

**TEACHERS' PROFESSIONALISM AND STUDENT DISCIPLINE: A
CASE OF SECONDARY SCHOOLS IN ARUA MUNICIPALITY**

BY

ATAMA BLASIO ALIOMA

17/U/14355/GMEF/PE

**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS**

**FOR THE AWARD OF THE DEGREE OF MASTERS OF
EDUCATIONAL FOUNDATIONS OF**

KYAMBOGO UNIVERSITY

MAY, 2021

DECLARATION

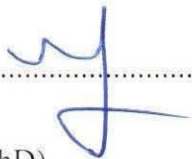
I Atama Blasio Alioma, declare that this Dissertation titled “Teachers’ Professionalism and Student discipline: A case of Secondary schools in Arua Municipality” is my original work and to the best of my knowledge, it has never been submitted to any University or Institution for any academic award.

Atama Blasio Alioma

Signature..........

APPROVAL

This Dissertation titled “Teachers’ Professionalism and Student discipline: A case of Secondary Schools in Arua Municipality”. It has been submitted with our approval as University supervisors.

Signed:  Date: 11.05.2021

Disan Kutesa (PhD)

Signed:  Date: 11/05/2021

.....

John Bosco Ssetumba (PhD)

DEDICATION

This Dissertation is lovingly dedicated to my family members whose love, care, courage and patience have made it possible for me to go through this program. They have given me the drive and discipline to tackle my task with enthusiasm and determination. Without their love and support, this Dissertation would not have been made possible.

ACKNOWLEDGEMENT

First and foremost, I thank the Almighty God for having given me the courage; wisdom and protection that has enabled me to navigate through this Master's Degree course amidst challenges in the course of the program.

I extend my sincere appreciation to my supervisors at the University of Kyambogo most especially Dr. Dissan Kutesa, Dr. John Ssetumba and Dr. Lawrence Kalule for their constructive guidance, support, tolerance and kind assistance without which this study would not have been successful.

I would like to thank the Principal Education Officer, and Inspector of schools, head teachers, Teachers, and Students of Arua Municipality secondary schools who participated in this study and whose constructive ideas made it possible for me to collect the expected data.

I want to extend my sincere appreciation to all the lecturers for the knowledge and support given for me. Lastly, I sincerely want to thank my course mates for their time, moral, financial support and encouragement they gave for me in the course of the study period. May the Almighty God reward all the people who contributed to the success of this work in one way or the other abundantly blessings.

TABLE OF CONTENTS

Declaration.....	I
Approval	II
Dedication.....	III
Acknowledgement	IV
List Of Tables	IX
List Of Figures	X
Abbreviations And Acronyms	XI
Abstract	XII
Chapter one	1
Introduction.....	1
1.0 Introduction.....	1
1.1 Background of the study	1
1.1.2 Historical perspective.....	1
1.1.3 Conceptual perspective	3
1.1.4 Contextual perspective.....	6
1.2 Statement of the problem.....	7
1.3 Purpose of the study	7
1.4 Objectives of the study.....	8
1.5.1 Research hypothesis.....	8
1.5.2 Research question	8
1.6 Significance of the study.....	8
1.7 Justification of the study	9
1.8 Limitation of the study	10
1.9 Delimitation of the study	10
1.9.1 Content scope.....	10

1.9.2 Geographical scope	11
1.9.3 Time scope:.....	11
1.10 Conceptual framework.....	11
1.11 Operational definitions.....	13
Chapter two.....	14
Literature review.....	14
2.1 Introduction.....	14
2.2 Theoretical review	14
2.3 Teacher communication strategies/skills and student discipline	15
2.4 Teachers' commitment on duty and student discipline.....	18
2.5 Management of school environment and student discipline.....	21
2.6 Teacher conduct and student discipline	24
Chapter three.....	27
Research methodology.....	27
3.0 Introduction.....	27
3.1 Research design	27
3.2 Target population	28
3.3 Sample size and sampling techniques.....	28
3.3.1 Sample size	28
3.3.2 Sampling techniques	29
3.5 Research instruments	30
3.5.1 Interview	30
3.5.2 Focus group discussions:	31
3.5.3 Documentary analysis.....	31
3.5.4 Non-participation observations.....	32
3.5.5 Questionnaires.....	32

3.6 Data Quality control.....	32
3.6.1 Reliability.....	32
3.6.2. Validity	33
3.7 Data collection procedures.....	34
3.8 Data analysis technique and presentation	34
3.8.1 Data analysis	35
3.9 Ethical considerations	35
Chapter Four	37
Data Presentation, analysis and interpretation	37
4.1 Introduction.....	37
4.2 Response rate	37
4.3 Demographic information.....	37
4.3.1 Respondents' age	38
4.3.2 Respondents' gender.....	39
4.3.4 Education level of teachers	40
4.3.5 Types of school	41
4.3.6 Discipline in the school.....	42
4.4 Teacher communication and student discipline	43
4.5 Teacher commitment and students' discipline.....	48
4.6 The management of school environment and students' discipline	52
4.7 Teacher conduct and students' discipline	57
Chapter Five.....	61
Discussion, Conclusion and Recommendation.....	61
5.1 Introduction.....	61
5.2 Discussion of the findings.....	61
5.2.1 Teacher communication and student discipline	61

5.2.2 Teacher commitment and student discipline.....	62
5.2.3 Teacher conduct and student discipline	63
5.2.4 Management of school environment and student discipline.....	65
5.3 Conclusion	66
5.4 Recommendations.....	66
5.5 Recommendations for further research.....	67
References.....	68
Appendix: Questionnaire schedule for teachers	74
Appendix: Questionnaire schedule for students	79
Appendix: Interview schedule key head teachers/inspectors.....	80
Map of Arua district.....	82

LIST OF TABLES

Table 1: Showing population sample size	29
Table 2: Gender of respondents (Teachers And Students)	39
Table 3: Types of schools	41
Table 4: State of discipline in the schools	42
Table 5: Teachers communicate clearly about school rules and regulations.....	43
Table 6: The modes of communication are appropriate to the students	44
Table 7: Effective communication and student discipline	45
Table 8: Feedback and student discipline	46
Table 9: Barriers of communication and student discipline	47
Table 10: Teacher communication and student indiscipline.....	48
Table 11: Teachers' commitment to their work.....	49
Table 12: The punctuality of teacher	49
Table 13: Teachers are able to pay attention to student issues	50
Table 14: Teachers are well prepared to teach.....	51
Table 15: Teacher commitment and student discipline	52
Table 16: The management of school environment is conducive to student learning.....	52
Table 17: The school has good policy on student discipline	53
Table 18: The school has good facilities.....	54
Table 19: The school has good security.....	55
Table 20: Relationship between management of the school environment and student Indiscipline.	56

LIST OF FIGURES

Figure 1: Age of respondents (teachers)	38
Figure 2: Educational level of teachers.....	40

ABBREVIATIONS AND ACRONYMS

E.V	Extraneous Variables
HRC:	Human Rights Commission
MOES:	Ministry of Education and Sports
P.T.A:	Parents Teachers Association
SDGS:	Sustainable Development Goals
TSD:	Teachers Services Department
UNEB:	Uganda National Examination Board

ABSTRACT

Student discipline is a major concern in secondary schools in Arua Municipality. The purpose of the study was to establish the relationship between Teachers' Professionalism and Students' Discipline in secondary schools in Arua Municipality. The objectives of the study include: to establish a relationship between teacher communication and student discipline, to establish a relationship between teacher commitment and student discipline, to establish a relationship between teacher conduct and student discipline, to establish the relationship between the management of school environment and student discipline. The research was conducted in Arua Municipality. The research used a Cross section survey design which was suitable for collecting both qualitative and quantitative data. Questionnaires, Interviews, Focus Group Discussions and Non-Participatory Observation were used to collect the needed data. The study was conducted in ten selected secondary schools. A pilot study was conducted in three schools which were not included in the final study. Reliability of the instruments was also done through the most common internal consistency measure known as Cronbach's alpha which indicates the extent to which a set of test items can be treated as measuring a single latent variable. Findings indicated that lack of confidentiality among teachers, absence of fences, poor leadership styles were some of the major causes of student discipline. The study also found that the aspects of teacher professionalism like teacher communication, commitment, conduct and management of school environment have significant relationship with the student discipline in secondary schools. The study concluded that teachers should adhere to teachers' Code of Conduct in order to avoid cases of students' discipline in secondary schools. The study recommends that more sensitizations be carried out to educate the students on the effects of indiscipline in secondary schools.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This Chapter deals with the Background of the Study, the Problem Statement, Purpose of the Study, Objectives of the Study, Research Questions. It also discusses Significance of the Study, Justification of the Study, Limitation, Delimitation of the Study and Operational Definitions.

1.1 Background of the Study

1.1.2 Historical Perspective

Discipline is an important factor in school life and administration of any society; it assumes special importance in Pragmatic education (Chandra and Sharma, 2004). Discipline helps all social systems to function effectively and achieve their purpose, for no institution of any kind can function without discipline. According to pragmatists discipline creates in the educand a social consciousness which prevents him from indulging in anti-social activity (Chandra and Sharma, 2004). Discipline plays a pivotal role in a school system who upholds moral values of the students (Foucault as cited in Laws, 2010). The main purpose of student discipline is the cultivation in the students of social attitudes, interests and habits, and ideals of conduct through the conjoint activities of the school which has been organized as a community (Dewey as cited in Hansen, 2006).

Contrary to Pragmatists view on discipline, student indiscipline is a concern for policy makers, educators both regionally and globally (Sidhu, 2008). Student indiscipline is a reality in secondary schools. It takes forms of group and individually. Students' indiscipline significantly slows down the smooth running of schools as teachers spend much time in dealing with matters of student deviance (Waithaka, 2017). Student discipline affects

effective teaching and learning, academic performance of students and the production of acceptable and useful members of the society. In the contemporary situation, students' indiscipline cases are evidenced by the total disorder, demonstrations, destruction of property and theft of school and individual property among other indiscipline issues. These acts are very common among students. The students reject the existing values through open rebellion. It was established that there are several student indiscipline cases both globally and regionally.

The menace of indiscipline originates from Adam and Eve, the first couple to live on earth. As such it is enough to conclude that indiscipline in our schools today dates back to the Genesis of creation.

In the United States of America, bullying is a common and potential damaging form of indiscipline among students, which not only harms its intended victims and the perpetrators, but also has a chilling effect on the school climate, thereby indirectly affecting the ability of all students to learn to the best of their abilities, (Limber and Nation, 1997). According to National Centre for Education report (1998) elementary and high schools experienced student tardiness and absenteeism or cutting of classes as common cases of student discipline problems, where 32 and 67% constitute tardiness and 17 and 52% respectively for student absenteeism, physical conflicts constitute 18 and 35% student problems.

In the United Kingdom, 59% of teachers consider indiscipline to be a serious problem (Munn, et al, 2007). They further reported that a wide range of disruptive behaviours to teaching and learning which included talking out of turn, lack of punctuality, eating or chewing in class, playing truant, rowdiness, infringing school rules at will among other indiscipline cases.

in India, schools and colleges have become an abode of indiscipline to the extent that examinations have to be conducted with the help of the police (Khanba as cited in Okumu,

2014). He blames it on poor study habits by students, incompetent teachers, loss of high spiritual values and political leaders who incite students against the government.

In Kenya, the first case of student unrest was reported in Maseno School in 1908 when African learners who had acquired literacy and numeracy skills, discovered that the missionary teachers did not intend to teach Africans anything beyond gardening, hygiene and pastoral work (Wanjohi, 2016). Right from 1980s, through 1990s to date, school fires and strikes continued to be wide spread in Kenya. The experiences of raping of girls in St. Kizito School, fires of Kyanguli, burning of prefects in Nyeri high school among various other memorable negative school incidences are not new. Drugs and lack of proper control of funds are cited as some of the major causes of strikes in secondary schools.

In Uganda, students' discipline in secondary schools is associated with strikes, boycott of lessons and protests against bad food, poor academic performance. For instance, fifty students of Blessed Sacrament Kimanya secondary school in Masaka District were expelled for involving in gambling, smoking marijuana, striking and sneakin, (Okaba, 2018). In West Nile, strikes occurred in different schools like Angal Secondary School in Nebbi District among others. The causes of these strikes were all linked to poor administration, poor student-teacher relationship, and demand to have social amenities like Television and discos (Okaba, 2018). The problem of student indiscipline has remained a concern for all stakeholders in schools.

1.1.3 Conceptual perspective

In this study, student is conceptualised as a person enrolled in a educational institution who attends classes to attain the appropriate level of mastery under the guidance of an instructor and who devotes time outside class to do whatever activities the instructor assigns that are necessary either for preparation or to submit evidence of progress towards that mastery (Dimartino and Clarke, 2008). On the other hand, term discipline is derived from Latin word

discipulus which means to learn. Literarily, discipline is a mode of life in accordance with certain rules and regulations referring to state of order, conduct of an individual which is gained through training, self-control and inhabits of obedience to socially provided standard of thought and action (Sidhu, 2008). The reverse of discipline in schools is indiscipline.

However, in this study indiscipline is conceptualised as students' action which does not meet with the standards of the government or educational officials. Actions ranging from violent demonstration protesting examination or a fee increase to peaceful meetings or petitioning have been termed as indiscipline. Indiscipline is a behavioral disorder that is classified as an act of delinquency. It causes a lot of mental, emotional and also physical damage. An indiscipline child is an uncontrollable-child and can do just about any damage (Agbowuro and Dakama, 2016).

Indiscipline is mass moral turpitude and collective defiance of authority and the use of techniques in seeking redress of real or imagined grievances which are not appropriate for students to use. The acts of indiscipline noted include student riots, damaging college buildings, disruption of a normal life of society among others (Sharma, 1998). Indiscipline is the breach of social order, good moral, behaviour and self-control and self-maintained social values of life. Indiscipline consists in an unwillingness to put for such effort, a willingness which consequently results in the failure to achieve the objective chosen (Kochhar, 2008).

