TEACHERS' LEADERSHIP ROLES AND STUDENTS' DISCIPLINE IN SECONDARY SCHOOLS IN KABAROLE DISTRICT: A CASE OF FORT- PORTAL MUNICIPALITY

BY

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DECLARATION

I, NYAKAISIKI ROSE, hereby declare that this study entitled 'Teachers leadership Roles and Students Discipline in secondary schools in Kabarole District' A case of Fort- Portal Municipality is an original work produced by me, and to the best of my knowledge, has never been presented to Kyambogo University or to any other institution for any award.

Signed: ..... Date: 6th January 2016

Nyakaisiki Rose

APPROVAL

This is to certify that this study entitled 'Teachers leadership Roles and Students Discipline in secondary schools in Kabarole District' A case of Fort- Portal Municipality has been carried out by NYAKAISIKI ROSE under my supervision.

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DEDICATION

This work is dedicated to my beloved mother Mrs Regina Nsungwa.

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May God Bless you abundantly

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ABSTRACT

The study sought to investigate the influence of teachers' leadership roles and students' discipline in secondary schools in Kabarole district, Fort/Portal Municipality. The main objectives of the study were to; determine the extent of the teachers' leadership role in maintaining student's discipline and establish whether there is a relationship between teachers' leadership role and students' discipline. The study employed quantitative and qualitative approaches. The study sample comprised of 114 teachers, 17 Head-teachers, 128 Students making a total 259 respondents. The study showed that, teachers' leadership roles maintain students' discipline. The study also found out there is a positive significant relationship between teachers' leadership roles and students' discipline. The study made conclusions that the way teachers taught and presented themselves before their students helped to shape students discipline in class and school at large. The study made recommendations that teachers should use appropriate methods of teaching so as to ensure class control and positive student discipline.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

Discipline is a major key determinant in attaining academic excellence. Teachers play an important role in shaping and guiding their students' morals at school, they concretize on the foundation already laid by parents at home, implying that they play a very significant role in inculcating discipline in students. Beyond the classroom setting, teachers take charge of their learners discipline and moral conduct by exercising their leadership roles. Several studies have shown that indiscipline in secondary schools in Uganda is still an enormous problem and it is attributed to the teachers' laxity to exercise their leadership roles (Alford, 2010). Various reports from the Ministry of Education and Sports (2012), United Nations Children's Fund (2004) report and National Curriculum Development Council (2010) indicate that teachers tend to neglect their leadership roles thus affecting the students' discipline. Teachers have shown laxity in the areas of pedagogy aspects, planning and supervisory roles; yet these form an integral part of teachers' leadership roles and have a direct bearing on stu dents' discipline. This has led to increased gross acts of indiscipline amongst students. It is against this background that this study was set to examine the effect of teachers' leadership roles on students' discipline.

1.1 Background to the study

1.1.1 Historical Perspective

In the old teaching practices of 1940s in Sub – Saharan countries such as Nigeria and Sierra Leone the method of involving students and other school members in the formulation of school policies was essential in molding schools into becoming democratic social institutions. According to Alford (2010) a school's collective approach to student discipline allows

students to express their opinions and represent their interests by participating in decision making processes.

According to Musaazi, (2006) formal education in Uganda has its origin in the activities of the early Christian missionaries in 1877 Anglicans and 1879 the Roman Catholics respectively. At the inception of formal Education the teacher was viewed with respect and honour Musaazi, (2006). The teaching profession was later affected by the 1972 economic war and Idi Amin's poor regime Mamdani, (1990). Many teachers who were supposed to be role models run out of the country, abandoning their significant roles as guides and leaders Musaazi, (2006).

Passi,(2006), notes that the traditional approach to discipline by applying the authoritarian methods of enforcing obedience and self-control is very important. Nabawanuka, (2004), observes that the traditional approach requires students to have an unquestioning obedience and trust in the directives given to them by their teachers, Nabawanuka, (2004) claims that traditional education didn't encourage self-expression among the students. Teachers have the overall say and attitude that they know everything and therefore students were supposed to listen, observe and work as directed by their teachers.

In 1979, Ministry of Education and Sports began the principle of formulating regulations that would emphasize disciplinary penalties as a way of enforcing students' discipline. The Ministry of Education and Sports (2005) made an act that empowered the principal with ultimate responsibility in maintaining school discipline, and empowering principals with the authority to establish school rules, penalties, and approaches to be used while enforcing discipline in the students and other school members. To this effect Nabawanuka, (2004),

recommended that principals should work in liaison with other teachers in enforcing student discipline in schools.

1.1.2 Theoretical Perspective

The study adopted the use of social learning theory which is based on Bandura's (1977), understanding of social learning theory. The Social learning theory was suitable for this study because of the two parties that were involved that is teachers and students. Ordinarily students are supposed to learn from their teachers and teachers are supposed to act as mentors and educators of behavioural to their students.

The social learning theory stresses that students are supposed to cope and observe important traits from their teachers and then apply their in their daily lives, this would make them graduate as school product thus good citizens.

Bandura's (1977) social learning theory observed that it is perhaps the most influential theory of learning and development. The theory is rooted in many basic concepts of traditional learning theory and Bandura believed that direct reinforcement cannot account for all types of learning so his theory contributes greatly to the social element.

Bandura's (1977) in his social learning theory notes that modelling or observational learning explains a wide variety of behavioural patterns. The theory has three core concepts which are; people learn through observation, the internal mental state of a person is an essential part in the learning process and the theory recognizes that learning does not mean that change in behaviour.

Bandura in his famous observational learning theory code named Bob doll experience discovered that people learn through observation. He uses his famous Bobo doll experiment to demonstrate that children learn and imitate behaviours observed from other people. The children in Bandura's study observed an adult acting violently toward a Bobo doll. When the children were later allowed to play in a room with the Bobo doll, they began to imitate the aggressive actions they had previously observed.

However Bandura notes that external environmental reinforcement is not the only factor to influence learning and behaviour but also adds other intrinsic reinforcement that comes in form of internal rewards such as pride, satisfaction, and a sense of accomplishment. These internal thoughts and cognitions help connect learning theories to cognitive developmental theories.

1.1.3 Conceptual Perspective

The study consists of the dependent and independent variable and the intervening factors. The independent variable composed of the Teachers' leadership roles and the dependent variable composed of the students' discipline while the intervening factors composed of the nature of parents, school environment and Government policies.

Mark (2008) defines a teacher as that person who has successfully undergone and completed a teacher training course approved by the ministry responsible for education and has been entered in the register of teachers. Alford (2010) defines a teacher as a source of information to his learners whom he teaches and instructs.

While focusing at the teachers' leadership roles the researcher majorly considered the duties of the teacher formally and informally and how teachers lead. Important to note is that the way teachers lead vary from teacher to teacher.

Cindy, (2007), notes that teacher leaders assume a wide range of roles to support the school and students success and emphasizes that whether these roles are assigned formally or shared informally they altogether build on the entire school capacity to improve.

In this study the student was conceptualized as a person engaged in learning under the supervision of a teacher or an instructor Webster, (1993). A student is a social term given to anyone who enrols in an educational institution such as a school, college or university in pursuit of academic qualifications such as a certificate, diploma or degree. Muwagga (2007). Discipline was conceptualised as the learner's behaviour.

To measure students discipline the researcher focused on specific activities such as; adherence to school rules and regulations, adherence to school programmes. Time management, personal hygiene and general cleanliness, lesson attendance and performance in assignments and respect to authorities. This was in conformity with Tumutoreine (2003), who defined discipline as adherence to the various behaviours patterns necessary for maximum performance.

Teachers' leadership roles contribute greatly in improving students discipline and overall school success. Teachers in a school assume a wide range of roles such as resource providers, instructional specialists, curriculum specialists, classroom supporters, learning facilitators, mentors, school leaders, data coaches, and catalysts for change Cindy (2007). However in this study the researchers' interest was specific and focused on the teachers'

leadership roles as supervisors, planners and the teachers' roles in and outside pedagogical aspects.

1.1.4 Contextual Perspective

The study was carried out in Kabarole District Fort Portal Municipality. In seventeen schools which were randomly selected. Researchers have presented students' discipline as a serious challenge to school administrators in Kabarole district. Babiita, (2007) & Nyirabimana, (2004) reports both note that students on several occasions exhibited signs of defiance, (what both scholars termed as disrespect of authority). Their reports show that students refused to perform the assigned tasks in class such as class assignments, mental work, tests or examination, or sometimes directly insulted teachers and student leaders and any other persons in authority Nakiganda (2006).

Nakiganda, (2006) further noted that students deliberately left school without permission while others lied and never reached school. Other scholars termed this as 'French leave' or 'truancy' depending on the studying status of the student. Nabusoba &Waiswa (2007) sighted strikes as one of the most destructive uncouth act of indiscipline among students in Uganda.

UNEB (2012) report, Fagil noted that acts of indiscipline from students increase due to examination tension. "*Uganda National Examination Board Examinations arouses tension and excitement in many schools leading to violent behaviours and chaos in form of vandalism of school property, examination malpractices, bullying and writing of offensive comments on the school walls and in the entire school compound.*" These acts of indiscipline make it impossible for the students to match with the acceptable standards of

the school rules and regulations and call for teachers to exercise their leadership roles so as to ensure discipline in the school.

Kabarole district once rated with the best academic performing students in Uganda as evidenced in UNEB results of the years 1970's to 1980's. The district experienced an academic shift witnessed by a severe decline in academic performance. Students' morals declined and became very alarming Byanga (2004). UNEB (2011) Report, quotes the Executive Secretary Mathiew describing the academic performance of students' in Kabarole district as still wanting, and attributes the poor students performance to indiscipline and therefore cautioned teachers to check on the students discipline so as to realise excellent academic performance in their students.

The causes of indiscipline in secondary schools continue to be a puzzle and different researchers attribute the problem to different factors. Tumutoreine (2003) and Byanga (2004) attribute indiscipline to poor students' upbringing, while Babiita (2007), UNICEF Educational Report (2009) attribute the problem to the change in environment and NCDC (2010) report implicates teachers of neglecting their leadership roles. The researcher took keen interest in examining the effect of Teachers leadership roles on students' discipline in Kabarole district.

