

**MANAGEMENT OF STUDENT'S DISCIPLINE IN THE POST CORPORAL
PUNISHMENT ERA IN UGANDA SECONDARY SCHOOLS - NORTHERN
REGION**

SANTO OCII

RM18P02/ 506

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

July, 2025



**UGANDA CHRISTIAN
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DECLARATION

“I declare that the research titled: **Management of student’s discipline in the post corporal punishment era in Uganda Secondary Schools-Northern Region** is my own work and that all the sources used have been quoted.

Name: Ocii Santo

Signature: 

APPROVAL

We declare that the thesis written by Ocii Santo titled “**Management of student’s discipline in the post corporal punishment era in Uganda Secondary Schools-Northern Region**” is his own work prepared under our supervision. We also declare that the thesis meets the requirements for the words of the degree of Philosophy in Education.

Name: Dr.Eduan Wilson

Signature: 

Name: Dr. Stella Amero Eduan

Signature: 

ACKNOWLEDGEMENT

In accomplishing the study, I wish to express my sincere gratitude to the following individuals, officials and institutions that ensured that the study became a reality:

Dr. Eduan Wilson, Dr. Stella Amero Eduan and Dr. Mary Kagoire Ochieng, without their assistance, guidance, encouragement and support, this research would not have been possible. My indebtedness cannot be expressed in words or writing.

Dr. Kamukama, my lecturer, for all the support, encouragement and assistance at all the times.

My lovely parents, Mr. Justo Okwera and Mama Terezina Akello, for supporting my education at the foundation level, your support has been of success in my life.

My wife, Amony Esther Oringa, my daughter Ageno Patience, Aceng Daniellah and my two sons, Olara Joshua and Omara Jeremiah, for their patience and wonderful way in which they supported me in this study.

The Education Department of Arua City, Amuru District Local Government, Gulu City and Kole District Local Government for permitting me to conduct research in their secondary schools in the Northern region of Uganda.

Ministry of Education of Education and Sports, through the Directorate of Education Standards (DES)- Northern Region, for the available data provided for the study.

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ABSTRACT.

The study examined how secondary schools managed students' discipline in Uganda's post-corporal punishment era. It adopted a qualitative approach and employed a multiple case study design. Purposive sampling was used to select four secondary schools and participants that comprised 32 student leaders, 12 teachers who were members of the disciplinary committee, 4 head teachers, and 4 chairpersons of the Board of Governors. Data was collected using in-depth interviews, focus group discussions, and document analysis. Interview guides developed by the researchers were used as instruments for data collection from the respondents; the collected data was then thematically analysed. The study was also guided by the interpretive paradigm, which helped the researcher explore the students' discipline management. The objectives of the study were to explore the students' perspective on the management of school discipline in the post-corporal punishment era, To explore the disciplinary measures used by teachers in managing students' discipline in the post-corporal punishment era , to explore school leadership support provided by head teachers to teachers towards discipline management in post corporal punishment era, to explore the influences of school environments in shaping the discipline of students in a school that has demonstrated exemplary practices of discipline management in the post corporal punishment era. The research instrumental credibility was checked for consistency throughout the process of interviewing, coding, transcription, and putting into themes by the researcher while trustworthiness of the instrument was assessed by pre-testing the instrument's questions in 2 schools. Data was thematically analysed. The finding was that discipline is defined as a system, and these systems were managed through procedures such as discipline code, consultation, guidance, and counselling to modify inappropriate behaviours, providing effective communication, and making the school safe by providing a conducive, healthy environment. The study recommended that school educators should address disciplinary problems with empathy for the possible problems students may be experiencing at school that cause their indiscipline. This necessitates the use of alternative discipline approaches in schools. Therefore, school teachers should all be taught alternative approaches to school discipline, such as guidance and counselling in order to make the school a safe learning environment.

CHAPTER ONE

INTRODUCTION

1.1 Background

Throughout history, discipline has often been enforced by the implementation of physical punishment, dating back to ancient periods such as the rules of Sparta, Troy, Athens, and various other Greek city-states (Wasef, 2021). This practice was prevalent in the medieval Christian churches and was also observed in Judaism. It persisted in the legal systems of certain European towns as early as the 11th century in ancient Israel. Additionally, it was customary in traditional civilisations such as Egypt (Wasef, 2021). During that era, punishment mostly targeted legal and educational environments. During the early period in Europe, discipline was enforced by the use of corporal punishment; the early churches were the principal advocates of these activities and it was used to cultivate human faith. At that time, the churches were closely associated with the legal and education systems (Dupper & Montgomery Dingus, 2009).

Worldwide, students were whipped, beaten, caned, and flogged, as these were the most common punishments for wrongdoers (Lansford et al., 2014). Faculty, schools, and churches during the early times drastically influenced the implementation of corporal punishment in managing undisciplined students (Gershoff, 2017). Enforcing discipline was exceptionally harsh and rigorous, and it was universally acknowledged as the sole legitimate approach to disciplining students in educational institutions. Subsequently, several educational theorists have advised against employing corporal punishment as a means of regulating discipline in schools. They have emphasised the need to prevent severe disciplinary measures inside educational institutions (Blandford, 2003). Nonetheless, corporal punishment in those medieval times was criticised by the Archbishop of Canterbury, philosophers like John Locke, and Catholic priests. Despite these cautions, severe discipline prevailed in schools (Blandford, 2003).

Starting in the late 15th century, there were advancements in the methods used to manage learners' discipline. Legal penalties were transformed into public spectacles in which defendants were overtly punished as a means of deterring others from engaging in similar actions. During the early 18th century, there was widespread criticism on the practice of using physical

punishment in controlling students' behaviour. The approaches of using harsh treatments were considered ineffectual in addressing and rectifying misconduct. The consensus among individual was that disciplinary measures should prioritise correction rather than retribution (Gershoff, 2017). The ultimate consequences of these principles resulted in a modest enhancement in the utilisation of disciplinary techniques for managing students' behaviour. In the 19th century, England banned corporal punishment and started implementing alternative methods of discipline management to replace corporal punishment. Eventually, corporal punishment was eliminated. Most Asian and Middle Eastern countries also abolished these practices which were still used as a legal punishment until 1999 in many developing countries.

According to UNICEF (1992), after World War II and the adoption of the Human Rights Charter in 1948 by several United Nations member countries, which guaranteed the protection of human rights, various legislations were enacted to prohibit torture and the use of inappropriate disciplinary measures against children in homes and schools. This human rights based management was observed in many countries such as; the United States of America, Britain, Germany, France, and other developed countries in the Northern hemisphere, (Kesner and Stenhouse ;2018) and cited in a position paper by Amin et al. (2021) from the Society for Adolescent Medicine. The paper explained that harsh and inappropriate methods of managing behavioural problems were deemed unacceptable, and the use of corporal punishment to punish misbehaviour was found to perpetuate criminal behaviour.

Governments that time worldwide were committed in ensuring that all children have equal rights, this was done by adopting the United Nations Convention on the Rights of the Child (CRC) (UNICEF, 1992). The Convention on the Rights of Children states that “*every state must safeguard children from any kind of physical and mental harm*”, as stated in Article 37 and Article 39 of the CRC. According to the CRC, all member states are obligated to offer assistance to children who have experienced violence. Additionally, the CRC mandates that the disciplinary procedures in schools must respect the child's human dignity and should be aligned with the principles outlined in the Convention. Moreover, according to Article 28(2), it is the responsibility of humans adult to oversee children's discipline to provide a safe and child-friendly environment in schools.

Furthermore, managing discipline through humans was promoted in Europe, Israel, Japan, and other countries; Sweden further advanced the promotion of alternative justice practices by parents (Milka et al., 2017). Other countries that subsequently passed laws advancing humility by parents and schools in taming children's inappropriate behaviour were Norway, Denmark, and Finland.

In Africa, until the 20th Century, leaders used corporal punishment for disciplining children as per African culture, and it was normal to punish a child for misbehaviour corporally (Amphora & Shumba, 2010). In South Africa, the introduction of Bantu Education in 1955 exposed black children who hitherto had largely been outside the education system to school beatings. Unlike white girls, African girls were not exempt from beatings (Maphosa & Shumba, 2010). The democratisation of the school system in South Africa was aligned with their new constitution, which was implemented after gaining independence in 1994. This constitution placed importance on respecting and safeguarding the rights of children as per the South African constitution of 1996 which guarantees the protection of children's Rights, but also South Africa was a signatory to the Convention on the Rights of the Child (UNICEF, 2012), and therefore in line with their constitutional requirement, corporal punishment was banned in South African schools (Maphosa & Shumba, 2010).

However, Uganda was not unique among African countries when the British introduced formal schooling. During that period, educators and parents employed corporal punishment as a means of maintaining school discipline (Musa & Martha, 2020). In the colonial era, physical punishment was considered the indisputable scientific method of punishing learners which was an essential component of educators' disciplinary management system in schools (Musa & Martha, 2020), and because of its negative effects, corporal punishment was eliminated in Uganda. This decision was made after a thorough examination of the Ugandan Constitution, specifically Article 24 of the 1995 Constitution, which safeguards all individuals, including children, from any kind of torture or cruel and inhumane punishment. Additionally, the Government of Uganda passed a law in 2016 that outlines the rights of children and mandates that parents, community members, and teachers must protect children from any form of inhumane treatment while disciplining them. Consequently, instructors bear the responsibility of safeguarding children from all types of violence perpetrated against them. In a similar vein, the

Government of Uganda in 2016 eliminated physical punishment and made it illegal for subjecting anyone with inhumane treatment, This was followed by directive to deter the perpetrators for committing such acts. It was noted that employing corporal punishments to discipline children in schools weakens their sense of security and safety, causes physical discomfort, and as well causes mental trauma to students which diminishes their ability to remember and perform well in educational settings, and as a result compromises their entitlement to education.

While law has been effective in reducing and eliminating corporal punishment as a means of managing students' inappropriate behaviour in schools in the industrialised countries like the United States of America (USA) and Europe, Uganda presents a different scenario (Musa & Martha, 2020). The prevalence of caning in primary and secondary schools in Uganda is concerning, as it has resulted into severe cases such as death and sometimes long lasting impact such as physical harm, and in certain cases, even fatalities (Musa & Martha, 2020). In defiance of the law on ban on corporal punishment set by the Ministry of Education and Sports' prohibition on corporal punishment in 2006, teachers and school administrators have persistently employed corporal punishment within educational institutions. In 2006, the Permanent Secretary of the Ministry of Education and Sports sent a circular to all school principals:

“Corporal punishments for students in schools and colleges must stop forthwith. This applies to meting out any form of punishment or act that may cause injury, damage, defilement, or disfigurement to the human body. A cane as a disciplining machine must not be used in schools and institutions of learning. Children/students ought to be brought up in love and care rather than in brutality and a violent manner”. Why have teachers tried implementing corporal punishment for learners despite such a directive?

Furthermore, the same Ministry of Education and Sports in the year (MoES, 2012) has also undertaken several safe school initiatives that include:

Publication of alternatives to Corporal Punishment in 2008 that supported the implementation of the Ministry of Education and Sports directives on the ban of corporal punishment in schools. This publication was distributed to all schools in Uganda to provide teachers with positive behaviour management strategies, and the same ministry also trained teachers on the alternative strategy. The Ministry also made revision on the inspection guidelines for use by schools

inspectors that were included in the Basic Requirement and Minimum Standards (BRMS) indicators in 2009 for use by the Directorate of Education Standards (DES) which revised the (BRMS) to include the Organization and Management of institutional Safety and Security as one of its thirteen key indicators to promote physical safety issues, such as protecting children against violence and also rolled out the Safe Schools Handbook to support the BRMS indicator on school safety and security.

In 2009, the same MoES finalised the production of a safe school handbook for teachers with the facilitator's guide, and in 2010, all Coordinating Centre Tutors (CCTs) and inspectors in the country were trained on the materials with the support from UNICEF school countrywide on alternatives to corporal punishment. The ministry created a manual on alternatives to physical punishment, which was then published and distributed nationwide to assist in the enforcement on the ban. These guidelines on alternatives to corporal punishment were modelling by teachers, using child-centred teaching methodology, parental involvement, and guidance and counselling, understanding the types of learners, reprimanding the learners, giving extra time on tasks, ignoring the offenders, and providing positive reinforcement.

Again, in August 2015, the Ministry of Education, Science, Technology and Sports (MoESTS) released another Circular No. 2/2015 entitled "*Ban on all acts of violence against children in schools, institutions, and colleges*". This directive was given to Chief Administrative Officers, District Education Officers, District Inspectors of schools, and all heads of educational and training institutions to enforce the ban.

Despite MoES Safe School initiatives with support from its development partners, existing international laws, and a national legal framework on child protection, corporal punishment against children continues to happen in Ugandan secondary schools. Previous studies in Uganda by (Ssenyonga et al., 2019) have shown that corporal punishment in schools negatively impacts on students' retention, learning achievement, and completion. Therefore, this study explored practices from schools managing students' discipline well without using corporal punishment, the identification of these schools was based on the findings and recommendations of the inspectors from the Ministry of Education and Sports, Directorate of Education Standards, to provide a description of how students' discipline is managed in schools that have demonstrated exemplary discipline management with a view of developing school discipline model.

Theoretical perspective

The study was informed by two theories: The Assertive Discipline Model, advanced by Lee and Canter in 1976 and the Choice theory advanced by William Glaser in 1960. The researcher used the two theories to describe how the contrast between the two theories relates to the student's discipline management.

The assertive Discipline model was created to specifically target significant classroom management concerns that impact students' learning. According to the theory, teachers should establish and instruct a disciplinary framework consisting of 4-5 rules and corresponding consequences. This process involves initially determining the rules and expectations, presenting them to the students, and checking their comprehension. Furthermore, the theory states that teacher must employ positive repetition to strengthen the rules by emphasising positive behaviours instead of penalising negative ones. The Assertive Discipline Theory, as proposed by (Canter & Canter ,2001) and cited in Onyango (2016), outlines a five-step hierarchy of rising penalties for rule violations. The initial transgression results in a verbal caution, the subsequent offence results in ten minutes of isolation for the student, the third violation leads to fifteen minutes of isolation, and the fourth infraction necessitates the presence of the student's parent at the school. Additionally, the first offence is officially punished, necessitating the student to be sent to the principal's office (Onyango, 2016).

The assertive discipline theory centres on the emotional drive of the instructors to adopt a plan that affirms their authority to teach. The importance of implementing Assertive discipline system is that it provides teachers to prepare the daily program in the school environment. Assertive discipline is a practical method of school discipline that enables teachers to effectively communicate their desires and emotions without infringing upon the rights of others (Canter & Canter, 2001, as referenced in (Onyango, 2016). This idea is built on the principle that teachers have the right to educate their learners without any interference, while learners have the right to study without any disruption. According to this view, the responsibility for any misbehaviour lies with the teacher. It is assumed that the majority of learner's exhibit acceptable behaviour and assertive discipline serves as a reminder to acknowledge and encourage positive behaviour. Therefore, teachers should clearly explain their expectations and anticipate compliance, while also recognising and correcting learners to comply. The assertive discipline paradigm does not

inherently promote antagonism or advocate for excessive disciplining of learners. Nevertheless, the model employs four components to provide a learning environment in which learners function within well-defined regulations. These four components involve the establishment of self-explanatory rules, the reinforcement of learners' adherence to rules, and the creation of specific penalties for each violation of a rule, while ensuring that the penalties are just and rational. Finally, the teacher assumes the role of a leader inside the educational in the school. The relevance of Assertive theory is that it is built around a system of rewarding good behaviour, providing positive encouragement and reinforcement of good behaviour, thus discouraging punishment in deterring negative behaviour(Onyango, 2016).

