

**THE RELATIONSHIP BETWEEN DISCIPLINE AND ACADEMIC ACHIEVEMENT  
AMONG PRIMARY SCHOOL CHILDREN IN KABALE MUNICIPALITY**

**OLIVER MBABAZI**

**S22/BBUC/MEAM/016**

**A DISSERTATION SUBMITTED TO THE SCHOOL OF EDUCATION IN PARTIAL  
FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER  
OF EDUCATION ADMINISTRATION AND MANAGEMENT OF UGANDA CHRISTIAN  
UNIVERSITY**

**October, 2025**



**UGANDA CHRISTIAN  
UNIVERSITY**

*A Centre of Excellence in the Heart of Africa*

**DECLARATION**

I Mbabazi Oliver, declare that this is my original work and it has never been submitted to any institution for any academic award.

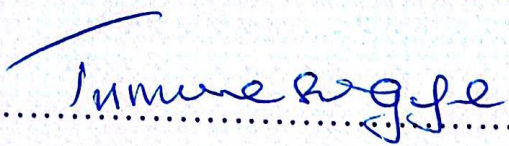
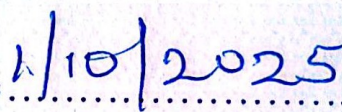
Signature.....Mbabazi..... Date.....1/10/2025.....

**MBABAZI OLIVER**

**STUDENT**

## APPROVAL

The title of the dissertation is “The Relationship between Discipline and Academic Achievement among Primary School Children in Kabale Municipality.” The work has been done under my supervision, and it is ready for submission.

Signature.....  ..... Date  .....

**DR. ALICE JOSSY KYOBUTUNGI TUMWESIGYE**

**SUPERVISOR**

## **LIST OF ABBREVIATIONS**

IDEA	: Individuals with Disabilities Education Act
PBIS	: Positive Behavioural Interventions and Supports
PLE	: Primary Leaving Examination
UNESCO	:United Nations Educational, Scientific and Cultural Organisation

## **DEDICATION**

This dissertation is dedicated to my dear husband and my children. May the Almighty God continue protecting and blessing you all.

## ACKNOWLEDGEMENT

First and foremost, I would like to thank God Almighty in acknowledgment of the most precious and priceless blessings of life and good health that I possess in my life, and for giving me the privilege to complete my education. I would like to express my appreciation to my supervisor, Dr. Alice Jossy Kyobutungi Tumwesigye, for supporting and mentoring me in my study process. Thank you for taking time to assist and mentor me in my studies, and thank you for being patient with me during my study process. God bless you.

Special thanks to my discussants who encouraged, commented on, and supported me morally throughout the process of writing the work. You are the reason why the work has been successfully completed.

To my dear husband, prayer partner, rock of strength, and biggest cheerleader, thank you for your undying love, support, and belief in me. Your prayers, support, and sacrifices sustained me in making this dream a reality.

Above all, glory and honor to the Lord, whose faithfulness endures forever.

## TABLE OF CONTENTS

DECLARATION .....	ii
APPROVAL .....	iii
LIST OF ABBREVIATIONS.....	iv
DEDICATION.....	v
TABLE OF CONTENTS .....	vii
LIST OF TABLES .....	xi
ABSTRACT .....	xii
CHAPTER ONE .....	1
INTRODUCTION .....	1
1.0 Introduction.....	1
1.1 Background of the Study .....	1
1.2 Problem statement.....	7
1.3 Purpose of the study .....	8
1.4 Objectives of the study .....	8
1.4.2 Research questions .....	9
1.5 Scope of the study .....	9
1.5.1 Geographical Scope.....	9
1.5.2 Content Scope .....	9
1.5.3 Time Scope .....	10
1.6 Significance of the Study.....	10

1.7 Conceptual Framework .....	11
CHAPTER TWO .....	12
LITERATURE REVIEW.....	12
2.1 Introduction.....	12
2.2 Theoretical Review.....	12
2.3 Effects of peer relationships on academic achievement of primary school children.....	14
2.4 Effect of engagement and participation on academic achievement of primary school children. ....	17
2.5 Effect of compliance with school rules and policies on academic achievement of primary school children. ....	21
2.6 Research Gap .....	26
CHAPTER THREE.....	28
METHODOLOGY.....	28
3.0 Introduction.....	28
3.1 Research Design.....	28
3.2 Population.....	28
3.4. Sample Size Determination .....	28
Table 1: Shows sample size and sampling techniques.....	29
Education department, Kabale Municipality report, (2025).....	29
3.5 Sampling Technique.....	29
3.5.1 Purposive Sampling Technique.....	29
3.6 Data Collection Methods.....	29
3.6.1 Interview Method .....	30
3.6 Research Instruments .....	31
3.6.1 Interview Guides.....	31
3.7 Trustworthiness of the Study.....	31
3.8 Data Collection Procedure .....	32
3.9 Data Analysis.....	32

3.10 Ethical Considerations.....	32
3.11 Anticipated Limitations of the Study.....	33
CHAPTER FOUR.....	34
DATA PRESENTATION AND INTERPRETATION OF FINDINGS.....	34
4.0 Introduction.....	34
4.1 Response rate .....	34
4.2 Effect of peer relationships on the academic achievement of primary school children in Kabale Municipality.....	34
4.3 Effect of classroom engagement and participation on the academic achievement of primary school children in Kabale Municipality .....	39
4.4 Effect of compliance with school rules and policies on the academic achievement of primary school children in Kabale Municipality .....	43
CHAPTER FIVE .....	50
DISCUSSION OF FINDINGS .....	50
5.0 Introduction.....	50
5.1 Effect of peer relationships on the academic achievement of primary school children in Kabale Municipality.....	50
5.2 Effect of classroom engagement and participation on the academic achievement of primary school children in Kabale Municipality. ....	51
5.3 Effect of compliance with school rules and policies on academic achievement of primary school children in Kabale Municipality.....	52
CHAPTER SIX.....	56
SUMMARY, CONCLUSION AND RECOMMENDATIONS .....	56
6.0 Introduction.....	56
6.1 Summary of Findings .....	56

6.1.2 Effect of classroom engagement and participation on the academic achievement of primary school children in Kabale Municipality.....	56
6.2.1 Effect of peer relationships on the academic achievement of primary school children in Kabale Municipality.....	57
6.2.2 Effect of classroom engagement and participation on the academic achievement of primary school children in Kabale Municipality.....	58
6.2.3 Effect of compliance with school rules and policies on the academic achievement of primary school children in Kabale Municipality.....	58
6.3 Recommendations .....	59
6.3.1 Effect of peer relationships on the academic achievement of primary school children in Kabale Municipality.....	59
6.3.2 Effect of engagement and participation on the academic achievement of primary school children in Kabale Municipality.....	59
6.3.3 Effect of compliance with school rules and policies on the academic achievement of primary school children in Kabale Municipality.....	60
6.4 Areas of Further Study .....	60
i. Effect of technology on discipline maintenance in primary schools.....	60
ii. The role of parental involvement in supporting compliance with school rules and academic achievement .....	60
iii. The impact of school leadership styles on the enforcement and effectiveness of school rules and policies .....	60
REFERENCES.....	61
APPENDIX I: INTERVIEW GUIDE FOR HEADTEACHERS .....	67
6.....How does compliance with school rules affect the discipline and focus of primary school children in Kabale Municipality?.....	67
7....In what ways does adherence to homework policies influence pupils' academic outcomes? .....	67
APPENDIX II: FOCUS GROUP DISCUSSION GUIDE FOR TEACHERS .....	69

## LIST OF TABLES

Table 1 : Shows sample size and sampling techniques.....	29
--	----

## ABSTRACT

The study examined the relationship between discipline and academic achievement among primary school children in Kabale Municipality. Despite the measures taken by the government, there remain primary schools in the Municipality of Kabale that have been experiencing challenges in terms of discipline, which has influenced the performance of pupils in schools (Niwagaba, 2020). This is because pupils exhibit attributes such as absenteeism, misconduct, and time mismanagement that lower their ability to concentrate in class and perform well academically. A case in point, the 2020 PLE results indicated that 25% of pupils from Kabale Municipality failed to meet the minimum academic threshold, including the selected primary schools I focus on in my study (Kabale Municipality Education Department report, 2021). The objectives of the study were to identify the effect of peer relationships on the academic achievement of primary school children in Kabale Municipality, to examine the effect of classroom engagement and participation on the academic achievement of primary school children in Kabale Municipality and to establish the effect of compliance with school rules and policies on academic achievement of primary school children in Kabale Municipality. A case study research design was used, and data was collected using interviews and focus group discussions (FGDs). The data was analysed using content analysis. The study findings were based on my objectives namely; the effect of peer relationships on the academic achievement of primary school children in Kabale Municipality, for this, the findings revealed that friendships were built on shared academic interests, such as liking certain subjects or participating in academic clubs, which often fostered continuous motivation and enthusiasm for learning. My second objective was on the effect of engagement and participation on the academic achievement of primary school children in Kabale Municipality, and the findings of this objective revealed that engaged learners were more likely to ask questions, seek clarification, and involve themselves in academic discussions and this interaction with the teacher and peers sharpened their critical thinking and comprehension skills. The third objective was on the effect of compliance with school rules and policies on academic achievement of primary school children in Kabale Municipality. The results showed that strict compliance with the homework policy was essential in reaping the benefits of in-class learning. The study recommended that schools should encourage teachers to adopt interactive methods of teaching, such as group discussions, role play, storytelling, peer teaching, and class presentations.

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.0 Introduction**

This chapter addresses the background of the study, statement of problems, purpose of the study, objectives of the study, research questions, scope of study, significance of study, and conceptual framework.

### **1.1 Background of the Study**

#### **Historical perspective**

In the 19<sup>th</sup> and early 20<sup>th</sup> centuries, many school systems worldwide used punitive measures to maintain order. Corporal punishment was used in schools in nation-states such as the United Kingdom, the United States, and Japan as a mainstream form of disciplinary practice, owing to the belief in the era that control and compliance were requisite in the learning process. The early methods of disciplining children were mostly authoritarian in nature, with the belief that punishment was an efficient tool to curb misconduct, according to historical studies conducted by Schwartzman in 2020.

The latter half of the 20th century saw the prohibition of corporal punishment in various nations across the globe and the adoption of policies encouraging and implementing positive discipline in schools. For instance, in the United States of America, the Individuals with Disabilities Education Act of 1997 encouraged the adoption of supportive schooling settings for students with special needs, impacting school disciplinary policies to become more accepting rather than punitive in nature (Skiba & Peterson, 2021). Another instance can be observed in Scandinavian countries with progressive schooling policies, where the ideology

involves work in partnership with students to adopt self-disciplined rather than obedient students (Sahlberg, 2015).

Discipline and performance among primary school-aged children in Africa has undergone numerous transformations throughout the years. In the past, discipline in schools was maintained through strict disciplinary practices, even to the point of physical disciplinary methods, with the perception that it would translate to higher performance in schools. However, with reforms in the education sector and the promotion of children's rights, there has been an emphasis on positive forms of discipline, including respect, participation, and emotional expression. Research conducted in various countries such as Kenya, Nigeria, and Uganda has demonstrated that schools with well-maintained discipline, especially where there is clarity on school rules and strict adherence to them, has a remarkable effect on performance.

Another study on the effect of school discipline approaches on performance in primary schools was conducted by Mutua & Kimani in Nairobi County, Kenya in 2021. The study revealed that schools that used positive approaches to school discipline, such as encouraging good performance, counseling, and collaborative rule-making, recorded higher performance levels than schools that used negative punishment methods. The study concluded that schools with favorable school climate helped improve pupils' concentration and motivation in class. Even though the study by Mutua & Kimani in 2021 shows the importance of implementing positive disciplines in school, it doesn't explain the challenges associated with the context of the study conducted in the context of our study in Kabale Municipality. Adeyemo and Ogunyemi in 2022 investigated the significance of discipline in ensuring students' achievement in government-run primary schools in Oyo State, Nigeria. The paper revealed

that there was considerable alignment between students' adherence to school policies and enhanced performance in schools. The study further demonstrated that schools with high cases of indiscipline, including absenteeism and misconduct within class sessions, resulted in low results in external exams and class engagement by students, establishing the significance of strict yet humane implementation of school policies. While Adeyemo and Ogunyemi in 2022 succeeded in demonstrating the relationship between students' achievement and discipline in schools, it failed to clarify the significance of relationships between students and pupil engagement in ensuring achievement in Kabale Municipality.