1.2 Problem Statement

Problems arising from indiscipline among students in secondary schools are perhaps the greatest cause of concern to educators' world wide. In students from schools such as Mpanga, Kyebambe and St. Leos College Kyegobe in Kabarole District Fort/Portal Municipality are fond of dodging class lessons in preference to sleeping in the dormitory and

loitering in town which is beyond school rules. Attending night clubs instead of paying attention to preps, joining peer groups that lead them to drug and substance abuse, making sound denial of teachers' instructions in class, all these contribute to the students' deterioration of discipline and poor performance. It is against this background that the researcher got interest in exploring about the effect of teachers' leadership roles on students' discipline in Kabarole District Fort/Portal Municipality.

1.3 Purpose of the Study

The purpose of the study was to investigate the influence of teachers' leadership roles on students' discipline in secondary schools in Kabarole District Fort/Portal Municipality.

1.4 Research Objectives

The objectives of the study were to;

i. Determine the extent of the teacher's leadership role in maintaining student's discipline.
ii. Establish whether there is a relationship between teachers' leadership role and students' discipline.

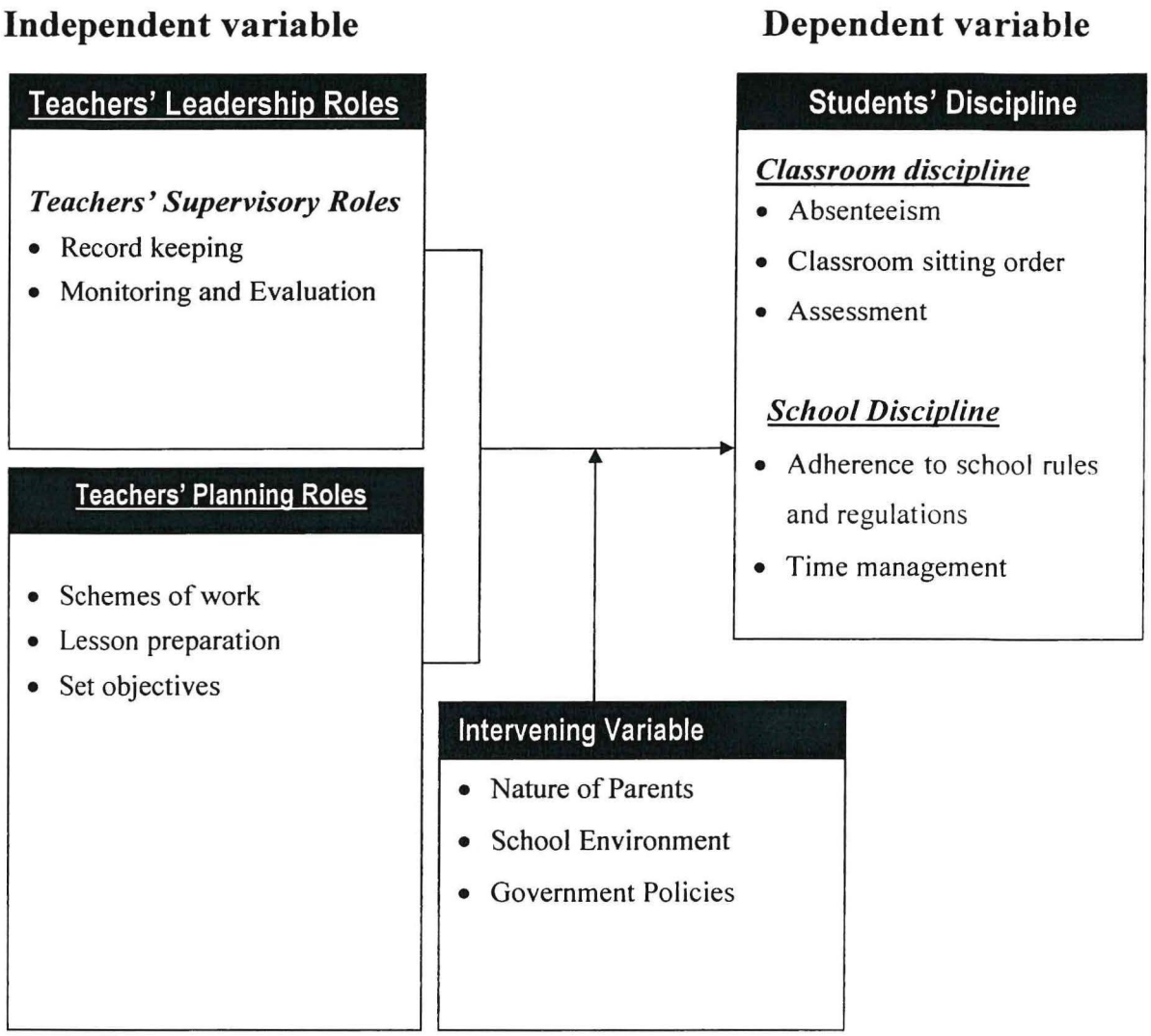
1.5 Research Question

The research questions were as follows:

i. Do teacher's leadership roles determine student's discipline?
ii. Do teacher's leadership roles affect student's discipline in secondary schools?

1.7 Conceptual Frame Work

Fig 1: Shows the relationship between teachers' leadership roles and students' discipline



Source: *Adopted from Bandura's (1977) Social Learning theory Okumbe, (1998)*

The conceptual framework was developed from the theoretical review of Bandura's (1977) social theory of learning and its implications. It was also drawn from Emanuel Kant's deontological theory of moral obligation Muwagga, (2006). The study considered teacher leadership roles as an independent variable majorly putting into account the Teachers Pedagogical Aspects, the Teachers' supervisory and planning role. The Study also

considered the students' discipline as a dependent variable with major focus on classroom and school discipline.

1.8 Scope of the study

1.8.1 Content Scope

The study investigated the extent to which teacher's leadership role determine student's discipline in secondary schools and also concentrated at establishing the relationship between teachers' leadership roles and student's discipline in secondary schools. The respondents were drawn from both private and government aided secondary schools in Kabarole District Fort/Portal Municipality.

1.8.2 Geographical Scope

The study was carried out in seventeen secondary schools which were randomly selected in Kabarole district in Fort-Portal Municipality. The schools studied included both private and government aided secondary schools. The reason why the researcher sampled both government and private secondary schools in Kabarole district was to make an analysis on teachers' leadership roles and students' discipline, comparing the different student behavioural patterns from both private and government schools. The sampled schools involved day and boarding, mixed and single sex secondary schools. Kabarole district was selected for the study because of its student's academic fluctuating performance.

1.8.3 Time Scope

The study was conducted in November 2014. The researcher limited the time scope to data from July 2005 to October 2015 for statistical purposes. Ministry of Education and Sports (MOES) reports of (2007), (2008) and (2009) indicate that Kabarole district had the best and worst academic performing schools in Uganda. In view of examining teachers' leadership role and students' discipline, the study specifically examined teachers' leadership roles in line with pedagogical aspects, supervision and planning activities of teachers and how these aspects affected students' discipline.

1.9 Significance of the study

i) The study serves as a source of information to stakeholders mainly teachers, parents, students and school proprietors on Teachers leadership roles and students discipline in secondary schools.

ii) The study serves as a guide to policy makers and also advocates for timely facilitation to teachers so as to effectively carryout their leadership roles.

iii) The study serves as an advocacy tool that empowers stakeholders with information that they can give to the Ministry of Education and Technology, Science and Sports as an input on policy matters.

1.10 Justification of the Study

Cases of indiscipline and violence in schools have reached epidemic proportions in many secondary schools. Many teachers have witnessed uncouth and ruthless behavioural act from their students. Students lack of respect to those in authority is attributed to human rights activities that advocate for students' rights and this has undermine the ability of schools to provide students with quality education (Tumutoreine, 2003). Solving school

violence and discipline problems is a gradual process and requires commitment of head teachers and teachers to play their leadership roles.Alford (2010). Suggests that when teachers effectively play there leadership roles in and outside pedagogical aspects this reduce on cases of indiscipline among their students.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews literature related to the study objectives aimed at determining the extent of the teacher's leadership role in maintaining student's discipline. And also reviews literature that focuses on establishing whether there is a relationship between teachers' leadership role and students' discipline.

2.2 The concept of discipline

Discipline is an important issue in education. Students and their parents need to be assured that conditions in school guarantee physical safety and psychological security. The wellbeing of the general community depends upon its young people accepting consensual values and acting accordingly. Quayson, (2008) notes that discipline is an orderly system that creates the conditions in which serious learning takes place and that allows the objectives of the school to be achieved.

Ikube (2004) notes; that in the school setting discipline helps students to do those things necessary for enhancing their education while limiting those behaviours that are self-defeating. Indeed, students require discipline for positive social development and for adequate educational progress. Quayson, (2008) identified two kinds of discipline necessary for students positive moral grow and development. One exists in a situation where the rules and regulations of the school are willingly supported and obeyed by the students. They do not have reason to believe that they are being forced to comply with the rules Ikube (2004). The students understand the school rules and sometimes participated in making them. It is believed that this kind of discipline encourages responsibility and cooperation on the part of

the students. The other of discipline is considered to be externally imposed and so denies students the chances of learning to exercise their sense of judgment as well as responsibility. Quayson, (2008) defines discipline as a system of guiding the individual to make reasonable decisions responsibly.

In a classroom setup teaching discipline means the control of a class to achieve desirable behaviour. In modern terms, discipline is a system of arranging conditions for healthy learning and living, discipline implies responsibility, order and regularity. According to Quayson, (2008) the concept of discipline should not be associated with pain or fear, but rather it should be viewed as a system of guiding the students to make reasonable decisions. Quayson, (2008) argues that discipline in school and at home should be that which will produce young people who will be responsible when they become adults. Students should exercise self-discipline and be able to make their own decisions and accept the consequences of their decisions.

Every school and every home aims at seeing its products grow into interesting effective people who will make good friends, husbands, wives, parents, neighbors and good citizens. Passi (2006) argues that discipline is the action by management to enforce organizational standards. In order to successfully achieve the objectives of a school, all members are required to adhere to various behaviour patterns for maximum performance.

