

**DISCIPLINE AND STUDENTS' ACADEMIC PERFORMANCE IN UCE,  
“A CASE STUDY OF BUKOOLI COLLEGE BUGIRI”.**

**BY**

**GANAGWA ISAAC**

**BAE/45002/143/DU**

**A RESEARCH DISSERTATION SUBMITTED TO THE COLLEGE OF EDUCATION  
OPEN AND DISTANCE E-LEARNING IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE AWARD OF A BACHELOR'S DEGREE OF  
ARTS WITH EDUCATION OF KAMPALA  
INTERNATIONAL UNIVERSITY**

**MAY, 2017.**

### **DECLARATION**

I, **GANAGEA ISAAC** declare that, this research dissertation is my original work and has never been presented to any other university for the award of any academic certificate or anything similar to such. I solemnly bear and stand to correct inconsistency.

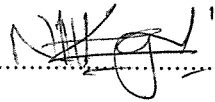
Signature:.....

Ganagwa Isaac

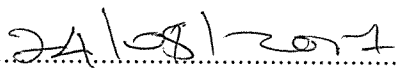
Date:.....

### APPROVAL

This is to acknowledge that, this research report has been under my supervision as a university supervisor and is now ready for submission.

Signature:  .....

Ms. Nakawungu Faridah (supervisor)

Date:  .....

## **DEDICATION**

This work is affectionately dedicated to my parents, and my contemporaries for their support, patience and understanding during this period of study not forgetting all those who constantly wished me success.

## **ACKNOWLEDGEMENT**

I also owe a lot of appreciation to all those who assisted me in carrying out this research. I am grateful to my supervisor Ms. Nakawungu Faridah who tirelessly went through my work and inspired me to dig deeper into the core of the matter. Her kind criticism, patience and understanding, assisted me a great deal.

I am indebted to my friends who gave me encouragement in time of difficulties. Thanks also go to all those lectures that impacted professionalism into my work.

I wish to thank my father and mother for their love, financial support and inspiration during my stay in Kampala International University.

Finally I would like to thank all my respondents and those within a short notice without which this work would not have been possible.

## TABLE OF CONTENTS

DECLARATION .....	i
APPROVAL .....	ii
DEDICATION .....	iii
TABLE OF CONTENTS.....	v
LIST OF TABLES .....	viii
ACKNOWLEDGEMENT .....	iv
ABSTRACT.....	ix
LIST OF ABBREVIATIONS.....	x
OPERATIONAL DEFINITIONS.....	xi
<b>CHAPTER ONE .....</b>	<b>1</b>
1.1 Background of the study. ....	1
1.1.1 Historical perspective.....	1
1.1.2 Theoretical perspective. ....	1
1.1.3 Conceptual perspective. ....	2
1.1.4Contextual frame work. ....	3
1.2 Statement of the problem.....	3
1.3 General objective of the study. ....	3
1.3.1 Specific objective of the study.....	3
1.4 Research questions.....	3
1.5 Significance of the study.....	3
1.6 Scope of the study.....	4
1.6.1Time scope. ....	4
1.6.2 Content scope.....	4
1.6.3 Geographical scope.....	4

1.6.4 Theoretical scope. ....	4
<b>CHAPTER TWO .....</b>	<b>5</b>
LITERATURE REVIEW .....	5
2.0 Introduction.....	5
2.1 Conceptual frame work.....	5
2.2 Discipline of students and academic performance.....	6
2.3 Teacher’s quality and academic performance.....	6
2.4 Facilities of the school and academic performance. ....	7
<b>CHAPTER THREE.....</b>	<b>8</b>
METHODOLOGY .....	8
3.0 Introduction.....	8
3.1 Research design. ....	8
3.2 Study population.....	8
3.3 Sample size. ....	8
3.4 Data collection procedures.....	9
3.5 Methods of data collection.....	9
3.6 Data processing And Analysis. ....	9
<b>CHAPTER FOUR.....</b>	<b>10</b>
RESEARCH FINDINGS .....	10
4.0 Introduction.....	10
4.1 Findings from research question about discipline in school and academic performance..	10
4.2 Findings from research question about quality of teachers and academic performance. ..	12
4.3 Response about the experience of teachers were as follows.....	13

4.4 The students were also asked to assess the quality of their teachers in the school. The results are shown in table 8 below.....	14
4.5 Findings from research question about facilities and academic performance. ....	14

<b>CHAPTER FIVE. ....</b>	<b>16</b>
DISCUSSION, CONCLUSION AND RECOMMENDATIONS.....	16
5:0. Introduction.....	16
5.1 Discussion of Findings.....	16
5.2: Conclusions.....	17
5.3 Recommendations.....	17
REFERENCES. ....	18
APPENDICES .....	19
APPENDIX. (A) QUESTIONNAIRES.....	19



## LIST OF TABLES

Table 1: Categories of sample. ....	8
Table 2: the level of discipline in the school. ....	10
Table 3: Level of academic performance in school. ....	11
Table 4: combining table one and two, the result are as follows.....	11
Table 5: types of indiscipline in the school. ....	12
Table 6: teacher qualification. ....	12
Table 7: Experience of teachers.....	13
Table 8: Rating of Heads of department about teachers. ....	13
Table 9: Rating of adequacy of facilities in schools.....	14
Table 10: quality of teachers.....	14

## **ABSTRACT**

The purpose of this study was to investigate the impact of discipline to the academic performance amongst the students of Bukooli College Bugiri District.

