HEAD TEACHERS'ADMINISTRATIVE PRACTICES AND STUDENTS' DISCIPLINE IN SELECTED SECONDARY SCHOOLS IN RUSHENYI COUNTY, NTUNGAMO DISTRICT

BY

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DECLARATION

I, **Byaruhanga Alex Muganda,** declare that the information in this research dissertation, except where due reference has been made, is my original work and has never been submitted to any University for any academic award.

Signature……

Date.....

Byaruhanga Alex Muganda

APPROVAL

This research dissertation by Byaruhanga Alex Muganda, on the Head Teachers' administrative practices and students' discipline in selected secondary schools in Rushenyi County, Ntungamo District, has been submitted for examination to Kabale University with our approval as Research Supervisors.

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DEDICATION

I am spectacularly dedicating this research dissertation to my beloved Son, Asingwire Joel Muganda, for the company he gave me during day and night when I was compiling data from the beginning up to the end.

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I would like to acknowledge my beloved wife, Mrs Nambalirwa Evelyne Muganda, and my son, Asingwire Joel Muganda, for their encouragement and warm shoulders during the course of this dissertation.

My sincere gratitude goes to my supervisors, Dr. Francis Akena Adyanga and Dr. Sarah Nachuha for the guidance, patience and reading through my draft work, advising me and supervising my research dissertation. I also acknowledge Dr John Michael Edoru, for proof reading.

I also wish to extend my sincere appreciation to my beloved Parents, Mr John Mary Muganda and Madam Alice Kebirambi, for the firm foundation they laid towards my education from the beginning to date. May the Almighty Lord grant you long life to enjoy the fruits of your labour through me!

I also extend my thanks to my fellow course-mates and friends who ideally contributed much towards the success I have so far attained.

May the Almighty God Bless you all abundantly!

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LIST OF ABBREVIATIONS

CPD: CONTINUOUS PROFESSIONAL DEVELOPMENT

BOG: BOARD OF GOVERNORS

MOESS: MINISTRYOF EDUCATION, SCIENCE, SPORTS AND TECHNOLOGY

SPSS: STATISTICAL PACKAGE FOR SOCIAL SCIENTISTS

ABSTRACT

The study was conducted to examine the Head Teachers' administrative practices on students' discipline in selected secondary schools in Rushenyi County, Ntungamo District. Specifically, the study established how the Head Teachers' use of school rules and regulations influences students' discipline; assessed the extent to which the Head Teachers' means of communication influence students' discipline; established how the Head Teachers' use of guidance and counselling influences students' discipline; and, examined how the Head Teachers' use of students' council/prefects' body influences students' discipline in selected secondary schools. Both descriptive research design and correlational research design were employed. A sample size of 348 participants was recruited for the study. The major findings indicate that Head Teachers' administrative practices influence students' discipline by about 57.4%, according to (R Square = .574). Additionally, school rules and regulations, guidance and counselling, and students' council body had significant influence on students' discipline while head teachers' means of communication did not show any significant influence on students' discipline.

In conclusion, Head Teachers' use of guidance and counselling was found to have influenced students' discipline the most. The study therefore recommends that the head teachers should adopt proper and timely communication strategies for the enhancement of students' discipline at the school assembly and reassuring constant feedback and, above all, an open-door policy should be encouraged and use of suggestion boxes and notice boards should be put in use. Also, other administrative practices of Head teachers' school rules and regulations, Head teachers' means of communication and Head Teachers' use of student council should be fully employed by the heads of schools to supplement guidance and counselling such that there is an aggregative mass of effort on students' discipline. Head teachers should make sure that students get permission before exiting the school premises to stop the tendency to escape.

CHAPTER ONE:

INTRODUCTION

1.1 Introduction

The study examined the Head teachers' administrative practices on the students' discipline in selected secondary schools of Rushenyi County, Ntungamo District. This chapter presents the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, scope of the study, significance of the study, definitions of key terms and Conceptual framework.

1.2 Background of the Study

Discipline is defined as the development of self-worth, self-control, respect for self and others and adherence to the school routine set up in terms of schedules and school regulations (Ssekamwa, 2000). Sushila (2004) defines discipline as the process of training or controlling, often using a system of punishment which is aimed at causing the recipients to obey the rules. He further asserts that discipline is the most effective component of running an educational institution and is manifested when the school becomes a harmonious, respectable and secure where students responsibly behave and are aware of their actions and the consequences of such actions. In relation to this, Bahemuka (1998) defines discipline as a means to bring control, train to obedience and order or drill. Discipline in a school is a function of the administration and therefore a principal as a leader should have a clear policy of what they desire for the school to ensure successful management of the institution (Kiprop, 2007). In this study therefore, discipline can be defined as the expected behaviours an individual is obliged to exhibit in a given society where she/he lives. This study sought to establish how Head Teachers' administrative practices can be used on students' discipline in Ntungamo in District.

Administrative practices are school activities executed by administrators to address students' discipline and other issues in managing schools. Discipline in the school is the function of the administration (Kiprop, 2007). The general school and classroom discipline are dependent upon the Head Teachers' administrative, supervisory and leadership styles since they oversee all the

school matters (Okumbe, 1998). In this regard, Chaplain (2003) observed that the Head Teacher along with the senior management team are charged with strategic planning, including determining the direction of the school (leadership) as well as organizing the day-to-day running of the school (management). Chaplain (2003) continues to say that both dimensions make important contributions to creating and maintaining a well-behaved school. This implies that the Head Teacher is a leader of a school who must have a clear policy of what he/she envisions for the school.

In the same vein, Huczynski (2001), as cited in Katolo (2016) and Barongo (2016), asserts that the success of an organization depends on the quality of its headship. He observed that the school administrator is the most significant individual in an education institution and that good headship is the key in holding efficient administration together. In addition to the above, Chapman (2003) states that the school Principal is seen as the most important decision maker, facilitator, problem solver and social change agent in a school setting.

According to Sushira (2004), as cited in Lydia and Nasonga (2009), the Head Teacher is the leader in a school, the pivot around which many aspects of the school revolve and the person in-charge of every detail of the running of the school, be it in academics or administration. The Head Teacher should be involved in making most of the decisions of the school. It is therefore important that the Head Teacher is a leader, a thinker, and a decision maker. A discreet Head Teacher will employ teamwork as a working strategy and also set up committees and small groups of members of the staff to investigate ideas and strategies. It therefore behoves the Head Teacher to be a good team player, and the performance of the school is appraised against the performance of the person who leads it. Therefore in this study, discipline will be conceptualized on the Head Teachers'administrative practices of use of school rules and regulations, means of communication, guidance and counselling and student council/prefects' body.

In the United States of America, Pakistan, Nigeria, discipline problems in schools are on the increase. A case in point, a report entitled, school crime, violence and safety in US Public schools 2005-2006 reveals that in American schools the overall rate of violent incidents for all public schools was 31 incidents per 1,000 students and the rate of violent incidents were significantly higher in middle schools (25 incidents per 1,000 students) than in primary schools

(25 incidents per 1,000 students) or high schools (26 incidents per 1,000 students). Some of the common disciplinary problems were rape, sexual battery, physical attack or fight with or without a weapon, possession of firearms or explosive devices, use of illegal drugs or alcohol and vandalism.

Related to the above, there were 38 schools associated with violent death from July 1, 2015 through June 30, 2016 which included 30 homicides, 7 suicides, and one illegal intervention death. Still a total of 18 students of the 1,478 homicides of school age ranging from 5-18 years occurred at school and also 3 of the 1,941 total suicides of school youth age occurred at school (School Crime and Safety Indicators USA 2018)

In Pakistan, Nooruddin and Baig (2014) discovered that the majority a of the teachers (95%) and students (86%) feel that the school leadership influences students' behaviour management through providing awards to the students for good behaviour rather than consequences for misbehaviour, and awards are considered a positive means of influence as compared to consequences. Also, the sports activities and club activities were ranked as favourite positive support system by the students as well as the teachers.

In Nigeria, Lukman and Hamadi (2004) found out the typical examples of disciplinary problems experienced in Nigerian secondary schools as truancy, absenteeism, fighting, stealing and drug addiction, among others. This study asserts that discipline is not necessarily punishment but punishment is one of the disciplinary measures. The same applies to Botwana where discipline problems manifest in different forms especially bullying, vandalism, alcohol and substance abuse, truancy and unwillingness to do homework (Garagae, 2017). In Kenya, Muchiri (1998) identified some forms of indiscipline commonly experienced in schools as absenteeism, persistent or non-completion of work, fighting in the school compound, deviance of school rules, refusal to carry out punishment, smoking, late coming, and drug abuse.

Students' indiscipline in Ugandan secondary schools has been a point of concern; for example, the study by Kabandize (2004) found out that the indiscipline of students in Ugandan schools manifests itself in the abuse of drugs and other substances by students. Students have turned to drugs out of pressure to shine in their academics. He also noted that the modes of punishment used by teachers are degrading and lowers self-esteem of students. In a related development,

Rukundo (2009) in his study on the relationship between management and strikes in secondary schools of Uganda, reveals that causes of strikes are indiscipline among students, harsh punishment, failure of administrators to respond to warnings from students, failure to involve stakeholders in decision making, misuse of school funds, external influence, tradition of strike were among the causes of strikes. This implies that discipline in secondary schools can as well be influenced by other factors; however, in this study the researcher concentrated on the Head Teachers' administrative practices of use of school rules and regulations, Head Teachers' means of communication, Head Teachers' use of guidance and counselling and Head Teachers' involvement of student council/prefects' body in school administration.

In a related development, Kiggudu (2009) carried out a study on the influence of discipline management by head teachers on students' academic performance in selected private secondary schools of Busiro county in Wakiso district and found out that in most secondary schools in the area, students break school rules and regulations with widespread 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. Besides the above, it was also found out that all schools had written rules and regulations. However, such regulations were often not clear and hence not understood by students which led to violations because they were not involved in the formulation of regulations. Ndagire (2012) researched on the management of students' discipline in private secondary schools in Entebbe Municipality, Wakiso district and found out that school rules and regulations had a strong effect on the discipline of students in Entebbe Municipality.

In the same study by Ndagire (2012) it was also found out that there is a glaring gap in communication, especially on discipline issues and implementation of rules and regulations in secondary schools. As a result, the discipline standards in private secondary schools have gone down drastically. In addition, the methods employed by Head Teachers in dealing with indiscipline are not effective. Ndagire (2012) also continues to point out that communication is very important especially when trying to curb indiscipline in schools which motivates the students to engage in their education. This communication involves the exchange of ideas, feelings, and resources to facilitate the relationship between the students in the classroom setting and the teachers or administrators. I agree with the findings above because gaps in

communication between the head teacher and students hinder feedback from either party, leading to poor discipline management.

Another study by Sekiwu (2013) found out that the management of discipline needs collective responsibility from the administration and educators. The school administration must be at the forefront of the disciplinary process because they are the custodians of moral rearmament in schools. Sekiwu (2013) further revealed that the use of prefects is an effective school management strategy used by Kampala district schools to provide a platform to the learners to competently participate in the management of learner affairs. Prefects are student leaders who know much about the learners' experiences. Prefects can provide reciprocal headship that is viable in the effectual implementation of a framework of optimal value integration into management of school discipline. Okumbe (2001) asserts that prefects are always required to be role models. In the same line, Sekiwu (2013) observed that,

> *"Prefects are important pillars for enhancing positive school discipline because they have a personal understanding of their fellow learners and can advise administration on better strategies to assume in order to improve learning" (p.275).*

It is true when prefects are involved in the management of the affairs of the learners, it becomes a vital foundation for the top administrators in handling discipline of learners.

Studies carried out in Ntungamo district byAtuhaire (2016), as cited in Ensiyaitu (2018), revealed that there have been several cases of student unrest in Ntungamo District, students of Itojo Central Secondary school were involved in a strike in 2013. Similarly, the strike by students of St. Peters Secondary School-Rwera in 2014 involved breaking of window glasses and beating up of the Deputy Head Teacher. The immediate action resulted into closure of the school before the end of the term and the expulsion of seven students (Ntungamo Police Report, 2015). At Kyamate Secondary School, students burnt down the office of the Head Teacher and destroyed school records in 2015. The school was closed for one month, five students were imprisoned and one teacher dismissed from the school (Ntungamo Police Report, 2015).

In a related development in Ruhama County in 2015, four schools (Ntungamo Police Report, 2015) participated in destructive strikes. These were Student strikes at Rweikiniro Secondary which resulted in the burning of a class room and a bookstore to ashes. Students raped a female music teacher and ate three school goats. Police arrested eight students and their parents paid for the damaged school property (Ntungamo Police Report, 2015).At Nyakyera Secondary School, students attacked a parish priest and robbed three goats and five chicken from the parish. The strike resulted in the closure of the school for two weeks and parents paid for and replaced the damaged property at the parish.

There is enough evidence that students' riots have been common in Rushenyi county. For instance, students of Kabezi Seed School became violent and burnt the school science laboratory, assaulted the Director of studies nearly to death on allegation that he was too strict. The ring leaders were arrested and parents paid one million shillings for the vandalized property and medical bills for the director of studies (Rubaare Police Report, 2019).

Therefore, it is against this background that the researcher sought to examine the influence of Head Teachers' administrative practices on students' discipline in secondary schools of RushenyiCounty, Ntungamo District.

1.3 Statement of the Problem

In recent years (2014-2019) students' discipline issues within secondary schools in Ntungamo District have been of intensive worry. For instance, in 2015 students of Kabezi Seed School became violent and burnt the school science laboratory assaulted the Director of studies nearly to death on allegation that he was too strict, Malicious damage and assault at St. Paul's High School Rushoka (Ntungamo Police Report, 2015), Rubaare Secondary School in 2019 experienced two consecutive strikes (Rubaare Police Report 2019), St. Peter's SS Bwizibwera students went on strike alleging mistreatment by the Parish priest/Reverend Father and poor feeding. Students vandalized classrooms, both boys and girls slept outside and the Police stayed at school for the entire night (Rubaare Police Report 2019). In Global High School-Omungyenyi, there was rampant escaping from school to Rubaare market without permission.

These incidents have become a concern to educationists, parents, students and politicians, and if this problem is not solved the aims and objectives of education cannot be achieved and the learning period of innocent learners is lost.

There is limited research on Head Teachers' administrative practices on students' discipline in Rushenyi County to bring on board how school rules and regulations, communication, guidance and counselling and involvement of prefects can be used to enhance students' discipline. Therefore, it is against this background that the researcher was prompted to carry out this study to find out whether the discipline of students is associated with the Head Teachers' administrative practices.

