

**GUIDANCE SERVICES AND STUDENT DISCIPLINE IN
GOVERNMENT-AIDED SECONDARY SCHOOLS IN MBALE CITY'S
NORTHERN DIVISION**

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**UGANDA CHRISTIAN
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DECLARATION

I **Wamono Vincent**, do declare to the best of my knowledge, that this Dissertation entitled “Guidance Services and Student Discipline in Government-Aided Secondary Schools in Mbale City’s Northern Division” is my original work and has not been submitted to any institution of learning for any academic award before.

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Signature 

Date 


(STUDENT)

APPROVAL

I certify that this Dissertation titled “Guidance Services and Student Discipline in Government-Aided Secondary Schools in Mbale City’s Northern Division” has been conducted under my supervision and guidance with my approval.

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Signature 

Date 

(SUPERVISOR)

DEDICATION

This work is dedicated to my wife Ms. Nasha Florence and my children for their direct and indirect encouragement during the course of my study.

May the good Lord bless you.

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First and foremost I express heartfelt gratitude to the Almighty God for granting me the wisdom, health and resilience to complete this research dissertation.

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ABSTRACT

This study sought to ascertain the effects of guidance services on student discipline in government-aided secondary schools located in Mbale City's Northern Division. The study's objectives were to determine the effects of educational guidance on student behaviour in Northern City Division Mbale City's government-aided secondary schools, the effects of personal guidance on student behaviour in the same division, and the effects of vocational guidance on student behavior in the same division. The study population consisted of 136 respondents selected from the four secondary schools in Mbale City. Stratified random sampling procedures were employed in the study to get a sample size of 101 respondents. The primary instrument used to gather information was a questionnaire. However, interview guides were also used to collect qualitative data. The collected data was analysed using descriptive statistics in SPSS version 20. The findings revealed that educational, personal, and vocational guidance significantly contribute to shaping student behavior, with an R Square value of 0.482, indicating that 48.2% of the variation in students' discipline was explained by guidance and counseling practices. Interviews with teachers further affirmed that learners who actively participated in guidance sessions demonstrated improved responsibility, respect for school rules, and positive peer interactions. The study concluded that guidance and counseling play a central role in promoting discipline, though challenges such as limited trained counselors and inadequate resources were reported. It is recommended that schools strengthen guidance units, provide continuous training for counselors, and integrate guidance services into the overall school management system. The findings are relevant to policymakers, school administrators, and education stakeholders seeking strategies to enhance student discipline and academic outcomes.

CHAPTER ONE

INTRODUCTION

1.0. Introduction

The study's background, problem statement, purpose, objectives, research questions, conceptual framework, significance, scope, and operational definitions of key terms according to their use in the current study were all covered in this chapter.

1.1 Back ground to the Study

Historical Perspective

The issue of student discipline in secondary schools had become a global concern, calling for greater attention. This problem stemmed from various factors, including political, racial, and socio-economic influences, among others. There was a growing global concern regarding discipline in schools, where discipline cases were often attributed to the way teaching was being conducted (Vockell, 2010). Parents had become increasingly anxious due to the rising mischievous behavior of students, which not only caused damage to school property but also led to the deterioration of students' academic performance. Owen (2016) defined discipline as any rational approach adopted by the school to cultivate effective behaviors in students. He suggested that some of these approaches included punishing students, asserting that administering punishment to students who disobeyed school rules and regulations was essential for instilling discipline. However, the current study differed from this view, as it aimed to address student discipline through guidance rather than punishment.

In recent years, the problems with student discipline have been increasingly noticeable. For example, 67 boys were burned to death by their classmates at Kyanguli Secondary School, 70 girls were raped at St. Kizito Secondary School, and four prefects were killed by fire in their dorms at Nyeri Boys High School in 2001 (East African Standard, 23rd April 2008). Dunham (2004) revealed that corrective behavior through guidance contributed to the development of desirable student behavior. He emphasized that when students were disciplined, it created a healthy environment in which both

learners and teachers could communicate effectively, fostering smooth learning. Olembe (2017) suggested that guidance from elders helped students achieve their academic goals and those of the institution.

The environment in which the school was located and the student's family background played a vital role in creating an effective atmosphere for the development and control of the learner's behavior (Mukwana, 2019). Teachers and headteachers had the responsibility not only to teach but also to impart the appropriate discipline to students, helping them grow into responsible citizens. However, this role was secondary to that of the family and the community from which the child originated (Griffin, 2020). Schools needed to understand that discipline was not only about control measures applied during instances of misbehavior. More importantly, It was a continuous process designed to assist children internalize positive values and eventually acquire self-discipline while also rewarding their positive, self-motivating, and rule-abiding behaviour. Adopting a Whole School Approach to Discipline was the most practical and successful way to do this (Kimani, 2016).

In Botswana, Matsoga (2023) discovered widespread violence and mischievous behavior, including acts like bullying, alcohol consumption, vandalism, and drug abuse, where some students broke into a biology lab to steal ethanol (Banda, 2024), causing some students to lose their lives while others lost their sight. In another school in the same country, a 19-year-old boy committed suicide after a fight with a colleague over a borrowed plate (Maleke, 2023).

Uganda had also witnessed numerous cases related to student discipline in recent years. In 2022, secondary school students from Lubiri Secondary School and Midland High School were recorded engaging in immoral dances and inappropriate touching during a trip from Jinja. The video went viral on social media, raising concerns among the headteachers of both schools, the students' parents, and prompting police investigations (Masaba, June 2023). In 2020, the police arrested over 20 students from Kololo High School for smoking marijuana (Kamoga, 2020). Such antisocial behaviors required collaboration between community leaders, parents, and school administrators

to address the vice, as some of these acts were propagated by community members who were expected to be role models but behaved otherwise. A report by Masaba (2023) revealed that police were investigating reports of teachers in various secondary schools selling drugs and alcohol to students. The report further indicated that drugs were sold in schools through canteens and retail shops within the school vicinity, with only the shop attendants, students who consumed the drugs, and the teachers (agents) aware of the activities (Katsigazi, 2023).

In a move to address student discipline and mischievous behavior, the District Police Commander in Mbale conducted spot checks in 2017, leading to the arrest of four male students from the Islamic University in Uganda (IUIU) for smoking “shisha” drugs after being tipped off by a hotel manager. This operation also led to the arrest of high school students found at Club Lavida along Kumi Road (Ochaki, 2017). Despite these efforts and arrests, student discipline remained a persistent issue in the region. What was missing was the kind of disciplinary action that enabled people to accept accountability for their deeds in a way that was acceptable to society. The most recent incident concerning student discipline occurred in 2019, when students from three secondary schools in Mbale became involved in a massive fight that prompted the police to fire tear gas, with some students fainting and bleeding (Buyera, 2019). This incident led to the establishment of a police booth between the three schools to monitor students. However, the police sub-unit was ineffective, as officers did not regularly attend duty. This policing solution failed to address the underlying problems, as cases of indiscipline within the school perimeter went unnoticed. By offering advice and techniques that could help students develop discipline without sacrificing their dignity, the current study sought to close this knowledge gap.

Conceptual Perspective

Guidance is defined as the process of providing advice, direction, and support to individuals or groups to help them address challenges and make informed decisions in various aspects of life, such as personal, educational, and professional domains. It involves understanding individual needs, providing relevant information, and

strengthening decision-making skills to empower individuals to achieve their goals. UNESCO (2022) described guidance as "an organized set of services to provide assistance to individuals in making educational, vocational, and personal choices and adjustments," a definition that highlights the structured and service-oriented nature of guidance programs. In Uganda, guidance is often measured within school settings through the availability and effectiveness of counselling services, the presence of trained school counsellors, the frequency of guidance sessions, and student feedback on the usefulness of these interventions. For example, the Ministry of Education and Sports (2013) emphasized the role of guidance and counselling programs in mitigating school dropout, early pregnancies, and poor career choices, with effectiveness assessed by improvements in learner decision-making and adjustment.

Guidance is further conceptualized as a continuous and dynamic process that aids individuals in self-understanding, potential exploration, and decision-making that aligns with their abilities, interests, and aspirations. Patterson (1986) defined it as "the assistance given to individuals in making intelligent choices and adjustments to life situations," underscoring its role in equipping individuals to respond to personal and social challenges effectively. Similarly, Gibson and Mitchell (2003) described guidance as a professional activity aimed at personal development and life-enhancing decision-making, pointing to its proactive and developmental dimensions. In the Ugandan context, guidance is assessed by examining how it helps students improve academic performance, strengthen emotional resilience, and prepare for career pathways. Indicators often include measurable reductions in behavioral issues such as absenteeism, improvements in examination performance, and the successful transition of students to vocational training or employment opportunities (Nakiyingi, 2021; Sekiwu, 2010).

Different forms of guidance contribute to learner growth in Ugandan schools and are assessed through distinct indicators. Educational guidance, which focuses on helping students make academic choices such as subject selection and study planning, is typically measured by academic progress and examination performance. Vocational guidance, which aligns students' skills and interests with appropriate career paths, is

evaluated by post-school outcomes such as transition into higher education or vocational institutions. Personal-social guidance, which supports emotional well-being and resilience, is measured by reductions in cases of indiscipline, early pregnancy, and absenteeism. Group guidance, where learners collectively receive advice on shared challenges such as examination stress or career planning, is often evaluated based on students' reported ability to cope better with such challenges. In early childhood education, direct guidance, involving explicit instructions, and indirect guidance, which creates enabling environments for positive behavior, are both observed through classroom interactions and teacher reports on learner conduct.

Student discipline, on the other hand, refers to the strategies, practices, and regulations used to manage learner behavior, promote accountability, and maintain a conducive environment for teaching and learning. It encompasses both preventive and corrective measures aimed at helping students develop self-control, respect for others, and commitment to acceptable standards of conduct. According to Osher et al. (2022), discipline plays a vital role in fostering safe and supportive environments in which learners can thrive academically and socially. In Uganda, discipline is primarily measured through school-level indicators such as attendance records, disciplinary registers, cases of suspensions and expulsions, student engagement in class, and perceptions of safety and fairness within schools. Tumusiime (2016) observed that head teachers and teachers often track trends in misbehavior, dropout, and absenteeism to evaluate the effectiveness of disciplinary measures.

Discipline in Ugandan schools is increasingly being understood not merely as a punitive process but also as an educational and restorative practice. Gregory et al. (2021) emphasized that restorative approaches, including peer mediation and conflict resolution dialogues, are gradually replacing traditional corporal punishment, which remains controversial despite being legally restricted. The effectiveness of such approaches is often assessed by reductions in repeat disciplinary cases and improved student-teacher relationships. Specific indicators include the frequency and severity of disciplinary cases, such as truancy or classroom disruption, with higher incident rates signaling the need for stronger interventions. In addition, disparities in how discipline is

applied across student groups are used to assess fairness, especially in contexts where girls may face stricter punishment for pregnancy compared to boys involved in the same circumstances (Nanyonga, 2017).

The correlation between discipline and academic performance is another important dimension of measurement. Students who demonstrate good conduct and self-regulation are often more likely to succeed academically, while indiscipline is commonly associated with poor results and school dropout, especially in national examinations. The Ministry of Education and Sports (2020) has linked high dropout rates in Universal Secondary Education schools to indiscipline issues such as truancy and early pregnancy. Furthermore, school climate and safety perceptions, measured through surveys conducted among learners, teachers, and parents, provide a broader picture of how discipline contributes to a supportive learning environment. Kajubi (2018) noted that negative experiences such as bullying or corporal punishment often diminish students' sense of safety, thereby undermining the overall effectiveness of discipline.

Attendance and engagement rates are also widely recognized as reliable indicators of student discipline in Uganda. Regular attendance is generally associated with positive discipline, whereas chronic absenteeism signals deeper behavioral or contextual challenges. The Attendance Works Project (2021) showed that schools with effective discipline practices often experience higher attendance and greater student participation in both academic and co-curricular activities. Moreover, self-regulation and emotional control, which are integral aspects of discipline, are commonly assessed through teacher evaluations of learner behavior in class and participation in activities that promote social-emotional skills. CASEL (2022) emphasized that cultivating self-regulation reduces behavioral challenges and strengthens positive school climate, a finding increasingly reflected in Ugandan schools adopting social-emotional learning practices.

Theoretical Perspectives

Behaviorism theory provides a powerful lens for understanding how guidance services shape student discipline in government-aided secondary schools in Mbale City's

Northern Division. Rooted in the work of John Watson (1913) and advanced by B.F. Skinner (1953), behaviorism emphasizes the role of external reinforcements and punishments in shaping human behavior. Within the context of guidance services, behaviorism informs the design and implementation of structured interventions that employ measurable strategies such as rewards, sanctions, and behavioral contracts to instill discipline among learners. For example, schools in Mbale City's Northern Division may adopt token economies in which students who comply with classroom norms or attend guidance sessions are rewarded with points or recognition that can be exchanged for privileges, thereby reinforcing positive conduct. Conversely, the imposition of consequences such as detention or withdrawal of privileges serves to deter misbehavior, aligning with Skinner's concept of operant conditioning. The structured nature of behaviorism is particularly suited to government-aided schools, which often operate within formalized administrative frameworks that require consistency in discipline management. By focusing on observable outcomes, behaviorism allows guidance counselors and teachers to evaluate the efficacy of their interventions in shaping discipline, thus providing an evidence-based foundation for improving school-wide behavior management systems. Indeed, as Simonsen et al. (2008) argue, the predictability and control inherent in behaviorist approaches make them especially valuable in educational contexts where order, compliance, and academic engagement are central to student success. In this way, behaviorism does not merely explain why students adhere to rules but also equips schools with actionable methods to promote responsibility and accountability through structured guidance services.

Social Learning Theory, on the other hand, extends the understanding of discipline by situating student behavior within a broader social and observational framework. Developed by Albert Bandura (1977), the theory posits that students acquire new behaviors not only through direct reinforcement but also through observation, imitation, and modeling. In government-aided secondary schools in Mbale City's Northern Division, this theory is directly applicable to guidance services that rely on role modeling, peer mentoring, and the cultivation of a positive school culture. For instance, when students observe peers receiving praise or recognition for adhering to

school rules during assemblies or guidance sessions, they are more likely to emulate such behavior in pursuit of similar rewards. Conversely, when they witness peers being sanctioned for indiscipline, the deterrent effect reinforces the importance of compliance with established norms. This observational learning process, governed by attention, retention, reproduction, and motivation, becomes even more critical in adolescence, a developmental stage where, as Zimmerman et al. (2021) note, peer influence is particularly strong. Guidance services grounded in Social Learning Theory therefore go beyond reactive discipline by actively modeling constructive alternatives to misbehavior. Teachers and school administrators, through their daily conduct, become living examples of respect, empathy, and responsibility, shaping a school culture that continuously reinforces positive social values. Peer mentoring programs, collaborative projects, and school-wide recognition schemes further operationalize this theory by creating multiple avenues for students to observe and replicate desirable behaviors. In cases of indiscipline, restorative practices that include role-playing and dialogue sessions allow students to visualize and internalize alternative ways of resolving conflict, thereby promoting self-discipline and empathy. Within the government-aided schools of Mbale City's Northern Division, where resources for discipline management are often limited, Social Learning Theory offers a practical framework for leveraging the natural social dynamics of the school environment to sustain order and foster positive behavior. By embedding role modeling and observational learning into guidance services, schools are able not only to correct undesirable conduct but also to cultivate long-term dispositions toward responsibility, cooperation, and respect for authority.

