

**TEACHERS' RESPONSIBILITIES AND DISCIPLINE OF STUDENTS IN
SECONDARY SCHOOLS IN BITEREKO SUB-COUNTY IN
MITOOMA DISTRICT
UGANDA**

BY

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DECLARATION

I, Fredrick Nshemereirwe do hereby declare that this dissertation is entirely my own original work and it has never been submitted before to any other University or institution of higher learning for any award.

Signature. *Fredrick Nshemereirwe*.....

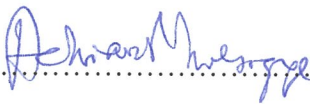
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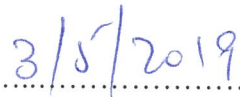
APPROVAL


This dissertation has been conducted under our supervision and is now ready for submission with our approval.

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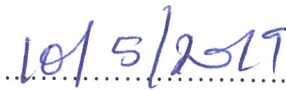
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DEDICATION

This Dissertation is dedicated to my dear wife Priscilla for all the support given to me towards the success of this study.

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I am extremely grateful for the mercy of the almighty God who has given me of life and good health to take me through this course. Also I extend my sincere appreciations to my supervisors Prof. Adrian Mwesigye and Dafiewhare Ogaga Augustina for their tremendous support and guidance that helped me to produce a substantial dissertation. Your tireless effort towards the success of this research journey will always be highly appreciated. I still convey my heartfelt gratitude to Mr. And Mrs. Milton Rwabushaija former Registrar NTC Kabale who supported me in all spheres during my hard times at the University. Also special thanks to my dear children Baker, Cranmar, Abigail, Stanley and Vanisha who accepted and missed their fatherly love when I was away from home.

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ABSTRACT

The purpose of the study was to establish the relationship between teachers' responsibilities and students' discipline in secondary schools of Mitooma district. The study aimed at establishing the influence of counseling, mentorship and supervision on students' discipline in secondary schools. The study used a correlational research design with both quantitative and qualitative approaches. The study population comprised of teachers, head teachers and members of board of governors and the sample size was 297. Purposive and simple random sampling techniques were used to select respondents. Questionnaire and interview guide were used as data collection methods. Data analysis was mainly quantitative in nature and correlation statistics were used to determine the relationship between teachers' responsibilities and students' discipline. Findings showed that counseling was done regularly for students and whenever need arose. It was established that infliction of corporal mentorship was a poor method of promoting good behavior in secondary schools. Class supervision was being done to check students' academic work so as to guide them appropriately. Findings indicated there was a statistical significant relationship between counseling, mentorship, and supervision and students' discipline. Generally, there is less involvement by teachers in counseling of students which has had less significant influence on students' discipline. Moreover, the nature of punishment used does not significantly lead to improved students' discipline. It is evident that use of supervision have not been emphasized and promoted as expected in most secondary schools. The teachers should work hand in hand with administrators to use lighter and corrective mentorships as a form of correcting students' wrongs. Efforts should be made to involve parents in the process of inculcating the acceptable discipline among students.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

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

1.1 Background to the Study

1.1.1 Historical Perspective

The term ‘discipline’ comes from the word ‘discipulus’ in Latin which means teaching and learning. The term has the essence of control in it and means “to teach someone to obey rules and control their behavior or to punish someone in order to keep order and control” (Longman Dictionary of Contemporary English, 2005); and thus it is mostly connoted with punishment in case of disobedience. Punitive strategies such as detention are used in schools based on “the premise that isolation gives the perpetrator time to reflect on what happened, realize the error of his or her ways, and return to the same situation but with a change of behavior and attitude” (Pane, 2010). Inappropriate behaviors of students in school are not a new issue in public education; teachers have reported behavior problems in school since the early beginnings of the public school system (Morris & Howard, 2003). These problem behaviors exhibited by students have been addressed in schools through school consequences including verbal reprimands, corporal punishment, after-school detention, in-school suspension, out-of-school suspension (Townsend, 2000). School administrators' use of out-of-school suspension began as a method of reducing student misbehavior in the 1960s and has continued to be used since that time (Adams, 2000).

The Ontario educational system has developed over time, where children were once viewed as objects to be molded from a standardized treatment of teacher preparation programs, academic texts, curriculum, and classroom management. From the early period of the 20th century, schools in Ontario were comprised of small class sizes and an overall strict atmosphere. As Lorne Lawson recalls during his time spent in a country school house in the

early 1900s, most of his public education was learned from the corner in the teacher's "Captain's Chair," a technique to embarrass and single out a misbehaving student (Charles, 2002). It can be argued that these severe methods were not only used to establish authority, but to set the student apart from the others, and force them to see that it is preferable to assimilate during periods of learning.

Gumisiriza (2012) established that the problem of discipline is worsened by some parents who had literally abandoned their role as moulders of their children. The execution of this role was entirely left to the teachers who apparently did not have the commitment, professional skills, knowledge and tools to do it effectively. In agreement to the statement Tumutoreine (2013) found out that teachers have caused indiscipline in schools by abusing and neglecting their work. They do not observe punctuality or even absent themselves from duty. Recent research on the issue of discipline strategies, however, has revealed that punitive strategies appear to be of limited usefulness in promoting responsible student behavior (Lewis, 2008) and should be replaced by proactive and interactive discipline practices (Pane, 2010). therefore, discipline is viewed to be associated with the act of teaching students self-control based on a contract that binds a teacher and a group of students together so that learning can be more effective. Thus, emphasis is put on student self-regulation by negotiating, discussing, and contracting between teachers and students (Vitto, 2003) to let the group take responsibility for ensuring the appropriateness of the behavior of all its members (Johnson & Johnson, 2006).

In the United States, as reported by Larson, Smith, and Furlong (2002) the National Centre for Educational statistics indicated that in 2006, 36% of the students in grade 9 – 12 reported that they had physical fight within the last one year. The report adds that 4% of the Inner city teachers and 3% of the suburbs and the rural school teacher were physically attacked by students. According to Lochan (2010), primary and secondary school teachers in both private and state sector are being confronted with cases of bad learners' behavior like destruction of school equipment or furniture, lack of respect for each other and for adults which impede normal school routine. In the Caribbean, the problem of school indiscipline seems to be no different. Heinzl (2009), Assistant Vice President to the International University of the Caribbean, affirms that the administrators, policy makers, teachers, parents and the public at

large have been struggling to find solutions to the problems of indiscipline in schools. In spite of this, it seems that the level of indiscipline continues to escalate in many schools.

It hardly needs to be mentioned that behavioral problems among students constitute a major concern in the field of education in African schools. Indiscipline is deeply rooted in Kenya secondary schools as evident in the rampant student unrests and strikes in schools. The presidential committee on students' unrest and indiscipline in Kenya secondary school by Sagini (1991) was launched to investigate the frequent occurrence of strikes and unrest in secondary schools and report on causes and measures needed to prevent their occurrence. Exactly ten years later Wangari (2001) report established that for most of the secondary schools understudy had experienced students' unrests and strikes including serious incidents of arson and murder. The worst manifestation of indiscipline, then, was the killing of students at Kyanguli high school in Machakos district on March 25th and 26th 2001, where 67 students perished in arson attack committed by fellow students. Earlier, on March 25th 1998, twenty five (25) girls in Bombululu secondary school were burnt to death in a school fire started probably by stray students. In July 1991, male students at St. Kizito secondary school invaded girls' dormitory in their school and raped them. A total of nineteen (19) girls died (Kibui, Kibera, & Bradshaw, 2014).

Before the introduction of formal education in Uganda, people were trained and educated. The colonialists described this type of education and training as informal. Much as it lacked defined institutions of learning, teachers, blackboards, pencils and books, it was however designed to create an ideal individual who would fully fit into and be accepted by the society. Therefore discipline and respect were emphasized. The whole system of traditional training and educating of the young generation was discouraged by the introduction of colonial formal type of education in Uganda by the missionaries. According to Nsereko (1994), the Christian missionaries arrived in the country in 1877 (the CMS), 1879 (the White Fathers), 1896 (the Mill Hill Fathers) and 1910 (the Verona Fathers). These missionaries established schools whereby the education system was changed which mainly emphasized reading, writing and religion (Nsereko, 1997). Later the liberal arts were also emphasized along with strong emphasis on discipline that embraced school rules and regulations as well as mentorships to

offenders as a measure of guiding students' behavior in schools (Mafabi, Higwira, Osire, Agwi, 1993).

According to the Ministry of Education and Sports Report (2005), the number of school going students was recorded increasing from 1986 as a result of the good governance, new education policies and political stability in the country. The education system had a double shift mode of studying where Senior One, Senior Two and Senior Five students used to study during the afternoon while the Senior Three, Senior Four and Senior Six students studied in the morning. This assisted to create a balance between students to teacher ratio of 1:45, as required by the Ministry of Education and Sports.

The level of discipline in classes and schools at large could easily be managed then and the level of indiscipline though existed, was not so strange (Ministry of Education and Sports, 2005). The only existing schools by then were government funded schools where admissions were centralized and thus dismissed students could not easily access other schools without recommendations from previous schools. Students therefore had to maintain discipline for fear of not easily accessing new schools. Most of these schools were day schools where parents could also participate in keeping a watch over their children's behaviors at home.

Missionary teachers were strict about enforcing discipline by using different ways like caning, giving manual work like slashing the compound and sometimes verbal attacks would be used on the students that have done wrong so that they can advise on their behaviour and behave the way they are expected to do in schools (Nambassa, 2003). Today, students are undisciplined due to the fact that the government policy has come in that no corporal mentorships should be given to students and above all the government has started automatic promotion whereby students should keep moving from class to class though he or she does not compete in the academic field (Erem, 2001). The social media has also contributed a negative attitude onto the students' discipline. Most of the time is used in watching pornography on phones, watching people fighting killing one another and destroying property which has made many students both boys and girls to be undisciplined.