Mark. (2008), define discipline as the control of behaviour in the light of purpose. An individual has self - discipline when he or she can set a goal for him or herself and then make whatever sacrifices and efforts necessary to obtain it. Individuals ought to be trained to govern each of their conduct rather than to be dependent upon others

2.2 The Extent of the Teachers' Leadership role in Maintaining Student's Discipline

Mark (2008) defines a teacher as 'a person who has successfully completed a training course approved by the ministry responsible for education and has been entered on the register of teachers'. The research adopts the international dictionary's meaning of a teacher as one who teaches and instructs learners to acquire knowledge or skills usually with the aim of imparting of necessary incidental information and giving of incidental help and encouragement.

Passi (2006) defines a teacher as someone, whose job is teaching especially in a school setting, Kothari (2004) describes the teacher as someone who contributes significantly to the character of his students. Kothari (2004), notes that the teacher is where the strength of an education institution lays. It is unlikely for students to get superior education unless the teacher is superior Kothari (2004), whether that teacher is a person or a programmed text book, "No education system can rise higher than its teachers" Uganda Government White Paper, (1992). Basing on these statements the study examined the extent of teachers' leadership roles in maintaining students' discipline.

Ikube (2004) report about the role of teachers in the administration of primary schools, observed that great educational institutions are built on talents and creativity of teachers especially on decisions that have direct bearing on their work. Passi (2006) concluded that teacher's matters concern the quality of education. In this study the researcher aimed at establishing the relationship between teachers leadership roles and students discipline. The study considered talented teachers who use their skills and talent to keep teaching interesting and also check students' discipline.

Muwanga (2006) found out that although teachers demand a lot of professional authority and autonomy from school administration in decision making. What teachers demand for is limited to classroom teaching forgetting that their administrative function stretches beyond classroom teaching. In this study the researcher looked at the teacher beyond the class room environment setting, as a mentor, a confidant and an instructor to the students. Jon. (2000) defines supervision as a general leadership and coordinating role among all school activities related to learning. Such overlap is natural and should be perceived as an asset in a school setting.

Mark (2008) agrees with Kothari (2004) who attributed the decline in students' discipline to teachers' lack of supervisory roles whose commitment is dysfunctional. However Maicibi (2007) attributes students' indiscipline to the constrained status of the teachers. He further notes that this has led to constrained teachers' leadership role. Such findings and observations raise a crucial question as to how teachers participating in controlling and guiding students to conform with the school's rules and regulations in order to promote and protect the school norms and culture through acceptable students' discipline hence this created a basis for a study to be carried out in secondary schools in Kabarole District.

Kato (2007) report notes that the teachers' leadership roles include monitoring pupils' attendance punctuality and overall discipline. He emphasizes that recorded information enhances control and enables managers to make acceptable, quick, and realistic decisions. He further noted that filling increases the efficiency and capacity managers to best handle administrative issues. Hon Mayanja- Nkangi (1990)'s quotation on the occasion of opening of the common wealth secretariat workshop for education management in

Uganda said that; ***"Without accurate records and figures, our numerous plans and desires would prove un summountable"*** He further goes on to say that the more pupils recruited the more their corresponding needs increase and this demands for a systematic use of records to control discipline. About record keeping as a tool in maintaining students' discipline Penn, Pennix and Counlson (1996) stressed that the use of records had gained importance as an indispensable management tool in contemporary organizations.

According to Wasike, (2003) record management in its broad sense concerns itself with records' creation, distribution, maintenance, preservation, retrieval and disposal. Wasike (2003) goes on to say that in order for schools to be effectively and efficiently run, they must ensure that they keep detailed and up- to- date records about students' enrolment and performance. Teachers are in position to keep their students records since they stay much longer with them than parents or guardians .Ukeje (2007) report notes difficulty in supervising and controlling staff members executing their duties and tasks without a data bank that guided management functions. The author stressed that records are vital for both internal and external planning.

Okumbe (1998) notes that as towns grew in size and population's numbers also increase; there is need for supervision of instruction for monitoring purposes. This author's interest was in government inspection of schools' instructions and not teachers' leadership roles this therefore left gaps that called for a study to be carried out on teachers' leadership roles and students discipline in Kabarole district. School enrolment in Kabarole district doubled due to the escalating entrants arising from Universal Primary and Secondary education (UPE and USE). Teachers need to use proper records to supervise their learners.

Busiku and Nabwire (2003) defined planning as the way a school defines where it wants to be in future and how to get there. Hornby (1948) defined planning as the act of having plans for something, Kochhar (1997) notes that a teacher plans the various activities and programmes for which he/she is responsible and this qualifies a teacher to be organizational planners. Hornby (1948) defines the organizational skills as the ability for someone to plan his work and activities in an efficient way.

Musaazi (2006) notes steps involved in planning; identifying and defining the problem, Preparing goals and objectives with plans for their achievement and evaluating the plan in light of the problem.

Busiku (2003) acknowledging the role of head teachers in planning for the institutions noted that the head teacher before the term begins, organizes the suppliers of the textbooks, stationary and art materials, cleaning materials, science equipment, uniforms, food and fuel.

Quayson (2008) concurs with Busiku (2003) that heads of academic departments have specific duties to play in a school. Beyond class teaching heads of departments ensure adequate supply of relevant textbooks, laboratory and workshop equipment plus other teaching and learning materials. The study aimed at establish finding out the existence of availability of study materials in secondary schools in Kabarole district and how teachers effectively utilize them to create a better teaching and learning environment. Since Harold (1993) had commented that poor class organization greatly affects the teaching and learning process and can cause disorder among students, this comment made it imperative to undertake the study in Kabarole district to find out the state of classrooms and how they are maintained and arranged to achieve successful teaching and learning.

M.O.E.S (2009) report indicates that inadequacy of materials such as textbooks might breed disharmony among pupils as they are likely to scramble, quarrel and grumble over textbooks. This observation seems to be a genuine reflection of the situation of schools.

UNICEF (2012) report indicated that bare and unattractive classroom without any material to stimulate children's learning is bound to cause boredom which may lead to indiscipline. Lack of textbooks and facilities like furniture makes teaching difficult. Sitting on the bare ground makes students uncomfortable. The same report also indicates the students' indiscipline has been accelerated by the growing use of technology

Nyirabimana (2004) in his findings noted that most rural schools in Uganda depend on donations and accessibility to learning materials was very crucial in establishing worthy discipline. This was further supplement by Kato (2007) findings that Support Uganda Primary Education (SPPER) Project was very inadequate when it came to facilitating schools with crucial learning materials. In his findings he portrayed 15% of primary schools in Uganda as having libraries but most of which are without essential books.

Babiita (2007) established that through social interactions, children have opportunities to learn moral codes and also learn how others evaluate their behaviour. This was further supplement by Kato (2007) findings when he discovered that character moulding was likely to be influenced by the status of learning materials; He goes on to say that adequate provision of learning materials especially text books leads to a higher accessibility by the learner and could influence pupil's discipline. This could be through sharing of materials between pupils which promoted responsible tolerance and harmony. It is against this background that the researcher found it necessary to conduct a study in Kabarole district Fort/Portal Municipality secondary schools to find out how teachers utilize study

materials to reinforce social interactions amongst learners for building positively disciplined students.

MOES (2000) Educational report indicated deficiency of study materials in post primary schools. The Education Sector Strategic Plan (ESSP) covering fiscal years 2004/ 05 to 2014/ 15 that succeeded the Education Strategic Investment Plan (ESIP) of 1998- 2003, indicated the need to expand, equip and improve post- primary school facilities. One of the ways was through restitution of a "centre of excellence" in each district and a school with full libraries and facilities for teaching sciences. This is in conformity with Kato (2007)'s findings that with the exception of a few isolated schools, the state of libraries in Uganda are far from satisfactory. This information interested the researcher to carry out a study in Kabarole district Fort-Portal Municipality secondary schools.

UNICEF (2012) Educational Report attributes the students' indiscipline to change of environment emphasizing that the current environment sets pace for students' behaviour, the same report sights out the experience of students in war torn areas; that students in war torn areas automatically experience trauma and are psychologically unstable thus affecting their pattern of behaviour. The same report condemns and blames teachers who neglect their students who are struggling to undergo the stages of adolescence and other factors like peer pressure. The report observed that teachers tend to concentrate more on students academics and putting less effort on students' discipline. The report made conclusions that the failure of school administrators to guide and play teachers to play their leadership roles weakened students' discipline.

The above report also indicates that students' indiscipline is accelerated by the growing use of Modern Technology and Change in Environment students tend to adopt different mannerisms from the media especially the radio and television programmes and other social media networks.

2.3 The relationship between teachers leadership roles and students discipline

This study in relation to Tumutoreine (2003) study findings discovered that if the teacher was in class at the right time there are many acts of indiscipline that this would prevent. In other words students would not make an unnecessary noise or loiter in the school compound and neighbouring suburbs? Tumutoreine (2003) noted that teachers have caused indiscipline in schools by abusing and neglecting their work. In his study he explained that teachers take the element of time management for granted they are not punctual and even absent themselves from duty, leaving their students idol, tempted to loiter in the school compound and in the neighbouring suburbs.

Ikube (2004) discovered that the teachers' personality is important in maintaining students' discipline. In his discovery he notes that younger children are attracted by the outer charm and repelled by the shabby look of the teacher. He further notes that fancy dressing makes a teacher centre of attraction and a topic for discussion. Cindy (2007) emphasizes that a teacher is watched and held in high esteem as a role model by the children who look up to him for guidance. It is against this background that the study sought to establish whether teachers' physical appearance and dress code affected students' discipline.