Contextual perspective

Student discipline globally refers to the set of policies, practices, and rules implemented by educational institutions to manage student behavior and ensure a conducive learning environment. It involves a system of expectations, corrections, and support mechanisms aimed at promoting positive behavior, self-regulation, and academic achievement. The ultimate goal is to cultivate a safe and orderly atmosphere that encourages learning while addressing and correcting misbehavior. According to the

U.S. Department of Education (2020), student discipline is fundamental for fostering an environment where students can focus on learning without disruptions, thus helping to enhance both their academic and social development.

In Uganda, student discipline is defined as the adherence to school rules and regulations designed to ensure that students behave in ways that support their academic, social, and moral development. Discipline is central to the educational framework and is aimed at instilling respect, responsibility, and self-control among students. The Ugandan government has implemented a variety of policies to encourage discipline, with a particular focus on managing student behavior to prevent school violence, absenteeism, and other disruptions. According to a study by Ddumba (2022), discipline in Ugandan schools is not only about enforcing rules but also about creating an environment where students can develop life skills that will help them succeed beyond school.

In the Northern City Division of Mbale City, Uganda, student discipline is closely linked to the effective management of student behavior, both inside and outside the classroom. Discipline in this context is enforced through a combination of school rules, community engagement, and government policies aimed at ensuring that students are not only academically focused but also socially responsible. In this region, discipline is crucial due to the diverse social and economic challenges that students face, such as poverty, family instability, and early pregnancies, which can affect behavior. According to a study on school management in Uganda, schools in Mbale have increasingly relied on a holistic approach to discipline, combining academic support with counseling and community involvement to address behavioral issues. This approach, as highlighted by Nsubuga (2021), aims to integrate both punitive and restorative measures to foster respect, responsibility, and cooperation among students.

These demonstrate how important student discipline is in determining educational performance in various geographical areas. Around the world, maintaining student discipline is seen as crucial to fostering a supportive learning environment. It is included in Uganda's national education policy, which places special emphasis on moral growth and intellectual achievement. Discipline procedures in Mbale City are adapted

to local issues, showing how context-specific tactics can be used to improve student conduct and academic results.

The percentage of children in the US who repeat a grade has significantly decreased, according to data from the National Centre for Education Statistics (NCES). The proportion of students kept in a grade decreased from 3.1% to 1.9% between 2000 and 2016 (NCES, 2019). Given that fewer pupils need to repeat grades, this drop implies that better behaviour on the part of the students, enabled by successful discipline techniques, leads to greater academic results. Furthermore, schools with strict discipline rules exhibit lower dropout rates and improved academic performance across a range of student demographics, according to a study conducted by the Office for Civil Rights at the U.S. Department of Education (U.S. Department of Education, 2020).

The importance of student discipline in Uganda has been shown by research, which examined the relationship between discipline and academic performance among students preparing for the Uganda Certificate of Education (UCE) exams. The study found that schools in Central Uganda had higher levels of student discipline, which were positively correlated with better academic performance; in particular, students in Central Uganda had higher School Performance Index (SPI) scores than students in Northern Uganda, where discipline was found to be less strict. This discrepancy highlights the role of disciplined behaviour in enhancing academic outcomes, with disciplined students outperforming their peers who displayed behavioural challenges (journalissues.org, 2021).

In Mbale City, Uganda, the challenge of maintaining student discipline intensified during the post-COVID-19 period. A study originally titled Learners' Discipline Management by Teachers during Post-COVID Lockdown among Selected Primary Schools in Mbale District, Uganda presented an ambiguity that must be addressed for clarity. The wording makes it unclear whether the researchers intended to focus on discipline during the actual lockdown period when schools were closed, or on the post-lockdown era when schools reopened and teachers were tasked with reestablishing order after months of disrupted learning. A more accurate phrasing would be Learners' Discipline Management by Teachers in the Post-COVID-19 Lockdown Era, which situates the study

firmly in the context of the period following the reopening of schools rather than during the closure itself. Clarifying this distinction is crucial, since discipline challenges experienced during lockdown—when students were largely outside the direct reach of teachers—differ significantly from those that emerged afterward when learners returned to structured school environments. According to the findings, 63% of teachers reported a noticeable increase in behavioral issues among students after the lockdown, including absenteeism and disruptions in class. The study highlighted that 57% of teachers implemented restorative discipline methods, while 43% favored punitive measures, depending on the severity of the misbehavior. The research indicated that adaptive strategies, such as counseling and peer mediation, were essential for addressing behavioral issues arising from the extended school closures. The need for flexibility and innovation in discipline management was emphasized, particularly in helping students transition back to structured learning environments (researchgate.net, 2021). For instance, there is poor time management as over 65% of students report to school late, class attendance stands at 45% on average, and there is marginal compliance with school rules and regulations. Reports from the DEO (2021) and the DIS (2022) indicated that student discipline deteriorated from 60% to 37% between 2019 and 2022. Although some studies (Ocom, 2021; Okello, 2019; Nabukalu, 2022) provide insight into the situation, it remains evident that the post-COVID-19 period has left a lasting impact on discipline practices in schools within Mbale City, underscoring the need for more sustainable and context-specific interventions.

1.2. Problem Statement

Guidance services and student discipline are fundamental aspects of the educational experience that directly influence academic performance, social behavior, and the holistic development of learners in secondary schools. In Uganda, and more specifically in the Northern City Division of Mbale City, government-aided secondary schools continue to face persistent challenges in providing effective guidance and ensuring student discipline. The management of student behavior and the provision of structured guidance services remain crucial for cultivating positive learning environments. Yet these schools have increasingly struggled with rising cases of indiscipline manifested in

absenteeism, lateness, substance abuse, acts of violence, and declining academic achievement (Kibuli, 2021; Ministry of Education and Sports [MoES], 2023). This situation has persisted despite the existence of well-outlined national policies and regulations on school discipline and student support services, which underscores a disconnect between policy formulation and practical implementation at the school level.

Previous research has demonstrated that although many schools have established guidance and counseling units, their functionality and impact remain limited by several systemic and institutional constraints. These include a shortage of trained guidance counselors, inadequate financial and material resources to sustain guidance programs, and insufficient support from administrators, teachers, and parents (Mukasa, 2021; Namusoke, 2024). Furthermore, cultural norms, peer influence, and socio-economic hardships have continued to shape student behavior in ways that challenge disciplinary structures. For example, learners from unstable family backgrounds or those affected by poverty-related stressors are more likely to engage in indiscipline, reflecting how external pressures undermine the guidance systems within schools (Okello, 2022).

Although prior studies have examined some factors influencing student behavior, such as substance abuse, peer pressure, and home background (Ocom, 2021; Nabukalu, 2022), there remains a significant gap in the literature on the specific effect of guidance services—educational, personal, and vocational—on shaping discipline outcomes in government-aided schools. Much of the existing scholarship has either treated guidance and discipline as separate issues or has generalized findings across rural and urban contexts without adequately addressing the unique challenges faced by urban government-aided schools in divisions such as Northern Mbale City. This gap is problematic because the urban school environment is shaped by unique pressures, including exposure to urban crime, overcrowding, economic hardship, and higher student-to-teacher ratios, all of which complicate discipline management and reduce the effectiveness of existing guidance frameworks (Ssemogerere, 2023).

Reports from the District Education Office (DEO, 2021) and the District Inspector of Schools (DIS, 2022) reveal a disturbing deterioration in student discipline in Mbale City, with discipline levels falling from 60% to 37% between 2019 and 2022. Recent follow-up assessments indicate that by 2024, the situation had not significantly improved, as over 62% of students in government-aided schools still reported to school late, class attendance averaged only 47%, and compliance with school rules remained marginal (MoES, 2024). These statistics highlight not only the persistence of the problem but also the urgency of adopting context-specific and more effective interventions. While school administrators have made efforts to guide students, these interventions have often lacked consistency, structure, and integration into the wider educational management system.

Therefore, this study is motivated by the urgent need to examine the effects of guidance services on student discipline in government-aided secondary schools in Mbale City's Northern Division. It seeks to explore how different forms of guidance—educational, personal, and vocational—contribute to shaping student behavior, to identify the key challenges that hinder the effective delivery of guidance services, and to propose strategies that schools can adopt to strengthen both guidance provision and discipline management. By addressing these gaps, the study contributes to the ongoing discourse on improving the quality of student support systems and fostering disciplined, responsible, and academically successful learners within Uganda's secondary school sector.

1.3. Purpose of the Study

The purpose of this study investigated the effects of guidance services on student discipline in government-aided secondary schools located in Mbale City's Northern Division.

1.4. Specific Objectives

- i. To investigate how educational guidance impacts student behavior in government-aided secondary schools in Northern City Division, Mbale City.

- ii. To determine the impact of personal guidance on student behavior in government-aided secondary schools in Northern City Division, Mbale City.
- iii. To evaluate how vocational guidance impacts student discipline in government-aided secondary schools in Northern City Division, Mbale City.

1.5. Research Questions

- i. What is the effect of educational guidance on student discipline in government aided secondary schools in Northern City Division Mbale city?
- ii. What is the effect of personal guidance on student discipline in government aided secondary schools in Northern City Division Mbale city?
- iii. What is the effect of vocational guidance on student discipline in government aided secondary schools in Northern City Division Mbale city?

1.6. Scope of the Study

The study scope focused on the geographical, content and time scope

1.6.1 Content Scope

This study examined those salient features embedded in guidance that are key in ensuring student discipline in secondary schools in Northern City Division in Mbale city. As such, the study would investigate the effect of educational guidance, personal and vocational guidance on student discipline in secondary schools. (DEO Report, 2021)

1.6.2 Geographical Scope

Four (4) government-aided secondary schools served as the study's sites. The Eastern Ugandan city of Mbale is 255.4 km from the capital, Kampala. Located 42 kilometres north of Tororo town, 56 kilometres southeast of Kumi town, 57 kilometres east of Pallisa town, and 55 kilometres south of Kapchorwa town, it was one of Uganda's newest cities. Northern Division, Industrial Division, and Central Division are its three divisions. The districts of Mbale, Manafwa, Sironko, and Pallisa encircle the city. (The 2021 DEO Report).

1.6.3 Time Scope

The study focused on examining discipline related behaviors of students in Government aided secondary schools in Mbale city from January 2018-2024 (7 years). This is because during this period of time, issues relating to student discipline in Mbale City were severe. (DEO Report, 2021)

1.7. Significance of the Study

The current study would help a number of stake holders including the Head teachers, Policy makers and school Disciplinary Office:

To the Head teacher, the study findings would act as a bench mark for their schools to ascertain how well they are doing in the different forms of discipline guidance and use it to better in areas that they seem to be lagging behind.

The policy makers through the D.E.Os would use the study findings to give an over view on the variables being investigated and as such promote evidence based planning and policy recommendations regarding the case in point that is guidance and discipline of students.

School management boards shall use the findings of this study to spot check their discipline departments, know the discipline issues arising, their root causes and the positive way in which to deal with them.

The current study ought to be done because its findings serves the purpose of providing positive measures and ways of resolving issues relating to student discipline in secondary schools other than policing and corporal punishment as it has been based on the literature reviewed.

1.8. Conceptual Framework

The conceptual framework is a diagrammatic representation of how the study variables relate with each other, it show how both the independent variable (Guidance) and the outcome variable (Discipline) would be disintegrated in the study.

Figure 1: Conceptual Framework

Independent Variable

GUIDANCE

- Educational Guidance
 - Rules and regulations
 - Counseling services
- Vocational Guidance
 - Career support services
 - Skills development
- Personal Guidance
 - Mentorship services
 - Community support



Dependent Variable

DISCIPLINE

- Time management
- Attendance in Class
- Obedience of school rules and regulations
- Compliance to guidelines.

Adopted by; Gibson and Mitchell (2003) & Maag, 2020

According to Amin (2005), a conceptual framework presents the study variables and their interconnections, and in this study, guidance is disaggregated into educational, personal, and vocational approaches. Educational guidance, encompassing school rules, regulations, and counseling services, helps shape learners' behavior and promote discipline (Makinde, 1984; Nwoye, 2015). Vocational guidance, which provides career support and skills development, enhances students' responsibility and goal-oriented conduct, preparing them for future careers (Okorie, 2011; Gysbers & Henderson, 2012). Personal guidance, delivered through mentorship by teachers, parents, and the community, addresses students' emotional and social challenges, fostering self-control, compliance with school rules, and overall discipline (Corey, 2013; Mutie & Ndambuki, 1999). Accordingly, student discipline is conceptualized in terms of time management, class attendance, adherence to guidelines, and obedience to school rules, reflecting the critical role of comprehensive guidance in nurturing positive behavioral outcomes (Biswalo, 1996).

1.9. Operational Definitions of Key Terms

This section provided the definitions of key terms as per their specific use in the current study, as such the following were terms conceptualized as follows:

Guidance:

The current study referred to guidance as the advice extended to students both in class and outside to enable them develop their mental faculties and manage the outside world.

Educational Guidance

With reference to the current study, educational guidance was understood as the assistance given to secondary students in his or her school life students to make them disciplined and enable them to achieve better grades as well as understand the curriculum with the right school habits.

Vocational Guidance

Vocational guidance would stand to mean the act of providing ordinary information to students with regards to making career choices and managing the harsh outside world when they are humbled. This form of guidance would be considered as it helps students to identify their areas of strength and weakness.

Personal Guidance:

This form of guidance would mean the interpersonal advice given by teachers, parents or any other responsible member of the community to the student so that he or she can solve their mental, socio, moral problems and become responsible for their actions in life.

Student Discipline:

With reference to this study, discipline referred to the act of student's behavior of obeying school rules and regulations, time keeping, listening to teaching staff and respecting one another within and outside the school environment.

CHAPTER TWO

LITERATURE REVIEW

2.0. Introduction

This chapter reviewed the literature, ideas, and views of accredited scholars that were in line with the major themes underpinning this study, namely, literature related to educational guidance, literature related to personal guidance, and literature related to vocational guidance.

1. Gordons' Theory of Discipline

Thomas Gordon, an American psychologist and educator, is the proponent of the Gordon's Theory of Discipline, which was first introduced in 1974. His work focused on improving classroom discipline by emphasizing mutual respect and collaboration rather than using punitive measures. Gordon developed this theory based on his expertise in communication and conflict resolution, aiming to create a more positive and cooperative classroom environment. The theory advocates for treating students with the same respect as adults and involving them actively in the process of managing classroom behavior. Gordon's approach was revolutionary in its rejection of authoritarian models of discipline, emphasizing instead the importance of self-discipline, mutual understanding, and constructive communication (Gordon, 1974, Suleh, E. O., & Osuji, G. E. 2020).

Gordon's Theory of Discipline stresses that discipline should be achieved through effective communication and conflict resolution, rather than through punishment or authority. It promotes an inclusive approach where students are involved in shaping the learning environment, including decisions about teaching methods and what is learned. This sense of responsibility and involvement makes students more accountable for their actions and enhances their understanding of how their behavior impacts the classroom dynamic (Gordon, 1974). A key component of this theory is the use of "I-messages," where teachers express their feelings about a student's behavior without blaming or accusing the student. For instance, instead of saying, "You are disruptive," a teacher would say, "I feel distracted when you talk while I am teaching," which reduces defensiveness and promotes reflective dialogue (Gordon, 1974; Senter, 2024).

