DISCIPLINE AND ACADEMIC PERFORMANCE IN ENGLISH LANGUAGE IN SECONDARY SCHOOLS A CASE STUDY OF ISHAKA - BUSHENYI MUNICIPALITY BUSHENYI DISTRICT

BY

NUWAGABA LEHEMA

1162-07234-04806

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

JUNE

2019

DECLARATION

I Nuwagaba Lehema, do hereby declare that this dissertation, titled Discipline and Academic Performance of English Language in Secondary School has not been submitted for any award of a degree or published at any institution of higher learning.

..........NBehema.................

Signature

..........27th March, 2019:...

Date

APPROVAL

I, the undersigned, certify that I have read and hereby recommend for acceptance by Kampala International University a dissertation entitled the Discipline and Academic Performance of English Language in Secondary Schools in fulfillment of the requirements for the Bachelors' Degree of Arts with Education

....

Miss Irupia Christine

(Supervisor)

27/3/2019
....

Date

DEDICATION

This dissertation is dedicated to my parents Mr./Mrs. Byarugaba Gorden for their support and encouragement through this Education journey.

ACKNOWLEDGEMENT

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

I wish to express my sincere gratitude to my supervisor Miss. Christine for her patience; kindness, encouragement and intellectual support which have enabled me to carry out this research. Also my appreciation goes to my lecturers for their support. Without forgetting my course mates especially Faith Asio and Chelimo Yvonne for their cooperation and encouragement till we accomplish this bachelor degree.

Special thanks to Mr. M Matovu Solomon who supported me socially and academically. Also my appreciation goes to all respondents who spared their time and gave me information willingly. Lastly I would like to thank all people who helped me direct or indirectly to accomplish this course. May God bless them all.

TABLE OF CONTENTS

vi

LIST OF FIGURES

LIST OF TABLES

ABSTRACT

The purpose of this study was to find out the relationship between Discipline and Academic Performance of English in Secondary Schools. The study had three objectives; to determine the level of discipline of; measure the level of academic performance of students; to find out if there is a significant relationship between the level of discipline and academic performance. The research was conducted in Bushenyi District. It employed descriptive research design. Instruments were questionnaires, interview guides and observation check list. Five schools were selected. Data was collected and analyzed both quantitatively and qualitatively. Findings shows that the better the discipline the better the academic performance in English language.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Discipline and academic performance are a concern of people in all educational circles. In schools, rules and regulations plus punishments are put in place in an attempt to improve on discipline so as to yield good academic performance which has eventually developed into negative effects like; dropout, strikes, bullying, use of abusive language, nicknaming and the like since such rules are not abided to by some individuals.

In Ugandan secondary schools today, measures are taken by stake holders to curb cases of indiscipline by; guidance and counseling, suspending culprits, expulsion and paying damages of what has been destroyed. Unfortunately such measures have not been helpful to give permanent solution to indiscipline but have in return led to poor academic performance.

This research is based on production theory as revealed by Psachalopoulos and Woodhall (1985). Production theory models the behavior of a firm as an open system that makes decision on what quantities and resources to use to produce particular quantities (Monk, 1990). The Production model has three parts namely inputs, process and outputs produced when the inputs are molded during processing. The process of converting the inputs into desired output is affected by external factors present in the environment where they are drawn from and internal factors within the firm during processing. In theory if all the factors were to be held constant, the outputs of the firm would be 100 %; all the inputs will be converted into the desired products. However, due to the external factors where inputs were drawn from and the internal factors during processing, the number of outputs will fall below 100 % depending on the intensity of the factors. A school is an open system like a firm. The inputs are the students. The process of transforming the students to produce outputs is required; these include teaching, guidance and counseling, modeling, molding, and mentoring. Outputs would be the number of students who successfully complete their studies and perform well and increase transitional rates to the next level. Processing of inputs into outputs is affected by various factors resulting to internal inefficiency in terms of suspension, repetition and drop out. Inefficiency reduces the number of students who successfully complete the course and those who attain a good grade hence reducing the quantity of output to below 100 %. For example, a badly behaved student may be suspended and due to suspension, he or she may perform poorly academically. This is likely to lead to repetition, which may psychologically make the student lose interest in his or her studies and eventually lead to poor academic performance. External factors such as

1

excessive control at home may create discipline problems in school. The conflict between the children's desire for freedom and parent's unwillingness to allow it may actually encourage them to rebel and the rebellion may be extended to school. Rebellion at school may lead to lack of self-efficacy which hampers academic achievement. Conducive school environment where effective teaching and learning takes place, and learners needs well taken care of will lead to good academic achievement. This is determined by the availability of resources, relevant teaching style, guidance and counseling, modeling, teacher efficacy and reward and punishment.

1.2 Statement of the problem

The performance of students in English language in the national examinations in Uganda has been very poor for quite a long time. The schools in the urban areas are in most instances performing better than those in the rural settings. Recent studies indicate that such a dismal performance in English language, for instance, in the 2017 UCE exams, according to experts, has been attributed to 'slang' on social media and television (see 'Poor English results attributed to slang', New Vision, Friday, February 9, 2018). Other studies contend that because the use of slangs in English has almost become the mother tongue in peoples' homes, there is a laissez-faire attitude by pupils to use it correctly in exams (Alshawi, 2018).

However, that last option may not fully suffice to explain the reasons as to why secondary schools in rural setting where children only practice English while at school perform so poorly in the English language. Most secondary schools in Uganda have got rules that in most instances forbid students from speaking in any language (vernacular) other than English (Kerwin & Thornton, 2015). That is envisaged as a way of enabling the students get ample time to practice the English language while at school. However, several students still do not speak English at school even with the heavy punishments associated with vernacular speaking which may be termed as one kind of indiscipline. It is on this back ground that this study is instigated to investigate how the level of discipline may affect their performance in English language (Hungi et.al. 2017). A study into this issue is thus imperative that focused on how school discipline can be identified or defined, factors of its existence or absence in schools, and the principal determinants of school discipline in relation to academic performance in the English language in secondary schools.

1.3 Purpose of the study

This study determined the discipline and academic performance in English subject in Ishaka - Bushenyi Municipality, Uganda.

1.4 Objectives of the study

This study was directed by the following objectives;

1. Determine the level of discipline of students in Ishaka -Bushenyi Municipality, Uganda

2. Measure the level of academic performance of students in Ishaka -Bushenyi Municipality, Uganda

3. Find out if there is a significant relationship between the level of discipline and the level of academic performance of students in Ishaka -Bushenyi Municipality, Uganda.

1.5 Research Questions

1. What is the level of discipline of students in Ishaka -Bushenyi Municipality, Uganda?

2. What is the level of academic performance of students in English language in Ishaka -Bushenyi Municipality, Uganda?

3. Is there a significant relationship between the level of discipline and the level of academic performance of students at Ishaka Adventist College in English language?

1.6 Scope of the study

This study was carried out from Ishaka-Bushenyi Municipality located in Igara county Bushenyi District. It is approximately 39miles by road, west of Mbarara, the largest city of the sub region. They are 5secondary schools in the municipality: Ishaka Victory Girls Campus for girls only with both O and A level, Ishaka Vocational Secondary School for boys only with both O and A level, Bishop Ogez Secondary School for boy and girls with both O and A level, St Kagwa High School for boys only, Light Secondary School for girls and boys with O and A level.

This research aimed at investigating and analyzing the level of discipline and academic performance of students in English language from 2013 to 2018 in Ishaka-Bushenyi Municipality with aid of supplying questionnaires to teachers of English who have been in the school for at least five years.

1.7 Significance of the study

This study benefited the following disciplines:

The ministry of education used the researchers' recommendations for improvement in the education sector and review the education disciplines and recommend to the government the best alternatives basing on the research findings. The district supervisors will be able to

supervise and monitor teachers in secondary and supervise them accordingly. Provide training programs for teachers in classroom management skills.

The English language teachers were role models to enable students imitate their behavior and maintain discipline in schools/classrooms by involving students in setting rules, maintaining them consistently and responding to cases to cases of indiscipline immediately they occur.

The parents created a harmonious relationship between home and school by teaching and correction of misconduct of their children and encourage with reward to their children than criticism and punishments.

The English language students achieved self- knowledge leading to self- control, ability to make sensible and reasonable decisions, habits of obedience, respect of others and others.

The future researchers based their study on the literature provided and investigate further on the study at hand.

1.8 Definition of Terms

Academic Performance

Academic performance is the measured ability and achievement level of a learner in a school, subject or particular skill.

Discipline

Discipline in this study means a form of behavior appropriate to the regulation of children and the maintenance of order in the school.

Performance

Performance in this study is the act or a process of performing a task or an action. How well or badly you do things is also involved. So the learner's actions at school indicate his performance.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter the literature relevant to the relationship between school discipline and academic performance in secondary schools were reviewed accordingly. The chapter was divided into sections: conceptual framework, theoretical framework and review of related literature.

2.2 Empirical Review

2.2.1 Concept of Discipline

Traditionally, discipline in school administration meant punishment that is painful.. To some discipline can connote something negative as obeying orders blindly, kneeling down, doing manual work, fetching firewood and water for teachers and parents, caning and other forms of punishment. Bull (1969:108) associates this as physical discipline that leads to threatening condemnation to a child. According to Okumbe (1998), discipline is the action by management to enforce organizational standards.