### **Theoretical Perspective**

The study was informed by Social Learning Theory, proposed by Bandura in 1977, which proposed that people learn behaviours by observing and imitating models in society. In the school context, if pupils see teachers practising discipline behaviours and getting rewards, they are most likely to emulate the same behaviours and improve their concentration and performance in class because children learn behaviours by watching others perform, especially teachers, peers, and relatives, and in the school context, if pupils see good class performance behaviours and the rewards attached to them, they are most likely to emulate.

### **Conceptual Perspective**

Discipline refers to the actions and behaviours pupils demonstrate that align with school rules, respect for authority, self-regulation, and a commitment to learning. Discipline includes punctuality, attentiveness, obedience to teachers, and respect for school property and peers (Oxley & Holden, 2021). Discipline can assist in meeting goals, expectations, and responsibility among pupils (Hijerah, et al., 2024). Academic achievement can be defined as

the performance of pupils in examination, assessment, and general progress in mastering the primary school curriculum (Gupta & Lee, 2020).

## **Contextual Perspective**

In East Africa, the trend of achievement for primary school students has been influenced by reforms in the education sector with the aim of improving access and quality (Mullis et al., 2023). For instance, Uganda, Kenya, and Tanzania launched the Universal Primary Education policy in the early 2000s to enhance enrollment and decrease literacy rates. Nevertheless, despite enhanced access to education, factors such as class sizes, teaching resources, and teachers' absence in schools have created setbacks to sustained progress in school achievement. There are variations in performance between rural and urban schools, with the latter outperforming the former.

In the Kenyan context, primary school pupils' discipline has been considered an essential aspect in the determination of performance. Conduct that portrays students with high standards of discipline, including attending school on time and adhering to schools' rules, has been demonstrated to significantly contribute to good performance (Anderson, 2020). Problems associated with performance, absenteeism, misconduct, and policies concerning discipline remain key challenges in the sector. Non-adherence to low attendance levels has been directly associated with low performance scores, thereby indicating that equity in attending school on time can help students perform well in schools (UNESCO, 2023; Ministry of Education, Kenya, 2023).

In Uganda, low performance in primary school pupils has not abated despite the best efforts to instill discipline in schools (Niwagaba et al., 2020). Despite the effectiveness of the Universal Primary Education program in boosting admission numbers, most pupils continue to find it difficult to perform well in class. The expected disciplines in schools, presented in strict terms to teachers and pupils, continue not to cover the expected performance in class

because most schools continue to suffer challenges such as high pupil density in class and demotivated teachers.

In Uganda, it has been demonstrated that disciplinary measures, expulsion, and suspension can affect the emotional well-being of pupils and result in negative impacts on the pupils' performance in school. Expelled pupils and those who are suspended might not easily readjust in school and may suffer low self-esteem and motivation, resulting in low performance in school (Schoneberger, 2021).

The study conducted by Ntuyo in 2017 on factors contributing to low performance in primary schools in Iganga Municipality highlights the opinion that poorly performed disciplinary aspects, such as absenteeism and disruptive conduct, affect performance. The study indicated that pupils who frequently experienced disciplinary problems were consistently absent from class, thereby affecting their progress in class. The study did not, however, examine in detail different disciplinary methods that might help improve performance in disciplines and in studies, which shall be addressed in the current study. The study conducted by Nyipir in 2010 on the factors affecting pupil performance in primary schools in Paidha Town Council determined that severely applied disciplinary aspects, such as corporal punishment, created a negative atmosphere in schools that demotivated pupils from performing well in schools, thereby affecting pupil performance in schools, and it shall be proven in the current study that different disciplinary methods may help pupils improve in studies.

Also in Wakiso District in Uganda, Namaganda and Kato in 2023 investigated the effect of behavioral discipline on students' performance in schools that were either in rural or urban areas. The study indicated that schools with disciplinary processes in place achieved good performance in exams, with non-violence in disciplinary methods gaining significance in

ensuring there is a conducive learning atmosphere that fosters students' excellence in academia.

Within Kabale Municipality, there have been documented cases of low performance in school. Notably, in one case study on mock performance in the examination results in Kabale Municipality, only 48 out of over 3,000 students managed to perform in division one, though over 1,300 students were not graded while others performed in lower divisions. The low performance in schools resulted in the invitation of the head teachers from schools with the highest cases of failures to explain the challenges associated with such performance in the schools (Kabale Municipality Education Department Report, 2022).

## **1.2 Problem statement**

Primary school pupils are required to exercise high levels of discipline that translate to improved academic achievement (Wang, et al, 2022). The Uganda government has invested in strengthening teachers' capacity through improving their professional education through sponsorship of pre-service and in-service teacher education programs to promote pupil achievement (Fraser & Lockheed, 2021). Despite government interventions, some of the primary schools in Kabale Municipality have continued to suffer from serious discipline-related issues that impact the performance of pupils (Niwagaba, 2020). Some of the pupils present behaviors like absenteeism, disruptive behaviors, and poor time management, which impair their capacity to concentrate and perform academically. An example includes the 2020 PLE results where it was established that 25% of the students from Kabale Municipality did not achieve the minimum learning level, as well as the sampled primary schools (Kabale Municipality Education Department report, 2021). Also, research such as Kato, & Nsubuga (2023) assessed disciplinary Practices and Academic Performance in Ugandan Primary Schools. Their study examined the relationship between different disciplinary approaches and

academic performance in Ugandan primary schools. Still, it never examined the effect of peer relationships, engagement and participation and compliance with school rules and policies on academic achievement among primary school children in Kabale Municipality. Additionally, Tumwine, & Kizito, (2022) examined the role of parental involvement in shaping discipline and academic success in Ugandan Primary Education. This research investigated how parental involvement in disciplining children affects their academic outcomes in Uganda. This study never tackled discipline and academic achievement among primary school children in Kabale Municipality, which the current study addressed. The study by Ayikoru, (2024) on the parental involvement in education and students' academic performance in public secondary schools in Terego district Uganda. However the study never tackled on the compliance with school rules and policies and peer relationships. Therefore, it is upon this background that the current study was conducted on the relationship between discipline and academic achievement among primary school children in Kabale Municipality so that dependable conclusions and recommendations can be made to improve on academic achievement among primary school children.

### **1.3 Purpose of the study**

The purpose of the study was to examine the relationship between discipline and academic achievement among primary school children.

### **1.4 Objectives of the study**

The study was guided by the following objectives;

- i. To identify the effect of peer relationships on the academic achievement of primary school children in Kabale Municipality
- ii. To examine the effect of class room engagement and participation on the academic achievement of primary school children in Kabale Municipality

- iii. To establish the effect of compliance with school rules and policies on academic achievement of primary school children in Kabale Municipality

#### **1.4.2 Research questions**

The study was guided by the following research questions;

- i. How do peer relationships influence the academic achievement of primary school children in Kabale Municipality?
- ii. In what ways do classroom engagement and participation shape the academic learning and performance of primary school children in Kabale Municipality?
- iii. How do pupils and teachers perceive the role of compliance with school rules and policies in supporting academic achievement among primary school children in Kabale Municipality?

#### **1.5 Scope of the study**

##### **1.5.1 Geographical Scope**

The study was conducted in the selected primary schools among primary school children in Kabale Municipality. Kabale Municipality is bordered by Ngora East in the North East, Rubanda district in the North and North West and Ngora West in the South and South West. Kabale Municipality was chosen for this study because it had consistently recorded discipline-related challenges among primary school children that have negatively affected academic performance, as reflected in recent PLE results.

##### **1.5.2 Content Scope**

The study was limited to the relationship between discipline and academic achievement among primary school children in Kabale Municipality focusing on the effect of peer relationships on the academic achievement of primary school children, effect of classroom engagement and participation on academic achievement of primary school children and the

effect of compliance with school rules and policies on academic achievement of primary school children in Kabale Municipality. This process was chosen with the aim of investigating how the most crucial aspects of discipline like peer relationships, class involvement, and conformity to rules directly influence academic performance. These factors played a vital role in shaping students' behavior and performance within the schooling environment.

### **1.5.3 Time Scope**

The study analyzed data of 4 years duration between 2018 and 2022 regarding the relationship between discipline and academic performance among primary school children in Kabale Municipality. The timeline enabled the researcher to determine whether improvements in the management of discipline correspond to changes in academic performance, providing a broader picture than that which would be offered by a shorter duration. The study was undertaken for a period of 12 months between April 2024 to August 2025.

### **1.6 Significance of the Study**

The study is expected to give information that is helpful to school head teachers, policy makers in the Ministry of Education and Vocational Training, parents, and other stakeholders in Uganda regarding the improvement of academic performance among children.

The study is hoped to assist the head of schools on how to manage school rules and regulations, not only in Kabale Municipality but also in other schools in the whole country at large and also provided protective measures against indiscipline.

Furthermore, the study is expected to help the government of Uganda by providing evidence-based insights into the root causes and effects of indiscipline on academic performance.

These findings can inform policy development, guide teacher training programs, and support

the design of school-based interventions aimed at promoting positive behaviour and improving academic outcomes in primary schools.

### 1.7 Conceptual Framework

#### Independent variable

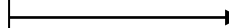
##### Discipline

- Peer relationships
- Classroom engagement and participation
- Compliance with school rules

#### Dependent variable

##### Academic Achievement

- Improved grades of learners
- Class promotion



*Source: Adopted from Nakuya (2021) and modified by the researcher*

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter describes and relates what other scholars had noted down about the topic. Different sources or scholars, articles, journals, websites that are all related to this study are used. The study critically analyzed the existing research and theoretical perspectives related to discipline and academic achievement based on the objectives of the study include effect of peer relationships on achievement of primary school children, effect of classroom engagement and participation on achievement of primary school children and effect of compliance with school rules and policies on achievement of primary school children. The review identified knowledge gaps, highlighting relevant findings from African and global contexts, and provided a conceptual framework for understanding discipline in relation to academic achievement among primary school children in Kabale Municipality.

#### **2.2 Theoretical Review**

##### **2.2.1 Social Learning Theory**

Bandura's Social Learning Theory (1977) explains that children acquire behaviours, including discipline, by observing and imitating significant role models such as teachers and peers. In the classroom, when pupils see teachers consistently modelling disciplined behaviours like following rules, showing respect, and staying focused on learning tasks they are more likely to replicate these actions. Recent research by Zhang et al. (2020) and Garcia et al. (2022) confirms that if disciplined behaviour is positively reinforced, students emulate these practices, ensuring a conducive learning atmosphere that promotes not only discipline but also academic achievement. The theory further underscores self-regulation, in which

students who trust in their capacity to succeed (self-efficacy) are able to control their behaviours, plan, and persevere in overcoming learning difficulties in academics. Miller (2022) and Wang and Lee (2021) explain that if teachers serve as models in planning, managing one's time, and controlling impulses, students enhance self-regulatory competence, ensuring enhanced discipline and academic performance.

Despite being relevant to the study, the theory has some shortcomings in the context study. First, it over-emphasizes the importance of observation and imitation while ignoring individual differences in terms of maturity, emotions, and socio-economic difficulties that might define pupil absorption of discipline teachings. Secondly, it overlooks structural aspects in terms of class congestion and absence of resources in schools in the context study area, such as in the case of the Kabale Municipality schools. Thirdly, it ignores the effect of conflicting models in one's life, such as pupils' models in schools who exhibit signs of indiscipline.

However, the cited study has considered these shortcomings by integrating aspects of Social Learning Theory with information gathered from interviews and observations to take into account socio-economic and context factors. The study has incorporated aspects of self-regulation and individual differences to ensure that any conclusions drawn take into consideration individual variations. Also, triangulating data from teachers, pupils, and school records helped in ensuring that there was not over-reliance on the aspect of observational learning.

