

**MANAGEMENT OF STUDENT DISCIPLINE AND ACADEMIC  
PERFORMANCE IN SELECTED SECONDARY SCHOOLS IN ARUA DISTRICT,  
UGANDA**

**BY  
AYUU ARCHANGELO  
13|U|1942|GMED|PE**

**A RESEARCH REPORT SUBMITTED TO GRADUATE SCHOOL IN PARTIAL  
FULFILLMENT FOR THE REQUIREMENTS OF THE AWARD OF THE  
DEGREE OF MASTER OF EDUCATION IN POLICY PLANNING AND  
MANAGEMENT OF KYAMBOGO UNIVERSITY**

**NOVEMBER, 2018**

## DECLARATION

I, Ayuu Archangelo do hereby declare that this report is my original work and has neither been presented to any academic institution in part nor as a whole for consideration of an academic award.

**Signed:** .....

**Date:** .....

**APPROVAL**

We the undersigned supervisors approve the submission of Ayuu’s research report entitled “*Management of Student Discipline and Academic Performance in Selected Secondary Schools in Arua District, Uganda*” for examination and in partial fulfillment for the award of the degree of Master of Education in Policy, Planning and Management of Kyambogo University.

**Principal Supervisor**

Dr. Peter Okello

**Sign** .....

**Date** .....

**2<sup>nd</sup> Supervisor**

Dr. Naluwemba Frances

**Sign** .....

**Date** .....

## **DEDICATION**

I dedicate this piece of work to my Late Father Donaziano Aza, who sacrificed a lot for my life and career.

## ACKNOWLEDGEMENT

I acknowledge the efforts of my parents for having brought up and supported me at every stage.

My sincere gratitude also goes to my supervisors, Dr. Peter Okello and Dr. Frances Naluwemba for their priceless time, dedication, and devotion that led to the compilation of this report.

I also thank Rev. Fr. Dr. John Baptist Ssetumba for equipping me with research methods during my course of studies.

I want to thank my former Bishop Rt. Rev. Frederick Drandua, the late Bishop Emeritus of the Diocese of Arua, for having being the main person in my formation right from St. Peter and Paul Seminary Pokea when he was my Rector, late Fr. Antonio Lasalandra who got for us benefactors to help us in Seminary formation, my Parish Priests of All Saints Parish Olovu, my cousin brother Mr. Andriga Thomas and his wife Mrs Rose Andriga who encouraged and supported me to reach the Altar and my aunt Late Matilda Kerea who did a lot to bring me up as a youth.

May God bless all your efforts and the efforts of all those whom I have not even mentioned.

## TABLE OF CONTENTS

	PAGE
DECLARATION-----	i
APPROVAL -----	ii
DEDICATION-----	iii
ACKNOWLEDGEMENT -----	iv
TABLE OF CONTENTS -----	v
LIST OF TABLES -----	viii
ABSTRACT-----	ix
<b>CHAPTER ONE: INTRODUCTION -----</b>	<b>1</b>
1.0 Introduction-----	1
1.1 Background to the study -----	1
1.3 Purpose of the study -----	7
1.4 Objective of the study -----	7
1.5 Research questions -----	8
1.6 Scope of the study -----	8
1.7 Significance of the study-----	9
1.8 Conceptual framework -----	10
1.9. Operational Definitions of terms-----	12

<b>CHAPTER TWO: LITERATURE REVIEW</b>	<b>13</b>
2.0. Introduction	13
2.0. Theoretical framework	13
2.2. Management indicators of school discipline	14
2.3. The impact of discipline management on student academic performance	17
2.4 Strategies for improving students' discipline for better academic performance	23
2.5. Summary of the literature	26
<b>CHAPTER THREE: METHODOLOGY</b>	<b>28</b>
3.1 Introduction	28
3.2 Research design	28
3.3 Population of study	28
3.4 Sample size and sampling techniques	29
3.5 Research instrument	31
3.7. Data collection method and procedure	33
3.8 Validity and Reliability	33
3.9 Ethical considerations	34
<b>CHAPTER FOUR: PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS</b>	<b>36</b>
4.1 Introduction	36
4.2 Background information of respondents	36

4.3 Management indicators of student discipline-----	38
4.4 The impact of discipline management on academic performance of students -----	42
4.5 Strategies for improving student discipline for better academic performance -----	47
<b>CHAPTER FIVE: DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS---</b>	<b>52</b>
5.0 Introduction-----	52
5.1 Discussion of the findings -----	52
5.2. Conclusions -----	58
5.3. Recommendations -----	59
5.4 Areas for further research-----	59
<b>REFERENCES-----</b>	<b>61</b>
<b>APPENDICES-----</b>	<b>68</b>
Appendix I: QUESTIONNAIRE-----	68
Appendix II: INTERVIEW GUIDE -----	71
Appendix III: DOCUMENT CHECKLIST -----	73
Appendix IV: INTRODUCTORY LETTER-----	75
Appendix V: CONTENT VALIDITY INDEX -----	76

## LIST OF TABLES

	PAGE
Table 3.1: <i>Sample Selection Matrix</i> -----	30
Table 4.1. <i>Responses on Management Indicators of Student Discipline</i> -----	38
Table 4.2. <i>The Impact of the Discipline Management on Academic Performance of Students</i> -----	43
Table 4.3. <i>Strategies for Improving Student Discipline for Better Academic Performance</i> ---	47

## ABSTRACT

This study aimed at investigating “*Student Discipline and Academic Performance in Selected Secondary Schools in Arua District*”. The objectives were to: examine the management indicators of student discipline in schools in Arua district, examine the impact of the discipline management on students’ academic performance and find strategies of improving discipline among students in selected secondary schools in Arua district. A total of 12 schools (seven Government aided and five privately owned schools) in Arua district were selected and data collected on these schools. A cross sectional research design tool was preferably used in which representative samples of 100 participants across the population of teachers, students, administrators and parents were involved. The study established that student discipline is regulated through roll calls, close monitoring of school attendance by teachers and parents to a greater extent. This must be supported by the administrators for the students to perform well. In addition, extra-curricular activities tended to have control over the student behavior. It is noted that schools which support extra-curricular activities tended to do well in National examinations. Finally, the study recommended the following in order for school administration to improve discipline: recognize acceptable classroom norms with rewards and punish unacceptable norms, keep manageable enrolment for easy class control and discipline management, pay attention to control environmental factors such as carefully rewarding negative learner behavior by teachers minimizes case of indiscipline in the school and substituting corporal punishment with other strategies that can make the learner discover himself or herself to change positively.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 Introduction**

This chapter presents the background to the study, problem statement, purpose of the study, specific objectives of the study, research questions, scope of the study, justification of the study and conceptual framework.

#### **1.1 Background to the study**

Discipline in a learning environment is essential in order to impart on the learners respect for self, integrity, norms of good conduct, without supervision and carry them on inherently into adulthood (Human rights, 2008). As children constitute the pride and wealth of a nation, their future is central in the provision for service delivery to the citizens of the state. They are the future human resource base and their education defines the success of the nation. Disorder in schools has involved aggression among some of the students themselves, strained relation between teachers and their learners, vandalism which involves deliberate destruction of both personal and institutional property. High dropout rates, deviant behaviors, examination malpractice, late arrival at school and consequently poor academic performance of the learners accrue as post effect of lack of discipline in the schools. Thus there is need to manage indiscipline for any good academic performance (Gaustard, 2005 and Amado, 2009).

Good academic performance in a school setting is a dream that cannot be realized without discipline. School managers must reframe their roles in order to influence good morals in teachers together with their learners (Harber, 2011; Prinsloo, 2007). School heads need to establish high quality education by effectively administering all forms of teaching and learning with the limited resources. In addition, provision of quality leadership and direction

for the school that focuses on achievement of the aims and targets of the institution is a main frame obligation. Anything contrary to conducive learning perimeter automatically derails the institution (Investor in People, 2004). Schoonover (2009), school discipline is boosted by the ability of the administrators to manage and deploy school resources efficiently, guide curriculum implementation and change and promote professionalism within the learning institution in addition to involving teachers and other stakeholders in making decisions that define progress of the whole institution.

A happy and industrious learning institution can only be realized when there is a significant level of discipline in the teaching and learning scenario, indiscipline hampers the core purpose of schooling (Chen, 2008). A good academic qualification without a good foundation of discipline of the individuals is of no use to the individuals, their families and the society (Mumo, 2004). Current disciplinary policies have little effects in fighting learner aggression (Verdugo and Glenn, 2002; Chen, 2008; Schoonover, 2009). Disciplinary measures such as suspensions and dismissals do not prevent students' future misbehavior; instead, it postpones problems (Nichols, 2014).

Discipline and academic performance go hand in hand and rate the progressive learners highly. This brings satisfaction in all stakeholders of the school and creates a positive atmosphere of work (Gawe, 2011; Mukami, 2014). In addition, Discipline creates an admirable institutional image and wins public interest, creating a social support network for collective management (Chen, 2008). Full Learning capacity of an individual can be exhausted when threats and intimidation are got rid of within the learning periphery. Indiscipline is generally a disruption and danger to effective learning and deteriorates learner academic performance and attainment level (Gitome *et al.*, 2013). Additionally, disruptive learning sets up impacts on teacher performance, learners' safety, readiness to attain new knowledge and skills with a serious consequence on future behavior (Fishbaugh et al., 2013).

To make a learning institution an attractive place for every student, there must be an effective leadership in place. Effective leadership entails execution of policies and decisions that direct the activities of an organization towards the achievement of its specified goals in the limited time frame defined (Gitome *et al.*, 2013). Effectiveness in school management is defined by administrators' performance of their assigned roles in managing students, staff, curriculum implementation and school finances as required by the Ministry of Education and Sports and other standing orders (Maite, 2013). Effective management is vital for the enhancement of quality education, prevention of wastage of resources and provision of guidance to staff members and their motivation to enable them excel in their work (Sisungu, 2002).

Management must skillfully and effectively control and guide students with other stakeholders in order to achieve the school's desired outcomes. Briefly defined, management is the process of dealing with or controlling things or people and includes the responsibility for and control of an organization (Ehiane, 2014). School management involves the head teacher in developing school objectives and working with and through people, in this case teachers, students, Parents/Teachers Association and the community, to achieve school objectives by means of effective decision-making and coordination of the available resources (Sisungu, 2002).

Multiple studies into the impact of discipline on achievement have cited unrest as a prominent factor to school success (Charles, 2016). Discipline is one of the greatest factors boosting academic performance despite numerous distracters that Governments and school administrators rigorously fight through provision of resources, minimization of strikes and improvement of learning conditions (Harber & Muthukrishna, 2010; Human Rights Commission, 2006; Prinsloo & Nesor, 2007 and Mukami, 2014). School based riot increasingly diminishes school enrollments and significantly applauds illiteracy as it

promotes unsafe climates that do not even fit for effective teaching and learning. A lot of useful time is wasted by Educators focusing on solving problems associated with school violence other than implementing effective teaching and learning (Human Rights Commission, 2006).

There is a growing concern regarding discipline in schools within the United Arab Emirates (Vockell, 2011), where teaching methods were blamed for the children's indiscipline. The parents were getting anxious and frustrated as they complained of the rising incidents of indiscipline and violence in schools. The concern was not only on the risk of destruction of property and injury to persons but also the poor academic performance associated with the growing trend of indiscipline.

Related studies have implicated school based violence as a major problem in South African schools as the population of the country is generally chaotic. The urban schools are at the lead as they are easily penetrated by gangs of disorderly learners (Harber and Muthukrishna 2010). The problems associated with school violence paint a bleak picture of violence in South African schools (Prinsloo, 2008). Poverty, unemployment, rural-urban drift, the availability of guns, drug abuse and other unhealthy youth involvements with the general legacy of violence has created a context where gangsters rob schools, killing and raping teachers and students in the process. Mukami (2014) reported that academic performance in national examinations in central province in Kenya has been below average with schools in Kiambu County obtaining grades that do not reflect any lesson being taught in their classes.

Strikes and excessive anti- social behavior in Kenyan schools are on the increase (MOE, 2001). The period between 1990 and 2002 witnessed several students' riots in secondary schools and in some cases this led to massive loss of lives valuable school time, and damage of the schools' scarce physical facilities. Modern society is becoming more irresponsible in

upholding discipline with enhanced lawlessness, violence and permissiveness (Gitome *et al.*, 2013). Discipline failure in this context is attributed to negative internal and external influences, which cause students to lack a sense of direction and a sense of purpose.

The situation is not any different in Uganda, more especially Arua District where a stand-off between stake holders delays meaningful passing of resolutions aimed at resolving school based aggressions and candidates get poor grades in the Uganda National Examinations. The foregoing and current issues make school discipline a very important matter in our educational life. Poor school life prepares a learner to get involved in armed robbery, rape, cultism, examination fraud and many other unruly behaviors (Ogwuda 2016; Komolafe *et al.*, 2015; Asiyayi, 2012).