1.4 Purpose of the Study

The purpose of the study was to examine the influence of Head Teachers' administrative practices on students' discipline in selected secondary schools in Rushenyi County, Ntungamo district.

1.5 Objectives of the Study

The research study was guided by the following objectives:

i. To establish how the Head Teachers' use of school rules and regulations influences students' discipline in selected secondary schools;
ii. To assess the extent to which the Head Teachers' means of communication influences students' discipline in selected secondary schools;
iii. To establish how the Head Teachers' use of guidance and counselling influences student's discipline in selected secondary schools;
iv. To examine how the Head Teachers' involvement of students' council/prefects' body influences students' discipline in selected secondary schools.

1.6 Research Questions

The study was guided by the following research questions:

i. How does the head teachers' use of school rules and regulations influences students' discipline in selected secondary schools?
ii. To what extent does the head teachers' mean of communication influences students' discipline in selected secondary schools?
iii. How does guidance and counseling influence students' discipline in selected secondary schools?
iv. How does student council/prefects' body influences students' discipline in selected secondary schools?

1.7 Scope of the Study

The scope of the study was categorized into three sub-sections: geographical, content and time scope.

1.7.1 Geographical Scope of the Study

The study was carried out in both government and private secondary schools of Rushenyi County, Ntungamo district in South Western Uganda. Rushenyi County is composed of four sub counties and two town councils of Rubaare Sub County, Rugarama north, Rugarama south, Ngoma Sub County, Rwentobo - Rwahi Town Council and Rubaare Town council respectively. There are 14 (fourteen) secondary schools and the researcher selected only 6 (six) secondary schools.

1.7.2 Content Scope

The study focused on the influence of Head Teachers' administrative practices on students' discipline using indicators of school rules and regulations, means of communication, guidance and counselling and use of student council/prefects.

1.7.3 Time Scope

Time scope refers to the periodic limitation of the study. This study looked at a period of five years from 2014 to 2019 because this was a period when the indiscipline of students in Ntungamo district was at its peak.

1.8 Significance of the Study

i. The findings of the study will benefit stakeholders in the management of schools such as Board of Governors, parents and social workers. This is because the study looked at the underlying factors behind students' indiscipline and how to address them.

ii. The study will help Head teachers by creating awareness of the influence their workhas on students' discipline and it is hoped that this knowledge will them improve the performance of their duties. In addition, the study will also lead to the improvement of administrative practices that school heads use and employ in addressing students' discipline.

iii. The study findings will be vital to the school administrators in preparing young people for leadership roles in future. This is because the student council actually comprises future societal leaders and an early training in school would enable them to take administrative and leadership roles.

iv. The study findings will add knowledge to the already existing stock of knowledge on the administrative practices in addressing student discipline in secondary schools. It will also form a foundation on which other researchers will develop their research studies.

1.9 Definition of Key Terms

The following terms were given operational meaning for the purpose of this study: -

i. **Head Teacher**. In a Ugandan context, a Head Teacher is a head of a school from Nursery School to Secondary School and he/she is in charge of overall management of the institution including discipline.

ii. **Administrative Practices**: These are school activities executed by administrators to address students' discipline and other issues in managing schools.

iii. **Rules and Regulations**: These are general principles or rules with or without the coercive power of law employed in controlling, directing, or managing an activity, organization, or system.

iv. **Communication:** This refers to the sending information or message from the sender to the receiver and the sender gets feedback.

v. **Guidance and Counselling.** Guidance and counselling is defined as a process of helping an individual become fully aware of themselves and ways in which they are responding to the influence of his or her environment (Akinade, 2012).

vi. **Discipline**: Refers to the process of training or controlling, often using a system of punishment which is aimed at causing the recipients to obey the rules and regulations.

vii. **Student Discipline**: Refers to the control of students' or one`s own emotions and actions for the development of desirable attitude according to acceptable norms.

viii. **Student Council**: Refers to a group of students with leadership qualities either selected by the school authority or elected by other students in a school and are given powers to guide, control and manage the rest of the students.

ix. **Indiscipline**: Refers to unruliness or unwillingness to make any effort required to achieve certain predetermined organizational goals and objectives.

x. **Secondary Schools**: Within the Ugandan context, secondary schools refer to formal institutions of learning with classes ranging from Senior one to Senior six.

1.10 Conceptual Framework

A conceptual frame work is defined as a structure which the researcher believes can best explain the natural progression of the phenomenon under study (Camp, 2001). The Conceptual framework used here is the researcher's constructed model which explains the relationship which exists between the variables in the study.

Independent Variable (IV) **Dependent Variable (DV)**

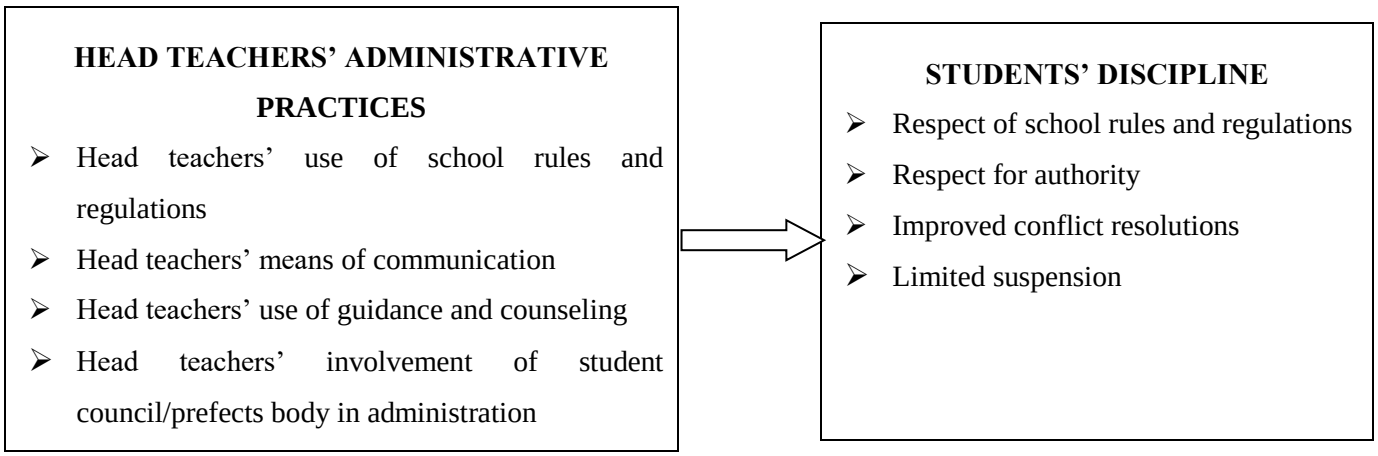

Figure 1: Conceptual framework of Head Teachers' administrative practices and students' discipline

The conceptual framework clearly illustrates how different elements under the study relate with and influence each other.

The discipline management of students largely depends on the Head Teachers' administrative practices. Head Teacher's administrative practices constitute the independent variable which include among other things, Head Teachers' use of school rules and regulations, Head Teachers' mean of communication, Head Teachers' use of guidance and counselling and Head Teachers' involvement of student council/prefects body in school administration; whereas students' discipline constitutes the dependent variable which includes: respect for school rules and regulations, respect for authority, improved conflict resolution, and limited suspension.

CHAPTER TWO:

LITERATURE REVIEW

2.1 Introduction

The literature in this chapter was basically derived from the works of other researchers and scholars, observation and experiences reported in the textbooks, journals, magazines newspapers and online sources basing on the four objectives of the study which seek to establish the influence of Head Teacher administrative practices on students' discipline.

2.2 Concept of Students' Discipline

Discipline has been defined differently by different scholars; for example, Ssekamwa (2000) defines discipline as the development of self-worth, self-control, respect for self and others and adherence to the school routine set up in terms of schedules and school regulations. In relation to this, discipline is defined as the process of training or controlling, often using a system of punishment which is aimed at causing the recipients to obey the rules (Sushila, 2004). He continues to say that discipline is the most effective component of running an educational institution and is manifested when the school becomes a harmonious, respectable and secure where students behave responsibly and aware of their actions and their consequences. In the same vein, Bahemuka (1998) defines discipline as a means to bring control, train to obedience and order or drill. Discipline in a school is a function the administration and therefore a principal as a leader should have a clear policy of what he or she desires for the school to ensure successful management of the institution (Kiprop, 2007). In a related context, Cotton (2000) defines school discipline as a form of discipline appropriate to the regulation of children and the maintenance of order in the school.

Furthermore, Muchiri (1998) identified some forms of indiscipline commonly experienced in schools which included absenteeism, persistent or non-completion of work, fighting in the school compound, deviance of school rules, refusal to carry out punishment, smoking, late coming, laziness and drug abuse. The symptoms of indiscipline in schools include late coming, habitual absenteeism, telling lies, inattentiveness, disruption in classes, evading school activities, bullying, indecent dressing, misuse of mobile phones, rudeness, vandalism, aggressiveness,

smocking, alcoholism, and disrespect of authority, which in deed leads to total chaos, a situation that makes realization of school goals a nightmare, especially academic performance (Mafabi, 2005). Further, Ayieko (1998) argued that discipline problems may include destruction of school property such as burning of dormitories, among many others.

2.3 The Head Teachers' use of School Rules and Regulations on Student's Discipline

Schools rules and regulations are among the strategies designed to instil good conduct of students which implies self-control, orderliness, good behaviour and obedience to school authority (Adams, 2003). He further notes that on admission to schools especially at secondary level, students are given prospectuses, which spell out some of the expectations (Adams, 2003). Accordingly, the main aims of rules and regulations are to nurture the students to help them become responsible citizens in the future (Simatwa, 2002). In this regard, Chaplain (2003) stresses that the purpose of school rules is to create a safe and warm environment. Therefore, the aim of school discipline should be in the angle of helping students to cope well, be happy, safe and useful to the society they belong to (Nakpodia, 2010).

In the study by Ayuu (2018) on the management of discipline and academic performance in secondary schools of Arua district, Uganda, it was revealed that copies of school rules and regulations were issued to every student to read and follow what was demanded as evidenced by the majority (76.1%) of the respondents. Rules and regulations play a fundamental role in levelling expectations of students, clarifying school mission and vision. Similarly, school rules and regulations are set for the proper governing of the various lifestyles of students containing the dos and don'ts (Okumbe, 1998). I agree with these scholars. However, these researchers carried the studies in different locations, not Rushenyi County in Ntungamo district, hence a need for this study.

In relation to this, Kiggundu (2009) carried out a study on the influence of discipline management by Head Teachers on students' academic performance in selected private secondary schools of Busiro county in Wakiso district. The study established that in most secondary schools in the area, students break school rules and regulations with widespread 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.

Besides the above, it was also found out that all schools had written rules and regulations. However, such regulations were often not clear and hence not understood by students which led to violations because they were not involved in the formulation of regulations. This study concentrated on discipline management on academic performance, but the current study seeks to establish Head Teacher's administrative practices on the management of students' discipline. Therefore, a gap to be filled remained which lead to this study.

Furthermore, Ndagire (2012) on the management of students' discipline in private secondary schools in Entebbe Municipality, Wakiso district, and found out that school rules and regulations had a strong effect on the discipline of students in Entebbe Municipality. Similarly, Maria (2013) revealed that students were not adequately involved in the formulation of school rules and regulations, though they were highly involved in the implementation process.

In a related context, Kabandize (2004) conducted 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. In the same vein, Cotton (2000) asserts 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 a custom in many secondary schools for students to break school rules and regulations with impunity, showing lack of respect to school authority, damaging 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 defence (Cotton, 2000). 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' behaviour in schools in different locations, a gap remained on how school administrators' use of rules and regulations to manage students' discipline in Rushenyi County, Ntungamo District.

2.4 The Head Teachers' Means of Communication on Student's Discipline

Communication is the exchange of information and transmissions of meanings (Okumbe, 1999). He explains the importance of communication as that of motivating teachers, students and other workers in an education institution and controlling the behaviour of teachers, students and non-teaching staff members. Robbin (2001) defines communication as any act by which one person

gives to or receives from another person information about that person's needs, desires, perceptions, knowledge or affective states. Mbiti (2007) asserts that written communication conveys a lot of information not only from one person to another but also from generation to generation. He continues that in a school, official letters, circulars, memos, notices, suggestion boxes, minutes, reports, printouts, school magazines and handbooks are means of communication. Mbiti (2007) further says that written work is more permanent and less liable to misinterpretation. To me communication is the transfer of information from the sender to the receiver and finally the sender gets feedback.

In addition to the above, in a study carried out by Barogo (2016) on school administrative strategies on students' discipline in public secondary schools in Kisii Central District, Kenya found out that principals use well-spelt written communication through official letters, circulars, memos, notices, suggestion boxes, minute reports, printouts, school magazines and handbooks in their schools to communicate. To note still, principals use open communication to students which is clear and continuous; school mission and vision are well communicated through school badges and signposts. In addition to the above, another study carried out by Kindiki (2009) on effectiveness of communication on students' discipline in secondary schools in Naivasha district, Kenya, found out that many respondents did not indicate meetings as channels of communications used by principals which means that meetings are never used much as some respondents preferred meetings and morning assemblies to be the most favoured ways of passing information from the school administration to the students and vice versa. This makes students feel free to communicate their views without fearing being victimized. In the study above, Head Teachers ignored using meetings as a way of communication, yet meetings are crucial in the management of discipline in secondary schools. To the contrary, Githui (2013) revealed that holding of classroom meetings is a vital communication strategy while handling discipline of students. Therefore, there was a need for this study to ascertain how the Head Teachers' means of communication enhances students' discipline.

In a related study, Okumbe (1998) asserts that principals should encourage open-door policy where students are free to see the head of the institution to explain their problems; should encourage students to bring new chamber as well as creative ideas; accept that they are capable of making mistakes; allow students to question their views; show no favourites and treat all

students equally; encourage democratic form of school organization in which students elect their own leaders; provide a suggestion box within the school for students to give independent views. Elsewhere, Mukindi (1991) examined the importance of communication when carrying out administrative tasks. His study recommended for interactive communication techniques such as dialogue between the Principal and students. For Head Teachers to maintain students' discipline, should always communicate in time. In this connection, it is significant for school principals to ensure that there is communication in three major channels namely: downward, upward and lateral (horizontal) (Barasa, 2007).

