

**DISCIPLINE AND ACADEMIC PERFORMANCE AMONG SECONDARY SCHOOL
STUDENTS IN MBALE TOWN, MBALE DISTRICT**

BY:

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1153-07234-03281

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

MAY, 2018

APPROVAL

This research Report has been submitted for examination with my approval as the university supervisor.

Signature  Date 24th / 05 / 2018

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DEDICATION

This Research Report is dedicated to my Daughter Nejesa Maureen, Gidudu Jovan and my niece Nejesa Justine, Namaye Charity, Nambozo Evelyn, Nephew Makabi Ivan, Gimei Derick, Wangolo Erick and Gimei Eden. I pray that may you also get the urge of furthering your studies to a higher level.

ACKNOWLEDGEMENT

First of all I would like to thank Almighty God who is in heaven for giving me courage and protection all the way through this Bachelors' degree program.

I wish to express my sincere gratitude to my supervisor Ms. Nakibuule Sauda for her patience; kindness, encouragement and intellectual support which have enabled me to carry out this research. Also my appreciation goes to Dr. Semugenyi Fred, Dr. Derrick Ssakajugo, Ms Deborah Taligola and other lecturers of the College of Education, Open Distance and e-Learning for their support. Without forgetting my course mates especially Mbabazi Kisakye, Nakalanzi Aisha, Madanda Joseph, Mukimba Racheal, Natoozo Margret, Kawuki Hakimu, Acayo Lucinda and others for their cooperation and encouragement till we accomplished this Bachelor's degree of Arts with Education.

Special thanks goes to my mother Ms. Nejesa Kotida, my brothers; Rogers, James, Francis, Joseph and sisters; Jane, Beatrice, Ketty, Angela, Nagudi for supporting me socially and financially. Also my appreciation goes to all respondents who spared their time and gave me information willingly.

Lastly I would like to thank all the people who helped me directly or indirectly to accomplish this course. May God bless them you all.

ABSTRACT

The purpose of this study was to find out the influence of discipline on students' academic performance in Mbale Town, Mbale District. The study was guided by three objectives; to establish how the administration of school rules and regulations affect students' academic performance ; to establish how observance to time management affect students' academic performance in secondary schools and to analyze how the administration of punishments affect students' academic performance in secondary .This study was conducted in five secondary schools which were; Mbale secondary school, Nkoma secondary school, Mbale High school, University Link high school and Town side High school. The study employed descriptive research design where questionnaires and interview guides were the main instruments for data collection. Data was collected and analyzed both quantitatively and qualitatively by use of frequencies, percentages and narrative representation respectively then later presented in tables for interpretation.

Findings shows that the first three schools has suitable school rules and regulations, use and implement different mechanism, apply fair and consistence punishments, also had suitable rules and regulations contrary to last two schools which had unsuitable rules and regulations and do not implement different mechanisms, apply unfair and inconsistence punishment and had written rules which had no supervision.

Conclusion, students should be aware of school rules and regulations, fair, consistence punishments, same mechanisms to communicate, motivation, recruitment and selection procedure to teachers and students.

Recommendation, there should be meetings between schools to share experiences on discipline-related matters vis-à-vis academic performance. Parents-teachers relationship should be established. Further research can be carried out focusing on the role of school discipline on students' academic performance in other parts the country or the whole country for comparative analysis

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LIST OF ACRONYMS AND ABBREVIATIONS

CEODL-College of Education Open Distance and e-Learning

UCE- Uganda Certificate of Education

A- Agree

SA- Strongly Agree

DA- Disagree

SD- Strongly Disagree

CHAPTER ONE

INTRODUCTION

1.0. Introduction.

This chapter consists of background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, research hypothesis, and scope of the study and significance of the study.

1.1. Background of the study

Historical perspective

Education aims at character building and training for the society. Education its self is a cultural process where anew born individual is transformed into a full member of a given society (cotton, 2000). Before the introduction of formal education in Uganda, people were trained and educated. The colonialist described this type of education and training informal, much as it lacked defined institutions of learning, teachers, blackboards, pencils and books, it was however designed to create an ideal individual who would fully fit into and be accepted by the society. Therefore, discipline and respect were emphasized.

According to Ezewu, (1986), instruction in informal education type used to take place at around the fire place after the evening meal, which was an indication of good time management consideration or whenever a child committed an offence. Though stories tales and riddles, mother or ground mother would alert the children to what society expected of them as they grew up. Some societies used capital punishments to alert the young generation to the gravity of a particular case of indiscipline and immorality (Okumbe, 1998).

Punishments therefore varied according to the weight of the offence as it was viewed by a given society. This education was all round process which was created for all facets of the individual. All what was taught was geared towards the creation of an ideal individual who would ably fit into the society in which he/she was born and lived. The young were therefore taught the dos and don'ts (rules and regulations) of the society. The whole system of traditional training and educating of the young generation was discouraged by the introduction of colonial formal type of education in Uganda by missionaries. These missionaries established schools whereby the education system was changed which mainly emphasized reading, writing and religion (Nsereko,

1997). Later the liberal arts were also emphasized along with strong emphasis on discipline that embraced school rules and regulations as well as punishments to offenders as a measure of guiding students' behavior in schools (Mafabi, Higwira, Osire and Agwi, 1993).

Due to high demand of education in Uganda, the government of Uganda together with private individuals has increased the number of schools country wide. Many of these schools have changed to boarding section as a way of coping up with the increasing competition among students and schools as well as national exams. This has resulted into students spending more time in schools than with parents where they are expected to get adapted to various kinds of behaviors such as homosexuality, smoking and use of nasty words among other things. There is also concern that has taken new forms with increasing violence, sale and consumption of drugs, theft indiscipline, disrespect of school rules and regulations which has resulted into wide spread corporal punishments, students' expulsion and suspension from schools, cases of arsons are on the increase in schools, problems which go beyond educational institutions. This has attracted serious attention from scholars and administrators as well as education stakeholders about the academic performance from such indiscipline students and therefore created a need which called for this study.

Conceptual perspective

Discipline is an important component of human behavior and without it, an organization cannot function well towards the achievement of its goals (Ouma, Simatwa and Serem, 2003). In the school context, a disciplined student is one whose behavior, actions and inactions conform to the predetermined rules and regulations of the school (Ali, Dada, Isiaka and Salmon, 2014).

According to Okumbe (1998), discipline is the action of management to enforce organizational standards. Bahemuka (1998), define discipline as means to bring control, train to obedience and order or drill. Cotton (2000) defines school disciplines as a form of discipline appropriate to the regulations of children and the maintenance of orders in the school.

However, in this study, discipline was conceptualized as the observance of school rules and regulations, time management and administration of punishments. Academic performance in this study was perceived as the degree of achievement by students in their class assessments, midterm exams, terminal and national examinations. Thomas and Marshall (1999) described

performance as actions of a person or group when given a learning task. In education, performance is often presented as synonymous with academic achievement or attainment in carrying out of a task, course or assignment. Derek(1981) argues that academic performance is the measured ability and achievement level of a learner in a school, subject or particular skill. Therefore, academic performance has to do with a learner's scholastic ability and attainment as regards his/her work and this is measured through tests, exams, course works and assignments.

Hawes (1982) shared the same idea with Derek (1981) defined achievement as successful accomplishment of performance in a particular subject. Area and course usually by reasons of skill, hard work and interest typically realized in various types of grades and marks.

According to Rosen(1997) and Slee (1995) discipline includes a branch of knowledge, training that develop character, self-control, orderliness or efficiency, strict control to enforce obedience and treatment that controls or punishes and a system of rules and regulations.

Good discipline is considered to be one of the major attributes of effective schools and many failing schools have been blamed for lack of discipline (1997).

Punishment is defined as inflicting retribution on or for the offence (Okumbe, 1998). Punishments are necessary if rules and regulations are to be enforced. This may be through inflicting blows on an opponent, abuse or treat severely or improperly. Horny (1993), define punishment as penalty inflicted on somebody that has done wrong. This can be done through inflicting harm or physical pain or psychological. Also to harm a person means to deprive the person of what he/she otherwise has a right to have, do or enjoy.

Theoretical perspective

This study on discipline and academic performance was guided by theory X and Y advanced by McGregor. Theory X postulates that worker or employees are lazy and will always avoid responsibility. To achieve high performance, there is need to coerce, control and even threaten them (Okumbe, 1998). Theory Y postulates that employees are human beings and therefore the role of a manager is to provide an enabling environment that enable employees to realize the potentials they are endowed with. McGregor's theory was adopted for this study because there are cases where teachers and students just do not want to follow a set code of behavior in an

educational organization despite the application of various leadership skills like using set rules and regulations as well as punishments to both deter and reattribute the offenders (Okumbe, 1998).