A similar study which used the Assertive Discipline Model by Lee and Marlene Canter, although triangulated with Thorndike's Behaviour Modification Theory was on a research conducted by (Onyango, 2016a) , the research was on alternative corrective measures used in managing student behaviour problems in secondary schools in Bondo Sub-county, in Kenya. Again, a similar study which used Assertive discipline theory was by (Manoj Praveen G. & AnoopThomas Alex, 2018), the research established and underscored the roles of teachers in promoting a structure within the classrooms without hindering the students' rights.

According to Lewis (2019),The Assertive theory suggests that effective instruction is not the only way to improve students' misbehaviour or increase their on-task behaviour. This theory emphasises the importance of students' commitment and collaboration with teachers. To effectively deal with misbehaviour, teachers must accurately determine the underlying causes of classroom misconduct, whether it is individual or collective. Teachers need to recognise that they can manage some causes of student misbehaviour, although others may be beyond their control. Although the Assertive discipline theory is a good model for classroom discipline management, the theory did not take into account the influence of the learning environment as well as the impact of the school curriculum implementation on student discipline, yet these are core and essential components that affects students' wellbeing. The researcher decided to embrace the Choice theory as an alternative to the Assertive theory to address the unresolved concerns; therefore, the investigation requires the utilisation of the second theory.

The choice theory was developed by William Glasser in 1960's. The theory is grounded on the concept that classroom setting and curriculum promote an established, secured and conducive

space in education system that accelerate the requirements for autonomy, a feeling of inclusion, fairness in the distribution of authority and the desire for enjoyment. Choice theory emphasises prioritises of learners need by instructing them in the art of making suitable decisions. According to Glassier, behaviour ultimately comes down to an individual's free will. A learner's conduct is a direct outcome of the choices they make. Therefore, teachers must assist learners in making wise choices to make them change their negative behaviour to positive one. It therefore means that teachers should emphasise the importance of learners' accountability in order to promote norms that lead to achievement of students' wellbeing, thereby reducing wrong behaviour while offering appropriate alternatives.

Grasser's philosophy of instructing students on how to make judicious decisions was to develop a sequence of software applications to integrate elements from his reality therapy. Glasser established Reality Therapy and all of his educational methodologies were based on a conventional cause-and-effect theory which he referred to as Choice Therapy. This theory seeks to elucidate psychological and physiological behaviour. According to him, individuals select behaviours to fulfill a universal and innate need shared by all people. The essential human wants encompass love, power, freedom, enjoyment, and survival. According to Glasser, Quality refers to anything that consistently fulfils one or more of our fundamental requirements and provides satisfaction. Glassier's conviction in behaviorism leads to the logical inference that if a student engages in disruptive behaviour, then the underlying cause can be attributed to the school environment. The school's adult must establish an environment that fulfills the needs of all the students to avoid and prevent any disruptions.

According to Glasser, quality school is one that persuades all the students to think about it, students evaluate about the school in general and particular participate in school activities and as well provide environment that meets the needs of all students simultaneously. When all these are met, then school discipline problems will disappear. The focus of this theory is on the school environmental influences on students' behaviour. The theory emphasised that quality is attained in a school when educators provide a child-friendly and safe environment for the students and therefore parents must support educators in school discipline management. So this theory emphasises a child-friendly environment that promotes positive learning thereby discouraging corporal punishment in schools, and thus, the relevance of this theory to this study.

The Glasser Model perceives instructors as facilitators who assist individuals within their educational setting. The underlying concept here is that behaviour is solely a matter of choice; teachers should simply assist in enabling the process of making sound judgments, thus the level of student discipline plays a crucial role in shaping the academic achievements of the students at the school. Furthermore, students must possess self-discipline in order to make them provide a well-informed decision that shows their capacity moral correction. The ideas of controlling discipline using Choice theory do not include the use of physical force that inflict suffering on the learners, that is why it is pertinent in this research. The Glassier Model perceives teachers as facilitators within the learning environment who has roles in assisting individuals in their educational journey. The underlying concept is that all conduct exhibited by learners is a matter of choice; therefore teachers should assist students in making sound decisions. Teachers should established environments and curriculum that foster suitable behaviour that address learners' needs for a sense of belonging and empowerment. The establishment and enforcement of classroom rules are crucial in fostering learner accountability for their behavioural decisions. Engaging students into discussion, introspection, and taking steps to rectify mistakes made by learners are active ways of promoting discipline instead of relying on the use of rewards and sanctions.

Choice Theory was developed to help learners comprehend the underlying motivations behind their behaviour to enable them make more informed decisions regardless of whether one adopts a single theory or combines practices from multiple theories, learners will always benefit from a classroom atmosphere that is devoid of distractions that promotes learning. To Glasser, all this idea advanced will not eliminate all behavioural problems in the classroom. According to him, instructors should arrange the learning environment most effectively to cater to the needs of the learners. They should then intervene to enhance behaviour as required. Glaser acknowledges that even when the theory is followed, approximately 25% of your learners may still be unproductive. Nevertheless, in order to achieve success, the Theory necessitates us to depart from the traditional structure of the learning environment which particularly may be challenging especially with individuals who are inexperienced in the field.

Conceptual perspective

The term "discipline" originates from the Latin word *disciplina*, which means "instruction given to a disciple," particularly about child-rearing. It pertains to the acts undertaken by a caregiver to cultivate or alter a particular behaviour. Moreover, as stated by George (2017), the term "disciplina" originates from the Latin word "discipulus," which conveys the notion of "a form of correction or punishment." According to Jean-Pierre and Parris (2023), discipline refers to the methods used by caretakers to promote obedience and discourage unacceptable behaviour. Student discipline refers to the capacity to resist personal wants, manage emotions, control ideas, and adapt behaviour in alignment with long-term objectives (Zheng, 2022; George, 2017). The majority of definitions in the research highlight that discipline refers to the capacity to engage in intentional actions, as stated by Obadire et al. (2021) and (Black and Black, 2016). Additionally, the advancement towards objectives is consistently identified as a key advantage of discipline, as noted by (Nooruddin & Baig, 2014). To cultivate disciplined conduct, the individual must prioritise the goals they have set for themselves. The person must have a strong connection with their objectives and exert maximum effort in pursuing them (Kagoiya & Kagema, 2018).

Discipline facilitates the process of adapting to human needs and circumstances (Università & Ss, 2020). Adoption involves adapting to meet the necessary obligations of compliance. When examining the literature, there is disagreement about the identification, definition, and evaluation of disciplinary structure (Jean-Pierre & Parris, 2019). The terms self-control, willpower, self-regulation, conscientiousness, and self-discipline are sometimes used interchangeably (Glasser, 1999). While there may be slight distinctions between these notions, we have employed the term "discipline" to denote the same meaning as "self-control" (Jean-Pierre & Parris, 2019). Well-being is a primary objective for human beings (Woolf & Digby, 2020). Discipline is the key factor that directly or indirectly contributes to well-being (Betake, 2016).

Research has consistently shown that discipline is linked to favourable psychological factors, including life satisfaction, subjective well-being, happiness, psychological well-being, the meaning of life, and positive emotional reactivity. In addition, there is an inverse correlation between self-discipline and both stress (Mishra & Arora, 2021) and psychopathology (Natalie & Shane, 2014). Teachers are responsible for maintaining discipline in the classroom, which involves controlling and ensuring order. This is considered the primary duty of any teacher (Mwai et al., 2014). Failure to maintain discipline can lead to a teacher's failure. Rampa (2014)

asserts that any behaviour hindering a teacher's instructional ability is considered as disciplinary issue. Jean-Pierre (2019) asserts that disciplinary issues arose when a student's conduct hinders the actions of a teacher or other students.

Various scholars have conceptualised corporal punishment differently (Mwai et al., 2014; Wasef, 2021); corporal punishment refers to the intended application of physical pain to change behaviour. Lwo & Yuan(2021) stated that corporal punishment includes a wide variety of methods of disciplining such as caning children with sticks, hitting, slapping, spanking, pinching, kicking, shaking, shoving, choking, use of various objects such as wooden paddles, belts, sticks, pins, or any others. According to Petrus (2015), Corporal punishment is derived from the Latin word “corporalis,” meaning the body, it means physical punishment . Odebode(2020) defined corporal punishment as “the use of physical force to cause but not injure, for correction or control.” This may be recognised through inter alia, such as teachers pulling or pushing a learner to do exercise by force. Corporal punishment is a form of external administration system in schools which involves making the unpleasant happen or removing rewards and privileges.

In the context of this study, students' discipline management refers to the training aimed at cultivating specific character traits, behaviour patterns, and controlling conduct. It involved enforcement to deter unacceptable behaviour patterns in order to promote learning by reducing classroom disruption.

Contextual Perspective

Students' indiscipline in school is commonly managed autocratically using corporal punishment. This is manifested in school situations when physical force is used on learners to cause some degree of pain or discomfort to learners who fail to respond to teachers' instructions correctly in the class/school setting(Gregory et al., 2020) . Some teachers use corporal punishment in classrooms to control students' discipline, especially when students make noise in the classroom (Aboagye, 2019). This involves hitting students with a hand, pinching the body parts of a student as well as forcing a student to stay in uncomfortable positions (Allida &Nyakito, 2018). Another area in which harsh discipline management is evident in school is when a student fight on the school compound, in this case, teachers solve their problems and later cane them for fighting or give them to slash the school compound as punishment. Also, similar issues amongst the students

involve stealing the school's or a colleague's property. Here, teachers use harsh/ corporal punishment such as beating and giving heavy manual work to the students to deter them from such disciplinary acts again. Indiscipline, such as refusal by students to participate in cleaning the school compound, and refusal to participate in co-curricular activities, including clubs/societies and any school activities deemed necessary by the school authorities, are all acts of indiscipline which are corporally punishable by the school administration (Milka et al., 2017).

In Uganda, although Ministry of Education and Sports have resorted to alternative discipline management in managing students' inappropriate behaviour, there is still frequently discussion in media on educators' use of corporal punishment in managing the indiscipline of students in secondary and primary schools , for example, the Daily Monitor, January 5th ,2021 reported a teacher who caned a child to death, on April, 3rd 2019, a Mbale teacher slaps a students, ruptures her eardrum, again in March 21st , 2020, the incident involving a top class pupil at Home Kindergarten in Najeera Township ,a Kampala suburb allegedly beats up a six year old child who later died from her injuries and on 13th March, 2023, the incident involving death of a senior one student at Kyamate secondary school in Ntungamo district after their dormitory was reportedly set ablaze by bullies, brings in the force of violence on bullying in school, media reports that the dormitory was reportedly set ablaze by students who had been suspended for bullying colleagues (corporally punishing other student's). It is important to acknowledge that certain types of physical punishment form a component of enduring behaviour among adolescents. This condition typically develops gradually and tends to deteriorate when not effectively controlled by school teachers. Within certain educational institutions, instances of physical punishment, such as bullying and caning persist due to the lack of guidance from school administrators on how to effectively exercise their authority. Yet, schools are intended to be a safe environment where students develop their aspirations, ambitions, objectives for positive inclination.

It should be noted that students' disruptive behaviours are considered major challenges that head teachers face, as well as school teachers (Aldridge et al., 2019). Managing disruptive students is a critical variable for effective school management (Aldridge et al., 2019; William Pastory Majani,2020). However, scholarly evidence shows that many school head teachers have limited strategies for managing disruptive behaviours in Uganda Secondary Schools (Nduhura & Natamba, 2022; Ofoyuru s& Too-okema, 2011). The lack of concrete strategies by teachers and

head teachers had led to their incompetence in dealing with students with different behavioural problems in schools, (Nduhura & Natamba, 2022; Woodcock & Reupert, 2017) and as a result, is the cause of both teachers and the head teachers reporting overloaded by students' disruptive behaviours such as hostility, abusive language, bullying, etc (Lema & Gwando, 2018). On the other hand, teachers complained about their head teachers that they are aggressiveness and professionally misbehaved which has led to school unrest by students (Odebode, 2020). Teachers viewed head teachers as dictators, lazy, fair, and unfriendly (Ampeire et al., 2022). The deteriorating relationship between teachers and students is grounded on poor discipline management in secondary schools (Ampeire et al., 2022).

Discipline facilitates the regulation of emotions, while emotional support entails the explicit and nurturing approval that promotes a sense of connection or attachment between instructors and children within the school environment (Ritter & Ritter, 2018; Shukla et al., 2016). Individuals who have a strong attachment or connection to a person or a social system are more likely to follow the right rules and comply with them. In their study, Musa and Martha (2020) identify attachment to conventional individuals as a significant factor that discourages individuals from engaging in norm-breaking conduct. As the strength of the connection increases, the likelihood of the individual behaving in a compliant manner and effectively preventing deviant conduct also increases. Hence, the level of emotional connection to a teacher is likely to impact the extent to which the instructor can exert influence on student conduct. According to Indrawati(2019), teachers who offer emotional support are more likely to boost students' self-confidence in their academic abilities, leading to increased motivation and better adherence to school rules. Indrawati (2019), Jolstead et al. (2017), Sibanz (2016) and Afari, 2018) provide evidence to support the argument that students who receive emotional support from their teachers are more likely to enjoy learning, be motivated to succeed academically, and exhibit on-task behaviours. This aligns with the findings of (Onderi and Odera ,2018), who studied teachers' perceptions of their relationships with students and found that these relationships contribute to long-term discipline outcomes.

Positive relationships between students and teachers have been associated with improved discipline (Aldridge et al., 2019); improved discipline is an attachment that contributes to reduced student friction and school hooliganism. Supportive teachers model good

behaviour(Magdalene et al., 2019). Consequently, favourable sentiments towards a popular teacher foster positive connections among pupils, thereby promoting the cultivation of discipline inside a school. Drawing on this backdrop, this study provides contextual perspectives of how schools managed discipline in selected secondary schools in Uganda during the post-corporal punishment era.

1.2 Statement of the problem

The research is sparked by the general outcry on the persistent injuries of learners in schools as a result of teachers and administrators managing learners' indiscipline using corporal punishment in schools despite the ban. However, Uganda banned corporal punishment and all forms of violence against children in schools in 2006, and subsequently, the Ministry of Education and Sports issued Circular No.23/2006, followed by Circular No.7 /2011 and the latest 2/ 2015. Ministry of Education and Sports continues to receive complaints on inappropriate disciplining of learners from parents, students, and children despite the ban, according to Henry Ssemakula, a senior education officer in the Ministry (MoEs,2019).

Similarly, reports obtained from the Ministry of Education and Sports, inspectorate section, the Directorate of Education Standards (DES), Northern region for the years 2017 and 2018 indicate that physical punishment in the form of caning students makes schools unsafe and thus the lacked of safe school environment in the North has been recognized as one of the key factors contributing to low levels of enrolment, learning achievement, retention and completion in secondary education (MoEs,2017, 2018) reports. More so, a study conducted by Raising Voices and Save the Children on corporal punishment in the year 2017 in Uganda (SCIU, 2017) indicated that 14% of children suffer from corporal punishment at school. Furthermore, the Ministry of Education and UNICEF, through their national study on assessing child protection safety and security for children in primary and secondary schools, found that 70% and 57% of primary and secondary school students had experienced corporal punishment (UNICEF, 2018).

Cases of learners' injury within the schools were also on the increase in Ugandan schools, as a press report (New Vision; 16th July 2021) reported that "a science teacher was arrested for caning a pupil to death" at King's Primary school in Kabowa, Rubaga Division, Kampala. The teacher was accused of beating the pupil because the child had reportedly failed her science

test. The magnitude of reported cases of corporal punishment is so alarming, “New Vision, and www.co.ug. Retrieved July 16th, 2021.

Fortunately, while some schools seem to be coping well, others have not adhered to circular guidelines on the ban on corporal punishment given by the permanent secretary of the Ministry of Education and Sports in 2006, 2011, and, most recently, in 2015. As a result, learners continue to drop out of school because of the punishment administered by educators. The report further noted that corporal punishments instil fear in students which made them lost focus in classes and subsequently development of negative attitudes toward schools and teachers.