Another study by Ndagire (2012) on the management of students' discipline in secondary schools in Entebbe Municipality, Wakiso district, found out that there is a glaring gap in communication, especially on discipline issues and implementation of rules and regulations in secondary schools. As a result, the discipline standards in private secondary schools have gone down drastically. In addition, the methods employed by Head Teachers in dealing with indiscipline are not effective. Githui (2013) also reveals that communication during assembly is a communication strategy to instil discipline among students. Ndagire (2012) also points out that communication is very important especially when trying to curb indiscipline in schools which motivates the students to engage in their education. This communication involves the exchange of ideas, feelings, and resources to facilitate the relationship between the students in the classroom setting and the teachers or administrators. I agree with the findings above because gaps in communication between the Head Teachers and students hinder feedback from either party, leading to poor discipline management.

2.5 The Head Teachers' Use of Guidance and Counselling on Students' Discipline

Guidance and counselling is defined as a process of helping individuals become fully aware of themselves and ways in which they are responding to the influence of their environment (Akinade, 2012). Further, Egbo (2013) defines counselling s a learning process in which a counsellor helps individuals to learn and understand themselves and their environment and be in position to choose the right type of behaviour that will help them develop, grow, progress, ascend, mature, and set up, educationally, vocationally and socio personally.

In the study by Nyan (2014) on students' and Teachers' perception of guidance and counselling in selected secondary schools in Pallisa district, Eastern Uganda, it was found out that guidance and counselling services are necessary in secondary schools and should be implemented in the district. However, the study concentrated on students' and teachers' perception of guidance and counselling and did not give attention to the role of guidance and counselling as a head teachers' administrative practice used in the management of students' discipline which makes this study inevitable. Samoei (2012) in his study found out that Head/deputy head teacher and Head of guidance and counselling organize the guidance and counselling services in the school, offer guidance and counselling services to the students and invite guest speakers and link guidance and counselling department with the office of the head teacher and identify the students who need guidance and counselling.

In a related development, Githui (2013) reveals that guidance and counselling is a method for instilling discipline among students. Similarly, Ajowi and Simatwa (2010) carried out a study on the role of guidance and counselling in promoting students' discipline in selected secondary schools in Kisumu district, Kenya, and found out that guidance and counselling was not widely used in handling disciplinary cases. The study also established that schools guidance and counselling was used only after punishments had been given. However, much as the above may be the case, guidance and counselling should be provided to students as a preventive measure to curb indiscipline of students.

Another related study by Samoei (2012) on the role of guidance and counselling in the management of students' discipline in secondary schools of Londian district, Kericho county in Kenya, found out that among the common disciplinary methods like corporal punishment, suspension, manual labour, and sending students out of class, guidance and counselling was the least to be used. It was concluded that heads of schools should organize guidance and counselling services, offer guidance and counselling services to the students and teachers, invite guest speakers and link guidance and counselling with the office of the Head Teacher and identify students who need guidance and counselling.

In addition, Mikaye (2012) found out that through guidance and counselling, comprehensive advice on students' careers is given to students and even students are helped to be well behaved

with even improved academic performance and problems among students become less. Similarly, Gumisiriza (2012) asserts that guidance and counselling services are widely known to be beneficial in shaping the thinking and decision making capabilities of both students and people at work.

Conclusively, effective guidance and counselling service need to be based on complete understanding of student experience. Thus effective guidance and counselling service are not only crucial for those students who deviate from the norms, but for all students as noted by Mutie and Ndambuki (2004). Therefore, all students would require guidance and counselling service in order to develop their academic, social and personal competence. Counselling is also a method of behaviour change.

2.6 The Head Teachers' Use of Students' Council/Prefects' Body on Students' Discipline

A study carried out by Mukiri (2014) on the role of prefects in enhancing discipline among students in public secondary schools in Embu West district, Embu County, Kenya, found out that prefects were involved in assisting the administration in directing students, especially maintaining discipline in schools, supervision of duties in the dining hall, school compound and in the dormitories and giving information about the welfare of students in the dormitories. Similarly, Denton (2003) asserts that prefects play a significant role in the learning of a school given that they are in charge of students' welfare, coordination of co-curricular activities, supervision of learning activities during morning and evening preparations and when situation arises that they should do so. Prefects also check for students' attendance in classes and other activities and they are charged with, dealing with minor cases of indiscipline. This implies that prefects act as a link between the students and the school administration. It also implies that they are in a position to detect indiscipline cases and report them to the administration as they have direct contact with the students unlike the administration.

Furthermore, Katolo (2016) on principals' leadership practices and their influence on students' discipline in public secondary schools in Makindu Sub County, Kenya, found out that the student council is consulted when making school rules and other major school decisions like diet, dressing code and cancellation of trips. This implies that through consultations between school management and student council, the student- teacher relationship is improved and that schools

should have students' councils whereby matters affecting the schools are discussed by both teachers and students. The student council suggests possible ways of improving the school and plays an important role in mentoring young pupils since they perform delegated duties concerned with day-to-day life in school, for example, co-ordination of activities, dealing with minor cases of discipline, taking responsibility of students' welfare, supervising manual work, taking the roll call and making announcements at assembly Katolo (2016). This is in line with Kibaka's (2005) findings which indicate that, students should be allowed to participate in school administration such as, electing leaders like monitors and prefects, supervising manual work ,taking roll calls in class or dormitory, making announcements at assemblies, deciding school menu, code of dressing and counselling fellow students in the school.

Research conducted by Onditi (2018) on managing student discipline through student leadership in Kenyan secondary school, indicates that student leaders can be instrumental in solving disputes among other students, thus bringing down the level of conflict and disruptive behaviour in the school system. Kombo (2006) agrees with Onditi (2018) that the school administration should make possible means and promote more adaptive behaviour in students and make them better able to solve their problems more independently and effectively.

Complaints and grievances of students are raised and settled through prefects' bodies and can be organized in different ways, for example, with some being "safety" values where administrators listen to students' complaints and work upon them amicably. Therefore, the prefects' body is responsible for raising student's ideas, opinions, suggestions and complaints to the school administrators for immediate attention (Marwa, 2014). Related to the above, Sekiwu (2013) revealed that the use of prefects is an effective school management strategy used by Kampala district schools to provide a platform to the learners to competently participate in the management of learner affairs. Prefects are student leaders who know much about the learners' experiences. Prefects can provide reciprocal headship that is viable in the effectual implementation of a framework of optimal value integration into the management of school discipline.

Finally, there is limited literature related to the use of student council/ prefects in the management of discipline in Uganda and that is why most studies have been derived from Kenya; hence the need for the current study.

2.7 Literature/Knowledge Gap

There has been a number of research studies carried on the management of discipline in secondary schools in Uganda and outside Uganda. Some of the studies have been carried out on: management of students' discipline in secondary schools in Kampala District schools (Kabandize, 2004): management of school rules and its influence on students' academic performance in Wakiso district (Kiggundu, 2009); management of student's discipline in private secondary schools in Entebbe Municipality in Wakiso District (Ndagire, 2012); integration of values into management of learners' discipline in Uganda (Sekiwu, 2013); management of students' discipline and academic performance in selected secondary schools in Arua district Uganda (Ayuu, 2018); students' and Teachers' perception of guidance and counselling in selected secondary schools in Pallisa district, Eastern Uganda (Nyan, 2014).

The literature reviewed was based on studies carried out in different geographical areas (Kindiki, 2009; Ajoi & Simatwa, 2010; Wilson, 2012; Anna, 2013; and Katolo, 2016).

These studies put much concern on the issue of discipline without focusing on the Head Teachers' administrative practices of school rules and regulations, guidance and counselling; Head Teachers' means of communication and use of student council/prefects' body, which may be used to manage discipline.

The literature reviewed has not been adequate to shed light on the Head Teachers' administrative practices on the management of students' discipline given the wide scope of the subject under study. Nevertheless, the review has helped to reveal knowledge gaps about the situation surrounding the influence of school administrative practices' on the management of students' discipline. This study therefore attempted to bridge this gap. All these studies do not address the variables of the current study -- a clear justification of the study. The next chapter explains the methodology that was used for investigating the variables of the study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter covers the research methodology that was used to conduct the study. This included research design, area of the study, target population, sample size, sampling technique, research procedure, data collection instrument, validity and reliability of research instruments, research procedure, ethical consideration, data analysis and presentation.

3.2 Research Design

Research design is the plan of action the researcher adopts for answering the research questions and it sets up the framework for study or is the blueprint of the researcher (Kerlinger, 1973). The study employed the descriptive research design and correlation research design. The researcher used descriptive research design in order to attempt to establish the level/status of Head Teachers' administrative practices and students' discipline stood at the time of investigation by use of arithmetic mean, and standard deviations. Descriptive research studies are those studies which are concerned with describing the characteristics of a particular individual or group of people (Kothari, 2004). Correlation research design was also used in the study to establish the relationship or effect between Head Teachers' administrative practices and students' discipline (Kothari, 2004). A cross-sectional research design was also used because the researcher interacted with the participants in a single encounter. The design enabled collection of both quantitative and qualitative data. John and Onwuegbuzie (2004) define mixed method as the type of investigation whereby the researcher mixes or combines quantitative and qualitative research techniques within the same study.

3.3 Context of the Study

The study was carried out in Rushenyi County in Ntungamo district. This area comprises fourteen secondary schools with one single-sex (only girls) boarding private secondary school and thirteen mixed day and boarding secondary schools In order to have a fair distribution, the

study was carried out in six secondary schools. (Three government-aided secondary schools and three privately owned secondary schools were selected).

3.4 Target Population

Borg and Gall (1989) define target population as all members of real or hypothetical set of people or events or objects to which the result of a research would be generalized. The parent population for the study comprised Head teachers, Deputy Head Teachers, teachers, prefects plus S.4 and S.6 students of secondary schools in Rushenyi county, Ntungamo district. All these categories were selected because they comprised the major disciplinary indicators in the school administration (Kothari, 1997) and were believed to be the key stakeholders involved in the enhancement of discipline among students in the respective secondary schools. The target population was 1682 comprising 14 Head teachers, 14 Deputy Head Teachers, 350 teachers, 1304 S.4 and S.6 students and prefects

3.5 Sample Size

Sample size refers to the number of items to be selected from the total population to constitute a sample (Kothari, 2004). The sample size was drawn from selected secondary schools in the study context. Six secondary schools were selected as the study sample in order to make an in-depth analysis about school administrative practices and the management of students' discipline. These were three government-aided secondary schools (out of eight) and three privately-owned secondary schools (out of six). Sample size of respondents was 348 comprising 06 Head teachers, 06 Deputy Head Teachers, 72 teachers, 204 (S.4 and S.6) students and 60 prefects. This sample size was based on Mugenda and Mugenda (2008) indicating that 10% to 30% of populace is adequate for descriptive studies.

Table 1. Target Population and Sample size

Category	Target Population	Sample size	Percent	Sampling procedure
Head Teacher	14	6	43%	Purposive Sampling
Deputy Head Teacher	14	6	43%	Purposive Sampling
Teachers	350	72	21%	Convenient Sampling
S.4 and S.6 Students	1024	204	20%	Simple random sampling
Prefects	280	60	21%	Simple random sampling
Total	**1682**	**348**	**21%**	

Source: DEO's Office

3.6 Sampling Procedures

Sampling procedures employed in this study were stratified sampling, purposive sampling, convenient sampling, and simple random sampling. The researcher used stratified random sampling to select secondary schools. Stratified sampling is a sampling technique which is generally applied when the population is divided in strata that are individually homogeneous and samples are got from each stratum to constitute a sample. Both private and government, single or mixed and boarding or day schools were selected.

Purposive sampling in this study involved the selection of those participants who portrayed the key characteristics or elements with the potential of yielding the right information. According to Fraenkel and Wallen (2000), purposive sampling is an occasion based on previous knowledge of a population and the specific purpose of the research investigators for use in personal judgements to select a sample. Head Teachers, Deputy Head Teacher in-charge of discipline were selected purposively because they were the custodians of school discipline by virtue of their positions and were assumed to have adequate knowledge on school discipline, formulation and implementation of school policies, rules and regulations in the schools and employed strategies to effectively enhance discipline, whereas teachers were recruited using convenient sampling. The researcher interviewed whoever was conveniently available as long as he/she fitted in the sample. Students and prefects were selected using simple random sampling without replacement because each

individual was chosen randomly and entirely by chance hence it was categorized as probability sampling and even it was an unbiased surveying technique (Oso & Onen, 2008).

3.7 Sources of Data

3.7.1 Primary Data

The researcher collected primary data using questionnaires and interview guide.

3.7.2 Secondary Data

The main sources of secondary data were articles, books, magazines, police reports, school records, journals and online sources.

3.8 Data Collection Tools/Instruments

3.8.1 Interview Guide

An interview guide was prepared to assist the researcher collect data through face-to-face interviews. These were conducted with the Head Teachers only, and the main rationale of using interview guide was to solicit views on the management of students' discipline. This was due to the fact that interviews provided greater flexibility and opportunity to restructure questions (Kothari, 2004).

3.8.2 Questionnaires

The questionnaire was the main instrument of data collection in this study, which was structured and self-administered with both closed-ended and open-ended questionnaires for Deputy Head Teachers, teachers, prefects and students of S.4 and S.6 in the selected secondary schools. Structured questionnaires are simple to administer and relatively cheaper to analyse (Kothari, 2004). Questionnaires were used because they were easy to administer on a large number of respondents and they saved time. Self-administered questionnaires were used because they allowed time to respond to the questions without supervision.

3.8.3 Documentary Review

Documentary review was used as a research instrument in this study context. This data collection method involved examination of school documents or records and police report related to

students' discipline. These included official minutes of meetings, correspondence, students' roll call files, and students' disciplinary record files. Data collected using documentary review helped the researcher to cross-check the consistency of the data collected using the questionnaires and interview guides (Borg and Gall, 1993). The use of documentary review such as disciplinary record files enabled the researcher to record information regarding the type of misconduct and punishment awarded to the culprits and to obtain some information regarding the type of misconduct and punishment given to students.

3.9 Data Quality Control and Management

3.9.1 Validity of the Instruments

$$\textbf{Content Validity Index (CVI)} = \frac{\text{Number of valid items}}{\text{Total number of items in the questionnaire}}$$

Table 1: Validity index

Instrument	Total of items	Total of valid items	Content validity index
Deputies & teachers	50	46	.92
Students	50	45	.90
Prefects	47	42	.89

Basing on the content validity scores, all of which were above 0.7, the researcher concluded that the items used in the study covered the entire content on Head Teachers' administrative practices and students' discipline. The validity scores indicate that the instruments were judged by experts as adequate to measure the problem under investigation. This was supported by Amin (2005), who stated that for any instrument(s) to be accepted as valid, the average index should be 0.7 and above.

