

**THE INFLUENCE OF DISCIPLINE MANAGEMENT BY HEAD
TEACHERS ON STUDENTS' ACADEMIC PERFORMANCE
IN SELECTED PRIVATE SECONDARY SCHOOLS OF
BUSIRO COUNTY IN WAKISO DISTRICT**

**BY
KIGGUNDU HERBERT
2005/HDO4/3110U**

SUPERVISOR: DR. SEKABEMBE. B.

**A DESSERTATION SUBMITTED IN PARTIAL FULFILLMENT AS A
REQUIREMENT FOR THE AWARD OF DEGREE OF MASTERS
OF ARTS IN EDUCATIONAL MANAGEMENT OF
MAKERERE UNIVERSITY**

2009

DECLARATION

This is to declare that this Dissertation is my original work and to the best of knowledge, it has never been submitted to any university or institution for the award of a degree or presented for publication in any part of the world.

Signature.....

Kiggundu Herbert

Date.....

APPROVAL

This is to certify that this Dissertation whose title is “The influence of discipline management by head teachers on students’ academic performance in selected private secondary schools of Busiro County in Wakiso District” is submitted with my approval as University supervisor.

Signed.....

Dr. Sekabembe. B

SUPERVISOR

Date.....

DEDICATION

This work is dedicated to my family whose love and care have made it possible for me to go through this programme.

ACKNOWLEDGEMENT

This work would not have been accomplished without the encouragement, contribution and inspiration of other people.

My sincere gratitude goes to Dr. Sekabembe Beatrice my supervisor for her genuine and intellectual advice and her effort to transform me intellectually. My appreciations also go to my other professors, senior lectures and lecturers in the East African Institute Of Higher Education and Development Studies, School of Education for their support.

Am deeply indebted to all the respondents to my questionnaires whose sense of concern made it possible for me to collect the required data. My thanks go to the students, teachers and head teachers of Buddo SSS, Sumaya Girls School, Mugwanya Summit SSS and St, Lawrence Citizens' high school-Cream land Campus, who participated in this study.

Thanks go to my mum Yudaya Naiga for her tireless effort and hard working to make me what iam. I thank also my wife Harriet, my children Gina and Gilbert for bearing with me the social and financial sacrifices that had to be made so as to accomplish this work. Lastly but not least, thanks go to my course mates for the wonderful cooperation we enjoyed.

The Almighty may protect and keep you in his palm.

TABLE OF CONTENTS

Declaration.....	ii
Approval.....	iii
Dedication.....	iv
Acknowledgement.....	v
Table of contents.....	vi
Appendices.....	x
List of tables.....	xi
List of figures.....	xii
Abstract.....	xiii

CHAPTER ONE: INTRODUCTION.....1

1.1. Background.....	1
1.2. Statement of the problem.....	8
1.3. Purpose of the study.....	9
1.4. Objectives of the study.....	9
1.5. Research questions.....	10
1.6. Hypothesis.....	10
1.7. Scope of the study.....	10
1.8. Significance.....	11

CHAPTER TWO: REVIEW OF RELATED LITERATURE.....	12
2.0. Introduction.....	12
2.1. Theoretical framework.....	12
2.2. Conceptual framework.....	13
2.3. Review of related literature.....	14
2.3. 1. The effect of management of school rules and regulations by head teachers on students’ academic performance.....	14
2.3. 2. The effect of time management by head teachers on students’ academic performance....	18
2.3. 3. The effect of administration of punishments by head teachers on students’ academic performance.....	21
 CHAPTER THREE: METHODOLOGY.....	 26
3.1. Research design.....	26
3.2. Study area.....	26
3.3. Population and sample.....	27
3.4. Sampling technique.....	28
3.5. Research instruments.....	28
3.5.1. Questionnaire.....	28
3.5.2. Interview guide.....	29
3.6. Validity of research instruments.....	29
3.7. Reliability of research instruments.....	30
3.8. Data collection procedure.....	31
3.9. Data analysis.....	32

CHAPTER FOUR: PRESENTATION OF RESULTS.....	33
4.0. Introduction.....	33
4.1. The administration of school rules and regulations by head teachers enhances students’ academic performance.....	34
4.2. The observance of time management by head teachers affect students’ academic performance.....	41
4.3. The administrations of punishments by head teachers affect students’ academic performance.....	46
 CHAPTER FIVE: DISCUSSION OF FINDINGS.....	 53
5.0. Introduction.....	53
5.1. Discussion.....	53
5.1.1. Hypothesis one: The administration of school rules and regulations by head teachers affect students’ academic performance.....	53
5.1.2. Hypothesis two: The observance of time management by head teachers affect students’ academic performance.....	56
5.1.3. Hypothesis three: The administration of punishments by head teachers affect students’ academic performance.....	59
5.2. Conclusions.....	61
5.3. Recommendations.....	63
References.....	65

Appendices

Appendix A: Questionnaire to students.....	73
Appendix B: Interview guide.....	77
Appendix C: Validity testing Formula.....	78
Appendix D: Letter from the Dean's office.....	79
Appendix E: Key to Likert scale.....	80

LIST OF TABLES

Table

1.1. Indiscipline acts in secondary schools in Uganda	7
3.1. Sample distribution of the study.....	27
4.1. Students' back ground information.....	33
4.4. Students' response about hypothesis one (School rules and regulations).....	35
4.5. Verification table for hypothesis one.....	38
4.6. Students' response about time management and students' academic performance.....	41
4.7. Verification table for hypothesis two.....	44
4.8. Responses on the administration of punishments and students' academic performance....	47
4.9. Verification table for hypothesis three.....	50

LIST OF FIGURES

Figure;

2.1. The conceptual framework showing relationship between discipline management and academic performance.....	13
4.1. The relationship between rules and regulations and students' academic performance.....	37
4.2. The relationship between time management and students' academic performance.....	43
4.3. The relationship between administration of punishments and students' academic performance...	49

Abstract

The purpose of this study was to establish the influence of discipline management on students' academic performance. The study was conducted under three research objectives. These were; to establish how the management of school rules influences students' academic performance, to establish how time management influences students' academic performance, to establish how the administration of punishments influences students' academic performance.

The study employed survey research design particularly cross sectional survey design. Questionnaire was the main instrument of data collection in addition to interview guide and document review. Four private secondary schools were randomly selected in Busiro County of Wakiso District in which the study was conducted.

The major findings of the study were; all schools have written rules and regulations but which they don't understand, some rules and regulations require modifications and others lack consistence in their implementation, which raises students' anger leading to violence, strikes and aggression. Also time is poorly managed in school where the designed timetables are not respected. Punishments were found to be unfairly administered that causes dissatisfaction, anger and thus inducing acts of indiscipline such as strikes, vandalism of school property as well as violence among students.

The study came up with the following conclusions based on the study findings; much as school rules help in controlling students' behavior in the school, their awareness is lacking among students. Also time being a scarce resource and need to be well planned for through a time

schedule, this timetable lack respect and therefore not followed as expected causing indiscipline among students. Punishments were also found to be poorly administered to students, which create chaos in schools characterized with school property destruction, and thus affecting students' general academic performance.

The study also proposed some recommendations to deal with the wide spread and increasing levels of indiscipline among adolescent youths in secondary schools in Uganda. These include, strengthening school rules and regulations, strengthening counseling and guidance in schools than expelling them, having a uniform discipline code, which will assist parents, students and other stakeholders to appreciate the role of punishments in schools. In addition a strong parent-teacher relationship need to be established so as to address the effects of indiscipline in schools, and also head teachers should be the role models of discipline if this struggle is to achieve its objectives.

CHAPTER ONE

INTRODUCTION

1.0. Background

This chapter presents the historical, theoretical and conceptual backgrounds. It also gives the research problem, purpose and objectives of the study, research questions and hypotheses. Significance of the study and scope are also presented.

1.1.1. Historical perceptive

Education aims at character building and training for the society. Education in itself is a cultural process where a newborn individual is transformed into a full member of a given society (Cotton, 2000). Before the introduction of formal education in Uganda, people were trained and educated. The colonialists described this type of education and training as informal. Much as it lacked defined institutions of learning, teachers, blackboards, pencils and books, it was however designed to create an ideal individual who would fully fit into and be accepted by the society. Therefore discipline and respect were emphasized.

According to Ezewu (1986), instruction in the informal education type used to take place at around the fireplace after the evening meal, which was an indication of good time management consideration or whenever a child committed an offence. Through stories, tales and riddles, the mother or grand mother would alert the children to what society expected of them as they grew up. Some societies used capital punishments to alert the young generations to the gravity of particular cases of indiscipline and immorality (Okumbe, 1998). Punishments therefore varied according to the weight of the offence as it was viewed by a given society. This education was

all round process, which catered for all facets of the individual. All that was taught was geared towards the creation of an ideal individual who would ably fit into the society in which he/she was born and lived. The young were therefore taught the dos and don'ts (rules and regulations) of society.

The whole system of traditional training and educating of the young generation was discouraged by the introduction of colonial formal type of education in Uganda by the missionaries. According to Nsereko (1994), the Christian missionaries arrived in the country in 1877 (the CMS), 1879 (the White Fathers), 1896 (the Mill Hill Fathers) and 1910 (the Verona Fathers). These missionaries established schools whereby the education system was changed which mainly emphasized reading, writing and religion (Nsereko, 1997). Later the liberal arts were also emphasized along with strong emphasis on discipline that embraced school rules and regulations as well as punishments to offenders as a measure of guiding students' behavior in schools (Mafabi, Higwira, Osire, Agwi, 1993).

According to the Ministry of Education and Sports Report (2005), the number of school going students was recorded increasing from 1986 as a result of the good governance, new education policies and political stability in the country. The education system had a double shift mode of studying where Senior One, Senior Two and Senior Five students used to study during the afternoon while the Senior Three, Senior Four and Senior Six students studied in the morning. This assisted to create a balance between students to teacher ratio of 1:45, as required by the Ministry of Education and Sports. The level of discipline in classes and schools at large could easily be managed then and the level of indiscipline though existed, was not so strange (Ministry

of Education and Sports, 2005). The only existing schools by then were government funded schools where admissions were centralized and thus dismissed students could not easily access other schools without recommendations from previous schools. Students therefore had to maintain discipline for fear of not easily accessing new schools. Most of these schools were day schools where parents could also participate in keeping a watch over their children's behaviors at home. Many Ugandans have been going through this education system for a number of decades.

Uganda as a partner of the Education for all (EFA) coalition launched Universal Primary Education (UPE) in 1997. This resulted into increased enrollment figures from 2.7 million pupils to 5.3 millions in 1997 and to 7.1million in 2005 (Ministry of Education and Sports, 2005). This also increased capacity for secondary schools enrollment. Even though this was followed by a drastic increase in the number of teachers and classrooms, the current official average pupil-to-teacher ratio is 51:1. According to Nakabugo et al., (2007), the reality is that in many classrooms in various schools across the country, there are over 70 pupils in one class. This creates more challenges to teachers for effective teaching and learning that involves enforcing discipline.

Research carried out over the years has done much to bring in focus the reasons why smaller classes may lead to improved students' outcome than large classes. Reasons include easier and regular discussions with students, timely and frequent feedback to students and active problem solving (Bennett, 1996; Billington, 1997, Davies, 2000; Gibbs et al., 1997; Race, 1998). With the ever increasing number of students in schools, the student to teacher ratio has increased making it hard for teachers to effectively and efficiently manage students' discipline and thus the increasing number of students' aggressive behaviors, loitering of students during class time, an

indication of violation of school rules and regulations. Dismissed students from one school can easily be admitted in another school no matter whether he/she has a recommendation from the previous school or not. This does not necessitate students to maintain discipline while at school.

Some schools have changed to boarding section as a way of coping up with the increasing stiff competition among students and schools as well as for national level exams. This has also resulted into students spending more time in schools than with parents where they are suspected to get adapted to all various kinds of behaviors such as homosexuality, smoking, abuse of substances, and use of nasty words among other things. There is also concern that indiscipline has taken new forms with increased violence, sale and consumption of drugs, theft, disrespect of school rules and regulations which has resulted into wide spread corporal punishments, students' expulsion and suspension from schools, cases of arsons are on the increase in schools, problems which go beyond educational institutions. This has attracted serious attention from scholars and administrators as well as education stakeholders about the academic performance from such undisciplined students and therefore created a need, which called for this study.