Indeed discipline involves the preparation of an individual to be a complete and efficient member of a community; and a disciplined member of a community is one who knows his /her rights and his/her obligations to their community. This means that the individual must be trained to have self-control, respect, obedience and good manner (Ngonyani et al, 1973:15).Okumbe (1998:115) and Galabawa (2001:23) see discipline as an activity of subjecting someone to a code of behavior that there is a widespread agreement that an orderly atmosphere is necessary in school for effective teaching and learning to take place. Discipline, according to Gossen (1996:25) and Lockes in Castle (1958:126), is reasonable in the eyes of those who receive it and in the eyes of a society as a whole. It is expected that the rules are known by all and are consistently enforced. In order for an action to be good, discipline must also be reasonable. A person is able to deny himself or herself to his or her desires and serves for others.

2.2.2 Types of Discipline

According to this study only two types of discipline were investigated: positive and negative discipline as identified by Umba (1976), Bull 1969) and Okumbe (1998). The first type, positive discipline is sometimes known as self-discipline. Self-discipline is the kind of discipline that comes from the aims and desires that are within the person, where there is no

element of fear (Umba, 1976:8). Okumbe (1998:116) relates positive discipline with preventive discipline, providing gratification in order to remain committed to a set of values and goals. It is encouraged self-control, individual responsibility in the management of time, respect of school property, school rules and authority, good relationship between students and teachers.

The second type of discipline, negative discipline, occurs when an individual is forced to obey orders blindly or without reasoning. The individual may pretend to do good things or behave properly when superiors are present but once they are absent quite the opposite is done. Likewise, students may behave well when their teachers are present, but resort to mischief as soon as they are out of sight.

2.2.2 Behavior Modification Programs

To improve the behavior of misbehaving learners, there are many educational programs on the market. Researchers Brophy and Luke (Gaustad, 1992), found that rewards and punishments based on the behavior of individuals in a group are effective in remediating misbehavior.

However, there is not much research into the effectiveness of all of these programs. It seems, though, that contemporary behavior modification approaches, in which learners are more actively involved in shaping their own behavior through participation with teachers who will help them to change and evaluate their own behavior, provide successful results.

Cotton, (2006) found that an orderly school is characterized by commitment to appropriate student behavior and clear behavioral expectations for learners. Furthermore, Duke also recommends that rules, sanctions, and procedures should be discussed, debated, and frequently formalized into classroom management plans and school disciplinary codes. By doing so, the school shows its commitment to creating orderly discipline and shows concern for the learners by involving learners as decision makers, creating an environment that is learner-centered and incorporating students' problem-solving activities (Cotton 2006:10). Therefore there was a need to establish the effect of suitability of school rules and regulation on students' academic performance.

2.2.3 Effect of set rules and regulation on students' academic performance.

Concept of academic performance. This is the extent to which a student, teacher or institution has achieved their short or long term educational benchmarks. Academic performance is a complex phenomenon that is influenced by a variety of factors such as meta-reflective thinking and learning, motivation, learning and study skills. Academic performance according to the

Cambridge university reporter [2003] is frequently defined in terms of examination performance. Academic achievement refers to what the student has learned or what skills the student has acquired and this is usually measured through the assessment like standard tests, examination assessment. The descriptive assessment translated through the grading system such as grade point average [gpa].academic performance which is measured using the results as one of the major goals of a school. Hyle [1986] argued that schools are established with the aim of impacting knowledge and skills to those who go through them and behind all this is the idea of enhancing good academic performance.

2.3 Theoretical Framework

This study was conversant by McGregor's theory X and Y which is substitute to the classical organizations theory of Max Weber about organization (Okumbe, 1998). Theory X refers to a set of assumption about behavior of people at work it viewed a secondary school as an organization composed of teachers, students and non-teaching staff who use discipline as a means to enforce external demands for responsible behavior in achieving the desired organizational goals and objectives these group need discipline by setting rules and regulations and punishments to lawbreaker.

Theory Y viewed a school as an organization with leaders as person who work effectively by efficiently apply leadership skills so as to gain willing support from teachers, students and non-teaching staff through the use of rules and regulations set by management (Okumbe, 1998).McGregor's Theory X and is Y help education managers to identify extreme form of management style which can be used for effective management of rules and regulations, disciplinary actions mainly punishments and time management especially when administering punishments in the secondary school.

The key variables in application of McGregor's theory to this study were school rules and regulations for efficient management and administration of punishments to both deter and retribute the offenders and time management that refers to the effective utilization of time allocated to individual activities in an education institution. According to (Mafabi, *et al* 1993) activities to be done includes both classroom and outside work such as sports, gardening and cleaning work or house work.

2.4 The Conceptual Framework

For the most part in the period of education worldwide, the concept and knowledge of discipline was narrowed and circumscribed. The idea of punishment was predicted upon the punishment model. Punishment is considered necessary as a disciplinary measure in the

7

secondary schools and therefore used as a means to maintain "good discipline," often referring to conformity and order in schools. In this case, punishment as a social institution is intended to control, correct or bring into the desired line the behaviour of an individual or group of individuals.

However, corporal punishment is often problematic and it is still a problem today, unless strictly monitored. Gossen (1996:30) and Omari (2006:131) argue that punishment does not teach the correct behaviour, it destroys even the opportunity to demonstrate the acceptable behaviours. From the age of eighteen onwards there is a growing opposition to any use of physical force in disciplining individuals.

This view brought to the surface two opposing views on discipline and these are in line with Douglas McGregor's Theory 'X' and Theory 'Y' assumptions about people (McGregor, 1960:3-57). There are those people who regard discipline only as a punishment as applied to Theory 'X' assumptions. In secondary schools, for example, a teacher or a student just does not want to follow the code of behaviour.

To make them disciplined threat punishment, control, rewards and incentives have been seen to be the most effective measure in maintaining discipline in schools.

Another group of people are those who are against corporal punishment. Among these are educational philosophers and psychologists (Wilson, 1971 and Newel, 1972). They look at discipline as a process of encouraging teachers and students to behave more uniformly, towards meeting the objectives of education. This group of people are applying Theory 'Y' assumptions about people. They argue that external coercion and control are not only means for bringing about effort toward organizational objectives. Management cannot provide a man with self-respect, but to create conditions that would encourage self-discipline. Punishment in school according to them creates in the child a tendency towards blind imitation and fear.

On the other hand, Omari's conceptual framework for Quality Assurance (1995:25-45) has also integrated with Theory "X" and "Y" assumptions by providing the basic school and extra-school inputs to reveal connectedness in bringing out influence of school discipline and academic performance.

Within McGregor's Theory "X" and "Y" assumptions and Omari's Model, the relationship between "discipline" and "academic success" in a school setting can be construed as per researcher's conceptual framework in Figure 2.1.

Figure 1: **Conceptual Framework**

Independent	Intervening variables	Dependent variable
STUDENTS' LEVEL OF DISCIPLINE	Peer Pressure Attendance Class size	**STUDENTS' ACADEMIC PERFORMANCE**
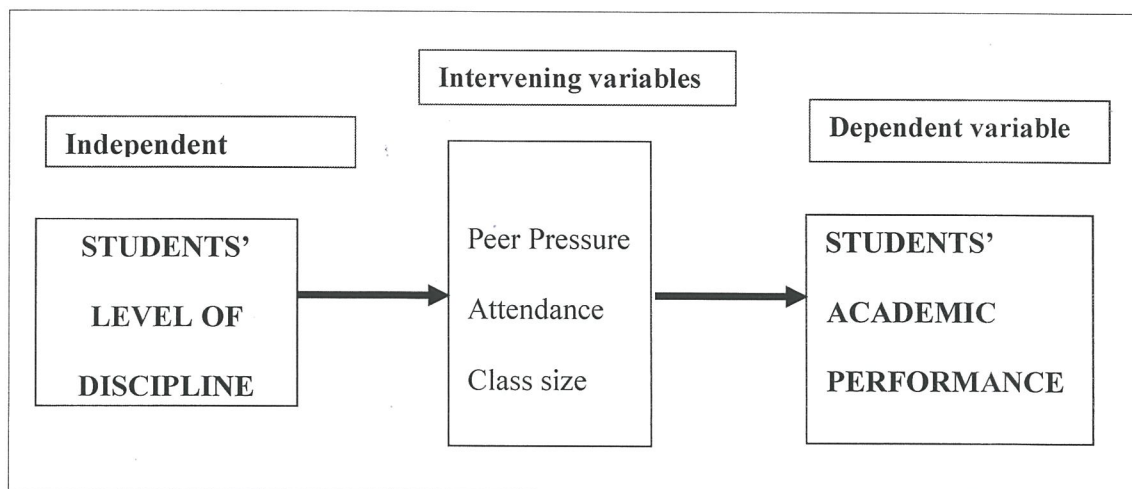
Source: Researcher's conceptualization

2.5 Suitability of Set Rules and Regulation on Students' Academic Performance

2.5.1 Positive Discipline

In order to increase positive discipline, disruptive behavior needs to decrease in secondary schools to create an environment that is conducive for learning. Cotton (2006:2) suggests that rules and the consequences of breaking them should be clearly specified and communicated to parents, learners, and teachers. Once rules have been communicated, the fair and consistent enforcement of the school rules, and providing a hearing process for students to present their side of the story, will also increase learners' and parents' perceptions of fairness. Gaustad, (1992) report on research in 600 secondary schools in which they found that unclear or unfair rules which are inconsistently enforced are associated with poor discipline in secondary schools. Gaustad, (1992) states that although "good behavior is necessary, it is not sufficient to ensure academic growth". Gaustad (1992:1) argues further that effective school disciplinary strategies should seek to encourage responsible behavior and provide all learners with a satisfying school experience as well as discouraging misconduct. These are learners, however, who, in spite of schools trying their best to make education a satisfying experience for them, still dislike school. Therefore, researchers believe that social involvement in school activities could help learners to be more positive about attending school.