The specific objectives of the study were to establish the influence of teacher qualities on the academic performance of students and to find out the influence of school facilities on academic performance of students of Bukooli College Bugiri. The methods used for data collection was questionnaire and interview guides to students, teachers and head teacher of the school involved in the study.

In chapter four, the findings were presented and interpreted in relation to the study objectives and research questions. While linking to the existing literature, results included demographic characteristics, frequency and percentages. Based on the findings it was observed that teacher qualities, discipline of students and school facilities have a direct impact on the students' academic performance. In chapter five, development of solutions to the problem, summary of the findings and conclusions were attempted. The findings suggested recommendations that the government should provide more teaching learning facilities in schools to make the learning environment more attractive to students and teachers among other recommendations.

## LIST OF ABBREVIATIONS

UHRCR:	Uganda Human Rights Commission Report
UPE:	Universal Primary Education
UCE:	Uganda Certificate of Education
UNEB:	Uganda National Examination Board

### **OPERATIONAL DEFINITIONS**

Discipline: This meant both the negative and positive behavior students portray in a school.

Relationship: This refers to the influence discipline has on performance.

Performance: This used to mean the score of the students.

## CHAPTER ONE

### 1.1 Background of the study.

The government of Uganda attaches great importance to the development of education sector, for it considers education as a powerful tool for transformation of society. (News week 12 - march-1973). Education plays a key role in achieving morals, ideological, intellectual and social development of the people in the society of all its citizens.

Emphasis is put on the role of education in liberating people from the vicious cycle of poverty, dependence, ignorance, disease, and in the process building a self reliant nation with a sustainable dependent economy (Hon.Jessica Arupo 2012).

The Uganda Human Rights Commission Report (UHRCR July 2016), notes that there are not enough guidance and counseling of students in the secondary schools. Many school administrators are overwhelmed with pressure from parents, admit large number of students which do not match with the available facilities and teachers.

#### 1.1.1 Historical perspective.

According to Kamuhanda (1991), teachers who had enough qualifications to teach secondary schools were very few (10.7%), and by 2003 the number had increased to 39.8%. Then the students discipline in early 1990's was not too good or too bad but by 2003 up to date, indiscipline is growing more rapidly to a good number of schools. Despite indiscipline, parents in all categories are also taking a blind eye on indiscipline acts of their children. Apart from the few who cannot do so and spread discipline to all young children among societies?

Schools especially those under the government aid like UPE have less school facilities needed for proper teaching/learning process to occur smoothly. Summationary, student's academic performance can either be affected negatively. However some students can still perform well.

#### 1.1.2 Theoretical perspective.

According to Ludwig Von Bertalanffy, (1956) social open system theory. Systems are characterized by a combination of units whose functions as a unit are inter-related for specific purposes. Thus the social open system recognizes that all organizations [schools] are unique in part because of their unique environment where they operate so they should be structured to accommodate problems and opportunities in the environment. Since open systems interact

environment which allocates power within the society and enforce laws. According to Ludwig Von Bertalanffy (1956), open systems share similar certain characters for instance, all schools receive resources in both human and in material form which are transformed into products and

Services using the internal social and technological process. In this case, schools receive inputs like teachers, learners, school board policies, community values and funds to transform them into educational programmes and produce graduates with certain social norms and skills. And this are exported to the external environment and later becomes inputs of other organizations for example after acquiring skills, knowledge and attitudes at ordinary level, graduates join Advanced level of learning or colleges. That is why UCE is very important in determining who to join which school or college.

Internally, open systems depend on the effective functioning of the inter-dependent subsystems of which are tasked by roles to perform in the overall system. In a school setting, the inter-dependent subsystems are learners, teachers, parents and non teaching staff. Thus each unit must work in harmony since the performance of one unit, affects the performance of the entire system. Therefore materials like textbooks, buildings, libraries, dormitories, maps, teaching activities, supervision, discipline and guidance influence the performance of the organization. So if one unit fails to perform, it results into poor performance of the system which is yielded in National Exams.

### **1.1.3 Conceptual perspective.**

According to Mafabi (1993) discipline refers to a situation of remaining inside legal bonds as laid down by the school administration. Mathew Bukenya (2002) emphasize the need for order line in the school, he also the students , teachers, school employers and administrators to be orderly as school discipline and good academic performance is a collective responsibility and pre-requisite for school success,

The Education Policy Review Commission Report (EPRCR 2015) in Uganda clearly spells out discipline as one of the aims and objectives of education at all levels of education system.

According to Senteza Kajubi (1997), discipline is the underlying factor in all school activities; they cannot be perused without it. In absence of discipline, there is a confusing situation which makes it impossible for school goals to be obtained.