Teachers have continued to defy the law and administer corporal punishment as a disciplinary measure. Yet, the Children Act CAP 59 (2008), the Penal Code (Amendment) Act (2007), and (MoES,2010) outlawed all acts of corporal punishment against children in schools. In some schools where corporal punishment was illegally practised, students’ discipline was also found to be poor because the punishment impeded onto the students’ class participation and as well fuelled students drop out of school (UNICEF, 2017). Some schools have continued to maintain child-friendly environments that support students’ learning as well as discipline the learners without the use of corporal punishment; whereas these challenges were noted there after the ban on corporal punishment in schools, there were opportunities to learn from schools which were managing learners discipline well without the use of corporal punishment, So there is need for this study to adopt and adapt practices from schools managing students’ discipline without corporal punishment which can be copied by schools still using corporal punishment.

1.3 Research Purpose

The study aimed to explore the management of discipline and students’ perceptions of discipline in schools that have demonstrated exemplary discipline management as per the school inspection reports from the Ministry of Education and Sports on secondary schools in Northern Uganda. This was done by studying good practices from four schools documented by the Directorate of Education Standards (DES) in their inspection reports on the learners’ safety and security in schools that have exhibited exemplary discipline management. As an educator, my goal was to have a more profound comprehension of students' disciplinary management and its influence on the school community to offer effective methods of lensing on how to administer discipline without resorting to physical punishment. Therefore, this research can aid educators in

addressing the challenges associated with discipline in order to enhance their comprehension of discipline, and reduce the levels of conflict between teachers and students to enhance the teaching and learning process.

1.4 Specific Objectives of the Study

1. To explore the available disciplinary measures used by teachers in the management of students' discipline in the post-corporal punishment era.
2. To establish the leadership support that head teachers and governing body provides to teachers in the management of student's discipline in the post- corporal punishment era.
3. To establish the influence of school environment in shaping the discipline of students in a school that has demonstrated exemplary discipline management in the post-corporal punishment era.
4. To explore the students' perspective on the management of school discipline in the post-corporal punishment era.

1.5 Research Questions

1. What are the available disciplinary measures that are used by teachers in the management of student's discipline in the post-corporal punishment era?
2. Are there any leadership support that are provided by head teachers and board of governor to teachers in the management of student' discipline in post-corporal punishment era?
3. What is the influence of school environment in shaping the discipline of students in a school that has demonstrated exemplary discipline management in the post-corporal era?
4. What are the students' perspectives on managing school discipline in the post-corporal punishment era?

1.6 Significance of the study

Some schools have used inappropriate discipline management against the Ministry of Education and Sports circular No. 15/2015 on the ban on corporal punishment in all educational institutions

and this has affected school enrolment and retention (MoES, 2017). This means that there was a need for this study to adopt and adapt some practical guidelines that schools can use in managing discipline well without the use of corporal punishment, as revealed from the inspectors' reports produced by the Directorate of Education Standards (DES) which named some schools for managing students' discipline without corporal punishment and so by studying this good practice, the study would help design discipline model which can be taught to schools which are still practicing corporal punishment.

This study was conducted to inform school leaders and managers on how students' discipline can be managed without corporal punishment. This was done by exploring and understanding the management practices adopted by school teachers, head teachers, and chairpersons of the school governing bodies from schools that demonstrated exemplary discipline management. This study was set to better understand ways of managing students' discipline by studying good practices in secondary schools for managing discipline without corporal punishment. The society at large will benefit from the gains that arose from this study.

1.7 Justification for the study

Concerns from international agencies, including many studies, have shown that physical punishment, including spanking, hitting, and caning is a means of causing pain, which leads to increased aggression, antisocial behaviours, physical injury, and mental problems in students. More so, corporal punishments against students undermine their sense of self-worth, damaging their potential to take advantage of existing opportunities, including personal initiative. Cases of children who have suffered serious corporal punishment have resulted into physical permanent disabilities and mental damage (Jonah, 2009). World over, corporal punishment was outlawed; UN Convention on the Rights of Children (CRC) Article 19 of the (CRC) explicitly requires all governments to ensure that children are protected from all forms of violence. Therefore, this study was conducted to provide school educators and student leaders with strategies for managing students' discipline without corporal punishment.

A similar study was conducted by (Sekiwu & Naluwebe, 2016) on alternatives to instilling discipline after the post-corporal punishment in Uganda. The study focused on Masaka Municipality in primary schools, but the current study was done in secondary schools given the fact that secondary students are adult learners and are in adolescent stages; therefore, their

behaviours are quite different from that of the pupils in primary schools including the way their discipline is managed, this is why the study was done. Additionally, the current study site was selected based on the recommendations of the MoES (Directorate of Education Standards) inspectors on schools that demonstrated good discipline management practices. This was done to describe how discipline was managed. Since little research has focused intensively on addressing students' indiscipline management after the corporal punishment ban in Uganda, there was a need for this study.

Extensive reports have documented numerous cases of pupils and students being physically injured, having their careers abruptly ended, and even losing their lives due to corporal punishments. Inflicting corporal punishment results in enduring psychological harm characterised by depression, inhibition, rigidity, and anxiety. Consequently, it causes youngsters to lose interest in the learning process and underestimate the importance of education. Therefore, this investigation was necessary to mitigate such occurrences.

1.8 Scope of the study

The current study covered the Northern region, defined by the Ministry of Education and Sports (Directorate of Education Standards, DES), area of operation for their geographical inspection. The northern region was chosen because of some good practices, as depicted by DES inspectors' reports for 2017 and 2018, and also proximity to the researcher for easy validation of data. The population scope included 4 chairpersons of the school governing bodies, 4 head teachers, 12 teachers and 32 student leaders from 4 schools selected from the inspectors' reports based on their recommendations on good practice in discipline management. Eight focus group interviews were conducted with teachers and learners using interview guides developed by the researcher. The focus group questions were designed for self-administration because the researcher was interested in getting feedback while recording the tape directly from the respondents. While interviews with semi-structured questions were administered to head teachers and two chairpersons governing body, this further provided the researcher with qualitative data collection, which helped to validate the data collected from the focus group.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

In this chapter, I review the literature on managing students' discipline in secondary schools, aware that many researchers have documented students' discipline practices since the beginning of the colonial era (Jean-Pierre & Parris, 2019). Since colonialism, many Ugandan students in secondary schools have been unruly and destructive (Ampeire et al., 2022). So, the management of students' discipline in schools was based on autocracy with limited democratic procedures which was mostly dominated by corporal punishment. Escalation of school-based strikes in secondary schools has forced educators to look at school violence and discipline practices seriously (Jonah, 2009; Ofoyuru & Too-okema, 2011).

The literature review is conceptualized under the objectives of the study and focused mainly on the students' perspective on the management of discipline, the disciplinary measures used by teachers in managing students' discipline, support provided by a school head teacher / governing body to teachers and a description of how school's environment shapes the discipline of students in a school that has demonstrated exemplary discipline management.

2.1 Disciplinary measures used by teachers in managing students' discipline.

Recent research on the strategies used by teachers in supporting teachers in managing learners' discipline, however, has revealed that punitive strategies appear to be of limited usefulness in promoting responsible student behaviour (Jean-Pierre & Parris, 2019; Ajowi & Simatwa, 2010) and should be replaced by proactive and interactive discipline practices (Halu-halu, 2013). Students' discipline is associated with teaching students self-control based on a contract that binds teachers and students together to make learning effective. Effective student discipline management is linked to teachers' ability to set appropriate behaviours and gain learners' respect (Anyang, 2016). Many studies support the fact that more caring teachers and those who use relationship-based discipline strategies are perceived to be more effective teachers by their students (Asad, 2020; Lwazi Sibana, 2016; Bayraktar & Dogan, 2017; Onyango, 2017).

Teachers' management is classically identified as one of the most important variables in supporting students to improve in their discipline. Management styles refer to the set of strategies used by teachers to increase students' cooperation and engagement, which decreases their disruptive behaviours in schools (Lewis, 2019), thus keeping an appropriate learning environment (Senjaya et al., 2020). When teachers are supported, they can manage classroom discipline, time, activities, skills, and competencies of learners (Senjaya et al., 2020). Aware that Classroom management encompasses establishing clear rules and procedures to coordinate classroom activities (Mishra & Arora, 2021).

Discipline support entails the endorsement and dependence on a structured and compassionate approach to maintaining order (Kahraman et al., 2022; Sibanda, 2016). This support is expected to promote the establishment of a connection or bond between teachers and pupils. Hirschi (1969), as referenced in Sibanda (2016), who maintained that when an individual forms an emotional bond with a person or a social system, they become more open to adopting and following suitable norms, therefore enhancing their likelihood of compliance. Hirsch views the emotional connection to conventional individuals as a significant obstacle to engaging in behaviours that deviate from societal norms. There is a direct correlation between the strength of a connection and the likelihood of a person operating compliantly. This can serve as a powerful deterrent to deviant behaviours. Thus, the level of emotional connection to a teacher is directly related to the extent to which teachers offer guidance and structure, which in turn boosts students' self-confidence and academic performance, ultimately enhancing their motivation. The studies conducted by Onyango (2016) and Ajowi and Simatwa (2017) reveal that students who receive emotional support from their teachers are more likely to experience the pleasure of learning, be motivated to achieve academic success, and demonstrate focused behaviours.

In addition, a study conducted by Rampa(2014) discovered that instructors' views of their relationships with students were more accurate in predicting long-term results, such as work habits and behaviour, than their descriptions of the students' present behaviours in school. Ultimately, establishing strong connections between students and teachers has been found to result in superior outcomes for all students, even those with special needs (Siyanda, 2016; Lawazi Sibanda, 2016). Hirsch (1969) contends, as quoted in Alsubaie (2015), that attachment can result in significant others being psychologically 'present' even when they are not physically

there. For instance, when engaging with peers in a school setting, being conscious of a teacher's psychological and moral influence may discourage an adolescent from deviating from the established norms. Teachers to whom students feel devoted have the potential to mitigate student friction and unrest, even in their absence.

Psychologists in the workplace have studied the impact of students' autonomy on motivation in schools. Previous research has primarily focused on teacher control for discipline management, leaving the literature on student influence somewhat overlooked. However, recent attention has been given to the positive effects of increased student autonomy in shaping discipline. Studies by Halu-halu (2013) indicate that students who believe they have some level of autonomy within the school's disciplinary environment are more likely to be committed and intrinsically motivated in terms of their behaviour and self-control. Nevertheless, the researcher observed that when greater student involvement is accompanied by a decrease in instructor assistance or supervision.

When teachers involve students in decision-making, it makes them recognise their good behaviour and thereby act more responsibly in school. Positive behaviour by the teachers makes them express greater discipline intervention (Ampeire et al., 2022). Students prefer teachers who enact caring attitudes, establish community and family environments, and make learning fun (Ajowi & Simatwa, 2010). This literature is rooted in the fact that caring teachers show more empathy towards their students, see a situation from their point of view, and feel human about their students. They understand their students' feelings, needs, listen to what they say, and react quickly to their needs or problems (Sadik, 2018). Research shows that head teachers' management styles on their teachers' impact on students' discipline in schools (Università & Ss, 2020).

The aim of student discipline from the teachers' perspective is to develop the responsibility and self-control skills of the students by supporting their mental, emotional, and social development (Christina et al., 2021). Teachers must develop reciprocal and trusting relationships with their students to establish self-respect with them (Aboagye, 2019). However, discipline is usually perceived as a control since traditional disciplinary approaches were usually based on punishment, and teachers focus on being a dominant character that holds power. The related

literature shows that teachers tend to warn, give threats, and punish students when they do not behave as expected or disrupt the teaching and learning process (Nduhura & Natamba, 2022a).

Furthermore, the head teachers should ensure that the techniques of handling disciplinary problems by teachers provide respect for human dignity (Rahimi& Hosseini, 2015). These techniques may include pedagogical approaches in the classrooms, fostering positive interactions with the students and addressing daily challenges in the school environment related to learning (Odama, 2023). Furthermore, Lewis (2019) suggests that the use of collaborative learning strategies effectively handles interpersonal problems within the school environment. However, (Mergler et al., 2014) perceive head teachers' support to teachers as an important construct in the construction of knowledge, as well as the instillation of ethical and moral ideals.

Theoretical and philosophical viewpoints on learning and the social objectives of education are enhancing the interaction with students (Mergler et al., 2014) and the responses of school administration to the issues raised by teachers, as well as providing them with additional support to effectively manage student behaviours. Parents, educators, and individuals have acknowledged the challenges associated with managing indiscipline as persistent issues that affect children and young people during their educational journey ("Managing School Discipline: The Students' and Teachers' Perception on Disciplinary Strategies," 2015).

The theoretical and philosophical perspectives on learning and the social goals of education are improving the relationship with the students and the educators' reactions to students' problems by supporting them in action, (Amoah et al., 2015; Mergler et al., 2014). Although punishment is perceived as a reaction to removing disruptive behaviour to manage discipline (Wasef, 2021)It only has short-term effects, which can result in the repetition of misbehaviour. Positive discipline can be used by teachers to solve students' problems and to prevent repetition. Sadik(2017).

The study by (Mergler et al., 2014) observed that individual social groupings exert an impact on their perception of discipline both within and beyond the school environment. However, it is crucial to investigate the beliefs of both students and teachers, as well as analyse contextual elements of the educational environment. These aspects can provide further insights into

intervening measures so as to effectively manage indiscipline, but this research focused specifically on the collection of things used to define discipline in the school environment and emphasises the need for alternatives rather than punishment. The researcher is aware that rewards are disciplinary strategies employed by head teachers to teachers to manage students' discipline.

The divergent interpretations of tasks and responsibilities imposed by head teachers on teachers in schools lead to disciplinary issues (Lewis, 2019). These tasks and responsibilities serve as the foundation for student-teacher interaction in the school environment through shared understanding that enables them to identify and define behaviours that are considered disciplined. The understanding facilitates the resolution of discipline-related issues, comprehension of potential causes of indiscipline and implementation of appropriate measures to address issues related to discipline.(Lewis,2019). Based on the relevant literature (Sadik, 2018) Analysed the perspective of a head teacher to categorise disciplinary issues from the teachers' standpoint. He noted that teachers primarily interpret conduct that disrupts the teaching and learning process in the classroom as disrespectful towards the teacher and contributing to noise, and thus punishable(Tran et al., 2016).

A classroom is a place where students receive instructions under the guidance of a teacher (Şimşir & Dilmaç, 2020). It is a meeting place where teachers can effectively use it to address discipline matters. This is done by the enforcement of class rules and regulations. Learners are allowed to take responsibility for making decisions about their behaviour in the classroom and school. When learners and their teachers make classroom rules, they become accountable to their leaders. The teacher's classroom management style determines teacher-student interaction that builds positive relationships among learners (Vijayan et al., 2016). This argument was further advanced by (Mansor et al., 2017), who explained that for students to develop good behaviours, they must be in a school environment that is well-managed and organised.

Students' discipline in schools is the most pressing issue in the education sector worldwide, and teachers have to enforce it (Parveen & Akhtar,2023). This is done through counselling programs. This argument was supported by Komakech and Osuu (2012), who agree that

counselling services are vital in schools. This view was further supported by (Ondima et al., 2013), who echoed that teachers' role in guidance and counselling was a component of training, further more(Kagema and Kagoiya, 2018) holds similar views and they reaffirmed that school effectiveness depends on discipline and that teachers need to focus on the factors leading to reducing indiscipline in school by providing guiding and counselling learners.

The outcome of any effective teachers' support is disciplined learners, and therefore, teachers' roles in discipline management involve teaching learners to adopt good behaviour to establish a safe, orderly, and positive school-wide environment, Budrich(2021). The emphasis here is that head teachers should provide strategies to teachers to enable them to teach students to adapt and modify their inappropriate behaviours. This implies that teachers must find ways to create a climate of cooperation to teach their learners social, academic, and emotional skills. Therefore, school students need teachers' support to be fully guided regarding discipline to make them change their behaviour to succeed in life (Korugyendo et al., 2022).