Cotton (2006:2) recommends that underachieving learners should be helped through a remedial program, which would also create a more positive attitude towards schoolwork if the learners

9

in question start to show signs of improvement. Teachers' positive attitude to their profession also plays a significant role in learners' attitudes towards school.

Gaustad,(1992) found that commitment, on the part of the staff, to establish and maintain appropriate learner behavior as an essential precondition of learning, is the chief component of preventive discipline. According to Gaustad (1992), the creation of an accepting social climate, characterized by a genuine concern for learners as individuals, is also typical of a well-disciplined school.

Making the curriculum interesting for learners, so that they will want to come to school to learn and also be prepared and well-trained, shows that teachers are serious about what they say and, in turn, earns them respect as professionals.

Charlton and David (1997) conclude that learners' misbehavior may be a logical and not unreasonable response to a timetable which includes subjects and material in which they have little or no interest, and or which is administered to them in a manner that is uninteresting and which discourages their involvement.

2.5.3 Effect of Mechanism in Place that Ensure Student Abide to Schools Rules and Regulations

According to (Kajubi, 1997), a disciplined student is the one expected to do the right thing at the right time. Bratton and Gold (2003), also shared the same opinion with Kajubi (1997), where they say that, a disciplined student is the one who is in the right place at the right time. However in most schools in Bushenyi district students misuse time through loitering in villages and yet time is a factor for achieving success, others arrive very late for classes missing lessons, which seems to affect their academic performance. According to Byarugaba (1991), time is a scarce resource and therefore requires proper allocating so as to enable any organization achieve its goals.

Punctuality needs to be observed not only by students but also teachers, head teachers and non-teaching staff in an educational institution. Despite this expectation, the practice in most secondary schools in Uganda is that, most of the school activities seem not to respect the designed time table.

Clifford (1993) also conquered with Mafabi *et al* (1993), and noted that discipline should take priority 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.

During their study on time management in public schools in the United States of America Parkes and Thrift (2001) shared the same opinion with Clifford (1993) and established that;

10

time is a mental device that gives order to events by identifying them as successive. But in reality, in most secondary schools in Ishaka-Bushenyi municipality for example assemblies tend to interrupt on the time for other activities an indication of poor time management. Docking (2000), conquers with the opinion of Clifford (1993), and contends that, a disciplined student is the one expected to arrive before lessons start and wait for the teacher. At the same time a disciplined teacher is the one expected to respect all the time allocated to him or her on the timetable.

Despite this belief, most teachers in the secondary schools in Ishaka-Bushenyi municipality, 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.

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

The survey conducted by Felister (2008), in the secondary schools in Uganda, discovered that, majority of the headmasters and headmistresses lacked administrative skills and spent most of their time outside the school premises, hence becoming unaware of what was happening in their schools an indication of poor time management. The effect of mechanism that ensure student abides to school rules and regulation this remained unknown and thus a need for this study.

2.5.4 Effect of Management of Rules and Regulation on Students' Academic Performance

According to Weber for an organization to be successful there must be strict adherence of rules and regulation so as to ensure conformity and uniformity among people.

According to Porteus, Vally and Ruth (2001:98), section 8(1) of SASA empowers a governing body of a secondary school to formulate or adopt the code of conduct that aims at establishing and purposeful environment to effective education and learning in schools that should not be punitive but facilitate constructive learning and establish moral values. In formulating the code of conduct, a governing body must involve parents, learners, educators and non-educating staff at school.

Masite and Vawda (2003:4) assert that co-operative discipline encourages the involvement of all the stakeholders in drafting the code of conduct for learners. The educators must ensure that the learners make their contribution because they are likely to respect the code of conduct they had helped to prepare. They should make rules that tell the learners what behavior is expected in the classroom or school environment, because the expected behavior and the consequences of failing to comply should be made clear and applied to everybody. According to Chang (1995:9), the managers can make use of meetings and discussions to communicate, clarify and simplify co-operative and democratic discipline to their staff members and encourage them to implement it in the schools and therefore the principal must communicate with the educators so that the educators have a clear picture of how they are going to maintain discipline (Badenhorst *et al*, 1997:150). School discipline aims to control the students' actions, behavior, to ensure the safety of staff and students, and to create an environment conducive to learning. Okumbe, (1998), pronounce that regulations on the other hand are authoritative disciplines with a course of law intended to promote discipline in school. Lupton and Jones (2002), also agreed with Okumbe (1998), and said that secondary schools which are effective demonstrate sound inclusive practices, which includes emphasizing school rules and regulations, collaborative leadership and their good practice. However there is nothing has been said on the effect of rules and regulation on students' academic performance thus need for this study. Jones *et al*, (2002), also agree with Hernandez and Seem, (2004), he argues that effective schools demonstrate sound inclusive practices which includes emphasizing school discipline, collaborative leadership and their good practice. Hernandez and Seem, (2004), argue that the operation of schools' is directly influenced by the way the schools' administered students disruptive behavior.

During admission students are given prospectus, which spell out some of these rules specify in most cases what students should do and what they should not do (Adams, 2003). Rules and the consequences of breaking them should be clearly specified and communicated to staff, students, and parents by such means as newsletters, student assemblies, and handbooks. Meyers and Pawlas (1989) recommend periodically restating the rules, especially after students return from holidays.

Kabandize, (2001) observes that disciplines are enforced through prefects' bodies and councils, disciplinary committees, teachers and involvement of parents.

Cotton, (2000) also say that the best results could be obtained through vigilantly reminding students about disciplines in school and monitoring their compliance with them. Once rules have been communicated, fair and consistent enforcement helps maintain students' respect for

the school's discipline system. Duke agreed with many of the Gottfredsons (1989) conclusions. Orderly schools, he noted, usually balance clearly established and communicated rules with a climate of concern for students as individuals, and small alternative schools often maintain order successfully with fewer formal rules and a more flexible approach to infractions than large schools typically have. The Gottfredsons (1989) suggest creating smaller schools or dividing large schools into several schools-within-schools.

This has been done in several Portland, Oregon, high schools that have large numbers of at-risk student's misbehavior. This has been relevantly applicable in Ishaka-Bushenyi municipality by Dr. Tumweze Richard the director of Ishaka victory girl's campus which was part of Ishaka vocational secondary school, in 2010 separated girls from boys due to high rate of misbehavior reported on 2005 to 2009. Different Research shows that social rewards such as smiling, praising, and complimenting are extremely effective in increasing desirable behavior. Gottfredson (1989) recommends that schools work to increase academic success for low-achievers. However, this alone is not enough. Discipline problems will be reduced if students find school enjoyable and interesting. For example; when teachers at Wilson Elementary School in North Carolina changed their instructional practices to accommodate a variety of learning styles, discipline problems decreased dramatically. Sometimes problem behavior occurs because students simply don't know how to act appropriately.

Black and Downs (1992) urge administrators to regard disciplinary referrals as opportunities to teach students valuable social skills that will promote success in future employment as well as in school.

Though students are reminded on what they should do there is still wide spread violation of school rules and regulations whereby students beat their teachers, involve themselves in drug abuse, drink alcohol and go out of school without permission this hinder the smooth functioning of the school system and thereby affect students' performance. These happen due to disrespect done by students on the formulated school rules and regulations that could assist them guide their behaviors at school. Though the researchers concerned much on discipline in schools without studying its effects on students' academic performance, this is aim of this study.

2.5.5 Effect of Punishment Management on Students' Academic Performance

Punishment is the infliction of an unpleasant or negative experience on an offender in response to an offense. Punishments are necessary if rules and regulations are to be enforced. This may

13

be through inflicting blows on an opponent, abuse or treat severely or improperly .According to Okumbe (1998) 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 secondary schools in Uganda such as reprimand, bawling out, ridiculing, belittling, name calling, withdraw of privileges, social isolation, demotion, putting placards around the offenders neck, standing or kneeling in front of class, exercise drills such as raising arms while carrying weight, suspension and expulsion from school, corporal punishment, restitution and detention or keeping students after school.

Omari (2011:100) argues that punishment in classroom are of two types which are presentation or administration of noxious or aversive stimulus this include corporal punishment, after an undesirable response for example; use of abusive language and removal of pleasant stimulus from the situation when undesirable response has been omitted foe example abusing the teacher or forbid a child from going home in time in order to eliminate the undesirable response.