Apart from inherent unwanted learner behavior, certain activities carried out by the society exposes students to immorality, pornography and violence (Gitome *et al.*, 2013). Students are exposed to models in the society; they read thrilling stories, watch violence on television and even in real life situations, they admire these personalities and characters and eventually imitate them (Namu, 2015). There are so many acts that students borrow and practice from their social interactions with the masses that takes them astray. Some of the aspects which impact upon schools negatively include the use of drug and alcohol, rudeness, unacceptable verbal expression of dissatisfaction, bullying fellow students, boycott of lessons, assaults and indecent behaviours (Gitome *et al.*, 2013).

Misuse of fire arms by students against persons within the school set up has disturbed the people of Arua several times. For instance, the gunning down of a watchman who guards the gate of Comboni Missionaries that lies adjacent to St. Joseph's College – Ombachi by a senior two student of the school in 1997 was a direct impact of school failure. In another development, the attempted murder of the Bishop of Arua Diocese by a senior three student

of Mvara Secondary school in Arua District in 1993 was yet another alarm in the poor management of school discipline. These learner involvements in activities in which their cognitive developments are premature makes them and community members vulnerable to any malicious intention incited by external or even internal wrangles. Indiscipline has derailed schools of all strata regardless of economic might and gender.

The absence of discipline creates an environment that is completely destructive and must be fought within every legal and psychological frame work or it will hatch a monster that will be difficult to exterminate (Trumers 2002; Idu and Ojedapo 2011). Lack of discipline is somehow linked to poor performance of the learner involved. This reality presents the strive for better discipline in schools it must be a primary goal for every stakeholder involved in education system if the intended objectives are to be realized.

## **1.2 Problem statement**

The escalation of violence in schools has made schools to rapidly and increasingly become arenas for violence, not only among students but also between teachers and students, interschool rivalries, and gang conflict (David, 2015). The attacks usually are extended to abuse road users, loot their belongings and destroy their property (Prinsloo, 2008; Van, 2008). The current situation in Uganda's education system has been hit by a wave of indiscipline among students which is escalating rapidly with notable strikes, bullying, arson cases in schools, vandalism of school property, general refusal to follow school rules and regulations as well as increasing alcoholism (Mpaata, 2008). An increasing number of secondary school head teachers and teachers in Uganda are reporting a wide range of potentially disruptive behaviors in the classrooms and around the schools. Many students in Arua district are seen loitering in town streets, villages, cinema halls and other places in or out of their uniforms but during class time, an indication of disrespect to school rules and

regulations as well as poor time management. This has therefore created a big concern from teachers, head teachers and stakeholders about the lack of opportunity for learners to concentrate on their academic work for attainment in the tests, internal exams and national level examinations as well as the nature of future citizens. The major concern is that why has other regions of Uganda recovered in terms of academic performance of affected schools? What has made schools in Arua district lag behind? There is therefore need to investigate whether discipline of students in Arua schools needs special attention in order for the performance to improve.

### **1.3 Purpose of the study**

The purpose of the study was to investigate the management of student discipline and academic performance in selected secondary schools in Arua district, Uganda. Specifically, the study investigated the student discipline vis-a-vis student academic performance at National examinations.

### **1.4 Objective of the study**

The specific objectives of the study were to:

- (i). Examine the management indicators of student indiscipline in schools in Arua district.
- (ii). Examine the impact of the discipline management on student's academic performance in Arua district.
- (iii). Find strategies of improving student discipline for better academic performance in selected secondary schools in Arua district.

### **1.5 Research questions**

The following research questions were used to guide this study

- (i). What are the management indicators of student discipline in secondary schools in Arua district?
- (ii). What is the impact of the discipline management on academic performance of students in secondary schools in Arua district?
- (iii). What are the strategies of improving student discipline for better academic performance in secondary schools in Arua district?

### **1.6 Scope of the study**

The study was conducted in selected Government aided and privately owned secondary schools in Arua district of Uganda. This region has not recovered from the impact of students' indiscipline that rocked the entire secondary schools in the country at large. This study looked at the different mechanism for enhancing discipline of students; it further evaluated the extent of discipline/indiscipline and how the different mechanisms for maintaining discipline influences students' discipline in the schools of Arua district. In addition, the study evaluated how students discipline influences their academic performance in the selected secondary schools in Arua District. In this case, the researcher wanted to establish whether there is proper management or not. This was done by considering discipline as independent variable and academic performance as dependent variable. It specifically covered a period of 2013 – 2017.

### **1.7 Significance of the study**

It is anticipated that data for policy review on education could be obtained in the study findings. Thus, the policy makers at the Ministry of Education and Sports at district level would find relevance in the study outcome.

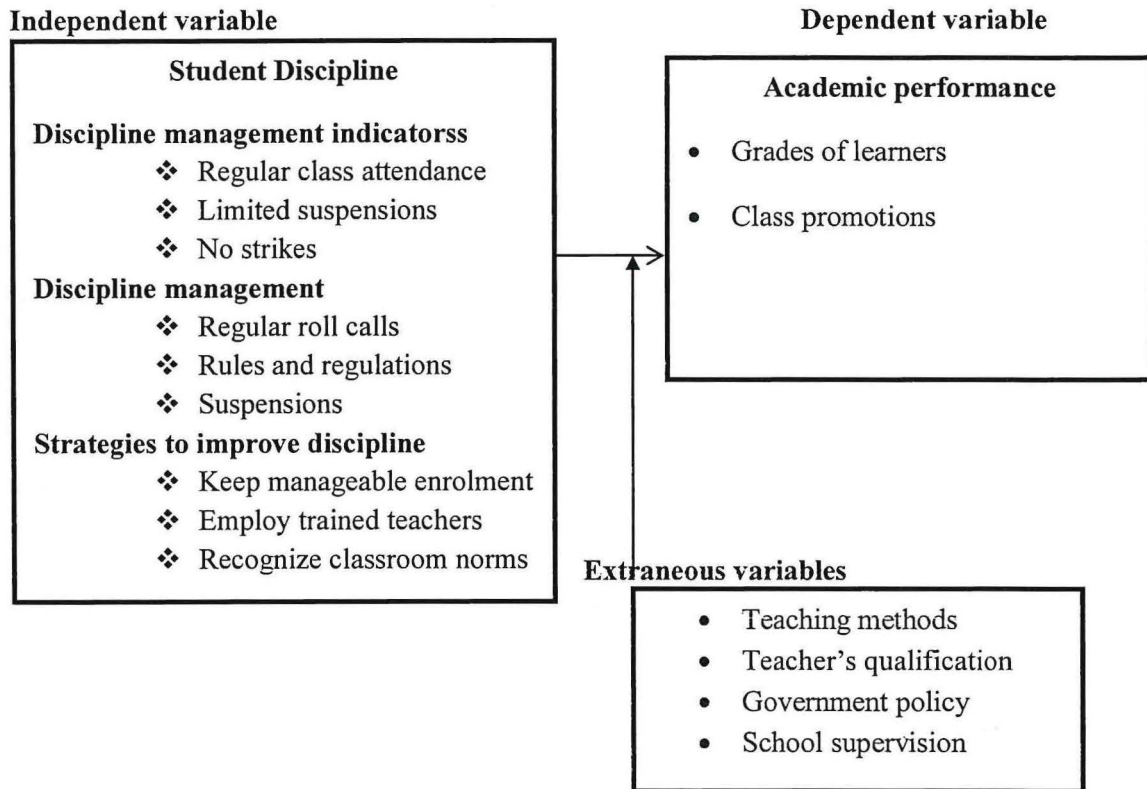
It is hoped that practitioners such as teachers and administration would adjust for students' academic improvement.

Findings of this study and its recommendations may mandate the authorities involved in the Management of the schools and provide for the demand for a legal frame work to secure them. This will alleviate the fear syndrome in the implementation of formal and procedural recommendations at the discretion of the management.

The study findings may inspire social support network and provide the impetus for the stakeholders to fully participate in the management of the discipline of the learner and boost academic performance.

## 1.8 Conceptual framework

Figure 1. Showing the conceptual framework for this study



*Source: Adopted from Koontz and Weihrich (1988:12).*

Figure 1.9 above shows the linkage between student discipline and academic performance. It shows that academic performance as a dependent variable directly results from the independent variable, which is student discipline and it can be applied at any level of discipline enforcement. According to Figure 1.9, discipline management indicators which include activities like regular roll calls, rules and regulations, suspensions directly contribute to academic performance. If discipline management is employed effectively by using the above indicators, then the academic performance is likely to be high and if the mechanisms are employed poorly, then academic performance may be low. This argument is supported by

Geiser and Santelics (2017), whose study showed that mechanisms employed to enhance discipline, affects academic performance.

The independent variable in the above conceptual framework: student discipline management influences the dependent variable (academic performance) in the following ways. It motivates students to work harder for academic progress; reconstructs lost hope for better performance and prevents possible future occurrence of riots that deter performance. The figure demonstrates that well managed discipline mechanisms groom well-disciplined students who consequently perform well academically as measured by good grades/results obtained at every examination sitting. Indiscipline in schools affects the learner's academic performance and their progress in school. Good discipline develops desirable student behavior. This is supported by Gitome (2013); and Mukami (2014), whose studies show that if a school has effective discipline, the academic performance will be good.

The researcher also identified some extraneous variables, which may affect academic excellence. These include, teaching methods, teacher's qualification and suspension among many. These variables are part of the input and process explained in the Ludwig's Input-Output model. They play a role in bringing out the output, which is academic excellence. If these variables are not controlled, they may interfere with the results of the study. The researcher will control the effect of the extraneous variables by randomly selecting students because randomization according to Amin (2005) is one of the ways to attempt to control many extraneous variables at the same time.

## **1.9. Operational Definitions of terms**

### **Student discipline**

This is the action taken by a teacher or the school organization towards a student or group of students) when the student's behavior disrupts the ongoing educational activity or breaks a rule created by the teacher or the school system.

### **Discipline:**

Discipline is action or inaction applied to regulating student's behavior, and furthermore, it is applied to each activity-branch in all branches of organized activity, knowledge, and other fields of study and observation.

### **Discipline management:**

This refers to that branch of knowledge which is connected to study of principles and practices of basic administration. It specifies certain code of conduct to be followed by the manager and also various methods for managing resources efficiently.

### **Academic performance:**

Academic performance is the extent to which a student, teacher or institution has achieved their short or long-term educational goals.

### **Secondary school**

It is both an organization that provides secondary education and the building where this takes place.

### **Extraneous variable**

These are undesirable variables that influence the relationship between the variables that a researcher is examining. They cannot be controlled and also have an effect on the overall outcome of the study.

## CHAPTER TWO: LITERATURE REVIEW

### 2.0. Introduction

This chapter of the study is focusing on the discipline of students and the effect it has on their performance and that of staff, the discipline of the staff and how it affects their performance and students' academic excellence.

### 2.0. Theoretical framework

The theory adapted for this study is derived from the System's theory input-output model developed by Ludwig Von Bertalanffy in 1956. The theory, according to Koontz and Wehrich, (1988) as cited in Lewis (2011) postulates that an organized enterprise does not exist in a vacuum; it is dependent on its environment in which it is established. They add that the inputs from the environment are received by the organization, which then transforms them into outputs. As adapted in this study, the students (Inputs) are admitted into the schools, with different level of discipline, when they get into the school system, the management of the school transforms them through the process of teaching and learning and the students output is seen through their academic excellence.

System advocates, according to Danick (2010) have recognized that a change in any factor within the organization has an impact on all other organizational or subsystem components. Thus the inputs, the processors and the generators should function well in order to achieve the desired outcome. Danick (2010) argued that all systems must work in harmony in order to achieve the overall goals. According to the input-output model, it is assumed that well-disciplined students will perform well if teaching methods, school management, teacher's motivation and teacher's qualification are all good which may not always be the case and this is the shortcoming of this theory. According to Oso (2015), the interrelationships among parts of a system have to be understood by all parties involved. This theory requires a shared vision

so that all people in the school have an idea of what they are trying to achieve from all parties involved, a task that is not easy to achieve.

## **2.2. Management indicators of school discipline**

Students, teachers and school managers are involved in maintenance discipline in schools (Bandana & Lian, 2015). The various factors that break down discipline include Poverty, overcrowding, lack of recreational facilities, easy access to school compound, intolerance, unemployment, violence, lack of school democracy, generation gap, and influence of media, lack of role models, home failure and communication gap (Lewis, 2011). These causes are influenced by learner environment. They are attributed to home background, political and socio economic position, school environment, peer pressure and school curriculum. These contribute negatively to excellence of students and staff participation in day to day running of the secondary schools. Lack of clear mission and vision in life, low expectations in life puts one in conflict with self, more especially for learners with learning difficulties. Tension can accumulate in such learners and they easily express this by violent means (Bandana & Lian, 2015). Keeping such learners for long in the class room doing some assignments can cause disruption especially when they feel overloaded. Contrarily, students who are given little work get bored as they become idle after completing their task (Lewis, 2011; Rousy, 2010). This is also a threat to a peaceful school environment as they use the excess time for ventures like drug and substance abuse, alcoholism, sexual immorality, leading to failure of students to meet the expectations of their parents.

