

**AN INVESTIGATION INTO THE EFFECTS OF DISCIPLINE  
ON ACADEMIC PERFORMANCE OF SELECTED  
SECONDARY SCHOOLS IN  
KAPCHORWA DISTRICT**

**BY**

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### **Declaration**

Chebosei Judith declare that this research is my personal work and it has never been presented in any institution for the award of degree in Education.

Signed: .....

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### **Dedication**

would like to dedicate this book to my husband Mr. Chelengat  
like, my children;- Noreen, Jessy and Jeremiah.

**Approval**

This is to confirm that this research study has been conducted under my guidance and supervision as a university supervisor.

Signed:  .....

Name: Namugali .F. Kuloba

(SUPERVISOR)

Date:  .....



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Lastly thank headteacher Mr. Humaza Babu for encouraging me to complete this course.

### **Abstract**

This study was designed to investigate into the effect of discipline on Academic performance of 5 selected secondary schools of Kapchorwa district.

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

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

Indiscipline in secondary schools involves either individual students or cliques of students. There is massive deviance of school rules and regulations in Kapchorwa district secondary students which include fighting and bullying within the school, fighting with other schools, interrupting matches, rape, defilement, riots, dodging lessons, stealing, going out without permission, drug abuse, drinking alcohol, smoking and open challenge to school authority. The list is endless. On the other hand, the academic performance of secondary school students has not been impressive. So, the study was aimed at finding out whether poor academic performance in secondary schools in Kapchorwa district was as a result of deterioration in discipline.

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

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

The study was based on the following hypotheses;

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

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

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## **CHAPTER ONE**

### **INTRODUCTION**

#### **.0 Introduction**

This research investigated the effects of discipline on academic performance of selected secondary schools in Kapchorwa district.

Kapchorwa district is located in Eastern Uganda and is bordered by Bukedea district in the West, Nakapiripirit district in the North, Kween district in the East, Bukwo district in the S. East and Sironko district in the South.

#### **.1 Population**

According to the population census of 2002, Kapchorwa had a population of 74,268 persons with 10-15% living in the urban region, of recent, because of trade education and other activities, the population is diverse in terms of tribes and common media of communication.

#### **.2 Age composition**

The population of Kapchorwa is generally young. Table 1 shows that over 47.2% of the population is below the age of 15 years. This is almost the same as the national percentage of 47.3. The median age of the population is 16.3 years which is exactly the same as that of the country-Uganda. These measures indicate a high fertility in the population and high economic burden to productive population. With the economically active age group (15-64) constituting 49.2% of the population and that of the

aged (65+) 3.5%, Kapchorwa has a dependency ratio of 103.1. This means that for every 100 persons in the working age group 103 are dependants. This is higher than both the national ratio of 102.5 and the median of 102.8, and has adverse social and economic implications.

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

Age group	District indicator		Country	Range of age indicators		
	Value	Rank		Minimum	Maximum	
				Rank 1	Rank 38	median
0-14	47.2	19	47.3	32.4	52.8	47.2
15-61	49.2	18	49.4	43.0	64.3	49.3
65+	3.5	22	3.3	1.1	4.9	4.4
Indicator medium age	16.3	20	10.3	13.9	21.7	16.3
Dependency ration	103.1	20	102.5	55.6	132.6	102.8

Source: Analytical report, volume tables 3.15

### **.3 Economic activities**

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

For the Traditional Export (T.E) the following cash crops are grown; coffee, cotton, and rice, whereas in the Non-Traditional

Exports (N.T.E), the following crops are grown widely; cassava, maize, beans, groundnuts, millet, sorghum, simsim, sunflower, potatoes among others.