The Social Learning Theory was widely used in education studies across the world by Bandura. The theory was relevant to school management, pupil pairing, and character-building exercises, where good behaviours are modeled. The theory has been relevant to Uganda and Africa in general in terms of behavioural modification, collaborative learning,

and teachers' workshop settings. In the current study, the theory served as the major lens of understanding interaction between pupils' self-regulation and teachers' control in terms of pupil discipline and, in turn, pupil performance in primary schools in the Municipality of Kabale.

### **2.3 Effects of peer relationships on academic achievement of primary school children**

Peers' relationships matter in defining primary school students' performance because the quality of peers' relationships determines motivation, engagement, and social skills of the students (Shao, et al, 2024). The study by Wentzel and Caldwell in 2019 showed that in peers' relationships with high quality, there is a supportive context created to enhance pupils' engagement in learning tasks, which is vital for performance achievement at school. High quality peers' relationships help in creating a feeling of belongingness and motivation, which is very vital in students' concentration and enthusiasm to accomplish academic tasks. While the study provides a core basis of understanding, other studies might examine the unique effect of peers' relationships on motivation and engagement in understanding the effect on performance achievement in primary school students in Kabale Municipality.

As stated by Ogwal et al.(2023), in the study “Parent Involvement and Academic Achievements of Primary School Children in Kole North County, Kole District, Uganda”, it was indicated that there was a very strong correlation between parental involvement and pupils' achievement in school work. The study indicated that pupils who engaged with their parents on school issues regularly and participated in school activities showed higher performance and higher school work accomplishment rates. The study revealed that higher performance in school work can be attained if there was stronger collaboration between schools and homes to improve school work performance. The study by Ogwal et al.(2023) highlights the importance of parental involvement in improving school performance but fails

to address the determinant effect that pupils' discipline can play in achieving better performance in an organized urban setting such as in the context of the Kabale Municipality.

Eccles and Wigfield (2020) contend that students' acceptance by peers creates a robust self-concept, boosting pupils' confidence in schoolwork. The pupils' optimistic self-view makes them more persistent in completing schoolwork and results in better performance. Contrary to the well-documented effect of students' acceptance by peers on students' self-concept, the mediation process between the interaction and self-efficacy in schoolwork has not been adequately investigated and might be subject to study in future work to understand the effect on primary school pupils in the Municipality of Kabale.

Interacting with peers stimulates students to exhibit social behaviours that facilitate learning in areas such as cooperating, empathizing, and problem-solving. Therefore, Kingery et al. (2021) indicated that students in primary schools who feel they enjoy positive associations with peers are able to participate in collaborative learning to enhance their social and academic competence. The connection between associations with peers and the development of social competence has been demonstrated in numerous studies, although further studies should be done to uncover the manner in which aspects of such competence, including empathy and cooperation, affect academic achievement.

The negative effects of rejection and bullying on the performance of students in school have been documented, with Gallardo et al. (2024) observing that students experiencing rejection exhibit low self-esteem and motivation, resulting in low performance in school. The negative effects of rejection in schools such as exclusion can lead to anxiety and depression in students, impacting on concentration in class. The effect on performance has been covered in most studies, with little empirical knowledge on the connection between discipline and performance among primary school-aged students, which would be covered in the study.

Non-peer models play an immense role in encouraging pupils' attitudes toward academia. According to the theory proposed by Bandura in 2023, children tend to emulate the behaviours they observe in other children, which can range from good study habits to associated attitudes with schoolwork studied in academics. Peers who can stimulate pupils in school can instill pupils with dedication to schoolwork in children. The aspect of character in models is recognized in instilling motivation among pupils in schools, though not enough information has been gathered on the matter.

There are differences in gender concerning peer associations, and these can influence academic achievement in students. Wentzel et al. (2021) explain that girls tend to exhibit cooperative associations with their peers, which can enhance their academic achievement, whereas boys can feel motivated through competition in their peers. The significance of distinguishing between the genders in encouraging healthy associations with peers can be appreciated from these study results, even though there are variations between the impact of associations with peers on students' academic achievement concerning the gender of students. Culture defines the impact of peers on academic achievement. As revealed by Dotterer and Lowe in 2022, in cultures where cooperative learning is valued, there is a great link between positive peers and school achievement, whereas in competitive schools, peers can be associated with increased stress rather than achievement goals. There is some knowledge about cultural variations in the impact of peers on achievement, but there has been no study on adjusting to peers in a multicultural context, where there are conflicting values on competition and cooperation.

Emotional well-being acts as a mediator between relationships with peers and achievements in school. Positive relationships with peers increase the feelings of belonging among children, which can increase emotional well-being and school engagement, according to Danielsen et al. in 2021. Emotional well-being is an essential determinant of school achievement because

students who feel emotionally sound can participate in the learning process easily. The study only concentrates on general emotional well-being, though it would be essential to examine the effect of emotions such as happiness in relationships with peers on school engagement.

Friend-related activities have implications beyond the level of enhanced learning to aspects that can shape the entire process of learning within a child for the remainder of their life. When children are able to enjoy good interaction with peers, it becomes most likely that they shall develop learning habits and learn to enjoy learning processes within their lifetime. The essential theory presented by Bandura in 1993 that aids in explaining child learning habits related to peers is the Social Learning Theory, which relates to the manner in which children learn habits from peers.

Ayikoru, in the study “Parental Involvement and Its Effect on Students’ Academic Achievement: A Case Study of Primary Schools in Jinja District, Uganda” in 2024, after conducting the study, concluded that there was a statistically significant positive correlation between students’ achievement in primary schools and parental involvement in Uganda. The major findings showed that “parents with higher education and better earnings were more involved in their children’s schooling, resulting in enhanced performance.” Nevertheless, challenges such as “poverty, lack of education, and absence of time” were major constraints that hindered many parents from being involved in the schooling of their children to the fullest extent. The study conducted in Ugondrezza village in Uganda explains the importance of parental involvement in the schooling of children but overlooks the importance of school-based disciplines in facilitating schooling achievement in an urban area such as the case in Kabale Municipality in Uganda.

#### **2.4 Effect of engagement and participation on academic achievement of primary school children.**

Engagement and participation play major roles in affecting the performance of primary school students, as it promotes active learning, improves understanding, and promotes

positive attitudes towards learning. Findings by Fredricks, Blumenfeld, and Paris in 2020 indicated that engaged students exhibit good concentration, commitment, and motivation in various school tasks, which in the end promotes performance. Engagement can be viewed in terms of behavioral aspects, such as class participation, and emotional aspects, such as having powerful attitudes towards learning. Engagement is positively related to performance but there is a need for further study in the case of the Kabale Municipality to explain the different effects on primary school performance in respect to different aspects of engagement.

Pupil participation further makes an impact on academic achievement by fostering group learning and pupil interaction. Social Learning Theory proposed by Vygotsky in 1978 highlights that learning is socially situated in which children significantly learn from one another, thereby asserting that group participation has an effect on improving understanding and knowledge retention in children. The group tasks help pupils to exchange their ideas and improve their critical thinking skills to attain enhanced academic performance. Despite the importance of pupil participation in learning processes being acknowledged in Vygotsky's theory, very little literature is available on the effect of specific group processes in primary schools operated by Kabales on pupil academic achievement.

Waluye, (2022) conducted an examination of Factors Affecting Pupils' Academic Performance in Uganda: A Case of Selected Primary Schools in Kachonga Sub-county, Butaleja District. The study in Butaleja District revealed different factors affecting pupils' performance in school, such as dedication and professionalism in teaching, parental involvement, and school infrastructures. The study concluded that pupils in schools with teachers who were motivated and well-trained and with pupils who were constantly guided by their mothers were most likely to perform well in school. The study showed the significance of a holistic approach in assisting learners to succeed in school. Despite Waluye (2022) identifying the significance of teachers' dedication and professionalism, in addition to

involvement of pupils' mothers, pupil discipline was not directly considered in assisting pupils to perform well in school, which stands out in Kabale Municipality where disciplining the pupils in well-managed learning settings makes them perform better in school independently of infrastructural requirements in schools or teachers' dedication and professionalism.

Engagement with class discussions promotes critical thinking and improves academic skills. Reschly and Christesson (2023) explain that pupils who are actively involved in class discussions learn to be better analytical thinkers, which is key to succeeding academically in schools. Through class discussions, pupils are in a position to think critically about information they or others offer in class, hence improving understanding. Despite the significance of active engagement covered in literature, it is imperative to seek more focused studies in the context of the proposed study in Kabale Municipality to ascertain the significance of class discussions in the progress of primary school pupils in different subject areas.

Engagement in extracurricular activities can also impact positively on performance because they give pupils opportunities to learn in different settings beyond the normal class setting. Fredricks and Eccles (2022) demonstrated that pupils who participate in extracurricular activities, such as sports and art programs, demonstrate higher performance and enhanced interpersonal skills. The activities help pupils in gaining attributes such as discipline, perseverance, and time management, thus helping them to perform well in class. While there has been considerable research on the effect of involvement in extracurricular activities on performance, there has not been enough conducted on the accessibility of extracurricular activities in the context of the Municipality of Kabale.

Involvement of parents in engagement and participation can play a major part in improving performance in academia. Hill and Tyson in 2021 demonstrated that encouraging students to

participate in schooling and being involved in monitoring students' level of engagement in schoolwork leads to enhanced performance. Encouraging students to participate in schooling creates an enabling context that develops pupils' self-confidence. Despite the importance of parental involvement in engagement, very little research has explored the effect of parental support on students' engagement in the primary schools of Kabale Municipality.

Technology-based engagement, for instance, the application of learning apps and resources, has increasingly become very efficacious in the field of academic performance. According to Wang and Degol (2018), technology resources inspire students to learn since it makes learning interactive, hence increasing students' participation and comprehension. Learning through technology provides new modalities of understanding lessons, which shows appeal to different learning styles. Technology-based tools inspire students but there is a study gap on the efficacy of technology-based engagement strategies in the context of technology accessibility between schools in the study area of Kabale Municipality.

Another factor contributing to engagement and attainment is the relationship between teachers and pupils. Pianta, Hamre, & Allen (2021) concluded that quality interaction between teachers and pupils leads to a secure and supportive learning environment, thereby encouraging active participation in class. When pupils feel supported by teachers, they can actively participate in class, thereby yielding better attainment rewards. The importance of the teachers' and pupils' relationship should not be undermined, though further study is recommended on the impact of teachers' engagement strategies on pupils' attainment in the cultural context of the pupils in the Kabale Municipality.

The factor of intrinsic motivation in pupil engagement has been well explored, with signs pointing to the reality that self-motivated pupils easily take part in and perform well academically. There is confirmation that if pupils discover relevance in tasks, they easily participate in them, resulting in enhanced performance in Self-Determination Theory by Ryan

and Deci in 2020. While it is well acknowledged that motivation is key to engagement, more studies need to be done in the context of the Kabale Municipality on factors that intrinsically motivate pupils in primary schools to take part.

The school environment, support from peers, and support from teachers can affect students' participation and level of engagement. Based on the study by Wang and Eccles in 2022, if the school has a good climate where students feel supported emotionally and socially, there would be better engagement with higher achievement in academics. The effect of the school environment in the Municipality of Kabale on students' participation and achievement has not been explored to any great extent.

The effect of peer engagement on the engagements of pupils has been revealed to play an important role in students' achievement of academic success. Wentzel et al. (2020) demonstrated that pupils can model other pupils who were actively engaged in class, resulting in an increase in class engagement and students' achievement of academic success. The effect of peer engagement has been revealed in different studies, with further studies being needed in the context of Kabale Municipality to examine the effect of peers on the level of engagement for achievement of academic success in primary schools.