1.1.2 Theoretical Perspective

The study was guided by the social learning theory. Bandura (1997) also developed the Social Learning theory based on the theory of personality. He puts it forward that people learn from one another, via observation, imitation, and modeling. His theory has often been called a bridge between behaviourist and cognitive learning theories because it encompasses attention, memory, and motivation. He defined self-efficacy as the "beliefs in one's capability to organize and execute the courses of action required to manage prospective situations". Bandura's (1997) social learning theory closely relates to the advantages of class interactions in improving the conduct of students. This theory is a bridge between behaviorists and environmental influences. This is relevant to the study in that the way students behave is determined by the people they interact with and these are mostly teachers who are very immediate during schooling time. Therefore the more students observe and relate with teachers and their fellow learners in the recommended manner, the more they are likely to be molded into well behaved members of the society hence promoting discipline in their respective secondary schools. This theory will help in establishing the way teachers relate with students in terms of counseling, supervision and mentorship and how this affects their discipline in their respective secondary schools in Mitooma district.

1.1.3 Conceptual Perspective

Ouma, Simatwa, and Serem (2013) define discipline as the actions by management to enforce organizational standards. In this study, discipline refers to the regular pattern of behavior exhibited by students in secondary schools towards classroom activities. These include lesson attendance, general cleanliness, performance in assignments and then school requirements operationalised as obedience to school rules, time management, plus adherence to school programme. In this study, students' discipline was mapped as classroom discipline, students' dress code, class attendance, and respect to authority and attendance to school activities.

On the other hand, a teacher is defined as a person who has knowledge, skills and special trainings in teaching, explaining and educating. The teacher is the person who is capable of creating behavioural change in terms of cognitive, psychomotor as well as affective domain (Mbise, 2008). Responsibility has been studied from a number of perspectives, which imbue it with a variety of meanings. The many meanings of responsibility include construing it as a character trait such as being self-determined and self-critical (Bierhoff et al., 2005), defining

it in terms of normative/moral expectations (Bovens, 1998), and examining responsibility for specific outcomes such as academic success or failure (Weiner, 1995). Therefore, teachers' responsibilities were defined as teachers' obligations such as supervision, counseling and mentorship that are directed towards better performance in students discipline as part of their teaching profession. In this study, teachers' responsibilities were defined as administrative activities operationalised as teachers' supervisory role, counseling and administering mentorship and how they impact on students' discipline.

In view of the above, Coombs (1985) argued that in order to discourage disruptive behaviour in students, most teachers in schools frequently use various types of mentorships such as manual labour, canning, while other teachers may use their authority to threaten and use verbal attacks onto the students. Teachers in schools are charged with many duties which include among others enforcing discipline whereby they correct the day today behavior of students. Students have different vices of behavior since they are coming from different homes and being brought up in different environments.

1.1.4 Contextual Perspective

Adelman and Taylor (1999) continue to assert that teenagers tend to contradict the norms of adult world. Increased tension, anxiety, conflicts and rebellion are typical characteristics of teenagers. In Mitooma district, discipline is not impressive because there are case of defiance, smoking and drinking alcohol which has resulted into many strikes in most schools of the district and as a result, there has been poor performance in both ordinary and advanced levels (Mitooma district Education Report, 2016). Today, in many schools, students dodge classes, escape from schools, and drink alcohol and smoke. This could be partly attributed to the fact that teachers have neglected their responsibilities of inculcating good discipline among learners. This study was intended to assess the influence of teachers' responsibilities on students' discipline in secondary schools in Mitooma District.

1.2 Statement of the Problem

A disciplined student creates a conducive environment in the school and the neighboring community. When there is discipline among students, the process of socialization and

character formation is natured and consequently the teaching and learning process will go on smoothly and academic performance is promoted (Babiita, 2007).

In this context, all secondary schools in Bitereko Sub-County in Mitooma district have put up strategies such as school rules and regulations, appointing discipline teachers and disciplinary committees in schools, putting up communication channels (suggestion boxes), adequate supervision by the teachers on duty, monitoring and proper team work put in place as requirements to uplift and maintain students' discipline. Despite this effort that school managements have put in place to improve students' discipline, Mitooma district and Bitereko Sub-county in particular still reports indiscipline cases of defiance, smoking and drinking alcohol which have resulted into many strikes in some schools such as Mahungye S.S which striked in 2016 and much of the school property was destroyed including the the boys dormetry which was burnt to arshes; also Kigarama S.S which also striked in 2015 and 2016 (Mitooma District Education Report, 2016; West Ankole Diocese annual report on education, 2016). Considering the occurance of these indiscipline incidences that have happened, little was known if the teachers perfomed their responsibilities well through supervision, counseling, mentoring students, implementing school rules and regulations to improve the students' discipline in the secondaary schools of Bitereko Sub-county; and this study was to fill these gaps.

There have been several researchers like Kato (2007) and Tumutoreine (2003) have researched on the different causes of students' indiscipline such as defiance fighting teachers, fornication, failure to attend classes and absenteeism among others that has led to strikes in secondary schools but little has been done on teachers 'responsibilities as one of the factors that could influence the students discipline in secondary schools. Therefore, the researcher carried out this research to assess the influence of teachers' responsibilities on students' discipline in secondary schools in Mitooma District and Bitereko Sub-county in particular.

1.3 Purpose of the Study

The study was carried out to establish the relationship between teachers' responsibilities on students' discipline in secondary schools of Mitooma District.

1.4 Objectives of the Study

The study addressed the following specific objectives:

- i. To establish the influence of teachers' counseling on students' discipline in secondary schools in Bitereko Sub-county in Mitooma District.
- ii. To find out the influence of mentorship on students' discipline in secondary schools in Mitooma District.
- iii. To identify the influence of teachers' supervision on students' discipline in secondary schools in Bitereko Sub-county in Mitooma District.

1.5 Research Questions

The following questions guided the study;

- i. What is the influence of teachers' counseling on students' discipline in secondary schools in Bitereko Sub-county in Mitooma District?
- ii. What is the influence of mentorship on students' discipline in secondary schools in Mitooma District?
- iii. What is the influence of supervision on students' discipline in secondary schools in Mitooma District?

1.6 Research hypotheses

HO₁: Teachers' counseling has no significant influence on students' discipline in secondary schools in Bitereko Sub-county in Mitooma District.

HO₂: Mentorship has no significant influence on students' discipline in secondary schools in Mitooma District.

HO₃: Supervision has no significant influence on students' discipline in secondary schools in Mitooma District.

1.7 Scope of the Study

1.7.1 Geographical scope

The study was carried out in Bitereko Sub-county Mitooma district. Mitooma district borders with Ntungamo in the south, Rukungiri in the west, Bushenyi in the east and Democratic Republic of Congo (DRC) in the North. Government aided secondary schools are Mahungye

secondary school which is located in Karimbiri parish and Kigarama secondary school in Bitereko parish. Private secondary schools are St. Benedict Voc. Secondary school in Nyakasiro parish, Musimenta High school in Nyakashojwa parish, Bitereko Vocational secondary school in Bitereko parish.

1.7.2 Content scope

In content, the study was conducted on the relationship between teachers' responsibilities on students' discipline in secondary schools of Mitooma District. It was limited to the influence of teachers' counseling on students' discipline, the influence of mentorship on students' discipline and the influence of supervision on students' discipline in secondary schools in Mitooma District

1.7.3 Time scope

The research used a period of six years 2013-2018. This time was chosen because of the indiscipline cases such as strikes that arose in some secondary schools in Bitereko Sub County in Mitooma District south western Uganda in the specified period; for example Mahungye S.S striked in 2016 and much of the school property was destroyed including the the boys dormetry which was burnt to arshes; also Kigarama S.S striked in 2015 and 2016 (Mitooma District Education Report, 2016; West Ankole Diocese annual report on education, 2016). Therefore the researcher found it justifiable to study this period.

1.8 Significance of the Study

The findings of the study were hoped to be of benefit to the following:

Policy makers: The study findings is expected to be useful to the policy makers especially Ministry of Education and Sports and other stakeholders in Education so as to guide them and be informed of problems affecting school administration with a view of promoting discipline and reducing social unrest in schools so as to improve academic performance.

