

**MANAGEMENT OF STUDENTS' DISCIPLINE IN PRIVATE SECONDARY
SCHOOLS IN ENTEBBE MUNICIPALITY WAKISO DISTRICT**

BY

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DECLARATION

I, Ndagire Berna hereby declare that this is my original work and has never at any time been submitted for the award of a degree or any other qualification in any University. Proper citation and referencing has been done where information from other sources has been used.

Signature.....

Ndagire Berna

Date.....

DEDICATION

This work is dedicated to my dear husband Mr. Joe Mukasa Sserwanja, my lovely children Remmy Victor Sserwanja, Adrian Sserwanja, Emily Sserwanja and Joseph Williams Sserwanja. I also dedicate this work to the two God-fearing, positive-thinking and hardworking parents, Prince J.W Kimera and Lady Sarah who made me what I am.

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ABBREVIATIONS

BoG	Board of Governors
CCBD	Council for Children with Behavioral Disorders (CCBD)
CVI	Content Validity Index (CVI)
MoES	Ministry of Education and Sports
PTA	Parents Teachers Association
SPSS	Statistical Package for Social Scientists (SPSS)

ABSTRACT

The study sought to examine the management of students discipline in private secondary schools in Entebbe Municipality, Uganda. The Study objectives were: to find out the forms of indiscipline among students in private secondary schools, disciplinary management systems and to establish how the above management systems are applied to deal with student discipline in selected private secondary schools in Entebbe Municipality. The study adopted a cross sectional survey design where both qualitative and quantitative approaches were used. The respondents totaled to 200 and were selected using simple random and purposive sampling techniques. The specific respondents included; Headteachers, Students, Parents, Class and Discipline Teachers. The study findings reveal that the forms of indiscipline include; disorder in classrooms, disrespect for teachers, verbal abuse of teachers and fighting among students, among others. On the other hand, the student disciplinary management systems in selected private secondary schools in Entebbe Municipality included; use of school rules and regulations, admission practices, criteria for leaving school, punitive measures such as use of punishments. The findings also reveal that the student disciplinary management systems affect the management of students discipline especially when Teachers and school managers are involved in the management of students Discipline. The study recommends that there is need to identify the forms of indiscipline and try to curb them. The study also recommends that there is need to identify better management systems for proper management of students Discipline. It also recommends appropriate application of the management systems so as to curb indiscipline, such as use of guidance and counseling.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

Different studies for example Ssekamwa (1997) indicate that good academic performance works Hand in Hand with students and Teachers good Discipline .In the Ugandan case, many students have failed and thus dropped out of School because of indiscipline .This study examined the Forms of indiscipline among students, nature of Discipline management systems and How these systems are applied in selected private secondary schools in Entebbe.

1.1 Background

1.1.1 Study Historical Background

The world over, although schools continuously face new challenges, one challenge has remained constant; namely, students and Teachers challenging behavior, or discipline related problems of both students and teachers. In recent history, we have seen several approaches to school discipline ranging from a hands-off model in which the goal is to let children “develop” into responsible citizens, to the recent “get tough” and “zero tolerance” approaches that primarily intend to exclude children and youth who engage in challenging behavior from the school environment. What both of these extremes have in common is that there is lack of compelling evidence that they change students’ behavior; that is; no evidence showed that either approach results in significantly improved student outcomes. In fact, the exclusionary approaches associated with zero tolerance have documented negative collateral effects, including school dropout, increased rates of

disruption, and the fact that minorities are likely to be disproportionately affected by such policies, and it is understandable why schools continue to struggle with challenging behavior (CCBD, 2002). What is known about school discipline is that there are no simple, easy “cookbook” solutions. We also know that effective discipline practices will benefit all children and youth, not just those with special cases. Therefore, the Council for Children with Behavioral Disorders (CCBD) believes that “discipline” should be viewed as a problem solving process that leads to student social and academic success. Further, the process would be developed to reflect local district and school needs, but must: a) incorporate empirically validated practices; b) limit the amount of time students were removed from learning environments; c) emphasize an instructional approach; d) focus on increasing appropriate behavior, as opposed to simply decreasing or punishing or building policies and Procedures within the school to support appropriate behavior in all students (CCBD, 2002). Historically, secondary education in Uganda has had a private and religious dimension but became increasingly government-oriented after independence. The Church of Uganda and Roman Catholic Church both established secondary schools initially to educate their church members in the faith, but also to introduce students to the new faith and Western means of education (Kasozi 1979; Ssekamwa 1997). This was a time of segregation among various ethnic and religious groups in Uganda. Baganda students were required to join respective church associated with the school; Muslims attended Muslim secondary schools. Since there were no European secondary schools in colonial Uganda, they were forced to seek secondary education outside the protectorate and did so by attending schools in Kenya. Thus, British overseas administrators, military and business families attended secondary schools

outside Uganda on government assisted grants (Weeks, 1967). Such private schools were prestigious, boarding, and expensive. When secondary schools were introduced in Uganda in 1902, it was widely accepted that they should be boarding schools (Ssekamwa, 1997).

1.1.2 The Concepts of Discipline and Management of Students Discipline

Akubue, (2001) broadly characterized discipline as a functional product of orderliness, self-control, self-restraint, respect of oneself and others, perseverance, tolerance and recognition of human dignity. In his explanation on the other hand, Beach (1975) sees it as involving the conditioning or molding of behavior by applying rewards and penalties. Discipline management can also be seen as training that molds, corrects, strengthens or perfects and it is achieved when sound leadership using positive motivation is applied by management (Wedster, 1975). We can also define discipline as one's behavior in society one lives in with regard to the rules and regulation governing such society meant to make such favorable living environment to the best interest of others. On the other hand, Management is the act of getting people together to accomplish desired goals and objectives using available resources efficiently and effectively. Management comprises planning, organizing, staffing, leading or directing, and controlling an organization (a group of one or more people or entities) or effort for the purpose of accomplishing a goal (Gomez-Mejia, Luis, Balkin & Cardy, 2008). While Private secondary schools are schools not administered by local, state or national government; thus, they retain the right to select their students and are funded in whole or in part by charging their students fees or tuition, rather than relying on government funding (Burgmann, 2009)

Therefore, Management of students discipline is a rational, objective and practical approach to the issues of discipline (Obidike, 2004). In other words, it implies the training of the mind and the character based on sound and constructive policies, rules and sound educative principles in handling students' discipline. Lack of disciplinary management skill among private secondary school managers might lead to violation of one or more of the fundamental rights of the students and that might lead to students' unrest.

1.1.3 The Theories behind Management of Students Discipline

There are a number of Theories on Management of Discipline of the learners which can be of prime importance to School managers in management of Students' discipline in private secondary Schools. Among them, is Aristotle's Virtue Theory which is conservative and also known as Character Theory and Kohlberg's Theory of moral development which is liberal. According to Aristotle's Virtue Theory developed in Aristotle's Nicomachean Ethics (Nucci, 1997), the central question for moral living is not what sort of action to do, but what sort of person to be (the agent) (Tiel, 2005). On the other hand, Virtue ethics is primarily an "ethics of being", just as educational ideas are themselves also 'ways of being', that is, they point to the dispositions that are desirable in the learner "Njoroge et al, 2000:1840. The ethical premise of Aristotle's Virtue theory is that, "The good life is the virtuous life" (Zalta, 2003). It holds that the rightness or wrongness of an action is to be determined by appealing to what a virtuous person would do, where 'virtuous' is understood to refer to the possession of admirable character traits (Strike and Soltis, 1998, Rorty, 1998 Njoroge et al.). This approach to character

formation is directly related with students' moral character development, and is therefore crucial in examining the management of student's discipline in private secondary schools. (Marin, 2004; Knight, 1970:131). This points to a discipline of personal choice, conceptualized in this study as "moral character". Lawrence Kohlberg's Theory of Moral Development theorizes that human organisms progress from one stage of moral development to the next in an invariant sequence. He presents six stages of moral orientation, each two of which form one level (Kohlberg, 1971:86-90; Crain, 1985). The first Level is the Pre-conventional, characterized by an "obedience and punishment" moral orientation (Stage One) and a "morality of self-interest" (Stage Two). Next is the Conventional Level, marked by a morality of "interpersonal accord and conformity" (Stage Three), and one of "authority and social- order" (Stage Four). The Post -Conventional is the last level, consisting of a moral orientation of "social contract" (Stage Five), and one of universal ethic principles" (Stage Six). Kohlberg assumes that most adolescents, and therefore most of our secondary school students belong either to the pre-conventional or the conventional level. As Lewis (1989) asserts, these levels together with their respective stages can be very instrumental in examining the methodologies employed in developing students' morals in private Secondary Schools. For example, Kohlberg opposes the teaching of fixed rules and doctrines, but rather only "stimulating of the individual child's own moral judgment and capacities, thus allowing him to use his own moral judgement to control his behavior". This suggests an approach of engaging students in discussions of pertinent moral issues (Nucci, 1997), with the expectation that those who hear their peers discuss the issue from a higher level will orient themselves to that position (Huitt, 2004). Also as students grow, Kohlberg expects

a decrease in outer controls and an increase in their own responsibility as autonomous persons, since the less children feel pressurized simply to conform to authority, the freer they settle their own differences and formulate personal moral valuations.

1.1.4 Contextual background of management of student discipline in Uganda

Different schools in Uganda design policies which aim at addressing a range of indiscipline cases, which arise from the disconcerting to dangerous situations. They include student disrespect for teachers, strikes, and absenteeism, tardiness, use of alcohol, stealing, early pregnancies, fighting, and possession of firearms (Nelsen et al 1997). Uganda in particular, strikes have been witnessed in various schools, for example, Entebbe Comprehensive secondary school, Entebbe Parents Secondary School, to mention but a few. A lot of valuable property was destroyed (New vision 8th August 2007).

Inspectors in Wakiso District reported about the deteriorating Discipline in Schools (Inspectorate Report 2007-2008)). A number of schools have experienced strikes for example Kisubi High School, (students rejected the head teacher) Wakiso High SSS (poor feeding), Mita College, Jinja-Kawempe (poor leadership of head teacher) Namulanda High school (poor leadership of head teacher) and other schools where girls were refused to dance with boys. In the event of such strikes and confusion in schools, the Ministry of Education and Sports and other agencies plus school authorities have tried putting up some measures to see strikes reduced in schools in form of suspensions, charging of culprits, revisiting of school rules and regulations among others. Despite all

these, indiscipline in schools has however remained a challenge, which the study sought to investigate.

In other schools in Wakiso District such as Kisubi High School, cultism has suddenly become the giant monster that is swallowing up our ethics and morals. Any student who fails to belong is quickly “packed” off the stage by either being intimidated out of school or killed. Many have been forced to join a counter cultist group, which often produced fatal consequences. It is fashionable for Students nowadays to smoke heavily, or take drugs or drinks and even dress up in skimpy uniform skirts while in School. A Head of institution who feels too strongly against this is promptly given names and sometimes gets hunted. Jankowski, (2002) stresses that in the past, the term “discipline” in school most often conjured up images of some form of correction or punishment in response to student misbehavior. Students sat in neat rows of old classrooms while their teachers stood before them lecturing on the topic of the day. Students were expected to respect their teachers, and that was the end of it. Disruptions were dealt with severely. However Discipline in Today’s Schools following developments in recent years indicate that people need to change the way they think about discipline in schools. It is no longer enough to preserve the past’s narrow perception of the role of discipline. Schools are just beginning to learn and understand that discipline includes much more than that.

1.2 Statement of the Problem

Different reports by school inspectors in Wakiso District particularly Entebbe Municipality reveal that students’ discipline has deteriorated especially in private

schools, for example, the School inspectors' Report (2007-2008) ,Wakiso district . Schools in Entebbe Municipality are among the very many schools in Uganda which lack clear channels of communication, resources and have poor welfare programmes for students. There are also allegations that school managers apply disoriented approaches to management of student discipline in private secondary schools which has been attributed to contributing to the high levels of indiscipline among students. Communication between the school administration, parents, teachers and students is either lacking, inadequate or inconsistent.. The attitudes of private secondary school Head teachers in Entebbe Municipality have not helped much as some of the student indiscipline is centered on their personality, administrative and leadership style. This study therefore intended to fill this knowledge gap where there are many components of institutional environment, however, this study restricted itself to finding out the forms of indiscipline among students in private secondary schools in Entebbe Municipality, establishing the student disciplinary management systems in selected private secondary schools in Entebbe Municipality and examine how the above management systems are applied to deal with student discipline in private secondary schools in Entebbe Municipality. It is against this backdrop that the study will attempt to examine the management of students' discipline in private secondary schools in Entebbe Municipality.

1.3 Purpose of the study

The purpose of the study was to examine the management of student discipline in selected private secondary schools in Entebbe Municipality, Uganda.

1.4 Study objectives

The study aimed at achieving the following specific objectives;

1. To find out the forms of indiscipline among students in private secondary schools in Entebbe Municipality
2. To establish the student disciplinary management systems in selected private secondary schools in Entebbe Municipality
3. To examine how the above management systems are applied to deal with student discipline in private secondary schools in Entebbe Municipality

1.5 Research questions

The Study was guided by the following research Questions;

1. What are the forms of indiscipline among students in private secondary schools in Entebbe Municipality?
2. What are the student disciplinary management systems in the s elected private schools in Entebbe Municipality?
3. How are the above management systems applied to deal with student discipline in the selected private secondary schools in Entebbe Municipality?

1.6 Scope of the Study

This study was carried out in Entebbe Municipality, located in Wakiso District partly because the Municipality has very many private Schools which have experienced many

reported cases of students indiscipline. It is located approximately 30km from Kampala City Centre. The study covered eight selected private secondary schools in the district.

The study focused on establishing the forms of discipline related problems among students in private secondary schools in Entebbe Municipality; establishing the existing student disciplinary management policies in selected private secondary schools in Entebbe Municipality and examining how the above management policies are applied to deal with student discipline in private secondary schools in Entebbe Municipality.

