
**FACULTY OF SCIENCE AND EDUCATION
DEPARTMENT OF EDUCATION**

**School Administrators' Discipline Management Strategies and Learners' Discipline in
Secondary Schools in Tororo Municipality**

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Declaration

I, Christine Namuhwana, (BU/GS20/EDM /11) certify that this dissertation titled School Administrators' Discipline management strategies and learners' discipline in Secondary schools *in Tororo municipality, Uganda* is my novel work and has not ever been submitted to any other higher learning institution for an award. Where other sources were used, they were appropriately acknowledged.

Signature Namuhwana. Date..... 14th/03/2024

Christine Namuhwana

Approval

This research dissertation by title “School Administrators’ Discipline management strategies and learners’ discipline in Secondary schools in Tororo Municipality in Tororo District in Eastern Uganda” has been written by Christine Namuhwana under our supervision.

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19/3/24

Dr Charles Muweesi

Dedication

This dissertation is dedicated to the entire beloved family of late Rev. Hyalo Dawson Mudanga, my husband Okware Richard Ochokolo, my children Achia Nathan, Ochokolo Jordan, Sagin Jesse, Yalama Jeremiah, Namemba Jean Aet and Abbo Natalia.

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List of Acronyms

SASA	South African Schools Act, Act of 1996
USE	Universal Secondary Education
MOE	Ministry of Education
MOES	Ministry of Education and Sports
PTA	Parents Teachers Association
BOG	Board of Governors.

Abstract

This study investigated the relationship between the discipline management methods used by school administrators and the behavior of students in secondary schools in Tororo municipality, Tororo district, Uganda. This study aims to explore the relationship between punishment/negative reinforcement, corrective guidance and counseling, and role modeling by instructors and students' discipline in Secondary schools in Tororo municipality. The study employed a cross-sectional survey research methodology, including both quantitative and qualitative research methods with a sample size of 197 respondents. The data collection methods utilized were questionnaires and interview guides. Questionnaire reliability and validity were established using the Cronbach Alpha coefficient ($\alpha = 0.743$) and the CVI (83.3%), respectively. The study employed Simple Random Sampling and Purposive sampling methods. The data were analyzed using SPSS software version 23, with a focus on descriptive statistics, Pearson correlation, and Multiple Regression analysis. The qualitative data was assessed by analyzing the exact responses and identifying important themes. Relevant direct quotes were extracted from the dataset in alignment with the study objectives. Pearson's correlation coefficient analyzed the statistical relationship between school administrators' disciplinary management strategies and students' discipline in secondary schools in Tororo municipality. The study revealed a slight yet statistically significant positive link between punishment/negative reinforcement and students' discipline in Secondary schools ($r = 0.060$ $p > 0.05$). A weak statistically significant link was found between corrective advice and counseling and learners' discipline in secondary schools ($r = 0.298^{**}$ $p < 0.05$). A small but statistically significant association ($r = 0.372$, $p < 0.05$) was discovered between teachers' role modeling and learners' discipline in Secondary schools in Tororo municipality. The researcher discovered that disciplinary actions including caning, suspensions, and hard labor significantly affect pupils' discipline in secondary schools.

CHAPTER ONE

INTRODUCTION

1.0 Introduction to the study

This chapter focuses on the historical, conceptual, theoretical, and contextual basis of the study, the issue statement, the purpose and objectives of the investigation, the hypothesis to be tested, the conceptual framework, and the scope of the study.

1.1 Study Background

The main goal of every educational system globally is to guarantee the delivery of high-quality education and training. High-quality education promotes individual development and contributes to a country's advancement (Kabandize, 2019). Schools globally promote student discipline due to its significant impact on influencing human behavior. An organization may face challenges in achieving its objectives if it lacks disciplined goals (Ouma, 2013). A disciplined student in a school setting is someone who constantly follows the established norms and regulations (Ali, Dada, Isiaka, & Salmon, 2014). Discipline goes beyond adhering to laws and regulations; it encompasses the learner's ability to differentiate between what is ethically right and wrong (Gitome, Katola, & Nyabwari, 2013). Discipline's significance is widely acknowledged.

To establish a favourable educational environment that promotes strong academic achievement (Masitsa, 2008). Discipline is a crucial prerequisite for achieving success in schools, both in terms of teaching and learning. This is a matter of great worry for instructors (Eshetu, 2014). The efficacy of instruction is manifested via the scholastic achievements of pupils, and in order to attain this objective, the enforcement of school discipline must be prioritized. Discipline plays a crucial role in the school environment as it ensures the successful

completion of all tasks and activities. Establishing efficient disciplinary measures in schools is crucial for students as they navigate their path towards adulthood (Conte, 2019). Furthermore, proficient enforcement of rules and regulations contributes to the attainment of objectives, anticipations, and accountability among pupils (Dunham, 2019). Hence, effective discipline fosters a positive reputation of the educational institution and equips students for their forthcoming endeavours. Eliminating disruptive behaviours among learners fosters a positive disciplinary environment in schools (Dunham, 2019). Dunham (2019) asserts that good discipline facilitates students in attaining their academic and social objectives.

Furthermore, Selfert and Vonnberg (2002) argue that student discipline is an essential requirement for all aspects of a school, in alignment with the objectives of its culture and environment (Ouma, Simatwa, & Serem, 2013). Nevertheless, there has been a global rise in instances of student indiscipline, which has caused significant apprehension amongst school administrators, teachers, and other stakeholders (Wayson & Pinnell, 1994; Njoroge and Nyabuto, 2014). A scenario in which kids disregard the school.

Individuals often disregard norms and regulations, and act according to their own preferences, neglecting their obligations. Therefore, in order for any social system to operate efficiently and successfully, individuals inside that system must conform to the standards of an accepted behavioural pattern that is essential for satisfactory performance. Furthermore, Mishra (2012) argues that every society must establish specific norms for individuals to adhere to, as all aspects of the world are regulated by a distinct set of laws. Consequently, students exhibit disruptive behaviour towards authority, a phenomenon that is prevalent in many countries. This may be attributed to various factors, including impoverished households, young parents, and the rising prevalence of single-parent households (Kute, 2014). Students' inappropriate behaviour

has made them a liability to both schools and society. The dropout rate among students in both urban and rural parts of Uganda is rising due to the cultivation and display of deviant behaviours, which hinder their ability to achieve their academic and professional potential (Ngwokabuenui, 2015). Students have exhibited an alarming lack of self-control and have shown a profound lack of respect for themselves, instructors, school administration, parents, and society as a whole.

Learners exhibit various forms of indiscipline, such as boycotting classes, engaging in pornography, lying, violence, dishonesty, disobedience towards teachers, prefects, and school administration, sexually assaulting fellow students, consuming alcohol, physically attacking teachers by stabbing them, vandalizing school property, arriving late to school, involvement in cult activities, drug abuse, verbally and physically assaulting others, stealing, and participating in riots, among other behaviors. Parents have neglected their duty to engage in meaningful conversations with their own children, resulting in students lacking respect for any type of authority inside the school environment. However, their parents frequently relocate them to superior schools, so perpetuating the problem. Consequently, schools have implemented diverse tactics with the goal of fostering discipline among students. An ideal school is characterized by its emphasis on safety, support, and fostering an environment conducive to the growth and learning of students. This is a primary deal with individuals in school settings (Anayo, 2014). Therefore, this unequivocally demonstrates the importance of investigating the behaviour and actions of administrators.

Managing indisciplined students is a highly significant problem. The issue of learner indiscipline is observed worldwide (Ali et al., 2014; Moyo, Khewu, & Bayaga, 2014; Omote et al., 2015; Rahimi & Karkami, 2015; Yahaya et al., 2009). A research conducted in West Virginia, USA, found that around 29.6% of the 160,480 pupils (ranging from grade 3 to 11) had

received one or more referrals for engaging in inappropriate behaviours (Whisman & Hammer, 2014). Hence, there is a strong expression of concern from educators, administrators, and parents on the escalating level of misconduct in secondary schools in Uganda (Sekamwa & Lugumba, 2000). The government, educators, parents, teachers, and other stakeholders would much appreciate any effort to address students' lack of discipline in schools. Consequently, schools, particularly administrators, must implement a range of rules and procedures to address student misconduct and uphold discipline. Therefore, it is imperative that school rules and regulations are distributed to each student and underscored, ensuring their seamless implementation. Furthermore, it is crucial to strengthen the implementation of discipline, incentives, interpersonal exchange, guidance, and counselling. By implementing these measures, secondary schools can effectively address incidents of indiscipline. This study aimed to examine if administrators' discipline management practices have an impact on learners' discipline in secondary schools in Tororo Municipality.

1.1.1 Historical background

The origin of discipline in our world can be traced back in history, and it is considered to be an "art" of training the physical and mental aspects of humans in order to build submissive abilities and establish relationships (Daroni et al., 2018). Discipline plays a crucial role in the academic achievement of kids in school, as well as in their personal development and contribution to society. The term "loco parentis," coined by William Blackstone in 1770, suggests that it is more effective to entrust disciplinary matters of learners to educators, rather than parents, who possess the capacity to administer various forms of disciplinary punishment (Conte, 2018). Corporal punishment was prevalent, particularly during the early 1900s, when schools began using disciplinary measures. According to Parker-Jenkins (2015), parents in the

Victorian era held the belief that children who displayed laziness and disobedience were distancing themselves from God. They saw teachers as the ideal authority figures who could prevent this alienation from happening. Corporal punishment was seen essential in order to cultivate law-abiding citizens who adhered to societal norms, eradicate wrongdoing, and guarantee the acquisition of knowledge (Parker Jenkins, 2015). In Proverbs 13:24 of the Bible, it is recommended to employ corporal punishment, symbolized by a rod, as a means to protect the spiritual well-being of children and prevent their demise. Consequently, teachers began implementing corporal punishment as a means of disciplining their students for misbehaviour (Conte, 2018). Lately, experts have focused their attention on the topic of discipline among pupils and students, leading to several research papers. Omari (2017) discusses the impact of students' discipline on their academic achievement in schools. Effective management of student discipline is a crucial aspect of every educational institution to ensure that students can fully take use of the opportunities provided to them.

Education is a cultural process that involves the transformation of a new born individual into a fully integrated member of a certain culture (Cotton, 2000). Informal education was introduced in Uganda to provide training and education to individuals, enabling them to integrate into society and gain acceptance in Uganda. Nsereko (2014) suggests that teaching and training took place near fireplaces, particularly after meals. This practice served as a means of imposing discipline and promoting good behaviour among children. This was accomplished by narrating anecdotes, enigmas, and narratives to the children. The moms and grandmothers took on the responsibility of communication to prevent any unruly behaviour throughout the children's upbringing. According to Okumbe (1998), the utilization of capital punishment varied in different communities and was determined by the severity of specific instances of misconduct

and unethical behaviour. Punishments were determined by societal perception and varied depending on the offense committed. The education system aimed to accommodate all individuals and prepare them for their respective societies. It discouraged disciplinary issues among young learners through the establishment of rules and regulations.

However, formal education in secondary schools later emerged, primarily influenced by religious affiliations such as Roman Catholicism or the Church of Uganda. This education system aimed to impart new religious beliefs and Western knowledge (Kasozi, 1979; Ssekamwa, 1997). The primary focus of missionary education was on the development of literacy skills, particularly in reading and writing, as well as the teaching of religious principles (Nsereko, 1997). Subsequently, there was an increased focus on the liberal arts, accompanied by a strong emphasis on discipline that encompassed adherence to school rules and regulations, as well as the implementation of consequences for those who violated them, as a means of regulating students' behaviour in schools (Mafabi, Osire, Agwi, 2013). This led to significant segregation among different ethnic and religious communities in Uganda, as students were required to enrol in schools based on their religious beliefs. Consequently, Muslims were compelled to attend Muslim secondary schools and were compelled to pursue secondary education outside the protectorate. They achieved this by attending schools in Kenya. British expatriate administrators, military personnel, and business families in Uganda received financial assistance from the government to send their children to secondary schools outside the country (Weeks, 1967). These schools were renowned, boarding, and costly. Upon the introduction of secondary schools in Uganda in 1902, it was universally acknowledged that these institutions should adopt a residential school model, prioritizing discipline and actively discouraging any form of

indiscipline. For several decades, a significant number of Ugandans have been experiencing the education system.

Multiple studies have demonstrated that small classes exhibit superior discipline compared to large courses, mostly due to their manageability (Davies, 2000). Consequently, with the implementation of USE in Uganda, there was a notable surge in student enrolment in certain courses, leading to a significant rise in instances of disruptive behaviour and overall indiscipline among learners. Consequently, maintaining discipline became an arduous task. The portrayal of many characters such as drug misuse, physical altercations with teachers and peers, early pregnancy, and other related themes by kids has necessitated the need for this study. The Ugandan government, specifically the Ministry of Education and Sports, has implemented a prohibition on the use of corporal punishment by teachers on students. This directive is outlined in Circular No.2/2015, titled "Ban on all acts of violence against children in schools, Institutes, and colleges." The circular emphasizes that violence in educational institutions is in violation of various legal frameworks, including the Constitution, the Children Act, the Penal Code, and the Employment Act. As a result, schools are required to revise their policies and regulations to replace corporal punishment with more constructive educational approaches.

Following the prohibition, other approaches to addressing indiscipline should be implemented in schools, such as the provision of guidance and counselling services, the utilization of effective teaching methodologies, increased parental engagement, the enforcement of specific codes of behaviour, rules, and regulations, among other strategies. Today, school administrators must implement discipline management strategies to address the increased indiscipline among learners in secondary schools, which has worsened due to an extended period

of staying at home. Administrators should take measures to enforce these strategies and promote discipline among students.

1.1.2 Theoretical background

This study examines the manifestation of learner indiscipline via the lens of Bandura's Social Cognitive Theory and Learning Theory (1961). This hypothesis posits that humans inherently acquire knowledge through social interactions. Individuals have the ability to perceive and replicate the actions of others, so influencing their own behaviour and response. By doing thus, they aim to gain acceptance within the broader societal milieu (Nabavi, 2012). This idea is founded upon three overarching concepts of mutual learning: observation, imitation, and modelling. According to these concepts, individuals might observe positive or negative outcomes and subsequently replicate and model the behaviour and actions of others based on their own experiences (Nabavi, 2012).