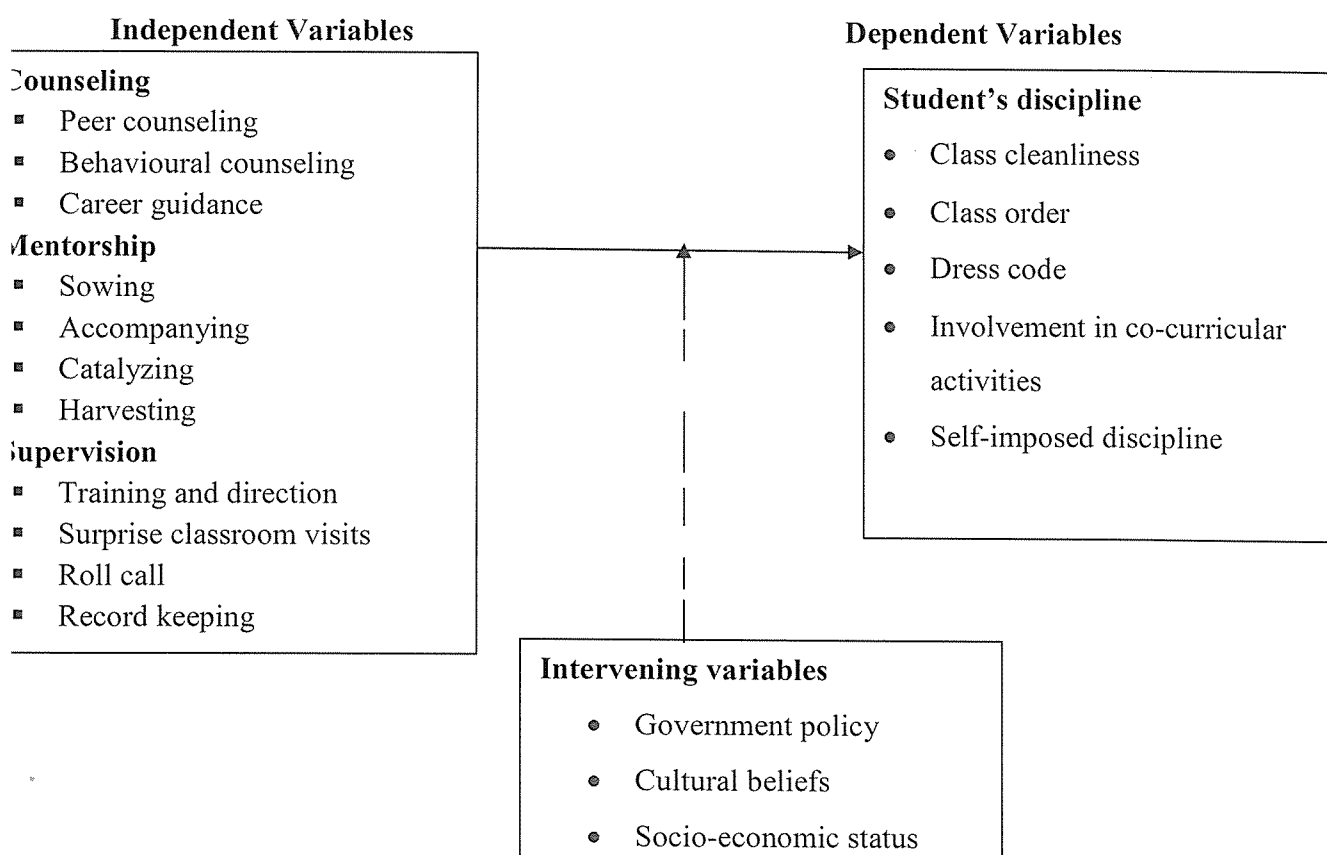
Administrators: Emphasis could be put on training students to develop a sense of self-restraint, and use of minimum force in handling any situation which seemed problematic. Besides, teachers may find it necessary to revise and adjust their approach to maintaining discipline.

Students: Findings would enlighten students on the effect of discipline on their performance. The students would also be enlightened to appreciate the responsibilities played by the teachers in shaping their discipline that is key to their academic and general future success.

The community: The study findings would benefit the community as it would be able to gain from harmonious coexistence with disciplined students hence being free from property and lives destruction due to students' strikes.

Other researchers: The study was expected to help other researchers who would be interested in doing further research into teachers' responsibilities and students' discipline by borrowing a leaf in form of related literature.

1.9 Conceptual framework on teachers' responsibilities and students' discipline



Source: Babiita (2007) and Kato (2007)

Figure 1.1: Conceptual Framework Relating teachers' responsibilities and students discipline

As depicted in the figure teachers responsibilities have a potential to cause students discipline in secondary schools. This is reflected in teachers' forms of responsibilities in and outside classroom that comprise of counseling, mentorship and supervision and their relationship to students' discipline. It is assumed that each of these sub variables under teachers' responsibilities differently impact on students' discipline in secondary schools. The study was guided by this framework to establish the relationship between teachers' responsibilities and students' discipline in their respective secondary schools.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This section attempted to review the literature related to the topic of the research. The researcher used other relevant studies by other researchers about teachers' responsibilities in enforcing students' discipline. The literature was reviewed under the following headings; the influence of teachers' counseling on students' discipline in secondary schools, influence of mentorship on students' discipline in secondary schools and the influence of teachers' supervision on students' discipline in secondary schools.

2.1 Theoretical review

The study was guided by the social learning theory. Bandura (1997) also developed the Social Learning theory based on the theory of personality. He puts it forward that people learn from one another, via observation, imitation, and modeling. His theory has often been called a bridge between behaviourist and cognitive learning theories because it encompasses attention, memory, and motivation. He defined self-efficacy as the "beliefs in one's capability to organize and execute the courses of action required to manage prospective situations". Bandura's (1997) social learning theory closely relates to the advantages of class interactions in improving the conduct of students. This theory is a bridge between behaviorists and environmental influences.

The theory assumes that the inner processes are covert events based on earlier experiences and are controlled by external environmental influence to bring about overt responses observed by Feltham and Horton (2006). Bandura views verbal representation and imaginable representation of the environmental guide a person's behavior. Thus one can use both insight and foresight to solve his or her problems. Learning also occurs through observational learning in a process known modeling. Therefore student can acquire competencies such as academic, social and personal through modeling. The teacher as a counselor needs to act as a role model to the student in each of the environment. Bandura also developed the concept of efficacy expectation, which he conceived as conviction of an individual that certain behavior will produce certain outcome stated by Mangal (2007).

Efficacy expectation is explained as a person's judgment about his or her ability to plan, execute and maintain a particular action or behavior. These later influence choice of activities and environment settings. For provision of effective guidance and counseling, supervision and mentorship, the understanding of student efficacy expectation in his/her prevailing environment is essential by the teacher. The theory also explained issues on motivation and based it on representation of future outcomes, which generate current motivators of behavior because of the anticipated future reinforcement.

The anticipation of self-approval motivational or demotivational behavior student can also be motivated to their academic, social and personal capacities thus meeting their basic objectives in their institutions of learning of which students' discipline is a key. Bandura also observed that learning is controlled by the limit of someone's expectation efficacy. Thus people learn from various environments of being modeled, reinforced and emotional contacts. Among the environment that Bandura proposed in learning new behavior include: modeling, efficacy expectation and phobia reduction. These processes can be enhanced through guided participation, modeling and system desensitization which are reflected in this study in counseling, mentorship and supervision.

This is relevant to the study in that the way students behave is determined by the people they interact with and these are mostly teachers who are very immediate during class time. Therefore the more students observe and relate with teachers and their fellow learners in the recommended manner, the more they are likely to be molded into well behaved members of the society hence promoting discipline in their respective secondary schools. This theory will help in establishing the way teachers relate with students in terms of counseling, supervision and mentorship and how this affects their discipline in their respective secondary schools in Mitooma district.

2.2.1 Teacher's counseling and students' discipline

Kinra (2008) defines counseling as an interface progression co-joining the counselee, who is vulnerable and who needs support and the counselor (teacher) who is skilled and educated to give this support. The goal of counseling is to assist the counselee learn how to deal more effectively with himself what really concerns his environment. Guidance and counseling

services are important in promoting discipline management of people in all societies to the extent that even the most primitive societies were guided by the obligation of counseling individuals on behavior patterns in the interests of the group. A journal of adolescence (2009) reported that opinions of a child's peers may have more weight than that of parents or teachers. The journal further notes that positive peer influence may mobilize the Child's energy and motivate him to success. Gitonga (2007) adds that peer pressure influences many pupils to imitate their colleagues in need for recognition and acceptance. There is therefore need to encourage pupils to associate with persons who will encourage and model them positively.

Ngotho and Zani (2014) established that group counseling was the most acceptable compared with individual counseling and peer counseling. According to Alemu the challenges encountered by peer counselors include lack of resources and training in counseling service and non-counseling duties performed by school counselors which negatively affected the effectiveness of the counseling services. Peer counseling was negatively affected by peer underrating; resistance and discouragement from other students; lack of faith by other students and shortage of time all of which in turn negatively affected students' discipline (Wango, 2007).

Guidance and counseling service often provides psychological advice and maintain good discipline in the school. This service play important role in the assessment of Emotional and disruptive behavior of the students. In fact, the existence of guidance and counseling service in the school helps in shaping students' behavior in the desirable manner, Nelson (2014) counseling plays significant role in helping our students' how they exercise good behavior when it is in use. According to MoE (2012) Career counseling involves helping the student develop the necessary skills to focus on a career path that will be beneficial to both the counselor and the society as a whole. The people with the most experiences effectively pass down knowledge, facilitating faster goal achievement by providing support and innovative strategies. Mentorship has been seen as the most appropriate approach to achieve this objective of guidance and counseling services.

A good number of counselors particularly teachers in secondary schools are unqualified to handle counseling issues for students (Okech & Kimemia, 2012). Furthermore, most of the teachers responsible for carrying out guidance and counseling are overstrained by the increased number of students in secondary schools. This therefore casts a shadow of doubt on the effectiveness of the guidance and counseling services in Ugandan secondary schools.

Jack and Enose (2010) in their findings reveal how guidance and counseling was under used to promote student discipline in secondary schools in Kisumu District. It was understood that corporal mentorship was broadly used to solve disciplinary issues in all secondary schools. There were however no guiding principles from the Ministry of Education on how the schools can use guidance and counseling to administer the student disciplinary cases. That is why he recommended that Ministry of Education has to provide policy guidelines on the use of guidance and counseling for the management of discipline in secondary schools.

Teachers and schools are charged with the responsibility of ensuring that each pupil grows up progressively along his own personal line. They are in charge of planning for how the learning experiences, activities, attitudes and relationships are to be handled so that as much as possible. This will enable every pupil's fundamental psychological needs to be fulfilled through the medium of education (Hendrikz, 1986). The study further established that most students do not make use of the counseling services because they have not appreciated what it can offer. As a result, many teachers are reluctant towards implementing guidance and counseling due to their busy schedules as far as other academic duties are concerned. In African cultural setting, guidance and counseling, education and social content were very much related and emphasis was on people to respect such aspects (Bond, 2000). Guidance of the youth in some issues relates to what adults have been practicing for very long time now and should thus follow their footsteps. Human beings have always required advice and approval of others whom they believe possess greater knowledge, insight or experience about such issues (Bryman, 2001).