### **2.5 Effect of compliance with school rules and policies on academic achievement of primary school children.**

The school policy and rules form the basis of establishing a favorable environment to facilitate learning. Obeying the rules is key to ensuring that there is discipline in school, which has a direct impact on the performance of pupils in school. Based on the study conducted by Reyes et al. in 2021, strict implementation of school policy creates a favorable class environment, resulting in increased performance in school. Active pupils who abide by the rules tend to participate very well in class and perform exceptionally in schools because the environment created by strict school policies eliminates any form of disruption to facilitate learning. There is no relevant study in the case of the Kabale Municipality

concerning the implementation and adherence to school rules in schools in urban areas to improve performance in primary schools.

Adherence to school rules and policies generates a disciplined atmosphere that has direct bearing on the performance of pupils in schools. As Smith et al. (2020) explain, well-written and well-managed school rules stimulate an environment of respect and decorum, where pupils demonstrate higher inclination to learning processes rather than indulging in misconducts and vices. For instance, in the study conducted by Mullis et al. in 2023, it was revealed that pupils in schools with clearly defined policies demonstrated high levels of engagement and achievement in schools. The propensity to follow school rules makes pupils less distracted, facilitating concentrated learning processes. There is no study in Kabale Municipality concerning the impact of pupils' compliance with school rules on their performance in schools in the Municipality and the study shall fill the information gap.

Adherence to school regulations is an essential factor that directly assists in positively affecting pupils' behaviour in class, which is directly related to pupils' performance in school. Research conducted by Chen and Li in 2023 indicated that pupils who follow school rules tend to exhibit good class behavior, such as actively participating in class, being respectful to peers and teachers, and not interrupting class activities. These aspects facilitate the creation of a productive atmosphere where pupils can easily access the knowledge being offered in class, unlike pupils who tend to violate school rules on numerous occasions and can face difficulties in their performance in school due to related conflicts. There should be further studies concerning the aforementioned aspect in Kabale Municipality to examine the direct effect on subject performance in schools with mixed capability students.

A positive and organized learning environment, promoted through school rules, promotes academic engagement. As per Rizzo et al. (2022), students who follow school rules demonstrate higher enthusiasm towards class participation, assignment submission, and

group tasks in class. Academic engagement is recognized as one of the most predominant determinants of achievement. Students who follow school rules demonstrate higher self-regulated learning in class. Students who follow school rules can perform different tasks in class since they understand the importance of different school rules in class. There is a lack of sufficient information in the case of Kabale Municipality concerning the effect of different school rules on the level of students' engagement in different subject areas of study.

Discipline is an essential ingredient in ensuring that pupils acquire academic success. Schools with disciplinary policies instill in pupils a feeling of security because pupils understand what to expect from them. Schneider and Hohensohn (2024) agree that pupils perform better in lessons without distractions resulting from either acquaintances in schools or ineffective classroom management in schools with less strict disciplines in place. There is further study needed in the context of Kabale Municipality on the way different schools apply disciplinary policies to pupils' compliance with school rules and the effect on the primary school pupils' performance in schools.

Peers play an essential role in the adherence to school rules by pupils. As indicated by a study conducted by Moustafa and Hall in 2020, pupils tend to follow school rules if peers follow the rules in place. Positive peer pressure helps pupils to take part in learning activities and avoid acts that can disrupt others, hence boosting performance. Also, if pupils who abide by school rules are rewarded and celebrated, it becomes an example to follow, thus fostering a positively reinforced cycle. The effect of peers on the adherence to school rules and the performance of pupils in the Municipality of Kabale has not yet been investigated, especially in classrooms where pupils are of different ages or where there is a high dropout percentage.

The school policies that offer rewards for outstanding performance in academics and compliance with rules have been demonstrated to enhance pupils' motivation. When pupils are rewarded for abiding by school rules, according to Dweck and Yeager (2021), they tend

to exhibit self-confidence in academics, which in turn acts as motivation to perform even better in class. On the contrary, pupils who are punished for disobeying school rules might tend to perform poorly because they can become demotivated as well. There would be great room to explore the effect of schools' policies that offer rewards to pupils on motivation and performance in schools with resource constraints in the context of the study in Kabale Municipality.

Adherence to school rules can improve the pupil-teacher connection, which plays an imperative role in educating pupils in schools. Johnson and Christenson (2022) state that pupils who follow school rules exhibit good relationships with teachers, resulting in pupils getting extra encouragement in schools to aid them in their studies, thus getting good grades in class because teachers offer extra help in schools to support pupils who follow school rules in order to perform well in class. There is a dearth of studies in the context of Kabale Municipality to determine the impact of the quality of relationships between pupils and teachers in schools, which results from pupils abiding by school rules, especially in schools with large class sizes.

Attendance is one of the most essential aspects related to performance in schools, and school policies govern it to ensure that it is regular. Studies conducted by Truong and Vu in 2020 indicate that students who follow school attendance policies perform well in terms of school performance because they regularly attend school to learn. Therefore, regular school attendance ensures that students in different schools or institutions are not missing out on essential class time at school, which can play an essential role in affecting school performance. In Kabale Municipality, there are no studies to reveal how school attendance policies are applied to enhance school performance in primary school students.

Consistency in the application of school rules plays an essential role in ensuring that the learning atmosphere remains optimistic. As indicated by Brown and Zhang in 2021, students

who view school rules as being applied consistently tend to behave in accordance with them and perform better in class. Lack of consistency in the application of school rules can result in confusion and dissatisfaction among students, which can serve as a negative factor in students' concentration and performance in class. Schools that exhibit consistency in the application of school rules help students feel valued and thereby perform better in class because they trust the school to apply rules in a consistent manner. Research in the context of the study in the municipalities of Kabale can further examine the effect of the application of school rules on students' performance in class in schools known to perform poorly in terms of administration.

The effect that compliance with school rules has in the long run can be seen beyond primary school education. As per Carter and Green (2022), students who learn to abide by school rules in primary school can take these habits to secondary school and enjoy success in school and in academics. Schools should ensure that students learn to follow school rules to ensure they adopt a disciplined method of learning, which can help them perform well in school throughout their education life. There is no study on the effect school rule compliance has on students' performance in secondary school in the Municipality of Kabale.

Skiba et al., (2021) investigated the effect of zero-tolerance policies on school discipline, indicating that zero-tolerance policies can potentially lead to higher suspension or exclusion rates among students, resulting in negative effects on students' engagement and performance in school work. The study has however not investigated the correlation between school discipline and students' performance in primary schools in Kabale Municipality, as it is in the current study.

Ssirimuzaawo, et al., investigated the Academic Achievement of Learners with Attention Deficit Hyperactivity Disorder enhanced by Teacher-Learner Proximity in Primary Schools in Wakiso District, Uganda.(2024) The study in Wakiso District specifically concentrated on

learners with ADHD to understand the impact of teachers' and learners' proximity on achievement in class. The results demonstrated that physical and emotional closeness between teachers and learners was vital in boosting concentration, class conduct, and performance in general, especially in reading, writing, and mathematical problems. The study demonstrated the importance of one-on-one teaching in reaching these special needs students effectively. Ssirimuzaawo et al., however, highlight the significance of teachers' and learners' closeness for students with ADHD in class while neglecting the importance of class conduct in shaping the performance of pupils in general in the Kabale Municipality.

Lee (2021) investigated school-wide behavioral management strategies, including Positive Behavioral Interventions and Supports (PBIS), and their impact on behavioral and academic competence in pupils. The study revealed that schools with PBIS realized behavioral improvement in pupils, accompanied by an increase in academic performance, leaving out a space that the current study shall fill by exploring the correlation between discipline and academic achievement among primary school pupils in Kabale Municipality.

## **2.6 Research Gap**

Despite the numerous studies conducted on school disciplines and achievements, it is undeniable that there is still a big gap in understanding the connection between disciplines and accomplishments in primary school students in the context of Kabale Municipality. For instance, studies on zero-tolerance policies Skiba et al., 2021 and school behavioral management tools such as Positive Behavioral Interventions and Supports (PBIS) Lee, 2021 presented substantial insights on the effect of organized disciplines on pupils' behavioral and academic performance in schools. Another study on the concept of enhanced pupil engagement with the help of favorable pupil interactions Wentzel & Caldwell, 2019 presented considerable knowledge on learning uptake in schools due to pupil engagements

with one another in schools in different settings across the world that significantly differ from Uganda in terms of settings and environment.

In Uganda, there are localized studies which touch on related aspects such as physical closeness between teachers and learners with special needs in Wakiso District (Ssirimuzaawo et al., 2024). In Uganda, there are studies which demonstrate the effect of parental involvement on performance in schools (Ogwal et al., 2023; Ayikoru, 2024). These studies, however, overlook the impact that school-based discipline has on performance in schools in general. On the one hand, studies in the region demonstrate disciplinary practices that yield good performance in schools in Kenya and Nigeria (Mutua & Kimani, 2021; Adeyemo & Ogunyemi, 2022). On the other hand, these studies fail to take into account the situation in schools in areas with different capabilities in terms of administrative management, such as in schools in Kabale Municipality.

These are important because the study area, the Kabale Municipality, features a unique learning environment because it is urban but not well resourced, and it has cases where students underperform despite disciplinary action being in place. The dynamic between school disciplines, pupil interaction, and pupil engagement might not be unique to rural areas and well-developed urban areas either. Also, there is not enough literature on the effect of aspects of school discipline on subject performance rather than performance in general in such an environment.

Hence, despite the extensive literature on the subject of discipline and performance, it was deemed that there has not been any study done on the effect of discipline practices on the performance of primary school students in the Municipality of Kabale in Uganda. The study was vital to help inform intervention strategies in light of the socio-cultural and infrastructural realities of the context in Uganda.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This chapter deals with the general methodology adopted in the study. It consists of; the Research Design, Sample Size Calculation, Sampling Technique, Method of Data Collection, Research Instruments, Control of Data Quality, Data Collection Procedure, Data Analysis, Ethical Issues and Anticipated Limitations of the Study..

#### **3.1 Research Design**

The researcher used a case study design to have an in-depth analysis of the relationship between discipline and primary school children's academic performance in Kabale Municipality. This design was suitable as it allowed for a comprehensive exploration of the experiences and perspectives of key stakeholders, including teachers and head teachers. A qualitative approach was employed to gain deep insights into how discipline influences pupils' academic performance.

#### **3.2 Population**

The study considered a population of 25 people from the study area. These were head teachers and P.7 teachers from the selected schools namely; Kikungiri Primary, Kabale Quality Primary School, Kabale Primary School, St. Maria Gorretti Preparatory School and Ndorwa Primary School.

#### **3.4. Sample Size Determination**

A sample is a group in a research study from which information is obtained (Bhardwaj, 2019). According to Stratton (2021), the ideal sample is that which is large enough to adequately represent the population the researcher wishes to generalise and small enough to be selected economically in terms of expense and complexity of data analysis. The researcher

considered 24 individuals from the selected primary schools based on Krejcie and Morgan, 1970.

**Table 1: Shows sample size and sampling techniques**

Category of respondents	Population	Simple size	Sampling Techniques
Head teachers	5	5	Purposive Sampling
Teachers	20	19	Purposive Sampling
<b>Total</b>	<b>25</b>	<b>24</b>	

*Education department, Kabale Municipality report, (2025)*

### 3.5 Sampling Technique

#### 3.5.1 Purposive Sampling Technique

A purposive sample is a non-probability sample that is selected based on characteristics of a population and the objective of the study as remarked by Kotler, (2013). Purposive sampling was applied to the head teachers and teachers because of their positions and responsibilities they held with the school. This sampling technique enabled the researcher to quickly identify and include individuals who possessed the desired characteristics or experiences to represent a larger population.

### 3.6 Data Collection Methods

Bryman (2016) defines data collection methods as the act of collecting data for the purposes of making decisions about the study problem. The researcher employed interviews and focus group discussions because these methods were effective for gathering in-depth and qualitative insights.

### **3.6.1 Interview Method**

Smith (2012) explains an interview as a face-to-face conversation between the interviewer and respondents that is conducted to obtain an in-depth understanding of each respondent's perspective on the phenomenon being investigated. The researcher conducted in-depth interviews with headteachers to collect data for the study because they were key stakeholders in managing school discipline and monitoring academic performance therefore, they provided relevant information for the study. This method was used because it collected detailed information from the respondents in a convenient way.