#### **1.1.4 Contextual frame work.**

A lot of indiscipline problems have been reported in schools due unmanageable numbers. (The New Vision 2012). UNEB Secretary Mathew Bukenya (2011b) explained that it's a right of the individual to receive at least primary and secondary education which is vital in democratization of any society. Secondary education is designed to provide children with the academic knowledge and skills they need to function successfully in society and to prepare them to achieve further education, enter the work force and be responsible and active citizens.

If students do not receive the knowledge and skills they need to be productive, then the schools have not succeeded in their mission. (Japanese Ministry of Education 2014).

#### **1.2 Statement of the problem**

The study was to investigate the impact of discipline to the academic performance of students in UCE results in Bukooli College Bugiri. From my learning experience there are some factors that contribute to poor academic performance and yet they are not given much attention. This lack of attention to the most important factors that can drive to high academic performance drove me to carry out the study.

#### **1.3 General objective of the study.**

The main purpose of the study was to find out the impact of discipline on the academic performance of students of Bukooli College Bugiri District.

##### **1.3.1 Specific objective of the study.**

To establish the influence of teacher qualities on the academic performance of students of Bukooli College Bugiri.

To find out the influence of school facilities on academic performance of students of Bukooli College Bugiri.

To find out the influence of student's discipline on their academic performance.

#### **1.4 Research questions.**

1. What is the relationship between discipline and the academic performance of students?
2. Do school facilities affect the academic performance of the students?
3. What is the relationship between teacher qualities and the academic performance of the students?

#### **1.5 Significance of the study.**

This research will be useful in the following ways.

It will provide information to policy makers in the education ministry, administrators of schools, teachers, parents, and other stakeholders who will enable them make improvements in education service delivery.

It will help students together with their parents to indentify the means of improving upon academic performance.

It will add to the existing literature about better education service delivery and cause further research in this field.

## **1.6 Scope of the study.**

### **1.6.1 Time scope.**

The study covered a period of four month and it was be limited to the objectives of the study.

### **1.6.2 Content scope.**

The study was about the impacts of discipline to the academic performance of students of Bukooli College Bugiri District.

### **1.6.3 Geographical scope.**

The study was conducted in Bukooli College Bugiri District because the area can be easily accessed and friendly in transport costs.

### **1.6.4 Theoretical scope.**

This study was based on Ludwig Von Bertalanffy, (1956) social open system theory. Where all systems are characterized by a combination of units whose functions as a unit are inter-related for specific purposes. Thus the social open system recognizes that all organizations [schools] are unique in part because of their unique environment where they operate so they should be structured to accommodate problems and opportunities in the environment. Since open systems interact with others, they are affected and influenced by cultural, economic conditions and political environment which allocates power within the society and enforce laws. According to Ludwig Von Bertalanffy (1956), open systems share similar certain characters for instance, all schools receive resources in both human and in material form which are transformed into products and services using the internal social and technological process. In this case, schools receive inputs like teachers, learners, school board policies, community values and funds to transform them into educational programmes and produce graduates with certain social norms and skills



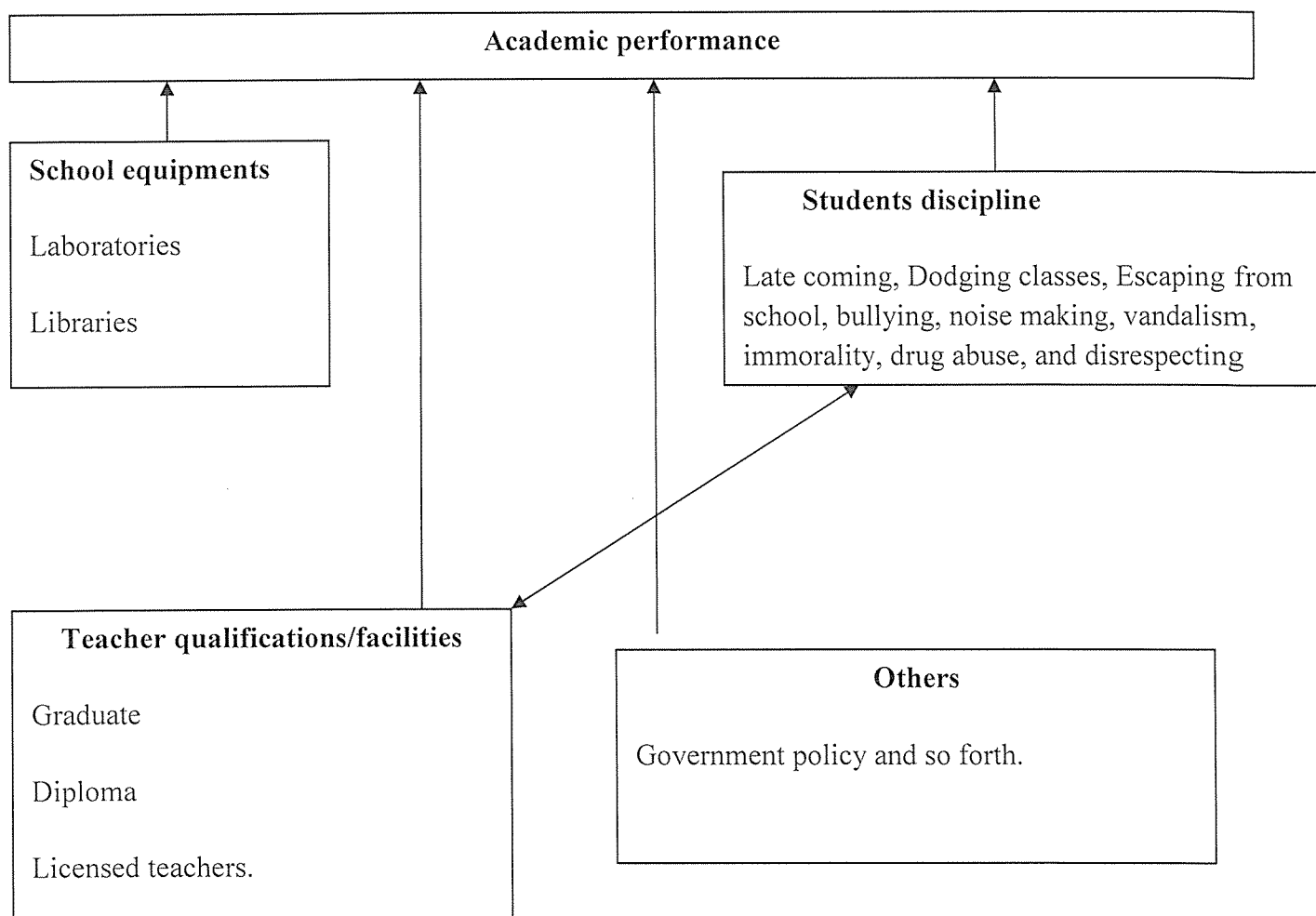
## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Introduction.