On the other hand, a teacher is a person who has knowledge, skills and special training 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 (Kottler et al, 2005). Esah (2000) asserts that professionalism is a set of characteristics, knowledge, skills, attitudes and values in a particular profession. In addition, there are several features that indicate a person's professionalism in their profession, such as the dedication to work and

selflessness. Professionalism in teaching refers to qualities that every teacher should have. The appropriate quality is whether it relates to the ability, skills, behavior and others that should be practiced as a teacher, which are managed professionally and meet teaching ethical. Therefore, teacher professionalism refers to teachers' perceptions that their colleagues take their work seriously, demonstrate a high level of commitment, and go beyond minimum expectations to meet the needs of students (Tschannem, 2009). Saqipi (2012) defines teacher professionalism as teacher's responsibility to control and develop his/her own knowledge and actions for the benefit of the clients. This knowledge development and actions normally would derive as a consequence of pressures be from policies or other forms of pressure such as community requirements and overall trends of societal developments.

Hargreaves (2000) observes four ages of teacher professionalism, the pre-professional age, the age of the autonomous professional, the age of the collegial professionalism and the fourth age – post professional or post-modern. Transformative professionalism provides the space for teachers to take responsibility for their own professional lives to engage in practical action and devise ways in which teacher learning and development can be furthered. It is concerned with control and power away from legislative and policy constraints and placing it with teachers both individually and collectively.

Teacher professionalism is based on the expected code of ethics. Ethics is a code of values that guide our choices and determine the purpose and course of teachers' lives. According to Ayeni (2018) teacher professionalism means a teacher adhering to the teaching code of conduct. It is characterised by how an employee organises and performs a particular activity. The teachers are normally guided by professional code of conduct. Principles stated in the code of conduct are intended to guide, educate, motivate and inspire members of the profession in the process of carrying out their duties. Conduct refers to the procedure adopted

by an organisation in directing and managing its human resources and activities to achieve the set goals. It outlines the ethical principles that govern decisions and behavior at a company or organization. It further gives general outlines of how employees should behave, as well as specific guidance for handling issues like harassment, safety, and conflicts of interest.

1.1.4 Contextual perspective

In Arua Municipality several cases of student indiscipline were registered like students boycotting lessons, coming late, staging strikes, sneaking to disco halls, cutting of perimeter fence, slimming uniforms among other indiscipline cases. Worst still students formed a platform called “Avu dot com” which they use to influence and mobilize their colleagues in various schools to stage strikes. The platform was used by students to stage strike in Mvara secondary school. This culminated into suspension of all students of Mvara secondary school. Students accused administration for persistent power failure in school, inadequate food, suspending their head prefect and locking of dormitories by the school administration (Okello, 2013).

Whitty (2006) observes that teachers’ professionalism has influence on the student discipline. Teacher professionalism leads to increased expectations for students and promotes greater accountability. It helps teachers to take personal and collective responsibility for improving student discipline. In addition, teacher professionalism encourages collaboration with administration and other outside the school that can contribute to student discipline.

In Arua Municipality, all stakeholders expect and want discipline in secondary schools. In case we are able to enhance student indiscipline as a way of improving student discipline the best way of finding out this is by carrying out this study.

1.2 Statement of the problem

It has been observed that students' discipline in many secondary schools has deteriorated (Amanda, 2004). Indiscipline cases registered in secondary schools included strikes, boycotting of lesson, fighting, among others (Okello, 2013). Different scholars have discussed about indiscipline (Mwaniki, 2018), (Okumu, 2014), but none of them has studied teacher professionalism and student discipline in secondary schools. The issue of students' discipline in secondary schools, therefore, remains a problem despite having professional teachers.

The student indiscipline has a lot of effect on the country's education system as it will make the country not be in position to achieve the sustainable development goals (SDGs) (Cough and Scott, 2007). Student indiscipline will result into destruction of property and poor academic performance among other negative effects. Schools have put in place measures like guidance and counseling and school-based families all aimed at curbing acts of indiscipline among students. In spite of these measures put in place by Ministry of Education and Schools, student discipline remains a challenge in secondary schools. The study therefore intends to establish why high student indiscipline cases exist despite having professional teachers.

1.3 Purpose of the Study

The purpose of the study was to establish the relationship between teacher's professionalism and student indiscipline in secondary schools.

1.4 Objectives of the study

1. To establish the relationship between teachers' communication skills and student discipline in secondary schools
2. To establish the relationship between teachers' commitment on duty and student discipline in secondary schools.
3. To establish the relationship between management of school environment and student discipline in secondary schools.
4. To establish (whether) the relationship between teachers' conduct (leads to) and student discipline (cases) in secondary schools.

1.5.1 Research hypothesis

1. There is a statistically significant relationship between teachers' communication skills/strategies and student discipline in secondary schools.
2. There is a statistically significant relationship between teacher's commitment to duty and student discipline in secondary schools.
3. There is a statistically significant relationship between the management of the school environment and student discipline in secondary schools.

1.5.2 Research question

1. How does the teachers' conduct lead to students' indiscipline in secondary school?

1.6 Significance of the study

The results of this study were expected to be of value to the following secondary school stake holders namely; students, teachers, head teachers and policy makers, parents, researcher.

- i. The findings will help Education Policy Makers to take administrative measures accordingly. The policy makers may review their decisions on how best they can

involve necessary bodies in the struggle to fight against indiscipline in school thereby bringing improved students' discipline.

- ii. Even though research has been done on the field of teacher professionalism in public schools, relatively little has been done to establish relationship between teacher professionalism and student discipline in secondary schools. The findings will form a basis for further research to those interested in student discipline in schools.
- iii. The study will help Parents on how best they can enforce discipline in their children at home and school. Parents will be enlightened to become partners in development and get involved in the management of schools and help in streamlining the discipline of students.
- iv. The study is meant to benefit Students as they realize the value of discipline in their performance and lives in general.
- v. The study is important for Head teachers and school owners to put in place managerial and instructional strategies to control student behaviour and create a positive learning environment.
- vi. The findings of the study will help Teachers to streamline the behaviour of students according to the ethical guidelines. Similarly, teachers will establish the gap in student indiscipline case and device a means of curbing the problems in the school.

1.7 Justification of the Study

The study was conducted in Arua Municipality because the area registered frequent low results in national examinations due to indiscipline cases compared to the total number of candidates that sat examinations every year (Uganda National Examination Board (UNEB), 2017).

Hence the relationship between teacher professionalism and student discipline in secondary schools is an important issue to the educationists. In any case, if the relationship between teacher professionalism and student discipline is not addressed squarely, the secondary schools are likely to continue to experience high indiscipline cases. This can block Uganda from achieving sustainable development goal four which stresses the importance of quality education.

1.8 Limitation of the study

The study focused on teacher professionalism and student discipline in Arua Municipality secondary schools.

Some school administrators feared to give detailed disciplinary data of their schools for fear of exposing their weaknesses. The researcher failed to get some of the key personalities in schools and this negatively affected the findings of the research.

The study was limited to one Municipality and ten secondary schools, results may not be generalizable beyond the specific population from which the sample is drawn. The other limitation was that failure by some respondents to answer with frankness, results might not accurately reflect the opinions of all members of the included population. Participant responses might not be truthful and may slant their answers to make themselves look better in the eyes of the investigator.

1.9 Delimitation of the study

1.9.1 Content scope

The study basically examined student indiscipline and Teachers' Professionalism in line with teacher communication skills/strategies, commitment on duty, teacher conduct and Management of school environment and how they affect student discipline in secondary schools.

1.9.2 Geographical scope

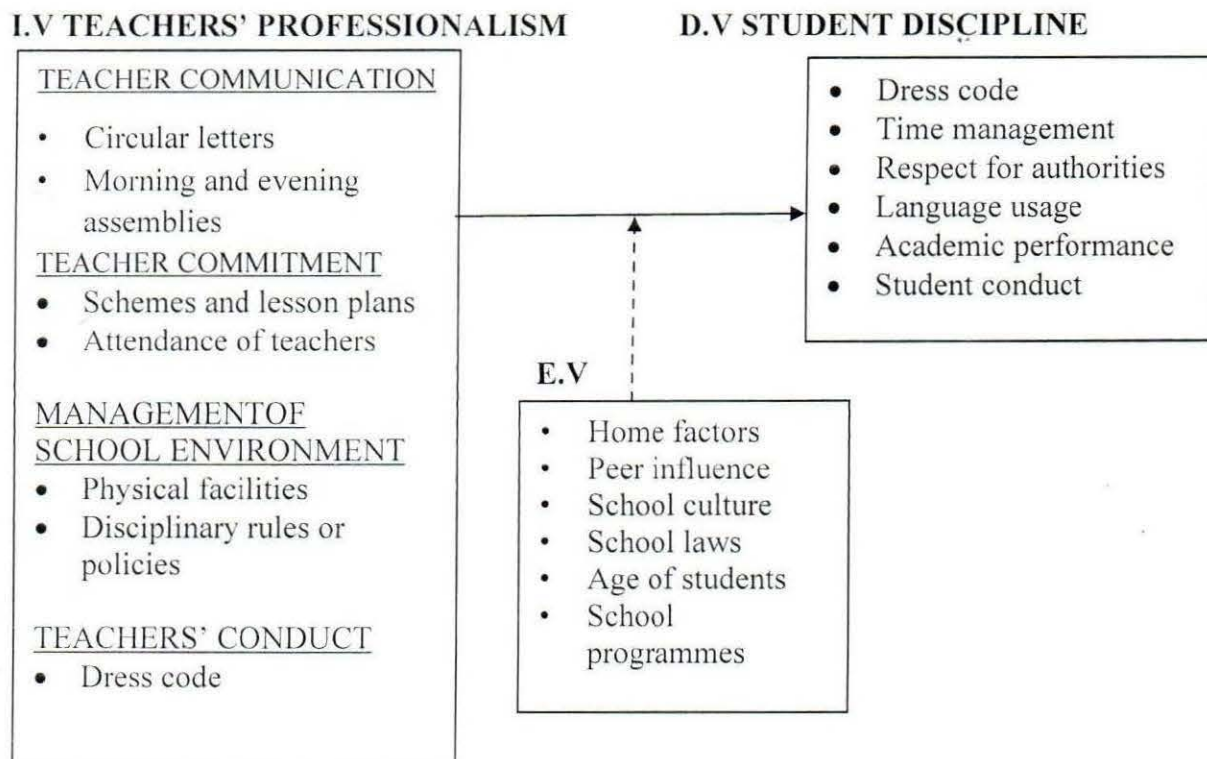
The study was conducted in ten selected secondary schools in Arua Municipality. The Municipality was chosen because of persistent students' indiscipline cases especially strikes, fighting with colleague students in schools among others.

1.9.3 Time scope:

The study considered the period between 2018 and 2019. The researcher selected this period of time because available literature shows that this is the period when Arua municipality recorded outstanding student indiscipline and poor performance in UNEB exams.

1.10 Conceptual framework

The study considers teacher professionalism as the main interest (dependent variable) and sees teacher professionalism as the independent variable that is influencing student discipline.



The conceptual framework shows the relationship between independent variable (teacher professionalism) and (students' discipline) as dependent variable. The teachers'

professionalism was measured using teachers' communication skills, teacher commitment to duty and management of school environment. Meanwhile the students' discipline is measured in matters of dress code, time management, respect for authorities, language usage, academic performance, student conduct among others.

However, there were other factors that affected discipline of the students other than intervening variable. The factors that affected discipline of the students in secondary schools included attitude of students, home environment, and attitude of parents, peer influence, school laws, school culture, boring lessons, time management, some appropriate activities, and socio-economic situations. Their effect on the study variables was controlled through elimination or holding them constant since they are more than one. This was supported by Amin (2005) who argued that the effects of extraneous variables on the study when they are many can best be controlled through elimination. When teacher professionalism is well followed will lead to desirable levels of student discipline and academic performance of students in secondary schools. This can only be realised when there is close monitoring from ministry of education and Sports and by local authorities.

1.11 Operational definitions

Discipline: refers to respect for school laws and regulations and the maintenance of an established standard of behaviour.

Indiscipline: is any mode of behaviour, action and conduct which deviates from the established and approved rules and regulations of a school.

Professionalism: means conducting oneself with responsibility, integrity, accountability, and excellence. It also means communicating effectively and appropriately and always finding a way to be productive.

Teachers' professionalism: refers to the knowledge, skills and practices that teachers must have in order to be effective educators.

Student: refers to a learner from secondary school onwards and who attends an educational institution.

Teachers: refers to a person who provides education for the learners or the students.

Commitment: is the degree of positive, effective bond between the teacher and school.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter is a review of the body of related literature on teachers' professionalism and student discipline. The review of literature includes key issues under the following sub themes; Teacher communication and student discipline, Teacher commitment and student discipline, Management of school environment and student discipline.

2.2 Theoretical review

This study adopted utilitarian theory postulated by Jeremy Bentham (Troyer, 2003). The theory states that action is moral or good when it produces the greatest amount of good for the greatest number of people (Troyer, 2003). The theory requires teachers to look at the consequences to determine the morality of action and claim that the morality of the action depends on the amount of goodness that the action produces. Action is said to be right when it produces "the greatest happiness for the greatest number" and it is wrong to the extent that it produces "the greatest unhappiness for the greatest number (Bentham as cited in Driver, 2000). In utilitarianism, this is called the greatest happiness principle, which states that a moral action is one that increases the total utility in the world. In other words, if an action is moral, it increases the amount of happiness in the world. This allows actions to be ranked by morality. If an action makes one person happy, it is moral. However, if another action would make many people happy, it is more moral. Similarly, Kant is of view that the choice that yields the greatest benefit to the most people is the one that is ethically correct (Mulgan, 2007). This theory is relevant to the study because it enables teachers first of all to weigh the consequences of an action before taking any decision to act upon in the school. It helps teachers to judge what is best not only for themselves or other individuals but also what is

best for schools etc. It also provides teachers with a logical and rational argument for each decision taken in school. This therefore translates to the student discipline.

2.3 Teacher communication strategies/skills and student discipline

Communication is the process of sharing information, ideas, concepts and messages between two or more persons (Ramachandran and Lakshmi, 2014). Teachers have very powerful and influential communication in the classroom (Petty, 2018). It is through communication that the teachers are able to give instructions and even deliver lessons in classes. This communication can be used either effectively to inspire student learning or it can be abused resulting into student indiscipline in the school. Good communication skills or strategies mean that instructions will be well taken. Therefore, poor communication among the teachers will result in student indiscipline in public schools and lack of confidence in school administration.