Cindy (2007) noted that teachers with sophisticated personalities easily get tensed or excited by trivial issues and there reaction to issues may result in acts of indiscipline. This researcher

further quotes one of the head teachers' communication to newly admitted students saying that:

"..... *we offer no subject in the philosophy of administration rather you will draw from the often unexpressed attitudes of your teachers and your superiors.*"

Cindy (2007) quotes a student giving his own understanding of the teacher:
A teacher is a skilful expositor of the knowledge in a classroom and an art and doctrine of professional management? The student further described the teaching profession and the teachers' personality *as transcending mere classroom enthusiasm- amplifier,* as *an optimist; spurs* with a personality of *exceptional force, warmth, and light.*

In regards to behaviour Tumutoreine (2003) noted that parents do not see themselves as responsible for the behaviour of their children, they tend to rely heavily on schools and other agencies to assist them in preventing teenage indiscipline. It is against such findings that the researcher got interest in carrying out a study about teachers' leadership roles and students discipline to establish how teachers' leadership roles enhances students' discipline in secondary schools.

NCDC (2011) report emphasizes that the teachers tend to set an atmosphere that is to their advantage and the children inevitably find themselves under stimulated and bored. Children who may be irked by such an environment may frequently break out into disruptive and challenging behaviours simply through frustration. This attracted the researchers' the Interest to carry out a study with an interest of determining the extent to which the teachers' leadership roles maintain students' discipline in secondary schools.

Nyirabimana (2004) in his findings notes general academic cutthroat competition prevailing in secondary schools which he attributed to academic ranking. Most students in Uganda come from families with a lot of high expectation for high academic standards. This parental and students aspiration solicit quest for success and creates aggressive attitude within the students to acquire an optimal place in the academic ranking. This calls for research to establish the teaching methods employed by the teachers to satisfy students' academic desires and combat disobedience. Cindy's (2007) report confirmed that if teachers do not use appropriate teaching methods, they cause anxiety, inattentiveness, monotony boredom and redundancy among students.

Ikube (2004) found out that children from schools with strong cultures or gifted seek peers' acceptance by masking giftedness conforming to peers' behaviour patterns and purposes and achieve highly. Nyirabimana (2004) observed that though competitive learning discourages cooperative learning, pursuits of individual excellence encourages hard work and competence Cindy, (2007).

2.5 Conclusion of the Literature Review

The reviewed literature showed that there are gaps in the teachers' leadership roles and thus called for a study to be carried out to establish facts about the extent to which teachers' leadership roles maintained students' discipline in school, and also establish whether there a relationship between teachers leadership roles and students discipline.

Several researchers have made good observations about the teachers teaching methods, teachers planning and supervisory roles, but fall short of revealing the value problem in instances where teachers' leadership roles are dependent on students discipline in secondary schools.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

Chapter three of the study consist of the research design, population, sampling strategies, data collection methods and instruments, data quality control, procedure and data analysis.

3.1 Study Design

The study employed a combination of both quantitative and qualitative approaches. It utilized a cross-sectional sample survey design (Enon, 1998), which was largely quantitative and qualitative in nature. Lutz (1996) asserts that research on ethical issues is not typically quantitative. This design was deemed appropriate basing on Creswell (2003), who stated that studies involving analysis of respondents across a wide spectrum or a cross-sectional survey design acts as the best design to decipher the required study findings and also use of qualitative methods helps one yield more information (Vessels & Huitt, 2005).

3.2 Populations and Sample

3.2.1 Population

The study population included (17) seventeen secondary schools in Kabarole District Fort-Portal Municipality. They comprised of six (6) government schools, eleven (11) private schools. The population of secondary school going students in Kabarole district Fort-Portal Municipality is 5,579 secondary (MOES, 2012). Sample schools included private and government aided secondary schools, this was because the researcher wanted to compare

students discipline in both private and Government schools. The target population was of different categories namely; Head teachers, teachers and students.

3.2.2 Sample and sample size

The study sample comprised of 114 teachers, 17 Head-teachers, 128 Students making a total 259 respondents. These numbers were chosen taking into consideration the recommendation of Krejice and Morgan Table (1970) adopted in Amin, (2005:454). Purposive sampling was used in selecting the head teachers because it economizes time and specific information can be obtained at a lower cost. (Kothari, 2004) For the qualitative approach used in the study the figures/numbers were sufficient enough to ensure; generalisability, accuracy and speed. (Amin,2005).

Table 3. 1 presents a summary of the respondents' gender considered for the study.

Table 3.1: Details of the Respondents by Gender

Respondents	Gender			
	Female		Male	
	F	%	M	%
Head-teachers	3	2.1	14	11.9
Teachers	67	47.5	47	39.8
Students	71	50.4	57	48.3
Total	141	100	118	100

N=259. Source: Field data November (2014)

Table 3.1 above reveals the details of the respondents by gender; these were male and female head teachers, teachers and students.

Table 3.1 reveals that out of 17 head teachers approached 3(2.1%) were female while 14 (11.9%) were males. The total number of teachers were 114 where by 67(47.5%) of them

were female whereas 47(39.8%) were males. 128 students were utilized they were 71 (50.4%) females and 57(48.3%) males.

Table 3.2 : Nature of the sampled school

Nature	Category of school	Frequency (f)	Percentage %
Government	**Day**		
	i) Mixed sex	4	23.5%
	ii) Single sex	0	0%
	Boarding		
	i) Mixed sex	1	5.9 %
	ii) Single sex	3	17.6%
Private	**Day**		
	i) Mixed	6	35.4%
	ii) Single	0	0%
	Boarding		
	i) Mixed	3	17.6%
	ii) Single	0	0%
Total		17	100%

N=17***Source: Field data November, (2014)***

The finding in Table 3.2 above reveal that out of the 17 schools visited 4(23.5%) were Government Day Mixed sex schools, there was no single sex day schools, 1(5.9%) was Government Mixed Boarding school,3(17.6%) Government single schools, 6(35.3%) were Private Mixed schools and there was no (00) private single sex school.

3.2.3 Sampling Techniques/ Strategies

Sampling techniques refer to the procedure a researcher uses to select the needed study sample. (Kombo & Tromp, 2006). The study used the following sampling techniques namely: stratified random sampling, simple random sampling, convenience and purposive sampling.

The reason as to why the researcher used Stratified random sampling was because this process of selecting a sample in such a way that identified sub groups in the population are represented in the sample in the same proportion. (Gay,1996). This technique was used to access 259 respondents, who involved Head-teachers, teachers and students.

According to Gay (1996: 116), using the questionnaire, the researcher sampled three categories of teachers, namely; the novice teachers (23-30 years), middle caliber teachers (31-40) and those of 41 years and above and this helped the researcher to avoid sampling bias; sub-groups in the population were represented in the sample in the same proportion as they existed in the population. This enabled all respondents to have an equal and independent chance of being selected for the sample.

Simple random sampling is a process of selecting a sample in such a way that all individuals in the defined population have an equal and independent chance of being selected.

On the other hand purposive sampling refers to selecting the sample purposefully/precisely. This technique was used to select the Head-teachers. According to Gay (1996:213) this technique, enables the researcher to acquire an in-depth understanding of the problem although may not necessarily be a representative sample. The purposively selected sample was a rich source of the data of interest.

Convenience sampling refers to accidental sampling and haphazard sampling. This involved selecting those who were available and were willing to participate in the study during the time of data collection. It was employed to select the study, teachers, and

students. This technique was appropriate because according to Gay (1996:126), it saved time and enabled the researcher to carry out her work without waiting for those who were not around at the time of collecting the data.

3.3 Data collection instrument and methods

The study employed primary and secondary methods of data collection and documentary analysis. The following instruments were used to gather the study findings; questionnaires, interviews then the documents were analysed.

3.3.1 Secondary data collection methods

The secondary data collection method included review of the different school reports and documents.

3.3.2 Primary data collection

Due to the fact that secondary data sources have a lot of shortcomings such as out datedness and inadequacy in terms of coverage, the study went beyond secondary and contacted respondents for first hand data using self-administrated questionnaire (SAQs, Appendix A).

This approach was good because it covered a large population quickly and at a reasonable cost. Further, self-administered questionnaires were very suitable for the target respondents on account of their high level of English literacy.

3.3.3 Documentary analysis

A documentary analysis is described by Otto and Onen (2005), as the 'critical examination of public or private recorded information related to the issue under investigation'.

Documentary analysis was used to obtain information on the study variables in relation to the study. A critical analysis of existing documents and records related to the study was done. These included available literature in form of publications, dissertations, official correspondence, minutes of meetings, staff duty files, students' roll call files. The researcher critically analysed different school rules and regulations, this helped the researcher to produce a descriptive and analytical report. These documents were very instrumental in cross validating the findings obtained through questionnaires and interviews. Table 3 indicates the types of literature provided by different schools.

Table 3.3 Types of literature Material provided by different schools

S/N	literature	Number of schools that availed it	Percentage
1	Minutes taken in meetings. From disciplinary committees	17	100%
2	Teacher notice boards	16	94.1%
3	Circulars issued for teachers &students	12	70.6%
4	Copy of the schools rules and regulations	15	88.2%

Source: Field data November (2014)

Data in table 3.3 reveals that the researcher was able to get the Minutes of the meetings from the disciplinary committees from all the 17 (100%) schools sampled in the study. 16 (94.1%) schools had notice boards with information bearing the emphasis for students' discipline and teachers' commitment to their work. 15 (88.2%) Schools availed copies of the students school rules and regulations that is, about circular issues for students and teachers 12(70.6%) schools availed the documented information.

3.4 Study instruments

The study implored three modes of data collection that is the questionnaire interview guide and the document analysis.

3.4.1 Questionnaires

A questionnaire is a set of carefully designed written down and tested questions, which are asked of individual respondents to gather information in research (Enon, 1998). The study implored questionnaires with open ended questions. This kind of questionnaire was used to cater for the subjects that were too busy and difficult to trace. It was also an appropriate instrument for the researcher to use especially on the teachers whose number seemed so big to be covered by the researcher in a short while. The questionnaires were also appropriate for collecting large amounts of data within a short time. The open-ended questions gave the respondents opportunity to give further opinion by qualifying or substantiating their answers. They were also intended to tap as much information as possible from the different categories of respondents. Since questionnaires did not allow probing, prompting and clarification (Amin, 2005:270) interviews were also conducted.