This chapter reviews literature as an account of the knowledge and ideas that have been established by accredited scholars and experts in the field of study. It is guided by the objectives of the study outlined in the above chapter.

#### 2.1 Conceptual frame work.



Adopted from Farombi (1998).

From the preceding conceptual frame work drown, it shows that the discipline portrayed either positive or negative, it leads to a certain academic performance [high or low scores respectively].

The qualifications of the teachers have an influence on the performance depending on the level of qualification like graduate, diploma and licensed teacher. A good teacher knows how to prepare the scheme of work, lesson planning, gives exercise and corrects it with the

students and complete the syllabus in time, hence a good performance is expected and vice versa.

## **2.2 Discipline of students and academic performance.**

According to Mafabi (1993) discipline refers to a situation of remaining inside legal bonds as laid down by the school administration. Mathew Bukenya (2002) emphasize the need for order line in the school, he also the students , teachers, school employers and administrators to be orderly as school discipline and good academic performance is a collective responsibility and pre-requisite for school success,

The Education Policy Review Commission Report (EPRCR 2015) in Uganda clearly spells out discipline as one of the aims and objectives of education at all levels of education system.

According to Senteza Kajubi (1997), discipline is the underlying factor in all school activities; they cannot be pursued without it. In absence of discipline, there is a confusing situation which makes it impossible for school goals to be obtained. Most of the writers are just emphasizing that there is need for discipline for any school to achieve its goals. But they are not explaining how discipline can be enforced in the schools.

According to Sonn (1999), describes discipline as the action by management to enforce organizational standards. He stresses that all members of educational organization are required to stick fast to the various behavioral patterns necessary for maximum performance.

According to Byarugaba (1991), symptoms of indiscipline include absenteeism, telling lies, rudeness, vandalism, aggression, smoking and drinking, late coming, bullying of new students, indecent forms of dressing among others. These however do not explain how such behaviors affect academic performance because they are many students involved in such behaviors but perform well.

## **2.3 Teacher's quality and academic performance.**

Many writers propose that teacher quality matters a lot towards the student's performance. Nichols (2004) holds the view that the quality of the teachers can influence the student's performance.

Factors such as the teachers verbal fluency, the year of teachers training, subject matter content, having books and materials, knowing how to use them, time spent on classroom preparation and frequent monitoring of students progress determine the quality of

Except training, the experience and preparation undergone, a teacher should have enough motivation to teach. Lack of incentives in schools and small salaries offered to teachers compel them to work in many places to make ends meet. And this renders many teachers ineffective at their work.

Newston and Bittel (2002) say that nothing is more critical to the quality of school than itself. Teachers contribute to the whole development of students both inside and outside the classroom and not simply through the transmission of information and skills. Teachers need to interact with the students even outside class. This instills confidence among the students in dealing with a teacher and enhances free interaction even in class.

#### **2.4 Facilities of the school and academic performance.**

The success or failures of secondary school is measured basing on the presence or absence of structures, facilities and management.

Maria Montessori (1906) holds the view that an important element of a good school is that of facilities. She emphasizes that a good school should have enough facilities which help the teachers and students to effectively learn in a convenient and comfortable environment.