Discipline manifests when school is a harmonious, respectable and secure place where students are responsible for themselves and aware of their actions and the consequences of their actions. Discipline is for students, and students are taught to obey adults. School students require discipline concepts, and the schools follow the biblical teaching regarding respect for authority. Students are taught to obey those in authority. *Romans 13: on submission to the authorities*, "let every person be taught to the governing authorities. There is no authority except from God, who has instituted those that exist. Therefore, whoever resists the authorities resists what God has appointed, and those who resist will incur judgment, for rules are not a terror to good conduct but to badly conduct. Therefore, have no fear of the one in authority, and then do what is good".

As highlighted by Pierre and Sylvia Parris (2018), discipline is the deliberate guidance and instruction aimed at promoting a social order in which the rights and responsibilities of students in the school are well-balanced. It is considered the cornerstone of any school's success as it guarantees the achievement of educational objectives. This claim is corroborated by Ampeire et al. (2022), who highlight that school discipline is a purview of the administration. Hence, the head teacher, in their role as a leader, must establish a well-defined policy on discipline in order

to effectively oversee the control of students' behaviour. Given that student learning is the ultimate goal of educators' action, learners' discipline must be considered an instrument of student teaching (Nduhura & Natamba, 2022c). As noted by (Musa & Martha, 2020), no meaningful learning takes place if students are not disciplined.

Classroom discipline is evaluated based on the level of academic performance and behaviour exhibited by students. Although academic discipline refers to the preparation for exams, behavioural discipline pertains to the moral behaviour of the students. Nevertheless, behavioural discipline is distinct and requires a unique approach. As indicated by Onderi and Odera (2018) School rules and regulations often outline the expected behaviour of students while at school. These rules and regulations are specifically created to uphold discipline in educational institutions. Nevertheless, (Anderson and Ritter ,2017) maintained that students who persistently violate norms and regulations are termed undisciplined. Dlamini et al. (2017) Confirms this by noting that breaking school rules/regulations is punishable in secondary schools, aware that discipline is the gatekeeper to student learning and well-being.

Frequently occurring instances of indiscipline in school breed a culture of conflict among the students, between students and school teachers, and between the school and the local community and as a result, there is a need to know how to manage conflicts to help students address their problems and concerns without apprehension. Thus, the school administration should endeavour to foster more adaptive behaviour in students and enhance their capacity to autonomously tackle future challenges. Therefore, school administrators should invest in instilling positive disciplinary tactics that promote successful discipline practices aimed at transforming student behaviour. Research findings suggest that these approaches may involve the use of positive reinforcement and the establishment of supportive teacher-student interactions (Senjaya et al., 2020) . On the contrary, (Clerk, 2019), as cited in (Aboagye, 2019), argues that harsh disciplining is effective as a deterrent because nobody likes physical pain. However, he continued to argue that, much as this mode of disciplining may deter students, it may encourage them to avoid wrongdoing. The book of Proverbs 19:20 is about a discipline that “*listens to advice and accepts instructions, that you may gain wisdom in the future.*” All these give a glimpse of how discipline management can be done.

Teachers play a significant role in guiding learners towards achieving recognition, Joanne (2016). Recognition is attained by recognising erroneous objectives such as pursuing attention, gaining power, and seeking retribution. According to Anastasiadou (2014), Consistent involvement of both learners and teachers is an integral aspect of establishing a conducive disciplinary atmosphere. It is recognised that encouraging is an effective strategy for avoiding discipline issues. This concept was further substantiated by Muammer (2014), who elucidates that encouragement serves as a remedy for issues related to disruptive conduct. For educators, the study examining the correlation between perceived popularity and student misbehaviour may seem unsettling as it implies that student discipline issues are, to some extent, influenced by the social environment of the child/adolescent (Mummer, 2014). However, it is possible to interpret these findings as evidence that teachers should establish more intimate and person-centred relationships with their students (Montuoro, 2023).

An important technique in maintaining school discipline is to develop a milieu of effective communication in which teachers display an attitude of respect for students. Communication accelerates the behaviour modification process for school control, effectively managing students' discipline. This modification includes teachers' rewards, praise, and attention for appropriate behaviour (Onyango, 2016). The role of teachers involves choosing the proper behaviours to strengthen the most appropriate behaviour, eliminating the undesirable ones, and directing students to the desirable ones. This argument was supported by Lee Canter (1976), as cited in Muammer (2015). For teachers to make decisions on behalf of students, they should have certain characteristics and knowledge that can be acquired through in-service training on the approaches to discipline management strategies.

A school is a socially constructed institution where students with diverse lives, emotions, cultures, values, behaviours, and habits are exhibited (Clive, 2018). The schools, therefore, aimed to foster a positive psychosocial communication environment by establishing an effective learning environment through reinforcing positive behaviour and modifying negative behaviour (Chitiyo et al., 2022). Discipline is designed to establish physical, emotional, and social safety, allowing individuals to integrate into the social system for self-realisation and safeguarding the rights of others (Bear, 2005) as referenced in Maingi et al. (2017). However, in

traditional African civilisations, discipline is understood as the implementation of martial law, the exercise of authority, adherence to norms, and the demonstration of behaviour by the given instructions. Petrus (2015) argued that this perspective leads to highly regulated conduct, including silence, passivity, strict adherence to norms, and forbearance in individuals.

Discipline refers to the set of rules that must be followed to maintain the existing system. The concept proposed by Sadik (2018) underscores the notion that discipline is an educational procedure designed to guide individuals within their surroundings and promote good conduct by fostering a sense of accountability. Within this particular framework, school discipline refers to the systematic establishment of the essential circumstances that are pertinent to the educational objectives of a student. Hence, the primary responsibility of the instructor is to recognise these kids and establish appropriate and structured educational settings that facilitate self-regulation among them. Similarly, the students are striving to familiarise themselves with one another and themselves, to show respect for one another, to establish constructive and organised communication with their peers in the school setting, internalise social and academic norms, and enhance their emotional abilities (Sadik, 2018).

The basis of a teacher-student relationship is discipline (Kipkoech,2014). When teachers observe their students' characters and respond in ways that encourage positive behaviour, they help their students to become responsible for their behaviours and reduce the likelihood of misbehaviour(Sugar et al. 2016). This idea was further supported by (Nzoka & Orodo,2014) and (Ogobe,2015), who argue that teachers who use positive beliefs in their students' abilities show respect for students. Kagoiya & Kagema(2018) maintain that building positive relationships and empathy with students improves students' discipline. The researcher concurs and further explains that building positive discipline between teachers and learners is a prerequisite for quality learning, as mentioned in Uganda's Education Act, 2008.

Teachers' attitudes, perceptions, and socio-economic status also contribute to managing students' discipline (Bechuke, 2016). The effectiveness of a class-wide function-related intervention program based on school-wide positive behaviour support in elementary general education classes was elucidated by Hansen et al. (2019). They further examined the effects on student on-

task behaviour and teacher praise rate and found a positive correlation between them. A teacher's classroom management style determines teacher-student interaction and how a teacher can build a positive relationship with learners (Lecher-lo, 2015). When a teacher is overwhelmed with personal problems, he/she is likely to manage misbehaviour problems violently and is more likely to use corporal punishment (Clive,2018).

Education literature on head teacher-teacher relationships, as cited by Alsubaie (2015), examines how head teacher-teacher relationships could help promote effective school discipline. The literature explores various ways of promoting good relations in the classroom and school through consistently behaving and being open and approachable, ensuring a healthy relationship. In support of this, George (2017) states that using humour, friendly greetings, and non-verbal supportive behaviour may help improve such relations. Aware that a school is an institution for socialisation, and social equality is achieved when teachers work with students (Caldarella et al., 2015). Social equality involves mutual respect for friendship and reducing the risk of the teacher needing assistance(Caldarella et al., 2015) .Therefore, and therefore teachers should establish authority in the school through a definite school and classroom policy.

Teacher praise, Verbal statements (to individuals, small groups, or whole class) indicating approval of behaviour over and above an evaluation of adequacy or acknowledgement of a correct response to a question, for example, “Great job getting my attention the right way!” “Thank you for giving me your listening ears!” “I have stellar listeners in class today!” Teacher reprimands, verbal statements (to individuals, small groups, or whole class) used to comment negatively about student behaviour or to scold students, often with the intent to stop a student from misbehaving, as prevention is always better than cure, the teachers' views on preventive measures to reduce discipline problems in schools were sought including laying ground rules, having full-time counsellors in the schools, strengthening the Moral Education and Pastoral Care programs to inculcate values, and conducting parenting workshops(Bonaire et al., 2021).

However, the researcher observes that discipline is more than keeping order and following rules.

The best kind of discipline is self-discipline, which is based on a sense of responsibility, consideration for others, and self-respect. Therefore, before a student can feel responsible for his/her behaviours, he/she must first develop a sense of belonging (Galvin et al., 2019).

Several studies on school discipline appear to aim at increasing students' sense of responsibility (Obadire et al., 2021; Adeola,2020; Aliya,2018), such as impacting the learning process by creating a stress-free environment that supports various activities. These studies have also shown a positive link between discipline in learners and their school performance (Chui & Mount, 2023). Although learning institutions must enforce the rules for guiding learners, they also go about it in conflicting ways. For example, some educationalists argue that to promote responsibility in children, teachers need to develop clear expectations for student behaviour and then judiciously apply a range of rewards and recognitions for good behaviour and punishments for misbehaviour(Sieving, 2019). Others argue that the same aim can only be attained by emphasising less student obedience and teacher coercion and more use of techniques such as negotiating, discussing group participation, and contracting (Yıldırım,2020). Very few studies have systematically evaluated the ingredients of alternative styles of discipline. Probably one of the best evaluations has been contributed by Emmer and Fussier (1990), as cited in (Zaki & Mahmud, 2014), who conducted a meta-analysis and reported three types of discipline packages on students' school-related attitudes and behaviour. These three styles, proposed by (Gordon,1974; Glaser 1969 and Canter & Canter,1992), as cited in (Chitiyo et al., 2022), have been recently characterised as models of influence, Group Management, and Control, respectively. The model of teacher influence consists of the use of techniques such as listening to and clarifying the student's perspective, telling students about the impact of their misbehaviour on others, confronting their irrational justifications, and negotiating for any behaviour as one-to-one solution that satisfies the needs of both the teacher and the individual student. Techniques relevant to the model of Group Management are class meetings at which students and the teacher debate and determine classroom management policy, the use of questions by the teacher such as `What are you doing? , the application of class determined teacher responses to unacceptable student behaviour, and naturally the use of a non-punitive space where students can plan for a better future, while the control model of control consists of clear rules, a range of rewards and recognitions for appropriate behaviour and a hierarchy of increasingly severe punishments for

inappropriate behaviour,(Brown, 2009). The researcher noted that the evaluation by (Emmer and Fussier,2011) reports, as cited by (Zaki & Mahmud, 2014), that although there is some evidence for the impact of these models on teachers' attitudes and beliefs, any impact on teachers' or students' behaviour was generally inconclusive. The inability of discipline packages to bring about a change in student behaviour is also not noted.

Teachers attempt to shape students' moral behaviour through guided rules (Anastasiadou,2014)Different cultures have different rules about what is acceptable practice. Chone(2019) explains that the modern concept of discipline management involves applying the school code of conduct to learners' guilty conduct, setting clear expectations for learners, and encouraging teacher-parent parents' meetings. To him, these are creative ways of disciplining children by teachers to help them develop healthy lifestyles that are a reflection of respect for human rights. Furthermore, Komakech & Osuu (2014) maintain that discipline rules are set to act as guides of behaviour by the learners, so flouting these rules of behaviour endorsed by teachers deserves punishment. Aligning with the same argument, Sekiwua and Botha (2014) argue that teachers can apply assertive discipline through the use of prefects with undue power, engagement of disciplinary committees, as well as the use of restorative justice as methods. Alsubaie (2015) concurs with the findings.

Communication is a strategy for managing student discipline (Ofoyuru& Tookema, 2011). Communication helps relay information to students, which promotes the sharing of views between teachers and students through positive rapport and friendship. Veena(2014) further explained that effective administrators play strategic, operational, and leadership roles through communication. The researcher agrees and argues that communication is an important strategy for managing students' discipline. This idea also agrees with (Anderson & Ritter, 2017), who emphasise congruent communication, which is harmonious with students' feelings about situations and themselves. The school offers opportunities to learn information, master new skills, and sharpen old ones to participate in various school activities that explore vocational choice and learn to socialise for discipline. In this way, schools set out to widen students' intellectual and social horizons. Negative attitudes and disruptive behaviours are not the aim of any school (Moyo et al., 2014; Khewu and Anass Bayaga, 2014). School discipline problems

have always been a major concern for teachers and educators (Steiner, Sheremenko, Lesesne, Dittus, Sieving, 2019). Failure to deal with discipline in schools results from ineffective school management, and addressing discipline problems in schools requires a fundamental change of management mindsets (Mbeya & Musa, 2022).

All societies cannot function without the exercise of discipline (Lei et al., 2018). Promoting discipline through guidance and counselling is an essential element in the discipline management of people in all societies; even the most primitive societies grew out of the necessity of guiding individuals' behaviour patterns in the interest of the group (Siyanda, 2016). Using guidance and counselling to enhance discipline must be continuously practised if people work harmoniously to achieve a common purpose (Sibanda, 2016). Nooruddin & Baig (2014) stress that teachers and school administration are responsible for ensuring that students mature steadily along their lines. Students are priceless assets and the most essential element in education. It is necessary to direct students to exhibit acceptable attitudes and behaviour within and outside the school (Mishra & Arora, 2021).

The researcher noted that the role of guidance and counselling emerged in the century in the administration and management of student discipline in Uganda when the government legalised various policy documents since independence (Education Act, 2008). Despite this law, the use of guidance and counselling services was still needed to help curb cases of indiscipline in schools, which were increasing. The anticipation of self-approval motivates the student to develop their academic, social, and personal capacities, thus meeting their basic objectives in their schools of learning. He further observed that, as echoed by Bandura, who observed that learning is controlled by the limit of someone's expectation efficacy; thus, people learn from various environments of being modelled, reinforced and emotional contacts. Among the environments that Bandura proposed in guidance and counselling and learning new behaviour include modelling, efficacy expectation, and phobia reduction. These processes can be enhanced through guided participation and a system of modelling.

In a related development, (Magdalene et al., 2019) reveal that guidance and counselling are methods for instilling discipline among students. Similarly, (Ajowi & Simatwa, 2010) conducted a study on the role of guidance and counselling in promoting students' discipline in selected

secondary schools in the Kisumu district, Kenya, and found that guidance and counselling were not widely used in handling disciplinary cases. The study also established that school guidance and counselling were used only after punishments had been given. However, much as the above may be the case, guidance and counselling should be provided to students as a preventive measure to curb their indiscipline. Another related study by Samoa (2012), as cited in, on the role of guidance and counselling in the management of students' discipline in secondary schools, found that disciplinary methods like corporal punishment, suspension, and manual labour were the least used.

Teachers who portray morally sound behaviour are usually respected (Johnson, 2010, as cited in Temitayo et al., 2013). School administrators often discuss discipline as an afterthought, yet it should be considered an integrated part of management. For instance, school discipline should allow students to learn how to self-regulate, develop internal control, and build character (Usher et al., 2010). Discipline in school is defined as the capacity to set important goals for oneself and see them through, even in the face of considerable difficulty (Sadie, 2018). This idea is found in the seminal work of John Deify (1926), as cited by (Chitiyo et al., 2022), as it derives from the assumption that students are more likely to avoid misconduct when absorbed and interested in their education. Reliance on internal self-regulation rather than an external locus of control can empower students.