The concept of guidance and counseling is not a new one given that in Kenya, the traditional community practiced a form of it (Kinara, 2002). In the traditional setting of Kenyan society, every home offers some form of guidance and counseling to its members whereby in most

cases children were the clients with the older ones being the counselors. The clients were taught and taken through their social roles and correct social values and were expected to behave accordingly by following such norms. Narayana (2002) also argued that in the traditional setting, people wanted to be consoled and relieved from their problems emanating from family members and close connections. Consequently the prevalence of this attitude and easy lifestyle left no individual suffering undue stress.

According to Migiro, (2005), parents cannot professionally provide the notably needed developmental guidance that the youths need because of their busy work patterns and sometimes tradition prohibiting them to tread on certain “taboo” topics. It is no wonder that many children have grown up without essential guidance and counseling ending up being a problem to teachers in their school going years. Masinde (2003) pointed out in his study in Kenya that at Kenya Polytechnic many students need guidance on personal lifestyles to enable them conquer their problems. This is based on the fact that they get openly drunk in class while walking without direction on the campus talking or arguing at the top of their voices. This makes them miss classes consequently leading to failure in examinations. It is also observed in the same study that after their failure in these examinations such students never inform their parents/guardians. As a result, the uninformed parents/guardians continued to give them school fees which they used to get even drunk hence becoming a failure in life and an embarrassment to parents.

Nugent and Jones (2005) commented that the demand for counseling services for people with normal developmental anxieties continues to become relevant and increase in schools, colleges and communities. Normal disagreements are more likely to arise as individuals have problems in fulfilling both their own needs and the expectations of others. Counselors therefore are there to help individuals work through transformations and situational conflicts in a complex and multicultural society. Egerton University (2002) pointed out the obvious needs for guidance and counseling services in the Kenyan community that need to be addressed. This is partly attributed to the reduction of traditional sources of guidance and counseling to aid children, students and youth to develop their decision-making skills which will improve their change from the defensive home and the school environment into the compound world of work. Wangai, (2002) on the significance of guidance and counseling in

schools by argues that students if provoked by teachers will do better things linked to learning but when ignored they would be disturbed and this would influence their learning outcomes. Also, Simatwa, (2007) found out that there is an increasing trend of the issues of students' indiscipline in schools. Kaloki, (2006) adds that the discipline problem in schools has taken a worse direction. On pupils' indiscipline or rebellion in schools, T.S.C warns teachers over beating pupils that this would cause their dismissal; instead, they should apply guidance and counseling to address the issue amongst learners as the best alternative discipline measure (Mutambo, 2012).

2.2.2 Mentorship and students' discipline

In 2012, the United States Census Bureau reported that approximately 2.5 million students age 16 to 24 were not enrolled in high school and had not earned a high school diploma or alternative credentials such as a General Equivalency Diploma (Child Trends Data Bank, 2013). These status dropouts accounted for 6.6% of the 38.8 million individuals that fell into this age category. An array of reasons have been shown to increase a student's risk of dropping out, including high rates of absenteeism, low levels of school engagement, low parental education, work or household responsibilities, problematic or noncompliant behavior, mobility during the ninth grade year, and attending a school with lower achievement scores (Balfanz & Legters, 2004; Christie, Jovliette, & Nelson, 2007).

Presently, schools are forced to increase their load of responsibilities and duties, which far exceed the basic academic requirements. Today's educators must provide non-academic services to fully serve its students. Staff members wear many hats to build the necessary skills and confidence in students to help them succeed. As educators, we strive to accomplish these contemporary demands with school based mentoring programs. According to Wheeler, Keller, and DuBois (2010), mentoring has become one of the most popular interventions to improve the lives of "at-risk" youth. This proposed study will examine a targeted school-based mentoring program at junior high schools in Utopia Independent School District. as Langhout et al (2003) note, mentoring can be beneficial to teens in several different ways: it can improve "youth's self concept and academic achievement" (Linnehan, 2001) among students who have had problems with the law, it can help "lower recidivism rates". Mentoring has also

proven to be effective among adolescents who have a history of substance abuse (Aseltine et al, 2000). With a new Ontario government in 2003, the promise of stability and partnership improved the relational tone with teachers, yet the major initiatives of the next decade (2003-2013) focused primarily on elementary schools. Indeed, smaller class sizes for grades one through three (Alphonso, 2004) and full day kindergarten (Radwanski, 2009) were touted as the major initiatives, as well as the overall proposition that our schools were doing better because of increased test scores—an improvement indicator set by the previous government. In fact, one of the only major secondary school initiatives teachers had to respond to was the mandate that all students must stay in school until they are eighteen. Thus, those most frustrated with school, or those wanting to exit a toxic home life earlier than their peers, must idle for a few more years.

According to Rhodes (2002), mentoring relationships may influence the cognitive development processes of youth through several mechanisms, including being introduced to new opportunities for learning, establishment of scholarly challenge and guidance, and advancement of academic success. This viewpoint is further supported by developmental theorists as they suggest that social interactions are a critical factor in expediting these cognitive changes (DuBois &Karcher, 2005). Regardless of the interaction, which may range from a trip to the library to enrolling in a course together, a mentor can approach these activities with the purpose of utilizing teachable moments (Rhodes et al., 2006). In addition to the scaffolding provided by the mentor, the relational qualities of the mentoring relationship may also contribute to the youth's cognitive abilities (Rhodes et al., 2006). Meaningful conversations throughout the mentoring relationship could serve as a catalyst in the growth of the mentee's cognitive skill set. Research from the educational literature accentuates the social nature of learning, illustrating that positive perceptions of teacher-student relationships are directly related to increases in motivation academic proficiency and achievement, school value, level of engagement, and behavioral adjustment (Reddy, Rhodes, &Mulhall, 2003).

Jekielek et al. (2002) established that youth who participated in mentoring programs experienced fewer incidents of physical violence against others, reduced drug and alcohol use, improved relationships with parents, and a decline in teen pregnancy. Mecca (2001) further supported these findings by asserting that mentoring decreased the possibility of dropping out

of school, helped prevent teen pregnancy, and decreased the chances of gang membership. Moreover, in their study, King, Vidourek, Davis and McClelland (2002) ascertained that successful school-based mentoring programs correlate with improved school behavior, increased academic achievement, better attendance, and an enhanced student attitude toward school. Portwood and Ayers (2005) claimed that teachers might be the best possible mentors for most students. This claim is further supported in the study conducted by Chambers and Huggins (2014). In this study, the stories that students shared about their relationships with teachers and campus personnel revealed that the influences of teachers and staff proved to be the most impactful aspect in helping or hindering their academic success. In addition, DuBois and Silverthorn (2005) suggested that mentors with educational backgrounds may have an advantage in promoting outcomes such as college attendance and decreasing the risk of drug use.

2.2.3 Teachers' supervision and students' discipline

According to Nyagosia et al. (2013), the correlates of an effective school are: Strong instructional leadership, clear and focused mission, safe and orderly schools, climate of higher expectation for success, frequent monitoring of student progress, positive home-school relationship and opportunity to learn/ student time on task. The findings of Nyagosia et al. (2013), confirm that the effective schools' model is applicable in Kenyan schools, which is in line with other studies in South Saharan Africa by Verspoor (2006), ADEA (2006) and Yu (2007). Their results indicated that indeed the seven correlates of effective schools do account for improvement in academic achievement. Nyagosia et al. (2013), did a research in Central Kenya on factors influencing academic achievement in secondary schools and found out that top performing schools are characterized by teachers keeping updated professional documents, a climate conducive to teaching and learning, keeping students focused on their core business in school, giving students a high expectation for high performance, involving parents in students discipline and teacher commitment characterized by regular attendance and punctuality. Kato (2007) reflecting from Okellowange (1998) and Ukeje (2007)'s study observed that it was very hard to supervise and control staff members as they were executing their duties and tasks in the absence of a data bank that guided management functions. Sergiovanni & Starrat (2006) emphasized instructional supervision as opportunities provided

to teachers to developing their capacities toward contributing towards and for students' behavioural change and academic success. Instructional supervision is a continuous activity of monitoring instructional process, provision of guidance services while establishing a two way communication in a collaborative relationship to improve discipline of students.

According to Wasike and Nabwire (2003) record management in its broad sense concerns itself with records' creation, distribution, maintenance, preservation, retrieval and disposal. They go on to say that in order for schools to be effectively and efficiently run, they must ensure that they keep detailed and up-to-date records on students' enrolment and performance materials and equipments among others. To emphasize it further Kato(2007) gave Hon Mayanja- Nkangi 's quotation on the occasion of opening of the common wealth secretariat workshop for education management in Uganda saying that; "Without accurate records and figures, our numerous plans and desires would prove un surmountable" Kato (2007) goes on to say that as more pupils were recruited, their needs correspondingly increased. This demanded for a systematic use of records to control discipline.

Yet, Ssekamwa (2001) cited immaturity of some young teachers who may have a very serious impact on the school. Young and inexperienced teachers use immature ways of solving problems which can easily cause a rift between teachers, students and the administration. This immaturity is a determinant to student control mechanisms. Their methods and anticipated response may very well be influenced by such immaturity. Therefore, concept, attitude and understanding of discipline usually vary from school to school. Ssekamwa (2001) re-echoes the importance of orderliness of the members of the school, students, teachers, school employees and administrators in forming good learning environment free from indiscipline. To him, this is a prerequisite for school success. School discipline and good academic performance is a collective responsibility for all school stakeholders. If this collective responsibility is to be enhanced, obedience to or compliance with the school order which regulates individual behaviour in the interest of the whole group should be abided to and implemented through supervision by teachers.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This study was carried to establish teachers' responsibilities in enforcing discipline in secondary schools of Bitereko Sub County in Mitooma District. This chapter gives the research design, sampling procedure, sample size, instruments to be used, and procedure and data analysis.