3.9.2 Reliability of the Instruments

Table 2: Reliability Statistics

Instrument	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No. of Items
Deputies & teachers	.966	.962	46
Students	.920	.904	45
Prefects	.917	.897	42

The reliability coefficients of the items used in this study were above 0.7, as measured by Cronbach's alpha coefficient ($\alpha > .70$). The statistics imply that the instruments used in investigating head teachers' administrative practices and students' discipline were internally stable. The internal consistency of the instruments suggested that they could be used for generalizability and conclusion.

3.10 Research Procedure

The researcher obtained an introductory letter from the Directorate of Post Graduate Training at Kabale University which introduced him to the school administrators and district education officials in Ntungamo District. The researcher used the permission letter to meet the school authorities and scheduled time to distribute questionnaire to Deputy Head Teachers, teachers, students and prefects, access documents, and convenient time for the interview with the head teachers and arranged with respondents appropriate time for collecting questionnaires. Thereafter, the researcher returned to the respondents on the agreed dates for data collection.

3.11 Ethical Considerations

Ethical considerations in research involve outlining the content of research and what would be required of participants, how informed consent will be obtained and confidentiality ensured. The researcher first sought consent from the respondents before engaging them in the study. The

researcher also sought consent of students who were below the age of 18 years from their Head Teachers.

The researcher explained the aims of the study context to respondents and informed them that their participation was voluntary. The researcher also explained the possible benefits to the participants/respondents as a result of the study. Participants/respondents were actually treated with due respect and their names and information were not included in the research report to protect their confidentiality.

3.12 Data analysis

Data analysis is a process which involves editing, coding, classifying and tabulating raw data (Kothari, 2004). Quantitative data was analysed descriptively using tables, frequencies, percentages, tables, mean and standard deviations. Descriptive statistical techniques were used to portray the status of head teachers' administrative practices and students' discipline among the selected schools. Inferential statistics (regression) were used to measure the extent to which head teachers' administrative practices influenced students' discipline. Qualitative data was analysed thematically through arranging responses according to the themes.

3.13 Data Presentation

The researcher used tables and figures to present the processed data. Word document reporting format was used to present discussion of the findings, summary, recommendations and conclusions. These methods were used because they are simple to apply and easy to understand.

CHAPTER FOUR:

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter is a presentation of findings, analysis and interpretation. The researcher used tables and figures for data presentation, and statistical techniques for data analysis. The analysis was structured according to the statistical techniques used.

4.2 Response Rate

Table 4 Response Rate

Category	Sample size	Returned Instruments
Head teacher	6	6
Deputy Head teacher	6	6
Teachers	72	64
S.4 and S.8 Students	204	189
Prefects	60	60
Total	**348**	**325**

Data instruments were administered in person to the Head Teachers, Deputy Head Teachers, teachers, prefects and students. Out of 348 sampled respondents, 325 successfully responded whereas 23 did not return the questionnaires. This meant that the respondents were interested in the topic at hand. Therefore, the total return rate was 93%, meaning that the respondent rate was adequate for analysis since it was more than 70% (Mugenda & Mugenda, 2008).

4.3 Demographic Characteristics

The researcher examined a number of demographic characteristics to find out how they affected head teachers' administrative practices and students discipline. The findings were summarized in the table below.

Table 5: Students' Demographic characteristics

Variables List	Categories	Frequency	Percent
Gender	Male	69	36.5
	Female	120	63.5
	Total	**189**	**100**
Age	Below 15	7	3.7
	16 – 22	182	96.3
	Total	**189**	**100**
Class	Senior four	108	57.1
	Senior six	81	42.9
	Total	**189**	**100**
Type of school	Girls only	34	18
	Mixed	155	82
	Total	**189**	**100**
Category of school	Day and boarding	155	82
	Boarding	34	18
	Total	**189**	**100**
School discipline	Very good	6	3.2
	Good	26	13.8
	Average	128	67.7
	Poor	26	13.8
	Very poor	3	1.6
	Total	**189**	**100**

The study was dominated by female students who constituted 63.5% while the male students constituted 36.5%. This is because one of the schools sampled was purely a girls' boarding secondary school. Most of the students were of age 16 – 22 years (96.3%) while only 3.7% were below 16 years. This was because all of them were candidates of S.4 and S.6 and above all this age bracket was stubborn. While the study targeted candidate classes, most of the students who took part in the study came from senior four (57.1%) compared to 42.9% who came from senior six. Due to the fact that these were candidate students of S.4 and in adolescence age, they were prone to indiscipline. Most of the students who took part in the study came from mixed schools

(81.5%) compared to those who came from schools for girls only (18.5%). This was because there were many issues of discipline in mixed school due to opposite sex. Most of the students who took part in the study came from day and boarding schools (82.0%) while only 18% came from boarding school. Both day and boarding schools are characterized by different categories of indiscipline and they could provide adequate data on discipline. Most of the students ranked their schools as 'average' in terms of discipline (67.7%). The students avoided extreme rankings of either "very good" or "very poor".

Table 6: Prefects' Demographic characteristics

Variables List	**Categories**	**Frequency**	**Percent**
Gender	Male	30	50
	Female	30	50
	Total	**60**	**100**
Age	Below 15	6	10
	16 – 22	44	90
	Total	**60**	**100**
Class	Senior four	32	53
	Senior six	28	47
	Total	**60**	**100**
Type of school	Girls only	10	17
	Mixed	50	83
	Total	**60**	**100**
Category of school	Day and boarding	50	83
	Boarding	10	17
	Total	**60**	**100**
School discipline	Very good	2	3
	Good	15	25
	Average	33	55
	Poor	10	17
	Very poor	0	0

	Total	**60**	**100**

From the demographic characteristics of the prefects, a half (50%) were female and another 50% were male. Most of the students were of age 16 – 22 years (90%) while only 10% were below 16 years. Still most of the prefects who participated in the study came from Senior Four (53%) compared to 37% who came from Senior Six. The majority of the prefects who took part in the study came from mixed schools (83%) compared to those who came from schools for girls only (17%). Also, most of the prefects who took part in the study came from day and boarding schools (83%) while only 17% came from boarding schools. Most of the prefects ranked their schools as 'average' in terms of discipline (55%). The prefects avoided extreme rankings of either "very good" or "very poor".

Table 7: Teachers' Demographic Characteristics

Variables List	**Categories**	**Frequency**	**Percent**
Gender	Male	40	62.5
	Female	24	37.5
	Total	**64**	**100**
Age	26 – 40	42	65
	41-49	21	33
	50+	01	02
	Total	**64**	**100**
Marital status	Single	4	6
	Married	58	91
	Divorced	2	3
	Total	**64**	**100**
Qualifications	Masters'	1	2
	Bachelors	55	86
	Diploma	08	12
	Total	**64**	**100**
Teaching experience	Below 5 years	2	3

	6-10 years	10	16
	11-15 years	15	23
	16-25 years	35	55
	Above 25 years	2	3
	Total	**64**	**100**
Type of school	Girls only	10	16
	Mixed	54	84
	Total	**64**	**100**
Category of school	Day and boarding	54	84
	Boarding	10	16
	Total	**64**	**100**
School discipline	Very good	2	3
	Good	12	19
	Average	37	58
	Poor	13	20
	Very poor	0	0
	Total	**64**	**100**

Of the Teachers who took part in the study, 62.5% of the sampled teachers were male whereas 37.5% were female. This implies that men were more than women in the schools studied. This is evidenced by more men teaching in secondary schools than women. The majority 65% of the respondents were aged between 26 and 40 years, 33% aged between 41and 49 years whereas 2% was aged 50+. With regard to teachers' marital relationship, 91% who took part in the study indicated they were married and were the majority, while 6% were single and 3% were divorced. This meant that married respondents had families and were able to understand better the parameters of discipline. With regard to the respondents' level of education, 86% had Bachelor's degrees as their highest level of education and were the majority, 12% had Diplomas while 2% had Master's degrees. This meant that the staff had adequate qualifications and training to handle the management of students' discipline in secondary schools. Findings also reveal that 55% of the teachers had stayed in the service between 16 and 25 years, a fair proportion of 23% had

stayed between 11and 15 years, 3% below 5 years and another 3% above 25 years. This meant that the information provided on discipline was very authoritative due to such wealth of experience. According to the findings, the majority 84% of the teachers were from mixed secondary schools, whereas 16% were from a single-sex girls' school. The study findings on the category of school revealed that 84% of teachers were from both day and boarding while 16% were from purely boarding schools. The majority of the teachers also ranked the discipline of their schools as 'average' accounting for 58%, poor 20%, good 19% while very good were 3% of the respondents. This clarifies that in these schools discipline was at a moderate level with few very disciplined and indisciplined students.

Table 8: Deputy Head Teachers' Demographic characteristics

Variables List	Categories	Frequency	Percent
Gender	Male	4	67
	Female	2	33
	Total	**6**	**100**
Age	26 – 40	2	33
	41-49	3	50
	50+	1	17
	Total	**6**	**100**
Marital status	Single	0	0
	Married	6	100
	Divorced	0	0
	Total	**6**	**100**
Qualifications	Masters'	1	17
	Bachelors	5	83
	Diploma	0	0
	Total	**6**	**100**
Teaching experience	Below 5 years	0	0
	6-10 years	0	0
	11-15 years	1	17
	16-25 years	2	33
	Above 25 years	3	50
	Total	**6**	**100**
Type of school	Girls only	1	17
	Mixed	5	83
	Total	**6**	**100**

Category of school	Day and boarding	5	83
	Boarding	1	17
	Total	**6**	**100**
School discipline	Very good	0	0
	Good	1	17
	Average	4	67
	Poor	1	17
	Very poor	0	0
	Total	**6**	**100**

Findings from Table 4 indicate that 67% of the sampled Deputy Head Teachers were male whereas 33% were female. A half (50%) of the respondents were aged between 41and 49 years, 33% aged between 26 and 40 years whereas 17% were aged 50+.From this background, Deputy Head Teachers were viewed to have mature understanding to provide reliable data to strengthen the study. Findings on Deputy Head Teachers' marital status indicate that the majority 100% who took part in the study were married. This meant that Deputy Head Teachers had families where they also handled discipline of their children and family. On the part of Deputy Head Teacher's level of education, 83% had Bachelor's degrees as their highest level of education, 17% had Master's degree. Findings also reveal that 50% of the Deputy Head Teachers had stayed in the service for above 25 years, a fair proportion of 33% had stayed between 16 and 25 years, while 17% had stayed in the service between 11and 15 years. This meant that the information provided on discipline was authoritative due to such wealth of experience. According to the findings, 83% of the Deputy Head Teachers were from mixed secondary schools, whereas 17% were from a single girls' school. The study findings on the category of school revealed that 83% of the Deputy Head Teachers were from both day and boarding while 17% were from purely boarding. Finally, most of the Deputy Head Teachers also ranked the school discipline as 'average', accounting for 66%, very good 17% and poor 17%. This clarifies that in these schools discipline is at a moderate level with few very disciplined and undisciplined students because the discipline ranking of moderate has been a similar phenomenon even for students, prefects, teachers and Deputy Head Teachers.

While the researcher investigated a number of indiscipline cases, the findings from all the respondents reveal three common cases: escaping from school, theft, and fighting among students. Observations by deputies and teachers indicate escaping from school (50%) as the most

dominant, followed by theft (33.3%) and fighting among students (16.7%). This analysis captured Deputy Head Teachers and teacher's views because students can hardly report on themselves objectively. Prefects reported escaping, theft and bullying as common among the disciplinary cases. On the other hand, students reported escaping, theft and fighting teachers as common among the discipline cases. This is brought about by the school boundaries which are not properly fenced and due to the fact that some students do not have interest in studies and even dodge some school activities like general cleaning, they resort to escaping and most of these secondary schools are near trading centres. For the case of theft most of these students come from less privileged families without all the necessary requirements which makes them steal their friends' items.

4.4 Descriptive Statistics

The researcher used descriptive statistics to portray the nature and characteristics of Head Teachers' administrative practices. The researcher used arithmetic mean to understand the status of Head Teachers' administrative practices and students' discipline in the selected schools, and to identify the dominant administrative practice. The researcher used standard deviations to understand the consistency of participants' opinion on Head Teachers' administrative practices.

As a guide to interpreting the overall mean score of Head Teachers' administrative practices, the researcher used a range of mean scores. Mean scores below 2.500 were interpreted as "**less restrictive**", mean scores above 3.500 were interpreted as "**very restrictive**" while mean scores ranging from 2.500 through 3.500 were interpreted as "**generally restrictive**". The researcher interpreted individual administrative practices as follows: Mean scores below 2.500 were interpreted as "**less practiced**", mean scores above 3.500 were interpreted as "**highly practiced**" while mean scores from 2.500 through 3.500 were interpreted as "**practiced on average**".

The researcher interpreted students' discipline as follows: mean scores below 2.500 were interpreted as "**poor**", mean scores above 3.500 were interpreted as "**Good**" while mean scores ranging from 2.500 through 3.500 were interpreted as "**average**". For both head teachers' administrative practices and students' discipline, the researcher interpreted standard deviations as follows: Standard deviations closer to zero indicated "**consistent opinions"** and agreeableness while standard deviations far from zero indicated "**inconsistent opinions"** and disagreeableness.

The following table summarizes Head Teachers' management practices, and as perceived by students, the prefects and the Deputy Head Teachers' and teachers.