3.4.2 Interview guide

An interview is a face-to-face oral / verbal dialogue between a researcher (interviewer) and a respondent (interviewee) (Kombo et al, 2006), where ideas are exchanged and recorded. The instrument had pre-designed questions about the issues to be discussed as a guide to the interview and to ensure that all relevant aspects are covered, they were meant to cater for the likely missing link in the use of questionnaires. The researcher employed interviews in order to collect additional data that might have been left out by the questionnaires whose items are fixed this helped to get some answers to unanswered issues in the questionnaire

and obtain much more views of the head teachers, teachers and students about the 'Teachers leadership roles in schools and how they impact on students' discipline'.

The instrument intended to tap extra and detailed information on opinions, beliefs and perceptions on the topic. Interviews allowed the researcher to clarify items on the study by repeating and rephrasing questions that seemed not clear to respondents (Kothari, 2004). The interview method helped the researcher to obtain views of the head teachers, teachers and students about the 'teacher leadership roles and students discipline'. The interviews also helped to get some answers to unanswered issues in the questionnaire.

3.5 Data quality control

This section specifically dealt with two sub-sections namely; validity and reliability .The validity and reliability of the research instrument were ensured as follows;

3.5.1 Validity

Validity was measured using the Content Validity Index (CVI) whereby my assigned supervisors vetted the content in questionnaires and the interview. In this study, the validity of the questionnaire items was established by computing the CVI and was found to be 0.83 the CVI for the structured interview items was computed and found to be 0.92 thus the researcher declared the instruments valid; since, according to Amin (2005) an instrument which has an average index of 0.7 or above it is accepted as valid

The formula for finding the CVI, according to Amin (2005: 288) is:

$$CVI = \frac{\text{No. of items declared valid}}{\text{Total No. of items}}$$

3.5.2 Reliability

Reliability refers to dependability, trustworthiness, credibility or the degree to which a research instrument measures the same construct or variable consistently across different samples Saunders. (2003). According to Bless & Higson-Smith, (2000), reliability also refers to the extent to which any measuring instrument yields the same results when it is used to measure a trait or concept on repeated trials.

This was measured using Cronbachs Coefficient Alpha (σ). The formula, as presented by Amin (2005: 302) is: $a=\frac{K}{K-1}\left[1-\frac{\sum\sigma 2_K}{\sigma 2}\right]$

Where $\sum\sigma 2_K$ is the sum of the variances of the K parts; i.e. items of the instrument.

σ = Standard deviation of the items of the instrument.

Table 3.5: The Cronbach Alpha Coefficients of Internal Consistency for the Questionnaires

Questionnaire	**Alpha**
Head teachers' questionnaires	0.834
Teachers' questionnaires	0.789
Students' questionnaire	0.927

N= 259 Source: Field data November (2014)

Table 3.5 indicates that the Cronbach Alpha coefficient for the Head teachers' questionnaire was 0.834, that of the Teachers' questionnaire was 0.789 and that of the Students' questionnaire was 0.927. These coefficients were all above 0.7 which is mostly considered by most researchers and authors for measuring reliability implying that the questionnaires used for this study were reliable for data collection and obtaining genuine information.

3.6 Methods of Data analysis

Statistical Package for Social Science Research (SPSS) Computer Programme was used to analyze data. The researcher used the Pearson Product-Moment Correlation Index to measure the relationship between teachers' leadership roles and students' discipline. The researcher also used the aforementioned correlation index to determine the effect of the extraneous variables on the dependent variable of the study so that control measures are taken.

The raw score formula for Pearson product-moment correlation index according to Amin (2004: 141) is given as:

$$r_{xy} = \frac{n(\sum X\,Y) - (\sum X)(\sum Y)}{\sqrt{[n(\sum X2) - (\sum X)2]\; n\,[(\sum Y)2 - (\sum Y)2]}}$$

Where:

n = number of paired observations

$\sum XY$ = sum of cross products of X and Y. That is, multiply the corresponding values of X and Y and sum these products,

$\sum X$ and $\sum Y$ are sums of X and Y scores respectively

$\sum X2$ = sum of all the squared values of X scores

$\sum Y2$ = sum of all the squared Y scores

(X)2 = sum of all X scores, this sum squared

(Y)2 = sum of all Y scores, this sum squared

3.6.1 Quantitative data analysis

The data collected was processed using both qualitative and quantitative analyses in the use of these two approaches the study endeavoured to balance these two designs.

In the quantitative data analysis, the researcher interpreted the field-based meanings of the collected data, and made it verbal, then turned it into frequency counts, and frequency tables. The responses of subjects from opinion oriented Self-Administered Questionnaire (SAQs) were computed into frequency counts and percentages. Later they was summarized and tabulated for easy presentation, assessment, analyses and interpretation.

The researcher descriptively analyzed the results of the self-administered questionnaire on both the independent and dependent variables prior to research questions. The independent variable which was the teachers' leadership roles was broken into questions which required the respondents to do self-rating based on the Likert scale whereby: 1 represented Strongly Disagree; 2 for Disagree; 3 for Agree and 4 for strongly agree.

The dependent variable was the Students' discipline it was also broken down into questions based on the Likert scale, whereby 1 again represented Rarely: 2 Regularly and 3 Neither Rarely nor Regularly. The researcher also requested the respondents to use the fill in aspect whereby they were to choose between a, Yes' or, No' and No was taken to be 1 and Yes to be a 2.

In order to test the relationship of the teachers leadership roles and Students discipline, the researcher opted to examine the relationship by checking on the variation of teachers' leadership roles with teacher characteristics such as gender, age, designation, marital status, teaching experience, academic qualification, and employment status. To statistically analyze the data, the independent variable was conceptualized into questions that required each respondent to do self-rating. The responses based on Likert scale were scored ranging from one, presenting Strongly Disagree, two Disagree, three Agree to four strongly Agree

and there were chances provided for respondents to use False which was taken to be 1 and True which was taken to be 2. The dependent variable was also broken down into questions based on the Likert scale, whereby 1 again represented Rarely: 2 Regularly and 3 Neither Rarely nor Regularly. The researcher also requested the respondents to use the fill in aspect whereby they were to choose between a, Yes' or, No' and No were taken to be 1 and yes to be a 2. The dependent variable was conceptualized using questions. The researcher further calculated the total scores on each item for each respondent. This was done for both variables using Statistical Package for Social Scientist (SPSS). Thereafter, the researcher carried out a statistical analysis of the two objectives by using the Pearson's Product Moment Correlation Coefficient.

3.5.2 Qualitative data analysis

For the qualitative design, the researcher edited the field notes to ensure accuracy and consistence; then the tape-recorded interviews were transcribed and thereafter the researcher made thorough examination of data to gauge trends of respondents' views. Furthermore, the researcher identified key ideas, categorized them and then condensed them. The identified key ideas were then codified and organized into themes Amin, (2005). The scheme of analysis was also worked out following the coding categories where in some cases respondents' comments were directly quoted.

3.6 Procedure and Ethical consideration

The researcher obtained an introductory letter from Kyambogo University which was presented to the concerned to the schools for the permission to conduct the study during data collection, the views and information collected from individuals was kept confidential. The researcher also consented with the respondents and explained the purpose of the study

and accordance with Otto and Onen (2005) respondents was assured of their rights to anonymous.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter presents the study findings, these findings are presented in line with the study objectives. The findings were obtained from both primary and secondary data sources. They are presented and analyzed using both qualitative and quantitative approaches.

4.1 Background information

The researcher found it necessary to gather information on the background of the respondents who composed of the teachers, head-teachers and students. This was due to the fact that such information would determine the ability of the respondent to offer reliable information that helped the researcher to understand the respondents. The background data enabled the researcher to gather much information so as to establish the relationship between teachers' leadership roles and students discipline in secondary schools in Kabarole district Fort/Portal Municipality. The variables of interest to the researcher included: gender, age, and designation, marital status, teaching experience, academic qualification and the employment status of the respondents. Data on each of these background variables was summarized and analysed.

4.1.1 Gender of the Respondents

Table 4.1 : Gender of the Respondents

Characteristic	Aspect	Frequency	Percentage (%)
Male	Head-teacher	14	5.5
	Teachers	47	18.1
	Students	57	22
Female	Head-teacher	3	1.2
	Teacher	67	25.8
	Students	71	27.4
	Total	**259**	**100**

N= 259 Source: Field data November (2014)

Table 4.1 above reveals that out of 17 head teachers approached 3(1.2%) were female while, 14 (5.4%) were males. The total number of teachers were 114 where by 67(25.8%) of them were female whereas 47(62.2%) were male. 128 students were utilized for the study whereby 71 (27.4%) were female and 57(22%) were male. The findings revealed that in some schools head teachers doubled as classroom teachers and they equally shared the teaching and administrative roles. This revelation indicated that head teachers had obligations towards the students discipline in class and in schools at large.

4.1.2 Background Information of the Respondents Age and Marital status

Table 4.2 Background Information of the Respondents Age and Marital status

Characteristic	Aspect	Frequency	Percentage (%)
Age of academic staff	24-30 Years	61	23.6
	31-40 Years	50	19.3
	41- 50 &above	20	7.7
Age of students	12- 14 Years	45	17.3
	15-18 Years	68	26.3
	19-21& above	15	5.8
	Total	**259**	**100**
Marital Status – Teachers	Single	57	22.0
	Married	65	25.1
	Widowed	09	3.5
	Married	00	0.0
	Widowed	00	0.0
Students	Single	128	49.4
	Married	00	0.0
	Widowed	00	0.0
	Total	**259**	**100**

N= 259 Source: Field data November (2014)

Findings from 4.2 table further reveal that 61 (23.6%) teacher respondents were in the age bracket of 24-30 years, teachers in the age bracket of 31-40 were 50 (19.3%) respondents who were 41-50 years and above were 20 (7.7%). The results revealed that a bigger number of the teachers are still young and energetic and are therefore capable of practising leadership roles so as to impact on their students' discipline. These teachers have currently enrolled in the teaching profession and they have zeal to execute their leadership roles so as to influence students' discipline.

The findings revealed that the students aged 12-14 years were 45(17.3%), while 15- 18 years 68(26.2%) and 19-21years were 15(5.5%) these students were all young and enthusiastic and there age brackets had much to do with stages of growth and psychological changes where the students were undergoing a transitional stage of adolescence.