Thus, this study is based on the Social Cognitive Learning Theory (SLT), which posits that individuals who engage in reciprocal interaction exert effect on one other. Engaging in various forms of interaction, such as cooperation, competitiveness, conflict, and pleasant discussion, can enable individuals to develop a comprehensive understanding of themselves as both active participants and passive observers. Hence, the acquisition of knowledge by students can be directly linked to their observation of others in the context of social interactions, experiences, and external media impacts. Their reciprocal engagement might facilitate the formation of student relationships that can shape their self-perceptions, either positively or negatively, so influencing their behaviour in school, whether intended or undesired (Achor & Duguryil, 2014). Through social interactions, students engage in the process of observing, imitating, and modelling the behaviour of others, which can lead to changes in their own

behaviour, either in a bad or positive manner. Hence, it is imperative for school administrators to create tactics that can mould pupils into desirable behaviour in order to achieve predicted school outcomes.

1.1.3 Conceptual background

Discipline management strategies encompass the capacity to implement prescribed procedures and regulations that are deemed obligatory, with the aim of establishing a secure atmosphere and fostering virtuous traits (Wicaksana & Asandimitra, 2018). Daroni et al. (2018) defines discipline management as a purposeful and well-planned process aimed at creating an optimal learning environment to achieve learning objectives. This process involves the coordination of teachers and school administrators through planning, organizing, implementing, and controlling to align with the goals of the organization. The study defined discipline management tactics as methods used to maintain order in the classroom, including the implementation of rules and regulations, guidance and counselling, and the use of rewards and punishments (Khalim, 2014; Daroni et al., 2018).

Discipline management solutions involve a variety of proactive and reactive measures designed to encourage positive behaviour and handle difficult behaviours in educational environments. These tactics typically encompass a blend of preventive measures, teaching methods, and interventions based on consequences. The significance of including setting event and antecedent-based tactics, instructional strategies, consequent-based interventions, replacement behaviours, pertinent information on areas of concern, and monitoring and assessment in behaviour intervention programs is emphasized by Mueller et al. (2012). School administrators employ a range of tactics to effectively manage discipline and ensure a favourable

learning environment. These tactics employ reinforcement, punishment, corrective guidance, and counselling to effectively manage learners' discipline.

Punishment is the act of applying a negative stimulus or removing a positive stimulus in order to decrease the probability of a particular behaviour happening again in the future (Eder et al., 2017). This description is consistent with the ideas of learning theory, namely as advocated by Skinner, in which punishment is regarded as a method to reduce the occurrence of a response (McNamara et al., 2021). It is worth emphasizing that punishment can manifest in different ways, such as corporal punishment, psychological hostility, and physical abuse (Jiang et al., 2023). Moreover, the notion of punishment has been thoroughly examined in the disciplines of criminology, psychology, and sociology, yielding consequences for diverse facets of human behaviour and society norms (Gershoff, 2002).

Corrective guidance and counselling is a systematic approach that focuses on recognizing and resolving problems or difficulties experienced by individuals, specifically students, in order to enhance their personal, social, and academic growth. This type of counselling entails the delivery of specialized services by trained counsellors, with the aim of helping individuals optimize their overall development, tackle academic and personal social issues, and identify their interests and abilities. The primary objective of corrective guidance and counselling is to assist individuals in surmounting their issues and challenges. The endeavour is to optimize the utilization of many elements such as staff, finances, infrastructure, and information systems in order to deliver guidance and counselling services with the purpose of attaining certain goals. Furthermore, comprehensive school counselling programs include corrective guidance and counselling initiatives that strive to advance crucial educational and vocational goals for kids.

The teaching staff's role modelling is an essential factor in the development of students' academic identity. Role models exert a substantial influence on students' attitudes, actions, and academic performance through their acts and behaviours (Zirkel, 2002; Aryal, 2022; Munir et al., 2020).

Role modelling is a crucial instructional approach in medical education, which students experience throughout their training and it has a significant influence on their career decisions and professional growth (Wright et al., 1997; Kost et al., 2022). Moreover, research has demonstrated that having role models that have the same race and gender as students might have a beneficial effect on their academic performance (Aish et al., 2017). Teachers, as influential figures, play a significant role in shaping students' ideas and behaviours (Sheng et al., 2018). Their conduct has a substantial impact on the self-regulation and social abilities of students (Mehdipour, 2013; Helton & Oakland, 1977).

Learners' discipline refers to the development of routines and behaviours that facilitate consistent and continuous improvement in the mastery of a skill, craft, or body of knowledge (Walker, 2019). The process encompasses the development of learners' practical skills in maintaining order, exercising self-discipline, demonstrating self-restraint, showing respect towards oneself and others, exhibiting perseverance, practicing tolerance, and acknowledging the inherent worth of every individual (Mugisha et al., 2022). In addition, learners' discipline involves the cultivation of trans disciplinary skills that may be applied across different disciplines. These skills include the capacity for critical discernment and the ability to gain expertise in a particular discipline (Rajapaksha & Hirsch, 2017). Moreover, learners' discipline encompasses the acquisition of threshold concepts, which lead to a transformed knowledge of the

subject matter, unveil previously concealed relationships, and distinguish various modes of comprehension within the discipline (Kistler & Tyndall, 2021).

1.1.4 Contextual Background

The prevalence of student indiscipline has escalated worldwide, prompting significant apprehension among education professionals, administrators, instructors, and stakeholders (Zhang, 2021). The behaviours of students have seen significant transformations and are on the rise in many nations. This can be attributed to the fact that modern schools now enrol children from diverse backgrounds, including those from impoverished households, single-parent households, and households with teenage parents (Rodriguez & Welsh, 2022).

Insufficient parental supervision has resulted in a rising incidence of indiscipline among youngsters, leading to a lack of respect for authority figures among students. Contemporary educational institutions are confronted with the challenges of weapons possession, criminal organization recruiting, competition, drug and substance misuse, trafficking, truancy, and young radicalization. Instances of these incidents are prevalent worldwide, with the United States exhibiting a higher incidence of school-related crimes compared to nations such as Britain and Canada, where there has been a growing trend in weapon usage over the previous decade (Datzberger, 2022).

Azizi (2009) asserts that in Malaysia, indiscipline in schools is a significant issue across all levels, including primary and secondary schools. The problems encompass verbal abuse, truancy, physical assault on both students and teachers, sexual harassment, possession of offensive weapons, illicit drug use, and the use of offensive language towards both teachers and students. This information is based on a study conducted on disciplinary issues and published in the European Journal of Social Science. In Nigeria, the situation regarding student indiscipline

issues is similar to that of other places. Onyechi et al. (2007) identified various deviant behaviours commonly displayed by secondary school students, including walking around in class, making noise, engaging in examination malpractice, sleeping in class, showing aggression, vandalizing property, stealing, using drugs, lying, skipping school, being consistently late, being irresponsible, cheating, engaging in immoral behaviour, struggling with alcoholism, participating in cult activities, and engaging in pinching.

Research conducted in South Africa indicates a rising trend of pupil indiscipline in schools, with some cases involving allegations of murder within the school premises (Harber, 2001). Instances of indiscipline have been documented in educational institutions, prompting worries about the safety and conducive learning environment within schools. Zulu et al. (2004) documented instances of indiscipline in schools located in Northern Durban, which encompassed behaviours such as physical altercations, theft, skipping classes, causing disturbances, consuming alcohol, engaging in drug misuse, engaging in bullying, and displaying inappropriate attire.

Similarly, Kenya experiences several instances of indiscipline, such as rape, tardiness, physical altercations, unauthorized departure from school, non-attendance, destruction of property, substance misuse, skipping classes, alcohol addiction, bullying, and numerous others (MOE, 1991; Kiongo and Thinguri, 2015). The behaviour problems of secondary school students in Tanzania have raised concerns. Education administrators, teachers, parents, and other stakeholders, including state-level leadership (James & Koda, 2019:82), were deeply concerned about the recent incident in which school students vandalized a school in Mbeya. The late President J. P. Magufuli expressed his strong disapproval of this behaviour and even supported the use of corporal punishment for the group leaders involved. As per the provisions of Section 5(1) of the Uganda Education Act of 2008, which pertains to the management, monitoring,

supervision, and discipline of staff and students, the Board of Governors (BOG) is empowered to develop school regulations and oversee student discipline. Each school in Uganda has been authorized to develop their own policies to tackle disciplinary issues within the schools, including targeting disruptive behaviours like as substance abuse, theft, physical altercations, underage pregnancies, and protests (Hunt, 2020).

In recent years, there has been a surge in student indiscipline in secondary schools in Uganda. This includes a significant rise in drug misuse, verbal abuse directed towards teachers by students, physical altercations among students, instances of strikes, and a general lack of respect towards school administrators (Ssekamwa and Lugumba, 2000). Furthermore, there has been a surge in strikes and other forms of rebellions in secondary schools, thereby impeding the smooth operation of educational institutions. The Ministry of Education and Sports, along with other organizations, have proposed methods include suspensions, legal prosecution of offenders, and reimbursement of the expenses incurred due to the damages.

In the Musenze district in eastern Uganda, among other areas. In a study conducted in 2022, it was found that a significant number of students in Mbale municipality are frequently seen on the streets instead of attending school. They engage in activities such as gambling, substance abuse, tardiness to school, and various other behaviors. This impedes their acquisition of knowledge, hence resulting in subpar academic achievement. The study conducted by Musa & Martha (2020) and Muhangi (2017) examined the correlation between students' indiscipline in secondary schools and several online factors such as cyberbullying, excessive phone usage, social media platforms, inappropriate applications, gaming websites, chat rooms, and other online technologies. The Tororo Municipality experiences a pervasive prevalence of student indiscipline, characterized by incidents such as physical altercations with teachers, verbal

mistreatment of teachers and peers, as well as the rampant consumption of alcohol and drugs, including marijuana. Furthermore, there has been a surge in instances of adolescent pregnancies, which have become particularly prevalent during the COVID era, as well as strikes occurring in certain secondary schools, among other occurrences. Learning in such schools has become exceedingly challenging. This study aims to examine the impact of administrators' discipline management strategies on learner's discipline in secondary schools in Tororo Municipality.

1.2 Problem statement

Learners' discipline is a crucial factor for determining academic achievement. Ideally, learners are expected to exhibit positive behaviours, such as respect, responsibility, honesty, and self-control, that foster a conducive learning environment. However, many secondary schools in Tororo Municipality face challenges in maintaining learners' discipline due to various factors, such as socio-economic background, peer influence, and school environment. According to a report by the Uganda National Examinations Board (UNEB), Tororo Municipality had the highest number of examination malpractice cases in the 2022 Uganda Certificate of Education (UCE) examinations, with 27 schools and 1,234 candidates involved. This indicates a high level of indiscipline among the learners in the municipality. School administrators play a key role in implementing discipline management strategies, such as setting rules and regulations, enforcing consequences, and providing guidance and counselling.

However, there is no study which has documented empirical evidence of how effective these strategies are in improving learners' discipline in secondary schools in Tororo Municipality. Therefore, this study aims to investigate the relationship between school administrators' discipline management strategies and learners' discipline in secondary schools in Tororo Municipality. Therefore, this study is significant as it will provide useful insights and

recommendations for school administrators, teachers, parents, and policymakers on how to enhance learners' discipline and academic achievement in secondary schools in Tororo Municipality.

1.3 Purpose of the study

To investigate the relationship between School Administrators' Discipline management strategies and learners' discipline in Secondary schools in Tororo Municipality.

1.4 Objectives of the study

- i. To examine the relationship between punishment/negative reinforcement and learners' discipline in Secondary schools in Tororo Municipality.
- ii. To establish the relationship between corrective guidance and counselling and learners' discipline in Secondary schools in Tororo Municipality.
- iii. To find out the relationship between role modelling by the teachers and learners' discipline in Secondary schools in Tororo Municipality.

1.5 Research hypotheses

The study tested the following hypotheses.

1. H_{01} : There is no statistically significant relationship between punishment/negative reinforcement and learners' discipline in Secondary schools in Tororo Municipality.
2. H_{02} : There is no statistically significant relationship between corrective guidance and counselling and learners' discipline in Secondary schools in Tororo Municipality.
3. H_{03} : There is no statistically significant relationship between role modelling by the teachers and learners' discipline in Secondary schools in Tororo Municipality.