Table 9: Head Teachers' Administrative Practices and Students' Discipline

Variable list	Students, N = 189		Prefects, N = 60		Deputies& Teachers, N = 70		Total	
	Mean	**Std.**	**Mean**	**Std.**	**Mean**	**Std.**	**Mean**	**Std.**
School rules and regulations	3.424	0.647	3.169	0.485	3.648	0.715	3.414	0.616
Means of communication	3.219	0.824	3.066	0.571	**3.963**	0.769	3.416	0.721
Guidance and counseling	**3.654**	0.808	**3.404**	0.670	3.910	0.639	**3.656**	0.706
Council and prefects	3.312	0.728	3.370	0.632	3.537	0.381	3.406	0.580
Head teachers' Administrative Practices	3.403	0.752	3.252	0.590	3.765	0.626	**3.473**	**0.656**
Students' discipline	3.450	0.743	3.033	0.667	4.000	0.760	**3.494**	**0.723**

Head teachers' administrative practices among students (mean = 3.403; std. = .752) and prefects (mean = 3.252; std. = .590)areperceived to be generally restrictive among students. The statistics imply that Head Teachers employee administrative practices which restrict bad behaviour in their schools. The restriction suggested here is bidirectional. Head teachers seem to restrict behaviour that would increase indiscipline among students and promote behaviour that would increase discipline among students. The standard deviations, which are closer to zero, suggest that students and prefects consistently agree to this level of administrative restrictiveness. Among Deputy Head Teachers and teachers however, Head Teachers' administrative practices (mean = 3.765; std. = .626) were perceived as "very restrictive". Just like students and prefects, Deputy Head Teachers appeared consistent in their claim on administrative restrictiveness. However,

prefects were more consistent in their opinions on head teachers' administrative practices than students and deputies were. This is because prefects are the implementers of these administrative practices since they are charged with the duty of supervising and monitoring the rest of the students on behalf of the school administrators.

The statistics indicate a difference in perception on Head Teachers' administrative practices. While students and prefects find it generally restrictive, Deputy Head Teachers and teachers find it very restrictive. Deputies and teachers' perception of very restrictive is the best because Deputy Head Teachers and teachers take these Head Teachers' administrative practices as very restrictive because they prevent a lot of indiscipline among students in a school.

In conclusion, therefore, Head Teachers' administrative practices (mean = 3.473; std. = .656) among the schools investigated are "**generally restrictive**".

Students (mean = 3.450; std. = .743) and prefects (mean = 3.033; std. = .667) described students' discipline as average while Deputy Head Teachers and teachers (mean = 4.000; std. =.760) described students' discipline as good. Despite the differences in perception as perceived by students and Deputy Head Teachers, each category of participants was consistent in their claims on students' discipline. In reality, students and prefects consider students' discipline to be average because they are actually the champions of discipline and most of the time they stay together in the absence of Deputy Head Teachers and teachers. On the other hand, Deputy Head Teachers and teachers considered students' discipline to be good because what students portray to them is not the real status of their discipline, so that is why there are differences in perception between the students/prefects and Deputy Head Teachers /teachers. The researcher concluded that students discipline (mean = 3.494) was **average** among the schools investigated.

The researcher sought to understand the commonly applied administrative practice in the schools investigated. Accordingly, students pointed to guidance and counselling (mean = 3.654; std. = .808), prefects pointed to guidance and counselling (mean = 3.404; std. = .670) while deputies pointed to Head Teachers' means of communication (mean = 3.963; std. = .769). This is because to students and prefects, guidance has changed their discipline other than other administrative practices. In addition, it sheds light and gives direction to students on the dangers of being

indisciplined which makes students change their attitude. On other hand, Deputy Head Teachers and teachers pointed out head teachers' means of communication. It is through this practice that the school gets proper direction, set plans and strategies since it acts as a mirror reflecting of what is written down in the school rules and regulations. On the other hand, students expressed a low tone on Head Teachers' communication, prefects expressed a low tone on school rules and regulations, while Deputy Head Teachers maintained a neutral position on all the practices like Head Teachers' means of communication.

Much as there were no significant differences in the mean scores on the different administrative practices, the researcher concluded that guidance and counselling (mean = 3.656) appeared to be the most applied Head Teachers' administrative practice.

4.5 Inferential Statistics

Inferential statistics deals with procedures that allow the researcher to draw conclusions on the study population based on sample results. These procedures test the nature of relationships between variables, influence of the independent on the dependent variable. The researcher adopted the regression procedure to determine the influence of different administrative practices on students' discipline.

Regression is a mathematical function that relates the independent and dependent variables. The function helps in predicting the influence of independent variables on the dependent. The function used regression coefficients (Beta coefficients) to predict the influence of each of the independent variables on the dependent variable. In the current study, Head Teachers' administrative practices were treated as the independent variables while students' discipline was treated as the dependent variable. Independent variables with numerically large beta coefficients are better predictors of the dependent variable than those with smaller beta coefficients. Regression also used significant values to determine the importance of the independent variable in the relationship. Independent variables whose significant values are less than 0.05 are statistically relevant in predicting variations in the dependent variable. On the other hand, independent variables with significant values greater than 0.05 are not statistically significant in

explaining variations in the dependent variable. The table below summarizes the regression model.

Table 10: Regression Coefficients

	Students		Prefects		Deputies&Trs	
Variable List	**B**	**Sig.**	**B**	**Sig.**	**B**	**Sig.**
(Constant)	0.354	0.093	-0.467	0.146	0.540	0.881
School rules and regulations	0.297	0.000	0.858	0.000	0.461	0.929
Head teachers' means of communication	-0.083	0.241	0.141	0.237	0.384	0.911
Guidance and counseling	0.453	0.000	0.409	0.000	0.201	0.933
Council and prefects	0.208	0.002	-0.310	0.005	-0.149	0.903
R	0.757		0.858		0.930	
R Square	0.574		0.737		0.864	
Adjusted R Square	0.565		0.718		0.321	
Std. Error of the Estimate	0.490		0.354		0.626	

a: Predictors: (Constant), Council and prefects, School rules and regulations, Head teachers' means of communication, Guidance and counseling

b: Dependent Variable: Students' discipline

According to Table 10, students perceive Head Teachers' administrative practices to influence students' discipline by about 57.4% (R Square = .574), prefects perceive Head Teachers' administrative practices to influence students' discipline by 73.7% (R Square = .737), while Deputy Head Teachers and teachers perceive Head Teachers' administrative practices to influence students' discipline by 86.4% (R Square = .864). All these statistics imply that Head Teachers' administrative practices make up to over 50% of the students' discipline observed among the schools investigated. The researcher, therefore, concludes that over 50% of the students' discipline observed in Ntungamo district is a function of Head Teachers' administrative practices. This is perhaps because the Head Teachers in the school are the vision bearers and the only officers in-charge of the overall management, administration and leadership in relation to curricular, co-curricular and above all the discipline of students and staff. It is therefore

inevitable that this degree of students' discipline found in the investigated schools is as a result and effort of the head teachers' administrative practices.

To test the individual contribution of each of the administrative practices, students perceive school rules and regulations to influence students' discipline by 29.7% (Beta = .297; sig. <.05), prefects, perceive school rules and regulations to influence students' discipline by 85.8% (Beta = .858; sig. <.05) while Deputy Head Teachers and teachers perceive school rules and regulations to influence students' discipline by 46.1% (Beta = .461; sig. >.05). The researcher observes that students' and prefects' perception on school rules and regulations are statistically significant. This is possibly because since school rules and regulations are also enforced through prefects who are actually the immediate supervisors of students and implementers of the rules could have made them significant in influencing their discipline.

On the other hand, Deputy Head Teachers' and teachers' perceptions on school rules and regulations are statistically insignificant. This is may be due to the fact that Deputy Head Teachers and teachers may not regard school rules and regulations probably they assume that since students are not involved in the formulation of the rules, they may end up rebelling against them silently thereby making it statistically insignificant without imparting any positive change on students' discipline but which students' findings have proved wrong.

Students perceive Head Teachers' communication to reduce students' discipline by 8.3% (Beta = -.083; sig. >.05); prefects perceive head teachers' communication to influence students' discipline by 14.1% (Beta = .141; sig. >.05); while Deputy Head Teachers and teachers perceive Head Teachers' communication to influence students' discipline by 38.4% (Beta = .384; sig. >.05).

The researcher observes that students', prefects', deputies' and teachers' perceptions on head teachers' communication are statistically insignificant in predicting students' discipline. This is perhaps because the head teacher addresses students' gathering once a month and maybe when they come, they only deliberate on policy issues and leave out discipline. Therefore the Head Teachers' means of communication does not influence discipline positively in schools.

Students perceive guidance and counselling to influence students' discipline by 45.3% (Beta = .453; sig. <.05); prefects perceive guidance and counselling to influence students discipline by 40.9% (Beta =.409; sig. <.05); while Deputy Head Teachers and teachers perceive guidance and counselling to influence students' discipline by 20.1% (Beta = .409; sig. >.05). The researcher observes that students' and prefects' perceptions on guidance and counselling are statistically significant while Deputy Head Teachers and teachers' perceptions are not significant. This is probably because to students and prefects, guidance and counselling empowers them to own and manage their problem, make value judgements about their own behaviour and obey school rules. On the other hand, guidance and counselling may take a long time to change students' discipline being an intrinsic mechanism geared towards modification of students' morals in the long run and for the case of students and prefects they may have experienced a wave of change in their discipline which deputies and teachers may not have observed.

Students perceived students council to influence students' discipline by 20.8% (Beta = .208; sig. <.05), prefects perceived students' council to reduce students' discipline by 31.0% (Beta =.310; sig. <.05), while deputies perceived students' council to reduce students' discipline by 14.9% (Beta = -.149; sig >.05). The researcher observes that students' and prefects' perception on students' council are statistically significant while Deputy Head Teachers' perceptions are not significant. This may have arisen due to the fact that prefects may be instrumental in solving disputes among other students in their areas of residence and in classes which the deputies and teachers may not have witnessed. Above all, prefects may have also been important pillars for enhancing positive school discipline among fellow students since they are elected democratically by the students. On the other hand, Deputy Head Teachers and teachers may think that since there may be some prefects who may not be well disciplined in school, this may discourage their fellow students not to behave well and deters discipline in school.

CHAPTER FIVE:

SUMMARY, DISCUSSION OF RESULTS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings, discussion of results, conclusions, recommendations and areas for future research. The summary and conclusions are presented based on the study objectives while the recommendations are derived from pertinent findings.

5.2 Summary of the Key Findings

This section provides summary of the key research findings based on the study objectives. Aggregately, head teachers' administrative practices influence students' discipline by about 57.4%, according to (R Square = .574). Individually, school rules and regulations influence students' discipline by 29.7%, according to (Beta = .297; sig. <.05). Guidance and counselling influence students' discipline by 45.3%, according to (Beta = .453; sig. <.05), while students' council influences students' discipline by 20.8%, according to (Beta = .208; sig. <.05). However, head teachers' communication reduces students' discipline by 8.3%, according to (Beta = -.083; sig. >.05).

5.3 Discussion of the Findings

In this study, discussion of the key findings was handled by tackling each research objective. On average aggregate, the head teachers' administrative practices of school rules and regulations, head teachers' means of communication, guidance and counselling influence students' discipline by about 57.4%, according to (R Square = .574).This is supported by Kiprop (2007) who asserts that discipline in the school is the function of the administration. This is also in line with Okumbe (1998) who reveals that the general school and classroom discipline are dependent upon the head teachers' administrative, supervisory and leadership styles since they oversee all the school matters. In this regard, Chaplain (2003) observed that the head teacher, along with the

senior management team, is charged with strategic planning, including determining the direction of the school (leadership) as well as organizing the day-to-day running of the school (management). Chaplain (2003) continues to argue that both dimensions make important contributions to creating and maintaining a well-behaved school. This implies that the head teacher is a leader of a school who must have a clear policy of what he/she envisions for the school.

5.3.1 Objective One: Head teachers' Use of School rules and Regulations on Students' Discipline

This research objective was meant to establish how the Head Teachers' use of school rules and regulations influences students' discipline. The researcher wanted to find out whether schools had well established school rules and regulations and how the Head Teachers use them on the management of students' discipline. The discussion of the findings is presented below;

According to Objective One, the findings indicate students perceive school rules and regulations to influence students' discipline by 29.7% (Beta = .297; sig. <.05); prefects, perceive school rules and regulations to influence students' discipline by 85.8% (Beta = .858; sig. <.05); while deputies and teachers perceive school rules and regulations to influence students' discipline by 46.1% (Beta = .461; sig. >.05). The researcher observes that students' and prefects' perception on school rules and regulations are statistically significant. This is possibly because since school rules and regulations are also enforced through prefects who are actually the immediate supervisors of students and implementers of the rules could have made them significant in influencing their discipline.

On the other hand, Deputy Head Teachers' and teachers' perceptions on school rules and regulations are statistically insignificant. This is may be due to the fact that Deputy Head Teachers and teachers may not have regard school rules and regulations probably they assume that since students are not involved in the formulation of the rules, they may end up rebelling against them silently there by making it statistically insignificant without imparting any positive change on the students' discipline but which students' findings have proved wrong.

According to objective one, therefore, the findings indicate that school rules and regulations influence students' discipline as was revealed by a great number of prefects and students.

The findings from the study revealed that all schools under study had well established and stipulated school rules and regulations and every student in the schools studied had received a copy of school rules and regulations on admission. This study therefore supports the views of Adams (2003) who revealed that on admission, students in schools especially at secondary level are given prospectuses which spell out some of the expectations. Also from the findings, it is clear that this study corroborates the findings of Adams (2003) who revealed that school rules and regulation are among the strategies designed to instil good conduct of students which implies self-control, orderliness, good behaviour and obedience to school authority.

This study is in line with the study by Ndagire (2012) on the management of students' discipline in private secondary schools in Entebbe Municipality, Wakiso district. She revealed that school rules and regulations had a strong effect on the discipline of students in Entebbe Municipality. Similarly, Chaplain (2003) stressed the purpose of the school rules as to create a safe and warm environment.

Additionally, school rules and regulations were found to have been enforced through prefects' bodies and councils, disciplinary committees. This finding is in agreement with the study conducted by Kabandize (2004) on students control through rules and regulations set by individual schools in Kampala District Uganda.

In addition, Head Teachers confirmed in an interview with the researcher thatschool rules and regulations influence students' discipline positively since they act as a reminder and a positive motivation for discipline management and when they break them they are actually penalized as the penalty states and the rest of the students see them while being punished. Therefore in order to avoid being punished students resort to respecting school rules and regulations; which eventually polishes their discipline.

In regard to the influence of school rules and regulations on students' discipline, one of the Head Teachers interviewed in one of the government schools stated:

"Actually if we had no school rules and regulations, students would do what they want without restrictions and handling students' discipline would be a night mare. Therefore due to the fear of punishments and suspension, students end up observing the school rules and regulations".

A school without school rules and regulations is like a gun without bullets. Therefore they act as mechanism to prevent students from doing what is not expected of them, making them very instrumental in discipline management.

The study also discovered through an interview with the Head Teachers that some of the rules and regulations in schools have restricted male teachers from engaging in sexual affairs with female students. A case in point was in one of the schools where one girl cannot consult a male teacher alone, they must be at least two girls and above, and it was stated clearly:

"No female student should consult a male staff alone at any time and there is no fair hearing for any staff who would be suspected of engaging in sexual affairs with the learners."