According to Bandana & Lian (2015), some parents give their children too much pocket money without properly guiding them. This gives the young learner too much pride and deviates from school norms. In other cases, spousal violence or harsh treatment of children at home destroys self-esteem; they will thus have no dream to work hard to achieve (Gitome et

al, 2013). Children can also get spoilt at puberty when no proper guidance is given to explain the meaning of the physical and the emotional changes taking place (Lewis, 2011). Consequently, they deviate from the routine learning requirements and thus end up failing to prosper in their academic endeavors.

With abolishment of corporal punishment in schools by many global governments and civil society organizations, many disciplinary problems have cropped in the secondary schools (Danick, 2010). These are multi facial and in most cases appear in defiance to authority, irregular school attendance, unwanted classroom behavior, truancy, aggression, use of vulgar language, vandalism, poor dressing, stealing, absenteeism, fighting, insubordination, arrogance, disrespect, drug abuse and alcoholism, eating in class, cultism, mass protests, mind wandering and day dreaming (Lewis, 2011). The foregoing cases of abuse of school discipline result into a student refusing to participate in class activities, failing to complete homework and assignments, failing to bring to school required materials, being under the influence of debilitating drugs, being absent or tardy and cheating on tests (Danick, 2010). This trend of events is a common phenomenon in many schools in Uganda and the consequence is poor academic output.

Gitome (2013) urged that involvement of the student in other activities that take a lot of their time causes them to be strained. They suffer an obsessive dread of school and end up fearing everything in the school. They go for their examinations with unwanted materials or they drop out of school all together. They are the first to participate in the mobilization of their colleagues in violent activities with peer cruelty and abuse of others rights. Such students go to school, but they suffer constant turmoil and physical distress. They are always the last in ranking examination performance. This is because they are caught up between two worlds. Truant students often have poor concentration in studies as they feel that they cannot perform well in examinations. He further urged that disruption of the school program by riots can lead

to shortage of teachers as some affected teachers will have to be transferred without replacement. Lack of assistance in doing both class work and homework by the learner as the few teachers will be toiling here and there within a small time frame. In the absence of the trained teachers, people who can volunteer, not necessarily skilled, can take over, leading to deteriorating quality of work. The victimized child may be expelled from school. In case the child comes back, there will be a lot of work for him/her in order to cope with the rest of the students. In some cases, such victims give up and drop out of school, turning into beasts threatening societies. This reduces the number of learners enrolled and further affects the population of learners who do well in their school examinations (Gitome, 2013).

Community leaders and parents need to portray to the young ones what they expect out of them (Lowdry, 2016; Vockell, 2011). The teachers must live up to their professional provisions and be role models to the students (Bandana & Lian, 2015). Learners generally worship their heroes and imitate those whom they appreciate and admire. Good teacher-learner relation brings warmth and an ideal learning atmosphere (Lowdry, 2016). However, the relationship should not be extrapolated to exploit the learner. Contrary on ground, personalities expected to present themselves as role models do contrary things that give the student the contrary picture of real life. As result, the child is misled and failed in school and life.

Social meetings organized weekly where students, teachers and the administrators are all present can help release tension (Gitome, 2013). Students should be given a considerable freedom of speech so that there is nothing they fear telling the school management. Keeping students stress free, orderly and happy creates a lovely school environment. Learners should be programmed such that incidences of boredom due to idleness are avoided (Lowdry, 2016). Schools tend to keep the students aloof and away from detailed school information.

Information gap then provides room for rumor mongering that squeezes the school authorities to the corner and brings strained relationship. These then lead to massive learner failure.

Schools are all expected to maintain discipline among other things by organizing effective master teaching time tables and activity schedules that cater for hidden curricular optimally. However, in many schools there exist unoccupied time frames where co-curricular activities are minimal due to lack of space for installation of amenities for leisure can lead to build up of tension which may be released through violent activities at school (Vockell, 2011). Teaching methods must be used with a variety of activities which can help the learner work well to eliminate unwanted behaviour. Learners should be arranged tactfully in the learning room, encouraging friendliness and class discussions aided by problem based learning.

The above mentioned practices are more responsive than reacting to bad behavior that has already manifested its self. Use of empathy is also recommended to effectively handle discipline potholes and school based aggressions. Subsequently, progress in academic and other measurable aspects of school routines is grossly dwindled. Low levels of learner discipline does not only significantly affect their academic performance, it also has a direct bearing on the performance of the staff as discussed in the following subsection (Lowdry, 2016).

### **2.3. The impact of discipline management on student academic performance**

Van (2016), says that education starts at home and the parent is the first mentor of the child. Parents have to use their time with their children to influence positive learner attitude towards school attainments. On ground, it is unfortunate to find that some parents are too hostile or defensive. This demoralizes a child's interest in school and makes the teachers who are in charge of discipline from fulfilling their professional obligations. Poor parent involvement in

management of student discipline culminates into deviant behavior (Alidzulwi, 2010; Henrick; 2014). Inadequate child care by parents due to economic constraints throughout their childhood appears in disruptive class room behavior as the child seeks recognition (Robertson, 2013). Learner attention seeking behavior is accompanied by inappropriate vulgar language (Rogers, 2010). This has a retarding impact on the child's education.

Rousy (2010), reveals that discipline exists in school atmospheres that are characterized by trust and transparency in the school management. Unfortunately, distrust of the administration is a common finding in many school setups and brings hatred of ideas coming from the administrative sector of the institution (Lewis, 2011). Some learning institutions are characterized by battle field morals as learners move with fire arms, making news of fellow colleagues, instructors or teachers being stabbed to death (Alidzulwi, 2010). Fire attacks and sexual harassment are rampant and mostly the perpetrator is a student. As an atmosphere of restlessness creates up as a result, students become reluctant and ineffective. These phenomena grossly deteriorate students' discipline implying that student discipline has a direct correlation with the morale of the school management.

MLEBE, (2012) noted that discipline is being managed and consequently better prospects for better academic performance. Bowman (2004), poor parent involvement in management of student discipline culminates into deviant behaviors like class absenteeism. Furthermore, Van, (2008) found that inadequate child care by parents due to economic constraints throughout their childhood appears in disruptive class room behavior as the child seeks recognition. The control of student absenteeism is a major strategy to improve academic performance.

Mugema et al (2016), the scholarly demands of a school going child need to be prioritized by whoever is responsible. This motivates the learner and gives clear minds for school

attendance. Unfortunately, poverty, stressful lives and substance abuse are common characteristics of a student with home based difficulties. These negatively affect the overall social wellbeing of the student consequently affecting the discipline outcomes at home and in the management system of the school. The resultant indiscipline cases in schools disrupt the learning process and the school management at large. A child whose parent is unable to satisfy with primary and basic needs will find another adults do fill the gap but the response to the extraordinary potential of the other adult will have greater influence. Students with such backgrounds often fail to relate well with their teachers/school administrators who continue to be friendly to their stressful biological parents hence causing school disciplinary management problem.

Jones and Jones (2015) are of the view that children would want to be owned and loved by responsible parents and/or caretakers. Orphaned or single parented children are found in every school and have records of unpalatable school contact. This is a product of attitude building at home that initiates value difference between home and school (Ajibola, 2014). Learners with disciplinary and learning deviations have disappointing domestic disciplinary records. Poor school discipline is community engineered (Rossouw, 2013). Cumulatively, learner and those concerned with the school discipline become a victim. Constant deviation in learner behavior is a serious distracter to discipline management in schools.

School managers invest all their abilities and skills in initiating and maintaining orderliness and safety in the teaching and learning perimeter (Masolo, 2017). However, without networking with students, teachers, parents and all the calibers of stakeholders, school discipline will collapse (Ajibola, 2014). It is the expectation of all stakeholders that schools are safe and enjoyable. Nobody sends a child to school to pile agony. A school must implement rules that are clear and not cumbersome and they should be passed by the management body such as the Board of Governors. In failure of the above, which is a

common scenario in many schools, students' performance is hard to manage and upkeep. A positive correlation exists between discipline and academic performance. Well-disciplined students perform well academically (Gitome, 2013; Mukami, 2014). Students with their teachers in schools affected by unrest find it difficult to restore the perfect working relationship in the aftermath of unrest. Indiscipline in schools has affected the learners' academic performance and their progress in school. Good discipline develops desirable student behavior. If a school has effective discipline, the academic performance will be good.

Anti-social behavior of school children can appear outside the classroom. Children need to overcome any problem of adjusting to good, acceptable and tolerable behavior in order to be accepted by teachers and their peers (Walker, Colvin & Byarubaga, 2011). The failure to be accepted by other learners can go a long way to cause and worsen bad behavior in children (Mukami, 2014). According to Gregory (2010), good school environment maintains students away from the urge of smoking. Smoking of cigarettes is not authorized for students. It is not rare to find a good fraction of students who defy this rule and abuse other substances on top mostly. Most of them are popularly characterized by missing classes and eventually scoring lower grades in examinations. Similarly students who are truant have contributed to lower school grades because they often absent themselves from classes. Such students lose trend and concentration

Students in the learning environment associate freely by age, class, socioeconomic strata, geographical location of origin and common interest. Peer pressure directs what the child values, knows, wears, eats and learns. Though a positive force, peer pressure among learners is also a strong factor in the disruptive behavior. In the classroom the learner who can manage to make the whole class laugh at the teacher gains a great deal of status within the group (Waidhuba, 2011). Severity of peer pressure impact is a function of other situational constraints that include age, personality, and values cherished by the children which entirely

characterizes their group nature (Opusi, 2017; David, *et al.* 2015). Peer pressure is the seed of behavioral inconsistencies in young people and blind obedience to group norm is its one feature. Group members have lack of insight and retarded cognitive growth and development (Rousy 2010; Lowdry, 2016). When school administrators are reluctant to manage learner association, it leads to poor disciplinary situations that later on impact into poor academic performance and high dropout rate.

Identity crisis associated with self-rejection easily erodes levels of discipline in students and affects their academic performance. Low self-esteem, poor study habits, restlessness and inattention are common features of this vice (Asiyayi, 2012). Such students will consequently develop behavioral complications due to stigma. Good morals will decay and discipline as function of the perception of the self-image goes down. War zone children grow with the spirit of arrogance and hot temper and at school, they will continue with the same arrogance. They are mostly not law abiding but all in all many school unrests spring out of political influences (Moloi, 2013).

Briefly, social inadequacies of students such as poor value system, injustice, favoritism, nepotism, corruption and bias of mass media are responsible for influencing inappropriate behavior in schools and their staff (Asiyayi, 2012). Unqualified or head teachers with poor service record or little knowledge of school management are sometimes imposed onto schools based on political or religious affiliations. This gradually plunges such an institution into chaos. Serious damages can be caused as well when a competent school leader with reputable record is transferred but replaced with one rejected elsewhere due to administrative inadequacies. Some members of the governing board with vested interests engage in sponsoring disorderliness in their schools to achieve their targets. A society dominated by violence grooms youth hailing from such residences into violent young men and ladies whose contribution in a school community is very detrimental. Mass media exposes learners to

violence and immoral activities. Such immoral tendencies do not plant seeds of good performance in the school setting.

Discipline in a school can be achieved by a collective responsibility in the management of the school (Rowne, 2015). In the essence of failure of effective management of school discipline, there will be an increasing number of drop outs, hence an increase of unproductive people in the society partly because of poor academic performance. As such a school environment promotes disciplinary challenges to the school manager and teachers. Students' relationship is bitter and no respect for anybody by both staff and students. Staff protests are the order of the day; violence, discrimination, harassment, bullying and intimidation, using of weapons, drugs, alcohol and tobacco become common scenarios (Mitchell, 2016). There is no doubt that these yield into poor academic performance.

School based causes of unrest in students may be initiated by harsh school rules and regulations, unconducive school environment, poor administrative discharges without forum, lack of extra curricula activities, inadequate teachers' professional standards, lack of dialogue, incompetence, lateness and absenteeism (Rwamba, 2010; Jones and Jones, 2016; and Asiyayi, 2012). These can turn a student and some friends to form cliques that have nothing good for the school and her administration. No good performance of students is expected from such an institution. School unrest disrupts learning thus leading to poor curriculum implementation. Destruction of school property that includes library and laboratory facility causes desperation in resource material. This consequently causes discouragement in serious learning, poor academic performance, under enrollment, negative financial implication, dropout and general psychological suffering of the students. Greater understanding of subject matter, its reinforcement and retention during personal study schedules is thus impaired (Gregory, 2010). Students' indiscipline wastes a lot of time and this affects their studies hence their performance. Following the students' indiscipline, the

resource materials and facilities are wasted. teacher-student relations are strained and the climate of mutual respect necessary for learning compromised.

Asiayi, (2012) argued that roll calls bring all the different parties in the school administration into active participation and engagement to ensure maintenance of discipline for better academic performance. This checks helps to minimize absenteeism and potentially promotes class attendance, one of the major steps for better academic performance. Morongwa, (2010), found out that lack of clear and shared mission and vision in life, leveling student expectations through common standards inform of rules and regulations can be a source of conflict more especially among learners with learning difficulties. This is a major strategy towards improving academic performance of students. Schools are all expected to organize master teaching timetables and activity schedules that cater for hidden curricular optimally (Algozzine and Kay, 2002). Gregory, (2010) established that master timetable further facilitates responsive behavior other than reacting behavior formation in both learners and schools administrators for improving academic performance.