1.6 Conceptual framework

Figure 1.1: Conceptual framework showing the relationship between the Independent and dependent variables

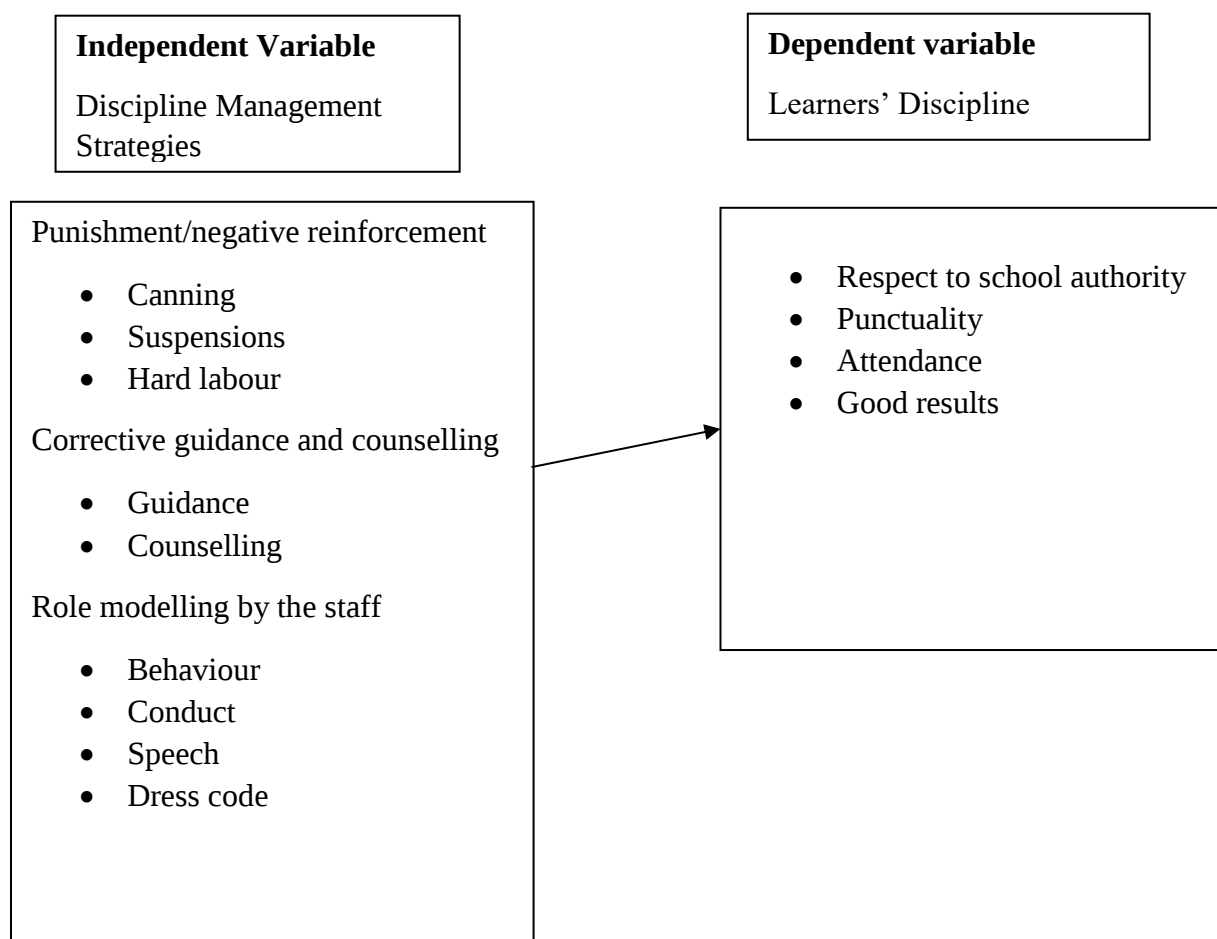


Figure 1.1 Conceptual Framework

Adapted from Adebimpe (1997) and Agina-obu (2005) and revised by the researcher.

The framework illustrates the connection between the independent variable and the dependent variable. The independent variable is the discipline management tactics employed by school administrators, which include punishment/negative reinforcement, corrective guidance, counseling, and staff role modeling. The dependent variable is the discipline of learners at Secondary schools in Tororo Municipality, which is assessed by their respect for school authority, punctuality, and attendance. The conceptual framework hypothesizes that School Administrators' discipline management tactics, when completely implemented without intervention, can enhance discipline among learners in Secondary schools.

1.7 Scope of the study

1.7.1 Geographical scope

The study was carried out in the eastern part of Uganda specifically in Tororo Municipality, which is about 210Km, 5 hours' drive from Kampala capital city, and it is in the northeast direction of Kampala capital city. Tororo Municipality is constituted by 2 Divisions which are Eastern Division and Western Division. Tororo District borders Bugiri District in the west, Busia in the south, Butaleja in the north, Mbale in the North east and Republic of Kenya in the East.

1.7.2 Content Scope

This study examined the relationship between the School Administrators' Discipline management strategies with its emphasis on punishment/negative reinforcement, the corrective guidance and counselling and the role modelling by the teachers on learners' discipline in Secondary schools in Tororo Municipality - Uganda.

1.7.3 Time scope

This study covered a period of 4 years (2019 to 2022). The researcher considered School Administrators' Discipline management strategies and learners' discipline in Secondary schools in Tororo Municipality. It is because, in this period, the learners' discipline in Secondary schools in Tororo Municipality deteriorated significantly.

1.8 Significance of the Study

This study may help the school managers on how to deal with learners who are indisciplined by adopting effective approaches to improve the discipline and achieve academic excellence.

This study may help parents to search for better ways of instilling discipline in children when home and once they be back at school, discipline automatically improves.

This study may help to lead to increased knowledge more so to researchers who wish to have studies concerning discipline.

1.9 Justification of the Study

This study was carried out at the time when indiscipline of learners was at the peak in the period after covid 19 therefore there was need to encounter discipline management strategies used by the administrators.

Chapter Two

Literature Review

2.0 Introduction

This chapter presents a review of related literature about school administrators' discipline management strategies and learners' discipline in secondary schools. This section focused on a theoretical review, a conceptual review, and an empirical review that is aligned with the objectives (punishment/negative reinforcement and learners' discipline in secondary schools, corrective guidance and counselling and learners' discipline in secondary schools, and role modelling by the staff and learners' discipline in secondary schools), a summary of gaps and summary of literature review.

2.1 Theoretical review

The study was underpinned by the Bandura's Social Cognitive Theory and Learning Theory (1961). Bandura's Social Cognitive Theory (SCT) emphasizes the role of observational learning, self-efficacy, and self-regulation in human behaviour (Bandura, 1999). The theory posits that individuals can learn through observing others, and their belief in their own capabilities (self-efficacy) influences their actions and choices (Schunk & Zimmerman, 2006). SCT also highlights the reciprocal interaction between personal factors, behaviour, and the environment, suggesting that individuals can shape their environment as much as it shapes them (Bandura, 1989). Bandura's work has been influential in various fields, including education, psychology, and social sciences, due to its applicability in understanding human behaviour and learning processes (Harinie, 2017).

One of the key strengths of SCT is its emphasis on the role of self-efficacy in shaping behaviour and its potential application in educational settings (Schunk & Zimmerman, 2006).

Bandura's theory has been used to investigate the relationship between school administrators' discipline management strategies and learners' discipline in secondary schools. The theory's focus on self-regulation and observational learning provides a framework for understanding how learners' perceptions of their own capabilities and the behaviour of authority figures can influence discipline in educational settings (Jinot & Johannes, 2021; Sibanda, 2018).

However, SCT is not without weaknesses. Critics have pointed out that the theory may oversimplify the complexity of human behaviour and the learning process. Additionally, while SCT provides a valuable framework for understanding behaviour, it may not fully account for the multitude of factors that can influence discipline in schools, such as cultural differences, socioeconomic disparities, and individual differences in learning styles (Gilson et al., 2012; Jinot, 2018).

In investigating the relationship between school administrators' discipline management strategies and learners' discipline in secondary schools, SCT offers a valuable lens through which to understand the role of self-efficacy, observational learning, and self-regulation in shaping learner behaviour. However, it is essential to consider the theory's limitations and the broader contextual factors that may also impact discipline in educational settings.

2.2 Empirical Review

2.2.1 Punishment/negative reinforcement and learners' discipline

The application of punishment and negative reinforcement in disciplining learners is a subject of interest in behavior analysis. Research has examined the use of positive and negative reinforcement in treating escape-maintained harmful behavior (Piazza et al., 1997). Research has shown that changes in teaching techniques can reduce harmful behavior caused by negative reinforcement without affecting the outcomes of that behavior (McComas et al., 2000). Positive

reinforcement is more successful than negative reinforcement in encouraging compliance and decreasing escape-maintained problem behavior in individuals with autism, as demonstrated by DeLeon et al. (2001).

Regarding discipline in schools, there are varying opinions on the implementation of punitive disciplinary actions. Some educators persist in employing punitive disciplinary actions to address unruly students (Zondo et al., 2023). There are worries over the implementation of corporal punishment due to its potential to cause fear and suffering in students. Some teachers have experienced repercussions for harming students during disciplinary actions (Chidarikire et al., 2021). Learners are more likely to undergo corporal punishment when it is deemed necessary to sustain discipline and academic achievement (Mahlangu et al., 2021).

Positive discipline tactics are recommended as a substitute for corporal punishment. Some teachers are hesitant to use alternate approaches to corporal punishment because they still view it as the most appropriate way to address students' misbehavior (Sibanda & Mpofu, 2017). The difficulties and aspects of students' self-control are included in discussions about classroom and school discipline involving rewards and punishments (Semali & Vumilia, 2016).

Positive reinforcement contingencies have been utilized to reduce aberrant behavior sustained by negative reinforcement (Keeney et al., 2000). Furthermore, enhancing positive reinforcement has been shown to reduce undesirable behaviors and unfavorable exchanges while enhancing pleasant interactions among children with emotional and behavioral issues (Kennedy & Jolivette, 2008).

Research in education has focused on the impact of punishment and reinforcement on changing students' behavior and discipline. School rules establish systems of rewards and consequences to encourage compliance and discourage non-compliance, shaping students'

behavior and aiding in maintaining discipline (Mwangi et al., 2018). Restitution has effectively decreased negative behavior and led to lasting improvements in learners' behavior (Saputra, 2023). Learner discipline in schools is a multifaceted topic influenced by different factors that affect the effectiveness of disciplinary methods. Exclusionary discipline methods, such as suspension, are worrisome because they can harm kids' academic performance and social-emotional health (Sullivan et al., 2014). Studies have shown that excessive use of suspension, especially among groups such as students with disabilities, can worsen behavioral and social-emotional issues, resulting in negative educational results (Sullivan et al., 2014). Moreover, depending on reactive strategies such as suspension, in the absence of thorough school-wide discipline strategies, has been shown to negatively affect students who misbehave, as they are taken away from conducive learning settings (Sibanda, 2018).

When dealing with learner discipline, it is important to take into account alternate disciplinary approaches. Scholars have highlighted the importance of proactive disciplinary management tactics, like teaching social skills and demonstrating positive behavior, as crucial methods for promoting positive discipline in students (Sibanda & Mathwasa, 2020). Student leaders' involvement in school open forums leads to increased ownership of school rules and regulations, ultimately enhancing students' discipline. The correlation between school discipline and academic achievement has been a topic of study. Out-of-school suspensions contribute significantly to the Black-White achievement gap, emphasizing the influence of disciplinary actions on academic inequalities (Bell & Puckett, 2020). Scholars have proposed that school punishment should prioritize addressing student behavior above punitive actions (Makendano & Mahlangu, 2021).

Overall, the literature suggests a complex relationship between positive and negative reinforcement, punishment, and discipline in educational environments. Although negative disciplinary methods are still used, there is an increasing focus on positive discipline as a substitute for corporal punishment. Research and debate in the field of education focus on learners' disciplinary issues, aspects, and reinforcement tactics.

2.2.2 Corrective guidance and counseling and learners' discipline

Corrective guidance and counselling play a crucial role in shaping learners' behaviours and instilling proper discipline in educational settings. Research has shown that effective guidance and counselling strategies are central to school efforts to improve learners' levels of conformity with the code of conduct (Mbabazi & Bagaya, 2013). Furthermore, it has been demonstrated that interventions encouraging non pejorative construal of critical interactions with teachers can interrupt a decline in trust and improve discipline among racially stigmatized students (Okonofua et al., 2016). Additionally, the implementation of guidance and counselling has been found to promote students' discipline in secondary schools (Korugyendo et al., 2022).

In the context of learners with conduct disorders, it has been recommended that teachers should be fully capacitated to manage such learners, and school guidance and counsellors should be capacitated to ensure the full accessibility of the curriculum (Khumbulani & Kaputa, 2023). Moreover, guidance and counselling have been adopted as a strategy to manage student discipline in various educational systems, including in Kenya (Magdalene et al., 2019). The positive and significant effect of guidance and counselling management on the discipline of learning has also been highlighted (Mubarak, 2020). Additionally, the study habits of distance learners have been found to have a significant relationship with personal guidance and

counselling, emphasizing the importance of this form of support in shaping learners' behaviours (Obiero et al., 2020).

Furthermore, guidance and counselling programs in schools have been shown to have a significant influence on improving discipline problems and strengthening students' social skills (Sang et al., 2014). It has also been suggested that practitioners need to transfer their guidance and counselling skills from face-to-face processes to online experiences, indicating the evolving nature of this field (Bimrose et al., 2014). The impact of guidance and counselling on learners' discipline in schools has been extensively researched, with several studies demonstrating positive effects. For example, a study in Malaysia found that the implementation of guidance and counselling strategies in secondary schools positively influenced student discipline (Yusoff & Abdullah, 2021). Similarly, a study in Uganda highlighted the central role of guidance and counselling strategies in improving learners' conformity with the code of conduct in secondary schools (Mbabazi & Bagaya, 2013). Furthermore, research in Kenya indicated that peer counselling significantly contributed to promoting discipline among students in public secondary schools (Osodo et al., 2016).

In addition, a review of school counselling outcome research showed that school counselling interventions produced significant positive effects in the area of discipline (Whiston & Quinby, 2009). Another study in Tanzania emphasized the great impact of guidance and counselling services in improving students' discipline and academic performance (Abraham et al., 2021). Moreover, mentorship interventions and peer counselling have been shown to influence student discipline (Kariithi et al., 2022; Anne et al., 2022). Additionally, a study in Eritrea revealed that group counselling with high school students was effective in handling student discipline cases in schools (Andegiorgis, 2020). These findings collectively underscore

the importance of guidance and counselling in fostering positive discipline among learners in school settings.

In conclusion, the evidence from various studies supports the positive effect of guidance and counselling on learners' discipline in schools. These findings underscore the importance of implementing comprehensive guidance and counselling programs to promote positive discipline and create a conducive learning environment for students.

2.2.3 Role modelling by the teachers and learners' discipline

Teachers' role modeling and students' discipline are essential for fostering a pleasant school atmosphere. Sibanda & Mathwasa (2020) stress the need of demonstrating positive behaviors as a crucial method for promoting positive discipline in high school students. Sibanda & Mpofu (2017) emphasize the need of implementing tactics including communication, modeling healthy behaviors, and providing training for staff and parents to uphold positive discipline in schools. The study by Jinot & Johannes (2021) presents a conceptual model framework aimed at preventing, reversing, and restoring discipline among secondary school students. It highlights the significance of an organized approach to discipline management.