Finding about the respondents marital status revealed the following; that 57(22.0%) were single, 65(25.1%) were married and 09 (3.5%) were widowed. The results indicate that there was a slight difference between the married and single respondents but a big difference between the widowed and the single and married. The students were 128 with (49.4%) while the head teachers were 17 (6.6%) and teachers, 114 (44%) of them were teachers, and 128 (49.4%) were students. By the nature of study the majority of the respondents were students however the percentage of teachers is sufficient enough to describe the relationship between the students and teachers, since teachers spend more time with the students it is likely that the Teachers leadership roles influence students' discipline.

4.1.3 Background Information of the Respondents Designation, Employment Status and Teaching Experience.

Table 4.3 Background Information of the Respondents Designation, Employment Status and Teaching Experience.

Characteristic	Aspect	Frequency	Percentage (%)
Designation	Head teacher	17	6.6
	Teacher	114	44
	Student	128	49.4
	Total	**259**	**100**
Employment Status	Permanent	71	27.4
	Contract	39	15.1
	Part timing	21	8.1
	Non- Applicable students	128	49.4
	Total	**259**	**100**
Teaching experience	1-10 years	58	22.4
	11-20years	49	18.9
	21 years & above	24	9.3
	None Applicable for students	128	49.4
	Total	**259**	**100**

N= 259 Source: Field data November (2014)

Table 4.3 above reveals that out of 17 head teachers approached 3(1.2%) were female while, 14 (5.4%) were males. The total number of teachers were 114 where by 67(25.8%) of them were female whereas 47(62.2%) were male. 128 students were utilized for the study whereby 71 (27.4%) were female and 57(22%) were male.

Findings revealed that in some schools head teachers doubled as classroom teachers and they equally shared the teaching and administrative roles. This revelation indicated that head teachers had obligations towards the students discipline in class and in schools at large.

Findings in Table 4.3 further show respondents employment status of Teachers who were permanently employed were 71 (27.4%) those on contract were 39(15.1%) and 21 (8.1%) are on part-time basis. Findings demonstrate that the value of employment status of the teachers in Fort-Portal is still wanting. The study found out that part-timing teachers were hard to get because of the different commitments they had in other schools outside those that the researcher had targeted but those on the permanent basis could easily be accessed. The part timing teachers never had time to fulfil or adequately play their leadership roles because of the different commitments elsewhere; the impact of the part timing teachers on the students discipline was quite minimal since their interaction was equally minimal.

The study findings from 4.3 indicate that 58 (22.4%) respondents had spent between 1 -10 years in the respective schools they teach in, 49 (18.9%) respondents had spent 11-20 years, and 24 (9.3%) had a teaching experience of 21 years and above. This question was not applicable to 128 (49.4) who were students.

4.1.4 Background Information of the Respondents Academic Qualifications

Table 4.4 Background Information of the Respondents Academic Qualifications

Characteristic	Aspect	Frequency	Percentage (%)
Academic	Degree	46	17.8
Qualification	Diploma	67	25.9
	Post Graduate	18	6.9
	None Applicable for students	128	49.4
	Total	**259**	**100**

N= 259 Source: Field data November (2014)

Table 4.4 revealed that most of the teachers in Kabarole district secondary schools have not stayed long in the teaching profession and this could probably be because many have just enrolled in the teaching field. Results also show that 46 (17.8%) were diploma holders; 67 (25.9%) respondents had attained a degree and 18 (6.9%) respondents had postgraduate qualifications. The results of this study revealed that the percentage of teachers with postgraduate qualification was still very lower in Kabarole District secondary schools.

4.2 The extent of the teacher's leadership role in maintaining student's discipline

4.2.1 The Effects of teachers' leadership roles in and outside class pedagogical aspects on students' discipline in Kabarole District Fort/Portal municipality.

Findings in this section are in response to the first research question, which stated that;

Do teacher's leadership roles determine student's discipline? To address this research question the study focused on establishing the effect of 'teachers in and outside class

pedagogical aspects and their effect on students' discipline'. The teacher was viewed as a role model and the teacher in class pedagogical aspects was looked at in relation to his presentation. Emphasis was put on teachers physical appearance but majorly the; dress code, teacher receptiveness, provision of a conducive teaching and learning atmosphere and application of variety of pedagogical approaches that is in and outside class pedagogical aspects.

The respondents were asked whether the teachers' dress code was appropriate and thus not offensive to either the students or the fellow staff members. Respondents were requested to express their views on how the teachers interacted with their learners. The teaching methods were also inquired about and nature of atmosphere created by teachers during the teaching and learning process. Head teachers expressed that they were also classroom teacher and were obligated to carry out leadership roles that would was essential in maintaining students' discipline. Responses were quantitatively tabulated in table 4.5: which considered the following respondents: Teachers and Head teachers. The perceptions were viewed as their attitude towards teachers' dress code, teachers' receptiveness, provision of a variety of teaching and learning experience.

Table 4.5: Summary of Teachers and Head teachers responses on Teachers in and outside class Pedagogical aspects

Item	Freq. / Percentage	Rarely	Regularly	Neither Rarely nor Regularly	Total
Create a conducive environment for learning	F	19	106	06	131
	%	14.5	80.9	4.6	100
Use variety of strategies to guide students	F	13	115	03	131
	%	9.9	87.8	2.3	100
apply various methods in Teaching	F	4	112	15	131
	%	3.1	85.5	11.4	100
Maintain student discipline While teaching	F	8	117	06	131
	%	6.0	89.2	4.8	100
I keep records of work for all the lessons I instruct	F	21	107	03	131
	%	16.0	81.6	2.4	100

N= 259 Source: Field data November (2014)

Analyses results in Table 4.5. Indicate that 19 (14.5%) of respondents rarely create a conducive atmosphere for student learning, and 106(80.9) of the respondents regularly create a conducive environment for student learning and 06(4.6) neither nor regularly create a conducive atmosphere for students learning.

Table 4.5 further shows that to 13(9.9%) of respondents rarely use a variety of strategies to guide students, 85.5% of respondents regularly apply various methods in teaching, 89.2% maintain student discipline during lessons, and 81.6% keep records of work for all the lessons they conduct . However since most of the respondents regularly create a conducive environment, that means that there is use a variety of strategies, apply various methods in

teaching, maintain student discipline, and keep records of work for all the lessons they conduct. Therefore, the findings demonstrate that a good number of teachers carry out the teaching aspect very well especially as the activity requires. However, the findings revealed that majority of the teachers (90.6%) seemed to be more contented with the application of the various methods could be because many of them find them effective for imparting knowledge better to students and they also make students participate fully and later on creating a better way for student understanding.

The above findings were supplemented by the qualitative responses from students, teachers and head teachers for example, one student when asked whether their teachers were good role models to them, this is what he said: "O*ur teachers are role models there are not robots, their spirit of leadership is not comparable to anything, there are actually Mentors and about their dress code they are mature and at least exhibit a high degree of professionalism*" Student interviewed in November (2014.)

This implies that students are generally satisfied with the teachers' appearance. Although sometimes a few of the (students) did not respect the expected dress code as required by the school administration, the practice was not picked from their teachers. This is supported by the response from one of the school leaders during an interview who commented that;

"*Our girls dress so badly during school parties half of their bodies are out it is a pity, it is a big shame, teachers try to discourage them but in vain' these girls connect with other people and before one knows it the same girl is in the dance hall with even a shorter dress or skirt," she continued, "on such cases of indiscipline I wouldn't attribute this to the teachers, it is the girls poor upbringing and to some it is the peer influence, teachers try level their best." (November 2014)* Another student was asked about what he learns from

his teacher's dress code and his response was that; *"Majority of our teachers behave professionally during the week they dress up in a normal and decent manner, and on Fridays they dress up their school uniforms, it fun seeing all of them being subject to school uniform". Student Kyebambe Girls secondary school November (2014)*

Another student's comment varied from the others he expressed dissatisfaction with some of his teacher's dress code, he said some teachers dress up shabbily, I think they are poor, they are not indecent in the sense that they expose their bodies out, they just don't appear smart to me, they can come to class with un ironed clothes, when you take a close look at the teacher he surely looks troubled, field report November *(2014).* This implies that although some teachers may not be very smart in their appearance, they do not divulge the professional ethics; they remain students' role models and have the capability of influencing students' discipline.

Finding from the study which aimed at establishing whether teachers provided a conducive teaching and learning experience showed that majority of the teachers tried to make good use of the available facilities and resources, a few of them improvised teaching materials.

This was supported by response from one of the teachers commenting that;

"*They had little to do with the school structures, whether under a tree or a shed, the lesson must continue.*"

This implies that although classroom setting and environment greatly compromised with the students' discipline, teachers most of the time had limited contribution. This was found in a Universal Senior secondary school where classrooms were congested and

students were so unsettled. The teacher commented 'the student intake in this school increased with the introduction of Universal secondary Education.

An interview was also conducted with a head teacher November (2014) on whether the teachers provided a variety of learning experience to students, his response was that;

"Apart from the science teachers who are encouraged to utilize materials in their environment, most teachers assume they know a lot and they just teach." as the researcher interacted more with him, he revealed that geography the students go out for field studies, this was an indication of study exposures to the students.

Another head teacher response from the interview reflected that teachers do not provide adequate visual aid to students. This was discovered from one of the private schools visited during the study the school was still trying to establish infrastructure and the teachers confessed that the school never provided the facilitation to improvise the visual aids. These qualitative findings imply that teachers are able to provide acceptable in and outside class pedagogical training to students apart from a few affected by economic constraints.

4.2.2 The Extent to which the teacher's leadership role in maintaining student's discipline

Table 4.6: The Extent to which the teacher's leadership role in maintaining student's discipline

Response	Frequency	Percentage
Small Extent	63	24.3
Medium Extent	74	28.6
Larger Extent	122	47.1
Total	**259**	**100**

N= 259 Source: Field data November (2014)

It revealed by the results in Table 4.6 that majority of the respondents 122(47.1%) said that teachers' leadership has to a larger extent contributed in maintaining students' discipline. Respondents who mentioned a medium extent followed with a statistical representation of 74(28.6%). Least of the respondents said to a small extent with a statistical representation of 63(24.3%). This therefore implies that teachers' leadership role does a lot as far as maintaining students' discipline which is the one of the major intention of this study.