1.7 Significance of the Study

The results of this study are expected to be of value to the following secondary school stake Holders namely; students, Teachers, Headteachers and students.

Students: The study may benefit students to realize the importance of discipline in their performance. Thus, school managers and teachers may be in position to implement strategies that develop and maintain good classroom discipline.

The study may guide the Education Standards Agency to put in place efforts towards identification and recommendation of disciplinary management skill deficiencies hinges on and is greatly challenged by unavailability of measuring instrument in this skill domain. This study is a response to this challenge and is faced with the problem of developing a valid and reliable instrument for assessing the disciplinary management skill of secondary school principals.

Policy makers: As individuals charged with formulating policies, their understanding of the role of institutional environment towards students discipline in relation to students'

performance, findings from this study may help them in formulating better strategic policies to curb down the vices.

The policy makers may review their decisions on how best they can involve necessary bodies in the struggle to fight against indiscipline in school thereby bringing improved students' performance. The study may guide education managers and MoES officials to consider including disciplinary management skill as essential component of the training of teachers, assessment of such skills is dependent on availability of measuring instrument.

School Managers: The information gathered in this study could be utilized to alert head teachers, of the major causes of strikes in secondary schools. This could be done basing on the recommendations that have been made and they might decide to implement those recommendations hence solving the problems of indiscipline in schools. This study may be important for head teachers and school owners to put in place managerial and instructional strategies to control student behaviour and create a positive learning environment.

Parents: The study is expected to help parents on how best they can enforce discipline in their sons and daughters at home and at school. Parents may be enlightened to become partners in development and get involved in the management of schools and help in streamlining the discipline of students.

Researchers: The issues raised in this study are likely to lead to the involvement of various researchers in generating more knowledge from various perspectives. The findings of this study could form a basis for further research to those interested in discipline of students in schools.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

Chapter two presents the theoretical review, the Conceptual framework and the review of related literature .These are all done in lieu to titles derived from the study objectives namely; Forms of Indiscipline in private secondary schools, Student discipline management in private secondary schools and application of management policies in the management of students discipline.

2.1 Theoretical Review

There are a number of Theories which examine Management of students' Discipline. One of them is the Kohlberg's Theory of Moral Development. Lawrence Kohlberg's Theory of Moral Development theorizes that human organism's progress from one stage of moral development to the next in an invariant sequence. He presents six stages of moral orientation, each two of which form one level (Kohlberg, 1971:86-90; Crain, 1985). The first Level is the Pre-conventional, characterized by an "obedience and punishment "moral orientation (Stage One) , and a "morality of self-interest "(Stage Two) . Next is the Conventional Level, marked by a morality of "interpersonal accord and conformity "(Stage Three), and one of "authority and social- order " (Stage Four). The Post – Conventional is the last level, consisting of a moral orientation of "social contract"(Stage Five), and one of universal ethic principles"(Stage Six).

Kohlberg assumes that most adolescents, and therefore most of our secondary school students belong either to the pre-conventional or the conventional level. As Lewis (1989) asserts , these levels together with their respective stages can be very instrumental in examining the methodologies employed in developing students' morals in private Secondary Schools. For example , Kohlberg opposes the teaching of fixed rules and doctrines , but rather only “stimulating of the individual child’s own moral judgment and capacities , thus allowing him to use his own moral judgment to control his behavior “. This suggests an approach of engaging students in discussions of pertinent moral issues (Nucci, 1997), with the expectation that those who hear their peers discuss the issue from a higher level will orient themselves to that position (Huitt, 2004).

Also as students grow, Kohlberg expects a decrease in outer controls and an increase in their own responsibility as autonomous persons, since the less children feel pressurized simply to conform to authority, the freer they settle their own differences and formulate personal moral valuations. Another theory, based on much current research of children’s early learning histories, have shown that the problem behavior of many students including some students with emotional or behavioral disorders or other disabilities is maintained by the principles of negative reinforcement (Gunter, Denny, Jack, Shores, & Nelson, 2003).

That is, academic tasks, teacher interactions, and even the overall school environment are viewed as aversive, and students engage in disruptive behavior to escape these aversive situations. It is the disconnection between current school disciplinary practices and

student and the traditional ones. Students, who reflect on the disciplinary events, render any punitive disciplinary approach ineffective to children and youth who display chronic patterns of problem behavior.

Thus, globally, more research appears to focus on issues concerned with harmony, and reduced indiscipline in schools systems. Research perspectives on school indiscipline, in Uganda, have however, tended to focus most often on extrinsic management of student discipline (Bagunywa, 1993). This approach is quite understandable, in that, Uganda, just like most developing African countries, is riddled with inter-ethnic, inter-communal, religious, economic, and leadership crisis (Alexander, 2000; Nsamba & Atim, 2004). Most often, these external aggressions are transferred to school systems. Nsubuga (2003) reported a high incidence of indiscipline in schools located in regions that are economically poorly endowed. Very few studies have explored intrinsic determinants of student indiscipline, particularly those that are related to the principals, proprietors of school, members of Board of Governors and Teachers who are key figures in schools' administration. These include communication, resources and teacher/student perceptions about discipline management strategies used by head teachers. Consequently, the focus of this study is on management of student discipline in the private secondary school system.

2.1.1 Conceptual Framework

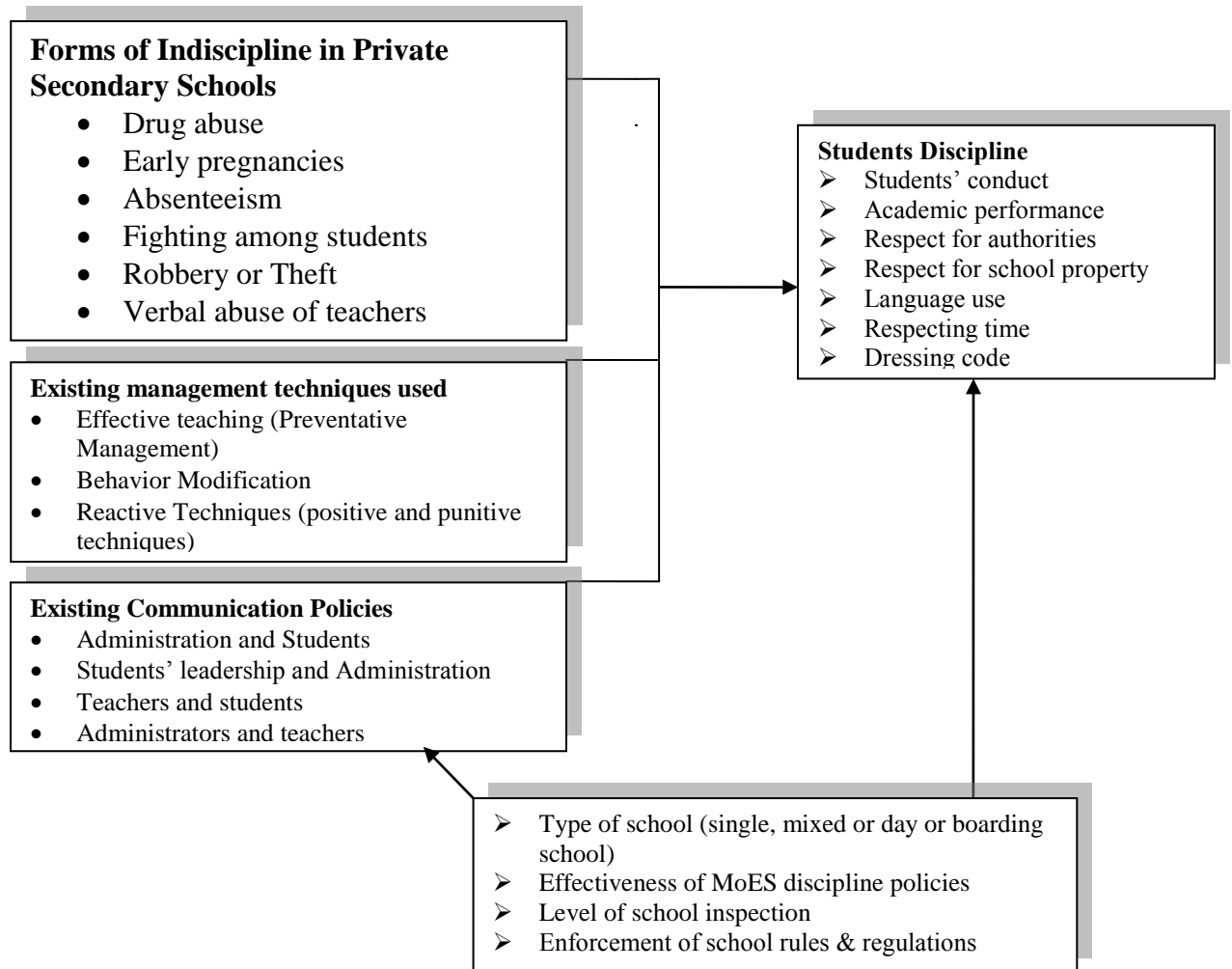


Figure 2.1: Conceptualization of the management of students' discipline in private secondary Schools

2.1.2 Interpretation of the Conceptual Frame Work

This conceptual framework was guided by the social reproduction theory, which holds that, schools reproduce existing class and status inequalities in society. From the conceptual framework above, it can be seen that, the forms of indiscipline in private secondary schools, management techniques employed to control student discipline;

communication policies if well handled by school managers and those in authority will lead to desirable levels of student discipline and better academic performance of students in private secondary schools. To realize this, there is need for regular inspections by officials from the MoES, School foundation bodies, local authorities, parents and the civil society organizations are also necessary to give guidelines on how best rules and regulations used to come up with acceptable and desirable levels of discipline in private secondary Schools.

2.2 Review of related Literature

Reviewed in this Chapter is literature related to Forms of Indiscipline in private secondary schools, existing disciplinary management policies in private secondary schools and application of management policies.

2.2.1 Forms of indiscipline in private secondary schools and their causes

Although privatization of secondary Education should lead to greater efficiency, high degrees of academic performance and student discipline, it is noted however that private secondary schools register many forms of indiscipline. The forms of indiscipline include; disorder in classrooms, disrespect for teachers, verbal abuse of teachers and fighting among students. Others included: strikes, and absenteeism, tardiness, use of alcohol, stealing, early pregnancies, fighting, and possession of firearms (Nelsen et al 1997). In line with the New Vision (8th August 2007) Uganda in particular, strikes have been witnessed in various schools, inclusive of Bweranyangi girls SSS, St Leo's SSS, Ibanda

SSS, Sacred Heart, Kigezi College Butobere, Islamic Institute Jinja, Nyakinoni SSS Katikamu SDA to mention but a few. A lot of valuable property was destroyed.

It is worth noting that enforcement of moral values and discipline has also declined with privatization of education. Private schools depend entirely on the revenue generated from students' fees. Therefore, the number of students enrolled largely determines the continuity of the school. Liberty is given in order to attract a big number of students, which ultimately determines the school income. Most students expelled from government schools due to indiscipline get admissions in private schools. Negligence of discipline enforcement contradicts the national educational objective of *promoting moral and ethical values* as outlined in the Government White Paper on Education Policy Review (1992). This narrow approach to education does not embrace the ideal of developing the total person, as cited by Kajubi (1991).

Among other causes of indiscipline is lack of Instructional resources in private schools. Instructional resources are the tools used to enhance the teaching/learning process. These resources are categorized into human and non-human resources. Human resources are the teachers and the support staff while non-human resources are the facilities such as buildings, reading materials, science equipment, sports facilities, furniture and other things, which facilitate teaching and learning. Instructional resources are so essential in enhancing the teaching-learning process in Schools and when absent affect student discipline in a way that they get frustrated which leads to strikes, escapism among others. Reviewed below are the views of some scholars on the essentiality of instructional resources. According to

Lawrence (1978), the new concept of education is life-long-education. The prime function of education is to produce individuals who have learned how to learn. This concept places vital importance on books and other media as sources of information and ideas. Thus without readily accessible and well-stocked libraries and other resources facilities the learning – to- learn approach cannot succeed. For students to get wider knowledge of what they have been taught they need to be exposed to a variety of reading materials such as textbooks, magazines, journals, internet and other sources that provide knowledge.

To explain further the causes of indiscipline, Kaufman,(2006) argues that the problem is that traditional approaches to discipline are based on theories that are applicable to some students ,but are flawed with respect to students who exhibit chronic behavior problems. In addition to the above, some managers use stringent rules and regulations in the management of students discipline in private secondary schools. Authors like Jankowski, (2002) stress that in the past, the term “discipline” in school most often conjured up images of some form of correction or punishment in response to student misbehavior. Disruptions were dealt with severely. Contrary to the above, Lawrence Kohlberg’s Theory of Moral Development (Njoroge et al, 2000) opposes the teaching of fixed rules and doctrines , but rather only “stimulation of the individual child’s own moral judgment to control his behavior “.This suggests an approach of engaging students in discussions of pertinent moral issues (Nucci,1997), with the expectation that those who hear their peers discuss the issue from a higher level will orient themselves to that position (Huitt,2004).Also as students grow, Kohlberg expects a decrease in outer controls and an

increase in their own responsibility as autonomous persons , since the less children feel pressurized simply to conform to authority , the freer they settle their own differences and formulate personal moral valuations (Marin, 2004; Knight, 1970: 131). Generally, the causes of Forms of indiscipline are so many and different in the different private schools, therefore School managers have a duty to address them in order to bring about desirable student behavior in private secondary Schools.

2.2.2 Existing disciplinary management policies in private secondary schools

School managers and teachers use a variety of management strategies to maintain a productive learning environment. These strategies include preventative management techniques, behaviour modification and reactive management techniques. Preventative management strategies are combinations of many techniques used to control student discipline before it occurs (Akpan (2006). They include the establishment and maintenance of rules, routines and expectations established at the beginning of the school year, and planning and organizing managerial tasks before classes begin. Behaviour modification is the changing of human behaviour by the application of conditioning or other learning techniques (Chaplin, 1995). The success of this technique occurs over a longer period of time and includes the use of positive reinforcements, verbal praise, and timeouts.

