

AN INVESTIGATION INTO THE EFFECTS OF DISCIPLINE ON ACADEMIC
PERFORMANCE OF SELECTED PRIMARY
SCHOOLS IN BUSABI SUB-COUNTY,
BUTALEJA DISTRICT

BY

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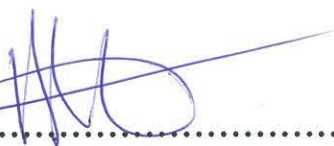
REG. NO. 1161-07174-04915

A RESEARCH REPORT SUBMITTED TO THE COLLEGE OF EDUCATION,
OPEN AND DISTANCE LEARNING AS PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE AWARD OF DEGREE OF BACHELOR
OF EDUCATION- PRIMARY OF KAMPALA
INTERNATIONAL UNIVERSITY

JUNE, 2018

Declaration

I Hiire Choldry declare that this research is personal work and it has never been presented in any institution for the award of a degree in education.

Signed:.....

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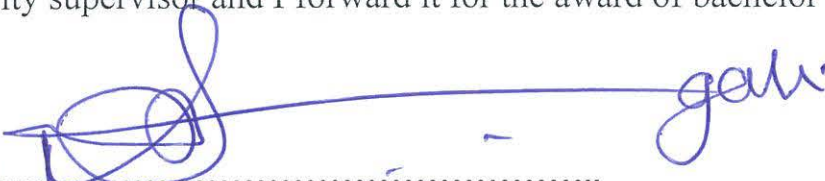
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Dedication

I would like to dedicate this book to my beloved my children; Wambeye Emmanuel, Matrida Hasahya, Namwane Stecia and Hiire James.

Approval

This is to certify that this research has been conducted under my guidance as the university supervisor and I forward it for the award of bachelor of education.

Signed.....

Namugali F. Kuloba

(SUPERVISOR)

Date:.....20/10/2018.

Acknowledgement

I would like to appreciate my lecturers of Kampala International University for the tireless efforts they sacrificed towards this course.

I also thank the director and all my colleagues for the time I was undergoing the course.

I thank my dear parents Mrs. Nandingi Malisa and Wegulo Paul for their support and above all, my supervisor Mr. Namugali Fred Kuloba for his technical guidance during the writing of this research book.

I am really happy that a combination of all the above efforts have made me a victor in the struggle.

Abstract

This study was designed to investigate into the effects of discipline on academic performance of 5selected primary school in Busabi Sub-County, Butaleja District.

Discipline in schools is a concern to both parents and educational administrators. As such, on important aspect which headteachers have to deal with as administrators is discipline in their schools. Discipline pays a key role in the process of education.

To have an orderly and ideal learning situation, discipline is necessary for teachers and learners discipline in schools can be seen as an important element in the process of socialization and in the formation of character, as a system of control s which enables teaching and learning to take place.

Indiscipline in primary schools involves either individual learners or cliques of learners. There is massive deviance of school rules and regulations in Busabi Sub-County primary learners which include fighting and bullying within the school, fighting with other schools, interrupting matches, rape, defilement, riots, dodging lessons, stealing, going out without permission, drug abuse, drinking alcohol, smoking and open challenge to school authority. The objectives of the study were to establish what constitutes discipline in primary schools, investigate the academic performance in the schools under study and to establish the relationship between discipline and academic performance.

A correlation research design was the most appropriate to use. The researcher used a person product moment correlation coefficient.

The subjects involved in the study were headteachers, teachers and learners findings of the study revealed that headteachers and teachers recognize the existence and influence discipline plays in academic performance. Similarly, learners also recognize that if they are not well disciplined, their academic performance is highly affected.

The study was based on the following hypotheses;

1. There is no relationship between discipline and academic performance as per learners perception.
2. There is no relationship between discipline and academic performance as per teachers' perception.

Conclusions were drawn from the general background and the results obtained. All the themes that were used in the research to test the significance of the two null hypotheses were found to be statistically significant. Therefore, both of them were rejected. This confirmed the fact that both teachers and learners recognize the importance of discipline in producing good academic performance.

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CHAPTER ONE

INTRODUCTION

1.0 Introduction

This research investigated the effects of discipline on academic performance of selected primary schools in Busabi sub-county Butaleja district.

This chapter addresses population, age composition, objectives of the study, statement of the problem, significance of the study, limitation of the study etc.

1.1 Population

According to the population census of 2002, Butaleja had a population of 74.268 persons with 10-15 living in the urban region.

Of recent, because of trade, education and other activities, the population is diverse in terms of tribes and common media of communication.

1.2 Age Composition

The population of Butaleja is generally young. Table 1 shows that over 47.2% of the population is below the age of 15 years. This is almost the same as the national percentage of 47.3. The median age of the population is 16.3 years which is exactly the same as that of the country- Uganda. These measures indicate a high fertility in the population and high economic burden to the productive population. With the economically active age group (15-64) constituting 49.2% of the population and that of the aged (65+) 3.5% Butaleja a dependency ratio of 103.1. This means that for every 100 persons in the working age group 103 are dependants. This is higher than both the national ratio of 102.5 and the median of 102.8, and has adverse social and economic implications.

