rewarded as the contrary is oppressed, the researcher found out that 77.1% of the respondents agreed on the idea compared to the 16.3% of them who disagreed and 6.5% of them who remained neutral. The response of the majority (77.1%) implies that the use of rewards to recognize acceptable classroom norms and punishments to discourage unacceptable classroom norms would positively impact on discipline promotion among students. However, the proportion of the respondents who disagreed (16.3%) and that which remained neutral (6.5%) suggests possible challenges on the criteria that may be used to arrive at the acceptable or unacceptable classroom norms and the possible rewards and punishments that accompany them.

The findings further cooperates the data when one of the interviewee stated that:

"The School administrators need to get student leaders, fix class room rules and regulations to give learners the impression that they are in charge of their learning and automatically restore good morals. These in turn will all add to students' performance". (School G, October 2020)

Certain circumstances may not absolutely be effective in eliminating aggression and unwanted behavior in learners, but rather engaging the learner to take role in the running lesson objectively can yield good result.

With regard to whether school management should keep a manageable enrolment to ease class control and discipline administration, 75% of the respondents agreed while 14.1% of them disagreed and 10.9% of them declined to take side. The majority response (75%) indicates that school management should keep manageable enrolment for ease class control and discipline

management. The 14.1% of the responses in disagreement suggests a question of the manageable enrolment size which may vary from school to school.

When asked whether attention should be paid to reverse environmental factors that change behavior negatively, the researcher found that 68.5% of the respondents agreed with the idea compared to 16.3% of them who disagreed and 15.2% who remained neutral. This response shows that all stakeholders should pay attention to reverse environmental factors that negatively contribute to behavior change among students. However, there is apparent impossibility in reversing environmental factor to change behavior negatively as implied by the percentage of the respondents who disagreed and remained neutral.

When the respondents were asked whether the teachers and the school administrators need to have logical responses to a case with the perspective of another person, the researcher found out that 72.9% of the respondents agreed with the idea compared to the 13.0% of them who disagreed while 14.1% remained neutral. The response of the majority in agreement implies that the need for teachers and school administration to have logical responses with the perspective of another person is fundamental in discipline management. However, the proportions of the respondents who disagreed with the idea and remained neutral indicate that personal biases temper with the process of logical responses to cases of discipline.

The findings further collaborates the data when one of the interviewee stated that school administrators need to adopt mature disciplinary resolution with less reactive responses to reduce disruptive behavior. In most schools in Lwengo District, corporal punishment has been substituted with strategies that can make the learner realize that he/she can change for the better for example calling a learner's parent to school, bringing the issue to school parades among others. This has enabled learners to change in their behaviors.

Furthermore, the respondents were asked whether demotion of a learner and stripping off privileges as a consequence of participating in disruptive activity should be adopted as a disciplinary tool. Mixed responses were recorded. 63.6% of the respondents agreed with the view, 42.4% of them disagreed and 12.0% remained neutral. The high responses in agreement indicate demotion of a learner and stripping off privileges as consequence of participating in disruptive activity should be adopted as a disciplinary tool. The proportion of the responses in disagreement indicates the non-correcting nature of the discipline management tool.

When the respondents were asked whether corporal punishment should be substituted by strategies that can make learner realize that he/she is wrong and can change, 87.4% of the respondents agreed compared to the 30.9% who disagreed and 5.1% who remained neutral. The response of the majority suggests that corporal punishment should be substituted with strategies that can make the learner realize that he/she can change for the better.

From the above findings, there were 99.9 items that were in agreement with the methodologies to improve student's discipline compared to the 16.9 items that disagreed while only 6.9 items were neutral. This implies that when the above strategies are applied, students discipline can be greatly improved.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

In this chapter the researcher presented the major findings of the study inform of discussions, and cross-references the findings of the study with the existing literature that was presented in chapter two of this study. This is done by following the study objectives.

5.1.0 Discussion of the findings

In this section, the researcher carries out the discussion of the study findings. In doing so, an attempt is made to cross-reference the findings with the existing literature. The discussions are done in line with the study objectives.