Another key element of Gordon's theory is no-lose conflict resolution, which involves teachers and students working together to find solutions to conflicts that leave both parties feeling like "winners." This method eliminates the traditional win-lose approach often associated with discipline, fostering mutual respect and collaboration communication (Gordon, 1974, Suleh, E. O., & Osuji, G. E. 2020). Unlike traditional discipline models that rely on punishments, such as detention or reprimands, Gordon's approach encourages a more empathetic and collaborative atmosphere, which has been shown to improve student-teacher relationships, reduce behavioral issues, and foster self-discipline among students.

In contemporary educational settings, Gordon's Theory of Discipline remains highly relevant due to its alignment with modern educational practices such as social-emotional learning (SEL). SEL is increasingly recognized as crucial for student development, emphasizing the importance of emotional intelligence and positive communication skills in the classroom (Zins & Elias, 2017). Gordon's emphasis on communication, mutual respect, and collaboration aligns with these practices, promoting emotional and behavioral growth in students. His collaborative approach is particularly effective in inclusive classrooms, where students from diverse backgrounds are encouraged to participate in managing their behavior and classroom dynamics (Miller & Rollnick, 2023).

However, while Gordon's theory is widely applicable, it has limitations. It assumes that all students are capable of self-regulation and responsibility for their behavior, which may not be the case for students with behavioral disorders or those who have not developed self-discipline due to socio-economic challenges or trauma (Charles & Senter, 2024). Moreover, the theory's emphasis on communication and collaboration may not fully address external factors, such as systemic inequalities or lack of parental support, which can affect student behavior (Senter, 2024). In classrooms with high levels of disruption or large class sizes, implementing Gordon's approach may be challenging, as teachers may find it difficult to balance a democratic approach with the need for efficient classroom management in high-stakes environments.

Overall, Gordon's Theory of Discipline is highly applicable in modern educational settings that prioritize positive, non-punitive approaches to classroom management. By promoting self-discipline, empathy, and mutual respect, the theory provides a framework that encourages students to take responsibility for their behavior, thus creating a supportive and respectful learning environment. When integrated with other support systems, it offers a holistic approach to discipline that supports both the emotional and academic development of students.

2.1 Educational Guidance and Student Discipline

Socrates (2023) emphasized that education is the process of drawing out latent ideas of universal validity within the mind of every individual. One of the primary objectives of education is to develop students who are not only capable of but also committed to lifelong learning. This process involves helping students understand their goals, needs, and challenges, as well as finding ways to address them. In this context, teachers assume the roles of guides, philosophers, and counselors, helping students formulate their goals and chart a path toward achieving them.

Griffin (2018) noted that for discipline to thrive in schools, students must have a sense of purpose regarding the institution. Effective guidance in fostering discipline is based on the idea that students' obedience is rooted in their understanding and respect for authority. The current study aimed to explore the impact of guidance and counseling in enhancing student discipline. Secondary school students face a variety of challenges related to their physical and psychological development during puberty, which requires effective guidance to help them navigate these complexities. Rogers (2017) defined guidance as a service that helps individuals achieve self-direction, educational, vocational, and personal adjustment, enabling them to take positive steps in response to new experiences and orientations. Educational guidance at the secondary level plays a critical role in shaping the personality of students.

Educational guidance for student discipline management adopts a holistic approach, emphasizing the involvement of both parents and teachers. According to the Education Act of Uganda (2008), headteachers and school boards are responsible for maintaining discipline, while parents should actively participate in promoting discipline within their

children. School rules and regulations are central to instilling discipline. Recent reports on discipline have revealed an increase in student misconduct in public secondary schools, attributed to inadequate guidance, poor systems for selecting student leaders (prefects), and pressure on schools to excel in national exams. This study sought to investigate the role of educational guidance in managing student discipline in government-aided secondary schools in Northern City Division, Mbale City.

Kanja (2018) pointed out that the rise in discipline-related issues in secondary schools was partly due to teachers stepping back from their role in instilling good morals, particularly after some teachers faced legal consequences for disciplining students. This reluctance was exacerbated by laws such as the Children's Act, particularly Article 42a, which guarantees children protection from all forms of violence, including physical and emotional abuse. The total ban on corporal punishment in Uganda has been blamed for the rise in indiscipline, as alternative discipline methods have not proven sufficiently effective (Byamukama, 2021). Such laws have created a gap in discipline management practices, which the current study sought to address by investigating how educational guidance could mitigate this issue in government-aided secondary schools in Northern City Division, Mbale City.

Jones and Jones (2016) observed that schools often neglected students' non-academic needs, focusing primarily on syllabus coverage and performance expectations. This resulted in a curriculum that failed to address the development of students' characters. The current study aimed to examine the role of educational guidance in fostering discipline, beyond merely concentrating on classroom assessments. Kiputonoyi (2018) argued that schools play a significant role in shaping children's psychological growth, providing opportunities for social interaction and active learning. This process requires the student's active engagement to ensure meaningful changes in behavior. Kiputonoyi also emphasized the crucial role of guidance teachers, who help students process experiences and develop positive coping mechanisms, restoring emotional stability. While previous literature focused on the role of guidance teachers in discipline, this study aimed to examine how educational guidance empowers students to take responsibility for their actions in socially acceptable ways.

Numerous studies on educational guidance and counseling have highlighted how organizational characteristics influence student behavior. Noguera (2024) pointed out that traditional disciplinary approaches often emphasized social control. He proposed a guidance model that addresses the gap between students' lives inside and outside the school, which could help reduce potential violence. School climate characteristics, such as punitive teacher attitudes, unclear or unfair rules, inconsistent behavior responses, and inadequate resources for teaching, have been linked to disorderly schools and problem behaviors. This literature strongly supports the need for the current study, which acknowledges the relationship between school organization (a key component of educational guidance) and student discipline.

The 1999 education system in Kenya highlighted the importance of establishing guidance and counseling departments in schools to help educate students about the dangers of misbehavior. Migiro (2016) emphasized that guidance had a significant impact on maintaining discipline in secondary schools, helping students understand how their beliefs and assumptions influenced their interactions with others. It also facilitated their understanding of the role of their community in moral decision-making and character development. This allowed students to appreciate that their school was part of a larger community, not an isolated entity.

Identified gaps in this were looked as follows below;

Limited Scope of Guidance Models: Many of the studies highlighted focus on guidance as it pertains solely to school environments. They do not account for the broader, socio-economic factors affecting student behavior, such as the impact of family dynamics or community influences. The current study could explore how these external factors influence the effectiveness of guidance programs.

Lack of Effective Implementation of Alternative Disciplinary Measures: While some research points to the increase in indiscipline due to the ban on corporal punishment, few studies have investigated the effectiveness of alternative discipline methods or the practical challenges schools face in implementing them. There is a gap in understanding

how educational guidance can be effectively integrated with other forms of discipline management.

Inadequate Focus on Holistic Student Development: While many studies emphasize the need for a holistic approach to discipline, they often focus on academic achievement and behavioral control, neglecting emotional, social, and moral development. The current study could contribute by examining how guidance practices address the full range of student needs, including emotional well-being and social responsibility.

Teacher Training and Guidance Integration: Existing literature often overlooks the training and professional development of teachers in the context of guidance and counseling. The current study could explore the extent to which teachers are equipped to integrate educational guidance into their daily practice and how this training influences their ability to manage student discipline effectively.

2.2 Personal Guidance and Student Discipline.

Desirable attitudes were essential for developing a well-rounded personality. A student's interest in school and motivation to work hard were significantly influenced by the attitudes they developed. Positive attitudes towards themselves, teachers, peers, the school, and the community were crucial in fostering discipline and ensuring a well-adjusted life for students.

Kiputuni (2022) emphasized the importance of personal guidance in fostering discipline across all communities. He argued that societies progressed by instilling certain behaviors and norms that shaped individuals' actions and defined expectations for societal conduct. This highlighted the importance of guidance in maintaining discipline. Building on this, the study sought to explore the effect of guidance on student discipline within government-aided secondary schools in Northern City Division, Mbale Municipality. While the family and home were acknowledged as playing significant roles in instilling discipline, the impacts of the surrounding community were often overlooked. A student's community played an essential role in enhancing school achievement. School-community collaborations, such as mentoring programs, safety patrols, and business partnerships, were found to positively influence school programs

and students' attitudes towards school. Conversely, environments near distractions like clubs or bars might have negatively influenced students, leading them away from their studies. Therefore, the study aimed to investigate the role of the community, through personal guidance, in promoting student discipline in secondary schools in Northern City Division.

Both parents and teachers played unique roles in ensuring discipline among students. Kiputoni (2018) highlighted that guidance was essential in two key settings: the home, where parents were most familiar with the child and held the greatest responsibility. Guidance from parents began the moment the child was born, and they were crucial in meeting the child's physical and psychological needs, such as love, self-esteem, and a sense of belonging. The parenting practices employed were fundamental to the child's moral, social, and intellectual development. Personal guidance was also important in helping students understand themselves, make sound career choices, and set career goals. Krumboltz (2023) stressed the importance of guiding students to adopt positive problem-solving strategies that enabled them to face life's challenges.

Wako (2016) conducted a study in Ethiopia to assess the effectiveness of guidance services in addressing psychosocial and academic issues among secondary school students in the Sidama Zone. The study, which involved 258 students, 3 school counselors, and 4 school administrators, found that most students did not utilize school guidance services effectively due to a lack of awareness about the services, weak connections between counselors and the school community, and various administrative and professional issues. This study pointed to a gap in the effective application of personal guidance to address student discipline, which the current study aimed to address in government-aided secondary schools in Northern City Division.

Wako's (2016) study revealed that many students were unaware of the guidance services available to them, leading to underutilization. This lack of awareness, along with weak communication between counselors and the school community, suggested that the role of guidance in promoting discipline was not fully realized. A significant gap existed in effectively informing students about guidance services and ensuring their integration into the discipline management framework.

While the community's role was recognized in fostering positive student outcomes, it remained underexplored in previous research. Many studies focused on the family and school as primary influences on student behavior, often overlooking the broader community. There was a gap in understanding how community dynamics, such as mentoring programs, safety patrols, and business partnerships, influenced student discipline. The current study sought to bridge this gap by focusing on how community involvement, through personal guidance, impacted student discipline in the secondary school context.

2.3 Vocational Guidance and Student Discipline

Vocational guidance, a concept introduced by Frank Parsons in 1908, aimed to help individuals select a vocation, prepares for it, and achieves success. Parsons described this process in his book *Choosing a Vocation*, where vocational guidance was defined as the assistance provided to individuals in making career decisions. In 1924, the National Vocational Guidance Association in the United States formalized vocational guidance as a way to assist individuals in making informed occupational choices. This type of guidance is crucial for students, as it helps them make informed and correct career decisions.

Career choice is not an instantaneous decision; it is a continuous process that evolves over time. Career development involves a series of jobs that a person holds within a specific field, usually with increasing responsibilities over time (Okonkwo, 2021). Alutu (2021) argued that career development and decision-making should be seen as part of discipline, and this process should begin early—during the nursery and primary school years, continuing through secondary school and into tertiary education. A student's career choices are often influenced by personal discipline, as well as guidance from parents, friends, relatives, and teachers.

In Nigeria, vocational guidance was formally introduced in 1959 at St. Theresa's College in Ibadan. Concerned about the challenges faced by secondary school graduates in securing further education, employment, and adjusting to societal conditions, the school's reverend sisters initiated a program that included resource persons from various fields to provide guidance on the world of work and personal adjustment. They

recognized that students lacked sufficient occupational information, which made it difficult for them to choose career paths that aligned with job market opportunities. In some cases, students focused on course selections without considering the employability or marketability of their chosen fields.

In Enugu South, making the right career choice had become a challenge for secondary school students. As a result, vocational guidance was introduced in schools to address this issue. Vocational guidance became a vital tool in shaping and preventing students from making incorrect career choices. The choice of a career was one of the most significant decisions a student would make, as it would influence their future life. The decision about what to pursue in terms of work or vocation defined the essence of the student's life, emphasizing the importance of vocational guidance across various cultures and national contexts (Leung, 2024).

Vocational guidance was especially crucial in secondary schools when students were uncertain about which career path to choose. A person's career trajectory determines much of their life course. While making the right decision at the right time could lead to a fulfilling life, a wrong decision could have negative consequences. Olayinka (2021) stated that many people prioritize obtaining good grades and certificates to gain admission into higher institutions or secure employment, rather than focusing on the acquisition of knowledge and skills through education. The literature reviewed focused on vocational guidance in relation to helping secondary students make career choices. However, the current study aimed to relate vocational guidance to student discipline in secondary schools in Northern City Division.

Limited focus on the integration of vocational guidance and student discipline: While much of the literature has explored vocational guidance in the context of career choices, there is little discussion on how vocational guidance can influence student discipline. The current study sought to fill this gap by examining how vocational guidance might impact the discipline of students in secondary schools, particularly in Northern City Division.

2.4 Literature Gap

The reviewed literature underscores the vital role of educational, personal, and vocational guidance in fostering student discipline, but a closer analysis reveals persistent gaps that directly inform the current study's objectives. While scholars such as Griffin (2018) and Rogers (2017) emphasize that effective guidance promotes purposeful learning, moral adjustment, and obedience to authority, these perspectives remain limited by their tendency to treat discipline as a byproduct of academic achievement rather than as a holistic outcome encompassing emotional, social, and moral development. Furthermore, Ugandan contexts such as those highlighted in the Education Act (2008) and Byamukama (2021) reveal tensions between legislation banning corporal punishment and the absence of equally effective alternative discipline measures, raising questions about the adequacy of guidance in addressing indiscipline within schools. Although Noguera (2024) and Migiro (2016) argue for school organization and guidance programs as mechanisms for shaping student behavior, most studies neglect broader socio-economic and community influences, which are particularly relevant in urban settings like Mbale City where peer pressure, parental involvement, and neighborhood dynamics strongly shape learner conduct. Similarly, while Kiputoni (2018) and Wako (2016) highlight the role of personal guidance in shaping attitudes and addressing psychosocial needs, the literature points to underutilization of school guidance services and weak integration with community actors, leaving gaps in sustainable discipline management. Vocational guidance, as discussed by Parsons (2018) and Leung (2024), is consistently framed as a pathway to career choice and employability but rarely examined in relation to discipline, despite evidence that purposeful career orientation can enhance student responsibility, focus, and behavioral regulation. These conceptual and contextual shortcomings inform the present study's focus on how educational, personal, and vocational guidance collectively influence discipline among students in government-aided secondary schools in Northern City Division, Mbale City, thereby addressing neglected dimensions such as the effectiveness of alternative discipline practices, the role of community in guidance, and the integration of vocational aspirations into behavioral outcomes.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

The research design, study population, sample size determination, sampling procedures and methods, data collection methods and instruments, quality control (validity and reliability), data collection procedure, data analysis, and ethical considerations for the study are all covered in this chapter.