Contextual perspective

Ideally, a school must lead the rest of the society in knowledge and understanding of the process of human growth and development and socialization of children (Mafabi, Higwira, Osire, 1993). This means that a school has unique position in the society as a socializing agent, inculcating conformity, self-control obedience in the child. However, in Uganda, there is a general outcry in the whole country raising concern from the public about the increasing cases of indiscipline among students in secondary schools for example cases of arson have been published in the electronic and print media including the extent of the problem in Uganda(Mpaata,2008).

Drug abuse among students has also been stated as one of the causes of indiscipline in schools within the country. The pressure to excel was cited as one of the fore most reasons why students have turned to drugs(Kabandize, 2004). It was noted that some methods of punishments are degrading and crush self-esteem and creativity of children (Mpiso, 2004). With such wide spread fires, academic performance of students is likely to be affected and this called for this study. Therefore, a critical analysis of these reported cases, demonstrates that discipline problems are becoming a constant concern for educators. A lot of time is lost trying to attend to misbehavior rather than attending to the learning aspects of the lessons. The consequences are more, all of which tends to have an effect on students' academic performance and thus relevance of the study.

1.2. Statement of the problem

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

An increasing number of secondary school head teachers and teachers are reporting a wide range of potentially disruptive behaviors in the classrooms and around the school. Many students are seen loitering in town streets, villages' cinema halls and other places in their uniforms but during class time, an indication of disrespect to school rules and regulations as well as poor time management. This has therefore created a big concern from teachers, head teachers and stakeholders about the lack of opportunity for learners to concentrate on their academic work for attainment in the tests, internal exams and national examinations as well as the nature of future citizens. The effect of this increasing trend of indiscipline on students' academic performance country wide therefore remains unknown and thus a need for this study.

1.3. Purpose of the study

The purpose of the study was to establish the influence of discipline on students' academic performance a case study of secondary schools in Mbale Town in Mbale District.

1.4. Objectives of the study

The study was guided by the following objectives;

- i. To establish how administration of school rules and regulations affect students' academic performance in Mbale Town, Mbale district.
- ii. To establish how the observance of time management affect students' academic performance in secondary schools in Mbale Town, Mbale district.
- iii. To analyze how the administration of punishments affect student' academic performance in secondary schools in Mbale Town, Mbale district.

1.5. Research questions.

- i. How does administration of schools rules and regulations affect students' academic performance?
- ii. How does the observance of time management affect students' academic performance?
- iii. How does the administration of punishments affect students' academic performance?

1.6. Research hypothesis

H0; There is no significance relationship between discipline and academic performance of students in secondary schools.

H1; There is significance relationship between discipline and academic performance of students in secondary schools.

1.7. Scope of the study

Content scope

This study was concerned with how time management, the administration of school rules and regulations and administration of punishments affect students' academic performance.

Geographical scope

The study was conducted in selected secondary schools in Mbale Town, Mbale district. Among the schools include; Mbale secondary school, Nkoma secondary school, Mbale High school, University Link high school and Town side High school.

Time scope

The study was conducted in 5 months that is from January to May 2018. Starting with identification of the research problem in January problem, proposal writing and submission by March and finally report writing and submission by May.

Theoretical scope

This study was guided by McGregor's theory X and Y which is an alternative to classical organization theory of Max Weber (Okumbe, 1998).

1.8. Significance of the study.

The findings of the study are expected to be beneficial to school head teachers, teacher, parents, policy makers in the ministry of Education and Sports another stakeholder in Uganda.

Secondly the study findings will be helpful to the Government of Uganda in solving the escalating problems of indiscipline that are widely spread in most schools in Uganda.

Thirdly the study will as a guide to head teachers' all over Uganda and outside on how to manage school rules and regulations and also provide preventive measures against indiscipline which could in return improve on academic performance.

1.9. Conceptual frameworks

Independent variable

Dependent variable

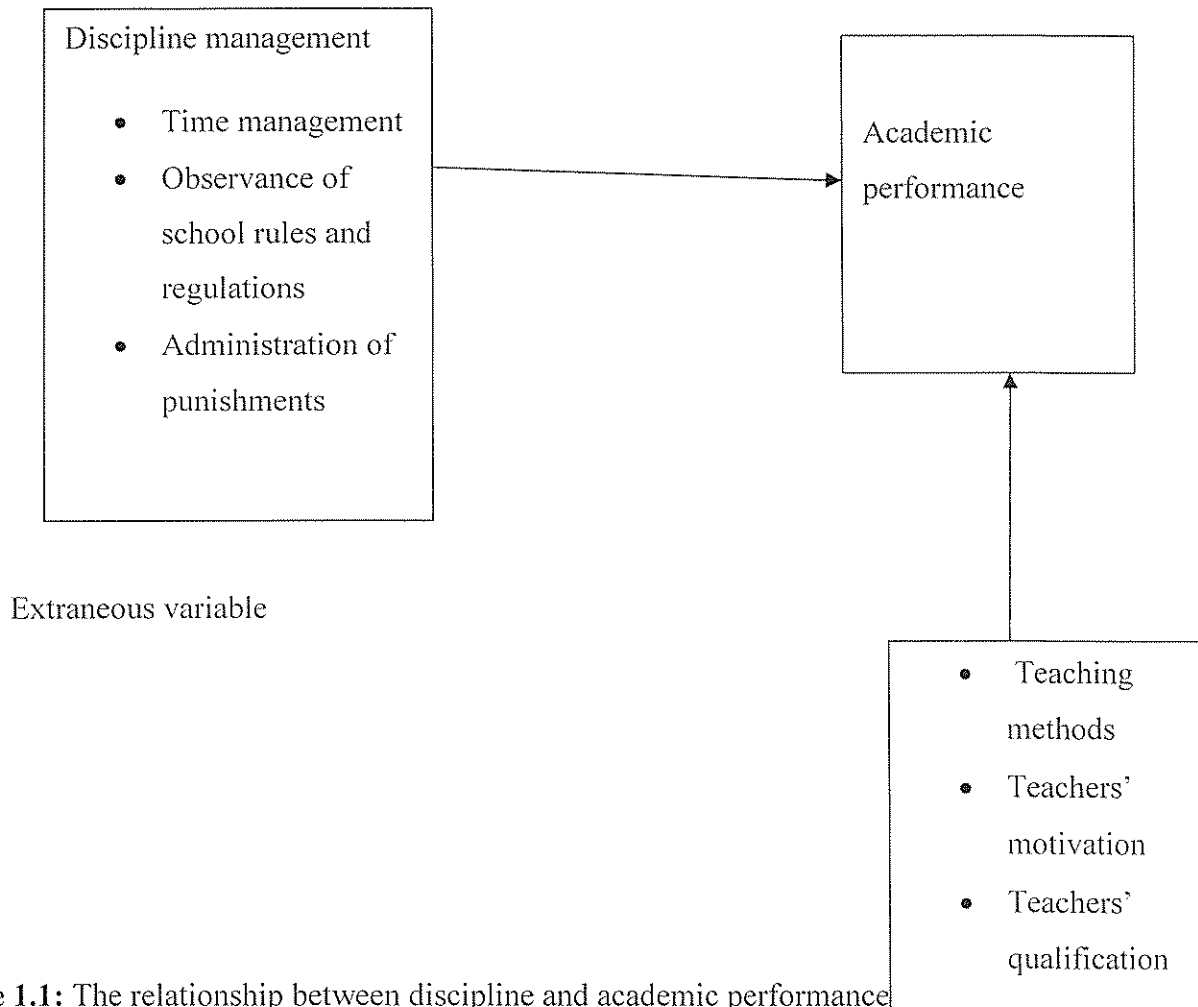


Figure 1.1: The relationship between discipline and academic performance

Source; adopted from McGregor' Theory X and Y (Okumbe, 1998).

CHAPTER TWO

LITERATURE REVIEW

2.0. Introduction.

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

2.1. Conceptual review.

Discipline is an important component of human behavior and without it, an organization cannot function well towards the achievement of its goals (Ouma, Simatwa and Serem, 2003). In the school context, a disciplined student is one whose behavior, actions and inactions conform to the predetermined rules and regulations of the school (Ali, Dada, Isiaka and Salmon, 2014).

According to Okumbe (1998) discipline is the action of management to enforce organizational standards. Bahemuka (1998) define discipline as means to bring control, train to obedience and order or drill. Cotton (2000) defines school disciplines as a form of discipline appropriate to the regulations of children and the maintenance of orders in the school.

However, in this study, discipline was conceptualized as the observance of school rules and regulations, time management and administration of punishments.

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

Hawes (1982) shared the same idea with Derek (1981) defined achievement as successful accomplishment of performance in a particular subject. Area and course usually by reasons of

skill, hard work and interest typically realized in various types of grades and marks. According to Rosen(1997) and Slee (1995) discipline includes a branch of knowledge, training that develop character, self-control, orderliness or efficiency, strict control to enforce obedience and treatment that controls or punishes and a system of rules and regulations. Good discipline is considered to be one of the major attributes of effective schools and many failing schools have been blamed for lack of discipline (1997).