### **3.6.2 Focus Group Discussion Method**

The researcher used the Focus Group Discussion (FGD) method with teachers to gather in-depth qualitative insights on the relationship between discipline and academic achievement among primary school pupils. By bringing together a group of teachers from various schools within Kabale Municipality, the researcher encouraged open discussion about teachers' experiences and perspectives on pupil discipline and its effects on learning outcomes. The discussion guide with open-ended questions was employed to facilitate the conversation so that the researcher was able to delve deeper into areas such as relationships with peers, level of engagement and participation, and adherence to school norms concerning the achievement of children in primary schools. The group not only helped to bring out something in common, but it was an opportune moment for teachers to react to one another's experiences in primary schools concerning the impact of disciplines on the achievement of children in primary schools. The FGD was recorded for analysis, with the researcher examining recurring themes and unique insights to complement other data collection methods used in the study.

### **3.6 Research Instruments**

The information in this study was gathered by using interview guides and focus group discussions.

#### **3.6.1 Interview Guides**

The researcher used interviews and an interview guide to explore the respondents' views, feelings, perceptions and experiences due to the context, society, or tradition in which the study was conducted. The interviews were conducted with headteachers because they helped to get detailed data from them, since the researcher was able to ask again for detailed information.

#### **3.6.2 Focus Group Discussion Guide**

The researcher used focus group discussions with the respondents from the selected primary schools of Kabale Municipality. The selected respondents from the selected primary schools was divided into relatively homogeneous groups called strata, the researcher then selected at random from each stratum of four (4) respondents in each group in the selected respondents to draw an equal number of elements from each stratum and give weight to the results according to the stratum proportion of the selected respondents. These discussions provided a chance to collect additional information and played a vital part in cross-checking and clarifying research impressions and preliminary conclusions.

### **3.7 Trustworthiness of the Study**

The trustworthiness of the study was assured on the basis of credibility, transferability, dependability, and confirmability. The study was made credible by ensuring data from different sources such as interviews, observations, and school records were triangulated to give authentic results.. Transferability was strengthened by providing rich descriptions of the Kabale Municipality school context to enable application to similar settings. Dependability

was maintained by clearly documenting the research design and procedures for consistent replication. Confirmability was upheld by keeping an audit trail and reflexive notes, which minimized researcher bias and supported objective interpretation of results.

### **3.8 Data Collection Procedure**

Data collection procedures refer to the systematic and structured methods used to gather data for research purposes. The researcher requested an introductory letter from the head of the department of research postgraduate of Bishop Barham University to conduct a study. A copy of this letter was presented to respondents who were approached in data collection; questionnaires were distributed to the selected respondents, and interviews were conducted where the writing of the respondents' views was done, which was important in the interpretation and analysis of the results. The APA 6th edition citation guidelines were employed in my work.

### **3.9 Data Analysis**

Data analysis is the process of inspecting, cleaning, transforming, and interpreting data to discover meaningful patterns, conclude, and make informed decisions. Qualitative data was analysed. Qualitative analysis involved interpreting and analysing non-numerical data, such as text, interviews. The researcher used content analysis to identify ideas and meanings in the qualitative data to provide insights into participants' perspectives on the study.

### **3.10 Ethical Considerations**

The protection, welfare, and rights of study participants in the study were very essential in the ethics of conducting the study to ensure that the study was done correctly and with integrity in mind. The researcher ensured the following:

Informed Consent: The researcher conducted an informed consent process with the participants to ensure that they were well aware of the purpose of the study, the processes involved, any risks and benefits associated with the study, the participants' rights, and the voluntary nature of participation in the study. Informed consent was obtained in writing or documented clearly and transparently.

Confidentiality and privacy: The researcher ensured the confidentiality and privacy of participants' data. This involved securely storing and protecting participant information, using anonymisation or de-identification techniques when necessary, and avoiding the disclosure of personal or sensitive information without explicit consent.

### **3.11 Anticipated Limitations of the Study**

Rigidity of respondents who were not willing to answer the questions asked. This was due to respondents' attitudes towards the topic. The researcher explained to the respondents the purpose of the study and that the data would be used for academic purposes only to get relevant information.

Due to limited finances, the researcher was under strain as well as stress and this forced her to improvise on some expenses like transport, lunch, stationary and secretarial services. This was mitigated by making sure that the available funds were used economically to accomplish the research.

## CHAPTER FOUR

### DATA PRESENTATION AND INTERPRETATION OF FINDINGS

#### 4.0 Introduction

This chapter presents the data and interprets the results according to the study's goals, which include: to identify the effect of peer relationships on the academic achievement of primary school children in Kabale Municipality, to examine the effect of engagement and participation on the academic achievement of primary school children in Kabale Municipality and to establish the effect of compliance with school rules and policies on academic achievement of primary school children in Kabale Municipality.

#### 4.1 Response rate

The study achieved a full response from all targeted participants. Data was gathered through conducting interviews and focus group discussions. In particular, out of the five school headteachers who were chosen for interviews, all responded, giving the study a 100% response rate on this variable. Also, the nineteen teachers who were involved in the focus group discussions attended without fail, giving the study a 100% response rate on this variable. The study benefitted greatly with the high level of respondent participation, which ensured that the study gave accurate data on the variable.

#### 4.2 Effect of peer relationships on the academic achievement of primary school children in Kabale Municipality

Based on the interviews conducted between the researcher and the respondents on the effect of positive relationships between peers on the academic motivation of primary school-going children in the Kabale Municipality, the findings of the study indicated that positive relationships between peers played an essential role in boosting primary school children's motivation in class. The study indicated that children were able to enjoy school activities if

they were accompanied by peers who would aid them in understanding and completing tasks in class. At the same time, it was indicated that in settings where pupils bonded well with each other, they were able to challenge one another in class, thereby boosting motivation. The students would compare their performance in a constructive manner and even attempt to outshine one another in class.

The respondents indicated that positive relationships with peers also encouraged feelings of belonging and security, which encouraged the pupils to feel valued in school. The feeling of being valued in school encouraged them to remain committed to schoolwork, assume leadership positions in class, and participate in various activities in school, either co-curricular or academic. Furthermore, it was indicated that children who enjoy favorable relationships with peers can benefit from collaborative learning. The children can form study groups where they can teach and learn from one another, and the process of teaching one another can enhance commitment to learning goals.

The results showed that the friendships were formed through sharing academic passions, such as enjoying different subjects or being involved in Academic Clubs, which encouraged perpetual motivation and passion for academia. These children were more concentrated and prone to pursuing higher achievements in academia. Additionally, one of the respondents said that “

“If pupils develop good class friendships, we observe that they participate more in class activities, with an increased submission of tasks.” (Head Teacher, Kabale Municipality).

Additionally:

“Pupils who have best friends in school tend to enjoy lessons more and rarely miss school unless for genuine reasons.” (Head Teacher, Kabale Municipality).

The findings of the study concerning the significance of the intervention of the peer groups in encouraging study habits among the primary school children in Kabale Municipality

indicated that the intervention of the peer groups was significantly vital in encouraging study habits among the primary school children because pupils who were involved in concentrated peer groups were able to adopt the study habits of regular reading, group discussions, and completing assignments together, resulting in high achievements.

Furthermore, it was revealed that these groups often acted as informal support systems where pupils could seek help in areas they did not understand, consulted each other on assignments and shared strategies for answering questions effectively.

The findings also revealed that pupils who spent time with peers who valued education were more inclined to imitate their discipline and study behaviour. This peer influence often encouraged the development of routine study schedules, discipline in reading, and good homework practices. However, peer groups also could negatively impact study habits if members prioritised play over schoolwork. Therefore, the nature of peer influence depended greatly on the collective values and practices of the group.

The findings further revealed that peer groups also contributed to the development of accountability since pupils reminded each other about assignments and test dates, reducing absenteeism and missed deadlines. However, one of the respondents states that;

*“Some of our best-performing pupils often study in groups with classmates who take education seriously. It helps them stay consistent.”* (Head Teacher, Kabale Municipality).

Additionally;

*“In lower primary, pupils even help each other complete their homework, especially where parents may not offer enough support at home.”* (Head Teacher, Kabale Municipality).

The study results on how peer relationships affected the self-esteem and academic confidence of primary school pupils, it was revealed that positive peer relationships contributed greatly to building self-esteem and academic confidence in pupils. This was because pupils felt accepted and supported by their classmates and were more confident in expressing their ideas and participating in learning activities.

The respondents further indicated that external endorsement by peers in the form of praise during group work or class presentation tasks enhanced the pupils' belief in their subject capabilities. The pupils became confident to take risks in class, for instance, responding to class questions. The pupils who were isolated or bullied by peers tended to suffer from low self-esteem, resulting in subject withdrawal, fear, and performance downturns. The peers were thus found to play an imperative role in defining levels of confidence.

The study further showed that if there was mutual pupil support in terms of helping one another in understanding concepts or solving problems, it enabled pupils to feel competent and needed. This boosted both social and academic self-worth. Additionally, in group tasks and competitions, pupils who received encouragement from peers gained the courage to perform better and even lead teams; this built a lasting sense of academic competence.

However, one of the respondents stated that;

*“Pupils who are loved by their peers tend to be bold in answering questions and even helping teachers in class.”* (Head Teacher, Kabale Municipality).

Furthermore;

*“When children are teased or left out, they become shy and avoid class activities. But when they’re supported, they flourish.”* (Head Teacher, Kabale Municipality)

The focus group discussion findings based on responses from teachers in Kabale Municipality regarding the effects of peer relationships on the academic achievement of primary school children in Kabale Municipality, it was found that teachers agreed that peer relationships greatly influenced children's academic performance. This was because it was stated that when learners formed positive associations with focused peers, they tended to improve their academic habits. Group discussions, joint revision, and learning through peer explanations were cited as beneficial. The teachers noted that children learnt faster when assisted by friends they trusted and related easily. Positive peer pressure fostered competition and encouraged consistent classwork performance.

One of the respondents in the group stated that;

*"We have noticed that pupils who associate with well-performing classmates tend to improve as well. They copy the good habits like completing homework and reading during break time,"* noted a teacher from a UPE school.

Additionally;

*"Sometimes, even the slow learners become motivated when they have supportive friends who help them catch up in subjects like Mathematics,"* added another teacher from a private school.

However, teachers also expressed concern over the negative impact of poor peer choices. They mentioned that learners who associated with undisciplined or lazy peers often adopted similar negative attitudes. These pupils sometimes missed classes, dodged assignments, or even engaged in disruptive behaviours. Peer influence, when not monitored affected teacher guidance and school policies.

Additionally, one of the respondents stated that;

*"One of our bright pupils declined academically after joining a group that skips afternoon lessons. Peer influence can be very strong at this age,"* shared a teacher from Central Division.

*"We encourage children to form study groups with classmates who are focused. It has helped in improving performance, especially in upper primary,"* stated another.

#### **4.3 Effect of classroom engagement and participation on the academic achievement of primary school children in Kabale Municipality**

From the study findings on how classroom engagement influenced the academic performance of primary school children in Kabale Municipality, it was found out that classroom engagement was a key driver of academic performance. This was because pupils who participated actively in lessons tended to understand concepts better, retain information longer, and perform well in assessments. This indicated that engagement also kept them focused and less distracted by non-academic activities. The results showed that students who were engaged demonstrated more questioning, requests for clarification, and participation in intellectual discourse in class lessons. These interactive processes with the teacher and with peers enhanced their critical thinking and understanding skills. Furthermore, it was discovered that students who were encouraged to participate in class management or group work demonstrated a sense of responsibility toward class management. This feeling of ownership encouraged them to work harder in class and take education seriously.

The respondents further indicated that teachers who employed interactive teaching techniques such as group discussions, role plays, and learning games were likely to observe enhanced

participation and performance among learners. This showed that the methods were useful to teachers in detecting difficulties in learning to take corrective action in good time.