Effective communication strategies must be used so that the desired result of the student discipline is realized. Effective communication involves making appropriate use of a variety of communication techniques, formal, non-formal, oral and written (Fleming, 2014). An effective communication system helps to establish the relationships between and among teachers, non-teaching staff and students within the school. Effective communication between teachers and students has the potential to improve the learning experience and create a positive student discipline. In this regard the researcher is right in terms of values attributed to effective communication but ineffective communication between the students and the teachers causes student indiscipline in secondary schools.

The barriers of effective communication arise as result of climate of mistrust (Fleming, 2014). Some of the barriers to effective communication in the classroom are listening barriers, perception and oral barriers among others. For example, if teachers make habit of

saying one thing but doing another it should not be a surprise if their messages cease to be accepted at face value by the students. This kind of habit causes student indiscipline in secondary schools. Effective communication is vital to the success of school; the administration must put in place and use effective communication channels within the school to curb student indiscipline.

Communication channel influences student discipline in schools (Kindiki, 2009). Communication in school takes both formal informal channels which include making announcements at school assemblies, staff meetings, daily announcement in classrooms and staffrooms, person to person communication, telephones, e-mails, postal systems, notice boards, newsletters, personalized letters as strategies of communication as they improved interaction and relationship between the teachers and students which led to unity within the school. This implies that improving on effective communication by use of school assemblies for important ideas could step up students' discipline in secondary schools.

Effective communication channel ensures that the message sent is clearly understood by the receiver and it is also given in full with no gaps that could be filled by rumours. Unfortunately, there are many secondary schools that lack clear channels of communication for instance communication between the school administration, parents, teachers and students is lacking, inadequate or inconsistent. In researcher's opinion, students mostly access information through friends which can either be consistent or inconsistent. But because of disparity and gap in accessing information from the established authority students receive it either by chance or it is incorrectly transmitted through grapevine by friends and peers and tends to cause students' misbehaviour.

There are different forms of communication channels used when conveying message to the students namely formal and informal channels of communication (Morrison, 2002). The

informal communication channel is more powerful than the formal channels and it emphasizes significant elements of the dynamics of the organization (school) in terms of interest and strategies. The informal channel of communication tends to be used more than formal channels in conveying messages about the culture of the school and it lies in the heart of much of the development of organizational learning. A breakdown in the communication channel leads to an inefficient flow in information then it results into students' indiscipline.

Absence of teacher's democratic leadership together with communication breakdown causes student indiscipline in schools (Rwamba, 2004). It should be noted that there is a relationship between learning and discipline. In the absence of discipline, the learning and teaching processes are hindered. Student riots in secondary schools are due to communication breakdown between the administration and students (Rwamba, 2004). Unfortunately, in some schools, student councils and prefects are non-functional because they are undermined and not respected to the extent that when there is a problem the administrators only know it when the students are rioting. The gap created between teachers and students gives opportunity to student indiscipline in secondary schools.

In a paper presented on the role of various stakeholders in the management of discipline in schools in Kenya observed that most principals adopt master or servant superior or inferior attitude in dealing with students (Kiprop, 2012 as cited in Katuna, 2019). They rarely listened to students' grievances because they believe that they have nothing to offer. This creates a lot of tension, stress and misunderstanding and eventually leads to frustrations and violence as manifested in strikes. The study recommended a creation of opportunities to enable teachers, students and administrators to sit down and discuss issues affecting their school freely without inhibition, intimidation or victimization. Hence, for effective management of school discipline the cooperation between the principal, staff, students, parents and the community is a prerequisite. Thus, where students are denied a chance to express their views and vent out

frustrations, it breeds a situation where students have no way of expressing their grievances leading to frustrations and resulting into disruptive behaviors and such incidences could be prevented by involvement of students for collaborative decision making during class meetings.

2.4 Teachers' commitment on duty and student discipline

Committed teachers play an important role in educating the future members of society, advancing economic, technological development through their work in schools and modelling the discipline of students in schools (Saha and Dworkin, 2009). Commitment reflects the degree of internal motivation, enthusiasm and job satisfaction teachers derive from teaching and the degree of efficacy and effectiveness they achieve in their jobs. Commitment provides teachers the love, desire and energy they need to perform better.

A teacher committed has high sense of responsibility and a true role model, lead a true moral life, practice what they preach (Plato as cited in Siegel, 2008), is willing to exert considerable effort for the students and school. Bogler and Somech (2004) notes that commitment is evidenced when workers agree to invest time, effort, involvement and loyalty on behalf of the organisation. Killen (2007) asserts that the most common indicators of teacher commitment are their loyalty to the norms and standards of the profession, their support of learners beyond official expectations, upholding of the philosophy and values of the school. They like working with their students and care about their development. These teachers profoundly struggle for efficiency in teaching and learning through employing different approaches. Besides, they have respect for students and it is noteworthy that they build strong relationship with their students which is a hallmark of great teachers. The little time that teachers commit to their duty gives chances for the rise of student indiscipline and teachers' lack of

commitment can hurt students when they realize that they are constantly ignored by their teachers.

One of the striking features of the teachers is their commitment to establishing respective full relationship between themselves and among their students (Whitford and Jones, 2000). More importantly, students of highly committed teachers are more likely to learn material and develop a positive attitude toward school than those of teachers with low levels of commitment. Teacher commitment to students includes teachers' willingness to help students and take responsibility for students learning, school life. Teacher's dedication to helping student discipline increases student engagement in learning and academic achievement. Unfortunately, teachers who are low committed to work tend to promote student indiscipline in schools.

School culture plays a significant role in teacher commitment (Watson and Hatton, 2002). Schools are institutions that have embedded cultures that influence the behaviours of various participants especially the teachers. School culture creates environment where teachers have greater autonomy. However, school cultures that construct environments of uncertainty and stress contribute to student indiscipline.

The major factors that influence the teacher commitment to different aspect of their engagement as teachers of student in secondary schools are antecedent conditions, leadership effects, school cultures, working conditions and cultural effects (Saha and Dworkin, 2009). Each of these factors is considered in turn with subsequent consideration being given briefly to antecedent conditions that involve teacher gender, teacher age and teacher experiences among other characteristics.

School leadership style is another factor that influences teachers' levels (Sun, 2004). The less experienced teachers are more likely to be sensitive to a school leadership most especially the

management style. As such there exists a spectrum of view within the literature between teacher's commitment and student indiscipline.

Teachers' commitment has different dimensions namely teacher commitment to profession teacher commitment to student among others (Killen, 2007). Teacher commitment is closely connected to teachers' professional learning base and their ability to innovate and to integrate new ideas into their own practice, absenteeism, staff turnover, as well as having an important influence on students' discipline in, and attitudes toward school. This researcher's observation is good, but he does not indicate how commitment influences the discipline of students especially in secondary schools.

The teacher commitment to student and student learning is grounded in the ideas of high expectations and teacher willingness to exert efforts on behalf of both low and high achieving students (Saha and Dworkin, 2009). However, low levels of teacher commitment result in to student indiscipline, reduced student achievement, less sympathy towards students and low tolerance for frustration in the classroom. The low commitment of teacher in secondary schools' increases chances of student indiscipline in school as they do not keenly follow the discipline of the students.

Teacher commitment to student led to positively engaged teacher to work harder and made classroom activities more meaning, introducing new ways of learning and altering the presentation of materials so that they were more relevant and of greater intrinsic interest to student (Boey, 2010). Highly committed teachers were more likely to work with students in extra-curricular activities that helped to bind students to the school and its program. The past research areas concentrated on attitudinal, behavioural and organisational commitment had nothing to do with showing relationship between teacher commitment and student discipline.

2.5 Management of School environment and student discipline

School environment is a hierarchical system with numerous sub sections such as the classroom, sanitary facilities and sitting facilities, teaching and learning materials, leadership styles, safety measures (fences), rules and regulations, values and monitoring and evaluation, the school neighbourhood (Moore,2012). This view then expounds what management of school environment entails.

School environment is important because it sets the tone for student learning and discipline (Moore,2012). The positive and supportive environment can help students feel safe and make better grades. Establishing and maintaining a positive school climate helps to encourage self-discipline and prevent discipline problems. When students find school environment supportive and caring, they are less likely to become involved in substance abuse, violence and other problem behaviours (Usaini et al., 2016). A safe and support school climate reduces absenteeism, aids in reducing drop out and affects students' psychosocial developing including self-esteem. Unfortunately, schools that approach school discipline punitively affect the overall school climate creating more negative environment for all students including those without discipline issues.

School environments vary greatly (Sidhu, 1996). Where some feel friendly, inviting and supportive others feel exclusionary, unwelcoming and even unsafe. The feelings and attitudes that are elicited by a school's environment are referred to as school climate. School environment is a multidimensional construct that includes physical, social and academic dimensions. All these dimensions affect the discipline of the students at varying degrees.

Positive school environment fosters youth development and learning necessary for a productive life in a democratic society. Dewitt and Slade (2014) observe that every school has a climate. It is either developed-planned with intent or it is adopted by proxy. When

planned with positive intent it can be supportive, protective nurturing when neglected it can be unsafe, unsupportive and disconnected. The neglected poorly managed school environment by the teachers, gives high chances for students to show misbehavior in the school.

Rules and regulations from the beginning of our school system have been considered an important factor in the school environment (Angus, 2005). They reflect the school expectation in terms of acceptable standards of behavior, dress and personal presentation in the widest sense (Sadik, 2006). Such compliance enhances school's ability to maintain discipline and ensure that there is no interference with educational process. However, students should be involved in the formation of class and general school rules instead of the ideas that teachers are unquestionably autonomous (Sadik, 2006). Positive discipline approach is based on the notion that the students should obey the existing order and rule rather than resistance. In school environment where some rules are formulated by teachers, such rules normally face resistance from students.

The unclear or unfair rules which are inconsistently enforced are associated with student indiscipline in schools (Gaustad, 2004). Effective school disciplinary strategies should seek to encourage responsible behavior and provide all learners with a satisfying school experience as well as discouraging misconduct. These are students, however, who, in spite of schools trying their best to make education a satisfying experience for them, still misbehave in schools.

The use of fences and access points as school safety measures give school administrators the ability to distinguish between exclusive and non-exclusive zones (Bonvillian, 2012). By delineating the boundary between private property and public space, a school's fence serves to "create a sense of belonging or community. Perimeter fences allow school personnel to

monitor better the comings and goings of students during school hours (Hoffman, 2013). For example, the main entry to a school can directly funnel into administration offices, helping to monitor student access. However, inappropriate fences may pose threats to safety in several ways: limiting surveillance of school grounds, attracting graffiti and other vandalism that diminishes the respect accorded to school property.

The bare and unattractive classroom environment without materials to stimulate student learning is bound to cause student indiscipline (Harold as cited in Nassozi, 2010). Lack of text books, facilities like furniture makes teaching difficult. Sitting on the bare ground makes students uneasy. Similarly, if teachers do not attend properly to such issues noise, play and inattention can result in the process. (Sidhu, 1996). The inadequate materials in classroom such text books, furniture can cause disharmony among students as they are like to scramble, quarrel over the few existing materials. A classroom where a teacher is unable to maintain law and order will be chaotic (Koomson, et al, 2005). This may lead to low academic performance and unhappy students. Large crowded classes, which are difficult to maintain and control, discomfort such, as poor ventilation, high temperatures and being too congested are some of the factors that contribute to indiscipline of students (Ndagire,2002).

The head teacher's authority and leadership style lead to student indiscipline instead of discipline (Belle, 2007). The hymn of every head teacher should be effective teaching and learning since the pursuit of students' academic success and learner positive behavior is the essential target of the school (Belle, 2007). However, students manifest a lack of discipline because of the head teachers' authority and leadership styles. The character and disposition of the school head teacher can promote indiscipline in school (Ada, 2000). The head teacher with an autocratic style leadership can cause unsteadiness in the school. The type of leader

wants to do everything alone, he does not delegate power and even if he delegates power, he wants it his own way.

Absence of fence, sanitary in school caused student indiscipline (Ada, 2000). Most of the students in secondary schools have no text books, exercise, writing materials and other schools have inadequate instructional materials like text book. Lack of instructional materials or improvised instructional materials result into student riots. Inadequate school facilities and the curriculum can affect students' level of discipline. Lack of facilities could bring about lack of interest and restlessness on the student and make them inattentive in all activities.

Absence of sanitation facilities tend to cause distress and tension among student in particular girls face problems of distance, lack of privacy and personal safety (World Health Organisation (WHO),2002). Poor sanitation is also a serious threat to the cleanliness of the environment and the water resources used for the supply of drinking water. But beyond being just an issue of convenience, children have a right to basic facilities such as school toilets, safe drinking water, clean surroundings and basic information on hygiene. In addition if sanitary conditions are not created students will not be enthusiastic to come to school, they will not enjoy their school experiences and will not learn better (Protos 2005).

2.6 Teacher conduct and student discipline

Although it is a common knowledge that teachers play pivotal role in educating and modeling students' discipline (Sahu, 2002). Teachers are responsible for high standard in education, transmission of national values and norms to their students by teaching them and being models good to students. Teachers conduct on the other hand can hamper the student discipline in secondary schools.

Teachers are governed by the professional code of conduct (Pandey and Upadhyay, 2016). The code of conduct is a set of written guidelines, produced by public authorities, professional Organizations, which details the set of recognized ethical norms or professional standards of conduct to which all members of a profession must adhere. In this regard many scholars maintain that that teacher' conduct is very vital for enhancement of students' discipline. However, failure by teachers to follow the code hampers student discipline in secondary schools.

Professional codes apply to the members of the relevant profession when acting in their professional capacity (Langford, 2000). A code of professional conduct therefore concerns itself with the proper use of that knowledge and skill in order to achieve most effectively the professional purpose which the members of the profession share. The established of professional code of conduct not only takes into account factors such as level of expertise, knowledge and skills and minimum qualification but also behaviour" (Hayes, 2004). The need for an acceptable standard of behaviour is necessary because teachers act as role models or examples to their student and local communities. Unfortunately, some teachers act contrary to the set standards in schools thereby instigating student indiscipline.