Punishment is defined as inflicting retribution on or for the offence (Okumbe, 1998). Punishments are necessary if rules and regulations are to be enforced. This may be through inflicting blows on an opponent, abuse or treat severely or improperly. Horny (1993), define punishment as penalty inflicted on somebody that has done wrong. This can be done through inflicting harm or physical pain or psychological. Also to harm a person means to deprive the person of what he/she otherwise has a right to have, do or enjoy.

2.2. Theoretical framework.

This study was guided by McGregor's theory X and Y which is an alternative to classical organization theory of Max Weber (Okumbe, 1998). In this study, the application of theory X viewed a school as an organization composed of different categories of people namely, teachers, students and non-teaching staff. All these groups of people need discipline as a means of achieving desired organizational goals and objectives through setting for them rules and regulations and once broken to be followed by prescribed punishments. Theory Y on the other hand viewed a school as an organization with leaders as persons who are able to apply leadership skills so as to gain willing cooperation from teachers, students and non-teaching staff through use of rules and regulations (Okumbe, 1998). The fundamental concepts in McGregor's theory X and Y are rules and regulations, discipline actions mainly punishments and time management especially when administering punishments in the school.

In application of McGregor's theory to this study, the main variables were school rules and regulations for efficient management and administration of punishments to students who do not abide by school rules and regulations and time management that refers to effective utilization of time allocated to individual activities in education institution. These activities include both classroom and outdoor work such as sports, gardening and cleaning work or house work (Mafabi, et al 1993).

2.3. Conceptual frameworks

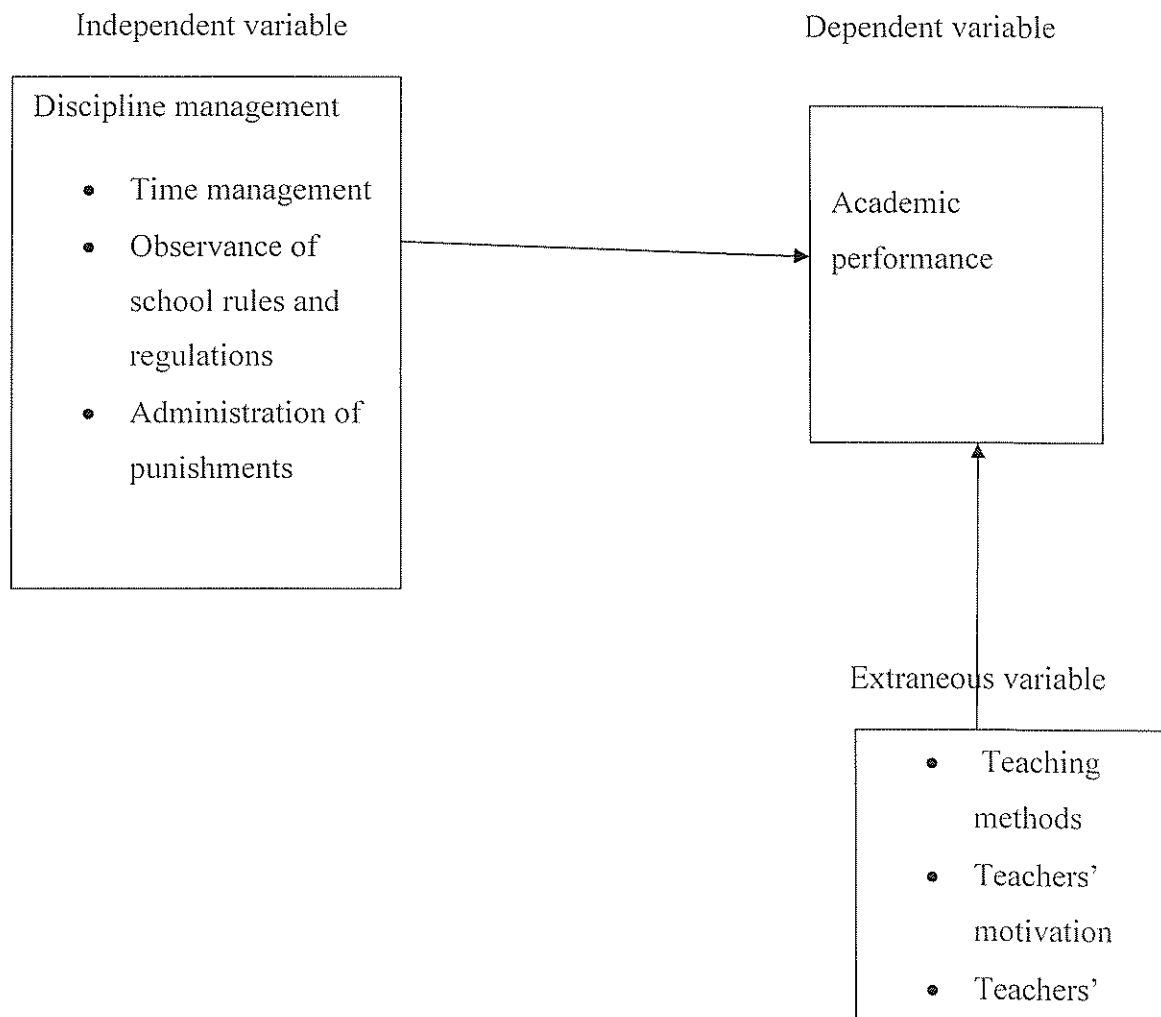


Figure 2.1:The relationship between discipline and academic performance.

Source; adopted from McGregor' Theory X and Y (Okumbe, 1998).

Figure2.1 shows concepts of the independent variables as time management, observance of school rules and regulations as well as punishments. The dependent variable is academic performance. This study therefore investigated the relationship between the independent variables on the dependent variable. The extraneous variables include teaching methods, teachers' motivation teachers' qualification. Their effect on the study, extraneous variables were controlled through elimination or holding the constant since they were more than one. According to Amin (2005), argue that the effects of extraneous variables on the study when they are many can be controlled through elimination.

2.4Contextual review

This section was presented in three subtopics namely; the effect of time management on students' academic performance, the effects of administration of school rules and regulations on students' academic performance and the effect of administration of punishments on students' academic performance.

2.4.1The effect of management of school rules and regulations on students' academic performance

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

Ideally, schools set rules and regulations for the proper governing of the various life styles of students containing the dos and don'ts (Okume, 1998). Regulations on the other hand are authoritative orders with a course of law intended to promote order and efficiency in an organization.

Lupton and Jones (2002) also concurred with Okumbe (1998) and argue that effective schools demonstrate sound inclusive practices which include emphasizing school rules and regulations, collaboration leadership and their good practice.

The school rules and regulations therefore prescribe the standard of behavior expected of the teachers and students. However, these researchers did not say anything on the effect of school rules and regulations on students' academic performance and thus a need for this study.

According to Adams (2003) school's rules and regulations are among the strategies designed to instill good conduct of students. This implies self-control, orderliness, good behavior and obedience to school authority (Adam, 2003). Also on admission, schools especially secondary level, students are given prospectuses which spell out some of the expectations (Adam, 2003). These rules and regulations specify in most cases what a school member should do and what they

should not do. Despite this expectation, in most secondary schools in Mbale Town, students break these rules and regulations with wide spread indiscipline acts such as escaping from schools, loitering in Town, taking alcoholic drinks, participating in violent strikes leading to closure of schools, suspension and expulsion of some students which affect students' academic performance.

Kabandize (2001) in his study on students control through rules and regulations set by individual schools in Uganda observed that rules and regulations are enforced through prefects' bodies and councils, disciplinary committees, teachers and involvement of parents. Cotton (2001), also argued that the best results could be obtained through vigilantly reminding students about rules and regulations of the school and monitoring their compliance with them. However, it has become normal in many secondary schools for students to break school rules and regulations with impunity, showing lack of respect to school authority, damaging of school property, beating up their teachers, loitering at any slight opportunity and even inflicting harm on one another to the extent of using acid as a mean of defense. The consequences from such indiscipline behaviors may result into poor students' academic performance. According to Motsoga (2003), during his study on discipline in schools of Botswana, he discovered the wide spread violence and misbehavior that existed in many secondary schools.

This lack of discipline, which interfered with the teaching and learning process, manifested itself in various ways including bullying, vandalism, alcohol consumption and substance abuse, truancy, inability or unwilling to do class work at home. Theft was also identified as a common activity among secondary school students. An example cited in 2003 where students of one of the secondary schools in Botswana, broke into a biology lab to steal ethanol (Banda, 2004). Some of these students lost their lives and others lost their sight.

In another secondary school, a 19-year boy committed suicide after fighting with another student over a borrowed plate (Maleke, 2003). These were due to students disrespecting the formulated school rules and regulations that could assist them guide their behaviors at school. However, these researchers concentrated on discipline in schools without studying its effects on students' academic performance.