#### **2.4 Strategies for improving students' discipline for better academic performance**

In attempt to iron indiscipline challenges in the institutions of learning, all the stakeholders need to be involved. Different approaches can be used. Some suggested approaches are discussed in the following subsections. Trained teachers with whole teaching skills need to have ample preparation. Use should be made of instructional materials to capture and sustain learners' attention. Lesson content be related to real life situation and based on learner experience. This eliminates tendencies of disruptive behavior and creates an ideal learning atmosphere and improves students' performance and even active staff- participation in their professions (Maite, 2013).

Classroom norm is constantly challenged by disruptive learners (Bear 2009). Acceptable classroom behavior need to be recognized and rewarded as the contrary is oppressed and eliminated (Maite, 2013). Appropriate multi motivational approach to sustain good classroom learner behavior also boosts cognitive growth and learner attention. Democratic approaches such as getting student leaders, fixing class room rules and regulations gives learners the impression that they are in charge of their learning and automatically restores good morals. These in turn will all add to students' excellent performance in the institution.

Keeping a manageable enrollment per class eases class control and discipline administration. Crowded learning rooms are avoided as it retards learning standards (Alexander *et al.*, 2015). Curricular should be flexible to match learner demands to respond to after school environment without struggle. Social, cognitive, psychomotor skills that students are ready to apply will win them into the learning process naturally (Chaplain, 2013). Implemented rules are guided closely by school and the prevailing Government policy. Discipline is not necessarily punishment but punishment is one of the measures to reinforce discipline in school (Ajibola, 2014). Harsh rules and appeal to authority for maneuvering stressful scenarios are avoided (Maite, 2013). Such will also boost students' performance at work.

Behavior change is influenced by factors within learners' environment and can be positive or negative. Negative change in ones' behavior can be reversed by identifying and changing the responsible environmental factor. Mature disciplinary resolution with minimum emotions and less reactive responses by the responsible officer can reduce disruptive behavior. Carefully rewarding negative learner behavior by teachers minimizes cases of indiscipline in the school (Docking, 2016).

Maite (2014), the teacher with school administrator needs to have a logical response to a case with the perspective of another person. However, in certain situations, empathy may not be

absolutely effective in eliminating aggression and unwanted learner class room behavior (Charles et al., 2016). In minor cases, calling the disrupting learner softly by name and engaging such a learner to take a role in the running lesson objective can yield good results. Eye contact, signals, facial expressions and proximity are good discipline administering tools which do not affect the attentive learners in the same class room.

Demotion of a learner and stripping off privileges as a consequence of participating in a disruptive activity is another disciplinary tool that has ever succeeded. The privileges are restored in the aftermath of the undesired behavior, having observed a significant recovery. Isolating troublesome learners to do their assignments in separate learning perimeters is a good reinforcement of discipline. The isolated learners should be supervised to ensure constructive punitive maneuvers other than creation of more play space (Mercure, 2015).

A range of tested classroom discipline management strategies married with effective instruction and alternative school programs that aim to discipline for reform is another method for discipline control which has ever worked. Guidance and counseling sessions should be incorporated into the school program. A collective approach to management of school discipline in which all the responsible individuals attend in person adds weight and meaning to the process. It stresses purpose and significance maintaining high disciplinary standards in the institution, hence good student and good performance (Mignano, 2013).

Mercure (2015) state that, corporal punishment could be substituted by strategies that let the individual perpetrator among the learners to realize that s/he is at the wrong and can change. Bad behavior may be imposed onto the learner circumstantially, not necessarily by choice. The time frame between offence and punitive measure defines extent of intolerance of the unwanted behavior. The learner is reminded instantly of the wrong s/he is involved in. However, it may also raise public awareness of the event. Punishment is a friend of outbursts

of anger from the teacher. It can therefore make relations to worsen and the situation to deteriorate to shouting and criticizing (Docking, 2016). A tension free learning environment is admired for its effectiveness and can be created by being full of humor. It should be used to redirect a faulted learner.

Mukami (2014) stated that keeping a manageable enrolment per class eases class control and discipline management because crowded learning rooms which retard learning standards are avoided. Easy class control and discipline management creates social, cognitive and psychomotor skills that students are ready to apply to win the learning process naturally (Chaplain, 2013). All this is to improve academic performance. A study by Docking (2016) argued that behavior change is influenced by factors within the environment and can be positive or negative. For example, the negative change in one's life can be reversed by identifying and changing the responsible environmental factor through mature disciplinary resolution with minimum emotions and less reactive responses by the responsible officer. Furthermore, carefully rewarding negative learner can reduce disruptive behavior.

Maite, (2014); Charles et al., (2016) noted that empathy in certain circumstances may not absolutely be effective in eliminating aggression and unwanted behavior in learners, but rather engaging the learner to take role in the running lesson objectively can yield good result. This calls upon having a logical perspective of the other in managing cases of student discipline and improving academic performance.

## **2.5. Summary of the literature**

According to the literature reviewed, there are several approaches that have been approved to be used as indicators of students' discipline. Discipline management motivates students to work harder for academic progress; reconstructs lost hope for better performance and

prevents possible future occurrence of riots that deter performance. A well-managed discipline mechanisms groom well-disciplined students who consequently perform well academically. Indiscipline in schools affects the learners' academic performances and their progress in school. This is supported by Gitome (2013); and Mukami (2014), whose studies show that if a school has effective discipline, the academic performance will be good. However, among the above studies, none of them have been carried out in Arua District, therefore filled this gap by examining the impact of discipline management on student's discipline in Secondary Schools in Arua District.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

This chapter provides for the design, population, instrumentation, procedure for data collection, ethical considerations, sampling and sampling technique and data presentation and analysis.

#### **3.2 Research design**

In this study, descriptive cross sectional design was used because it brought the researcher closure to the respondents and provided an interface for interaction. This thus helped the study to get out the social reality. A cross sectional survey was used to provide information on the situation in the selected schools at a given time frame. A qualitative approach was used to achieve depth and detail information. That is through direct quotations and careful description. It also allows a researcher to identify issues from the perspective of participants and understand the meanings and interpretations that they give.

#### **3.3 Population of study**

The study population, which is the total number of a defined class of people, objects, places or events selected according to their relevance to the research situation. The target population of this study was Head Teachers, Board members, Local leaders, Parents, Teachers and Students of the selected secondary schools. These personalities merit selection in this study due to the crucial role they play in the management of schools. The students are part of the population as their performance is a key indicator of school progress.

All the head teachers of the twelve secondary schools were interviewed personally if they accepted. Some teachers, especially those who are concerned with discipline and academics were given some questionnaire to answer and some were interviewed together with their Head teachers. Five to six students were selected randomly from each of the twelve schools to answer the questionnaires that were given to each of them. In schools that were mixed, there were gender balance in the random selection and at least one or two students of special need education from each school, if they were there in the selected schools.

### 3.4 Sample size and sampling techniques

#### 3.4.1. Sample size

Sampling was done in Arua District and the sampled schools in this study were as illustrated in Table 3.1. For all the sampled schools, there was one Head teacher, teachers, one BoG member, one Parents' representative, one Local government representative and the rest were students. Therefore, the researcher selected 100 respondents from Arua district. The formula is as shown below;

$$n_0 = \frac{Z^2 pq}{e^2}$$

Where;

$n_0$  is the sample size

Z is the level of significance to be 95% (Z=1.96 from statistical tables)

e is the desired level of precision to be 13.86%

p is the estimated proportion is 0.5 since it is unknown and q is (1-p) which also results into 0.5.

The sample size was calculated as follows;

$$n_0 = \frac{Z^2 pq}{e^2}$$

$$n_0 = \frac{1.96^2 * 0.5 * 0.5}{0.1386^2}$$

$$= \frac{1.9208}{0.0192}$$

**n<sub>0</sub>=100**

**Table 3.1 *Sample Selection Matrix***

	<b>School</b>	<b>Status</b>	<b>ID</b>	<b>Size</b>
01	A	Private	Urban	8
02	B	Government	Urban	9
03	C	Government	Rural	9
04	D	Private	Rural	8
05	E	Government	Rural	8
06	F	Government	Urban	8
07	G	Private	Rural	9
08	H	Private	Rural	8
09	I	Government	Rural	9
10	J	Private	Rural	8
11	K	Government	Urban	8
12	L	Government	Rural	8
	<b>Total</b>			<b>100</b>

The schools the researcher selected were partly ordinary level schools while others were both ordinary and advanced level schools. Some were quite well established, while others were not. Others had ever excelled in academics in Arua district while others had not. Two of the schools were girls' schools and both were "O" and "A" levels. One was boys' school and it is both "O" and "A" levels. The other school was for training future priests for the Catholic Church. It was only for boys and had both "O" and "A" levels. All the other eight remaining schools were mixed (both girls and boys). Some were day, while others were partly boarding and partly day secondary schools. The schools were all in Ayivu County and others lied within Arua municipality which was located in the same Ayivu County. The schools had similar physical facilities, teaching materials and equipments. This enabled easy comparison of results and helped to eliminate extraneous variables such as environment and facilities

#### **3.4.2. Sampling technique**

Purposive sampling technique was used to select the secondary schools for the study. The Head teachers and the Board members were default respondents as their schools were purposively selected. Respondents were systematically selected from the individual schools. All respondents in respective schools had equal opportunity to be picked popularly known as simple random sampling. Specifically, a raffle approach was used where all schools in the district were written in small pieces of paper and each picked at random until the desired number was reached.

### **3.5 Research instrument**

The study involved questionnaires and interview method.

#### **3.5.1. Questionnaires**

This research instrument used included semi-structured questionnaires with pre-coded answers administered to the respondents. The questionnaire was used because it is practical,

also large amounts of information can be collected from a large number of people in a short period of time and in a relatively cost effective way, can be carried out by the researcher or by any number of people with limited affect to its validity and reliability, the results of the questionnaires can usually be quickly and easily quantified by either a researcher or through the use of a software package, can be analysed more 'scientifically' and objectively than other forms of research, when data has been quantified, it can be used to compare and contrast other research and may be used to measure change. The method was used on students and teachers.

### **3.5.2. Interview guide**

Interview guide was also used by the study since the methods help in the collection of more data as it allows the interaction of both the researcher and the respondents. The interview method was used because any misunderstanding and mistake could be rectified easily in an interview, it increases mutual understanding and co-operation between the parties and suitable candidates can be selected through interview because the interview can know a lot about the candidate by this process. Interview can help to collect the fresh, new and primary information as needed. The interview guide was administered on Head Teachers, Board members, Local leaders and Parents' representative.

### **3.6. Measurement of the variables**

The variables will be operationalized and measured according to literature and previous empirical studies.

Student's discipline management was operationalized and measured in terms of regular roll calls, rules and regulations, suspensions, active participation of students in class, no strikes and no consumption of drugs. While academic performance was operationalized and measured in terms of grades of learners, class promotions and transitional levels of learners.

### **3.7. Data collection method and procedure**

Data was collected using questionnaire and interview guide. The questionnaire were used because it was practical, also large amounts of information could be collected from a large number of people in a short period of time and in a relatively cost effective way, could be carried out by the researcher or by any number of people with limited effect to its validity and reliability' The interview enhanced face to face interaction to enhance collection of reliable information. It was administered to key informants like head teachers. However, the questionnaire was filled by those who will prefer writing. Questionnaires were administered to the rest of the subjects and it facilitated data collection from a wider sample with a short period of time. Observation was also used as a data collection tool to capture what goes on in the research site.

Letter of introduction was obtained from Kyambogo University graduate school and permission was sought from the District Education officer to carry out the study. With all the letters in place, the respondents were then accessed in the selected schools in their respective locations for interaction.

### **3.8 Validity and Reliability**

#### **3.8.1. Validity**

Validity can be defined as the degree to which a test measures what it is supposed to measure. There are three basic approaches to the validity of tests and measures as shown by Mason (2014). In order to ensure validity the questionnaire was made clear and understandable, the questionnaire was first discussed by the researcher with the supervisor; this included careful choice of words, order and structure of questions. The content validity index was computed for the questionnaires and was found to be 80% as in appendix V.

### **3.8.2 Reliability**

According to Majorine (2013), reliability is the degree to which a measure is consistent in producing the same reading or results when measuring the same thing at different times. Reliability is influenced by random error, that is, as random error increases, reliability decreases. The random error is the deviation from the true measurement due to the factors that have not effectively been addressed by the researcher. The reliability of the research instruments was tested through a pre-test which was carried out in Arua district; however, the respondents who participated during the pretest did not participate in the final data collection. The results were subjected to the Cronbach's Alpha reliability test method to measure the internal consistency of the responses. Cronbach's Alpha reliability test method determined if all the items within the instrument measured the same thing. The alpha was close to 1.00 hence the internal consistency of the items measured was great.

### **3.9 Ethical considerations**

After self-identification, the purpose and the objectives of the study from the respondents, the researcher assured them of the confidential treatment of the information obtained in this study. The respondents were assured that the information would be strictly kept secret and only used for the purpose of this study.