1.1.2. Conceptual perspective

According to Okumbe (1998), discipline is the action by management to enforce organizational standards. Bahemuka (1998), defines discipline as a means to bring control, train to obedience and order or drill. Cotton (2000), defines school discipline as a form of discipline appropriate to the regulation of children and the maintenance of order in the school. However in this study, discipline was conceptualized as the observance of school rules and regulations, time management and the administration of punishments.

Academic performance in this study was perceived as the degree of achievement by students in their class assessment tests, beginning of term exams, mid-term exams, terminal and national examinations. Page, Thomas and Marshall (1999), described performance as action of a person or a group when given a learning task. In education, performance is often presented as synonymous with academic achievement or attainment, in carrying out of a task, course or assignment. Derek (1981), argued that academic performance is the measured ability and achievement level of a learner in a school, subject or particular skills. Therefore academic performance has to do with a learner's scholastic ability and attainment, as regards his or her work and this is often measured through tests, exams, course works and assignments.

Hawes (1982), shared the same idea with Derek (1981), and defined achievement as successful accomplishment of performance in a particular subject, area and course usually by reasons of skill, hard work and interest typically realized in various types of grades and marks. According to Rosen (1997) and Slee (1995), discipline includes a branch of knowledge, training that develops self-control, character, orderliness or efficiency, strict control to enforce obedience and treatment that controls or punishes and a system of rules and regulations. Good discipline is considered to be one of the major attributes of effective schools and many failing schools have been blamed for lack of discipline (Rosen, 1997).

Punishment is defined as inflicting retribution on or for an offence (Okumbe, 1998). Punishments are necessary if rules and regulations are to be enforced. This may be through inflicting blows on an opponent, abuse or treat severely or improperly. Horny (1993), defined

punishment as penalty inflicted on some body that has done wrong. This can be done through inflicting harm or any physical pain or psychological. Also to harm a person means to deprive the person of what he/she otherwise has a right to have, do or enjoy.

1.1.3. Theoretical perspective

This study on school discipline and academic performance was guided by theory X and Y advanced by McGregor. Theory X postulates that workers or employees are lazy and will always avoid responsibility. To achieve high performance, there is a need to coerce, control and even threaten them (Okumbe, 1998). Theory Y postulates that employees are human beings and therefore the role of a manager is to provide an enabling environment that enable employees to realize the potential they are endowed with. McGregor's theory was adopted for this study because there are cases where teachers and students just do not want to follow a set code of behavior in an educational organization despite the application of various leadership skills like using set rules and regulations as well as punishments to both deter and retribute the offenders (Okumbe, 1998).

1.1.4. Contextual perspective

Ideally, a school must lead the rest of the society in knowledge and understanding of the process of human growth and development and socialization of children (Mafabi, Higwira, Osire, 1993). This means that a school has a unique position in the society as a socializing agent, inculcating conformity, self-control and obedience in the child. However in Uganda of the 21st century, there is a general outcry in the whole country raising concern from the public about the increasing cases of indiscipline among students in secondary schools. Several reports have been published

in the electronic and print media indicating the extent of the problem. The table below shows a summary of burnt schools in Uganda.

Table 1.1 shows summaries of indiscipline acts in secondary schools (the history of arson cases in Uganda's Schools)

Name of institution		District	Year	Nature of Loss
1	Budo junior school	Wakiso	2008	Life and property
2	Naalya Secondary School	Wakiso	2004	Life and property
3	Islamic University in Uganda	Mbale	2006	Property
4	St. Maria Gorreti Secondary School	Fort Portal	2007	Property
5	Bilaal Islamic Kakiri	Wakiso	2004	Property
6	Kabalega Secondary School	Masindi	2004	Property
7	Seeta High School	Mukono	2004	Property
8	Kibuli Secondary School	Kampala	2003	Property
9	Kings College Budo	Wakiso	2004	Property
10	Buziga Islamic institute	Kampala	2003	Property
11	Ntale School	Mbarara	2003	Property
12	Lubaga Girls School	Kampala	2002	Property
13	Nabisunsa Girls	Wakiso	2002	Property
14	Nkumba University	Wakiso	2002	Property
15	Kiwoko secondary School	Tororo	2002	Property
16	Busoga College Mwiri	Jinja	2002	Property

Source; Mpaata, 2008.

Table 1 shows cases of arson in schools and mostly are secondary schools indicating the increasing indiscipline among students. For example between 2000 and 2002, there were 12 arson cases in schools. Also between 2003 and 2005, there were 10 similar cases. Between 2006 and 2008, 4 secondary schools had arson cases. The highest number of arson cases in schools happened in 2002, with 7 reported cases.

Drug abuse among students has also been stated as one of the causes of indiscipline in schools within the country. The pressure to excel was cited as one of the foremost reasons why students have turned to drugs (Kabandize, 2004). It was also noted that some methods of punishments are degrading and crush self-esteem and the creativity of children (Mpiso, 2004). With such wide spread fires, the academic performance of students is likely to be affected and this called for the need of this study. Therefore a critical analysis of these reported cases, demonstrates that discipline problems are becoming a constant concern for educators. A lot of time is lost trying to attend to misbehavior rather than attend to the learning aspect of the lessons. The consequence is the suspected serious disruption of lessons, time is wasted in observing detentions and a lot more, all of which tends to have an effect on students' academic performance and thus relevance of the study.

1.2. Statement of the problem

Schools play an important role in the socialization process of the young people from where they learn to regulate their own conduct, respect towards others, manage their time responsibly and thus becoming responsible citizens (Tait, 2003). However the current situation in Uganda's education system has been hit by a wave of indiscipline among students which is escalating

rapidly with notable strikes, bullying, arson cases in schools, vandalism of school property, general refusal to follow school rules and regulations as well as increasing alcoholism (Mpaata, 2008). An increasing number of secondary school head teachers and teachers are reporting a wide range of potentially disruptive behaviors in the classrooms and around the schools. Many students are seen loitering in town streets, villages, cinema halls and other places in their uniforms but during class time, an indication of disrespect to school rules and regulations as well as poor time management. This has therefore created a big concern from teachers, head teachers and stakeholders about the lack of opportunity for learners to concentrate on their academic work for attainment in the tests, internal exams and national level examinations as well as the nature of future citizens. The effect of this increasing trend of indiscipline on students' academic performance countrywide therefore remains unknown, and thus a need for this study.

1.3. Purpose of the study

The purpose of the study was to establish the influence of discipline management by head teachers on students' academic performance of private secondary schools in Busiro County of Wakiso District.

1.4. Objectives of the study

The study was guided by the following objectives;

- 1) To establish how the administration of school rules and regulations by head teachers affect students academic performance

- 2) To establish how the observance of time management by head teachers affect students academic performance.
- 3) To analyze how the administration of punishments by head teachers affect students' academic performance.

1.5. Research questions

- 1) How does the administration of school rules and regulations by head teachers affect students' academic performance?
- 2) How does the observance of time management by head teachers affect students' academic performance?
- 3) How does the administration of punishments by head teachers affect students' academic performance?

1.6. Hypotheses

- 1) The administration of school rules and regulation by head teachers enhance students' academic performance.
- 2) The observances of time management by head teachers enhance students' academic performance.
- 3) The administration of punishments by head teachers enhances students' academic performance.

1.7. Scope of the study

This study was concerned with how time management, the administration of punishment and the administration of school rules and regulations affect students' academic performance. It was conducted in selected private secondary schools in Busiro County of Wakiso District. This area is located 7km along Kampala-Masaka road.

1.8. Significance of the study

The findings of the study are expected to be beneficial to school head teachers, policy makers in the Ministry of Education and Sports, parents and other stakeholders in Uganda. Secondly the study findings will be helpful to the Government of Uganda in solving the escalating problems of indiscipline that are widely spread in most schools. Thirdly the study has helped to provide a guide to head teachers not only in Busiro County on how to manage school rules and regulations, but also in other schools in the whole country at large and has also provided preventive measures against indiscipline

CHAPTER TWO

LITERATURE REVIEW

2.0. Introduction

This chapter presents theoretical framework, conceptual framework and review of related literature.

2.1. Theoretical framework

This study was informed by McGregor's theory X and Y which is an alternative to the classical organizations theory of Max Weber (Okumbe, 1998). In this study, the application of theory X viewed a school as an organization composed of different categories of people namely teachers, students and non-teaching staff. All these groups of people need discipline as a means of achieving the desired organizational goals and objectives through setting for them rules and regulations and once broken to be followed by prescribed punishments. Theory Y on the other hand viewed a school as an organization with a head teacher able to apply leadership skills so as to gain willing cooperation from teachers, students and non-teaching staff through the use of rules and regulations set by management (Okumbe, 1998). The fundamental concepts in McGregor's Theory X and Y are rules and regulations, disciplinary actions mainly punishments and time management especially when administering punishments in the school.

In application of McGregor's theory to this study, the main variables were school rules and regulations for efficient management and administration of punishments to students who do not abide by school rules and regulations and time management that refers to the effective utilization

of time allocated to individual activities in an education institution. These activities include both classroom and outdoor work such as sports, gardening and cleaning work or house work (Mafabi, et al 1993).

2.2. The conceptual framework

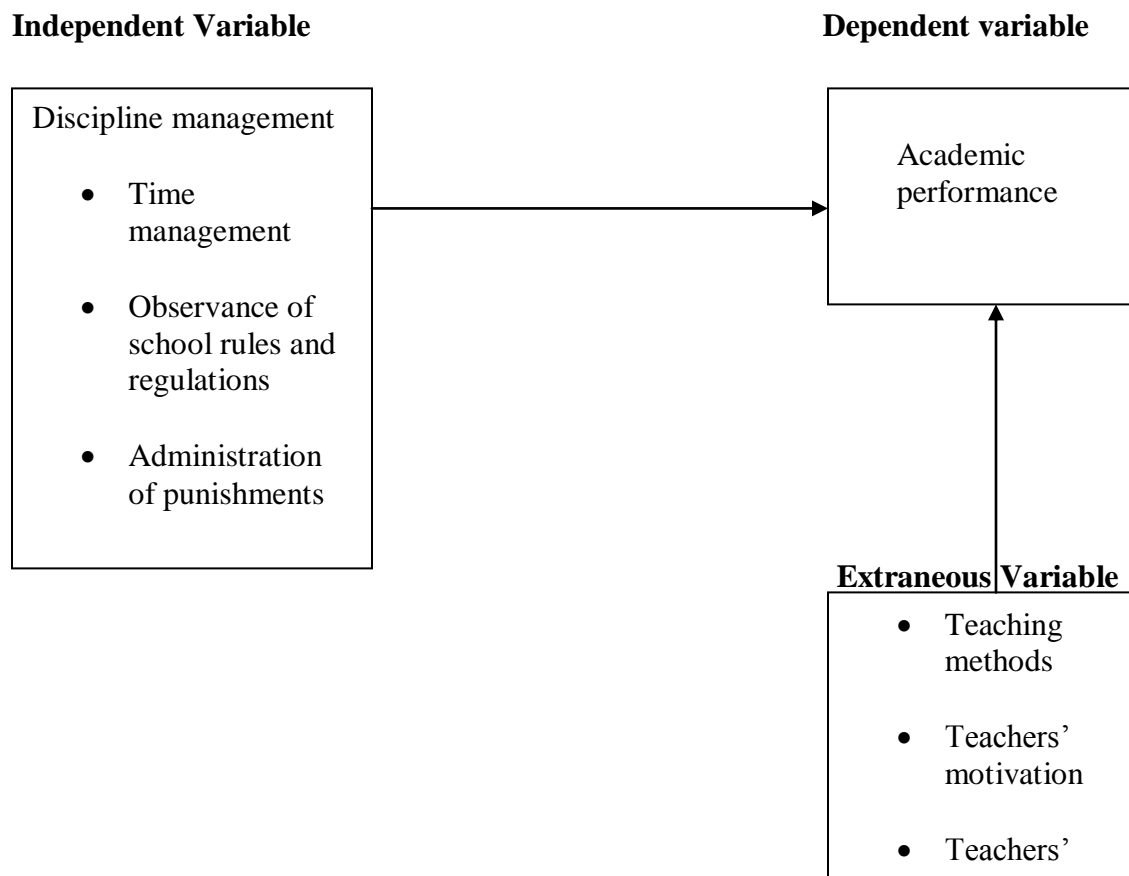


Figure 2.1: The relationship between discipline management and academic performance.