According to Farombi (1998) physical facilities contribute a lot to the general atmosphere of the school. He suggests that healthy surroundings, good sanitary arrangement leave little scope for irritation. Adequate library and reading room facilities, special for different subjects, common room and so, will keep the children busy and away from indiscipline.

Ayers (1999) and Buckley (2004) agree that most programmes of instruction and student services require some physical facilities such as school buildings, school grounds, enough desks, chairs, teaching materials and laboratories are needed in instruction. The possession of enough facilities in the school for studying is a characteristic of an effective school.

However, there are many students who perform well in schools with limited facilities and there are also many students who perform poorly in schools which are well facilitated. So my aim is carrying out critical analysis of the correlation between academic performance and the availability of facilities in secondary schools.

## CHAPTER THREE

### METHODOLOGY

#### 3.0 Introduction.

This chapter is explaining the methods that were used to select the geographical areas, from which research was to be carried out and the methods of selection of respondents. It also explains the methods which were used in the process of collecting and analyzing data.

#### 3.1 Research design.

The study employed a descriptive research design because I used one school in the district as a case study. The study was concentrate on qualitative methodology and was used to collect and analyzed data on the parenthood practices.

#### 3.2 Study population.

The study was carried out in Bukooli College, Bugiri District. Out of 453 (four hundred and fifty three) total population of the school including students, teachers, heads of department and the head teacher, the study targeted 110 students, 10 heads of department, 15 teachers and the head teacher.

#### 3.3 Sample size.

A total of one hundred thirty six (136) respondents were used from the total population of the school. The test sample size is that which covers 30% of the total population (Best and Khan). As illustrated below.

**Table 1: Categories of sample.**

Categories of respondents	Number of respondents
Head teacher	1
Heads of department	10
Teachers	15
Students	110
Total	136

**Source: field survey 2017**

### **3.4 Data collection procedures.**

Before carrying out research, I first got a release letter from the course administrators which I took to the school under study. Then I got permission from the authority to access information from the school.

### **3.5 Methods of data collection.**

Instruments such as questionnaires and interviews were used. Questionnaires were used to collect information from some students and teachers who were be used in this study.

Interviews were held to the Heads of departments of the school. This study used both primary and secondary data. Primary data was collected using questionnaires and interview guides, which I gave to the students and teachers.

Secondary data was got through reading news papers, Journals for the period under study and the required data was collected from them.

### **3.6 Data processing And Analysis.**

Qualitative data will involve three steps of activities which will include editing, coding and frequency tabulation. Editing will be done by looking through each of the field responses from questionnaires and interview guides ascertaining that every applicable question has an answer and all errors eliminated for the completeness, accuracy and uniformity.

Then I will proceed on to coding of the various responses given to particular questions that will be lacking coding frames, then i will establish how many times each alternative response category will be given an answer using tally marks which will be later added up.

Data will then be presented in frequency tabulations rendering it ready for interpretation. Quotations and field notes made will also be included.

## CHAPTER FOUR

### RESEARCH FINDINGS

#### 4.0 Introduction.

This chapter concerned with data presentations, analysis, interpretation, and discussions of data obtained from the field. The study set out to examine the impact of discipline to academic performance amongst the students of Bukooli College Bugiri District, Uganda.

The study used the questionnaires, primary and secondary data to come up with this presentation. The study used four categories of respondents to the prescribed impacts of academic performance among the students of Bukooli College Bugiri, Uganda.

The findings of this study were presented as deduced from the questionnaires administered to different categories of respondents who included head teacher, heads of department, teachers and students. The questionnaires were presented to them and information obtained was presented as below. The data was presented in line with the research questions set and involved the use of tables to emphasize the explanations of the researcher's findings.

#### 4.1 Findings from research question about discipline in school and academic performance.

When the Head teacher, heads of department, teachers and the students were requested to respond to the question on what they considered to be the level of discipline and academic performance in their school, the following were the results.

**Table 2: the level of discipline in the school.**

Comment	Frequency.	Percentage
Very high	15	11%
High	24	17.6%
Moderate	62	45.5%
Low	35	25.7%
<b>Total</b>	<b>136</b>	<b>100%</b>

**Source: field research**

Students, teachers and the head teacher had different views about the level of discipline in their school. However, quite a small number responded that the level of discipline was high which represented (11%) of the total number of respondents. Majority was of the opinion that discipline was moderate (46%).

**Table 3: Level of academic performance in school.**

Comment.	Frequency	Percentage
Very high	19	13.9%
High	17	12.5%
Moderate	63	46.3%
Low	37	27.2%
<b>Total</b>	<b>136</b>	<b>100%</b>

**Source:** field research.

The results were statically significant. The students and teachers had different views on the level of academic performance of their school. Those who stated that performance was very high and high were 26% while those who were of the view that performance was moderate and low were 74%. This meant that the majority of students and teachers recognize the importance of discipline visa avis academic performance.