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

Salzer-Morling (2000), also concur with Cotton (2000) and believes that responsiveness to rules can become a consequence of how managers view them. Harris (2005) carried out a study on discipline among learners in a State funded secondary school in Oxford, United Kingdom and established that, the collapse of discipline in the classroom orders, classroom hooligans was an indication of students disrespecting classroom rules and regulations. Much as Harris (2005)'s study concentrated on discipline and established that it was declining among students, it did not focus on how indiscipline affect students' academic performance and hence a need for this study.

The Eligon Committee (1989) carried out research on the standards of discipline in Scotland and Wales and reported that students were cited with violence that involved verbal and physical aggression to teachers. According to Adeyemo (1985) who carried out a study on the level of discipline in secondary schools in Nigeria, and established that there was wide spread violation of school rules and regulations which was capable of obstructing the smooth and orderly functioning of the school system. This argument was also supported by Mukharjee (1985) who carried out a study on the discipline in secondary schools in Mexico and noted that certain changes signaling maturity in the course of growth and development of students in secondary schools tend to make students misbehave by faulting school rules and regulations. The researchers however, only attempted to establish the level of discipline in schools but without studying its effects on students' academic performance.

A Critical analysis of the above studies did not provide a clear answer on how school rules and regulations affect students' academic performance. Much as researchers had studied the way school rules and regulations control the students' behavior in schools, gap remain undiscovered on how the administration of rules and regulations affect students' academic performance. This study therefore investigated the existing relationships management of school rules and regulations and students' academic performance.

2.4.2. The effect of time management on students' academic performance

In a proper learning situation, a disciplined student is the one expected to do right thing at the right time (Kajubi, 1997). Bratton and Gold, also shared the same opinion with Kajubi (1997) where they argued that, a disciplined student is the one who is in the right place at the right time. However, in most schools in Mbale Town, students misuse time through loitering in Town and yet time are a factor for achieving success, others arrive very late for classes missing lesson, which seem to affect their academic performance. According to Byarugaba (1991) time is a scarce resource and therefore requires proper apportioning so as to enable any organization achieve its objectives, punctuality needs to be observed not only by students but also teachers, head teachers and non-teaching staff in an educational institution. Mafabi, et al (1993) also agreed with this idea and argued that, in the school environment for success to be achieved, the school head teacher is expected to be an example of good time management. Despite this expectation, the practice in most secondary schools in Mbale Town is that, most of the school activities seem not to respect the designed timetable. There was need therefore to establish the effect of this poor time management on students' academic performance.

Clifford (1993), also concur with Mafabi, et al (1993), where he noted that discipline should take precedence over other activities and must be enforced. He argued further that, much of time management in schools is guided by school timetables that indicate time for every activity in the school such as teaching, break time, assembly, lunchtime, and sports. Parkas and Thrift (2001), also shared the same opinion with Clifford (1993) during their study on time management in public schools in the United States of America and established that, time is a mental device that gives order to events by identifying them as successive. But in reality most secondary schools in Mbale Town for example assemblies tend to encroach on the time for other activities an indication of poor time management. The effect of this poor time management on students' academic performance remained undiscovered and thus the need for this study.

Docking (2000), concurs with the opinion of Clifford (1993), and argues that, a disciplined student is one expected to arrive at school before lessons start and wait for the teacher. At the same time a disciplined teacher is the one expected to respect time allocated to him or her on the timetable. Despite this belief, most teachers in Mbale Town schools are also reported to attend lessons late and leave classes before the end of lessons. This generally seems to have an effect on

students' academic performance. Therefore, this study investigated the relationship between time management and students' academic performance.

According to Cotton (2000), lack of discipline is the most serious problem facing the education systems in America's schools with many educators and students gravely concerned about disorders and dangers in school environment. Poor time management, insubordination and intimidation by students result in countless school and classroom disruption leading to many suspensions in a year (Cotton, 2000). However, she did not mention the effect of such indiscipline on students' academic performance and therefore a need for this study that investigated the relationship between time management and students' academic performance.

Ramharia (2006) carried out a study on indiscipline and violence in Mauritius schools and established that Mauritanian primary and secondary schools have witnessed social changes due to the once booming economy. Mauritanian youth are therefore living in society transformed by technological progress on one hand and still tied to traditional, patriarchal and institutional structure on the other. Mauritanian schools suffer from deterioration discipline as a result urgent attention is required. A critical analysis of the above studies shows that researchers concentrated on time management in a class situation but without looking at its effect on students' academic performance. Also the current time management practices in most secondary schools in Uganda had remained unknown and always raised a big concern. This study therefore reveals the effect of time management on students' academic performance.

2.4.3. The effect of administration of punishments on students' academic performance

According to Nagawa (1998) and Mpiso (2004) there are various types of punishments that are administered in the secondary schools in Uganda. These include the different modes or forms which prevail in our schools in Uganda such as reprimand, bawling out, ridiculing sarcasm, belittling, namecalling, withdraw of privileges, social isolation, demotion, putting placards around the neck of the offender, standing in front of class, exercise drills like raising arms while carrying weight, others include suspension, and expulsion from school, corporal punishment, restitution and detention or keeping students after school.

According to traditional African teaching and learning, power relations dominated it. Children were expected to take instructions from adults and assimilate knowledge without questioning its

source. Questioning its source and challenging the opinion of the instructor could be regarded as rude and tantamount to punishments (Gyekye, 2002). However, despite the existence of learning theories signaling the barriers punishments regimes pose to effective teaching and learning, the practice continues to be predicted on traditional norms and expectations of the society and this is true in our schools where adults expect that children who misbehave in school or home will be punished (Rosen, 1997).

According to Mafabi et al (1993), punishments are expected to suppress unwanted response during the time students are under teacher's observation. This opinion is also shared by (Cotton et, al, 2000), who assert that punishments in a school system are expected to teach students the relationship between their behaviors and the outcome or accountability for their mistakes.

Cowley (2001) also argued that with a well-behaved class, teaching could be among the most wonderful jobs in the world. However, what really occurs on the ground is that unwanted behaviors are on the increase despite the presence of these punishments. Teachers are worried about the aggression being directed to them by both students and their parents. This has resulted into some students being expelled, others suspended, forced to do hard labor at school, chased out of classes all of which seem to affect their academic performance. This study therefore investigated the existing relationship between administration of punishments and academic performance.

The supreme objective of punishment is to impose a penalty on the offender, which corresponds to the character of the offense. However, according to Multhoga (1997), some forms of punishments create psychological problems to students. An example given by Multhoga (1997), of canning that make children fear even going to school for fear of being caned again. This end up defeating the whole purpose of education and thus affecting students' academic performance.

Hogan and Pressley (1997) also concurred with Multhoga (1997), who note that some modes of punishments were discovered to create fear among students that led to truancy and premature attrition. Premature attrition from school could lead to social exclusion, as the students who were affected would not have acquired any productive skills that would benefit them and the society in which they live in. the implication is that they would become social outcast. They further argued

that some forms of punishments like corporal punishment could lead to physical injury if teachers were not careful in its administration. This would lead to absence from schools and consequently reducing the academic performance of injured students.

Baumard (1999) shared the same opinion and argued that punishment is a mean of controlling disruptive behavior. He further stated that if punishment is the logical result of misconduct, the student is likely to accept it without resentment.

Teachers need always to help students to realize the appropriateness of punishment before initiating it. Cotton, (2000), also contends that uniform punishment can be effective way of controlling students' behavior if students, teachers and school administrators know and understand that punishments are firm, fair and consistent. They act as motivators to students in order to improve students' learning and academic performance. On contrary, discipline has more to do with teaching and self-control. Learning theories indicate that punishment was ineffective for producing significant and lasting behavioral change (Canter, 2000).

Ideally punishments are an effective method of remediating individual misbehavior and therefore improving school order if they commensurate with the offence committed and must also be perceived by students as a punishment (Okumbe, 1998). However, in most secondary schools in Mbale Town, some forms of punishments are unfair and undeserved like corporal punishment in schools involving severe canning of students. The effect of such harsh punishments on students' academic performance had not been given attention. This study therefore established whether students who are victims of such punishments are affected as regards their academic performance.

Docking (2000), carried out a study on application of punishments in schools in the United Kingdom and observed that, some punishments are appropriate and constructive while others are not desirable, baseless and instead intended for instilling fear. This idea was also in agreement with Canter (2000), who argues that although discipline remains one of the most common problems for educators, some punishments such as corporal punishments should not be used because no evidence suggests that they have produced better results academically, morally or that it improves school discipline. Instead students provoke resistance and resentments such as

cyclical child abuse, and pro-violent behavior. Students turn to lying about behavior so as to escape punishments.

2.5. Review of related literature

Discipline is widely acknowledged to be essential for creating a positive school climate which is conducive to sound academic performance (Masitwa,2014). It is a basic requirement for successive teaching and learning in schools and a subject concern to teachers(Eshitu,2014).