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

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

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

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

#### **4 Schools**

The researcher used the following selected schools and their abbreviations;

1. Sebei College Tegeres – SCT

2. Kapchorwa S.S - KSS
3. Kapchorwa standard – KS
4. Kapchorwa Town View – KTV
5. St. Mary's Kaptany - SMK

**Table 2: school enrolment**

<b>School abbreviation</b>	<b>Student total enrolment</b>	<b>Boys</b>	<b>Girls</b>	<b>Teachers</b>	<b>Teacher's</b>	<b>Total no. of trs</b>
SCT	1306	712	598	48	04	52
KSS	114	61	53	09	02	11
KS	303	160	143	06	06	12
KTV	107	62	45	04	03	07
SMK	462	297	165	11	03	14

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

**Table 3: Performance 2012-2014 (UCE)**

	2012							2013							2014						
	Div	Div	Div	Div	Div	Div		Div	Div	Div	Div	Div	Div		Div	Div	Div	Div	Div	Div	
	1	2	3	4	7	9	Tot No.	1	2	3	4	7	9	Tot No.	1	2	3	4	7	9	Tot No.
T	09	42	52	57	00	03	192	11	38	66	46	04	22	187	18	70	79	56	03	18	244
S	00	03	20	03	00	03	11	00	04	06	08	00	09	27	01	11	20	00	04	06	42
	01	16	20	02	00	03	42	02	20	30	05	00	07	19	03	19	30	12	10	01	66
✓	01	05	06	10	00	04	26	01	06	11	06	00	06	30	02	10	24	11	00	07	54
K	02	18	19	26	00	02	67	02	16	31	10	01	04	55	08	18	32	14	00	06	78

Most of the students come from their fathers' homes or relatives and a few rent rooms in town especially those who come from outside Kapchorwa.

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

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

## 1.5 Indiscipline cases

Below is a table illustrating the offences committed by students and the punishments administered by the school authorities;

**Table 4: Definite suspensions of students (year 2013-2014)**

School	Teasing	Fighting	Dodging lessons	Going out without permission
SCT	03	02	00	03
KSS	00	00	00	02
KS	01	02	01	01
KTV	01	01	00	01
SMK	02	03	00	04

**Table 5: indefinite suspension of students (year 2013-2014)**

School	Offence						
	Bullying	Stealing	Interrupting matches	Drinking alcohol	Smoking	Pregnancies	Open challenge to school administration
SCT	02	01	03	00	01	07	01
KSS	00	00	00	00	00	01	01
KS	01	00	07	09	02	08	08
KTV	00	00	00	00	00	01	01
SMK	03	03	02	04	02	06	05



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

### **1.6 Statement of the problem**

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

Consequently, this study seeks to investigate into an established the relationship between discipline and academic performance of secondary schools of Kapchorwa district.

### **1.7 Objectives of the study**

The study has the following objectives;

- a) To establish what constitutes discipline in secondary schools with particular reference to 'O' level students.
- b) To investigate the academic performance in schools under the study, because of late, the selected schools have been

involved in many indiscipline cases of inter-school fights during games and sports.

- c) To establish the relationship between academic performance and discipline in the selected secondary schools.

### **1.8 Significance of the study**

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

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.0 Introduction**

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

However, not much has been written about the relationship between discipline and academic performance of a schooling child notably in Kapchorwa secondary schools- and that is why the researcher deemed it fit.

#### **2.1 Meaning and purpose of discipline**

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

Discipline is an important component in student control and school success.

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

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

1. The aims of education and class discipline are the same- to help children and youngsters become self-directing people.
2. Discipline should be dynamic, helping students to channel their energies towards learning goals.
3. Discipline is inseparable from teaching and performance.
4. Discipline should change with the children's stage of development and help them move to the next stage.
5. Appropriate behaviour is determined by the rational demands of specific situations.
6. Teaching effectiveness, as perceived by students, gives the teachers classroom authority.
7. Discipline is the ability to attend to a task.
8. No matter what the classroom design or how pupils are organized for instruction, the principles for effective teaching and discipline apply.
9. By identifying and dealing effectively with the factors under their control and influence, teachers can, in most cases, tip the balance in favour of discipline.

10. The principle of redirection) socialization requires the redirection of destructive behaviour into socially useful behaviour.
11. (Principle of agreement) ways of dealing with misbehavior should be in agreement with developmental goals.
12. Basic principle can be achieved only when basic needs such as food and safety, are met.