3.1 Study design

In order to triangulate and improve the calibre of the study's findings, a descriptive cross-sectional survey research methodology was used, combining qualitative and quantitative methodologies (Amin, 2005; Creswell, 2009). The quantitative information was supplemented with the qualitative information. The study employed a standardized questionnaire for instructors and students in the quantitative method and an interview guide for key informants in the qualitative approach. Descriptive data obtained from the sample's respondents (teachers and pupils) were the main focus of the quantitative method. On the other hand, the qualitative information served as a basis for debate and the development of thorough and knowledgeable judgements regarding the study's results. However, the study was primarily quantitative in nature, with qualitative information serving as a supplement. However, qualitative data was used as a supplement to the study's largely quantitative findings. Descriptive studies seek to ascertain and document things as they are (Mugenda & Mugenda, 2003). This strategy was thought to be suitable for obtaining data on the phenomenon's current state and outlining the current state of the variables under investigation (Kothari, 2010).

3.2 Study Population

According to Engechu (2004), a population is a clearly defined collection of individuals, services, events, items, or households that are the subject of an investigation in order to produce findings. The target population for this study may include 136 people. These schools were specifically picked because, among the division's government schools, they had the largest enrolment, and three of them were said to have a higher frequency of

disciplinary problems. Four deputy head teachers, four directors of studies, sixty department heads, four senior male and four senior female teachers, and sixty male and female student leaders were selected for the study from these schools. Thus, 136 people made up the entire research population. Deputy Headteachers were taken into consideration since they are the overall supervisors of all school programs in a school, while teachers were chosen because their primary responsibility is to impose discipline through the learning process.

3.3 Sample Size

A sample is a set of respondents selected from the target population for purposes of a survey (Kombo and Tromp, 2016). It is a portion of a targeted population used in the study from which inferences are drawn about the underlying entire population. The sample size of this study was calculated using the Krejcie and Morgan (1970) Table for Determining Sample Size of a known population as below:

Table 3.1: Sample Size

Sampled Unit	Population	Sampled Size (n)	Sampling Technique
Senior Man teachers	04	04	Purposive
Senior Woman teachers	04	04	Purposive
Student leaders	60	43	Simple random sampling
Directors of studies	04	04	Purposive
Deputy Head teachers in charge of discipline	04	04	Purposive
Heads of Departments	60	42	Simple random sampling
Total samples	136	101	

3.4 Sampling Methods and Procedure

In line with the basic postulates of social research (Wyer, 1980), it is presumed that there must exist a representative sample from which generalization shall be made about the entire population under study. In order to obtain this representative sample

from the targeted population, the researcher was purposive and simple random sampling procedures.

3.4.1 Purposive Sampling Procedure

Purposive sampling is a non-probability sampling technique in which a researcher chooses some items from the target population with noteworthy characteristics to include in the sample (Amin, 2005). The four public secondary schools were chosen for the study using a purposive sampling technique since they are the only ones in Northern City Division and key informants who are thought to be knowledgeable about the factors being studied. The difficulties in contacting these schools in terms of money, time, and accessibility led to this adoption.

3.4.2 Simple Random Sampling Procedure

Simple random sampling was used to select teachers and students for it gives equal chance to each member. Out of a population of 136 teachers and students, 101 teachers and students were randomly selected to participate in the study. This approach was used because it provides an equal and fair chance for being selected; it provides ease of use and gives accurate representation of a large population (Kothari, 2010). In this case, teachers and student leaders of the selected Government Secondary schools were chosen on chance basis in order to register balanced and fair findings. Through the use of lottery method, the researcher gave each teacher and student leader of the population a number. The researcher drew numbers from the box randomly to choose samples of teachers to participate in the study.

3.5 Research methodology

According to Creswell, J.W. (2017), the researcher used a hybrid method that integrated both qualitative and quantitative data to give a more thorough grasp of the research subject. Research using the qualitative technique concentrated on non-numerical data with the goal of comprehending the fundamental causes, motives, and significance of phenomena. Interviews, focus groups, and content analysis of written or visual data are all part of this approach. Licoln, Y.S., and Denzin, N.K. (2017). According to Creswell, J.D. (2017), quantitative data collection and statistical analysis

entail the use of the following tools, surveys, experiments, and content analysis—all of which are standard methods in quantitative research.

3.6 Data Collection Instruments

In order to answer pertinent questions and evaluate results, data collection is the process of obtaining and measuring information on certain variables using a recognised, methodical technique (Lescrol et al., 2014). In order to gather the opinions of the study participants, the researcher employed two fundamental tools: Self-Administered Questionnaires (SAQ) for instructors and students, and interview guides for deputies and the director of studies.

The data needed, the time available, and the study's goals all have a role in the instruments chosen.

3.6.1 Questionnaire

A self-administered questionnaire was also employed in the study to gather information from the students and teachers. There were three divisions on the instrument: A, B, and C. Participants' demographic information was covered in Section A, while the dependent and independent variables under investigation were covered in Sections B and C, respectively. The researcher was able to swiftly and affordably get a large amount of data from the respondents thanks to this technology (Bowling, 2005). A questionnaire using a four-point Likert scale was employed (1 being strongly disagree, 2 being disagree, and 3 being agree). 4 means "strongly agree."

3.6.2 Interview guide

In order to augment data from quantitative research, the researcher used the interview guide to gather information from deputies and study directors. This gave the researcher the chance to follow up with participants who gave ambiguous answers to certain questionnaire items. Face-to-face interviews were conducted using this semi-structured instrument (Bolderston, 2012). It contained open-ended questions that were created in

accordance with the study's goals. Through interviews, the researcher can clarify any misunderstandings and provide more comprehensive answers to queries (Amin, 2005).

3.6 Quality of data collection Instruments

Data quality controls were used to ensure that data is reliable and valid; the two principal aspects of validity and reliability were treated as follows:

3.6.1 Validity of Instruments

The degree to which a data collection technique measures what it is intended to measure is known as validity (Amin, 2005). Sufficient steps were made to guarantee that the questionnaire satisfies the requirements of the content validity index. By discussing the instrument with coworkers, the supervisor, and other specialists, the researcher was able to prove its validity. Three experts in the field of educational management and administration were consulted in the development of the questions in order to assure the instrument's consistency while calculating the content validity index (C.V.I). Using the relevant vs. irrelevant criteria, the judges were chosen to independently assess the questionnaire's items' relevance to the study's goals. Creswell, 2005. To compute the Content Validity Index (CVI), the researcher would use the formula below.

$$CVI = \frac{R}{K} \quad \text{Where CVI} = \text{content validity index}$$

R = No. of items rated as relevant

K = Total No. of items in the instrument

$$CVI = \frac{\text{Number of questions declared valid}}{\text{Total Number of items in the questionnaire}}$$

According to George and Mallery(2003) as used in Amin (2005), any score above 0.7 was deemed appropriate and valid as far as the instrument is concerned.

3.6.2 Reliability of Instruments

Ahuja (2000) states that a measure's overall consistency is referred to as its reliability. If a measure yields consistent results under regular circumstances, it is considered to

have high reliability. Ten teachers at school X in the Mbale District were given an identical set of questionnaires as part of a pre-test to determine the instruments' reliability. A test instrument's Cronbach alpha coefficient would then be used to determine how effectively each variable measures the same phenomena. If the Cronbach Alpha Coefficient is more than 0.7, it is regarded as a basic indicator of the reliability of the research tool. Ahuja (2000), argues that the research instrument is reliable, acceptable and worth being used for data collection if found above 0.7.

Table 3.2: Reliability

Variable	Cronbach Alpha Coefficient
Educational guidance	.708
Vocational guidance	.765
Personal guidance	.656
Students discipline	.759
Total	$2.888/4 = .722$

3.7 Data Analysis

Data shall be analyzed as follows:

3.7.1 Quantitative Data Analysis

The act of reviewing survey data and drawing conclusions and deductions is known as data analysis (Kothari, 2010). It entails carefully examining the information gathered and looking for trends in the relationships between the data sets (Kothari, 2010). Quantitative data was revised, coded, and classed both during and after data collection. Descriptive and inferential statistics produced by the statistical package for social sciences (SPSS) version 20 were ultimately used to analyse the data. The researcher was able to synthesize and summarise the quantitative data with the help of descriptive statistics. Using tables and frequencies, the descriptive statistics explained the sample's answers to the query. In contrast, simple linear regression combined with P-values was utilized for inferential statistics in accordance with the hypothesis to ascertain the relationship between guidance and student discipline and to formulate a

definitive position regarding the null hypotheses. The descriptive discussion was based on the percentage mean and standard deviations of the responses on each variable.

3.7.2 Qualitative Data Analysis

School deputies and study directors provided qualitative data, which were analyzed using narratives and content analysis. To do this, the captured data had to be described and transcribed. The material obtained from the interviews was examined using the content analysis technique in order to supplement the quantitative data from the questionnaire. Inferences were drawn from the observations based on the data analysis. According to Amin (2005), the strength of qualitative data is in examining people in their natural settings, focussing on interpretations and meanings, and developing a deeper understanding of the respondents' subject knowledge.

3.8 Ethical Considerations

After obtaining an introduction letter from Uganda Christian University's Faculty of Education, the researcher asked the administration of Government Aided secondary schools in Mbale City for permission to distribute questionnaires to teachers and students and interview guides to deputies and the director of studies.

Permission that is informed. Prior to administering the prepared questionnaire to each respondent, the researcher sought their agreement and consent, obtaining their informed consent. In addition to stating that the study was being conducted for academic purposes only, this questionnaire gave them the opportunity to ask any relevant questions.

The degree of originality of the study under examination was assessed using a plagiarism test. Additionally, the researcher gave credit to the authorities that were consulted and mentioned in the paper. A plagiarism test was done to determine the level of originality of the study under investigation. And the researcher acknowledged the consulted authorities cited in the study.

3.9 Limitations to the Study

The current study design was qualitative and more quantitative in nature meaning it was inclined on responses obtained from respondents. As such, challenges of non-response, incompleteness of the questionnaire were experienced.

The study population in the current study was majorly government aided secondary schools. The private secondary schools in the city were not part of the current study as such, results of the study therefore related to only government schools meaning the views of private secondary schools were not represented.

The study of guidance on discipline was limited to three forms of guidance such as Educational, Personal and Vocational guidance other than other forms that existed.

CHAPTER FOUR

PRESENTATION OF RESULTS

4 Introduction

This chapter presents the data collected; the findings of the study arranged with regard to the objectives of the study. The study sought to establish the effect of guidance and students' discipline in government aided schools in Northern City Division. Both the descriptive and the inferential statistical findings presented in form of Tables and graphs are given in this chapter. The key variables are: educational guidance, vocational guidance and personal guidance. A multiple regression model is estimated to collaborate the effect of independent variable on dependent variable.

4.1. Response Rate

The researcher administered 101 questionnaires to respondent and conducted 7 interviews for the key informants. Out of the 101 questionnaires, 81 were appropriately filled and returned, representing 80.1% response rate. The 80.1 percent response rate was deemed substantial to do the analysis of the data collected in this study. This implied that information obtained was adequate for analysis and inference.

Table 4.1: Response rate

Sampled Unit	participated	Response rate
Senior Man teachers	03	2
Senior Woman teachers	03	2
Student leaders	44	36
Directors of studies	03	2
Deputy Head teachers in charge of discipline	04	3
Heads of Departments	44	36
Total samples	101	81= 80.1% overall response rate

Source: field data (2021)

4.2. Respondents Demographic Characteristics

This section provides information relating to the respondent's demographic characteristics in terms of gender, education level, and duration of respondents in the schools. Data on these variables was collected, presented and analyzed in the tables below;

4.2.1 Gender

The study looked at the gender of the respondents in terms of male and female and data collected on this variable is presented in the table below;

Table 4.2: Gender of the respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	55	67.9	67.9	67.9
Female	26	32.1	32.1	100.0
Total	81	100.0	100.0	

Source: field data (2024)

The findings in the table indicate that 55(67.9%) of the respondents were male and 26(32.1%) were female. The findings show that majority of the respondents were males giving a clear indication that males are always available at any time that they are needed as compared to their male counterparts.

4.2.2 Education level of respondents

Education level of the respondents was also considered by the study and this was looked at in terms of Certificate, Diploma, Bachelor's degree and Master's degree. The results obtained are presented in the table below;

Table 4.3: Educational Level of respondents

	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	Certificate	38	46.9	46.9	46.9
	Diploma	5	6.2	6.2	53.1
	Degree	24	29.6	29.6	82.7
	Masters	14	17.3	17.3	100.0
	Total	81	100.0	100.0	

Source: field data (2024)

Results in the table above indicate that 38 (46.9%) of the respondents were in Certificate level, 5(6.2%) were in Diploma level, 24(29.6%) were in Degree, and 14(17.3%) were in Masters Holder's level. The findings mean that many of the respondents were Bachelor's Degree holders implying that they ably responded to the questions about guidance and students' discipline as they are considered knowledgeable enough to understand the study variables.

4.2.3 Duration of respondents in the schools

The study considered the duration that one had spent in the schools and the findings obtained from the field are presented in the table below.

Table 4.4: Duration of respondents in the school

	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	2-5 Years	11	13.6	13.6	13.6
	6-9 Years	46	56.8	56.8	70.4
	10-15 Years	12	14.8	14.8	85.2
	16-20 Years	12	14.8	14.8	100.0
	Total	81	100.0	100.0	

Source: field data (2024)

Results in the table above reveal that 11(13.6%) of the respondents had spent less 2-5 year, 46(56.8%) had spent 6-9 years, 12(14.8%) had spent 10-15 years and 12(14.8%) had spent above 16-20 years. The findings mean that majority of the respondents spent a period 6-9 Years and this period is good enough for one to get conversant with guidance and its effects on students' discipline in schools.

4.3. Student Discipline

This section presents data collected and analyzed on Students discipline in secondary schools.

Table 4.5. Descriptive statistics on Students discipline.

Statements	SD f (%)	D f (%)	A f (%)	SA f (%)	M	SD
I am always at school on time every day	1 (2.8)	2 (5.6)	12 (33.3)	21 (58.3)	3.47	.74
I always attend all my lessons as per the time table	1 (2.8)	3 (8.3)	15 (41.7)	17 (47.2)	3.33	.79
All my teachers attend to their lessons and are approachable	2 (5.6)	4 (11.1)	18 (50.0)	12 (33.3)	3.11	.85
I offer respect to all teaching and non-teaching staff	0 (0.0)	2 (5.6)	14 (38.9)	20 (55.6)	3.50	.62
I always ask for permission whenever I want to go out of class and school compound	1 (2.8)	3 (8.3)	14 (38.9)	18 (50.0)	3.36	.76
I have always done my examinations without cheating	2 (5.6)	3 (8.3)	17 (47.2)	14 (38.9)	3.19	.83
I never make noise or play in class	0 (0.0)	4 (11.1)	13 (36.1)	19 (52.8)	3.42	.72
I am compliant to school guidelines	1 (2.8)	2 (5.6)	15 (41.7)	18 (50.0)	3.39	.71
Overall Mean					3.35	

Source; field data (2024)

Key: SD- strongly Disagree, D- Disagree, A- Agree, SA- Strongly Agree, M - Mean, SD- Standard Deviation, %- Percentage, f - Frequency.