Scholars in the recent times have written more on indiscipline among pupils and its effect on learning outcomes and their progress in schools. Some scholars suggest that disciplinary policies simply do not have different effects (Verdugo, and Glenn,(2002), Chen (2005),Schoonover(2009). Others assert that suspensions do not prevent student future misbehavior(Nicholas, 2004). If a school is effectively disciplined, the academic performance on the part of students and teachers will be highly rated. Gawe, Vakalisa and Jacobs (2001:190) express cooperative learning if academic achievement among students.

However, apart from the fact that effective discipline helps in the achievement of goals, expectations and responsibility in students, discipline creates a good image and prepares the learners for the future(Dunham, 1984:66).

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

Kabandize (2001), in his study on students control through rules and regulations set by individual schools in Uganda, observed that rules and regulations are enforced through prefects' bodies and councils, disciplinary committees, teachers and involvement of parents.

Cotton (2001) also argued that the best results could be obtained through vigilantly reminding students about rules and regulations of the school and monitoring their compliance with them. However, it has become normal in many secondary schools for students to break school rules and regulations with impunity, showing lack of respect to school authority, damaging of school property, beating up their teachers, loitering at any slight opportunity and even inflicting harm on one another to the extent of using acid as a mean of defense. The consequences from such indiscipline behaviors may result into poor students' academic performance.

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

Harris(2005) carried out a study on discipline among learners in a State funded secondary school in Oxford, United Kingdom and established that, the collapse of discipline in the classroom orders, classroom hooligans was an indication of students disrespecting classroom rules and regulations.

The Eligon Committee (1989) carried out research on the standards of discipline in Scotland and Wales and reported that students were cited with violence that involved verbal and physical aggression to teachers. according to Adeyemo (1985),who carried out a study on the level of discipline in secondary schools in Nigeria, and established that there was wide spread violation of school rules and regulations which was capable of obstructing the smooth and orderly functioning of the school system. This argument was also supported by Mukharjee (1985), who carried out a study on the discipline in secondary schools in Mexico and noted that certain changes signaling maturity in the course of growth and development of students in secondary schools tend to make students misbehave by faulting school rules and regulations.

Clifford (1993) during their study on time management in public schools in the United States of America, he established that, time is a mental device that gives order to events by identifying them as successive.

According to Cotton (2000), lack of discipline is the most serious problem facing the education systems in America's schools with many educators and students gravely concerned about disorders and dangers in school environment. Poor time management, insubordination and intimidation by students result in countless school and classroom disruption leading to many suspensions in a year (Cotton, 2000).

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CHAPTER THREE

RESEARCH METHODOLOGY

3.0. Introduction

This chapter presents the description of the study area, research approach, the research design, study population, sample population, sample procedure, data sources, research procedure and data analysis.

3.1. Description of the study area

The study was conducted in Mbale Town, Mbale District. Mbale town is approximately 245 kilometers(152ml), byroad, North East of Kampala. Mbale district is located in Eastern region of Uganda .it is boarded by different districts which include; Manafwa and Bududa in the East, Sironko in the North, Bukedea in the North East, Budaka and Palisa in the West, Tororo and Butaleja in the South West. The Town is located on coordinates 10450.0⁰ N, 341030.0⁰ E (latitude:1.080556, longitude:34.175000).The selection of this area was based on the following reasons, Mbale Town has the highest number of secondary schools in the region and many of these schools are located in the Town Centre. Some students in most of these secondary schools were report to engage in indiscipline related cases such as truancy, use of alcohol, loitering in the Town in school uniforms during school times, drug abuse like "kuba" and marijuana, found in cinemas and videos and other unwanted behaviors.

3.2. Research approach.

The study employed both qualitative and quantitative approach. The study selectedessentially qualitative approach for data collection in order to explore the phenomena whereby in-depth interviews with head teachers, and disciplinary masters/mistresses were done to describe the variation, to describe explanation of relationships and to describe individual experience and group norms in order to get participants perspectives using interactive strategies in real life situations.

Quantitative approach was used in this study to confirm hypothesis about the phenomena, whereby questionnaires were used to quantify variations in frequencies and percentages to predict causal relationships, to describe characteristics of a population by making statistical summary and analysis and finally to facilitate the drawing of inferences related to the study in order to measure participants' views towards discipline management practices.

3.3. Research Design

The study employed descriptive survey design. Descriptive survey is characterized by describing data on variable of in interest and it is useful in gathering factual information, data on attitudes and preference, beliefs and predictions, behavior and experience both past and present (Cohen, Monion and Morrison, 2002).

According to Omari,(2011:96), descriptive survey design is very analytical, conceptual and inferential, which describes existing conditions by comparing groups of respondents about their thoughts, opinions and experience. Therefore, in this study descriptive survey was helpful to gather and analyze data as it combined two approaches(qualitative and quantitative) for in-depth and wide information hence it enabled the researcher to acquire rich, robust, holistic description and understanding the problem under investigation.

3.4. Study population.

The term population refers to a group of people, an institution, or a thing that has one or more characteristics in common on which a research study is focused.

Fraenkel and Wallen (2000:103), denote that apopulation is the group of interest to the researcher from which possible information about the study can be obtained.

The target population for this study included the following categories of samples of five selected schools in Mbale Town which are head teachers, discipline masters/mistresses and students. These categories were selected because they comprise of the major composition of disciplinary indicators in the school administration and the school as a community.

3.5. Sample size and sample procedure

3.5.1. Sample size.

Asample is asmall group subjects drawn from the population in which a researcher is interested in for purposes of drawing conclusions about the population Kothari(2004:157). Leady(1986:2010),adds the results from the sample can be used to make generation about the entire population as long as it is truly representative of the population.

Asample size refers to the number of items to be selected from the universe to constitute asample(Kothari, 2004). In this study, the sample size was drawn from the five selected

secondary schools in Mbale Town. The sample included both private and public schools so as to make an in-depth analysis about discipline and students’ academic performance. The sample size for this study was obtained from head teachers, students and discipline masters/mistresses for selected secondary schools. Head teachers were selected because they are custodians of school discipline by virtue of their office hence are assumed to have adequate information on school discipline, information and implementation of schools, rules and regulations at school level and various disciplinary actions in the school. Therefore, this study included 5 head teachers from the five selected schools.

Disciplinary master/mistresses were included in the sample because of their position and responsibility about discipline their respective schools. They were selected purposively because it is assumed that they have adequate information on students’ discipline at school and about implementation of all matters of discipline. Therefore, 1 disciplinary master/mistresses was selected from each of the selected schools.

Students were also selected to participate in this study to provide information on the influence of discipline and academic performance in schools. Students were selected through purposive and random sampling on the basis of their stay in the school. By this on students in senior three and senior four were selected because it was assumed that they have adequate knowledge and involvement in indiscipline issues in their respective schools. Therefore 20 students from each school were selected at random.

The sample participant’s categories involved 5 head teachers of selected school, 5discipline masters/mistresses and 100 students making the total of sample participants to 110 as represented in table 3.1 below.

Category	Sample	Sampling procedure
Head teachers	5	Purposive
Discipline masters/mistresses	5	Purposive
Students	100	Purposive and random
Total	110	

Table 3.1 showing the sample population for the study.

Source:Field study 2018.

3.5.2. Sampling procedure.

This study employed probability and non-probability sampling which include purposive sampling and random sampling. Purposive sampling in this study involved the selection of those participants who portray the key characteristics or elements with the potential of yielding the right information.

According to Fraenkel and Wallen (2000:112), purposive sampling is an occasion based on previous knowledge of a population and specific purpose of research investigators for use in personal judgments to select a sample. Under this study, the sample size included only those respondents who had relevant information to the study for example Head teachers and disciplinary masters/mistresses of the selected schools. Purposive sampling was used to get the sample of students from selected schools. This method was used because it economizes time and reliable information can be obtained at much reduced cost and time. The study also used random sampling whereby all students in selected schools had equal chances of being selected to participate the study.

3.6. Data Sources.

The study used both primary and secondary data.

3.6.1 Primary data.

The study used primary data which was collected through the use of questionnaires and interview guides.

3.6.2 Secondary data.

The researcher used secondary data with an aim of comparing secondary data with responses to the primary data that were gathered in order to get a meaningful and objective interpretation of the findings. Secondary data involved review of existing literatures such as internal reports, previous research dissertation, internal memos, journals, text books and the internet.

3.7. Data collection methods/instruments.

3.7.1. Questionnaire.

A questionnaire is a set of questions given to a group of individuals targeted to obtain data about the problem studied. The questionnaire consists of open ended and closed ended questions.

