

**HOME ENVIRONMENT AND STUDENTS DISCIPLINE IN SELECTED PUBLIC
SECONDARY SCHOOLS IN OYAM DISTRICT**

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DECLARATION

I, Bua Stella, do hereby declare that the work contained in this dissertation titled, “Home Environment and Students’ Discipline in Selected Public Secondary Schools in Oyam District” is entirely original with no submissions to academic institutions or higher education institutions for consideration for a degree or other honors.

Signature:

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APPROVAL

I hereby certify that this academic dissertation, titled “Home Environment and Students Discipline in Selected Public Secondary Schools in Oyam District”, was carried out under my close supervision. It is now fully prepared and ready for submission to the Uganda Christian University authorities for examination purposes.

Signature:



Date: 25.May 2025 -----

Dr. MUSIIMENTA ANNET

DEDICATION

I wholeheartedly dedicate this dissertation to my beloved husband, Mr. Kissa Dennis, and to the cherished memory of the late hero Bua Charles, as well as Mrs. Jannet Bua in gratitude for their unwavering love and guidance. I also extend this dedication to my children and entire family whose love, support and care have been a source of strength throughout this journey.

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ACRONYMS AND ABBREVIATIONS

CAO	Chief Administrative Officer
DEO	District Education Officer
DV	Dependent Variable
EFA	Education for All
GPA	Grade Point Average
GoU	Government of Uganda
KCSE	Kenyan Certificate of Primary Education
IV	Independent Variable
MOES	Ministry of Education and Sports
PTA	Parents/Teachers Association
UNESCO	United Nations Educational Scientific and cultural organization
UNEB	Uganda National Examination Board
UCU	Uganda Christian University
UN	United Nations
SPSS	Statistical Package for Social Scientists

ABSTRACT

The aim of this study was to examine how the home environment impacts students' discipline in selected public secondary schools. The specific objectives were to: explore the influence of parental support on students' discipline in these schools; investigate the effects of household chores on students' discipline; assess the relationship between family size and students' discipline; and analyze the impact of domestic violence on students' discipline in the selected public secondary schools. The study employed a cross-sectional survey design following mixed method approach with a sample of 136 respondents comprised of head-teachers, teachers, students, parents, career masters, Directors of Studies (DOS), Senior woman teacher and deputy head-teachers. Data collection instruments included interview guide, questionnaires, and focus group discussions. With a correlation of .686**, the results showed that parental support significantly affects students discipline in the chosen public secondary schools. Regression study revealed that shifts in parental support account for 24.5% of the variation in students' discipline. Furthermore, the study found that, with a correlation of .342**, household chores significantly affect students discipline in Oyam District. The regression results predicted that 30.4% of the variation in students' discipline is attributed to changes in household chores, suggesting that any alterations in this area could lead to a 30.4% change in student discipline. The study also found a positive significant relationship between family size and students' discipline in the selected schools, with a correlation of .589**. According to the regression analysis, family size explains 31.3% of the variation in students' discipline. Finally, the study demonstrated a positive significant relationship between domestic violence and students' discipline, with a correlation of .421**. The regression analysis predicted that changes in domestic violence account for 32.1% of the variation in students' discipline. Basing on the above, it is concluded that home environment affect students discipline. The study recommends that parents and children experiencing domestic related issues should be given counseling and guidance services so as to help them understand their roles in proper child upbringing; and other further areas that deserve investigations were equally suggested.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

This research study focused on the relationship between the home environment and students' discipline in selected public secondary schools in Oyam District. This chapter provides an overview of the historical, theoretical, conceptual, and contextual backgrounds of the study. It also outlines the problem statement, the purpose of the study, the research objectives, and the research questions. Furthermore, the chapter discusses the scope of the study, the research justification, the significance of the research, and the conceptual framework.

1.1.1 Historical Background

Home is a starting establishment of a child that has powerful relationship with students total life (Younas & Noor, 2020). Bushy, (2015) emphasized that the home environment is a key factor influencing students' discipline in schools. The benefits of home environment on children's education was noticed around 18th century in United States of America, and later the policy was adopted by other developed countries, most especially Japan, United Kingdom and Italy as a tactic to boost learners discipline (Odama, 2023). The perfect home environment includes separate room in home for studies, domestic chores at home, family size, parents' academic assistance especially provide the recommended textbooks to their children and parents' physical involvement as well as parents check children homework daily (Younas & Noor, 2020). The home environment significantly impacts learners in various ways, particularly through direct experiences with parents, older siblings, and others in the household (Okřęglicka, 2018). In this regard, parents play a critical role in raising their children in a positive and meaningful manner. A study carried out in Taiwan by Gyberg et al. (2020) revealed that learners from home with favorable and large learning environment, the rate of students punctuality (63%), regularity (71%) and retention (90%) has been high compared to their other friends.

In summary, the home environment has been identified as a key factor influencing students' discipline (Aijuka, 2023). However, many homes lack certain elements that are critical for children's development, which negatively affects students' discipline (Faaz, 2017). Factors such as family size, home type, household structure, domestic responsibilities, and family income all play a significant role in shaping students' discipline. This has a view that discipline is acquired from environment, those exposed to a better environment will definitely have good behavior. Some learners are being found in video halls, internet café and other social centers during school time (Karoooro, 2022). Other homes, learners are always found busy watching or reading pornographic materials instead of giving more attention on their academic work (Kendra, 2016). In the same way, Huylebroeck and Titeca, (2015) said that Countries such as Bangladesh for example, in some homes with a lot of freedom, children take a lot of their time with peer groups. Such children end up imitating such immoral ways, turning into drug addicts, prostitution and joining early sexual relationships leading to low levels of education attainment and indiscipline (Huylebroeck & Titeca, 2017), claiming the reason for this study

Younas et al., (2020) in agreement with the above said that in Africa, many crucial policies and measures including functional adult literacy, agricultural modernization programs, mention them have been adopted by many countries to promote good home environment. Students' home environment has been seen as an important factor influencing students' childhood character, which above all influences their discipline. Aristovnik et al., (2020) carried out a study in three regions in Nigeria and came out with the following; that learners from well-doing families; employed parents, good home environment (estates), well-furnished homes-equipped with home library for personal reading as well as having own means of transport, such learners could arrive at school early and get ready for classes (Odama, 2023). Such learners had private rooms with good lighting for personal revision and the environment is good with less noise and other forms of havoc. They spend most of their time doing personal rather than joining peer groups. Majority of learners were found to be doing well in class thus their completion rate, punctuality, regularity and retention; unlike their counterparts from low income background and slums. The homes are majorly

characterized by noise, learners do not have textbooks, walk long distance to access school, and less self-committed to concentrate on their academic work (Breiting & Wickenberg, 2020).

Additionally, (Codjoe, 2017) conducted a comprehensive study on learning and identified students' aptitude, interest, home environment, and peer interactions as key factors influencing their discipline. Bandhana and Sharma, (2022) noted that students in Sub Saharan Africa are being found in video halls, internet café and other social centers during school time. Other schools learners are usually found busy reading pornographic materials in school libraries; and getting involved in peer related activities. Faaz, (2017), along with Bandhana and Sharma, (2022) both concluded that the home environment is the most significant and influential factor among all others. It serves as the first institution where a child begins to understand and learn. Mothers, in particular, are the child's first teachers, while other family members also play a vital role, similar to that of peers in the development of a child.

Gitonga, (2022) in his agreement with the above statement that many East African countries, have adopted education reforms targeting to promote students discipline. Measures to promote home environment has also been given a priority (Odama, 2023). In Kenya there has been Functional Adult Literacy (FAL) program, programs targeting home-based small projects, as well as free education for all. These programs have been initiated to boost family income levels thus promoting family morale and capacity to send their children to school (Mwangovya et al., 2024). Mwangovya et al., (2024) further argued that decline in students discipline in Kenya public schools have been as a result of some learners being found in video halls, internet café and other social centers during school time. Other school learners are usually found concentrating reading pornographic materials at home rather than concentrating on their academic work; and getting involved in peer related activities. Okręglicka, (2018) reported effect of home location, family size and type, and poor funding on students discipline measures; Sund and Gericke, (2020) identified the lack of a strong home foundation as a key reason for low student discipline. Achieng, (2022) highlighted the influence of home factors, student factors (such as peer groups), and the capacity of educational

institutions as contributing causes. Similarly, Younas and Noor, (2020) suggested that a combination of factors, including those within the child, family size, society, government, and the school, play a significant role in this decline. Other studies have pointed to the level of family cohesion and family relationships as important predictors of students' discipline in public secondary schools (Khan et al., (2019).

Historically, Uganda government started promotion of home environment for learners in amid 1990s (Mukama, 2020). The government with the use of its ministries, donors and other development partners have done a great role towards boosting home environment, and this has been done through free education for all as well as Plan for Modernization of Agriculture (PMA) programs targeting to boost household income and free access to education for all school going children (Achieng, 2022) which is not the case in Uganda.

According to research, self-confidence and social skills of children are greatly enhanced by a supportive home setting. This self-assurance helps children adjust to different situations and helps them grow as moral beings. Additionally, Faaz, (2017) and (Bandhana and Sharma, (2022) contend that entire development of a child is greatly influenced by their home environment. Students' discipline and moral character are positively impacted when parents create a supportive environment. On the other hand, adolescents who grow up in unsupportive homes frequently struggle in school and other facets of life.

Higher academic accomplishment is directly correlated with parental involvement in their children's education at home. Students typically perform better and advance more quickly when parents participate in school-related activities. Therefore, a child's nature is greatly influenced by their home environment, which cultivates traits like love, caring, and sharing that have a greater impact than the actual surroundings (Oluka, 2018). The Uganda Government White Paper on Education (1992) sought to address the gap in home environments to improve student discipline in public secondary schools. However, these efforts seem to have fallen short of achieving positive results in Oyam district. The next section discusses the theoretical background related to this issue.

1.1.2 Theoretical Background

Numerous theories explore the relationship between home environment and students' discipline. This study is grounded in the Human Development and Socio-Cultural Theory initially proposed by Vygotsky (1978) and later expanded upon by Bronfenbrenner (1979). The theory views the home as the child's immediate cultural and social environment, describing it as the "ecology of child development." It emphasizes that four key aspects of the home environment significantly influence students' discipline: parental support, household responsibilities, family size, and domestic violence (Faaz, 2017). Parents support captures directly involvement of parents to creating conducive learning environment within home, motivating their children to practice good morals and career guidance. Whereas, household chores involves limiting school going children involvement in domestic responsibilities especially chasing birds, looking after animals, cooking and fetching water so as to devote more of their time in revision and doing homework. When these environment conditions are in place at home, they can lead to better discipline of students.

On the other hand, domestic violence are the factors that determine one's self esteem and depression, physical abuse and aggression. Similarly, family size especially family structure, career guidance and parents' occupation as well as income determines the nature of home environment. These factors are directly related to the discipline of students. When these motivators are present, they have the power to influence the discipline of students and overall behaviors (Huylebroeck & Titeca , 2017). In this context, Bronfenbrenner highlights that individuals are not merely passive recipients of their environment; instead, they actively and progressively contribute to reshaping the environment in which they live (Vélez-Agosto et al., 2017).

The environment, in turn, influences the development and growth of individuals through collaborative interactions with people, symbols, and objects within the surrounding context (Sontag, 1996). Viewing the home environment as a social setting aligns with the principles of the socio-cultural theory, which emphasizes the role of social and cultural interactions in shaping

individual behavior. According to Vygotsky (1986), a child's learning is deeply embedded in social experiences that occur as they engage with peers and others in their environment. Through activities such as play and language, children actively participate in various social tasks, further shaping their development (Lem, 2022).

The ecological theory of human development and the socio-cultural theory emphasize three key aspects of social and moral development of a child. First, they position children within their social environment, highlighting the role of the surroundings in shaping moral and intellectual growth. Second, they stress the importance of the environment in developmental processes of a child. Third, they view the child as an active participant who both influences and is influenced by their environment, creating a reciprocal relationship. These theories regard the home environment as a vital micro-system (Bronfenbrenner, 1979), defined as a pattern of activities, roles and relationships experienced by the individual within a specific physical, moral and material context. The micro-system encompasses the social and cultural settings in which the individual is nurtured and interacts with others, shaping their education and development (Yanga & Oh, 2024).

The home living and literacy environments are recognized as key factors influencing the development of language skills, phonological awareness, writing ability, and reading proficiency. To effectively apply the ecological model in studying the impact of the home environment on moral development, phonological awareness, and behavioral changes, it is essential to incorporate the elements of process and time. The ecological model is built upon four critical components: the person, process, time, and context, all of which are necessary for a comprehensive analysis. The Human Development and Socio-Cultural Theory have similarities with factors that influence students' discipline; and thereafter, discipline of students; and the researcher is interested in issues that affect and influence students' discipline. However, with allegations of improper home environment has contributed to poor discipline of learners at secondary level in this district. It is therefore worth noting that despite its limitations, the concept

of home environment addressed by the Human Development and Socio-Cultural Theory which is core in this study, making it worth applying to underpin my research findings.

In summary, this research was guided by the shared responsibilities perspective of the Human Development and Socio-Cultural Theory advocates for the coordination, cooperation and complementation of schools and family (Faaz, 2017). This literally means that both the teachers and the family/parents have to work together to develop and improve the discipline and academic potentials of the student in all the three domains of learning as put forward by Sund & Gericke (2020). This can be done by reminding the students to do their homework when they come home, feeding them on a balanced diet, giving them less load to handle when home in order to remain with time to read, buying text books, paying for internet for research purposes, attending school activities and meeting, monitoring their progress, offering continuous guidance and counseling, paying school fees in time among others. This complemented the professional roles of a teacher which in the end may lead to improved students discipline other factors put constant.

1.1.3 Conceptual Background

This study was grounded in and guided by the following conceptual variables, as outlined below.

Home

Oluka, (2018) defines a home as, a house or an apartment where a person lives, or a place where a person was born or grew up. Also, Oluka defines environment as the circumstances, objectives or conditions by which one is surrounded. According to Collins (2017), a home is where learners reside with their family members, including parents or guardians and siblings. It serves as the foundation where learners are nurtured and begin to acquire the early norms and values of their society. The family functions as a fundamental social unit within any community, offering early experiences and stimulation critical to a child's development. As the primary institution for a child's socialization, the home plays a pivotal role in shaping the child's educational foundation, upon which other socialization agents build (Aijuka, 2023). The behavior of a child in later life is greatly and permanently influenced by the education they acquire at home from their parents and

other important family members. The academic success or difficulties of a child in school are greatly influenced by the experiences and lessons they receive at home as well as by the encouragement and support of formal education by the family. Furthermore, the life and academic accomplishments of a person is significantly shaped by their larger environment.

Home Environments

Schunk, (2020) looks at the concept of home environment includes vital social and physical contexts within which children develop. The home environment should encompass essential factors that promote learning and academic success. These include the mothers' responsiveness of a mother, her involvement and approach to disciplining the child, the organization of the home setting, the availability of appropriate learning materials and opportunities for daily engagement and stimulation (Odama, 2023). This study upholds this conceptualization. In the researchers work, environment is defined in terms of child labor, child neglect and domestic violence. The home environment encompasses several factors, including the physical surroundings, such as the cleanliness and safety of play areas; the emotional warmth a parent show when interacting with their children; and the presence of stimulating and educational opportunities and experiences within the home.

Students Discipline

Students Discipline is the ways each student takes him or herself (Amatre, 2015); the way students interact and relate with fellow students and teaching staff. Schools are responsible for supporting students' learning, safety, and overall well-being. To maintain positive student discipline, collaboration among parents, teachers, and students is essential (Karoooro, 2022). There are many potential influences on student discipline, and many factors that can lead to discipline that is challenging for secondary schools to deal with (Topor, 2020). Several factors influence students' discipline, including biophysical, cultural, psychological, environmental, behavioral and social elements. Furthermore, student group dynamics, teacher behavior, classroom organization, and historical community factors also play a role.

1.1.4 Contextual Background

In Uganda, the growth of a child is greatly influenced by their family from the very beginning, when their mind is most open to learning (Oluka, 2018). It makes the initial impressions, which might affect the youngster for the rest of their lives. The feeling of self-worth and discipline of a child are influenced by their perceptions of parents, siblings and their immediate surroundings. According to a research conducted in the Wakiso district by Mukama (2020), a supportive home environment has a significant role in forming moral character of a pupil. Furthermore, Karooro, (2022) underlined that without the assistance of the family environment, the teaching and learning process at school cannot be completely successful. Children from home environment surrounded by night clubs, bars and the continued exposure of such pornographic materials to the children has affected them morally and changed their behaviour; and worst part, around 17% of children aged below 18 from such home environment in Uganda are involved in prostitution, over 23% drop out of schools and 15% of students who are absent daily, 87% of them being girls, reason being early pregnancy, early sexual relationships and peer group influence that all being contributed by home environment (Kemjika, 2016).

In this context, Gitonga (2022) highlighted the critical role of parental awareness in shaping the moral development of their children. The study underscores the connection between a student's home environment and their regularity as well as overall behavior at the secondary school level. Parents who actively engage in and take responsibility for their children's learning outcomes tend to enhance the interest of their children in academic pursuits. Similarly, (Owolabi, 2020) observed that in Karamajong, where children often spend significant time herding cattle, their days are frequently occupied with wrestling and playful teasing. This lifestyle contributes to irregular school attendance and a heightened risk of dropout intentions. While various researchers, including Schunk (2020), Gitonga (2022), Oluka (2018), and Mukama (2020), have validated the significance of these dynamics, this study will focus on the unique context of Oyam. It briefly outlined the insights from these earlier studies while addressing how the findings can inform understanding within this specific environment.

Oluka (2018) highlights the influence of family background on students discipline in the Acholi region, identifying it as a critical factor affecting their school regularity, focus on studies, retention, and overall social behavior. The educational and familial environment, as well as social class factors, is important family-related influences (Odama, 2023). Both positive and negative effects on students' attendance, homework completion, teasing behaviors, and academic advancement can be attributed to the home environment and the dynamics of family interactions (Mukama, 2020). Oluka (2018) investigated how parental responsibilities and environmental factors influence these outcomes with a focus on rural Acholi. Parents or guardians are tasked with creating a conducive home atmosphere, ensuring effective learning support, and fostering proper upbringing for their school-aged children.. In relation to the above, Kemjika (2016) asserts that most of these learners have been found to be those from long distances and those who stay in trading centers that usually get involved in domestic chores.

Correspondingly, Gitonga (2022) stated that in northern Uganda; however, home environment is a major problem that affects student discipline which may affect their enrolment and general behavior. Children from home environment surrounded by night clubs, bars and the continued exposure of such pornographic materials to the children has affected them morally, academically and changed their behavior; and worst part, around 17% of children aged below 18 from such home environment in central Uganda are involved in prostitution, thus time for their academic work; over 23% drop-out of schools and 15% of students who are absent daily, all being contributed by home environment (Kemjika, 2016).