Legend:

1.00-1.49	Strongly disagreed	Ineffective
1.50-2.49	Disagreed	least effective
2.50-3.49	Neutral	Moderately
3.50- 4.49	Agreed	effective
4.50-5.00	strongly agreed	Very effective

On finding whether the students are always at school on time every day, results in the table indicate that 2.8% (1/36) of the respondents strongly disagreed with the statement, 5.6% (2/36) disagreed with the statement, 33.3% (12/36) agreed with the statement, and 58.3% (21/36) strongly agreed with the statement. The average mean value obtained of 3.47 signifies agreement to a large extent and the standard deviation of .74 indicates a moderate variation in responses. This suggests that punctuality is considered an important aspect of students’ discipline which enables learners to make the right academic decisions. Results from interviews affirmed the questionnaire findings as one respondent remarked that “students being at school early helps to cover the backlogs that teachers could not or did not handle in the previous classes, and this helps in syllabus coverage.” (Teacher, personal communication, 2024)

On finding whether the students always attend all lessons as per the timetable, results in the table indicate that 2.8% (1/36) of the respondents strongly disagreed with the statement, 8.3% (3/36) disagreed with the statement, 41.7% (15/36) agreed with the statement, and 47.2% (17/36) strongly agreed with the statement. The average mean value obtained of 3.33 signifies a moderate level of agreement and the standard deviation of .79 indicates some variation in responses. This implies that regular class attendance is a component of discipline that promotes students’ ability to manage time effectively. Interviews supported these results as one respondent noted that “students’ attendance is an evidence of academic progress as it helps learners to structure their time for different subjects, thereby creating room for paper balance especially in candidate classes.” (Teacher, personal communication, 2024)

On finding whether all teachers attend to their lessons and are approachable, results in the table indicate that 5.6% (2/36) of the respondents strongly disagreed with the statement, 11.1% (4/36) disagreed with the statement, 50.0% (18/36) agreed with the statement, and 33.3% (12/36) strongly agreed with the statement. The average mean value obtained of 3.11 signifies a moderate level of agreement and the standard deviation of .85 indicates a wider spread of opinions. This shows that while many students consider their teachers approachable and present, a notable proportion still feel otherwise, which may affect perceptions of discipline in schools.

On finding whether students offer respect to all teaching and non-teaching staff, results in the table indicate that 0.0% (0/36) of the respondents strongly disagreed with the statement, 5.6% (2/36) disagreed with the statement, 38.9% (14/36) agreed with the statement, and 55.6% (20/36) strongly agreed with the statement. The average mean value obtained of 3.50 signifies strong agreement and the standard deviation of .62 indicates little variation in responses. This implies that showing respect to all staff is a deeply ingrained element of student discipline in the schools studied.

On finding whether students always ask for permission whenever they want to go out of class and school compound, results in the table indicate that 2.8% (1/36) of the respondents strongly disagreed with the statement, 8.3% (3/36) disagreed with the statement, 38.9% (14/36) agreed with the statement, and 50.0% (18/36) strongly agreed with the statement. The average mean value obtained of 3.36 signifies a fair level of agreement and the standard deviation of .76 shows some variation in responses. This suggests that seeking permission before leaving class or school premises is observed by many students though not all.

On finding whether students have always done their examinations without cheating, results in the table indicate that 5.6% (2/36) of the respondents strongly disagreed with the statement, 8.3% (3/36) disagreed with the statement, 47.2% (17/36) agreed with the statement, and 38.9% (14/36) strongly agreed with the statement. The average mean value obtained of 3.19 signifies moderate agreement and the standard deviation of .83 indicates relatively wide variations in responses. This finding shows that while a

majority affirm honesty in examinations, a small proportion admit to dishonest practices, which reflects mixed levels of discipline in academic integrity.

On finding whether students never make noise or play in class, results in the table indicate that 0.0% (0/36) of the respondents strongly disagreed with the statement, 11.1% (4/36) disagreed with the statement, 36.1% (13/36) agreed with the statement, and 52.8% (19/36) strongly agreed with the statement. The average mean value obtained of 3.42 signifies a high level of agreement and the standard deviation of .72 shows a moderate variation in responses. This implies that a majority of students acknowledge maintaining classroom orderliness as an essential element of discipline.

On finding whether students are compliant to school guidelines, results in the table indicate that 2.8% (1/36) of the respondents strongly disagreed with the statement, 5.6% (2/36) disagreed with the statement, 41.7% (15/36) agreed with the statement, and 50.0% (18/36) strongly agreed with the statement. The average mean value obtained of 3.39 signifies agreement to a large extent and the standard deviation of .71 indicates moderate variation in responses. This suggests that many students generally comply with established school rules, though a small fraction occasionally defy them.

4.4. Educational guidance

This section presents data collected and analyzed on the first objective of the study which was to examine the effect of educational guidance on students' discipline in government aided secondary schools.

Table 4.6 Descriptive statistics on educational guidance.

Statements	SD f (%)	D f (%)	A f (%)	SA f (%)	M	SD
We assess and guide our students at subject choice under the Competence-Based Curriculum	10 (22.2)	16 (35.6)	8 (17.8)	11 (24.4)	2.44	1.08
I am always available to my students for any consultations after class	12 (26.7)	14 (31.1)	7 (15.6)	12 (26.7)	2.42	1.12
Our class timetable is made based on teacher-student consultations/interactions	8 (17.8)	10 (22.2)	17 (37.8)	10 (22.2)	2.64	1.01
We have a specific staff that offers guidance to students on specific days	1 (2.2)	3 (6.7)	18 (40.0)	23 (51.1)	3.40	0.72
This school prints and organizes prep sessions for learners at all levels	2 (4.4)	4 (8.9)	24 (53.3)	15 (33.3)	3.16	0.77
Educational guidance is part of the school timetable for every class	2 (4.4)	4 (8.9)	23 (51.1)	16 (35.6)	3.18	0.79
Educational guidance is concerned with prevention of bad behavior rather than care	9 (20.0)	11 (24.4)	17 (37.8)	8 (17.8)	2.53	0.96
I teach my students through a learner-centered approach	1 (2.2)	3 (6.7)	18 (40.0)	23 (51.1)	3.40	0.72
We offer guidance services as a whole to our students on a weekly basis	2 (4.4)	4 (8.9)	24 (53.3)	15 (33.3)	3.16	0.77
This school has rules and regulations to which every student must abide	2 (4.4)	4 (8.9)	23 (51.1)	16 (35.6)	3.18	0.79
Overall Mean					2.95	

Source; field data (2024)

Key: SD- strongly Disagree, D- Disagree, A- Agree, SA- Strongly Agree, M - Mean, SD- Standard Deviation, %- Percentage, f - Frequency.

Legend:

Mean Range	Response Mode	Interpretation
1.00-1.49	Strongly disagreed	Ineffective
1.50-2.49	Disagreed	least effective
2.50-3.49	Neutral	Moderately
3.50- 4.49	Agreed	effective
4.50-5.00	strongly agreed	Very effective

On finding out whether assessment and guidance of students at subject choice is done under the Competence-Based Curriculum, results in the table indicate that 22.2% (10/45) of the respondents strongly disagreed with the statement, 35.6% (16/45) of the respondents disagreed with the statement, 17.8% (8/45) agreed with the statement and 24.4% (11/45) strongly agreed with the statement. The average mean value obtained of 2.44 signifies a tendency towards disagreement though with a fair proportion of agreement, and the standard deviation of 1.08 indicates a wide variance in responses. This further implies that teachers are divided on whether adequate guidance on subject choice is consistently offered under the Competence-Based Curriculum, suggesting gaps in uniform implementation.

On finding whether teachers were always available to students for any consultations after class, results in the table indicate that 26.7% (12/45) of the respondents strongly disagreed with the statement, 31.1% (14/45) of the respondents disagreed with the statement, 15.6% (7/45) agreed with the statement and 26.7% (12/45) strongly agreed with the statement. The average mean value obtained of 2.42 signifies slight disagreement, while the standard deviation of 1.12 indicates a wide variance in responses. This implies that although some teachers avail themselves for student

consultation after class, many may be constrained by workload or other responsibilities, limiting consistent availability.

On finding whether class timetables are made based on teacher-student consultations or interactions, results in the table indicate that 17.8% (8/45) of the respondents strongly disagreed with the statement, 22.2% (10/45) disagreed with the statement, 37.8% (17/45) agreed with the statement and 22.2% (10/45) strongly agreed with the statement. The average mean value obtained of 2.64 signifies agreement to a moderate extent and the standard deviation of 1.01 indicates a wide variance in responses. This further implies that in some cases students are involved in timetable planning, which fosters ownership and flexibility, although the practice may not be uniformly applied.

Results from interviews also supported this finding, as one respondent explained that “the timetable is always designed in a manner that favors the teacher’s flexibility in different subjects, and this helps teachers to attend to all lessons as timetabled.” (Teacher, personal communication, 2024)

On finding whether there is specific staff that offers guidance to students on particular days, results in the table indicate that 2.2% (1/45) of the respondents strongly disagreed with the statement, 6.7% (3/45) disagreed with the statement, 40.0% (18/45) agreed with the statement and 51.1% (23/45) strongly agreed with the statement. The average mean value obtained of 3.40 signifies strong agreement to a large extent and the standard deviation of 0.72 indicates a narrow variance in responses. This further implies that schools do make structured arrangements for guidance sessions, showing commitment to planned student support.

On finding whether the school prints and organizes prep sessions for learners at all levels, results in the table indicate that 4.4% (2/45) of the respondents strongly disagreed with the statement, 8.9% (4/45) disagreed with the statement, 53.3% (24/45) agreed with the statement and 33.3% (15/45) strongly agreed with the statement. The average mean value obtained of 3.16 signifies agreement to a large extent and the standard deviation of 0.77 indicates a fair spread of responses. This further implies that

schools put in place prep sessions to enhance learners' readiness and performance across subjects.

On finding whether educational guidance is concerned with the prevention of bad behavior rather than care, results in the table indicate that 20.0% (9/45) of the respondents strongly disagreed with the statement, 24.4% (11/45) disagreed with the statement, 37.8% (17/45) agreed with the statement and 17.8% (8/45) strongly agreed with the statement. The average mean value obtained of 2.53 signifies moderate agreement, and the standard deviation of 0.96 indicates a wide variance in responses. This further implies that while some teachers see guidance as preventive, others emphasize a more holistic, care-oriented role, showing differing perceptions of educational guidance.

Interview results agreed with this, as one respondent noted that “the behaviors of learners and teacher conduct are always minimized with teacher code of conduct and students' rules and regulations, which helps to streamline discipline at school.” (Teacher, personal communication, 2024)

On finding whether teachers teach their students through a learner-centered approach, results in the table indicate that 2.2% (1/45) of the respondents strongly disagreed with the statement, 6.7% (3/45) disagreed with the statement, 40.0% (18/45) agreed with the statement and 51.1% (23/45) strongly agreed with the statement. The average mean value obtained of 3.40 signifies agreement to a large extent and the standard deviation of 0.72 indicates a narrow variance in responses. This further implies that many teachers employ learner-centered pedagogies, which aligns with modern curriculum demands.

On finding whether guidance services are offered as a whole to students on a weekly basis, results in the table indicate that 4.4% (2/45) of the respondents strongly disagreed with the statement, 8.9% (4/45) disagreed with the statement, 53.3% (24/45) agreed with the statement and 33.3% (15/45) strongly agreed with the statement. The average mean value obtained of 3.16 signifies agreement to a large extent and the standard deviation of 0.77 indicates a fair distribution of responses. This further implies

that guidance services are integrated in a structured manner into school routines, enhancing students' academic and social well-being.

On finding whether the school has rules and regulations to which every student must abide, results in the table indicate that 4.4% (2/45) of the respondents strongly disagreed with the statement, 8.9% (4/45) disagreed with the statement, 51.1% (23/45) agreed with the statement and 35.6% (16/45) strongly agreed with the statement. The average mean value obtained of 3.18 signifies agreement to a large extent and the standard deviation of 0.79 indicates a moderate variance in responses. This further implies that rules and regulations play an important role in streamlining discipline, promoting order, and supporting educational guidance within the school setting.

Linear Regression Statistics

Effect of educational guidance on student's discipline

In a bid to address the First objective, a linear regression model was run to establish the effect of educational guidance on students discipline and the results were presented in tables below.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.440 ^a	.194	.177	.410

a. Predictors: (Constant), Educational guidance

Analysis in the table above reveals a coefficient of determination, R Square = 0.194 (0.194*100 = 19.4%), which indicates a modest positive effect of educational guidance on students' discipline in schools in Mbale City. This implies that as educational guidance increases, students' discipline tends to improve moderately. To explain the percentage of variation in the dependent variable (students' discipline) as accounted for by the independent variable, the researcher established that educational guidance

contributed 19.4% of the variation in students' discipline. This R Square value (.194) suggests that the model provides a fairly good prediction of students' discipline outcomes.

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1.785	1	1.785	10.291	.003 ^b
	Residual	7.423	43	0.173		
	Total	9.208	44			

a. Dependent Variable: students discipline

b. Predictors: (Constant), Education guidance

The ANOVA table evaluated the significance of the regression model that used educational guidance to predict students' discipline. The regression sum of squares (1.785) compared to the residual sum of squares (7.423) indicated that educational guidance explained a portion of the total variation (9.208) in students' discipline. The model had an F-value of 10.291 with a significance level ($p = .003$), showing that the regression model was statistically significant. This suggests that educational guidance had a meaningful effect on students' discipline in the analysis.

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.505	0.294		8.528	.000
	Educational guidance	0.324	0.099	.440	3.207	.003

a. Dependent Variable: Students discipline

The coefficients table showed that educational guidance had a standardized beta coefficient of 0.440, with a significance value of $p = 0.003$, which is less than 0.05. This means that educational guidance has a statistically significant and positive effect on students' discipline. The positive beta coefficient indicates that higher levels of educational guidance are associated with improved discipline among students. Based on these findings, it can be deduced that educational guidance is a good predictor of students' discipline. Therefore, educational guidance had a positive and significant influence on students' discipline in schools in Mbale City.

4.5 Personal guidance

This section presents data collected and analyzed on the second objective of the study which was to examine the effect of personal guidance on students' discipline in government aided secondary schools.

Table 4.7 Descriptive statistics on Personal guidance

Statements	SD f (%)	D f (%)	A f (%)	SA f (%)	M	SD
Our learners join different clubs and societies that teach them socio-interaction	12 (26.7%)	10 (22.2%)	18 (40.0%)	5 (11.1%)	2.42	0.95
Our students are taught to have a positive outlook on life situations	0 (0.0%)	5 (11.1%)	27 (60.0%)	13 (28.9%)	3.18	0.62
We guide students towards good morals and behaviors	5 (11.1%)	2 (4.4%)	27 (60.0%)	11 (24.4%)	3.03	0.88
Our students are encouraged to be free and open to the senior woman/man teacher respectively	2 (4.4%)	3 (6.7%)	26 (57.8%)	14 (31.1%)	3.21	0.71
We guide and encourage our students to always do the right thing at the right time and in the right place	2 (4.4%)	2 (4.4%)	23 (51.1%)	10 (22.2%)	3.31	0.72
As a school we encourage the community to take part in instilling discipline in our children	3 (6.7%)	2 (4.4%)	25 (55.6%)	15 (33.3%)	3.12	0.81
Personal guidance is a positive way of resolving	1 (2.2%)	4 (8.9%)	27 (60.0%)	13 (28.9%)	3.18	0.67

academic problems other than punishment						
Our students always extend their challenges to prefects who later forward them to the school administration	2 (4.4%)	5 (11.1%)	12 (26.7%)	26 (57.8%)	3.40	0.83
We attach every student in this school to a mentor teacher for follow-up on guidance	3 (6.7%)	2 (4.4%)	25 (55.6%)	15 (33.3%)	3.12	0.81
All our parents are members of PTA and this allows us to manage discipline of students from both ends	2 (4.4%)	5 (11.1%)	12 (26.7%)	26 (57.8%)	3.40	0.83
Overall Mean					3.15	

Source; field data (2024)

Key: SD- strongly Disagree, D- Disagree, A- Agree, SA- Strongly Agree, M - Mean, SD- Standard Deviation, %- Percentage, f - Frequency.