Table 1: distribution of population by age and selected indicators of age

Age group	District indicator		Country	Range of age indicators		
	Value	Rank	Value	Minimum	Maximum	
				Rank 1	Rank 38	Media
0-14	47.2	19	47.3	32.4	52.8	47.2
15-61	49.2	18	49.4	43.0	64.3	49.3
65+	3.5	22	3.3	1.1	4.9	4.4
Indicator medium age	16.3	20	10.5	13.9	21.7	16.3
Dependency ratio	106.1	20	102.5	55.6	132.6	102.8

Source: Analytical report, volume tables 3.15

1.3 Economic activities

The district is predominantly an agricultural area with 80% of its population directly or indirectly engaged in the sector.

For the Traditional exports (T.E) the following cash crops are grown; coffee, cotton and rice, whereas in the Non-Traditional Export (N.T.E), the following crops are grown widely; cassava, maize beans, groundnuts, millet, sorghum, simsim, sunflower, potatoes among others.

There is a potential in the milk and the beef industry in Butaleja. Poultry, piggery and animal rearing are micro-economic activities done in the forestry sector. Furniture like chairs, tables, beds, benches, stools are manufactured in abundance.

The manufacturing/industrial sector is still in its infancy stage. The merchandises are imported from Kenya and predominantly by the Kenyan hawkers.

Small-scale industries like rice milling, maize and coffee processing are undertaken. Of late, the building industry has created jobs for instance the dealers in building materials and the construction work.

The service/industry sector is still very young, with services such as accommodation, transport telecommunication, medical, business consultancy and advisory services, information technology, financial institutions among others offered.

1.4 Schools

The researcher used the following selected schools and their abbreviations.

1. Bubali Primary School – A
2. Manyamye Primary School – N
3. Busabi Primary School – C
4. Busolve Township Primary School – D
5. Mugulo Integrated Primary School - E

Table 2: school enrolment

School	Pupil total enrolment	Boys	Girls	Teachers	TR's	Total No. of TRs
A	1306	712	53	48	04	52
B	114	61	53	09	02	11
C	303	160	143	06	06	12
D	107	62	45	04	03	07
E	462	297	165	11	03	14

Source: primary data 2018

Being day and mixed, the number of learners keeps on fluctuating every other day.

Table 3: performance PLE 2014-2016

	2014							2015							2016						
	Div	Div	Div	Div	Div	Div		Div	Div	Div	Div	Div	Div		Div	Div	Div	Div	Div	Div	
	1	2	3	4	x	U	Total	1	2	3	4	x	U	Total	1	2	3	4	x	U	Total
A	09	42	52	57	00	032	192	11	38	66	46	04	22	187	18	70	79	56	03	18	244
B	00	03	20	03	00	03	11	00	04	06	08	00	09	27	01	11	20	00	04	06	42
C	01	16	20	02	00	03	42	02	20	30	05	00	07	19	03	19	30	12	10	01	66
D	01	05	06	10	00	04	26	01	06	11	06	00	06	30	02	10	24	11	00	07	54
E	02	18	19	26	00	02	67	02	16	31	10	01	04	55	08	18	32	14	00	06	78

UNEB – P.L.E performance 2014 -2016

Most of the learners come from their fathers' homes or relatives and a few rent rooms in town especially those who come from outside Busabi sub-county.

It is very common to find learners who rent small rooms in town going with only one meal a day and quite often sleeping in ram shackled dark rooms with adequate lighting systems hence finding it very difficult to revise their notes at night. No wonder therefore that the performance is not impressive as indicated in the table 3, above.

It is also a very common occurrence to see learners in the evening doing petty trade to buy themselves necessities like books, pens, shoes, clothes (uniform) and even money for school fees.

1.5 Indiscipline Cases

Below is a table illustrating the offences committed by learners and the punishments administered by the school authorities?

Table 4 definite suspensions of Pupils(year 2014-2016)

School	Teasing	Fighting	Dodging lessons	Going out without permission
A	03	02	00	03
B	00	00	00	02
C	01	02	01	01
D	01	01	00	01
E	02	03	00	04

Source: primary data 2018

Table 5: indefinite suspension of learners (Year 2014-2016)

School	Offence						
	Bullying	Stealing	Interruption matches	Drinking alcohol	Smoking	Pregnancies	Open challenge to school administrator
A	02	01	03	00	01	07	01
B	00	00	00	00	00	01	01
C	01	00	09	09	02	08	08
D	00	00	00	00	00	01	01
E	03	03	02	04	02	06	05

Source: primary data 2018

Critically looking at the above tables, one is able to observe that the performance of the selected schools is not impressive compared with the total number of learners. It is also important to note the indiscipline exhibited in the tables as

1.6 Statement of the problem

Discipline plays a big role in our educational aims and objectives, and academic performance is an integral part of these aims and objectives. The problem here is that learners who are not disciplined are involved in acts, which often disrupt school curricular activities. The resultant effect is that such learners are bound to perform poorly in their examinations. This is what interested the researcher to investigate.

Consequently, this study seeks to investigate into and establish the relationship between discipline and academic performance of primary schools of Busabi sub-county Butaleja district.