Findings of this study were in agreement with Musaazi (2006) who said that student spent more time in school with their teacher than with their parents, in other words the children were more likely to imitate the behaviour and character of their teachers, this concurred with Musaazi (2006) findings that by virtue of the teacher status they are automatically role models. The findings showed that students imitate their teachers and where teachers had weakness in the administration; they easily collaborated with the students to sabotage the administrators and even strike and break down infrastructure, as revealed by one of the teachers in the Government boarding school.

4.3 Establish the relationship between teachers leadership roles and students' discipline

The third research question intended to establish the relationship between the teachers' leadership roles and students' discipline. Its findings were based on the way teachers planned their teaching and learning atmosphere in order to attract and sustain students' participation in the classroom activities and even the general attendance of the school to prevent absenteeism.

Table 4.7: A Pearson Correlation Model Showing the Relationship between teachers leadership roles and students' discipline

		Teachers' Leadership Role	Students' Discipline
Teachers' Leadership Role	Pearson Correlation	1	.291**
	Sig. (2-tailed)		.003
	N	259	259
Students' Discipline	Pearson Correlation	.291**	1
	Sig. (2-tailed)	.003	
	N	259	259

N= 259 Source: Field data November (2014)

Results according to Table 4.7 indicated that, there is a positive significant relationship between teachers' leadership roles and students' discipline. This was due to the fact that the results obtained by the Pearson correlation model were below level of significance of p = 0.07. This therefore implies that managing and controlling students' discipline can be done with putting emphasis on promoting leadership roles among teachers. Again improving teachers' leadership roles such as registering calling can act as strict guidelines which can also help in promoting students' academic performance.

About research, students and teachers in private schools still face a challenge of having well researched work since they are lacking facilities and infrastructure; they don't have sufficient libraries and also don't have enough computers to improvise with internet for research.

The researchers' effort to establish the effect of teachers' planning role on students' discipline discovered that some teachers gave students shallow notes which forced them to either keep awake for long hours, or even run to class deep in the night to supplement what the teacher left with them. This was revealed by an interview with one of the students who put it straight that, '*we must add in extra hours either on weekends or in the late night' student from King OYO Secondary school'* November (2014) Another student commented that some students deliberately dodged classes when they felt they were not understanding the content their teachers were giving them.

In an interview with one of the head teachers of a private school, it was revealed that his school lacked well stocked library because they were still struggling to establish the school. This coincided with the students' reaction when he said that; '*we must go to the public library in town to read or even utilise internet which is quite expensive and the computer lab does not have enough space to accommodate all of us'* November (2014)

Some teachers from government aided schools revealed that their schools had received donations of books from Africa Development bank and Rotary Club; but most of the books received were not on the syllabus. And when school libraries were visited by the researcher, they were found with a variety of books which were not applicable to such levels.

The researcher therefore analysed without reference books in a school teaching remain a challenge and it was quite difficult for teachers to improve on the students's performance let alone discipline if they cannot avail to the relevant information to support them to excel.

However the MOES report (2008) specifically in the school inspectorate report and schools annual report indicated that teachers give the best study information to student and use appropriate teaching methods. On a sad note the report indicated that most science teachers do not apply new methods of teaching sciences (discovery) as advocated by the Ministry of Education and Sports through the Secondary Science Education and Mathematics Teacher Project (SESEMAT). In the same report, it was revealed that some teachers do not have schemes of work, therefore sometimes cover less than syllabi expectations.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This is the last chapter of the study and it entails the discussion of the study results, conclusions, recommendations and areas for further research.

5.1 Discussion of the Findings

5.1.1 The Extent of the Teacher's Leadership Role in Maintaining Student's Discipline

Findings of this study revealed that majority of the teachers (90.6%) seemed to be more contented with the application of the various methods of maintaining students' discipline and this could be because many of them find them effective for imparting knowledge better to students and they also make students participate fully and later on creating a better way for student understanding.

It was revealed by the results in Table 4.6 that majority of the respondents 122(47.1%) said that teachers' leadership has to a larger extent contributed in maintaining students' discipline. Respondents who mentioned a medium extent followed with a statistical representation of 74(28.6%). Least of the respondents said to a small extent with a statistical representation of 63(24.3%). This therefore implies that teachers' leadership role does a lot as far as maintaining students' discipline which is the one of the major intention of this study.

Findings of this study are in agreement with the findings of Kochhar (1997) who mentioned that teachers significantly contributed to behavioral training of students as sited in Kochhar (1997). Majority of students admired their teachers as very good leaders and

they found them (teachers) easy to interact with an issue observed by Harold (1993) that teachers are role models and that their personality has a great role to play in school discipline when he said that young children were attracted by the outer charm and repelled by the shabby look of the teacher. The study findings concurred with Babiita (2007) contributions on the teacher students' relationship, that interaction promoted influence and where there was disagreement between moral standards of the home and any companion children chose the standards of the companion over the family.

The study revealed that student spent more time in school with their teacher than with their parents, in other words the children were more likely to imitate the behaviour and character of their teachers, this concurred with Musaazi (2006) findings that by virtue of the teacher status they are automatically role models. The findings showed that students imitate their teachers and where teachers had weakness in the administration; they easily collaborated with the students to sabotage the administrators and even strike and break down infrastructure, as revealed by one of the teachers in the Government boarding school.

The study revealed that variety of teaching methods was used by teachers to capture the students' attention, but also to ensure excellent academic performance. Majority of the teachers endeavoured to create a conducive atmosphere irrespective of the environment setting and the other surrounding circumstances. This strengthened the teacher- student relationship. However where students were not contented with their teachers' teaching methods they showed signs of defiance such as moving out of class in protest, dozing in class, deliberately dodging class, reading late outside the acceptable school time limit. This concurs with Buga (1991) who stated that if teacher do not use appropriate methods of teaching they cause anxiety restlessness, redundancy, monotony and boredom.

This also conformed to Fontana (1987) study findings who found out that teachers tend to offer settings which they prefer; therefore some children inevitably find themselves under stimulated and bored, while others find it over intrusive and unsettled. Such an environment leads children to disruptive and challenging behaviours simply through frustration and need to provide variety.

Babiita (2007) strengthens the impact of teachers-student relationship on school discipline when he put it that interactions promoted influence and where there was a discrepancy between the moral standards of the home and any companion, children often accepted the standards of the companion and rejected those of the family. In this case as Musaazi (2006) observed that children stay with teachers much longer than their parents. They are therefore more likely to adapt to teachers demands.

This study revealed that in some students appeared indecent in their clothing and vulgar in their language, the researcher related this to peer influence as revealed also in Tumutoerine (2003)'s study who quotes a teenager of seventeen years who said that '*one of difficulties the youth have is getting people to realize that they are no longer kids, and can make decisions on their according to their choices*'.

Ikube (2004)'s report explained the students change in discipline patterns differently, he emphasized that children from schools with strong cultures seek peers acceptance by masking giftedness to match with other peers behaviours patterns and purpose.

Tumutoreine (2003) noted that adolescence is a distinct phase of drastic physical, emotional and behavior changes. Such sudden changes coupled with non- availability of authentic sources to know, understand and appreciate, results lead to anxieties and causes confusion and unrest among adolescent in schools.

This study finding indicated that teachers freely interacted with students and offered a humorous teaching and learning atmosphere, this counter-reacted Tumutoreine (2003)'s findings that teachers have caused indiscipline in schools by abusing and neglecting their work. He emphasized it further by saying that teacher – students' relationships have a great impact on students' discipline.

This study found out that some students abused the school rules by revising at awe hours of the night to supplement on the information given by the teachers; they commonly referred to it as '*beating winter*'. Gwokyalya (1992)'s had early discovered that some teachers under dosed their students contributing to their failure. Students fearing to be discontinued from school caused them to turn against school rules by revising late on torchlight's after lights out period.

Students' responses on the researcher's concern whether teachers exposed their students to variety of learning experience indicated that teachers did provide varied learning activities. Teachers generalized their students' abilities in all activities without taking into consideration other factors like age, interest, maturity, etc. Tumutoreine (2003) agrees with the sighted findings when he said that school administrators generalized about what children are like.

On the other hand several teachers believed that out of classroom activities were a waste of time and were only for weak students academically therefore they saw no need of wasting their energy on an un examinable activities. This is in confirmation to Luggya (1991) finding that Uganda education system is examination oriented and therefore teacher's judgment of accountability in education is on student's achievement in examination.

From the study findings teachers pays attention to make their classes attractive and convenient in terms providing audio visual aids, instructional materials, preparation of homework, assignment and arrange for effective teaching Kochhar (1991). Scholars like Harold (1993) explained that poor class organization greatly affects the teaching and learning process and can cause disorder amongst learners.

From these study findings it was revealed that most of the government aided schools have libraries but the degree of facilitation or stocking varied. Whereas findings revealed that most private schools did not have quality measureable libraries, those that had libraries were still lacking in terms of facilitation. The revelations were that most government aided schools had separate funders who offered to facilitate the building, stocking and furnishing of the libraries.

Busiku (2003) said that head teachers before the term begins organize the supplies of text books, stationary, science equipments and other materials. In agreement Quayson (2003) expressed the duties of heads of academic institutions as ensuring an adequate supply of relevant textbooks, laboratory and workshop text books, equipment plus other teaching and learning materials. Ministry of Education and Sports (1998) considered creation of a "Centre of excellence" in each district and a school with full library and facilities for teaching sciences during its Education Sector Strategic Plan ESSP, 2004/05 to 2014 and 2015. Although the Ministry of Education and Sports has that broad aim, the situation on ground is far from satisfactory as indicated by the concerns of the respondents. Teachers and students confirmed that school libraries were poorly stocked and lacked up to date reference books. MOES (1999) report, indicated inadequacy of materials such as text books.