Source; Adopted from McGregor's Theory X and Y (Okumbe, 1998)

Figure 2.1 shows concepts of the independent variables as time management, observance of school rules and regulations as well as the administration of punishments. The dependent variable is academic performance. This study therefore investigated the relationship between the

independent variable on the dependent one. The extraneous variables included teaching methods, teachers' motivation and teachers' qualification. Their effect on the study variables was controlled through elimination or holding them constant since they were more than one. This was supported by Amin (2005), who argued that, the effects of extraneous variables on the study when they are many can best be controlled through elimination.

2.3. Review of related literature

This section is presented in three sub topics namely; the effect of discipline management by head teachers on students' academic performance, the effect of administration of school rules and regulation by head teachers on students' academic performance and the effect of administration of punishments by head teachers on students' academic performance.

2.3.1. The effect of management of school rules and regulations by head teachers on students' academic performance.

According to Mafabi, et al (1993), management is the process of working with and through people to accomplish organizational goals. Management deals with the establishment of rules and regulations as well as planning activities that aim at fulfilling the objectives of a particular organization. Rules are suggested or self-imposed guides for a scientific communication for conduct or action or an accepted procedure and custom. Rules or standards of behavior can be defined as the shared expectations of a group of people. These include what the group regards as a socially acceptable pattern of behavior expected of every individual in the group (Harris, 2005).

Ideally, schools set rules and regulations for the proper governing of the various lifestyles of students containing the dos and don'ts (Okumbe, 1998). Regulations on the other hand are authoritative orders with a course of law intended to promote order and efficiency in an organization. Lupton and Jones (2002), also concurred with Okumbe (1998), and argued that effective schools demonstrate sound inclusive practices, which includes emphasizing school rules and regulations, collaborative leadership and their good practice. The school rules and regulations therefore prescribe the standard of behavior expected of the teachers and the students. However these researchers did not say any thing on the effect of school rules and regulations on students' academic performance and thus a need for this study.

According to Adams (2003), schools rules and regulation are among the strategies designed to instill good conduct of students. This implies self-control, orderliness, good behavior and obedience to school authority (Adams, 2003). Also on admission schools especially at secondary level, students are given prospectuses, which spell out some of the expectations (Adams, 2003). These rules and regulations specify in most cases what school members should do and what they should not do. Despite this expectation, in most secondary schools in Busiro County, students break these rules and regulations with wide spread indiscipline acts such as escaping from schools, taking of alcoholic drinks, participating in frequent strikes with closure of schools and suspension of students that affect students academic performance.

Kabandize (2001), carried out a study on students control through rules and regulations set by individual schools in Uganda and observed that, rules and regulations are enforced through prefects' bodies and councils, disciplinary committees, teachers and involvement of parents. Cotton (2001), also argued that the best results could be obtained through vigilantly reminding students about rules and regulations of the school and monitoring their compliance with them. However it has become normal in many secondary schools for students to break school rules and regulations with impunity, showing lack of respect to school authority, damaging of school property, beating up their teachers, rioting at any slightest opportunity and even inflicting harm on one another to the extent of using acid as a means of defense. The consequences from such undisciplined behaviors may result into poor students' academic performance.

According to Matsoga (2003), during his study on discipline in schools of Botswana, he discovered the wide spread violence and misbehavior that existed in many secondary schools. This lack of discipline, which interfered with the teaching and learning process, manifested itself in various ways including bullying, vandalism, alcohol consumption and substance abuse, truancy, inability or unwillingness to do class work at home. Theft was also identified as a common activity among secondary school students. An example was cited in 2003 where students of one of the secondary school in Botswana, broke into a biology lab to steal ethanol (Banda, 2004). Some of these students lost their lives, and others lost their sight. In another secondary school, a 19-year-old boy committed suicide after fighting with another student over a borrowed plate (Maleke, 2003). These were due to students disrespecting the formulated school rules and regulations that could assist them guide their behaviors at school. However these

researchers concentrated on discipline in schools without studying its effects on students' academic performance, which called for this study.

Cotton, (2000) in his study about the modes of students' control in Public Schools in the United States of America, shares the same opinion and recommends an open minded approach to school rules and regulations as a way of minimizing unwanted students behavior in schools. However since most school rules and regulations are set without students' participation (Kabandize, 2001), students tend to resist them and at times break them leading to indiscipline acts that could result into suspension, dismissal of students that might affect their academic performance.

Salzer-Morling (2000), also concurs with Cotton (2000), and believes that, responsiveness to rules can become a consequence of how managers view them. Harris (2005), carried out a study on discipline among learners in a state funded secondary school in Oxford, United Kingdom and established that, the collapse of discipline in the classroom order, classroom hooligans was an indication of students disrespecting classroom rules and regulations. Much as Harris (2005)'s study concentrated on discipline and established that it was declining among students, it did not focus on how indiscipline affect students' academic performance and hence a need for this study.

The Elton Committee carried out research on the standards of discipline in Scotland and Wales in 1989, and reported that students were cited with violence that involved verbal and physical aggression to teachers. According to Adeyemo (1985), who carried out a study on the level of discipline in secondary schools in Nigeria, established that, there was wide spread violation of

school rules and regulations which was capable of obstructing the smooth and orderly functioning of the school system. This argument was also supported by Mukharjee (1985), who carried out a study on the standards of discipline in secondary schools in Mexico and noted that certain changes signaling maturity in the course of growth and development of students in secondary schools tend to make students misbehave by faulting school rules and regulations. These researchers however only attempted to establish the level of discipline in schools but without studying its effects on students' academic performance and this called for this study

The question was how does the management of school rules and regulations by head teachers affect students' academic performance? A critical analysis of the above studies did not provide a clear answer. Much as the researchers had studied the way school rules and regulations control the students' behavior in schools, a gap remained undiscovered on how the administration of rules and regulations affect students' academic performance. This study therefore investigated the existing relationship between the management of school rules and regulations by head teachers and students' academic performance.

2.3.2. The effect of time management by head teachers on students' academic performance

In a proper learning situation, a disciplined student is the one expected to do the right thing at the right time (Kajubi, 1997). Bratton and Gold (2003), also shared the same opinion with Kajubi (1997), where they argue that, a disciplined student is the one who is in the right place at the right time. However in most schools in Busiro County, students misuse time through loitering in

villages and yet time is a factor for achieving success, others arrive very late for classes missing lessons, which seems to affect their academic performance.

According to Byarugaba (1991), time is a scarce resource and therefore requires proper apportioning so as to enable any organization achieve its objectives. Punctuality needs to be observed not only by students but also teachers, head teachers and non-teaching staff in an educational institution. Mafabi, et al (1993) also agreed with this idea and argued that, in the school environment for success to be achieved, the school head teacher is expected to be an example of good time management. Despite this expectation, the practice in most secondary schools in Busiro County is that, most of the school activities seem not to respect the designed time table. There was a need therefore to establish the effect of this poor time management on students' academic performance.

Clifford (1993), also concurred with Mafabi et al (1993), where he noted that discipline should take precedence over other activities and must be enforced. He argued further that, much of time management in schools is guided by school timetables that indicate time for every activity in the school such as teaching, break time, assembly, lunchtime and sports. Parkes and Thrift (2001) also shared the same opinion with Clifford (1993) during their study on time management in public schools in the United States of America and established that, time is a mental device that gives order to events by identifying them as successive. But in reality, in most secondary schools in Busiro County for example assemblies tend to encroach on the time for other activities an indication of poor time management. The effect of this poor time management on students' academic performance remained undiscovered and thus a need for this study,

Docking (2000), concurs with the opinion of Clifford (1993), and argues that, a disciplined student is the one expected to arrive before lessons start and wait for the teacher. At the same time a disciplined teacher is the one expected to respect all the time allocated to him or her on the timetable. Despite this belief, most teachers in the secondary schools in Busiro County are also reported to attend lessons late and leave classes before the end of lessons. This generally seems to have an effect on students' academic performance. Therefore this study investigated the relationship between time management by head teachers and academic performance of students.

According to Cotton (2000), lack of discipline is the most serious problem facing the education system in America's schools with many educators and students gravely concerned about disorder and dangers in school environment. Poor time management, insubordination and intimidation by students result in countless school and classroom disruptions leading to many suspensions in a year (Cotton, 2000). However she did not mention the effect of such indiscipline on students' academic performance and therefore a need for this study that investigated the relationship between time management by head teachers and students' academic performance.

Ramharia (2006), carried out a study on indiscipline and violence in Mauritius schools and established that, Mauritanian primary and secondary schools have witnessed social changes due to the once booming economy. The Mauritanian youth are therefore living in a society transformed by technological progress on one hand and still tied to traditional, patriarchal and institutional structure on the other. Mauritanian schools suffer from deteriorating discipline as a result, which requires urgent attention. According to the survey conducted by Felister (2008), in the secondary schools in Tanzania, it was discovered that, majority of the headmasters and

headmistresses lacked administrative skills and spent most of their time outside the school premises, hence becoming unaware of what was happening in their schools an indication of poor time management. The effect of this poor time management on students' academic performance remained unknown and thus a need for this study.

A critical analysis of the above studies shows that researchers concentrated on time management in a class situation but without looking at its effects on academic performance of students. Also the current time management practices in most secondary schools in Uganda had remained unknown and always raised a big concern. This study has therefore revealed the effects of time management on students' academic performance.

2.3.2. The effect of administrations of punishments by head teachers on students' academic performance

According to Nagawa (1998) in Mviso (2004), there are various types of punishments that are administered in the secondary schools in Uganda. These include the different modes or forms, which prevail in our schools in Uganda such as reprimand, bawling out, ridiculing sarcasm, belittling, name calling, withdraw of privileges, social isolation, demotion, putting placards around the offenders neck, standing or kneeling in front of class, exercise drills such as raising arms while carrying weight, suspension and expulsion from school, corporal punishment, restitution and detention or keeping students after school

According to traditional African teaching and learning, power relations dominated it. Children were expected to take instructions from adults and assimilated knowledge without questioning its source. Questioning its source and challenging the opinion of the instructor could be regarded as rude and tantamount to punishment (Gyekye, 2002). However despite the existence of learning theories signaling the barriers punishments regimes pose to effective teaching and learning, the practice continues to be predicted on traditional norms and expectations of the society and this is true in our schools where adults expect that children who misbehave in school or at home will be punished (Rosen, 1997).

According to Mafabi, et al (1993), punishments are expected to suppress unwanted response during the time students are under teachers' observation. This opinion is also shared by (Cotton, et al 2000), who said that Punishments in a school system are expected to teach students the relationship between their behaviors and the outcome or accountability for their mistakes. Cowley (2001), also argued that with a well-behaved class, teaching could be among the most wonderful jobs in the world. However what really occurs on the ground is that unwanted behaviors are on the increase despite the presence of these punishments. Teachers are worried about the aggression being directed to them by both students and their parents. This has resulted into some students being expelled, others suspended, forced to do hard labor at school, chased out of classes all of which seem to affect their academic performance. This study therefore investigated the existing relationship between administration of punishments and academic performance.

The supreme objective of punishment is to impose a penalty on the offender, which corresponds to the character of the offence. However according to Muthoga (1997), some forms of punishments create psychological problems among students. An example was given by Muthoga (1997) of a cane that make children fear even going to school for fear of being caned again. This ends up defeating the whole purpose of education and thus affecting the students' academic performance.

Hogan and Pressley (1997), also concurred with Muthoga (1997), who noted that some modes of punishments were discovered to create fear among students that led to truancy and premature attrition. Premature attrition from school could lead to social exclusion, as the students who were affected would not have acquired any productive skills that would benefit them and the society in which they live. The implication is that they would become social outcasts. They further argued that some forms of punishments like corporal punishment could lead to physical injury if teachers were not careful in its administration. This would lead to absence from schools and consequently reducing the academic performance of the injured students.

Baumard (1999), shared the same opinion and argued that punishment is a means of controlling disruptive behavior. He further stated that if punishment is the logical result of misconduct, the student is likely to accept it without resentment. Teachers need always to help students to realize the appropriateness of punishment before initiating it. Cotton, (2000), also contends that uniform punishment can be an effective way of controlling students' behavior if students, teachers and school administrators know and understand that punishment are firm, fair and consistent. They act as motivators to students in order to improve students learning and academic performance.

On the contrary, discipline has more to do with teaching and self-control. Learning theories indicate that punishment was ineffective for producing significant and lasting behavioral change (Canter, 2000).