From this background, it was found out that school rules and regulations were not only for students but also for teachers in some schools.

Finally, from the respondents' views, it can be vividly seen that students' discipline is largely influenced by the Head Teachers' use of school rules and regulations to enact and guide the students on what should be done which helps them to do what is required by the school administration.

5.3.2 Objective 2: Head Teachers' Means of Communication on Students' Discipline

The second research objective was meant to assess the extent to which the Head Teachers' means of communication influences students' discipline. The researcher wanted to find out whether there were proper means of communication geared towards improving students' discipline. The discussion of the findings is presented below.

According to Objective Two, the findings from individual category of respondents, students perceived Head Teachers' means of communication to reduce students' discipline by 8.3% (Beta = -.083; sig. >.05); prefects perceived Head Teachers' means of communication to reduce

students' discipline by 14.1% (Beta = .141; sig. >.05); while Deputy Head Teachers and teachers perceived Head Teachers' means of communication to reduce students' discipline by 38.4% (Beta = .384; sig. >.05). The researcher observes that students', prefects', Deputy Head Teachers and teachers' perceptions on Head Teachers' means of communication are consistent and statistically insignificant in predicting students' discipline. This is perhaps because the Head Teachers address the students' gathering once a month, and maybe when he/she comes, he/she only deliberate on policy issues and leave out discipline. Therefore, the Head Teachers' means of communication did not show any significant influence on students' discipline.

This meant that Head Teachers' means of communication was not statistically significant in influencing students' discipline. This study is supported by Ndagire (2012) who argued that there was a glaring gap in communication which resulted to decline in students' discipline in private secondary schools.

These findings concur with the findings by Kindiki (2009) on effectiveness of communication on students' discipline in secondary schools in Naivasha district Kenya. He found out that many respondents did not indicate meetings as channels of communications used by principals. This means meetings were rarely used much as some respondents preferred meetings and morning assemblies to be the most favoured ways of passing information from the school administration to the students and vice versa. This makes students feel free to communicate their views without fearing to be victimized. In the study above, administrators ignored using meetings as a way of communication yet meetings are crucial in the management of discipline in secondary schools.

In line with the above, one of the students revealed that Head Teachers' means of communication has not influence on students' discipline because their head teacher rarely calls for assembly to deliberate on discipline issues. She added that except when they are going to be sent home for school fees balance, assembly would be called for fees defaulters to go home to collect fees balance. In the same manner, another student reiterated that their head teacher takes a long time not being in school, up to when they have even forgotten how he speaks.

In conclusion, to the researcher, head teachers' communication on discipline management is very important in a school setting and when it is not effectively applied, mistrust is created between students and the administration. Therefore head teachers means of communication should be a

yardstick in fostering students' discipline because it ensures that students are aware of the day-to-day school curricular and co-curricular activities through the head teachers' message pinned on the school notice board, communication on school assembly during class meetings and other discipline management protocol which influences students conduct in an admirable manner. This helps the students to be linked with the school administration as they raise their concern and their voices are heard.

When asked whether the head teachers' means of communication influences students' discipline, a prefect in one of the schools asserted:

> *"Students do not get enough and required information from the head teacher about discipline management strategies within the school which ends up not adding value on the discipline of students, therefore the head teachers' mean of communication at my school does not influence our discipline positively as students"*

5.3.3 Objective 3: Head Teachers' Use of Guidance and Counselling on Students' Discipline

The third research objective was meant to establish how the use of guidance and counselling influences student's discipline in selected secondary schools. The researcher wanted to find out whether guidance and counselling is used in secondary schools to improve on students' discipline. The findings are clearly discussed below.

From the findings, guidance and counselling was found to be the most effective administrative practice used by head teachers on the management of students' discipline. Students perceive guidance and counselling to influence students' discipline by 45.3% (Beta = .453; sig. <.05); prefects perceive guidance and counselling to influence students discipline by 40.9% (Beta =.409; sig. <.05); while deputies and teachers perceive guidance and counselling to influence students' discipline by 20.1% (Beta = .409; sig. >.05).

The researcher observes that students' and prefects' perceptions on guidance and counselling are statistically significant while deputies' and teachers' perceptions are not significant. This may be the fact that to students and prefects, guidance and counselling empowers them to own and manage their problem, make value judgements about their own behaviour and obey school rules.

On the other hand, guidance and counselling may take a long time to change students' discipline being an intrinsic mechanism geared towards modification of students' morals in the long run and for the case of students and prefects they may have experienced a wave of change in their discipline which deputies and teachers may not have observed. This clearly indicates that the respondents' perception on guidance and counselling are statistically significant. These findings were supported by Githui (2013) who reveals that guidance and counselling is a method of instilling discipline among students.

When students were asked whether guidance and counselling has influenced students' discipline, one of the S.4 students revealed:

> *"As an individual, guidance and counseling has helped me to change my attitude and follow the right way as far as guidance from the school counselor given to me is concerned which has improved my personal discipline. I used to dodge Biology but when I was told that it is an essential subject for being a doctor, I stopped immediately and my discipline changed from there and then".*

Another student in school B was quoted as saying:

> *"Because teachers have taught us how to behave in society and the short comings of indiscipline this has made most students to change from engaging in bad behaviors like smoking, taking alcohol and other disciplinary problems and become good students."*

In this connection, one of the teachers' in schools studied revealed that:

> *"The undisciplined students when counseled, they open up their opinion and problems to counselors and finally they are helped which eventually changes their character and conduct, grow morally strong, therefore guidance and counseling is very crucial in discipline management of students".*

Also, from Head Teachers interviewed, it was found out that guidance and counselling in schools was used to regulate discipline of learners. The majority of the Head Teachers revealed that guidance and counselling brings back students' minds especially those who are stressed, in

hardships and have lost hope in life due to many challenges such as school fees issues, lack of scholastic materials to come back to normal by telling them that there are even big and prominent people in this country who had such challenges but they manoeuvred, studied and finished and now they have good jobs and businesses.

All these assertions are supported by Mikaye (2012) who found out that through guidance and counselling, students are given comprehensive advice on their careers and even are helped to be well behaved with even improved academic performance and problems among students become less. The same applies to Gumisiriza (2012) who asserts that guidance and counselling services are widely known to be beneficial in shaping the thinking and decision making capabilities of both students and people at work.

5.3.4 Objective 4: Head Teachers' use of Student Council/Prefects' Body on Students' Discipline

The fourth research objective was to examine how student council/prefects' body influences school discipline. The researcher sought to examine whether student council/prefects' body influences students' discipline. The discussion of the findings is presented below.

From the study findings it was established that the student council/prefects' body influences students' discipline. This was revealed by students who perceived the students' council to have influenced students' discipline by 20.8% (Beta = .208; sig. <.05), prefects by 31.0% (Beta =.310; sig. <.05); while Deputy Head Teachers' and teachers' perceived the students' council to have reduced students' discipline by 14.9% (Beta = -.149; sig >.05). This clearly shows that students' and prefects' perception on students council are statistically significant.

These findings concur with the study by Mukiri, (2014) on the role of prefects in enhancing discipline among students in public secondary schools in Embu West District, Embu county, Kenya, which found out that prefects were involved in assisting the administration in directing students especially maintaining discipline in schools, supervision of duties in the dining hall, school compound and in the dormitories and giving information about the welfare of students in the dormitories.

The current study also agrees with Denton (2003) who asserts that prefects play a significant role in the learning of a school given that they are in charge of students' welfare, coordination of co-curricular activities, supervision of learning activities during morning and evening preps and when the situation arises that they should do so. Prefects also check for students' attendance to classes and other activities and they are charged with dealing with minor cases of indiscipline. This implies that prefects act as a link between the students and the school administration.

Another study by Onditi (2018) on managing student discipline through student leadership in Kenyan secondary schools indicates that student leaders can be instrumental in solving disputes among other students, thus bringing down the level of conflict and disruptive behaviour in the school system. This is in agreement with what one of the students mentioned in the questionnaire when asked whether the prefects' body influences students discipline and she replied:

> *"In our school student council/prefects act as an immediate strategy for curbing down indiscipline because they have strong ideas which they can use to sensitize and mobilize other students and sometimes know the very hidden information concerning students' discipline than the staff but unfortunately the problem is that prefects are not respected by the staff because they are also being punished with us in class and at assembly instead of punishing them in the office where we don't see."*

These findings were consistent with the assertions of Sekiwu (2013) who revealed that the use of prefects is an effective school management strategy used by Kampala District schools to provide a platform to the learners to competently participate in management of learner affairs. He continues to say that prefects are student leaders who know much about the learners' experiences. Prefects can provide reciprocal headship that is viable in the effectual implementation of a framework of optimal value integration into management of school discipline.

5.4 Conclusions

The study established the influence of Head Teachers' administrative practices on students' discipline in selected secondary schools in Rushenyi, County, Ntungamo District. Head teachers'

administrative practices were found to have a significant influence on students' discipline. Students and prefects confirmed that their head teachers employ such practices that restrict behaviour which increases indiscipline and promotes such behaviour that increase discipline among students. While students pointed out guidance and counselling as key among Head Teachers' administrative practices, Deputy Head Teachers and teachers pointed to Head Teachers' means of communication.

The study established that Head Teachers' use of school rules and regulations has a significant influence on students' discipline in secondary schools in Rushenyi, County, Ntungamo District. This was confirmed among students and prefects, possibly because since school rules and regulations are enforced through prefects who are actually the immediate supervisors of students and implementers of the rules, it could have made them significant in influencing their discipline. Secondary school rules and regulations have a significant influence on students' discipline simply because students are able to understand the culture and norms of the school which makes them maintain good discipline due to fear to misbehave, knowing that there is a punishment behind which makes them not to be the victims of indiscipline; for example, they are obliged to do what is right. However, evidence from Deputy Head Teachers' and teachers could not support the claim. Deputy Head Teachers' and teachers might view Head Teachers' use of guidance and counselling as insignificant because probably since guidance and counselling takes a long time to change students' discipline being an intrinsic mechanism geared towards modification of students' morals in the long run. For the case of students and prefects, they may have experienced a wave of change in their discipline which Deputy Head Teachers' and teachers may not have immediately witnessed.

The study established that the use of guidance and counselling has a significant influence on students' discipline in secondary schools in Ntungamo district. The claim was supported by students and prefects because guidance and counselling empowers them to own and manage their problem. However, evidence from Deputy Head Teachers' indicates that the use of guidance and counselling is not significant in influencing students' discipline.

The study established that the students' council significantly influences students' discipline in secondary schools in Ntungamo District. This was supported by students and prefects because

prefects may have been instrumental in solving disputes among other students in their areas of residence and in classes which the deputies and teachers may not have witnessed. Above all, prefects may have also been important pillars for enhancing positive school discipline among fellow students since they are elected democratically by the students. Just like with application of school rules and regulations, and guidance and counselling, Deputy Head Teachers'and teachers do not regard students' council body as significant in influencing students' discipline.

This study found that while school rules and regulations, guidance and counselling, and students' council body have significant influences on students' discipline (reporting from students' perspective), Head Teachers' means of communication do not have any significant influence on students' discipline. This was confirmed by both students, prefects, Deputy Head Teachers' and teachers. Specifically, prefects, Head Teachers' and Teachers confirmed that head teachers' means of communication increases indiscipline.

In conclusion, this study brings out empirical data to support the significant influence of Head Teachers' administrative practices and their influence on students' discipline. This study brings out guidance and counselling as the most effective administrative practice, which head teachers can use to manage students' discipline.

5.5 Recommendations

Both students, Deputy Head Teachers and teachers do not see the significance of head teachers' means of communication in influencing students' discipline. Therefore head teachers should have timely communication on strategies for the enhancement of students' discipline at the school assembly and ensure constant feedback. Above all, an open-door policy and use of suggestion boxes and notice boards should be put in use.

The Head Teachers should hold regular meetings with the students and student council/prefects to address their grievances on a more regular basis in order to prevent the occurrence of students' indiscipline in schools.

Other administrative practices such school rules and regulations, head teachers' means of communication and use of student council should be fully enhanced by the heads of schools to enforce students' discipline.

Schools should carry out regular sensitization to students on the dangers of being undisciplined such that the common indiscipline cases can be averted in schools. Furthermore, Head teachers should enforce the policy for students getting permission before exiting the school premises.

5.6 Areas for Future Research

An independent study should be conducted to establish the Head teachers' means of communication on the management of students' discipline in Rushenyi County, Ntungamo district.

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APPENDICES

Appendix I: Questionnaire for Deputy Head Teachers

Dear Respondent,

I am **Byaruhanga Alex Muganda** pursuing Masters of Arts in Educational Management at Kabale University.

I am conducting a research to establish the influence of Head Teachers' administrative practice on students' discipline in Rushenyi County, Ntungamo district.

I will be grateful if you would assist me by kindly responding to all the questions in the questionnaire.

You are assured that your answers will be kept confidential and will be used for academic purposes only. Therefore do not indicate your name or the name of your school.

Thank you very much for your co-operation,

INSTRUCTIONS.

Please indicate your correct option as correctly as honestly as possible by putting a tick on one of the options. Also fill the blank spaces for questions that require your own opinion or answers.

Kindly respond to all items below.

SECTION A: DEMOGRAPHIC INFORMATION.

1. Indicate your gender (a) Male [ ] (b) Female [ ]

2. What is your age?

(a) Below 25 years [ ] (b) 26 – 40 years [ ] (c) 41 - 49 years [ ]

(d) Above 50 years [ ]

3. What is your marital status?

(a) Single [ ] (b) Married [ ] (c) Divorced [ ] (d) Windowed [ ]

4. What is your highest academic qualification?

(a) Master's Degree [ ] (b) Bachelor's Degree [ ] (c) Diploma [ ]

5. How many years have you been practicing in the education service?

(a) Below 5 years [ ] (b) 6-10 years [ ] (c) 11 to 15 years [ ] (d) 16 to 20 years [ ]

(e) Over 20 years [ ]

6. What is the type of your school?

(a) Boys only [ ] (b) Girls only [ ] (c) Mixed [ ]

7. What is the category of your school?

(a) Day & boarding [ ] (b) Boarding [ ]

8. Have there been cases of indiscipline at your school within last five years?

(a) Yes [ ] (b) No [ ]

9. How would you rate the discipline of students at your school?

(a) Very good [ ] (b) Good [ ] (c) Average [ ] (d) Poor [ ] (e) Very poor [ ]

10. What is the common disciplinary problem experienced in your school?

a. Alcoholism [ ]
b. Sexual promiscuity [ ]
c. Escaping from school [ ]
d. Theft [ ]
e. Fighting among students [ ]
f. Bullying [ ]
g. Fighting staff [ ]

SECTION B:

Objective 1: To establish how the head teacher's use of school rules and regulations influences student's discipline in selected secondary schools.