**Table 4: combining table one and two, the result are as follows.**

Comment	Level of discipline in school	%	Level of academic performance in school	%
Very high	15	11%	19	13.9%
High	24	17.6%	17	12.5%
Moderate	62	45.5%	63	46.3%
Low	35	25.7%	37	27.2%
Total	136	100%	136	100%

**Source:** field research

From table three, the researcher established that responses on discipline and academic performance moved in the same direction.

A big number of respondents whose response on moderate and low discipline tallies with an equally big number of responses on academic performance. This implies that when discipline is moderate (46%) or low (26%), academic performance is equally moderate or low (46% or 27%).

Students were asked to rank the most common types of indiscipline in their school and the responses were as follows.

**Table 5: types of indiscipline in the school.**

Type of indiscipline	frequency	Percentage
Late coming	55	40.4%
Dodging classes (lessons)	41	30.0%
Escaping from school	43	25.0%
Disrespect of teachers	5	3.6%
Others e.g. acts of vandalism, immorality, drug abuse etc	1	1.0%
<b>Total</b>	<b>136</b>	<b>100%</b>

**Source:** field research.

It was established that late coming, dodging classes, escaping from school are the common indiscipline cases in the school. From table 4, it can be observed that most types of indiscipline are associated with deviance from school routine represented by 95.4%. This includes late coming (40.1%), dodging lessons (30%) and escaping from school (25.3%). Only 1.0% is other types of indiscipline. Students miss a lot of teaching going on in school and this affects their performance.

#### **4.2 Findings from research question about quality of teachers and academic performance.**

**Table 6: teacher qualification.**

Teacher qualification	Frequency	Percentage
Graduate teacher	76	56%
Diploma teacher	38	29%
Licensed teacher	18	13%
Non qualified teacher	4	3.4%
<b>Total</b>	<b>136</b>	<b>100%</b>

**Source:** field research.

According to EPRCR (1992), graduate, diploma and licensed teachers are allowed to teach secondary schools. Only 3.4% of teachers do not have the teaching qualification. However, the head teacher pointed out that although the available teachers are qualified, they are not equipped enough to effectively handle big numbers of students.



### 4.3 Response about the experience of teachers were as follows.

**Table 7: Experience of teachers.**

Period	Frequency	Percentage
Less than 2 yrs	54	40%
3-5yrs	27	20%
6-8yrs	11	8%
Above 8yrs	44	32%
<b>Total</b>	<b>136</b>	<b>100%</b>

**Source:** field research.

The results show that 60% have experience of less than 5 years of teaching while 40% have more than 5yrs of teaching.

To establish whether the limited experience had any effect the quality of teaching, questionnaires were administered to the heads of department and students. A number of observations were also made to assess the performance of teachers during the teaching learning process.

The questionnaires for heads of department required them to assess their teacher in as far as quality teaching is concerned. The responses are in table eight below.

**Table 8: Rating of Heads of department about teachers.**

Item	Strongly agree	Agree	Disagree	Strongly disagree	Total
Preparation of schemes of work	12	15	3	1	<b>31</b>
Giving exercise	9	11	6	8	<b>32</b>
Marking exercise	13	10	4	5	<b>28</b>
Making correction with students	5	12	2	6	<b>25</b>
Completion of the syllabus	4	10	4	2	<b>20</b>
<b>Total</b>	<b>43</b>	<b>52</b>	<b>19</b>	<b>22</b>	<b>136</b>

Source: Field research.

The table 8 above shows the responses of Heads of department about the performance of the teachers in Bukooli College Bugiri.

70% of the heads of department were of the view that teachers make preparations for teaching (32% strongly agree, 38% agree).

**4.4 The students were also asked to assess the quality of their teachers in the school. The results are shown in table 8 below.**

**Table 9: quality of teachers**

Item	Strongly agree	Agree	Disagree	Strongly disagree	total
Explanation of subject matter concept.	16	10	7	2	35
Giving exercises.	2	13	6	1	30
Marking exercise.	15	8	4	7	29
Making corrections.	10	14	3	3	30
Free interaction with students	4	5	1	2	12
Total	47	50	21	18	136

**Source: Field research**

From table 8 above, 91% of the students were of the view that teachers explain the subject concepts thoroughly. On the other hand, 9.09% responded that the explanations of the subject concepts were not clear. 83.6% indicate that teachers give exercises in class while 16.4% were of the view that teachers don't give exercises in class. Also students revealed that that 83.6% of the teachers mark exercises while 16.4% do not mark exercises. 78.2% of the students further held the view that teachers make corrections after marking the exercise while only 21.8% did not. This therefore means that students were satisfied with the quality of teaching.

#### **4.5 Findings from research question about facilities and academic performance.**

The students were requested to rate the adequacy of facilities in school for teaching and learning. The results were summarized and presented in the table G below.

**Table 10: Rating of adequacy of facilities in schools.**

Rating	Frequency	Percentage
Strongly agree	8	7.3%
Agree	32	29.1%
Disagree	40	36.4%
Strongly disagree	30	27.3%
Total	110	100%

**Source: Field research.**

From table 8, the respondents who were of the view that they had enough facilities for teaching and learning were 36.4%, while those who were of the view that the facilities were not adequate were 63.6%.