According to (Okumbe, 1998) the use of punishment in schools is to instill discipline and is melted on student who violates the agreed rules and regulations in schools. It is administered to bring about a desirable change in behavior and therefore improving school discipline, if corresponding with the offense committed. Though, recently there are situation where a student who commits an offence, can easily go unpunished. Nevertheless, in most secondary schools some forms of punishments are unfair and undeserved like corporal punishment in schools involving severe canning, suspension, expulsion, branding and mutilation of students (Encarta, 2009).

Punishments are expected to enforce compliance when students are under the care of teachers Mafabi, et al, (1993). This view is also shared by Cotton, et al (2000), who said that Punishments in a school system are expected to teach students the relationship between their behaviors and the outcome or accountability for their mistakes. Though what really occurs in our schools is that unwanted behaviors are on the increase despite the presence of these punishments.

Teachers are troubled about the aggression being directed to them by both students and their parents.

Baumard, (1999) shared the same opinion but argued that punishment is a means of controlling disruptive behavior. He added that if punishment is the logical result of misconduct, the student is likely to accept it without resentment. Teachers should always make student to realize why their being punished. According to Cotton, *et al*, (2000) uniform punishment can be an

effective way of controlling students" behavior if students, teachers and school administrators know and understand that punishment are firm, fair and consistent. McGregor added that during administration of punishment there should not be any kind of favoritism it should be applied consistently.

If punishment applied fairly the act might motivate student and improve their academic performance.

Hogan and Pressley (1997) also agreed with Muthoga (1997), who noted that some ways of administering punishments create fear among students that led to truancy and early attrition. Early 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. The implication is that they would become social outcasts. They further argued that teachers should be careful during administration of punishment due to fact that some forms of punishments like corporal punishment can lead to physical injury. Children describe feeling aggressive after being physically punished. In 12 of the 13 studies included in the meta-analysis, corporal punishment was found to be significantly associated with an increase in delinquent and antisocial behavior; the link with behavior problems has been confirmed by numerous later studies involving both young and older children. This would lead to absence from schools and consequently reducing the academic performance of the injured students.

According to (Okumbe, 1998) 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 punishments . However in most secondary schools in Ishaka-Bushenyi municipality some forms of punishments are unfair and undeserved like corporal punishment in secondary schools involving severe canning of students.

The effect of such severe punishments on students towards academic performance is negative since the corporal punishment kills their intrinsic motivation towards academics. The study carried out by Docking (2000), on application of punishments in schools in the United Kingdom observed that, some punishments are appropriate and constructive while others are not desirable, baseless and instead intended for instilling fear. Hyman & Perone, (1998) argues that corporal punishment is a technique that is easily abused, leads to physical injuries, and can cause serious emotional harm. There is no clear evidence that corporal punishment will lead to better control in the classroom, enhance moral character development in children, or increase

15

the students' respect for teachers or other authority figures (Society for Adolescent Medicine, 2003).

Corporal punishment does not produce long-lasting improvements in behavior; it negatively affects the social, psychological, and educational development of students; it contributes to the cycle of child abuse; and promotes pro violence attitudes of youth (Andero & Stewart, 2002; Gershoff, 2010; Owen, 2005; Society for Adolescent Medicine, 2003.The effect of punishment management on students' academic performance remained unknown and thus a need for this study.

2.6 Literature Gap

The literature review involved elaboration of key concepts related to this study. However, many of these studies that attempted to examine the role of school discipline on students' academic performance were conducted outside Uganda. A few of the studies that have conducted in Uganda examined the factors of academic performance in secondary schools focused more on managerial skills and availability and efficiency of resources.

These studies reviewed included Hemedi (1996), Galabawa *et al* (2000) and Lyamtane (2004). They have pointed out some factors that lead to varying levels of performance in schools, including availability of teachers, availability of teaching and learning materials and language communication. Omari (1995) talks about school discipline as one among aspects that influence performance in schools. Omari (1995:38) argues that it is difficult to maintain order and discipline in schools where teachers have no space to sit, prepare and mark students' work. In other words, Omari (1995) supports the above scholars that availability of teaching and learning materials has an impact on school discipline. However, little has been said or investigated regarding a possible connection between academic performance and the state of school discipline in private and ordinary secondary schools, particularly the 'best' and 'least' performing ones as indicated by national examinations results. The study intends to fill up this gap in the literature.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This section presents the description of the study area, research approach, the research design, study population, sample population, sampling procedure, research instruments, research procedure, data analysis and research ethics.

3.2 Description of the Study Area

The study was conducted from Bushenyi District in Ishaka-Buhenyi Municipality. The selection of this region was based on the following reasons; first, the municipality has a population of 41063 according to the national census 2014, the secondary schools in the region have a total population of 4572. The region has five secondary schools; St Kaggwa high school with 552 students, Ishaka victory girls with a population of 421students, light secondary school with 442 students, Basajjabalaba Secondary School with 657 the highest number of students, and Bishop Ogez High School with 500 students, also some of these secondary schools in Ishaka-Bushenyi Municipality featured in the category of high performing schools in the district and some with reported cases of indiscipline in the district, these secondary schools in the region most of them are privately owned. The distinct features of such schools enabled the researcher to obtain the required sample for examining and analyzing influence of students discipline on academic achievement. Second, some of the students in most of the secondary schools are reported to engage in fights with teachers, truancy, boycotting school, and the use of alcohol and other unwanted behavior.

Figure 2: Location of the Study Area
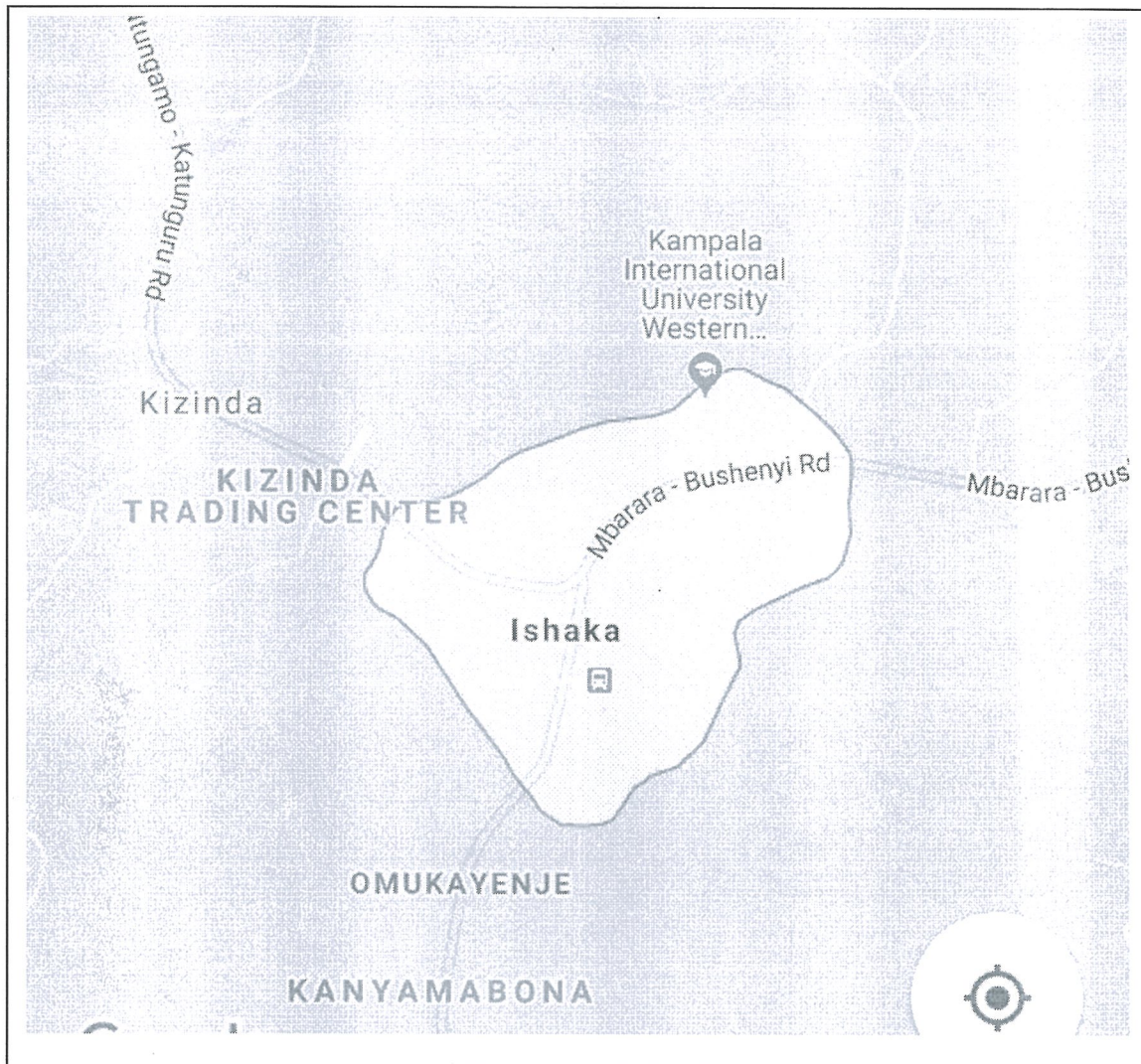
3.3 Research Approach

The study employed both qualitative approach and quantitative approach. The study had selected an essentially qualitative approach for data collection in order to explore phenomena whereby in-depth interview and participant observation was done to describe variation, to describe explanation relationships, to describe individual experiences and group norms in order to get participants perspectives using interactive strategies in real-life situation.