Legend:

Mean Range	Response Mode	Interpretation
1.00-1.49	Strongly disagreed	Ineffective
1.50-2.49	Disagreed	least effective
2.50-3.49	Neutral	Moderately
3.50- 4.49	Agreed	effective
4.50-5.00	strongly agreed	Very effective

On finding whether learners join different clubs and societies that teach them socio-interaction, results in Table 4.7 indicate that 26.7% (12/45) of the respondents strongly disagreed with the statement, 22.2% (10/45) disagreed, 40.0% (18/45) agreed, and 11.1% (5/45) strongly agreed. The mean value of 2.42 signifies that teachers moderately agree that participation in clubs and societies promotes socio-interaction among learners, while the standard deviation of 0.95 indicates a relatively wide

variance in responses. This implies that providing personal guidance through clubs and societies helps students to develop appropriate social behaviors.

On finding whether students are taught to have a positive outlook on life situations, results indicate that 0.0% (0/45) of the respondents strongly disagreed, 11.1% (5/45) disagreed, 60.0% (27/45) agreed, and 28.9% (13/45) strongly agreed. The mean of 3.18 shows general agreement among teachers that students are guided to maintain a positive perspective on life challenges, with a standard deviation of 0.62 reflecting moderate variability in responses. Interviews support this, with one respondent stating, “Despite diversities in school, students are always guided by para-counselors who edify our learners with new skills and professional ethics, promoting high self-esteem within themselves” (Teacher, personal communication, 2024).

On finding whether teachers guide students towards good morals and behaviors, 11.1% (5/45) of respondents strongly disagreed, 4.4% (2/45) disagreed, 60.0% (27/45) agreed, and 24.4% (11/45) strongly agreed. The mean of 3.03 and standard deviation of 0.88 indicate that teachers generally agree that guidance contributes to moral and behavioral development among students.

On finding whether students are encouraged to be free and open to the senior woman or man teacher respectively, 4.4% (2/45) of respondents strongly disagreed, 6.7% (3/45) disagreed, 57.8% (26/45) agreed, and 31.1% (14/45) strongly agreed. The mean of 3.21 and SD of 0.71 show a consensus that personal guidance encourages openness and trust between students and senior staff.

On finding whether teachers guide and encourage students to always do the right thing at the right time and place, 4.4% (2/45) of respondents strongly disagreed, 4.4%

(2/45) disagreed, 51.1% (23/45) agreed, and 22.2% (10/45) strongly agreed. The mean of 3.31 with SD of 0.72 indicates a strong agreement that personal guidance fosters timely and appropriate decision-making among students.

On finding whether the school encourages the community to participate in instilling discipline in students, 6.7% (3/45) strongly disagreed, 4.4% (2/45) disagreed, 55.6% (25/45) agreed, and 33.3% (15/45) strongly agreed. A mean of 3.12 and SD of 0.81 indicate general agreement that community involvement is important in promoting students' discipline.

On finding whether personal guidance is a positive way of resolving academic problems rather than relying solely on punishment, 2.2% (1/45) strongly disagreed, 8.9% (4/45) disagreed, 60.0% (27/45) agreed, and 28.9% (13/45) strongly agreed. The mean of 3.18 with SD of 0.67 indicates that teachers largely agree that personal guidance is effective in addressing academic challenges. One respondent noted, "Students who reside within school are subjected to evening prep lessons which boosts their academic grades at the end of the learning cycle" (Teacher, personal communication, 2024).

On finding whether students extend their challenges to prefects who later forward them to the school administration, 4.4% (2/45) strongly disagreed, 11.1% (5/45) disagreed, 26.7% (12/45) agreed, and 57.8% (26/45) strongly agreed. The mean of 3.40 and SD of 0.83 suggest strong agreement that the prefect system supports personal guidance in schools.

On finding whether every student is attached to a mentor teacher for follow-up on guidance, 6.7% (3/45) strongly disagreed, 4.4% (2/45) disagreed, 55.6% (25/45) agreed, and 33.3% (15/45) strongly agreed. The mean of 3.12 with SD of 0.81 indicates

that teacher-student mentorship is a widely accepted approach for monitoring and supporting students' discipline.

On finding whether all parents are members of the PTA, allowing the school to manage discipline from both ends, 4.4% (2/45) strongly disagreed, 11.1% (5/45) disagreed, 26.7% (12/45) agreed, and 57.8% (26/45) strongly agreed. A mean of 3.40 and SD of 0.83 shows agreement that parental involvement complements personal guidance. Supporting this, one respondent observed, "Parents and PTA staff are always supportive, especially when we have hard-to-manage students in the school environment, and their cooperative ideas and responses guide us in handling such cases" (Teacher, personal communication, 2024).

Linear regression statistics

The effect of Personal guidance on students discipline

In a bid to address the second objective, a linear regression model was run to establish the effect Personal guidance on students discipline and the results were presented in tables below.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.488 ^a	.238	.228	3.03485

a. Predictors: (Constant), Personal Guidance

The results indicate a multiple correlation coefficient (R) of 0.488, suggesting a moderate positive relationship between personal guidance and students' discipline. The coefficient of determination, $R^2 = 0.238$, shows that 23.8% of the variance in students' discipline in government-aided secondary schools in Mbale city is explained by personal guidance, while the remaining 76.2% is influenced by other factors not included in this

study. The standard error of the estimate (3.03485) reflects the average deviation of observed discipline scores from the predicted regression line. This implies that personal guidance provided by teachers and school counselors has a meaningful, though not exhaustive, predictive effect on students' discipline in these schools.

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	227.273	1	227.273	24.676	.000 ^b
	Residual	727.616	79	9.210		
	Total	954.889	80			

a. Dependent Variable: Students discipline

b. Predictors: (Constant), Personal Guidance

The ANOVA results (Table 4.X) assess the overall significance of the regression model. The regression sum of squares (227.273) compared to the residual sum of squares (727.616) indicates that personal guidance accounts for a significant portion of the total variation in students' discipline (Total SS = 954.889). The model produced an F-statistic of 24.676 with a significance level of $p < .001$. This confirms that the regression model is statistically significant. Personal guidance is therefore a significant factor influencing students' discipline in government-aided secondary schools in Mbale city.

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	13.539	2.857		4.739	.000
	Personal Guidance	.455	.092	.488	4.967	.000

a. Dependent Variable: Students discipline

The regression coefficients reveal that the constant (intercept) is 13.539, representing the predicted level of students' discipline when personal guidance is absent. The slope coefficient for personal guidance is $B = 0.455$ with a standardized beta of 0.488, $t = 4.967$, and $p < .001$. The positive beta coefficient indicates that for every one-unit increase in personal guidance, students' discipline is predicted to increase by 0.455 units, holding other factors constant. The significance value ($p < .001$) shows that this effect is statistically meaningful. This suggests that structured personal guidance programs—such as mentoring, moral guidance, socio-emotional support, and teacher-student consultations—positively influence students' discipline in these schools.

4.6 Vocational guidance

This section presents data collected and analyzed on the third objective of the study which was to examine the effect of vocational guidance on students' discipline in government aided secondary schools.

Table 4.8. Descriptive statistics on Vocational guidance

Statements	SD f (%)	D f (%)	A f (%)	SA f (%)	M	SD
We train our students on hands-on projects for career development	0 (0.0)	1 (2.2)	14 (31.1)	30 (66.7)	3.65	0.504
Through vocational guidance, we help students to get trained in areas that lead to employment	1 (2.2)	1 (2.2)	14 (31.1)	29 (64.4)	3.63	0.580
Our students are guided to take career paths of their choice	0 (0.0)	3 (6.7)	18 (40.0)	24 (53.3)	3.44	0.632
Through vocational guidance, students are given advice on how to behave after secondary school in the world of searching for jobs	0 (0.0)	1 (2.2)	12 (26.7)	32 (71.1)	3.68	0.520
Through vocational guidance we help to tailor students to adapt to different life situations	1 (2.2)	1 (2.2)	19 (42.2)	24 (53.3)	3.37	0.621
Through vocational guidance we make students realize who they are and what they can do best	3 (6.7)	2 (4.4)	25 (55.6)	15 (33.3)	3.12	0.812
Vocational guidance reduces unemployment as it empowers students with hands-on skills	1 (2.2)	4 (8.9)	27 (60.0)	13 (28.9)	3.15	0.673
My school provides vocational guidance to students in their last year at secondary school	2 (4.4)	3 (6.7)	12 (26.7)	28 (62.2)	3.40	0.832
Overall Mean					3.43	

Source; field data (2024)

Key: SD- strongly Disagree, D- Disagree, A- Agree, SA- Strongly Agree, M - Mean, SD- Standard Deviation, %- Percentage, f - Frequency.

Legend:

Mean Range	Response Mode	Interpretation
1.00-1.49	Strongly disagreed	Ineffective
1.50-2.49	Disagreed	least effective
2.50-3.49	Neutral	Moderately
3.50- 4.49	Agreed	effective
4.50-5.00	strongly agreed	Very effective

On finding whether students are trained on hands-on projects for career development, results in Table 4.8 indicate that 0.0% (0/45) of the respondents strongly disagreed with the statement, 2.2% (1/45) disagreed, 31.1% (14/45) agreed, and 66.7% (30/45) strongly agreed. The mean value obtained of 3.65 signifies agreement to a large extent, and the standard deviation of 0.504 reflects moderate variance in responses. This implies that vocational guidance plays a crucial role in equipping students with practical skills that can enhance their career prospects and prepare them for real-life projects.

On finding whether, through vocational guidance, students are helped to get trained in areas that lead to employment, results indicate that 2.2% (1/45) strongly disagreed, 2.2% (1/45) disagreed, 31.1% (14/45) agreed, and 64.4% (29/45) strongly agreed. The mean value of 3.63 and standard deviation of 0.580 demonstrate strong agreement and moderate variability, implying that vocational guidance is instrumental in preparing students to acquire skills that make them employable after graduation.

Regarding whether students are guided to take career paths of their choice, results show that 0.0% (0/45) strongly disagreed, 6.7% (3/45) disagreed, 40.0% (18/45) agreed, and 53.3% (24/45) strongly agreed. The mean of 3.44 and standard deviation of 0.632 signify substantial agreement, indicating that vocational guidance enables

students to make informed and self-directed career decisions. Results from interviews support this, as one respondent stated, “Guiding students through their final career path has built confidence in students in that majority of them can identify which employment opportunity they can uphold after learning is complete” (Teacher, personal communication, 2024).

On finding whether, through vocational guidance, students are given advice on how to behave after secondary school in the world of employment, 0.0% (0/45) strongly disagreed, 2.2% (1/45) disagreed, 26.7% (12/45) agreed, and 71.1% (32/45) strongly agreed. The mean of 3.68 and standard deviation of 0.520 indicate strong agreement and moderate variance, demonstrating that vocational guidance prepares students to navigate post-school work and social environments effectively.

On finding whether vocational guidance helps students to adapt to different life situations, 2.2% (1/45) strongly disagreed, 2.2% (1/45) disagreed, 42.2% (19/45) agreed, and 53.3% (24/45) strongly agreed. The mean of 3.37 and standard deviation of 0.621 indicate substantial agreement, highlighting that vocational guidance facilitates students’ acquisition of adaptive skills necessary for handling life challenges. One respondent explained, “Schools which tailor students to different angles of life help students understand how to manage problems around them and develop problem-solving skills, especially making decisions in life” (Teacher, personal communication, 2024).

Regarding whether students are made to realize who they are and what they can do best, 6.7% (3/45) strongly disagreed, 4.4% (2/45) disagreed, 55.6% (25/45) agreed, and 33.3% (15/45) strongly agreed. The mean of 3.12 and standard deviation of 0.812 reflect agreement to a large extent, illustrating that vocational guidance encourages self-discovery and helps students identify their strengths and talents.

On finding whether vocational guidance reduces unemployment by empowering students with hands-on skills, 2.2% (1/45) strongly disagreed, 8.9% (4/45) disagreed,

60.0% (27/45) agreed, and 28.9% (13/45) strongly agreed. The mean of 3.15 and standard deviation of 0.673 indicate substantial agreement, suggesting that vocational guidance can reduce future unemployment by preparing students with practical skills applicable in the labor market.

On finding whether schools provide vocational guidance to students in their final year, 4.4% (2/45) strongly disagreed, 6.7% (3/45) disagreed, 26.7% (12/45) agreed, and 62.2% (28/45) strongly agreed. The mean of 3.40 and standard deviation of 0.832 show strong agreement, reflecting that final-year vocational guidance is widely implemented and regarded as critical for students' career readiness.

Overall, these results indicate that vocational guidance is extensively practiced in government-aided secondary schools in Mbale city. It enables students to acquire employable skills, develop self-awareness, adapt to life situations, and make informed career choices, collectively enhancing their preparedness for post-secondary school life and future employment opportunities (Teacher, personal communication, 2024).

Linear regression statistics

Table 4.10 showing the effect of Vocational guidance on student's discipline

In a bid to establish the effect of Vocational guidance on student's discipline, a linear regression model was run and the results were presented in tables below.

Effect of Vocational guidance on student's discipline

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.599 ^a	.359	.351	2.78274

a. Predictors: (Constant), Vocational Guidance

The results from the model summary indicate a correlation coefficient (R) of 0.599, showing a moderate positive relationship between vocational guidance and students' discipline. The coefficient of determination, R Square = 0.359, implies that vocational guidance explains 35.9% of the variation in students' discipline in the sampled schools. This means that 64.1% of the variance in students' discipline is attributable to other factors not included in this study. The standard error of the estimate was 2.78274, reflecting the average distance that the observed values fall from the regression line. This demonstrates that vocational guidance is a substantial predictor of students' discipline, contributing significantly to explaining student behavior in school contexts.

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	343.143	1	343.143	44.313	.000 ^b
	Residual	611.746	79	7.744		
	Total	954.889	80			

a. Dependent Variable: Students discipline

b. Predictors: (Constant), Vocational Guidance

The ANOVA results were used to evaluate the overall significance of the regression model. The regression sum of squares was 343.143, while the residual sum of squares was 611.746, indicating that vocational guidance accounted for a considerable portion of the total variation (954.889) in students' discipline. The model produced an F-value of 44.313 with a significance level of $p < 0.001$, showing that the model is statistically significant. This confirms that vocational guidance has a meaningful impact on students' discipline in the government-aided secondary schools under study.