In addition, the rights of the respondents in decision making were highly respected. This was made very clear before the questionnaire was administered. Each respondent was informed of his/her right to withdraw, participate, ask questions about the research and every other freedom accorded to him/her as a human being. This catered for the autonomy dimension of the ethical considerations. Anonymity of the respondent was ensured by coding. No respondent was recorded by name. This also kept the outcomes bias-free and confidential.

### **3.10 Data analysis**

Data processing was done using descriptive words. A lot of care, skill and diligence was taken into consideration to identify the relevant data. Data was then edited to eliminate any incomplete questions and qualitatively analyzed using quick impression which was done by summarizing the key findings, the content analysis included recording and reviewing of the recorded information in order to understand data better and on a broader context, thematic analysis was also used. Here the researcher identified relevant information and classified it into relevant topics. These techniques were exploratory in nature since they were highlighted, sorted, scrutinized and reviewed data better to ensure accuracy in the data collected. For quantitative data simple statistics were used on the impact of discipline management on student discipline and academic performance.

## CHAPTER FOUR

### PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

#### 4.1 Introduction

In this chapter the researcher presented the findings of the study in form of tables and narratives, analyzed the results by use of descriptive statistics and interpreted them following the study objectives set earlier on to:

- (i). Examine the management indicators of student indiscipline in schools in Arua district.
- (ii). Examine the impact of the discipline management on student's academic performance in Arua district.
- (iii). Find strategies of improving student discipline for better academic performance in selected secondary schools in Arua district.

#### 4.2 Background information of respondents

The study sought to establish the background study of the respondents with regard to their gender, level of education and occupation as described below. A better understanding of the composition of the respondents who took part in providing field data was necessary to ascertain the reliability and authenticity of the information obtained for drawing study conclusions and recommendations.

##### 4.2.1 Gender of respondents

The gender of the respondents was analyzed to find out the relationship between male and female respondents for data collection. The findings of the study indicated that most of the respondents (51.1%) were males compared to the females who constituted 48.9%. The

percentage gap between male and female respondents in this study implies a great considerable increase in gender equality attainment in the education issues. Consequently, gender balance is high and the views expressed herein are negligibly dominated by single gender. However, the view of each individual who participated in this study process regardless of gender was treated equally when drawing study conclusions and recommendations.

#### **4.2.2 Education level of respondents**

Regarding the education level, the study found out that majority (84.9%) of the respondents had reached secondary education, followed by (10.9%) of them who had reached tertiary institutions, and university degree holders constituted 1.1% of the respondents. The result of the majority of responses implies that most of the respondents had attained the basic levels of education required for enlightenment. Therefore, the respondents had the required knowledge and experience to take part in this study. Information availed by such category of respondents is an informed opinion, hence reliable for drawing conclusions and recommendations with regard to the topic under study.

#### **4.2.3 Occupation of respondents**

The findings showed that majority (81.5%) of the respondents were students, followed by 15.2% of the respondents who were teachers, only 1.1% of them were head-teachers, 1.1% were BOG members and parent representative (1.1%). The high percentage responses imply that all the respondents have some reliable knowledge and experience in terms of the topic under study. The reliable knowledge and experience of the respondents on the relationship between discipline and academic performance signifies that responses are worthy to be used for generation of action points.

### 4.3 Management indicators of student discipline

The researcher sought information from respondents regarding the management indicators of student discipline in secondary schools in Arua district. The responses of the respondents with regard to the mechanisms for enhancing students' discipline are presented in Table 4.1.

**Table 4.1. Responses on Management Indicators of Student Discipline**

Statement		Agree	Not sure	Disagree	Total
The school conducts roll calls regularly to establish absentee students	F	52	19	27	98
	%	(53.3)	(19.6)	(27.1)	100%
The school issues rules and regulations to all students	F	75	1	22	98
	%	(76.1)	(1.1)	(22.8)	100%
Time tables are available and shared with students in this school	F	88	1	9	98
	%	(90.2)	(1.1)	(8.7)	100%
Regular guidance and counseling is offered to promote students discipline in this school	F	69	9	10	98
	%	(70.6)	(8.7)	(20.7)	100%
This school promotes enforcement of tough actions and corporal punishment to enhance students discipline	F	42	7	49	98
	%	(42.4)	(7.6)	(50)	100%
This school immediately suspends or dismisses undisciplined students	F	60	15	23	98
	%	(60.9)	(15.1)	(24)	100%
$\Sigma$	F	64	9	25	
	%	65.6	8.9	25.6	100%

Source: Primary data (2017)

The findings from Table 4.1 indicate that 65.6% of the respondents suggest the management indicators for discipline to be regular roll calls, adherence to rules and regulations, time tabling, conducting guidance and counseling, effective punishments and reward systems. Schools that mainstream the above indicators in their administration systems tend to have well behaved students. It is therefore paramount for the school teachers, administrators and managers to support such systems for better display of discipline.

The findings from Table 4.1 indicate that most (53.3%) of the respondents agreed that school conducts roll calls regularly to establish absentee students compared to 27.1% of those who disagreed and 19.6% who remained neutral. The majority of the responses imply that regular roll calls help to maintain discipline in schools. However, the proportion of the responses of those who disagreed implies that roll calls may not be regularly conducted in schools to check students' discipline while those who remained neutral were aware of this activity.

The findings further collaborates the data when interviewees stated that:

*“Teachers carry roll calls, this is done at the beginning of the lesson and other teachers do it as the lesson goes on. This method is effective as each teacher gets to know the most regular students in class and those that do not attend regularly are dealt with”* (School A, June 2017).

The head teacher in School C added that *“regular roll calls are maintained and it has made students become dedicated to class and attend regularly. It makes them to perform well in class”*. The same idea was backed up by a BoG member from school F when he stated that *“most teachers carryout roll calls to minimize the cases of absenteeism in school”* (School H, June 2017).

From these, it can be concluded that roll calls bring all the different parties in the school administration into active participation and englamement to ensure maintenance of

discipline for better academic performance. Hence, it is a key indicator for students' discipline.

When respondents were asked whether copies of school rules and regulations are issued to every student to read and follow what is demanded, the researcher found out that most (76.1%) agreed with the idea while 22.8% disagreed and only 1.1% of the respondents remained neutral. The high percentage in agreement indicates copies of school rules and regulations are issued to every student to read and follow what is demanded. The response in disagreement indicates that some schools probably do not give out copies of school rules to students as check to discipline management. The response in neutral said so because they do not want to hear anything concerning rules and regulations.

Regarding whether time tables are availed and shared with students in this school, the researcher found that majority of the respondents (90.2%) agreed compared to the 8.7% who disagreed and 1.1% who remained neutral. The response of the majority implies that schools readily avail and share timetables with students to build focused attitude. However, the 8.7% of the respondents who disagreed and the 1.1% of the respondents who remained neutral implies that timetable is not shared timely with students.

The findings further collaborates the data when one of the key informants stated that:

*“All classes in this school have their time tables and students are urged to have a copy so that the school system goes as planned. Teachers are also urged to follow the time tables so that students are motivated to attend” (School H, June 2017)*

Schools maintain discipline among other things by organizing effective master teaching time tables and activity schedules that cater for hidden curricular optimally. This makes them to perform well in class.

The findings furthermore indicate that most of the respondents (70.6%) agreed that regular counseling is offered to promote student discipline in schools compared to the 20.7% of the respondents who disagreed and the 8.7% who remained neutral. The finding of the majority indicates that schools greatly embrace offering regular counseling and guidance as a major strategy to promote student discipline whereas there is need for schools to put emphasis on provision of counseling and guidance to promote student discipline as implied in the proportion of the respondents (20.7%) who disagreed and 8.7% who remained neutral to take side.

The findings further collaborates the data when interviewees stated that;

*“Teaching methods must be used with a variety of activities which can help the learner work well to eliminate unwanted behavior. Learners should be arranged tactfully in the learning room, encouraging friendliness and class discussions aided by problem based learning”*. (Head Teacher, School E, June 2017).

One BoG member from School B stated that *“there exist unoccupied time frames where co-curricular activities are done due to the installation of amenities for leisure which can lead to build up of tension and may be released through friendly activities at school”*. (School H, June 2017).

Subsequently, progress in academic and other measurable aspects of school routines is grossly dwindled. Low levels of learner discipline does not only significantly affect their academic performance, it also has a direct bearing on the performance of the staff. Thus, an indicator of student’s discipline.

The findings also indicate that most of the respondents (50%) disagreed that the scho promotes enforcement of tough actions and corporal punishment to enhance students discipline compared to the 42.4% of the respondents who disagreed and the 7.6% who

remained neutral. The finding of the majority indicates that schools do not promote actions and corporal punishment to discipline students though a small number of the respondents 7.6% were not aware of that action. This implies that there is minimal corporal punishment in a school which has been substituted with other strategies of enhancing discipline. Therefore, the non-existence of corporal punishments in schools is a management indicator of student discipline.

Regarding whether this school immediately suspends or dismisses undisciplined students, the researcher found that majority of the respondents (60.9%) agreed compared to the 24% who disagreed and 15.1% who remained neutral. The response of the majority implies that schools immediately suspend or dismiss undisciplined students. However, the 24% of the respondents who disagreed and the 1.1% of the respondents who remained neutral implies that schools immediately do not suspend or dismiss undisciplined students. Therefore this is an indication of student discipline in schools.

In conclusion, since the number of agreements (393.5) is higher than the number of disagreements (153.3), it implies that when the above mechanisms are properly applied they can enhance student's discipline in secondary schools in Arua district. Therefore, schools employ mechanisms such as regular roll calls to check students' presence in schools, share copies of school rules, regulations and time tables with students and regular counseling and guidance and this has improved student's discipline for better academic performance in the district.

#### **4.4 The impact of discipline management on academic performance of students**

Discipline management mechanisms employed by school administrators are expected to produce impact on the state of the discipline of students. The researcher sought to find out the impact of discipline management on academic performance of students in secondary schools

in Arua district. The findings on the impact of discipline management mechanisms on students' discipline are presented in table 4.2.

**Table 4.2. The Impact of the Discipline Management on Academic Performance of Students**

Statement		Agree	Not sure	Disagree	Total
There has been no consumption of narcotics/ drugs seen in the school	F	52	15	31	98
	%	(53.3)	(15.2)	(31.5)	100%
There is regular class attendance in this school	F	74	4	20	98
	%	(75)	(4.4)	(20.6)	100%
In this school, there is active participation of students in extra-curricular activities	F	73	6	19	98
	%	(73.9)	(6.5)	(19.5)	100%
There have been no cases of suspension in this school (in 2014 and 2013)	F	19	22	57	98
	%	(19.6)	(22.8)	(57.5)	100%
There have been no cases of dismissal in the past 2 academic years	F	19	29	50	98
	%	(19.6)	(29.3)	(51.1)	100%
This school has not experienced any strike and violent demonstration in the past academic years	F	58	13	27	98
	%	(58.7)	(13.0)	(28.3)	100%
$\Sigma$	F	49	15	34	98
	%	50.0	15.2	34.8	100%

Source: Primary data (2017)

The findings from table 4.2 indicate that 50% of the respondents said that due to discipline management mechanisms, there is no consumption of narcotics/drugs, regular class attendance, active participation of students in extra-curricular activities, no cases of suspension, no cases of dismissal and no experiences of any strike and violent demonstration.

This therefore shows that discipline management mechanisms employed in schools have a positive impact on the discipline of students.

Respondents were asked whether there has been no consumption of narcotics or drugs seen in schools. The result as presented in table 4.2 showed that 53.3% of the respondents agreed compared to the 31.5% of the respondents who disagreed while 15.2% of the respondents remained neutral because they were not aware of how non consumption of narcotics have impacted on student's discipline. The high response (53.3%) in agreement implies that there has been considerable reduction in consumption of narcotics or drugs seen among students in secondary schools in Arua district. The proportion of the respondents (31.5%) who disagreed suggests that some consumption of drugs is still seen among students in secondary schools in Arua district. Therefore, the various mechanisms that have been employed to enhance student's discipline have played a major role reducing indiscipline among students in secondary schools in Arua district.

The findings further collaborates the data when one of the interviewee stated that:

A head teacher in School F adds that *"students no longer use excess time for ventures like drug and substance abuse, alcoholism, sexual immorality which leads to failure of students to meet the expectations of their parents. As a result, students now concentrate on their class work"*. Thus, improve on their class performances. (Head Teacher, School E, June 2017).

The findings also showed that most of the respondents (75%) agreed that there is regular class attendance in secondary schools in Arua district compared to the 20.6% who disagreed and 4.3% who remained neutral. The high percentage (75%) of response in agreement indicates that a high number of students who regularly attend classes in secondary schools in Arua district compared to the proportion of those students who miss or absent themselves in class as shown by 20.6% of the responses.

The respondents were asked whether there is active participation of students in extra-curricular activities. Majority of the respondents (73.9%) agreed with the view compared to 19.5% who disagreed and 6.5% who remained neutral. The response of the majority (73.9%) in agreement with the view indicated that students actively participate in extra-curricular activities to productively spend their time apart from academic activities which greatly contributes to improve discipline among students. Despite the response of the majority in agreement with the view, the 19.5% of the response in disagreement implies that a good number of students still do not actively participate in extra-curricular activities, hence suggesting that discipline management mechanisms need to be further reinforced.