11. Do you think Head Teachers' use of rules and regulations influences students' discipline?

(a) Yes [ ] (b) No [ ]

Kindly explain your chosen answer?

……

……

12 The table below contains statements about the use of school rules and regulations.

Kindly tick on the level of agreement on the listed statements related to head teachers' use of school rules and regulations on students' discipline.

Key 5 = Strongly agree Key 4= Agree Key 3 = Undecided Key 2 =Disagree Key 1 = Strongly Disagree

STATEMENT	5	4	3	2	1
The Head Teacher provides school rules and regulations to students on admission					
The Head Teacher makes students aware of the consequences of breaking the school rules and regulations					
The Head Teacher makes sure that students obey and respect the established rules and regulation					
The Head Teacher makes sure that school rules and regulations are clear to students and pinned on the school notice board					
The Head Teacherinvolve students in the formulation of school rules and regulations					
The Head teacher is strict on student's respect of school rules and regulations.					
The Head teacher is strict on students dressing code					
The Head teacher maintains that students get permission to go out of school					
School rules are enforced through Head Teachers' use of prefects' bodies / student council, discipline committee and staff.					

SECTION C

Objective 2: To determine the extent to which the head teachers' mean of communication influences student's discipline in selected secondary schools.

13. Do you think Head teachers' means of communication influences students' discipline?

(a) Yes [ ] (b) No [ ]

If yes or No explain?

14. Kindly tick on the level of agreement on the listed statements related to head teachers' mean of communication on students' discipline.

Key 5 = Strongly agree, Key 4= Agree, Key 3 = Undecided, Key 2 =Disagree, Key 1 = Strongly Disagree.

STATEMENT	5	4	3	2	1
There exist open communication means between Head teacher and students which are very clear.					
The Head teacher regularly communicate to students on time					
The Head teacher uses well spelt written communication through official letters, memos, notices, suggestion boxes, school magazine, reports, handbooks and printouts.					
The school mission and vision are well communicated to students by the Head Teacher					
There is interactive communication techniques between the Head teacher and students					
The Head Teacher uses three major networks of communication in school, namely downwards, upwards, and lateral communication					
The Head teacher regularly communicates strategies for promoting discipline at the assembly and encouraging feed back					
The Head teacher encourages open door policy					
The Head Teacher makes sure that studentsuse suggestion box to confidentially raise their issues for immediate solutions					

SECTION D

Objective 3: To establish how the Head Teachers' use of guidance and counseling influences students' discipline in selected secondary schools.

15. Has your Head Teacher put in place guidance and counseling department?

Yes [ ] (b) No [ ]

16. In your opinion, does Head Teachers' use of guidance and counseling influences students' discipline?

Yes [ ] No [ ]

If yes or no, explain?

……

……

17. Kindly tick on the level of agreement on the listed statements related to use of guidance and counseling on students' discipline

Key 5 = Strongly agree, Key 4= Agree, Key 3 = Undecided, Key 2 =Disagree, Key 1 = Strongly Disagree.

STATEMENT	**5**	**4**	**3**	**2**	**1**
The Head Teacher provides guidance and counseling to students					
The Head Teachers' use of guidance and counseling is important in improving students' discipline					
Head Teacher makes sure that guidance and counseling is timetabled in school					
The Head teacher identifies students who need guidance and counseling					
The Head Teacher employs competent guidance and counseling personnel					
The Head Teachers' use of guidance and counseling services gives comprehensive advice on careers or courses					
The Head Teacher s' use of guidance and counseling has enabled students to be well disciplined					
The Head teacher invites guest speakers to guide and counsel students					
The Head teacher organizes continuous professional development for the staff on guidance and counseling					
Head Teachers' use of guidance and counseling helps students to make value judgments about their own behavior and obey school rules					
Head Teachers' use of guidance and counseling has empowered students to own and manage their problem					
Head Teachers' use of guidance and counseling has made students to willingly disclose and discuss their problems					
Head Teachers' use of guidance and counseling is beneficial in					

shaping the thinking and decision making of students					

SECTION E

Objective4: To examine how the Head Teachers' involvement of Students' council/prefects' body in School administration influences student's discipline.

18. Do you think Head Teachers' involvement of students' council/prefects body influences students' discipline?

(a) Yes [ ] (b) No [ ]

If Yes or No, explain?

……

……

19. Kindly tick on the level of agreement on the listed statements related to head teachers' student council/prefects on students' discipline.

Key 5 = Strongly agree, Key 4= Agree, Key 3 = Undecided, Key 2 =Disagree, Key 1 = Strongly Disagree.

STATEMENT	**5**	**4**	**3**	**2**	**1**
The Head Teachers allows students to elect their representatives					
The Head Teachers' use of prefects is an important pillar for enhancing positive school discipline					
The Head Teachers consults student council when making school rules and regulations					
The Head Teachers consults students on matters affecting them (for example school diet, dressing code, cancellation of trips)					
The Head Teachers allows students council to suggest possible ways of school improvement					
The Head Teachers consults allows student council/prefects to attend disciplinary meetings					
The Head Teachers allows student council to assist the administration in directing students especially maintaining discipline in schools, supervision of duties in the dining hall, school compound and in the dormitories and giving information about the welfare of					

students in the dormitories.					
Prefects are instrumental in solving disputes among other students					
The Head Teachers allows students to raise their complaints and grievances through prefect's bodies and settled immediately					

Thank you for your precious time.

Appendix II: Questionnaire for Teachers

Dear Respondent,

I am **Byaruhanga Alex Muganda** pursuing Masters of Arts in Educational Management at Kabale University.

I am conducting a research to establish the influence of Head Teachers' administrative practice on students' discipline in Rushenyi County, Ntungamo district.

I will be grateful if you would assist me by kindly responding to all the questions in the questionnaire.

You are assured that your answers will be kept confidential and will be used for academic purposes only. Therefore, do not indicate your name or the name of your school.

Thank you very much for your co-operation,

INSTRUCTIONS.

Please indicate your correct option as correctly as honestly as possible by putting a tick on one of the options. Also fill the blank spaces for questions that require your own opinion or answers.

Kindly respond to all items below.

SECTION A: DEMOGRAPHIC INFORMATION.

1. Indicate your gender (a) Male [ ] (b) Female [ ]

2. What is your age?

(a) Below 25 years [ ] (b) 26 – 40 years [ ] (c) 41 - 49 years [ ]

(d) Above 50 years [ ]

3. What is your marital status?

(a) Single [ ] (b) Married [ ] (c) Divorced [ ] (d) Windowed [ ]

4. What is your highest academic qualification?

(a) Master's Degree [ ] (b) Bachelor's Degree [ ] (c) Diploma [ ]

5. How many years have you been practicing in the education service?

(a) Below 5 years [ ] (b) 6-10 years [ ] (c) 11 to 15 years [ ] (d) 16 to 20 years [ ]

(e) Over 20 years [ ]

6. What is the type of your school?

(a) Boys only [ ] (b) Girls only [ ] (c) Mixed [ ]

7. What is the category of your school?

(a) Day & boarding [ ] (b) Boarding [ ]

8. Have there been cases of indiscipline at your school within last five years?

(a) Yes [ ] (b) No [ ]

……

……

9. How would you rate the discipline of students at your school?

(a) Very good [ ] (b) Good [ ] (c) Average [ ] (d) Poor [ ] (e) Very poor [ ]

10. What is the common disciplinary problem experienced in your school?

(a) Alcoholism [ ]
(b) Sexual promiscuity [ ]
(c) Escaping from school [ ]
(d) Theft [ ]
(e) Fighting among students [ ]
(f) Bullying [ ]
(g) Fighting staff [ ]
(h) None [ ]

SECTION B:

Objective 1: To establish how the head teacher's use of school rules and regulations influences student's discipline in selected secondary schools.

11. Do you think Head Teachers' use of rules and regulations influences students' discipline?

(a) Yes [ ] (b) No [ ]

Kindly explain your chosen answer?

……

……

12 The table below contains statements about the use of school rules and regulations.

Kindly tick on the level of agreement on the listed statements related to head teachers' use of school rules and regulations on students' discipline.

Key 5 = Strongly agree Key 4= Agree Key 3 = Undecided Key 2 =Disagree Key 1 = Strongly Disagree

STATEMENT	**5**	**4**	**3**	**2**	**1**
The Head Teacher provides school rules and regulations to students on admission					
The Head Teacher makes students aware of the consequences of breaking the school rules and regulations					
The Head Teacher makes sure that students obey and respect the established rules and regulation					
The Head Teacher makes sure that school rules and regulations are clear to students and pinned on the school notice board					
The Head Teacher involve students in the formulation of school rules and regulations					
The Head teacher is strict on student's respect of school rules and regulations.					
The Head teacher is strict on students dressing code					
The Head teacher maintains that students get permission to go out of school					
School rules are enforced through Head Teachers' use of prefects' bodies / student council, discipline committee and staff.					

SECTION C

Objective 2: To determine the extent to which the head teachers' mean of communication influences student's discipline in selected secondary schools.

13. Do you think Head teachers' means of communication influences students' discipline?

(a) Yes [ ] (b) No [ ]

If yes or No explain?

14. Kindly tick on the level of agreement on the listed statements related to head teachers' mean of communication on students' discipline.

Key 5 = Strongly agree, Key 4= Agree, Key 3 = Undecided, Key 2 =Disagree, Key 1 = Strongly Disagree.

STATEMENT	**5**	**4**	**3**	**2**	**1**
There exist open communication means between Head teacher and students which are very clear.					
The Head teacher regularly communicate to students on time					
The Head teacher uses well spelt written communication through official letters, memos, notices, suggestion boxes, school magazine, reports, handbooks and printouts.					
The school mission and vision are well communicated to students by the Head Teacher					
There is interactive communication techniques between the Head teacher and students					
The Head Teacher uses three major networks of communication in school, namely downwards, upwards, and lateral communication					
The Head teacher regularly communicates strategies for promoting discipline at the assembly and encouraging feed back					
The Head teacher encourages open door policy					
The Head Teacher makes sure that students use suggestion box to confidentially raise their issues for immediate solutions					

SECTION D

Objective 3: To establish how the Head Teachers' use of guidance and counseling influences students' discipline in selected secondary schools.

15. Has your Head Teacher put in place guidance and counseling department?

Yes [ ] (b) No [ ]

16. In your opinion, does Head Teachers' use of guidance and counseling influences students' discipline?

Yes [ ] No [ ]

If yes or no, explain?

……

……

17. Kindly tick on the level of agreement on the listed statements related to use of guidance and counseling on students' discipline

Key 5 = Strongly agree, Key 4= Agree, Key 3 = Undecided, Key 2 =Disagree, Key 1 = Strongly Disagree.

STATEMENT	**5**	**4**	**3**	**2**	**1**
The Head Teacher provides guidance and counseling to students					
The Head Teachers' use of guidance and counseling is important in improving students' discipline					
Head Teacher makes sure that guidance and counseling is timetabled in school					
The Head teacher identifies students who need guidance and counseling					
The Head Teacher employs competent guidance and counseling personnel					
The Head Teachers' use of guidance and counseling services gives comprehensive advice on careers or courses					
The Head Teacher s' use of guidance and counseling has enabled students to be well disciplined					
The Head teacher invites guest speakers to guide and counsel students					
The Head teacher organizes continuous professional development for the staff on guidance and counseling					
Head Teachers' use of guidance and counseling helps students to make value judgments about their own behavior and obey school rules					

Head Teachers' use of guidance and counseling has empowered students to own and manage their problem					
Head Teachers' use of guidance and counseling has made students to willingly disclose and discuss their problems					
Head Teachers' use of guidance and counseling is beneficial in shaping the thinking and decision making of students					

SECTION E

Objective4: To examine how the Head Teachers' involvement of Students' council/prefects' body in School administration influences student's discipline.

18. Do you think Head Teachers' involvement of students' council/prefects body influences students' discipline?

(b) Yes [ ] (b) No [ ]

If Yes or No, explain?

……

……

19. Kindly tick on the level of agreement on the listed statements related to head teachers' student council/prefects on students' discipline.

Key 5 = Strongly agree, Key 4= Agree, Key 3 = Undecided, Key 2 =Disagree, Key 1 = Strongly Disagree.

STATEMENT	**5**	**4**	**3**	**2**	**1**
The Head Teachers allows students to elect their representatives					
The Head Teachers' use of prefects is an important pillar for enhancing positive school discipline					
The Head Teachers consults student council when making school rules and regulations					
The Head Teachers consults students on matters affecting them (for example school diet, dressing code, cancellation of trips)					
The Head Teachers allows students council to suggest possible ways of school improvement					

The Head Teachers consults allows student council/prefects to attend disciplinary meetings					
The Head Teachers allows student council to assist the administration in directing students especially maintaining discipline in schools, supervision of duties in the dining hall, school compound and in the dormitories and giving information about the welfare of students in the dormitories.					
Prefects are instrumental in solving disputes among other students					
The Head Teachers allows students to raise their complaints and grievances through prefect's bodies and settled immediately					

Thank you for your precious time.

Appendix III: Questionnaire for Prefects.

Dear Respondent,

I am **Byaruhanga Alex Muganda** pursuing Masters of Arts in Educational Management at Kabale University.

I am conducting a research to establish the influence of Head Teachers' administrative practice on students' discipline in Rushenyi County, Ntungamo district.

I will be grateful if you would assist me by kindly responding to all the questions in the questionnaire.

You are assured that your answers will be kept confidential and will be used for academic purposes only. Therefore do not indicate your name or the name of your school.

Thank you very much for your co-operation,

INSTRUCTIONS.

Please indicate your correct option as correctly as honestly as possible by putting a tick on one of the options. Also fill the blank spaces for questions that require your own opinion or answers.

Kindly respond to all items below.

SECTION A: DEMOGRAPHIC INFORMATION.