3.1 Research Design

The study used a correlational research design in order to enable the researcher assess the degree of relationship that existed between the variables (Sekaran, 2003). Qualitative and Quantitative approaches were used to allow collecting detailed information for the study. Data was collected in form of numbers using the questionnaires under quantitative approach while in qualitative oral interviews of respondents was used. Qualitative methods were used to collect data obtained from head teachers and teachers' questionnaires as they were open ended. However quantitative methods were used in order to present numeric data. This was used because data collected cannot be purely qualitative nor quantitative but both (Amin, 2005).

3.2 Population size

The study population comprised of teachers, head teachers and members of board of governors. There are 5 secondary schools in Bitereko Sub-county though there are many Secondary schools in Mitooma District. These together constitute 5 head teachers, 74 teachers, 55 members of board of governors. In Bitereko Sub County where the study was carried out, there are 5 secondary schools whereby 3 are private while 2 are government aided secondary schools. The target population from the sub county included 1106 students, 74 teachers, 5 Head teachers, 110 parents and 55 Board of governors making a total population of 1350.

3.3 Sample Size

Determining the sample size was done using the table of Krejcie and Morgan (1970). This was expected to greatly simplify the size providing a table that is good decision model.

Table 3.1 showing the resultant sample size

Category	Target population	Sample size	Sampling techniques
Students	1106	242	Simple random sampling
Teachers	74	15	Simple random sampling
Head teachers	5	5	Purposive sampling
Parents	110	23	Purposive Sampling
Members of board of governors	55	12	Simple random sampling
Total	1350	297	

Source: Krejcie and Morgan (1970)

A sample size of 297 respondents was selected for the study from a population of 1350 as portrayed in the table above.

3.4 Sampling Techniques

Purposive sampling technique was used to select head teachers from five secondary schools in Bitereko Sub-county in Mitooma district which were considered for the study. Simple random sampling procedure was used to select members of board of governors, students, parents and teachers. According to Moore et al (2006), simple random sampling provides an equal and unsystematic chance of selection of both variables. Simple random sampling helped the researcher balance representation of demographics of the researcher to get unbiased data.

3.5 Data collection methods

The researcher used questionnaire and interview methods of data collection

3.5.1 Questionnaire method

Questionnaire method is where self administered questionnaires are designed and given to the respondents to fill (Amin, 2005). This method was used to collect information from the

teachers, parents and students. This method was good because it covered a large population quickly and at a reasonable cost.

3.5.2 Interview method

This is where there is a face to face encounter between the respondent and the interviewer. Interviews allow the researcher to clarify items on the study by repeating and rephrasing questions that seemed not clear to respondents (Kothari, 2004). This method was used to collect information from the head teachers.

3.6 Instruments of the study

3.6.1 Questionnaire

A questionnaire is defined as a document containing question and other types of items designed to solicit information, appropriate to analysis. Questionnaire is equally used in survey research experiment and other modes of observation. Indeed, people ask different questions in their daily life to satisfy their queries (Babbie 1990). Responses from teachers were obtained by use of both open and closed ended questionnaires. Questionnaires were used because they standardize responses and are administered quickly. The instruments provided both qualitative and quantitative data respectively. Therefore instruments are chosen because they make it easy to present the information by way of categorizing, tabulating and general presentation.

3.6.2 Interview guide

The researcher held interviews with the head teachers and Board of Governors of their respective schools to assess teachers' responsibilities in enforcing discipline in secondary schools in Mitooma District. The interview gave detailed information to supplement that obtained from questionnaires (Amin, 2005). Data collected was edited and analyzed qualitatively by descriptive presentation.

3.7 Research quality control

3.7.1 Validity

In order to ensure validity of data collected, all instruments of data collection were submitted to the supervisor for approval and in order to ascertain their validity. Research experts were approached and requested to rate relevancy of each item in the instruments and content validity index was used to ascertain its validity Miaoulis et al (1976). The content validity index was calculated from the formula below

$$CVI = n/N$$

Where CVI: Content Validity Index

n: Number of relevant items in the questionnaire

N: total number of items in questionnaire

The items in both the questionnaire and the interview guide were taken to be valid if the CVI for each instrument is 0.7 and above (Amin. 2005).

The content validity index for the questionnaire was computed as follows

CVI results are presented in Table 3.2.

Table 3.2: Content Validity Index

Items	Number of Items	Content Validity Index
Counseling	6	0.875
Mentorship	6	0.830
Supervision	5	0.750
Discipline	9	0.784
Total Items	26	Average CVI = 0.818

The CVI of the instrument was 0.82 thus confirming that the study employed a valid tool.

3.7.2 Reliability

In order to establish reliability of the instruments, the researcher conducted a pilot study among 20 teachers for their receptive questionnaires. Using the results of the pilot study, the reliability of the instruments was computed using SPSS to determine the Cronbach Alpha Coefficient. If the calculated Cronbach Alpha Coefficient for questionnaires was found to be more than 0.70, the questionnaire was reliable.

This was computed using SPSS to generate Cronbach Alpha values per each construct or theme and the Cronbach Alpha for all items in the tool as illustrated in table 3.2.

Table 3.2: Reliability tests of the study variables

No.	Variable	Number of items	Cronbach Alpha Values
1.	Counselling	6	0.747
2.	Mentorship	6	0.710
3.	Supervision	5	0.742
4.	Discipline	9	0.850
All variables		26	0.762

The results indicated the Cronbach Alpha values for counseling as (0.747), mentorship (0.710), supervision (0.742) and students' discipline (0.850) all implied that the questions/items were reliable in measuring the specified variables. All the 26 items in the tool also indicated an Alpha of 0.762. According to Amin, (2005) an Alpha of 0.7 or higher is sufficient to show reliability meaning the questionnaire was reliable.

3.8 Data collection Procedure

The researcher got a letter of introduction from Post Graduate School and Research Kampala International University (KIU). This enabled the researcher to embark on the process of data collection. The researcher made visits to the selected secondary schools in Mitooma district to acquaint him with the respondents and the school environment. Questionnaires were

administered to parents, students and board of governors and were collected later when they were confirmed as filled. Interviews were arranged and held between the researcher and respective head teachers and teachers of the selected secondary schools. The researcher made visits to the selected secondary schools in Mitooma district to acquaint himself with the respondents and the school environment. Questionnaires were issued to teachers and waited for until they were confirmed filled. Interviews were arranged and held between the researcher and respective head teachers and Board of Governors of the selected secondary schools. The researcher explained the purpose of the study to the participants in order to establish and build confidence among them.

3.9 Data Analysis

The researcher analyzed the quantitative data that was collected using Excel and SPSS 16.0. Qualitatively, data analysis involved use of nominal and ordinal scales to categorize variables like discipline in different schools to identify the relationship between teachers' responsibilities and students' discipline. Thematic analysis ensured that clusters of text with similar meaning were presented together (O'Neil & Koekemoer, 2016). Content analysis involved interpretation of the underlying context. Quantitative data analysis involved calculation of descriptive statistics and frequencies for descriptive analysis. For inferential statistics, correlation was used in the testing of the relationship between variables (Simpson, 2015). Using both quantitative and qualitative analyses enabled making of statistical inferences for generalisation and carrying out of in-depth analysis.

3.10 Ethical consideration

The Head Teacher introduced the researcher to the teachers and selected members of board of governors. Before the study, the researcher carefully and clearly explained the purpose of the study to the study population. The researcher/ investigator initially ensured that no name appears on the questionnaire tool during data collection. He also ensured that study participants fill the distributed questionnaire in a place that they felt secure and comfortable to express their views freely. The collected data was kept in one place and analysed using codes in which interest was placed on the responses rather than the participants' names and other identities. The respondents were also verbally assured of confidentiality of their views before

actual data collection. The respondents were assured that participation in this study was voluntary. It tried to minimize risks to respondents as much as possible. In relation to holding interviews, the researcher felt the most important ethical consideration to make the interviewees be aware of the following; entirely voluntary, free to withdraw from the interview at any time and will be kept strictly confidential by the researcher.

3.11 Limitations and Delimitations of the study

The researcher expected non-response of some questions especially where the respondents selected had little knowledge about particular questions and where some questions appeared to be sensitive. The researcher overcame this through giving proper explanations of the questions to respondents.

There were confounding variables such as the respondents' honesty and personal biases which are beyond the researcher's control. This was minimized by clearly explaining the purpose of the study and building research rapport in addition to being urged to be as honest as possible and avoid biases in answering the questionnaires.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

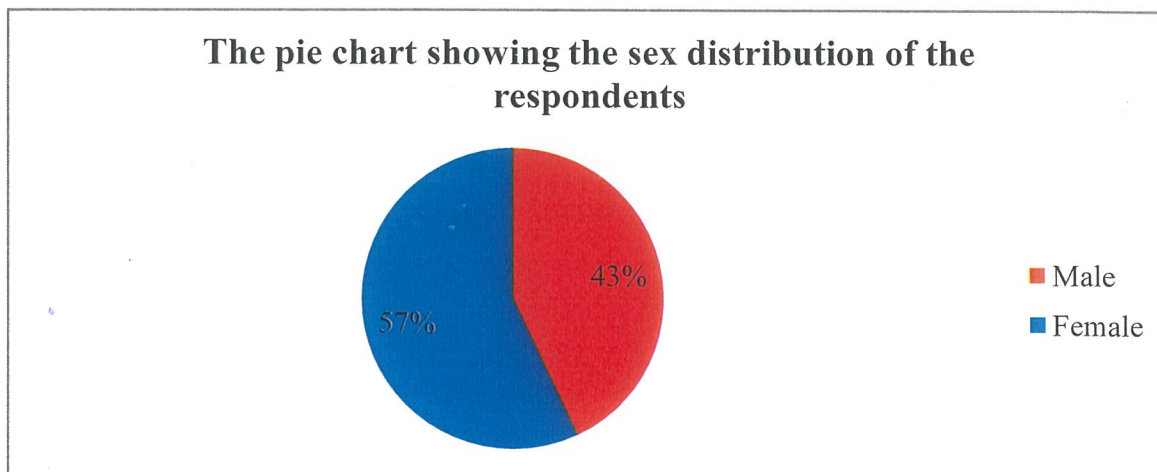
4.0 Introduction

In this chapter, the researcher presented his analysis findings and interpretation to guide him in conclusion and recommendations of the study. The data was presented in relation to the study objectives and questions.