The code of professional conduct is very important to teachers and teachers who observe their code of conduct through showing, integrity, trust, honesty and critical elements of professionalism (Ssekamwa as cited in Nabukenya, 2010). The researcher observes that the code of conduct is important because it clearly lays out the rules for behavior and provides the groundwork for a preemptive warning. According to Shepherd and Linn (2015) a code for professional teachers ensures high standards of practice protect the public and guide educators in making decisions. The code of conduct enhances the school's core values,

beliefs and sets the right culture. Unfortunately, some teachers who fail to follow teachers' code of conduct end up promoting indiscipline among students.

Professional conduct was wholly undertaken by the private professional bodies, i.e. the sole legal authority for which was of a contractual nature (Kolb, 2008). These bodies establish a code of conduct and ethical codes for the guidance of its members. The professional code of conduct was adopted by the authorities to provide guidance and rules to all members in education in the performance of their professional responsibilities.

Every teacher is expected to act in a highly professional manner and follow professional code of conduct (Adelaiba and Almeida, 2005). This is manifested through mutual confidence among colleagues, self-sacrifice and cooperation for the common good especially when the best interest of the school and students. Professionalism can be reflected through holding inviolate all confidential information concerning his colleagues, school and giving due credit for the work of others which he uses. Unfortunately, some teachers do not maintain confidentiality in schools thereby causing student indiscipline by leaking information to the students.

Mwesiga and Kireti (2018) conducted a study on the degree of teachers' commitment to the code of conduct and ethics of profession as perceived by schools principals and educational supervisors in Karak Governorate. Specifically the study examined the extent to which teachers in secondary schools are committed to, and comply with the codes of ethics and professional conduct, issued by the Tanzanian government for the teaching profession. The study revealed that various efforts have been done to resolve the issue, although the challenge still persisting. Implying that, extra efforts are needed to combat this problem. The suggestions given were: school management must deal with teachers' behavior by being strict with school rules and regulations.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter discusses Research Design, Research Methodology. It further describes Target Population, Sample Size, Sample Technique, Research Instruments, Validity and Reliability, Data Collection Procedures, Data Processing and Analysis and Ethical considerations.

3.1 Research Design

The study used cross-sectional survey design. This was chosen because it was appropriate in generating the required data, it can estimate prevalence of outcome of interest because sample is usually taken from the whole population and picking of participants is done within short period of time.

The researcher chose survey because it was efficient way of collecting information about a large group of people since the researcher is interested in getting detailed description of relationship between teachers' professionalism and students' discipline. Therefore, the researcher found this design to be appropriate for the study.

The study used mixed method (Quantitative and qualitative). It was chosen by the researcher because one data resource may not be enough; the initial results need to be further explained. The researcher made use of triangulation in order to validate information. At one point, the qualitative method was used for collecting, analyzing, interpreting and presenting data which is not numerical mean while the quantitative approach was used in the collection, analysis, interpretation and presentation of numerical data.

3.2 Target Population

Study/ target population consisted of Head teachers, Prefects in charge of discipline, Teachers in charge of discipline, PTA committee, Principal Education Officer, Inspectors of schools. The researcher believed that head teachers, Principal Education Officer and Inspector of schools got a lot of information concerning Teachers' Professionalism and Student indiscipline. The students were selected because they were the key players in the various forms of indiscipline in secondary schools. Teachers were chosen because they had close contact with students. Purposive technique was used to select the head teachers, Principal Education officer because it saves time, money and information collected in purposive sampling has a low margin of error

3.3 Sample size and Sampling Techniques.

3.3.1 Sample Size

The researcher observes that ideal sample is one that is large enough to ensure a representation of the target population about which the researcher would like to generalize and small enough to be selected economically in respect of the degree of accuracy and time factor. In order to ensure a representation from the cross section of the population then the researcher used the Krejcie and Morgan's (1970) Table to determine the sample size for this study.

Table 1: showing population Sample size

Target Population	Population size	Sample size	Technique
Head teachers	17	10	Purposive sampling
Teachers in charge of discipline	60	35	Stratified sampling
Prefects in charge of discipline	274	134	Simple random sampling
PTA committee	45	15	Purposive sampling
Principal education officer	1	1	Purposive sampling
Inspector of schools	1	1	Purposive sampling
Total	400	196	

3.3.2 Sampling Techniques

The study employed the following sampling techniques namely: Stratified random sampling, simple random sampling and Purposive sampling.

The researcher used Stratified sampling technique. In this particular technique the researcher divided the participants into strata (or subgroups) and a random sample was taken from each subgroup. The technique was used for teachers who were selected to participate in this study. It was selected because it helped the researcher to avoid sampling bias. It enabled all respondents to have an equal and independent chance of being selected for the sample.

On the other hand, the researcher used Purposive sampling technique. This technique was used to select the Principal Education Officer, Inspectors, parents and head teachers. It was chosen because it enabled the researcher to acquire an in-depth understanding of the problem. The technique provided important information that cannot be obtained from other participants. It economized time and reliable information was obtained at a much-reduced cost and time. The purposively selected sample is a rich source of the data of interest.

The researcher made use of simple random sampling technique. The technique was used to select students from each of the selected schools to whom the questionnaires were administered. This was done so that every individual in the target population would have an equal chance of being a subject in the study. The random selection method was used because it gives all respondents an equal chance of being selected.

3.5 Research Instruments

The researcher employed Interview, Focus Group Discussions, Documentary analysis, Non-Participation Observation and Questionnaires in this study.

3.5.1 Interview

The study used Interview schedules. The interview guide consisted of open-ended questions because these compelled the respondents to give more unrestricted responses since open ended questions were perceived as less threatening. The interview was selected because relatively more information can be obtained from agents (Malcolm, 2016). There was greater flexibility under this method as the opportunity to restructure questions was always there, and interviewer could overcome resistance if any. Researcher designed interviews to elicit the participants' knowledge or perspective on a topic.

Researcher also used individual interviews and it helped to explore an individual's beliefs, values, understandings, feelings, experiences and perspectives of an issue. Individual interviews also allowed the researcher to ask into a complex issue, learning more about the contextual factors that govern individual experiences compared to questionnaires which filled in the absence of the researcher. The interview schedule was administered to the Principal education officer, inspector of schools and head teachers in order to get their views about the relationship between teachers' professionalism and students' indiscipline in schools. The interview also helped the researcher to get some answers to unanswered issues in the

questionnaire. Further interview was administered to the above respondents because teachers could not talk openly about teacher related issues which caused student indiscipline in schools.

3.5.2 Focus Group Discussions:

The researcher used Focus Group Discussion because it was comparatively easier to drive or conduct. It allowed researcher to explore topics and to generate hypotheses. Focus group discussion generated opportunity to collect data from the group interaction, which concentrated on the topic of the researcher's interest. It was found to be of low cost in relation to other methods. It gave speed in the supply of the results (in terms of evidence of the meeting of the group). Focus group discussions allowed researcher to explore how a group thinks about an issue, the range of opinions and ideas, and the inconsistencies and variations that exist in a particular community in terms of beliefs and their experiences and practices (Hennink, 2014). This was administered to the students, teachers in order to establish relationship between teacher professionalism and students' indiscipline. The discussion took at least one hour and in the places like staff room, outside the classroom and so on.

3.5.3 Documentary analysis

Documentary analysis was used to gather data on the study variables. It was chosen by the researcher because document analysis was found to be an efficient and effective way of gathering data (Bowen, 2009). Document analysis also pointed to questions that need to be asked or to situations that need to be observed, making the use of document analysis a way to ensure your research is critical and comprehensive. In the study, the researcher examined some of the documents like student roll call files, class registers, teacher's arrival books, disciplinary committee files and other relevant documents related to the study to get the needed information.

3.5.4 Non-Participation Observations

The researcher chose Non- Participation Observation because it was less time consuming, data could be recorded immediately, and objectivity and neutrality were ensured. Non-participant observation was used to level out researcher biases in other methods and to reveal differences between what people say and what they actually do. In this study, the researcher used the method to get the firsthand information about the things like the dressing code of the teachers, sanitary facilities and students discipline on the school compound.

3.5.5 Questionnaires

The researcher used Questionnaires in this study. Questionnaire was chosen because it was cheap to administer and effective way of collecting data in structured and manageable form. The questionnaires comprised of two parts. Section A was demographic information. Part B covered various aspects of teacher professionalism and student indiscipline. The questionnaire was designed to include both structured and unstructured questions.

The questionnaire was constructed for head teacher, teachers and the students because the data wanted from respondents was alike in nature. The questionnaires were administered individually by researcher to the participants.

3.6 Data quality control

This section consists of two sections namely reliability and validity.

3.6. 1 Reliability

Reliability is concerned with the extent that an experiment can be repeated or how far a given measurement will provide the same results on different occasion (Howell, 2013). To ensure reliability in this study the researcher ensured accurate and careful phrasing of each question to avoid ambiguity and leading respondents to particular answers.

The researcher pretested the instruments only once on a selected sample in peri urban schools and which was not included in the sample size. This was because students in out skirts of Municipal Secondary Schools got similar characteristics with those in Municipality. The results of pre-test indicated that questions were easy to comprehend in the same manner by the selected participants.

The researcher further used the most common internal consistency measure known as Cronbach's alpha (α). It indicates the extent to which a set of test items are behaving similarly (Cronbach, 1951 as cited in Tappen, 2011).

$$\alpha = \frac{K (1 - \sum SDt^2)}{K - 1 SDt^2}$$

where

α = is the alpha coefficient of correlation

K = is the number of items in the instrument

SDt² = Variance of the scores on the total test

SDt = Variance of the scores on individual items

Σ = Summation

The study obtained the recommended reliability value of 0.7 on both instruments of the study which was used as a cut-off of reliabilities.

3.6.2. Validity

Validity involves the extent to which measurement is accurate and what is supposed to be measured is actually measured (Howell, 2013). To ensure validity in this research, the researcher focused on content validity that reflected the intended content which was investigated. Therefore, content validity was concerned with how accurately the question elicited the needed information. The researcher chose a well-trained and skilled moderator with whom instruments were discussed. Moderators checked personal bias and expectations

of the researcher from the start of the study. The researcher used respondent validation. This technique involved testing initial results with participants to see if they still ring true.

3.7 Data collection procedures

The researcher constructed questionnaires and interview guides and took them for Supervisors' approval. The researcher sought permission from the University leadership in order to carry out the study. Similarly, the researcher got permission from the administrators of secondary schools, in order to administer interview and questionnaires to the various participants. On second time of visit, the researcher administered questionnaires to both teachers and students. The researcher also interviewed head teachers and teachers who had finished filling their questionnaires.

The pilot testing of the instruments was done by the researcher. This was to make sure that everyone in the sample understood the questions. It enabled a researcher to see if some questions can make respondents to feel uncomfortable. Researcher also found out how long it took to complete the survey in real time.

The researcher made arrangements with various leaders to administer the interviews in order to collect the needed data. On the day of delivery, the researcher introduced himself to participants and explained the motive of the research. The researcher conducted interview for head teachers, principal education officer, inspectors in their various offices. The researcher proceeded to assemble, analyze and interpret the data collected. Lastly the researcher wrote draft and final report of the dissertation.

3.8 Data analysis technique and presentation

Data analysis involved use of both Qualitative and Quantitative approaches as shown below.

3.8.1 Data analysis

The Qualitative data was analyzed using narrative statements based on the significant thematic areas (Guest et al., 2012). The data was interpreted by composing explanation or description from the information.

The content analysis was employed for the case of interview schedules. It was used because it looked directly at communication via texts or transcripts, and hence gets at the central aspect of social interaction. It was also used to identify the important aspects of the content. It provided valuable historical or cultural insights overtime through analysis of texts.

The quantitative data collected from the questionnaires was edited entered into a spreadsheet using different codes and analyzed using the Statistical Package for Social Scientists (SPSS) computer program version 18. Descriptive statistics was used to describe the participants' characteristics. Frequencies and frequency Tables, percentages were derived from the responses to the research questions. Frequencies were used because they could easily communicate research findings to most people. The Pearson product moment correlation was used to establish the extent of relationship between teacher professionalism and student discipline since there were two variables. Information of the same category were assembled together and a report written.

3.9 Ethical considerations

The researcher obtained permission from relevant authorities for instance the head teachers and Municipal Education Officer to carry the study in their schools. The researcher wanted to establish a relationship with the participants and also to explain the purpose of the student.

The researcher ensured anonymity and confidentiality with the collected data. Regarding the confidentiality, the names of participants were not written and their contributions remaining

anonymous, confidentiality was maintained by using good data collection and storage practices.

The researcher sought the consent of the participants to take part in the study. Consent is the process by which potential participants can decide if it is worth taking part in a study despite any risks and costs. It is a major ethical issue in conducting research. At this particular point the researcher explained the purpose of the study to the participants. Where they were free to withdraw or continue to participate.

The researcher sought the informed consent of participant. Informed consent is the process through which researchers respect individual autonomy, the fundamental ethical principle. At this particular moment the researcher explained the purpose of the research to participants before administering the interview.

Respect for privacy: The researcher ensured privacy in the research by keeping information collected from the participants confidential and protecting the anonymity of the participant by not indicating the names of the participants during the research process.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter analyses, interprets and presents the findings as per the objectives of this study, which was to establish the relationship between Teachers' Professionalism and Student discipline in secondary schools in Arua Municipality. This section contains the responses from head teachers, teachers, students, parents, Principal Education Officer and Inspector of schools.

4.2 Response rate

The researcher interviewed 10 head teachers and issued questionnaires to the head teachers where by 8 responses were received making response rate of 80%. 60 teachers were selected for the study; 35 filled the questionnaires making a response rate of 58.3 %. Out of the 274 students 135 filled the questionnaires making a response rate of 49.3%. Out of the 45 parents, 15 parents were interviewed making a response rate of 33.3 %. One Principal Education Officer was interviewed making a response rate of 100% and one Inspector of schools was interviewed making a response rate of 100%.