From the questionnaire responses, there are limited facilities in the school. This lack of facilities for teaching and learning is negatively affecting the academic performance of the school.

## CHAPTER FIVE.

### DISCUSSION, CONCLUSION AND RECOMMENDATIONS

#### 5:0. Introduction.

This chapter deals with the discussion of the findings, conclusions and recommendations. These are presented according to each of the objectives for the purpose of being systematic.

#### 5.1 Discussion of Findings.

Concerning the discipline of students and academic performance, students and teachers were asked about the level of discipline of students in their school. Basing on S. Kajubi (1997), discipline is the underlying factor in all school activities; they cannot be pursued without it. In absence of discipline, there is a confusing situation which makes it impossible for school goals to be obtained. But the respondents had different views about this issue. 11% were of the view that discipline was high while 26% were of the opinion that discipline was low. The respondents also had varying views about the level of academic performance in their school. 26% were of the view that the level of academic performance was high or very high while 74% were of the view that academic performance was moderate or low.

Basing on the findings from research question 2 that dealt with the quality of teachers and academic performance, the teachers were found to be 56% graduate, 30% diploma holders. Only 13% were licensed teachers. Therefore 86% of the teachers have the required qualifications to teach. This is in line with Nichols (2004) with the view that the quality of the teachers can influence the student's performance. And factors such as the teacher's verbal fluency, knowing how to use them, time spent on classroom preparation and frequent monitoring of student's progress determines the quality of performance of a teacher. And on the same line, EPRCR (1992) stated that graduate, diploma and licensed teachers are allowed to teach secondary school.

The findings about facilities are in a contra verse with Maria Montessori (1906) view that an important element of a good school is that of facilities. She emphasizes that a good school should have enough facilities which help the teachers and students to effectively learn in a convenient and comfortable environment. Where by 36.4% responded that facilities were adequate and 64.7% commented that facilities were inadequate.

## **5.2: Conclusions.**

The following conclusions were generated from the findings of the study.

The results obtained indicate that when the students are indiscipline, the time for the study is disrupted and wasted. This greatly affects academic performance.

The teachers in Bukooli College Bugiri are qualified and perform their work well. Therefore the poor academic performance is not attributed to the teachers.

The school was found out to have limited facilities and this contributes to the poor academic performance. The school with more facilities, qualified teachers and disciplined students has high percentages of obtaining better quality results than those with fewer facilities.

## **5.3 Recommendations.**

As a result of the above conclusions, the researcher finally makes the following recommendations to the various stakeholders.

Students should be encouraged to work hard by providing scholarship to the best students in class. This will encourage competition among the students.

The school should be made partly day and partly boarding to cater for the students who come from far and can afford boarding fees. This could reduce on late coming and escaping from school.

More meetings between school administrators, teachers, students and parents should be organized to sensitize the parents about their role of disciplining their children.

The government should provide more teaching learning facilities in schools to make the learning environment more attractive to students and teachers. Computer facilities with internet should also be provided in schools so that students can access information relevant to their studies and to expose them to what is happening in the world like their counter parts in other schools.

## REFERENCES.

- 1) MoES (Ministry Of Education and Sports), 2012 “ Primary Teacher Education”, “Secondary Teacher Education” and “Instructor and Tutor Education”, power print presentations delivered by AC/TIE April 23, 336.
- 2) MoES, 2010, “Plan for the development of Technical Teachers, Instructors and Health Tutors for the BTVET system in Uganda.” Draft training strategy.
- 3) ESC (Education Service Commission), 2008, “Education Scheme of Service”
- 4) UNEB (Uganda National Examinations Board), 2011b, “The achievement of s.2 students and Teachers in English language, Mathematics and Biology”
- 5) Mafabi et-al (1993), Educational Management Theory and Problems, Makerere University, Kampala
- 6) Sonn B (1999), Discipline in Schools. Discipline in Culture Human Rights. Cape Town: via Africa.
- 7) Nichols J.D (2004), an Exploration of the Discipline and Suspension Date, Journal of Negro Education, 73(4), 408-423.
- 8) Byarugaba J., (1991), The Relation between students’ participation in decision making and discipline in Kabaale district. M.ED. Thesis, Makerere University.
- 9) Kajubi S.W. (1997), Discipline corporal punishments and violence against children in the school system. Keynote Address, public lecture, 13<sup>th</sup> June 1997, Makerere University.
- 10) Farombi J.G, (1998), Resource concentration, utilization and management as correlates of students’ learning outcomes. A study in school quality in the Oyo state Unpublished Ph.D. Thesis, University of Ibadan, and Ibadan. 375pp.
- 11) Education Policy Review Commission Report (EPRCR), 1989, Kampala, Uganda.
- 13) Montessori, Maria, (1966), the Human Tendencies and Montessori Education, Amsterdam: Association Montessori International.

## APPENDICES

### APPENDIX. (A) QUESTIONNAIRES.

#### Part 1: questionnaires for heads of department

Please answer freely and sincerely in the spaces or tick the most appropriate alternative where applicable. The information required is only for academic purpose in a research undertaken. Your response will be taken as confidential as possible thank you.