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

Quantitative approach also helped to present simple statistical analysis because many questions were closed-ended this allowed to crosscheck the correctness of the information gathered in the field as well as to ensure that the strengths of one method offset the weakness of the other, hence making it possible for the study to justify the results obtained through other instruments during data collection.

3.3.1 Research Design

The study employed descriptive survey design. Descriptive survey is characterized by describing data on variable of interest and it is useful for gathering factual information, data on attitudes and preferences, belief and predictions, behavior and experiences-both past and present (Cohen, Manion & Morrison, 2000).

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, opinion and experiences. Therefore, in this study descriptive survey helped to gather and analyze data as it combines two approaches (qualitative and quantitative) for in-depth and wide information. Hence enabling acquisition of a rich, robust, holistic description and understanding of the problem under investigation, which was to investigate and explore students discipline and its impact on their academic achievement in the English subject in Ishaka-Bushenyi Municipality Secondary Schools.

3.4 Focus Population

The term population refers to the number of people an institution or region has. One or more characteristics in common on which a research study is focused. Fraenkel and Wallen (2000:103) denote that a population is the group of interest to the researcher from which possible information about the study can be obtained. Omari (2011) added that a population is the totality of any group of units which have one or more characteristics in common that are of interest to the research.

The targeted population for this study included the following category of the sample head teachers, discipline masters/mistresses, teachers and students. These categories were selected because they comprised the major composition of disciplinary indicators in the school administration (Kochhar, 1997) and the school as community its operations are affected by teachers, students and head teachers.

3.5 Sample Population

A sample is a smaller group of subjects drawn from the population in which a researcher is interested for purposes of drawing conclusions about the universe or population (Kothari, 2004:157). Leedy (1986:210) adds that the results from the sample can be used to make generalization about the entire population as long as it is truly representative of the population. Sample size refers to the number of items to be selected from the universe to constitute a sample (Kothari, 2004).Sample size is to be drawn from the secondary schools.

These secondary schools included both private and ordinary schools. Five schools were considered as the study wants to make an in-depth analysis about discipline and students' academic performance in secondary schools: Three private secondary schools were some of

the best- performing secondary schools. The two schools were government aided that constitute the middle performing schools over the 5 year period in Ishaka-Bushenyi Municipality

Heads of Schools: The heads of secondary schools who were the top leaders (administrators or executors) of all school responsibilities including discipline issues were also purposively selected. The heads of schools being custodians of school discipline by virtue of their offices have the adequate information on school discipline, formulation and implementation of school policies, rules and regulations of the nation at school level, and on various disciplinary actions in the schools and strategies employed to enhance discipline. There was only one head of school in each secondary school and, therefore, the study will deal with 5 heads of schools.

Discipline Masters/Mistresses: A discipline master or mistress, one in each school, was included in the sample because of their position and responsibilities about discipline. They assist heads of schools in dealing with day-to-day disciplinary issues in their respective schools. They were selected purposively because it has also assumed they have adequate information on school discipline; discipline of teachers and students and about implementation of all matters of discipline.

English language Teachers: Teachers included in the sample because they had relevant and reliable information about discipline and academic performance matters in secondary schools. Stratified sampling was employed to select English language teachers on the basis of their experience in teaching and long service in a particular school. The stay in schools included the categories of 3-5 and above five years. These had varying levels of knowledge and involvement in discipline matters over time. After then, a total of 4 English language teachers in each school was randomly selected from strata of their teaching experience and stay in a particular school.

Students: This category of participants was selected to provide information on the influence of school discipline and academic performance in English language of secondary schools.

Students were selected through purposive random sampling on the basis of their stay in the school by including those in the Form Three and Form Four.

They were selected because they were in the high class levels and it was assumed that they had adequate knowledge and involvement in discipline and academic performance issues in their respective schools. Simple random sampling was employed to select 20 students from each school.

The researcher wrote on small pieces of paper: "included" and "not included" which were then be mixed up. The students were invited each to pick one piece of paper. Those who picked "included" formed the sample of the study. The sample participants' categories were going to be; 5 heads of schools, 5 discipline masters/mistresses, 20 teachers and 100 students. Therefore the total categories of sample participants were 130. The table below summarizes the distribution of sample;

Table 3.1 Population Category and Sample

Category	Sampled	Participants	Sampling Procedure
Head teachers	5		Purposive
Discipline master/mistress	5		Purposive
Teachers	20		Purposive
Students	100		Purposive and simple random
Total	**130**		

Source: Field Study, 2019

3.5.1 Sampling Procedures

Sampling procedures that were employed in this study were probability and non-probability sampling which included purposive sampling; stratified random sampling and simple 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 basing on previous knowledge of a population and the specific purpose of the research investigators for use in personal judgments to select a sample.

(Kathuri & Pals, 1993) adds that purposive sampling means a sampling technique in which a researcher uses his or her own knowledge of the population and chooses to include in the sample only some particular respondents who have the relevant information to the study. Head teachers, discipline master/mistress and teachers were purposively selected.

Purposive sampling was used to get the sample of students from selected schools. This method was used because it economized time and reliable information was obtained at a much reduced cost and time (Kothari, 2004).Gall and Meredith (2003) support this by arguing that specific information was obtained through employing purposive sampling in any study. After identification of the sample frame, random sampling was used where all students in selected secondary schools were having equal chances of being selected. This was because the study wants students who are knowledgeable.

3.6 Data Collection Methods

3.6.1 Documentary Review

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

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

3.6.2 In-depth Interview with Key Informants

In the nature of this study both structured and semi-structured interviews were employed to collect rich and deep information of effect of school discipline on students' academic performance from the heads of schools, discipline and masters/mistresses. Responses from interviews were recorded under headings emerging from interviews with the interviewees (Appendix C and D).

3.6.3 Observational Checklist

The researcher used the observational checklist to observe what goes on in schools and classrooms. By the help of observational checklist the researcher was able to observe teaching methods used by teachers during teaching-learning activities in the classroom. For instance, how students interact among themselves or with their teachers and how they behave in general. Each observation would take around 10 minutes. Notes from the field notes were written at the end of each observation describing in detail the setting and activities during the lessons.

Furthermore, the researcher was to observe the number of physical resources such as libraries, laboratories, teachers' houses, offices, students' dormitories and number of classrooms and

classroom facilities. The data that was obtained through observation would complement the data gathered through; interviews, questionnaires and documentary review.

Kothari (2004:96) indicates that observation increases the chance for the researcher to obtain a valid and credible picture of the phenomenon being studied.

The method thus helped the researcher to have an opportunity to look at what is taking place in the situation. Besides, he argues further that this method tends to eliminate subjectivity and bias in data collection and it gives accurate information relating to what is actually seen in time and place. (Appendix E).

3.6.4 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 a mixture of open ended and closed-ended questions. Open ended questions were meant to gather more information through elaboration and explanation. Closed ended questions, on the other hand, were asked to verify and confirm, usually eliciting only simple and specific answers. Open-ended questions offered more freedom to the respondents to expound on their views, feelings or attitudes toward a subject.

This allowed researcher better access the respondents' true feelings on an issue whereas closed-ended question items limit the respondents to specificity of the responses for purpose of quantification and approximation of magnitude. The questionnaires were administered to students for obtaining information concerning their understanding and perceptions of the link between school discipline and academic performance in English language.

This method was chosen because a lot of information from a large number of people can be collected within a very short time and it is economical in terms of money and time. It also ensured confidentiality and thus gathered more candid and objective replies. (Moser and

Kalton, 1979) say that questionnaires require less time and money compared to other methods like focus group discussions.

Kothari (2004:105) supported that questionnaires are relatively cheap and economical by which the researcher can administer the questions and collect a considerable amount of information. Amin (2005) and Sarantakos (1988) confirm the usefulness of questionnaires in terms of their simplicity, time used and easiness for a researcher to administer.

According to (Amin, 2005:270), questionnaires do not allow probing, prompting and clarification, the researcher as to employ interview in order to collect additional data that might have been left out by the questionnaires whose items are fixed. (Appendix A).

A total of 120 questionnaires was distributed to students and the teachers' answers from questionnaire was collected after one day. Information obtained from the questionnaires would be compiled into statistical data for analysis. Interviews would be done a day after collecting the questionnaires whereby the correspondents were provided options to select convenient time and comfortable place for the interviews in order to ensure full cooperation and trust.

When the interviews were over, data collected was edited analyzed according to the nature of the response to ensure that they are fully completed. Information obtained from the questionnaire was compiled into statistical data for analysis.

3.7 Validity and Reliability of Instruments

3.7.1 Validity

Van den Aardweg & Van den Aardweg (1988:190), Kidder & Judd (1986:223-224) and Mahlangu (1987:85) say the validity of the questionnaire relates to its appropriateness for measuring what the questionnaire is intended to measure. This is explained by Van Rensburg, Landman and Bodenstein (1994:560).

Anonymity provides truthfulness in validity. Sometimes it requires studies of the interpretation of questions made by subjects. The validity of research instruments was ensured by assessing the questionnaire item during their construction. Questions were discussed with the supervisor before giving them to two independent lecturers from the College of Education, Kampala International University for verification. This was to clear any lack of clarity and ambiguity.