Ideally, punishments are an effective method of remediating individual misbehavior and therefore improving school order if they commensurate with the offence committed and must also be perceived by students as punishments (Okumbe, 1998). However in most secondary schools in Busiro County, some forms of punishments are unfair and undeserved like corporal punishment in schools involving severe canning of students. The effect of such harsh punishments on students' academic performance had not been given attention. This study therefore established whether students who are victims of such punishments are affected as regards their academic performance.

Docking (2000), carried out a study on application of punishments in schools in the United Kingdom and observed that, some punishments are appropriate and constructive while others are not desirable, baseless and instead intended for instilling fear. This idea was also in agreement with Canter (2000), who argued that although discipline remains one of the most common problems for educators, some punishments such as corporal punishments should not be used because no evidence suggests that they have produced better results academically, morally or that it improves school discipline. Instead students provoke resistance and resentments such as cyclical child abuse and pro-violent behavior. Students turn to lying about their behavior so as to escape punishments.

Cotton (2000), shares the same idea that, punishment can be an effective means of remediating individual behavior and therefore improving school order if they commensurate with the offense committed. Harsh punishments are ineffective as Cotton (2000) further argued. But what occurs on the ground in Busiro County is that, there are many secondary schools where a student who commits an offence, can easily gets admitted in another school rendering the punishment useless. The effect of this practice on academic performance was of interest to this study.

Evertson, et al (2003), during their study on children punishment in elementary schools in the United Kingdom established that, small children tend to regard all punishment as unfair and undiscovered. However old students generally were found to regard punishment for misbehavior as fair and accepted, provided that the punishment fits the crime. But during the study on punishments in Botswana's secondary schools, Koereng (2004), observed that head teachers did not have control on some punishments even if cases could for example warrant suspension or expulsion. The consequence is that students can even misbehave in front of these powerless head teachers whom they know cannot take any action. Much as these acts of indiscipline attracted the attention of these researchers, they however neglected their effects on students' academic performance and a need for this study.

A critical analysis of the above studies shows that most researchers had concentrated on punishments as a means of controlling student's behavior and neglecting their effects on students' academic performance. This study therefore investigated the existing relationship between the administration of punishments and students academic performance.

Conclusively, review of related literature identified gaps in how time management by head teachers affects students' academic performance, how the administration of school rules and regulations by head teachers affects students' academic performance and how the administration of punishments to students by head teachers affect their general academic performance. These gaps identified further justified the need to carry out this study.

CHAPTER THREE

METHODOLOGY

3.0. Introduction

This chapter presented the research design, study population, research instruments, research procedure and methods of data analysis.

3.1. Research design

The study was carried out using a cross-sectional survey design to investigate the attitudes, opinions and feelings as well as experiences of teachers, students and head teachers of the private secondary schools of Busiro County. Cross sectional survey was appropriate because extensive data could be collected at one point in time and it was very economical (Gall & Meredith, 2003). Cross-sectional survey was also appropriate because data could be collected from a cross section of a population in a short time and then results generalized to represent the entire population of the study (Amin, 2005).

3.2. Study area

Research was carried out four private secondary schools of Busiro County in Wakiso District. This area was chosen because it has over 20 private secondary schools with both boys and girls from different religious affiliations. These private secondary schools also compete in students' academic performance through the Uganda National Examinations Board at national level. In these selected private secondary schools, all school activities are similar like in any other school

in the country and therefore the results obtained have been generalized to represent other schools in Busiro County.

3.3. Population and Sample

The parent populations for this study were the students and staff of over 30 private secondary schools in Busiro County out of which four schools were selected purposively so as to include single sex and mixed schools. Purposive sampling was used because it economizes time and specific information can be obtained at a much reduced cost and time (Kothari, 2004). Four head teachers of the selected four private schools were sampled. These four schools were selected as the study wanted to make an in-depth analysis about discipline and students academic performance. The selected schools were Budo S.S.S, Sumaya Girls School, Mugwanya Summit S.S and Creamland Campus of St.Lawrence Schools. A total of 340 students were sampled out of the total of 2150 students in the four selected schools who were given questionnaires and all were returned fully filled for analysis. According to Krejcie and Morgan (1970), when the population size is 2200, the required sample size is 338. Therefore for best results, the study used the sample size of 340. The table below summarizes the distribution of sample;

Table 3.1 showing sample distributions

School	Students' total	Sampled students
Budo S.S.S	1000	123
Sumaya Girls	450	55
Mugwanya Summit	600	76
Cream land Campus	700	86
Total	2150	340

3.4. Sampling technique

Purposive sampling was used to get the sample of students from senior four and senior six as it allowed the researcher to include subjects with specific needed information in the sample. This was supported by Gall and Meredith (2003), who argued that specific information is obtained through employing purposive sampling in any study. This method was used because it economizes time and reliable information was obtained at a much reduced cost and time (Kothari, 2004). After identifying the sample frame, random sampling was used where all students in senior four and senior six were having equal chances of being selected. This is because the study wanted such students with good time spent in these schools and also who are mature enough and therefore had knowledge of their schools' operation and thus would provide the required information.

3.5. Research Instruments: The following instruments were used;

3.5.1. Questionnaires

The questionnaire was the main instrument of data collection in this study, which was structured, and self-administered. The researcher designed questionnaires for the students in the selected schools. These structured questionnaires were administered to the students whose views were obtained, opinions and attitudes on how discipline management influences students' academic performance. Structured questionnaires are simple to administer and relatively cheaper to analyze (Kothari, 2004). A questionnaire was also preferred as the main instrument in this study because it is easy to use on a large number of subjects. The questionnaire is attached (Appendix A).

3.5.2. Interview guides

An interview guide (Appendix B), was prepared to assist the researcher collect data through face to face interviews that were conducted with the teachers and head teachers of the selected schools in Busiro County. The purpose of the interview was to solicit views concerning discipline management and academic performance. According to Kahn and Connell (1957), in Marshall (1995), interviews are a conversation with purpose and therefore data is collected easily. Interviews also have greater flexibility and opportunity to restructure questions (Kothari, 2004). Interview guides were used because they assisted the interviewer to remain focused during probing time for deeper information.

3.6. Validity

The validity of research instruments was ensured by assessing the questionnaire items during their construction. Questions were discussed with the supervisor before giving them to two independent lecturers from the school of Education, Makerere University for verification. This was to clear any lack of clarity and ambiguity. The content related validity of the questionnaire was determined by giving questionnaires to two different and independent professors from school of Education, Makerere University. These professors examined them to assess the relevance of the questions with the objectives of the study and the content validity index was computed. The formula for validity is indicated below;

$$\text{Content Validity Index (CVI)} = \frac{\text{No of items rated relevant}}{\text{Total No of items rated irrelevant}}$$

The content validity index was calculated basing on the different sections of the questionnaire (Appendix A). Section A had 4 valid items, Section B1 had 6 valid items, B2 had 5 and Section B3 also had 4 valid items, as well as Section C which had 4 valid items, out of the total 28 items of the instrument. The results were 0.82 indicating that the instrument was valid. This is supported by Amin (2005), who stated that for any instrument to be accepted as valid, the average index should be 0.7 and above. Since the index value was 0.82, this meant that, the items of the instrument were proved valid.

3.7. Reliability

Reliability refers to the consistence of the research instruments. For the questionnaire, the researcher carried out a Test-Retest method where a respondent who had completed the

questionnaire was asked to complete it again after two weeks and his/her choices compared for consistence. According to Amin (2005), test-retest or stability test provides evidence that scores obtained on a test at one time (test) are the same or close to the same when the test is re-administered some other time (re-test). For consistence of research results from the study instruments, the researcher used Cronbach Coefficient alpha method so as to determine reliability of these instruments. The Formula is indicated below.

$$\alpha = K \frac{\left(1 - \sum SD_i^2\right)}{K - 1 \quad SD_t^2}$$

α = Is the Alpha Coefficient of Correlation

K = is the number of items in the instruments

SD_t^2 = variance f the scores on total test

SD_i^2 = variance of scores on individual items

Σ = Summation

A pilot study was conducted in two schools, St Mark School-Namagoma and Central College School-Kyengera that were not part of the sample and 20 students were selected as respondents. The collected data was coded and entered into the computer using an SPSS program. Reliability was thereafter computed and the following were the results: Section A's, $\alpha=0.75$, Section B1's $\alpha=0.83$, B2's $\alpha=0.83$, B3's $\alpha=0.83$ and Section C's $\alpha=0.75$. According to Amin (2005), a perfect reliable instrument has a coefficient alpha of 1.00, meaning that all values close to 1.00 are reliable. According also to Kothari (2004), if 10-20 items are used, the minimum reliability value should be between 0.6-0.80. Since over the required items were used and their values were above 0.6, therefore the instruments were proved reliable. The researcher chose the above

formula because according to Gay (1996), the formula requires less time than any other methods of estimating reliability.

3.8. Research procedure

When the data collecting instruments were ready after validating and testing their reliability, the researcher got a letter of introduction from the Dean, school of Education, Makerere University (Appendix D). This was presented to head teachers of the school included in the sample. Questionnaires were administered in the first two weeks of the study in October 2008 and were collected after one week. A total of 340 questionnaires were administered to students and were returned fully filled and acceptable for analysis by the researcher. Interviews were conducted a week after collecting the questionnaires with the four head teachers and the teachers in October 2008 so as to supplement the collected data. Information obtained from the questionnaire was compiled into statistical data for analysis. Continuous consultations with the supervisor were made until the dissertation was typed and submitted. An additional letter was attached promising confidentiality to the respondents.

3.9. Data analysis

In this study, quantitative data from the questionnaires were analyzed using frequency counts and frequency tables derived from the responses to the research questions. Then Pearson product moment correlation was used to determine the existing relationship between discipline management and students' academic performance since the study was involving two variables. Qualitative data from interviews was also analyzed descriptively and information presented in the narrative form.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4.0. Introduction

This chapter is a presentation of data from interviews with head teachers, students as well as teachers. It also presents data collected through questionnaire given to students. Descriptive statistics, frequencies and Pearson correlation coefficient tests are also presented. The relationship between study variables was guided by research hypothesis and results are presented below;

4.1. Students' background information

Table 4.1 Showing students' background information

Sex	Frequency	Percentage
Males	139	40.9
Females	201	59.1
Age of respondents		
Below 15	3	9
15 but below 20	303	89.1
20 and above	34	10
Class of respondents		10
S4	128	37.6
S6	212	62.4

Out of the 340 respondents as shown from table 4.1 above, 139 (40.9%) were males while 201 (59.1%) were females. This was an indication that female students dominated relatively in the study. Males normally dominate females in secondary schools according to enrollments by Ministry of Education and Sports Report (2005), but in this study the females dominated due to the girls' school that raised their percentage in the study.

Students between the ages of 15 but below 20 dominated the study with 303(89.1%) students as shown in table 4.1 above. This is the common age in secondary schools explained by the age at which pupils in Uganda join primary section at the age of six where they spend seven years.

Senior six students dominated the study with a total of 209(61.5%) compared to 131(38.5%) of senior four as shown in table 4.1 above. This is because one of the selected schools had only Advanced Level students and this was the Cream land Campus of St.Lawrence.

4.2. Hypothesis one: Administration of school rules and regulations by head teachers enhances students' academic performance

This hypothesis intended to find out the relationship between the administration of school rules and regulations in schools by head teachers and students' academic performance. The researcher administered questionnaires to students and the responses given were;

Table 4.4 showing responses on how administration of school rules and regulations by head teachers enhances students' academic performance.

ITEM	Responses							
	Strongly disagree		disagree		agree		Strongly agree	
	f	%	f	%	f	%	f	%
The head teacher of this school ensures that students have a copy of school rules and regulations	20	5.9	37	10.9	129	37.9	154	45.3
The head teacher of this school is strict on students' dressing code	12	3.5	38	11.2	142	41.8	148	43.5
The head teacher of this school maintains the required size of students' hair	32	9.4	73	21.5	158	46.5	77	22.6
The head teacher of this school is very strict on possession of mobile phones by students	23	6.8	15	4.4	88	25.9	214	62.9
The head teacher of this school maintains that students get permission before leaving school compound.	6	1.8	34	10.0	97	28.5	203	59.7
The head teacher of this school is strict on students having compulsory meals.	92	27.1	92	26.8	109	32.1	48	14.1
The head teacher of this school on students' class attendance	11	3.2	40	11.8	150	44.1	139	40.9
The head teacher of this school is strict on students having exams.	12	3.5	22	6.5	114	33.5	192	56.5

This hypothesis intended to establish the relationship between school rules and regulations and students' academic performance. When asked whether the head teacher ensures that all students have a copy of school rules and regulations, majority of the students 283(83.2%) agreed. These were compared with 57(16.8%) who disagreed with the question implying that indeed rules and regulations are given to students in schools. Students end up just violating some of them with consequences that affect their general academic performance as they are serving punishments.