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

Another writer-Ausubel (1978) defined discipline as the development of self-worth, self control, respect for self and others and the adherence to school routine setup in terms of its schedules and school regulations. To many people, discipline means punishment, pain and fear, but it can be regarded with positive force. It can be punishing, arranging conditions of learning not simply restricting.

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

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

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

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

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

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

Therefore according to Wolwa, (1993) discipline and academic performance are somehow interrelated.

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

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

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

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

## **2.2 Discipline and academic performance**

The white paper on education (1992) clearly spells out discipline as one of the aims and objectives of education at all levels of education system in Uganda. The white paper anticipates that discipline in the education system is for the purpose of building character, that is to say producing productive, upright citizens.

The stated aims is “to inculcate moral, ethical and spiritual values in the individual and to develop self-discipline, integrity, reliance and human fellow-ship” (white paper , 1992 P.7). In such a case, discipline can be best described as the maintenance of an orderly system that creates the conditions in which learning may take place and that allows the aims and objectives of the school to be achieved.

Scheriakore (1955) re-emphasizes the need for orderliness of the members of the school. Student, teachers, school employees and administrators should be orderly. This is a pre-requisite for school success. School discipline and good academic performance is a collective responsibility.

Docking (1980 P. 33) says that “discipline is part of parcel of education”. He continues to write that “Education aims at character-building and training that is why discipline should



be looked at the a positive sense as being educative in order to reinforce certain values, usually those upheld by the dominant culture in society”.

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

### **2.3 Statement of hypotheses**

1. There is no relationship between discipline and academic performance as per students' perception.
2. There is no relationship between discipline and academic performance as per teacher's perception.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

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

#### **3.1 Research design**

This study was undertaken to investigate the relationship between students' discipline and academic performance of five secondary schools in Kapchorwa district.

Since there were two variables where relationship had to be established, a correlational research design was the most appropriate to use. The researcher used pearson product moment correlation coefficient.

#### **3.2 Choice of sample area**

Kapchorwa district was chosen because the researcher has worked there since 2009 as a secondary school teacher. In addition, the selected schools had gone through a series of internal strikes and fights with neighbouring schools.

The rapport with headteachers, deputy headteachers and teachers was considered appropriate for smooth data

collection. Lastly, since the researcher resides within Kapchorwa, it was convenient for him in terms of distance, time and limited resources available for this research work.

### **3.3 Selection of subject**

Kapchorwa has 8 secondary schools but the researcher chose 5 schools for study as being representative of other schools. Even then, the 5 selected schools are the only ones that have had S4's sitting for UCE examinations over the past three years – the other three schools are very new and have never presented candidates to UNEB for UCE examinations.

The researcher randomly selected 250 students for study in all the 5 schools in addition to the headteachers and or deputies and disciplinary masters of the selected schools. The main reason for this selection of subjects was because the headteacher, deputy headteachers and disciplinary masters are the markers and implementers of school rules and regulations.

The schools were

<b>S/N</b>	<b>Selected</b>	<b>Category</b>	<b>Students selected for study</b>	
1.	Sebei College Tegeres	Mixed boarding	Government-Aided	80
2.	Kapchorwa S.S	Mixed/day	Government – Aided	60

3.	Kapchorwa Standard	Mixed/day boarding	Private	40
4.	Kapchorwa town view	Mixed/day	Private	35
5.	St. Mary's Kaptang	Mixed/day	Private	35
<b>Total number of students</b>				<b>25</b>

The subjects selected were drawn from all classes of 'O' level and the researcher feels the 250 students are a representative number good enough to validate the study and to avoid bias.

### **3.4 Research tools**

The researcher employed questionnaires and interview methods as tools for data collection in the field. The questionnaires were self administered and reliability was determined by a test re-test.