The home environment in Oyam District is a complex idea with both physical and psychological components (Gitonga, 2022). The psychological environment is the quality of family relationships, respect for one another, participation in family decision-making, and associated dynamics, whereas the physical environment consists of necessities such as housing, food, shelter, clothing, water, and other necessities. The moral growth of students is greatly influenced by these factors (Mukama, 2020). The family structure, the household's authority figure, the

parents' educational background, their attitudes toward their kids, and the family's financial situation are some of the elements that affect the home environment. Together, these components are essential in establishing the general atmosphere of the home (Mukama, 2020).

In a nutshell, many students spend most of their time in video halls watching pornographic films and music. As a result, they tremendously dodge classes/lessons leading to declining discipline (Achen, 2019). Cases of students drop out are still high at 18% in the district, absenteeism at 15% and irregularity/punctuality in class at 30% especially in secondary schools across the district (Achieng, 2022); and this situation has escalated with the outbreak of Covid-19 pandemic (Odama, 2023). Several factors within a student's home environment can influence their discipline, including proximity to school, surrounding noise levels, parental roles, educational background, occupation, economic status, marital status, family size, and peer groups (Kemjika, 2016). In certain communities within Oyam District, some parents resist sending their children to school due to reliance on their labor for household or agricultural tasks. Additionally, cultural concerns, such as parents' reluctance to entrust daughters to male teachers, and infrastructural challenges, including poor roads and inadequate communication networks, hinder children's access to education (Achieng, 2022). This study aims to address the knowledge gap regarding the impact of the home environment on students discipline in selected public secondary schools within Oyam District.

1.2 Statement of the Problem

Today, children's home environments pose a serious threat to their discipline at public secondary schools, which might have an effect on their academic performance (Kemjika, 2016). A good number of studies on home environment and students discipline have been carried out (Bushy, 2020; Amatre, 2020; Kendra, 2016; Halpern, 2022; Ifeanyi, 2017). These studies have been conducted in various locations and are not specific to Oyam District. Moreover, concerns about students discipline persist. If these issues are not promptly and effectively addressed, the future of the district's students may be at risk. Additionally, based on the reviewed literature, no

research has yet identified the most influential aspects of the home environment in relation to students discipline within a selection of public secondary schools in this district. Increasingly it has become clear that home environment could be a factor responsible for the existing dwindling students discipline in selected public secondary schools in the district (Aijuka, 2023). So, this research focused and remains well justified, henceforth, calling for serious study investigations.

The discipline of students indicated by their enrolment, relations, retention, punctuality and regularity get influenced by home environmental factors (Mukama, 2020). Home environment greatly influences the home physical aspects, accessibility to school, punctuality and regularity, location, mode of transport, time taken to access home/school, distance to school/home and parental background that determine the students behaviors in the long run (Kemjika, 2016). Oyam District Local Government has put up several interventions towards addressing the issue of home environment in order to improve on the discipline of students by strengthening Universal Secondary Education (USE) program, supported by the efforts of government to put in place enough teaching staff and have them trained in career guidance through workshops (Oluka, 2018). This has been done with an intention of improving the discipline of students and promoting professionalism among teachers.

Despite the existing interventions, the discipline of students in secondary schools within Oyam District continues to be inadequate. Notably, public secondary schools have continued to witness decline of their students' discipline. Irregularity, late coming, failure to finish and submit homework, decline academic results and increasing cases of teasing and strikes in schools have escalated (Achieng, 2022; Aijuka, 2023). Subsequently, several studies on home environment largely devoted the focus on the students discipline in developing and developed nations (Breiting & Wickenberg, 2020; Codjoe, 2017; Faaz, 2017; Bandhana & Sharma, 2022); limited research has been conducted to establish whether home environment could be responsible for this negative situation. In this context, the researcher aimed at exploring and urges additional

research to look at how the family environment affects students' behavior in a few public secondary schools in the Oyam District.

1.3 Purpose and Objectives of the Study

1.3.1 Purpose

The study aimed to explore the influence of students' home environments on their behavior in selected public secondary schools in Oyam District. To identify the most influential factors, the research focused on four key aspects of the home environment: parental support, household responsibilities, family size, and domestic violence.

1.3.2 Objectives

The following objectives were developed to address the research problem:-

- i. To ascertain the influence of parents' support on students discipline in selected public secondary schools in Oyam District.
- ii. To establish the effects of household chores on students discipline in selected public secondary schools in Oyam District.
- iii. To determine the relationship between family size and students discipline in selected public secondary schools in Oyam District.
- iv. To examine the effect of domestic violence on students discipline in selected public secondary schools in Oyam District.

1.4 Research Questions

To establish the most outstanding home environment and its influence on students' discipline, four research questions were used to gather qualitative information from participants:

- i. How does parental support influence students' discipline in selected public secondary schools in Oyam District?

- ii. What are the effects of household chores on students' discipline in selected public secondary schools in Oyam District?
- iii. What is the relationship between family size and students' discipline in selected public secondary schools in Oyam District?
- iv. How does domestic violence affect students' discipline in selected public secondary schools in Oyam District?

1.5 Hypotheses

Four research hypotheses (corresponding to the research questions) were tested on the corrected quantitative data:-

H₁: Parental support has a positive influence on students' discipline in selected public secondary schools.

H₂: Household chores have a positive effect on students' discipline in selected public secondary schools.

H₃: Family size plays a positive role in influencing students' discipline in selected public secondary schools.

H₄: Domestic violence has a positive influence on students' discipline in selected public secondary schools.

1.6 Scope of the Study

The scope of the study was categorized into three sub-themes: content scope, geographical scope, and time scope, as outlined below:-

1.6.1 Content Scope

The main goal of the study was to find out how students' home environments affected their behavior in particular public secondary schools. It investigated how the dependent variable (students' discipline) and the independent variable (home environment) relate to one another. The

study specifically sought to ascertain how parental support affected students' behavior, evaluate how household chores affected students' behavior, examine the connection between family size and students' behavior and see how domestic violence affected students' behavior in a few of Oyam District schools.

1.6.2 Geographical Scope

The research was conducted among selected public secondary schools in Oyam District. These schools were selected because they have experienced decline in students discipline due to home environment.

1.6.3 Time Scope

The researcher observed a significant and concerning decline in student discipline in these public secondary schools between 2014 and 2024. To improve the family environment and enhance student discipline, the Ugandan government fully implemented and supported the Operation Wealth Creation initiative during this period. This time period was conveniently considered paramount to provide adequate information to make a robust assessment about the concern in question. Finally, the study was conducted over a thirteen-month period, from July 2023 to June 2024. This timeframe allowed the researcher to meet the university's requirements within the specified academic calendar.

1.7 Justification of the Study

Today, home environment is a major problem that affects public secondary school students' discipline which may influence their education attainment (Kemjika, 2016). A good number of studies on home environment and students discipline have been carried out (Bushy, 2020; Amatre, 2020; Kendra, 2016; Halpern, 2022; Ifeanyi, 2017). These research were not conducted in Oyam District particularly, but rather in other places. Concerns regarding students' behavior, however, remain a major problem. The future of the students of Oyam District is still up in the air if these issues are not sufficiently resolved. Additionally, based on the literature analysis, not

many research have explicitly examined how the family environment affects students' behavior at particular public secondary schools in the district. It is becoming more and clearer that a major contributing cause to the drop in student discipline may be the home environment. As a result, this research is both pertinent and essential, necessitating a thorough examination of the issue.

1.8 Significance of the Study

It is anticipated that the results from this study may be utilized to determine the most suitable aspects of the home environment and how they affect the discipline of the pupils who require special interventions. The following are anticipated to benefit from the research's findings:-

1. **Head-teachers:** The study is going to aid teachers in building proper relationship with their students and helping to assess their conduct. The secondary schools as institutions is expected to aid in identifying vulnerable children carefully and learn how to handle the affected.
2. **Classroom teachers:** The findings may add the contribution to the existing available information and by understanding the challenges faced by students from different home environment. They shall base on these findings to improve on their education attainment through involvement and collaborating with parents.
3. **Parents:** The parents are going to be sensitized on issues of child neglect, child labor, parents support, domestic violence and how they hamper students' discipline, and this is also expected to help guardians and parents to give more time to their school-going children for proper moral upbringing.
4. **Scholars and library users:** The study may serve as a valuable foundation for future researchers and academics interested in exploring related fields. Its findings may help others identify existing gaps and create comprehensive reports that address these gaps, providing detailed insights into the specific issues under investigation.
5. **Policy Makers:** Policy makers are expected to be guided on policy designing on issues related to domestic violence, child labor and child neglect. It is also hoped that the

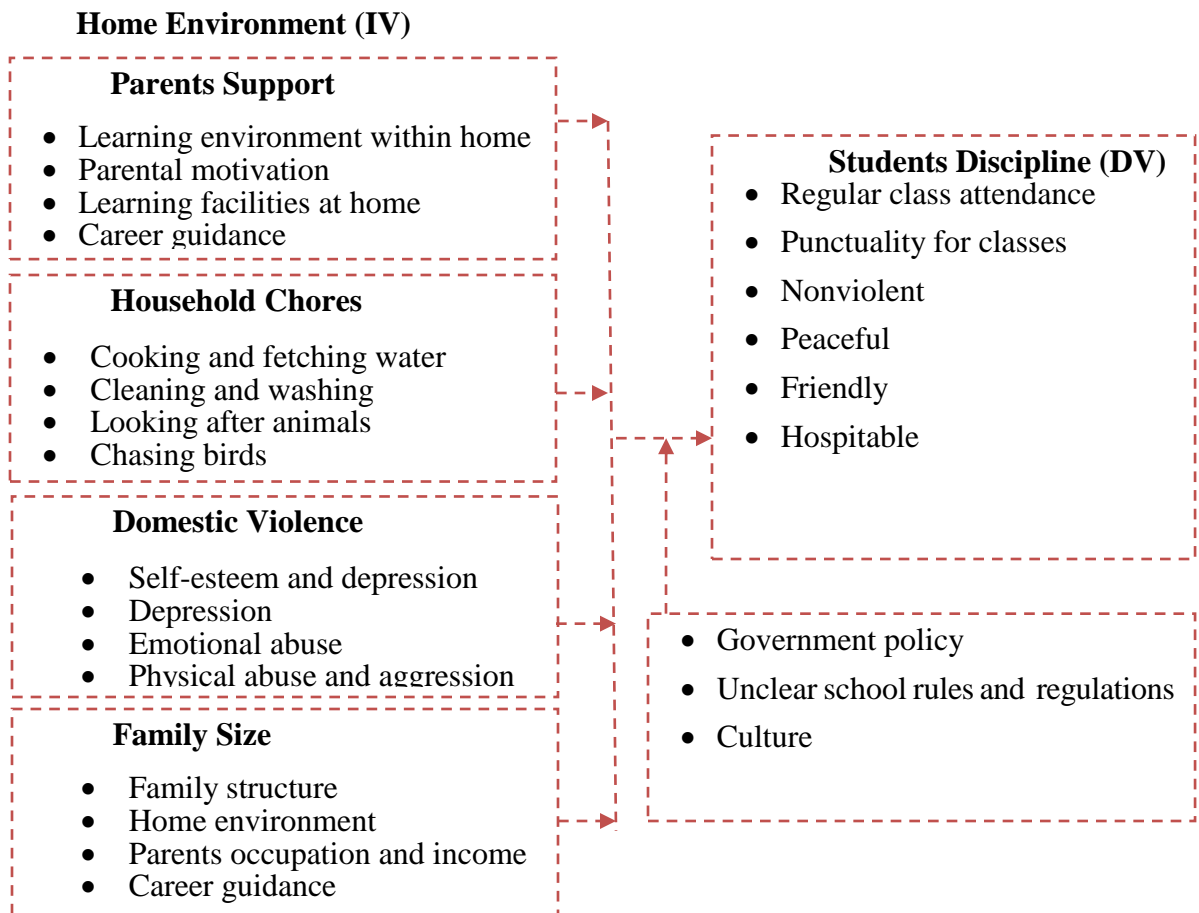
recommended measures may contribute towards the development of holistic policies in terms of school management.

6. **Researcher:** Through this study, the researcher may develop a comprehensive understanding of the core principles of field research, including data collection, information gathering and organization, and analysis techniques. By acquiring these skills, the researcher will be well-equipped to handle tasks related to management research in both professional settings and private consultations.

1.9 Conceptual Framework

This conceptual frame-work below in figure 1.1 clearly elaborates the existing relationship between the home environment and students' discipline.

Figure 1.1: Conceptual Framework



Source: Bronfenbrenner (1979), Modified by the Researcher, (2024)

The study concepts pertaining to the variables under investigation are clearly depicted in Figure 1.1, where the discipline of the students is regarded as the dependent variable and the home environment as the independent variable. The aforementioned illustration also makes it evident how the independent variables impact the current dependent variables. Domestic violence, family size, parental support, and household tasks were all considered aspects of the home environment in the conceptual framework mentioned above. When all of these are present, students discipline ultimately improves. Regular class attendance, punctuality for classes, nonviolent, peaceful, friendly and hospitable is all indicators of a student's discipline. Even though they appear weaker depending on the research location, the intervening variables also join them and have an impact on students' discipline.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter, divided into three subsections, presents information that is both relevant and beneficial to the study while aligning with the research objectives. It incorporates the perspectives, insights, and analyses of other researchers and scholars related to the research problem. The available information is organized according to the stated objectives and guided by the outlined themes below.

2.1 Parents Support and Students Discipline in Public Secondary Schools

This section presents findings, studies and reports on the influence of parental support on students discipline in selected public secondary schools in Oyam District. Achen (2019) concluded that factors such as parental educational level, occupation, income, home learning environment, parental motivation, career guidance, and the availability of learning resources at home (e.g., tables, books, and maps) significantly impact students discipline. Similarly, Adeshinwa and Aremu (2020) found that some parents prioritize preparing their daughters for marriage over education, citing financial constraints as a reason for not providing school materials such as books, uniforms, and shoes.

Research by Amatre (2020) also highlighted that parental socio-economic status (SES) is a key factor influencing students overall discipline. Students from low-SES families tend to perform poorly academically, score lower on tests, and are at a higher risk of dropping out. Low SES negatively impacts discipline by limiting access to essential resources and increasing stress within the home environment.

The educational level of parents also plays a critical role in shaping students discipline. Bandhana and Sharma (2022) demonstrated that educated parents, equipped with extensive knowledge and skills, are more likely to engage their children using complex language and a

broader vocabulary. Conversely, parents with limited education tend to have lower expectations for their children's academic and moral development. Breiting and Wickenberg (2020) argued that the structure of the home environment strongly influences children's moral development.

Parental involvement, influenced by norms, values, and educational aspirations, manifests through consistent enthusiasm, encouragement, social support, and positive parenting styles. These behaviors are often internalized by students, shaping their self-perception, motivation, educational aspirations, and self-esteem. Parental involvement thus frames how students perceive education and school-related tasks, reinforcing their drive to succeed.

More so, of recent world over, parental support is very essential to a child's cognitive, societal-emotional, and physical development (Aristovnik et al. 2020). As a result, many strategies for involving parents in school activities were developed, including attending school conferences, PTA meetings, disciplining and counseling their children, and sharing with teachers on their children behaviours. As a result, several countries created plans to encourage parental involvement and support in their children academic and behavioral development. These forms included taking involvement in the child's academic work, maintaining an academically supportive family environment, career guidance, and taking part in extracurricular activities. Subsequently, it is believed that home and parents have a strong impact on the students discipline status, emotions and general character. This is supported by Collins (2017), who demonstrated that the home environment significantly impacts children, as parents are their primary socializers. The family background and overall environment in which a child is raised play a crucial role in shaping their behavior and level of discipline. Most families Sub-Saharan African countries are still less developed and this kind of low-income status is directly reflected among most households which in return affects the way parents can support and monitor their children behaviour at school. For instance, in Kenyan communities, there is evidence that students' behaviour was greatly deterred by the social economic status of parents and some political factors as it is emphasized by Codjoe (2017).

Expósito and Granados-Sánchez, (2020) emphasized that parents socioeconomic background significantly influences students' discipline in Nairobi public secondary schools. Similarly, researchers in Ghana have explored the link between parents' socioeconomic status and their children's behavior. For instance, Collins (2017) investigated the causes of indiscipline among students at Kemp Methodist Junior High School in Aburi, located in Ghana's Eastern Region. The study revealed that factors such as the school environment, parental influence, home conditions, and household income played a critical role in shaping students behavior. In another perspective, Faaz (2017) highlighted the importance of school-based parental involvement, which includes assisting with school activities, participating in scheduled school programs, and maintaining communication with school staff.

Gitonga (2022) described parental involvement as the direct engagement of parents in managing their children's discipline. Through active participation in school activities and collaboration with teachers, parents contribute significantly to improving their children's behavior and learning environment. Farooq et al. (2019) further noted that effective parental involvement requires parents to fulfill their roles and responsibilities, creating a nurturing atmosphere conducive to learning. Open communication at home is essential for building trust and rapport between parents and children, which fosters moral development and self-discipline. Similarly, Ifeanyi (2017) argued that parental support involves direct engagement in monitoring children's classroom activities, consulting on their academic progress, and guiding their social interactions. This comprehensive involvement ensures a strong foundation for character development and academic success.

Halpern (2022) asserted that parental guidance, mentorship, and encouragement are fundamental to a child's overall success. Without adequate parental support, fostering better discipline and academic achievement becomes a challenging task. Kendra (2016) highlighted substantial evidence showing that parental involvement positively impacts children's learning outcomes. However, simply providing school supplies and paying fees is insufficient; parents must also

create an environment where children feel comfortable sharing their academic and social challenges. Al Fadda et al. (2020) cited Epstein's 1995 model, which identifies three overlapping environments-family, school, and community-that fulfill a child's needs for social behavior, development, and learning. Mukama (2020) emphasized the interconnectedness of these environments and the critical role of parents as guardians, advisors, and community members in shaping a child's discipline.

Machebe et al. (2017) stressed the importance of providing a nurturing home atmosphere for all children, particularly school-going ones. A supportive home involves meeting basic needs such as food and safety, minimizing household chores for school-aged children, and imparting values and positive behaviors. The study highlighted that parents' attitudes toward education directly impact their children's academic success. If parents fail to fulfill these roles, schools can step in to support families through initiatives such as family support programs, parental education events, and home visits. Schools can collaborate with families to create a stable and nurturing environment that enhances students' discipline and overall development. Recognizing the critical role of parental support, this study aims to examine its influence on students discipline in public secondary schools in Oyam District.

2.2 The Household Chores and Students Discipline in Public Secondary Schools

This section presents research, studies, reports, and findings on the impact of household responsibilities on students' behavior in selected public secondary schools within Oyam District. According to Achen (2019), the term households chores refers to activities such as cleaning, washing, and ironing that are done constantly at home. Besides, Schunk (2020) argued that in Sub Saharan Africa and in a special way in Uganda the kind of work children or students do at home differ before going to school depending on the location of a home, rural or urban, and this kind of work such as cooking, fetching water, looking after the animals, chasing birds, among others but a few; seem or may not seem to have an impact on students discipline and below are what different scholars found out, reported and observed. This survey concentrated on quantitative research

design, where data was gathered with help of designed questionnaires, unlike this research that focused on a mixed research approach.