5.1.1 Management indicators of student discipline

The study found that schools carry out regular roll calls after classes and outings to maintain discipline as asserted by the respondents. This particular activity involves students, teachers and school managers in the maintenance of discipline in schools as earlier found by Asiayi, (2012). Roll calls bring all the different parties in the school administration into active Participation and engagement to ensure maintenance of discipline for better academic performance. This check helps to minimize absenteeism and potentially promotes class attendance, one of the major steps for better academic performance.

The study revealed that copies of school rules and regulations were issued to every student to read and follow what was demanded as evidenced by majority (76.1%) of the respondents. Rules and regulations play fundamental role in leveling expectations of students, clarifying school mission and vision. The finding agrees with the previous study findings of Morongwa, (2010) who found out that lack of clear and shared mission and vision in life, leveling student

expectations through common standards inform of rules and regulations can be a source of conflict more especially among learners with learning difficulties. This is a major strategy towards improving academic performance of students. The study findings also support Lewis (2011) who elaborated that indiscipline cases are portrayed in irregular school attendance, unwanted classroom behavior, truancy, aggression, use of vulgar language, vandalism, poor dressing, stealing, absenteeism, fighting, insubordination, arrogance, disrespect, drug abuse and alcoholism, eating in class, cultism, mass protests, mind wandering and day dreaming.

It was further found that time tables were availed and shared with students in schools as 90.2% of the respondents agreed to this effect. This finding points to the fact that schools are all expected to organize master teaching timetables and activity schedules that cater for hidden curricular optimally (Algozzine and Kay, 2002). Also, Gregory, (2010) established that master timetable further facilitates responsive behavior other than reacting behavior formation in both learners and schools' administrators for improving academic performance.

The study also found that regular counseling and guidance offered to students promoted discipline among students in schools. This idea was supported by 70.6% of the respondents. This finding is in line with the study findings of Gitome, (2013) who argued that truant students often have poor concentration in studies as they feel that they cannot perform well in activities like examinations. Regular counseling and guidance help to restore the lost hope of such students leading to the enhancement discipline among students for better academic performance. More studies have established that some parents give their children too much pocket money without properly guiding them (Bandana & Lian, 2015). This gives the young learner too much pride and deviates from school norms. In other cases, spousal violence or harsh treatment of children at home destroys self-esteem; they will thus have no dream to work hard to achieve (Gitome et al, 2013). Children can also get spoilt at puberty when no proper guidance is given to explain the meaning of the physical and the emotional changes taking

place (Lewis, 2011). Consequently, they deviate from the routine learning requirements and thus end up failing to prosper in their academic endeavors.

5.1.2 The effects of discipline management on student discipline

In examining the impact of the discipline management mechanisms on student discipline and academic performance, the study found that there has been considerable reduction in the consumption of narcotics or drugs in schools. This was shown by the majority (75.3%) of the respondents who agreed to the idea compared to the 31.5% of the respondents who disagreed while 16.2% of the respondents remained neutral. The high response (75.3%) in agreement implies that there has been considerable reduction in consumption of narcotics or drugs seen among students in secondary schools in Lwengo district. This relates to the fact that their peer pressure has been constrained (MLEBE, 2012) and implies that discipline is being managed and consequently better prospects for better academic performance. In addition, Gregory (2010) noted that good school environment maintains students away from the urge of smoking. Smoking of cigarettes is not authorized for students. It is not rare to find a good fraction of students who defy this rule and abuse other substances on top mostly. Most of them are popularly characterized by missing classes and eventually scoring lower grades in examinations. Similarly students who are truant have contributed to lower school grades because they often absent themselves from classes. Such students lose trend and concentration

The findings also showed that most of the respondents (95%) agreed that there is regular class attendance in secondary schools in Lwengo district compared to the 23.6% who disagreed and 4.3% who remained neutral. The high percentage (95%) of response in agreement indicates that a high number of students who regularly attend classes in secondary schools in Lwengo district due to increased involvement of parents in parental child care. This finding was in line with the ideas of Bowman; (2004) that poor parent involvement in management of student discipline culminates into deviant behaviors like class absenteeism. Furthermore, Van, (2008) found that inadequate child care by parents due to economic constraints throughout their childhood appears in disruptive class room behavior as the child seeks recognition. The control of student absenteeism is a major strategy to improve academic performance.