3.7.2 Reliability

Reliability refers to the consistence of the research instruments. According to Mahlangu (1987:84) this means that a questionnaire is consistent. Reliability of an instrument is the dependability or trustworthiness of an instrument. This mean the degree to which the instrument consistently measures what it is supposed to measure

(Amin, 2005).

For the researcher to check the reliability of questionnaire, the researcher carried out a Test-Retest method where a respondent who completed the questionnaire was asked to complete it again after one day and his/her choices compared for consistence.

3.8 Research Procedure

When the research instrument are ready the researcher discussed with supervisors to prove the validity and reliability of the instrument, and then researcher was given given an introductory letter from Dean, School of education, Kampala International University Main Campus Uganda which will introduce her to the Headteachers of secondary schools. Using permission letter the researcher was be able to meet school managers for appointments to access documents, do interview and distribute questionnaires to respondents.

3.8.1 Data Analysis

Data analysis is a process that involves editing, coding, classifying and tabulating the collected data (Kothari, 2004). Both qualitative and quantitative techniques are to be employed for data analysis. Quantitative technique is used to analyze Questionnaires using percentage distribution technique.

This study used frequencies and percentages because they easily communicate the research findings to majority of readers (Gay, 1992). Frequencies easily show the number of subjects in a given category. The data are tallied and computed into frequencies and percentages using excel. The data are presented in tables for ease of 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 is analyzed descriptively or narratively where the researcher presents detailed literature description of the respondents' views for the reader to make their opinions. In qualitative data responses are categorized on the basis of similarities and core meaning, whereby each category is represented a unique way of understanding.

3.8.2 Data Presentation

Tables presented the processed data as results of the study. Word reporting structures were used to present discussion of the findings, summary, recommendations and conclusions. The methods were chosen because they are simple to apply and easy in understanding to a variety of readers and the audience at large.

3.9 Ethical Considerations

Jowell (1986) observes that ethical considerations in research involve outlining the content of research and what would be required of participants, how informed consent will be

28

obtained and confidentiality ensured. It concerns protection of respondents' autonomy, maximizing good outcomes while minimizing unnecessary risk to research assistants.

The researcher explained the aims of study to respondents and tell them truthfully that their involvement is voluntary. Also researcher explained potential benefits to secondary school head teachers, academic masters/mistresses, English language teachers, and students as a result of my study. The respondents were informed of all data collection devices and activities. The respondents were treated with respect and their personal identifiers were not to be included in the research report released to the public in order to avoid the identification of respondents. Anonymity of the respondents was also assured and the data that provided were to be treated with utmost confidentiality.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 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 questions articulated in chapter one.

4.2 Students Characteristics

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

Gender	Frequency	%
Males	45	45
Female	55	55
Total	**100**	**100**
Type of school		
Government	02	40
Private	03	60
Total	**05**	**100**
Boarding	60	60
Day	40	40
Total	**100**	**100**

Source: Field Study, 2019

The table above show that (45%) respondents were males and (55%) respondents were females. This indicated that female's students dominated relatively in the study.

4.2.1 Teachers Characteristics

Table 4.2: Distribution of English language Teachers and head teachers Responded by Gender, Level of Education and Working Experience

Variable	Category	Frequency	%
Gender	Male	02	40
	Female	03	60
	Total	**05**	**100**
Position	Head of schools	5	10.4
	Discipline Masters/mistresses	5	10.4
	Teachers	16	79.2
	Total	**25**	**100**
Education level	Diploma	05	20
	Degree	20	80
	Masters		
	Total	**25**	**100**
Work experience	One to five years	05	20
	Six to ten years	16	64
	Eleven to fifteen	04	16
	Total	**25**	**100**

Source: Field Study, 2019

Table 4.2 above shows that 3(60%) of head schools were female and 2 (40%) were male .Majority 3(60%) of discipline masters were females while 2(40%) of discipline mistresses were males. Majority 3(60%) of teachers were female while 2(40%) of teachers were male. This shows that female teachers dominated the study.

Regarding position majority 16(64%) of respondents were English language teachers, 5(20) were head of schools and 5(20%) were discipline masters/mistresses. Further study shows that majority 20(80%) of respondents had a bachelors' degree. 05(20%) had diploma and 3(6.3%) had Masters in teaching. This means that majority are qualified teacher.

Regarding working experience, the study reveals that 5(20%) of respondents had served as teachers for1- 5 years , 16 (64%) of respondents had served as teachers for 6-10years of

experience and 4(16%) of respondents had served as teacher for 15years. This shows that not only are they effective teachers but they also have experience on academic success.

4.3 Level of students discipline

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

The study revealed that of 10 teachers from the secondary schools (62.5%) strongly agreed that the school discipline is integrated with school policy to control the indiscipline. This means school policy provides clear guidelines for action that should be consistently applied. 12(75%) strongly agreed the school has clear rules and regulations and 4(20%) teachers also agreed. This means when rules and regulations are clear to everybody in schools it's not easy for anyone to violate them.

Whereas14 (85%) teachers strongly agreed that the school has availability of physical resources and 5(25%) teachers also agreed. This means there is conducive environment for learning.13(81.5%)teachers strongly agree the school has good leadership style and 4(20%)agreed. 13(81.5%) teachers agreed that the school apply consistence punishment and2(10%)agreed. This implies that the good leadership from heads of school with clear aim, expectation and consistence punishment makes students to be disciplined. (See table 4.3).

To supplement questionnaires heads of schools were also asked to give their comments on suitability of set of their respective school rules and regulations in dealing with school discipline matters.

Table 4.3: English language Teachers Views on Suitability of Set of Rules and Regulations

Teachers views	Strongly Agree		Agree		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%
School rules and regulations are integrated with school policy	10	62.5	3	15	0	0	0	0
School has clear rules and regulations	12	75	4	20	0	0	0	0
Availability of physical resources	14	87.5	5	25	0	0	0	0
School has good leadership style	13	81.5	4	20	0	0	0	0
Punishment is fair and consistence applied	13	81.5	2	10	0	0	0	0

Source: Field Study, 2019

It was revealed that all 3(60%) heads of secondary schools said that their sets of school rules and regulations were very much strong in dealing with discipline issues at the school.

Also parents of students in best performing were seen to be responsible to their children while most of the parents of students in least performing were carefree which led to student to violate school rules and regulations.

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."

Further interview was done to discipline masters/mistresses regarding uses of clear rules and regulation and consistence application of punishment. Study revealed that the secondary schools claimed that their rule were clear and when executing disciplinary actions, it was

33

consistently and fairly applied to students or teachers depending on the nature of the offence regardless of an individuals' other positions or ranks.

One discipline master said that,

> *"In order to correct unwanted behaviour discipline action is applied immediately after the mistake has been done by calling a student who has done an offense and warning him/her for the first mistake."*

On other hand, the study revealed that, unlike the situation in most secondary schools, some of misbehaviors in a few 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.

One head of school said that,

> *"In my school one stream contain more than 70 students, maintaining order in the classroom can divert the teacher from instruction, leaving little opportunity for concentration and focus on what is to be taught."*

More information on the availability of school physical resources on both high and least performing secondary schools is shown on Table 4.4.

Table 4.4: Availability of Physical Resources in Both High and Low Performing Secondary Schools

School Name	Number of classroom			Library service			Teachers houses			Teachers office			Students dormitories			Laboratory service		
	R	A	S	R	A/NA	S	R	A	S	R	A	S	R	A	S	R	A	S
A	8	8	0	1	1	0	4	3	1	6	6	0	4	4	0	3	3	0
B	1	12	0	1	1	0	5	4	1	7	7	0	6	6	0	3	3	0
C	8	8	0	1	1	0	4	3	1	6	6	0	4	6	0	3	3	0
D	1	16	0	1	NA	1	1	1	14	7	4	3	0	0	0	3	0	3
E	1	12	4	1	NA	1	1	2	12	6	4	2	0	0	0	3	0	3

KEY: R= Required; A= Available; NA=Not Available; S= Shortage;

The students were also asked through questionnaires to give their views on suitability of set of school rules and regulations in controlling students discipline in the school". The study revealed that of 60 students from secondary 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 have availability of physical resources and 15(25%) agreed.

This implies that students from most secondary schools have conducive environment for learning which made them to have discipline.

(See table 4.5).

Table 4.5: Student's Views on How Suitability of Set Rules and Regulations Influence Student Academic Performance

Students views	Strongly Agree		Agree		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%
School rules and regulations are integrated with school policy	47	78.3	13	21.7	0	0	0	0
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
Good 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

Source: Field Study, 2019

Generally, the study showed that suitable, clear rules and regulation, availability of physical resources, good leadership style and fair and consistence punishment used in

4.4 Level of academic performance of students in English language

The second finding was about the level of academic performance of students in English language. The heads of these secondary schools indicated that they used various mechanisms to influence and stimulate both English language teachers and students to be in line with the required academic performance in English. Through interviews with head teachers the following are some of the strategies used in secondary schools.

Regarding speaking English language in school premises the study reveals that all heads of schools in the secondary schools make sure that all activities in school such as assembly occasions, parties and other co-curricular activities such as internal and external debates, drama are done using the English language in order to help the students learn how to express themselves and be competent enough in English language

36

Further findings revealed that heads of schools motivate their teachers of English language by paying higher salaries, providing house allowance and meals (breakfast and lunch) to English language teachers also when English language teachers are ranked among the best ten in National Examinations are rewarded.