1.7 Objectives of the study

The study has the following objectives:

- a. To establish what constitutes discipline in primary schools with particular reference to upper primary level.
- b. To investigate the academic performance in schools under the study, because of late, the selected schools have been involved in many indiscipline cases of inter-school fights during games and sports.
- c. To establish the relationship between academic performance and discipline in the selected primary schools.

1.8 Significance of the study

- a) The knowledge so acquired from this study should help school authorities concerned in their methods and means of establishing a healthy and conducive climate for learning.
- b) The classroom teacher should equally benefit from this study learning how to handle the growing up child in the process of learning.
- c) The study should help the administrators of schools to establish a fair disciplinary policy both in principle and practice. Without a fair disciplinary policy, discipline poses great problem.
- d) The study ought to influence those who are charged with guiding and counselling the growing up school children. A lot of money may be lost if children become riotous/violent and cause strikes due to neglect by their parents and teachers.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

That a lot has been written on discipline that can not be denied. Some writers have looked at why discipline breaks down in schools, whilst others dwell on how discipline can be maintained in learning institutions.

However, not much has been written about the relationship between discipline and academic performance of a schooling child notably in Busabi Sub-county primary schools-which is why the researcher deemed it fit.

2.1 Meaning and purpose of discipline

Discipline is a controversial term with very many definitions. Kasambira K.P (1993) writes that the word 'discipline' has undergone some linguistic change, yet the meaning remains the same and has to do with the 'disciple' – those in the learning situation, the students. He continues to say that discipline is the act of using reasonable controls in an effort to produce desired behaviour.

Discipline is an important component in learners' control and school success.

Lally, (1976) argues that a teacher must have control over his/her class if discipline is to be maintained. Indeed, classroom discipline is a pre-requisite to a successful lesson.

Kasambira K.P. (1993) in his book lesson planning and class management laid down 12 principles of class discipline:-

1. The aims of education and class discipline are the same – to help children and youngsters become self-directing people.
2. Discipline should be dynamic, helping learners to channel their energies towards learning goals.
3. Discipline is inseparable from teaching and performance.
4. Discipline should change with the children's stage of development and help them move to the next stage.
5. Appropriate behaviour is determined by the rational demands of specific situations.
6. Teaching effectiveness, as perceived by students, gives the teachers classroom authority.
7. Discipline is the ability to attend to a task.
8. No matter what the classroom design or how learners are organized for instruction, the principles for effective teaching and discipline apply.
9. By identifying and dealing effectively with the factors under their control and influence, teachers can, in most cases, tip the balance in favour of discipline.
10. (The principle of redirection) socialization requires the redirection of destructive behaviour into socially useful behaviour.
11. (Principle of agreement) ways of dealing with misbehavior should be in agreement with developmental goals.
12. Basic principle can be achieved only when basic needs such as food and safety are met.

The above principles help to emphasize the importance of discipline and its relationship with performance.

Another writer-Ausubel (1978) defined discipline as the development of self worth, self control, respect for self and others and the adherence to school routine set up in terms of its schedules and school regulations. To many people, discipline means punishment, pain and fear, but it can be regarded with positive

force. It can be punishing, arranging conditions of learning not simply restricting.

School discipline may mean the control of the school to achieve desired behaviour or method of training to make choices reasonably and responsibly.

Whatever, the various connotations given to discipline, its hallmark is respect for one's superiors within the chain of authority and readiness to obey instructions and uphold the rules and regulations laid down by the school administration.

For Ausubel (1988 p.50) "the imposition of external standards and control on individual conduct and when individual controls are internalized, then we can talk of self-discipline.

According to Ausubel, therefore, discipline means control, the absence of permissiveness, while self-control signifies the internalization of extrinsic controls.

Discipline therefore should be goal oriented such that even as the teacher plays the role of external control, he/she should be inculcating the habits for order and self-discipline- which enhances academic achievement.

Effective teaching and learning can not take place in a school, if the behaviour of the Pupils interferes with proper activities.

Therefore according to Wolwa, (1994) discipline and academic performance are somehow interrelated.

Wolwa is supported by Clifford (1993) in regarding discipline in schools. Clifford argues that discipline should take precedence over other activities and must be dealt with immediately to prevent further consequences/repercussions.

Wolwa further writes “that there must be discipline in all educational institutions including primary schools if education has to be one effective agent of character training and formulation in our society.

Musaazi (1986) concurs with Wolwa and Clifford. He believes that in order to achieve effective teaching and learning, learners discipline is of paramount importance.

David M. Mbiti (1978 p. 84) asserts that “discipline in the classroom is the basis of control. No lesson can be a success without discipline”.

2.2 Discipline and academic performance

The white paper on education [1992] clearly spells out discipline as one of the aims the objectives of education at all levels of education system in Uganda .

The white paper anticipates in the education system is for the purpose of building character, that is to say producing productive ,upright citizens .

The stated aim is “the stated aim is “to inculcate moral ,ethical and spiritual values in the individual and to develop self discipline ,integrity , reliance and human fellow _ship’_{white .paper .1992 p.7}.in such a case ,discipline can be best described as the maintenance of an orderly system that creates the condition s in which learning may take place and that allows the aims and objectives of the school to be achieved .

Scheriakore (1955) re-emphasizes the need for orderliness of the member s of the school .students, teacher, school employee and administrators should be orderly. This is a pre-requisite for school success. School discipline and good academic performance is a collective responsibility.