The study wanted to establish further whether the head teachers of the studied schools are strict on the dressing code of students. Majority of the students 290(85.3%) agreed compared to 50(14.7%) who disagreed. This means that students must have uniforms in the school and when they violate this regulation, they can be suspended or dismissed which affects their class work, tests performance, examinations and hence the general academic performance.

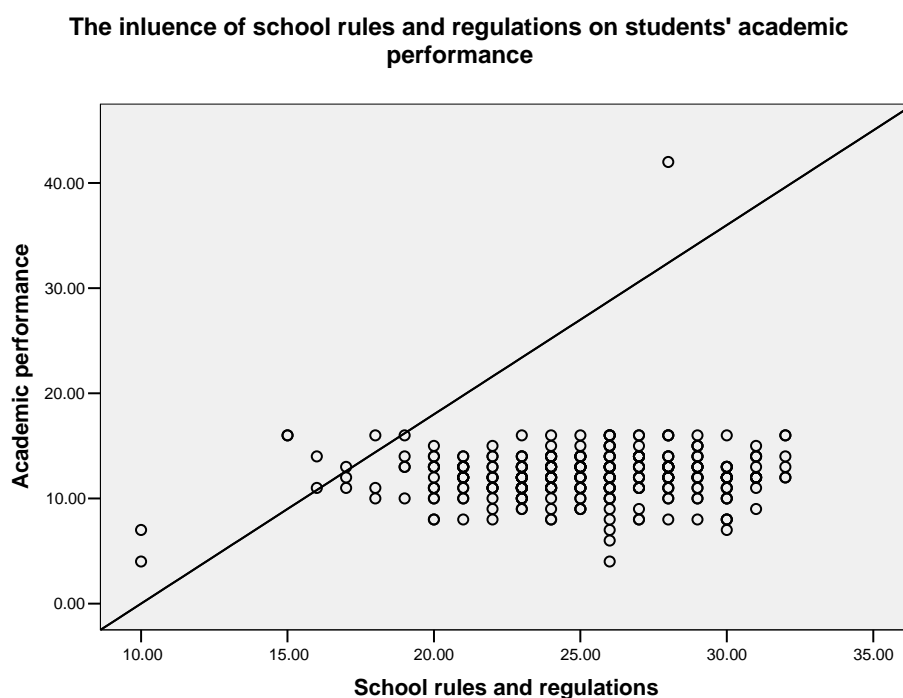
Further respondents were asked whether head teachers maintain the required size of hair for the students. Most of the students 235(69.1%) agreed compared to 105(30.9%) who disagreed. This means that those students who fail to abide by this rule or regulation, they are likely to face a suspension or any other consequence, which is likely to affect their academic performance.

Students were further asked whether the head teachers are strict on possession of mobile phones by students, and majority 302(88.8%) agreed compared to 38(11.2%) who disagreed with the question. This meant that once arrested with a phone in the school, students are supposed to face a penalty, which could be dismissal or suspension that affects their academic performance.

The researcher wanted to establish further whether head teachers of the studied schools are strict on students seeking for permission before leaving the school compound and majority 300(88.2%) agreed compared with 40(11.8%) who disagreed. This implies that any one who violates this rule is supposed to face the charge, which could affect his/her academic performance.

A correlation test was carried out using Pearson product-moment correlation coefficient, although before this was done, a scatter graph was used to prove whether there was a relationship between enforcement of school rules and regulation, and students' academic performance as shown below;

Figure 4.1 shows a scatter graph reflecting the relationship between school rules and regulations and students' academic performance.



The scatter graph above proves that linearity existed between the study variables. This is because dots were able to exist on the drawn straight line. This is supported by Amin (2005), who argued that, for the bivariate plots, results could be approximated by straight lines for linear relationships. Therefore it can be concluded that the administration of school rules and regulations had a relationship with students' academic performance. Further verification of the hypothesis was carried out using Pearson product-moment correlation test, and the results are presented in the table below;

Table 4.5 showing the relationship between administration of school rules and regulations and students' academic performance.

		School Rules and Regulations	Academic performance
School Rules and Regulations	Pearson Correlation	1	.110(*)
	Sig. (2-tailed)		.043
	N	340	340
Academic performance	Pearson Correlation	.110(*)	1
	Sig. (2-tailed)	.043	
	N	340	340

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

Results from the table 4.5 shows that a significant relationship existed between the school rules and regulations and students' academic performance. This is because the calculated value of Pearson .110(*) had asterisk, which is an indication of significant relationship. According to Amin (2005), a relationship exists between study variables if the calculated value for significance is between -1.00 and 1.00 . Since the calculated value .043 which is between the -1.00 and 1.00 , therefore there is a positive relationship between the school rules and regulations and students' academic performance. Also the correlation tables flag out significance with asterisk (*) next to the coefficients (Sweet & Karen, 2003). Also as the significance level .043, is close to 0.00, there is confidence that the relationship is real (Sweet & Karen, 2003). Therefore the research hypothesis was accepted that school rules and regulations enhance students' academic performance. That is, as students obey the school rules, their academic performance improves.

The quantitative data also did correspond with qualitative data collected from the interviews. The study revealed that all students have school rules and regulations though students violate them. An example was cited for compulsory prayers no matter whether the student belonged to that religion affiliated to the school or not. Interviews from students also revealed that some rules and regulations are traditional and need modification in this world of science and technology. An example was cited of a rule that restricts students from possessing mobile phones while at school. Out 340 Students, 283(83.2%) had a belief that mobile phones can easily connect anybody to the rest of the world through Internet since some phones have Internet access, which is lacking in many school. Since this is a school rule or regulation, many students have fallen

victims and have been expelled creating undisciplined behaviors among students in schools such as strikes with their aftermaths that affect students' academic performance.

From the interview carried out from teachers they agreed that students' behaviors are controlled by the designed school rules and regulations. They also confirmed that students much as they take part in enforcing school rules and regulations, their powers are minimal to initiate change and even implement policies in the school. Students feel deprived of their rights and feel dissatisfied with the operation of their school but when they cannot do anything. Therefore to demand for change, such students resort to aggressive behaviors as a solution to their demands from school administrators. Such misbehaviors could involve damaging school property like classes, library, dormitories and others and this may end up harming students' academic performance.

The study also revealed students thinking about some regulations in some schools, which are very unfair and their administrators. For examples in some schools students have to report when they have fully paid all the school dues. Students mentioned that schools have gone a step ahead by printing the total amounts of fees in the pay slips avoiding parents to pay in installments. Students think that such a policy is very unfair to poor parents and their children since they are likely to miss beginning of term exams. Thus the academic performance of such students is likely to be affected as results for beginning of term are computed with final term exam results.

Research also revealed that some school rules and regulations lack consistence in their implementation. Out of 340 Students, 278(81.2%) were able to identify regulations such as students are supposed to get entertainment such as watching television on weekends. However to their dismay many of the school administrators never respect such a regulation. As if this is not enough, schools lack enough forums for learners to channel their grievances and attempts by learners to express their grievances are in some cases not responded to adequately. This could easily spark off students' aggressive behaviors with their consequences that involve damages and vandalisms of school property that eventually affects students' academic performance.

4.4. Hypothesis two: The observance of time management by head teachers enhances students' academic performance.

This hypothesis was meant to establish whether time management by head teachers enhances students' academic performance. Students were given questionnaires and requested to give in their views so as to assist and find whether time management is related to students' academic performance and their responses were recorded as follows;

Table 4.6 showing responses on how the observance of time management by head teachers enhances students' academic performance.

ITEM	Responses							
	Strongly disagree		disagree		agree		Strongly agree	
	f	%	f	%	f	%	f	%
The head teacher of this school ensures that school activities respect the school timetable	37	10.9	48	14.1	152	44.7	103	30.3
The head teacher maintains that students enter their classes on time for their studies	10	2.9	40	11.8	165	48.5	125	36.8
The head teacher of this school ensures that teachers are punctual	23	6.8	24	7.1	155	45.6	138	40
The head teacher of this school maintains that students have their meals on time	37	10.9	71	20.9	129	37.9	103	30.3
The head teacher of this school maintains that the school bell is rang on time for all school activities.	6	1.8	35	10.3	148	43.5	151	44.4

Students were asked whether the head teachers of the studied schools ensure that school activities respected the designed timetable in their schools and their responses were recorded. Majority of the students 255 (75.0%) agreed compared with 85 (25%) who disagreed with the question. This implies that despite the presence of a well-designed timetable which is largely

respected, in some instances the timetable is not respected which creates students' dissatisfaction that induces misbehavior, which affects students' academic performance.

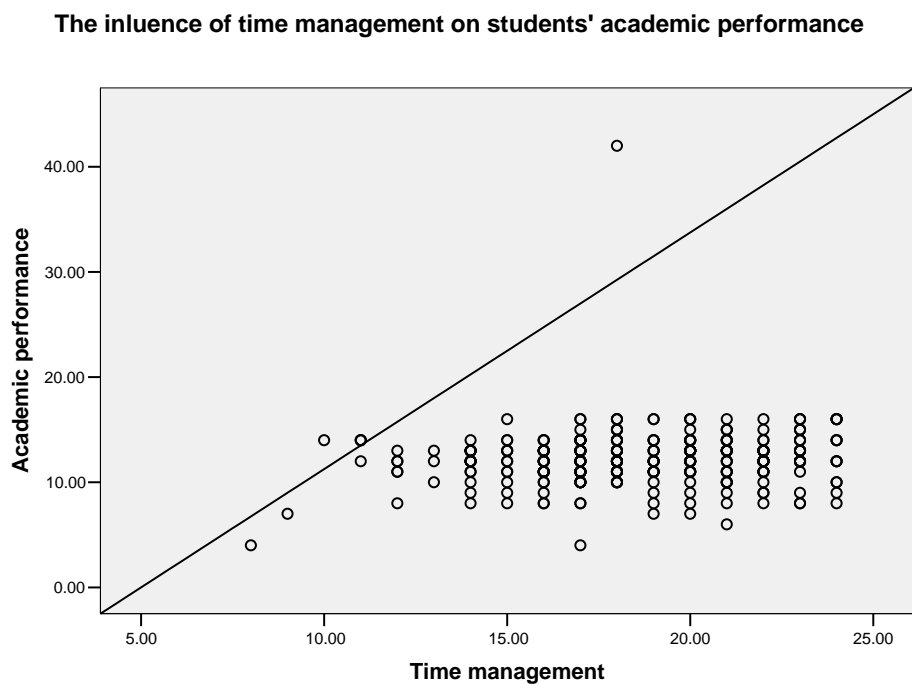
Students were further asked whether the head teachers are strict on students entering classes on time for their studies and majority 290(85.3%) agreed compared with the 50(14.7%) who disagreed. Therefore students who enter their classes late, end up missing some of the academic work or lessons, which affects their performance in class tests, midterm exams, and also final exams and hence general academic performance.

Students were also asked whether their head teachers are strict on students having their meals on time and their responses recorded. Majority of the students 232(68.2%) agreed with the question compared to 108(31.8%) who disagreed. This means that when students are served meals on time, they end up having enough time to concentrate on their academic work, which leads to their good performance. Late serving of meals seems to affect the learning process of students which can induce misbehavior among students that can affect their academic achievements.

When asked whether head teachers are always strict on teachers' punctuality, majority of the students 155(45.6%) agreed compared to 23 (6.8%) who strongly disagreed. This meant that at times, teachers who would be the role model of good time management end up portraying a poor image to the students and thus students are also likely to become poor time managers and this has a negative impact on students' academic performance.

A correlation test was carried out using Pearson product-moment correlation coefficient, although before this was done, a scatter graph was used to prove whether there was a relationship between time management and students' academic performance as shown below;

Figure 4.2 shows a scatter graph reflecting the relationship between time management and students' academic performance.



The scatter graph above proves that linearity existed between the study variables. This is because at least one dot was able to exist on the drawn straight line. This is supported by Amin (2005), who argued that, for the bivariate plots, results could be approximated by straight lines for linear relationships. Therefore it can be concluded that time management and students academic performance are related. Further verification of the hypothesis was carried out after proving the existence of linearity between study variable, which is a prerequisite for using Pearson Moment correlation test, and the results are presented in the table below;

Table 4.7 showing the relationship between time management and students' academic performance.