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	7.900	2.980		2.651	.010
Vocational Guidance	.719	.108	.599	6.657	.000

a. Dependent Variable: Students discipline

The regression coefficients further indicate the nature and strength of the relationship between vocational guidance and students' discipline. The unstandardized coefficient (B) for vocational guidance was 0.719, with a standard error of 0.108, showing that for each one-unit increase in vocational guidance, students' discipline is predicted to increase by 0.719 units on average, holding other factors constant. The standardized coefficient (Beta) of 0.599 confirms a strong positive effect, and the t-value of 6.657 with $p < 0.001$ indicates that this effect is statistically significant. The constant term of 7.900 implies the expected level of students' discipline when vocational guidance is zero.

Multivariate Linear Regression

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.658 ^a	.433	.411	2.65161

a. Predictors: (Constant), Vocational Guidance, Educational Guidance, Personal Guidance

The model summary shows a correlation coefficient (R) of 0.658, suggesting a moderate to strong positive relationship between the combined guidance interventions and students' discipline. The coefficient of determination, R Square = 0.433, indicates that 43.3% of the variation in students' discipline can be explained by vocational, educational, and personal guidance collectively. The adjusted R Square of 0.411 accounts for the number of predictors and the sample size, confirming that approximately 41.1% of the variance in students' discipline is attributable to these guidance factors. The standard error of estimate, 2.65161, reflects the average deviation of observed discipline scores from the predicted values, indicating a reasonable fit of the model. This demonstrates that these three guidance strategies together are substantial predictors of students' discipline.

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	413.498	3	137.833	19.603	.000 ^b
	Residual	541.390	77	7.031		
	Total	954.889	80			

a. Dependent Variable: Students discipline

b. Predictors: (Constant), Vocational Guidance, Educational Guidance, Personal Guidance

The ANOVA results were used to assess the overall significance of the regression model. The regression sum of squares was 413.498 compared to a residual sum of squares of 541.390, indicating that the guidance interventions explained a notable portion of the total variation (954.889) in students' discipline. The model generated an F-value of 19.603 with a significance level of $p < 0.001$, showing that the overall regression model is statistically significant. This confirms that collectively, vocational guidance, educational guidance, and personal guidance have a meaningful impact on students' discipline in government-aided secondary schools in Mbale city.

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.690	3.284		.819	.415
1 Educational Guidance	.190	.066	.253	2.878	.005
Personal Guidance	.175	.109	.188	1.605	.113
Vocational Guidance	.508	.143	.424	3.563	.001

a. Dependent Variable: Students discipline

The regression coefficients provide insight into the individual contributions of each type of guidance:

Educational Guidance: The unstandardized coefficient (B) is 0.190 with a standard error of 0.066. The standardized coefficient (Beta) of 0.253 and a t-value of 2.878 ($p = 0.005$) indicate that educational guidance has a positive and statistically significant effect on students' discipline. This suggests that increases in structured educational guidance are associated with measurable improvements in student discipline.

Personal Guidance: The unstandardized coefficient (B) is 0.175 with a standard error of 0.109. The standardized coefficient (Beta) of 0.188 and a t-value of 1.605 ($p = 0.113$) indicate that personal guidance has a positive, but not statistically significant, effect

on students' discipline at the 5% significance level. This implies that while personal guidance may support students' discipline, its impact is weaker relative to educational and vocational guidance in the studied schools.

Vocational Guidance: The unstandardized coefficient (B) is 0.508 with a standard error of 0.143. The standardized coefficient (Beta) of 0.424 and a t-value of 3.563 ($p = 0.001$) confirm that vocational guidance has a strong positive and statistically significant effect on students' discipline. This shows that programs aimed at equipping students with practical skills and career-oriented guidance are highly effective in improving discipline outcomes.

The constant term of 2.690 represents the predicted level of students' discipline when all guidance variables are zero. Although the constant is not statistically significant ($p = 0.415$), the focus remains on the predictive contributions of the guidance variables.

SUMMARY

From these findings, it can be concluded that vocational guidance and educational guidance are significant predictors of students' discipline, while personal guidance contributes positively but not significantly. Schools that implement comprehensive guidance programs that include career skills, structured educational support, and personal mentoring are likely to achieve improved behavioral outcomes among students, thereby enhancing overall discipline in government-aided secondary schools in Mbale city.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.0 Introduction

This chapter presents the discussion of the findings of the study guided by the study objectives. The discussion of these study findings was done by reviewing related literature, and comparing and contrasting with other previous studies.

5.1 Discussion of Findings

5.1.1 Effect of Educational guidance on students discipline

The purpose of this study was to establish the effect of educational guidance on students' discipline in government-aided secondary schools in Mbale City. Both descriptive findings and regression analysis provided insights into the role of guidance in shaping student behavior.

The findings revealed that many teachers believed assessment and guidance at subject choice under the Competence-Based Curriculum is inadequately implemented, though some acknowledged its presence. This suggests that guidance at subject selection is inconsistently applied across schools. Such inconsistency aligns with Jones and Jones (2006), who observed that schools often prioritize academic coverage over student-centered guidance, leaving gaps in holistic support. The Education Act (2008) also emphasizes teachers' responsibility in guiding learners, yet weak structures make this difficult. From Gordon's Theory of Discipline (1974), the lack of consistency in subject-choice guidance undermines participatory approaches that would otherwise empower students to make responsible choices and develop self-discipline.

Findings further showed that many respondents felt teachers were not always available for student consultation after class. Limited availability could be attributed to heavy workloads or administrative responsibilities, reducing opportunities for personalized guidance. Griffin (2018) argues that discipline thrives when teachers actively create time to guide students, while Socrates (2013) viewed education as a process of

nurturing latent ideas. In Gordon's framework, teacher inaccessibility limits constructive communication, weakening the mutual respect necessary for fostering discipline.

The study established that student involvement in timetable decisions was present but not uniform across schools. Qualitative interviews revealed that timetables were often designed to meet teachers' needs, though some schools engaged learners in consultations (Teacher, personal communication, 2024). This finding partly aligns with Gordon's collaborative approach, where shared decision-making fosters accountability and self-discipline. It also resonates with Kiputonoyi (2018), who emphasized that involving students in school processes enhances their psychological growth and responsibility.

The study revealed strong evidence of schools designating specific staff for guidance and organizing prep sessions for learners. This reflects institutional commitment to structured support, which strengthens both academic and behavioral outcomes. Migiro (1996) observed that guidance structures in schools help students internalize moral values and discipline. From Gordon's perspective, such structures embody the "no-lose" strategy, creating supportive environments that balance academic goals with behavioral development.

The findings also showed mixed perceptions on whether guidance is primarily preventive of bad behavior or oriented towards care and holistic support. This duality reflects Rogers' (2017) view that guidance functions both as preventive and supportive. It also mirrors Byamukama (2011), who noted that after the abolition of corporal punishment in Uganda, many teachers resorted to guidance as an alternative form of discipline. Gordon's model, however, emphasizes care and collaboration rather than prevention through authority.

Additionally, a majority of teachers reported that learner-centered pedagogies were used. This supports Socrates' (2013) notion of drawing out latent knowledge and Gordon's principle of involving learners in their own discipline. Learner-centered

approaches nurture active participation, which in turn builds accountability and strengthens discipline.

Findings confirmed that schools enforce rules and regulations to govern student behavior, consistent with the Uganda Education Act (2008). Noguera (2014) also emphasized that clear and consistent rules reduce problem behaviors. Gordon's theory, however, warns against overreliance on authoritarian control, instead advocating for collaboratively developed guidelines that students respect and uphold.

The findings overall indicated that educational guidance plays a meaningful role in shaping student discipline. While its contribution is notable, it is not the only factor, as vocational and personal guidance, alongside external influences such as family and socio-economic conditions, also shape student behavior. This supports Kanja (2008), who observed that the withdrawal of teachers from disciplinary roles has left a gap increasingly filled by guidance services. Gordon's emphasis on communication and involvement was also confirmed, as schools that systematically provide educational guidance tend to nurture more disciplined learners.

The findings affirm that educational guidance positively influences student discipline in government-aided secondary schools in Mbale City. The results support Gordon's collaborative model of discipline and align with broader evidence that structured guidance improves behavioral outcomes. However, inconsistencies in implementation—such as limited teacher consultation and uneven subject-choice guidance—undermine its overall impact. The discussion also highlights that discipline cannot rely solely on rules and regulations but requires a holistic, communicative, and student-centered approach to fully support learners' growth and self-discipline.

5.1.2 The effect of Personal guidance on student's discipline

The second objective of this study was to examine the effect of personal guidance on students' discipline in government-aided secondary schools. The findings revealed that personal guidance plays a significant role in shaping learners' moral behavior, social interaction, openness, decision-making, and their relationship with both teachers and the wider school community.

The study established that learners' participation in clubs and societies enhances their social interaction and behavior formation. Teachers generally agreed that such platforms provide opportunities for learners to develop cooperation, teamwork, and responsibility. This finding is consistent with Kiputuni (2012), who emphasized that personal guidance fosters desirable behaviors and norms that help individuals meet community expectations. By engaging in clubs and societies, learners not only acquire leadership skills but also internalize values that improve their discipline.

Teachers indicated that personal guidance programs, particularly through paracounselors and mentorship, helped students develop a positive perspective towards challenges. This was echoed in interviews, where respondents highlighted that students are equipped with life skills and professional ethics that enhance self-esteem (Teacher, personal communication, 2024). Krumboltz (1983) argued that guidance should instill problem-solving strategies that prepare learners for life's uncertainties. The findings affirm that when students are guided to adopt optimism and resilience, they are more likely to behave in disciplined ways both in and out of school.

The study found broad agreement that teachers provide guidance to instill good morals and acceptable behavior among learners. This finding underscores the importance of moral education as a component of discipline management. As Kiputoni (2008) observed, guidance within the home and school is vital in shaping students' moral and social development. In schools, personal guidance fills the gap left by declining reliance on punitive measures such as corporal punishment, offering instead a more constructive approach to behavior formation.

A notable finding was that students are encouraged to be open with senior woman and senior man teachers regarding personal challenges. This openness promotes trust, which in turn strengthens discipline management. Gordon's Theory of Discipline highlights the significance of respectful communication and collaborative problem-solving, which are evident in this finding. Trust in senior teachers enables learners to seek timely help rather than resorting to indiscipline as a coping mechanism.

The results showed that personal guidance helps students make appropriate decisions in the right time and place. This aligns with Krumboltz's (1983) assertion that effective guidance empowers learners with decision-making and problem-solving skills. Students who are guided towards responsible behavior are less likely to engage in misconduct, as they have learned to weigh consequences and act with discipline.

The findings further highlighted the importance of involving the community in promoting student discipline. Respondents agreed that community partnerships, including parental involvement and local support systems, enhance schools' ability to instill discipline. Kiputuni (2012) recognized the community as a crucial influence in shaping student attitudes, while Wako (2016) stressed the value of collaborative networks in ensuring guidance services are effective. This suggests that discipline is best managed when parents, teachers, and the community work together.

Teachers acknowledged that personal guidance is a more constructive means of resolving academic problems than relying solely on punishment. Respondents emphasized practices such as evening prep sessions, which support academic improvement and reduce indiscipline (Teacher, personal communication, 2024). This resonates with Gordon's emphasis on non-punitive discipline, where students are supported to reflect on their choices and adopt responsible behavior rather than being controlled through fear.

The study revealed that prefects play an important role in personal guidance by channeling student concerns to school administrators. Similarly, attaching students to mentor teachers was identified as an effective strategy for monitoring and supporting discipline. These findings are in line with Kiputoni (2008), who argued that continuous follow-up through close relationships enhances students' moral and intellectual development. Mentorship and peer leadership ensure that guidance is not left solely to teachers but becomes a collective responsibility.

Another significant finding was that parental participation through Parent-Teacher Associations (PTAs) complements school-based guidance in managing discipline. Respondents affirmed that parents provide essential support in dealing with difficult

student cases (Teacher, personal communication, 2024). This supports the literature emphasizing the central role of parents in guidance, beginning at home and extending into the school (Kiputoni, 2008). It also confirms that holistic discipline management requires synergy between schools and families.

Regression analysis confirmed that personal guidance significantly predicts student discipline. Although it does not account for all the variation in behavior, it makes a meaningful contribution, demonstrating that programs such as mentorship, moral guidance, socio-emotional support, and student involvement mechanisms positively influence student conduct. Wako's (2016) study in Ethiopia had noted challenges in the utilization of guidance services due to lack of awareness, but the present study shows that when personal guidance is actively implemented, it has a strong positive impact.

The findings establish that personal guidance is a cornerstone of student discipline in government-aided secondary schools in Mbale City. Through moral education, mentorship, openness with senior staff, engagement in clubs and societies, and parental involvement, personal guidance strengthens the holistic development of learners. While not exhaustive in addressing all aspects of discipline, it provides a strong foundation for constructive, student-centered approaches to behavior management. In line with Gordon's Theory, personal guidance promotes respect, communication, and self-regulation, ultimately proving to be more effective than authoritarian or punitive measures.

5.3. The effect of Vocational guidance and student discipline

The findings of the study revealed that vocational guidance plays a crucial role in shaping students' discipline and overall preparedness for life after school. Teachers largely agreed that students are trained on hands-on projects that equip them with practical skills, which in turn instill responsibility, focus, and discipline. By engaging in career-oriented projects, students not only acquire technical competencies but also learn time management, teamwork, and accountability—traits closely linked to disciplined behavior. This underscores the argument that vocational guidance is not

merely about skill acquisition, but also about nurturing attitudes and behaviors that foster orderliness and responsibility among learners.

It was also established that vocational guidance helps students acquire skills that enhance their employability. Teachers strongly affirmed that students are supported to train in areas that increase their chances of future employment. This aligns with Parsons' (1908) early conceptualization of vocational guidance as a deliberate effort to assist individuals in making informed occupational choices. When students see clear connections between their learning and employment opportunities, they are more likely to take school discipline seriously, since indiscipline could jeopardize their future careers.

Furthermore, the findings indicated that vocational guidance enables students to take career paths that align with their interests and abilities. Respondents emphasized that guiding students to pursue their desired careers builds self-confidence and commitment. As one teacher observed, helping learners identify their future employment opportunities boosts their sense of purpose and direction (Teacher, personal communication, 2024). This observation resonates with Okonkwo's (2011) view that career development is a continuous process shaped by guidance and personal discipline. Students who have clarity about their career aspirations are more likely to remain focused and disciplined throughout their schooling.

The study also found that vocational guidance prepares students for life after secondary school by providing them with advice on how to behave in the world of work. This type of preparation is critical in ensuring that students are not only academically prepared but also socially and ethically grounded for the demands of professional life. Olayinka (2001) emphasized that while many students focus on obtaining grades and certificates, true success lies in the acquisition of discipline, knowledge, and practical skills necessary for workplace adjustment. The current findings confirm that vocational guidance bridges this gap by equipping students with adaptive skills for navigating post-school life.

Another important finding was that vocational guidance enables students to adapt to different life situations by developing problem-solving and decision-making skills. One teacher highlighted that schools which expose students to different facets of life empower them to manage challenges effectively (Teacher, personal communication, 2024). This supports Alutu's (2001) argument that vocational guidance and decision-making should be viewed as integral to the process of cultivating discipline, beginning early in school life and continuing into adulthood. By learning to manage challenges constructively, students reduce tendencies toward indiscipline.