An extensive line of research has identified common discipline problems in the students' learning community as teacher-student relationships and lack of communication, which contribute to indiscipline (Amin et al., 2021). Student misbehaviour, including disturbances, disrespect, and disciplinary problems, is widely considered to be the most influential management problem in schools (Aldrup et al., 2018). Student misbehaviour has been linked to feelings of anger, anxiety, and emotional exhaustion, as well as reduced study time (Aldrup et al., 2018a). However, one central aspect of students' learning environment has rarely been investigated in research on student well-being, the teacher-student relationship (Aldrup et al., 2018). The teacher-student relationship and students' well-being are considered vital for students' discipline development because they provide a feeling of security and belonging (Shukla et al., 2016). Extensive empirical evidence shows that students who feel appreciated and supported by their teachers attain more positive affective, behavioural, and cognitive

outcomes(Durant, 2010; Aldrup et al., 2018b). Consequently, building a positive teacher-student relationship can be considered a central goal for teachers to support students' discipline.

In contrast, the researcher noted that contact hours between the teacher-student relationship and student discipline have largely been neglected. This gap is because establishing a contact relationship with students is inherent to the teaching profession and at the core of teachers' professional identity in managing learners' discipline and students. Although in line with this, prior research has shown that students strive to connect with their teachers and to feel valued, respected, and liked(Mansfield & Beltman, 2014).

Issues around managing student behaviour are silent content for teachers in colleges and universities. Peters(2012) described the experience of many teachers in their professional duties as a mini-crisis, induced mainly by students' behaviour, and reported that many incidents were seen as 'extreme' from the teacher's perspective. These findings were echoed in Peters' (2012) A study of first-year secondary pre-service teachers showed that they placed the greatest importance on controlling a class. These concerns continue into the first years of teaching, with many beginning teachers citing classroom management and, in particular, behaviour management as one of the greatest challenges (Tran et al., 2016). According to (Sandra, 2018) . Many beginning teachers experience 'reality shock' once they have total responsibility for a class. Relatedly, (Zaki & Mahmud, 2014) found that teachers' feelings about being in control of students' behaviour affected their feelings of success or failure when determining professional competence. This competence is the ability to prevent and manage discipline problems(Saki & Mahmud,2014) . In which case, school head teachers and the public focus when assessing the effectiveness of any teacher.

In the educational context, the teacher-student relationship is one of the most outstanding academic interactions at the core of the teaching-learning process. Even though this interaction is composed of many other elements, this relationship is the one that plays the most important role when it comes to meeting educational objectives (Università & Ss, 2020). Effective teacher-student communication and interaction play an important role in building a teacher-student relationship and a positive, disciplined school environment (Aldrup et al., 2018b). Zheng(2022) explains that student' emotional expectations about their school and the degree of recognition and

legitimation of the difference manifested by the practices of the school institution influence how students deal with each other at school. A study by (Università & Ss, 2020) shows that social support experienced in school is significantly related to subjective well-being. Students' well-being is often interpreted as growth and human satisfaction of students; it is deeply influenced by the surrounding contexts of people's lives and, as much as, the opportunities for self-realisation. Well-being incorporates the challenges that individuals face in terms of their potential.

Examining Factors Contributing to Indiscipline in Primary Schools in Nero Central Sub-County, Kenya, and the relationship between teachers and indiscipline students was done (Kagoiya & Kagama, 2018) They conducted several self-report measures on behavioural indiscipline students and their teachers. Many of these students viewed the teacher relationship as important. They reported wanting to be closer to their teachers, even though their teachers tended to view their relationships with the students as negative. Furthermore, Montuoro(2014)reported that as students reported a more positive teacher-student relationship, their teachers reported that their behaviour improved because of the time they spent on-task increased. Montuoro(2014)summarised these findings by remarking, "It is possible that when students feel that they have a positive relationship with their teacher, they may be less likely to engage in behaviours that lead to referrals and be more academically engaged in the classroom." In line with this, prior research has shown that students strive to connect with their teachers and to feel valued, respected, and liked (Gage et al., 2018).

Students' discipline problems may appear quite disconcerting because they suggest that student misbehaviour is, at least partly, a function of the child/adolescent's social milieu, a social realm from which teachers are disconnected (Università & Ss, 2020). On the other hand, however, these results could be interpreted as evidence that teachers need to form closer, person-centred relationships with their students (Mokhele,2007), relationships that serve as models from which students can learn more pro-social strategies for navigating their peer relationships. For example, research by (Montuoro, 2023) showed strong support for the person-centred approach by demonstrating that students who feel emotionally supported by their teachers reported higher levels of social and emotional wellness,(Rodriguez & Welsh, 2022).

2.2 Head teachers and governing body support to teachers in the management of student's discipline.

Educators management system in a school plays a key role in shaping students in terms of discipline inside and outside the school premises(Nduhura& Natamba, 2022). School management systems refer to a dynamic process that features the interrelation of the functions of interschool management and content procedure aspects of the educational systems (Musa & Martha, 2020). This is done by effectively communicating school issues in an orderly way, which results in maintaining discipline without corporal punishment. Additionally,(Yambo, 2022) views Communication as a process where information, ideas, explanations, and questions are transmitted from the head teacher to teachers. In substantiating this viewpoint, (Nduhura & Natamba, 2022a) echoed that educators should not punish learners as a result of losing their tempers, but need to design appropriate strategies through effective communication.

Alsubaie(2015)points out that communication helps control the behaviour of teachers, students, and non-teaching staff, and through communication, teachers and students are induced into the various aspects of compliance requirements. Communication quickly reduces the target behaviour, which serves as a demonstration that educators have authority. The researcher agrees with (Steiner, Sheremenko, Lesesne, Dittus, Sieving, 2019), and (Lewis, 2019)All argue that communication creates attention to formal groups within an organisation and the development of the groups with the targeted set goals as well as adequately reduces conflicts in the school.

Literature indicates that discipline problems in schools take many forms, such as verbal abuse towards teachers, aggression, and students hurting others (Dlamini et al., 2017). Discipline problems also include personal attacks on teachers, students' noncompliance, or refusal to follow instructions (Ababa & Eshetu, 2014). According to(Kelley, 2019)What commonly occurs during disruptive behaviours could be categorised into verbal interruptions such as talking out of turn, name-calling, humming, and calling out, disrespect that involves refusing directions, verbal aggression and negligence and physical movements such as wandering about, visiting other

learners and throwing objects around the classroom /school. Scholars regard these discipline problems as mildly impacting teaching and learning. However, if left unattended, they tend to inhibit the normal flow of teaching and learning from occurring (Ngwokabuenui, 2015).

Maintaining students' discipline in schools involves directing learners(Mukhamad,2019; Thomas and Fordham, 2018)Directive leadership is based on the path-goal theory developed by Martin G. Evans in 1970, which involves setting clearly defined objectives and roles for members. Under directing leadership, the head teachers must guide the teachers and students in their schools as aligned with the goal-path theory. For example, directing leaders may provide guidance and coaching, clarify members' roles and responsibilities, remove any obstacles that prevent completion of tasks and give rewards where necessary. This helps in motivating, influencing, guiding, and stimulating the actions of teachers and students (Mukhamad,2019; Thomas and Fordham, 2018). On the contrary, however, (Zolotor & Puzia, 2010) noted that directive leadership is mostly common in a military setting and that it is not recommended in the school setting because it follows a strict style that is often perceived as negative feedback.

The human relations theory advanced by F.W. Taylor enables educational managers to recognise the human factor in educational institutions; the human factors are the teachers' needs, which are personal and must be recognised and incorporated into the school structure (Black & Black, 2016). The recognition of the potential of individual teachers by the school head teacher in the school not only motivates them to exploit their capabilities to manage discipline but also helps them utilise their available professional ethics to manage learners' conduct.(Ergin et al., 2021). And therefore, administrators need to show love to teachers and learners. Ampeire et al.,(2022) Substantiates that educators are obliged to build positive relationships with all learners.

The school coaching program helps school educators build a sense of cooperation and teamwork, which encourages learners to be disciplined. According to (Caldarella et al., 2015), coaching involves conducting workshops with learners' representative council members periodically to provide effective coordination. Here, coordination is viewed as a means of involving learners in maintaining discipline since they are given a chance to give input, which leads to some amendments to the school policy programme. The head teacher, as a leader, is mandated to

induct student council representatives with leadership skills; these skills provide student leaders with knowledge on how to handle the discipline of their colleagues in the school (Ergin et al., 2021). Empathetic educators are those who are respectful to their learners and create an atmosphere in the schools that allows teachers and learners to engage in different activities that actively stimulate problem-solving techniques. Educators in leadership positions should be seen as mentors of junior leaders who are important, and they play a vital role in school management, as maintained by (Chitiyo et al., 2022).

Successful alternative discipline models involve a multifaceted synergy from the entire school community, including the involvement and participation of stakeholders such as the school counsellors, school administrators, teachers, students, and support staff (Salgong et al., 2016). This participation is aimed at overseeing the progress of school discipline through identifying effective interventions, such as monitoring the misconduct of students, to improve practices. Although researchers such as (Temitayo et al., 2013; Goodman-Scott, 2013) agrees with the arguments on positive feedback to educators, teachers, other staff and students. Several articles stress that strong administrative support is required to prevent discipline problems in schools.

Consistent with the basic premises of societal needs, the aim of discipline in this approach is the development of self-direction by each individual (Temitayo et al., 2013). Just as the educational process, in general, relies primarily on the student's initiative to direct his/her learning, the student in the individual fulfilment school is trusted to develop internal control of his/her behaviour. (Temitayo et al., 2013) Further explained that the basic principle the school seeks to implement is the right of the student to exercise responsibility for personal behaviour. Adults may provide the general context in which decisions are made, but the student should not be deprived of the right to decide for him/herself. The rules the school articulates for student behaviour take the form of guidelines rather than specific regulations that govern every possible contingency. These guidelines allow the exercise of freedom by the way they permit students; they encourage rather than discourage initiative and responsibility. The role of the adult members of the school community is to provide a supportive environment where students can exercise responsibility.

The promotion of clear expectations and rules by school administrators through an established system with pre-determined meaningful consequences of procedures that are understood by all students, teachers, support staff, parents, and administrators that bring harmony in the institutional setting, provide safe welfare of the learners (Christina et al., 2021). The safety and welfare of learners in school is fundamental in upholding a disciplined school community, which is achieved through engaging students (Jean-Pierre & Parris, 2018). Moreover, the dynamic between students and teachers influences the relationship between students and the school community, Lewis. This relationship can be improved by listening to students and considering their perspectives on school discipline.

School administrators should strive to avoid suspension by encouraging pro-social behaviours in schools through enhanced learning opportunities, providing a comprehensive intervention plan to simultaneously address academic and non-academic challenges. To effectively address persistent or violent misconduct, (Mccall et al., 2018) suggested that school administrators should increase the number of school counsellor support workers available to students. The researcher agrees and maintains that the various alternative practices found in the literature can be classified into two categories, namely, specific interventions aimed at working with students with violent behavioural issues and school-wide interventions that usually involve the entire school community, which are both preventive and proactive principles, school-wide interventions are often lauded for their impact on the decline of misconduct, and the improvement of the school environmental climate.

The role of the school's administrators is to interface with the students involved in misconduct (Jean-pierre & Parris, 2023). This interface is an alternative individual intervention for students with frequent misconduct who are not in line with school regulations, which require a behavioural school improvement plan, which entails greater educators' attention for students with frequent misconduct. The behaviour education plan usually requires that administrators engage with students and teachers frequently (Jean-pierre & Parris, 2023). Teachers are expected to maintain a progress report in which learners are rated on their behaviour, and parents sign at the end of the term. This plan is based on the school's code of conduct, (Swoszowski et al., 2013).

Lewis (1999), as cited in (Tran et al., 2016), examined the relationship between discipline and coping among teachers. He examines teachers' estimations of the stress that arises when they cannot discipline students as they would ideally prefer, and the way teachers cope with any stress that arises. Results showed that teachers who reported more stress were most interested in empowering their students in decision-making. Associated with increased concern is greater use of such coping responses as worry, self-blame, tension reduction, wishful thinking, and keeping concerns to oneself. The most concerned teachers also expressed a greater tendency to get sick due to stress. According to Lewis, these findings suggested the need for professional development on discipline management for teachers to assist in effectively disciplining students.

In addition, (Betake, 2016) reported the relationships between the coping styles of teachers and the school discipline management techniques used to manage misbehaviour. Results show that coping styles significantly mediate the relationship between teachers' concerns about student misbehaviour and their use of discipline and classroom management techniques. Specifically, teachers who were more concerned about student discipline used more aggressive classroom discipline management, and teachers who perceived their classes to contain more badly behaved students made more use of punishment. In contrast, teachers who use more socially oriented problem-solving coping strategies in discipline management use more inclusive management techniques such as discussion, hinting, and rewarding. The noted would be interested in looking at all these discipline management during the post-corporal era, specifically in the Ugandan context.

Discipline in schools is mirrored in students' behaviour, which evokes the image of an administrator (Milka et al., 2017). The role of the administrator is to stop unguided behaviour, such as indecent dressing, prevent fights before they begin, or deal with hostile students in the school setting (Christina et al., 2021). However, effective discipline begins with the implementation of school-wide policies which all teachers must follow. For example, if a school implements a time management policy, it means that all teachers and administrators follow it. Therefore, teachers are expected to handle indiscipline cases on a case-by-case basis (Anderson & Ritter, 2017). To (Jean-pierre & Parris, 2023) Consistently following through the school action plan is the only way to truly foster discipline in schools.

Additionally, (Christina et al., 2021) explain that if a teacher ignores misbehaviour in the school, it will increase. If administrators fail to support the teachers, they could easily lose control of the situation. Some students need controlled environments to learn without distracting the wider school community. Suppose a student continually disrupts classes and shows an unwillingness to improve their behaviour, in this case, such student might need to be removed from the environment for the sake of the rest of the students in the class or school (Negreiros & Silva, 2014; Silva, Silva, Silva & Sousa, 2012) as cited in (Milka et al., 2017). Also aware that alternative school discipline provides options for the prevention of disruptive or challenging students (Sekiwu & Naluwemba, 2014).

Rules are required in schools to promote learning and make students enjoy being in school. It is a common viewpoint among educators that one of the procedures that educators need is sound discipline, which should be established through a plan. (Ziomek-Daigle et al., 2016). Rules often originate from the teacher anticipating problems in the school's functioning. Onderi & Odera (2018) suggested that students should participate in role-playing sessions to demonstrate rules to grasp the meaning and intent of rules that have been conveyed to them. My view as a researcher is that educators are sometimes threatened because they seem to consider that student involvement in rule-making will lead students to challenge the teacher's authority in other areas of discipline management, yet school and classroom rules should be decided collaboratively among teachers, students, administrators, and parents.

When administrators look at students' indiscipline, they face a difficult task in selecting the appropriate punishment for unwanted behaviour (Christina et al., 2021). To change inappropriate behaviours, educators need to look at previous behaviours as well as the student's developmental stages. The process of changing inappropriate behaviour is complex (Aldrup et al., 2018a) They argued that major steps are necessary for the reformation process in discipline management, which involves the analysis of the problem issues, the creation of a desire to improve, and the establishment of a contract for appropriate behaviour. Hoffman et al. (2014) suggested that the techniques used to help students change their behaviour must be designed to fit each student's problem and help students adjust and cope, not just control the individual.

Ziomek-Daigle et al. (2016) suggested that a problem should receive direct attention and analysis, including how a student perceives the payoff for his or her behaviour; developing this desire appears to be important in the process of changing behaviour. According to Glasser (1969), the best method for improving student behaviour is the establishment of a behaviour contract with students, which identifies joint areas of responsibility and structural contingencies. These strategies address school-wide, classroom, and individual student needs through broad prevention, targeted intervention, and the development of self-discipline (Tovar et al., 2018). The approaches to school discipline range from restorative (e.g., school-wide school climate improvements, use of restorative practices) to punitive (e.g., suspension, expulsion, corporal punishment).