Docking,(1980 p. 33) says that discipline is part and parcel of education.” He continues to write that education aims at character- building and training that is why discipline should be looked at in a positive sense as being educative in order to reinforce certain values , usually those upheld by the domination society.”

Positive approach to discipline as largely supported by Musaazi (1986) and WOLWA (1987) is a desirable thing, a means to and end. There should be faith in the desire and ability of Pupils to do the right and socially acceptable thing. This is why Pupils should be initiators of discipline. They should participate in creating a good learning environment. The desired results will be their own making and not those impose onto them from above. This participatory democracy in decision-making creates trust, builds self – confidence and improves corals, consequently this improves academic performance.

2.3 Statement of hypotheses:

1. There is no relationship between discipline and academic performances as per learner perception.
2. There is no relationship between discipline and academic performance as per teacher’s perception.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter covered research design, selection of subject's research tools, questionnaires, procedure of data collection, and data analysis.

3.1 Research design:

This study was undertaken to investigate the relationship had to be established, a correlation research design was the most appropriate to use. The researcher used Pearson product moment correlation coefficient.

3.2 Choice of sample area:

Busabi sub-county was chosen because the researcher has worked there since 1994 as a primary school teacher. In addition, the selected schools had gone through a series of internal strikes and fights with neighboring schools.

The report with head teachers, deputy teachers and teachers was considered appropriate for smooth data collection. Lastly since the researcher resides within Busabi Sub-County, it was convenient for him in terms of Constance, time and limited resources available for this research work.

3.3 Selection of subjects.

Busabi sub-county has 8 primary schools but the researcher chose 5 schools for study as being representative of other schools. even then the 5 selected schools are the only ones that have had p7 sitting for p l e examinations over the past three years – the other three schools are very new and have never presented candidate to UNEB for PLE examinations.

The researcher randomly selected 250 learners for study in all the 5 schools in addition to the head teachers and or deputies and disciplinary masters of the selected schools. The main reason for this selection of subjects was because the head teachers deputy head teachers and disciplinary masters are the makers and implementers of school rules and regulations.

The schools, which were;

Selected:	Category	Learners selected for study
Bubali Primary School – A	Mixed day	Government –aided 80
Manyamye Primary School – B	Mixed day	Government –aided 60
Busabi Primary School – C	Mixed day	Government –aided 40
Busolwe Township Primary School – D	Mixed day	private –35
Mugulo Integrated Primary School - E	Mixed day	Private – 35
Total Number		250

Source: primary data 2018

The subject selected were drawn from all classes of upper primary level and the researcher feels the 250 learners are representative number of good enough to validate the study and to avoid bias.

Research tools:

3.4 Procedure of data collection:

Two schools included in the research had fought a bloody war after a football match in which four learners were badly injured.

Respondents whether school administrators, teachers or learners were skeptical about the intention of the researcher. This partly hindered the researcher from getting true sincere responses from the subjects.

In order to accomplish the study, the researcher adopted the following procedure of data collection.

1. The researcher cultivated rapport with head teachers, deputy head teachers and teachers. The researcher also presented a letter from school of education seeking permission from head teachers to collect data. (See appendix page)
2. The researcher held discussion with the respondents and explained the objectives of the study.
3. Pertaining to the students' questionnaire, the researcher requested headteachers and or deputy headteachers of the respective schools to administer the instrument on his behalf.
4. The questionnaires to the school administrators and disciplinary master were distributed to them and asked to complete them in their free time.
5. The researcher was also availed with files containing disciplinary cases (records) and examination results.
6. The researcher collected the completed questionnaires personally on an agreed upon date and in all cases the questionnaires were already completed.

3.6 Data Analysis:

To analyze data, all questionnaires were collected and the responses to each of the recorded. The responses relating to items of the two variables – discipline and academic performance were correlated, using Pearson product moment correlation coefficient. Other data collected will be analyzed using tables, percentages, mode and mean for easy interpretation.

3.7 Assumptions of the study:

The study was based on the following assumptions;

1. That the learners who are not disciplined perform poorly in examinations
2. That the learners who are disciplined perform well in examinations
3. That the researcher was handling common variables viz discipline and academic performance.

3.8 Limitation of the study:

The researcher was confronted with following limitation;-

1. Owing to the nature of the study and the situation obtaining on the ground, the exercise was regarded with suspicion. Therefore, some respondents might not have given true and sincere responses.
2. The researcher was also hampered by funds required for stationary, typing and frequent movements to and from Tororo to meet the supervisor.
3. Although the researcher included head teachers, deputy head teachers and some teachers, there are other categories of administrators in the school such as support staff, Board of Governors, parent –teachers’ association and old Pupils= these equally play an important role and contribute to improve discipline and academic performance, but were not included in the study.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4.0 Introduction

In this chapter, the findings of the study are presented, analysed and interpreted in conformity with the purpose and objectives of the research as formulated at the beginning of the study.

To study and investigate the relationship between learners' discipline and academic performance, two null hypotheses were formulated.

4.1 Hypothesis one

This hypothesis stated that there is no relationship between discipline and academic performance as per learners' perception. To test this hypothesis, the students' questionnaire put into account the following:-

- i) The level of discipline in the school.
- ii) Academic performance of the school at national level.