This study employed closed ended questionnaires to students for obtaining information concerning their understanding and perception of the link between discipline and academic performance. This method was chosen because a lot of information from a large number people can be collected within a very short period of time and it is economical in terms of money and time. It also ensures confidentiality and thus gathers more information. The study distributed 100 questionnaires to students selected for this study in five selected schools. After the filling of questionnaires, the information obtained was collected and compiled into statistical data for analysis.(Appendix A)

3.7.2. In-depth interview with key informants.

This study employed both structured and semi-structured interviews to collect rich and deep information of discipline and students' academic performance from heads of schools and discipline masters/mistresses. Responses from interviews were recorded under headings emerging from interviews with the interviewees. (Appendix B and C)

3.8. Validity and reliability of instruments.

3.8.1. Validity.

According to Vanden Aardweg(1988), Kidder and Judd(1986), asserts that the validity of the questionnaire relates to its appropriateness for measuring what the questionnaire is intended to measure. The validity of the questionnaire in this study was ensured by assessing the questionnaire items during their construction. Questions were discussed with the supervisor and then will give to independent lecturers in College of Education Open, Distance and E-learning. This cleared any lack of clarity and ambiguity and also assess the relevance of the questions with the objectives of the study.

3.8.2. Reliability.

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

The researcher maximized random errors by cross-checking the questionnaires during piloting. This study used test-re-test technique to ascertain the reliability of the research instrument. The

questionnaires were administered twice by the researcher to the same group after two weeks' interval and this assisted the researcher to establish whether the responses given were consistent.

3.9. Research procedure.

When the research instruments are ready, the researcher discussed them with the supervisor to prove their validity and reliability. Then the research was given an introductory letter from the principal college of education, open Distance and e-learning(CEODL) which introduced him to the Head teachers of the selected schools.

Using permission letter, the researcher was able to meet school Head teachers and disciplinary masters/mistresses for appointments to the interviews with them and distributed questionnaire to students. Students were given instructions by the researcher on how to fill and complete the questionnaires. All items in the questionnaires will be filled up before being collected by the researcher from the respondents on the same day for analysis.

3.9.1. Data analysis.

Data analysis is the process which involves editing, coding, classifying and tabulating the collected data(Kothari,2004). In this study, quantitative techniques will be employed for data analysis. Quantitative techniques were used to analyze questionnaire using percentage distribution technique. This study used frequencies and percentages because they can easily communicate the major research findings to majority of readers (Gey, 1992). Frequencies easily show the number of subjects in a given category. The data were tallied and computed into frequencies using excel. The data was then be presented in tables for easy interpretation and discussion.

Qualitative data from interviews was analyzed descriptively and information presented in the narrative form. According to Bell(1993), qualitative data from interviews were analyzed descriptively and narrative where the researcher presents detailed literature description of the respondents' views for the reader to make their opinion. In qualitative data, responses were categorized on the basis of similarities and core meaning, whereby each category represents a unique way of understanding.

3.9.2. Data presentation.

Under this, tables were used to present the processed data as results of the study. Word reporting structures were also used to present discussion of the findings, summary, recommendations and conclusions. These methods was chosen because they are simple top apply and easy in understanding to many readers and the audience at large.

3.10. Ethical Considerations.

According to Mugenda and Mugenda (2003), ethical considerations are critical for research. Leedy and Ormrod (2005), affirms that most ethical issues in research fall into four categories: protection from harm, informed consent, right to privacy, and honesty with professional colleagues.

In this study, ethical guidelines for conducting research were embraced to ensure that ethical values are not violated. That is, before the field to collect data, the researcher obtained an introductory letter from the college of education, open Distance and e-learning (CEODL), KIU. Then after, the researcher will present it to the head teachers of the selected schools in Mbale Town to seek for permission to conduct the study in their schools.

The researcher got permission from parents through the head teachers of the selected schools. The researcher introduced rapport with the respondents by being sincere and respectful and he will ensure that the purpose for the study and its potential benefits are clearly explained to the respondents and their participation in the study was on voluntary basis.

Further, the participants were assured that the study is for purely academic purpose only and finally the researcher remained objective and ensured that findings, conclusions and recommendations was based only on the data collected.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.0 Introduction

This chapter presents presentation, analysis and discussion of research findings done through interviews with the heads of schools, discipline masters/mistresses, and questionnaires administered to teachers and students, as well as through observation in the light of the research objective and question articulated in chapter one. The chapter has been divided into three sections namely introduction, background information and research question study sought to answer.

4.1. Students Characteristics

Table 4.1: Distribution of Students Responded by Gender and Type of School

Gender	Frequency	%
Male	57	57
Female	43	43
Total	100	100
Type of school		
Government	40	40
Private	60	60
Total	100	100
Boarding	60	60
Day	40	40
Total	100	100

Source: Field survey 2018

The table above shows that (57%) respondents were male and (43%) respondents were female. This indicated that male students dominated relatively in the study.

4.2 Effect of management of school Rules and Regulations on Students' Academic Performance.

The first objective of the study was aimed at examining the effect school rules and regulations on students' academic performance. The information was obtained through interviews to the heads of schools, discipline masters/mistresses, and through questionnaires to students. The following responses were given.

The students were also asked through questionnaire to give their views on the effect of school rules and regulations in controlling students discipline in the school”.

The study revealed that of 60 students the first three schools, 47(78.3%) strongly agreed that the school rules and regulations were integrated with school policy to control the school discipline 13(21.7%) also agreed. Whereas 44(73.3%) strongly agree that the school rules and regulations were and 16(26.7%) agreed. On the other hand 45 (75%) students strongly agreed that the school has availability of physical resources and 15(25%) agreed.

On the contrary of 40 students from the last two secondary schools, 10(25%) agreed that the school rules and regulation were clear and 30(75%) disagreed. Also 4(10%) of the student agree that the school had availability of physical resource and 26(65%) of students disagreed and 10(25%) strongly disagree. 2 (8%) of the students agree that the school had good leadership style, 30(75%) of students disagree and 10(25%) strongly disagree that school apply consistence punishment, 35(85.5%) of the student disagree that school apply consistence punishment and 5(12.5%) disagree.

This implies that students from best performing schools has conducive environment for learning which made them to have discipline while least performing schools had bad environment for learning hence led to violation of school rules and regulations. (See table 4.2).

Table 4.2: Student’s Views on the effects of school Rules and Regulations on students’ academic performance.

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

Students’ views	SA		A		DA		SD	
	N	%	N	%	N	%	N	%
First three schools N=60								
School rules and regulations are integrated with school policy	47	78.3	13	21.7	0	0	0	0
Our School has clear rules and regulation	44	73.3	16	26.7	0	0	0	0
Availability of physical resources	45	75	15	25	0	0	0	0

Leadership style	46	76.7	14	23.3	0	0	0	0
Punishment is fair and consistence	43	71.7	17	28.3	0	0	0	0
Last two schools N=40								
School rules and regulations are integrated with school policy	0	0	0	0	0	0	0	0
Our School has clear rules and regulation	0	0	10	25	30	75	0	0
Availability of physical resources	0	0	4	10	26	65	10	0
Leadership style	0	0	2	8	30	75	8	20
Punishment is fair and consistence	0	0	0	0	35	85.5	8	12.5

Source: Field Study, 2018

Generally, the study showed that suitable, clear rules and regulation, availability of physical resources, good leadership style and fair and consistence punishment used in the first three schools were suitable in managing school discipline contrary to the last two schools where were mostly they were unsuitable. Unclear rules and regulation, unavailability of physical resources, bad leadership style and unfair and inconsistence punishment which resulted too many indiscipline problems observed.

Interviews with head teachers revealed that all 3(100%) heads teachers of the first three schools secondary schools said that their sets of school rules and regulations were very much strong in dealing with discipline issues at the school level. On other hand all 2 (100%) heads teachers of the last two schools cast doubt on the suitability of their school rules and regulations. As one head of school noted:

“Generally speaking on our set of school rules and regulations are good because we are still using them. And on suitability I am not very much sure whether all of them are suitable or not...this also depend on the head of school and school management in executing them.”

Another head of school said that,

“On my opinion our set of school rules and regulations look well when you read them but practically they are not well implemented thus why is saying they are unsuitable because despite that we have them in school but are not well executed.”

The above assertions reveals that even head teachers of the last two schools have doubt with regards to the suitability of sets of their school rules and regulation. Although seems that these rules and regulations are well written but their execution has not been well implemented.

Regarding leadership style most teachers in the first three secondary schools indicated that the style of leadership was more or less characterized by rigidity of rules and uniform application in executing such rules. There were less bureaucratic procedures in reaching and implementing leadership decisions. .

One of the head of school said that,

“The school manager has the power to involve or not involve the discipline committee in expelling/terminating a student who has committed an offence. In this case the school board is only informed. This means any deviance was responded to immediately and deviations from the norm were also regarded as going against the rules and regulations of the schools.”

On the other hand, the leadership style in last two secondary schools was more lax and decision making was more bureaucratic involving more stages and people, which gave loopholes for some deviant behavior that affected academic performance in general. One head of school said that,

“For instance, once a student is found guilty, the school administration would only suspend the student and later on inform the board for further actions.”