However, one of the respondents indicated that:

“We always encourage students to take an active part in class. Students who ask and reply to questions perform well in exams.” Head Teacher, Kabale Municipality

Additionally

“Participation makes children feel valued and appreciated, which gives them motivation to continue working even harder.” – Head Teacher, Kabale Municipality.

The findings in the field related to the effect that active participation has upon class discussions concerning pupils' understanding and retention of subject matter revealed that there was a significant effect upon pupils' understanding and retention of subject matter in class discussions due to pupils' interaction with subject matter in class by asking questions, contributing insights, and responding to others' contributions. The effect was considerable because the pupils were able to process subject matter at a deeper level than if they were not able to articulate it in class in order to enhance their retention.

Additionally, being actively involved in class encouraged critical thinking among pupils because they listened to others' opinions and expressed theirs in class, and they were able to synthesize their knowledge to the larger group to understand it better. This process encouraged an environment where pupils were constantly thinking and reorganizing what they knew to ensure that they would be able to recall it in exams.

The results showed that engaging in class discussions gave pupils the chance to deal with misconceptions instantly, thereby helping to clarify topics before they became causes of

problems in the subject matter. The instant feedback cycle ensured that pupils remained on top of the curriculum and helped to consolidate their understanding of the subject matter presented in class. Active engagement ensured that there was an in-depth understanding of the subject matter.

Further, it was discovered that students who took an active part in classroom debates were also more confident in their own capabilities. They were able to enhance their communication skills, an essential aspect in expressing one's ideas in different settings, either in school or out of school. The students became more confident in class, resulting in them performing better because they were inclined to learn and participate in class activities.

The respondents further indicated that class discussions enabled pupils to benefit from different viewpoints. The rationale behind this was that if pupils were exposed to different viewpoints, they would be in a better position to think critically and evaluate their own notions and understanding.

However, one of the respondents said that:

“Active participation is very essential. It assists pupils in digesting information and grasping it better. I can see it has made a great impact on pupils' performance in class.”

Additionally:

“‘When pupils explain what they know, it stays in their minds,’ because in effect they become the owners of the knowledge.”—Head Teacher, Kabale Municipality

Based on the focus group discussions conducted, the study on the impact of engagement and participation on the academic performance of primary school children in Kabale Municipality, the researcher was able to ascertain that engaged learners were essential in

ensuring academic excellence among primary school students because they readily participated in class by asking questions, answering the teacher, and demonstrating curiosity in the process of learning. The participants indicated that they employed different techniques such as group work, stories, and class displays to enhance participation.

One of the respondents said:

People who take part in class are the ones who perform well in exams because they score high marks. These learners are enthusiastic to learn and take pride in trying new things,” explained one of the teachers in Southern Division.

“When we allow pupils to lead the class in discussions or demonstrate in our Science lessons, they understand better and remain focused,” added one respondent.

The need to participate in co-curricular activities was stressed by the participants. Such activities as sports, clubs, and leadership influenced pupils positively in boosting confidence and disciplinary standards. These aspects, in turn, influenced students' performance in class indirectly by instilling students with responsibility and concentration. Students involved in school affairs generally demonstrated good class behavior and dedication to studies. It was also noted that leadership roles were key in managing time well.

“Our prefects frequently exhibit outstanding performance because they are responsible and take an active participation in school programs,” said one of the teachers.

“We invite all students to participate in at least one club. It aids them in developing socially and makes them perform better in class activities,” said one student.

#### **4.4 Effect of compliance with school rules and policies on the academic achievement of primary school children in Kabale Municipality**

Based on the study findings related to the effect of compliance with school regulations on the level of discipline and concentration of pupils in primary schools in Kabale Municipality, it was revealed that obedience to school regulations was fundamental in ensuring that pupils were disciplined and concentrated in class. This was because if pupils were disciplined and stuck to school regulations, they were able to behave in a manner that ensured that there was order in class, which was vital for learning to take place.

The results further showed that school rules encouraged pupils to feel that there was equality in school. The fact that all pupils followed the same rules in school ensured that there was a level playing field where pupils were treated similarly. This was especially useful in ensuring that there were no misunderstandings in class since pupils were treated equally and there were no signs of discrimination in any form. The pupils who followed school rules were most likely to treat school teachers with respect.

Respect between pupils and teachers ensured that there was a good environment in class where pupils were able to learn freely without any hindrances because they knew that they were in a safe environment where they were treated with respect and dignity.

The respondents further indicated that obedience to the school rules was also an aspect that encouraged responsibility and accountability in the pupils. The pupils were able to develop self-discipline by adhering to the school rules, which was an essential aspect of achieving good academic performance. Additionally, in schools where the rules were upheld, the pupils were most likely to exhibit high concentration and attention to their lessons. Removing

distractions in schools and ensuring that the pupils were engaged in the work they were supposed to be doing was an aspect that encouraged good performance among the pupils.

However, one of the respondents articulated that:

“If pupils behave well in class, there are fewer problems in the class because they can concentrate better and they don’t disrupt.” (Head Teacher, Kabale Municipality).

Furthermore:

“The rules help keep pupils on track. They understand what they need to do, and it ensures there is discipline.” – Head Teacher, Kabale Municipality.

Based on the findings from the study on the manner in which compliance with homework policies has impacted the performance of pupils, it was evident that compliance with homework policies played an essential role in reinforcing what pupils had learned in class and improving performance. The key aspect behind homework was that it gave pupils the benefit of practicing what they had learned in class, which played an essential role in ensuring that they were able to understand vital concepts.

Additionally, it was discovered that by following homework rules, pupils were able to learn vital study habits. They were able to learn time management skills in the process of handling homework in addition to other responsibilities, which was vital to pupils’ progress in school, and study habits prepared pupils for more difficult schoolwork as they progressed with school education. Homework was also essential in giving teachers the opportunity to assess pupils’ understanding and progress in school. The teachers recognized areas where pupils were experiencing difficulties and gave necessary help in the process of improving pupils’ performance in school.

In addition, it was discovered that students who adhered to homework policies showed higher performance in exams and assessments. The rationale behind providing students with plenty of opportunities to practice on the work covered in class was to prepare them for the kind of questions and tasks they would face in exams and assessments. The motivation to perform exceptionally well in class was instilled in pupils because they knew that they were responsible for their own performance in class and that it was not reliant on any external factor but on their own willingness to perform to the best of their abilities.

Nevertheless, one of the respondents indicated that:

“Homework is not just about doing work outside the class, it is about practising what was learnt in class. It makes a big difference in the performance of pupils.” (Head Teacher, Kabale Municipality)

Additionally;

“Pupils who regularly complete homework exhibit significant improvement in performance. It is evident to us that it pays off.” (Kabale Municipality Head Teacher)

Based on the interviews conducted between the researcher and the respondents on the effect of compliance with behavioral policies on the social and academic growth of primary school pupils, one of the things that the participants revealed was that compliance with behavioral policies greatly influenced the social and academic growth of pupils in the school because if pupils were able to follow behavioral policies, they would help in ensuring that there was a good atmosphere in class that would make pupils feel valued and because of that, they would be able to grow academically in such an environment.

The results showed that students who were raised under behavioural policies generally demonstrated stronger interpersonal skills. They were able to learn to work together with others, deal with conflicts, and learn to tolerate different opinions because these interpersonal skills not only helped to ensure that students maintained a friendly atmosphere in class, but they were indispensable in ensuring that students succeeded in life after completing school. Furthermore, in terms of cognitive growth, students who showed good behaviour were engaged in class work. They were not easily distracted by conflicts and students who showed good behaviour were able to benefit more from the subject matter being taught in class, and thus they generally performed better in class.

Furthermore, students who complied with behavioral policies enhanced self-regulation and control of emotions, which were essential in pupils' social and academic achievement. All in all, pupils who complied with policies went on to perform well in class and stay in good terms with teachers and classmates.

When pupils followed behavioural policies, they set a positive example for their peers and their behaviour encouraged others to act similarly, creating a culture of respect, responsibility, and academic focus within the school.

However one of the respondents stated that;

*“Good behaviour leads to good learning outcomes. Pupils who follow the rules tend to perform better academically because they’re not distracted.”* (Head Teacher, Kabale Municipality)

Additionally;

*“Behavioural compliance is key to fostering an environment where pupils can focus and engage. It benefits both their academic growth and social development.”* (Head Teacher, Kabale Municipality)

The study results from the respondents on how compliance with time management policies, such as punctuality, correlate with academic performance in primary schools, it was revealed that compliance with time management policies, particularly punctuality, had a strong correlation with academic performance since pupils who arrived on time for school and lessons fully engaged with the curriculum. This ensured that the pupils did not miss any crucial learning time, which was very essential for gaining understanding and mastering the content.

The results showed that pupils who were punctual were able to develop good time management skills too; they learned to coordinate their day in a way that they were able to balance their school and personal life responsibilities. These qualities were not only essential in helping pupils perform well in school but in life as well.

At the same time, it was discovered that the punctual students were more focused and less anxious because they were not struggling to keep up with the lessons they missed because of being late to school. For instance, they were able to perform better in class because they were not anxious, and the punctuality further encouraged them to feel positively about school and learning, contributing to enhanced performance in class.

The study further revealed that pupils who adhered to time management policies tended to be more organised and disciplined. They managed their homework, assignments, and other responsibilities effectively, leading to higher academic performance across subjects. However one of the respondents stated that;

*“Punctuality is crucial for academic success. Pupils who arrive on time are more prepared and focused during class.”* (Head Teacher, Kabale Municipality).  
Furthermore *“Pupils who are always punctual show better academic outcomes. It’s clear that being on time contributes to their success.”* (Head Teacher, Kabale Municipality).

The field findings from the participants the researcher engaged with in focus group discussions on the effects of compliance with school rules and policies on the academic achievement of primary school children in Kabale Municipality, it was stated that the respondents strongly agreed that academic performance was higher among pupils who complied with school rules and policies. These learners were often more disciplined, attended school regularly, and completed their assignments on time. Rules such as respecting time, maintaining hygiene, and following instructions helped pupils to stay organised. Compliance created a structured environment that was conducive to learning and concentration.

*When children behave in accordance with the rules, they remain on task in class and disrupt other students less. This allows us to teach,” explained one teacher in the Northern Division.*

*“Being on time, for instance, translates to the child not missing the introductory part of the lesson. This impacts the child’s performance in terms of understanding.”*

*The group further clarified that consistency in rule compliance was yet another factor that influenced the early adoption of behaviours. The pupils were accustomed to habits of responsibility demonstrated by classwork handling and preparation. The respect for school authority resulted in the pupils taking constructive criticisms seriously and performing well in class. Additionally, consistent implementation of policies such as class attendance and assignment submission would teach pupils accountability.*

*“We previously relaxed on implementing uniform policies, and many students began to behave casually with respect to studies as well.” Rules teach order: “Learning to follow rules is an essential aspect of our students' preparation for life in society.”*

*“A pupil who grasps the significance of rules also grasps the significance of education. The two go hand in hand,” explained one of the participants.*

## CHAPTER FIVE

### DISCUSSION OF FINDINGS

#### **5.0 Introduction**

The presentation of the findings is done in this chapter according to the order prescribed by the objectives of the study.

#### **5.1 Effect of peer relationships on the academic achievement of primary school children in Kabale Municipality.**

The data gathered in the field indicates that peer support has played an essential role in boosting the performance of primary school-going children in the municipality of Kabale. This confirms the assertion by Shao et al., 2024, and Wentzel and Caldwell, 2023, who suggest that peers play an essential role in boosting students' motivation and feelings of belongingness in class. The teachers noted that students who enjoy supportive peers showed higher involvement in class and higher Interest in their studies, thereby Confirming Eccles & Wigfield, 2020, who suggest that peers enhance students' self-concept in class.

These results clearly substantiate Social Learning Theory postulated by Bandura in 1977, where it has been clearly explained that children learn behaviours by observing, imitating, and reinforcing others. The collaborative nature of the study groups in Kabale encouraged group study habits and study-related discussions, just like Kingery et al., 2021, and clearly substantiated the theory proposed by Bandura that children learn new skills and attitudes by observing peers who demonstrate good learning habits. The teachers showed that students who assist others with assignments or homework reinforced not only others' work but influenced others to study in the same manner.