Asked to respond to the question as to the level of discipline of their school, the Pupils responded as follows:-

Comment	Level of discipline of school (No. of respondents)	Respondents in percentage
Very good	41	16.4%
Good	98	39.2%
Fair	107	42.8%
Poor	04	1.6%
Total	250	100%

Source: primary data 2018

As evidenced in Table 6 above, learners had different views about the level of discipline in their respective schools.

4.2 Pupils responded that the level of discipline was very good which represented 16.4% of the total number of respondents.

Majority of the respondents were of the opinion that discipline was either fair or poor representing 42.8% and 01.6 respectively.

The tables presented in questions 4 (Appendix B page 37) summarised their responses.

Table 7: the level of academic performance of schools at national level

Comment	Academic performance at (National level) No. of respondents)	Respondents in percentage
Very good	58	23.2%
Good	104	41.6%
Fair	68	27.2%
Poor	20	08.0%
Total	250	100%

Source: primary data 2018

Budgeted at national level, the learners had different views on the level of academic performance of the respective schools as seen above.

58 learners responded that the level of academic performance at national level was very good and 104 responded that it was good representing 23.2% and 21.6% respectively, whilst majority were of the opinion that academic

performance at national level was either fair or poor, representing 27.2% and 08.0% respectively.

Comment	Level of discipline in school	Academic performance at national level
Very good	41	58
Good	98	104
Fair	107	68
Poor	04	20
Total	250	250

Source: primary data 2018

Table 8 represented a combination of table 6 and table 7; showing the level of discipline and academic performance in schools.

Table 8 clearly shows that discipline and academic performance moved in the same direction. For instance when discipline is fair (42.8% academic performance is also fair (27.2%), likewise, discipline is poor (1.6%), academic performance is also poor (08.9%) and vice versa.

The strength of this relationship between these responses representing the two variables namely discipline and academic performance was tested using Pearson product moment correlation coefficient. The computed results were (see appendix E page 45).

The correlation coefficient of 0.7 indicates that there is a very high and strong positive linear relationship between X and Y, X representing discipline and Y, academic performance.

That discipline plays a big role in academic performance is a fact, which Pupils perceive as evidenced in table 8. Although some of the Pupils may not feel that discipline has an impact on performance, majority are aware that good discipline results in good atmosphere conducive for good academic performance hence the null hypothesis (H0) was rejected on this variable.

4.3 Testing hypothesis two

This hypothesis stated that there is no relationship between discipline and academic performance as per teachers' perception.

To test this hypothesis, a number of items were included in the administrators' and teachers' questionnaire (Appendix C page 40) but the most important ones exhaustively touched the following;-

- i) Administrators and teachers were requested to give their perception on the level of discipline in their respective schools.
- ii) They were also asked to give the level of academic performance in their schools at the National level.

Asked to respond to the question as to the level of discipline in their respective schools, the administrators and teachers responded as follows;

Table 9: the level of discipline in schools

Comment	Level of discipline in schools (No. of Respondents)	Percentage
Very good	04	44.4%
Good	02	22.2%
Fair	02	22.2%
Poor	01	11.1%
Total	09	100%

Source: Primary data 2018

The findings in the above table are statistically significant which justifies the researchers concern for discipline in primary schools and its influence on performance. As indicated above, 03 out of 09 headteachers and teachers conceded that discipline was below average in their respective schools namely; fair + poor.

Table 10: headteachers' and teachers' perception of academic performance in school

Comment	Level of discipline in schools (No. of respondents)	Percentage
Moderate	04	44.4%
Good	01	22.2%
Fair	02	22.2%
Poor	02	11.1%
Total	09	100%

Source: Primary data 2018

Asked to give their views about the level of academic performance, most headteachers and teachers answered that most Pupils were performing poorly. From table 10, four out of nine teachers interviewed answered that academic performance was in the rank of fair and poor, this represented 44.4% of the total responses.

Comment	Level of discipline	Academic performance
Moderate	04	04
Good	02	01
Fair	02	02
Poor	01	02
Total	09	09

Source: primary data 2018

From table 11 above, it was discovered that there were many responses depicting poor performance and poor discipline in schools. Out of 9 headteachers and teachers; 01 confessed that discipline in their schools was poor while 02 out of 9 stated that the level of academic performance in their schools was equally poor. Statistically, that represented 11.1% and 22.2% respectively.

From the findings indicated in table 11, there was a strong feeling among school administrators that discipline was an important element in good academic performance.

The relationship between discipline and academic performance was tested using pearsons product moment correlation coefficient. (Appendix F page 47).

The computed results showed that $r = 0.8$. The correlation coefficient of 0.8 indicates that there is a high positive linear relationship between discipline and academic performance, as per teachers' and headteachers' perception.

The teachers and headteacher all agreed that any disruption or interference in discipline hinders the progress of the teaching /learning process thus adversely affecting the ultimate goal-academic Excellency.

Asked whether the learners knew the school rules and regulations. 25 Pupils(10%) confessed that they did not know any of the school rules, whereas 110 (44%) said that they knew few. This is a very big number compared to only 62 Pupils(24.8%) who knew all the rules.