If preventative management and behaviour modification strategies are not effective in maintaining appropriate student behaviour, the use of reactive management techniques is required. These techniques are responses to indiscipline after an incident has occurred

(Henkel, 2001). He described two types of reactive techniques: tutorial and punitive. Tutorial techniques regulate indiscipline by guiding the students to make appropriate decisions about how to act. Punitive techniques regulate discipline by introducing unpleasant consequences intended to reduce the chances of misconduct recurring. Several techniques have been shown to be effective in controlling student discipline. These techniques include effective teaching, behaviour modification, and reactive techniques. Reactive techniques are further divided into positive and punitive techniques.

In secondary education research, the use of preventative management techniques such as the development of rules, routines and expectations has been shown to be necessary for creating an environment where learning can occur (Fink & Siedentop, 1999). Poor organization of managerial work will have a negative impact on how and what students learn as well as encourage poor behaviour (Belka, 2001). The development of rules, routines and expectations can reduce student indiscipline (O'Sullivan & Dyson, 1994). O'Sullivan and Dyson (1994) also found that student indiscipline was not perceived as a problem among effective teachers in their study. These teachers used varying methods of achieving order in their classes, but what was similar was that they all started the procedures at the beginning of the year and were consistent with them throughout the year.

Research in the classroom has shown that effective management procedures result in positive outcomes for the students and teachers (Evertson & Emmer, 2002). In order to achieve these positive outcomes, the environment must be well managed from the start of

the year. Effective teachers kept students working individually at the beginning of the year with simple and enjoyable activities. The teacher's instructions were kept simple and there was continued emphasis on miles stated earlier. On occasion they even practiced this to observe the student discipline, extinguish inappropriate behaviour, and discover potential problems that might occur and find solutions for them (Doyle, 1996).

Zander (2004) found that physical education and classroom teachers were more similar than different in terms of using preventative management strategies. Twenty eight of twenty-nine strategies were found to have been used in both the gymnasium and classroom. Physical education teachers used more of these strategies per hour than classroom teachers. This, according to Zander (2004), was due to the nature of types of teaching episodes in physical education.

Kennedy (2002) examined the technique of behaviour modification to control student indiscipline in school. Behaviour modification is the changing of human behaviour by the application of conditioning or other learning techniques (Chaplin, 1995). Strategies include time-outs, loss of time, modeling proper behaviour and token economies (e.g. students earn tokens for proper discipline, such as points, which they can exchange for a reward). These strategies have been shown to be a positive alternative to traditional punishment techniques (Kennedy, 2002). Wurzer and Mackenzie (1997) suggest the use of positive reinforcement of desired behaviours while ignoring minor inappropriate behaviour. The results may not be immediate; however, over a period of time the behaviour should change.

Van der Mars (1999) looked at how differing rates of praise would affect student indiscipline. The results showed that praise given at any rate was effective in reducing indiscipline. In addition, the indiscipline continued at a low level even after the interventions. He showed that teachers can be influenced to increase their rates of specific verbal praise. In this study teachers were provided with positive verbal cues by way of an audiocue. During the use of the audiocue, teachers increased their rates of verbal praise; however when the audiocue was removed, the rate of praise was also reduced. Bain et al (2003) also found that the use of praise was important. Since the teachers are trying to discourage improper behaviour, it is important that the students are rewarded or praised when they do show proper behaviour (Bain et al, 2003).

Reactive techniques are responses to indiscipline after an incident has occurred (Henkel, 2001). Reactive techniques can be categorized as either positive or punitive. Positive response is the regulation of indiscipline by guiding the students to make appropriate decisions about how to act (Henleel, 2001). Other terms used for positive responses include tutorial and guidance (Henkel, 2001; Zander, 2004). Punitive responses are unpleasant consequences in response to unwanted behaviours (French et al, 1995). Reactive techniques include punishment, verbal desists, detentions, and correcting behaviour.

Positive techniques are implemented to control student discipline and are a form of behaviour modification. These techniques attempt to alter pupil behaviour by encouraging appropriate behaviour through the use of praise or rewards (Kennedy, 2002).

Techniques include modelling, ignoring minor indiscipline, rewarding appropriate behaviour, and applying the premack principle (French et al, 1995). Wurzer and Mackenzie (1997) suggest that in order for these techniques to be effective, a student should only be reinforced with attention, praise, or recognition when his/her behaviour reaches an appropriate standard set by the teacher. They suggest that positive techniques may lead to long term growth for both the teacher and student because they provide a positive environment where (learning can occur).

Punitive techniques are used to reduce the probability of unwanted behaviour reoccurring by introducing an unpleasant consequence. Punitive techniques include physical activity, psychological abuse, physical harm, and corporal punishment (French et al, 1995). Bullara (2003) found that punitive techniques do not recognize appropriate behaviour sufficiently and repeated occurrences may lead to aggression, depression, and low self-esteem. French et al (1985) suggested that physical activity as punishment can lead to side effects plus a lowered interest in physical education. Other authors agree that punitive techniques may lead to unwanted student behaviour (Wurzer & Mackenzie, 1997; French et al, 1995; Bain et al, 2003).

Threats of punishment for misbehaving students have not been found to be very successful (Bullara, 2003). This approach could further complicate matters in that it could add to the undesirable behaviours that the students already exhibit. It could lead to students acting aggressively toward the teachers and other students as well as adopting a negative self-image (Bullara, 2003, Bain et al, 2003). Kounin (1970) found that children

who had teachers who used punitive measures were less cooperative with others, were less concerned with their school work and had more aggressive attitudes. As a result, indiscipline could cause more undesirable outcomes such as less productivity and more mistakes in their school work (Kounin, 1970). Actions used to reduce student indiscipline should bring out useful and productive behaviour from the student. Quick negative emotional reactions towards the student or short term goals to temporarily stop the problem are not the solution (Kennedy, 1982; Bain et al, 1983). Long-term goals that are positive in nature and the use of incentives, that have in mind the student's wellbeing for the future are more successful (Brophy & Rohrkemper, 2001; Bullara, 2003).

2.2.3 Application of management policies in the management of students' discipline in private secondary schools

Gundlach and Keil, (2003), suggests that schooling resources and student performance are related, inefficient use of resources in the school systems is a common phenomenon in most schools. In some countries, such inefficiencies have been related to the lack of suitable performance incentives in the school system. Hanushek et al. (1994) stresses the use of prizes, field trips, words like good and well done. If missing incentives to increase performance or to save on cost explain the missing resource performance link, schooling policies that focus on institutional features of the schooling system rather than on resources are more likely to affect student performance. Economic theory suggests that the institutional structure of the school system generates the very incentives that drive the behavior of all actors in educational production and thus the performance that students achieve and the level of resources that schools receive (Bishop & Woessmann 2003).

The nature of teaching methods by teachers, instructional materials, and the relationship of the teacher to the student are some of the important factors in dealing with the student discipline. Teachers, who help students to constructively focus on their discipline, encourage the student to become involved in school activities and identify specific student learning needs and show them how to become useful persons of the future (Hale & Canter, 2008). In situations where there are long serving teachers, they have a sound knowledge base, are actively engaged with the make-up of their academic discipline, have a firm understanding of how students learn, and the skills necessary for students to meet high standards (Singham, 2003).

In high poverty schools, teachers who lack these qualities are often not provided with professional development opportunities, resulting in increased frustration leading to high teacher turnover. Excessive teacher turnover in low-income communities appear to have an impact on student achievement (Darling-Hammond & Sykes, 2003). The high teacher turnover rate results in a low teacher commitment rate where many schoolteachers are poor adult role models and choose not to engage with students and this results into indiscipline of students (Barth, 2001).

Highly qualified and engaged teachers passionately believe that they make a difference in the lives of students who are indisciplined by changing them to be persons of substance because of their teaching practices and personal concern for their students (Secada, 2008). Having caring, quality teachers who bring meaning into their relationships with students provide students with respect, high expectations and trust of the students'

intellect to find solutions to problems and this encourages them to abandon indiscipline acts. According to Glass (2004), teachers who are successful with low socioeconomic students use logical consequences to direct students to learn appropriate behaviors; they build relationships with students and seek to make learning relevant.

Palmer (2008) states, “Good teaching requires self-knowledge: it is a secret hidden in plain sight” (p. 3). In order to connect with students, good teachers make affective connections related to their subject matter and students. These connections are reflected in the teachers’ spirits and they create a desire to learn among students. One methodology that focuses on understanding what is good, and in this case, effective teaching, is appreciative inquiry. Teachers’ roles are very vital towards students discipline; they are parents away from home. Teachers set rules and regulations which once broken certain punishments are given like hard labour and to some extent administer punitive punishments.

Teachers’ perceptions towards students also contribute significantly to students’ discipline since they are responsible for guiding them in various ways paving way for their better future. In developed countries however teachers in schools with more than two-thirds low-income or minority students are least likely to report that their students worried a great deal about doing well in school, and most likely to report that their students are only doing enough work to get by (Moreiras, 2003).

However, minority students are more likely than white students to worry about doing well in school. Students overall worried more about doing well in school than they did about being safe at school, traveling to and from school or being liked by their peers. In a study carried out by Erich Gundlach, Keil (2003), few students strongly agree that teachers think about students as individuals and not as part of some group; respect all students and know a lot about the community or neighbourhood. Teachers' opinions are similar: few teachers strongly agree that teachers in their schools respect all students, and less than half of teachers strongly agree that teachers in their school think about students as individuals, and not as part of some group.

Involving students governing bodies like students councils in the discipline processes and promoting student reflection about their own behavior is the key to effective discipline. Egwell (1989), strongly advises that students should be treated humanly, that is without such prejudice that they are naturally undisciplined and unable to think maturely and that they can significantly contribute to the policy processes of the school. Grounded in the belief that students are entitled to quality education, educational reforms have taken place and are directed towards improving the quality of education. These reforms world over are demanding greater performance and commitment from teachers, holding teachers and supervisors responsible for the performance of students in secondary schools and maintaining their discipline. Teachers are held responsible for the quality of students' work. The quality of the students' note-books and assignments show the teacher's delivery of quality work and the students' contributions. Assessment results show

whether there has been an improvement or not. Current models of supervision portray the teacher as participants rather than observers in the learning process.

The emphasis of these models is the importance of continuous improvement for both the teacher and the student alike. Ehrenberg and Brewer (2004) highlight seven important factors an effective school must exhibit. These include: instructional leadership, clear and focused mission, safe and orderly environment, climate of high expectation, frequent monitoring of student progress, positive home-school relations and student time on-task as an opportune moment to learn. Policy makers in the education sector would do well if they realized that collaboration. Teaming, peer view, coaching and monitoring are critical components of professional development efforts. Schools that promote a culture of performance and continuous assessment offer the capacity to enhance student achievement and the teacher's professional growth (Furtwengler, 2005). When teachers reflect on what and how students learn and use this knowledge to modify their instructions accordingly, better teaching style and learning occur. The feedback from such reflective teaching can serve as an effective tool for teacher improvement, so it is not only the students that benefit but also the teachers

Ineffective communication between the students and the school administration causes student indiscipline. This study was, therefore, done to establish the effectiveness of communication on student discipline in secondary schools in Uganda. An effective communication system establishes the relationships between and among teachers, non-teaching staff and students within the school. The role of the head teacher, as an

administrator, can only be realized by an established comprehensive system of communication. Communication is essentially a bridge of understanding between people in any institution (Mbiti, 1974).

Factors that hinder effective communication: according to Kindiki (2009), schools could sensitise students through guidance and counselling sessions on barriers to interpersonal communication that hinder effective communication including fear of the administration by the students especially where it is not open but autocratic and ignored students' grievances, lack of proper hierarchy of authority to whom grievances are forwarded, peer pressure, inadequate guidance and counseling units, clearly stated rules and regulations to guide students' behaviour and interference by overprotective parents and guardians. However, Kindiki (2009) study was done in Kenya where the education system significantly varies from that of Uganda. It is evident that secondary head teachers need to explore more amicable ways of dealing with student discipline issues. Effective communication is essential in schools for coordination of school activities as through communication, all members of the school community will be aware of the day to day happenings in the school. It is therefore imperative that communication in schools be improved for higher standards of discipline to be realized.

Bullara (2003) both found that students were not always the main or primary cause of indiscipline. Attributing problems to the students was not always warranted. Some of the factors found to influence indiscipline were those that are synonymous with poor class management. These factors include unclear, poorly specified expectations of students and

the lack of consistency in disciplining students when they did not fulfill these unclear expectations (Bullara, 2003; Ballinger, 2003).

Bain et al (2003) found that teachers either purposely or unwittingly made poor management decisions, which resulted in students not knowing exactly what they were supposed to be doing. As a result, the teachers acquired an incorrect negative attitude toward the students' abilities and behaviours, which further falsified the students' blame for indiscipline (Bain et al, 2003). When poor management decisions were made, Bullara (2003) found that students were not aware of what was expected of them. As a result, they go off-task, and they are blamed for the teacher's faults.

Brophy and Rohrkemper (2001) showed that there is no main party, teacher, student or others, who is responsible for pupil indiscipline. It is the source of the problems that must be located in order for pupil indiscipline to be reduced (Bullara, 2003; Fernandez-Balboa, 2001). Student-based or “student owned” (Brophy & Rohrkemper, 2001) problems are the result of students lacking in self-esteem and confidence. They found that teachers thought these students were the victims of circumstances beyond their control. The teachers did not blame or denounce them for any of the resulting improper behaviours. In this situation, the teacher thought that they were able to change or improve the students' behaviour. They did expect to have a difficult time in changing the students' disciplines, but they did believe that once the changes were made the students would be better behaved. The teachers chose to use long term goals to change student behaviours. Long term goals have small objectives the student attempts to attain over a long period of time.

By attaining all the small objectives, the main goal will be attained. Different strategies help the students solve problems (of discipline and mental health) they will encounter now and in the future (Bain et al, 2003).