Neubert et al. (2009) emphasize the importance of ethical leadership in maintaining organizational discipline. They argue that ethical leadership behaviors influence others by serving as role models and forming strong relationships, which in turn promote a shared understanding of ethical standards through social contagion. This highlights how leadership behaviors influence corporate discipline. The study by Scott & Black (1999) highlights the crucial significance of role modeling in enhancing professional performance, suggesting that it is a significant responsibility that can improve discipline and efficacy in educational environments.

Mugisha et al. (2022) define learner discipline as a result of qualities such as orderliness, self-control, self-restraint, respect for oneself and others, perseverance, tolerance, and recognition of human dignity, emphasizing the diverse aspects of discipline. Jinot's (2018) study highlights multiple aspects contributing to students' lack of discipline, such as family dynamics, educators' views, and peer group influence, underscoring the intricate web of influences on student discipline.

Educators' role modeling of behaviors, conduct, voice, and dress code is essential for developing students' discipline in schools. A randomized experiment was conducted by Bradshaw et al. in 2009, which showed that incorporating positive behavioral interventions led to improvements in students' feelings of safety, reading achievement, and a decrease in disciplinary referrals. The teacher's influence in demonstrating and establishing standards for acceptable behaviors was emphasized, suggesting that school disciplinary methods could impact students' conduct and interactions (Banzon-Librojo et al., 2017). Sibanda & Mathwasa's study showed that secondary schools utilized the method of modeling positive behaviors to promote positive discipline among students. Moreover, emphasized the significant impact learners can have on school decision-making processes, particularly in shaping expectations for learner behavior and consequences (Smith & Amushigamo, 2015). The significance of ecological methods to classroom management and social and emotional learning in enhancing school discipline practices and student behaviors was also highlighted (Osher et al., 2010).

The study by Arnesen et al. (2017) shown a strong correlation between learners' views of educators as role models and their appreciation of the school as an institution. The importance of teacher-related characteristics, such as teacher competency and teacher-learner connections, in impacting learner discipline was emphasized (Wolhuter & Walt, 2020). Educators play a

significant role as role models in shaping learners' behaviors and discipline in educational environments. Overall, the compilation of these sources highlights the complex nature of role modeling and its influence on students' behavior. The text emphasizes the significance of organized methodologies, ethical guidance, and the intricate interaction of different elements in influencing discipline in educational environments.

2.4 Summary of Literature Review

The literature review explores the complex dynamics of learners' discipline in educational settings, particularly focusing on the use of punishment/negative reinforcement, positive discipline practices, corrective guidance and counselling, and the role modelling of teachers. It discusses the challenges associated with negative disciplinary measures, such as corporal punishment, and emphasizes the shift towards positive discipline alternatives. Proactive discipline management strategies, including teaching social skills and involving students in rule-making, are advocated. The review underscores the potential negative impact of exclusionary practices like suspension on academic outcomes and social-emotional well-being. Additionally, the positive effects of guidance and counselling programs on learners' discipline are highlighted, emphasizing the importance of comprehensive support systems. Finally, the influential role of role modelling by teachers in shaping learners' behaviours is discussed, emphasizing the multifaceted nature of discipline influenced by various factors within educational settings. Overall, the literature reveals an ongoing debate and research exploration into effective disciplinary strategies, highlighting the need for a balanced and comprehensive approach to foster positive discipline and a conducive learning environment for students.

Chapter Three

Methodology

3.0 Introduction

This chapter delineates the theoretical framework under which the research was conducted. The chapter details the research design, study population, sample size, sampling methods, data collection tools, validity and reliability of instruments, research procedure, and data analysis.

3.1 Research design

The study utilized a cross-sectional survey research design that incorporated both qualitative and quantitative methodologies. The cross-sectional design was chosen for this study because to its economic efficiency, quick data collection, and capacity to provide insights into a population by analyzing a portion of it (Amin, 2005; Martins, Romeiro, & Caldeira, 2017). This study utilized both qualitative and quantitative research methodologies. Qualitative methods aided the researcher in drawing conclusions on variables that are not quantifiable, whereas quantitative methods helped in assigning values to numerical variables (Martins et al., 2017).

3.2 Population

According to Welman and Kruger (2004), population refers to the subject of study, including individuals, groups, organizations, events, or situations they encounter. There were 197 respondents in the study sample. The attendees included administrators and instructors from secondary schools in Tororo Municipality.

3.3 Determining Sample Size

The researcher utilized Slovin's Formula to calculate the sample size for teachers from whom quantitative data was collected. The sample size (n) is calculated as N divided by $(1 + Ne^2)$, where N is the population size and e is the margin of error determined by the researcher.

$$n = N/(1+Ne^2)$$

$$n = 387/ (1+ 387 \times 0.05^2)$$

$$n = 387/1.9675$$

$$n = 197$$

The sample size for the administrators as respondents from whom qualitative data was collected were initially assigned by the researchers although the final figures were determined by saturation levels based on the recommendation of Charmaz (2008), that in qualitative research one stops collecting data when the categories (or themes) are saturated: when gathering fresh data, no longer sparks new insights or reveals new properties. Table 3.1 below indicates categories, population, sample size, and sampling methods.

Table 3.1 Showing Proportionate sample population in schools

Name of the school	Population of teachers	Proportionate sample of teachers
Western Division		
Tororo Mixed s.s	18	14
Tanna Memmorial s.s	23	19
Tororo universal College	12	10
Global High School	10	10
Tororo Girls Parents.ss	22	19
Mama Kevina s.s	54	44
Eastern Division		
Tororo Girls School	63	52
Tropical College School	17	14
St.Peters College	53	44
Rock High School	57	48
Manjasi High School	39	32
Heartland Christian s.s	19	14
Total	387	306

Source; Schools' databases, 2023

Table 3.2 Population, Sample size and Sampling Techniques

Category	Target Population	Sample size	Sampling technique	Instruments
Administrators	12	7	Purposive sampling	Interview Guide
Teachers	387	197	Simple Random Sampling	Questionnaire
Total	399	204		

Source; Schools' databases, 2023

3.4 Sampling Techniques

Sampling techniques refer to the procedure a researcher uses to select the needed study sample (McGannon et al., 2019). Simple random sampling and purposive sampling techniques were used as follows:

3.4.1 Simple Random Sampling

The researchers utilized simple random sampling to choose the 197 teachers. Simple random sampling is a technique for picking a sample in which each individual in the designated population has an equal and independent chance of being selected (Soranno et al., 2020). Simple random sampling is chosen for its simplicity and its capacity to offer a precise depiction of the broader population (Kato et al., 2020; Soranno et al., 2020). A sequence of random numbers between 1 and 197 was created, recorded, folded, and carefully blended. 197 numbers were chosen to allow equal opportunity for each teacher in the secondary schools to be selected.

3.4.2 Purposive Sampling

The researcher used purposive sampling to select key informants with substantial experience in the relevant areas of learners' discipline within secondary schools. Purposive

sampling entails intentionally and accurately selecting a sample. Purposive sampling is chosen for its great efficiency in terms of time and cost, compared to other sample methods (Amin, 2005). Queirós, Faria, and Almeida (2017) suggest that while this technique may not yield a representative sample, it does enable the researcher to acquire a comprehensive understanding of the problem. The deliberately selected sample provided the necessary data.

3.5 Data Collection Methods

The researcher utilized both qualitative and quantitative approaches to obtain data. The study employed two methods to collect data: a questionnaire survey and interviews.

3.5.1 Administering a survey with a questionnaire

A questionnaire is a well-designed tool with structured, documented, and validated questions that are given to individuals to gather data for study (Van Assche et al., 2019). This methodology involves using a combination of closed and open-ended questions to collect data from a group of participants (McGannon et al., 2019). The approach is selected for its cost-effectiveness for both the researcher and the respondent in terms of time, effort, and money (McGannon et al., 2019). The instrument was an efficient tool for the researcher to survey a significant number of instructors in secondary schools, exceeding the researcher's individual capability. The surveys were effective for efficiently collecting significant amounts of data within a restricted time span.

Section 3.5.2: Interviews

An interview is a verbal exchange between a researcher and a responder when ideas are discussed and recorded (Queirós et al, 2017). A standardized questionnaire was developed and administered to administrators during the interview process. The method was chosen for its capacity to produce thorough data on the subject and its great flexibility, allowing for the

investigation of new inquiries or the confirmation of current ones if needed (Queirós et al., 2017). Interviewing is a valuable method for collecting data that focuses on the priorities, opinions, and ideas of the interviewees. Informants were given the opportunity to expand their thoughts, express their viewpoints, and identify the aspects they deem crucial (Amin, 2005).

3.6 Data Collection Tools

3.6.1 Survey

The questionnaire mainly of closed-ended questions. The closed-ended questionnaire structure has advantages such as being user-friendly, time-saving, and helping to keep respondents focused on the topic (Queirós et al., 2017). The questionnaire utilized a 5-point Likert scale ranging from 5 (representing strong agreement) to 1 (representing extreme disagreement) to maintain consistency in replies. The questionnaire was systematically designed to cover the demographic characteristics of respondents, the disciplinary strategies used by administrators, and the behaviour of students in secondary schools.

3.6.2 Interview Guide

Respondents were asked open-ended questions during the interviews, in line with the study's idea. They were specifically provided to administrators. The researcher used the information from the interview guides to enhance the responses in the self-administered surveys. The researcher was able to comprehensively investigate specific crucial concerns in the research, particularly with the behavior of students in secondary schools in Tororo Municipality (Queirós et al, 2017).

3.7 Validity and Reliability of Research Tools

3.7.1 Validity of the Questionnaire

Validity refers to the accuracy with which the instruments in a study measure the specific ideas they are designed to test (Amin, 2005). The instruments were constructed with accuracy

and dependability under the supervision and guidance of the supervisor to ensure quality. The questions were pre-tested at a separate school before being finalized for the study. This facilitated the identification of unclear questions in the instruments, enabling their adjustment to align with the aims. Both construct and content validity tests were conducted to confirm the validity of the measures. Content correctness was verified by utilizing pre-testing methods. The study measured validity using the computing methods for content validity index as outlined below.

$$\begin{aligned}
 \text{CVI} &= \frac{\text{Number of items regarded relevant}}{\text{Total number of items}} \times 100 \\
 &= \frac{25}{30} \times 100\% \\
 &= 83.3\%
 \end{aligned}$$

3.7.2 Reliability of Research Instruments

Reliability refers to the degree to which measuring instruments yield consistent scores when the same groups of persons are repeatedly measured under same settings (Amin, 2005).

The calculation of reliability will employ Cronbach's coefficient alpha to assess internal consistency. The coefficient mentioned refers to the internal consistency of a test, which tends to rise as the correlation between the variables grows. The instrument's reliability in measuring the variables increases as the value approaches 1 on a scale ranging from 0 to 1. The researcher distributed a specific sort of questionnaire to teachers and assessed its reliability using the Cronbach's alpha test. Cronbach (1950) said that coefficient alpha values equal to or greater than 0.5 are deemed satisfactory. Subsequently, the Cronbach's alpha coefficient, available in the statistical package for social sciences (SPSS) software, was employed to assess and establish the reliability of the instruments. The derived Cronbach's alpha value was 0.743 ($\alpha = 0.743$), as

shown in Table 3.3. This exceeds the recommended threshold of 0.5 (Amin, 2005) for a dependable instrument. The Cronbach alpha values for the sub-scales were as follows: 0.708 for Punishment/negative reinforcement, 0.732 for Role modelling by the teachers, 0.811 for Corrective advice and counselling, and 0.721 for Secondary school learners' discipline. These parameters ensured the scales utilized were uniform. The table displays the Cronbach alpha values for the sub-scales.

Table 3.3 Cronbach Alpha results

Variable	Cronbach Alpha	Number of items
Punishment/negative reinforcement	0.708	5
Role modelling by the teachers	0.732	6
Corrective guidance and counselling	0.811	5
Secondary school learners' discipline	0.721	9

Source: Result of analysis 2023

3.8 Data Collection Procedure

After the proposal was approved, the researcher received an introductory letter from the Dean of the Faculty of Education at Busitema University in Uganda, granting the researcher permission to contact the responders. The researcher subsequently requested authorization from administrators to obtain access to the responses. The researcher employed study assistants to distribute the surveys to the students, who comprised the target population. Once the data was gathered, it underwent processing and analysis, leading to the creation of a written report by the researcher.

3.9 Data Analysis

3.9.1 Analysis of quantitative data

The data acquired from the field was initially organized, revised, encoded, and inputted into the computer using SPSS. This software facilitated the researcher in displaying data by automatically generating tables, images, and frequency tables. SPSS facilitated the generation of descriptive statistics, including means and standard deviations, at the univariate level. The association between the variables was assessed using the Pearson's correlation coefficient (r) derived from the SPSS data analysis software. The usage of this method is preferable to graphical portrayals because it establishes a standard for the variables, ensuring that changes in scale or unit of measurement do not impact its value (Amin, 2005). The Analysis of Variance (ANOVA) was employed to determine the extent to which administrators' discipline management tactics impact learner indiscipline in secondary schools in Tororo Municipality.

3.9.2 Analysis of Qualitative Data

During the interviews, a method called content analysis was used to apply an objective coding system to the data. Qualitative data analysis was the use of language to create narrative statements that explained the relationships between different categories or topics of data. After establishing the themes, categories, and patterns, the data was assessed and analyzed to assess the adequacy, reliability, usefulness, and consistency of the material.

The sequence of numbers is as follows: 2, 2, 5, 15, 29, 34.

3.10 Measurement of Variables

The variables were measured to demonstrate how each category of questions in the utilized instruments was addressed in order to obtain the required information. The categorical variables were assessed using the Nominal scale, where numerical values were assigned solely

for the purpose of distinguishing similar things within a category from those in another category that were dissimilar.

The non-categorical aspect was examined and the story was tailored to align with the study's aims (Amin, 2005). The researcher employed an ordinal measurement scale consisting of discrete variables. This scale allows for the inclusion of variables that provide responses that can be ordered based on their ranking. The study employed a five-point Likert scale to measure the level of agreement, with response options ranging from strongly disagree (1) to strongly agree (5). The obtained score was

3.11 Ethical Considerations

This study considered ethical considerations. This study considered secrecy, which was a crucial ethical concern to implement. Respondents were guaranteed the protection of confidentiality for all personal information provided.