The findings further collaborates the data when one of the interviewee stated that:

*“We have multiple activities that students engage in after class period. As you can see, we have a football ground, volley ball, netball, cricket, athletes, music dance and drama, and others. This helps students to relax their brains and go to class when they are fresh and active”.* (School F, June 2017)

Several schools encourage students to engage in co-curricular activities such as football, netball, volleyball among others. A high number of students who regularly attend classes in secondary schools in Arua district is due to increased involvement of parents in parental child care. Poor involvement of parents in management of students' discipline culminates into deviant behaviors like class absenteeism. Inadequate child care by parents due to economic constraints throughout their childhood appears in disruptive class room behavior as the child seeks recognition.

When the respondents were asked whether there have been no cases of suspension in their schools in 2015 and 2016, a high percentage of the responses (57.5%) disagreed with the view compared to the 19.6% of those who agreed while 22.8% of the respondents remained

neutral. The high percentage in disagreement indicates that cases of suspension continue to exist in secondary schools in Arua district suggesting more efforts to be put in place to enforce discipline among students in secondary schools in Arua district. The 19.6% of the responses that agreed with the idea indicates that some schools may not have truly witnessed cases of suspension in the stated time frame implying high positive impact of discipline management mechanisms.

With regard to whether there have been no cases of dismissal in past two academic years (2015 and 2016), a high proportion of the respondents (51.1%) disagreed with the view compared to the 19.6% who agreed while 29.3% of the respondents remained neutral. The high response (51.1%) in disagreement with the above stated view indicated that the impact of discipline management mechanisms is still low on students' discipline resulting into high cases of dismissal as compared to the cases where dismissal cases are low as shown by 19.6% who agreed with the above stated view.

Regarding whether schools have not experienced any strikes and violent demonstrations in the past two academic years (2015 and 2016); 58.7% of the respondents agreed with the view compared to the 28.3% who disagreed and 13.0% who remained neutral. The response of the majority (58.7%) indicates that the rate of occurrence of strikes and violent demonstrations in the past two academic years (2015 and 2016) has reduced greatly.

Conclusively, 300.1 items agreed that discipline management mechanisms that have been adopted in secondary schools have improved student's discipline in the respective schools. Only 208.5 items disagreed. Therefore, as a result of these mechanisms, there is regular class attendance, active participation of students in extra-curricular activities, minimal suspension and/or dismissal and reduced cases of strikes and violent demonstrations.

#### 4.5 Strategies for improving student discipline for better academic performance

The last objective of this study was to suggest strategies for improving discipline among students. The researcher thus sought information from respondents about the methodologies to improve discipline among students for better academic performance. The responses with regard to this are presented in Table 4.3.

**Table 4.3. Strategies for Improving Student Discipline for Better Academic Performance**

Statement		Agree	Not sure	Disagree	Total
Trained teachers with whole teaching skills to have ample preparation	<b>F</b> <b>%</b>	74 (75)	2 (2.2)	22 (22.8)	<b>98</b> <b>100%</b>
Acceptable classroom norms need to be recognized and rewarded as the contrary is oppressed	<b>F</b> <b>%</b>	76 (77.1)	6 (6.5)	16 (16.3)	<b>98</b> <b>100%</b>
School managements should keep a manageable enrolment to ease class control and discipline administration	<b>F</b> <b>%</b>	74 (75)	12 (10.9)	14 (14.1)	<b>98</b> <b>100%</b>
Attention should be paid to reverse environmental factors that change behavior negatively	<b>F</b> <b>%</b>	67 (68.5)	15 (15.2)	16 (16.3)	<b>98</b> <b>100%</b>
The teacher and the school administration need to have logical responses to a case with the perspective of another person.	<b>F</b> <b>%</b>	71 (72.9)	14 (14.1)	13 (13)	<b>98</b> <b>100%</b>
Demotion of a learner and stripping off privileges as a consequence of participating in a disruptive activity should be adopted as a disciplinary tool	<b>F</b> <b>%</b>	58 (45.7)	13 (12.0)	27 (42.4)	<b>98</b> <b>100%</b>
Corporal punishment should be substituted by strategies that make learners realize that he/she is wrong and can change	<b>F</b> <b>%</b>	73 (71.7)	1 (1.1)	24 (23.9)	<b>98</b> <b>100%</b>
$\Sigma$	<b>F</b> <b>%</b>	<b>68</b> <b>69.4</b>	<b>9</b> <b>8.9</b>	<b>21</b> <b>21.3</b>	<b>98</b> <b>100%</b>

Source: Primary data (2017)

Result in table 4.3 above shows that 69.4% of the respondents suggest methodologies to improve student's discipline include; trained teachers to have ample preparation, acceptable classroom norms need to be recognized, school managements should keep a manageable enrolment, attention should be paid to reverse environmental factors that change behavior negatively, the teachers and the school administrators need to have logical responses to cases concerning demotion of a learner and stripping off privileges as a consequence of participating in a disruptive activity. Besides this, corporal punishments should be substituted by strategies that make a learner realize that he/she is wrong and can change.

From table 4.3, the result indicates that 75% of the respondents agreed with the idea that schools employ trained teachers with whole teaching skills to have ample preparation compared to the 22.8% of them who disagreed and 2.2% of them who remained neutral. This response (75%) implies that schools should employ trained teachers with whole teaching skills to have ample preparation for discipline management. However, the 22.8% of the responses that disagreed suggests that some trained teachers do not have ample preparation for discipline management.

The findings further collaborates the data when one of the interviewee stated that:

*“Trained teachers need to use instructional materials to capture and sustain learner attention, also lesson content be related to real life situation and based on learner experience because it eliminates disruptive behavior and creates an ideal learning atmosphere (Head teacher, School D, June 2017).*

Parent representative for School B elaborated that *“the schools have employed trained teachers, with ample preparation skills for discipline management. This acts as a major component of their classroom interventions and it facilitates the process of establishing a direct relationship between lesson*

*content and real life experience based on personal experience*". The idea was supported by a BoG member who mentioned that *"it also supports the use of instrumental learning materials to capture and sustain learners' attention"*. From these views, student's discipline is improved in the process. (School B, June 2017).

When the respondents were asked whether acceptable classroom norms need to be recognized and rewarded as the contrary is oppressed, the researcher found out that 77.1% of the respondents agreed on the idea compared to the 16.3% of them who disagreed and 6.5% of them who remained neutral. The response of the majority (77.1%) implies that the use of rewards to recognize acceptable classroom norms and punishments to discourage unacceptable classroom norms would positively impact on discipline promotion among students. However, the proportion of the respondents who disagreed (16.3%) and that which remained neutral (6.5%) suggests possible challenges on the criteria that may be used to arrive at the acceptable or unacceptable classroom norms and the possible rewards and punishments that accompany them.

The findings further collaborates the data when one of the interviewee stated that:

*"The School administrators need to get student leaders, fix class room rules and regulations to give learners the impression that they are in charge of their learning and automatically restore good morals. These in turn will all add to students' performance"*. (School G, June 2017)

Certain circumstances may not absolutely be effective in eliminating aggression and unwanted behavior in learners, but rather engaging the learner to take role in the running lesson objectively can yield good result.

With regard to whether school management should keep a manageable enrolment to ease class control and discipline administration, 75% of the respondents agreed while 14.1% of them disagreed and 10.9% of them declined to take side. The majority response (75%) indicates that school management should keep manageable enrolment for ease class control and discipline management. The 14.1% of the responses in disagreement suggests a question of the manageable enrolment size which may vary from school to school.

When asked whether attention should be paid to reverse environmental factors that change behavior negatively, the researcher found that 68.5% of the respondents agreed with the idea compared to 16.3% of them who disagreed and 15.2% who remained neutral. This response shows that all stakeholders should pay attention to reverse environmental factors that negatively contribute to behavior change among students. However, there is apparent impossibility in reversing environmental factor to change behavior negatively as implied by the percentage of the respondents who disagreed and remained neutral.

When the respondents were asked whether the teachers and the school administrators need to have logical responses to a case with the perspective of another person, the researcher found out that 72.9% of the respondents agreed with the idea compared to the 13.0% of them who disagreed while 14.1% remained neutral. The response of the majority in agreement implies that the need for teachers and school administration to have logical responses with the perspective of another person is fundamental in discipline management. However, the proportions of the respondents who disagreed with the idea and remained neutral indicate that personal biases temper with the process of logical responses to cases of discipline.

The findings further collaborates the data when one of the interviewee stated that school administrators need to adopt mature disciplinary resolution with less reactive responses to reduce disruptive behavior. In most schools in Arua District, corporal punishment has been

substituted with strategies that can make the learner realize that he/she can change for the better for example calling a learner's parent to school, bringing the issue to school parades among others. This has enabled learners to change in their behaviors.

Furthermore, the respondents were asked whether demotion of a learner and stripping off privileges as a consequence of participating in disruptive activity should be adopted as a disciplinary tool. Mixed responses were recorded. 45.7% of the respondents agreed with the view, 42.4% of them disagreed and 12.0% remained neutral. The high responses in agreement indicate demotion of a learner and stripping off privileges as consequence of participating in disruptive activity should be adopted as a disciplinary tool. The proportion of the responses in disagreement indicates the non-correcting nature of the discipline management tool.

When the respondents were asked whether corporal punishment should be substituted by strategies that can make learner realize that he/she is wrong and can change, 71.7% of the respondents agreed compared to the 23.9% who disagreed and 1.1% who remained neutral. The response of the majority suggests that corporal punishment should be substituted with strategies that can make the learner realize that he/she can change for the better.

From the above findings, there were 485.9 items that were in agreement with the methodologies to improve student's discipline compared to the 148.8 items that disagreed while only 62 items were neutral. This implies that when the above strategies are applied, students discipline can be greatly improved.

## CHAPTER FIVE

### DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

#### 5.0 Introduction

In this chapter the researcher presented the major findings of the study inform of discussions, and cross-references the findings of the study with the existing literature that was presented in chapter two of this study. This is done by following the study objectives that were set earlier on which included to:

- (i). Examine the management indicators of student indiscipline in schools in Arua district.
- (ii). Examine the impact of the discipline management on student's academic performance in Arua district.
- (iii). Find strategies of improving student discipline for better academic performance in selected secondary schools in Arua district.

#### 5.1 Discussion of the findings

In this section, the researcher carries out the discussion of the study findings. In doing so, an attempt is made to cross-reference the findings with the existing literature. The discussions are done in line with the study objectives.

##### 5.1.1 Management indicators of student discipline

The study found that schools carry out regular roll calls after classes and outings to maintain discipline as asserted by the respondents. This particular activity involves students, teachers and school managers in the maintenance of discipline in schools as earlier found by Asiayi, (2012). Roll calls bring all the different parties in the school administration into active

participation and engagement to ensure maintenance of discipline for better academic performance. This checks helps to minimize absenteeism and potentially promotes class attendance, one of the major steps for better academic performance.

The study revealed that copies of school rules and regulations were issued to every student to read and follow what was demanded as evidenced by majority (76.1%) of the respondents. Rules and regulations play fundamental role in leveling expectations of students, clarifying school mission and vision. The finding agrees with the previous study findings of Morongwa, (2010) who found out that lack of clear and shared mission and vision in life, leveling student expectations through common standards inform of rules and regulations can be a source of conflict more especially among learners with learning difficulties. This is a major strategy towards improving academic performance of students. The study findings also support Lewis (2011) who elaborated that indiscipline cases are portrayed in irregular school attendance, unwanted classroom behavior, truancy, aggression, use of vulgar language, vandalism, poor dressing, stealing, absenteeism, fighting, insubordination, arrogance, disrespect, drug abuse and alcoholism, eating in class, cultism, mass protests, mind wandering and day dreaming.

It was further found that time tables were availed and shared with students in schools as 90.2% of the respondents agreed to this effect. This finding points to the fact that schools are all expected to organize master teaching timetables and activity schedules that cater for hidden curricular optimally (Algozzine and Kay, 2002). Also, Gregory, (2010) established that master timetable further facilitates responsive behavior other than reacting behavior formation in both learners and schools administrators for improving academic performance.

The study also found that regular counseling and guidance offered to students promoted discipline among students in schools. This idea was supported by 70.6% of the respondents. This finding is in line with the study findings of Gitome, (2013) who argued that truant

students often have poor concentration in studies as they feel that they cannot perform well in activities like examinations. Regular counseling and guidance helps to restore the lost hope of such students leading to the enhancement discipline among students for better academic performance. More studies have established that some parents give their children too much pocket money without properly guiding them (Bandana & Lian, 2015). This gives the young learner too much pride and deviates from school norms. In other cases, spousal violence or harsh treatment of children at home destroys self-esteem; they will thus have no dream to work hard to achieve (Gitome et al, 2013). Children can also get spoilt at puberty when no proper guidance is given to explain the meaning of the physical and the emotional changes taking place (Lewis, 2011). Consequently, they deviate from the routine learning requirements and thus end up failing to prosper in their academic endeavors.