**Please indicate the number that is appropriate to you or your situation on the right side boxes using the rates given below.**

Strongly agree	Agree	Disagree	Strongly disagree
4	3	2	1

NO	Item	Response
1	Do teachers in this school make schemes of work and lesson plan before going to teach?	
2	Do teachers in this school give exercise while teaching?	
3	Do teachers make corrections in class with students after marking exercise?	
4	Do teachers in this school interact freely with students in this school?	
5	Are students in this school committed to studies?	
6	Do teachers in this school cover the designed syllabus?	
7	Does this school have enough facilities for teaching?	

8) What type of indiscipline commonly occurs in this school?

.....

#### b) The level of discipline in the school.

Very high	High	Moderate	Low
4	3	2	1

Please take use of the above table to tick in the box against the appropriate alternative to you or your situation.

<input type="checkbox"/>	Very high	<input type="checkbox"/>	High	<input type="checkbox"/>	Moderate	<input type="checkbox"/>	Low
--------------------------	-----------	--------------------------	------	--------------------------	----------	--------------------------	-----

c) Level of academic performance in school.

<input type="checkbox"/>	Very high	<input type="checkbox"/>	High	<input type="checkbox"/>	Moderate	<input type="checkbox"/>	Low
--------------------------	-----------	--------------------------	------	--------------------------	----------	--------------------------	-----



## Part.2: questionnaire for students.

Please indicate the number that is appropriate to you on the right hand side box using the rates given below. The information required is only for academic purpose in a research undertaken. Your response will be taken as confidential as possible thank you.

Strongly agree	Agree	Disagree	Strongly disagree
4	3	2	1

### a) Discipline of students and academic performance

no	Item	response
1	Student's regard towards academic regulations.	
2	The level of discipline in our school is low.	
3	Teachers concern towards discipline is low.	

### A (1) types of indiscipline in your school.

No	Item	Response
1	Late coming	
2	Escaping from school	
3	Dodging classes	
4	Acts of vandalism	
5	Disrespect of teachers	
6	Others e.g. immorality, drug abuse, bullying of new students and noise making.	

### (b) -Facilities in school and academic performance.

No	Item	Response
1	We have adequate facilities in classroom	
2	We have a library with relevant books which we use for academic performance.	
3	The available facilities are adequate for studies.	

**b) The level of discipline in the school.**

Very high	High	Moderate	Low
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>

Please take use of the above table to tick in the box against the appropriate alternative to you or your situation

<input type="checkbox"/>	Very high	<input type="checkbox"/>	High	<input type="checkbox"/>	Moderate	<input type="checkbox"/>	Low
--------------------------	-----------	--------------------------	------	--------------------------	----------	--------------------------	-----

**c) Level of academic performance in school.**

<input type="checkbox"/>	Very high	<input type="checkbox"/>	High	<input type="checkbox"/>	Moderate	<input type="checkbox"/>	Low
--------------------------	-----------	--------------------------	------	--------------------------	----------	--------------------------	-----

**d) Teacher's quality.**

Please take use of the table below to rank the quality of your teachers on the right side boxes provided.

Very high	High	Moderate	Low
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>

No	Item	Response
1	Explanation of subject matter content	
2	Giving exercise	
3	Marking exercise	
4	Making correction	
5	Free interaction with students	

### Part 3: Questionnaire for teachers.

#### a) Teacher experience.

Please use the information in the table below to tick against the best alternative of your choice depending on your experience.

Less than 2yrs	3-5yrs	6-8yrs	Above 8yrs
1	2	3	4

Please choose the level of experience you have basing on the above table.

☐ Less than 2yrs. ☐ 3-5yrs. ☐ 6-8yrs. ☐ Above 8yrs.

#### b) The level of discipline and academic performance in the school.

Please take use of the table below to tick in the box against the appropriate alternative to you or your situation.

Very high	High	Moderate	Low
4	3	2	1

##### B) 1. Level of discipline.

☐ Very high ☐ High ☐ Moderate ☐ Low

#### c) Level of academic performance in school.

☐ Very high ☐ High ☐ Moderate ☐ low.

### Part 4; questionnaire for head teacher.

Please take use of the table to indicate the number of teachers you have in your school basing on their qualification attained.

Graduate teacher	Diploma teacher	Licensed teacher
------------------	-----------------	------------------

Please kindly indicate the number of teacher you have in the boxes provided on the right hand side of the table below.

No	Teacher qualification	Response
1	Graduate teacher	
2	Diploma teacher	
3	Licensed teacher	
4	Non qualified teacher	

**b) The level of discipline and academic performance in the school.**

Please take use of the above table to tick in the box against the appropriate alternative to you or your situation.

Very high	High	Moderate	Low
4	3	2	1

s

**B) 1. Lesvel of discipline.**

☐ Very high ☐ High ☐ Moderate ☐ Low

**c) Level of academic performance in school.**

☐ Very high ☐ High ☐ Moderate ☐ low.