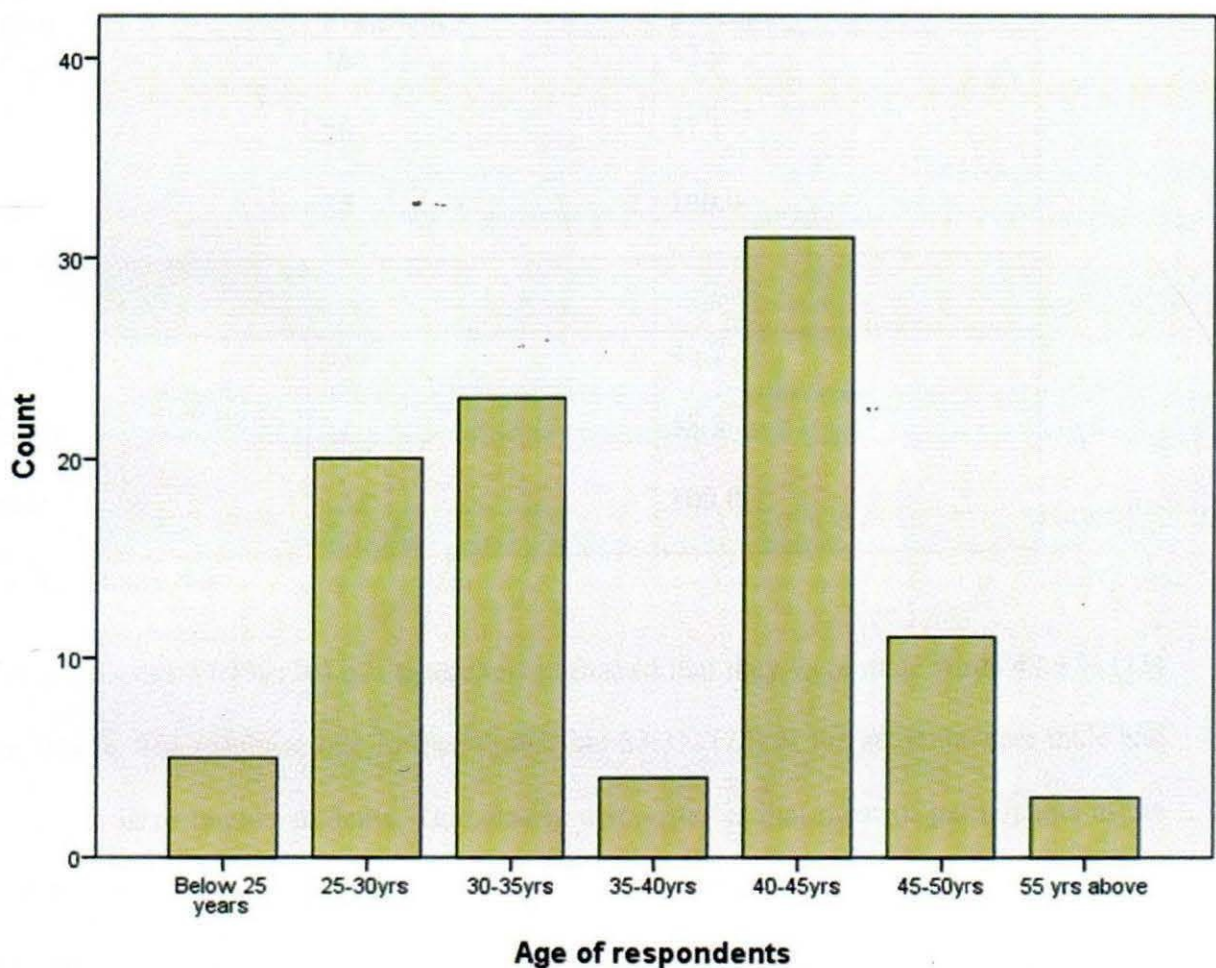
4.3 Demographic information

In order to establish the personal data of the respondents like the teachers and students. The researcher considered the following areas issues like the age, gender, educational qualification of the teachers in the study. This enabled the researcher to compile a profile of the respondents as well as to draw comparisons between different groups relevant to this study. The findings were presented below.

4.3.1 Respondents' age

The researcher required the respondents most especially the teachers to indicate their age. This was meant to assist the researcher to know whether the age of the teacher has a relationship with students' discipline in secondary school. The findings are presented on the figure 1 below.

Figure 1: Age of respondents (teachers)



Source: Primary data

The figure 1 shows that most of the teachers were within the age bracket of 40- 45 years. This clearly pointed that the teachers were experienced in the teaching profession and who are ready to change. The average age of respondents indicated that they were in the mid-life transition period.

4.3.2 Respondents' gender

The researcher requested the respondents (teachers and students) to indicate their gender. The researcher wanted to have no cases of gender bias in the study. The researcher also wanted to establish how gender of the respondents affects students' discipline. The findings are presented in the Table 2 below.

Table 2: Gender of respondents (Teachers and students)

Gender	Frequency	Percent
Female	15	42.9
Male	20	57.1
Total	35	100.0
Female	63	46.7
Male	72	53.3
Total	135	100.0

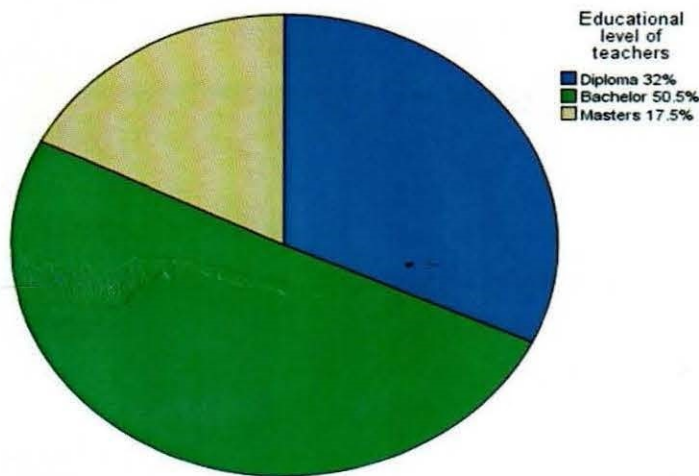
Source: Primary data

Table 2 indicates 57.1% (20) of the teachers portrayed that they were male while 42.9 % (15) were female. The response rate further shows that 53.3% (72) of the students were male and 46.7% (63) were female students. This clearly demonstrates that most of participants in the research were males although with small margin with female students. This could probably be the result of promoting women empowerment in the education sector and change of mind set in the community. This could have been the result of the introduction of gender equity policies like affirmative action by the government to address gaps existing in education systems.

4.3.4 Education level of teachers

This was meant to help the researcher to know whether the educational level of the teachers has relationship with student discipline in secondary schools. The findings are presented in figure 3 below.

Figure 2: Educational level of teachers



Source: Primary data

The figure 2 indicates the level of education of the teachers. In terms of education qualification, the findings showed that 50.5% (49) of the teachers had reached bachelors' degree, 34% (31) indicated that they are diploma holders and 17.5% (17) of teachers had master's degree. The result indicates that most respondents have a formal tertiary qualification, which is a requirement in order to be employed by the government and private sector to teach in schools. The results further indicated that teachers were well educated. The education qualification was vital because education system needs people who have formal tertiary qualification.

4.3.5 Types of school

The researcher asked the respondents (teachers and students) to indicate the types of their schools. This was meant to help researcher to know the diversity of schools in the area, draw a profile of the study population and which schools were experiencing more student indiscipline cases. The following findings were presented in Table 3 below.

Table 3: Types of schools

Response	Frequency	Percent
Mixed (Boarding and Day)	47	48.5
Boarding	35	36.1
Day	15	15.5
Total	97	100.0

	Frequency	Percent
Day	143	47.7
Boarding	66	22.0
Mixed (Boarding and Day)	91	30.3
Total	300	100.0

Source: Primary data

Table 3 shows majority of the secondary schools in the municipality were mixed as presented by 48.5% (47) of teachers' response rate. This was probably because most proprietors designed their schools to attract more student population and make schools cheaper for poor. The findings further showed that 47.7% (143) of the schools were day schools. This was meant to reduce costs on parents who could not afford boarding school expenses. The study found that 22% (66) of the schools were boarding. It would mean that there are few boarding secondary schools in the area. Probably the boarding section was meant to accommodate students who came from far distance. Further the researcher wanted to find out what kind of

school was experiencing more indiscipline cases. The distribution of schools are thus representative of a diversity of secondary schools.

4.3.6 Discipline in the school

The researcher required the respondents (teachers and students) to rate the state of discipline in their schools for the last three years. This was to help the researcher to know the state of discipline in school. The results are presented in Table 4 below.

Table 4: State of discipline in the schools

Responses		Frequency	Percent
	Very high	9	9.3
	High	23	23.7
	Moderate	13	13.4
	Low	47	48.5
	Very low	5	5.2
	Total	97	100.0

		Frequency	Percent
	Very high	35	11.7
	High	78	26.0
	Moderate	86	28.7
	Low	63	21.0
	Very low	38	12.7
	Total	300	100.0

Source: Primary data

From the findings as shown in the Table 4 indicates that 9.3% (9) of teachers indicate indiscipline in schools is very high, 13.4% (13) indicate that the student discipline is moderate, 48.5% (47) of respondents (teachers) agreed that the state of student discipline in schools is low. This shows that indiscipline in many secondary schools is still high in some schools and needs serious interventions from the stakeholders of education. The respondents identified the most common cases of indiscipline like sneaking, reducing school uniforms, bullying of junior students, fighting, among others. On the other hand, 26% (78) of students indicated that state of student indiscipline is high, on the other hand, 11.7% (35) admitted that

the indiscipline in schools was high, 21% (63) of students said the indiscipline was low in schools. 28.7% (86) of students admitted that the discipline cases in secondary schools were moderate. This was so because there were stringent measures that were put in place to reduce the indiscipline cases among students.

4.4 Teacher communication and student discipline

Teachers were requested to indicate their level of agreement relating to statements about teacher communication and student discipline. The study findings are presented in the Tables 5 below.

Table 5: Teachers communicate clearly about school rules and regulations

Responses	Frequency	Percent
Strongly disagree	8	8.2
Disagree	10	10.3
Not sure	20	20.6
Agree	25	25.8
Strongly agree	34	35.1
Total	97	100.0

Source: Primary data

Findings from the Table 5 reveal that 35.1 % (34) of the teachers strongly agreed that majority of teachers communicate clearly about school rules and regulations, 25.8% (25) of teachers agree that rules and regulations are clearly communicated, 20.6% (20) of the teachers were not sure whether rules and regulations were clearly communicated, 10.3% (10) disagreed that the rules were clearly communicated to students, 8.2 % (8) of teachers disagreed that teachers communicate clearly about the rules and regulations to students. Rules and regulations are important because they help schools to establish procedures and create standards for quality learning and safety. They enable the class or school to run smoothly so that everyone can learn and benefit from what the teacher has offered. It is believed that when

rules and regulations are not communicated clearly to students and not formulated with students, students are bound to resist them in schools. The Inspector argued that;

“Lack of consultative fora for the review of school rules and regulations can lead to existence of indiscipline. The Inspector also noted that many teachers fail to let students know exactly what they expect of students and they only rush to administer punishments hence causing students to riot in the school. Similarly, school administrators do not involve students in the formulation of school rules, there is lack of ownership resulting in resentment and ultimately open defiance” (Inspector of Schools).

Schools rules are undemocratic, vague and oppressive and at times applied selectively. In some cases, these rules were not documented and that schools were operating on existing traditions.

Table 6: The modes of communication are appropriate to the students

Response	Frequency	Percent
Strongly disagree	12	12.4
Disagree	18	18.6
Not sure	25	25.8
Agree	24	24.7
Strongly agree	18	18.6
Total	97	100.0

Source: Primary data

On whether the modes of communication were appropriate to the students, findings in Table 6 reveal that 18.6% (18) disagreed that teachers' modes of communicating to students were not proper, 25.8% (25) respondents were not sure whether teachers' modes of communication were appropriate, 24.7% (24) of teachers agreed that the mode of communication was

appropriate, 18.6% (18) of teachers strongly agreed the mode of communication to students was proper, 12.4% (12) teachers strongly disagreed that teachers' modes of communication to students were not appropriate. The aim of communication is to develop motivation in the addressee. The student noted that;

“The negative words used by the teachers in schools tend to provoke emotions and feelings of students. In case, the words are not well used in their proper time and place they contribute to student indiscipline. The student also noted that ridiculing students in public makes students to be inferior thus students resort to riot”

(Student, School-C).

Table 7: Effective communication and student discipline

Response	Frequency	Percentage
Strongly disagree	11	11.3
Disagree	20	20.6
Not sure	25	25.8
Agree	23	23.7
Strongly agree	18	18.6
Total	97	100.0

Source: Primary data

From the findings of Table 7 indicate that 20.6% (20) of teachers disagreed that there was no effective communication to students, 25.8% (25) of teachers were not sure whether there was effective communication to students, 23.7% (23) of the teachers agreed that there was effective communication to students, 18.6% (18) of the teachers strongly agreed that there was effective communication to students, 11.3% (11) of teachers strongly disagreed that there was effective communication to the students. Effective communication between teachers and students has the potential to improve the learning experience and discipline of the students.

Effective communication is vital to the success of the school, the school administration must put in place and use effective communication channels within the school. A parent noted that;

“Ineffective communication between the students and the school leadership is the cause of students’ indiscipline in schools. Lack of effective communication or poor communication will result in indiscipline, chaos, misunderstanding and lack of confidence in the school administration” (Parent, School, A).