Similarly, Younas and Noor (2020) highlighted that in countries such as Bangladesh, children in homes with excessive freedom often spend much of their time with peer groups. This exposure can lead to the adoption of harmful behaviors such as drug addiction, prostitution, and early sexual activity, which negatively impact their focus on education and overall discipline. Furthermore, Farooq et al. (2019) emphasized that familial relationships at home play a critical role in shaping children's social development. These relationships serve as a foundation for both intellectual and social growth, fostering self-confidence in children.

Muola (2020) argued that household chores, such as digging and washing utensils, contribute significantly to a student's success. A supportive home environment that encourages students can enhance their learning and improve their capabilities. Conversely, a discouraging home environment undermines students' abilities and hinders their potential for success. However, this research was conducted outside Ugandan environment, not purely focused on secondary schools. It was also conducted almost some few years ago, which created a gap, that the current study is vital to be conducted at national level, Uganda, creating a justification for this work.

Khan et al. (2019) argued that household chores significantly impact students' behavior. The home environment exerts both direct and indirect influences on a child's conduct. Specifically, the combination of household tasks, home settings, and family lifestyle creates a framework of physical, intellectual, and social dynamics that directly affect a student's concentration and behavior. Similarly, Parveen (2017) identified a connection between students' participation in domestic responsibilities and their character. Increased involvement in household roles often results in students arriving late to school, failing to complete assignments, and experiencing overall negative effects on their education. Such circumstances hinder a child's potential and put them at a disadvantage compared to peers who are not subjected to similar conditions.

Bhang et al. (2018) studied students in mixed day secondary schools in Kisii District, Kenya, and found that many spent substantial amounts of time on household chores such as cooking, farming, fetching water and firewood, harvesting crops, and caring for siblings or the sick. For boys, activities like tending to livestock and preparing farmland were particularly noted as contributors to low classroom concentration. This lack of focus often led to engagement in immoral behaviors and peer group activities such as smoking. These findings align with Ifeanyi (2017), who highlighted that unsupportive home conditions are detrimental to creating a conducive learning environment. However, Ifeanyi also observed that some students exposed to such conditions showed significant behavioral improvements when placed in better school environments.

Additionally, Aristovnik et al. (2020) highlighted that children's participation in household chores is another factor contributing to academic challenges. In particular, girls often lack sufficient time for personal study and completing homework, which leads to increased tardiness, irregular attendance, and other forms of indiscipline, as observed in Kenya. And also determined by the home environment, rural domestic chores differ from urban chores so may not be affected the same way. Building on the above, Oluka (2018) emphasized that poverty is a primary driver of child domestic labor, as families with insufficient income often rely on the labor of the children to meet their needs. Children are engaged in various hazardous tasks such as fetching water and firewood from remote areas, grazing cattle, digging, and cooking. These chores consume valuable school time, negatively impact the health of children due to the associated risks and lead to decreased concentration on academic work, increased school dropout rates, bullying and low retention, among other challenges (Aijuka, 2023). These conditions are common in rural areas and may be it is the reason why rural schools don't match with the level of urban schools in terms of students' discipline. The research was based on quantitative approach. It was based on questionnaire in gathering the primary data. However, this study focused on both research mixed approaches.

Additionally, Muola (2020) emphasized that children from child-headed households have a variety of socioeconomic obstacles that impede their academic development. These children, who live in

poverty, hunger, stigma, and discrimination, frequently endure child labor, poor health, sexual abuse, and an inability to pay for school fees. Their general behavior at school and in the community is negatively impacted by these difficulties. Besides, Kemjika (2016) noted that child labor at home is characterized with problems of reaching late at school, absenteeism which are not associated to academic excellence. Domestic chores significantly reduce failure of children in secondary schools in rural areas. Children from low-income families' homes were deemed unsuitable for learning due to factors such as insufficient lighting, excessive time spent on housework, a lack of a desk or table, or a lack of books. Where these school-going children stay with their relatives or close family members to complete their education, these children commonly tend to be considered as porters in the house where he lives. They are always given limited time to concentrate in their academic work. In addition, the child is often responsible for managing most household chores. As a result, the school-going child may resort to unethical behavior at school as a way to cope with feelings of anger, depression, and frustration. However, it remains unclear whether this situation applies to students in the Oyam district.

Oluka (2018) observe that working both at home and in the labor market was dangerous to children's discipline. When combining job and study, young children are more negatively impacted than older ones. Sometimes, those children involved in early labor market tend to easily associate with mature people with criminal mind-set especially drug addicts, making them to easily imitate their character as well as less time to concentrate on their studies (Odama, 2023). Domestic chores revealed to be a negative predictor of students discipline in secondary schools. In other words, Ifeanyi (2017) noted that home-school distance has persistently undermined students' ability to study; they reach at school when they are already tired and can't concentrate on class work. Still, in the evening, they reach home when its already late and tired, thus become hectic for them to handle the assignments and be able to have self-revision thus undermining their ability to concentration on their academic work. This study, conducted in Oyam District, utilized a mixed-methods approach. In contrast, Ifeanyi (2017) employed analytical, descriptive, and normative methods to examine the

practices of a representative sample of education stakeholders, identifying several unique measures constrained by the limitations of existing theoretical models.

Much focus was placed on how the ability of a parent to supply necessary resources and materials affects the discipline of a child in relation to their economic status, namely their income and wealth. These features are essential for improving student learning and making academic subjects easier to understand and handle. (Kemjika, 2016); and this involves having enough time with their children for proper child upbringing. In some home environment, where students lack such parental career guidance, they tend to less concentrate on their academic work, and mostly participate in immoral activities like teasing at school. On the other hand, Bushey (2015) noted that having your children help around the house doesn't just make your life easier. It also helps them become humans later in life. Chores give your children the opportunity to be more responsible, compassionate, and hardworking as they cross to adulthood. Children can learn accountability for their actions by being assigned household chores (Odama, 2023). For instance, when they are tasked with cleaning up after themselves, they understand that it is their responsibility to tidy up any mess they create.

Mukama (2020) emphasized that the type of domestic responsibilities and parental occupation significantly affects students' discipline and academic performance. The work schedule of a parent determines how much time they can devote to the education of the child. Parents who leave early and return late may offer limited support for their child's schoolwork and development (Aijuka, 2023). Additionally, the home environment can influence a student's discipline. For instance, a child living near a market square may adopt local behaviors and language, impacting their conduct, morals, and learning. Similarly, Khan et al. (2019) noted that students from homes near noisy environments, such as traffic or plywood factories, may struggle to concentrate on their studies, affecting their behavior at school. The physical and psychological conditions of the home environment play a crucial role in shaping a student's discipline. The effects of household chores

on students discipline in public secondary schools in Oyam District remain unclear, which is the focus of this study.

In line with the above, Achieng (2022) observed that many low-income parents typically operate small-scale businesses and reside in trading centers. In such communities, their children mostly help them in their shops. Sometimes, such communities are noisy and full of happening places, an environment that can't encourage self-revision, immoral characters and academic concentration. This aligns with the views of Farooq et al. (2019), who emphasized that a parent's economic status, which includes factors such as income (whether high, low, or average) and affluence (e.g., the number of cars, computers, home libraries, televisions, and other resources available to students at home), plays a significant role. Some students from well off families with high income have all social amenities like television and their children spend a lot of their time on such television thus easily exposed to pornographic films. This is commonly in homes found in urban and semi urban communities where there is accessibility to electricity (Muola, 2020). In addition, students from remote areas, they walk long distances to reach school thus tend to delay along the way and sometimes get involved in peer group influence and its related activities. Thus, by concentrating on the household tasks at hand, the researcher became concerned about learning more about how household chores affect students' behavior in a few public secondary schools in the Oyam district.

2.3 The Family Size and Students Discipline in Public Secondary Schools

This section presents studies and findings regarding the relationship between family size and student discipline in selected public secondary schools in Oyam District. Bushy (2020) found no significant link between family size and academic performance, noting that children with two or more siblings did not score lower than those with one sibling. The effect of family size on students' education can vary from positive to negative. Larger families often lack sufficient educational resources and may struggle to address individual behavioral issues. Bhang et al. (2018) observed that larger families are more likely to have less individualized attention, leading to lower academic performance and higher rates of delinquency. Karooro (2022) also noted that

large families tend to produce more delinquent behavior, including drug abuse. Given the limited and inconclusive literature, this study aims to examine how family size impacts student discipline in Oyam District.

Achieng (2022) argued that family size influences children's well-being, education, and discipline. Larger families may struggle with providing adequate nutrition, healthcare, and educational resources, which can negatively affect academic performance and discipline. Smaller families tend to invest more in their children's education and behavior. Younas & Noor (2020) identified poor health, low education levels, and limited resources as some of the effects of large families. Recent research by Achen (2019) confirmed that children from larger families receive less educational investment and tend to perform poorly in school. This study, unlike Achen's, will use a mixed-methods approach in Oyam District.

Mukama (2020) found that children in larger families often have lower academic performance due to limited resources and less individualized attention. Parents in smaller families tend to invest more in their children's education. Karooro (2022) also emphasized that larger families tend to result in fewer educational opportunities per child. A study in Thailand showed that large family sizes negatively impacted children's chances of attending secondary school, with lower educational attainment linked to higher birth rates (Sund & Gericke, 2020). This study aims to explore similar conditions in Uganda.

Okřęglicka (2018) found that both family size and parental status affect student discipline. Larger families, especially extended ones, tend to struggle with supporting their children's education, leading to lower punctuality and attendance. Similarly, Codjoe (2017) stated that children in extended families often face challenges like late school fees, which affect their regularity and discipline. Nakuya , (2021) noted that busy parents may neglect their children's emotional and social needs, leading to poor behavior. Family socio-economic status plays a crucial role in shaping students' success or failure.

Oluka (2018) found that students from nuclear families generally performed better in both behavior and academics, noting that a positive home environment significantly influenced student discipline. Similarly, Schunk (2020) found that positive school climates helped students from various family structures improve their academic performance. Although schools can't completely counteract the effects of dysfunctional families, a supportive school culture can significantly impact disadvantaged students. Muola (2020) highlighted that family size, parental income, and education influence student discipline. Larger families face greater challenges in providing essential items like textbooks, clothing, and food. Schunk (2020) noted that the relationship between family size and education may vary depending on the environment. In rural areas, no significant link was found, but urban areas showed a positive relationship for older children and a negative one for younger peers (Nakuya, 2021).

Farooq et al., (2019) suggested that older children in larger families might leave school to support the family, leading to greater educational opportunities for younger siblings. Muola (2020) found that children in larger families often experience lower academic achievement, higher rates of school dropout, and behavioral issues like drug abuse. This study will include a broader sample of participants compared to previous studies that focused only on school administrators.

Parveen (2017) argued that parents play a key role in shaping a child's character. The emotional support children receive from their parents is essential to their social and emotional development. Codjoe (2017) added that parental encouragement and creating a conducive study environment are vital for academic success. He also noted the increasing use of alcohol and drugs among students, which affects their discipline and behavior. The study sought to investigate the effects of family size on student discipline in Oyam District.

Okřęglicka (2018) found that family environment factors, such as communication, care, and control, significantly impact students' emotional and educational adjustment. When schools assume that lax parental discipline causes misbehavior, they may overlook other factors. Halpern

(2022) argued that family size affects children's ability to engage in educational activities at home. Children from large families often have fewer resources and face challenges that hinder their academic progress, which creates gaps in their learning. This study will address these gaps by exploring how family size influences student discipline in Oyam District.

Schunk (2020) highlighted that approaches like school-wide behavioral support and social-emotional learning improve student discipline. Family structure, whether broken or intact, also plays a role. Single-parent families face additional challenges, such as limited financial resources and emotional stress, which can affect both the child and the parent (Oluka, 2018; Aijuka, 2023). The study aims to understand the relationship between family size and student discipline in Oyam District.

2.4 The Domestic Violence and Students Discipline in Public Secondary Schools

This section highlights various studies, reports, and findings related to the impact of domestic violence on student discipline in selected public secondary schools in Oyam District. Sund and Gericke (2020) define domestic violence as a pattern of behavior that involves the deliberate use of abusive and controlling tactics to instill fear and assert power over others. A report by New Vision (November 25, 2019) identified alcohol abuse (42%) and poverty (34%) as key drivers of domestic violence. Schunk (2020) classified domestic violence into several types, including coercive control (threats, emotional abuse, and force to instill fear), resistance violence (violence used defensively in response to partner abuse), and situational couple violence, which does not arise from power imbalances. Children from families affected by domestic violence often engage in disruptive behaviors, which become a significant concern for schools. In contrast, intact families must establish boundaries for their children and engage in open discussions to prevent similar outcomes. However, previous research such as Okręglicka (2018) study, which focused on non-Ugandan populations and was conducted over six years ago, highlights knowledge gaps, prompting the investigator to explore this issue within the Ugandan context, specifically in Oyam District.

Oluca (2018) found that domestic violence severely harms children emotionally, psychologically, and physically. Such conditions can hinder a child's ability to concentrate and develop positive behaviors. Children exposed to domestic violence often exhibit negative behaviors, such as aggression and teasing, as well as emotional issues like insomnia, low self-esteem, and depression. These challenges affect their academic performance and social relationships. Machebe et al. (2017) emphasize the importance of a positive family educational climate, which is shaped by communication dynamics, emotional relationships, and family attitudes toward education. However, these studies were conducted outside Uganda and in different educational contexts, making the focus of this research on Ugandan public secondary schools in Oyam District particularly significant.

Ifeanyi (2017) observed that children from violent households tend to perform poorly academically, with lower test scores in reading and math, and an increase in disruptive behaviors in the classroom. Children raised in homes where violence, especially from fathers, is prevalent often exhibit bullying behaviors. Those suffering from low self-esteem due to domestic violence may engage in bullying to assert power and feel better about themselves. Furthermore, domestic violence can decrease children's sense of safety, both at school and at home, leading to lower parental involvement and reduced student self-esteem, which affects their behavior. A report by Naigino Stella (New Vision, November 25, 2019) noted that domestic violence instills fear in children, making them hesitant to speak up and leading to academic struggles and poor social interactions. Khan et al., (2019) found that school disruptions, such as suspensions and student mobility, correlate with bullying attitudes and behaviors. These students often display violent and antisocial tendencies that hinder their academic success. While previous studies relied on qualitative methods, this research adopts a mixed-methods approach, incorporating both simple and purposive sampling to provide a more comprehensive understanding.

Oluca (2018) identified a clear relationship between children's exposure to violence and their academic performance, noting that children who experience high levels of violence tend to have

poor concentration in class and are more likely to skip school. These children often struggle with learning and social skills, and may develop violent or risky behaviors, or suffer from anxiety and depression. Mukama (2020) argued that children from families affected by domestic violence are more likely to underperform academically in secondary school. Exposure to violence creates stress that makes it difficult for children to focus in class, leading to lower grades. Nakuya (2021) also observed that students from violent homes often have trouble concentrating, which negatively impacts their academic performance. While the previous research took a descriptive approach, this study focuses on Oyam District and employs a cross-sectional design, providing a local perspective.

Al Fadda et al. (2020) highlighted the importance of parental involvement and the family environment in shaping a child's success in the education system. Machebe et al. (2017) emphasized that socio-economic factors, including parental education levels, income, and family background, play a critical role in student achievement. These findings suggest that educational policies must consider the broader family welfare context, including poverty, housing, and neighborhood conditions, to effectively address academic disparities. The research indicates that differences in the home environment contribute to achievement gaps among students.

Gyberg et al. (2020) found that children from divorced families face more academic, behavioral, and social challenges than those from intact families. Similarly, Faaz (2017) argued that parental monitoring is crucial in preventing adolescent risk behaviors, and that improved communication between parents and children can reduce sexual risk behaviors. Expósito and Granados-Sánchez (2020) showed that parents who are more involved in their children's education, provide emotional support, and maintain high academic expectations help their children perform better in school. Conversely, adolescents with less parental involvement tend to struggle more academically and exhibit poor discipline.

The family is widely regarded as the primary context for socialization, playing a key role in a child's development (Topor, 2020). Gyberg et al. (2020) suggested that fostering stronger

connections between schools, families, and communities can improve student behavior and school discipline. Oluka (2018) also noted that parents who monitor their children's activities and encourage self-autonomy positively influence their behavior. With regards to domestic violence, the investigator became interested in examining its impact on student discipline in public secondary schools in Oyam District, recognizing the significant role family dynamics play in shaping student behavior.

2.5 Summary of Literature Review

After reviewing the relevant literature, the investigator noted that existing studies have explored various factors such as parental support, household chores, family size, and domestic violence in relation to students' discipline. However, none of these studies focused on public secondary schools in Oyam District. A theoretical review was also conducted to examine both similar and differing theoretical viewpoints. In conclusion, the researcher analyzed the theoretical framework, reviewed empirical studies, and identified a gap in the current research. This led to the decision to explore the impact of the home environment on students' discipline in selected public secondary schools in Oyam District. The following chapter outlines the research methodology.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

Chapter three presents the research methodology, outlining the study design, the setting, sources of information, population, and sampling techniques. It also details the variables and indicators, measurement levels, and data collection procedures. Additionally, this chapter covers the instruments used for data collection, quality control measures, data management, analysis, and interpretation. Finally, ethical considerations, approval processes, and any methodological limitations are addressed.

3.1 Research Design

The study adopted a cross-sectional survey design, focusing on selected public secondary schools in Oyam District. A cross-sectional survey, as defined by (Cohen, 2011), is a research method where primary data is collected from different participants at a single point in time. This design was chosen for its efficiency in gathering data quickly and at a relatively low cost, from a sample population, with the intention to generalize the findings to the entire target population. The design was also beneficial as it allowed the researcher to utilize multiple data collection methods, facilitating a comprehensive understanding of issue being investigated (Nyenje & Nkata, 2016).

3.2 Study Approach

This research utilized a mixed-methods approach, combining both quantitative and qualitative methods. Qualitative research involved techniques such as interviews and focus group discussions. Qualitative methods were useful for exploring themes and variables that are difficult to quantify (Creswell, 2014). Interviews were structured with both closed and open-ended questions, allowing the interviewees to provide varied responses. In contrast, the quantitative approach focused on objective measurements and the statistical analysis of data collected through surveys, questionnaires, or by manipulating statistical data using computational techniques.

3.3 Study Area

The study was conducted in selected public secondary schools within Oyam District, chosen because these schools have experienced a decline in student discipline, which is believed to be influenced by the home environment.

3.4 Information Sources

Creswell (2018) defines information sources as both published and unpublished literature that is considered reliable and acceptable by recognized academic institutions. This study utilized both primary and secondary sources of information.