Further interview was done to discipline masters/mistresses regarding uses of clear rules and regulation and consistence application of punishment. Study revealed that

the first three schools claimed that their rule were clear and when executing disciplinary actions, it was consistently and fairly applied to students or teachers depending on the nature of the offence regardless of an individuals’ other positions or ranks.

On other hand, the study revealed that, unlike the situation in the first three secondary schools, some of misbehaviors in last two secondary schools were a result of inconsistency in the use of disciplinary action towards the offenders. One discipline mistress had this in comment:

“Unfair and inconsistent enforcement of school rules makes students lose faith in rules. If a teacher ignores breaking of a rule one day and comes down hard on the same the next day, one will not be seen as being consistent, therefore one is likely to lose respect and breaking of the rule will probably increase.”

The above view predicted that consistency and fairness in executing school rules were essential for effective classroom or school management. Variations in the way similar offences were dealt with in a school would likely cause discontent among teachers and students thereby negatively affect academic performance.

4.3 Observances of time management and students’ academic performance

The second finding of this study was how school observance of time management affects students’ academic performance. Students were given questionnaire to give their views regarding time management and how it affects their academic performance. Their response was as follow.

The study revealed that majority 49(81.7%) of first three secondary schools strongly agreed that school activities respect school time table and 11(18.3%)agree.48(80%) strongly agree students enter their classes on time and other students12(20%) agree. 50(83.3%) students strongly agreed that students come to school on time and 10(17 %) agreed.53(88.3%)students strongly agreed that student have meals on time and 7(11.7%)agree.45(75%) students from the first three schools strongly agree that the school bell is rung on time for all school activities and 15(25%) agreed.

The study also revealed that majority 30 (75%) of last two secondary schools students agreed school activities respect the time table while 10(25%) disagreed. Majority of students 29(72.5%) agree that students enter their classes on time while 11 (27.5%) students disagreed. 35(88.5%) agreed that students come to school on time while 5(12.5%) disagreed. 29(72.5%) agreed that students have meals on time while11 (28.5%) disagreed. 30(75%) students agree that the school bell is rung on time for all school activities while 10 (25%) strongly disagreed.

This implies that majority of students from all the five secondary schools sought that time management affect student’s academic performance in different ways. Table 4.3 below summarizes the study findings.

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

Table 4.3 observances of time management and Academic Performance

Students views	SA		A		DA		SD	
	N	%	N	%	N	%	N	%
First three schools N=60								
Our school ensures that school activities respect the timetable.	49	81.7	11	20	0	0	0	0
Students enter their classes in time for studies	48	80	12	20	0	0	0	0
Students come to school on time	50	83.3	10	11.7	0	0	0	0
School ensure that student have meals on time	50	83.3	10	17.7	0	0	0	0
Teachers ensure that the school bell is rung on time for all school activities	45	75	15	25	0	0	0	0
Last two schools N=40								
Our school ensures that school activities respect the timetable.	0	0	30	75	10	25	0	0
Students enter their classes in time for studies	0	0	29	72.5	11	27.5	0	0
Students come to school on time	0	0	35	87.5	5	12.5	0	0
School ensure that student have meals on time	0	0	29	72.5	11	28.5	0	0
Teachers ensure that the school bell is rung on time for all school activities	0	0	30	75	0	0	10	25

Source: Field survey 2018

Interviews held with head teachers and discipline masters/mistresses of all the five secondary schools revealed despite the presence of well-designed timetable which is largely respected, in some instances the timetable is not respected which create student dissatisfaction that indicate misbehavior which affect student' academic performance.

Discipline masters/mistresses also revealed that student are found of coming to school late giving reasons of traffic jam for day scholar students who use taxis to come to school making them miss the early morning lessons which result into poor performance of such student in test, mid-term exams, end of term and national exams.

It was mentioned by 3 head teachers that meals at times delay due to inescapable problems such as lack of flowing tap water making student to fetch it from the well. This was cited as a major cause of strikes among students, which involves a lot of damages and at times claiming lives of people at schools.

4.4 Influence of Punishment administration on Students' Academic Performance

The third finding was on influence of punishment management on students' academic performance. Through questionnaires, students were asked to indicate how punishment management at their school affects students' academic performance. The study revealed that majority 50(83.3%) of first three secondary schools strongly agreed that punishment increase class attendance and 10(16.7%)agree.48(80%) strongly agree that it increase respect teachers and other students12(20%)agree.54(90%) students strongly agreed that it make students to come to school on time and 6(10%) agreed.53(88.3%)students strongly agreed that it make students avoid drinking, smoking and fighting in their schools and 7(11.7%)agree.45(75%) students from best school thought that punishment make student keep quiet on the absence of teachers and 15(25%) agreed. Whereas others 47(78.3%) strongly agreed that increases respect for school property and 13(21.7%)

The study also revealed that majority 30 (75%) of last two secondary schools students agreed that punishment management at school increase attendance while 10(25%) disagreed. Majority of students 29(72.5%) agree that punishment increase respect to teachers and other students 11 (27.5%) students disagreed. 28(70%) agreed that it make students to come to school on time while 12 (30%) disagreed, 29(72.5%) agreed that it make students avoid drinking, smoking and fighting while11 (27.5%) disagreed. 30(75%) students agreed that it make student keep quiet in absence of teachers while 10 (25%) disagreed. Also 27(67.5%) agree that it increase respect for school property while, 12 (30%) who disagreed and 1(2.5%) strongly disagree.

This implies that majority of students from all the five secondary schools sought that punishment administration affect student's academic performance in different ways.

Table 4.4 below summarizes the study findings.

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

Table 4.4: Students Views ON administration of Punishment on Academic Performance

Students' views	SA		A		DA		SD	
	N	%	N	%	N	%	N	%
First three schools N=60								
Punishment increase class attendance	50	83.3	10	16.7	0	0	0	0
Punishment increase respect to teachers and other students	48	80	12	20	0	0	0	0
Punishments makes students come to school on time	54	90	6	10	0	0	0	0
Punishments makes students to avoid drinking alcohol, smoking and fighting	53	88.3	7	11.7	0	0	0	0
Punishment make students to keep quiet in the absence of the teacher	45	75	15	25	0	0	0	0
Punishment leads to respect of school property	47	78.3	13	21.7	0	0	0	0
Last two schools N=40								
Punishment increase class attendance	0	0	30	75	10	25	0	0
Punishment increase respect to teachers and other students	0	0	29	72.5	11	27	0	0
Punishments makes students come to school on time	0	0	28	70	10	25	2	5
Punishments makes students to avoid drinking alcohol, smoking and fighting	0	0	29	72.5	9	25	2	5
Punishment make students to keep quiet in the absence of the teacher	0	0	30	75	10	25	0	0
Punishment leads to respect of school property	0	0	27	67.5	12	30	1	2.5

Source: Data Field, 2018

The above findings were supplemented by qualitative responses from head teachers of schools and discipline masters/mistresses. Through interviews, all head teachers of five secondary

schools were asked to indicate how punishment influences students' academic performance in their respective schools. All 5 heads of schools noted that punishment administration help to maintain discipline in school and hence affect students' academic performance.

Discipline masters/mistresses were asked to indicate how punishment administration at school affects students' academic performance. Of 5 discipline masters/mistresses interviewed all agreed that punishment management influence students' academic performance indirectly. One discipline master said that punishment administration in the schools make students to follow school rules and regulations and hence put much emphasis on academic matters. For example, lateness reduced time for attending or accomplishing an activity, including some academic and moral teachings which affected performance. Laziness was considered as leading to incomplete work or loss of time. One discipline master noted that,

"It is very hard to separate punishment and students' academic performance...because it is very difficult to teach students who are indisciplined...punishment such as reprimand, canning, suspension and manual work remind students on the importance of abiding to school rules....when students attend regularly in the classroom, he/she likely to do better in the final examination..."

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The preceding four chapters dealt with several aspects pertaining to the research problem. This chapter presents a summary of the study, the major findings, conclusions and pertinent recommendations with the respect to the main findings of the study.

5.1. Summary of the Study

This study investigated how discipline influence students' academic performance in secondary school in Mbale Town, Mbale District. Based on the purpose of the study, three objectives were formulated to guide data collection and analysis. These examined the effect of school rules and regulations, effect of time management and administration on students' academic performance. The research was conducted in Mbale Town, Mbale district. The study employed principally a qualitative research approach applying a descriptive study design, with quantification of cases as was necessary. Data were obtained through interview and questionnaire methods. The quantitative data were processed with the help of excel software program and were summarized into tables of frequencies and percentages, while qualitative data were subjected to content analysis and relevant information was extracted.

The findings were expected to generate useful information that might result into new knowledge and stimulate better strategies for improving discipline and academic performance in schools.