The researcher additionally prioritized ethical considerations about copyright compliance and intellectual property ownership to prevent plagiarism when referencing other studies. The concept of anonymity was also taken into account, where persons were perceived as being anonymous.

Names and other means of identification were omitted. These helped respondents to make correct responses (Amin, 2005). The researcher effectively communicated the goal of the study to each responder, providing sufficient and unambiguous explanations.

The researcher sought the respondents' consent to partake in the study, emphasizing that their involvement was optional. Confidentiality was guaranteed to all volunteers, and the information they provided was only utilized for study purposes.

Chapter Four

Presentation, Analysis and Interpretation of Findings

4.0 Introduction

The study aimed to examine the correlation between school administrators' discipline management techniques and students' discipline in Secondary schools in Tororo Municipality. The study aimed to investigate the correlation between punishment/negative reinforcement, corrective guidance, and counseling, as well as the impact of staff role modeling on student discipline in secondary schools in Tororo Municipality, Uganda. This chapter discusses the response rate and gives the conclusions based on the study objectives.

4.1 Rate of response

The response rate was computed to determine its adequacy in supporting valid conclusions. Out of 197 respondents, 189 (95.9%) completed and returned the surveys, while 8 (4.1%) did not answer. Amin (2005) stated that achieving a response rate of 70% in a study is acceptable and would yield conclusive outcomes. Out of the 7 respondents selected for interviews, 6 were successfully contacted, resulting in an 85.7% response rate to the interview questionnaire.

4.2 Respondents' background variables

This section outlines the demographic characteristics of respondents in secondary schools in Tororo Municipality, including gender, age, marital status, and educational level.

Table 4.1 Demographic Characteristics of respondents

Variable	Category	Freq.	Percentage
Sex	Male	107	56.6
	Female	82	43.4
	Total	189	100.0
Age of respondents	Less than 30 years	52	27.5
	31-40 years	87	46.0
	41-50 years	33	17.5
	51 years and above	17	9.0
	Total	189	100.0
Marital status of respondents	Married	83	43.9
	Single	71	37.6
	Divorced/ separated	13	6.9
	Widowed	22	11.6
	Total	189	100.0
Highest level of education of respondents	Diploma	48	25.4
	Degree	94	49.7
	Post graduate	45	23.8
	Other (specify)	2	1.1
	Total	189	100.0

Source: Primary data

107 respondents, accounting for 56.6%, were male, while 82 respondents, making up 43.4%, were female. There is a balanced distribution of male and female pupils in secondary schools in Tororo Municipality. The study's representativeness indicates the credibility of its conclusions.

52 respondents, accounting for 27.5%, were under 30 years old. 87 respondents, representing 46%, were aged between 31 and 40 years. 33 respondents, making up 17.5%, fell within the 41-50 years age group. Lastly, 17 respondents, comprising 9%, were 51 years old and older. The majority of instructors in secondary schools in Tororo Municipality were youthful. The study indicates that younger staff members are more inclined to improve student behavior in secondary schools in Tororo Municipality.

Table 4.1 shows that 83 respondents (43.9%) were married, 71 (37.6%) were single, 13 (6.9%) were divorced or separated, and 22 (11.6%) were widowed. Most professors were married, although some were single. This indicates that the study was representative.

Out of the total respondents, 94 individuals (49.7%) had a bachelor's degree, 48 individuals (25.4%) had a diploma, 45 individuals (23.8%) had a postgraduate degree, and 2 individuals (1.1%) had additional educational qualifications. The majority of instructors in secondary schools in Tororo Municipality were well-educated. The statistics indicate that the study had a good level of representativeness in terms of participant characteristics. Higher levels of education resulted in well-informed responses from the participants because of their thorough grasp of the many aspects of the study.

4.3 Empirical Findings

4.3.1 Results of the Dependent variable: Learners' discipline in secondary schools.

This section discussed the research findings about the discipline of secondary school learners.

The study's dependent variable, learners' discipline in secondary schools, was defined by respect for school authorities, punctuality, and attendance.

Respondents' opinions on student discipline in secondary schools

This section provides findings on students' behaviour in secondary schools. Strongly Agree and Agree were considered agreement with the assumption, whereas Strongly Disagree and Disagree were seen as disagreements with the stated assumptions. The data analysis included calculating the Mean and Standard Deviation.

Table 4.2 Opinions of respondents on learners' discipline among learners in secondary schools

Secondary school learners' discipline	SD	D	NS	A	SA	Mean	Std Dev
In my school, students respect the administrators	1 (0.5%)	6 (3.2%)	4 (2.1%)	93 (49.2%)	85 (45%)	4.35	0.725
In my school, students respect the teachers	6 (3.2%)	3 (1.6%)	12 (6.3%)	93 (49.2%)	75 (39.7%)	4.21	0.878
In my school, students respect the student leaders	11 (5.8%)	25 (13.2%)	57 (30.2%)	56 (29.6%)	40 (21.2%)	3.47	1.137
My students arrive in time during academic activities	2 (1.1%)	20 (10.6%)	7 (3.7%)	73 (38.6%)	87 (46%)	4.18	0.994
In our school, students respond to the bell	2 (1.1%)	6 (3.2%)	15 (7.9%)	78 (41.3%)	88 (46.5%)	4.30	0.836
My students arrive in time during co-curricular activities	10 (5.3%)	22 (11.6%)	48 (25.4%)	66 (34.9%)	43 (22.8%)	3.58	1.120
The students in our school are punctual in every school activities	8 (4.2%)	27 (14.3%)	43 (22.8%)	77 (40.7%)	34 (18%)	3.54	1.074
My students take part in academic activities regularly	4 (2.1%)	5 (2.6%)	11 (5.8%)	71 (37.6%)	98 (51.9%)	4.34	0.871
My students take part in co-curricular activities regularly	12 (6.3%)	11 (5.8%)	52 (27.5%)	72 (38.1%)	42 (22.2%)	3.64	1.086

Source: Primary data

Table 4.2 shows that the majority of instructors, specifically 178 (94.2%), agreed that kids in their school respect the administrators. On the other hand, 7 (3.7%) disagreed, and 4

(2.1%) were unsure. The average was 4.35 with a standard deviation of 0.725, indicating that the majority of respondents believed that kids at their school show respect for the administrators. The majority of respondents stated that pupils in their school respect the administrators. Key Informant 1 confirmed this finding by stating that children show great respect for school administrators by greeting them and listening attentively when spoken to.

The results show that 165 respondents (88.9%) agreed that children in their schools respect their instructors, 9 (4.8%) disagreed, and 12 (6.3%) were unsure. The average was 4.21 with a standard deviation of 0.878, indicating that the majority of respondents believed that kids in their schools appreciate their professors. The majority of respondents stated that children in their schools respect their professors. According to the poll, 50.8% of respondents agreed that most students respect student leaders in their schools, while 19% disagreed, and 30.2% were unsure. Key informant 2 confirmed this finding by stating that the authority granted to student leaders leads to students respecting them. The behavior of student leaders also contributes to earning respect from the pupils. The mean was 3.47 with a standard deviation of 1.137, indicating that most respondents believed that some students in their schools respect student leaders. The majority of respondents indicated that in their schools, most students show respect towards student leaders.

The results show that 160 respondents (84.6%) agreed that their pupils arrive on time for academic activities, 22 (11.7%) disagreed, and 7 (3.7%) were unsure. The mean was 4.18 with a standard deviation of 0.994, suggesting that most respondents agreed with the assumption that their pupils arrive on time for academic activities. Most students arrive punctually for academic activities. Results from table 4.2 revealed that 166 respondents (87.8%) agreed that kids in their school respond to the bell, whereas 8 (4.3%) disagreed, and 15 (7.9%) were unsure. Key

Informant 4 confirmed that pupils promptly react to the sound of the bell, such as when transitioning from break or lunch to class. The mean was 4.30 with a standard deviation of 0.836, indicating that most respondents agreed that children in their school respond to the bell. The majority of respondents stated that pupils in their schools adhere to the bell schedule.

The results show that 109 respondents (57.7%) agreed that their pupils arrive on time for co-curricular events, 32 (16.9%) disagreed, and 48 (25.4%) were unsure. The mean was 3.58 with a standard deviation of 1.120, indicating that most respondents agreed that their pupils arrive on time for co-curricular events. Thus, the majority of respondents agreed that their pupils attend punctually for co-curricular activities. Table 4.2 shows that the majority of instructors, 111 (58.7%), agreed that their pupils are punctual in all school activities, whereas 35 (18.5%) disagreed and 43 (22.8%) were uncertain. The average was 3.54 with a standard deviation of 1.074, indicating that the majority of respondents felt that kids in their schools are punctual in all activities. The majority of respondents stated that pupils in their schools are punctual in all school activities.

The study revealed that 169 respondents (89.5%) agreed that their students participate in academic activities regularly, whereas 9 respondents (4.7%) disagreed, and 11 respondents (5.8%) were unsure. The mean was calculated to be 4.34 with a standard deviation of 0.871, indicating that most individuals concurred with the notion that their kids engage in academic activities consistently. Most respondents believed that their students routinely participate in academic activities. Key informant 5 stated that students attend academic activities regularly because teachers take roll call before starting class, ensuring students attend classes consistently.

The results show that 114 respondents (60.3%) agreed that their pupils routinely participate in co-curricular activities, 23 (12.1%) disagreed, and 52 (27.5%) were neutral.

Uncertain. The mean was 3.64 with a standard deviation of 1.086, suggesting that most respondents agreed with the assumption that their pupils routinely participate in co-curricular activities. Most pupils routinely participate in co-curricular activities.

4.3.2 Objective one: Relationship between punishment/negative reinforcement and students' discipline in Secondary schools in Tororo Municipality.

The respondents' opinions were assessed using a 5-point Likert scale, with ratings ranging from strongly agree (SA) = 5, agree (A) = 4, not sure (N) = 3, disagree (D) = 2, and strongly disagree (SD) = 1.

4.3.2.1 Opinions of respondents on punishment/negative reinforcement in Secondary schools in Tororo Municipality

Strongly Agree and Agree were considered agreement with the assumption, whereas Strongly Disagree and Disagree were seen as disputes to the stated assumptions. The next part displays findings on punishment/negative reinforcement in Secondary schools in Tororo Municipality, as seen in table 4.3 below.

Table 4.3 Opinions of respondents on punishment/negative reinforcement in Secondary schools in Tororo Municipality

Punishment/negative reinforcement	SD	D	NS	A	SA	Mean	Std Dev
Canning is a form punishment given to indisciplin learners regularly	108 (57.1%)	59 (31.2%)	6 (3.2%)	11 (5.8%)	5 (2.6%)	1.66	0.980
Extra work around school is given to indisciplin learners regularly	32 (16.9%)	71 (37.6%)	25 (13.2%)	53 (28%)	8 (4.2%)	2.65	1.178
Suspensions are given out to indisciplin students regularly	39 (20.6%)	52 (27.5%)	50 (26.5%)	42 (22.2%)	6 (3.2%)	2.60	1.138
Indefinite suspensions are given out to indisciplin students regularly in our school	57 (30.2%)	65 (34.4%)	32 (16.9%)	27 (14.3%)	8 (4.2%)	2.28	1.163
There is hard labor given out to indisciplin students in our school	59 (31.2%)	39 (20.6%)	30 (15.9%)	40 (21.2%)	21 (11.1%)	2.60	1.401

Source: Primary data

Most of the responders, 167 (88.3%), disagreed that canning is a common kind of punishment for undisciplined learners. 16 (8.4%) agreed, and only 6 (3.2%) were unsure. The average was 1.66 with a standard deviation of 0.980, indicating that most respondents disagreed with the idea that canning is a common method of punishment for disobedient students. Most respondents argued that canning is not a type of punishment administered to unruly learners routinely. Key informant 5 stated that canning is prohibited in their school when asked about using it as a form of punishment. When contacting a parent of a student who has committed a crime and expresses a desire to discipline the student by caning, we recommend that the parent counsel the student instead of resorting to caning.

The data in table 4.3 indicates that a minority of 61 respondents (32.2%) agreed that additional work is assigned to discipline learners often, while 103 respondents (54.5%) disagreed, and only 25 respondents (13.2%) were unsure. The mean was 2.65 with a standard deviation of 1.178, indicating that some respondents disagreed with the statement that additional schoolwork is assigned to reprimand students often. A minority of respondents disagreed that additional work related to school is provided routinely to discipline students.

Table 4.3 indicates that 91 respondents (48.1%) disputed that suspensions are often issued to undisciplined pupils, while 48 respondents (25.4%) agreed, and 50 respondents (26.5%) were unsure. The mean was 2.60 with a standard deviation of 1.138, indicating that most respondents disagreed with the premise that suspensions are often issued to undisciplined students. The majority of responders disagreed that suspensions are often issued to undisciplined kids.

The study revealed that 122 respondents (64.6%) disagreed with the notion that indefinite suspensions are frequently issued to undisciplined kids in our school, while 35 (18.5%) agreed,

and 32 (16.9%) were unsure. The average was 2.28 with a standard deviation of 1.163, indicating that most respondents disagreed with the assumption that prolonged suspensions are commonly granted to undisciplined pupils in our school. Most respondents disagreed that indefinite suspensions are commonly given to undisciplined kids in our school.

The study found that 98 respondents (51.8%) disagreed, 61 respondents (32.3%) agreed, and 30 respondents (15.9%) were unsure about the presence of hard labor for undisciplined pupils in the school. The mean was 2.60 and the standard deviation was 1.401, indicating that the majority of respondents disagreed with the notion that reprimanded kids in our school are assigned hard labor. Most respondents disagreed that disciplined kids in our school are assigned hard labor.

4.3.2.2 Correlation between punishment/negative reinforcement and students' discipline in secondary schools.

An investigation was required to establish a connection between punishment/negative reinforcement and students' discipline in secondary schools. This study utilized the Pearson correlation coefficient approach. Table 4.4 displays the results.