3.4.1 Primary Source

Sekaran (2003) defines primary data as information collected directly from participants, specifically for the purpose of a given study. Primary sources in this research were original, firsthand data gathered through questionnaires and interview guides. These tools were distributed to participants to gather their perspectives on the impact of the home environment on students' discipline in secondary schools.

3.4.2 Secondary Source

Kothari (2013) defined secondary data as those data that have been got and scrutinized by other individuals. Several documents have been gathered to help in analysis and mainly these documents included; UNEB records, research reports, textbooks, government policy documents, journals, magazines, and other available internet sources.

3.5 Population and Sampling Selection

3.5.1 Population

This population of the study comprised of head-teachers, students parents, career masters, Directors of Studies (DOS), Senior woman teacher and deputy head-teachers. These participants were chosen and considered vital to participate in this study in order to provide adequate, valid and

reliable information. Students with indiscipline records were selected. Such participants were interviewed so as to get adequate views and ideas, making the research become reliable and significant to the society.

3.5.2 Sample Size Determination

In obtaining information that could be reliable and valid, out of targeted population (210), of the table of Krejcie & Morgan (1970) was used, and the sample size of 136 participants were reached to get necessary information. Seventy five (75) parents answered questionnaires to provide variety of ideas and views making this study become more comprehensive and reliable. Three (3) head-teachers, fourteen (14) teachers (especially those who reside in school premises), three (3) career masters, three (3) Directors of Studies (DOS), three (3) Senior woman teacher and six (6) deputy head-teachers answered interviews; and all was used to obtain information that was adequate and reliable. Twenty nine (29) students through focus group discussion guide, gave the investigator professional and valuable views to make the findings becoming credible. Its clearly noted that all participants were interviewed and the responses provided were equally well captured.

Table 3.1: Target Population, Sample Size and Selection

Target Population	Population Size	Sample Size	Sample Selection
Head-Teachers	3	3	Purposive sampling
Parents	89	75	Simple random
Teachers	47	14	Purposive sampling
Career Masters.	3	3	Purposive sampling
Deputy Head-Teachers.	6	6	Purposive sampling.
Directors Of Studies.	3	3	Purposive sampling.
Senior Women Teachers.	3	3	Purposive sampling.
Students	56	29	Purposive sampling.
Total	210	136	

Source: *Primary Data, (2024)*

3.5.3 Sampling Techniques

To get adequate and reliable findings, the study focused towards employing purposive and simple random sampling as explained hereunder.

3.5.3.1 Purposive Sampling

The head-teachers, career masters, Directors of Studies (DOS), Senior woman teacher, deputy head-teachers, teachers (especially those who reside within school premises) and students from advanced level (especially those with indiscipline records at schools) were purposively selected. These key participants were interviewed within their work station. They were mostly purposively chosen because of the positions they hold in school.

3.5.3.2 Simple random Sampling

The stratified random sampling approach was employed to ensure that all parents were equally represented, and parents were chosen based on proportionate representation. The simple random sampling was chosen for this category of participants in order to minimize bias, ensuring that each parents in the selected schools had an opportunity and equal chance to be selected.

3.6 Variables and Indicators

Creswell (2018) defined a variable as part of quantitative distinctive which assumes of different subject values. There are several variable classifications, for instance; a dependent variable (IV) or a dependent variable (DV). This study used home environment as independent and student discipline as dependent variable. Home environment included elements of parent support, household chores, family size and domestic violence. Students discipline was measured in terms of students attendance/regularity, performance concentration, academic score/grades, waste of time, dressing code, teasing, anti-social attitudes and behaviour and students punctuality.

3.7 Measurements Levels

Kothari (2013) emphasizes that effective measurement must pass the tests of reliability and validity. One commonly used tool for such measurements is the Likert scale, which allows

participants to express their level of agreement or disagreement with specific statements. This scale gauges the intensity of participants feelings on a 5-point scale, ranging from strongly agree (5) to strongly disagree (1). The intermediate options include agree (4), neutral/undecided (3), and disagree (2). Participants were required to indicate their agreement level with the statements provided. The study also accounted for multivariable levels in its measurements. Multivariable analysis (MVA) was employed, which is a statistical approach that examines and interprets multiple variables simultaneously. This analysis is rooted in the principles of multivariable statistics and focuses on the observation and evaluation of multiple outcome variables within the research framework.

3.8 Procedures for Data Collection

The researcher obtained an authorization letter from the Uganda Christian University Research Ethical Committee and the School of Education, granting permission to carry out the study. This letter was presented to head teachers of the selected schools in Oyam District and to individuals participating in the research. The authorization facilitated access to school staff for the study. Throughout the research, ethical principles of privacy, anonymity, and confidentiality were upheld. Questionnaires were administered to parents, while interviews were conducted with head teachers, career masters, Directors of Studies (DOS), senior woman teachers, deputy head teachers, teachers, and advanced-level students. Data collection occurred in 2024 using both questionnaires and interviews. Participants were assured that the study was solely academic, and data collected was coded anonymously to ensure it could not be traced back to individuals.

3.9 Data Collection Instruments

3.9.1 Questionnaire

Kenyon (2009) describes questionnaires as tools that enable detailed data collection through a combination of closed and open-ended items. In this study, parents completed questionnaires, including a Likert scale for rating agreement levels. The questionnaires were structured according to the study objectives, with subheadings reflecting specific areas of inquiry. This

approach provided sufficient quantitative data. The questionnaire method was chosen because it facilitated efficient data collection from a large number of participants within a short period, yielding diverse perspectives.

3.9.2 Interview Guide

Open-ended interview guides were utilized to collect detailed information from head teachers, career masters, DOS, senior woman teachers, deputy head teachers, and teachers. This approach allowed for in-depth probing, enabling participants to provide comprehensive responses. The face-to-face interviews ensured firsthand data collection and greater interaction with the participants, enhancing the depth and quality of information gathered.

3.9.3 Focus Group Discussions (FGD)

Focus group discussions were designed based on the research objectives, targeting groups with pre-defined demographic characteristics. This method was used to gather insights from head prefects, who possessed detailed knowledge of school discipline issues. Each focus group consisted of 8-10 students, and one session was conducted per school. The discussions provided collective perspectives on the topic.

3.10 Quality and Error Control

3.10.1 Validity of Instruments

Sekaran (2003) defines validity as the degree to which an instrument accurately captures the phenomena under study. To ensure validity, the questionnaire underwent pre-testing with 10 participants from the target population, excluding the actual sample. This exercise assessed the time required to complete the questionnaire, the relevance of questions, and their accuracy in addressing the research topic.

The Content Validity Index (CVI) was calculated as follows:

$$\text{Content Validity Index (CVI)} = \frac{\text{Number of Item}}{\text{Total Number of Item}}$$

Number of Relevant Items

$$\text{Total items} = 43 \times 10 = 430$$

$$\text{Invalid items} = 55$$

$$\text{Relevant items} = 430 - 55 = 375$$

$$\text{CVI} = 375/430 = 0.87$$

Out of 430 items (43 items per questionnaire x 10 participants), 55 items were deemed invalid. The remaining 375 relevant items yielded a CVI of 0.87:

Since the CVI exceeded the recommended threshold of 0.7, the tool was deemed valid. Field results also guided necessary adjustments to the instruments. Similarly, the interview guide was pre-tested to evaluate its relevance and time requirements, ensuring all research questions were addressed comprehensively.

3.10.2 Reliability of Instruments

Reliability measures the consistency of an instrument over repeated trials (Stephanie, 2016). According to Mugenda and Mugenda, a Cronbachs Alpha of ≥ 0.9 indicates high reliability. Park (2008) further emphasized the importance of maintaining a Cronbachs Alpha above 0.9 for credibility. In this study, instrument reliability was tested through pilot testing and analyzed using Cronbachs Alpha generated by SPSS. The process involved multi-item variables addressing home environment and student discipline issues. The high reliability score confirmed the consistency and robustness of the research tools.

Table 3.2: Instrument Reliability

Variables	No. of Items	Cronbach Alpha Co-Efficient
Parents Support	10.	0.78
Household Chores	10	0.82
Family Size	08	0.89
Domestic Violence	10	0.79

Source: Primary Data, (2024)

The Cronbachs alpha coefficients presented in Table 3.2 exceeded the recommended reliability threshold of 0.70 (Amin, 2005), confirming that the questionnaire was well-suited for data collection. To ensure the reliability of the interview guide, the investigator maintained consistency in the selection process by interviewing five pilot participants twice using the same questions. This approach helped gauge consistency in responses and ensured reliability. Pre-testing and re-testing of data collection tools were conducted on a small group of participants at two-day intervals before the actual study. These initial tests, involving five individuals not part of the study sample, verified the tools' reliability.

3.11 Data Processing, Analysis, and Interpretation

3.11.1 Quantitative Data Analysis

Quantitative data was analyzed using statistical techniques, particularly SPSS, which generated frequencies and percentages. This allowed the creation of tables to summarize and interpret findings. Data collected through questionnaires completed by parents was analyzed, considering the social characteristics of the target participants. Summary sheets were created, detailing key variables. Cross-tabulations and frequency distributions were used to examine variables, highlighting maximum and minimum values for each participant type. Further analysis included measures of variability and central tendency. Statistical tools such as descriptive statistics (percentages, means, frequencies, and standard deviations) and inferential statistics (correlation and regression analysis) were employed to determine the influence of home environment factors on student discipline.

3.11.2 Qualitative Data Analysis

Qualitative data analysis involved translating spoken responses and observed actions into textual form. This was achieved by transcribing interviews and documenting observation notes. At the end of each day, field notes were organized and transcribed. A thematic content analysis was conducted, grouping data into key themes. Responses from head teachers, career masters, DOS,

senior woman teachers, deputy head teachers, teachers, and students were quoted verbatim to capture authentic sentiments about the issues raised.

3.12 Ethical Considerations and Approvals

3.12.1 Ethical Clearance

The researcher obtained ethical clearance from the Uganda Christian University Research Ethics Committee and the School of Education. Additionally, permission to conduct the study in Oyam District was secured from the Chief Administrative Officer (CAO), District Education Officer (DEO), and the head teachers of the selected schools. Local council and sub-county leaders, as well as school authorities, were informed about the study's purpose and objectives to secure their support.

3.12.2 Informed Consent

Informed consent was obtained from all participants through a detailed form explaining the study's objectives. Verbal consent was also sought to ensure inclusivity and understanding. Participants were made aware that their involvement was voluntary and could withdraw at any time. The study was conducted with guidance from the academic supervisor, ensuring adherence to ethical standards.

3.12.3 Participant Confidentiality

The researcher safeguarded participants' confidentiality by anonymizing all data. Personal identities were replaced with unique identifiers, and no personal details were included in survey tools. Participants were informed about data collection procedures and assured anonymity throughout the study. The research tools were designed to maintain the privacy of all participants.

3.13 Methodological Constraints

High levels of illiteracy and skepticism among rural parents led to hesitancy in sharing information. The researcher addressed this by sensitizing participants about the importance of the study. However, unwillingness to participate likely impacted the results.

The investigator faced challenges in accessing sufficient research materials. This issue was mitigated by consulting multiple data sources, including internet-based platforms and online databases, to gather relevant literature.

Balancing academic responsibilities, work schedules, and examinations with the research posed significant challenges. To overcome this, the investigator allocated additional time to the study and adhered to a well-structured schedule to manage tasks efficiently.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

4.0 Introduction

This chapter explores the impact of students' home environments on their behavior within select public secondary schools in the Oyam District. It provides a detailed presentation, analysis, and interpretation of the research findings, aligning them with the objectives of the study to ensure a focused and coherent discussion. Participants interviewed were head-teachers, teachers, students, parents, career masters, Directors of Studies (DOS), Senior woman teacher and deputy head-teachers. Research findings have been equally presented in tables; narratives have been provided for each of the tables. Qualitative insights from interviews were also gathered to explain how home environments have influenced learners' discipline in selected public secondary schools in Oyam District. These findings, presented as narrative accounts and verbatim quotations, reflect participants' perspectives on each research objective. These qualitative insights supplemented the data obtained from the structured questionnaire.

Additionally, the study employed inferential statistical analyses, including correlations and regressions, to test the hypotheses. These analyses revealed the strength and nature of relationships between the study variables, highlighting how independent variables impacted the dependent variable.

This chapter also outlines participants' response rates, detailing the actual number of individuals who fully engaged with the research. Furthermore, it presents demographic information about the respondents, offering an overview of their common characteristics.

4.1 Response Rate of Participants

This section summarizes the response rates of the participants in the study. Of the 210 targeted individuals, 136 actively participated, resulting in a response rate of 64.7%. The remaining 35.3% were unavailable due to personal commitments or being out of station during the study period,

despite repeated contact attempts. According to Katamba and Nsubuga (2014), a response rate exceeding 60% is considered satisfactory for research purposes. Table 4.1 below provides further details on these findings.

Table 4.1: Number of participants who participated in this research study

Category(S)	Targeted Participants	No. Actually Involved	% of Response Rate
Questionnaire			
Parents	89	75	8.3%
Interviews			
Head Teachers	3	3	100%
Deputy Head Teachers	6	6	100%
Teachers	47	14	29.8%
Senior Woman Teacher	3	3	100%
Career Masters	3	3	100%
Directors Of Studies (DOS)	3	3	100%
Focus Group Discussions			
Students	56	29	51.7%
Total.	210	136	64.7%

Source: Primary data (2024)

4.2 Participants Demographic Information

The demographic details of the participants encompassed their gender, age range, highest level of education, and the duration of their association with the institution, either as students or staff. Tables 4.2, 4.3, and 4.4 below present detailed profiles of the individuals who participated in this study.

4.2.1 Gender

Table 4.2: Gender of the Participants

<i>Participant Categories</i>	<i>Gender of the Participants</i>		
	Male	Female	Total
Head teachers	02	01	03
Deputy head teachers	04	02	06
Director of studies	03	00	03
Carrier masters/mistresses	03	00	03
Senior woman/man	01	02	03
Teachers	09	05	14
Parents	37	38	75
Students	15	14	29
<i>Frequency(f)</i>	<i>74</i>	<i>62</i>	<i>136</i>
<i>Percent (%)</i>	<i>54.4</i>	<i>45.6</i>	<i>100.0%</i>

Source: Primary data (2024)

Table 4.2, show 136 participants, participated in this study. Out of them, 74 participants (54.4%) were males and 62 participants (45.6%) were females. This implies that male participants were more during the study. However, difference in numbers did not affect participation of both male and female participants in the research.

4.2.2 Age Bracket

Table 4.3: Age Brackets of the Participants

<i>Participant Category</i>	<i>Age Brackets of the Participants</i>					<i>Total</i>
	Below 18	18-27	28-37	38-47	48 and above	
<i>Head-teachers</i>	00	00	00	01	02	03
<i>Deputy head- teachers</i>	00	01	02	01	02	06
<i>Director of Studies</i>	00	01	01	01	00	03
<i>Teachers</i>	00	03	09	02	00	14
<i>Senior Woman/Man teacher</i>	00	00	00	01	02	03
<i>Carrier Master /Mistresses</i>	00	00	01	02	00	03
<i>Parents</i>	00	05	21	34	05	75
<i>Students</i>	29	00	00	00	00	29
<i>Frequency (f)</i>	29	10	34	52	11	136
<i>Percent (%)</i>	21.3	7.4	25	38.2	8.1	100%

Source: Primary data, (2024)

Table 4.3, indicates that 52 participants (38.2%) were between 38-47 years, and they were a majority while 10 participants (7.4%) were 18-27 year and the least group. This implies that those participants in the age group of 38-47 years made the majority during the study.

4.2.3 Education Level

Table 4.4: Highest Level of the Participants

<i>Participant Category</i>	<i>Highest Level of the Participants</i>				<i>Total</i>
	Attained secondary level	Diploma	Bachelor degree	Master degree	
<i>Head-teachers</i>	00	00	00	03	03
<i>Deputy head- teachers</i>	00	00	05	01	06
<i>Director of Studies</i>	00	00	03	00	03
<i>Teachers</i>	00	00	14	00	14
<i>Senior Woman/Man teacher</i>	00	03	00	00	03
<i>Carrier Master /Mistresses</i>	00	00	03	00	03
<i>Parents</i>	00	60	15	00	75
<i>Students</i>	29	00	00	00	29
<i>Frequency (f)</i>	29	63	40	04	136
<i>Percent (%)</i>	21.3	46.4	29.4	2.9	100%

Source: Primary data (2024)

Table 4.4 highlights the diverse educational qualifications of the study participants. The largest group consisted of 63 participants (46.4%) who had attained a diploma level of education, while the smallest group, comprising 4 participants (3.5%), held masters degrees. Despite these variations, all participants demonstrated sufficient understanding of home environments, as their responses were relevant and aligned with the research questions.

4.2.4 Period spent working in this school

Table 4.5: Period spent working in this school

<i>Participant Category</i>	<i>Period spent working in this school</i>				<i>Total</i>
	Below 5 years	Between 6 — 10 years	Between 11 — 15 years	Above 15 years	
<i>Head-teachers</i>	01	01	01	00	03
<i>Deputy head- teachers</i>	00	02	03	01	06
<i>Director of Studies</i>	00	02	01	00	03
<i>Teachers</i>	14	00	00	00	14
<i>Senior Woman/Man teacher</i>	00	03	00	00	03
<i>Carrier Master /Mistresses</i>	00	01	02	00	03
<i>Parents</i>	05	62	6	02	75
<i>Students</i>	29	00	00	00	29
<i>Frequency (f)</i>	49	71	12	04	136
<i>Percent (%)</i>	36.1	52.2	8.8	2.9	100%

Source: Primary Data (2024)

The majority of the participants 71(52.2%) indicated they have been staying/working with school for a period between 6-10 years, while, only 4(2.9%) mentioned of above 15 years and were the least group. The implication of these is that, all the participants are familiar with several home environment and its related consequences to the discipline of students.

4.3 The Influence of Parents Support on Students Discipline

The primary objective was to examine the impact of parental support on students' behavior in select public secondary schools within the Oyam District. Table 4.6 presents the findings, derived from various study variables and measured using a five-point Likert scale.