### **3.5 Procedure of data collection**

Two schools included in the research had fought a bloody war after a football match in which many students were badly injured by police in an attempt to disperse the fighting students.

respondents whether school administrators, teachers or student were skeptical about the intentions of the researcher. This partly hindered the researcher from getting true and sincere responses from the subjects.

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

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

### **3.6 Data analysis**

To analyse data, all questionnaires were collected and the responses to each term was recorded. The responses relating to items of the two variables- discipline and academic

performance were correlated, using pearson product moment correlation coefficient. Other data collected will be analysed using tables, percentages, mode and mean for easy interpretation.

### **3.7 Assumptions of the study**

The study was based on the following assumption;

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

### **3.8 Limitations of the study**

The researcher was confronted with the following limitations;

1. Owing to the nature of the study and situation obtaining on the ground, the exercise was regarded with suspicion. Therefore, some respondents might not have given true and sincere responses.
2. The researcher was also hampered by funds required for stationery, typing and frequent movements to and from Tororo to meet the supervisor.

Although the researcher included headteachers, deputy headteachers and some teachers, there are other categories of

administrators in the school such as support staff, Board of Governors, Parent-Teachers' Association and Old students – These equally play an important role and contribute to improve discipline and academic performance, but were not included in the study.

## **CHAPTER FOUR**

### **PRESENTATION, ANALYSIS AND INTERPRETATION OF THE DATA**

#### **4.1 Introduction**

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

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

#### **4.2 Hypothesis One**

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

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

Asked to respond to the question as to the level of discipline of their school, the students responded as follows;



**Table 6: The level of discipline in our school**

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

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

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

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

The tables presented in questions 4 (Appendix B page 37) summarise their response.

**Table 7: The level of academic performance of schools at National level**

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

Judged at national level, the students had different views on the level of academic performance of their respective schools as seen above.

58 students responded that the level of academic performance at national level was very good and 104 responded that it was good representing 23.2% and 21.6% respectively, whilst majority were of the opinion that academic performance at national level was either fair or poor, representing 27.2% and 08.0% respectively.

**Table 8 level of discipline and academic performance**

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

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

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

The strength of this relationship between these responses representing the two variables viz discipline and academic performance was tested using pearson product moment

correlation coefficient. The computed results were (see Appendix E page 45).

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

That discipline plays a big role in academic performance is a fact, which students perceive as evidenced in table 8. Although some of the students may not feel that discipline has an impact on performance, majority are aware that good discipline results in good atmosphere conducive for good academic performance hence the null hypothesis ( $H_0$ ) was rejected on this variable.

### **Testing hypothesis two**

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

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

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

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

**Table 9 the level of discipline in schools**

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

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

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

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

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

**Table 11: combining table 4 and 5**

<b>Comment</b>	<b>Level of discipline</b>	<b>Academic performance</b>
Moderate	04	04
Good	02	01
Fair	02	02
Poor	01	02
<b>Total</b>	<b>09</b>	<b>09</b>

From table 11 above, it was discovered that there were many response depicting poor performance and poor discipline in schools. Out of 9 headteachers and teachers 01 confessed that discipline in their schools was poor, while 02 out of 09 stated that the level of academic performance in their schools was equally poor. Statistically, that represented 11.1% and 22.22% respectively.

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

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

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

The teachers and headteachers all agree that any disruption or interference in discipline hinders the progress of the

teaching/learning process thus adversely affecting the ultimate goal-academic Excellency.

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

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

On further asking about their dedication to studies, only 43 students out of 250 said that it was very high representing 17.2%, the others said moderate 89 (35.6) low 70 (28.0%) and very low 48 (19.2%). From the above analysis one can conclude that majority of the students have a low dedication to studies which is why the performance is also not impressive.

As to the number of times that their schools have been involved in fights against neighbouring schools in (2001) alone, only 9students confessed that None" whereas the rest (241) agreed that at least more than once. This revelation is appalling especially that these fights end up violent,



disastrous and sometimes catastrophic as noted earlier in the background that one such fight resulted in the death of a student. This is the culmination of indiscipline in secondary schools.