5.2 Summary of the Major Findings

The following were the major findings of the study:

5.2.1. On effects of School Rules and Regulations on students' academic performance

The study showed that most of the set school rules and regulations used in the first three secondary schools were suitable in managing school discipline contrary to last two secondary schools where were well written but not well executed as a result many discipline problems were observed.

In the last two secondary schools, the reasons and factors behind violating of school rules and regulations were associated with shortage of teachers and teaching-learning materials, overcrowded classes, poor housing, delayed services such as of teacher salary payment, and the absence of libraries and laboratories. Other factors like leadership style were bureaucracy in decision making and lack of consistency in decision implementation. These factors, at the time of study, were either absent or minimal in most best performing secondary schools.

5.2.2 Effects of observance time management on students academic performance.

The study revealed that majority of the students in all the five secondary schools selected, agreed that despite the presence of well-designed timetable, at times schools activities does not respect it. They were in line with their head teachers and discipline masters who contended that all school activities are supposed to be guided by a well-designed timetable though this is not the case at all times.

Discipline masters also confirmed that students do not enter their classes and begin lessons on time. This was in agreement with the view of the head teachers and they stated that activities like assemblies and meals during lunch time tend to encroach on time of other activities like class lessons and the measures put in place to recover the lost time like by adjusting the day's timetable, affect the whole day's activities such as class time, discussion time for students, time for tests. This however, creates dissatisfaction among students that causes violence in school and thus affecting students' general academic performance.

5.2.3. On the effects of administration of Punishment on students' Academic Performance

The study findings revealed that punishment play significant roles in enhancing students' academic performance by making sure that students and teachers follow school rules and regulations. In the first three secondary schools, punishment was fair and it was consistence applied .One the other hand in last two secondary schools most of the time punishment was unfair and inconsistence. The adoption further revealed that when rule and regulation is emphasized, it in a long run prescribes the standard of behavior expected of students and teachers.

On the basis of the findings recounted above, a number of conclusions can be drawn.

There are as many reasons and factors behind violating school rules and regulations as there are various types of discipline-related problems in the studied schools. However, the type and range of these problems are more prevalent in the last two secondary schools, with a greater negative impact on school discipline and academic performance, than in the first three secondary schools.

The kind of school rules and their formulation processes, communication strategies and forms of punishment execution seem to exert differential impact on the level of discipline and learning environment in the two categories of school.

There are as many mechanisms to communicate school rules and regulations to students and teachers as there are various types of punishment meted upon breaking these school rules. While first three secondary schools are characterized more by use of handbooks of school rules, frequent student-head-of-school meetings and students' interactions, followed by ultimate use of penal manual work and instant dismissal, last two secondary schools are rather limited in this respect, resorting to either caning or simply ignoring student misdeeds. Student suspension or dismissal as a last resort is more difficult and more bureaucratic in management decision making.

Better remuneration packages for staff, school based orientation sessions and explicit and transparent assessment criteria, as well as early rigorous recruitment and selection procedures for teachers and students, as practiced in first three secondary schools, seem to associate more with a contented and disciplined academic environment than without these elements. Absence of these, as in last two secondary schools, tends to invoke an environment of defiance and discontent.

Well-designed timetable guides guide school activities though sometimes most schools do not respect it through activities encroaching on time for other activities, students and teachers not being punctual thus poor time management which is accompanied by missing lessons and failure.

5.5 Recommendations

On the basis of the research findings and conclusions drawn in the preceding sections, the following recommendations are made:

5.5.1 Recommendations for Practical Action

A system should be planned by head teachers of schools whereby members from first three secondary schools have an opportunity to meet frequently with last two secondary school members to share experiences on discipline-related matters vis-à-vis academic performance. Their mutual understanding can be expected to help both sides to look into and act upon the variables that weaken their sides.

The government, in collaboration with community local authorities, should exert more effort aimed at motivating teachers in last two secondary schools, through adequate and timely salary payments, improved conditions of service, availability of teaching-learning materials and improved school infrastructure. This gesture can only raise teachers' self-esteem and the status of the teaching profession, leading to a reduction in the malpractices that negatively impact on school discipline and academic performance.

Parents and teachers are the most powerful influence on the child's life experiences, especially on educational outcomes. There should be parent -teacher relations so as to control indiscipline among students in school. To this effect, parent-teacher associations (PTAs) should be established by head of schools as a matter of policy for all schools, where some parents could be elected as "school representatives" within the community.

Since students are targeted beneficiaries of school rules and academic interventions, there is a need for management of both categories of schools to devise ways of involving the students more in matters relating to formulation and implementation of school rules and regulations for an effective non-oppressive school discipline.

5.5.2 Recommendation for Further Studies

Research focus on discipline and students' academic performance should be conducted in other areas of the region or the whole country for comparative analysis.

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APPENDIX A: QUESTIONNAIRE

Thank you for your interest in participating in this survey.

The purpose of this study is to collect data on the influence Discipline on students' academic performance in secondary schools in Mbale Town, Mbale District.

Questionnaire for students on the relationship between discipline and students' academic performance

Section A: background information

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

1. Sex

- a) Male ☐ b) female ☐

2. State the type of your school.

- a) Day ☐ b) Boarding ☐

3. What is the ownership of your school?

- a) Government ☐ b) Private ☐

Section B:

1. Put “X” in the appropriate place to indicate the extent to which the following aspects of life in school can influence academic performance.

Discipline aspect	Strongly agree	Agree	Disagree	Strongly disagree
Coming to school on time				
Respect for school properties.				
Respect teachers				
Respect to other students				
Attending all classes				
Keep quiet in the absence of a teacher in class				
Avoid smoking				
Avoiding drinking alcohol				
Avoiding fighting				

2. To what extent do you agree or disagree with the following statements. Please Put “X” in the box you choose.

Item	Strongly agree	Agree	Disagree	Strongly disagree
Students should arrive at school on in time.				
Students should have a copy of school rules and regulations				
Students should get permission before leaving school ground				
Students should wear school uniform.				
Students should do all class and school activities in time.				

3. Put a tick in the place appropriate to your opinion to indicate how you agree or disagree with the following statements regarding your school.

Statement	Strongly agree	Agree	Disagree	Strongly disagree
School rules are integrated with school.				
The school has clear rules and regulations				
Available physical resources				
School has good leadership style				
Punishment is fair and too consistence				

4. Put a tick in the place appropriate to your opinion to indicate how you agree or disagree with the following statements regarding your school.

Item	Strongly agree	Agree	Disagree	Strongly disagree
School Head teacher ensure that school activities respect time				
Students enter classes on time for studies				
School administrators ensure that students have meals on time				
Teachers ensure that the school bell is rung on time for all school activities.				

Thank you for your cooperation

APPENDIX B: INTERVIEW GUIDE TO DISCIPLINE MASTERS/MISTRESSES

1. Are you satisfied with the level of discipline in your school?
2. What are the common disciplinary cases related to students?
3. What kind of punishment is given to students when they misbehave eg cases of fighting, stealing among others?
4. When is disciplinary action applied in order to correct unwanted behavior?
5. Do you have disciplinary committee in your school? What is its role in the school?
6. Some schools can act as a source o deviant for student behavior in school. Do you agree or disagree. Explain?
7. Do you think school rules have contributed in disciplining students?
8. Can discipline influence academic performance? How?
9. Do you think school leadership style influence students discipline? Explain?
10. How does school management ensure that school orders are implemented?

APPENDIX C: INTERVIEW GUIDE TO SCHOOL HEAD TEACHERS.

1. How do you ensure that order is followed on your school?
2. Are you satisfied with the level of discipline in your school?
3. Do you think school rules have contributed in disciplining students?
4. Can discipline influence academic performance of students?
5. How many teachers do you have in your school?
6. What is the academic performance of the teachers?
7. How shortages of teacher affect discipline in school?
8. How can co-curricular activities act as incentive students to behave well?
9. Which form of punishments is given to students in your school?
10. How often do you administer punishments in your school?

APPENDIX: D
BUDGET ESTIMATE FOR THE RESEARCH STUDY

S/NO	ITEM	COST	AMOUNT
1	Transport	30,000 per trip	60,000 (2 trips)
2	Stationary	10,000	10,000
3	Typing, photocopying and printing	50,000	50,000
4	Internet	20,000	20,000
5	Research assistance	30,000	30,000
6	Airtime	10,000	10,000
	Total		180,000/=

Source: personal research January to May 2018

APPENDIX: E
RESEARCH TIME FRAME

Time	Activity
1 st -15 th Jan	Problem identification
16 th -30 th Jan	Literature search and review
1 st -20 th Feb	Developing research design and proposal writing
21 st -28 th Feb	Developing tools /instruments
1 st -10 th April	Writing and submission of the proposal
11 th -25 th April	Pilot study and data collection
26 st -30 th April	Analyzing of data and submission of data report
1 st -15 th May	Writing a report
16 th -30 th May	Submission of a report

APPENDIX F. SKETCH MAP OF UGANDA SHOWING MBALE DISTRICT