Table 4.6: The influence of parents support on students discipline in selected public secondary schools

Statement	Response	Extent of (Dis)Agreement		Mean	Std. Devt
		(F)	(%)		
Parents pay school fees in time for their children in our schools	Strongly Agree	34	45.4	4.95	0.877
	Agree	38	50.6		
	Neutral	3	4		
	Disagree	0	0.0		
	Strongly Disagree	0	0.0		
	Total	75	100%		
Parents provide most of the scholastic materials requested at school	Strongly Agree	32	42.7	4.73	0.805
	Agree	37	49.3		
	Neutral	4	5.3		
	Disagree	2	2.7		
	Strongly Disagree	0	0.0		
	Total	75	100%		
Parents create a conducive reading environment at home for their children	Strongly Agree	30	40	4.56	0.745
	Agree	35	46.7		
	Neutral	3	4		
	Disagree	7	9.3		
	Strongly Disagree	0	0.0		
	Total	75	100%		
Parents guide their children via homework where necessary	Strongly Agree	27	36	4.53	0.985
	Agree	34	45.3		
	Neutral	6	8		
	Disagree	8	10.7		
	Strongly Disagree	0	0.0		
	Total	75	100%		

Parents guide their children in making good career choices in our school	Strongly Agree	25	33.3	4.48	0.857
	Agree	35	46.7		
	Neutral	7	9.3		
	Disagree	6	8		
	Strongly Disagree	2	2.7		
	Total	75	100%		
Parents offer guidance and counseling sessions to the children	Strongly Agree	26	34.7	4.43	0.835
	Agree	33	44		
	Neutral	3	4		
	Disagree	9	12		
	Strongly Disagree	4	5.3		
	Total	75	100%		
Parents make sure that their children are not given a lot of household tasks chores while at home to allow them time to revise	Strongly Agree	25	33.3	4.27	0.747
	Agree	31	41.3		
	Neutral	4	5.3		
	Disagree	10	13.4		
	Strongly Disagree	5	6.7		
	Total	75	100.0		
In our school, parents motivate their children to practice good moral behaviours	Strongly Agree	23	30.7	4.21	0.796
	Agree	31	41.3		
	Neutral	7	9.3		
	Disagree	9	12		
	Strongly Disagree	5	6.7		
	Total	75	100.0		
Parents frequently monitor the friends behaviour their child associates with at school	Strongly Agree	7	9.3	4.20	0.881
	Agree	15	20		
	Neutral	11	14.7		
	Disagree	27	36		
	Strongly Disagree	15	20		
	Total	75	100%		

Parents always give feedback to teachers about their children's weakness and strength after guiding them via their discipline	Strongly Agree	6	8	4.19	0.582
	Agree.	17	22.6		
	Neutral	16	21.4		
	Disagree	24	32		
	Strongly Disagree	12	16		
	Total	75	100%		

Source: Primary Data (2024)

Table 4.6 presents field data on the influence of parental support on students' discipline in select public secondary schools in the Oyam District. The findings reveal that a significant majority of participants-72 individuals (96%) agreed with the statement that parents consistently pay their children's secondary school fees on time (Mean = 4.55). Furthermore, 23 participants (30.6%) indicated that parents regularly provide teachers with feedback on their children's strengths and weaknesses after addressing disciplinary issues (Mean = 4.19). And this formed the smallest group.

4.3.1 Presentation of Qualitative Results on the Influence of Parents Support on Students Discipline

<i>Thematic Area</i>	<i>Frequency</i>	<i>Percentage</i>
Timely payment of school fees	51	83.6
Provide scholastic materials	47	77.1
Creating a conducive reading environment at home	43	70.5
Parents help their children in doing homework	40	65.6
Career guidance	37	60.6
Offering guidance and counseling sessions	36	59
Minimize children involvement in domestic chores	31	50.8
Encourage their children to practice good moral behaviours	28	45.9
Monitoring their children's behaviours	25	40.9
Collaborate with teachers	22	36.1
	(n=61)	

Source: Primary Data (2024)

The first objective was to assess the impact of parental support on student discipline in a selection of public secondary schools within the Oyam District. To gather insights, interviews were conducted with various stakeholders, including head teachers, deputy head teachers, students, career masters, Directors of Studies (DOS), parents represented by Parents/Teachers Association (PTA) members, and senior female teachers. Responses were collected through structured interview schedules.

In interviews, it was showed that parents pay school fees in time for their children in public secondary schools; in fact one of the interviewee asserted that;

“.....some of the parents who timely clear their children’s school fees, these school going children are not chases-away from school. They are always on time and concentrate on their academic work unlike their counterparts. When parents delay to pay school fees, their children are commonly chased away from school. These children sometimes get engaged in immoral activities through their peer groups in their way back home. Some of the children first get involved in hawking and helping their parents in their small family businesses and in return, refuse going back to school....” (Head teacher from School C)

Parents are expected to contribute to their children’s education by ensuring timely payment of school fees, which is a key aspect of the educational system. Delayed fee payments can disrupt students learning experiences, as they may face challenges such as being pursued for unpaid fees. In some cases, students resort to activities such as hawking or engaging in small businesses to raise the needed funds. Unfortunately, this can sometimes lead to disciplinary issues, such as stealing items including bags, in an attempt to gather the required money promptly.

In addition, the field findings also showed that parents provide most of the scholastic materials requested at school. Another interviewee asserted that:

“...when parents supply the essential instructional materials requested by the school, students are better equipped to engage in hands-on learning and dedicate more time to their academic pursuits. Conversely, the absence of adequate teaching and learning resources can significantly impact student discipline, leading to lower academic performance, higher dropout rates, and an increase in behavioral issues...” (Deputy Head Teacher for Administration and Discipline, School A).

This implies that existence of adequate instructional materials encourage students to devote more of their time to self-revision, discussions and concentration on academic studies, than getting involved in peer group activities, and parent have done a great job in providing these materials. Those parents, who buy relevant instructional materials like textbooks for their children's revision while at home, deter them from getting involved in immoral acts like smoking with fellow peers around their villages, henceforth boosting the discipline of a child.

Findings reveal that parents create conducive studying environment at home for their children. One of the interviewee asserted that;

“...creating conducive study environment back home by the parents encourage their children to devote more of their time to academic work. Parents create separate well-furnished and ventilated rooms for their children as home library, and these attracts children's attention and boost their ability to concentrate on their studies. Even, they encourage older children to guide and discuss to their younger brothers and sisters, thus enhancing these children's discipline ...” (Career master from School C)

This implies that presence of conducive environment at home enhance children to devote more of their time to academic work. The presence of well ventilated and furnished study rooms have been created by some parents so as to encourage their children to give more time to academic studies. Presence of such home environment encourages students to do homework in time, concentrate on their studies, and less time for peer groups.

Additionally, the study showed that parents' guide their children via homework where necessary. *Another interviewed participant noted that;*

“.....many parents worry about their children's completion of homework, often struggling to motivate them to start and finish assignments on time. To assist their children in submitting homework promptly, parents encourage them to maintain a journal to track assignments, ensure essential supplies like pens, dictionaries, and pencils are available, and discuss daily routines with them. They also try to establish time slots for dinner, homework, television, and self-revision to support their children's academic responsibilities.” (Deputy Head Teacher for Academics, School B)

Accordingly, homework should be a purposeful learning exercise that is closely related to classroom instruction and is meant to be interesting and thought-provoking. Parents can then assist their children in completing their homework, enabling them to get the most out of it in terms of education. Parents' involvement in guiding their children to effectively handle their homework, eventually enhance their morale and ability to submit homework in the required time scope. They help their children from being labeled by their classroom teachers as learners who does not submit homework or disrespect teachers.

It was also showed that parents' guide their children in making good career choices in secondary schools; in fact, one of the interviewee explained that;

“...career guidance for school-age children is a vital aspect of their overall development, and parents play a critical role in this process... While school counselors, directors of studies, and other mentors offer valuable advice, parents are in a unique position to provide ongoing support, mentorship, and direction throughout the journey...” (Career Master, School C)

This suggests that parents consistently foster an open, non-judgmental atmosphere where their children feel at ease sharing their hopes, fears, and uncertainties. By actively listening, parents gain a better understanding of their child's interests and concerns, allowing them to provide more focused guidance. Through this support, parents help their children identify both their strengths and weaknesses, ultimately enabling them to recognize not only their academic skills but also essential soft skills such as leadership, communication, and problem-solving.

The survey also found that parents provide their children with guidance and therapy sessions. This is what one of the interviewees said:

“...parents plays a vital role in helping their children to appropriately focus on identifying careers for themselves. They help their children to avoid indiscipline cases. Parents advise their children to attend classes regularly, concentrate on academic work and to devote more of their time to self-revision and research so as to perform well. They always discourage their children from getting involved in peer groups and other peer related activities....” (Deputy Head teacher from School A)

This indicates that parents play a proactive role in recognizing their children's strengths and work closely with educators or school staff to nurture these abilities. From early childhood, including daycare and kindergarten, parents are deeply engaged in education of the children. By offering guidance during decision-making processes and providing emotional support through challenges such as psychological issues or menstrual cycles, parents are essential in fostering their children's emotional well-being.

The study found that parents ensure their children are not overwhelmed with household chores at home, allowing them ample time for revision. One of the parents interviewed shared the following:

“...parents try their best to minimize the domestic chores given to their children. They always try to create more time for their children to complete the homework, have time for research and self-revision. Children are always advised to do small work at home especially in the evening and save the remaining time for their academic work to avoid going back to school without accomplished homework....” (Senior woman teacher from School B)

This implies that parents always encourage their children to devote more of their time to academic work, thus limiting them from household related tasks. Household tasks are often perceived as the most undesirable type of work. Children tend to be limited from cleaning, washing dishes, disposing rubbish, preparing meals, fetching water as well as laundry. They are always advised and encouraged by their parents to concentrate on their academic work.

The study still noted that parents motivate their children to practice good moral behaviors. A participant shared this;

“...parents establish explicit guidelines for proper and improper conduct in the family, and they enforce them with both praise and discipline. They constantly advise their kids to abstain from bad habits like making fun of instructors, skipping class, or teasing them. Positive reinforcement essentially teaches kids which behaviors are preferred over others and rewards excellent conduct....” (Student at School E).

This implies that parents always advise their children to practice honesty and fairness, and acknowledge their mistakes and false. When parents discipline their children for misbehavior, it can sometimes deter them from acting out and instill the understanding that actions have

consequences. Furthermore, this approach helps children begin to consider the outcomes of their behavior, guiding them in making more thoughtful decisions about how to act..

The study further noted that parents frequently monitor the friends' behavior their child associates with at school. A participant said this;

"...parents always monitors behavior of their children's friends. They always take a keen interest to understand the nature and behavior of their children friends, and this could easily help parents to identify the bad behavior of their children and correct them easily. This would also help parents to discourage their children from getting involved into peer group influence...." (Deputy Head teacher from School E)

This implies that children whose parents and guardians use effective monitoring practices are less likely to make poor decisions such as joining peer groups, smoking cigarettes and drinking alcohol, as well as skipping school and being physically aggressive. They always fear that their parents shall discover their bad behaviors and get disciplined. Such children experience less health risks and indiscipline when their parents know about what is going on with them and their lives. Thus, parents are a powerful influence in the lives of their children.

Lastly, the study noted that parents always give feedback to teachers about their children's weakness and strength after guiding them via their discipline. A participant said this.

"...Parents and guardians can minimize the risk of their teen engaging in misbehavior by regularly monitoring their whereabouts, activities, and social circle... Furthermore, setting clear behavioral expectations and conducting frequent check-ins can help ensure these standards are being met.. They can fear and help them to avoid risks associated with injury, substance abuse, early pregnancy and drug abuse...." (Senior women teacher from School A)

Another interviewed participants added that;

"...as a parent, it's important to closely observe your children's friends, including their speech, clothing, behavior, and how they interact with your family.... it's perfectly acceptable to inquire about their parents, the church they attend, and other relevant details.... make sure to confirm where your children are staying overnight and ensure they are adequately supervised... communicate your expectations for their behavior, such as being respectful and polite, and

encourage them to speak up if they are facing any challenges...” (Director of studies from School B)

This implies that it is of vital importance for parents to monitor their children’s activities, friends and behaviors. This means that as long as a child lives with you, it is your duty as a parent to keep an eye on their behavior and that of their friends. This would help you to easily identify their friends who could be not good in their characters. Thus, one shall be able to advise his/her children from associating with children who could be involved in early sexual relationships, smoking and abusing illicit drugs.

In conclusion, a significant positive correlation (.686**) exists between student discipline and parental support in the selected public secondary schools. This indicates that when parents offer assistance, it tends to have a beneficial impact on student behavior.

4.4 The Effects of Household Chores on Students Discipline

The second objective was to assess the impact of household chores on student discipline in selected public secondary schools in the Oyam District. The structure was measured using a five-point Likert scale along with various study variables, and the results are presented in Table 4.7.

Table 4.7: The effects of household chores on students discipline in selected public secondary schools

<i>Statement</i>	<i>Extent of dis(agreement)</i>			<i>Mean</i>	<i>Std. Devt</i>
	Responses	(f)	(%)		
Children who get involved in house hold chores sometimes fail to finish and submit the homework/assignments.	Strongly Agree	44	58.7	4.29	0.648
	Agree	27	36		
	Neutral	0	0.0		
	Disagree	4	5.3		
	Strongly Disagree	0	0.0		
	Total	75	100%		
Children who get involved in morning domestic chores tend to report to school late for classes	Strongly Agree	41	54.7	4.21	0.871
	Agree	25	33.3		
	Neutral	2	2.7		
	Disagree	7	9.3		
	Strongly Disagree	0	0.0		
	Total	75	100%		
Students who get involved in domestic chores usually dodge morning classes.	Strongly Agree	38	50.7	4.59	0.840
	Agree	23	30.7		
	Neutral	6	8		
	Disagree	8	10.6		
	Strongly Disagree	0	0.0		
	Total	75	100%		
Children who get involved in domestic chores sometimes absent themselves.	Strongly Agree	36	8	4.17	0.783
	Agree	13	17.3		
	Neutral	5	6.7		
	Disagree	0	0.0		
	Strongly Disagree	21	28		
	Total	75	100%		
Children who get involved in home business like hawking tend to get	Strongly Agree	34	45.3		
	Agree	16	21.3		
	Neutral	3	4		

exposed to peer group influence	Disagree	2	2.7	4.70	0.574
	Strongly Disagree	20	26.7		
	Total	75	100%		
Children who get involved in firewood collection and digging sometimes get accidents forcing them to become irregular for classes.	Strongly Agree	31	41.3		0.605
	Agree	14	18.7	4.51	
	Neutral	7	9.3		
	Disagree	5	6.7		
	Strongly Disagree	18	24		
	Total	75	100%		
Children who get involved in household chores sometimes reach at school when they are very tired/exhausted.	Strongly Agree	29	38.7		0.512
	Agree	14	18.7		
	Neutral	9	12	4.17	
	Disagree	6	8		
	Strongly Disagree	17	22.6		
Total	75	100%			

Source: *Primary Data, (2024)*

The field data on the impact of household chores on student discipline in select public secondary schools in the Oyam District are presented in Table 4.7. The results show that 71(94.7%) of the participants agreed to the statements that children who get involved in house hold chores sometimes fail to finish and submit the homework/assignments (Mean=4.29); and they were a majority .and lastly, children who get involved in domestic chores sometimes absent themselves, and this was agreed by 57(76%) of the participants (Mean=4.17). This formed the smallest group of participants.

4.4.1 Presentation of Qualitative Results on the Effects of Household Chores on Students Discipline

<i>Thematic Area</i>	<i>Frequency</i>	<i>Percentage</i>
Fail to timely finish and submit homework/assignments	55	90.2
Arrive at school late, failing to attend morning lessons	49	80.3
Absentee themselves	45	73.7
Get exposed to peer group influence	39	63.9
Get exposed to accidents forcing them to become irregular	37	60.6
Arrive at school while exhausted	31	50.8

(n=61)

Source: *Primary Data, (2024)*

The second objective was also set to establish the effects of household chores on students discipline in selected public secondary schools in Oyam District. Interview schedules were used to solicit information from the head teachers, deputy head-teachers, students, parents represented by members of Parents/Teachers Association (PTA), career masters, Directors of Studies (DOS), and Senior woman teachers. Participants were involved in answering oral interviews.

In interviews, it was showed that children who get involved in household chores sometimes fail to finish and submit the homework/assignments; in fact, one of the interviewees explained that;

“.....parents who involved their children in domestic chores usually dodge morning classes which affect their academic attainment. Students who get involved in domestic chores by their parents sometimes absent themselves. Parents who involve their children in home business like hawking tend to have less time for academic work which eventually get low academic results.....” (Career master from School C)

This means that parents who involve their children in firewood collection and digging sometimes get accidents forcing them to become irregular for classes. Parents who involve their children in household chores sometimes lack ample time for their academic attention leading to low academic results and concentration. Students who get involved in household chores tend to score low academic marks in schools.

It was showed that children who get involved in morning domestic chores tend to report to school late for classes; in fact, one of the interviewee asserted that;

“....Children who daily gets involved in domestic chores tend to be late for classes. These students who get involved in domestic chores usually dodge morning classes. The children get tired and easily exhausted to handle the morning classes when they get involved in early morning household chores....” (Deputy head-teacher from School A)

This means that students who get more involved in household chores fail to get time to handle the given assignments. They commonly arrive at school when its late and commonly miss morning classes. They always spend morning hours in domestic chores, and by the time they arrive at school, they find when classes have already began. In some cases, they are always dismissed to go back home because of continuous late coming, thus missing classes.

The study also noted that children who get involved in domestic chores sometimes absent themselves. One of the participants in an interview noted that;

“.....parents who involved their children in morning activities like weeding and fetching water usually make them to report at school late and sometimes dodge morning lessons. Students who get more involved in household chores fail to get time to handle the given assignments and sometimes, fear to attend classes without assignment. Thus they tend to absent themselves to complete the work load given to them...” (Director of Studies from School C)

The above study finding implies that students who get involved in domestic chores by their parents sometimes absent themselves. Students who get involved in domestic chores like getting involved in weeding and milking fail to get time for self-revision and handling academic assignments. Students get tired and easily exhausted to handle the morning classes when they get involved in early morning household chores.

In the study, it was revealed that children who get involved in home business like hawking tend to get exposed to peer group influence. One of the interviewed participants noted that;

“.....children have developed indiscipline as a result of peer groups, and this is common among those children found involved in domestic chores especially hawking. Parents always encourage

their children to help them sale some items especially bananas and other small items in order to raise some resources for the domestic use. These children always get associated with street children and other criminal gangs....” (Deputy Head teacher from School E)

This implies that serious indiscipline has been observed among children involved in domestic chores. These children learn bad characters especially use of abusive language, involved in street fights and stealing. Parents who involve their children in home business like hawking tend to have less time for academic work which eventually gets low academic results.

The study noted that children who get involved in firewood collection and digging sometimes get accidents forcing them to become irregular for classes. One of the interviewee asserted that;

“.....Children always get accidents especially falling down and get snake bites, which force them to stop schooling for some good period of time. The children who get involved in household chores sometimes reach at school when they are very tired/exhausted.....” (Head teacher from School B)

This means that parents who involve their children in firewood collection and digging sometimes get accidents forcing them to become irregular for classes. These children commonly fail to get ample time for self-revision.

In summary, the findings indicate a positive and significant correlation of .342** between household chores and student discipline in selected public secondary schools in the Oyam District. This suggests that students who are frequently engaged in household chores may struggle to complete and submit homework on time, and those involved in morning chores are more likely to arrive late to school.