Further rewards like cash, certificates and other materials such as exercise books, dictionaries and reference books were given to best students from each class, in terms of individual subjects and those who behaved well.

One head of school said that,

> "For each A grade in either Form Two or Form Four National Examinations it was accompanied by Ushs10,000/=, and teachers whose subject ranked among the best five in National Examinations were rewarded Ushs100,000/=."

Another head of school commented that,

> "In our school we rewarded cash, certificates and other materials such as exercise books, dictionaries and reference books to best students from each class, in terms of individual subjects and those who behaved well."

Regarding teachers recruitment all headmasters in secondary schools recruit their teachers at school. One head teacher commented:

> "In my school we recruited teachers on behalf of their school management. Interested applicants interviewed by school manager on their qualifications, experiences, moral conduct, personality traits, individual interests and competencies, including language competency."

This system of recruitment ensured that the private school have qualified and committed English language teachers who inspired hope and trust in students to study hard and perform well academically.

This system of recruiting sometimes could affect discipline in schools where such teachers might not be fully committed or competent in teaching

Regarding the grading of English language subject according to its academic performance. On this the school head from one of the schools had this to say:

> "There are D_1, D_2 and C_3 grades for student discipline. In our school the other credits are considered poor and is punishable; if one gets C consecutively in two terms or if one gets three Cs in one term or at the end of the academic term and gets a total average of less than 50% he is discontinued from school."

The difference between them was on the impact of getting a C or P grade where in secondary schools this carried more weight and was therefore punishable.

Further findings regarding the previous academic performance of English language in the secondary schools were done between the years 2013 to 2017. Refer to table 4.6 below.

Table 4.6: Academic performance in English subject from 2013 to 2017

School Name	Year	Number of Students	General Performance							
			D_1	D_2	C_3	C_4	C_5	C_6	P_7	P_8
A	2013	79	10	20	3	09	07			
B	2014	56	05	·15	23	08	05			
C	2015	60	16	15	20	5	04			
D	2016	45	09	18	05	03	05	05		
E	2017	55	08	12	10	05	05	10		

Source: field study 2019

4.5 Relationship between discipline and academic performance

The third finding was on influence of discipline on students' academic. Through questionnaires, students were asked to indicate how discipline management at their school influences students' academic performance. The study revealed that majority 50(83.3%) secondary school strongly agreed that good discipline 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 makes students to use English language while at school 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 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%)

This implies that majority of students from both best and least performing schools thought that punishment management influence student's academic performance in different ways. Table 4.6 below summarizes the study findings.

Table 4.7: Students Views on Influence of indiscipline Management on

Academic Performance

Students views	Strongly Agree		Agree		Disagree		Disagree Strongly	
	N	%	N	%	N	%	N	%
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
Punishment make student come to school on time	54	90	6	10	0	0	0	0
Punishment make students avoid drinking, smoking and fighting	53	88.3	7	11.7	0	0	0	0
Punishment make student keep quit on the absence of teachers	45	75	15	25	0	0	0	0
Punishment led respect for school property	47	78.3	13	21.7	0	0	0	0

Source: Data Field, 2019

The above findings were supplemented by qualitative responses from heads of schools and discipline masters/mistresses. Through interviews they were asked to indicate how discipline influences students' academic performance in their respective schools. All 5 heads of schools noted that discipline management helped to maintain school discipline and hence influence students' academic performance. One of the head of school quotes,

Proverbs 19:18 and 23:13-14 in the Bible:

'Discipline your son for in that there is hope, does not be a willing part to his death. Do not withhold discipline from a child: if you punish him with the rod, he will not die. Punish him with the rod and save his soul from death.

Discipline masters/mistresses were asked to indicate how discipline management at school influence students' academic performance. 5 discipline masters/mistresses interviewed all agreed that discipline management influence students' academic performance indirectly. One discipline master said that discipline management 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 discipline 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..."

Another discipline mistress noted,
> "to my observation effective discipline management has positive impact on students' academic performance because students will follow school regulations for example coming early, using English language in school, attending all periods, respecting teachers, respective time table and most importantly avoiding drinking and smoking which is very dangerous for their

learning at affect their capacity to learn."
The assertion above implies discipline plays significant roles in enhancing students' academic performance by making sure that students and teachers follow school rules and regulations.

The adoption further revealed that when rule and regulation is emphasized, it in a long run prescribes the standard of behaviour expected of students and teachers.

One discipline mistress explained:
> "In my school some of the students attend school willingly while others do not come to school regularly because of the negative influences in their lives including

problems with families, mob psychology and/or fear of punishment. Many students who miss school during regular hours are found committing some other crimes including smoking of marijuana."

Possibly, the use of punishment in schools is to instil discipline and is melted on a student who violates the agreed rules and regulations in schools. It is administered to bring about a desirable change in behaviour and therefore improving school discipline, it commensurates with the offense committed (Okumbe, 1998). However, what researcher experience in least performing secondary schools is that there are situation where a student who committed an offence, could easily go unpunished.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

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.

5.2 Summary of the Study

This study investigated the extent to which school discipline influenced academic performance in secondary schools in Ishaka-Bushenyi Municipalty. Based on the general objective of the study, three objectives were formulated to guide data collection and analysis.

The study employed principally a qualitative research approach applying a descriptive study design, with quantification of cases as was necessary. Data were obtained through documentary review, interview, questionnaire and observation 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 English.

5.3 Summary of the Major Findings

The following were the major findings of the study:

5.3.1 Level of discipline of students.

The study showed that most of the secondary schools were good at managing school discipline whereby the rules and regulations were well written and executed as a result many discipline problems were solved.

In a few 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.

5.3.2 Level of academic performance of students in English language.

Also continual and critical assessment of conduct and academic progress, school-based criteria and rigorous procedures that touch on background factors in order to maintain good academic performance in English language.

5.3.3 Relationship between the level of discipline and level of Academic Performance

The study findings revealed that discipline plays a significant role in enhancing students' academic performance by making sure that students and teachers provide a conducive and disciplined environment for essential academic work. In most secondary schools good discipline was consistently and strictly applied in order to yield good results. The adoption further revealed that when good disciplined is emphasized, it in a long run prescribes the standard of academic performance expected of students.

5.4 Conclusions

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 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 a few 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 secondary school.

Since all the teaching and learning process of all the other subjects is done in English as the media of communication in school. Efforts to keep English language performance should be used consistently because it at times affects their grading of these other subjects for example at Uganda National Examination Board.

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 most performing secondary schools, seem to associate more with a contented and disciplined academic environment than without these elements.

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 of schools whereby members from different secondary schools have an opportunity to meet frequently with other secondary school community 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 secondary schools, through adequate and timely salary payments, improved conditions of service, availability of teaching-learning materials and

44

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 in English language.

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 on students' academic performance in English language should be conducted in other areas of counties or the whole country for comparative analysis.

REFERENCES

Alshawi, N. A. (2018). The Role of Integrative Motivation in the Acquisition of American English Slang by Saudi Female Undergraduate English Majors.

Amin, M. E. (2005). *Social science research; Conception, Methodology and Analysis.* Makerere University, Kampala.

Bull, N. J. (1969). Moral Education. London: Routledge and Kegan Paul.

Byarugaba, J. (1991). *The relationship between students" participation in decision making and discipline in secondary schools in Kabale District.* M. Ed. Thesis, Makerere University.

Cohen, L., Manion, L. & Morrison, (2001) *Research Methods in Education.*

Conte, A. (2000). In loco parentis: Alive and well. Education, 121 (1), 1-5.

Corporal punishment in schools: Position Paper of the Society for Adolescent Medicine. *Journal of Adolescent Health, 32,* 385–393..

Disorder." In Strategies to reduce Students Misbehavior, edited by Oliver C. *Education and Development,* No.16 pp. 25-45.

Education in Tanzania. Dar-es-Salaam: Faculty of Education.

Galabawa, J. C. J., Senkoro, F. E. M. K. & Lwaitama, A. F. (2000). *The Quality of*

Gottfredson, Denise G. *"Developing Effective Organizations to Reduce School*

Hungi, N., Ngware, M., Mahuro, G., & Muhia, N. (2017). Learning barriers among Grade 6 pupils attending rural schools in Uganda: implications to policy and practice. Educational Research for Policy and Practice, 16(2), 129-155.

Hyman, I. A., & Perone, D. C. (1998). The other side of school violence: Educator policies and practices that may contribute to student misbehaviour. *Journal of School Psychology, 36*(1), 7–27.

Kabandize, L. 1 (2004). *The management of students' discipline in secondary schools in Kampala District.* M. Ed. Thesis, Maker ere University.

Kajubi, S. W., (1997). *Discipline Corporal Punishment and Violence against*

Kerwin, J. T., & Thornton, R. (2015). Making the grade: Understanding what works for teaching literacy in rural Uganda. Unpublished manuscript. University of Illinois, Urbana, IL.