4.1.0 Demographic data

4.1.1 Sex of the respondents

Figure 4.1: Pie chart for sex of the respondents



Source: Primary Data

From the results in the figure above, most of the study respondents (57%) were female and male were only 43% of the respondents.

4.1.2 Age group of the respondents

Figure 4.2: A table for age group of the respondents

Age group	Frequency	Percent	Valid Percent
Below 20 years	181	61%	61.0
20-30 years	70	23%	23.3
31-40 years	27	9%	9.0
Above 40 years	19	7%	6.7
Total	297	100	100

Source: Primary Data

Findings in the figure above show that most of the respondents (61%) were below 20 years, 23% were in the range of 20-30 years, 9% were in the range of 31-40 years and finally 7% were above 40 years.

4.1.3 Level of education of the respondents

Response	Frequency	Percent	Valid Percent
Certificate	256	85.7%	85.66667
Diploma	3	1.0%	1
Bachelors degree	30	10.3%	10.33333
Others	8	3.0%	3
Total	297	100	100

Source: Primary Data

The findings above show that most of the respondents (85.7%) were of certificate level, 10.3% were of bachelors' degree, 3% were in others and only 1% of the respondents had a diploma

4.1.4 Marital status of the respondents

Response	Frequency	Percent	Valid Percent
Single	252	84.7%	84.7%
Married	40	13.7%	13.7%
Divorced	3	1.0%	1%
Widow/er	2	0.7%	0.7%
Total	297	100	100

Source: Primary Data

The findings in figure above show that most of the respondents (84.7%) were single, 13.7% were married, 1% had divorced and only 0.7% of the respondents widows/widowers.

4.2.1 The level of discipline among students in secondary schools in Bitereko Sub-county in Mitooma District

Discipline status of the students		
Response	Frequency	Percent
Very High	187	63.0%
High	92	30.7%
Moderate	13	4.7%
Low	5	1.7%
Very low	0	0%
Total	297	100%

Source: Primary data

The results above show that most of the respondents (63%) responded that the level of discipline among students in secondary schools in Bitereko Sub-county was very high, 30.7% responded that it was high, 4.7% responded that the discipline level was moderate and finally only 1.7% responded that the discipline level was still low among students in secondary schools in Bitereko Sub-county in Mitooma district. And none of the respondents responded that it was very low.



4.2.2 Indicators of discipline among students in secondary schools in Bitereko Sub-county in Mitooma district

Response	Frequency (N=297)	Percentage
Regular class attendance	289	96.3%
Class cleanliness	281	93.7%
Class order	283	94.3%
Decent dress code	264	88%
Participation in co-curricular activities	282	94%
There are no strikes in the school	262	87.3%
Students respect elders	286	95.3%
MEAN	278	93.65%

Source: Primary data

From the results in the table above, 96.3% of the respondents responded that students regularly attended classes, 95.3% responded that the students respected their elders, 94.3% responded that there was order in class, 94% responded that students participated in co-curricular activities, 93.7% responded that the cleanliness in classes was good, 88% responded that the dress code of the students was decent in their school uniforms, and finally 87.3% responded that there were no strikes in secondary schools in Bitereko Sub-county in Mitooma district.

Mean=278 show that on average 278 (93.65%) respondents experienced the mentioned indicators of good indicators of students discipline in the secondary schools of Bitereko Sub-county in Mitooma district.

4.3 The influence of teachers' counseling on students' discipline in secondary schools in Bitereko Sub-county in Mitooma District.

4.3.1 Descriptive statistics on counseling

In the first objective the study sought to establish the influence of teachers' counseling on students' discipline in secondary schools in Bitereko Sub-county in Mitooma District. In response, descriptive statistics were generated regarding counseling measured using six items.

The items measuring counselling were scaled using the five-point Likert scale where, 1 = strongly agree 2 = Agree, 3 = Not Sure, 4 = Disagree and 5 = strongly disagree.

Statements		SA	A	NS	D	SD	Mean
Counseling is one of the vital elements in discipline management	N=297	211	86	0	0	0	1.29
	%ge	71%	29%	0%	0%	0%	
Counseling is done in a professional way in our school	N=297	112	71	27	64	23	2.39
	%ge	37.3%	24%	9%	21.3%	8.3%	
Counseling is done regularly for students and whenever need arises	N=297	221	39	22	15	0	1.44
	%ge	74.3%	13%	7.3%	5.3%	0%	
Students are mostly counseled on proper conduct in school	N=297	177	51	60	9	0	1.67
	%ge	59.7%	17%	20.3%	3%	0%	
Sometimes students are counseled as a group	N=297	144	81	72	0	0	1.75
	%ge	48.7%	27.3%	24%	0%	0%	
Counseling is among the positive means of instilling discipline among students	N=297	242	56	0	0	0	1.19
	%ge	81%	19%	0%	0%	0%	

Source: Primary data

The results in the table above showed that;-

71% strongly agreed to the statement that counseling was one of the vital elements in discipline management, 29% agreed to the statement; and none of the respondents wasn't sure or disagreed or strongly disagreed. Mean=1.29 showed that on average, the respondents strongly agreed to the statement that counseling was one of the vital elements in discipline management.

31.3% strongly agreed to the statement that counseling was done in a professional way in their schools, 24% agreed, 9% were not sure, 21.3% disagreed and 8.3% strongly disagreed to the statement that counseling was done in a professional way in our school. Mean=2.39 showed that on average, the respondents agreed to the statement that counseling is done in a professional way in our school.

74.3% strongly agreed to the statement that counseling was done regularly for students and whenever need arose, 13% agreed, 7.3% were not sure, 5.3% disagreed to the statement and none of the respondents strongly disagreed to the statement that Counseling was done regularly for students and whenever need arises. Mean=1.44 showed that averagely the respondents strongly agreed to the statement that counseling was done regularly for students and whenever need arose.

59.7% strongly agreed to the statement that students were mostly counseled on proper conduct in school, 17% agreed to the statement, 20.3% were not sure and only 3% disagreed; whereas no one strongly disagreed to the statement. Mean=1.67 showed that averagely the respondents strongly agreed to the statement that students were mostly counseled on proper conduct in school.

48.7% strongly agreed that sometimes students were counseled as a group, 27.3% agreed to the statement, 24% were not sure and none of the respondents disagreed to the statement that students were counseled as a group. Mean=1.75 showed that averagely the respondents strongly agreed to the statement that sometimes students were counseled as a group.

81% strongly agreed that counseling was among the positive means of instilling discipline among students, 19% agreed to the statement; whereas none of the respondents wasn't sure or disagreed or strongly disagreed. Mean=1.19 showed that averagely the respondents strongly agreed to the statement that counseling was among the positive means of instilling discipline among students in secondary schools in Bitereko Sub-county in Mitooma District.

4.3.2 Correlation of counselling and students' discipline in secondary schools in Bitereko Sub-county in Mitooma District.

To establish whether the existing counselling had a correlation with students' discipline, the researcher carried out a correlation analysis. A Pearson correlation method was run and the results got were used to find out whether a relationship existed between counseling and students' discipline.

Table 4.4: Correlation results for counseling and students' discipline

Correlations			
		Discipline status of the students	Counseling
Discipline status of the students	Pearson Correlation	1	.609
	Sig. (2-tailed)		.049
	N	297	297
Counseling	Pearson Correlation	.609	1
	Sig. (2-tailed)	.049	
	N	297	297

Source: Primary data

The findings in the table above showed that Pearson correlation ($r=0.609$) showed that there was a moderate positive relationship between counseling and the discipline among students in secondary schools in Bitereko Sub-county in Mitooma District.

Significance ($p=0.049<0.05$) implied that the null hypothesis was rejected hence counseling of students significantly influenced the discipline of students in secondary schools in Bitereko Sub-county in Mitooma District.

4.4.0 Descriptive statistics on mentorship

This item was derived from the second objective of the study that sought to find out the influence of mentorship on students' discipline in secondary schools in Mitooma District. The questionnaire shows mentorship was measured using six items. The items measuring

mentorship were scaled using the five-point Likert scale where, 1 = strongly agree 2 = Agree, 3 = Not Sure, 4 = disagree and 5 = Strongly disagree.

Table 4.5: Descriptive statistics on mentorship as a form of teachers' responsibilities that enhance students' discipline in secondary schools

Statements		SA	A	NS	D	SD	Mean
Mentorship is part and parcel of instilling discipline among students	N=297	69	102	42	58	26	2.56
	%ge	23.3%	34.3%	14%	19.7%	8.7%	
Infliction of corporal mentorship has been a poor method of promoting good behavior	N=297	59	100	14	93	31	2.79
	%ge	20%	33.3%	4.7%	31.3%	10.7%	
Teachers use corporal mentorship as an effective method as it makes a student think twice before committing the same crime	N=297	53	30	58	85	71	3.30
	%ge	18.3%	10%	19.3%	28.3%	24%	
Use of physical mentorship by teachers is deterrent to other students who might violate a rule in absence of such mentorship	N=297	102	105	33	57	0	2.16
	%ge	34%	35.3%	11%	19.7%	0%	
Mentorship is in most cases based on school rules and regulations	N=297	146	133	180	0	0	1.57
	%ge	49%	45%	6%	0%	0%	
Rewards are sometimes given to well behaved students to encourage others to behave well	N=297	110	123	6	58	0	2.03
	%ge	37.3%	41.3%	2%	19.3%	0%	

Source: Primary data

From the findings in the table above;

23.3% of the respondents strongly agreed to the statement that mentorship was part and parcel of instilling discipline among students in secondary schools in Bitereko Sub-county in Mitooma District. 34.3% agreed to the statement, 14% were not sure, 19.7% disagreed and 8.7% strongly disagreed to the statement. Mean=2.56 showed that averagely the respondents agreed to the statement that mentorship was part and parcel of instilling discipline among students in secondary schools in Bitereko Sub-county in Mitooma District.