The results also indicated that the provision of emotional support by peers enhanced self-esteem and academic confidence, especially through praise by peers. This agrees with Danielsen et al., 2022, and the idea postulated by Bandura that belief in one's capability to

succeed promotes self-perseverance and self-discipline in achievement of goals in human behavior and control processes alike. The influence of peers in learning habits and accountability can well demonstrate self-regulation processes postulated by Bandura. Nevertheless, the importance of the study should not be overshadowed by the fact that it portrays the duality involved in the process of observational learning. There were observable patterns in terms of gender grouping, where pupils achieved well in good company but regressed in bad company. The negative effect on students' performance was linked to peer rejection and bullying, in accordance with Gallardo et al., in 2020 and Wentzel et al., in 2021, to the impact on submission and performance in schools.

The findings validate the postulates of Bandura's Social Learning Theory in that they show pupils to internalize lessons in discipline and study habits from peers. The negative and positive aspects of peer interaction are powerful motivations either for or against study performance and can be considered very significant in comprehending the correlation between discipline and school performance in the Municipality of Kabale.

## **5.2 Effect of classroom engagement and participation on the academic achievement of primary school children in Kabale Municipality.**

The results from the study conducted in the Kabale Municipality on the impact of classroom engagement and participation on the academic performance of primary school-aged children support the literature reviewed in establishing that classroom engagement is an important factor in affecting students' performance at school. Like Fredricks, Blumenfeld, and Paris proposed in 2020, students who were engaged in the class showed enhanced concentration and motivation, so it was seen in the study that engaged students grasped lessons better and for longer periods, resulting in the pupils' performance in assessment being enhanced.

Another theory that is supported by the findings from the field study is the Social Learning theory proposed by Vygotsky in 1978. The study respondents indicated that group work and

class discussions enhanced responsibility and critical thinking, which fits with the theory that collaborative learning can improve understanding and retention.

The claim by Reschly and Christenson in 2023 that active engagement promotes critical thinking is supported by the current study, which revealed that students who participate in class discussions enhance their understanding and are able to clarify misconceptions instantly.

The advantages offered by extracurricular activities were pointed out by Fredricks and Eccles in 2022, and these were in accordance with the study conducted in the Municipality of Kabale. The study disclosed that engagement in co-curricular activities such as sports and clubs improves attributes of discipline, confidence, and time management skills, which are key to boosting performance in primary school pupils in an indirect manner.

The study also supported the findings of Hill & Tyson in 2021 on the importance of support systems. The respondents indicated that being supported and giving leadership to pupils made them feel valued and encouraged to work even harder, just like in the literature where parental involvement increases the confidence and performance of learners.

The significance of constructive peer influence, described by Wentzel et al. (2020), is observable in the field study too. The teachers noticed that involved students encouraged others to take an active part in the learning process. This ensured that there was curiosity and engagement in class, thereby facilitating academic excellence.

### **5.3 Effect of compliance with school rules and policies on academic achievement of primary school children in Kabale Municipality.**

Observance of school regulations and policies is crucial in defining the performance of pupils in school. The school regulations form the backbone of establishing an organized, disciplined, and conducive atmosphere for learning. This is in accordance with Reyes et al. (2021), who indicated that strict implementation of school policies creates a favorable class

environment, which in turn promotes pupils' performance by ensuring minimal disruption in class and pupils' participation in class activities. In settings where pupils adhere to school regulations, there is concentration in learning, resulting in good performance.

The results showed that defined and strictly applied school policies help to create an environment of respect and order in which pupils can easily concentrate on study processes.

The same applies to the study conducted by Mullis et al. in 2023, where schools with clearly defined policies were associated with increased pupil engagement and achievement. Learning settings with defined rules avoid unnecessary distractions, ensuring pupils stay focused on studies.

The school findings indicated that students who complied with school rules tend to show positive classroom behaviors resulting in enhanced performance, as agreed upon in the Research conducted by Chen and Li in 2022, whose findings showed that students who complied with school rules tend to show positive classroom behaviors such as active participation, respect, and minimal disruption, associated with enhanced performance by pupils. Students who frequently broke school rules tend to have conflicts with teachers resulting in low performance.

The findings of the study revealed that pupils who followed school rules were more actively engaged in academic tasks such as class discussions, group assignments, and assignment completion, in accordance with Rizzo et al., 2022, who states: pupils who follow school rules tend to be more actively engaged in school tasks such as class discussions, group assignments, and assignment completion in class. Such behaviours, which represent high levels of engagement in academics, are key predictors of students' performance in class. There is very less knowledge in respect to the effect of different forms of school rules on students' engagement in different disciplines in the context of Kabale Municipality.

Discipline, which is closely related to rule compliance, is yet another primary factor in affecting academic performance. This goes in line with Schneider and Hohensohn (2021) who acknowledged that schools with strict rule compliance instill a feeling of security and predictability in pupils, giving them enough space to focus on their academic pursuits only. Discipline in school, according to Moustafa and Hall (2020), can also be influenced greatly by school peers in terms of complying with rules and regulations at school.

The strengths from the study are that school policies with reward schemes in place have been demonstrated to enhance motivation. Dweck & Yeager (2022) explained that rewards for compliance with the rules can improve one's self-efficacy to perform well in class, however, demotivating consequences can potentially decrease motivation, especially in needy organizations, such as in the case of the Municipality of Kabale.

The study discovered that students who adhered to school rules were likely to exhibit strong relationships with teachers, thereby getting higher level of academic support, as Johnson and Christenson in 2023 showed that students who follow school rules tend to exhibit strong relationships with teachers, thereby getting higher level of academic support. Student compliance with school rules can help enhance relationships between students and teachers, especially in large classes where teachers' interaction with students is minimal.

Another factor was the attendance, which in most cases was controlled by school policies. This corresponds with the postulation by Truong & Vu that students who regularly attend school and follow school policies on school attendance tend to perform well in school because they are constantly being instructed (Truong & Vu, 2020). However, the implementation of school policies and the impact they may have on students' performance in the Kabale Municipality has not yet been investigated.

The findings on consistency in rule enforcement are very important and consistent with the opinion of Brown and Zhang (2021). The study shows that if pupils feel that rules are

enforced in a fair and consistent manner, they tend to follow them, and there would be better results in academics. On the other hand, if they witness inconsistent rule enforcement, it would lead to confusion and demotivation among them. Another study proposed by Carter and Green in 2022 supports that good habits in terms of rule-following in primary education help in succeeding in further education in general.

## **CHAPTER SIX**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **6.0 Introduction**

This chapter includes a summary, recommendations, and conclusions based on the study's objectives.

#### **6.1 Summary of Findings**

##### **6.1.1 Effect of peer relationships on the academic achievement of primary school children in Kabale Municipality**

The findings from the study proved that positive peer relations improved study habits, study motivation, confidence at school, and self-esteem among the children in primary schools within Kabale Municipality. Positive friends were more active, timely in submitting homework, and had good participation in class. Peer groups promoted group learning, accountability, and discipline, leading to academic achievement. Friendships arising from common educational goals improved concentration and interest in studies. Additionally, peer support and encouragement helped in building students' confidence to pursue academic risk-taking. On the other hand, negative peer influence may result in absenteeism, deterioration in academics, and disruptive behaviors in case of poor guidance.

##### **6.1.2 Effect of classroom engagement and participation on the academic achievement of primary school children in Kabale Municipality**

The findings of the study indicated that classroom participation greatly contributed to the academic performance of Kabale Municipality primary school students. Participative learning in the lessons enhanced comprehension, memorability, and critical thinking, as well as further

enhanced pupils' confidence and communication. Pupils who got class debate, group work, and participative exercises such as storytelling and role plays demonstrated increased motivation and performance. It was observed that such students predominantly held leadership positions, were disciplined, and had a positive influence on peers and the co-curricular activity promoted responsibility and time management, which indirectly promoted academic performance. 6.1.3 Impact of adherence to school rules and regulations on academic performance of primary school children in Kabale Municipality

The research revealed that adherence to school rules and regulations significantly improved the discipline, focus, and performance of students in primary schools within Kabale Municipality.

Adherence to rules by the students led to the creation of a clean, respectful, and disturbance-free learning atmosphere, which enhanced equality and harmony. Adherence to behavior and school rules enhanced social interactions, self-control, and school engagement. Time management and punctuality abilities were consequently connected to improved academic performance, as the students showed increased concentration, organisation, and reduced anxiety. Habitual use of discipline embedded accountability and responsibility, with improved good attitudes and habits towards learning. 6.2 Conclusion The study deduced the following from its purpose by the result of the study:

### **6.2.1 Effect of peer relationships on the academic achievement of primary school children in Kabale Municipality**

The research demonstrated that close peer relationships boost academic motivation, learning attitude, and self-esteem of pupils in Kabale Municipality primary schools. Close peer relationships translate to security and shared experience leading to learning stability. The

influence of peers is either positive or negative. The provision of adequate peer interaction is vital to the development of extensive scholarly development.

### **6.2.2 Effect of classroom engagement and participation on the academic achievement of primary school children in Kabale Municipality**

The research affirmed that class participation greatly enhances primary pupils' performance in Kabale Municipality. Academic and extra-curricular participation builds knowledge, confidence, and leadership. These pillars stabilize a highly disciplined and motivated learning process. Encouraging interactive modes of teaching is at the heart of enhancing pupil performance and development.

### **6.2.3 Effect of compliance with school rules and policies on the academic achievement of primary school children in Kabale Municipality**

The research confirmed that rule compliance and school policy and rule compliance are significant in influencing discipline, concentration, and learning among children in primary schools within Kabale Municipality. Respect and a well-structured environment created by compliance promote learning alongside social conduct. Students following the rules at all times are more effective at managing time, being responsible, and learning. Increasing compliance with rules is therefore crucial in developing a good and effective school culture.

## **6.3 Recommendations**

### **6.3.1 Effect of peer relationships on the academic achievement of primary school children in Kabale Municipality**

Educational institutions in Kabale Municipality should actively work towards bringing learning-focused peer groups into being via specially designed group activities, peer tutoring, and collaborative project work. Peer interaction needs to be supervised by teachers and administrators at school to detect and rectify adverse influences in time so that all children belong to harmonious and supportive social groups that maximize learning.

In Kabale Municipality, teachers are supposed to integrate peer-learning strategies like group work, peer mentoring, and paired activities into instruction. The approaches capitalize on the advantage of collaborative learning, increase pupil confidence, and help struggling learners through peer support in order to enhance academic motivation and self-concept.

### **6.3.2 Effect of engagement and participation on the academic achievement of primary school children in Kabale Municipality**

There is a need for schools within Kabale Municipality to encourage and prepare teachers to employ interactive pedagogies like role play, class presentation, peer teaching, oral narrative, and group discussion. These pedagogies foster learner participation, arouse participation in learning, enhance comprehension and recall, and increase academic confidence.

Primary schools in Kabale Municipality ought to offer organized opportunities for children to engage in co-curricular activities like sport, clubs, and leadership activities like prefectship. These are the channels through which confidence is built, discipline is achieved, and responsibility and good time management are attained, all of which enhance academic performance.

### **6.3.3 Effect of compliance with school rules and policies on the academic achievement of primary school children in Kabale Municipality**

The administrators and teachers in the Kabale Municipality must put great emphasis on the uniform and consistent enforcement of rules and policies developed. Uniformity establishes order and keeps children disciplined, resulting in heightened concentration, responsibility, and ultimately enhanced school performance. Exercises through training and daily observation can guarantee that all members of staff have an idea of and enforce rules equally and justly.

To enhance the students' feeling of appreciation for compliance necessity, Kabale Municipality schools ought to include responsibility, time management, and good behavior lessons in class lessons and extracurricular activities.. Activities like role-playing, debates, and peer mentoring can help pupils internalise these values, thus improving their academic habits and boosting overall school performance.