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

#### 4.3 **Summary**

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

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

## **CHAPTER FIVE**

### **DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.0 Introduction:**

The cardinal objective of this study was to establish the effect of discipline on academic performance of 5 selected secondary schools of Kapchorwa District.

The findings have confirmed the hypothesis.

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

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

Statistically, it was demonstrated that students' regard towards rules and regulations is very low, that is why most of them have little sense of direction.

It would be unwise to allow students to do what they want because their ignorance about life would lead them into untold dangers.

Teachers, members of Board of Governors and parents whose children are a school should know that there is not community without rules. Rules are meant to safe guard the welfare of any community. As Kajubi ((1997) points out, if students, teachers and parents were to be allowed to do what they want at school or at home or any where else the result would be total chaos. Such is the case in the scope of study.

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

### **5.1 Hypothesis two**

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

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

## **5.2 School culture:**

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

## **5.3 Teacher-related problems:**

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

As teachers, we do not like to accept the ideal that we ourselves often cause discipline problems in our schools. Our behaviour with

students and our failure to provide well-planned, relevant learning experiences can often lead to disruptive incidents in school.

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

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

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

#### **5.4 Attitudinal differences:**

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

school but find a particular subject uninspiring. Although teacher should convey enthusiasm about schooling and particular subjects to students, we must also respect their preferences.

### **5.5 Conclusions:**

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

### **5.6 Recommendations:**

The researcher would like to make the following recommendations:

#### **a) Courses in Education Administration**

Findings in this study indicate that the headteachers were well aware that indiscipline destabilizes schools and affects academic performance. In order to achieve good administration in schools,

headteachers as a manager, is responsible for all the indiscipline and academic performance. Training in educational administration and planning would equip him with more skills, commitment, competency and ability to handle various problems at a given situation.

**b) Refresher courses, workshops and seminars**

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

**c) Regular meetings between headteachers, staff and students.**

Headteachers should constantly meet their teachers and students and should allow staff to participate in decision-making. For instance, formation of school rules and regulations should be discussed by teachers and student leaders and a copy availed to every student for constant reference and revision. Other copies

could be put in the library, school notice board, laboratory and if need be in every class. If that is done, then students would not claim to be ignorant of the school rules and regulations.

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

**d) Further research:**

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

1. This study focused on students discipline and its effect on academic performance in selected secondary schools of Kapchorwa district. It therefore provides a basis from which further research into other challenges viz extraneous and intraneous variables of educational administration should be undertaken.
2. The findings of this study were generalized to all categories of students under the sample population. Future researchers could put gender into consideration. for instance do single sex schools perform better than mixed schools because of better discipline if better discipline or because of other variables.



3. The findings of this study only hold true to the population sample under study

Other researchers in future would do well to delve further into other sample players in schools who also greatly contribute to school administration like non-teaching and support staff, Board of Governors, P.T.A and student leaders like prefects and councilors.

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APPENDIX A

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**College of Education, Open and Distance Learning**

1<sup>st</sup> September, 2016

TO WHOM IT MAY CONCERN:

CHEBOSEI JUDITH REG. NO. BED/46239/151/DU-TR

Dear Sir/Madam,

**Re: Research/Project:**

The above named is our student in the College of Open Education and Distance Learning (COEDL), pursuing a Bachelor of EDUCATION (SECONDARY).


He wishes to carry out research in your Organisation on:

"AN INVESTIGATION INTO THE EFFECTS OF DISCIPLINE ON ACADEMIC PERFORMANCE OF SELECTED SECONDARY SCHOOLS IN KAPCHORWA DISTRICT"

The research is a requirement for the Award of a Bachelors degree in

Any assistance accorded to him regarding research will be highly appreciated.

Yours Faithfully,

  
Womuzumbu Moses  
BRANCH DIRECTOR – 0782572505  
KIU- TORORO STUDY CENTRE

**APPENDIX B**  
**STUDY QUESTIONNAIRE FOR STUDENTS**

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

Name of school .....Class .....