The findings further showed that vocational guidance encourages self-discovery, helping students to recognize their strengths and talents. Self-awareness is central to discipline, as students who understand their capabilities and limitations are more likely to set realistic goals, manage frustrations, and avoid disruptive behaviors. This reflects Leung's (2004) assertion that vocational guidance is an essential process for secondary school students who are at a critical stage of identity formation and career decision-making.

Moreover, teachers agreed that vocational guidance reduces unemployment by empowering students with practical skills that are directly applicable in the labor market. By instilling employability, vocational guidance promotes a sense of responsibility and foresight, as students understand the consequences of their academic and behavioral choices on future opportunities. The emphasis on final-year vocational guidance in most schools further demonstrates the recognition of its importance in shaping students' discipline and readiness for life beyond secondary education.

These findings are consistent with international experiences. For example, the Nigerian model of vocational guidance introduced at St. Theresa's College, Ibadan in 1959 sought to address the challenges students faced in career selection and workplace adjustment (Leung, 2004). Similarly, in Ethiopia, Wako (2016) observed that the underutilization of school guidance services weakened the potential benefits for students' psychosocial adjustment and discipline. The current study builds on such

insights, affirming that vocational guidance has a significant effect on student discipline in government-aided secondary schools in Mbale City.

The findings suggest that vocational guidance is more than a career service; it is a vital component of discipline management in schools. By equipping students with hands-on skills, fostering self-awareness, encouraging employability, and preparing them for post-school environments, vocational guidance strengthens students' sense of responsibility and discipline. This supports the argument that integrating vocational guidance into the school system not only addresses future employability challenges but also contributes to immediate improvements in students' behavior and discipline..

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.0 Introduction

This chapter presented conclusions and recommendations of the study based on the study objectives.

6.1 Conclusions

6.1.1 Educational guidance and students discipline

The study concluded that educational guidance plays a significant role in shaping students' discipline in government-aided secondary schools in Mbale City. The discussions revealed that when learners are guided on academic choices, study habits, and career aspirations, they are more likely to develop positive attitudes toward school rules, enhancing overall discipline. Teachers noted that learners who receive educational guidance tend to concentrate on their studies, minimize disruptive behavior, and show a greater sense of responsibility in both academic and non-academic spheres. These qualitative insights are supported by the multivariate regression results, which show that educational guidance has a positive and statistically significant effect on students' discipline ($\beta = 0.253$, $p = 0.005$). This indicates that structured academic guidance is a meaningful predictor of disciplined behavior and not only serves as an academic support system but also as an effective strategy for managing discipline in schools.

6.1.2 Personal guidance and student's discipline

The study concluded that personal guidance is central to promoting discipline among learners in government-aided secondary schools in Mbale City. Counseling on personal challenges such as peer pressure, stress, and emotional difficulties helps students become more resilient and better positioned to make responsible decisions. Teachers emphasized that learners who access personal guidance are more likely to resist involvement in indiscipline cases such as absenteeism, fighting, or drug abuse, as they feel supported and understood within the school environment. However, the

multivariate regression analysis shows that personal guidance, while positively associated with discipline, is not statistically significant ($\beta = 0.188$, $p = 0.113$) when considered alongside educational and vocational guidance. This suggests that personal guidance contributes to learners' emotional well-being and discipline, but its influence is weaker relative to the other guidance strategies.

6.1.3 Vocational guidance and student's discipline

The study concluded that vocational guidance plays a vital role in shaping students' discipline in government-aided secondary schools in Mbale City. Learners who are guided to understand their career paths and the relevance of education to their future tend to develop a greater sense of responsibility and commitment to school rules. Teachers highlighted that when students receive vocational guidance, they become more focused on their studies and less likely to engage in misconduct, motivated by a clear vision of their future aspirations. These observations are strongly supported by the multivariate regression results, which indicate that vocational guidance has the strongest positive and statistically significant effect on students' discipline ($\beta = 0.424$, $p = 0.001$). This confirms that career-oriented guidance not only enhances learners' career awareness but also serves as a powerful motivator for disciplined behavior in schools.

6.2 Recommendations

6.2.1 Educational guidance and student discipline

It is recommended that schools in Mbale City strengthen the provision of educational guidance programs to help learners align their academic goals with expected standards of discipline. Teachers and school administrators should design structured guidance sessions that clearly communicate the importance of education in shaping learners' futures. For example, schools may organize regular guidance talks, mentorship programs, and peer-support groups where students are encouraged to share academic challenges and receive constructive advice from teachers and senior students. This approach will not only enhance learners' academic commitment but also instill

discipline, as students will better appreciate the connection between their academic efforts and desired future outcomes.

6.2.2 Personal guidance and student Discipline

It is recommended that government-aided secondary schools in Mbale City expand and institutionalize personal guidance programs that focus on students' socio-emotional, moral, and behavioral development. Schools should ensure that every learner is attached to a mentor teacher for continuous follow-up, and that clubs, societies, and peer-support structures are actively promoted to enhance social interaction and collaboration among students. For instance, schools may establish mentorship frameworks where senior students and staff guide younger learners in managing challenges, building self-esteem, and making responsible decisions. Additionally, parental and community involvement should be encouraged through active participation in school activities and the PTA, ensuring that guidance extends beyond the classroom and reinforces discipline holistically.

6.2.3 Vocational guidance and student Discipline

It is recommended that government-aided secondary schools in Mbale City strengthen vocational guidance programs to equip students with practical skills, career awareness, and adaptive capabilities that support both academic and behavioral discipline. Schools should provide structured hands-on projects, career counseling, and exposure to real-life work environments to enable students to make informed career choices and develop a sense of responsibility. For instance, students may participate in school-based workshops, internships, or community projects that reinforce the link between discipline, skill acquisition, and employability. Additionally, vocational guidance should focus on preparing students to navigate post-secondary challenges, thereby fostering self-reliance, adaptability, and proactive problem-solving, which collectively enhance discipline and readiness for future professional life.

6.3 Areas for further studies

Based on the findings and conclusions of this study, several areas emerge for further research.

- i. Explore the long-term effects of educational, personal, and vocational guidance on students' discipline across multiple districts in Uganda to determine whether the observed patterns in Mbale City are consistent nationally.
- ii. Investigate the role of parental involvement and home environment in complementing school-based guidance, given the influence of family in shaping student behavior.
- iii. Examine the impact of digital and technological guidance tools on students' discipline, particularly in the context of increasing use of online learning platforms.

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APPENDIX A: QUESTIONNAIRE FOR TEACHERS

Dear Respondent, I am Wamono Vincent a masters' student at Uganda Christian University. I'm currently undertaking my research study on guidance and student discipline in Public Secondary Schools in Northern City Division, Mbale City. This questionnaire is intended to collect data from teachers which was useful in the above mentioned research. You have been identified as a potential respondent. You are kindly requested to complete the questionnaire as illustrated in each section. Kindly answer the questions as honestly as possible and the information you give was kept confidential and only used for academic purposes.

Thank you

SECTION A- DEMOGRAPHIC INFORMATION

Please indicate the correct option by ticking (✓)

1. What is your gender (a) Female (b) Male

2. What is your professional qualification?

a) Certificate

b) Diploma in education

c) Graduate (Degree)

d) Master's Degree

3. What is your teaching experience as a teacher?

a) 2-5 years

b) 6-9 years

c) 10-15 years

d) 16-20 years and above

You are required to tick your best option according to how you concur with the statement in line with the four Linkert scale described as: **Strongly disagree (SD) = 1, Disagree (D) = 2, Agree (A) = 3, strongly Agree (SA) = 4**

SECTION B: Educational Guidance

Items	SD	D	A	SA
1. We asses and guide our students at subject choice under the Competence Based Curriculum.				
2. I am always available to my students for any consultations after class.				
3. Our class timetable is made based on teacher-student consultations/ interactions.				
4. We have a specific staff that offers guidance to students on specific days				
5. This school prints and organizes prep sessions for learners at all levels.				
6. Educational guidance is part of the school time table for every class				
7. Educational guidance is concerned with prevention of bad behavior rather than care				
8. I teach my students through a leaner centered approach				
9. We offer guidance services as a whole to our students on a weekly basis				
10.This school has rules and regulations to which every student must abide				

SECTION C: Personal Guidance

Items	SD	D	A	SA
1. Our learners join different clubs and societies that teacher them socio interaction.				
2. Our students are taught to have a positive outlook on life situations.				
3. We guide students towards good morals and behaviors.				
4. Our students are encouraged to be free and open to the senior woman/man teacher respectively.				
5. We guide and encourage our students to always do the right thing at the right time and in the right place				
6. As a school we encourage the community to take part in instilling discipline in our children				
7. Personal guidance is appositive way of resolving academic problems other than punishment				
8. Our students always extend their challenges to prefects who later forward them to the school administration				
9. We attach every student in this school to a mentor teacher for follow up on guidance				
10. We attach every student in this school to a mentor teacher for follow up on guidance				
11. All our parents are members of PTA and this allows us to manage discipline of student from both ends				

SECTION D: Vocational Guidance

Items	SD	D	A	SA
1. We train our students on hands on projects for career development				
2. Through Vocational guidance, we help students to get trained in areas that lead to employment.				
3. Our students are guided to take career paths of their choice				
4. Through vocational guidance students are given advise on how to behave after secondary school in the world of searching for jobs				
5. Through Vocational guidance we help to tailor students to adopt to different life situations.				
6. Through Vocational guidance we make students to realize who they are and what they can do best				
7. Vocational guidance reduces unemployment as it empowers students with hands on skills				
8. My school provides vocational guidance to students in their last year at secondary school				

Thank You!



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APPENDIX B: STUDENT DISCIPLINE

Dear student, you have been chosen to be part of this study entitled “Guidance and student discipline in Northern City division” You are required to tick your best option according to how you concur with the statement in line with the four Linkert scale described as: **Strongly disagree (SD) = 1, Disagree (D) = 2, Agree (A) = 3, Strongly Agree (SA) = 4**

Note that all answers provided are correct. Feel free to inquire in case there is a statement that you do not understand clearly.

Statements	SD	D	A	SA
I am always at school on time every day				
I always attend all my lessons as per the time table				
All my teachers attend to their lessons and are approachable				
I offer respect to all teaching and non-teaching staff				
I always ask for permission whenever I want to go out of class and school compound				
I have always done my examinations without cheating				
I never make noise or play in class				
I am compliant to school guidelines				

Thank You!

APPENDIX C: INTERVIEW GUIDE FOR DEPUTY HEAD TEACHERS AND DIRECTORS OF STUDIES.

1. What other strategies do you use in disciplining students other than punishment?
2. What do you consider as indicators of a disciplined student at school?
3. In your opinion, how does educational guidance affect student discipline?
4. Do you attach you students to mentor teachers for advice?
5. What is the effect of personal guidance on student discipline at school?
6. Do you guide your students in making career choices?
7. In your opinion, how does vocational guidance affect student discipline?

Thank You!

Krejcie and Morgan Table for Determining Sample Size of a known population

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	1000000	384
<i>Note: N is Population Size; S is Sample Size</i>					<i>Source: Krejcie & Morgan, 1970</i>				

Thank you for your cooperation



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DEPARTMENT OF EDUCATION

To Headmaster,
Buxonde S.S

Received
[Signature]
1st DEC 2023
Buxonde Secondary School
P.O. Box 2239, Mbaale(U)

Dear Sir/Madam,

Re: Academic Research

Christian greetings!

We are honored to introduce to you Mr. Mrs./Miss WAMONO VINCENT
Of Registration Number; PS21/MVC/MBU/DIS pursuing a
Masters' Degree/Postgraduate Diploma / Bachelor's Degree
MASTERS' DEGREE

He/ she is required to carry out an academic research on the topic
GUIDANCE AND ~~ASSESSMENT~~ STUDENTS' DISCIPLINE
IN GOVERNMENT AIDED SECONDARY SCHOOLS IN NORTHERN
ZIMB DIVISION MBALE CITY.
and thereafter produce a well bound hard cover research report (MAROON) in color for undergraduate and three (BLACK) copies for Postgraduate students as a University requirement for the award of a degree/diploma in the academic discipline that he / she is pursuing.

We shall be grateful for the help you may offer to him or her accordingly.

Thank you.

Yours faithfully,

[Signature]

CHELANGAT K JOSHUA
HEAD OF DEPARTMENT

UGANDA CHRISTIAN UNIVERSITY
DEPARTMENT OF EDUCATION
11 AUG 2023
MBALE UNIVERSITY COLLEGE



**UGANDA CHRISTIAN
UNIVERSITY, MBALE UNIVERSITY COLLEGE.**

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DEPARTMENT OF EDUCATION

To HEADMASTER
NAULAZOKE SS



Dear Sir/Madam,

Re: Academic Research

Christian greetings!

We are honored to introduce to you Mr. Mrs./Miss. WAMONO VINCENT
Of Registration Number; PS21/MUC/MBE/015 pursuing a
Masters' Degree/Postgraduate Diploma / Bachelor's Degree
MASTERS DEGREE

He/ she is required to carry out an academic research on the topic
GUIDANCE AND ~~ASSESSMENT~~ STUDENTS' DISCIPLINE
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she is pursuing.

We shall be grateful for the help you may offer to him or her accordingly.

Thank you.

Yours faithfully,

CHELANGAT K JOSHUA
HEAD OF DEPARTMENT





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DEPARTMENT OF EDUCATION



To: The Headteacher,
Nkomaa SS

Doc Help this gentleman in his aspect.

Dear Sir/Madam,

Re: Academic Research

Christian greetings!

We are honored to introduce to you Mr. Mrs./Miss. WAMONO VINCENT
Of Registration Number; P521/MUC/MBE/O15 pursuing a
Masters' Degree/Postgraduate Diploma / Bachelor's Degree
MASTERS DEGREE

He/ she is required to carry out an academic research on the topic
GUIDANCE AND COUNSELLING AND STUDENT DISCIPLINE
IN GOVERNMENT AIDED SECONDARY SCHOOLS IN NANTWAN
CITY DIVISION MBALE CITY.
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she is pursuing.

We shall be grateful for the help you may offer to him or her accordingly.

Thank you.

Yours faithfully,

[Signature]

CHELANGAT K JOSHUA
HEAD OF DEPARTMENT





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DEPARTMENT OF EDUCATION

To THE HEADTEACHER
MBALE H/S

Dear Sir/Madam,

Re: Academic Research

Christian greetings!

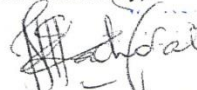
We are honored to introduce to you Mr. Mrs./Miss. WAMONO VINCENT
Of Registration Number; P521/MUC/MED/OIS pursuing a
Masters' Degree/Postgraduate Diploma / Bachelor's Degree
MASTERS DEGREE

He/ she is required to carry out an academic research on the topic
GUIDANCE AND COUNSELLING AND STUDENT DISCIPLINE
IN GOVERNMENT AIDED SECONDARY SCHOOLS IN NORTHERN
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We shall be grateful for the help you may offer to him or her accordingly.

Thank you.

Yours faithfully,


CHELANGAT K JOSHUA
HEAD OF DEPARTMENT