Table 8: Feedback and student discipline

Response	Frequency	Percent
Strongly disagree	14	14.4
Disagree	32	33.0
Not sure	22	22.7
Agree	19	19.6
Strongly agree	10	10.3
Total	97	100.0

Source: Primary data

Findings from the Table 8 reveal that 14.4% (14) of respondents strongly disagreed that teachers were giving timely feedback to students, 22.7% (22) of the respondents were not sure whether teachers were giving timely feedback to students, 19.6% (10) of the respondents agreed that teachers were giving timely feedback to students, 10.3% (10) of the respondents strongly agreed that teachers were giving timely feedback to students, 33.0% (32) of the respondents disagreed that the teachers were giving timely feedback to the students. The timely feedback enables teachers to evaluate the effectiveness of their messages to students. Feedback in schools helps teachers to enhance the discipline of the students. A teacher noted that;

“Negative, untimely and delayed feedback was sighted as the root cause

of indiscipline among students in secondary schools. The negative feedback given by teachers affects students' behaviour directly by decreasing students' self- concepts, feelings of self- worth and tend to develop conflicting relationship with students” (Teacher, School, B).

Table 9: Barriers of communication and student discipline

Response	Frequency	Percent
Strongly disagree	33	34.0
Disagree	12	12.4
Not sure	12	12.4
Agree	16	16.5
Strongly agree	24	24.7
Total	97	100.0

Source: Primary data

On whether there were barriers in communication between teachers and students, findings in Table 9 indicate that 12.4% (12) of respondents agreed that there were barriers in communication between teachers and students, 12.4% (12) of the respondents were not sure whether were barriers of communication between teachers and students, 16.5% (16) of the respondents agreed that there were barriers of communication between teachers and students, 24.7% (24) of respondents strongly agreed that there were barriers of communication between teachers and students and 34% (33) of the respondents strongly disagreed that there were barriers in communication between teachers and students. Communication barriers certainly make it difficult for students to get the most out of their education. Many times, teachers fail to create engaging lessons and struggle to connect with their students on a one-to- one basis due to communication barriers in school environment.

Table 10: Teacher communication and student indiscipline

		Teachers communicate clearly about rules and regulation	There are cases of indiscipline in schools	The modes of communication are appropriate to the students	There are various types of indiscipline in schools
There are cases of indiscipline in schools	Pearson Correlation	1	.022	.016	.056
	Sig. (2-tailed)		.829	.874	.586
	N	97	97	97	97
Teachers communicate clearly about rules and regulation	Pearson Correlation	.022	1	.046	-.288**
	Sig. (2-tailed)	.829		.653	.004
	N	97	97	97	97
The modes of communication are appropriate to the students	Pearson Correlation	.016	.046	1	.082
	Sig. (2-tailed)	.874	.653		.425
	N	97	97	97	97
There are various types of indiscipline in schools	Pearson Correlation	.056	-.288**	.082	1
	Sig. (2-tailed)	.586	.004	.425	
	N	97	97	97	97

** . Correlation is significant at the 0.01 level (2-tailed).

There was statistically significant relationship between teachers communicating rules and regulations clearly and students' discipline cases. This implies that not communicating rules and regulations clearly by the teachers increases the chances for the students to cause indiscipline cases in the schools. Rules are meant to be guiding principles in schools. It also implies that in schools where rules are not comprehended and communicated by the teachers the cases of indiscipline are on increase.

4.5 Teacher commitment and students' discipline

Objective two also aims at establishing the relationship between teacher commitment and student discipline. Teachers were then requested to indicate their level of agreement relating

to statements about teacher commitment and student discipline. The study findings are presented in the Tables

Table 11: Teachers' commitment to their work

Response	Frequency	Percent
Strongly disagree	13	13.4
Disagree	7	7.2
Not sure	24	24.7
Agree	36	37.1
Strongly agree	17	17.5
Total	97	100.0

Source: Primary data

Findings in the Table 11 indicate that 13.4 % (13) of respondents strongly disagreed that teachers were committed to their work, 7.2% (7) respondents disagreed that teachers were committed to their work, 24.7% (24) of respondents were not sure whether teachers were committed to their work, 17.5% (17) strongly agreed that teachers were committed to their work and 37.1% (36) of the respondents agreed that teachers were committed to their work in schools. Teacher commitment is so important because it is significant in achieving quality teaching and learning and discipline of the students. However, when teachers are less committed to their work then indiscipline becomes evident since students are not closely monitored by the teachers.

Table 12: The punctuality of teacher

Response	Frequency	Percent
Strongly disagree	12	12.4
Disagree	31	32.0
Not sure	26	26.8
Agree	12	12.4
Strongly agree	16	16.5
Total	97	100.0

Source: Primary data

On whether teachers are always punctual in school activities, findings in the Table 12 indicate that 12.4% (12) of respondents strongly disagreed on punctuality of teachers for school activities, 26.8% (26) of respondents were not sure whether teachers were punctual for school activities, 12.4% (12) of respondents agreed that teachers were punctual for school activities, 16.5% (16) of respondents strongly agreed that teachers were punctual for school activities and 32% (32) of respondents disagreed on the punctuality of the teachers in school activities. Punctuality is a sign of professionalism and helps teachers stand out as a reliable and trustworthy teacher. Being punctual, it helps to establish the reputation as dependable and consistent teacher. The head teacher noted that;

“Lack of punctuality affects learning and behaviour of students.

Late coming by the teachers reduces learning time for the rest of the

classes, gives opportunity to the students to roam aimless

and cause indiscipline in schools” (Head teacher, School E).

Table 13: Teachers are able to pay attention to student issues

Response	Frequency	Percent
Strongly disagree	17	17.5
Disagree	20	20.6
Not sure	26	26.8
Agree	15	15.5
Strongly agree	19	19.6
Total	97	100.0

Source: Primary data

Findings in the Table 13 indicate that 26.8% (26) of the respondents were not sure whether teachers’ pay attention to student issues, 15.5% (15) of respondents agreed that teachers pay attention to student issues, 19.6% (19) of respondents strongly agreed that teachers pay attention to students issues and 17.5% (17) of the respondents disagreed that teachers were able to pay attention to student issues for instance; underfeeding, hygiene, uncovered lessons

and absenteeism of teachers in classrooms. However, when students are not given the due attention to their demands and expectations then they are bounty to cause strikes and other forms of indiscipline in schools. 20.6% (26) of the respondents disagree that teachers were able to pay attention to the students need adequately in the school environment.

Table 14: Teachers are well prepared to teach

Response	Frequency	Percent
Strongly disagree	21	21.6
Disagree	20	20.6
Not sure	15	15.5
Agree	31	32.0
Strongly agree	10	10.3
Total	97	100.0

Source: Primary data

Findings in the Table 14 show that 20.6% (20) of teachers disagreed that teachers were well prepared to teach students, 15.5% (15) of the respondents were not sure whether teachers were well prepared to teach students, 32.0% (32) of the respondents agreed that teachers were well prepared to teach students, 10.3% (10) of respondents strongly agreed that teachers were well prepared to teach students and 21.6% (20) of the teachers strongly disagreed that teachers were well prepared to teach. A well-prepared teacher is one who uses variety of methodologies, instructional material and his/her classroom is well organized among other issues considered in teacher preparation. However, unprepared teacher bores students in the learning process. As a result, students in such classes end up disrupting the rest of the classes making uncalled for noise. Further analysis was made to find out the relationship between teacher commitment and student indiscipline.

Table 15: Teacher commitment and student discipline

		Teachers commitment	Student indiscipline in schools
Teachers commitment to their work	Pearson Correlation	1	-.218*
	Sig. (2-tailed)		.032
	N	97	97
Student indiscipline in schools	Pearson Correlation	-.218*	1
	Sig. (2-tailed)	.032	
	N	97	97

*. Correlation is significant at the 0.05 level (2-tailed).

There was a significant relationship between teacher commitment to their work and student indiscipline in schools at 0.05 level (2-tailed). This means that teacher commitment influences the discipline of students in schools. Where teachers were less committed to their work in schools, then there were high chances for the occurrence of indiscipline cases in schools.

4.6 The management of school environment and students' discipline

Teachers were requested to indicate their level of agreement relating to statements about the management of the school environment and student discipline. The study findings are presented in the Tables below.

Table 16: The management of school environment is conducive to student learning

Response	Frequency	Percent
Strongly disagree	17	17.5
Disagree	19	19.6
Not sure	18	18.6
Agree	24	24.7
Strongly agree	19	19.6
Total	97	100.0

Source: Primary source

Findings in the Table 16 indicate that 19.6% (19) of the teachers disagreed that the management of the school environment was conducive to student learning, 18.6% (18) of the teachers were not sure that schools had good environment for learning, 24.7(24) of teachers agreed that schools had conducive learning environment, 17.5% (17) of the teachers strongly disagreed that the management of the school environment was conducive to student learning. This means that when the learning environment is not conducive, thus gaining knowledge, skills can be hard for students. The poor management of environment can force students to misbehave in the school.

Table 17: The school has good policy on student discipline

Response	Frequency	Percent
Strongly disagree	12	12.4
Disagree	23	23.7
Not sure	21	21.6
Agree	29	29.9
Strongly agree	12	12.4
Total	97	100.0

Source: Primary source

Findings in the Table 17 indicate that 23.7% (23) of respondents disagreed that schools had good policy on student discipline, 21.6% (21) of respondents were not sure that schools had good policy on student discipline, 29.6% (29) of respondents agreed that schools had good policy on student discipline, 12.4% (12) of the respondents strongly disagreed that some of the schools had good policy on handling student discipline. In reality policies are important because they help a school to create standards of quality learning and discipline. Without these, schools would lack the structure and function necessary to provide good discipline in schools. The findings further revealed that at the classroom and school level teachers made many policies that impact on the behaviour of the students for example, uniforms, cell phones and attendance among other setup rules.

Table 18: The school has good facilities

Response	Frequency	Percent
Strongly disagree	16	16.5
Disagree	25	25.8
Not sure	29	29.9
Agree	18	18.6
Strongly agree	9	9.3
Total	97	100.0

Source: Primary source

Findings in the Table 18 indicate that 25.8% of the teachers disagreed that schools had good facilities, 29.9% (29) were not sure that schools had good facilities, 18.6% of teachers had agreed that schools had good facilities, 9.3% (9) strongly agreed that schools had good facilities, 16.5% (16) of the respondents strongly disagreed that the schools had good facilities like classrooms, library, laboratories, toilet facilities. The research found out that many secondary schools had few sitting facilities in classes, compared to the total enrollment of the students; some schools had fewer sanitary facilities, barely any perimeter fence for schools.

The head teacher said that;

“Schools without incomplete or no fences provide avenues for the students to boycott lessons, escape to other places like disco halls, leaving students in danger of sexual predators and other indiscipline cases”
(Head teacher, School F).

Table 19: The school has good security

Response	Frequency	Percent
Strongly	15	15.5
Disagree	19	19.6
Not sure	24	24.7
Agree	26	26.8
Strongly agree	13	13.4
Total	97	100.0

Source: Primary source

Findings in the Table 19 indicate that 19.6% (19) of teachers disagreed that schools have good security, 24.7% (24.7) of teachers were not sure that schools had good security, 26.8% (26) of the teachers agreed that schools had good security, 13.4% (13) of teachers strongly agreed that schools had good security, 15.5% (15) of the teachers strongly disagreed that schools had good security. School security encompasses all measures taken to combat threats to students and property in school environment. Promoting school security creates an open space for students to learn and explore many new things. Security in schools is necessary to support the academic success of each child. It provides them the opportunity to learn and achieve their dreams. A parent stated that,

“When a student studies in an environment that is characterized by insecurity, the student will suffer socially, mentally and emotionally and it makes sense hypothetically to state that all these are likely to affect not only his behavior and psychosocial adjustment but may also affect his academic performance” (Parent, School A).

Further analysis was made to find out whether there is a significant relationship between management of the school environment and student discipline. The Table below shows the relationship between the management of school environment and student discipline.

Table 20: Relationship between management of the school environment and student indiscipline.

		The school environment is conducive to student learning	There are cases of indiscipline in schools	The school has facilities	Indiscipline in the school can be controlled
The school environment is conducive to student learning	Pearson Correlation	1	.142	-.013	-.013
	Sig. (2-tailed)		.165	.901	.899
	N	97	97	97	97
There are cases of indiscipline in schools	Pearson Correlation	.142	1	.150	.068
	Sig. (2-tailed)	.165		.142	.510
	N	97	.97	97	97
The school has good facilities	Pearson Correlation	-.013	.150	1	-.220*
	Sig. (2-tailed)	.901	.142		.031
	N	97	97	97	97
Indiscipline in the school can be controlled	Pearson Correlation	-.013	.068	-.220*	1
	Sig. (2-tailed)	.899	.510	.031	
	N	97	97	97	97

*. Correlation is significant at the 0.05 level (2-tailed).

There was a significant relationship between facilities of the school and student discipline. This implied that the less facilities are in the school the more indiscipline cases are registered. For instance, students' rushing and fighting over the few facilities. Others were taking the advantage of the few facilities to bully junior students in the school. It also implies that when the school has good facilities then indiscipline cases in can greatly be reduced.

4.7 Teacher conduct and students' discipline

Findings revealed that teacher conduct contributes greatly to student indiscipline. A head teacher reported that teacher irregularity was one the contributing factors to student indiscipline. The head teacher noted that,

“The irregularity of the teachers in school tantamount into student indiscipline since teacher’s absence gives room for the students to misbehave in the school. The teacher’s irregularity causes loss in the instructional time for students and also contributes to student dropout which leads to a long -term consequences for these students such as lower average income higher cases of unemployment among other effects. Teacher irregularity in school also undermines the community confidence and contributes to student indiscipline as students feel cheated in the school” (Head teacher, Private school).

Sparks (2016) agrees with the findings that incase students see that teachers are absent on regular basis it sends a signal that much is not taking place at school and they also become irregular at school. She also points out that irregularity of teachers may disturb the school standard and in addition making low spirit among the present teachers.

In most schools, head teachers reported that lack of punctuality was a lee way to student indiscipline. The participants interviewed agreed that lack of punctuality among teachers was considered as factor leading to student indiscipline. One head teacher noted that,

“In reality, punctuality helps in removing laziness and negative attitudes in the students. A punctual teacher always gets respect, recognition and social acceptance in the school and society. However, lack of punctuality affects learning and behaviour of learners not only of the students who are late but it has an impact on missing learning for those who arrive late.

Similarly, this reduces time for learning for the rest of the classes”

(Head teacher, private school)

Zeiger (2000) agrees with the findings that lack of punctuality causes students to feel disconnected with school leading to behaviour problems and dropouts. Tardiness also takes students’ attention away from a teacher’s lesson leading to more indiscipline and missed instructions. Students who are frequently tardy to school are also more apt to be tired from a job for showing up late. When teachers are late, they negatively impact their students.