When considering approaches to school discipline, the discipline window is a conceptual model that provides a way to maintain social norms and behavioural boundaries while defining restorative practices as a leadership model for parents in families, teachers in classrooms, and administrators in schools (Tovar et al., 2018). However, it should be noted that how school discipline is handled has a great impact on the learning environments of schools.

Punitive school discipline does not improve student behaviour or academic achievement (Ziomek-Daigle et al., 2016). A student who has been suspended is significantly more likely to drop out of school, though suspensions are often subjectively applied in such cases. For example, there are significant suspensions and expulsions for offences such as disrespectful behaviour or violation of the school code. Schools that approach school discipline punitively affect the overall school climate, creating a more negative environment for all students, including those without discipline issues. Establishing and maintaining a positive school climate allows a school community to proactively prevent discipline issues by increasing the strength and quality of (Odebode, 2020). The implication of this approach is the assumption that participating in well-managed classroom activities encourages self-discipline by teaching students about what is possible through cooperation and coordination with others (Odebode, 2020). It also provides the essential conditions for caring, support, clear expectations, and guidance that nurture healthy student development and motivation. Additionally, fostering a

sense of belonging which reduces disciplinary issues, a positive approach to discipline shifts the focus of discipline from punishment to restoration of relationships and restored understanding of

Several principles tend to underlie all types of alternative disciplinary interventions, such as the collective effort, which requires the synergy of all administrators, for example, teachers, school staff, and student leaders, in implementing alternative methods. This requires orderliness to achieve sustainable and long-term positive changes in students' behaviour (Sadik, 2018). Indeed, consistency is paramount to fostering a healthy school climate and for students to perceive a fair application of discipline (Sadik, 2018). Furthermore, (Lewis, 2019) explains that nurturing relationships between students and school staff often results in positive behaviour (Senjaya et al., 2020).

Additionally, ("Managing School Discipline: The Students' and Teachers' Perception on Disciplinary Strategies.," 2015) offered initiatives that enhance the opportunity for all students to learn willingly while fostering a healthy school climate. On the other hand, the researchers believe that successful models of alternative discipline involve a multifaceted synergy from the entire school community. For instance, a shift toward an alternative model of school discipline may involve the participation of school counsellors, school administrators, teachers, students, support staff, and community activists; therefore, it is highly advised that the school forms a committee to oversee the transition to alternative school discipline by collecting discipline-related data on students who may require additional supports.

Several articles stress that strong administrative support was required to sustain and prevent proactive interventions, including training for teachers, administrators, and all staff members (Christina et al., 2021). Clear expectations and rules should be established, with pre-determined meaningfulness, by highlighting the consequences or procedures and understanding all students, teachers, support staff, parents, and administrators. The majority of the school staff must support these expectations and rules. This can be achieved through initiatives such as workshops with students. Several authors have suggested the participation of students in the development of norms and behavioural expectations (Jean-pierre & Parris, 2018) and that schools should regularly affirm the values associated with school rules and expectations to foster self-discipline (Jean-pierre & Parris, 2023).

Students' discipline management in school is an urgent matter, as explained by Mukhamad (2019). He observes that discipline can be improved by applying a set of activities to train students; these activities are provided to increase students' leadership. In line with Ajpru et al. (2014) as cited in (Muhammad,2019). Papeniek and Cakula(2016), as cited in (Nisar et al., 2022), analyse students' discipline management in schools with a focus on students' self-discipline in their research. They found that students can achieve the intended self-discipline through interaction and communication by getting students involved in a collaborative e-learning environment and decision-making. Hansen et al.(2019) observe that students can be supported to be disciplined by guiding them towards constructive behaviour, which is done by identifying when and why they misbehave, to make educators develop a whole school behaviour plan based on student needs.

Similarly, Vani (2017) consider how to succeed with students who do not respond to the school discipline policy by identifying the primary needs of these difficult students (attention, motivation, boundaries), developing rules stating expected behaviour, teaching appropriate behaviour through h practices, demonstration, and praise, looking for positive behaviour and praising students when they succeed, building trust and establishing a positive relationship. Different with (Rifa at.et., 2021), who analyses students' self-discipline, Ismail et al. (2013) described how external elements, i.e. parents and teachers, can help shape students' discipline. In addition, Ismail et al. (2013) examined how students' discipline can be improved by involving parents and teachers based on the reason of curbing indiscipline in schools, they found that a positive relationship exists whenever parents are involved in the school management.

The ability of a school manager to enforce discipline in a school is a heddle in the race in school management (Talley et al. 2015); a manager in the school is an outstanding and disciplined personality who has positive attributes towards the learners with a view of enhancing the quality of school management in all contexts. According to Eyasu (2019), Positive reinforcement (i.e., praise, approval, reward) is the most effective strategy for discipline management. Nishoka (2019)adds that effective strategies further include discussing correct or desirable behaviour with a student in every instance of aggression in which it is used; other strategies include (raising or

lowering voice, pausing, moving closure to the student, deriving a new teaching approach or policy), which he observed. Group on task: Every student in a group must work appropriately on an assigned or approved activity, such as an egg. Attending to the material and the task, making appropriate motor responses, asking for assistance (when appropriate) in an acceptable manner, waiting appropriately for the teacher to begin or continue with instruction given to a student for engagement, also through active engagement where direct responses to an assignment or task are provided to students to curtail their misconduct.

Discipline management may also refer to a system of a management framework that is school-based, student-centred, and quality-focused, that provides schools with enhanced flexibility and autonomy in managing students' behaviour with their operation and resources for schools' development (Nduhura & Natamba, 2022a). Kagoiya & Kagema(2018) defined a school system as a mechanism, and that a mechanism is an operational procedure to be followed in a school. Discipline management is a subset of this, which is regarded as the process of effectively dealing with teachers and learners to achieve school goals (Anderson & Ritter, 2017) .This is achieved through the management of planning and organising (Montuoro, 2023).

Meanwhile, planning involves working out in broad outline the things that need to be done to accomplish the set purpose of discipline; it is, therefore, the responsibility of the school educators to determine in advance what is to be done by teachers within the school policies that will help to realise proper discipline(Montuoro, 2023).At the same time, formal structure procedures are established to organise students' discipline (Aldrup et al., 2018). Organising involves authority, which discipline determines the activities to be performed to achieve the discipline's purpose in school; through organising the tasks of managing discipline by head teachers, discipline becomes achievable since organising entails the grouping of learners to identify their behaviours and assigning them responsibilities(Larrup et al., 2018).

Managers of educational institutions are professionals who are obligated and skilful educators in enhancing assurance of quality, aware that the ingredients of quality include the educators' ability to manage discipline successfully if they are committed while playing their supervisory

roles on students and that if teachers are loyal to their profession. When effective teaching and learning supervision occur, discipline is maintained(Siyanda, 2016).

Discipline is maintained whenever teachers are supervised because teachers model their head teachers and learners model their teachers. Therefore, teachers should be encouraged and rewarded by management for commitment and dedication in supervisory work. Head teachers should never underestimate the value of supervision in their profession. It is through supervision that educators become fully responsible for all their duties. Furthermore, (Sibanda, 2016) explained that managers are advised to establish supervisory teams at schools that work together to maintain discipline within the student body.

Alternative discipline can benefit learning, according to (Caldwell et al .,2014), alternative discipline in the form of a restorative justice model within schools creates a system that focuses on developing relationships among students and school administrators, teaching students and providing a platform for students and administrators to engage in fighting the wrongs caused by the students' behaviour. Onditi (2018) observes that punishments are indispensable in enforcing rules/ regulations. This argument was further supported by Semali and Vumilia(2016), who argue that punitive disciplinary measures bring about desirable changes in behaviour. However, Eyasu(2019) disagrees with the use of punishment and instead encourages guidance and counselling to promote discipline because it reduces students' attitude toward learning. The researcher concurs and observes that punishments in the form of beating, caning, etc., were abolished in schools by law in Uganda (MoES, 2006).

Discussions and dialogue are the principles emphasised in the formulation of alternatives to corporal punishment in schools; discussions and dialogue with students create a deeper understanding of school discipline issues. Muammer(2014) explains that approaches to discipline include the roles of teachers, which involve choosing proper behaviours to strengthen the most appropriate behaviour and eliminate undesirable behaviours. To him, this approach is based on the philosophy that students are not capable of making and implementing the most appropriate decisions for themselves, and their teachers must exercise such decision-making authority.

Students' discipline management has been researched from various approaches using different theories such as Skinner's behaviourism theory (Skinner, 1953; Jones model, 1964; social learning theories advanced by Piaget and Vygotsky (2011), and the classroom management perspective approaches by (Mishra & Arora, 2021b). This study has focused on Canter and Canter's (1976) assertive discipline theory and William Glasser's (1998) choice theory. However, the researcher noted that many of these studies on discipline management in schools were done in other countries, e.g. South Africa, etc., which have different geographical, cultural, ethnical and social backgrounds of students from that of Uganda; the researcher has yet to establish the situation with Ugandan schools' administrators.

All students deserve the right to receive welcoming, supportive, safe and caring classrooms/schools (Mishra & Arora, 2021b). A safe school climate supports students' discipline; this is done by involving students in setting up their behaviour expectation to meet their academic, social, emotional, behavioural needs and ensuring that schools have the necessary tools to assist students in addressing any behaviour that could otherwise interfere with the teaching-learning process that impact negatively on school safety,(Eden, 2019). Discipline is the first thing that leads to success in a student's life. Students must comprehend the significance of discipline in their lives. Being disciplined necessitates following instructions and a variety of other things required by the institutions/school. For students, living a disciplined life has advantages such as improved academic achievement, valued time management and striving to overcome challenges to achieve success.

Student conferences, as a strategy for handling discipline, are an opportunity for the school head teacher to ask questions of the students informally (Sibanda, 2016). The use of a conference here is to get the student relaxed and talk to get to the root of the problem. This is also a great time to have the student reflect on what just happened and make a reflection. Conferences are forums where students freely discuss issues with staff members and school educators and evaluate the characteristics of their own behaviour in school, whether disciplined or undisciplined. When students are disciplined, it helps them stay motivated and keeps the fire burning so that they can get the best out of education; discipline helps in melding a student's character to establish a positive attitude towards their studies and life. Well-disciplined students are happy, and it

provides a stress-free environment and helps them manage their work in a planned manner, which prevents students from falling into depression. Many other attitudes and character comes from discipline; students should hold discipline in the highest regard for them to be constantly productive.

A school is a place where students build discipline and learn discipline, which offers them an enormous advantage over their peers as they get older. Discipline plays a vital role in building a nation and greatly impacts students' minds. Research shows that a zero-tolerance approach to school discipline does not promote school safety. Positive approaches that exclude students from school can increase behaviour problems, the risk of substance use and violence, and the likelihood of academic failure. In the Skinner model, teachers strongly guide learner behaviour to reach the desired outcome. Within classroom management, behaviourism is fairly established in practices through consistent reinforcement of rules, which require orderly decision-making. Good behaviour has to be rewarded, whereas bad behaviour must either be ignored or delayed. The theory provides the theoretical support behind behavioural intervention plans, and teachers who use school/classroom rules are engaging in the behaviourist practice of negative reinforcement.

As schools function within a community, there is a need to create an identity which acknowledges and reflects where the school is and where it would like to be; this is in line with both the students and teachers roles (Bear & Chen, 2018), at school, like other communities which have their atmospheric characteristics and personalities. Whereas understanding the culture of schools is required before considering the discipline, the culture of the school is determined by individual and collective beliefs and values (Bear & Chen, 2018). The school culture manifests itself in the forms of practice, communication, and physical forms, such as the condition of the school building, fixtures and common languages (Keener & Stenhouse, 2018). Additionally, (Bear & Chen, 2018) further explain that in the context of managing discipline in schools, the culture of the school influences the effectiveness of discipline management and that school culture also determines the need for the school managers to direct the behaviour of students to individual teachers to make them understand what to be done to acquire skills to help improve discipline in the school. Good discipline in school is dependent on a shared

understanding of what is acceptable as good behaviour among members of the school community (Kesner & Stenhouse, 2018), the acceptable norms of the school, which are necessary and deemed vital, and of value to the school community.

The fundamental element of good discipline is the self-esteem of students, teachers and school managers; without self-esteem, students and teachers will not function in the school community. Many of the approaches and strategies to the management of discipline described throughout relate directly to the development of self-esteem and self-confidence in the individual and the school. In practice, a discipline policy should reflect the values and beliefs of the school community. It should also relate to the social development of the students, which is appropriate to their age and personal needs, and therefore, school values should inculcate discipline in the learners.

The important point in administering discipline in school is to change negative behaviours into positive ones (Betake, 2016) Such negative behaviour of students may include routine late coming to school, performing tasks poorly at school, etc. The goal of the head teacher is to get students to perform every task on time, not to give punishment, but instead to change behaviour (Bechuke, L. and Debella, 2012). In many schools, progressive disciplinary actions escalate if the behaviour does not improve (Sibanda, 2016) Progressive discipline policies begin with a verbal warning given to students whose behaviour is tardy and unacceptable. However, positive discipline defines positive aspects of the student's actions (Rampa, 2014) It seeks to explain to students what positive actions the school manager is looking for, opting to focus on the desired behaviours and outcomes instead of the problems. The idea is to motivate students to improve.

The idea behind positive discipline is that it is reformatory for a student when the entire discussion between a student and the school manager promotes work to achieve the school goal, rather than one in which a student is pushed for their action; positive discipline improves students' morale and performance. Kayindu(2018) reiterates that without a comprehensive discipline plan, students' discipline is bound to deteriorate, in addition to the management styles of a school manager. For example, if managers are dictatorial, there is a likelihood of the students becoming stressed, and stress is usually converted to indiscipline. This relates to the

study carried out by (Nduhura & Natamba, 2022) on Examining Head Teachers' administrative Practices and Students' Discipline in Africa using Empirical Studies among Selected Secondary Schools of Ntungamo District in Uganda. The major findings indicate that Head Teachers' administrative practices influence students' discipline by about 57.4%, according to (R^2 , Square = .574).

Discipline has many faces in terms of its manifestations and effects in the social and educational fields (Gregory et al. (2017). One heartbreaking issue that the schools fight is the issue of discipline among students (Odama, 2023). However, the school system is rated as a medium for the transformation of individuals' lives and for imparting knowledge, skills, and values irrespective of colour, religion, and ethnicity to discipline culture. To further the discussion, a study concluded that a zero-tolerance strategy for curbing indiscipline has no significant effect. Managing the discipline of students could take different dimensions, such as referring the unruly students to disciplinary committees, verbal condemnation, reinforcement, referring for counselling and organising talks.

Similarly, Anyang (2016) explained that indiscipline among students can be curbed by entrusting lots of responsibilities on students, such as making them school prefects, supervisors, etc., helping students to make use of their pool of energy to acts that can benefit them, discipline among all school staff, making students engaged in recreational activities, improving on methods of teaching, giving moral education to mention a few. Onyango (2016) believed that organizing guidance programmes for students, giving mentorship to students, helping students to acquire life skills and educating them on the causes and consequences of indiscipline could be one way of managing the discipline of learners at the school and also aligned with behaviourists' theory that through the use of reward and punishment that it can be adopted in curbing indiscipline. To add to the discussion, (Amin et al., 2021) further echoed that students should be involved in school recreational programs to manage their discipline; they should be made to engage in co-curricular activities to channel their attention and energy away from indiscipline. The researcher argues that, despite all these submissions, indiscipline is still high among students, and many school educators use corporal punishment as a method of managing indiscipline students, and that co-curricular activities have been the leading causes of indiscipline in schools (Odebode, 2019). It is

on this basis that this study was conducted to evaluate the best practices for managing students' discipline without harsh punishment.