Table 4.4; Correlation findings for Punishment/negative reinforcement and learners' discipline in Secondary schools in Tororo Municipality

		Punishment/negative reinforcement	Learners' discipline in Secondary schools
Punishment/negative reinforcement	Pearson Correlation	1	.060
	Sig. (1-tailed)		.469
	N	189	189
Learners' discipline in Secondary schools	Pearson Correlation	.060	1
	Sig. (1-tailed)	.469	
	N	189	189

Source: Primary data (2023)

Findings in table 4.4 indicates a weak positive relationship between punishment/negative reinforcement and learners' discipline in secondary schools in Tororo Municipality ($r = 0.060$ $p < 0.05$). This means that Punishment/negative reinforcement and learners' discipline in secondary schools in Tororo Municipality move in the same direction. Therefore, as other factors remain constant, caning, suspensions and hard labour is most likely to improve secondary school learners' discipline in Tororo Municipality. To confirm that punishment/negative reinforcement affects learners' discipline in secondary schools, a standardized coefficients table was used and the results are shown in table 4.5.

Table 4.5 Showing Coefficients of punishment/negative reinforcement

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	3.965	.117		33.974	.000
Punishment/negative reinforcement	0.040	.048	0.060	0.078	.938

a. Dependent Variable: Secondary school learners' discipline

In table 4.5, the results show that the effect of a dependent variable (learners' discipline in secondary schools) is measured by a standardized regression coefficient (Beta). The results show that punishment/negative reinforcement standardized regression coefficient (Beta) was 0.060. The higher the Beta value, the greater the impact of the predictor variable on the criterion (Mugenda & Mugenda, 1999). This implies that the strength of the relationship between punishment/negative reinforcement as an independent variable and the dependent variable learners' discipline in secondary schools is 0.060. The unstandardized coefficients (B) are the regression coefficients.

In the regression equation $y = a + bx$; where y = learners' discipline in secondary schools, a = the intercept, b =the slope and x = punishment/negative reinforcement, therefore learners' discipline in secondary schools = $3.965 + 0.040x$ which implies that a unit change in punishment/negative reinforcement causes a 0.040 change in learners' discipline in secondary schools in Tororo Municipality. As a result, it can be concluded that punishment/negative reinforcement is positively related to learners' discipline in secondary schools in Tororo Municipality. Therefore, if there is any variation in punishment/negative reinforcement, there will be a corresponding effect on learners' discipline in secondary schools in Tororo Municipality. This particular finding does confirm that punishment/negative reinforcement has positive relationship with learners' discipline in secondary schools in Tororo Municipality.

4.3.2.3 Testing Hypothesis

The tested hypothesis stated that “There is no statistically significant relationship between punishment/negative reinforcement and learners' discipline in Secondary schools in Tororo Municipality in Uganda” (α = Level of significance, $\alpha = 0.05$). The test was carried out using the Determination Coefficient. The result is presented in table 4.6.

Table 4.6 Model Summary of punishment/negative reinforcement and learners' discipline in Secondary schools

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.006 ^a	.050	0.500	.44659

a. Predictors: (Constant), Punishment/negative reinforcement

Source: Primary data

Table 4.6 indicates that 5.0% of the variance in students' discipline in secondary schools in Tororo Municipality was attributed to the implementation of punishment or negative reinforcement. Mugenda & Mugenda (1999) stated that the R square indicates the extent to which a group of independent factors accounts for fluctuations in a dependent variable. 5.0% of the variance in students' discipline in secondary schools in Tororo Municipality can be attributed to punishment/negative reinforcement. An additional analysis, the Analysis of Variance (ANOVA), was performed and the results are displayed in table 4.7.

Table 4.7 Showing Analysis of Variance (ANOVA) results

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	.001	1	.001	.006	.938 ^b
Residual	37.295	187	.199		
Total	37.297	188			

a. Dependent Variable: Learners' discipline in Secondary schools

b. Predictors: (Constant), Punishment/negative reinforcement

Source: Primary data

Table 4.7 shows that the relationship between punishment/negative reinforcement and learners' discipline in secondary schools in Tororo Municipality was positive and significant (Sig. = 0.938, $P = .938 < 0.05$, $F = 0.006$). This implies significance of the model since its significant value is more than 0.05. The null hypothesis therefore stated that "there is no statistically significant relationship between punishment/negative reinforcement and learners' discipline in secondary schools in Tororo Municipality in Uganda" was rejected.

4.3.3 Objective two: To find out the relationship between the corrective guidance and counselling and learners' discipline in Secondary schools in Tororo Municipality - Uganda.

4.3.3.1 Opinions of respondents on Corrective guidance and counselling

This section presents results on the corrective guidance and counselling. The measures of Strongly Agree as well as Agree were regarded as agreement with the assumption while the measures of Strongly Disagree and Disagree were viewed as disagreements to the stated assumptions. The data analysis also included the measures of mean and Standard deviation as shown in table 4.8.

Table 4.8 Opinions of respondents on corrective guidance and counselling

Corrective guidance and counselling	SD	D	NS	A	SA	Mean	Std Dev
As a teacher, I counsel students regularly in groups	11 (5.8%)	18 (9.5%)	8 (4.2%)	87 (46%)	65 (34.4%)	3.94	1.137
As a teacher, I counsel a student one on one regularly	11 (5.8%)	26 (13.8%)	16 (8.5%)	92 (48.7%)	44 (23.3%)	3.70	1.143
Our school has a school counsellor	6 (3.2%)	16 (8.5%)	17 (9%)	74 (39.2%)	76 (40.2%)	4.05	1.058
As a teacher, I guide students in their academic activities regularly	3 (1.6%)	2 (1.1%)	5 (2.6%)	78 (41.3%)	101 (53.4%)	4.44	0.746
As a teacher, I guide students in their career choices	5 (2.6%)	6 (3.2%)	12 (6.3%)	91 (48.1%)	75 (39.7%)	4.19	0.891
I guide students in their day today learning process as a teacher	2 (1.1%)	1 (0.5%)	11 (5.8%)	64 (33.9%)	111 (58.7%)	4.49	0.726

Source: Primary data

Table 4.8 shows that 152 respondents (80.4%) agreed to routinely counseling pupils in groups, 29 respondents (15.3%) agreed, and 8 respondents (4.2%) were unsure. The mean of 3.94 and a standard deviation of 1.137 indicate that most respondents stated that they routinely counsel pupils in groups. The majority of the respondents indicated that they regularly provide

counseling to students in group settings. Key informant 3 confirmed by stating, "We encourage teachers to counsel students in class whenever they interact during teaching."

Table 4.8 shows that 136 teachers (72%) agreed to regularly counsel students one on one, while 37 teachers (19.6%) objected, and 16 teachers (8.5%) were unsure. The average was 3.70 with a standard deviation of 1.143, indicating that the majority of respondents agreed with the statement about regularly counseling a student one-on-one. The majority of respondents indicated that they regularly provide one-on-one counseling to a student. The results show that 150 respondents (79.4%) agreed that their schools have school counselors, 22 (11.7%) disagreed, and 17 (9%) were unsure. Key informant 4 confirmed that their school had a counselor that provides counseling services to pupils. This has contributed to having well-disciplined pupils in our school.

The average was 4.05 with a standard deviation of 1.058, indicating that the majority of respondents agreed with the statement regarding the presence of school counselors in their schools. The majority of respondents agreed that their schools have school counsellors. Out of the respondents, 94.7% agreed that they regularly guide students in their academic pursuits, whereas 2.7% disagreed, and 2.6% were unsure. The mean was calculated to be 4.44 with a standard deviation of 0.746, indicating that most individuals agreed with the statement regarding guiding pupils in their academic tasks regularly. The majority of respondents agreed that they regularly provide guidance to students in their academic pursuits.

The results show that 166 respondents (87.8%) agreed to guiding students in their profession choices, 11 (5.8%) objected, and 12 (6.3%) were unsure. Key informant 4 confirmed that job discussions are conducted for students at least once per term. The mean was 4.7 with a standard deviation of 0.891, suggesting that most respondents agreed with the assumption that

they provide guidance to students in their job choices. Most pupils are influenced by their school teachers while making professional decisions.

Table 4.8 revealed that 175 respondents (92.6%) agreed to guiding students in their daily learning process as teachers, whereas 3 (1.6%) objected, and 11 (5.8%) were unsure. The mean was 4.49 with a standard deviation of 0.726, indicating that most respondents agreed with the concept that they guide students in their daily learning process as teachers. The majority of respondents believed that they play a guiding role in students' daily learning process as teachers.

4.3.3.2 Correlation between corrective guidance and counselling and learners' discipline in Secondary schools

It was necessary to find a relationship between corrective guidance and counselling and learners' discipline in Secondary schools. The Pearson correlation coefficient technique was adopted and applied in this study. Table 4.9 shows the findings.

Table 4.9 Correlation findings for corrective guidance and counselling and learners' discipline in Secondary schools in Tororo Municipality

		Corrective guidance and counselling	learners' discipline in secondary schools
Corrective guidance and counselling	Pearson Correlation	1	.298**
	Sig. (1-tailed)		.000
	N	189	189
learners' discipline in secondary schools	Pearson Correlation	.298**	1
	Sig. (1-tailed)	.000	
	N	189	189

**. Correlation is significant at the 0.01 level (1-tailed).

Source: Primary data

Findings in table 4.9 indicates a weak positive and significant relationship between corrective guidance and counselling and learners' discipline in secondary schools in Tororo Municipality ($r=.233^{**}$ $p < 0.05$). This means that Corrective guidance and counselling and learners' discipline in secondary schools in Tororo Municipality move in the same direction. Therefore, as other factors remain constant, guidance and counselling is most likely to improve learners' discipline in secondary schools in Tororo Municipality. To confirm that Corrective guidance and counselling affects learners' discipline in secondary schools, a standardized coefficients table was used and the results are shown in table 4.10.

Table 4.10 Showing Coefficients of Corrective guidance and counselling

Coefficients^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.998	.226		13.244	.000
Corrective guidance and counselling	0.232	.054	0.298	4.275	.000

a. Dependent Variable: Secondary school learners' discipline

In table 4.10, the results show that the effect of a dependent variable (learners' discipline in secondary schools) is measured by a standardized regression coefficient (Beta). The results show that Corrective guidance and counselling standardized regression coefficient (Beta) was 0.298. The higher the Beta value, the greater the impact of the predictor variable on the criterion (Mugenda & Mugenda, 1999). This implies that the strength of the relationship between Corrective guidance and counselling as an independent variable and the dependent variable learners' discipline in secondary schools is 0.298. The unstandardized coefficients (B) are the regression coefficients.

In the regression equation $y = a + bx$; where y = learners' discipline in secondary schools, a = the intercept, b =the slope and x = Corrective guidance and counselling, therefore learners' discipline in secondary schools = $2.998 + 0.232x$ which implies that a unit change in Corrective guidance and counselling causes a 0.232 change in learners' discipline in secondary schools in Tororo Municipality. As a result, it can be concluded that Corrective guidance and counselling is positively related to learners' discipline in secondary schools in Tororo Municipality. Therefore, if there is any variation in Corrective guidance and counselling, there will be a corresponding effect on learners' discipline in secondary schools in Tororo Municipality. This particular finding does confirm that Corrective guidance and counselling has positive relationship with learners' discipline in secondary schools in Tororo Municipality.

4.3.3.3 Testing Hypothesis

The tested hypothesis stated that “There is no statistically significant relationship between corrective guidance and learners' discipline in secondary schools in Tororo Municipality in Uganda” (α = Level of significance, $\alpha = 0.05$). The test was carried out using the Determination Coefficient. The result is presented in table 4.11

Table 4.11 Model Summary of corrective guidance and learners' discipline in Secondary schools

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.298 ^a	.089	.084	.42625

a. Predictors: (Constant), Corrective guidance and counselling

Source: Primary data

Table 4.11 shows that 0.089 or 8.9% of the variation in learners' discipline in secondary schools was a result of the use of corrective guidance. According to Mugenda & Mugenda (1999), the R square tells how a set of independent variables explains variations of a dependent variable. It implies that 8.9% of the variation in learners' discipline in Secondary schools can be explained by corrective guidance. Computing the Analysis of Variance (ANOVA) was an additional analysis as shown in table 4.12.

Table 4.52 Showing Analysis of Variance (ANOVA) results

ANOVA^a

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	3.320	1	3.320	18.275	.000 ^b
Residual	33.976	187	.182		
Total	37.297	188			

a. Dependent Variable: learners' discipline in secondary schools

b. Predictors: (Constant), Corrective guidance and counselling

Source: Primary data

Table 4.12 shows that the relationship between corrective guidance and counselling and learners' discipline in secondary schools was positive and significant ($P = .938 < 0.05$, $F = 18.275$). This implies significance of the model since its significant value is less than 0.05. The null hypothesis therefore stated that "there is no statistically significant relationship between corrective guidance and learners' discipline in secondary schools in Tororo Municipality in Uganda" was rejected.

4.4.4 Objective three: To establish the relationship between role modelling by the staff and learners' discipline in Secondary schools

4.4.4.1 Role modelling by the teachers and learners' discipline in Secondary schools

This segment discusses results on role modelling by the staff. The measures of Strongly Agree as well as Agree were regarded as agreement with the assumption while the measures of Strongly Disagree and Disagree were viewed as disagreements to the stated assumptions. The data analysis also included the measures of mean and Standard deviation as shown in table 4.13.

Table 4.63 Respondents' opinions on role modelling by the teachers.

Role modelling by the teachers	SD	D	NS	A	SA	Mean	Std Dev
Our attitude as teachers to students is exemplary	9 (4.8%)	1 (0.5%)	10 (5.3%)	101 (53.4%)	68 (36%)	4.15	0.918
I act exemplary before my students as a teacher	4 (2.1%)	9 (4.8%)	4 (2.1%)	87 (46%)	85 (45%)	4.27	0.885
As a teacher, I talk to students in exemplary way	4 (2.1%)	5 (2.6%)	9 (4.8%)	80 (42.3%)	91 (48.1%)	4.32	0.854
My dress code as a teacher is exemplary to students	3 (1.6%)	4 (2.1%)	12 (6.3%)	93 (49.2%)	77 (40.7%)	4.25	0.798
As a teacher, I mind about my dress code before my students	1 (0.5%)	4 (2.1%)	6 (3.2%)	77 (40.7%)	101 (53.4%)	4.44	0.710

Source: Primary data

The findings indicate that the majority 169(89.4%) of the respondents agreed that their attitude as teachers to students is exemplary while 10(5.3%) disagreed, yet only 10(5.3%)

recorded not sure. A 4.15 mean was realized while a 0.918 standard deviation was captured implying that majority of the respondents were in agreement that their attitude as teachers to students is exemplary. This means that the majority of the respondents agreed that their attitude as teachers to students is exemplary.