		Academic performance	Time management
Academic performance	Pearson Correlation	1	.117(*)
	Sig. (2-tailed)		.031
	N	340	340
Time management	Pearson Correlation	.117(*)	1
	Sig. (2-tailed)	.031	
	N	340	340

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

Results from the table shows that there is an existing relationship between the study variables. This is because the calculated value of Pearson .117(*) had one asterisk an indication of a statistically significant hypothesis. Also the 2-tailed significance test shows the probability of .031, which indicates that this is a statistically significant relationship. This is supported by Amin (2005), who said that a linear relationship exists between study variables if the calculated value for significance is between -1.00 and 1.00 . Since the calculated value .031 was in between -1.00 and 1.00 , therefore there is a positive relationship between the study variables. Also the correlation tables flag out significance with asterisk (*) next to the coefficients (Sweet & Karen, 2003). Also as the significance level .031, is close to 0.00, there is confidence that the

relationship is real (Sweet & Karen, 2003). Therefore the research hypothesis was accepted that time management enhances students' academic performance that is, as students become good time managers, their academic performance is likely to improve.

The qualitative data also did tally with the quantitative in that timetables in schools are at times not respected. Interviews from teachers also revealed that head teachers are not punctual at their schools at times and do much delegation of their duties to their deputies who lack managerial skills of solving conflicts among students. Un fair judgments from such deputies easily generate misbehavior from students that involves damaging school property with a negative impact on students' performance in discussions, tests, assignments, terminal and national exams.

The researcher interviewed students and found out that some students come late. Some of them were giving reasons of traffic jam on the roads for those using cars (taxis) to come to school. This means such students end up missing the early morning lessons, which make them perform poorly in class tests, midterm exams and even final term exams. Other students mentioned cases involving stepmothers who make their stepchildren first do house work before going to school. Such students always arrive very late at school, which affects their academic performance.

Through an interview with students the researcher found out that despite the presence of a well-designed timetable, students at times do not respect it. An example was cited were break time bell could be rung and some teachers especially in candidate classes like S.4 and S.6 could continue with teaching. This means such classes end up having their classes a bit late for the next

lessons or have little and at times no resting time. Such attitudes from teachers may end up causing misbehavior among students especially if they want to initiate a change in such a policy. These acts of indiscipline may end up affecting students' academic performance.

It was also mentioned by 2 head teachers out of 4, that meals at times delay due to inescapable problems such as lack of flowing tap water making students to fetch it from well. This was cited as the major cause of strikes among secondary school students, which involves a lot of damages and at time claiming for the lives of the people. An interaction with some students revealed that it is easy to keep students in school the whole week feeding without going to classes and nothing happens but very hard to keep students around just a single day without feeding while attending classes. Hungry students were discovered to turn their hunger into anger and then aggressive behaviors, which affects their performance in exams and tests due to lack of academic concentration.

4.5. Hypothesis three: The administration of punishments by head teachers enhances students' academic performance.

This hypothesis was intended to establish whether the administration of punishments is related to students' academic performance. Questionnaires were given to students and there responses were as follows;

Table 4.8 showing responses on how the administrations of punishments by head teachers enhance students' academic performance

ITEM	Responses							
	Strongly disagree		disagree		Agree		Strongly agree	
	f	%	f	%	f	%	f	%
The head teacher ensures that students are punished for the right cause	107	31.5	85	25.0	127	37.4	21	6.2
The head teacher maintains that students have a disciplinary file for recording their punishments	69	20.3	92	27.1	127	37.4	52	15.3
The head teacher maintains that the disciplinary committee handles students' cases of indiscipline.	44	12.9	38	11.2	167	49.1	91	26.8
The head teacher ensures that students are given reasonable punishments	67	19.7	51	15.0	143	42.1	79	23.2
The head teacher observes that students serve their punishments	31	9.1	52	15.3	178	52.4	79	23.2
The head teacher maintains that students are equally punished in this school	77	22.6	82	24.1	109	32.1	72	21.2

The researcher wanted to find out whether students are given punishments for the right cause and their responses were recorded. Majority of the students 192 (56.5%) disagreed with the question

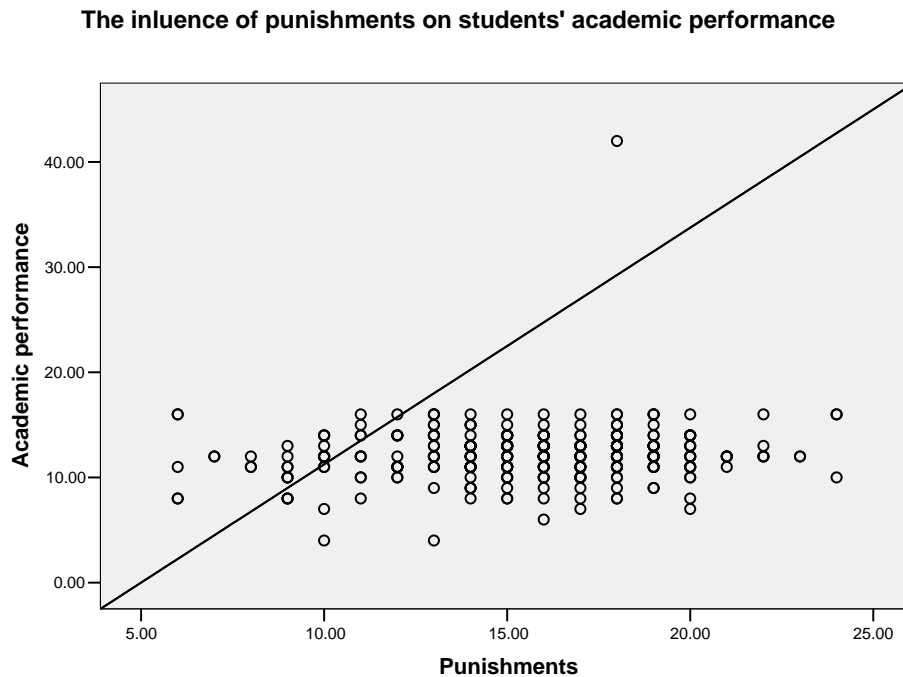
compared with 148 (43.6) who agreed with the question. This implies that most of the students believe that punishments are not fairly given. This can easily create dissatisfaction among such students that can end up inducing misbehavior with the aftermath, which could end up affecting students' academic performance.

The researcher also wanted to know whether the disciplinary committee handles punishments very well. Students were requested to give their views and responses were recorded. Majority of the students 258 (75.9%) agreed compared to 82 (24.1%) who disagreed. This meant that most of the students are contented with the way punishments are handled in schools. However the fact that some are discontented, they may be forced to misbehave through damaging school property as away of revenging and this can affect their performance.

The researcher also asked whether head teacher ensure that equal punishments are given to students and majority of the students 181(53.3%) agreed with the question compared to 159(46.7%) who disagreed. This implies that some students are not happy with the way punishments are given to their fellow friends. This can force them to react in a way so as voice out their dissatisfaction that may involve destroying school property and therefore affecting their academic performance.

A correlation test was carried out using Pearson product-moment correlation coefficient, although before this was done, a scatter graph was used to prove whether there was a relationship between the administration of punishments and students' academic performance as shown below;

Figure 4.3 shows a scatter graph reflecting the relationship between the administration of punishments and students' academic performance.



The scatter graph above proves that linearity existed between the study variables. This is because dots were able to exist on the drawn straight line. This is supported by Amin (2005), who argued that, for the bivariate plots, results could be approximated by straight lines for linear relationships. Therefore it can be concluded that administration of punishments and students' academic performance are related. Further verification of the hypothesis was carried out after proving the existence of linearity between study variable, which is a prerequisite for using Pearson Moment correlation test, and the results are presented in the table below;

Table 4.9 showing the relationship between administration of punishments and students academic performance.

		Academic performance	Punishments
Academic performance	Pearson Correlation	1	-.152(**)
	Sig. (2-tailed)		.005
	N	340	340
Punishments	Pearson Correlation	-.152(**)	1
	Sig. (2-tailed)	.005	
	N	340	340

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

Results from the table shows that there is an existing relationship between the study variables. This is because the calculated value of Pearson 152(**) had asterisks an indication of a statistically strongly negative correlation. Also the 2-tailed significance test shows the probability of .005 which indicates that this is a statistically significant relationship. According to Amin (2005), a linear relationship exists between study variables if the calculated value for significance is between -1.00 and 1.00 . Since the calculated value 0.005 was in between -1.00 and 1.00 , therefore there is a significant relationship between the study variables. Also the correlation tables flag out significance with (**) asterisks next to the coefficients but with a negative correlation. This means that as punishments to students are increased, their performance

declines. Also as the significance level .005, is close to 0.00, there is confidence that the relationship is real (Sweet & Karen, 2003), though it is negative. Therefore the research hypothesis was rejected that, the administration of punishments by head teachers enhances students' academic performance.

The quantitative data did also tally with the qualitative data collected from interviews with both teachers and students. It was discovered during the interview with 82(24%) students out of 340 that despite the presence of disciplinary committees in schools, these at times have failed to handle students' disciplinary cases effectively making students dissatisfied with some judgments. Such dissatisfying judgments are very dangerous to students because they can easily induce misbehaviors among students. It was also mentioned that meals some days delay due to inescapable problems such as lack of flowing tap water making students to fetch it from well. This raises students' anger and thus causing violence.

The study also revealed that some schools have excessive punishments involving a lot of threats such as suspensions and expulsions. They noted that with the ban put on caning by Ministry of Education and Sports in the country, most schools have resorted to expulsion and suspension of students as the best mode of punishment to students. Such suspended students end up missing lessons, group discussions, and debates in classes, seminars, tests and exams all of which affects their academic performance.

It was further discovered that in most schools there is a policy of giving a punishment to the whole group or section of students without detecting who the wrong elements are. This creates discomfort among students. Students noted also with concern that some given punishments are not legitimate, very unfair and do not commensurate with the offences committed. Students mentioned cases where strong cases of indiscipline are given light punishments while weak offences are awarded strong punishments. This causes strikes in schools which affects student's academic performance due to dissatisfaction.

This chapter has therefore presented data from interviews with students, teachers and head teachers. Data collected from students' questionnaire has also been presented. Descriptive statistics has been presented along with frequencies. The existing linearity between the study variables has been presented and verification of the study variables has been presented with the guidance of research hypotheses.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0. Introduction

This chapter is basically a discussion of the major findings of the study in chapter four in respect to the hypothesis and research questions and review of the relate literature. Conclusions and recommendations are also given.

5.1. Discussion of findings

5.1.1. Hypothesis one: The administration of school rules and regulations by head teachers enhances students' academic performance.

The results revealed that teachers, students as well as head teacher agreed that all schools under study had well stipulated school rules and regulations. Students as well as teachers agreed that every student in the studied schools get a copy of school rules and regulations.

All the four head teachers of the studied schools agreed that all schools have school rules and regulations to act as a guiding principle for controlling students' behavior. These head teachers agreed with Okumbe (1998), who argued that ideally schools set rules and regulations for the proper governing of the various lifestyles of the students containing the dos and don'ts. Adams (2003), also supports this argument by saying that, school rules and regulations are among the strategies designed to instill good conduct of students such as self control, orderliness, good behavior and obedience to school authority.

Both teachers and students also agreed that students take part in making of school rules and regulations. Head teachers agreed that discipline management is a collective responsibility and therefore needs every one's participation and thus an involvement of students. This was also supported by Mafabi, et al (1993), who argued that management is a process of working with and through people so as to accomplish organizational goals. Through an interaction with head teachers it was discovered that through participatory management and leadership, students are able to realize mistakes from their fellow members and therefore work hard to stop them such as strikes rather than blaming the school administration when they are not involved.

Students agreed that their head teachers are strict on the dressing code where a uniform is compulsory. Some students however have been victimized over the abuse of the dressing code and thus been suspended along with other punishments making them to miss classes, tests, discussions and exam and thus developing aggressive behaviors. According to Shapiro (2002), most student strikes are directed at harming the school administration and are precipitated by hostile aggression. These behaviors are always characterized by the intense and disorganizing emotion of anger aiming at inducing certain stimuli. Such behaviors end up affecting students' performance in classes, their participation in class debates and class discussions and thus affecting their general academic performance.