4.5 The Family Size and Students Discipline in Selected Public Secondary Schools

The third objective aimed to explore the relationship between family size and student discipline in selected public secondary schools in the Oyam District. To achieve this, various study variables were analyzed using a five-point Likert scale, with the results presented in Table 4.8.

Table 4.8: The relationship between family size and students discipline in selected public secondary schools in Oyam District

<i>Statement</i>	<i>Extent of dis(agreement)</i>			<i>Mean</i>	<i>Std. Devt</i>
	Responses	(f)	(%)		
<i>In our school, there is regularity/ daily attendance among students from low sized family(s).</i>	Strongly Agree	27	36	4.37	0.6382
	Agree	43	57.3		
	Neutral	0	0.0		
	Disagree	5	6.7		
	Strongly Disagree	0	0.0		
	Total	75	100%		
<i>In our school, students from large family size tend to miss required meals at school hence stealing their friends food</i>	Strongly Agree	25	33.3	4.10	0.842
	Agree	30	53.4		
	Neutral	3	4		
	Disagree	7	9.3		
	Strongly Disagree	0	0.0		
	Total	75	100%		
<i>Family size tend to influence accessibility and usage of educational materials at home</i>	Strongly Agree	23	30.7	4.28	0.764
	Agree	37	49.3		
	Neutral	1	1.3		
	Disagree	10	13.4		
	Strongly Disagree	4	5.3		
	Total	75	100%		
<i>Home with large family size has noisy environment not conducive for students self-revision.</i>	Strongly Agree	21	28	4.67	0.785
	Agree	25	33.3		
	Neutral	7	9.3		
	Disagree	17	22.7		
	Strongly Disagree	5	6.7		
	Total	75	100%		
<i>In our school, students from small family size tend to have all required educational requirements</i>	Strongly Agree	19	25.3	4.63	0.574
	Agree	23	30.7		
	Neutral	6	8		

<i>like textbooks for their academic concentration.</i>	Disagree	16	21.3		
	Strongly Disagree	11	14.7		
	Total	75	100%		
<i>In our school, students from small family size tend to clear their school dues to avoid being chased away and dodge classes.</i>	Strongly Agree	17	22.7		
	Agree	21	28		
	Neutral	9	12	4.53	0.635
	Disagree	18	24		
	Strongly Disagree	10	13.3		
	Total	75	100%		

Source: Primary Data (2024)

The field findings of the relationship between student discipline and family size at a few public secondary schools in the Oyam District are shown in Table 4.8. Findings indicated that 70(93.3%) of the participants accepted to the stated statement that there is regularity/ daily attendance among students from low sized family(s) and they form the majority (Mean= 4.37); and least, students from small family size tend to clear their school dues to avoid being chased away and dodge classes, and this was accepted by 38(50.7%) of the participants (Mean=0.635).

4.5.1 Presentation of Qualitative Results on the Influence of Family Size on Students Discipline

<i>Thematic Area</i>	<i>Frequency</i>	<i>Percentage</i>
There is regularity/daily attendance of children of low sized family(s)	47	77.1
Students from large families miss daily meals at school	40	65.6
Influence the accessibility and use of educational materials	36	59
There is noisy environment in large family size	33	65.6
Students from small family size access educational requirements	29	47.5
School fees for children from small family size get paid early	24	39.3
	(n=61)	

Source: Primary Data, (2024)

The third objective was to investigate the relationship between student discipline and family size in selected public secondary schools in the Oyam District. Data was collected through interviews with students, head teachers, deputy head teachers, career masters, Directors of Studies (DOS), parents represented by Parents/Teachers Association (PTA) members, and senior female teachers. These individuals also participated in responding to the interview questions.

In the study, it was accepted that there is regularity/ daily attendance among students from low sized family(s); as one interviewee explained that;

“.....children from low sized families, commonly get all the desired social and educational support from their parents. They are given the required materials like exercise books, uniform and school fees in time to regularly attend education. Such children attend school regularly without fail, without any excuse and this eventually make children from small size to benefit from it.....”
(Director of Studies from School B)

According to the findings in the table 4.5 above that students from low sized families tend to be regular for schools. They have enough educational facilities, especially textbooks, pens, pencils and uniforms, as well as their parents park for them the required food staffs leading them to be punctual for classes and regularly attend school curriculum activities.

The study showed that students from large family size tend to miss required meals at school hence stealing their friend's food. One interviewee had this to say;

“.....children from large families fail to get required meals. Families cannot afford to give them required feeding. The small meal available is shared among themselves, and eventually lack stuff for packing. They sometimes go to school without parked meal, thus spend the entire day not eating anything, henceforth stealing their colleague's food.....” (Career master from School C)

This means that children from small families tend to have enough and required meals provided by their parents which eventually motivate them to study harder. There is less academic concentration among children from large family size due to lack of the required meals for all children.

Additionally, it was also accepted that family size tend to influence accessibility and usage of educational materials at home. One of the interviewee also noted that;

“.....family size tends to influence accessibility and usage of several educational materials at home. Children from big family size sometimes compete for the available few educational facilities. Home with large family size has noisy environment not conducive for students’ self-revision....” (Deputy head-teacher from School C)

This implies that children from families with fair or minimum size, timely access relevant, adequate and relevant educational resources. The availability of educational materials at home enables students to effectively utilize the available materials for research, and self-revision to handle the homework. It is clearly elaborated that in large families, there is always lack of parental guidance for those children; such children are not fully given moral and career guidance by their parents.

The study further showed that home with large family size has noisy environment not conducive for students’ self-revision. One of the interviewee had these to say;

“....there is tendency of noisy home environment in large families which is not conducive for self-revision and academic concentration. Thus, these students obtain low academic performance results as a result of poor conducive study environment which is attributed to large family size.....” (Deputy Head teacher from School C)

This implies that there is always a lot of noise in congested homes. Children from such families cannot easily concentrate on their academic work due to noisy and lack of conducive environment for self-revision. Presence of many children within homes with noise disturbs those children doing their homework.

The study revealed that students from small family size tend to have all required educational requirements like textbooks for their academic concentration. One of the interviewee had these to say;

“....students from small family size tend to have all required educational requirements like textbooks for their academic concentration. These children from small family size usually have enough educational facilities to use in their self-revision and discussions which encourage them to concentrate on their academic work. He added that in secondary schools, there is regularity/daily attendance among students from low sized family(s).....” (Career master from School A)

This implies that students from low sized families tend to be regular for schools. They have enough educational facilities, their parents' park for them the required food staffs leading them to be punctual for classes and regularly attend school curriculum activities. These children from small family size usually have enough educational facilities to use in their self-revision and discussions which encourage them to concentrate on their academic work. Children from big family size sometimes compete for the available few educational facilities.

Lastly, the study showed that students from small family size tend to clear their school dues to avoid being chased away and dodge classes. The interviewed high-profile participant also noted that;

“.....children from low sized families are less chased away for school fees meaning less dodging and have more time to concentrate on their academic work. In secondary schools, students from small family size tend to have required meals at school. Children from small families tend to have enough and required meals provided by their parents which eventually motivate them to study harder.....” (Deputy Head teacher from School D)

This means that students obtain low academic performance results as a result of poor conducive study environment which is attributed to large family size. Children from low sized families are less chased away for school fees meaning less dodging and have more time to concentrate on their academic work.

The study findings revealed a significant positive relationship between family size and student discipline in selected public secondary schools in the Oyam District (.589**). This suggests that students from smaller families tend to have more consistent daily attendance.

4.6 The Effect of Domestic Violence on Students Discipline

The fourth objective examined the impact of domestic violence on student behavior in selected public secondary schools in the Oyam District. Various study variables were used, guided by a five-point Likert scale, and the results are presented in Table 4.9.

Table 4.9: The effect of domestic violence on students discipline in selected public secondary schools

<i>Statement (parents)</i>	<i>Extent of dis(agreement)</i>			<i>Mean</i>	<i>Std. Devt</i>
	Responses	(f)	(%)		
In our school, students experiencing domestic violence in their homes tend to lack parental career guidance.	Strongly Agree	25	33.3	4.76	0.786
	Agree	47	62.7		
	Neutral	0	0.0		
	Disagree	3	4.0		
	Strongly Disagree	0	0.0		
	Total	75	100%		
In our school, students experiencing domestic violence tend to lack parents helping handling their home assignments.	Strongly Agree	23	30.7	4.61	0.821
	Agree	45	60		
	Neutral	5	6.7		
	Disagree	2	2.6		
	Strongly Disagree	0	0.0		
	Total	75	100%		
In our school, students experiencing domestic violence tend to be irregular /dodge classes.	Strongly Agree	21	28	4.58	0.793
	Agree	43	57.4		
	Neutral	2	2.6		
	Disagree	8	10.7		
	Strongly Disagree	1	1.3		
	Total	75	100%		
In our school, students experiencing domestic violence tend to report at school late for classes.	Strongly Agree	19	25.3	4.47	0.751
	Agree	41	54.7		
	Neutral	3	4		
	Disagree	10	13.3		
	Strongly Disagree	2	2.7		
	Total	75	100%		

	Total	75	100		
In our school, students experiencing domestic violence lack school fees and their educational facilities like uniform	Strongly Agree	17	22.7		
	Agree	39	52		
	Neutral	6	8.0	4.43	0.594
	Disagree	9	12		
	Strongly Disagree	4	5.3		
	Total	75	100		
In our school, students experiencing domestic violence tend to use abusive language at school because they see their parents doing	Strongly Agree	15	20		
	Agree	37	49.3		
	Neutral	5	6.7		
	Disagree	13	17.3	4.23	0.627
	Strongly Disagree	5	6.7		
	Total	75	100		
In our school, students from homes facing domestic violence have been segregated and stigmatized by fellow learners.	Strongly Agree	13	17.3		
	Agree	38	50.7		
	Neutral	4	5.3	4.18	0.573
	Disagree	11	14.7		
	Strongly Disagree	9	12		
	Total	75	100		
In our school, students experiencing domestic violence tend to tease their colleagues at school because they see their parents doing	Strongly Agree	11	14.7		
	Agree	35	46.7		
	Neutral	6	8	4.12	0.543
	Disagree	13	17.3		
	Strongly Disagree	10	13.3		
	Total	75	100		

Source: *Primary Data (2024).*

The field data on the impact of domestic violence on student discipline in selected public secondary schools in the Oyam District are presented in Table 4.9. The results revealed that 72 participants (96%) agreed with the statement that students who experience domestic violence at home often lack parental career guidance, making up the majority (Mean = 4.76). Furthermore, 45

participants (61.4%) agreed with the statement that students who witness domestic violence are more likely to tease their classmates, mimicking the behavior they observe at home, which was the smallest group.

4.6.1 Presentation of Qualitative Results on the Influence of Domestic Violence on Students Discipline

<i>Thematic Area</i>	<i>Frequency</i>	<i>Percentage</i>
Lack career guidance	53	86.8
Lack help/guidance while doing their homework	48	78.6
Always irregular or dodge classes	44	72.1
Commonly arrive at school late for classes	41	67.2
Lack school fees and other educational requirements	35	57.4
Commonly use abusive language at school	33	54.1
Stigmatized and segregated by colleagues in class	30	9.2
Teased by their colleagues	27	44.3
(n=61)		

Source: *Primary Data, (2024)*

The fourth objective focused on exploring the impact of domestic violence on student discipline in selected public secondary schools in the Oyam District. To gather data, interviews were conducted with head teachers, deputy head teachers, students, career masters, Directors of Studies (DOS), parents represented by Parents/Teachers Association (PTA) members, and senior female teachers. Participants were also encouraged to actively engage in answering the interview questions.

In the study, it was accepted that students experiencing domestic violence in their homes tend to lack their parental career guidance; as one interviewee explained that;

“.....children from families characterized by domestic violence always lack career guidance. Parents are always in fights and tension, and they are always depressed. These parents always fail to have ample time to talk to their children...they often feel angry with other family members for failing to prevent the harm... this misplaced anger towards the child victim creates challenges

within the family, suggesting that the home environment is not conducive to effective career guidance...." (Head Teacher, School C)

Another interviewed participant noted that;

".....children usually lack parental guidance and proper child upbringing especially when they are grown in families with domestic related issues. She added that in secondary schools, students experiencing domestic violence tend to lack parents helping handling their home assignments. This indicates that parents usually fail to help their children in handling their assignments rather than wasting their time in family tension....." (Career master from School B)

This implies that parents involved in domestic violence, they are commonly threatening physical abuse which can still have devastating long term impacts on the entire family members. These parents are always characterized by depression, anxiety, suicidal behavior, migraines, and substance abuse, clearly indicating that they cannot have ample time getting involved to have face-to-face talk with their children. Subsequently, career guidance remains a challenge in such home environment.

Additionally, it was however accepted that students experiencing domestic violence tend to lack parents helping handling their home assignments. One of the interviewee also noted that;

"....in households where domestic violence is common, parents often struggle to find time for their children... they may return home late at night, leaving them unable to help with schoolwork... as a result, these children may face difficulties concentrating in class or completing assignments. ...children growing up in such environments are more likely to experience various forms of abuse, including emotional, sexual, and physical, as well as limited parental support. In these circumstances, parents rarely assist their children in managing their homework..." (Head Teacher, School C)

The above finding implies that parents usually fail to help their children in handling their assignments rather than wasting their time in family tension. Children usually lack parental guidance and proper child upbringing. In turn, students tend to lack academic concentration; they tend to spend their time on hearing their parents' conflicts, watching fights which create fear and stigma that they can't concentrate on their academic affairs.

It is noted that students experiencing domestic violence tend to be irregular /dodge classes. An interviewee noted that;

“.....some of the students, who are from families experiencing domestic violence, sometimes dodge schools. These parents may be physically harmed and cant escort them to school and they usually lack school fees thus end up being send away from school surrounding to first clear the school dues...a child's emotional, psychological, and physical development can be adversely affected by violence exposure, which can also cause them to lose interest in learning.” (Career master from School A)

This indicates that children who witness domestic violence are at a higher risk of academic difficulties, substance abuse, aggressive behavior, depression, and other mental health challenges. Some of these children tend to engage in criminal behavior as adults. Their parents may be physically harmed and can't escort them to school and they usually lack school fees thus end up being send away from school premises to first clear the school dues.

It was evident from the results that students who are victims of domestic abuse frequently arrive late for class. A respondent claimed that

“...because domestic violence can take many different forms, such as verbal, physical, or emotional abuse, children who see or are victims of it may face behavioral, psychological, and physical challenges. This can make it difficult for them to participate in class since they could be too nervous to concentrate. Due to their exposure to domestic abuse, many of these kids may lag behind in school and in life...students usually report late for classes because of domestic related issues. In such families, children may have sleepless nights leading to late coming and sometimes dodging schools. She added that students experiencing domestic violence lack academic concentration as they tend to lose interest for studying....” (Director of Studies from School A)

This suggests that both the short-term and long-term mental and physical effects of domestic violence can affect students' academic focus, attendance, class participation, and behavior. Domestic violence influences a child's ability to respond to life events and impacts their concentration in class, ultimately affecting their overall performance. This is true in that students usually report late for classes because of domestic related issues. In such families, children may

have sleepless nights leading to late coming and sometimes dodging schools. Students tend to lack academic concentration; they tend to spend their time on hearing their parents conflicts, watching fights which create fear and stigma that they can't concentrate on their academics.

It is noted that students experiencing domestic violence lack school fees and their educational facilities like uniform. An interviewee noted that;

“...families characterized by domestic violence always experience financial challenges. Parents lack ability to give their children the required educational resources like textbooks, exercise books, uniforms, pocket money, in addition to paying school fees in time...in some occasions, they are always dismissed from school for the lack of school uniform or late payment of school fees.....” (Deputy head-teacher from School A)

This means that students usually lack school fees and other educational facilities when their parents are experiencing domestic violence related issues at home. These students tend to have shortage of educational facilities when their parents are not in good terms.

It is noted that students from homes facing domestic violence have been segregated and stigmatized by fellow learners. An interviewee noted that;

“...fellow learners at school have a tendency of stigmatizing and segregating those children from families characterized by domestic violence. Some of these students experiencing abuse at their homes often tease their colleagues in learning environment as they replicate what parents do at home...colleagues at school abuse them, give them nicknames and sometimes, they don't want to associate with them which eventually create a harmful environment for them, and end up dropping out of school courtesy of domestic violence related impacts.....” (Head Teacher from School A)

This means that students from families experiencing domestic violence tend to be segregated and stigmatized by the fellow learners in class and outside class. These students tend to experience stress and anxiety which force them to fail to concentrate on their academic work. Students experiences domestic violence issues tend to have less time for their academic concentration leading to low academic performance results in later years.

Lastly, findings indicated that students experiencing domestic violence face anxiety/stress and fail to study well. Students tend to experience stress and anxiety which force them to fail to concentrate on their academic work. Students experiencing domestic violence lack school fees and their educational facilities like uniform. This means that students usually lack school fees and other educational facilities when their parents are experiencing domestic violence related issues at home.

The results of the study showed a positive correlation (.421**) between student discipline and domestic violence in a subset of public secondary schools in the Oyam District. This implies that students frequently lack parental career guidance and assignment support in homes where domestic violence is prevalent. Additionally, they are more prone to regularly arrive late to school, skip classes, and exhibit inconsistent attendance.

4.7 Students Discipline in Selected Public Secondary Schools

The aim of the subheading above was to outline student discipline in selected public secondary schools within the Oyam District. A five-point Likert scale, along with various study variables, was employed to assess the structure, with the findings presented in Table 4.10.

Table 4.10: The students discipline in selected public secondary schools

<i>Statement</i>	<i>Response (n=75)</i>	<i>Extent of (dis)agreement</i>		<i>Mean</i>	<i>Std. Devt</i>
		<i>(f)</i>	<i>(%)</i>		
Children from domestic violence households get teased by their colleagues	Strongly Agree	29	38.7	4.34	0.835
	Agree	22	29.3		
	Neutral	2	2.6		
	Disagree	5	6.7		
	Strongly Disagree	17	22.7		
	Total	75	100%		
Children from domestic violence households experience bullying from their colleagues	Strongly Agree	28	37.4	4.41	0.89
	Agree	21	28		
	Neutral	4	5.3		
	Disagree	7	9.3		

	Strongly Disagree	15	20		
	Total	75	100%		
Children from domestic violence households get involved in having fights with colleagues	Strongly Agree	27	36		
	Agree	19	25.3		
	Neutral	5	6.7	4.54	0.79
	Disagree	4	5.3		
	Strongly Disagree	20	26.7		
	Total	75	100%		
Children from domestic violence households arrive at school late	Strongly Agree	25	33.3		
	Agree	17	22.7		
	Neutral	7	9.3	4.25	0.746
	Disagree	11	14.7		
	Strongly Disagree	15	20		
	Total	75	100%		
Children from domestic violence households dodge classes	Strongly Agree	10	13.3		
	Agree	19	25.3		
	Neutral	9	12	4.21	0.793
	Disagree	24	32		
	Strongly Disagree	13	17.4		
	Total	75	100%		

Source: *Primary Data (2024)*

The findings pertaining to student discipline in selected public secondary schools in Oyam District are shown in Table 4.10. The results showed that 51 (68%), the majority of participants, agreed with assertions that children from homes where domestic violence occurs are frequently mocked by their peers. Furthermore, the least supported opinion was that children from such households are more prone to fight with their peers, which was accepted by 46 participants (61.3%). The following statement was given by one participant;

“.....children from those families characterized by domestic violence mainly get abused, teased and humiliated by their colleagues in classes. They are always harassed and abused by their colleagues. They have been called all sort of nickname, and sometimes segregated. We always see such children in isolation, making them to become depressed and develop trauma...” (Head teacher from School C)

This indicates that the education of children from families affected by domestic violence is frequently disrupted due to their preoccupation with various needs, such as fitting in with peers, seeking family stability, and maintaining harmonious relationships with siblings and friends. While some children may struggle to adapt, others might react to the domestic abuse in a more typical and empathetic manner.