***Please tick the correct answer***

1. As a student in this school, I know;  
All the school rules and regulations  
Few of the school rules and regulations  
Some of the school rules and regulations  
None of the school rules and regulations
2. Students' regard towards school rules and regulations is  
A. Very high      B. Moderate      C. Low      D. Very low
3. How many punishments were you given last term due to wrong doing?  
A. Very good      B. Good      C. Fair      D. Poor
4. The level of discipline in this school is:  
A. Very good      B. Good      C. Fair      D. Poor
5. Students dedication to studies in this school is  
A. Very high      B. Moderate      C. Low      D. Very low
6. Our schools, academic performance at National level is  
A. Very good      B. Good      C. Fair      D. Poor

7. How many times has your school been involved in fights against neighbouring schools in this year (2000)?  
A. Many B. Very many C. None D. Few
8. What offences are commonly committed by students?  
A. Drinking Alcohol/Smoking B. Late coming  
C. Fighting/bullying D. Dodging lessons
9. Teachers concern towards discipline is  
A. Very high B. Low C. Moderate D. very low

**APPENDIX C**  
**FREQUENCY TABLE GENERATED FROM STUDENT'S**  
**QUESTIONNAIRES**

**Question 1 rules**

<b>Magnitude</b>	<b>Frequency</b>	<b>Percentage</b>
A	62	24.8%
B	110	44.0%
C	53	21.2%
D	25	10.0%
	250	100%

**Question 2: Regard to school rules**

<b>Magnitude</b>	<b>Frequency</b>	<b>Percentage</b>
A	28	11.2%
B	96	38.4%
C	64	25.6%
D	62	24.8%
	250	100%

### Question 3: Punishments Administered

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

### Question 4: Level of Discipline

Magnitude	Frequency	Percentage
A	41	16.4
B	98	39.2
C	107	42.8
D	04	42.8
	250	100%

### Question 5: Students Dedication to Studies

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



### **Question 6: Academic performance at UNEB level**

<b>Magnitude</b>	<b>Frequency</b>	<b>Percentage</b>
A	58	23.2%
B	104	40.6%
C	68	27.2%
D	20	08%
	250	100%1

### **Question 7: Fight Against other schools**

<b>Magnitude</b>	<b>Frequency</b>	<b>Percentage</b>
A	09	3.6%
B	07	2.8%
C	48	19.2%
D	185	74.4%
	250	100%

### Question 8: Common offences

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

### Question 9: Teachers concern to Discipline

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

**APPENDIX D**  
**STUDY QUESTIONNAIRE FOR SCHOOL ADMINISTRATORS**  
**AND TEACHERS**

**Topic:** Effect of Discipline on Academic Performance

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

***Tick the correct answer***

Name of school

1. The level of indiscipline in our school is  
A. Moderate    B. Good    C. Fair    D. Poor
2. What do you consider to be the main cause of indiscipline among students?  
A. Poor home background                      B. Dodging lessons  
B. Peer influence                                      C. Poor school administration
3. What are the commonest offences committed by students?  
A. Bullying    B. Dodging lessons    C. late coming    D. Fighting
4. Teachers' concern towards students' discipline is:  
A. Very low    B. very high    C. Fair    D. Low
5. The level of academic performance in this school is:  
A. Moderate    B. Good    C. Fair    D. Poor

6. Students' Dedication to studies is

A. Very high    B. Moderate    C. Low    D. Very low

7. Teachers' concern for students' academic performance is:

A. Moderate    B. Very high    C. Low    D. Very low

8. Students who are disciplined perform very well. I –

A. Strongly agree                      B. Agree

C. Disagree                              D. Strongly disagree

9. Students who are indisciplined perform poorly: I ....

A. Strongly agree    B. Agree

C. Disagree                      D. Strongly disagree

## APPENDIX D

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

#### QUESTION 1: level of discipline

Magnitude	Frequency	Percentage
A	04	44.44%
B	02	22.22%
C	02	22.22%
D	01	11.11%
<b>Total</b>	<b>09</b>	<b>100%</b>