### **6.4 Areas of Further Study**

- i. Effect of technology on discipline maintenance in primary schools
- ii. The role of parental involvement in supporting compliance with school rules and academic achievement
- iii. The impact of school leadership styles on the enforcement and effectiveness of school rules and policies

## REFERENCES

- Anderson, K. P. (2020). Academic, attendance, and behavioural outcomes of a suspension reduction policy: Lessons for school leaders and policy makers. *Educational Administration Quarterly*, 56(3), 435-471.
- Ayikoru, R. (2024). Parental involvement in education and students' academic performance in public secondary schools in Terego district Uganda (Doctoral dissertation, Muni University).
- Bandura, A. (1993). *Social cognitive theory of self-regulation*. *Organizational Behaviour and Human Decision Processes*, 50(2), 248-287.
- Brown, H., & Zhang, L. (2021). *The role of consistency in rule enforcement on pupil behaviour and academic achievement*. *Journal of Educational Psychology*, 113(4), 785-798.
- Carter, P. L., & Green, S. (2022). *Long-term impact of compliance with school rules on academic achievement: A longitudinal study*. *Journal of Educational Research*, 115(2), 131-140.
- Chen, S., & Li, J. (2019). *Classroom behaviour and academic achievement: The role of rule compliance*. *Educational Studies*, 45(2), 195-210.
- Danielsen, A. G., et al. (2019). *Perceived support provided by teachers and classmates and pupils' self-reported academic functioning*. *School Psychology International*, 30(4), 345-362.

- Dotterer, A. M., & Lowe, K. (2018). *Classroom context, school engagement, and academic achievement in early adolescence*. *Journal of Youth and Adolescence*, 40(12), 1649-1660.
- Dweck, C. S., & Yeager, D. S. (2018). *Mindsets and academic achievement: The power of belief in education*. *Educational Psychologist*, 53(2), 97-109.
- Eccles, J., & Wigfield, A. (2020). *Situated expectancy-value theory: A framework for understanding motivation in the academic domain*. *Educational Psychology*, 41(4), 1-23.
- Fraser, A., & Lockheed, M. (2021). Uganda Case Study. *The Role of Intergovernmental Fiscal Transfers in Improving Education Outcomes*, 85.
- Fredricks, J. A., & Eccles, J. S. (2022). *Is extracurricular participation associated with beneficial outcomes? Concurrent and longitudinal relations*. *Developmental Psychology*, 42(4), 698-713.
- Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2020). *School engagement: Potential of the concept, state of the evidence*. *Review of Educational Research*, 74(1), 59-109.
- Gallardo, R., et al. (2016). *Peer acceptance and academic achievement: The role of reciprocal friendships in early adolescence*. *Child Development*, 87(2), 494-510.
- Gupta, A., & Lee, G. L. (2020). The effects of a site-based teacher professional development program on pupil learning. *International Electronic Journal of Elementary Education*, 12(5).

- Hijerah, H., Rahmawati, R., & Devilla, R. (2024). Transformation of Elementary School Pupils' Learning Outcomes: The Role of Independence, Discipline and Learning Environment. *Journal of Social Sustainability Impact*, 2(1), 46-58.
- Hill, N. E., & Tyson, D. F. (2021). *Parental involvement in middle school: A meta-analytic assessment of the strategies that promote achievement*. *Developmental Psychology*, 45(3), 740.
- Johnson, S. D., & Christenson, S. L. (2019). *Pupil-teacher relationships and academic outcomes: The role of rule compliance*. *School Psychology International*, 40(5), 466-478.
- Kingery, J. N., et al. (2021). *Peer relationships and academic adjustment: A social-cognitive perspective*. *School Psychology Quarterly*, 26(1), 65-77.
- Lee, A., Gage, N. A., McLeskey, J., & Huggins-Manley, A. C. (2021). The impacts of school-wide positive behaviour interventions and supports on school discipline outcomes for diverse pupils. *The Elementary School Journal*, 121(3), 410-429.
- Moustafa, M. E., & Hall, K. (2020). *Peer influence and academic success: The role of school rules and compliance*. *Journal of School Psychology*, 48(6), 517-526.
- Mullis, I. V. S., et al. (2023). *School discipline and academic achievement in global contexts: A cross-national study*. *International Journal of Educational Development*, 85, 102258.
- Niwagaba, J. "Poverty and Academic Performance of Primary Schools in Kabale Municipality." Kabale University, 2020.

- Ogwal, S., Bakashaba, E., & Ntale, E. (2023). Parent involvement and academic achievements of primary school children in kole north county, kole district, uganda: a cross-sectional study. *Student's Journal of Health Research Africa*, 4(12), 13-1
- Oxley, L., & Holden, G. W. (2021). Three positive approaches to school discipline: Are they compatible with social justice principles. *Educational & Child Psychology*, 38(2), 71-81.
- Pianta, R. C., Hamre, B. K., & Allen, J. P. (2019). *Teacher-pupil relationships and engagement: Conceptualizing, measuring, and improving the capacity of classroom interactions*. In *Handbook of research on pupil engagement* (pp. 365-386). Springer.
- Reschly, A. L., & Christenson, S. L. (2018). *Jingle, jangle, and conceptual haziness: Evolution and future directions of the engagement construct*. In *Handbook of research on pupil engagement* (pp. 3-19). Springer.
- Reyes, R. M., et al. (2021). *Creating a disciplined school environment: Impact on academic achievement*. *Educational Administration Quarterly*, 57(3), 409-430.
- Ryan, R. M., & Deci, E. L. (2000). *Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being*. *American Psychologist*, 55(1), 68.
- Sahlberg, P. (2015). *Finnish Lessons 2.0: What Can the World Learn from Educational Change in Finland?* New York: Teachers College Press.
- Schneider, E., & Hohensohn, G. (2018). *The relationship between school discipline and academic performance*. *Journal of Educational Research and Practice*, 8(1), 11-20.
- Schwartzman, H. (2020). *Schooling and punishment: A historical perspective on disciplinary practices in education*. *Educational History Review*, 58(1), 23-41.

- Shao, Y., Kang, S., Lu, Q., Zhang, C., & Li, R. (2024). How peer relationships affect academic achievement among junior high school pupils: The chain mediating roles of learning motivation and learning engagement. *BMC psychology*, 12(1), 278.
- Sharma, S. (2021). Disciplinary practices in schools: A review of trends and challenges. *Global Education Journal*, 9(3), 25-37.
- Skiba, R. J., & Peterson, R. L. (2021). The impact of positive behavioural interventions and supports on discipline outcomes in schools. *Review of Educational Research*, 91(1), 89-115.
- Ssirimuzaawo, J., Nakalule, J., & Musoke, M. (2024). Enhancing academic achievement of learners with attention deficit hyperactivity disorder through teacher-learner proximity in primary schools in Wakiso district, Uganda.
- Truong, V. D., & Vu, T. H. (2020). *Attendance policies and academic achievement: The effect of school rules on pupil outcomes*. *Educational Policy Review*, 49(2), 202-217.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
- Waluye, S. (2019). Factors Affecting Pupils' Academic Performance in Uganda; A case of Selected Primary Schools in Kachonga Sub county Butaleja district (Doctoral dissertation, Uganda Management Institute).
- Wang, L. H., Chen, B., Hwang, G. J., Guan, J. Q., & Wang, Y. Q. (2022). Effects of digital game-based STEM education on pupils' learning achievement: a meta-analysis. *International Journal of STEM Education*, 9(1), 26.
- Wang, M. T., & Degol, J. L. (2018). *Staying engaged: Knowledge and research needs in pupil engagement*. *Child Development Perspectives*, 8(3), 137-143.

- Wang, M. T., & Eccles, J. S. (2019). *School context, achievement motivation, and academic engagement: A longitudinal study of school engagement using a multidimensional perspective*. *Learning and Instruction*, 28, 12-23.
- Wentzel, K. R., & Caldwell, K. A. (2019). *Friendships, peer acceptance, and group membership in early adolescence: Links with academic achievement*. *Developmental Psychology*, 33(4), 440-446.
- Wentzel, K. R., et al. (2020). *Peer relationships and academic motivation in middle school*. *Journal of Educational Psychology*, 102(2), 329-341.
- Wentzel, K. R., et al. (2021). *The importance of peer relationships for academic achievement: A meta-analytic review*. *Educational Researcher*, 50(2), 1-17.

## **APPENDIX I: INTERVIEW GUIDE FOR HEADTEACHERS**

I am Mbabazi Oliver, a master's student obtaining a master's of education in administration and management of Uganda Christian University. “Relationship between discipline and academic achievement among primary school children in Kabale Municipality” is the topic of my research project. You are asked to take part in this research, and all data gathered will be used only for academic research and will be kept completely private.

1. How do positive peer relationships impact the academic motivation of primary school children in Kabale Municipality?
2. What role do peer groups play in influencing study habits among primary school children in Kabale Municipality?
3. How do peer relationships affect the self-esteem and academic confidence of primary school pupils?
4. How does classroom engagement influence the academic performance of primary school children in Kabale Municipality?
5. What impact does active participation in class discussions have on pupils' comprehension and retention of material?
6. How does compliance with school rules affect the discipline and focus of primary school children in Kabale Municipality?
7. In what ways does adherence to homework policies influence pupils' academic outcomes?
8. How does compliance with behavioural policies impact the social and academic development of primary school pupils?
9. How does compliance with time management policies, such as punctuality, correlate with academic performance in primary schools?

## **Conclusion**

Thank you for your participation and insights. Your contributions will play a vital role in understanding the relationship between discipline and academic achievement among primary school children in Kabale Municipality. If you have any additional thoughts or recommendations regarding this topic, feel free to share them.

## **APPENDIX II: FOCUS GROUP DISCUSSION GUIDE FOR TEACHERS**

I am Mbabazi Oliver, a master's student obtaining a master's of education in administration and management of Uganda Christian University. “Relationship between discipline and academic achievement among primary school children in Kabale Municipality” is the topic of my research project. You are asked to take part in this research, and all data gathered will be used only for academic research and will be kept completely private.

1. What are the effects of peer relationships on academic achievement of primary school children in Kabale Municipality?
2. What are the effects of engagement and participation on academic achievement of primary school children in Kabale Municipality?
3. What are the effects of compliance with school rules and policies on academic achievement of primary school children in Kabale Municipality?


### **Conclusion**


Thank you for your participation and insights. Your contributions will play a vital role in understanding the relationship between discipline and academic achievement among primary school children in Kabale Municipality. If you have any additional thoughts or recommendations regarding this topic, feel free to share them.

**Thank you for your cooperation**

# Oliver Mbabazi

## THE RELATIONSHIP BETWEEN DISCIPLINE AND ACADEMIC ACHIEVEMENT AMONG PRIMARY SCHOOL CHILDREN IN KA...

 Quick Submit

 Quick Submit

 Uganda Christian University

---

### Document Details

Submission ID

[fr:oid::1:3258995478](#)

Submission Date

May 24, 2025, 2:49 PM GMT+3

Download Date

May 24, 2025, 2:50 PM GMT+3

File Name

Oliver.doc

59 Pages





13,625 Words

84,780 Characters

# 13% Overall Similarity

The combined total of all matches, including overlapping sources, for each database.

## Match Groups

-  **123** Not Cited or Quoted 11%  
Matches with neither in-text citation nor quotation marks
-  **24** Missing Quotations 2%  
Matches that are still very similar to source material
-  **0** Missing Citation 0%  
Matches that have quotation marks, but no in-text citation
-  **0** Cited and Quoted 0%  
Matches with in-text citation present, but no quotation marks

## Top Sources

- 10%  Internet sources
- 4%  Publications
- 7%  Submitted works (Student Papers)

## Integrity Flags

### 0 Integrity Flags for Review

No suspicious text manipulations found.

Our system's algorithms look deeply at a document for any inconsistencies that would set it apart from a normal submission. If we notice something strange, we flag it for you to review.

A Flag is not necessarily an indicator of a problem. However, we'd recommend you focus your attention there for further review.