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter focuses on research design, population of study, sample size, sampling procedure, data collection methods and instruments, validity, reliability, data processing and ethical considerations.

3.1 Research Design

The study adopted a cross sectional survey design where both qualitative and quantitative approaches were used. The basic idea behind cross sectional survey Design is to measure variables by asking people questions and then to examine the relationships among the variables. In most instances surveys attempt to capture attitude or patterns of past behavior contrary to other designs. The most commonly seen surveys use the cross sectional design which asks questions to people at one point in time. The study design was considered suitable to be used in Schools of Wakiso District since it is descriptive and friendly in presentation of data .This is in line with the recommendations of (Sekaran, 2000) who recommended that studies of this nature require designs which apply a cross sectional survey design. The research design was considered appropriate since it also provides an opportunity for intensive analysis of specific details over the collected data (Munck and Gerardo, 2004).

3.2 Study population

The population of the study comprised all private schools in Entebbe Municipality secondary schools. Entebbe Municipality enrolment records indicate that it has a total of 27 private secondary schools. The private schools have a student population of 9,652, comprising of 6,573 male and 3,079 female students respectively (a population that is now slightly higher from that estimated by Entebbe UN-Habitat in 2002). The total number of teachers in these schools is 334. Of these, 153 are male whereas 81 are female. Due to the scattered nature of the schools in the division, the researcher targeted two schools from each of the four divisions of the municipality. This brought the total number of the schools targeted for the study to 8. The study specifically targeted the students, teachers and head teachers of these 8 schools.

3.3 Study Sample

The respondents were randomly selected and categorized. They comprised of both sexes but of different age groups and the study used 200 respondents. This was intended in order to get a variety of views and unbiased response which made the study a reality. Response rate shows participants that were involved in the study where students, teachers and District/Municipality Inspector of Schools were particularly given questionnaires, the parents, Chairpersons, some members of Board of Governors (BoG), Parent Teacher Association (PTA) and head teachers proportionately were given questionnaires and interviews shown in the table below:

Table 3.1: Sample population

Category	Population sample	Sample size	Response rate	Sampling technique
Teachers	97	32	30	Simple random
Students	1715	160	150	Simple random
Key informants (DIS, PTA members and BoG)	40	20	12	Purposive
Head Teachers	27	8	8	Purposive
Total	1819	220	200	

Source: *Primary data*

The study sample was selected basing on the recommendations of Morgan and Krejcie (1970) table in determining sample size to represent a cross section of people in this study.

In the study, the total population of all respondents who included 30 teachers, 150 students, 1 district inspector of schools, 1 chairpersons, 10 BoG members and 8 head teachers, was established, this helped to calculate the sample size of each category of respondent.

3.4 Sampling Techniques

The study used the following sampling techniques: Purposive, Stratified and Simple Random sampling techniques listed and explained in detail below.

3.4.1 Purposive sampling

Purposive sampling is a non-random sampling technique where respondents are selected because of some characteristic. Patton (1990) has proposed the following cases of purposive sampling. Purposive sampling is popular in qualitative research. Purposive sampling was used to pick the division for the study, considering the wide area that comprises Entebbe Municipality over which the private secondary schools are scattered. The 27 private secondary schools from Entebbe Municipality were then put into stratified groups depending on whether the schools are Boys, Girls, Mixed, Day and Boarding. Simple random sampling was then used to pick 8 schools from all the school categories. This was done considering the fact that student discipline is an issue of concern in all private secondary schools.

3.4.2 Simple random sampling

A simple random sample is a subset of individuals (a sample) chosen from a larger population. Each individual is chosen randomly and entirely by chance, such that each individual has the same probability of being chosen at any stage during the sampling process and each subset of individuals has the same probability of being chosen for the sample as any other subset of individuals (Yates et al, 2008).

Simple random sampling was further used to pick 20 students and 4 teachers from each of the 8 schools; to whom the questionnaire was administered. This was done so that every individual in the target population would have an equal chance of being a subject in the study. All the 8 head teachers from these schools were interviewed for the study.

The sample size thus comprised 200 respondents. The random selection method was used because it gives all respondents an equal chance of being selected. The researcher obtained first hand information because it is easy to encourage the participants to be as honest and sincere as possible.

3.5 Data Collection Methods and Instruments

The study employed the following methods and instruments namely, Questionnaires, Interview Schedules and Documentary review. These are explained below:

3.5.1 Questionnaire

Questionnaires were designed to fulfill a specific research objective. The questionnaire was semi-structured, thus contained both open-ended and closed-ended questions. A questionnaire was constructed for the students and one for the teachers because the information needed from the two groups is similar in nature. Closed questions permit only certain responses. Analysis of results was carried out easily. These types of questions were employed as a data-gathering instrument. On the other hand, open-ended questions were used for complex questions that cannot be answered in a few simple categories but require detailed discussion. In this study the questionnaire contained closed

questions and open-ended questions (see Appendix A). The researcher was able to distribute 176 questionnaires to the selected schools. All questionnaires were returned to the researcher. This was done by the researcher with the assistance of the schools administrators to ensure that all questionnaires were completed and returned in time.

3.5.2 Interview schedule

The interview schedule was only used with the head teachers, and other Entebbe Municipality officials in the Education sector because the students might not have talked openly about discipline issues in a face to face interview but were more willing to give the same information anonymously through the questionnaire. This involved face to face interaction between the researcher and the participant through discussion. The interviews were in two ways, namely: Structured interviews, in which the responses by the participants were brief and specific. Unstructured interviews, where the responses are long, elaborated and not specific.

3.5.3 Documentary review guide

Documents such as MoES documents, school enrolment records, schools' code of conduct, schools black books, letters from student suggestion boxes, newspapers and reports were also analyzed to get information pertinent to the study.

3.6 Reliability and Validity

Issues of reliability and Validity were handled as shown below.

3.6.1 Validity

The instruments were validated by focusing on the questions that the researcher asked experts. The value 73% was used to test the validity of the self-administered questionnaire and the interview guide to ascertain accepting, rejecting or modifying the questionnaire. (Details of the Content Validity Index are presented in Appendix F.).

3.6.2 Reliability

Reliability of the instruments was established using Cronbach's Alpha (α) internal consistency method where Reliability on questionnaire pretest =.8927 and Reliability after data collection =.8510

Details for reliability analysis after data collection and pretest are presented in Appendix D and E.

3.7 Data Analysis Techniques and Presentation

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

3.7.1 Qualitative data analysis

Qualitative data analysis took place after data collection and was based on how the findings were related to the research questions. Tentative themes and codes were identified. After data collection, information of the same category were assembled together and a report written. Qualitative data was interpreted by composing explanation

or description from the information. They were illustrated and substantiated by quotation or descriptions.

3.7.2 Quantitative data analysis

Editing begun by looking over each complete questionnaire, looking for complete questions, answers that will possibly be wrong and cases where the questions are misunderstood. Coding was used to categorize questions into meaningful answers. After coding, data from questionnaires was compiled, sorted, classified and entered into the computer for analysis. This involved the use of Statistical Package for Social Scientists (SPSS). The data filled in the questionnaires was copied and analyzed by tallying it and tabling it in frequency tables identifying how often certain responses occurred and later evaluation was done. This yielded the primary data which was be raw in nature. The recorded data was later edited and interpreted which ensured uniformity, legibility and consistence. Also, interview results were coded in frequency tables which were calculated in terms of percentages and presented in this study.

3.8 Ethical Considerations

The researcher got informed consent of those going to be met during the research process, which involved interviews and observations bearing in mind that the area bears indiscipline. The researcher treated the research with utmost care, in that there should be no temptation to cheat and generate research results, since it jeopardizes the conception of research. Personal confidentiality and privacy were taken to be important since the Dissertation is public. If individuals have been used to provide information, it is

important for their privacy to be respected. If private information has been accessed then confidentiality was maintained. The Study has tried not to reproduce or cite any name of a respondent it deems would put them in problems or otherwise.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

4.0 Introduction

This chapter presents the study findings, their analysis and interpretation. These are presented and done under titles which correspond to the study objectives namely: To find out the existing forms of indiscipline among students in private secondary schools in Entebbe Municipality; To establish the existing student disciplinary management policies in selected private secondary schools in Entebbe Municipality and To examine how the above management policies are applied to deal with student discipline in private secondary schools in Entebbe Municipality. The chapter also presents the background characteristics of the study population.

4.1 Background characteristics of respondent

Table 4.1: Age, Gender and class of respondents

Item	Reponses	Frequency	Percentage
Age	Below 20 years	130	65
	20-25 years	32	16
	26-30 years	10	5
	31-35 years	10	5
	Over 36 years	18	9
Gender	Male	114	57
	Female	86	43
Level or class	S1	30	15
	S2	40	20
	S3	55	27.5
	S 4	50	25
	A level	30	15
Background factors of key informants in the sample			
Job title	Teacher	38	76
	Head teacher	7	14
	Others	5	10
Qualifications	Diploma	16	32
	Bachelor of	28	56
	Education	6	12
	Post-graduate		

Do you have any additional training?	Yes	31	62
	No	19	38
Current role	Administration	11	22
	Teaching	26	52
	PTA committee member	13	26

Source: Primary data

The findings in the Table above reveal the background characteristics of respondents used in the study.

4.2 Existing Forms of Indiscipline among Students in Private Secondary Schools in Entebbe Municipality

Findings in this section were in response to the research Question “What are the forms of Indiscipline among students among students in the selected private secondary schools in Entebbe Municipality, Wakiso District –Uganda. The study identified the following as listed in Table 2 as the common Forms of Indiscipline cited in Entebbe Private Schools.

These are tabulated in the table below and they include:

Table 2: Common forms of student indiscipline that occur at different private secondary schools sampled

Forms of indiscipline	Once a week	Once a month	Daily	Occasionally	Never
Fighting among students	1(3.7%)	5(18.5%)	1(3.7%)	12(44.4%)	8(29.6%)
Robbery or theft	---	4(14.8%)	---	7(25.9%)	16(59.3%)
Use of alcohol and illegal drugs	---	---	3(11.1%)	4(14.8%)	20(74.1%)
Students fighting with teachers	---	---	---	4(14.8%)	23(85.2%)
Verbal abuse of teachers	---	4(14.8%)	1(3.7%)	18(66.7%)	4(14.8%)
Student racial tensions	---	---	---	5(18.5%)	22(81.5%)
Student bullying	---	---	---	3(11.1%)	24(88.9%)
Disorder in classrooms	---	---	4(14.8%)	23(85.2%)	---
Disrespect for teachers	---	5(18.5%)	---	19(70.4%)	3(11.1%)

Source: Primary data

Findings in table 2 above reveal that 56% of respondents in sample stated that physical indiscipline among students were occasional in their schools while robbery and theft (59.3%). The occurrence of the use of alcohol and illegal drugs was a rare occurrence in schools and this was reported by 74.1%. Physical abuse of teachers (14.8%) occasionally experienced these indiscipline; verbal abuse of teachers was reported by 66.7% teachers as an occasional occurrence. More so, 81.5% experienced any student racial tensions and 14.8% reported wide spread disorder in classrooms. Student acts of disrespect for

teachers were occasional as indicated by 70.4% of the sample. Finally, cult or extremist group activities were: non-existent in an overwhelming majority of cases (92.6%).

However, 7.4% noted that it was occasional in students' dormitories. One interviewed Head teacher responded that;

“there is a lack of deep understanding and knowledge about attitude of students and also absent-mindedness of teachers regarding factors of school environment”.

The above findings are supplemented by findings in Table 3 which reveals the cases of indiscipline in the study schools revealed by student respondents.

The study also sought to establish the causes of the indiscipline and the findings are presented in the Table 3 below;

Table 3: Students views about the causes of indiscipline among students

Causes of indiscipline	Frequency	Percentage
Failure to fulfill students needs	60	60%
Lack of active students' bodies	37	37%
Inconsistent handling of undisciplined students by teachers & administrators	22	22%
Peer Influence	13	13%
Permissive teachers	9	9%
Lack of Parental guidance	4	4%

Source: Primary data

Findings in table 3 reveal students views about the causes of indiscipline among students in the private secondary schools in Entebbe Municipality.

A head teacher in one of the private schools noted that there was lack of active students' bodies. He noted:

“Some schools that prefects and other student leaders are reluctant to report the problems that students face during their interaction with teachers. This annoys students and escalates into indiscipline situations which lead to indiscipline. In fact, some students warn that when such situations are not fully solved, then students end up striking” (Head teacher A, private secondary school, Entebbe)

A student leader (head prefect) noted that there was lack of parental guidance causing indiscipline among students. She noted:

“Students, whose parents lack time to talk to them about the importance of education, respect of teachers and morals have often led to extreme indiscipline which even leads to strikes” (Head Prefect, Entebbe S.S.S)

This is similar to literature from the New Vision paper of 24th July 2008 where in a debate on causes of indiscipline among students in private secondary schools, a teacher of one High School was quoted to say:

“In the traditional African society, parents would instruct their children in morals. However, during this era of capitalism, most parents work most of the time and subsequently; they surrender their responsibilities to teachers in the boarding schools, who are more inclined to academics” (Warden, private school in Entebbe)

One of the head teachers in Entebbe secondary school noted that indiscipline was caused by peer influence. Persuasion from fellow students of bad character was also cited as a leading cause of indiscipline with teachers. This is because some students feel that they are “above the law” and thus influence others to disrespect teachers. Some students suggested that indiscipline was caused by some permissive teachers who even find it difficult to punish students who are in the wrong. One of the students noted that:

“Some teachers find it hard to punish students even when they go wrong. This has led to a lawless generation of students, who cannot distinguish between time for academics and time for jokes...other students think they are age mates with teachers.” (Student, private school)

The students actually blamed this on young teachers who “over-interact” with students thus making them think that they can easily yield to their demands. When a tougher teacher decides to punish students, they develop indiscipline with that particular teacher and hate him/her. One of the teachers noted that cases of indiscipline had increased due to the inconsistent handling of undisciplined students by teachers and administrators: this was also cited as a leading cause of indiscipline among students. Situations where students abuse their teachers steal others’ property or disturb peaceful classrooms. It was reported by one of the teachers that:

“Some students are favoured by administrators even where they deserve to be suspended or expelled for disrespecting teachers are forgiven. This is done on grounds of such students coming from rich families, teachers’ children or other reasons” (Student leader, private school in Entebbe).