The study also revealed that some school rules and regulations required modification so as to avoid them being so traditional to students. An example was given where students thought that today the world being a global village where communication is being made easy, they think that the regulation that restricts them from possessing mobile phones while at school by head

teachers, seem to be very unfair. Students cited out that mobile phones are an easy way to be connected to the rest of the world since they have Internet from where they can access a lot of information that can assist them academically in addition to communication. They cited a great number of their friends who had fallen victims of the violation of this regulation resulting to their expulsion making many to be frustrated and react aggressively. This argument was supported by Bennaars (1993), who researched on the causes of aggressive behavior in education institutions in Kenya and discovered frustration to be among these causes. He noted that when a specific goal is thwarted, frustration is likely to result, increasing ones' probability to become angry and then soon act aggressively.

In addition students confirmed in an interview with the researcher that some rules and regulations lack consistence in their implementation. Students cited an example where they have a regulation that every weekend, they are entitled to entertainment. However this is very rare and thus making many students develop frustrations. For example students in one of the studied schools mentioned watching Television Films. In another school, students mentioned of having sports and games but for unspecified reasons they rarely have this entertainment. This was found to be one of the causes of misbehavior among students as they are trying to make the school administrators look for a solution or as a way of voicing out their dissatisfaction. This argument from the students was also supported by Berkowitz (1989), who explained that students are likely to become openly aggressive to some one expected to be blocking them from attaining their goals such as denying them sports and games.

The study also discovered through an interview with the students that some rules and regulations in schools are very unfair such as having all the school fees paid before students report to school at the beginning of school terms. They mentioned many of their friends who always end up missing beginning of term exams since their parents cannot afford paying all the school dues before they report to school. Students said that schools have gone a step ahead by printing fees in the pay slips using computers and thus avoiding installment payments. This may cause violence in schools as a way of students making the school administrators to change their policies. According to Shapiro (2002) in Mpaata (2008), violence in education institutions may be methodical or random, sustained or fleeting, intensive or uncontrolled. It always harms or destroys the recipient or is intended to make administrators to initiate reform.

5.1.2. Hypothesis two: The observance of time management by head teachers enhances students' academic performance

This research hypothesis was meant to investigate how time management by head teachers affects students' academic performance. The researcher wanted to find out the way time is allocated to the different school activities and how this affected students' academic performance. The findings are presented below;

Majority of the students in the studied schools agreed that despite the presence of a well-designed timetable, at times the school activities do not respect it. They were also in line with their teachers who contended that all school activities are supposed to be guided by a well-designed school timetable though this is not the case at times. They argued that every activity is

allocated time. This argument is supported by who also Kajubi (1997), who also concurred with Byarugaba (1991), that time is a scarce resource and therefore requires proper apportioning so as to enable educational institutions or organizations achieve their objectives. Parkes and Thrift (2001), also supported this argument and observed that time is a mental device that gives order to events by identifying them as successive. Students gave an example of school assemblies, games and sports, cleaning or house work that do not use their stipulated time and end up encroaching on time for other activities such as lessons. This affects class time, debating time, as well as discussion time and thus affecting students' academic performance.

Head teachers confirmed that timetables do exist and they are the ones supposed to be controlling all the school activities. However these head teachers confirmed that in reality it is hard to respect the allocated time on the timetable at all times. An example was mentioned where at times meals are served late due to inescapable problems such as lack of flowing tap water where students have to participate and collect it from wells or when the supplied fire wood is not well dried which delays the cooking. Head teachers mentioned that delaying of only one activity may end up affecting the whole timetable and this could cause chaos in the school as it can cause a strike that affects students' performance as much of the school property is destroyed.

Teachers and students all confirmed that students do not enter their classes and begin their lessons on time. Their head teachers also agreed that on average students do not enter their classes and begin their lessons on time. This is already indiscipline as mentioned by head teachers. This was also supported by Docking (2000), who concurred with the opinion of Clifford (1993), who argued that a disciplined student is the one expected to arrive before lessons

start and wait for the teacher. Some of the head teachers argued that some days, it becomes inevitable to enter a bit late such as Monday when students have the assembly. Head teachers argued that though it could be allocated time on the timetable like 40 minutes, at times it exceeds and thus encroaching on students' class time. Some times measures are put in place to recover this time like adjusting the day's timetable, which affects the whole day's activities such as class time, discussion time for students, time for tests. This however creates dissatisfaction among students that causes violence in school and thus affecting students' general academic performance.

Majority of the teachers confirmed that their head teachers are always not punctual on average. Students agreed with their teachers that the head teachers of the studied schools are always not punctual on average an indication of being poor time managers. They were also supported by Kajubi (1997), who argued that punctuality needs to be observed not only by the students, but also by teachers, non-teaching staff as well as the head teachers. He further argued that head teachers need to be the role model of discipline if they are to instill it in the young generation. This argument was also supported by Mafabi, et al (1993) who also agreed that, in the school environment for success to be achieved, the school head teacher is expected to be an example of good time manager and therefore expected to be punctual on average. However this study established poor time management in schools from head teachers. This means that any judgment carried out by the teachers in absence of the head teachers could end up in total chaos in schools with violence that also could cause massive damages which affects student's academic performance.

5.1.3. Hypothesis three: The administration of punishments by head teachers enhances students' academic performance.

This research hypothesis was meant to investigate how the administration of punishments by head teachers affects students' academic performance. The researcher wanted to find out the way punishments are administered to students and how this affected students' academic performance. The findings are presented below;

A great number of teachers agreed that students are punished for the right cause. Teachers had a strong belief in the effectiveness of punishment as a way of safeguarding discipline. They were also supported by Horny (1993), who argued that punishment should not be a source of merriment, but should be made to fit the crime. Teachers contended that good behavior could only come about after several punishments, corrections and advises as well as counseling. They listed the various forms of punishments that are commonly used that included canning, hard labor, demotions, removal of privileges, cleaning the compound and toilets, washing the floor, suspension from school, to mention but a few.

Majority of the students confirmed that they are punished for the right cause though at times they are not and in addition the punishments are very hard and excessive where teachers put in some bit of cruelty and brutalism. Students therefore after developing anger, join together and show openly their dissatisfaction to school administrators through the language which they think is understandable for appropriate change and this involves striking which affects student's academic achievements. This argument was also supported by Mpaata (2008) who noted that an aversive event produces a negative effect to psychological discomfort. For example once some

one develops the feeling that he /she has not been rewarded fairly, a variety of feelings, thought, and memories associated with fear (flight) and anger (fight) tendencies. He further said that some students might quickly act on the basis of these emotions and thus engaging in violence that affects not only their class performance but also the general performance as well.

Head teachers also confirmed that much as punishments had long lasting effects on students, students at times are not given punishments for the right cause. Head teachers believed that punishments that followed any misconduct were painful experiences that tended to weaken the existing connection between the stimulus and the response. This would help to reduce on the chances of punished students from repeating such behaviors. They were also supported by Cotton (2000), who argued that punishments are necessary as long as they are free from harshness and caprice. Head teachers further said that punishments should be neutral and the personal factor should be non-existence.

The argument was also in line with Cotton, et al (2000), who noted with concern that, in the school system, punishments are expected to teach students the relationship between their behaviors and the outcome or accountability for their mistakes. They argued further that punishments could be an effective means of remediating individual behavior and therefore improving school order if they commensurate with the offence committed. Therefore since at times these punishments are not given for the right cause, students could develop a state of discomfort that might lead into violence that affects students' academic performance.

Through interviewing with the head teachers, the researcher found out that in schools some teachers end up punishing students severely because they were also brought up in schools where caning was a culture of maintaining discipline and therefore attributes their success to the type of authoritarian discipline to which they were subjected while still in schools. Such teachers would also want to bring up their students in the same way and thus end up punishing students for almost every offence. This could end up generating anger among students prompting them to engage in acts of indiscipline, which could involve school property damage, and vandalism that affects students' academic performance.

The researcher discovered that all the studied schools had disciplinary committees. This was through the interaction with head teachers who confirmed that these disciplinary committees do exist but lack fair handling of students' cases of indiscipline. Students feel discontented as almost every offence committed leads to expulsion since there is a ban to canning that used to be the dominant mode of punishment to undisciplined students. Students find this very unfair and can be a cause of misbehavior such as strikes as a way of making their voice loud to school administrators as well as stakeholders. These strikes are known to cause massive damage in schools that affect students' general academic performance.

5.2. CONCLUSIONS

The study sought to establish how discipline management's influence by head teachers affects students' academic performance.

The study established that head teachers still have a challenge of students who are not aware of the school rules and regulations much as they are given copies and therefore violate them. Many of the students just dump them without reading through them so as to be able to get their real meanings a sign of lack of sensitization and awareness to students from school administrators. Students believe that many of their friends have fallen victims, which students believe to be weaknesses from school administrators. Students therefore feel unsatisfied with school judgments in accordance with violated school rules and regulations, which lead to violence in schools that affects their academic performance.

The researcher also discovered that much as school activities are supposed to be guided by a well-designed school timetable, it was however revealed by head teachers, students as well as teachers that, at times it is very hard to respect the time allocated to some activities an indication of poor time management. An example was cited where meals at times are delayed and assemblies tend to exceed their stipulated time on the timetable. As a way of trying to compensate for the lost time, the adjustments made ends up disorganizing the whole timetable, which raises students' anger towards school administrators and consequently solidarity that might lead into violence that affects students' academic performance.

The study established that students at times are not punished for the right cause. Various forms of punishments were also discovered such as hard labor, caning, cleaning of toilets and compounds, suspension from school and expulsion, kneeling or standing in front of the classes, exercise drills among others. Punishments were also proved by head teachers to be away of keeping order and maintaining discipline in schools provided they fit the committed offences. However all agreed

that these punishments are at times unfairly administered, as they are not given for the right cause making students dissatisfied. This raises students' anger which could result into violent behavior among them as a way of raising their voice to school administrators. Such violent behavior could result into a lot of damage to school property such as classes, dormitories, and library materials, laboratories all of which affects students' academic performance.

Some punishments were found to be excessive such as expulsion, which was found to be the main mode of punishing students in schools. Students feel unsatisfied where almost every offence big or small, they are either suspended or expelled from schools. They mentioned some cases where light offences are given very strong punishments while strong punishments are being given light punishments. Students therefore feel very dissatisfied with the punishments and thus become angry and violent. This was cited as one of the major causes of violence such as strikes in many secondary schools in Uganda.

5.3. RECOMMENDATIONS

From the discussion of results and recommendations made, the following recommendations were made.

1. School rules and regulations need to be emphasized and given enough awareness so as to enable students understand them. These will help to prescribe the standard of behavior expected of students and teachers. Students will learn to behave like students and so will be the teachers.
2. School administrators should properly and appropriately plan for the time in schools and also emphasize that timetables are respected.

3. Head teachers should design proper ways of handling punishments. Disciplinary committees therefore need to be installed in schools and to be respected in terms of decision-making and be given powers and authority to execute their duties. School timetables need to provide time for counseling and guidance to students so as to prevent occurrence of offences than punishing the offenders.

5.3.1. Recommendation for further research

This study was specifically carried out in Busiro County. However there are many other counties in the country where the same research can be carried out. Further research can be carried out focusing on the influence of discipline management and students' academic performance in the counties or the whole country for comparative analysis.

REFERENCES

- Adams, N. (2003). Secondary school management today. London, Melbourne, Sydney, Auckland Johannesburg, Hutchinson Ltd, Clandos place.
- Amin, M.E, (2005). Social science research; Conception, Methodology and Analysis. Makerere University, Kampala.
- Adeyemo, P. A (1975). Principles and practice of education: University of Ile-Ife.
- Bahemuka, G. (1998). Discipline and punishments in schools: Kabamu Ghest services, Kampala.
- Ball, G.A., Trevino, L.K and Sims, H.P. (1994), “ Just and Unjust punishments; Influences on subordinates performance and citizenship”, Academy of management journal, Vol. 37 No.2, pp.299-322.
- Banda, A. (2004). Parents order whipping of Masunga SSS students. Mmegi Newsletter, Gaborone.
- Baumard, P., (1999), Tacit knowledge in organizations, Sage, London.
- Bandura, A. (1973a). Aggression: A social learning analysis. Englewood Cliffs, NJ: Prentice Hall.

Beardsley, D. (1998), “ Do not manage time, manage your self”, fast company.

Bratton, J and Gold, J. (2003). Human resource management theory and practice. Bath Press, Great Britain.

Bennaars, G. A., (1993). Ethics, education and development. Nairobi: East African Educational publishers.