Research about students' discipline suggests that students have many opportunities in considering themselves in the context of a larger moral world, which they perceive around them in terms of spiritual reflection (Goodman & Goodman, 2007). It takes a special effort to resist the superficial pressures and materialism facing students. There is growing evidence that schools that provide space for spiritual reflection decrease the rate of behavioural problems among learners (Which et al., n.d., 2019). The provision of such space does not suggest bringing religious beliefs into the classroom/school. In explaining that spiritual space is different from „religion“, Garbanzo (1999), as cited in (Goodman & Goodman, 2007), recommends that educational efforts should preferably “focused on teaching guided meditation, offer purely spiritual guidance that does not invoke specific religions and create activities that naturally evoke a reflective and reverent attitude toward life”. He proposed that, in practical terms, to pacify the minds and souls of both students and teachers. Conversely, it could refer to allocating a certain period at lunch for meditation and expressing gratitude for the meal.

Discipline of the student is the readiness or ability of a student to respect authority and observe conventional or established laws of the society or any other organisation (Amoah, Kwofie, et al., 2015). It involves training the mind and character of a person to develop responsible behaviour such as self-control and obedience; it enables a person to make reasonable decisions and co-exist with others (Sandra, 2018). As a result, discipline also involves punishment intended to correct or train. Despite its importance, discipline problems have been a major and continuous administrative problem worldwide (Ssenyonga et al., 2019). For example, cases of school vandalism, stealing, insolence to staff harassment, threat of teachers and other students, murder, bullying, late coming, absenteeism and insubordination have been cited globally, for instance in Western world and the West Africa, South Africa, Botswana and Kenya (Sackey et al., 2016; Vani, 2017; Docking, 2006; Gitome et al., 2013; Leigh et al., 2009; Maingi et al., 2017; Matsoga, 2003; Moyo et al., 2014). Similar cases have also been cited in Uganda (Ampeire et al., 2022). Like in other schools in the country, student discipline in secondary schools in the Bushenyi-Ishaka district has been a problem for a long time. Indiscipline cases have been reported both

within and outside school. Related studies have indicated that different strategies can be employed by schools in the management of students' discipline, for example, Democratic discipline management, which is a practice of managing human behaviour through participation in decision making (Ampeire et al., 2022).

One perspective on alternatives to corporal punishment is to address the significance of decision-making processes within a school environment. The associated school of thought places great importance on self-discipline and the cultivation of shared responsibility that arises from active involvement of students in decision-making processes. A democratic approach to school discipline prioritises the collective sharing of responsibility for the formulation, decision-making, and execution of classroom punishment. The democratic disciplinary practice at a school places particular emphasis on the procedural development of rules. The reason for achieving such a tranquil condition in the school is that students are more inclined to comprehend, appreciate, and adhere to rules and values. To clarify, in the context of the present study, I am specifically referring to school discipline.

School discipline refers to the comprehensive framework of regulations, penalties, and interventions aimed at managing behaviour. The primary objective of the school is to theoretically establish a secure and favourable educational setting within the classroom (Siyanda, 2016). Discipline commonly refers to the penalty imposed as a result of rule violations. Conduct modification is a theoretical framework that argues that the most effective learning takes place when conduct is reinforced, typically through rewards or recognition (Siyanda, 2016). The methodology in question is grounded in the rational concepts that arise from careful observation of behaviour and the underlying motivations (Magdalene et al., 2019). It is imperative to establish regulations that are closely connected to upholding elevated expectations for students.

Positive reinforcement is a method of enforcing discipline (Manoj & Anoop Thomas, 2018; Praveen & Alex, 2017). The process entails meticulous observation of the pattern of negative conduct and identification of factors that provoke such conduct. Students who exhibit positive behaviour are given positive reinforcement or acknowledgement, which in turn motivates them to consistently engage in such behaviour. By adopting this approach, the educator redirects the students away from engaging in negative conduct at an early stage of their schooling. Positive

reinforcement can manifest as a basic grin, verbal commendation, public recognition, and social reward. In addition, by implementing regular repercussions, behaviour that warrants such repercussions can be reduced. Repercussions should be formulated to instruct learners that their conduct, in the specific case, was incorrect and that the decision they made was imprudent (Musa & Martha, 2020). The significance of modelling exemplary conduct is based on the fundamental reality that children acquire knowledge by imitating the example established by the role models in their surroundings.

The current student-to-teacher ratio in secondary schools has reached a level that poses challenges for instructors in effectively and efficiently overseeing students' discipline (Musa & Martha, 2020). Furthermore, this phenomenon has contributed to the rise in the prevalence of aggressive conduct among students, such as loitering during class hours, which serves as clear evidence of a breach of school policies and regulations (Saripah & Widiastuti, 2019).

In contemporary secondary school settings, indiscipline has manifested in a novel manner, encompassing heightened levels of violence, drug use, theft, and disregard for school rules and regulations. Consequently, this has resulted in the implementation of corporal punishment, expulsion of students, and suspension of pupils from educational institutions (Musa & Martha, 2020). Presently, students allocate a greater amount of time within educational institutions compared to their interactions with parents. In this setting, they are required to embrace several forms of virtuous conduct, including loyalty, obedience, and trustworthiness (Korindo, 2018). Evidence suggests that the provision of assistance and counselling to pupils can effectively regulate various behaviours exhibited in school, therefore reinstating discipline within the educational institution.

School rules and regulations are implemented as part of the deliberate efforts to cultivate exemplary behaviour among pupils (Wolhuter & van der Walt, 2020). Educational rules and regulations facilitate the development of self-control, organisation, exemplary conduct, and compliance with school authorities among pupils. Notwithstanding this anticipation, a significant number of secondary school students engage in deviant behaviours to promote indiscipline, including truancy, use of alcoholic beverages, and involvement in regular strikes resulting in

school closures, and intentional suspension of students from educational institutions. Indiscipline presents itself in many forms, including acts of vandalism, alcohol use, truancy, theft, and intentional loss of life. Nevertheless, due to the lack of student involvement in the establishment of most school rules and regulations, students have developed a strong resistance to them, occasionally resulting in their violation, which is considered an act of indiscipline (Jeruto, 2021).

Literature/Knowledge Gaps acknowledges that several research studies have been conducted on the administration of discipline in secondary schools, both in Uganda and in countries other than Uganda. Some of the studies have been carried out on the management of students' discipline in secondary schools in Kampala District schools (Kabandize, 2004), Management of school rules and their influence on students' academic performance in Wakiso district (Kayindu, 2018), Management of students' discipline in private secondary schools in Entebbe Municipality in Wakiso District (Ndagire, 2012), Integration of values into the management of learners' discipline in Uganda (Sekiwu, 2013), Management of students' discipline and academic performance in selected secondary schools in Arua district, Uganda (Ayu, 2018), Students' and Teachers' perception of guidance and counselling in selected secondary schools in Pallisa district, Eastern Uganda (Nyman, 2014). The literature examined was derived from research conducted in several geographic regions (Kidlike, 2009; Adjoin & Sumatra, 2010; Wilson, 2012; Anna, 2013; and Catalo, 2016). These studies primarily address the issue of discipline without specifically examining the management practices of Head Teachers in schools. The particularly highlight the importance of school rules and regulations, guidance and counselling, Head Teachers' methods of communication, and the use of the student council/prefects' body for discipline management.

The literature reviewed has not been adequate in shedding light on the management of school discipline and systems to manage discipline without corporal punishment in this era, given the wide scope of the subject under study. However, the review has revealed lacunae in understanding regarding the impact of school educator practices on the administration of students' discipline. This study, therefore, attempted to bridge this gap. None of these studies addresses the variables of the current study. Strategies to manage and change the behaviour of

students in schools involve school-wide, classroom or individual child-focused interventions, including the application of the principles of operant conditioning of learning to avert the social aspect of human behaviours (Skinner, 1953).

According to (Jean-pierre & Parris, 2023) Classroom discipline management involves the efficacy of a wide variety of interventions and the use of both antecedent and contingency management strategies by teachers to create positive and functional learning environments, which help to minimise disruptive behaviours and improve reward engagement and achievement. The number of verbal interactions a teacher has with indiscipline students can provide an important insight into those teacher behaviours that trigger problematic behaviours (Jean-pierre & Parris, 2023). Providing feedback on such exchanges and working with the teacher to develop more appropriate modes of interaction, including the use of praise and positive comments, is an important way of reducing indiscipline and increasing on-task behaviour.

The primary objective of conflict resolution training is to instruct students on how to effectively address a conflict by achieving a mutually acceptable outcome through dialogue and negotiation, while preventing additional division and violence (Ending Physical and Humiliating Punishment of Children, n.d.2017). The objective of social cognitive skills training is to instruct pupils in the regulation of inappropriate impulses and behaviours (Yıldırım, 2020). Conflict resolution and social cognitive skills training can be provided throughout the whole academic year, at both the individual and school-wide levels, including workshops, peer-mediation training, and skills-based training, both during class and after school. Statistically significant reductions in physical aggression and expulsions have been observed in relation to conflict resolution training (Breunlin et al., 2002; Jean-Pierre & Parris, 2024). An additional pedagogical tool to teach conflict management and resolution is contracting, which can be implemented in conjunction with skills training.

Disciplining children serves as a method of instructing them; nonetheless, disciplining does not entail punishment to modify the child's conduct, yet punishment highlights the immoral actions a child should avoid, while discipline highlights the appropriate actions a child should engage in. Disciplined conduct is demonstrated by the display of respect and accountability (Dlamini et al.,

2017). The objective is for the learner to cultivate self-discipline by their endeavours rather than relying on the efforts of others through surveillance, intimidation, instillation of fear, and coercion. Imprisonment is an external form of punishment that does not facilitate or enable the attainment of self-discipline. Punishment typically produces temporary cessation of the behaviour but does not yield favourable long-term results (Lansford et al., 2014).

One of the most important factors in a well-run school is the use of encouragement and positive reinforcement (Jean-pierre & Parris, 2018). Encouragement and positive reinforcement are the strategies which link the teacher's behaviour and beliefs toward discipline enforcement, which makes teachers have high expectations for all of their students, thereby positively encouraging those through feedback and praise. When a teacher uses encouragement, the students will often respect the teacher for it and have an appreciation of learning. It, therefore, means that when using positive reinforcement and encouragement, the students will be motivated to do well. "The teacher serves as a powerful model in providing examples of ways for students to support each other with words of encouragement, questions for clarification and entry for collaboration (Jean-pierre & Parris, 2018).

Operationalising this fact, we can see the power the teacher has in creating a positive and comfortable environment for the students to learn. Through the use of positive feedback and encouragement, the students could start to model the teacher's practices and may apply this to their relationships with peers and others. This effective strategy is crucial to students who need reassurance.

The responsibility to create and maintain a safe, disciplined environment in schools lies in the hands of the school educators and management committees (Ampeire et al., 2022). A disciplined school environment is safe from violence, supportive of students' well-being, and free from corporal punishment. Hence, maintaining discipline in a school by educators requires a system of orderly implemented disciplinary strategies that are non-coercive, assertive, and non-confrontational, which strive to increase classroom time available for teaching and learning and, at the same time, respond to students' behaviours in a manner that decreases disruption, Barbette et al. (2005) as cited in Ampere et al. (2022). This idea was supported by Gage et al. (2016), who

concur and maintain that the primary responsibility of a head teacher is to guide teachers on how to manage learners' discipline to eliminate chaotic environments. Chnco (2019) suggests that when school authorities suspend a student, it presents an opportunity for the student to reassess their conduct before being readmitted.

Implementation of discipline strategies in schools is for the safety of the school community as well as for the provision of a conducive learning environment that can enhance effective teaching (Allida & Nyakito,2018); school community safety is the harmonious relationship and co-existence between the two, in support of the idea,(Sentara et al., 2020) who explained that a conducive school environment is positively related to students' learning outcomes. This is because effective behavioural management either directly or indirectly paves the way for better academic success in schools (Eden & Research 2019). However, the argument was disagreed with (Maphosa & Shumba, 2010) in their earlier study on maintaining discipline in schools in correcting misbehaviour in schools by administrators through an authoritative style of discipline not only prevents misbehaviour problems but also corrects them. But, the researcher observes that the authoritative approaches for correcting misbehaviours were outlawed, so it may not be useful to re-echo it again in managing students' discipline.

School Educators play important roles in guiding and counselling teachers in promoting students' discipline in secondary schools. The emphasis here is on supporting teachers professionally in order to enhance their capacity to manage students' discipline. Much earlier research by (Maphosa& Shumba, 2010 Mwai et al., 2014) concurred and explained that managing learners' discipline is complex and requires skilful techniques and approaches, including training and retooling. In a similar vein (Maina & Sindabi, 2016) observed that after the banning of corporal punishment in schools, most head teachers lost skills and became demoralised in dealing with learners' indiscipline in schools. However, the researcher noted that the criticality of the issues around head teachers' stress and low morale is also revealed in school management pieces of literature that highlight its impact on the core business of the school and critical aspects of the school culture and climate. Stressful factors such as the ill-health of head teachers, the economic status of the school, and the relationship with other stakeholders have

been ignored by the literature on the management of students' discipline in schools, yet these factors contribute greatly to the learning achievement, safety and security of learners in schools.

School administrators should manage students' discipline through rules and regulations (Zaki & Mahmud, 2014). Furthermore, Ritter, (2017) explains that the purpose of discipline in school is to create and maintain conditions favourable for teaching and learning as well as inculcating appropriate values, attitudes and skills. Adding on the same thought, Kagoiya & Kagema(2018) said that in the management of schools, discipline is important for educators and citizens in the country, and so maintaining discipline in school is the responsibility of the school educators, which should be done according to the school's policy requirement to tame students' behaviour. (Sun & Shek, 2018). This explanation suggests that teachers play as much part as students in the emergence of positive behaviours. In a school, learning cannot be achieved without discipline. Discipline is mandatory to ensure school integrity (Gordon & Gordon ,2018) and without discipline, it is impossible to create a positive and productive school environment. Chnco(2019) and Gage et al., 2016 have the same sentiments as (Gordon & Gordon, 2018).

Adequate discipline management is crucial for the successful and productive operation of schools (Greene, 2018)So, teachers should prioritise the management of discipline in schools. Efficacious discipline management is not a spontaneous process, but rather involves consultation, strategic preparation, dedication, and ongoing assessment and appraisal. Establishing a common comprehension of education management will empower schools to create, execute, and evaluate a discipline policy that is effective within the school and aligns with the requirements of students, teachers, and the community. Thus, implementing a code of conduct for students can help to mitigate severe instances of serious indiscipline in educational institutions.

Considering this, it is crucial to prioritise the comments of instructors on disciplinary problems to promptly address school safety and maintain a well-organised working environment. The responses exhibited by the teacher's concern about the willingness of parents to become involved in engagement in schools form part of the school's disciplinary process. As a result of such commitment, learners regularly support the school authority in handling school discipline matters (Champeg, 2023); this should be done in a positive, participatory and regulatory process where teachers ensure conditions for learners' development and the maintenance of an orderly working

environment in the schools. Additionally, this argument was earlier supported by research (Mansfield & Beltman, 2014), which strongly suggests the need for teacher professional development on innovative and interactive role players to establish acceptable discipline.

The schools' code of conduct describes sanctions for inappropriate learners' behaviour in schools, and therefore, teachers must have preparatory training in discipline approaches and continuous professional development to remain aware of the dynamic and changing roles of school discipline to navigate in the implementation and maintenance of the codes of conduct in a school, (Onyango, 2016). Nduhura & Natamba(2022a) argue that inappropriate teacher personalities, disciplinary approaches, teaching styles, and interactions with learners contribute to learner disciplinary problems. Therefore, the teachers' responses sometimes manifest a serious lack of interest in managing learners' behaviour, thereby contributing to the deterioration of discipline in the schools(Jean-Pierre & Parris, 2018).