This implies that other students feel “cheated” and thus resort to hating teachers or disrespecting them which exacerbates indiscipline situations in schools. Sometimes this is common in private schools although even some government-aided schools face this problem. The respondents also noted that indiscipline is caused by the failure of school authorities to fulfill students’ needs. This problem was identified as a leading cause of student indiscipline. A deputy head teacher noted:

“Issues like health, sanitation, food, library, learning and psychological needs of students are sometimes ignored by the teachers. Indiscipline thus arises from bad food, mistreatment of students by teachers or denial of certain fundamental rights by teachers. This automatically leads to indiscipline which may even lead to

violent strikes or even confrontations between the two parties (Deputy Head teacher, Administration, Secondary school in Entebbe)

The study findings revealed that most teachers in private schools generally work from 8:30am to 5:30pm; although some teachers carry out other jobs to earn extra pay. This affects the level of delivery of services and performance of students as some teacher come late, be tired or signs of stress by being rude to students.

“Teachers in some schools spend 5–8 hours on weekends marking coursework, papers and preparing their work for the week (mainly forecast and course notes), which is subject to perusal by administrators. Other extra duties include conducting consultations of students and supervision of students during examinations” (Head teacher, Entebbe municipality).

“New students especially foreign students from Kenya, Tanzania and Rwanda have little knowledge of the school rules and regulations of the school thus ending up having problems with teachers” (Deputy Head teacher, private International school, Entebbe)

One of the students interviewed noted that student indiscipline is caused by corrupt tendencies in schools especially among administrators who ask for bribes from parents in order to pass students. He explained:

“This is usually because such students fail examinations or have rare cases of indiscipline. These students are usually undisciplined and continue to disturb teachers in class plus fellow students; thinking that their parents are very rich and authoritative in the school” (Student, St. Elizabeth, Entebbe)

Unbalanced student-teacher ration that can reach 150 students for 1 teacher thus some students do not have direct contact with the teachers to discuss their social psychological and academic problems thus leading to indiscipline.

During the interviews, there was a common agreement among the head teachers and parents that food served at school (30.2%) has always been a cause of strikes where by students tend to strike when they are not served with enough and good food in this respect students turn to teachers and support staff and beat them up. One head teacher was quoted saying that;

“Most strikes are caused by serving students with little food. To his analysis therefore, food and strikes are much related” (Head teacher, Entebbe)

From the interviews, it was also revealed that students from Christian founded private secondary schools are always behaved particularly citing catholic founded schools where one parent had to assert that *“that catholic schools are never violent”*, to this assertion, there the religious affiliations (16.2%) of a school can influence the discipline of students.

It was also revealed that teaching styles of some teachers (16.2%) has in some instances contributed to the indiscipline of students in schools. This emanates from a situation where teachers don't help students understand what they teach. Also it was revealed from head teachers that one aspect that has caused strikes in schools is denying students to participate in co-curricular activities (14%) especially music specifically being denied to dance with girls or girls with boys. He quoted a case in one of the study schools where

girls where involved in a strike over the same issue. Also poor administration in school was also reported among the causes of strikes in schools as students are subjected to harsh rules and regulations often subjecting them to poor food. The descriptive findings supplemented Quantitative findings in Table 4.

Table 4: Causes of indiscipline among students

Response	Frequency	Percentage
Adolescence (ages 12-18 years)	16	16.3
Had to cope with school rules and regulations	9	9.2
Peer influence	22	22.4
Nature of punishments given to students	12	12.2
Poor feeding	18	18.4
Facilities provided at school	4	4.1
Need for ostentation life style especially among girls	17	17.3
Total	98	100

Source: *Primary data*

In the above Table 4, the following imply;

“Adolescence” Means *the Students, usually between the ages of 12 and 18.*

“Stringent School rules and regulations” Means *a very strict rule and regulation that must be obeyed.*

“Peer influence” Means *influence of students of the same age”*

“Nature of punishment given to students” Means *the type of punishment for example, expulsion from School, Suspension etc.*

“Poor feeding” Means *not good feeding of students in School.*

“Need for ostentation life style especially among girls” Means *a luxurious way of life among girls in School especially when trying to show off.*

Findings in table 4 therefore, reveal that a majority responded that peer influence (22.4%) is the major cause of indiscipline among students, since most students are adolescents (16.3%) and want to be seen and identified among others and end up doing what they are not supposed to do. Poor feeding (18.4%) was quoted as another common cause of strikes at school and other forms of indiscipline. The latest technological advancements of mobile phones (17.3%) which are quite ostentation was reported to have driven students crazy as they always want to communicate to others especially among others.

One head teacher noted:

“In the urge to use the internet they have ended up escaping from school or faking illnesses to meet their boyfriends or sugar daddies in various town centers for acquisition of such phones among others a factor that has contributed to indiscipline of students in schools.” (Head teacher, private secondary school)

Mean while most teachers in the schools visited agreed that most of the absenteeism cases in School often happened during morning sessions. The strict rules and regulations were also a major cause of absenteeism in School.

More interview results showed that peer group influence was the dominant factor attributing to discipline problems among students.. The students generally tend to engage in unhealthy practices like smoking, use of drugs, use of obscene language etc other than doing things that are beneficial to them because their peers act likewise.

The above findings imply that there are factors within the Schools for example, Peer influence, poor feeding, facilities needed at School ,among others, which cause or lead students to misbehave.

4.3 Existing Student Disciplinary Management Policies in Selected Private Secondary Schools in Entebbe Municipality

The study sought to establish how institutional management affects the discipline of students. In this aspect, institutional management was measured in terms of teaching staff, other governing bodies and religious affiliation of such schools, in this aspect, the study presents descriptive analysis as presented in the table below:

Table 5: Correlation between institutional management policies and discipline of students

		Discipline	Disciplinary management policies
Pearson Correlation	Discipline	1.000	.375
	Institutional management	.375	1.000
Sig. (1-tailed)	Discipline	.	.000
	Institutional management	.000	.
N	Discipline	196	196
		196	196

Source: Primary data

Findings in Table 5 reveal that there is a positive significant relationship between disciplinary management policies and discipline of students as the analysis obtained

correlation coefficient of .375 significant at .000. This implies that management policies and structures influence the discipline of students in regard to management decision making processes which could prompt students to strike or conduct themselves in an unruly manner. Below is further explanation of the relationship in regression analysis.

These findings imply that head teachers should be tactful to consider the students' social economic background; students should be given guiding and counseling sessions such that students are helped to fit in all situations despite their economic background. Thus the disciplinary management policy should be implemented in that rules and regulations are instituted in all schools, prohibiting contradictory cultural values such that there is a common understanding within the school. In doing so, School Managers try to fulfill the national goals and objectives of Education as outlined in the Government White Paper on Education Policy Review (1992) where by one of them is Forging national unity and harmony. There should also be practicing regulations that teachers who abuse students' rights should be dealt with accordingly basing on the ministry of Education and Sport's set rules and regulations. This will call for regular inspection of Schools to reduce on the unprofessional practices which lead to indiscipline among students. The inspectorate department of the Ministry of Education and Sports, Parents, local authorities, the School foundation bodies and other Stake holders, should do this inspection. This inspection should be regularly done to ensure that schools are established and run according to acceptable management Policies so as to create students' Discipline.

Table 6: Regression out put on the relationship between institutional management policies and discipline of students

Variable	Correlations	R ²	Adj.R	t-value	Coefficients	P- value
Discipline				8.384	24.553	.000
Institutional management	.375	.141	.136	5.638	.256	.000

Source: Primary data

Findings in table 6 reveal that disciplinary management policies significantly influences the discipline of secondary school students; evident is the obtained P-value of .000 with a positive correlation coefficient of .375 though less the value, there is a relationship between the two variables. The study obtained a regression coefficient of .256 for the independent variable though explained by R² of 14% which shows the percentage explanation of the regression model with in the analysis. The least percentage implying that the model is not well fitting within the data. The analysis obtained the t-tests of 5.638, which is different than zero. It should be noted that the t-statistic for the significance of the slope is essentially the test to determine if the regression model (equation) is usable. If the slope is significantly different than zero, then we can use the regression model to predict the dependent variable for any value of the independent variable. The t-statistic of the slope was significant at the .000 critical alpha level, t=5.638, p=.000. Thus, we reject the null hypothesis and conclude that there was a positive significant relationship between disciplinary management policies and the discipline of students at school. A number of factors therefore have to be put into

consideration if Schools are to manage Student discipline like the Ministry of Education and Sports should regularly organize workshops for School proprietors and Administrators on the appropriate management policies.

The above findings imply that the effect of the institutional management policies of discipline is a cause of indiscipline when authority is vested in the head of a school only and some students have the reparation for defiance and rebellion against authority. This is common where heads of schools make decisions alone without consulting teachers. In qualitative responses, it was noted that Guidance and Counseling is an effective method of dealing with indiscipline because it addresses the problem and its root cause. Through effective guidance and counseling, students would also realize their mistakes and initiate behaviour change aimed at being better disciplined. Therefore, guidance and counseling leads to the peaceful resolution of problems as no ill feelings that may lead to aggressive behaviour will be harboured.

The study was also meant to establish how school rules and regulations affect the discipline of private secondary school students in Entebbe Municipality. From the nature as elaborated in the conceptual framework, it should be noted that the discipline among students is not solely affected by school environment but also other factors like school rules and regulations. For empirical evidence, the hypotheses that school rules and regulations set by administrators affect the discipline of students was subjected to correlation and linear regression analysis and below are results:

Table 7: Correlation between students' discipline and rules and regulations

		Discipline	Rules and regulations
Pearson Correlation	Discipline	1.000	.439
	Rules	.439	1.000
Sig. (1-tailed)	Discipline	0	.000
	Rules	.000	0
N	Discipline	219	219
	Rules	219	219

Source: Primary data

Findings in Table 7 reveal that there is a significant relationship between the school rules and regulation and the discipline of students as evidenced by the correlation coefficients of .439 significant at .000. Therefore, the nature of school rules and regulations in a school influences the discipline of students, in some aspects, such rules instigate students to misbehave or behave themselves. Below is a further explanation of the relationship of the regression analysis.

During the interviews, findings revealed various management techniques were used by the school administration to deal with cases of student indiscipline. Suspension was considered as the most common technique used to deal with indiscipline in secondary schools. This was followed by manual work, guidance and counseling, however, one headteacher noted that,

“when trying to deal with improvement of students discipline in schools, we ought to know that students respond differently to different management techniques/punishments for example, a student who is not so much interested in studies will feel so relieved when given a suspension because he will have got a break from the daily routine and yet better results would have been yielded with Counseling and Guidance, therefore getting to understand a child’s individuality is very important when trying to discipline students.”

In most schools, head teachers (Administration) noted that their schools face a challenge as Counseling and Guidance was rarely resorted to in handling cases of student indiscipline. The respondents interviewed attested to the absence of strong guidance and counseling units or rooms that provide privacy in their schools although it was considered largely effective in dealing with indiscipline cases.

Caning was considered by respondents as ineffective technique of dealing with indiscipline. On head teacher noted that:

“Due to the ban on the use of the cane to instill discipline in schools, head teachers have resorted to other methods which may be physically and psychologically damaging to the recipient and may also have long-lasting and devastating effects” (Head teacher)

Table 8: Regression analysis of the relationship between the school rules and regulations with the discipline of students

Variable	Correlations	R ²	Adj.R	t-value	Coefficients	P- value
Discipline				10.917	24.647	.000
School rules & regulations	.439	.193	.189	7.199	.664	.000

Source: Primary data

Findings from Table 8 reveal that management of school discipline is not only affected by other factors but also school rules and regulations set by school managers as evidenced from the obtained correlation coefficients .439 with P values of .000. From the analysis, the t-values of the independent read 7.199. Table that is well above +2 implying a significant the independent moderating variable has on discipline of students at school. The analysis gives coefficients of .664 different than zero, which shows the value of effect on the dependent variable. In this however only 19% of the data is explained in the model and the rest is not explained but this does not subject the hypothesis to being rejected, basing on the significant levels of the obtained P values of .000.

Various qualitative responses of key informants are presented in this sub-section. They include the students' admission practices of schools sampled, the extent to which are the criteria was used to determine student requests to leave school leads to indiscipline, and

services offered to students by their teachers. One student leader expressed his dissatisfaction that:

“the only time we get to look at and read School rules and regulations is during admissions and after that we never get to hear about them. In addition to that, our needs are really not addressed to our satisfaction for instance permission forms to leave school are only signed by the Headteacher who may not be around on several occasions, so when students are badly in need of leaving school, the only option is to move out without permission and that is escapism which calls for a suspension from school”

According to many students, corporal punishment was used by teachers as an integral part of a persistent ethic to in schools. They referred to unjust and undue corporal punishment while others are *reprimanded* mildly or not at all. While some students noted that they acquire suspension or expulsion for minor wrongdoing, others who commit similar or worse offences are released. One student who was in total disagreement with that had this to say:

“I would never definitely agree to be given a punishment that is heavier than that of my colleagues when we have committed the same offence because that is injustice and if any teacher did it, I would definitely get back at him or her.”

According to the key informants including the school inspector and the head teachers, the main argument against suspension as a method of dealing with indiscipline was that suspended students will lose out academically. The time they waste going home tends to lower their academic standards. Suspension also punishes the parents/ guardians who

normally have to accompany the errant students back to school. In addition, the suspended students will take advantage of the suspension to engage in other harmful activities outside the school, such as drug abuse and petty theft. Suspended students will also rarely change their behaviour and will most likely carry on with the same delinquent behaviour after the suspension. Some suspended students also never come back to school. They opt to drop out of school altogether as they feel stressed. Others may even resort to other drastic measures, like suicide, to protest against what they feel is an injustice to them.