According to students, teacher’s way of relating with students was another source of students’ indiscipline in schools. They referred to over familiarity and seeking of cheap popularity.

One student who was in agreement with that had to say this:

“Developing a positive relationship between a teacher and students is a basic aspect of quality teaching and learning. Positive teacher student relationships promote a sense of school belonging and encourage student to participate cooperatively. Where there is poor relationship between teachers and students’ indiscipline becomes evident in school” (Student, School B).

According to the key informants like the Principal Education Officer and Inspector of schools, the dress code of teacher is paramount in causing the student indiscipline. In reality, teachers play an integral role in modeling cultural and behavioral norms for students, of which professional dress is one. The dress code is to help teachers set a standard for their appearance within the accepted guidelines of the profession and promote sense of professionalism. Teachers should dress in professional attire for classroom instruction because professionally-attired teachers are perceived to emulate authority, professionalism, confidence, and expertise. However, the Principal Education Officer lamented that,

“Teachers put on tight and bottle neck kind of trousers (casual wear) and mini-skirts when they come to school. This kind of dressing is emulated by the students in the school. Above all, unprofessional attire of teachers affects students’ attitude, work and discipline. In some cases, student show less respect for teachers who dress unprofessionally”

(Principal Education Officer, Municipality).

Cairn (2009) agrees with the findings that first impressions of teachers are based on dress code and teachers should exemplify authority as they enter the classroom by wearing the appropriate attire. Professional attire is essential for teachers in the classrooms; therefore, teachers’ attire should be appropriate for their professional practice. The display of teachers’ attire makes a level of difference in respect and discipline of the students. However, unprofessional dress code of teachers tends to cause disrespect for the teachers by students in schools.

Some students argued that student indiscipline in secondary schools was as result of teacher’s failure to enforce rules and regulations consistently in the school. This was cited to be another cause of student indiscipline in schools. One of the students noted that,

“Some teachers tend to enforce rules in consistently in schools whenever students go wrong. It leads to student resistance in schools where students look at inconsistency in forcing rules as injustice to them” (Student, Boarding school).

Parent interviewed noted that student indiscipline in secondary schools was as result of some teachers involving themselves in gambling activities like strikes, betting, and drinking alcohol together with students. A parent argued that

“When teachers drink liquor, bet and smoke together with student, such teachers lack moral authority to question the integrity of students in schools.

Students normally take such teachers for guaranteed and start to misbehave in schools". (Parent, School C).

One of the students interviewed reported that student indiscipline is caused by corrupt tendencies in schools especially among administrators who embezzle school fees of students without providing the expected services to students such as food, health service and appropriate teaching to students. One student argued that

"Some headteachers collect money in the name of school and examination fees from students and such head teachers end up not registering students for final examinations. Hence students look as such practice as abuse of their right to learn and end endup causing indiscipline in schools" (Student, Private School).

Oringi (2017) agrees with the findings that some students failed to sit their Advanced National Certificate of Education because they were not registered by the school administration. The proprietor of the school swindled their registration fee and this prompted students to riot against this uncalled for behaviour of the school administration.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATION

5.1 Introduction

The chapter presents the discussions of the results, conclusion, recommendations as well as areas for further research. The main objective of the study was to establish the relationship between teacher professionalism and student indiscipline in secondary schools.

5.2 Discussion of the findings

5.2.1 Teacher communication and student discipline

The study found that communication gaps between teachers and students lead to indiscipline in secondary schools. Communication gap creates indiscipline cases in the school like strikes, conflicts, misunderstanding, and absenteeism among others. Nazra (2011) agrees with the findings that the several extremes cases of student indiscipline have attributed to gaps in formal communication or to an ineffective communication system within the school environment.

The study findings revealed that poor channel of communication used by the teachers lead to student indiscipline. Nyaga (2009) agrees that the disparity in accessing information from teachers makes students to receive information either by chance or it is in correctly passed through other colleagues. Such information normally constitutes rumours which lead to student indiscipline cases in schools.

The study indicated that teachers' harsh communication cause student indiscipline. The harsh communication and criticism of students by teachers in public can provoke the emotions and feelings of students. Omara (2009) concurs with the study finding that ridiculing students in public causes them to feel small and unimportant.

The study revealed that teachers lack negotiation skills in schools. The negotiation skills identified in this study include persuading, strategizing and employing other tactics to allow free communication other than dictatorial issues which provoke indiscipline of students. Buga (2017) agrees with the findings that when teachers are always dictatorial in their classrooms and school large, conflicts between the teachers and students in the school are eminent.

5.2.2 Teacher commitment and student discipline

Teacher commitment is considered as one of the crucial factors in influencing various educational outcomes including the student discipline in schools. Teacher commitment helps to differentiate those who are devoted to their profession and those who are not. However, the study found out that teachers were less committed to their duty and this gave high chances for indiscipline of students to occur. The findings are in line with Billingsley and Cross (2002) stressed that teachers with commitment have the potential to provide students innovative instructional strategies that can lead to better achievement and discipline. Similarly less committed teachers in schools are contributors of student indiscipline.

The findings of the study revealed that laziness of teachers cause students' indiscipline. Kilonzo (2013) concurs that the lazy and incompetent heads can cause indiscipline in that students can see through them. There are heads who are weak and lazy, they try to please students at the expense of their teachers.

The research also found out that teachers were not taking their responsibilities serious and this affected the discipline of the students. The committed teachers volunteer their free time to carry out responsibilities and teach after-school programs and help their school out in anyway possible. Omara (2009) agrees with finding that reluctance to carry out responsibilities gives students room to misbehave. Teachers leave the responsibility of

discipline to the disciplinary committee. In the absence of the committee, the school could degenerate into chaos.

The findings to the study indicated that teachers' lack of self-motivation significantly contributed to student discipline in schools. In schools, lack of motivation among teachers was manifested in teachers' unwillingness to participate in school activities, poor attendance, unexpected absence, late coming which greatly contributed to indiscipline in schools.

5.2.3 Teacher conduct and student discipline

The study found out that teachers were not following their code of conduct most especially the dressing code. As a result, little respect was accorded to them by the students. Sampson (2018) agrees with the finding that attire influences the respect that students have for a teacher and respect is necessary if optimal learning is to take place. The attire worn by teachers affects the work, attitudes and discipline of the students.

The study revealed that teachers' absenteeism was rampant at duty station. This affected the discipline of the students in secondary schools. Finlayson (2009) concurs with the findings that when a teacher is absent from classroom, student learning is disrupted, when he or she is repeatedly absent student performance and discipline are negatively affected. Her study shows that the more days a teacher is out of the classroom, the lower their students score on every test.

The study found out that student indiscipline was caused by teachers' favoritism in schools. Consequently, students look at favouritism as an offence against them and lead to rebellion in secondary schools. Aydogan (2008) agrees with the findings that favouritism interferes with fairness because it gives undue advantage to someone who does not necessarily merit this treatment and it also hurts other students' good intentions.

The study found that lack of confidentiality among teachers contributed to student discipline in schools. The consequences of a breach of confidentiality by the teachers include rioting of students in school because vital information has been disclosed to students. Koomson (2005) agrees with findings that teachers lack professionalism when they back bite fellow teachers and reveal confidential information to students which leads to student unrest.

The study findings revealed that teacher-student relation was another aspect fueling student discipline in the secondary schools. Teacher and student relationship within and outside the classroom affect attitudes, discipline and motivation of student in the classroom. Varga (2017) agrees with the findings that inexperienced teachers' relationship with students tends to cause indiscipline for instance, in an effort to gain acceptance and recognition from students, they become too familiar and friendly, lenient with the students and at times fail to support the professional standards set by the school. The behaviour leads to poor classroom management and control and disrespect from the same students.

The findings of the study revealed that the teachers contribute to student discipline by showing bad example of coming late for school programs. When a teacher comes to school late, he or she does not have the moral authority to punish students who also come late for school activities. Zubaida (2009) agrees with the findings that when teachers come to class late, it can disrupt the flow of a lesson, impede learning, and generally erode class morale. Moreover, if left unchecked, lateness can become chronic and spread throughout the class.

The study found out that some teachers use abusive languages or bad utterances towards students. The abusive language used by teachers can provoke students to riot against the teachers behaviour. Paaga (2007) concurs with the findings that some of the utterance of teachers in schools were some of the root causes of indiscipline and riotous behaviour among

students of such school. For instance, it is only in this school that such stupid meals are prepared for students to eat” is thus making students to riot.

The findings of the study revealed that indiscipline in schools is not only due to lack of consistency in checking indiscipline among students but also due to teachers' inconsistency in application of disciplinary actions to offenders. Lack of consistency in checking indiscipline is exercised by the administration, this has unfortunate effect of tricking down to all members of staff, so, some will punish unreasonably severely while others will not punish, some will decide to advice while others will openly reprimand, others will even decide to ignore indiscipline behavior.

5.2.4 Management of school environment and student discipline

The study found out that many schools were using autocratic leadership style other than democratic mode of style in the school environment as result students were rebellious to such kind of administrations. Thami (2012) agrees with the findings that autocratic leadership style used by the teachers and head affects the discipline of the students in secondary schools. As a result, it was being detested by the students at all costs.

The study found out that school policies affect student discipline in secondary schools. Much as the policy was important in helping a school to establish rule and procedure and quality for learning and safety as well as expectations and accountability. However, lack of consultative forums for the formulation and review of school policies lead to existence of; absolute, un purposeful, unenforceable rules and regulations that act as spring board for proliferation of indiscipline. Inbenegbu (2001) agrees with the findings that indiscipline problems exist in schools where the rules are not clear or inline perceived as unfairly and inconsistently enforced.

The study found out that secondary schools had no perimeter fence. The absence of fence gave opportunities to students to misbehave. Dilion (2007) agrees with the findings that when safety of students is not given due attention in terms of proper fencing among other measures discipline of the students can go out of hand.

5.3 Conclusion

From the study findings and discussions, the following conclusions can be deduced

The study established that there was significant relationship between the management of the school environment and student discipline. Based on this finding, the study concludes that where school facilities like the fences and other physical facilities are in bad shape chances of student indiscipline are high.

Secondly, the research also found out that there were teachers who were not following their professional code of conduct as expected. Basing on this finding, the study also concludes that the indiscipline rate in such schools is high where teachers are not following their code of conduct.

Lastly it can be concluded that most secondary schools experienced various forms of student indiscipline like boycotting of lesson, stealing of school and student property, slimming of uniforms, strikes among other forms of indiscipline. It is therefore important for education stakeholders to identify the root causes of these indiscipline cases and deal with them accordingly.

5.4 Recommendations

Based on the findings, the study recommends seminars to be organised so as to remind students of their obligations and a paper on the deontological ethical theory be presented to students in secondary schools. This theory states that people should adhere to their obligations and duties in decision making when ethics are in play. This theory must be emphasized because it helps students to interact with colleague students, teachers,

administrators and within the community at large, helps students to avoid subjectivity because students only have to follow set rules. For that matter teachers must follow their moral obligations when executing their professional duties and responsibilities at schools.

The study also recommends virtue ethics theory to be emphasized in the schools. The theory states that practicing good habits such as honesty, generosity among others make a moral and virtuous person. It guides a teacher without specific rule for resolving the ethical complexity, helps students to understand what it means to be a virtuous human being and develop good character. The purpose of character formation is to make the person conscious that man possesses a certain dignity, which makes him above all other creatures. For that matter, teachers must work ensure the moral character formation of students is key in schools instead of bad behaviour.

In schools where guidance and counseling services were missing, there study now recommends that routine guidance and counseling sessions be carried out in order to improve student discipline in schools. It is through such sessions that students are exposed to the effects of their wrong actions.

In schools where students were not following their rules and regulations, it also recommended that students should be retooled in their rules and regulations so that they can adhere to their responsibilities and duties in the school.

5.5 Recommendations for further research

The study established the relationship between teacher's professionalism and student discipline particularly in secondary schools in Arua Municipality. However, differences may arise with other secondary schools in other areas of the country. Further research should therefore be carried in other factors that contribute to student discipline; in case the findings are to be generalized to other secondary schools in the country. The study recommends that a similar study be conducted on the influence of religion on student discipline in secondary schools.

REFERENCES

- Agbowuro, C.&Dakama, D. (2016). Dilemma of indiscipline in Secondary schools. *British journal of Education*, 4(10), 85-99.
- Ajayi, K.&Adeniji, A. (2009). Pursuing discipline and Ethical issues in Tertiary institutions in Nigeria. *An International multi-disciplinary journal*, 3(1) 284-300.
- Ada, M.J. (2000). Strategies for enforcing discipline on secondary school students. Nsukka: Fulladun publishing company.
- Adelaiba, B. & Almeida, E.D. (2000). *Social philosophy: Including general and professional ethics for teachers*. Florentino: Rex printing company.
- Amin, E.M. (2005). *Social science research: concept, methodology and analysis*. Kampala: Makerere University.
- Ariff, N., Mansor, M. &Yusof, H. (2016). Availability of Novice teacher professionalism, *internal journal of academic research in Business and social science*, 6(13) 2222-6990.
- Belle, L.J. (2014). Learner discipline management. Reduit: Open university of Mauritius.
- Bowen. G. A. (2009). Document analysis as a qualitative research method. *Qualitative Research Journal*, 9(2), 27-40. doi:10.3316/QRJ0902027
- Carr, D. L., Davies, T. L., & Lavin, A. M. (2009). The effect of business faculty attire on student perceptions of the quality of instruction and program quality. *College Student Journal*, 43(1), 45–55.
- Cough, S. & Scott, W. (2007). *Higher education and Sustainable development: Paradox and Possibility*. London: Routledge.