So the learners' ignorance of the school rules and regulations is what makes them transgress them and hence school administration looks at it as indiscipline as even the old adage condemns them that "ignorance of the law is no excuse.

On further asking about their dedication to studies, only 43 learners out of 250 said that it was very high representing 17.2%, the others said moderate 89 (35.6%), low 70(28.2%. from the above analysis one can conclude that majority of the learner have a low dedication to studies which is why the performance is also not impressive.

As to the number of times that their schools have been involved in fights against neighbouring schools in (2001)alone, only 9 teachers confessed that "None" whereas the rest (241) agreed that at least more than once. This revelation is appalling especially that these fights end up violent, disastrous and sometimes catastrophic as noted earlier in the background that one such fights resulted into, death of a student. This is the culmination of indiscipline in primary schools.

Pertaining to teachers concern towards discipline, majority of the learners said that it was eight low or very low representing 68 (27.7%) and 62(24.8%) respectively.

From the above, administrators and teachers are partly to blame for the indiscipline in schools; this is so because for discipline to prevail, there must be joint co-operation between the headteachers and teachers. Teachers have to be involved in order to produce positive results.

4.4 Summary

With young children, it is expected that the teacher and the school administrator play the role of external authority to impose discipline so that children can settle down and learn. Effective teaching and learning can not take place in a school, if the behavior of the learners interferes with proper activities. As evidenced in question 8 of appendix D, all the 9 headteachers and teachers (100%) unanimously agreed that discipline learners perform well whilst indisciplined ones perform poorly.

The results from testing hypothesis one and two unveiled the fact that the null hypotheses have all been rejected. This implies that headteachers, teachers and learners agreed that good discipline breeds good academic performance.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction:

The cardinal objective of this study was to establish the effect of discipline on academic performance of 5 selected primary schools of Busabi sub-county Butaleja District.

The findings have confirmed the hypothesis.

Students, headteachers and teachers all concurred that discipline is pertinent in achieving good academic performance.

It evident from the data analysis that learners whose level of discipline was low performed poorly in examinations. Indeed all the learners who got Division 1 over the last three years in the 5 selected schools for study had an impeccable discipline record.

Statistically, it was demonstrate that learners' regard towards rules and regulations is very low, that is why most of hem have little sense of direction.

It would be unwise to allow learners to do what they want because their ignorance about life would lead them into untold dangers. Teachers, members of school management committee and parents whose children are at school should know that there is no community without rules. Rules are meant to safe guard the welfare of any community. As Kajubi ((1997) points out, if learners, teachers and parents were to be allowed to do what they want at school or at home or any where else the result would be total chaos. Such is the case in the scope of study.

It is the duty of parents, stake holders in the school system such as P.T.A's and school management committee, heads of institutions and teachers, the community around the school to contribute to the moral teaching in connection with discipline and good behaviour of the learners as a pre-requisite towards success and good academic performance.

- 5.1** Hypothesis two states that there is no relation between discipline and academic performance as per teachers' perception. Like the first hypothesis, the data obtained did not support it. By means of statistical analysis, hypothesis two was rejected. That is to say that there was a very significant relationship between discipline and academic performance from the teachers' perception, as the results obtained showed a perfect relationship whose correlation coefficient was 0.8.

There can be no order in the school, nor can the school achieve its objectives, unless a clear set of rules and regulations are clearly written and given to all learners of the school and teachers. As Wolwa (1987) argues, the teachers and learners have disciplinary functions in Primary schools. They have to promote discipline and academic standard.

5.2 School culture:

If there is a good positive culture in school involving mutual respect of the leaders and the led, academic performance is upheld. On the other hand, if the culture of the school involves hooliganism, violence and mutual suspicion, there is chaos and poor performance.

5.3 Teacher-related problems:

There are many reasons for why discipline problems frequently arise as earlier mentioned in this study. Although some discipline problems may be caused by outside factors such as a disruptive home environment, probably the majority of the discipline problems originate from difficulties within the school environment.

As teachers, we do not like to accept the ideal that we ourselves often cause discipline problems in our schools. Our behaviour with learners and our failure to provide well-planned, relevant learning experiences can often lead to disruptive incidents in school.

During communication to learners, a teacher should have the wisdom to avoid making unprofessional statements or resorting to empty threats or sarcasm.

Teachers should seriously consider their statements before saying something which they might later regret and which could lead to a "Show -down" between the teachers and the learner. If a learner is put down in front of his or her peers or backed into a corner, you can usually expect some form of back talk or creation.

Circumstances which might result in a 'show-down' most often will be more successful when transmitted in private. Where both the teacher and the learner can speak rationally and apologise, if necessary, for inappropriate actions without losing face.

5.4 Attitudinal differences:

Different strokes for different folks may sound somewhat casual; nevertheless, this phrase conveys an important message. Effective discipline demands the realization on the teachers' part that differences in learners' attitudes towards school do exist. Many learners do not view school as an important and exciting place to be - in fact,

they consider it boring. Other learners may enjoy school but find a particular subject uninspiring. Although teachers should convey enthusiasm about schooling and particular subjects to learners, we must also respect their preferences.