Manual work also leads to time wastage as it will usually be done while the other students are in class studying. As the punished student carries out the manual work in full view of other students, he will feel demeaned and psychologically abused. Put together, suspension and manual work lead to tension and enmity between the school administration and the students and this would result in deterioration of the relationship between the two parties.

4.3.1 Effect of student admission practices on discipline of secondary school students

Below are responses on the effect of student admission practices on their discipline:

Table 9: Student admission practices in various schools sampled

Admission practices	Mentioned	Not mentioned	Total
Students in a particular geographic area attend this school	9(18%)	41(82%)	50(100%)
Students are admitted based on successful passing of entrance interviews	43(86%)	7(14%)	50(100%)
Admitted based on achievement in sports, drama, performance, or other	13(26%)	37(74%)	50(100%)
Admittance is determined on a first-come first-serve basis	33(66%)	17(34%)	50(100%)

Source: Primary data

Findings in Table 9 reveal student admission practices in the various private secondary Schools sampled in Entebbe Municipality. The findings above mean that discipline problems occur when the admitted student refuses to obey rules of the classroom or school. Rules that deal with human actions will eventually be broken and require some sort of punishment. The concept of matching the punishment with the rule violation requires that the rules be presented in written format and that the punishment for violations be specified. Rules must also relate to the stated function of education or the school process and, again, common sense must prevail in establishing disciplinary action for breaking a rule. Teachers, in making rules for individual classroom behavior, should constantly be reminded of this principle. Furthermore, all students must be aware and

prudent of the rules before disciplinary action can be administered. One student lamented that:

“on many occasions students are punished but no body takes trouble to explain the reasons why they have been punished so at times they tend to disagree and in the end they are termed undisciplined”.

Table 10: Extent to which certain criteria determine student requests to leave school

Criteria	Never used	Sometimes used	Often used	Always used
Parent request	2(7.4%)	16(59.2%)	6(22.2%)	3(11.1%)
Teacher on duty referral	---	12(44.4%)	4(14.8%)	9(33.3%)
Administrator referral	---	2(7.4%)	21(77.8%)	4(14.8%)
Students’ status	---	15(55.6%)	5(18.5%)	7(25.9%)
Students’ special needs	---	4(14.8%)	9(33.3%)	14(51.8%)

Source: Primary data

Findings in Table 10 reveal the extent to which certain criteria determine student requests to leave School in the Sampled Private Schools in Entebbe Municipality. The above findings mean that parents and secondary schools share the responsibility of promoting values and standards which we hope will help younger people to establish sound behavioral codes for their lives. It is important that parents work in-cooperate with their child’s school, and not just leave the school alone in the dark. Discipline problems can be

dealt with much more effectively if both parties could share the similar and ideal vision which, leads to prolific missions

4.3.2 Punitive administrative discipline management practices and discipline of students

The researcher also asked the key informants the basis used to recommend students for: Suspension (dodging classes, possessing illegal gadgets like mobile phones, radios and bad clothes, minor theft). On the other hand, expulsion came as a result of (violent acts against fellow students or teachers like fighting, disrespect of teachers, engagement in escapism, illicit sexual activity among students, drug or alcohol abuse and suspected witchcraft).

The respondents reported that the effects of indiscipline on performance of students include the following:

“Indiscipline may lead to stigmatization of the affected teachers. Stigma associated with teachers being implicated was reported by students” (student leader, Entebbe municipality)

It was reported that some teachers being confronted by students often for the first time, tend to lose self-confidence, prestige, pride among fellow teachers and even their students. This is especially true for teachers who are fresh from their studies in university and thus can be easily teased by their students in schools.

Poor attendance of lessons and assignments was reported by 81% while 78% reported that affected students develop incidences of violence in class thus affecting other students' learning environment. Similarly, 68% of the students affirmed that indiscipline with teachers makes pupils earn very poor grades in different subjects for instance Math, English, Science and Social studies.

Poor performance of the school at national level was reported by 52% of the students interviewed as an effect of indiscipline on students' performance whereas 34% of the students mentioned that these indiscipline lead to high levels of stress on the side of students in classrooms thus poor performance. Finally, 14% of the students reported that indiscipline lead to depression and worry among the students. Other students noted that sometimes, indiscipline lead to low self-esteem on the side of teachers. This is caused by students who develop disrespect for the teacher thus even affecting their social interaction and relationship building. Some students reported that they found it hard to even interact with fellow students.

4.4 How the above Management Policies Deal With Student Discipline in Private Secondary Schools in Entebbe Municipality

The study sought to assess how management policies used in schools deal with student discipline in private secondary schools in Entebbe Municipality. To maintain the logical flow of aspects, descriptive aspects are presented first, followed by inferential statistics with empirical evidence.

4.4.1 Respondents view about school resource-related factors that affect management of student discipline in private secondary schools in Entebbe Municipality

School resource-related factors significantly affect student discipline of private secondary schools. This sub-section presents the empirical evidence in statistical analysis using linear regression analysis and correlation. It gives the evidence nature of the relationship between the variable and the extent to which each factor affects or contributes to the other. Findings are presented below in respective hypotheses:

Table 11: Influence of school resource-related factors on students' indiscipline (interview results)

Response	Frequency	Percentage
No influence	9	12.1
Lack of good facilities leads to fornication	12	16.2
Facilitates drug and alcohol abuse	4	5.4
Accelerates absenteeism	21	28.3
Leads to strikes among students	25	33.7
Leads to diseases among students	3	4.0

Source: Primary data

Findings from Table 11 reveal that 12.1% of respondents revealed that the geographical location of the school does not necessarily influence students' discipline since there are always fences on such schools. In another aspect, some respondents said that the

geographical environment affects the discipline since students can hide in the bushes surrounding the school and indulge in drug abuse (5.4%) as well as fornication (16.2%).

In one of the interviews, one mother lamented that:

“...My daughter was caught by the night watchman fornicating in the eucalyptus trees which are near the school as others were reading” (Parent, private secondary school)

The above lamentation was also supplemented by the teacher who said that bad school factors lead to strikes among students (33.7%) only to hide in eucalyptus and to all sorts of indiscipline.

The above findings mean that in a school related factors where school management institutes school rules that are too rigid, strict, punitive and unnecessary, this may psychologically instigate students to become undisciplined. Also large crowded classes, which are difficult to maintain and control, discomfort such, as poor ventilation, high temperatures and being too congested are some of the factors that contribute to indiscipline of students. Interviews revealed that most of the time indiscipline cases in schools are the result of poor management cases, in this poor administration among schools was reported as one of the causes of strikes among in schools as students are subjected to harsh rules and regulations mostly subjecting them to poor food.

4.4.2 Students Attitudes towards the Management of Discipline

Below are the findings on students' attitudes towards the administration process in their respective schools. These findings are presented in table format and subsequently

discussed. They have a bearing on causes of indiscipline of students in private secondary schools.

Table 12: Students’ health issues and how they lead to indiscipline of students

Health needs	Very satisfied	Satisfied	Indifferent	Dissatisfied	Very dissatisfied
Availability of student health services	21(14%)	48(32%)	4(2.7%)	75(50%)	2(1.3%)
Accessibility of student health services	30(20%)	18(12%)	---	97(64.7%)	5(3.3%)
Adequacy of education on prevention & exposure to abrupt infectious diseases like cholera, malaria etc	---	45(30%)	---	105(70%)	---

Source: Primary data

Findings from Table 12 reveal that most students (50%) stated that they were dissatisfied with the availability of student health services in their schools while 2.7% were very satisfied with this. Only 14% were very satisfied and 32% were satisfied with availability of student health services. Table 12 above also shows that as regards the accessibility of student health services, 19% of the respondents were very satisfied, 12% were satisfied whereas. In total, 63% of the sampled respondents were dissatisfied with the accessibility of student health services and 5% showed extreme dissatisfaction. The findings also

revealed that most students (68%) were dissatisfied with adequacy of education on prevention and exposure to abrupt infectious diseases like cholera, malaria etc; 11% were satisfied whereas only 32% were satisfied as regards this matter. The study also focused on the availability of library and learning resources in private secondary schools and below is the findings:

Table 13: Library and Learning Resources

Response	Very satisfied	Satisfied	Indifferent	Dissatisfied	Very dissatisfied
Accessibility of library services	18(12%)	68(45.3%)	4(2.7%)	60(40%)	
Quality of library services	15(10%)	45(30%)	---	60(40%)	30(20%)
Adequacy of computer-learning resources	---	60(40%)	---	75(50%)	15(10%)

Source: Primary data

Findings in Table 13 above clearly reveal that 45.3% of respondents felt satisfied with the accessibility of library services. However a very close proportion (representing 40%) was dissatisfied with this aspect whereas 12% were very satisfied with the access to library services in their respective schools. Regarding their level of satisfaction with the quality of library services, 10% of students were very satisfied, 30% were satisfied whereas 40% showed dissatisfaction as 20% were very dissatisfied with the quality of library equipments like books, and newspapers among other items.

The adequacy of computer-learning resources was satisfactory only in the case of 22 students (representing 22%). On the other hand, a significant 50% of students were dissatisfied with adequacy of computer-learning resources in schools. This is explained by the fact that most schools in Uganda still lack information technology equipments for their students to use and 40% were satisfied. Below is Table 14 showing leaning environment of schools and its effect on discipline of Students:

Table 14: Learning Environment of schools visited

Response	Very satisfied	Satisfied	Indif-ferent	Dissat-ified	Very dissatisfied
Adequacy of student study space	----	97(65%)	---	45(30%)	8(5%)
Adequacy of student relaxation space like field	----	90(60%)	4(2.7%)	20(13.3%)	21(14%)
Policies for addressing student mistreatment	1(1%)	23(23%)	5(5%)	29(29%)	42(42%)
Appropriateness of policies and procedures for disciplinary action	9(9%)	43(43%)	11(11%)	31(31%)	6(6%)

Source: Primary data

Findings in Table 14 above reveal the level of satisfaction of the learning environment in the sampled Private schools in Entebbe Municipality. The above results imply that much as students seem to be more comfortable within the school environment, the issue of

appropriateness of policies and procedures for disciplinary action still needs to be addressed so as to improve on the discipline of students. School managers and teachers should take trouble to devise better means of managing students discipline other than the use of harsh and uncompromising rules and regulations because the more the students feel more pressurized to conform to them, the more they resort to other ways like absenteeism, strikes, verbal abuse of teachers hence indiscipline in school. Findings in table 15 below show other educational programmes and their effects on discipline of secondary school students in Entebbe municipality:

Table 15: Educational Programs

Response	Very satisfied	Satisfied	Indifferent	Dissatisfied	Very dissatisfied
Appropriateness of teaching methods	5(5%)	32(32%)	60(45%)	18(12%)	4(4%)
Appropriateness of student performance evaluation methods	3(3%)	21(21%)	---	76(76%)	---

Source: Primary data

Findings in Table 15 reveal that the largest category of students represented 45% of sample were indifferent when asked to rank the level of satisfaction with appropriateness of teaching methods. This is probably because students do not understand teaching methods employed in their schools. 32% were satisfied and 5% (very satisfied). Only 10% of the sample respondents agreed with the statement while 6% strongly agreed and

3.3% held a neutral position. It is also indicated that 76% of the respondents disagreed with the statement that the appropriateness of student performance evaluation methods; 21% agreed and only 3% were very satisfied with this aspect. Teachers also noted that a clear timetable for classroom activities also goes a long way to determine performance and also when poorly structured can lead to indiscipline in class. Students were asked if the statement that “Classroom activities are highly structured” was accurate and 45% (majority) only felt that it was somewhat accurate; whereas 8% felt that it was inaccurate. However, 37% supported this statement (accurate) and 10% strongly endorsed it (very accurate).

In qualitative findings respondents were also asked about their views as regards accurateness of the statement that “*Most teachers have a negative attitude about students*” and 44% stated that it was somewhat accurate, but a competing 41% noted that it was not accurate at all while 9% (somewhat accurate) and 6% (accurate). When asked about the accuracy of the statement that “students are encouraged to compete for grades”, 72% (very accurate) while 22% (accurate). Only 6% noted that the statement was somewhat accurate. For the statement “*There is often conflict between teachers & administrators was very accurate*”, 52% (somewhat accurate), while 16% noted that it was not accurate at all and 3% (very accurate). However a significant 18% felt that it was accurate. Finally, the statement that “*Teachers usually take the time to respond to students’ individual needs*” received a number of responses. 62% felt that it was somewhat accurate, 26% felt that it was accurate while 3% felt that it was very accurate. However 9% contested this by saying it was not accurate at all. Findings in table 16

below show the student level of satisfaction with general school organisation in private schools of Entebbe municipality:

Table 16: Students' Level of satisfaction with general school organisation

Statements	Excellent	Good	Indifferent	Fair	Poor
Quality of Teaching	8(8%)	85(85%)	---	7(7%)	---
Organization of Lessons	30(20%)	120(80%)	---	---	---
Organisation of extracurricular activities like sports	17(17%)	38(38%)	10(10%)	30(30%)	5(5%)
Workload for students in assignments & exams	14(14%)	51(51%)	7(7%)	28(28%)	----
Quality of students' residence (dormitory)	5(5%)	28(28%)	1(1%)	56(56%)	10(10%)
Quality of sanitation facilities (toilets, bathrooms)	7(7%)	19(19%)	27(27%)	---	48(48%)
Physical ambience of the school	17(17%)	61(61%)	2(2%)	20(20%)	----

Source: Primary data

Findings in table 16 reveal the general aspects of schools organisation that influence discipline in private schools and also those that affect students' academic performance as reported by students who were included in the study sample. According to the above results, the hypothesis was thereafter tested using correlation analysis and later linear regression analysis since it searches for a linear relationship between a dependent

variable and one or more independent. To obtain the empirical evidence in the hypothesis, the mean of all the components in the variables were computed and tested.