Kothari, C. R., (2004). *Research Methodology. Methods and techniques* (2nd Ed.),

London: Heinemann Educational books.
London: Routledge Falmer

Malekela, G. (2000). "The Quality of Secondary Education in Tanzania". In Galabawa, J. C. J., Senkoro, F. E. M. K. and Lwaitama, A. F. The Quality of Education in Tanzania. Dar-es-Salaam: Faculty of Education. pp 61-74.

McMillan J. H. & Schumacher S (2006). *Research in education: evidence based inquiry*. New

York: Pearson Education Inc.

Moles. Washington, D.C.: Office of Educational Research and Improvement, U.S.

Department of Education, 1989. 187 pages. ED 311 608.

Moser, C. A. & Kalton, A. (1979). *Survey method in Social Investigation* 2nd Ed.
Mosha, H. J. (2006). *Planning Education Systems for Excellence*. Dar-es-Salaam: E

Ngonyani, D. J., Muhairwa, A. G. and Mmari, E. D. (1973). "The Nature, Causes and Treatment of Disciplinary Problems in Dar-es-Salaam Educational Institutions". A Class Project Report. Dar-es Salaam.

Okumbe, J. A. (1998). Educational Management: Theory and Practice. Nairobi: University Press.

Omari, I. M. (1995). "Conceptualizing Quality in Primary Education". *Papers in*

Omari, I. M. (1995). "Conceptualizing Quality in Primary Education". Papers in Education and Development, No.16 pp. 25-45.

Society for Adolescent Medicine, Ad Hoc Corporal Punishment Committee. (2003). Wishwa Prakashan.

APPENDICES

APPENDIX A: Questionnaire for Students on the Role of Discipline and academic performance in English language of students in secondary Schools of Ishaka-Bushenyi Municipality

Dear Respondent,

You have been selected as in the above titled study, which is being done as part of educational research in partial fulfillment of requirements for the award: bachelors of Arts with education of Kampala International University. Your cooperation in administering this instrument will go a long way in ensuring success of this study. I would like you to assist by answering the questionnaire as per instructions at the beginning of each section. You are required to provide the most appropriate answer in your opinion. Your responses will be kept confidential. In any case the questionnaire is anonymous. Please endeavor to fill the questionnaire within one day and return to the Academic master/academic mistress of your secondary school. I am so grateful to you for sparing your time and accept to fill this questionnaire.

Thank you.

Yours faithfully,

....

Researcher.

SECTION A: Background Information

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

1. Sex:
(a) Male ☐   (b) Female ☐

2. State the type of secondary school?

(a) Day ☐   (b) Boarding ☐

(c) Government ☐   (d) Private ☐

SECTION B

1. Put 'X' in the appropriate place to indicate the extent to which the following aspects of life in a secondary school can influence academic performance of English language in secondary schools.

DISCIPLINE ASPECTS	Strongly Agree	Agree	Disagree	Strongly Disagree
Speaking English language in school compound all the time				
Respect for school property				
Respect to teachers				
Respect to other students				
Attending all classes				
Using English language in class				
Avoiding smoking				
Avoiding drinking				
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	Disagree Strongly
Students should use English language in school				
Students should have a copy of school rules and regulation				
Students should obey to the school rules and regulation.				
Students should do all classes and school activities.				
Students should attend classes				

49

3. Put a '√' in the place appropriate to you to indicate how you agree with the following statements regarding your school.

STATEMENTS	Strongly Agree	Agree	Disagree	Strongly Disagree
School rules and regulations are integrated with a secondary school policy				
School has clear rules and regulations				
Available physical resources				
School has good leadership style				
Punishment is fair and consistence				

4. To what extent do you agree or disagree with the following statements. Please put   X   in the box you choose.

STATEMENTS	Strongly Agree	Agree	Disagree	Strongly Disagree
Teachers ensure that student use English language only at school on the opening day				
Teachers ensure that students have copy of school rules and regulation.				
Teachers are strict on student's obedience of the rules and regulations.				
Teachers ensures that students do all classes and school activities.				
Teachers ensure students wear school uniform				

Thank you for your cooperation

APPENDIX B: Questionnaire to Teachers

Dear English language teachers, this questionnaire seeks information on the relationship between discipline and academic performance in schools. Please respond to the following questions as requested. Information from this survey will be confidential and will be used for the purpose of this study only.

1. Name of school.......................... 2. Sex (a) Female............ Male......

3. Working experience.............. education qualification..........................

1. Put a '√' in the place appropriate to you to indicate how you agree with the following statements regarding your school.

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
School rules and regulations are integrated with school policy				
School has clear rules and regulations				
Available physical resources				
School has good leadership style				
Punishment is fair and consistence				

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

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
Teachers ensures that student arrive at school on the opening day				
Teachers ensures that students have copy of school rules and regulation				
Teachers are strict on students permission before leaving school ground				
Teachers ensures that students do all classes and school activities.				
Teachers ensure students wear school uniform				

3. Put a '√' on the place appropriate to you

Items	Response	Put a √
How is the state of discipline in this school?	Good	
	Average	
	Bad	
	Do not know	
What things make the state of school discipline bad?	Lack of respect	
	Bad teacher-student relationship	
	Schools' location	
'Other' (please state)..		
What kinds of punishment are mostly given in this school?	Caning	
	Cleaning school area	
	Drilling	
'Other' (Please mention)		
Who is allowed to punish?	Teachers	
	Head of school only	
	Student leaders (e.g. prefects)	
	No punishment at all	
Do staff members feel free to express issues related to teacher's discipline?	Very free	
	Free	
	Not free	
Which methods do you frequently use when you teach?	Notes giving	
	Lecture	
	Discussion	
	Demonstration	

4. What kind of policy, action or practice does your school prefer in relation to wrong-doing pupils/students? (Tick √ only those preferred or used) in the space provided.

		Tick (√)
1	We punish students right away	
2	We post the list of school rules on all notice boards for all pupils to read and follow.	
3	We use corporal punishment (beating with a cane) in the serious cases	
4	We rusticate (temporarily suspend)	
5	We warn the pupils sternly	
6	We call in and talk to the parents or guardian	
7	We take the pupils to church/mosque for prayer	

Thank You for Your Cooperation

APPENDIX C

Interview Guides to Discipline Masters/Mistresses

1. Are you satisfied with the level of discipline of your students?

2. What are the common disciplinary cases related to students?

3. What kind of punishment is given to students when they misbehave? For example, cases of stealing, failure to speak English language, fighting, truancy and committing criminal offence.

4. When is disciplinary action applied in order to correct unwanted behaviour?

5. Do you have a discipline committee in your school? What is its role in school?

6. Sometimes peer pressure can be a source of deviant behaviour in school. Do you agree with statement? Give some explanations.

7. How are these rules and regulations made clear and agreeable to both teachers and students?

8. Do you think school rules and regulations have a contribution in disciplining students/teachers?

9. Can discipline influence academic performance in English? How?

10. How does the school management ensure school orders are implemented?

11. Do you think school leadership style influence school discipline? Explain?

Thank you for your cooperation

APPENDIX D: Interview Guides to Heads of Schools

1. Are you satisfied with the level of discipline among your students? If yes give some explanations. If No what criteria do you use to make sure that, students and teachers are strictly adhered to school rules and regulations?

2. Do you think secondary school rules and regulations have a contribution in disciplining students/teachers?

3. How does discipline contribute to academic performance in English language?

4. How many English language teachers does your school have? Are they adequate?

5. What is their academic qualifications and experience?

6. How does shortage of teachers affect discipline of school? Does is affect academic performance of students? How?

7. How many students does your school have and how do you limit and maintain the number of students?

8. What incentives do you give your students when they behave and perform well in both academic and extra-curricular activities? Is there a special criterion or standard guiding the provision of those rewards and incentives? If yes what is it and how is it maintained?

9. What mechanisms do you use to make students' abides to prescribed school rules and regulation?

10. What are the discipline related problems that hinder academic performance in your School?

11. How do you ensure school orders are followed by students and teachers?

12. Do you think school leadership style influence school discipline? Explain?

APPENDIX E: Observational Schedule

To observe the availability of physical resources

1. Number of classrooms: available _____ required _____ shortage _____

    Number of desks/chairs: available _____ required _____ shortage _____

2. Library services: Present _____ absent _____

3. Teachers' houses: Available _____ required _____ shortage _____

4. Teachers' offices: Available _____ required _____ shortage _____

5. Students' dormitories/hostels: Available _____ required _____ shortage _____

6. To observe teaching methods used by English language teachers during teaching-learning activities in the classroom.

APPENDIX F: Punishment Record Sheet

An offence is an act of misbehaviour. The following are types of offences that need punishment in school. By using a Record Punishment Sheet recorded by a Monitor or a Discipline master the researcher will look whether the offence was punished or not and the type of punishment given.

Date	Students' Form	Offence	Punishment
		Abusive language	
		Noise in the class	
		Theft /stealing	
		Failing in a subject	
		Taking alcoholic drinks	
		Cheating during examination	
		Absence from class/ school	
		Destruction of school property	
		Absconding	
		Absenteeism	
		Truancy	
		Coming to school late	
		Not doing assignments	
		Use of vernacular	
		Carelessness	

Record of marks sheet.

School Name	Year	Number of students	General Performance							
			D_1	D_2	C_3	C_4	C_5	C_6	P_7	P_8
A	2013									
B	2014									
C	2015									
D	2016									
E	2017									