20% of the respondents strongly agreed to the statement that Infliction of corporal mentorship had been a poor method of promoting good behavior, 33.3% agreed to the statement, 4.7% were not sure, 31.3% disagreed to the statement, 10.7% strongly disagreed. Mean=2.79 showed that averagely the respondents agreed to Infliction of corporal mentorship had been a poor method of promoting good behavior among students in secondary schools in Bitereko Sub-county in Mitooma District.

18.3% of the respondents strongly agreed that teachers used corporal mentorship as an effective method as it makes a student think twice before committing the same crime; 10% agreed, 19.3% were not sure, 28.3% disagreed and 24% strongly disagreed to the statement. Mean=3.30 showed that on average the respondents were not sure about the statement that teachers used corporal mentorship as an effective method as it makes a student think twice before committing the same crime in secondary schools in Bitereko Sub-county in Mitooma District.

34% of the respondents strongly agreed to the statement that use of physical mentorship by teachers was deterrent to other students who might violate a rule in absence of such mentorship; 35.3% agreed to the statement, 11% were not sure and finally 19.7% disagreed. Mean=2.16 showed that averagely the respondents agreed to the statement that use of physical mentorship by teachers was deterrent to other students who might violate a rule in absence of such mentorship in secondary schools in Bitereko Sub-county in Mitooma District.

37.3% strongly agreed to the statement that rewards are sometimes given to well behaved students to encourage others to behave well; 41.3% agreed to the statement, 2% were not sure, 19.3% disagreed and finally none of the respondents strongly disagreed to the statement.

Mean=2.03 showed that on average the respondents agreed to the statement that rewards are sometimes given to well behaved students to encourage others to behave well in secondary schools in Bitereko Sub-county in Mitooma District.

4.4.1 Correlation between mentorship and students' discipline

A Pearson correlation method was run and the results got were used to find out whether a relationship existed between mentorship and students' discipline.

Correlations			
		Discipline status of the students	Mentorship
Discipline status of the students	Pearson Correlation	1	.055
	Sig. (2-tailed)		.340
	N	297	297
Mentorship	Pearson Correlation	.055	1
	Sig. (2-tailed)	.340	
	N	297	297

Source: Primary data

Pearson correlation ($r=0.055$) showed that there was a very weak positive relationship between mentorship and the discipline of students in secondary schools in Bitereko Sub-county in Mitooma District.

Significance ($p=0.340>0.05$) showed that mentorship of students did not have significant influence on the discipline of students in secondary schools in Bitereko Sub-county in Mitooma District.

4.5.0 Descriptive statistics on supervision

This variable was derived from the third objective of the study that sought to identify the influence of teachers' supervision on students' discipline in secondary schools in Bitereko Sub-county in Mitooma District. According to the questionnaire supervision was measured using five items. The items measuring supervision were scaled using the five-point Likert scale where, 1 = Strongly Disagree 2 = Disagree, 3 = Not Sure, 4 = Agree and 5 = Strongly Agree.

Statements		SA	A	NS	D	SD	Mean
Teachers supervise students during preps to identify and control indiscipline	N=297	120	177	0	0	0	1.57
	%ge	43%	57%	0%	0%	0%	
The teacher makes sure that there is regular attendance of students for lessons	N=297	181	71	25	20	0	1.62
	%ge	60.7%	23.7%	9%	6.7%	0%	
During supervision, irregular and truant students are detected and disciplined there and then	N=297	220	27	8	22	0	1.56
	%ge	74.3%	15.7%	2.7%	7.3%	0%	
Class supervision is also done to check students' academic work so as to guide them appropriately	N=297	132	165	0	0	0	1.55
	%ge	44.7%	55.3%	0%	0%	0%	
Teachers' supervision of students extends to non-classroom activities to ensure that they are able abide by school rules	N=297	181	82	27	7	0	1.42
	%ge	60.7%	27.7%	9%	2.7%	0%	

Source: Primary data

The results in the table above showed that;

43% of the respondents strongly agreed to the statement that teachers supervised students during preps to identify and control indiscipline; 57% agreed to the statement; and none of the respondents wasn't sure or disagreed or strongly disagreed. Mean= 1.57 represented that on average, the respondents strongly agreed to the statement that teachers supervised students during preps to identify and control indiscipline among the students in secondary schools in Bitereko Sub-county in Mitooma District.

60.7% of the respondents strongly agreed to the statement that the teacher makes sure that there is regular attendance of students for lessons, 23.7% agreed to the statement, 9% were not sure, 6.7% disagreed to the statement. Mean=1.62 showed that on average, the respondents strongly agreed to the statement that the teacher makes sure that there is regular attendance of students for lessons in secondary schools in Bitereko Sub-county in Mitooma District.

74.3% of the respondents strongly agreed to the statement that during supervision, irregular and truant students are detected and disciplined there and then; 15.7% agreed to the statement, 2.7% were not sure, 7.3% disagreed. Mean=1.56 showed that on average, the respondents strongly agreed to the statement that during supervision, irregular and truant students are detected and disciplined there and then in secondary schools in Bitereko Sub-county in Mitooma District.

44.7% of the respondents strongly agreed to the statement that class supervision was also done to check students' academic work so as to guide them appropriately; 55.3% agreed to the statement, and none of the respondents wasn't sure or disagreed or strongly disagreed. Mean=1.55 showed that averagely the respondents strongly agreed to the statement that class supervision was also done to check students' academic work so as to guide them appropriately in secondary schools in Bitereko Sub-county in Mitooma District.

60.7% of the respondents strongly agreed to the statement that teachers' supervision of students extends to non classroom activities to ensure that they are able abide by school rules; 27.7% agreed to the statement, 9% were not sure, 2.7% disagreed to the statement. Mean=1.42 showed that on average, the respondents strongly agreed to the statement that

teachers' supervision of students extends to non classroom activities to ensure that they are able abide by school rules in secondary schools in Bitereko Sub-county in Mitooma District.

4.5.1 Correlation between supervision and students' discipline

A Pearson correlation method was run and the results got were used to find out whether a relationship existed between teachers' use of supervision and students' discipline.

Correlations			
		Discipline status of the students	Supervision
Discipline status of the students	Pearson Correlation	1	.813
	Sig. (2-tailed)		.029
	N	297	297
Supervision	Pearson Correlation	.813	1
	Sig. (2-tailed)	.029	
	N	297	297

Source: Primary data

Pearson correlation ($r=0.813$) showed that there was a very strong positive relationship between supervision and the discipline of students in secondary schools in Bitereko Sub-county in Mitooma District.

Significance ($p=0.049<0.05$) showed that supervision of students had a significant influence on the discipline of students in secondary schools in Bitereko Sub-county in Mitooma District.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The chapter presents discussion of the study findings followed by conclusions and recommendations are drawn. The study established the correlation among the variables i.e. the association between factors affecting teachers' responsibilities and students discipline among secondary school students. The discussions, conclusions and recommendations are presented on the basis of research hypotheses derived from study objectives.

5.1.1 Counseling and students' discipline in secondary schools in Bitereko Sub County

The study revealed that there was a moderate positive relationship between counseling and the discipline among students in secondary schools in Bitereko Sub-county in Mitooma District. The study further found out that counseling of students significantly influenced the discipline of students in secondary schools in Bitereko Sub-county in Mitooma District. This was in agreement with Ajowi, (2005) who argued that guidance and counseling was modestly used to address students' disciplinary problems which was retribution dominated. He also observed absence of harmony between guidance and counseling department and disciplinary committees in such affected schools. Masinde (2003) in his study in Kenya added that at Kenya Polytechnic many students needed guidance on personal lifestyles to enable them conquer their problems. This was based on the fact that they get openly drunk in class while walking without direction on the campus talking or arguing at the top of their voices. This makes them miss classes consequently leading to failure in examinations. It is also observed in the same study that after their failure in these examinations such students never inform their parents/guardians.

5.1.2 Mentorship and students' discipline in secondary schools in Bitereko Sub County

The researcher found out that there was a very weak positive relationship between mentorship and the discipline of students in secondary schools in Bitereko Sub-county in Mitooma District. The researcher further revealed that mentorship of students did not have a significant

influence on the discipline of students in secondary schools in Bitereko Sub-county in Mitooma District. This was in line with Sonn (2002) states that mentorship does not generally motivate students to improve their behaviour but rather simply teaches them to avoid the mentorship. He adds that positive discipline is the most excellent form of discipline due to the fact that it focuses on positive aspects of behaviour in class by strengthening good behaviour through rewards and ensures learners' participation in decision-making about rewards and mentorship. Peretomode (1992) who made the following points in support of corporal mentorship added that some students merely respond to corporal mentorship, corporal mentorship is effective since it makes students think twice before committing the same offence and; the use of physical mentorship can be a restriction to other students who might violate a rule in the absence of such mentorship.