The findings from the table 4.13 show that the majority 172(91%) of the respondents agreed that they act exemplary before their students as teachers while 13(6.9%) disagreed, yet only 4(2.1%) were not sure. A 4.27 mean was registered while a 0.885 standard deviation was captured implying that majority of the respondents agreed with the statement that they act exemplary before their students as teachers. This means that the majority of the respondent agreed that they act exemplary before their students as teachers.

Table 4.13 shows that the majority 171(90.4%) of the respondents agreed that as teachers, they talk to students in exemplary way while 9(4.8%) disagreed and 9(4.8%) recorded not sure. A 4.32 mean was registered while a 0.854 standard deviation was captured implying that majority of the respondents were in agreement with the idea that as teachers, they talk to students in exemplary way. This means that the majority of the respondents agreed that as teachers, they talk to students in exemplary way.

The study found that only 170(89.9%) of the respondents agreed that their dress code as teachers is exemplary to students whereas 7(3.7%) disagreed, and 12(6.3%) recorded not sure. A 4.25 mean was captured while a standard deviation of 0.798 was realized implying that majority of the respondents were in agreement with the notion that their dress code as teachers is exemplary to students. This means that the majority of the respondents agreed that their dress code as teachers is exemplary to students. *In confirmation key informant 4 interviewed said;*

“Our dress code as teachers is exemplary to our students. This is because we encourage our teachers to dress well before students”.

The study established that the majority 178(94.1%) of the respondents agreed that as teachers, they mind about their dress code before their students whereas only 5(2.6%) disagreed and 6(3.2%) recorded not sure. A 4.44 mean was captured while a standard deviation of 0.710 was realized implying that some respondents agreed with the idea that as teachers, they mind about their dress code before their students. This means that the majority of the respondents agreed that as teachers, they mind about their dress code before their students.

4.4.4.2 Correlation between role modelling by the teachers and learners’ discipline in secondary schools.

It was necessary to find a relationship between role modelling by the staff and learners’ discipline in secondary schools. The Pearson correlation coefficient technique was adopted and applied in this study. Table 4.14 shows the findings.

Table 4.74 Correlation findings for Role modelling by the teachers and learners’ discipline in secondary schools in Tororo Municipality

Correlations

		Role modelling by the teachers	Secondary school learners’ discipline
Role modelling by the teachers	Pearson Correlation	1	.372**
	Sig. (1-tailed)		.000
	N	189	189
Secondary school learners’ discipline	Pearson Correlation	.372**	1
	Sig. (1-tailed)	.000	
	N	189	189

**, Correlation is significant at the 0.01 level (1-tailed).

Source: Primary data

Findings in table 4.14 indicates a weak positive and significant relationship between role modelling by the staff and learners' discipline in secondary schools in Tororo Municipality ($r = 0.372^{**}$ $p < 0.05$). This means that role modelling by the teachers and learners' discipline in secondary schools in Tororo Municipality move in the same direction. Therefore, as other factors remain constant, behaviour, conduct, speech, dress code is most likely to improve learners' discipline in secondary schools in Tororo Municipality. To confirm that Role modelling by the staff affects learners' discipline in secondary schools, a standardized coefficients table was used and the results are shown in table 4.15.

Table 4.15 Showing Coefficients of Role modelling by the staff

Coefficients^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.830	.208		13.627	.000
Role modelling by the staff	0.263	.480	0.372	5.482	.000

a. Dependent Variable: Secondary school learners' discipline

In table 4.15, the results show that the effect of a dependent variable (learners' discipline in secondary schools) is measured by a standardized regression coefficient (Beta). The results show that Role modelling by the staff standardized regression coefficient (Beta) was 0.372. The higher the Beta value, the greater the impact of the predictor variable on the criterion (Mugenda & Mugenda, 1999). This implies that the strength of the relationship between Role modelling by the

staff as an independent variable and the dependent variable learners' discipline in secondary schools is 0.372. The unstandardized coefficients (B) are the regression coefficients.

In the regression equation $y = a + bx$; where y = learners' discipline in secondary schools, a = the intercept, b =the slope and x = Role modelling by the staff, therefore learners' discipline in secondary schools = $2.830 + 0.263x$ which implies that a unit change in Role modelling by the staff causes a 0.263 change in learners' discipline in secondary schools in Tororo Municipality. As a result, it can be concluded that Role modelling by the staff is positively related to learners' discipline in secondary schools in Tororo Municipality. Therefore, if there is any variation in Role modelling by the staff, there will be a corresponding effect on learners' discipline in secondary schools in Tororo Municipality. This particular finding does confirm that Role modelling by the staff has positive relationship with learners' discipline in secondary schools in Tororo Municipality.

4.4.4.3 Testing Hypothesis

The tested hypothesis stated that "There is no statistically significant relationship between role modelling and learners' discipline in secondary schools in Tororo Municipality in Uganda" (α = Level of significance, $\alpha = 0.05$). The test was carried out using the Determination Coefficient. The result is presented in table 4.16

Table 4.86 Model Summary of role modelling and learners' discipline in Secondary schools

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.372 ^a	.138	.134	.41453

a. Predictors: (Constant), Role modelling by the staff

Source: Primary data

Table 4.16 shows that 0.138 or 13.8% of the variation in learners' discipline in secondary schools was a result of the use of role modelling. According to Mugenda & Mugenda (1999), the R square tells how a set of independent variables explains variations of a dependent variable. It implies that 13.8% of the variation in learners' discipline in secondary schools can be explained by role modelling. Computing the Analysis of Variance (ANOVA) was an additional analysis as shown in table 4.17.

Table 4.97 Showing Analysis of Variance (ANOVA) results

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	5.835	3	1.945	11.438	.000 ^b
Residual	31.461	185	.170		
Total	37.297	188			

a. Dependent Variable: learners' discipline in Secondary schools

b. Predictors: (Constant), Role modelling by the teachers

Source: Primary data

Table 4.17 shows that the relationship between role modelling by the teachers and learners' discipline in secondary schools was positive and significant ($P = .938 < 0.05$, $F = 1.945$). This implies significance of the model since its significant value is less than 0.05. The null hypothesis therefore stated that "there is no statistically significant relationship between Role modelling by

the teachers and learners' discipline in secondary schools in Tororo Municipality in Uganda" was rejected.

4.3.5 Multiple Regression Analysis on the influence of School Administrators' Discipline management strategies and learners' discipline in secondary schools in Tororo Municipality

Multiple Regression Analysis was performed purposely to examine the strongest predictor variable of School Administrators' Discipline management strategies. The aim was to establish which of the 3 components of School Administrators' Discipline management strategies i.e., punishment/negative reinforcement; corrective guidance and counselling; and role modelling by the staff has the strongest predictive power on the dependent variable i.e., learners' discipline in Secondary schools.

Table 4.108 Showing coefficients for School Administrators' Discipline management strategies and learners' discipline in Secondary schools

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.539	.273		9.309	.000
Punishment/negative reinforcement	.010	.044	.015	.223	.823
Corrective guidance and counselling	.210	.060	.154	1.982	.049
Role modelling by the teachers	.119	.055	.298	3.843	.000

a. Dependent Variable: Secondary school learners' discipline

Source: Primary data

Basing on the linear regression equation below

$$Y = \alpha + \beta X_1 + \beta X_2 + \beta X_3 + \varepsilon$$

Where, Y is the value of learners' discipline in Secondary schools (dependent variable) and X_1 is the value of punishment/negative reinforcement, X_2 is the value of corrective guidance and counselling, X_3 is the value of role modelling by the staff, β is the Beta coefficient of the independent variable (Slope/gradient), α is the intercept (constant) and ε is the error term. Substituting the values in table 4.15 in the linear regression Equation

$$Y = 2.539 + .010 X_1 + .210 X_2 + .119 X_3 + \varepsilon$$

As reflected in table 4.18, the constant value of 2.539 is the value of learners' discipline in Secondary schools (Y) when the effect of the predictor variables is zero (all other factors constant). The equation also showed that all factors are constant; a unit increase in punishment/negative reinforcement results in 0.010 increases in learners' discipline in secondary schools. The model indicates a positive significant relationship between punishment/negative reinforcement and learners' discipline in secondary schools ($\beta=.010$, $p=.823$, > 0.05).

The regression equation also showed that all factors are constant; a unit increase in corrective guidance and counselling results in 0.210 increases in learners' discipline in secondary schools. The model indicates a positive significant relationship between corrective guidance and counselling and learners' discipline in secondary schools ($\beta=.210$, $p=.006$, < 0.05). The equation also showed that all factors constant; a unit increase in role modelling by the staff results in 0.119 increases in learners' discipline in secondary schools. The model indicates a positive significant relationship between role modelling by the teachers and learners' discipline in secondary schools ($\beta=.119$, $p=.049$, < 0.05). Based on the results from multiple regression analysis, learners' discipline in secondary schools in the sampled schools is mostly affected by

corrective guidance and counselling ($\beta=.210$, $p=.006$, <0.05). followed by role modelling by the teachers ($\beta=.119$, $p=.049$, <0.05) and lastly by punishment/negative reinforcement ($\beta=.010$, $p=.823$, >0.05).

Chapter Five

Summary, Discussion, Conclusions and Recommendations

5.0 Introduction

This study investigated the relationship between School Administrators' disciplinary management procedures and students' discipline in Secondary schools in Tororo Municipality. The previous chapter concentrated on examining, displaying, and assessing data collected from employees. This chapter presents a summary, discussion, conclusions, and suggestions derived from the study's three specific objectives.

5.1 Summary of Findings

5.1.1 Punishment/negative reinforcement and learners' discipline in Secondary schools

The study conducted in Tororo Municipality investigated the opinions of secondary school students regarding disciplinary actions. The results showed that most students did not approve of the frequent use of caning, extra assignments, suspensions, extended suspensions, and hard labor as methods of disciplining misbehaving students. 88.3% disagreed with termination, 32.2% with additional tasks, 48.1% with temporary suspensions, 64.6% with permanent suspensions, and 51.8% with manual labor. A weak positive correlation ($r = 0.060$, $p < 0.05$) was found between punishment/negative reinforcement and learners' discipline in Tororo Municipality's secondary schools. Respondents generally disagreed with the frequency of harsh disciplinary measures, but there is a modest yet statistically significant potential for these measures, when combined with other factors, to enhance learners' discipline.

5.1.2 Corrective guidance and counseling and student discipline in secondary schools

A research conducted in Tororo Municipality examined how guidance and counseling influence the discipline of secondary school students. 80.4% of responders often counsel kids in groups, with a mean of 3.94, showing substantial agreement. Furthermore, 72% of instructors confirmed

receiving regular one-on-one counseling, while 79.4% stated that their institutions had dedicated school counselors. Additionally, a large percentage (94.7%) of participants confirmed that they often assist students with their academic activities, with 87.8% acknowledging their involvement in advising students with career decisions, and 92.6% in their daily learning routines. A weak positive correlation ($r=.233^{**}$, $p < 0.05$) was found between corrective guidance and counseling and learners' discipline in Tororo Municipality's secondary schools. This indicates that these practices, when combined with other factors, are likely to have a significant impact on improving learners' discipline.

5.1.3 Role modelling by teachers and students' discipline in secondary schools.

The research in Tororo Municipality examined how teacher attitudes and behavior impact the discipline of secondary school students. 89.4% of respondents believe their behavior as teachers towards students is outstanding. Additionally, 91% confirmed they behave exemplary in front of students, communicate with them in an exemplary manner (90.4%), and adhere to an exemplary dress code (89.9%). Additionally, 94.1% of respondents indicated that they are concerned about their dress code in front of kids as teachers. A weak positive correlation ($r=.372^{**}$, $p < 0.05$) was found between role modeling and learners' discipline. This indicates that teachers maintaining exemplary behavior, conduct, speech, and dress code, along with other factors like punishment, can significantly enhance discipline in secondary schools in Tororo Municipality.

5.2 Discussion of Findings

5.2.1 Examining the use of punishment and negative reinforcement for maintaining discipline among students in Secondary schools.

The study found a small but statistically significant positive link between punishment/negative reinforcement and students' discipline in Secondary schools in Tororo

Municipality. The results align with McComas et al.'s (2000) study, which demonstrated that changes in teaching approaches might reduce harmful behavior sustained by negative reinforcement without affecting the outcomes associated with that behavior. DeLeon et al. (2001) said that positive reinforcement is more effective than negative reinforcement in encouraging compliance and decreasing escape-maintained problem behavior in individuals with autism.

Zondo et al. (2023) validated the findings by stating that certain teachers still resort to negative disciplinary actions when handling misbehaving students. The results align with Chidarikire et al., (2021) who expressed worries about the negative effects of corporal punishment, such as instilling fear and causing pain in students. Additionally, some teachers have faced repercussions for harming students during disciplinary actions. Additionally, Mahlangu et al. (2021). Learners are more likely to face corporal punishment when it is deemed necessary to uphold discipline and academic achievement.

5.2.2 Corrective guidance and counseling and student discipline in secondary schools

The study found a slight but meaningful connection between providing corrective guidance and counseling and students' discipline in Secondary schools in Tororo Municipality. The results align with Mbabazi & Bagaya (2013), indicating that research has demonstrated the importance of effective guidance and counseling measures in schools to enhance students' adherence to the code of conduct. Okonofua et al. (2016) found that treatments promoting a non-pejorative interpretation of important contacts with teachers can prevent a decrease in trust and enhance discipline in racially stigmatized kids. Korugyendo et al. (2022) stated that implementing guidance and counseling has been shown to enhance students' conduct in secondary schools. Khumbulani & Kaputa (2023) discovered that teachers should be adequately

equipped to handle learners with conduct disorders, and school guidance counselors should be trained to ensure complete access to the curriculum.