Below is the statistical hypothesis correlation test:

Table 17: Regression analysis of the relationship between School-resource related factors and discipline of students

	Variable	Correlations	R ²	Adj.R	t-value	Coefficients	P-value
Dependent	Discipline				7.780	28.078	.000
Independent	School-resource related factors	.251	.063	.058	3.565	3.789	.000

Source: Primary data

Findings in table 17 reveal that there is evidence that the school-resource related factors in which the school is located influences the discipline of students since a value given for the coefficient of determination also known as R² in this study amounted to .063. The coefficient of determination presents the amount (proportion) of the variation of the data presented by the dependent variable that is explained by the independent variable. This implies that 6.3% of the variation in the discipline of students was accounted for by the school-resource related factors in the study.

In this regard, the percentage explanation of the magnitude is not very high since the correlation r is 251. also with a t-test on the geographical environment of the school as 3.565 significant at .000, so to say is that t-test explains the effect on the dependent variable taking note that the t statistics can help determine the relative importance of each variable in the model, putting much concern on t values well below -2 or +2. Therefore the health of students, learning facilities, entertainment, games and sanitation among others spells much of the students' discipline at school. As statistically proved in one way or another, students may pick lousy reasons and engage in all sorts of indiscipline compared to such school where there are adequate school-resource related factors. Also in the rural – urban, it should be noted that students in urban schools tend to run away from school to town since there are many facilities in town than in villages. To this observation therefore on analysis of the P-value, (.000) the null hypothesis that there is no relationship between the two variables is rejected and the stated accepted.

4.4.2 How school communication policies help in management of student discipline in private schools in Entebbe Municipality

The findings indicated that most head teachers rarely put any effort in discussing the implementation of rules and regulations with the students. Most of the respondents indicated that the school administration comes up with the school rules without consulting the students. This was reinforced by a statement from the Director of Studies in one of the private schools:

“The only time when students and the administration talk about the rules in most schools is when the student is being admitted. This is usually done in the presence

of the parent and the student signs promising to obey all the rules. Some of the rules that the student promises to obey are undemocratic, vague or oppressive to the student” (Director of Studies, private school, Entebbe municipality).

The qualitative findings indicate that head teachers rarely discussed the implementation of rules and regulations with the students. The findings also indicate that students are made to sign undemocratic, vague and oppressive rules only during admission process. The respondents revealed that the school administration has a choice of several channels used to communicate to students’ important information concerning the school. The channels chosen and used would determine how well the information is passed and received by the students as well as determining the reaction of the students to the message. Many respondents did not indicate meetings as channels of communication used by the school administration. The implication here is that meetings as channels of communication are never used or initiated by the undemocratic school administration. Some teachers and head teachers interviewed preferred meetings as the best method of providing first hand information therefore not subject to misinterpretation. The messages about reporting to school early and other examples that are received in meetings would also be clarified on the spot in case of misunderstanding. This means that the feedback in meetings would be immediate and no one would be left in doubt as the communication would be two-way.

Meetings and morning assemblies were found to be the most favoured way of passing information to the school administration. In such private secondary schools, students

were not afraid to air their views in fear of victimization. The findings reveal that students had honest presentations of their problems. The right information about students' grievances was also passed on to the administration. The implication here is that democratic school administration did not rely on rumours or hearsay in order to take appropriate action. Meetings were preferred as the best channel of communication because they improved the interaction, hence the relationship, between the administration and the students and this would in turn lead to unity and peace in the school. Meetings convened by the school administration would also be taken more seriously by students as opposed to, for example, messages on the notice board which can be ignored, overlooked or pass unnoticed by the students.

One of the head teachers noted that:

“Morning assemblies are effective in conveying information to the students because they are held regularly and all students and teachers are assumed present during the assembly”.

As in meetings, the information passed during assembly would also be first hand and not subject to misinterpretation. In assemblies however, the communication is normally one-way and does not give room for immediate feedback as in meetings. This is because the students are, more or less, given directives without being given a chance to negotiate, question or seek clarification on the issues addressed. According to the respondents, notice boards are not a very effective way of passing information to the students because the message on the notice board could easily pass unnoticed or be ignored by the students. Some mischievous students could also pluck the notices from the board before they are read by other students. Also, the message on the notice board could be

ambiguous and thus prone to misinterpretation if not clarified. Such clarification is always not immediate when notice boards are used to pass information.

In a school setting where students feel constrained and scared of voicing their opinions, suggestion boxes were favoured as a method of communicating to the school administration. This is because suggestion boxes guarantee the students anonymity. The respondents indicated that suggestion boxes would be effective as a means of communicating to the administration because they are confidential and guarantee the students security and anonymity; therefore no one can be victimized. Thus, any issue affecting the students would be raised without fear through the suggestion box. Even complaints against the head teacher and the teachers would be freely voiced using the suggestion boxes. One head teacher noted:

“Some students abuse teachers they don’t like through these suggestion boxes... We have had such cases where students have falsely accused a teacher of molesting a female student...” (Head teacher, private school, Entebbe municipality)

Suggestion boxes would also be easily accessible to all students and the notes in the suggestion boxes could be kept for future reference. The messages in the suggestion boxes would also be sure to reach the administration since in most schools, only the administration has the key/access to the suggestion boxes. An adoption of the two forms of communication, that is meetings and suggestion boxes, by students in secondary

schools would thus ensure that the students effectively present their grievances to the administration.

The investigated effectiveness of communication in private secondary schools. Data generated from respondents was analysed and revealed that effective communication is an integral part of successful school administration. Lack of effective communication or poor communication will result in indiscipline, chaos, misunderstanding and lack of confidence in the school administration. Because effective communication is vital to the success of the school, the school administration must put in place and use effective communication channels within the school. The findings indicate that ineffective communication resulted in indiscipline, chaos, misunderstanding and lack of confidence in school administration. Effective communication ensured that messages reach the receiver who gives feedback. It allows no room rumours.

Table 18: Factors that promote effective communication in private secondary schools

Factors	Mentioned	Not mentioned
Counseling sessions	40(80%)	10(20%)
Frequent meetings between the administrators and the students	33(66%)	17(34%)
Willingness by the administration to listen to the students	21(42%)	29(58%)

Source: Primary data

According to the respondents, regular guidance and counseling sessions (80%) for the students would help in promoting effective communication because they would dig deeper and unearth the source of the problem and this would lead to the peaceful resolution of the issues at hand. Frequent meetings between the administrators and the students were mentioned by 66% of respondents. They explained that this would also improve communication in the school as they would create good and positive relations between the students and the administration. In the absence of such frequent meetings between the students and the administration, an effective and efficient prefect system would also enhance communication because the prefects would be used as a link between the students and the administration.

Willingness by the administration to listen to the students was mentioned by 42% of key informants. In qualitative interviews, it was noted that this would also greatly enhance communication in the school. However, this can only be possible in a democratic school setting, where everyone's views are listened to and respected. In addition, the ability and willingness of the head teacher to delegate duties to the other teachers in the school would also improve communication in the school. This is because these teachers would interact with the students in the course of executing the work given to them and would thus be in a position to give useful feedback to the administration.

The analysed findings revealed that there are factors such as individual communication skills which promote communication. These include regular guidance and counselling sessions for the students, an effective and efficient prefect system, willingness by the

administration to listen to the students and the ability and willingness of the head teacher to delegate duties to the other teachers in the school would help in promoting effective communication.

Some private secondary schools in Entebbe also lacked clearly stated rules and regulations to guide students' behaviour. In such cases, students would feel antagonized when punished for a rule whose penalty is not clearly stated. This antagonism would ultimately lead to communication breakdown between the students and the school administration. Peer pressure was also a major factor to contend with as far as effective communication is concerned because when the students are acting as a group, they would psyche or encourage each other to express their feelings in destructive ways instead of talking to the administration. This was attributed to inadequate guidance and counseling for the students, on the dangers of acting on mob psychology.

The key informants also indicated that interference by overprotective parents or guardians would lead to communication breakdown in the school because the school administration would feel antagonized by such parents while the students in question would think they have been given a green light to misbehave. The findings reveal that there are factors such as barriers to interpersonal communication which hinder effective communication. These include fear of the administration by the students especially where it is not open but autocratic and ignored students' grievances, lack of proper hierarchy of authority to whom grievances are forwarded, peer pressure, inadequate guidance and counseling units, clearly stated rules and regulations to guide students' behaviour and

interference by overprotective parents and guardians are some of the hindrances effective communication.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The chapter presents the discussion, conclusions and recommendations. These are all presented and drawn from titles: Forms of indiscipline among students in private secondary schools, Student disciplinary management systems in selected private schools and Application of the management policies in dealing with discipline in private secondary schools in Entebbe Municipality.

5.1 Discussion of Findings

5.1.1 The forms of indiscipline among students in private secondary schools in Entebbe Municipality

The forms of indiscipline in the selected private schools in Entebbe according to the study findings include; disorder in classrooms, disrespect for teachers, verbal abuse of teachers and fighting among students. Others included; strikes, absenteeism, tardiness, use of alcohol, stealing, early pregnancies, fighting, and possession of firearms .In line with the New Vision (8th August 2007) Uganda in particular, strikes have been witnessed in various schools, for example, Bweranyangi girls SSS, St Leo's SSS, Ibanda SSS, Sacred Heart, Kigezi College Butobere, Islamic Institute Jinja, Nyakinoni SSS Katikamu SDA to mention but a few. A lot of valuable property was destroyed.

Chester, (2000), argued that one of the causes of indiscipline has been the current global trend of educational reform, where privatization of education and making the public

school system more market-driven has been adopted. Daniels (2004) argues that under the market-driven reform policies, parents have given more choices, or incentives to choose other forms of schooling, such as private schools, home schooling, and using school vouchers. However, to explain the causes of indiscipline, Kaufman, (2006) argues that the problem is that traditional approaches to discipline are based on theories that are applicable to some students, but are flawed with respect to students who exhibit chronic behavior problems. One of the underlying theories of discipline practices such as exclusion is that students' behavior is primarily driven and maintained by the principles of positive reinforcement. The assumption is that school is a reinforcing environment, and therefore school authorities maintain this reinforcement environment, students will not engage in problem behavior and nor will they get out of school.

Other authors like Katherine, (2002) stress that in the past, the term “discipline” in school most often conjured up images of some form of correction or punishment in response to student misbehavior. Students sat in neat rows in classrooms of old classrooms while their teachers stood before them lecturing on the topic of the day. Students were expected to respect their teachers, and that was the end of it. Disruptions were dealt with severely. However, (Akinpelu 1981) elaborates that it is not enough to tell a child what he should know or do, but the teacher needs to make him do the good act repeatedly until he cultivates the habit of doing it naturally. In other words, character is not inborn but cultivated; practice and experience are necessary in its development (Lurt, 1996; MacIntre, 1994:149). Therefore it is the work of the teacher in School to guide the student

repeatedly towards acquisition of desirable character hence managing Discipline of the learner.

5.1.2 The student disciplinary management systems in selected private secondary schools in Entebbe Municipality

Findings reveal that the management techniques used strongly affect the discipline of secondary school students in Entebbe Municipality. School rules and regulations have a strong effect on the discipline of secondary school students in Entebbe Municipality. The study also revealed that institutional management influences the discipline of students as could be influenced by the conduct of teaching staff and decisions of boards of governors.

Other influencing factors were found to be school rules and regulations that the school institutes to govern students. From the analysis it was revealed that institutional management significantly affects the discipline of students evidenced by the obtained correlations co efficiency of .375 of which is significant at .000. This is also evidenced by the obtained t values of 5.638 indicating effect on institutional management has on the discipline of students at school. In the aspect of the teaching staff, their conduct at school influences their discipline as Ansabel (1978) stresses that teachers role are very vital towards students disciplined, they are parents away from home. Teachers set rules and regulations which once broken, certain punishments are given such as hard labour and to some extent administer punitive punishments. He advocates for extinct forces to be exerted on students in order to maintain and cause discipline. As elaborated above, this implies that the way teaching staff treats students both in academic and non academic

affairs, determines much of the students' discipline at school. Also the arrangement and conduct of governing bodies like the head teachers, student governing body and support staff influences the discipline of students at school.

Therefore involving student governing bodies such as student councils in the discipline process and promoting student reflection about their own indiscipline is the key to effective discipline. Egwell (1989) strongly advises that students should be treated humanely, that is without such prejudice that they are naturally indiscipline and can't think maturely. In this study it was revealed that institutional management positively influences the discipline of students at school as evidenced by the obtained regression coefficients of 256 away from zero. Therefore the conduct of teaching staff, school management teams as well as founding bodies of such schools significantly influences the discipline of students.

Healy (1995) asserts that in a school environment where school management institutes school rules that are rigid, strict, punitive and unnecessary; this may psychologically instigate students to become undisciplined. Also large crowded classes which are difficult to control and manage, have poor ventilation, high temperatures and congested contribute to indiscipline of students. He points out that Uganda's education system has long been associated with an authoritarian, puritanical and Christian type of discipline. The effect of the school administration is a cause of indiscipline when authority is vested only in the Head and some students have the reparation for defiance and rebellion against authority. The above literature rhymes with the findings from interviews where it was revealed that

most of the times, indiscipline cases in schools are the result of poor management practices, in this case, poor administration of schools was reported as one of the cause of strikes among students in schools, as students are subjected to harsh rules and regulations mostly subjecting them to poor food.

The analysis revealed a positive correlation between the availability of school rules, regulations and the discipline of students as evidenced by obtained correlation coefficients of 439 with a significance of .000. This is related to existing literature as put forward by Ansebel (1998) who stresses that teachers set rules and regulations which once broken, certain punishments such as hard labour and to some extent administer punitive punishments. He stated that discipline meant the imposition of external standards and control on an individual conduct. A more viable theory, based on much current research of children's learning histories show that the problem behavior of many students including some students with emotional or behavioral disorders is maintained by the principles of negative reinforcement (Gunter et al, 2003).

5.1.3 How the above management policies deal with student discipline in private secondary schools in Entebbe Municipality

From the study findings it was revealed that the school resource-related factors significantly influence the discipline of students in school since the students can strike, get health problems, perform poorly and become big headed.