Lastly, it was shown that children from domestic violence households arrive at school late, and this was disagreed by 42(56%) of the participants and children from domestic violence households dodge classes, and this was also accepted by 29(38.6%) of the participants. One interviewee asserted that;

“...children may become confused and distracted as they try to understand the impact of domestic violence on their home environment. This disruption in their daily focus can negatively affect their academic performance, which is one of the consequences of domestic violence...the greater the distraction, the harder students are likely to concentrate on their studies...” (Director of Studies from School A).

This indicates that children may also face social challenges due to marital abuse. Those from families affected by domestic violence may find it harder to connect with others and often engage in fewer social interactions. These children might experience feelings of insecurity and wonder if their family is the only one dealing with such issues. When overwhelmed and unsure of how to cope with the consequences of domestic abuse, students may become agitated and frustrated. This heightened emotional state often leads to behaviors such as skipping classes, being disrespectful, and using inappropriate language.

4.8 Correlation Analysis

To explore and identify the relationships between the various variables, several inferential analyses were performed, as detailed in this section. The study examined the direction and strength of these associations through regression and correlation analysis, as presented below.

Table 4.11: Correlation analysis

	<i>Correlations</i>	
	Students discipline	
<i>Parents support</i>	Pearson Correlation.	.686 **
	Sig. (1-tailed).	.000
	N.	75
	Students discipline	
<i>Household chores</i>	Pearson Correlation.	.342**
	Sig. (1-tailed).	.002
	N.	75
	Students discipline	
<i>Family size</i>	Pearson Correlation.	.589 **
	Sig. (1-tailed).	.000
	N.	75
	Students discipline	
<i>Domestic violence</i>	Pearson Correlation	.421 **
	Sig. (1-tailed).	.001
	N.	75

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

Source: Primary Data, (2024)

The study findings presented in Table 4.11 show a strong positive correlation between student discipline and parental support in a group of public secondary schools. The correlation coefficient of .686 (**) with a significance value of .000 clarifies the nature of this relationship. This clearly suggests that when parents are supportive in paying school fees on time, providing most of the

necessary academic materials, assisting with homework, and creating a conducive study environment at home-it positively influences students' discipline.

According to the correlation data in Table 4.11 above, there is a positive relationship between students' discipline and family chores in a subset of Oyam District's public secondary schools. The two variables showed a positive link, which was described by the derived correlation co-efficiency of .342(**) and its significant value of .000. This suggests that children who participate in household chores occasionally neglect to complete and turn in their homework or assignments; children who participate in morning domestic chores typically arrive late for class; students who participate in household chores typically avoid morning classes; and children who participate in household chores occasionally miss school altogether.

The results of the study indicated that student discipline at the selected public secondary schools in the Oyam District was positively correlated with family size. The nature of the association between the size of the family and the discipline of the pupils in particular public secondary schools was explained by the correlation coefficient of .589(**), which also had a significant value of .000. The association is significant because the p-value is 0.000 less than 0.01. This suggests that pupils from small families attend class regularly and every day. Family size tends to affect the availability and use of educational resources at home, and students from large families are more likely to steal food from their friends because they miss necessary meals at school.

The study findings in Table 4.8 above showed a positive significant relationship between domestic violence and students discipline in selected public secondary schools in Oyam District. The correlation coefficient of .421 (**) also had a significance value of .000, thus explaining the nature of the relationship in this situation. This implies that where there is domestic violence, students lack parental career guidance, lack parents helping handling their home assignments; students become irregular /dodge classes, and always report at school late for classes.

4.9 Model

To examine the relationships in this study, multiple regression analyses were conducted with the independent variables-(a) parental support, (b) household chores, (c) family size, and (d) domestic violence-acting as predictors of the dependent variable, student discipline. This analysis was used to assess the amount of variation shared among the variables and to determine the extent of the relationship between the home environment and student discipline in the selected public secondary schools, as detailed in Tables 4.12 and 4.13.

Table 4.12: Model summary

<i>Mode</i>	<i>R</i>	<i>R Square</i>	<i>Adjusted R Square</i>	<i>Std. Error of the Estimate</i>
	.713 ^a	.508	.488	.71577679

a. Predictors: (Constant), parents support; household chores; family size, and domestic violence

Source: *Primary Data (2024)*

As shown in Table 4.12, the multiple regression coefficient (R) was 0.713. The adjusted R² indicates that the home environment accounts for 50.8% of the variation in student discipline in the selected public secondary schools. This means that 50.8% of the students' discipline can be explained by factors related to their home environment, while the remaining 49.2% is attributed to other factors not considered in this study. The study suggests that larger family sizes are associated with noisy environments, which are not conducive to students' independent study and revision.

To assess the significance and predict the impact of the home environment on student discipline in these schools, the researcher utilized the F-ratio and a regression model analysis to determine the specific significance levels of the relationship. Additionally, the length of time spent working in the school was included as a predictor in this regression model, as presented below.

Table 4.13: ANOVA

<i>Model.</i>	<i>Sum of Squares.</i>	<i>Df.</i>	<i>Mean Square</i>	<i>F.</i>	<i>Sig.</i>
<i>1 Regression</i>	24.276	11	2.023	36.692	.000 ^c
<i>Residual</i>	3.749	64	.055		
<i>Total</i>	28.025	75			

The model's predictors; parental support, household chores, family size and domestic violence emphasize the crucial connection between the home environment and student discipline in a few public secondary schools in the Oyam District. $F(12, 68) = 36.692$ and a p-value < 0.000 indicated that the prediction model was statistically significant, according to the ANOVA table. About 86.6% of the variation in the association between student discipline and the home environment in the chosen schools was explained by this model. The study discovered a strong correlation between student discipline and the home environment, which was mostly impacted by domestic violence, family size, household tasks, and parental support.

Table 4.14: Coefficients table

<i>Model</i>	<i>Unstandardized Coefficients.</i>		<i>Standardized Coefficients.</i>	<i>T</i>	<i>Sig.</i>	
	<i>B</i>	<i>Std. Error.</i>	<i>Beta.</i>			
<i>1</i>	(Constant)	3.913.	.129.	.000.	.000.	
	Parents support	.245.	.137.	.245.	1.783.	.001.
	Household chores	.304.	.137.	.304.	2.220.	.031.
	Family size	.313.	.137.	.313.	2.310.	.042.
	Domestic violence	.324.	.130.	.321.	1.891.	.002.

a. Dependent Variable: Home environment

Source: Primary Data, (2024)

The coefficients table reveals that parental support contributes to 24.5% of the variation in student discipline in public secondary schools. Household chores account for 30.4%, while family size explains 31.3% of the variation. Domestic violence has the largest impact, accounting for 32.1% of the variation in student discipline. The findings indicate that domestic violence, family size, and household chores exhibit the strongest positive relationships with student discipline in the selected public secondary schools.

CHAPTER FIVE

DISCUSSIONS AND INTERPRETATION OF FINDINGS

5.0 Introduction

The study examined the impact of students' home environments on their behavior in selected public secondary schools within the Oyam District. This chapter also includes discussions and interpretations of the study's findings, structured to align with the results presented in Chapter Four.

5.1 Discussion of Findings

The findings are analyzed in relation to the study's objectives, with Chapter Four organizing the information under the following thematic structure;-

5.1.1 Parents Support and Students' Discipline

This section examines the impact of parental support on student discipline in selected public secondary schools within Oyam District. The findings indicate that parental support is positively and significantly correlated with student discipline ($r=.686$, $p<.01$). This suggests that when parents actively support their children by paying school fees on time, providing essential scholastic materials, guiding homework, and creating conducive study environments, students exhibit better discipline.

On the issue of influence of parental socio-economic status on discipline, the findings align with Amatre (2020), who highlighted that parents' socio-economic status significantly influences student discipline. Children from economically disadvantaged backgrounds often face greater challenges, such as lower academic performance and a higher likelihood of dropping out. Stressful home environments and limited resources can negatively affect their behavior. Conversely, Aijuka (2023) emphasized that socio-cultural factors, independent of educational attainment, also play a critical role. Some less-educated parents instill strong moral values in

their children, while others fail to monitor behavior. Bandhana and Sharma (2022) argue that educated parents often provide a broader vocabulary and improved communication skills, fostering better academic and moral outcomes for their children.

The regression analysis revealed that 24.5% of the variation in student discipline is attributable to parental support. This underscores the significant influence parents have on their children's behavior. However, this is contrasted by Expósito and Granados-Sánchez (2020), who noted that other factors, including the students' age and home environment, also shape discipline. Similarly, Karooro (2020) found that parental socio-economic history impacts student discipline, while Gitonga (2022) highlighted the importance of parental involvement in school activities and discipline management alongside teachers.

The study found that timely school fee payments positively influence discipline. Contrary to Aijuka (2023), who argued that discipline is independent of fee payment, Younas and Noor (2020) stressed the importance of timely fee payments in reducing disruptions. When parents fail to pay on time, children are often sent home, leading to frustration and potential engagement in indiscipline, such as theft, as noted by Okręglicka (2018). Timely payments ensure students remain in school, focused on their studies.

The interviewed participants noted that parents providing necessary scholastic materials significantly enhance student discipline. Gyberg et al. (2020) argued that adequate instructional resources motivate students to focus on academics rather than peer-related activities. Faaz (2018) concurred, noting that a lack of resources often leads to behavioral challenges, such as smoking or truancy. When parents provide textbooks and other materials, students are more engaged in their studies, leading to better behavior.

The study noted that a conducive home study environment positively influences student discipline. Kendra (2016) emphasized that well-ventilated, furnished study spaces encourage children to focus on academics. (Ifeanyi, 2017) found that such environments promote timely

homework completion and reduce distractions from peer groups. However, Karooro (2022) argued that discipline is more dependent on upbringing than physical conditions at home.

Another interviewed participant noted that parental involvement in homework guidance enhances discipline. Muhammad et al. (2020) noted that parents' guidance ensures homework is completed on time, improving student morale. Aristovnik et al. (2020) found that parental support helps students avoid being labeled as disrespectful by teachers. Furthermore, Breiting and Wickenberg (2020) highlighted parents' role in career guidance, creating supportive environments for students to explore their aspirations and develop crucial skills like leadership and communication.

Parents who actively monitor their children's associations and behaviors contribute to better discipline. Mukama (2020) found that effective monitoring reduces risks of negative peer influence, smoking, and truancy. Faaz (2017) emphasized the role of parents in identifying problematic friendships and guiding children away from harmful influences. Regular communication with teachers about children's strengths and weaknesses also fosters better discipline, as noted by Bandhana and Sharma (2022).

The study observed that parents reducing household chores for their children positively impacts discipline by allowing more time for academic work. Sund and Gericke (2020) noted that students with fewer domestic responsibilities can better concentrate on their studies. Khan, Begum, and Imad (2019) similarly found that limiting chores enables students to complete homework and engage in self-revision.

The interviewed participant noted that parental encouragement of honesty, fairness, and accountability significantly boosts discipline. Achieng (2022) argued that positive reinforcement and punishment, when necessary, help children understand the consequences of their actions. Sund and Gericke (2020) highlighted the importance of establishing clear rules and expectations within the home.

The findings underscore the critical role of parental support in shaping student discipline, with a significant correlation ($r=.686$) and 24.5% of the variation in discipline explained by changes in parental involvement. Parents influence discipline by ensuring timely fee payment, providing materials, guiding homework, monitoring associations, and creating conducive environments. These findings highlight the multifaceted role of parents in fostering discipline and moral behavior among students.

5.1.2 Household Chores and Students Discipline

The research examined the influence of household chores on students discipline in selected public secondary schools within Oyam District. The findings revealed a statistically significant positive correlation between household chores and students discipline, with a correlation coefficient of $.342^{**}$. This suggests that students who engage in household chores often face challenges such as incomplete or delayed homework submissions, tardiness to school, absenteeism, and skipping morning classes. These issues reflect the potential disruptive impact of household responsibilities on students' academic and disciplinary performance.

The study noted that children involved in household chores frequently fail to complete and submit their homework or assignments. This aligns with Sund and Gericke (2020), who observed that children tasked with chores like firewood collection or digging sometimes sustain injuries that hinder their regular school attendance. Similarly, Faaz (2017) found that excessive involvement in chores such as hawking often leaves students with insufficient time for academics, leading to poor concentration and lower academic achievements. These findings suggest that engaging children in extensive household responsibilities compromises their focus on academic obligations.

The findings highlighted that children who engage in morning chores often arrive at school late, which disrupts their learning experience. This is supported by Oluka (2018), who stated that students involved in household chores frequently miss morning classes due to late arrivals. By

the time these students reach school, lessons may have already started, and repeated tardiness can lead to disciplinary actions, including dismissal from classes.

The interviewed participant noted that students who are heavily involved in household chores occasionally skip school altogether. Schunk (2020) noted that students assigned morning tasks such as weeding or fetching water often feel too fatigued to attend classes. Similarly, Topor (2020) emphasized that such students struggle to allocate time for self-revision and homework, which sometimes results in deliberate absenteeism to complete their domestic tasks. This pattern negatively affects their academic consistency and discipline.

The study also found that children involved in domestic activities like hawking are exposed to peer group influences that may lead to indiscipline. According to Oluka (2018), children who engage in hawking often associate with street children and other peers involved in questionable activities. This exposure increases the likelihood of adopting undesirable behaviors, such as the use of abusive language, participation in street fights, or petty theft. Similarly, Mukama (2020) observed that such interactions can foster indiscipline, further compromising students' moral and academic standing.

The research highlighted that children tasked with physically demanding chores, such as digging or collecting firewood, occasionally suffer injuries, which can result in irregular school attendance. Kemjika (2016) documented cases where children engaged in such tasks experienced accidents, including snake bites or falls, which hindered their ability to attend school regularly. This lack of consistency in attendance further impacts their academic performance and discipline.

Regression analysis indicated that household chores account for 30.4% of the variation in students' discipline. This implies that changes in the intensity or frequency of household responsibilities have a direct effect on the students' discipline levels. These findings resonate with Kemjika (2016), who pointed out that excessive child labor at home often correlates with tardiness, absenteeism, and irregular school attendance, which are detrimental to academic success. Conversely, Karooro (2022) argued that regulated involvement in household chores can

contribute positively to the moral grooming of children, emphasizing the importance of balance in assigning such responsibilities.

In summary, the findings underscore that household chores significantly influence students discipline in public secondary schools in Oyam District (.342**). Excessive involvement in domestic tasks leads to issues such as incomplete assignments, tardiness, absenteeism, and exposure to negative peer influences. The regression analysis further predicted that household chores explain 30.4% of the variation in students' discipline. Therefore, while household chores can instill a sense of responsibility, their impact must be carefully managed to ensure they do not hinder students' academic and disciplinary development.

5.1.3 Family Size and Students Discipline

The study explored the connection between family size and students' discipline in public secondary schools in Oyam District. Findings revealed a significant positive correlation between family size and students discipline, with a correlation coefficient of .589**. This suggests that students from smaller families generally exhibit better discipline, including regular school attendance, while larger families often face challenges such as insufficient meals, lack of educational resources, and behavioral issues.

The research found that students from smaller families tend to attend school more regularly. Bushy (2020) supported this observation, highlighting that children from smaller families often have adequate educational resources like textbooks, uniforms, and writing materials. Additionally, parents of these children typically ensure they have packed meals, which promotes punctuality and consistent attendance. Halpern (2022) emphasized that smaller families provide children with the necessary social and educational support, enabling them to regularly participate in school activities without interruptions.

Students from larger families were observed to experience meal shortages, often leading to incidents like stealing food from peers. Kemjika (2016) noted that children in smaller families

are generally better fed and more motivated to concentrate on their studies. In contrast, larger families struggle to provide sufficient meals for all children, resulting in diminished focus and academic performance. The lack of proper nutrition among students from larger families further hampers their ability to excel academically.

The interviewed participant noted that family size also affects students' access to and use of educational materials at home. Breiting and Wickenberg (2020) argued that children from smaller families have timely access to sufficient educational resources, which supports effective self-revision and homework completion. On the other hand, large families often lack adequate materials, leading to competition among siblings for limited resources. Bandhana and Sharma (2022) observed that parents in larger families may not provide sufficient guidance or moral support, further disadvantaging students academically.

The study highlighted that larger families tend to create noisy home environments, which are not conducive to self-revision and academic focus. Adesehinwa and Aremu (2020) found that children in overcrowded homes struggle with distractions, making it difficult to concentrate on their studies. Breiting and Wickenberg (2020) added that the presence of many children often disrupts those trying to complete homework, leading to poor academic outcomes.

The interviewed participant noted that students from smaller families often enjoy the benefits of adequate resources and supportive home environments. Expósito and Granados-Sánchez (2020) noted that these students consistently have access to the materials needed for self-revision and academic discussions, which enhances their concentration and performance. Smaller families also tend to pay school fees promptly, reducing the likelihood of students being sent home or skipping classes due to financial constraints (Farooq et al., 2019). Ifeanyi (2017) similarly observed that children from smaller families are less likely to miss school, allowing them more time to focus on academics.

Regression analysis predicted that family size accounts for 31.3% of the variation in students' discipline. This implies that changes in family size significantly influence students' discipline

levels. Okręglicka (2018) emphasized that family size and parental status are critical factors affecting students' regularity and punctuality in school. Codjoe (2017) further highlighted that smaller family sizes correlate positively with better discipline, improved access to education, and stronger moral character.

In summary, the study established a significant relationship between family size and students' discipline in selected public secondary schools in Oyam District (.589**). Students from smaller families tend to exhibit regular attendance, better access to educational resources, and fewer behavioral issues. Conversely, larger families face challenges such as inadequate meals, noisy home environments, and limited educational materials, all of which negatively impact students' discipline and academic performance. Regression analysis further revealed that family size explains 31.3% of the variation in students' discipline, underscoring the importance of family dynamics in shaping students' behavior and success in school.