The findings are corroborated by Magdalene et al. (2019), who stated that advice and counseling have been implemented as a method to address student discipline in several educational systems, including in Kenya. Mubarak (2020) emphasized the beneficial and considerable impact of guidance and counseling management on learning discipline. Obiero et al. (2020) stated in their study that the study habits of distance learners are significantly related to personal supervision and counseling, highlighting the relevance of this support in influencing learners' behaviors. Sang et al. (2014) stated that guidance and counseling programs in schools have a notable impact on enhancing discipline issues and enhancing students' social skills. Role modeling by teachers and discipline among students in secondary schools.

The study discovered that the teachers' role modeling had a substantial impact on students' discipline in Secondary schools in Tororo Municipality. The findings align with Schunk & Zimmerman's (2006) assertion that Bandura's Social Cognitive Theory suggests individuals can learn by observing others, and their self-efficacy affects their behavior and decisions. Sibanda & Mathwasa (2020) highlighted the need of demonstrating positive behaviors as a key method for promoting positive discipline among high school students. Sibanda & Mpofu (2017) emphasized that implementing tactics including communication, modeling positive behaviors, and training staff and parents are crucial for maintaining constructive discipline in schools. The study by Jinot & Johannes (2021) developed a conceptual model framework to be used in secondary schools to prevent, reverse, and restore discipline among students. It highlights the significance of an organized approach to managing discipline. Neubert et al. (2009) stated that ethical leadership in organizations influences behavior by setting an example and forming

relationships, which leads to a shared understanding of ethical standards through social influence. This highlights how leadership behaviors influence corporate discipline.

5.3 Conclusions

The study findings led to the following conclusions.

5.3.1 The use of punishment and negative reinforcement for maintaining discipline among students in Secondary schools

The study in Tororo Municipality reveals the current attitudes of disciplinary procedures among secondary school participants. Most participants disagreed with using canning, extra work, suspensions, indefinite suspensions, and hard labor as punishment measures for undisciplined students. Respondents seem hesitant to support harsh punitive actions. The weak positive relationship found between punishment/negative reinforcement and learners' discipline suggests that although there is overall disagreement, there is a statistically significant but limited potential for these measures to improve discipline when combined with other factors. The results highlight the significance of a sophisticated disciplinary approach that incorporates positive reinforcement, counseling, and guidance to enhance discipline and create a favorable learning environment in secondary schools in Tororo Municipality.

5.3.2 Corrective guidance, counseling, and discipline of students in secondary schools

The study conducted in Tororo Municipality highlights the crucial importance of guidance and counselling in influencing the behavior of secondary school students. The significant number of participants who confirmed their participation in counseling students, either in groups or one-on-one, and the recognition of the existence of specialized school counselors, emphasize the value attributed to these support systems in the educational environment. Moreover, the consensus among teachers on actively guiding students in academic

tasks, career decisions, and daily learning highlights the diverse aspects of their job in influencing students' holistic growth. The weak positive relationship found between corrective guidance and counseling and learners' discipline indicates that these practices, along with other factors, have the potential to greatly improve discipline in secondary schools in Tororo Municipality. The study highlights the significance of maintaining a focus on guidance and counseling as essential elements of a holistic strategy to promote a good and disciplined learning atmosphere.

5.3.3 The demonstration of behavior by teachers and the maintenance of discipline by students in Secondary schools

The study in Tororo Municipality focused on the substantial influence of teacher attitudes and behavior on the discipline of secondary school students. The unanimous consensus among participants about the outstanding quality of their behavior, communication, and attire as educators demonstrates a collective dedication to upholding elevated levels of professionalism. The weak positive link found between role modeling and learners' discipline indicates that exemplary behaviors have a significant impact on discipline when compared to other factors like punishment or negative reinforcement. The results emphasize the significance of teachers acting as good role models to influence students' behavior and create a supportive learning atmosphere. It is crucial to incorporate and strengthen model behavior among instructors as part of comprehensive disciplinary approaches to improve the discipline of secondary school students in Tororo Municipality. This highlights the importance of ongoing professional development and assistance for instructors to maintain the lasting impact of these good effects on student behavior.

5.4 Recommendations

5.4.1 Examining the use of punishment and negative reinforcement for maintaining discipline among secondary school students

Educational officials in Tororo Municipality should create and enforce a thorough disciplinary framework since respondents are hesitant to support harsh punitive actions. The framework should promote a balanced approach that includes positive reinforcement, counseling, coaching, and traditional disciplinary procedures. By prioritizing a holistic approach, we can tackle indiscipline while simultaneously creating a positive and supportive learning environment that enhances kids' overall growth.

Head teachers should acknowledge the significant impact of teacher attitudes and behavior on influencing students' discipline. It is essential to prioritize investments in teacher training programs that emphasize positive behavior management. Teachers should possess the essential skills and methods to act as effective role models, encouraging exemplary behavior, communication, and attitudes. Offering continuous professional development opportunities will enable educators to establish a good classroom atmosphere and greatly enhance student behaviour.

The study emphasizes the capacity of guidance and counseling to have a positive impact on students' discipline. Thus, it is necessary to enhance the current guidance and counseling services in secondary schools in Tororo Municipality. This involves maintaining a sufficient number of competent counselors, scheduling frequent counseling sessions for students, both individually and in groups, and raising knowledge about the support resources that are available. An effective counseling system can enhance students' socio-emotional well-being and assist in

tackling the underlying reasons for disciplinary issues, leading to a general enhancement in the learning atmosphere.

5.4.2 Corrective guidance and counseling and student discipline in secondary schools

To take advantage of the recognized significance of guiding and counseling, Tororo Municipality should focus on enhancing and broadening counseling services in secondary schools. This involves expanding the pool of proficient counselors, offering continuous training to improve their expertise, and guaranteeing that counseling services are easily accessible to pupils in both group and individual settings. Creating a confidential and supportive setting for students to address academic, personal, and career-related issues can greatly enhance their well-being and have a good effect on discipline.

It is recommended that head teachers incorporate guidance and counselling ideas into the curriculum to acknowledge the various roles instructors play in shaping students' development. Professional development programs can provide instructors with the necessary skills to integrate guidance and counseling elements into their regular contacts with pupils. Schools can create a consistent and ingrained method of supporting students by including these practices into the educational framework, which helps in maintaining a good and structured learning atmosphere.

To optimize the advantages of guidance and counseling services, it is essential to raise awareness among students, parents, and instructors of the availability and significance of these resources. The government should implement campaigns, workshops, and diverse communication channels to ensure that all stakeholders are well-informed on the support services provided. Efforts should focus on making counseling services easily accessible, decreasing stigma around getting help, and promoting a proactive approach to resolving students' academic and personal issues.

5.4.3 Role modeling by teachers and discipline among students in secondary schools.

Given the pivotal role of teacher attitudes and behaviour in shaping learner discipline, Tororo Municipality should invest in continuous professional development programs for teachers. These programs should focus on enhancing educators' skills in maintaining exemplary conduct, effective communication, and positive role modelling. Ongoing training will not only reinforce the importance of these behaviours but also provide teachers with the tools and strategies necessary to consistently exhibit exemplary attitudes, contributing to a positive and disciplined learning environment.

Tororo Municipality should establish a mentorship program in schools to assist teachers in being effective role models. Experienced teachers can serve as mentors to newer colleagues, guiding them in fostering positive relationships with students, maintaining high professional standards, and navigating various challenges related to discipline. Mentorship programs cultivate a culture of ongoing learning and collaboration, promoting a supportive atmosphere where positive role modeling is deeply embedded in the school's values.

It is crucial to involve the wider community in promoting and strengthening healthy behaviors, considering that the influence of teacher role modeling goes beyond the classroom. Establishing partnerships between schools, parents, and community organizations can create a united front in promoting a positive and disciplined learning environment. Community engagement activities, such as workshops and awareness campaigns, can emphasize the significance of positive role modeling by teachers and promote cooperative endeavors to uphold these principles within and beyond the school environment.

5.5 Limitations of the study

The study mainly used teachers therefore the next researcher should involve learners in the study.

The study took place in a small geographical area therefore the next researcher should carry out on a wider area for example all over the world for comparison purposes.

5.5 Suggested areas for further research

The study investigated the correlation between School Administrators' Discipline management practices and learners' discipline in secondary schools in Tororo Municipality. Future studies should also consider learners' discipline in primary schools in Tororo District in Uganda, this could help to explain why School Administrators' Discipline management strategies are not yet fully established despite the efforts by the School Administrators.

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Learners' discipline encompasses the cultivation of self-discipline and responsibility among students. It involves fostering an understanding of the consequences of one's actions, promoting a sense of accountability, and encouraging students to take ownership of their behavior within the school community.

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APPENDICES

Appendix A: Questionnaire form for teachers

Dear Respondent,

I am a student of Busitema University offering Masters of Educational Leadership and Management, I am conducting a study on the topic “School Administrators’ discipline management strategies and learners’ discipline among learners in secondary schools in Tororo municipality in Uganda”.

You have been selected to take part in this survey on School Administrators’ discipline management strategies and learners’ discipline among learners in secondary schools in Tororo municipality.

You are requested to fill in this questionnaire as honestly as possible. Your positive response is highly appreciated. The information provided is for academic purposes only and will be treated with a lot of confidentiality.

Yours sincerely

NAMUHWANA CHRISTINE (Researcher)

SECTION A: Background information

In this section, you are requested to tick (✓) in the box the alternative about your background information that is most appropriate.

1. Gender: Male ☐ Female ☐
2. Age Bracket: Less than 30 ☐ 31 - 40 ☐ 41- 50 ☐ Greater than 50 ☐
3. Marital Status: Married ☐ Single ☐ Divorced/Separated ☐ Widowed ☐
4. Highest level of qualification: Diploma ☐ Degree ☐ Post Graduate ☐
☐

Other (Specify)

SECTIONS B, C, D, and E:

Please, indicate your level of agreement with each of the following statements by ticking (✓) in the most appropriate box. (SD- strongly disagreement, D- Disagree, NS- Not sure, A- Agree, SA- Strongly agree)

B	Punishment/negative reinforcement	SD	D	NS	A	SA
1	Canning is a form punishment given to indiscipline learners regularly					
2	Extra work around school is given to indiscipline learners regularly					
3	Suspensions are given out to indiscipline students regularly					
4	Indefinite suspensions are given out to indiscipline students regularly in our school					
5	There is hard labor given out to indiscipline students in our school					
C	Corrective guidance and counselling	SD	D	NS	A	SA
1	As a teacher, I counsel students regularly in groups					
2	As a teacher, I counsel a student one on one regularly					
3	Our school has a school counsellor					
4	As a teacher, I guide students in their academic activities regularly					
5	As a teacher, I guide students in their career choices					
6	I guide students in their day today learning process as a teacher					
D	Role modelling by the teachers	SD	D	NS	A	SA
1	Our attitude as teachers to students is exemplary					

2	I act exemplary before my students as a teacher					
3	As a teacher, I talk to students in exemplary way					
4	My dress code as a teacher is exemplary to students					
5	As a teacher, I mind about my dress code before my students					
E	Secondary school learners' discipline	SD	D	NS	A	SA
1	In my school, students respect the administrators					
2	In my school, students respect the teachers					
3	In my school, students respect the student leaders					
4	My students arrive in time during academic activities					
5	In our school, students respond to the bell					
6	My students arrive in time during co-curricular activities					
7	The students in our school are punctual in every school activities					
8	My students take part in academic activities regularly					
9	My students take part in co-curricular activities regularly					

THANK YOU FOR YOUR PARTICIPATION AND COOPERATION

Appendix B: Interview Guide for Key Informants

Interview Guide for Administrators

Dear Respondent,

I am a student of Busitema University offering Masters of Educational Leadership and Management, I am conducting a study on the topic “School Administrators’ discipline management strategies and learners’ discipline among learners in secondary schools in Tororo municipality in Uganda”.

You have been selected to take part in this survey on School Administrators’ discipline management strategies and learners’ discipline among learners in secondary schools in Tororo municipality.

You are requested to fill in this questionnaire as honestly as possible. Your positive response is highly appreciated. The information provided is for academic purposes only and will be treated with a lot of confidentiality.

Yours sincerely

NAMUHWANA CHRISTINE (Researcher)

1. What kind of punishment do you give to indisciplined learners?
2. Do you have a school counsellor?
3. How often do your teachers carryout counselling with students?
4. How often do your teachers guide students in their academic activities?
5. How do your teachers act as role models to your school students?
6. How did the S.4 students/ candidates perform in U C E examinations in your secondary schools?

THANK YOU FOR YOUR PARTICIPATION AND COOPERATION

Appendix C: Field Introduction Letter



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OFFICE OF THE DEAN FACULTY OF SCIENCE AND EDUCATION

Date: 13th / JULY / 2023

Your Ref:

Our Ref: BU/NAG/1001/1

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: NAMUHIJANA CHRISTINE Reg. BU/9520/ELM/11

The above named is a student of Busitema University pursuing a Masters Degree in Education Leadership and Management (MELM) at Faculty of Science and Education (FSE). In partial fulfilment for the award, he/she is conducting a research on SCHOOL ADMINISTRATORS
DISCIPLINE MANAGEMENT STRATEGIES AND LEARNERS
DISCIPLINE IN SECONDARY SCHOOLS IN
TORORO MUNICIPALITY

The purpose of this letter is to formally request you to allow him/her collect data from your organization which is relevant to this research. This is purely an academic research and therefore any information collected will be treated with utmost confidentiality in accordance with the research ethics principles.

Any assistance accorded to him/her in this regard will highly be appreciated.

Thank you.

Sincerely,

Assoc. Professor David Kani Olema
FACULTY DEAN

SCHOOL ADMINISTRATORS' DISCIPLINE MANAGEMENT STRATEGIES AND LEARNERS' DISCIPLINE IN SECONDARY SCHOOLS IN TORORO MUNICIPALITY BY CHRISTINE NAMUHWANA

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