5.1.3 Strategies for improving student discipline for better academic performance

The study findings on the methodologies for improving students' discipline for better academic performance indicated that schools employ trained teachers with skills to have ample preparation for discipline management as a major component of their classroom interventions. This idea was supported by 75% of the respondents. This would facilitate the process of establishing a direct relationship between lesson content and real life experience based on personal experience. It also supports the use of instrumental learning materials to capture and sustain learner attention. This is aimed at improving academic performance. The study findings support Maite (2013) who argued that trained teachers with whole teaching skills need to have ample preparation. Use should be made of instructional materials to capture and sustain learners' attention. Lesson content be related to real life situation and based on learner experience. This eliminates tendencies of disruptive behavior and creates an ideal learning atmosphere and improves students' performance and even active staff- participation in their professions.

The study revealed that schools should recognize and reward acceptable classroom norms on one hand and punish unacceptable classroom norms on the contrary to enhance discipline among students for better academic performance. 77.1% of the respondents agreed with this view. This finding is in line with the earlier study finding of Maite, (2013) that acceptable classroom behavior need to be recognized and rewarded as the contrary is oppressed and eliminated. Furthermore, Danick (2015) argued that school administration should employ appropriate multi motivational approaches to sustain good classroom learner behavior to further boost the cognitive growth and learner attention for better academic performance.

The researcher further found that school management should keep a manageable enrolment to ease class control and discipline administration. This view was supported by 75% of the respondents. This corresponds to the finding of Mukami (2014) who stated that keeping a manageable enrolment per class eases class control and discipline management because crowded learning rooms which retard learning standards are avoided. Easy class control and discipline management creates social, cognitive and psychomotor skills that students are ready to apply to win the learning process naturally (Chaplain, 2013). All this is to improve academic performance.

It was also found that attention should be paid to reverse environmental factors that change behavior negatively as indicated by 68.5% of the respondents who agreed. This finding agreed with the finding of Docking (2016) who argued that behavior change is influenced by factors within the environment and can be positive or negative. For example, the negative change in one's life can be reversed by identifying and changing the responsible environmental factor through mature disciplinary resolution with minimum emotions and less reactive responses by the responsible officer. Furthermore, carefully rewarding negative

learner can reduce disruptive behavior.

The researcher further found that the teacher and the school administrator need to have logical response to a case with the perspective of another person as shown by 72.9% of the respondents who agreed. This finding confirmed the results of the study conducted by Maite, (2014); Charles et al., (2016) that empathy in certain circumstances may not absolutely be effective in eliminating aggression and unwanted behavior in learners, but rather engaging the learner to take role in the running lesson objectively can yield good result. This calls upon having a logical perspective of the other in managing cases of student discipline and improving academic performance.

Furthermore, the respondents were asked whether demotion of a learner and stripping off privileges as a consequence of participating in disruptive activity should be adopted as a disciplinary tool. Mixed responses were recorded. 56.7% of the respondents agreed with the view, 48.4% of them disagreed and 18.0% remained neutral. The high responses in agreement indicate demotion of a learner and stripping off privileges as consequence of participating in disruptive activity should be adopted as a disciplinary tool. The stripped privileges are only restored after observing significant recovery in the behavior of the victim (Mukami, 2014).

Isolating troublesome learners to do their assignments in separate learning perimeters is a good reinforcement of discipline. The isolated learners should be supervised to ensure constructive punitive maneuvers other than creation of more play space (Mercure, 2015). Fear of being demoted and/or stripped off certain privileges compels some students to put more efforts to perform better.

Lastly, when the respondents were asked whether corporal punishment should be substituted by strategies that can make learner realize that he/she is wrong and can change, 91.7% of the respondents agreed compared to the 29.9% who disagreed and 1.1% who remained neutral. The response of the majority suggests that corporal punishment should be substituted with strategies that can make the learner realize that he/she can change for the better. This finding was in line with the findings of Asiyayi (2012) who asserted that punishment in form of corporal should be used to redirect a faulted learner. According to Docking, (2016), corporal punishment can make relation to worsen and the situation to deteriorate to shouting and criticizing. Thus, substituting corporal punishment with other methods such as counseling can remind students of their priority on academic performance and hence improve it.