This thus influences the management of student discipline in the private secondary schools in Entebbe Municipality. These factors influence the discipline of students.

Clifford (1993) also illustrated that indiscipline in school comes as a result of family background where children are hardly subjected to serious parental guidance and counseling or supervision or disciplinary punishments. They are left to be childish and perform work at their own pace for the rest of their teenage. This is evident in the interview results where it was found out that most students especially girls are never punished for wrong doing at home which practice is taken to school and this was reported to have contributed to indiscipline among students such that when they are beaten, they abuse teachers and this results into expulsions.

It was revealed that resource-related factors such as library, teaching facilities, dormitory, sanitation, feeding and school environment influence student discipline. These findings are in line with studies done by Brophy and Rohrkemper (2001) which revealed that there is no main party, teacher, student or others, who is responsible for pupil indiscipline. It is the source of the problems that must be located in order for student indiscipline to be reduced (Bullara, 2003). Bain et al, (2003) supplement that teachers chose to use long term goals to change student behaviours. He noted that long term goals have small objectives the student attempts to attain over a long period of time and by attaining all the small objectives, the main goal will be attained.

The findings also indicate that generally, there is a glaring gap in communication, especially on discipline issues and implementation of rules and regulations in secondary schools. As a result, the discipline standards in private secondary schools have gone down drastically. In addition, the methods employed by head teachers in dealing with

indiscipline are not effective. This finding is divergent from those of Hale and Canter, (2008) who noted that teachers, who help students to constructively focus on their discipline, encourage the student to become involved in school activities and identify specific student learning needs and show them how to become useful persons of the future. In the same vein, Singham, (2003) adds that in situations where there are long serving teachers, they have a sound knowledge base, are actively engaged with the make-up of their academic discipline, have a firm understanding of how students learn, and the skills necessary for students to meet high standards.

5.2 Conclusions

From the above findings and discussions the study makes the following conclusions;

It is concluded that the forms of indiscipline among students in private secondary schools in Entebbe Municipality are: widespread disorder in classrooms, student acts of disrespect for teachers, student verbal abuse of teachers and fighting among students.

Secondary, the existing student disciplinary management policies in selected private secondary schools in Entebbe Municipality included: use of school rules and regulations, student admission practices, criteria for leaving school, use of punitive measures like punishments by Teachers and Headteachers to curb them.

It is also concluded that student disciplinary management techniques used by the different school administrators affect the management of students discipline since the conduct of teaching staff, non teaching staff, school prefects and the operation of other

governing bodies contribute much in grooming the students into responsible citizens. In this respect, the conduct of teachers usually prompts strikes among students.

5.3 Recommendations

The study makes the following recommendations;

To reduce the various forms of indiscipline, head teachers and teachers need to identify strategies and practices that can be used to improve safety, support, academic challenge, and social-emotional learning to monitor the effectiveness of interventions; and in so doing, to improve discipline of their students.

As regards disciplinary management systems, communication is very important especially when trying to curb indiscipline in schools. This involves the exchange of ideas, feelings, and resources to facilitate the relationship between the students in the classroom setting and the teachers or administrators. At the same time it motivates the student, to engage himself more in his education. There is also need for staff training in indiscipline resolution short courses or seminars encompassing approaches other than the one currently adhered to. There should also be practicing regulations that teachers who abuse students' rights should be dealt with accordingly basing on the ministry of education and sports set rules and regulations.

To ensure that school management policies positively influence student discipline, Schools, Head teachers and parents have to do more in terms of teaching the Students about good behavior and respect. In the schools, we have to be more innovative and also

try to create a conducive learning environment for the Students. School authorities should avoid hard to cope with rules and regulations, instead should leave students to be self administered with a standard pass mark beyond the normal and this can encourage students to be self administered.

The study identifies the following as the areas for further Research.

1. Relationship between discipline and students' Areas of further research academic performance in secondary schools.
2. Relationship between urban or rural location of a school and the academic performance of the students.
3. Extent to which school rules and regulations contribute to management of student discipline in schools.
4. The impact of the strikes on the academic performance of students in schools.

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APPENDICES

APPENDIX A

QUESTIONNAIRE FOR TEACHERS AND HEAD TEACHERS

Dear respondent, I am conducting a study on **Management of Students' Discipline in Private Secondary Schools in Entebbe Municipality**. You have therefore been selected to participate in the study by responding to questions contained here in. You are kindly requested to answer all questions to the best of your knowledge. All information you give will be treated with utmost confidentiality. (Please tick (√) or fill in responses in the boxes or spaces provided)

PART I: Bio-Data

1. Job title: Teacher -1; Administrative -2; others – 3
2. Qualifications: a. Diploma b. Bachelor of Education c. Post-graduate
3. Additional In-service training: a. Yes (specify) b. No
4. Current role: a. Administration b. teaching c. Supervision d. Support staffs
5. As of 2006 what was the total student enrollment in your school.....
6. Which of the following describe admission practices for students in your school (tick)?
 - a. Students in a particular geographic area (or district) attend this school
 - b. Students are admitted based on successful passing of entrance interviews
 - c. Students are admitted based on achievement in sports, drama, performance, or other
 - d. Students are admitted to the school based on a random selection
 - e. Admittance is determined on a first-come first-serve basis

7. As an administrator, what do you think are most important things that students need to be successful in school and also to remain in harmony with administrators?

.....

8. To what extent are the following criteria used to determine student requests to leave school? (Mark one response on each line)

1=Never used 2=Sometimes used 3=Often used 4=Always used

- a. Parent request..... b. Teacher on duty referral..... d. Administrator referral.....
- d. Student's status..... e. Student's special needs.....

9. Which of the following programs or services are offered in your school? (Mark one response on each line) 1=Yes, offered 2=No, not offered

- a. Vocational counseling services or programs..... e. Peer tutoring.....
- b. Individual or group psychological counseling..... f. Cultural interaction.....
- d. Incentives for outstanding classroom performance.....
- d. Close monitoring of student attendance or classroom performance.....

10. On what basis are students recommended for:

- (a) Suspension.....
- (b) Expulsion.....

PART II: Teacher Characteristics

- How many full-time teachers work in your school?
- (b) How many part-time teachers work in your school?

How many full-time library staff members work in your school's library media resource center?.....

How many members work in the kitchen / welfare department?
.....

How many security guards does your school have?.....

How many library staff members work in your school's library?.....

PART E: This section should be completed by the Head Teacher (or Representative only)

On a typical school day, what number of your students would you estimate...

a. are late?..... b. are absent (unexcused)? c. cut or skip classes?.....

To the best of your knowledge how often do the following cases of indiscipline occur at your school? (Mark one response on each line)

1= once a week 2=once a month 3=Daily 4=On occasion
5=Never

Physical conflict among students.....

Robbery or theft.....

Use of alcohol and illegal drugs.....

Physical abuse of administrators and teachers.....

Student verbal abuse of teachers.....

Student racial tensions.....

Student bullying.....

Widespread disorder in classrooms.....

Student acts of disrespect for teachers.....

Other (specify)

D(i) What are the existing management strategies have you put in place to address this
indiscipline among students?

.....

D(ii) What are the existing cases of students indiscipline in this
school?.....

D(iii) What means have you devised to improve students discipline in private
schools?.....

.....

Thank You For Your Cooperation

APPENDIX B

QUESTIONNAIRE FOR STUDENTS

Dear respondent, I am conducting a study on **Management of Students' Discipline in Private Secondary Schools in Entebbe Municipality**. You have therefore been selected to participate in the study by responding to questions contained here in. You are kindly requested to answer all questions to the best of your knowledge. All information you give will be treated with utmost confidentiality. (Please circle, tick (✓) or fill in responses in the boxes or spaces provided)

PART A: Demographic Details of the person completing the questionnaire

1. Gender (a) Male (b) Female
2. Age.....
3. Class.....
4. Do you hold any position of responsibility in your school? a. Yes b. No
(b) If yes, what position? -----
5. Does your school have a students' body that advocates for rights of students?
a. Yes b. No
(b). If yes, what are the specific roles of the body? -----

PART B: Students Attitudes towards the School-based factors

Please circle the number indicating your level of satisfaction:

1. Very satisfied 2. Satisfied 3. No opinion/indifferent 4. Dissatisfied 5. Very dissatisfied

B1: Administrator-student Relationship

Access to head teachers 1 2 3 4 5	1 2 3 4 5
Administration awareness of student problems 1 2 3 4 5	1 2 3 4 5
Role of students on key school committees 1 2 3 4 5	1 2 3 4 5
Regular meetings for student leaders and administrators	1 2 3 4 5
Adequate funding of prefects programs	1 2 3 4 5
Administrators often consult prefects before taking key decisions	1 2 3 4 5

B3: Student's welfare

Availability of student health services	1 2 3 4 5
Accessibility of student health services	1 2 3 4 5
Adequacy of education on prevention & exposure to abrupt infectious diseases	1 2 3 4 5
Regular change of diet on the school menu	1 2 3 4 5
Adequate preparation of school meals	1 2 3 4 5
Meals enough for all students	1 2 3 4 5

B4: School Resources

Adequacy of student study space	1 2 3 4 5
Adequacy of student's recreation facilities	1 2 3 4 5
Policies for addressing student mistreatment	1 2 3 4 5
Educational activities aimed at preventing student mistreatment	1 2 3 4 5
Appropriateness of student advancement and graduation policies	1 2 3 4 5

Appropriateness of policies and procedures for disciplinary action	1 2 3 4 5
Confidentiality of student records	1 2 3 4 5
Availability of student records for review and challenge	1 2 3 4 5

B5: Educational Programme

Quality of the educational programme as a whole at school	1 2 3 4 5
Appropriateness of teaching methods	1 2 3 4 5
Appropriateness of student performance evaluation methods	1 2 3 4 5
Effectiveness of methods for evaluating clinical skills	1 2 3 4 5

B6. Does your school have a policy requiring students to maintain a minimum grade average in order to participate in school activities such as organized team sports etc?

- a. Yes b. No c. Does not apply

B7. Indicate how much each of the characteristics listed below describes your school's environment? (Mark one response on each line)

1=Not at all 2=somewhat accurate 3=Very accurate 4=accurate

Student morale is high.....

Most teachers at this school press students to achieve academically.....

Teacher morale is generally high.....

Most students place a high priority on learning.....

Discipline is emphasized at this school.....

Classroom activities are highly structured.....

Most teachers have a negative attitude about students.....

The school emphasizes sports.....

Students are encouraged to compete for grades.....

There is often indiscipline between teachers and administrators.....

Administrators usually take the time to respond to students' individual needs.....

How do you gauge the relationship between administrators and students in your school?

.....

B9: Level of satisfaction exhibited by students (Please circle the number with your level of satisfaction)

1=Excellent 2=Good 3=No opinion/indifferent 4=Fair 5=Poor

Quality of Teaching	1 2 3 4 5
Quality of Course	1 2 3 4 5
Organization of Lessons	1 2 3 4 5
Organization of extracurricular activities like sports	1 2 3 4 5
Workload for students in terms of assignments and tests	1 2 3 4 5
Quality of students' residence (dormitory)	1 2 3 4 5
Quality of sanitation facilities	1 2 3 4 5
Physical ambience of the school	1 2 3 4 5

PART D: Existing management styles used

D1. What are the major causes of student indiscipline in your school?

.....

D5. What specific roles should the following stakeholders play in improving student discipline?

Students.....

Administrators.....

Parents.....

Government.....

D6. How are the major student discipline problems handled by administrators in your school?

.....

Thank You for Your Cooperation

APPENDIX C

INTERVIEW SCHEDULE FOR EDUCATION OFFICIALS IN ENTEBBE

MUNICIPALITY

1. How many years have you been in education service?
2. Describe the students in the private schools of Entebbe Municipality
3. What are your perceptions of discipline in private school of Entebbe Municipality?
4. What do you think administrators perceptions are of students' discipline in Entebbe Municipality?
5. What are the major student discipline problems you face as education managers of Entebbe Municipality?
6. What would you class as a minor discipline problem?
7. What is your role in establishing and maintaining students' discipline in private schools? (In the classroom and the school)
8. How do you attend to the discipline problems in Entebbe municipality? (Do you attend to your discipline problems in your classes or refer them to the school administration?)
9. What are your strategies for dealing with indiscipline as education officials? (Off-task behaviour)
 - a. What or who makes your job easier or more positive?
 - b. What is ineffective?
 - c. Would you put parents somewhere in there? (Either a help or hindrance)
10. Do the teachers in private schools follow one discipline policy throughout the municipality?

(b) Describe this management system of student discipline

11. What are your views about the discipline policies in this school?

(b) How closely do you follow the discipline policies? What factors hinder effective communication?

12. To what degree do you and other teachers have a contribution in developing school discipline policies?

13. How do you feel when students follow discipline policies in private schools of Entebbe Municipality?

14. In what ways do discipline issues affect the day to day running of your class?

Appendix D: Reliability analysis on questionnaire pretest

$$\alpha = \frac{N}{N - 1} \left(1 - \frac{\sum_{i=1}^N \sigma_{Y_i}^2}{\sigma_X^2} \right)$$

Where

N is the number of components (items or testlets),

σ_X^2 is the variance of the observed total test scores, and

$\sigma_{Y_i}^2$ is the variance of component i .

Reliability analysis scale (Alpha)	
Reliability coefficients	
No of cases = 12	No of items = 65
Alpha = .8927	

APPENDIX E

RELIABILITY ANALYSIS AFTER DATA COLLECTION

Reliability analysis scale (Alpha)	
Reliability coefficients	
No of cases = 200	No of items = 52
Alpha = .8510	

Appendix F: Content Validity Index

The Content Validity Index (CVI) =
$$\frac{\text{Number of relevant items}}{\text{Total Number of items in instrument}}$$

$$\text{CVI} = \frac{11}{15} \times 100 = 73\%$$

APPENDIX F
INTRODUCTORY LETTER