### **5.1.2 The Impact of discipline management on student discipline**

In examining the impact of the discipline management mechanisms on student discipline and academic performance, the study found that there has been considerable reduction in the consumption of narcotics or drugs in schools. This was shown by the majority (53.3%) of the respondents who agreed to the idea compared to the 31.5% of the respondents who disagreed while 15.2% of the respondents remained neutral. The high response (53.3%) in agreement implies that there has been considerable reduction in consumption of narcotics or drugs seen among students in secondary schools in Arua district. This relates to the fact that their peer pressure has been constrained (MLEBE, 2012) and implies that discipline is being managed and consequently better prospects for better academic performance. In addition, Gregory (2010) noted that good school environment maintains students away from the urge of smoking. Smoking of cigarettes is not authorized for students. It is not rare to find a good fraction of students who defy this rule and abuse other substances on top mostly. Most of

them are popularly characterized by missing classes and eventually scoring lower grades in examinations. Similarly students who are truant have contributed to lower school grades because they often absent themselves from classes. Such students lose trend and concentration

The findings also showed that most of the respondents (75%) agreed that there is regular class attendance in secondary schools in Arua district compared to the 20.6% who disagreed and 4.3% who remained neutral. The high percentage (75%) of response in agreement indicates that a high number of students who regularly attend classes in secondary schools in Arua district due to increased involvement of parents in parental child care. This finding was in line with the ideas of Bowman; (2004) that poor parent involvement in management of student discipline culminates into deviant behaviors like class absenteeism. Furthermore, Van, (2008) found that inadequate child care by parents due to economic constraints throughout their childhood appears in disruptive class room behavior as the child seeks recognition. The control of student absenteeism is a major strategy to improve academic performance.

### **5.1.3 Strategies for improving student discipline for better academic performance**

The study findings on the methodologies for improving students' discipline for better academic performance indicated that schools employ trained teachers with skills to have ample preparation for discipline management as a major component of their classroom interventions. This idea was supported by 75% of the respondents. This would facilitate the process of establishing a direct relationship between lesson content and real life experience based on personal experience. It also supports the use of instrumental learning materials to capture and sustain learner attention. This is aimed at improving academic performance. The study findings support Maite (2013) who argued that trained teachers with whole teaching

skills need to have ample preparation. Use should be made of instructional materials to capture and sustain learners' attention. Lesson content be related to real life situation and based on learner experience. This eliminates tendencies of disruptive behavior and creates an ideal learning atmosphere and improves students' performance and even active staff-participation in their professions.

The study revealed that schools should recognize and reward acceptable classroom norms on one hand and punish unacceptable classroom norms on the contrary to enhance discipline among students for better academic performance. 77.1% of the respondents agreed with this view. This finding is in line with the earlier study finding of Maite, (2013) that acceptable classroom behavior need to be recognized and rewarded as the contrary is oppressed and eliminated. Furthermore, Danick (2015) argued that school administration should employ appropriate multi motivational approaches to sustain good classroom learner behavior to further boost the cognitive growth and learner attention for better academic performance.

The researcher further found that school management should keep a manageable enrolment to ease class control and discipline administration. This view was supported by 75% of the respondents. This corresponds to the finding of Mukami (2014) who stated that keeping a manageable enrolment per class eases class control and discipline management because crowded learning rooms which retard learning standards are avoided. Easy class control and discipline management creates social, cognitive and psychomotor skills that students are ready to apply to win the learning process naturally (Chaplain, 2013). All this is to improve academic performance.

It was also found that attention should be paid to reverse environmental factors that change behavior negatively as indicated by 68.5% of the respondents who agreed. This finding agreed with the finding of Docking (2016) who argued that behavior change is influenced by

factors within the environment and can be positive or negative. For example, the negative change in one's life can be reversed by identifying and changing the responsible environmental factor through mature disciplinary resolution with minimum emotions and less reactive responses by the responsible officer. Furthermore, carefully rewarding negative learner can reduce disruptive behavior.

The researcher further found that the teacher and the school administrator need to have logical response to a case with the perspective of another person as shown by 72.9% of the respondents who agreed. This finding confirmed the results of the study conducted by Maite, (2014); Charles et al., (2016) that empathy in certain circumstances may not absolutely be effective in eliminating aggression and unwanted behavior in learners, but rather engaging the learner to take role in the running lesson objectively can yield good result. This calls upon having a logical perspective of the other in managing cases of student discipline and improving academic performance.

Furthermore, the respondents were asked whether demotion of a learner and stripping off privileges as a consequence of participating in disruptive activity should be adopted as a disciplinary tool. Mixed responses were recorded. 45.7% of the respondents agreed with the view, 42.4% of them disagreed and 12.0% remained neutral. The high responses in agreement indicate demotion of a learner and stripping off privileges as consequence of participating in disruptive activity should be adopted as a disciplinary tool. The stripped privileges are only restored after observing significant recovery in the behavior of the victim (Mukami, 2014). Isolating troublesome learners to do their assignments in separate learning perimeters is a good reinforcement of discipline. The isolated learners should be supervised to ensure constructive punitive maneuvers other than creation of more play space (Mercure, 2015). Fear of being demoted and/or stripped off certain privileges compels some students to put more efforts to perform better.

Lastly, when the respondents were asked whether corporal punishment should be substituted by strategies that can make learner realize that he/she is wrong and can change, 71.7% of the respondents agreed compared to the 23.9% who disagreed and 1.1% who remained neutral. The response of the majority suggests that corporal punishment should be substituted with strategies that can make the learner realize that he/she can change for the better. This finding was in line with the findings of Asiyayi (2012) who asserted that punishment inform of corporal should be used to redirect a faulted learner. According to Docking, (2016), corporal punishment can make relation to worsen and the situation to deteriorate to shouting and criticizing. Thus, substituting corporal punishment with other methods such as counseling can remind students of their priority on academic performance and hence improve it.

## **5.2. Conclusions**

Basing on the study findings, the researcher concludes that:

Concerning the mechanisms that schools can employ to enhance student discipline for better academic performance, the study concludes that school administration employs: regular roll calls to check student presence in schools, share copies of school rules, regulations and time tables with students and regular counseling and guidance. The management of schools should employ such mechanisms to enhance the discipline of students for academic performance.

Regarding the impact of discipline management mechanism on students' discipline, the study concludes that: regular class attendance is maintained, active participation of students in extra-curricular activities is achieved, cases of suspension and/or dismissal are minimized and reduced cases of strikes and violent demonstrations are realized

Considering the strategies for improving discipline among students for better academic performance, the research further concludes that school administration should adopt the

following practices: recognize acceptable classroom norms with rewards and punish unacceptable norms, keep manageable enrolment for easy class control and discipline management, pay attention to control environmental factors that can change behavior negatively and substitute corporal punishment with other strategies that can make the learner discover himself or herself to change positively.

### **5.3. Recommendations**

On the basis of the study findings, the research recommends that school administration should continue employing regular roll calls, sharing copies of school rules and timetables, providing counseling and guidance, recognizing acceptable classroom norms as major mechanisms for enhancing students' discipline for better academic performance.

There is need to increase parental involvement because parents make a difference in student achievement and behavior. Schools should therefore institute policies requiring teachers to contact parents periodically throughout the year.

The effective classroom management should include the dissemination and the use of a discipline plan. This can be done through teacher training on implementation along with periodic reviews to encourage the consistent and fair application of behavior standards in schools

### **5.4 Areas for further research**

On the basis of the study findings and conclusions, the study recommends the following areas for further research in students' discipline related fields to improve academic performance.

- It is important to explore into the roles of the different discipline management mechanisms counseling and guidance and substitution of corporal punishment with

other strategies that can make students transform their behaviours for better academic performance. For example, the study found out that the administration of mechanisms like corporal punishment to enhance discipline could worsen relationship and deteriorate the situation.

- Research should be conducted on school administrators for example the Head teacher or teacher in charge of academics or school discipline. This is because the study found out that 75% of the respondents agreed with the idea that schools employ trained teachers with whole teaching skills to have ample preparation for duty management and logical responses to a case with the perspective of another person.

## REFERENCES

- Ajibola A. Lukan et al (2014). *Disciplinary measures in Nigerian senior secondary schools: Issues and prospects*, PP.11-17
- Alexander, Jr. R & Carla, M.C. (2015), A critical review of strategies to reduce school violence. *Social work in education*, Vol. 17(2), pp. 1-6.
- Alidzulwi, T.A. (2010). *The role of parents in values of education with special references to the situation in Venda* (Northern Province). Unpublished med. dissertation. Stellenbosch: university of Stellenbosch. Almedina.
- Amado, J. et al. (2009). *Indisciplina(s) na escola. Compreender para prevenir*. Coimbra:
- Amin, M. E (2015). *Social Science research: conception, methodology and analysis*. Kampala: Makerere University Press.
- Asiyayi, J. (2012). *Teaching without Disruption in the Primary School: A model for Managing Student Behaviour*. London: Routledge Falmer
- Bandana T & Lian H.C (2015) Students Teachers and Classroom Discipline (in) *The Journal of Educational Research*. Available from: <http://www.jstor.org/stable/27541970>
- Bear G. G. (2009). The positive in positive models of discipline. In Gilman R., Huebner E. S., Furlong M. J. (Eds.), *Handbook of positive psychology in schools* (pp. 305–321). New York: Routledge.
- Bowman, J.H. (3004). *Indiscipline in schools: a comprehensive textbook*. 4<sup>th</sup> ed. Philadelphia, P.A: Lippincott, Williams & Wilkins.
- Chaplain, R. (2013). *Teaching Without Disruption in the Primary School: A model for Managing Student Behaviour*. London: Routledge Falmer.

- Charles, C.M. (2016). *Building classroom discipline*. 5<sup>th</sup> Edition. USA. Longman.
- Chen, G. (2016). Communities, Students, Schools, and School Crime: A Confirmatory Study of Crime in U.S. *High Schools*. *Urban Education*, Vol. 43, 301-318.
- Commonwealth Secretariat (2017). *Seven modules in educational management-Better schools resources/or the head teachers*. Nairobi: JKF.
- CRIMSA Conference Special Edition (2):175-188.
- Danick, P. (2010). *Organizational Behavior*. 9th edition San Diego State University Prentice Hall International, Inc.
- David, O. 2015, G.B Jeffery, R. (2010) How Can We Improve Discipline? Available from: <http://journals.sagepub.com/doi/abs/10.3102/0013189X09357618>
- Docking, J. (2016). *Managing behaviour in the primary school*. (2nded.). London: David Fulton Publishers
- Dunham CM, LaMonica C. (1994) *Prolonged tracheal intubation in the trauma patient*. *Journal of Trauma –Injury Infection and Critical Edition*. Boston: Allyn and Bacon.
- Ehiane, O. S. (2014) *Discipline and Academic Performance (A Study of Selected secondary Schools in Lagos, Nigeria)*
- Fishbaugh M.S.E, *et al.* (2013). *Ensuring safe school environments: Exploring Issues- Seeking Solutions*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Gawe, N Jacobs, M Vakalisa, N. (2011). *Teaching and Learning Dynamics: A Participative Approach*. Johannesburg: Heinemann.
- Gitome J. W. et al (2013). Correlation between students’ discipline and performance in in the Kenya certificate of secondary education. *International Journal of Education and Research*, Vol. 1 No. 8
- Gregory, A (2010). The achievement gap and the discipline gap: Two sides of the same coin. *Educational Researcher*, Vol. 39, 59-68.

- Harber C & Muthukrishna N. (2010). *School effectiveness and school improvement in context: The case of South Africa*. School Effectiveness and School Improvement. Educational research and review volume 3 number 1. Gaborone, Botswana.
- Harber. C. (2011). Schooling and violence in South Africa: Creating a safer school. *Intercultural Education, Vol. 12*. 261-271.
- Henrick, DH (2014). *Report notes on the impact of student behavior*. Education week, 23(37):3.
- Human Rights Commission.(2006). *Report of public hearing on school-based violence*. Johannesburg: Human Rights Commission.
- Human Rights Watch. (2006). *A violent education: Corporal punishment of children in US Public schools*. New York: Human Rights Watch.
- Idu, A.P. & Ojedapo, D.O. (2011). *Indiscipline in Secondary Schools: A cry to all Stakeholders in*. Paper presented at international conference on teaching, learning and change.
- Investor in People (2014). *A Publication on Professional Issues*. Department for Education and Skills, England.
- Jones, V. F. & Jones, L. S (2015). *Comprehensive classroom management: Creating positive Learning environment for all students (4<sup>th</sup>ed.)* Boston: Allyn and Bacon.
- Komolafe, F. *et al.* (2015). *Nans Warns Students Against Thuggery*. Vanguard.
- Koontz, H & Weihrich, H. (1988). *Management*. McGraw-Hill, INC. New York
- Lawshe, C.H. (1975). A quantitative approach to content validity. *Personnel Psychology, 28*, 563–575.
- Lewis R. (2011). *The discipline dilemma*. Hawthorn: Australian council for Educational Research Ltd.