Bennett, N., (1996). Class size in primary schools: perception of head teachers, chairs of governors, teachers and parents. British educational Research Journal 22, 33-35

Berkowitz, L. (1989). Frustration-aggression hypothesis: Examination and reformulation. Psychological Bulletin, 106, 59-73.

Billington, H. L., (1997). Poster presentations and peer assessment: Novel forms of evaluation and assessment, Journal of Biological Education, 31(3), pp. 218-220.

Byarugaba, J., (1991). The relationship between students' participation in decision-making and discipline in secondary schools in Kabale District. M. Ed. Thesis, Makerere University.

Canter, L. (2000). Assertive discipline, in C. H. Edwards, ed., classroom discipline and management, 3rd Ed., John Wiley and Sons, MA, USA.

Clifford, C. (1993), Maintaining discipline in schools, British journal of social psychology, 6, pp.241-248.

Cotton, et al (2000). Student Discipline and Motivation: Research Synthesis. Portland, Northwest Regional educational Laboratory.

Creswell, J. W (2003). Research design: qualitative, quantitative and mixed method approaches. Sage Publications, United Kingdom.

Davies, P., (2000). Computerized peer assessment, innovations in education and Training International, 37(4), pp. 346-355.

Docking, J .W., (2000). Control and discipline in schools. London, Harper and Row publishers.

Evertson, et al (2003). “ Improving Classroom Management: An Experiment in Elementary School classrooms.” The Elementary School Journal 83/2: 173-188.

Gyekye, K. (2002). African cultural values: an introduction, Sankofa Publication, Accra.

- Gay, L. R. (1996). Educational research competencies for analysis and application,
Harcourt Brace Jovanovich, Inc.
- Hornby, A. S (1993). Oxford Advanced Learner's dictionary of current English.
Oxford University Press.
- Kabandize, L. I (2004). The management of students' discipline in secondary schools in
Kampala District. M. Ed. Thesis, Maker ere University.
- Kajubi, S. W., (1997). Discipline Corporal Punishment and Violence Against Children
in the school system. Keynote Address; Public Lecture, 13th June 1997, Makerere University.
- Koereng, E. (2004). Research blames corporal punishments for school drop out.
Mmegi Newsletter, Gaborone 12 November.
- Kothari, C. R., (2004). Research Methodology. Methods and techniques (2nd Ed.),
Wishwa Prakashan.
- Kochanska, G. and Thompson, R. A. (1997). The emergence and development of
conscience in toddlerhood and early childhood, in Grusec, J. E. and Kuczynski, L. eds.,
Parenting and children's internationalization of values, pp.53-77, Wiley, New York.

Krejcie, R. V. and Morgan, D. W. (1970). Determining sample size for research activities, Educational and psychological measurement, 30, 608, Sage Publications.

Matsoga, J. T. (2003). Crime and school violence in Botswana secondary education: the case of moeding senior secondary school, PhD Dissertation. Ohio University.

Mafabi, et al (1993), Education management and administration. Makerere University, Kampala.

Maleke, L. (2003). Head teachers prescribe the stick. Mmegi Newsletter. Gaborone 17 October.

Musaazi, J. C., (1986). The theory and practice of educational administration, London, Macmillan publishers.

Meredith, et al (2003). Education Research. An Introduction, 7th edition, Pearson education, USA.

Mpaata, K. A., (2008). The crime of arson in organizations and its strategic implications for education managers in Uganda;

available at <http://ahero.uwc.ac.za/index.php?module=viewtitle&id=csh396>, retrieved on 25/11/2008.

Mpiso, S. P., (2004). The perspective of punishment in secondary schools of Mubende District. Un published M. Ed thesis, Makerere University.

Ministry of Education and Sports (2005), A comprehensive analysis of basic education in Uganda, Kampala (MoE& S).

Mumford, M. D. (1996). Item generation, procedures and background data scales: Implication construct and criteria related validity in personal psychology, Oxford Press, Vol.49 (pp 361-398).

Murkharjee (1985), Educational psychology. Oxford University Press, London

Nakabugo, M. G., Opolot-Okurut, C., Ssebbunga, C. M., Maani, J. S., & Others (2007): instructional strategies for large classes, Baseline literature and empirical study of primary school teachers in Uganda. Report of the proceedings of the Africa-Asia University Dialogue for Basic education Development second reflective Dialogue meeting (Nov 15-17, 2006) Hiroshima: Centre for the study of international Cooperation in Education.

Nsereko, M. J. (1997). Secularization of post-independence education in Uganda and its significance for moral education in public primary and secondary schools. Unpublished Doctoral thesis, Makerere University.

Nsereko, M. J. (1994). Major Philosophies of Education. Makerere University.

Parkes, D. and Thrift, N. (1980). Times, Spaces, and Places. New York, Wiley& Sons.

Okumbe, J.A (1998). Educational management theory and practices: Nairobi University Press.

Rosen, L. (1997). Social discipline: Best practices for administrators, Corwin Press, Thousands Oaks, California.

Ramharia, V., (2006). Discipline/indiscipline and violence in secondary schools in Mauritius. MIE news 30/11/2006. (Mauritius Research council, Mauritius).

Salzer-Morling, M. (2000), "As God created the earth, a saga that makes sense". In Grant, D., Keenoy, T. and Oswick, C. (Eds), Discourse and organization, sage, London.

Slee, R. (1995). Changing theories and practices of discipline, Falmer Press, London.

Tait, G. (2003). Free will, Moral responsibility and ADHD, International Journal of Inclusive Education. 7, 4, 429-446.

Shapiro, D. (2002). Negotiating emotions in conflict resolutions. Quartely.

Tumusiime, A. (2001). “ Kabalega S.S closed over strike”, In the New Vision, Friday, August 17, 2001, Vol. 16 No. 197, The New Vision printing and publishing corporation, Kampala.

Turyaguma, A. & Matsiko, G. (2001). “Ntare school on strike, battles anti- riot police”, In the New Vision, Thursday, October 14, 2001, Vol. 16 No.238, The New Vision Printing and Publishing Corporation, Kampala.

Turyaguma, A. (2001). “Alliance students raid Mbarara Vision Offices”, In the New Vision, Tuesday, October 9, 2001, Vol. 16 No.242. The new Vision Printing and publishing corporation, Kampala.

Tuli and Bello, (1985). Principles and practices of education: Oxford University Press, Ibadan.

APPENDIX A

QUESTIONNAIRE FOR STUDENTS ON DISCIPLINE MANAGEMENT'S INFLUENCE BY HEAD TEACHERS ON STUDENTS ACADEMIC PERFORMANCE IN SELECTED PRIVATE SECONDARY SCHOOLS OF BUSIRO COUNTY IN WAKISO DISTRICT

Dear Respondent,

You have been selected as in the above titled study, which is being done as part of educational research in partial fulfillment of requirements for the award of Masters of Arts in Education Management of Makerere University. Your cooperation in administering this instrument will go a long way in ensuring success of this study. Responses will only be used for academic purposes and will be treated with utmost confidentiality, after all the instrument is anonymous. Please endeavor to fill the instrument within two weeks and return it to the Director of Studies of your school. I am so grateful to you for sparing your time and accept to fill this questionnaire.

Thank you.

Kiggundu Herbert.

SECTION A: BACKGROUND INFORMATION

In this section you are requested to tick the alternative about your background information that is most appropriate.

1. Sex: (1) Male (2) Female
2. Age in years (1) 10-15 (2) 16-20 (3) above 20
3. Class (1) S.4 (2) S.6
4. School (1) Buddo S S S (2) Sumaya Girls School
(3) Cream land Campus of St.Lawrence (4) Mugwanya Summit S S

SECTION B: INDEPENDENT VARIABLE: DISCIPLINE MANAGEMENT

This section is divided into three subsections on school rules and regulation, time management and administration of punishments.

B1: School rules and regulations

Using the key given, choose or tick the right alternative that fits your opinion on management of school rules and regulations as follows:

Strongly Disagree =SD, Disagree =D, Agree =A, Strongly Agree =SA

	Aspect of management of school rules and regulations.	SD	D	A	SA
1	The head teacher in this school ensures that all students have a copy of school rules and regulations.				
2	The head teacher of this school is strict on students' dressing code.				

3	The head teacher of this school maintains the required size of students' hair.				
4	The head teacher of this school is strict on the possession of mobile phones by students				
5	The head teacher of this school maintains that students get permission before leaving the school.				
6	The head teacher of this school is strict on students having compulsory meals.				
7	The head teacher of this school is strict on students' class attendance.				
8	The head teacher of this school is strict on students having exams.				

Section B2: Time management

Using the key given, choose or tick the right alternative that fits your opinion on management of school rules and regulations as follows:

Strongly Disagree =SD, Disagree =D, Agree =A, Strongly Agree =SA

	Aspect of time management	SD	D	A	SA
1	The head teacher of this school ensures that school activities respect the school timetable.				
2	The head teacher of this school maintains that students enter classes on time for their studies.				
3	The head teacher of this school ensures that teachers are punctual.				

4	The head teacher of this school maintains that students get their meals on time.				
5	The head teacher of this school ensures that the school bell is always rang on time for all school activities.				
6	The head teacher ensures that exams are given to students and marked on time in this school.				

Section B2: The administration of punishments

Using the key given, choose or tick the right alternative that fits your opinion on management of school rules and regulations as follows:

Strongly Disagree =SD, Disagree =D, Agree =A, Strongly Agree =SA

	Aspect of administration of punishments	SD	D	A	SA
1	The head teacher ensures that students are punished for the right cause in this school				
2	The head teacher maintains that all students have a disciplinary file for recording their punishments.				
3	The head teacher maintains that the disciplinary committee handles students' cases in this school.				
4	The head teacher ensures that students are given reasonable punishments.				
5	The head teacher observes that students serve the given punishments in this school.				
6	The head teacher maintains that all students are equally punished in this school.				

Section C: Dependent variable: Students academic performance.

Using the key given, choose or tick the right alternative that fits your opinion on management of school rules and regulations as follows:

Strongly Disagree =SD, Disagree =D, Agree =A, Strongly Agree =SA

	Aspect of students' academic performance	SD	D	A	SA
1	My performance in class tests is pleasing.				
2	My performance in monthly tests is good.				
3	My performance in the end of term exams is impressive.				
4	My marks for the beginning of term exams are good.				

APPENDIX B

Interview guide

Hypothesis one: The administration of School rules and regulations by head teachers affect students' academic performance.

1. Does your head teacher participate in enforcing school rules and regulations?
2. Do students participate in enforcing school rules and regulations?
3. How do students find the School rules and regulations?
4. Do you think these rules and regulations are enforced well?

Hypothesis two: Time management by head teachers affects students' academic performance

5. Is the school timetable respected in the school?
6. Are your teachers punctual on average at school and in classes?
7. Is your head teacher strict on students' punctuality?
8. How do students respond to the school timetable?

Hypothesis three: The administrations of punishments by head teachers affect students' academic performance

9. Do you think punishments are given for the right cause?
10. Do you have a disciplinary committee?
11. How do students perceive punishments generally?

APPENDIX C

Validity Testing Formula

Pearson Product Moment Correlation Formula

$$= \frac{(\Sigma xy) - (\Sigma x)(\Sigma y)}{\sqrt{[n(\Sigma x^2) - (\Sigma x)^2][n(\Sigma y^2) - (\Sigma y)^2]}}$$

Where n = number of paired observations

Σxy = sum of cross products of X and Y

Σx and Σy = sums of the X and Y scores respectively

Σx^2 = sums of all the squared values of the X scores

Σy^2 = sums of all the squared values of the Y scores

$(\Sigma x)^2$ = sum of all X scores, this sum squared

$(\Sigma y)^2$ = sum of all Y scores, this sum squared

APPENDIX D

MAKERERE UNIVERSITY

DEAN'S OFFICE

SCHOOL OF EDUCATION

Date.....

TO WHOM IT MAY CONCERN

Mr./ Mrs./ Ms./ Rev./ Fr.....

Is our Ph.D, M.A. (Educational policy planning),/ M.A. (Ed.Mgt.),/ M.Sc. (HRM),/ M.Ed. (ICT)
degree student who is collecting data for his/her Dissertation titled.....

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

We shall be grateful if you could render assistance to him/her in collecting the necessary data for
his/her Dissertation.

Thank you in advance for your assistance

.....

Assoc. Prof. C.M. Ssebbunga

Dean, School of Education.

APPENDIX E

Key to likert scale

SD = Strongly Disagree = 1

D = Disagree = 2

A = Agree = 3

SA = Strongly Agree