5.1.4 Domestic Violence and Students' Discipline

The study investigated the influence of domestic violence on students' discipline in selected public secondary schools in Oyam District. Findings revealed a significant positive correlation between domestic violence and students' discipline, with a correlation coefficient of .421**. This indicates that the prevalence of domestic violence adversely affects various aspects of students' behavior and academic performance, including a lack of parental guidance, irregular school attendance, late arrival for classes, and reduced academic focus.

The interviewed participant noted that students from households affected by domestic violence often lack parental career guidance. Halpern (2022) explained that parents involved in domestic violence are frequently preoccupied with physical abuse, emotional stress, and psychological struggles such as depression and anxiety. These conditions prevent them from engaging in meaningful conversations with their children, let alone guiding their career paths. Similarly, Mukama (2020) observed that in such households, parents are often caught up in conflicts,

leaving little or no time to provide guidance or a nurturing environment for their children. Consequently, students lack the support necessary to handle academic challenges effectively.

The study noted that children from violent households often miss out on parental help with homework. Machebe et al. (2017) highlighted that family tension disrupts parents' ability to assist their children, further complicating students' academic journey. Instead of focusing on schoolwork, these children are distracted by parental conflicts, leading to fear, stigma, and academic disengagement. Achen (2019) also found that in such environments, children are more likely to experience emotional and psychological neglect, reducing their capacity to excel academically.

The interviewed participant noted that domestic violence was linked to students' irregular attendance and instances of skipping school. Younas and Noor (2020) reported that children exposed to domestic violence face heightened risks of behavioral issues, substance abuse, and mental health challenges, which may lead to truancy. Financial hardships, a common consequence of domestic violence, often result in students being sent home for unpaid school fees or lack of uniforms (Muola, 2020). These disruptions hinder their ability to maintain consistent academic progress.

Students from homes characterized by domestic violence often arrive late to school. Farooq, Mehnaz, and Maryum (2019) emphasized that emotional and physical consequences of domestic violence, such as sleepless nights and stress, directly impact students' punctuality. Muola (2020) added that the tension and disarray in such households delay children's preparation for school, resulting in chronic tardiness. This creates a cycle of underperformance, as these students struggle to keep up with academic and classroom activities.

Domestic violence frequently leads to financial difficulties within families, affecting student's access to essential educational materials. Khan et al., (2019) found that children from such families often lack resources like uniforms, textbooks, and pocket money. Bhang et al. (2018) further noted that domestic violence erodes parents' ability to meet financial obligations, leading

to late school fee payments and insufficient educational supplies. These challenges increase the likelihood of students being dismissed from school, compounding their academic struggles.

The interviewed participant noted that students from families affected by domestic violence often face stigmatization and social exclusion at school. Parveen (2017) observed that peers tend to isolate or mock these students, causing them additional emotional distress. This environment of segregation exacerbates their stress and anxiety, undermining their academic focus and leading to poor performance. Some children, imitating the behavior of their parents, may engage in teasing or bullying others, further alienating themselves from their peers.

The regression analysis revealed that 32.1% of the variation in students' discipline is attributable to domestic violence. Schunk (2020) described various forms of domestic violence such as coercion, situational couple violence, and violent resistance and their detrimental effects on family dynamics. Oluka (2018) highlighted that children from violent households often face emotional, psychological, and physical challenges that affect their behavior and academic performance. This significant percentage underscores the need for interventions to address domestic violence to improve students' discipline and overall well-being.

The study thus established a significant relationship between domestic violence and students' discipline in selected public secondary schools in Oyam District (.421**). Children from households experiencing domestic violence often face challenges such as a lack of parental guidance, irregular attendance and late arrival to classes, financial constraints, and social stigmatization. Regression analysis indicated that 32.1% of the changes in students' discipline can be explained by variations in domestic violence, highlighting its profound impact on students' behavior and academic outcomes. Addressing domestic violence is therefore essential to fostering a supportive environment for students to thrive both academically and personally.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.0 Introduction

This chapter presents conclusions drawn from the study, recommendations based on the findings, and proposed areas for further research. These sections align with the results outlined in Chapter Four.

6.1 Conclusion

Based on the study's findings, the following conclusions were made:

The study established a significant relationship between parental support and students discipline in selected public secondary schools (.686**). This indicates that when parents provide consistent support, such as timely payment of school fees, provision of scholastic materials, and guidance with homework, they foster a conducive environment for their children's discipline and academic growth. Regression analysis revealed that 24.5% of the variation in students discipline is attributed to changes in parental support. Thus, any improvement in parental support could lead to a 24.5% increase in students' discipline.

Household chores significantly affect students' discipline (.342**). The findings indicate that students heavily involved in domestic tasks often fail to complete homework, arrive late to school, or skip morning classes altogether. Regression analysis showed that 30.4% of the variation in students discipline is influenced by household chores, implying that a reduction in students' involvement in household chores could lead to a 30.4% improvement in their discipline.

A positive relationship was found between family size and students' discipline (.589**). Students from smaller families demonstrated better attendance, as they are less likely to face resource constraints or distractions. In contrast, those from larger families often face challenges such as inadequate meals and limited access to educational materials, leading to behavioral issues like

theft and absenteeism. Regression analysis suggested that 31.3% of the variation in students' discipline could be explained by family size, meaning changes in family size dynamics significantly impact students' discipline.

Domestic violence was found to have a significant adverse effect on students discipline (.421**). Students from violent households often lack parental guidance, miss help with homework, and display irregular attendance. Regression analysis revealed that 32.1% of the variation in students discipline is explained by domestic violence, emphasizing its profound influence. Reducing domestic violence could lead to a corresponding 32.1% improvement in students' discipline.

6.2 Recommendations

In light of the study findings, the following recommendations are proposed:

Support for Children from Families Experiencing Domestic Violence. Social workers and related professionals should prioritize assisting children from families affected by domestic violence. Schools should employ social workers to identify and address the psychosocial needs of such students through tailored intervention programs.

Parental Counseling and Guidance. Parents involved in domestic disputes should undergo counseling to understand their roles in fostering their childrens discipline and development. Families should be encouraged to shield children from conflicts and cooperate in providing career guidance and support.

Access to Free Education. The Government of Uganda and local leaders should encourage children from disadvantaged families to enroll in public schools benefiting from free education programs. This would prevent students from being sent home due to unpaid school fees.

Regular Counseling for Affected Students. Schools should provide regular counseling and guidance services to students facing anxiety and stress due to domestic violence. Such initiatives would help students regain focus on their studies and build a positive outlook toward academic achievement.

6.3 Areas for Further Research

Future studies could expand upon the following areas:

- i. The influence of school environment on students' discipline. Examining how various aspects of the school environment impact student behavior and discipline in Uganda.
- ii. Stakeholder participation and students' discipline. Investigate the role of stakeholders, including teachers, parents, and community members, in shaping students discipline.
- iii. Home background and students' discipline. Assessing how socioeconomic and cultural factors in the home environment influence students' discipline in Ugandan public secondary schools.
- iv. Comparative study of home environment and discipline across regions. Conducting a comparative analysis of the home environment's impact on students discipline in different regions of Uganda, providing a broader basis for recommendations and interventions.

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APPENDICES

Appendix 1: Table for Determining Sample Size for a Finite Population

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970

Appendix II: Informed Consent Form (Individual Interviews, and Focus Group Discussion)

Title of study: Home Environment and Students Discipline in Selected Public Secondary Schools in Oyam District

Principal investigator: Bua Stella

Institution: Uganda Christian University

Introduction

I, Bua Stella, can be reached at +256783599205 or via email at buastella@gmail.com. I am conducting research under the supervision of Dr. Musimenta Annet, a lecturer at the School of Education, Uganda Christian University, Main Campus, Mukono. This study is part of the requirements for the award of a Masters degree in Educational Administration and Planning.

The purpose of this study is to analyze the impact of the home environment on student discipline in selected public secondary schools in Oyam District. Specifically, the study will examine key aspects of the home environment, including parental support, household chores, family size, and domestic violence, to identify the most significant factors influencing discipline.

This document explains the nature of the study for your understanding. If you have any questions, they will be addressed after the study is explained. Participation is voluntary, and if you choose to participate, you will be asked to sign a consent form. You will also receive a copy of the signed document for your records.

Please note that this research is self-sponsored by the researcher, Bua Stella.

Purpose of study: The goal of the study is to provide a clear stance on whether or not parental participation is important for a child's academic success and how parents may support it.

Study procedures: Your participation in this study will involve a semi-structured individual interview, where you will share your experiences and opinions regarding the impact of the home environment on students' discipline in selected public secondary schools in Oyam District. The interview will last approximately 15-20 minutes and will be audio-recorded for later transcription and analysis. The interview schedule will be arranged based on your availability.

Who will participate in the study?

The study will involve head teachers, career masters, Directors of Studies (DOS), senior woman teachers, deputy head teachers, parents (members of the Parents/Teachers Association), and

students (prefects) from three selected schools. Additionally, 70 teachers will be asked to complete a questionnaire.

Risks

There are no risks to you or your institution in participating in this study, other than the potential inconvenience of your time spent in the interview or completing the questionnaire.

Benefits

While there are no direct benefits to you for participating, the information gathered from this study could help schools develop strategies to encourage greater parental involvement in monitoring their children's discipline. School administrators may request a copy of the final report for reference, and with the researchers' agreement, a public presentation of the findings may be made to share knowledge among school stakeholders.

Confidentiality

Your identity will not be kept anonymous. However, every effort will be made to protect your privacy, including:

Assigning code names or numbers to participants for all research documents.

Keeping all research notes, interview transcriptions, and identifying data in a secure, locked file cabinet, in the personal possession of the investigator.

Your data will be kept confidential, except in cases where the investigator is legally required to report specific incidents, such as abuse or suicide risk.

Contact information or questions

Should you desire to question anything about this study or experience any adverse effects from participation, please contact the investigator using the contact details on the first page. For questions about your rights as a participant, or if you feel unable to discuss concerns with the primary investigator, please contact:

Chairperson, Uganda Christian University Research Board: Tel: +256(0)772 405357, Email: pwaiswa@musph.ac.ug

REC Administrator: Tel: +256(0)775737627, Email: oahimbisibwe@ucu.ac.ug

Voluntary participation

Participation by yourself in this study is entirely voluntary. You are free to decide whether or not to participate. If you agree to take part, you will be asked to sign a consent form. Even after signing,

you can withdraw from the study at any time without any negative consequences. Should you withdraw before data collection is complete, any data related to you will be returned or destroyed.

Statement of consent

I, _____ (name), voluntarily agree to participate in this study as a head teacher, class teacher, student, or other participant based on my knowledge and willingness to share my opinions. I understand that the information I provide may be used purposely for research by Bua Stella.

I understand that the interview may be audio recorded, and I agree to have my privacy safeguarded in exchange for these recordings. I understand that by completing this form, I am acknowledging that I have been fully informed about the study and that I voluntarily accept to participate, but I am not waiving any legal rights.

I will be availed a copy of this consent

Signature of Participant:

Name of Researcher: Bua Stella

Signature of Researcher: **Date:**

Appendix III: Questionnaire (Parents)

Dear Participants

I am Bua Stella, a student at Uganda Christian University pursuing a Master's degree in Education Planning and Administration. The purpose of this tool is to gather information for my study on "Students' Discipline and the Home Environment in Selected Public Secondary Schools in Oyam District." Your honest and open responses are greatly appreciated. Please be assured that all the information you provide will remain confidential. Thank you for your cooperation and for taking the time to complete this survey.

Section A. Background data

1. What is your gender?

i). Male ii). Female

2. What is your age bracket?

Age	18-27 yrs	28-37yrs	38-37	38-47	38-56	Others (specify)
Code						

3. What is your highest level of education?

Education	Certificate	Diploma	Degree	Masters	PhD
Code					

4. How long have you spent serving in this school/community?

Period	Less than 5 years	6-10 years	11 -15 year	Above 15 years
Code	1	2	3	4

Section B:**Instructions**

In this part and the part that follows, you are required to tick the most appropriate option applicable to you.

You are request to apply a tick where you see a more applicable option.

Strongly agree (5), agree (4), Not sure (3), disagree (2), strongly disagree (1)

Ascertaining the influence of parents support on students discipline in selected public secondary schools in Oyam District.

No.	Statement	1	2	3	4	5
a).	Parents pay school fees in time for their children in our schools					
b).	Parents provide most of the scholastic materials requested at school					
c).	Parents create a conducive reading environment at home for their children.					
d)	Parents' guide my children via homework where necessary					
e).	Parents' guide their children in making good career choices in our school					
f).	Parents offer guidance and counseling sessions to the children.					
g).	Parents make sure that their children are not given a lot of household tasks chores while at home to allow them time to revise					
h).	In our school, parents motivate their children to practice good moral behaviours					
i).	Parents frequently monitor the friends' behaviour their child associates with at school.					
j).	Parents always give feedback to teachers about their children's weakness and strength after guiding them via their discipline					

Section C:

You are request to apply a tick where you see more applicable.

Strongly Agree (5), Agree (4), Not Sure (3), Disagree (2), Strongly Disagree (1)

Establishing the effects of household chores on students discipline in selected public secondary schools in Oyam District.

No.	STATEMENTS	1	2	3	4	5
a).	Children who get involved in house hold chores sometimes fail to finish and submit the homework/assignments.					
b).	Children who get involved in morning domestic chores tend to report to school late for classes					
e)	Students who get involved in domestic chores usually dodge morning classes.					
f).	Children who get involved in domestic chores sometimes absentee themselves.					
g).	Children who get involved in home business like hawking tend to get exposed to peer group influence					
h).	Children who get involved firewood collection and digging sometimes get accidents forcing them to become irregular for classes.					
l)	Children who get involved in household chores sometimes reach at school when they are very tired/exhausted.					

Section D:

You are request to apply a tick where you see more applicable.

Strongly agree (5), agree (4), Not sure (3), disagree (2), strongly disagree (1)

Determining the relationship between family size and students discipline in selected public secondary schools in Oyam District.

No.	STATEMENTS	1	2	3	4	5
a).	In our school, there is regularity/ daily attendance among students from low sized family(s).					
b).	In our school, students from large family size tend to miss required meals at school hence stealing their friends food					
e).	Family size tend to influence accessibility and usage of educational materials at home					
f).	Home with large family size has noisy environment not conducive for students' self-revision.					
g).	In our school, students from small family size tend to have all required educational requirements like textbooks for their academic concentration.					
h).	In our school, students from small family size tend to clear their school dues to avoid being chased away and dodge classes.					
l)	Any other (specify) -----					

Section D:

You are request to apply a tick where you see more applicable.

Strongly agree (5), agree (4), Not sure (3), disagree (2), strongly disagree (1)

Examining the effect of domestic violence on students discipline in selected public secondary schools in Oyam District.

No.	STATEMENTS	1	2	3	4	5
a).	In our school, students experiencing domestic violence in their homes tent to lack their parental career guidance.					
b).	In our school, students experiencing domestic violence tend to lack parents helping handling their home assignments.					
c).	In our school, students experiencing domestic violence tend to be irregular /dodge classes.					
d)	In our school, students experiencing domestic violence tend to report at school late for classes.					
e).	In our school, students experiencing domestic violence lack school fees and their educational facilities like uniform					
f).	In our school, students experiencing domestic violence tend to use abuse language at school because they see their parents doing					
g).	In our school, students from homes facing domestic violence have been segregated and stigmatized by fellow learners.					
h).	In our school, students experiencing domestic violence tend to tease their colleagues at school because they see their parents doing					

D

Section E:

You are request to apply a tick where you see more applicable.

Strongly agree (5), agree (4), Not sure (3), disagree (2), strongly disagree (1)

The Discipline of Pupils in selected public secondary schools in Oyam District.

No.	STATEMENTS	1	2	3	4	5
a).	Children from domestic violence households get teased by their colleagues					
b).	Children from domestic violence households experience bullying from their colleagues					
c).	Children from domestic violence households get involved in having fights with colleagues					
d).	Children from domestic violence households arrive at school late					
e).	Children from domestic violence households dodge classes					

Thank you for your co-operation

Appendix IV: Individual Interview Guide

Interview Guide to Head-teachers, career masters, Directors of Studies (DOS), Senior woman teacher, deputy head-teachers, and teachers

Guiding Questions

1. What is the influence of parents support on students' discipline in your school?
2. How do your parents support their children academics in your school?
3. Do your parents in your school guide their children in making career choices?
4. What are the effects of household chores on students discipline in your school?
5. How often do parents in your school monitor their children's discipline?
6. What is the relationship between family size and students' discipline in your school?
7. What are the effects of domestic violence on students' discipline in your school?
8. How best do you want home environment to be improved?
9. How best do you want students' discipline to be enhanced?

Thank You for your cooperation

Appendix V: Focus Group Discussion (Students)

1. How do your parents support you in your discipline?
2. What is the influence of parents' support on students discipline in your school?
3. What are the effects of household chores on students' discipline in your school?
4. How often do parents in your school monitor their children's discipline?
5. What is the relationship between family size and students' discipline in your school?
6. What are the effects of domestic violence on students discipline in your school?
7. How best do you want home environment to be improved?
8. How best do you want students' discipline to be enhanced?

Thank You for your cooperation



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SCHOOL OF RESEARCH & POSTGRADUATE STUDIES

DISSERTATION CORRECTION COMPLIANCE REPORT BY THE CANDIDATE (POST VIVA FORM)

Date: 23/5/2025

Name of Candidate: BUA STELLA

Reg. No:

RM21M06/007

Title of Dissertation: HOME ENVIRONMENT AND STUDENTS DISCIPLINE IN SELECTED PUBLIC SECONDARY SCHOOLS IN OYAM DISTRICT

SN	COMMENTS BY EXTERNAL EXAMINER	ACTION TAKEN
1.	The arrows in the conceptual framework should be reworked	Arrows in the conceptual framework reworked as suggested
2.	Qualitative data needs to be discussed in chapter five.	Qualitative data also discussed as suggested

SN	COMMENTS BY INTERNAL EXAMINER	ACTION TAKEN
1	Replace the word impact with influence or effect.	Corrected as proposed
2	Your DV is full of indiscipline, remove them and put only discipline parameters.	Students' discipline parameters used

SN	COMMENTS BY VIVA VOCE PANNEL	ACTION TAKEN
1	The theory that you're referring to has different constructs from your conceptual frame work.	Corrected as required (Theory and conceptual frame framework constructs similar)
2	You did not show findings for qualitative yet you said the study was both quantitative and qualitative?	Qualitative findings analyzed and presented
4	Replace the word impact with influence or effect. Remove the word significant and replace with	Corrected as proposed

	simple words.	Corrected as suggested (significant) replaced
5	Remove behavior and maintain discipline.	Behaviour removed and replaced with discipline
	Your DV is full of indiscipline, remove them and put only discipline parameters.	Students' discipline parameters used

**BUA STELLA
ANNET**
Candidate's Name



.....
Signature
Signature

Dr. MUSIIMENTA
Supervisor's Name