- Dattalo, P. (2008). *Determining sample size: Balancing power, precision and practicality*. Cape Town: Oxford University press.
- Dimartino, J. & Clarke, H.J. (2008). *Personalising the high school experience for each student*. Alexandria: Association for Supervision and curriculum development.
- Donga, S. (2007). *Effects of parenting on students' discipline in public secondary schools in Naivasha District*. M.Ed. Project; University of Nairobi.
- Dupus, A.M., & Gordon, R.L. (2010). *Philosophy of Education in Historical Perspective* (3rded.). Maryland: University press of America, Inc.
- Dyson, M., Plunkett, M., & McCuskey, K. (2015). *Success in professional experience: Building relationship*. Cambridge: Cambridge university press.
- Earl, E.F. (2011). *Modern approaches to classroom discipline and management: prevention and intervention strategies for students with behavioural problems*. New York: Xlibris Corporation.
- Encyclopedia of Philosophy. (2004). *Deontological Ethics*. New York: Macmillan Publishing.
- Fleming, P. (2014). *Successful middle leadership in secondary schools: A practical guide to subject and team effectiveness*. London: Routledge.
- Gaustad, J. (1991). *Schools Respond to Gangs and Violence*. OSSC Bulletin. Eugene, Oregon: Oregon School Study Council.
- Griffin, G. (1994). *School Mastery, Straight Talk About Boarding Schools Management in Kenya*. Nairobi, Lectern Publications ltd.

- Hansen, D. (Ed.). (2006). *John Dewey and our Educational prospect: A critical Engagement with Dewey's Democracy and Education*. New York: State University of New York press.
- Hayes, D. (2004). *Primary education: the key concepts*. London: Routledge
- Hennink, M.M. (2014). *Focus group Discussions: Understanding Qualitative research*. New York: Oxford University Press.
- Hickling, A., Gonzalez, J.C., & Preston, R. (2012). *Postcolonial Studies in Education*. New York: Palgrave Macmillan.
- Hoffman, S. (2013). Safety Fence Approved for Monticello Schools. *Piatt County Journal Republican*, 3 (54) 564-578.
- Howell, E.K. (2013). *An Introduction to the Philosophy of Methodology*. Los Angeles: Sage Publication Ltd.
- Kindiki, J.N. (2009) Effectiveness of communication on student discipline in secondary schools. [https:// www.academic journals. Org./app/web root/article 137960731](https://www.academicjournals.org/app/webroot/article/137960731)
- Kochhar, S.K. (2008). *Secondary school administration*. New Delhi: Sterling Publishers Pvt. Ltd.
- Kottler, J.A., Zehm, S.J., and Kottler, E. (2005). *On being a teacher*. California: Corwin Press
- Langford, G. (2000). *Teaching as a profession: An essay in the philosophy of education*. Oxford: Manchester university press.
- Lodhi, A. (2017). *Education and Plato Allegory of the cave*. [https:// medium/India](https://medium/India).
- Malcolm, W. (2016). *Key concepts in the Philosophy of social research*. Los Angeles: Sage Publication Ltd.
- Mares, J. (2018). Student indiscipline in classroom. *Pedagogical onentance*, 28(4) 556-598.

- Masitsa, G. (2008). Discipline and disciplinary measures in the Free State township schools: Unresolved problems. *ActaAcademica*, 40(3), 234 - 270.
- Mccune, S.L., & Cain, V.A. (2015). Cliffs notes FTCE professional Education tests. (3rd Ed.). Boston: Houghton Mafflin Harcourt.
- Morrison, K. (2002). *Leadership and complexity theory*. London: Routledge.
- Mulgan, T. (2007). *Understanding Utilitarianism*. London: Routledge
- Mwaniki, S.G. (2018). Students' Indiscipline: A reflection on the causes of misbehaviour among learners in Kenyan secondary schools. *Global journal of Advanced research*, 5(4), 171- 177.
- Nabukenya, M. (2010). Influence of teachers' professionalism on teacher performance (Master thesis. Wakiso: Uganda
- Ng, E., &Ren, K. (Eds.). (2010). *breaking the silence: Bullying in Singapore*. Singapore: Amour Publishing Pte. Ltd
- Ngwokabuenui, P.Y. (2015). Students' indiscipline: Types, causes and possible solutions. *Journal of education and practice*, 6 (22) 222-1735.
- Okaba, J (2018, July,4). *Secondary students suspended over strike*. Daily Monitor, P.5
- Okumu, M.A. (2014). *An investigation of factors influencing indiscipline among students in public day secondary schools (master thesis)*. Nairobi: Kenya.
- Pandey, K. and Upadhyay (2016). *Promoting global peace and civic engagement through education*. New Delhi: IGI Global
- Pagan, N. (2007). Management of disciplinary problems in secondary schools: Jalingo Metropolis in focus. *Global journal of human science linguistics and education*, 13(14),6-19.

- Park, I. (2005). Teacher commitment and its effects on student achievement in American high schools. *Educational research and evaluation*, 11(5) 461-485.
- Radhika, K. (2018). *Factors influencing the student academic performance in secondary schools*. Delhi: Sage publication Ltd.
- Ram, M. (2004). *Higher Education: Some policy implication*. New Delhi: Sarup and Sons.
- Ravi, S.S. (2015). *Education in Emerging India*. New Delhi: PHI Learning private ltd.
- Reyes, P. (1990). *Linking commitment, performance and productivity*. San Francisco: SAGE Publication.
- Rwamba, P. (2004). Discipline in secondary schools. *Research in Education*, 50(3), 145-158.
- Saha, L.J. & Dworkin, A.G. (Eds.) (2009). *International handbook of research on teachers and teaching*. New York: Springer science and Business media, LLC.
- Salu, B. (2002). *The New Educational Philosophy*. New Delhi: Sarup & Sons.
- Sidhu, S.K. (2008). *School Organisation and Administration*. (3rd Ed.). New Delhi: Sterling Publishers private limited.
- Siegel, A. (2004). *Philosophy of Education*. [https:// www. Britania.com. /topic/ Philosophy of Education](https://www.Britania.com./topic/Philosophy%20of%20Education).
- Shepherd, T.L.& Linn, B. (2015). *Behaviour classroom management in the multicultural classroom: Proactive, active and reactive strategies*. Los Angeles: Sage publication, Inc.
- Simba, N.O., Agak, J. W & Kabuka, E. K. (2016). Impact of discipline on academic performance of pupils in public primary schools. *Journal of education and practice*, 7(6)2222-1735.

- Sugut, W.K., & Mugasia, F.A., (2014). School factors associated with student violence in secondary schools: *International Journal of humanities and social science* 4(1) January, 2014.
- Taylor, G.R., (Ed.). (2004). *Practical Application of classroom management theories into strategies*. Dallas: University press of America, Inc.
- The New Brunswick Teachers' Association. (2011). *Code of Professional Conduct*. Oaks: Liberal University press.
- Troyer, J. (2003). *The classical utilitarian: Bentham and Mill*. Cambridge: Hackett publishing company, Inc.
- Vaus, D. (2005). *Research design in social research*. London: Sage Publication.
- Waithaka, T.K. (2017). *Indiscipline in secondary schools in Kenya*. Nairobi: Nairobi University.
- Ariaka, R. (2017). Students Strike. <https://ugandaradionetwork.com/a/story.php?s=43054>
- Batre, R. (2011). Student strikes. <https://ugandaradionetwork.com/a/story.php?s=43054>
- Bindhe, E. (2012). *50 students expelled for indiscipline*. [http://www.ugandaradio.net work.com/a/stories](http://www.ugandaradio.net/work.com/a/stories).
- Bonvillian, C. (2012). Security fence at Lee High School causes concern at board meeting. http://blog.al.com/breaking/2012/04/security_fence_at_lee_high_sch.html
- Wanjohi, A.M. (2016). *Possible Factors and Causes of School Fires and Strikes in Kenya*. <http://schoolsnetkenya.com/possible-factors-and-causes-of-school-fires-and-strikes-in->

APPENDIX: QUESTIONNAIRE SCHEDULE FOR TEACHERS

My name is Blasio Atama Alioma. I am a student of Kyambogo University pursuing a Master's Degree of Foundations of education. As part of the requirements for the award of this degree, I am undertaking a study to establish the relationship between teacher professionalism and student indiscipline in secondary schools in Arua Municipality. The findings of this research are only for academic purposes.

Kindly do not write your name, but try to complete all questions, simply tick what is appropriate and fill the spaces provided.

Thank you.

A: Demographic information

Tick one of the following issues

Gender a) Male b) Female

Age below 25yrs 25-30years 30-35years 35-40years

40-45years 45-50years 50- 55 years

The type of the school (a) Day b) Boarding c) mixed

What is your highest level of qualification?

Diploma	B.A (degree)	M.A (degree)
---------	--------------	--------------

Section B: Indiscipline in the school

How do you rate the indiscipline in your school for the last three years?

- a) very high
- b) high
- c) moderate
- d) low
- e) very low

Within the time you have been in this school has indiscipline been an issue in your school

- a) Yes
- b) No
- c) Not sure

State a reason to support your answer

.....

In this section please tick in the box that corresponds to your opinion about teacher communication and students' indiscipline in Arua Municipality according to a scale of 5 = Strongly Agree (SA), 4 = Agree, (A), 3 = Not Sure (NS), 2 = Disagree (D), 1 = Strongly Disagree (SD).

Teacher Communication		5	4	3	2	1
Description		SA	A	NS	D	SD
1.	Teachers communicate clearly about school rules and regulations					
2.	The modes of communication are appropriate to the student's discipline					
3.	Effective communication to the student discipline					
4.	Teachers give timely feedback to the students					
5.	There are barriers of communication between teachers and students					

In this section please tick in the box that corresponds to your opinion about teacher commitment and student indiscipline in Arua Municipality secondary schools to a scale of 5 = Strongly Agree (SA), 4 = Agree, (A), 3 = Not Sure (NS), 2 = Disagree (D), 1 = Strongly Disagree (SD).

Teacher commitment						
Description		5	4	3	2	1
		SA	A	NS	D	SD
	Teachers are committed to their work					
	Teachers are always punctual in school activities					
	Teachers are able to pay attention to student issues					
	Teachers are well prepared to teach					

In this section please tick in the box that corresponds to your opinion about teacher conduct and student indiscipline in Arua Municipality secondary schools according to a scale of 5 = Strongly Agree (SA), 4 = Agree, (A), 3 = Not Sure (NS), 2 = Disagree (D), 1 = Strongly Disagree (SD).

Teacher conduct						
Description		5	4	3	2	1
		SA	A	NS	D	SD
1.	Teachers come to school regularly					
2.	Teachers come to school and class punctually					
3.	Teachers carry out their duties diligently					
4.	Teacher keep away relate well with students					

In this section please tick in the box that corresponds to your opinion about management of school environment and student indiscipline Contract in Arua Municipality secondary schools according to a scale of 5 = Strongly Agree (SA), 4 = Agree, (A), 3 = Not Sure (NS), 2 = Disagree (D), 1 = Strongly Disagree (SD).

Management of school environment						
Description		5	4	3	2	1
		S A	A	N S	D	SD
1.	The school environment is conducive to student learning					
2.	The school has good policy on student discipline					
3.	The school has good physical facilities to ensure student discipline					
4.	The school has good security to maintain student discipline					
5.	The school has good teacher and student relationship					

SECTION C: DEPENDENT VARIABLES (STUDENT INDISCIPLINE) - TICK YOUR RESPONSE e.g.

In this section please tick in the box that corresponds to your opinion about student indiscipline in Arua Municipality according to a scale of 5 = Strongly Agree (SA), 4 = Agree (A), 3 = Not Sure (NS), 2 = Disagree (D), 1 = Strongly Disagree (SD).

Indiscipline in schools in Arua Municipality						
		5	4	3	2	1
		SA	A	NS	D	SD
1.	There are cases of indiscipline in schools					
2.	There are various types of indiscipline in schools					
3.	There are several causes of student indiscipline					
4.	Indiscipline affects students' performance					
5.	Indiscipline in the school can be controlled					

In your own opinion how does teacher communication contribute to the student's indiscipline in secondary schools?

a)

b)

How does the teacher commitment factor lead to student indiscipline in secondary school?

a)

How is management of school environment related to student indiscipline in secondary schools?

a)

b)

What measures can students/ administrators undertake to enhance discipline in secondary school?

APPENDIX: QUESTIONNAIRE SCHEDULE FOR STUDENTS

This questionnaire is used to gather data for a study entitled teacher professional conduct and student indiscipline in Arua Municipality for which your school is part of the sample.

The questionnaire forms a component of the research and you are therefore kindly requested to complete it and provide any additional information you may provide useful for the study.

The information given in this study treated confidential.

A: Demographic information

Tick one of the following issues

Gender a) Male b) Female
The type of the school a) Day b) Boarding c) Mixed

Section B: Indiscipline in the school

How do you rate the indiscipline in your school for the last three years?

a) very high
b) high
c) moderate
d) low
e) very low

Within the time you have been in this school has indiscipline been an issue in your school

a) Yes
b) No
c) Not sure

State a reason to support your answer

.....
.....

In your own view, how you are able to tell whether the school is disciplined or not

.....
.....

In your own opinion, how does teacher communication contribute to the student's indiscipline in secondary schools?

c)

...

d)

...

How does the teacher commitment factor lead to student indiscipline in secondary school?

b)

...

c)

How is teacher's conduct related to student to student indiscipline in secondary schools?

.....
.....

How is management of school environment related to student indiscipline in secondary schools?

c)

d)

What measures can students/ administrators undertake to enhance discipline in secondary schools?

APPENDIX: INTERVIEW SCHEDULE KEY HEAD TEACHERS/INSPECTORS

I wish to get your view on a number of issues pertaining to teacher professionalism and student indiscipline. The information will be treated with utmost confidentiality and will only be used for intended educational research.

1. Name of the school.....
2. For how long have you been the head teacher in your school.....
3. In your opinion as a head teacher what is the common indiscipline cases reported in your school?
4. In your own opinion how does teachers' communication contribute to the student indiscipline
5. In your own opinion how does teacher commitment contribute to the student indiscipline
6. Briefly identify some of management of school environment issues which cause students indiscipline
7. In your own opinion how does management of school environment contribute to the student indiscipline
8. In your own view how does teacher conduct lead to student indiscipline in secondary schools?
9. What measures do you think should be put in place in order to curb indiscipline in secondary schools?

MAP OF ARUA DISTRICT