The study also found out that Schools in Uganda have poorly equipped libraries this was confirmed by Nyirabimana (2004) who argued that most schools in Uganda today depend on donations. Musaazi (2006) also observed that text book donations by foreign countries are rarely selected because of their relevance to curricular and behaviour objective formulated either at national or local levels. He continues to say that imported books often have the same failings and contain biases. Kato (2007) confirmed when he said that 15 percent of primary schools in Uganda have libraries but most of them lack essential books. Generally with the exception of a few isolated schools as noted by Kato (2007), the state of libraries in Uganda today is far from satisfactory.

5.1.3 The Relationship between Teachers Leadership Roles and Students' Discipline

It was revealed by the results of this study that, there is a positive significant relationship between teachers' leadership roles and students' discipline. This was due to the fact that the results obtained by the Pearson correlation model were below level of significance of p = 0.07. This therefore implies that managing and controlling students' discipline can be done with putting emphasis on promoting leadership roles among teachers. Again improving teachers' leadership roles such as registering calling can act as strict guidelines which can also help in promoting students' academic performance.

Findings of this study are in agreement with Luggya (1991) who emphasized teachers' importance in supervision when he lighted the varied activities carried out in the school that needed teachers' supervision. These included sports and games, classroom activities, assembles, farm work and others. This was further supported by Kato (2007) when he noted

that teachers' duties included monitoring pupils' attendance, punctuality and over all discipline.

According to Tumutoreine (2003) students were expected to display good manners by following school rules and regulations although some of them turn out to behave awkwardly hence mutilating the valid and valued goals of schools.

Kochhar (1997) in his study in his book entailed secondary school administration acknowledged the importance of teachers in supervising students when he said that teachers have to ensure regular attendance, detect irregular and truant students, check practical and written work and also guide students according to their needs.

Passi (2006) study findings on Education and administration found out that filing increased efficiency and capacity of management to deal with administrative situations. Being that organizations have two groups of people as identified by MacKgragors two factor theory in Okumbe (1998); 'the want to do' and 'the push to do' under theory X and Y. teachers needed to keep close supervision of learners through record keeping so as to ensure discipline and excellent academic performance.

5.2 Conclusions

From the study findings and discussions, the following conclusions can be deduced. Teachers; teaching methods, and the way they interact with students and their presentation, which are conceptualized as teachers in and outside class pedagogical aspects help to shape students by taking from them as their role models and also training them during the teaching and learning process. An example was cited where a student gave his tribute to his teacher

describing that his teaching transcended mere classroom craftsmanship. That he was an enthusiasm amplifier and an optimist, a spur and above all a personality of exceptional force, warmth and light.

The study also concluded that Teachers participate in the supervision of students by using well organized records in form of registers, record books, schemes of work plus school rules and regulations. Examples were cited where teachers produced cumulative records for analyzing students' performance. However, teachers were found having a challenge of knowing students by name when a student commented that they could respond for their missing friends during roll calls since teachers could not identify them.

Its also concluded that teachers do plan for their lessons and any other teaching and learning activities but thorough preparation is limited by This can be backed up by Kato (2007)s comment that 15 percent of primary schools in Uganda have libraries but most of them lack essential books. And from the study one student commented that why bother going to the library yet he will not be helped, which is an indication of lack of reference books.

5.3 Recommendations

The study makes the following recommendations:

a) Teachers should use appropriate methods of teaching

Teachers should use appropriate methods of teaching so as to ensure class control Teachers should learn their students' behaviours, capacities, age and capabilities so that they can guide them accordingly .

Teachers should assign work to learners according to their age and capabilities.

b) Teachers should ensure proper records keeping

Teachers must keep records, Record keeping range from classroom roll call to proper and effective supervision of students. Record keeping will make the teachers work easy in terms of follow up.

c) Teachers should create a conducive learning atmosphere

Teachers should create a conducive atmosphere for learning so that they can keep their students alert and focused; teachers should adhere to the school requirement, research enough -for their students, and take charge of the activities being that they are the students' immediate supervisors while at school.

d) Teachers should encourage different club formations

Teachers should encourage students to make clubs in which they can also be active members. These range from social to academic clubs. Clubs help students to interact freely with their peers and teachers.

e) Teachers should do research so as to support weak students

Teachers should read beyond their students to support them, they should endeavour to find out the causes to why other students are weak. Beyond the students' academic weakness teachers should research to find the reasons for the students changing behaviour patterns, this will help the teachers to have different approaches on curbing down indiscipline in schools. Teachers should be supported to go back for further studies and upgrade to attain post graduate degrees so as to widen on their knowledge and also compete favourably.

f) Teachers should be trained and facilitated in time

Teachers need training workshops on teachers' leadership roles and students' discipline, different teachers will share their experiences to help and support each other. Stakeholders of Kabarole District Secondary schools should ensure that schools are well facilitated in terms of teaching and learning materials. This will enable the teachers successfully plan their teaching and learning environment to attract students' attention.

g) Benchmarking

Head teachers should identify the schools where teachers' leadership roles are well observed and students discipline is evident then benchmark with such kind of schools. This will create healthy competition and improved students' performance and discipline in schools.

h) Students should be sensitised about their schools rules and regulations

Students should be sensitized occasionally of the school rules and regulations, this can be done every time the teacher has an opportunity to talk to the students, or the school administration can organise sensitisation meetings to remind the students about the school rules and regulations. The administration should distribute the written schools rules and regulations to students and perhaps also write and hang them in the school strategic points like the notice boards, in the dining halls, classroom and in the school compound.

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APPENDIX A: CONSENT

Dear Respondent,

I am a student of Kyambogo University doing a Masters in Education Policy Planning and Management, and I am now carrying out a study on ***Teachers' Leadership roles on students' discipline in secondary Schools in Kabarole district Municipal Council.*** I humbly seek your consent to assist me in providing the relevant information for this study. The answers given are for academic purposes and your responses will be kept confidential. The questionnaire is anonymous.

Thank you.

APPENDIX B: QUESTIONNAIRE FOR SECONDARY SCHOOL TEACHERS IN KABAROLE DISTRICT, FORT-PORTAL MUNICIPAL COUNCIL

Instructions:

Section A: Background information

Kindly classify your responses by giving the necessary facts about yourself and your opinion on the raised issues by ticking in the appropriate box.

SECTION A : DEMOGRAPHIC CHARACTERISTICS

Please tick in the appropriate box

1. Gender

Male	Female

2. Age group

a) 24-30years	b) 30-35 years	c) 36-40 years	d) Above 40 years

3. Designation

Head-teacher	Class teacher	Director of studies	Others (specify)

4. In what category is your position in terms of management?

a)Top	b) Middle	c) Lower level	Others (specify)

5. Marital status

Married	Single	Widowed	Others (specify)

6. How long have you worked for this school?

Over 5 years	b) 5 - 10years	c) 10-15 years	15-20years

5. How long has this school been in existence?

a) Above 20 years	b) 10-15 years	c) 5-10 years	d)1year and below

6. What is the total number of staff in this school?

a) Above 20	b) 20-50	c) 50-100	d) less than 20

7. What is the total number of students in this school?

a) Above 100	b) 100-500	c) 500-1000 years	d) less than 100

8. Who are the major shareholders in the school?

a)Local investors	b)Foreign investors	c) Government	d)others (*specify*)

SECTION B: General understanding of Teachers Leadership Roles

Teachers Leadership Roles	S/A	A	D	S/D
1. Teachers' leadership roles impact on Students discipline.				
2. Teachers' leadership roles promote discipline in schools.				
3. Teachers' leadership roles in schools is a solution to enforcing discipline among students.				
4. Students' discipline in schools is based on Teachers' leadership role.				
5. Teachers' leadership role should be strengthened in schools.				
6. There is a relationship between Teachers' leadership roles and student's discipline				
7. Schools cannot excel in academic performance without teachers leadership roles.				
8. Teachers' leadership roles are very important in schools?				
9. Teachers' leadership role affects students discipline in schools				
10. There is a relationship between Teachers' leadership and students' discipline				

Meaning of the abbreviations;

S/D- strongly Disagree, D- Disagree, N/S- Not sure, A- Agree, S/A- Strongly Agree

Thank you.

SECTION C: Teachers' leadership role in schools

1) What do understand by the term Teachers' leadership Roles?

.....
.....
.....

2. In your opinion what are what do you consider as the major Teachers' leadership Roles

.....
.....

3. How do teacher leadership roles promote students discipline?

.....
.....
.....

4. Do teachers practice leadership roles in this school?

.....
.....
.....

5. In your opinion what are the factors that promote students discipline in secondary schools?

.....
.....

6. In your opinion is there any relationship between teacher's leadership role and student's discipline in secondary schools?

.....
.....

Thank you

APPENDIX C: INTERVIEW GUIDE

SECTION A

Research question one: Determining the extent of teachers' leadership roles in maintaining students discipline

1. Do you take teachers as leaders in this school?
2. What is your opinion on teachers' dress code?
3. What is your opinion on the teachers' character and attitude towards the students?
4. Highlight how teachers in this school organize the teaching and learning exercise?
5. Do your teachers provide you with visual learning aids?
6. What is the common method used for teaching?
7. What is your opinion on the teaching methods used?

SECTION B

Research question two: Establishing the relationship between teachers' leadership roles and students' discipline.

Do you have written rules and regulations?

a. Are the written rules well spelt out?
b. Does the School organise sensitisation meetings about the school rules and regulations
c. Do your teachers participate in supervising activities on the school program?
d. What is your comment about your school facilities
e. Are the school facilities well monitored?
f. What tools are usually used by the teachers to monitor students?

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Department of Educational Planning Management

Date: 5th November 2014

TO WHOM IT MAY CONCERN

This is to certify that **NYAKAISIKI Rose, Reg. No. 2011/U/HD/46/MEDPPM,** is a student in our department pursuing a Master's Degree of Education in Policy Planning and Management. She is carrying out research as one of the requirements of the course. She requires data and any other information on this topic entitled:

Teachers Leadership Roles and Students Discipline, A Case of Kabalore District – Fort Portal Municipality.

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

Kyambogo University
FACULTY OF EDUCATION
05 NOV 2014
HEAD OF DEPT.
EDUCATIONAL PLANNING & MGT

Thank you

Leticia Komba Rwakijuma (Mrs.)
HEAD OF DEPARTMENT