5.2. Conclusions

Basing on the study findings, the researcher concludes that:

Concerning the mechanisms that schools can employ to enhance student discipline for better academic performance, the study concludes that school administration employs: regular roll calls to check student presence in schools, share copies of school rules, regulations and time tables with students and regular counseling and guidance. The management of schools should employ such mechanisms to enhance the discipline of students for academic performance.

Regarding the impact of discipline management mechanism on students' discipline, the study concludes that: regular class attendance is maintained, active participation of students in extra-curricular activities is achieved, cases of suspension and/or dismissal are minimized and reduced cases of strikes and violent demonstrations are realized

Considering the strategies for improving discipline among students for better academic performance, the research further concludes that school administration should adopt the following practices: recognize acceptable classroom norms with rewards and punish unacceptable norms, keep manageable enrolment for easy class control and discipline management, pay attention to control environmental factors that can change behavior negatively and substitute corporal punishment with other strategies that can make the learner discover himself or herself to change positively.

5.3 Recommendations

On the basis of the study findings, the research recommends that school administration should continue employing regular roll calls, sharing copies of school rules and timetables, providing counseling and guidance, recognizing acceptable classroom norms as major mechanisms for enhancing students' discipline for better academic performance.

There is need to increase parental involvement because parents make a difference in student achievement and behavior. Schools should therefore institute policies requiring teachers to contact parents periodically throughout the year.

The effective classroom management should include the dissemination and the use of a discipline plan. This can be done through teacher training on implementation along with periodic reviews to encourage the consistent and fair application of behavior standards in schools

5.4 Areas for further

On the basis of the study findings and conclusions, the study recommends the following areas for further research in students' discipline related fields to improve academic performance.

□ It is important to explore into the roles of the different discipline management mechanisms counseling and guidance and substitution of corporal punishment with

other strategies that can make students transform their behaviours for better academic performance. For example, the study found out that the administration of mechanisms like corporal punishment to enhance discipline could worsen relationship and deteriorate the situation.

□ Research should be conducted on school administrators for example the Head teacher or teacher in charge of academics or school discipline. This is because the study found out that 75% of the respondents agreed with the idea that schools employ trained teachers with whole teaching skills to have ample preparation for duty management and logical responses to a case with the perspective of another person.

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APPENDICES

Appendix I: QUESTIONNAIRE

This questionnaire is aimed at collecting data for a study on management of discipline and academic excellence in some selected secondary schools of Lwengo district. The data will strictly be used for this purpose. Utmost confidentiality, autonomy and anonymity will be ensured. Kindly answer the following questions and your cooperation will be highly appreciated.

1. Bio-data

- i. Sex: male/female (tick appropriately)
- ii. Marital status: single/married/widow/tick appropriately.
- iii. Level of education: primary/secondary/tertiary/university (tick appropriately)
- iv. Occupation: teacher/student/BOG/Head teacher/others. v. Name of school

2. In the following table, tick the most appropriate responses to you.

Key: 1. Strongly Disagree. 2. Disagree. 3. Not certain. 4. Agree. 5. Strongly Agree.

a) Indicators of students' discipline

Statement	(1)	(2)	(3)	(4)	(5)
The school conducts roll calls regularly to establish					
The school issues rules and regulations to all students					
Time tables are available and shared with students in this					
Regular guidance and counseling is offered to promote					
This school promotes enforcement of tough actions and					
This school immediately suspends or dismisses					

b. Discipline mechanisms and students' discipline

Statement	(1)	(2)	(3)	(4)	(5)
There has been no consumption of narcotics/ drugs seen in the school					
There is regular class attendance in this school					
In this school, there is active participation of students in extra-curricular activities					
There have been no cases of suspension in this school					
There have been no cases of dismissal in the past 2 academic years					
This school has not experienced any strike and violent demonstration in the past academic years					

c. Strategies for improving student's discipline

Statement	(1)	(2)	(3)	(4)	(5)
Trained teachers with whole teaching skills to have ample Preparation					
Acceptable classroom norms need to be recognized and rewarded as the contrary is oppressed					
School managements should keep a manageable enrolment to ease class control and discipline administration					
Attention should be paid to reverse environmental factors that change behavior negatively					
Demotion of a learner and stripping off privileges as a consequence of participating in a disruptive activity should be adopted as a disciplinary tool					
The teacher and the school administration need to have logical responses to a case with the perspective of another person.					