- Lowdry, M (2016) *Managing School Discipline and Implication for School Social Workers: A Review of Literature* (in) *Children & Schools*, Volume 28, Issue 4, 1 October 2016, Pages 219–227.
- Maite, R.S. (2013). A Review of Issues on the Importance of Head Teacher's Management to Academic Excellence in Public Primary Schools in Kenya. *International journal Of advanced research*. Department of Humanities, Cheptuech Secondary School; P.O Box 72-2015, Olenguruoni, Kenya. *Management Skills Practice on School Climate in Secondary Schools in Western Province of Kenya*. Unpublished Ph.D. Thesis, Egerton University.
- Masolo, J. (2017). *Legislation on school governors power to appoint educators: friend or foe*. South African journal of education, 29 (2): 171-184.
- Mercure, C.M. (2015). Alternatives to corporal punishment abound: *Nine ways to discipline without getting physical curriculum Review, Vol. 34*. Pg 1-2.
- Mignano, A. (2013). *Elementary School Management: Lessons from research and practice*. New York: McGraw.
- Ministry of Education (2016). *Report on School Unrest*, Machakos: Nairobi.
- Mitchell, P. (2016). *Acquiring a conception of mind: A Review of psychological research and theory*. Hove: Psychology Press.
- MLSBE. (2012). School discipline and academic success. Related parts of Maryland's education Reform. New York, USA.
- MOE. (2011). *Report of the Task Force on Student Discipline and Unrest in Secondary Schools*. Nairobi: Jomo Kenyatta Foundation.
- Moloi, O.C. (2013). *Student discipline strategies*. Albany: State University of New York Press.

- Mothata, W. & Squelch, J. (2017). *Eight keys to effective school management in South Africa*. Halfway House: Southern Book.
- Mpaata, M.D. (2008). *Foundations of School Administration*. Nairobi: Oxford University Press.
- Mugema, M, Mitchell, R & Tobin, C.(2016). *Rethinking Student Discipline*. Thousand Oaks: Corwin Press.
- Mukami P.N (2014). *Discipline as a factor of academic performance in Kenya*. Journal of education and social research. Volume 4 number 1. MCSER publishing, Rome Italy.
- Mumo, S. N. (2014). *Department of Education Administration Management Planning and Curriculum Development*. PAC/M/508.Secondary Schools
- Namu, K.A.R. (2015). *Judging School Discipline: The Crisis of Moral Authority*. Harvard University Press.
- Nichols, J. D. (2014). An Exploration of The Discipline and Suspension Data. *Journal of Negro Education, Vol. 73(4)*, 408-423.
- Ogwuda, A. (2016). *Primary School Students Caught Writing Examines For Parents*. Vanguard, Jan. e30, 2016, 8.7
- Opusi, D. et al. (2017). How Can We Improve School Discipline?
- Oso, W.Y & Onen, D. (2015). *A general guide to writing research proposal and report*. A handbook for beginning researchers. Options press and publishers.
- Prinsloo, J. & Nesor, J. (2007). *Operational assessment areas of verbal, physical and relational peer victimisation in relation to prevention of school violence in public schools in Tshwane South*. Acta Criminologica, 20:46-60.
- Robertson, J. (2013). *Effective classroom control: Understanding teacher – student relationships*. London: Hodder & Straughton.

- Rogers, A. (2010). *Classroom behaviour: A Practical Guide to Effective Teaching Behaviour Management and Colleague Support*. London: Paul Chapman Publishing.
- Rossouw J.P. (2013). *Learner discipline in South African Public schools*. Koers.
- Rousy, J. (2010). *Realisms and International Standards*. Cambridge University press.
- Rowne, D.E. (2015). *Teacher perceptions of levels of professional contribution to the school*. College student Journal, 43(3): 852-859.
- Rwamba, J.M. (2010). *Disciplinary problems faced by Teacher in Primary schools*. A study of selected schools in South Imenti of Meru Central, unpublished: M.E.D Project.
- Saul Geiser and Maria Veronica Santelices (2017). *Validity of high-school grades in predicting student success beyond the freshman year: High-School Record vs. Standardized Tests as Indicators of Four-Year*
- Schoonover, B. (2009). *Zero Tolerance Discipline Policies: The History, Implementation, and Controversy of Zero Tolerance Policies in Student Codes Of Conduct*. New York, NY: Universe, Inc.
- Sisungu, Z.M. (2002). Head Teachers and Teachers Perceptions on the Influence of solutions. *African journal of education and technology*. Volume 2, number 1. Delta state university Abaraka, Nigeria.
- Trumers, J.N. (2002). School Effectiveness in Slum Contexts: The Case of Nairobi Kenya.
- Van Jaarsveld, L. (2016). *Violence in schools: A security problem?* Acta Criminologica,
- Verdugo, R., & Glenn, B. (2002). *Race-Ethnicity, Class and Zero Tolerance Policies: A Policy of Discussion*. Presented at the American Education Research Association Convention, New Orleans.
- Vockell, E.L. (2011). Corporal punishment: The pros and cons. *Clearing House*. 64(4), 278

- Waidhuba, S. (2011). *Getting the buggers to behave: Why do students misbehave? What can I do about it? And what should I not do about it?* London: Continuum.
- Walker, D., Colvin, L., & Byarugaba, J. (2011), *The relationship between students. Participation in decision making and Discipline in Secondary Schools in Kabale District*. M.Ed. Thesis, Makerere University.
- Zulu B.M. *et al.* (2014). Violence as an impediment to a culture of teaching and learning in some South African schools. *South African Journal of Education, Vol. 24*. 170-175.

## APPENDICES

### Appendix I: QUESTIONNAIRE

**Name of School:** .....

**County:** ..... **Sub-county:** .....

**Number of teachers: (total)**..... **Senior four:** .....

This questionnaire is aimed at collecting data for a study on management of discipline and academic excellence in some selected schools of Arua district. The data will strictly be used for this purpose. Utmost confidentiality, autonomy and anonymity will be ensured. Kindly answer the following questions and your corporation will be highly appreciated.

#### 1. Bio-data

- i. Sex: male/female (tick appropriately)
- ii. Marital status: single/married/widow/tick appropriately.
- iii. Level of education: primary/secondary/tertiary/university (tick appropriately)
- iv. Occupation: teacher/student/BOG/Head teacher/others.
- v. Name of school

2. In the following table, tick the most appropriate responses to you.

Key: 1. Strongly Disagree. 2. Disagree. 3. Not certain. 4. Agree. 5. Strongly Agree.

**a) Indicators of students' discipline**

Statement	(1)	(2)	(3)	(4)	(5)
The school conducts roll calls regularly to establish absentee students					
The school issues rules and regulations to all students					
Time tables are available and shared with students in this school					
Regular guidance and counseling is offered to promote students discipline in this school					
This school promotes enforcement of tough actions and corporal punishment to enhance students discipline					
This school immediately suspends or dismisses indisciplined students					

**b. Discipline mechanisms and students' discipline**

Statement	(1)	(2)	(3)	(4)	(5)
There has been no consumption of narcotics/ drugs seen in the school					
There is regular class attendance in this school					
In this school, there is active participation of students in extra-curricular activities					
There have been no cases of suspension in this school					
There have been no cases of dismissal in the past 2 academic years					
This school has not experienced any strike and violent demonstration in the past academic years					

**c. Strategies for improving student's discipline**

Statement	(1)	(2)	(3)	(4)	(5)
Trained teachers with whole teaching skills to have ample preparation					
Acceptable classroom norms need to be recognized and rewarded as the contrary is oppressed					
School managements should keep a manageable enrolment to ease class control and discipline administration					
Attention should be paid to reverse environmental factors that change behavior negatively					
The teacher and the school administration need to have logical responses to a case with the perspective of another person.					

**Thank you**

## **Appendix II: INTERVIEW GUIDE**

### **i. Students discipline and performance enhancing mechanisms**

1. In what ways is the school administration trying to enhance students discipline in this school? (please dig more and take notes)
2. In your own opinion, do these methods impact on students' discipline?
3. What hasn't the administration done that you think could promote discipline of students in this school?
4. In those periods when there was high level of students discipline in your school, how was their academic performance?
5. What ways have you been using to manage students good discipline in your school?
6. In the period when there was low level of students' discipline, how was their academic performance?

### **ii. Students' discipline**

1. What is the level of discipline of students in this school (in terms of percentage)?
2. What cases of indiscipline have you noted during the past years (2016 and 2015)
3. How were the cases of indiscipline in (2) above addressed?

### **iii. Relationship between discipline enhancing mechanisms and students discipline**

1. In your view, are the practices used for preventing indiscipline in this school contributing to students' discipline? (If yes how)
2. In your view, are post-indiscipline disciplinary measures contributing to improving students' discipline in this school? (If yes, how)
3. Which indiscipline prevention measures could you point as contributing to students' discipline?
4. Which indiscipline prevention measures do you think do not make any contribution to improving students' discipline in this school?

5. Which indiscipline management actions do you think are contributing to students' discipline in this school?
6. Which indiscipline management actions do you think are not contributing to improving students' discipline in this school?
7. What other measures would you recommend for improving students' discipline in this school?

**iv. Relationship between students' discipline and academic performance**

1. Based on 2016 and 2015 academic years, did you notice any relationship between discipline and academic performance of students?
2. What aspects of discipline do you think influenced good performance of students during 2016 and 2015?
3. What aspects of indiscipline do you think negatively influenced academic performance of students during 2016 and 2015?
4. Critical incident 1: Give details of any student(s) whose high level of discipline led to good academic performance during 2016 and 2015. How were you able to attribute this performance to discipline?
5. Critical incident 2: Give any detail(s) of any student(s) whose high-level of academic performance resulted from discipline. Explain how?
6. Critical incident 3: Give any detail(s) of student(s) whose high-level of indiscipline has contributed to poor academic performance. Was there any situation/period when these student(s) were disciplined and performed better? Please give detail, including the type of indiscipline engaged in.
7. Critical incident 4: Give detail(s) of any student(s) whose poor academic performance could have resulted from lack of discipline. Were there periods when these students had better results at the same time were disciplined?

*Thank you*

**Appendix III: DOCUMENT CHECKLIST**

**Name of School:** .....

**County:** ..... **Sub-county:** .....

**Number of teachers: (total)**..... **Senior four:** .....

**Discipline maintenance practices**

1. Roll call schedule exists in the school and is followed. Yes  No
2. Roll call register available and roll call was done at least twice the last week of this data collection visit. Yes  No
3. Rules and regulations of the school displayed in areas accessible by students (observe) Yes  No
4. Time tables are available and shared with students in this school (observe at least 4 classes) Yes  No
5. No of classes with time tables (of the 4 above) .....
6. Record of counseling available Yes  No
7. Records/minutes of disciplinary meetings present (observe) Yes  No

**Students' discipline**

8. Number of cases of indiscipline managed during the last term of (observe for senior 4 classes only)
  - a. 2016.....
  - b. 2015.....
9. Number of cases of absent students shown in the roll call register during the last term (observe senior four class only) of
  - a. 2016.....
  - b. 2015.....
10. Number of students suspended (senior four) during the years of

a. 2016.....

b. 2015.....

11. Number of students dismissed (from senior four) during

a. 2016.....

b. 2015.....

**Academic performance (Senior four only)**

<b>Year</b>	<b>Total number in senior four</b>	<b>Number in 1<sup>st</sup> grade</b>	<b>Number in 2<sup>nd</sup> grade</b>	<b>Number in 3<sup>rd</sup> grade</b>	<b>Others</b>
<b>2015</b>					
<b>2016</b>					
<b>Total</b>					

## Appendix IV: INTRODUCTORY LETTER

**KYAMBOGO**



**UNIVERSITY**

P. O. BOX 1 KYAMBOGO, KAMPALA - UGANDA  
Tel: 041 - 285211 Fax: 220464  
www.kyambogo.ac.ug

### *Department of Educational Planning Management*

---

20<sup>th</sup> June 2017

TO WHOM IT MAY CONCERN

Dear Sir/Madam


**RE: AYUU ARCHANGELO - 13/U/1942/GMED/PE**

This is to certify that **Ayuu Archangelo, Reg. No. 13/U/1942/GMED/PE** is a student in our department pursuing a Master of Education in Policy Planning and Management. He is carrying out research as one of the requirements of the course. He requires data and any other information on this topic entitled:

***Students' Discipline and Academic performance in Selected Secondary Schools of Arua District, Uganda.***

Any assistance accorded to him is highly welcome. He is strictly under instructions to use the data and any other information gathered for research purposes only.

Thank you.

  
Leticia Komba Rwakijuma (Mrs.)  
**AG. HEAD OF DEPARTMENT**

## Appendix V: CONTENT VALIDITY INDEX

Content Validity Index (CVI) =

$$CVI = \frac{A - \frac{N}{2}}{\frac{N}{2}}$$

Where A= number of panelists who agree that the item is relevant = 9

N = number of experts = 10 (Lawshe, 1975)

$$CVI = \frac{9 - \frac{10}{2}}{\frac{10}{2}}$$

$$CVI = \frac{4}{5}$$

CVI= 0.8