5.5 Conclusions:

The conclusion to be present was drawn from the general background and the results obtained, in this research, the two null hypotheses have been found to be rejected. The results obtained from the study confirmed that when the learners are indisciplined, the time for the study is disrupted and wasted this consequently affects their academic performance. This means that teachers and headteachers are aware that in order to produce good academic performance, learners must maintain good discipline. Hence, the findings show that lack of discipline, very often stems from the fact that headteachers neglect the discipline problem in schools. This is because some of them learn on the job and perhaps they lack training in educational administration.

5.6 Recommendations:

The researcher would like to make the following recommendations:

a) Courses in Education Administration

Findings in this study indicate that the headteachers were well aware that indiscipline destabilizes schools and affects academic performance. In order to achieve good administration in schools, headteachers as a manager, is responsible for all the indiscipline and academic performance. Training in educational administration and planning would equip him with more skills, commitment, competency and ability to handle various problems at a given situation.

b) Refresher courses, workshops and seminars

The chief Executive of a school is the headteacher. The success of any school depends on how effective the headteacher is as an administrator. From findings, indiscipline is partly due to general lack of induction courses for newly appointed as well as serving heads of secondary schools. They learn school administration and management on the job, which sometimes lead to crisis. The ministry of Education and Sports should endeavour to provide adequate fns for the purposes of organising policies and matters affecting school affairs. Though such courses, serving headteachers would reinforce their administration.

c) Regular meetings between headteachers, staff and learners.

Headteachers should constantly meet their teachers and learners and should allow staff to participate in decision-making. For instance, formation of school rules and regulations should be discussed by teachers and learners leaders and a copy availed to every learner for constant reference and revision. Other copies could be put in the library, school notice board, laboratory and if need be in every class. If that is done, then learners would not claim to be ignorant of the school rules and regulations.

Learners should also be allowed to discuss school affairs affecting them directly for example solutions to academic performance, causes of indiscipline and punishments to be administered to the offenders. Many of the problems leading to pupils' strikes in Primary schools could be solved if the pupils were allowed to discuss issues with the school administrators openly and through the uses of reason in an atmosphere of freedom.

d) Further research:

The second part of the recommendation is addressed to the researchers and educationalists as follows;-

1. This study focused on learners discipline and its effect on academic performance in selected Primary schools of Busabi Sub-County. It therefore provides a basis from which further research into other challenges namely extraneous and intraneous variables of educational administration should be undertaken.
2. The findings of this study were generalized to al categories of learners under the sample population. Future researchers could put gender into consideration. for instance do single sex schools perform better than mixed schools because of better discipline if better discipline or because of other variables.
3. The findings of this study only hold true to the population sample under study
Other researchers in future would do well to delve further into other sample players in schools who also greatly contribute to school administration like non-teaching and support staff, Board of Governors, P.T.A and learner leaders like prefects and councilors.

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APPENDIX A

STUDY QUESTIONNAIRE FOR LEARNERS

The questionnaire is seeking information about the effect of indiscipline on academic performance.

Name of school:Class:

1. As a learner in this school, I know:
 - a. All the school rules and regulations
 - b. Few of the school rules and regulations
 - c. Some of the school rules and regulations
 - d. None of the school rules and regulations
2. Learners regard towards school rules and regulations is:
 - a. Very high
 - b. Moderate
 - c. Low
 - d. Very low
3. How many punishments were you given last term due to wrong doing?
 - a. Many
 - b. Very many
 - c. Few
 - d. None
4. The level of discipline in this school is:
 - a. Very good
 - b. Good
 - c. Fair
 - d. Poor

5. Learners dedication to studies in this school is:
 - a. Very high
 - b. Moderate
 - c. Low
 - d. Very low
6. Our schools' academic performance at National level is
 - a. Very good
 - b. Good
 - c. Fair
 - d. Poor
7. How many times has your school been involved in fights against neighbouring schools in this year (2017)?
 - a. Drinking Alcohol/smoking
 - b. Fighting/bullying
 - c. Late coming
 - d. Dodging lessons
8. Teachers concern towards discipline is:
 - a. Very high
 - b. Moderate
 - c. Low
 - d. Very low