#### Question 2: Main cause of indiscipline

Magnitude	Frequency	Percentage
A	02	22.22%
B	02	22.22%
C	04	44.44%
D	01	11.11%
<b>Total</b>	<b>09</b>	<b>100%</b>

### Question 3: commonest offences

Magnitude	Frequency	Percentage
A	02	22.22%
B	02	22.22%
C	03	33.33%
D	02	22.22%
<b>Total</b>	<b>09</b>	<b>100%</b>

### Question 4: Teachers' concern

Magnitude	Frequency	Percentage
A	00	00.00%
B	04	44.44%
C	02	22.22%
D	03	33.33%
<b>Total</b>	<b>09</b>	<b>100%</b>

### Question 5: level of academic performance

Magnitude	Frequency	Percentage
A	01	11.11%
B	04	44.44%
C	01	11.11%
D	03	33.33%
<b>Total</b>	<b>09</b>	<b>100%</b>

**Question 6: Students' dedication to studies**

<b>Magnitude</b>	<b>Frequency</b>	<b>Percentage</b>
A	00	00.00%
B	04	44.44%
C	02	22.22%
D	03	33.33%
<b>Total</b>	<b>09</b>	<b>100%</b>

**Question 7: Teachers concern to academic performance**

<b>Magnitude</b>	<b>Frequency</b>	<b>Percentage</b>
A	04	44.44%
B	01	11.11%
C	02	22.22%
D	02	22.22%
<b>Total</b>	<b>09</b>	<b>100%</b>

**Question 8: Disciplined students perform well**

<b>Magnitude</b>	<b>Frequency</b>	<b>Percentage</b>
A	06	66.66%
B	03	33.33%
C	00	00.00%
<b>Total</b>	<b>09</b>	<b>100%</b>

**Question 9: indisciplined students perform poorly**

<b>Magnitude</b>	<b>Frequency</b>	<b>Percentage</b>
A	06	66.66%
B	03	33.33%
C	00	00.00%
D	00	00.00%
<b>Total</b>	<b>09</b>	<b>100%</b>



## APPENDIX E

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

**Where**

$\sum$  = sum of

x = discipline

y = Academic performance

n = number of scores (4)

This is represented as follows;

Thus

<b>X</b>	<b>Y</b>
41	58
98	104
107	68
04	20

Then

<b>X</b>	<b>Y</b>	<b>Xy</b>	<b>X<sup>2</sup></b>	<b>Y<sup>2</sup></b>
41	58	2378	1681	3364
98	104	10,192	9,604	10,816
107	68	7,276	11,449	4,624
04	20	80	16	400
$\sum x = 250$	$\sum y = 250$	19,926	22,250	19,204

$$\begin{aligned}
 r &= \frac{N \sum xy - \sum x \sum y}{\sqrt{[n \sum x^2 - (\sum x)^2][n \sum y^2 - (\sum y)^2]}} \\
 &= \frac{(4 \times 19,926) - (250 \times 250)}{\sqrt{[4 \times 22,750 - (250)^2][4 \times 19,204 - (250)^2]}} \\
 &= \frac{79704 - 62500}{\sqrt{(91,000 - 62500)(76,816 - 62500)}} \\
 &= \frac{14,200}{\sqrt{28500 \times 14316}} \\
 &= \frac{14200}{20,199.1584} \\
 &= 0.702999586 \\
 &\approx 0.7
 \end{aligned}$$

## APPENDIX F

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

Where  $\Sigma$  = sum of

X = No. of responses on level of discipline

Y = No. of responses on level of Academic performance

n = No. of scores

X	Y	X	X <sup>2</sup>	Y <sup>2</sup>
4	4	16	16	16
2	1	02	04	01
2	2	04	04	04
1	2	02	01	04
$\Sigma y = 9$	$\Sigma y = 9$	$\Sigma x y = 24$	25	25

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

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

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

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

$$r = 0.789473684$$

$$r \approx 0.8$$