The findings of this study were in disagreement with Chianu (2007) confirmed that over the years, the infliction of corporal mentorship on disobedient children has been an accepted method of promoting good behaviour and instilling impression of responsibility and good manners into the heads of mischievous students. And also Langhout et al (2003) note, mentoring can be beneficial to teens in several different ways: it can improve "youth's self-concept and academic achievement" (Linnehan, 2001) among students who have had problems with the law, it can help "lower recidivism rates". Mentoring has also proven to be effective among adolescents who have a history of substance abuse (Aseltine et al, 2000).

5.1.3 Supervision and students' discipline in secondary schools in Bitereko Sub County

The study found out that there was a very strong positive relationship between supervision and the discipline of students in secondary schools in Bitereko Sub-county in Mitooma District. The study further revealed that supervision of students had a significant influence on the discipline of students in secondary schools in Bitereko Sub-county in Mitooma District. This was in agreement with Sergiovanni and Starrat (2006) who emphasized instructional supervision as opportunities provided to teachers to developing their capacities toward contributing towards and for students' behavioural change and academic success. Instructional supervision is a continuous activity of monitoring instructional process, provision of guidance services while establishing a two way communication in a collaborative

relationship to improve discipline of students. Kato (2007) study added that the teachers' duties included monitoring pupils' attendance punctuality and overall discipline.

5.2 Conclusions

The study found out that the level of discipline among students in secondary schools in Bitereko Sub-county in Mitooma district was very high. The discipline indicators among the students were the students regularly attended classes, the students respected their elders, the students maintained order in class, the students participated in co-curricular activities, the students maintained good cleanliness in classes, the dress code of the students was decent in their school uniforms and finally there were no strikes in secondary schools in Bitereko Sub-county in Mitooma district.

The study revealed that there was a moderate positive relationship between counseling and the discipline among students in secondary schools in Bitereko Sub-county in Mitooma District. The study further found out that counseling of students significantly influenced the discipline of students in secondary schools in Bitereko Sub-county in Mitooma District.

The researcher found out that there was a very weak positive relationship between mentorship and the discipline of students in secondary schools in Bitereko Sub-county in Mitooma District. The researcher further revealed that mentorship of students did not have a significant influence on the discipline of students in secondary schools in Bitereko Sub-county in Mitooma District.

The study found out that there was a very strong positive relationship between supervision and the discipline of students in secondary schools in Bitereko Sub-county in Mitooma District. The study further revealed that supervision of students had a significant influence on the discipline of students in secondary schools in Bitereko Sub-county in Mitooma District.

5.3 Recommendations

The study recommends that teachers be trained in counseling and guidance skills that are tailored to discipline restoration. The teachers should work hand in hand with administrators to use lighter and corrective mentorships as a form of correcting students' wrongs. This can enable them to easily and effectively track students' discipline cases and be able to skillfully counsel the affected students.

Efforts should be made to involve parents in the process of inculcating the acceptable discipline among students and the school administrators together with boards of governors should work together towards improving the school setting in terms of management that impact on students discipline so as to make it favorable for grooming disciplined students. With active involvement of parents through training them on disciplining their children, they can be instrumental in changing the home background from being a contributor of students' indiscipline to being a role model for inculcating good discipline among students.

Specialized trainings for teachers on how to conduct and at what time to conduct counseling, mentorship and supervision should be organized in secondary schools so as to make these responsibilities meaningful to students in inculcating discipline in them. There should also be impact assessment on a periodic basis to determine the percentage effect of counseling, mentorship and supervision on students' discipline.

5.4 Areas for further research

There is need for further study into peer influence and student's discipline given that it was found to have a significant relationship with discipline.

Further research should be undertaken on the relationship between home background and discipline among private secondary school students.

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Appendices

Appendix A: Informed Consent Form

By signing this document, , I am giving my consent to be part of the research study that will focus on teachers’ responsibilities and students’ discipline in secondary schools in Mitooma district. It will help assess teachers’ responsibilities and students’ discipline in secondary schools in Mitooma district. I will be required to fill the questionnaire as a way of participating in the study, I shall be assured of privacy, confidentiality and I will be given the option to refuse participation at any time. Also I shall be assured that any re-imbursement for costs incurred or any token of appreciation (if any) will not be regarded as payment for participation. I have been informed that the research is voluntary and that the results will be given to me if I ask for them.

Signature Date.....

Appendix B: Sample table

Table 3.1									
<i>Table for Determining Sample Size of a Known Population</i>									
N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	1000000	384
<i>Note: N is Population Size; S is Sample Size</i>					<i>Source: Krejcie & Morgan, 1970</i>				

Appendix C: Questionnaire for Teachers, parents and students

I am **Fredrick Nshemereirwe** a student of Kampala International University carrying out research entitled “Teachers’ responsibilities and students’ discipline in secondary schools of Mitooma district.” Please, you have been selected to take part in the study and you are requested to respond accordingly. Findings will be used for academic purposes of this study only.

Section A: Background Information

1. Sex: Male ☐ Female ☐

2. Age group: Below 20years ☐ 20-30years ☐ 31-40 years ☐ above 40 years ☐

3. Level of education:

Certificate ☐

Diploma ☐

Bachelors ☐

Others ☐

4. Marital status

Single ☐

Married ☐

Divorced ☐

Widow/er ☐

5. What is the level the students’ disciplined in your school? Very high ☐gh ☐

Moderate ☐ Low ☐ Very low ☐

6. What are the indictors of good discipline among students in your school?

Regular class attendance ☐ Class cleanliness ☐ Class order ☐

Decent dress code ☐ Involvement in co-curricular activities ☐

Others specify.....

.....

.....

Section B: The influence of teachers' counseling on students' discipline in secondary schools

1. The teachers counsel students on how to maintain discipline at school.

Strongly Agree ☐ Agree ☐ Not Sure ☐ Disagree ☐ Strongly Disagree ☐

In the following statements please indicate how strongly you agree or disagree with the following statements.

1=Strongly Agree, 2= Agree, 3= Not Sure, 4= Disagree, 5 = Strongly Disagree

Statements	1	2	3	4	5
Counseling is a vital element in discipline management and it has a positive influence on students' discipline					
Counseling is done regularly for students and whenever need arises					
Students are mostly counseled on proper conduct in school					
Sometimes students are counseled as a group					
Counseling is among the positive means of instilling discipline among students					

Section C: Influence of mentorship on students' discipline in secondary schools

1. There are mentorship programs that help students on how to maintain discipline at school.

Strongly Agree ☐ Agree ☐ Not Sure ☐ Disagree ☐ Strongly Disagree ☐

In the following statements please indicate how strongly you agree or disagree with the following statements.

1=Strongly Agree, 2= Agree, 3= Not Sure, 4= Disagree, 5 = Strongly Disagree

Statement	1	2	3	4	5
Mentorship is part and parcel of instilling discipline among students					
Infliction of corporal mentorship has been a poor method of promoting good behavior					
Teachers use corporal mentorship as an effective method as it makes a student think twice before committing the same crime					
Use of physical mentorship by teachers is deterrent to other students who might violate a rule in absence of such mentorship					
Mentorship is in most cases based on school rules and regulations					
Rewards are sometimes given to well behaved students to encourage others to behave well					

SECTION D: Influence of teachers' supervision on students' discipline in secondary schools

1. The teachers do regular supervision to students to maintain and improve discipline at school.

Strongly Agree ☐ Agree ☐ Not Sure ☐ Disagree ☐ Strongly Disagree ☐

In the following statements please indicate how strongly you agree or disagree with the following statements.

1=Strongly Agree, 2= Agree, 3= Not Sure, 4= Disagree, 5 = Strongly Disagree

Statement	1	2	3	4	5
Teachers supervise students during preps to identify and control indiscipline					
The teacher makes sure that there is regular attendance of students for lessons					
During supervision, irregular and truant students are detected and disciplined there and then					
Class supervision is also done to check students' academic work so as to guide them appropriately					
Teachers' supervision of students extends to non-classroom activities to ensure that they are able abide by school rules					

Appendix D: Head teachers and members of board of governors interview guide

I am **Fredrick Nshemereirwe** a student of Kampala International University carrying out research entitled “Teachers’ responsibilities and students’ discipline in secondary schools of Mitooma district.” Please, you have been selected to take part in the study and you are requested to respond accordingly. Findings will be used for academic purposes of this study only.

Part A: Bio Data

Gender.....
Age.....
Marital status.....
Level of education.....

Part B: other questions

1. Are the students’ disciplined in your school?
2. Do teachers in your school do counseling as their responsibility in your school?
3. If yes, how do the teachers do counseling in your school; is it through peer counseling, career guidance or behavioral counseling?
4. How is this counseling important to the students discipline in schools?
5. Are the teachers mentoring students in your school?
6. If yes, how is this mentorship important to the students discipline in schools?
7. Is supervision part of the teachers’ responsibilities in your school?
8. If yes, do the teachers always supervise students?
9. If yes, how do they supervise the students?
10. Does this supervision improve the students’ discipline in your school?
11. What are the indicators of good students’ discipline in your school?
12. Any other comments?

Thank you for your participation





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INSTITUTIONAL REVIEW AND ETHICS COMMITTEE (IREC)

July 25, 2017

FREDRICK NSHEMEREIRWE
MAED/0001/132/DU

LETTER OF APPROVAL

This is to certify that the research proposal titled **“TEACHERS’ RESPONSIBILITIES AND DISCIPLINE OF STUDENTS OF SECONDARY SCHOOLS BITEREKO SUB-COUNTY IN MITOOMA DISTRICT UGANDA”** was reviewed by the Research Subcommittee of the Board of Postgraduate Studies and Research Directorate of Kampala International University-Western Campus (KIU-WC) in its meeting on **June 13, 2017** for its Scientific Validity and Ethical appropriateness and was approved subject to minor corrections.

This proposal was finally approved on July 25, 2017 after the expedited review following the minor corrections. You may now start conducting your research.

The Research Subcommittee retains the powers to continue monitoring how you are conducting the research.

Signed by:

Chairman, Research Sub-Committee