1. Indicate your gender (a) Male [ ] (b) Female [ ]

2. What is your age?

(a) Below 15 years [ ] (b) 16 to 22 years [ ] (c) Above 22 years [ ]

3. Which class are you in?

(a) S.4 [ ] (b) S.6 [ ]

4. What is the type of your school?

(a) Boys only [ ] (b) Girls only [ ] (c) Mixed [ ]

5. What is the category of your school?

(a) Day and boarding [ ] (b) Boarding [ ]

6. Have there been cases of indiscipline at your school within last five years?

(a) Yes [ ] (b) No [ ]

7. How would you rate the discipline of students at your school?

(a) Very good [ ] (b) Good [ ] (c) Average [ ] (d) Poor [ ] (e) Very poor [ ]

8. What is the common disciplinary problem experienced in your school?

a. Alcoholism [ ]
b. Sexual promiscuity [ ]
c. Escaping from school [ ]
d. Theft [ ]
e. Fighting among students [ ]
f. Bullying [ ]
g. Fighting staff [ ]
h. None [ ]

SECTION B:

Objective 1: To establish how the head teacher's use of school rules and regulations influences student's discipline in selected secondary schools.

9. Do you think Head Teachers' use of school rules and regulations influences students' discipline?

(a) Yes [ ] (b) No [ ]

Kindly explain your chosen answer?

……

……

10. The table below contains statements about the use of school rules and regulations.

Kindly tick on the level of agreement on the listed statements related to head teachers' use of school rules and regulations on students' discipline.

Key 5 = Strongly agree Key 4= Agree Key 3 = Undecided Key 2 =Disagree Key 1 = Strongly Disagree.

STATEMENT	**5**	**4**	**3**	**2**	**1**
The Head Teacher provides school rules and regulations to students on admission					
The Head Teacher makes students aware of the consequences of breaking the school rules and regulations					
The Head Teacher makes sure that students obey and respect the established rules and regulation					

The Head Teacher makes sure that school rules and regulations are clear to students and pinned on the school notice board					
The Head Teacher involve students in the formulation of school rules and regulations					
The Head teacher is strict on student's respect of school rules and regulations.					
The Head teacher is strict on students dressing code					
The Head teacher maintains that students get permission to go out of school					
School rules are enforced through Head Teachers' use of prefects' bodies / student council, discipline committee and staff.					

SECTION C

Objective 2: To determine the extent to which the head teachers' mean of communication influences student's discipline in selected secondary schools.

11. Do you think the Head teachers' mean of communication influences students' discipline?

(a) Yes [ ] (b) No [ ]

If Yes or No explain?

……

……

……

12. Kindly tick on the level of agreement on the listed statements related to head teachers' mean of communication on students' discipline.

Key 5 = Strongly agree, Key 4= Agree, Key 3 = Undecided, Key 2 =Disagree, Key 1 = Strongly Disagree.

STATEMENT	**5**	**4**	**3**	**2**	**1**
There exist open communication means between Head teacher and students which are very clear.					
The Head teacher regularly communicate to students on time					
The Head teacher uses well spelt written communication through official letters, memos, notices, suggestion boxes, school					

magazine, reports, handbooks and printouts.					
The school mission and vision are well communicated to students by the Head Teacher					
There is interactive communication techniques between the Head teacher and students					
The Head Teacher uses three major networks of communication in school, namely downwards, upwards, and lateral communication					
The Head teacher regularly communicates strategies for promoting discipline at the assembly and encouraging feed back					
The Head teacher encourages open door policy					
The Head Teacher makes sure that students use suggestion box to confidentially raise their issues for immediate solutions					

SECTION D

Objective 3: To establish how the use of guidance and counseling influences student's discipline in selected secondary schools.

13. Has your Head Teacher put in place guidance and counseling department?

Yes [ ] (b) No [ ]

14. In your opinion, does Head Teachers' use of guidance and counseling influence students' discipline?

Yes [ ] No [ ]

If yes or no, explain?

……

……

……..…….

15. Kindly tick on the level of agreement on the listed statements related to use of guidance and counseling on students' discipline

Key 5 = Strongly agree, Key 4= Agree, Key 3 = Undecided, Key 2 =Disagree, Key 1 = Strongly Disagree.

STATEMENT	**5**	**4**	**3**	**2**	**1**
The Head Teacher provides guidance and counseling to students					

The Head Teachers' use of guidance and counseling is important in improving students' discipline					
Head Teacher makes sure that guidance and counseling is timetabled in school					
The Head teacher identifies students who need guidance and counseling					
The Head Teacher employs competent guidance and counseling personnel					
The Head Teachers' use of guidance and counseling services gives comprehensive advice on careers or courses					
The Head Teacher s' use of guidance and counseling has enabled students to be well disciplined					
The Head teacher invites guest speakers to guide and counsel students					
The Head teacher organizes continuous professional development for the staff on guidance and counseling					
Head Teachers' use of guidance and counseling helps students to make value judgments about their own behavior and obey school rules					
Head Teachers' use of guidance and counseling has empowered students to own and manage their problem					
Head Teachers' use of guidance and counseling has made students to willingly disclose and discuss their problems					
Head Teachers' use of guidance and counseling is beneficial in shaping the thinking and decision making of students					

SECTION E.

Objective 4: To examine how the involvement of Students' council/prefects' body in School administration influence student's discipline.

16. Do you think Head Teachers' involving of students' council/prefects influences students' discipline?

(a)Yes [ ] (b) No [ ]

If Yes or No explain?

……

……

……

17. Kindly tick on the level of agreement on the listed statements related to head teachers' student council/prefects on students' discipline.

Key 5 = Strongly agree, Key 4= Agree, Key 3 = Undecided, Key 2 =Disagree, Key 1 = Strongly Disagree.

STATEMENT	**5**	**4**	**3**	**2**	**1**
The Head Teachers allows students to elect their representatives					
The Head Teachers' use of prefects is an important pillar for enhancing positive school discipline					
The Head Teachers consults student council when making school rules and regulations					
The Head Teachers consults students on matters affecting them (for example school diet, dressing code, cancellation of trips)					
The Head Teachers allows students council to suggest possible ways of school improvement					
The Head Teachers consults allows student council/prefects to attend disciplinary meetings					
The Head Teachers allows student council to assist the administration in directing students especially maintaining discipline in schools, supervision of duties in the dining hall, school compound and in the dormitories and giving information about the welfare of students in the dormitories.					
Prefects are instrumental in solving disputes among other students					
The Head Teachers allows students to raise their complaints and grievances through prefect's bodies and settled immediately					

Thank you very much for your precious time.

END

Appendix IV: Questionnaire for S.4 & S.6 Students.

Dear Respondent,

I am **Byaruhanga Alex Muganda** pursuing Masters of Arts in Educational Management at Kabale University.

I am conducting a research to establish the influence of Head Teachers' administrative practice on students' discipline in Rushenyi County, Ntungamo district.

I will be grateful if you would assist me by kindly responding to all the questions in the questionnaire.

You are assured that your answers will be kept confidential and will be used for academic purposes only. Therefore do not indicate your name or the name of your school.

Thank you very much for your co-operation.

INSTRUCTIONS.

Please indicate your correct option as correctly as honestly as possible by putting a tick on one of the options. Also fill the blank spaces for questions that require your own opinion or answers.

Kindly respond to all items below.

SECTION A: DEMOGRAPHIC INFORMATION.

1. Indicate your gender (a) Male [ ] (b) Female [ ]

2. What is your age?

(a) Below 15 years [ ] (b) 16 to 22 years [ ] (c) Above 22 years [ ]

3. Which class are you in?

(a) S.4 [ ] (b) S.6 [ ]

4. What is the type of your school?

(a) Boys only [ ] (b) Girls only [ ] (c) Mixed [ ]

5. What is the category of your school?

(a) Day & Boarding [ ] (b) Boarding [ ]

6. Have there been cases of indiscipline at your school within last five years?

(a) Yes [ ] (b) No [ ]

7. 8. How would you rate the discipline of students at your school?

(a) Very good [ ] (b) Good [ ] (c) Average [ ] (d) Poor [ ] (e) Very poor [ ]

8. What is the common disciplinary problem experienced in your school?

a. Alcoholism [ ]
b. Sexual promiscuity [ ]
c. Escaping from school [ ]
d. Theft [ ]
e. Fighting among students [ ]
f. Bullying [ ]
g. Fighting staff [ ]
h. None [ ]

SECTION B:

Objective 1: To establish how the head teacher's use of school rules and regulations influences student's discipline in selected secondary schools.

9. Do you think Head Teachers' use of school rules and regulations influences students' discipline?

(a) Yes [ ] (b) No [ ]

Kindly explain your chosen answer?

……

……

……

10. The table below contains statements about the use of school rules and regulations.

Kindly tick on the level of agreement on the listed statements related to head teachers' use of school rules and regulations on students' discipline.

Key 5 = Strongly agree Key 4= Agree Key 3 = Undecided Key 2 =Disagree Key 1 = Strongly Disagree.

STATEMENT	**5**	**4**	**3**	**2**	**1**
The Head Teacher provides school rules and regulations to students on admission					
The Head Teacher makes students aware of the consequences of breaking the school rules and regulations					
The Head Teacher makes sure that students obey and respect the established rules and regulation					

The Head Teacher makes sure that school rules and regulations are clear to students and pinned on the school notice board					
The Head Teacher involve students in the formulation of school rules and regulations					
The Head teacher is strict on student's respect of school rules and regulations.					
The Head teacher is strict on students dressing code					
The Head teacher maintains that students get permission to go out of school					
School rules are enforced through Head Teachers' use of prefects' bodies / student council, discipline committee and staff.					

SECTION C

Objective 2: To determine the extent to which the head teachers' mean of communication influences student's discipline in selected secondary schools.

11. Do you think the Head teachers' mean of communication influences students' discipline?

(b) Yes [ ] (b) No [ ]

If Yes or No explain?

……

……

12. Kindly tick on the level of agreement on the listed statements related to head teachers' mean of communication on students' discipline**.**

Key 5 = Strongly agree, Key 4= Agree, Key 3 = Undecided, Key 2 =Disagree, Key 1 = Strongly Disagree.

STATEMENT	**5**	**4**	**3**	**2**	**1**
There exist open communication means between Head teacher and students which are very clear.					
The Head teacher regularly communicate to students on time					
The Head teacher uses well spelt written communication through official letters, memos, notices, suggestion boxes, school magazine, reports, handbooks and printouts.					

The school mission and vision are well communicated to students by the Head Teacher					
There is interactive communication techniques between the Head teacher and students					
The Head Teacher uses three major networks of communication in school, namely downwards, upwards, and lateral communication					
The Head teacher regularly communicates strategies for promoting discipline at the assembly and encouraging feed back					
The Head teacher encourages open door policy					
The Head Teacher makes sure that students use suggestion box to confidentially raise their issues for immediate solutions					

SECTION D

Objective 3: To establish how the use of guidance and counseling influences student's discipline in selected secondary schools.

13. Has your Head Teacher put in place guidance and counseling department?

Yes [ ] (b) No [ ]

14. In your opinion, does Head Teachers' use of guidance and counseling influence students' discipline?

Yes [ ] No [ ]

If yes or no, explain?

……

……

……

15. Kindly tick on the level of agreement on the listed statements related to use of guidance and counseling on students' discipline

Key 5 = Strongly agree, Key 4= Agree, Key 3 = Undecided, Key 2 =Disagree, Key 1 = Strongly Disagree.

STATEMENT	**5**	**4**	**3**	**2**	**1**
The Head Teacher provides guidance and counseling to students					
The Head Teachers' use of guidance and counseling is important in					

improving students' discipline					
Head Teacher makes sure that guidance and counseling is timetabled in school					
The Head teacher identifies students who need guidance and counseling					
The Head Teacher employs competent guidance and counseling personnel					
The Head Teachers' use of guidance and counseling services gives comprehensive advice on careers or courses					
The Head Teacher s' use of guidance and counseling has enabled students to be well disciplined					
The Head teacher invites guest speakers to guide and counsel students					
The Head teacher organizes continuous professional development for the staff on guidance and counseling					
Head Teachers' use of guidance and counseling helps students to make value judgments about their own behavior and obey school rules					
Head Teachers' use of guidance and counseling has empowered students to own and manage their problem					
Head Teachers' use of guidance and counseling has made students to willingly disclose and discuss their problems					
Head Teachers' use of guidance and counseling is beneficial in shaping the thinking and decision making of students					

SECTION E

Objective 4: To examine how the involvement of Students' council/prefects' body in School administration influence student's discipline.

16. Do you think Head Teachers' involvement of students' council/prefects influences students' discipline?

(a)Yes [ ] (b) No [ ]

If **Yes** or **No** explain

……

17. Kindly tick on the level of agreement on the listed statements related to head teachers' student council/prefects on students' discipline.

Key 5 = Strongly agree, Key 4= Agree, Key 3 = Undecided, Key 2 =Disagree, Key 1 = Strongly Disagree.

STATEMENT	**5**	**4**	**3**	**2**	**1**
The Head Teachers allows students to elect their representatives					
The Head Teachers' use of prefects is an important pillar for enhancing positive school discipline					
The Head Teachers consults student council when making school rules and regulations					
The Head Teachers consults students on matters affecting them (for example school diet, dressing code, cancellation of trips)					
The Head Teachers allows students council to suggest possible ways of school improvement					
The Head Teachers consults allows student council/prefects to attend disciplinary meetings					
The Head Teachers allows student council to assist the administration in directing students especially maintaining discipline in schools, supervision of duties in the dining hall, school compound and in the dormitories and giving information about the welfare of students in the dormitories.					
Prefects are instrumental in solving disputes among other students					
The Head Teachers allows students to raise their complaints and grievances through prefect's bodies and settled immediately					

Thank you very much for your precious time.

END

Appendix V: Interview Guide for Head teachers

I am **Byaruhanga Alex Muganda** a post graduate student at Kabale University, pursuing Masters of Arts in Educational Management degree carrying out a research to establish the influence of Head teachers' administrative practices on students' discipline in selected secondary/ schools. A case study of Rushenyi County, Ntungamo District.

I will be grateful for your responses to my interview.

(a) General discipline in school.

(i) Have there been cases of indiscipline at your school?

(ii) What are the common indiscipline cases experienced at your school?

(b) To what extent does the following head teachers' administrative practices influences students' discipline at your school.

(i) School rules and regulations,

(ii) Head teachers' means of communication,

(iii) Guidance and counseling,

(iv) Student council/prefects' body.

Thank you very much for your time.

Appendix VI: Document Check List.

a) Rules and regulations or Students code of conduct
b) Punishment reward book or Black book
c) Minutes on discipline
d) Guidance and counseling records
e) School discipline policy
f) Government policy document on discipline
g) Modes of communication
h) Police report on discipline of students

Thank you very much for your precious time.

END