APPENDIX B

FREQUENCY TABLE GENERATED FROM LEARNERS' QUESTIONNAIRES

Question 1 rules

Magnitude	Frequency	
A	62	24.8%
B	110	44.0%
C	53	21.2%
D	25	10.0%
	250	100%

Source: primary data 2018

Question 2: Regard to school rules

Magnitude	Frequency	
A	28	11.2%
B	96	38.4%
C	64	25.6%
D	62	24.8%
	250	100%

Source: Primary data 2018

Question 3: Punishments Administered

Magnitude	Frequency	
A	86	34.4%
B	33	13.2%
C	124	49.6%
D	07	2.8%
	250	100%

Source: primary data 2018

Question 4: level of discipline

Magnitude	Frequency	
A	41	16.4
B	98	39.2
C	107	42.6
D	04	1.6
	250	100%

Source: primary data 2018

Question 5: learners' dedication to studies

Magnitude	Frequency	
A	43	17.2%
B	89	35.6%
C	70	28.0%
D	48	19.2%
	250	100%

Source: primary data 2018

Question 6: Academic performance to PLE level

Magnitude	Frequency	
A	58	23.2%
B	104	40.6%
C	68	27.2%
D	20	08%
	250	100%

Source: primary data 2018

Question 7: fights against other schools

Magnitude	Frequency	
A	09	3.6%
B	07	2.8%
C	48	19.2%
D	185	74.4%
	250	100%

Source: primary data 2018

Question 8: common offences

Magnitude	Frequency	
A	31	12.4%
B	107	42.8%
C	100	40.0%
D	12	04.8%
	250	100%

Source: primary data 2018

Question 9: Teachers concern to discipline

Magnitude	Frequency	
A	30	12.0%
B	90	36.0%
C	68	27.2%
D	62	24.8%
	250	100%

Source: primary data 2018

APPENDIX C
STUDY QUESTIONNAIRE FOR SCHOOL ADMINISTRATORS
AND TEACHERS

Topic: Effect of Discipline on Academic performance

This questionnaire is seeking information about the effect of discipline on academic performance. Every information will be treated with the strictest confidence it deserves.

Name of school

1. The level of indiscipline in our school is:
 - a. Moderate
 - b. Good
 - c. Fair
 - d. Poor
2. What do you consider to be the main cause of indiscipline among learners?
 - a. Poor home background
 - b. Dodging lessons
 - c. Peer influence
 - d. Poor school administration
3. What are the commonest offences committed by learners?
 - a. Bullying
 - b. Dodging lessons
 - c. Late coming
 - d. Fighting
4. Teachers' concern towards learners' discipline is:
 - a. Very low
 - b. Fair
 - c. Very high
 - d. Low

5. The level of academic performance in this school is:
 - a. Moderate
 - b. Good
 - c. Fair
 - d. Poor
6. Learners dedication to studies is:
 - a. Very high
 - b. Moderate
 - c. Low
 - d. Very low
7. Teachers' concern learners' academic performance is:
 - a. Moderate
 - b. Very high
 - c. Low
 - d. Very low
8. Learners who are disciplined perform very well:
 - a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree
9. Learners who are undisciplined perform poorly:
 - a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree

APPENDIX D

**FREQUENCY TABLES GENERATED FROM SCHOOL
ADMINISTRATORS AND TEACHERS QUESTIONNAIRES**

Question 1: level of discipline

Magnitude	Frequency	
A	04	44.44%
B	02	22.22%
C	02	22.22%
D	01	11.11%
	09	100%

Source: primary data 2018

Question 2: main cause of indiscipline

Magnitude	Frequency	
A	02	22.22%
B	02	22.22%
C	04	44.44%
D	01	11.11%
	25090	100%

Source: primary data 2018

Question 3: commonest offences

Magnitude	Frequency	
A	02	22.22%
B	02	22.22%
C	03	33.33%
D	02	22.22%
	09	100%

Source: primary data 2018

Question 4: teachers' concern

Magnitude	Frequency	
A	00	00.00%
B	04	44.44%
C	02	22.22%
D	03	33.33%
	09	100%

Source: primary data 2018

Question 5: level of academic performance

Magnitude	Frequency	
A	01	11.11%
B	04	44.44%
C	01	11.11%
D	03	33.33%
	09	100%

Source: primary data 2018

Question 6: learners' dedication to studies

Magnitude	Frequency	
A	00	00.00%
B	04	44.44%
C	02	22.22%
D	03	11.11%
	09	100%

Source: primary data 2018

Question 7: Teachers' concern to academic performance

Magnitude	Frequency	
A	04	44.44%
B	01	11.11%
C	02	22.22%
D	02	22.22%
	09	100%

Source: primary data 2018

Question 8: Disciplined learners perform well

Magnitude	Frequency	
A	06	66.66%
B	03	33.33%
C	00	00.00%
	09	100%

Source: primary data 2018

Question 9: indisciplined learners perform poorly

Magnitude	Frequency	
A	06	66.66%
B	03	33.33%
C	00	00.00%
D	00	00.00%
	09	100%

Source: primary data 2018

APPENDIX E

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

Where,

\sum = sum of

X = discipline

Y = academic performance

N = number of scores (4)

This is represented as follows;

Thus

X	Y
41	58
98	104
107	68
04	20

Source: primary data 2018

Then;

X	Y	Xy	X ²	Y ²
41	58	2378	1681	3364
98	104	10,192	9,604	10,816
107	68	7,276	11,449	624
04	20	80	16	400
$\sum x = 250$	$\sum y = 250$	19,926	22,750	19,204

Source: primary data 2018

APPENDIX F

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

Where:

\sum = sum of

X = No. of responses on level of discipline

Y = No. of responses on level of academic performance

N = No. of scores

X	Y	Xy	X ²	Y ²
4	4	16	16	16
2	1	02	04	01
2	2	04	04	04
1	2	02	01	04
$\sum y = 9$	$\sum y = 9$	$\sum x y = 24$	25	25

Source: primary data 2018

$$r = \frac{(4 \times 24) - (09 \times 09)}{\sqrt{[(4 \times 25) - (09)^2][(4 \times 25) - (09)^2]}}$$

$$r = \frac{96 - 81}{\sqrt{(100 - 81)(100 - 81)}}$$

$$r = \frac{15}{19 \times 19}$$

$$r = \frac{15}{19}$$

$$r = 0.789473684$$

$$r \approx 0.8$$