Thank you

Appendix II: INTERVIEW GUIDE

1. In what ways is the school administration trying to enhance students discipline in this school?
2. In your own opinion, do these methods impact on students' discipline?
3. What has not the administration done that you think could promote discipline of students in this school?
4. In those periods when there was high level of students discipline in your school, how was their academic performance?
5. What ways have you been using to manage students good discipline in your school?
6. In the period when there was low level of students' discipline, how was their academic performance?

ii. Students' discipline

1. What is the level of discipline of students in this school (in terms of percentage)?
2. What cases of indiscipline have you noted during the past years (2015 and 2016)?
3. How were the cases of indiscipline mentioned in (2) above addressed?

iii. Relationship between discipline enhancing mechanisms and students discipline

1. In your view, are the practices used for preventing indiscipline in this school contributing to students' discipline? (If yes how)
2. In your view, are post-indiscipline disciplinary measures contributing to improving students' discipline in this school? (If yes, how)
3. Which indiscipline prevention measures could you point as contributing to students'

discipline?

4. Which indiscipline prevention measures do you think do not make any contribution to improving students' discipline in this school?

5. Which indiscipline management actions do you think are contributing to students' discipline in this school?

6. Which indiscipline management actions do you think are not contributing to improving students' discipline in this school?

7. What other measures would you recommend for improving students' discipline in this school?

iv. Relationship between students' discipline and academic performance

1. Based on 2015 and 2016 academic years, did you notice any relationship between discipline and academic performance of students?

2. What aspects of discipline do you think influenced good performance of students during 2016 and 2015?

3. What aspects of indiscipline do you think negatively influenced academic performance of students during 2016 and 2015?

4. Critical incident 1: Give details of any student(s) whose high level of discipline led to good academic performance during 2016 and 2015. How were you able to attribute this performance to discipline?

5. Critical incident 2: Give any detail(s) of any student(s) whose high-level of academic performance resulted from discipline. Explain how?

6. Critical incident 3: Give any detail(s) of student(s) whose high-level of indiscipline has contributed to poor academic performance. Was there any situation/period when these student(s) were disciplined and performed better? Please give detail, including the type of indiscipline engaged in.

7. Critical incident 4: Give detail(s) of any student(s) whose poor academic performance could have resulted from lack of discipline. Were there periods when these students had better results at the same time were disciplined?

Thank you

Appendix III: DOCUMENT CHECKLIST

Name of School:

County: **Sub-county:**

Number of teachers: (total)..... Senior four:

Discipline maintenance practices

- 1. Roll call schedule exists in the school and is followed. Yes No

- 2. Roll call register available and roll call was done at least twice the last week of this data collection visit. Yes No

- 3. Rules and regulations of the school displayed in areas accessible by students (observe) Yes No

- 4. Time tables are available and shared with students in this school (observe at least 4 classes) Yes No

- 5. No of classes with time tables (of the 4 above)

- 6. Record of counseling available Yes No

- 7. Records/minutes of disciplinary meetings present (observe) Yes No

Students' discipline

- 8. Number of cases of indiscipline managed during the last term of (observe for senior 4 classes only)
a. 2016..... b. 2015.....

- 9. Number of cases of absent students shown in the roll call register during the last term (observe senior four class only) of

a. 2016..... b. 2015.....

10. Number of students suspended (senior four) during the years of

a. 2016..... b. 2015.....

11. Number of students dismissed (from senior four) during a. 2016.....

b. 2015.....

Academic performance (Senior four only)

Year	Total number in senior four	Number in 1st grade	Number in 2nd grade	Number in 3rd grade	Others
2015					
2016					
Total					

Appendix IV: CONTENT VALIDITY INDEX

$$\text{Content Validity Index (CVI)} = \text{CVI} = \frac{A - \frac{N}{2}}{\frac{N}{2}}$$

Where A = number of panelists who agree that the item is relevant = 9

N = number of experts = 10 (Lawshe, 1975)

$$\text{CVI} = \frac{9 - \frac{10}{2}}{\frac{10}{2}}$$

$$\text{CVI} = \frac{4}{5}$$

CVI = 0.8