School administrators' beliefs regarding alternative discipline are related to students' behaviours about discipline approaches (Musa & Martha, 2020), particularly where remedies call for widespread, systematic change to replace corporal punishment practices with alternative disciplining approaches successfully. Educators must be fully supported with resources and training(Jean-pierre& Parris, 2018). Educators who use alternative discipline ensure their staff have adequate training and provide space for conversation concerning school discipline in the school. The alternative discipline strategies help school administrators learn effective discipline practices, such as using restoration, reflection and instructional methods of supporting learners to avoid using traditional discipline practices such as corporal punishment; they are aware that alternative strategies promote self-discipline, which has a positive impact on learning outcomes (Jean-pierre & Parris, 2023)Self-discipline is the key factor which influences learners and allows them to achieve their dreams. Accordingly, self-discipline promotes daily routine and the knowledge acquisition process, which is an indicator of improvement in learning outcomes (Gorbunovs et al., 2016).

Pastoral practices provide an opportunity for the student to restore relationships between themselves and stakeholders on bad actions that occurred which have affected them due to the

behaviour incident (Jolstead et al.,2017); this action is reflective, which provides the opportunities for students to reflect about the decisions they made which probably has led to the misconduct while receiving instruction from the teachers when students make a reflection (Rodriguez & Welsh, 2022); when teachers are not supported in students' discipline management, they tend to establish their perception of what they communicate on alternative discipline with students and stakeholders which give wrong feedback on the development and implementation of the alternative discipline framework.

Whereas negative discipline tends to involve punishments as an attempt to dissuade students from behaving badly, positive discipline motivates students to make better choices by redirecting them towards more productive activities and praising them when they behave appropriately (Jean-pierre & Parris, 2023). The most effective positive discipline strategies are redirection for positive reinforcement, which can be, for example, in the form of single-word reminders, selective ignoring of objectionable behaviour, as ignoring usually helps stop behaviours that students use to get attention, ignoring all protests or excess to get your attention. The goal is to decrease the behaviour of the students who are not liked in the school, and the administrator can use this process with the support of teachers to create and maintain appropriate student' behaviour(Rodriguez & Welsh, 2022). These practices include establishing rules and expectations, reinforcing positive behaviour through praise, consistently enforcing consequences of misbehaviour and fostering student engagement by including opportunities for active student participation.

Discipline management in the school is the process that teachers and schools use to create positive classroom environments in a face-to-face or virtual learning mode to support teacher and student-led actions in supporting academic and social-emotional learning among all students (Jean-Pierre & Parris, 2018). A well-managed discipline in the classroom incorporates positive behaviour management strategies, which can help teachers and school managers build school connectedness. When teachers use instructional approaches to monitor the needs of students, it explicitly creates a forum for increasing students' interest and engagement when combined with positive reinforcement, leads to reported higher levels of students' engagement and connectedness (Steiner, Sheremenko, Lesesne, Dittus, Sieving, 2019), also reported higher levels of school engagement when teachers demonstrate a variety of strong classroom management

skills. However, teachers may increase school connectedness by ensuring that all students from different family backgrounds have opportunities to engage in content that includes individual communication, which portrays self-reflection. Students' discipline is a contributory factor towards a safe learning environment in the school; therefore, self-disciplined students are produced in such an environment, and as a result, discipline underpins all the facts of school culture (Sadie, 2018).

Furthermore, every school aims to cultivate disciplined kids, as this would lead to efficient teaching delivery without any violence and ensure a secure school environment. Disciplinary issues often result in the unnecessary use of teaching time, as teachers mostly dedicate their time to resolving instances of defiance (Ngwokabuenui, 2015). The teachers' morale is also impacted by instances of indiscipline and the adverse conduct of students in educational institutions. Hence, rather than prioritising the tasks of teaching and administering assessments, which are their primary responsibility, teachers mostly dedicate their time to addressing the behavioural challenges of their students.

Keaton (2018) asserts that learners are better taught self-discipline when educators and teachers use no corporal punishment at schools; they explained that alternative disciplinary methods, such as research-based discipline prevention, interventions and strategies, were introduced to move from punitive to more preventative measures. However, his ideas are contrary. The United Nations Convention on the Rights of the Child aims to promote and protect the rights of Children (Allida & Nyakito, 2018).

Discipline and punishment are distinct concepts (Mansfield & Beltman, 2014). Discipline is the controlled and organised learning process supervised by a teacher within the parameters of a school environment (Irwin et al., 2021). Therefore, discipline is perceived as the establishment of order and the provision of supporting guidance to learners to achieve the learning objectives, hence enhancing the learning experience (Odebode, 2020). Consequently, the objective of discipline and punishment should be to effectively and instructively promote positive development. The objective of discipline should be to imbue the student with the principles of tolerance, respect, and self-control. The researcher observed that as school discipline and security

become more important in the school environment, it is reasonable to anticipate that the enforcement of school rules has a significant impact on students' perception of school authority. This is because the students' backgrounds shape their behaviour, which in turn affects their ability to manage discipline. Thus, students may anticipate and interpret school punishments as a form of retribution.

Managing students' behaviours is a subset of the whole school management process, as examined by many scholars, as cited in many research studies using a variety of approaches, as exemplified by interrelation, such as the classroom management theory perspective by (Lopes1 & and Célia 2017), a contingency-based approach by (Maslanka, 2004) and the behaviour theory advanced by Skinner (1984) as cited in, (Zaki & Mahmud, 2014). This research has focused on Assertive theory and William Glassier (the choice theory), who over dwelled on the procedures of disciplining, making correct choices and human needs, and student motivation, which greatly correlate to the aspect of their behaviour that are linked to their wellbeing that is considered as an acceptable goal for the school which stimulates stability in the organization as well as increasing output which promotes quality education. Contrary to much research conducted on student academic performance and school discipline, student dropout and school discipline are not the only focus of this study.

Students need to be managed to attain their own needs and expectations to immerse themselves in the school culture through specific content as demanded by the school (Caldarella et al., 2015)Immersion into a school culture is an important precondition for students to feel good in the school. Educators need to know that the well-being of students is individual, and consequently, they should take note that most issues of school discipline are linked to the students' well-being in schools, Zheng(2022). The skills in managing school greatly impact students' wellbeing and students' discipline, which greatly contributes to school safety. Nevertheless, (Gorbunovs et al., 2016) have not probed specific school educators and the school characteristics to investigate students' well-being in school.

Elimination of indiscipline in schools is to keep students safe in school and improve the overall school climate (Woolf & Digby, 2020) when schools that opt for alternatives to positive

discipline approaches, such as restorative practices and positive behavioural support as well as invention, eliminate indiscipline in a non-violent way. The researcher contends that various programs and initiatives implemented by school administrators and instructors mostly focus on enhancing the literacy and numeracy skills of children to improve academic performance. Nevertheless, the topic of academic success is frequently disputed regarding student involvement, curriculum content, or teaching methods, while school discipline policies receive minimal consideration. Nevertheless, it is important to take into account alternative disciplines when designing academic programs, educational institutions should strive to tackle both issues together.

The implementation of a discipline code is essential to cultivate compliant students who uphold school regulations. Nevertheless, the implementation of certain disciplinary techniques may generate more negative consequences than positive ones. It is acknowledged that individuals have varying perceptions of the world, as referenced in Sadik (2018). The behaviour of individuals is influenced by their perception of the surrounding world and the perception of their actions by others. Upon perceiving certain approaches to improving discipline as helpful, students tend to respond favourably by modifying their behaviour when the method is implemented, in contrast to a strategy that may be seen as ineffective. The objective of applying punishment to students is to facilitate their acquisition of self-discipline or self-control (Ayden, 2009), as referenced in Mukhamad (2019).

The critical tool used in the transformation of individual life in any society is discipline (Naluwembe, 2016). Secondary education in Uganda aims to prepare learners for valuable living conditions within the society and train them for further education to make an individual live a valuable life within any given community and contribute towards the social, economic, and political development of the nation through the provision of appropriate skills, values, attitudes, knowledge, and competencies impacted into the society. On the contrary, stakeholders have experienced a magnificent increase in students' indiscipline in secondary schools in Uganda (Denis & Frances, 2016). In other developing nations, indiscipline has also been a major and continuous administrative problem in secondary schools (Mishra & Arora, 2021a).

Schools are the preferred environment for transforming learners into productive and useful citizens of any nation (Kahraman et al., 2022). Halu-halu (2018) explained that schools cultivate discipline, and because discipline is one of the key attributes of effective schools and most schools which experienced frequent deviant student behaviour have been blamed on a lack of effective implementation of discipline policy by school administrators to rein in the school. (Nduhura & Natamba, 2022d). One can say that discipline comes through the effective management of an organisation. Indiscipline, on the other hand, is any act that diverges from acceptable societal norms and values. It is a violation of school rules and regulations, which is capable of obstruct the smooth and orderly functioning of the school system.

An indiscipline student is an uncontrollable student who can do any damage in school when his/her wants are not met (Odebode, 2020). Headteachers are administrative heads or chief executives of the school who plan, control, and command, organise and coordinate all the activities that take place in the school. Therefore, school administrators should be able to support teachers in managing students' affairs (Kagoiya & Kagema, 2018). In Ghana, Dansk (2010), as cited in (Lema & Gwando, 2018), decried the high rates of indiscipline and lawlessness in educational institutions. He observed that the act of indiscipline perpetrated by teenagers in primary and secondary schools is lamentable, which has greatly impacted teaching and learning in schools. Furthermore, Aruba (2009), as reported in (Odebode, 2020) Noted that discipline is needed to produce a breed of well-cultivated youths who exhibit respect for others in the school and society.

An extensive longitudinal study conducted by Dubois et al. (1994), as referenced in Kayindu (2018), demonstrated that family support and the quality of parent-child connections were strong predictors of children's discipline outside Uganda. A cohort of 159 young US adolescents, aged 10 to 12, was tracked over two years in a longitudinal study. At-home parental engagement unequivocally and consistently has substantial impacts not only on student academic performance but also on their self-control. In a related context, Henderson and Map (2002) as referenced in Hudson et al. (2018) and Joseph (2013), conducted a comprehensive analysis of several studies on parental engagement. Their findings revealed that students who actively engaged with their parents, regardless of their socioeconomic status or background, exhibited a

greater propensity to achieve superior academic performance and adapt effectively to school, and successfully graduate and pursue higher education.

Joseph (2013) examined four types of engagement: the frequency of contact between parents and teachers, the quality of interaction between parents and teachers, participation in educational experiences at home, and participation in school activities. The present study investigated the potential correlation between these parameters, together with family background variables, and children's disciplinary behaviour. This finding aligns with previous research conducted by Kayindu(2018), which showed a decrease in all types of parental engagement as a child's age increased. Involvement in the home was found to be the most significant predictor of enhancing disciplinary management.

2.3. School environment and students' disciplinary mechanisms

School environment in this study refers to the attitudes, norms, beliefs, values, and expectations that form the foundation of students' life in school that impact the level of security and safety experienced by members of the school community (Aldridge et al., 2016). In addition to the physical environment or classroom-level climate, the emphasis is on the psychosocial aspects of the school-level climate. In this study, school atmosphere and environment were measured using six defined constructs as explained by Riekie et al. (2017), as referenced in [Aldridge et al., 2019] who provided the following definitions: that school environment aims to investigate the quality of student-teacher relationships and students' opinions of the value and assistance provided by their teachers, peer connectivity that assessed the qualitative aspects of inter-student relationships which encompassed relationships among various student groupings.

School connectivity assessed the extent to which students experienced a feeling of attachment, belonging, and connectedness to the educational institution. Affirming diversity here assesses the level of recognition, acceptance, inclusion, and worth attributed by students from various backgrounds and experiences. Rule clarity evaluates the degree to which students believe that the school rules were unambiguous and suitable. Reporting and seeking assistance assesses students'

knowledge of school protocols for reporting problems and their readiness to exercise these procedures. The six dimensions of school atmosphere chosen for the current study are substantiated by existing literature cited by Berkowitz et al. (2017), as referenced in Aldridge et al. (2019), demonstrated that teacher support, school connectedness, and school safety (as indicated by our two aspects of rule clarity and reporting and seeking help) are fundamental elements that consistently appear in most definitions and assessments of school climate (Shukla et al., 2016).

The significance of the six components of the school environment chosen for the current study was earlier on elucidated by Sugai et al. (2016), that high-quality school environments were linked to enhancements in students' self-esteem and self-concept as well as their physical well-being that promoted academic performance and good conduct behaviour (Klem & Connell, 2004). Although there is substantial research evidence that supports these connections, the environment of many schools still does not exhibit the desirable features of disciplined school climates (Senjaya et al., 2020). Cohen et al. (2009,) as referenced in Shukla et al. (2016) observed that this disparity arose because of weak management system of discipline among educators in schools which impeded on the student's capacity to learn and grow in a positive manner. Moreover, at-risk students are particularly susceptible to the on-going implementation of corporal punishment within the school setting, (Schultz-Jones et al.;2021). The objective of this study was to expand current knowledge on the impact of the school environment on students' discipline management that is based on the observed evidence.

The research on the analysis of students' perspectives on school atmosphere and regulations, together with their implementation was conducted by (Everson and Weinstein, 2016). The study established that there was need for crucial measure in eradicating violence against children in educational institutions. Furthermore, a research conducted by Sadik (2018) examines the perception of discipline among secondary school students using metaphors. The research investigated students' perspectives on the fairness, consistency, and communication in the school the environment and rule enforcement, as well as their views on the school environment as a catalyst for students' disciplinary processes. Specifically, the researcher inquired into the extent to which the educational environment influences the level of discipline exhibited by students.

The result of the study indicated that a clean school environment had a positive impact on students' well-being. Previous education research has also observed that the social control function of the school environment influenced behaviour management (Okaka, 2019).

A research conducted by (Aldridge et al., 2019) on safe school environment found that a conducive school environment stimulates results which foster active learners' participation in schools. This is because members of the school community feel part and partial in creating a positive environment. Safe and stimulating environments include bright and open spaces, clean buildings, clean toilets, supervised areas for study, separate and clean dining areas, and adequate facilities for every subject. Therefore, it should be noted that the management of the school environment is a key activity within the school which directly relates to the discipline of students. To further the argument, (Aldridge et al., 2019) pointed out that an active partnership between parents and schools offers great benefits and as a result, schools are propelled to provide welcoming environments for students that increases their sense of responsibility thereby acting as a powerful adhesive effect on behaviour.

The perspective of the Social Learning Theory advanced by Bandura (1997) states that learning is not simply a matter of connecting a response to a stimulus, but it occurs when a person observes and imitates someone else's behaviour. Therefore, learning behaviour by students can be due to reinforcement, imitation and identification of a supportive school environment. Supporting this argument, Glasser (2000) stated that 95% of all discipline problems are misguided efforts of students trying to achieve power, and aware that all our choices and behaviours are based upon the six basic needs of urgency for survival, power, love, belonging, freedom and fun as determined by the environment. Glasser therefore concluded that the family and school environment are the causes of indiscipline in school.

The school environment is an integral of the students' safety and well-being in school; it as well contributes significantly to discipline problems among learners in a school. School discipline is managed by rules, routines and procedures. This is done by educators to support especially with their feeling in order to promote a healthy school climate. The overall findings on school discipline by previous studies (Pontus Yahweh Ngwokabuenui, 2015) as cited in (Kagoiya &

Kagama, 2018) on the impact of school environment on student's indiscipline in secondary schools found that factors contributing to discipline problems are parental factors, peer influence, school environment and social environment. The preventive measures initiated from the conceptual framework of (Afari, 2015) are believed to have a positively influential impact in addressing prevalent discipline problems in a school environment. Literature also illustrates that discipline problems in a school environment can also be dealt with more effectively if parents, the community and other responsible stakeholders share the responsibility (Sadik & Yalcin, 2018).

Integrating school environment and safety regulations, school health and hygiene practices, as well as technological monitoring into the school routine program provides a strategy to address the needs of students' welfare, and therefore fostering discipline and mitigating risks within the school community. Taylor (2016), as referenced in Saripah and Widiastuti (2019) noted that administration of school discipline is based on the implementation of alternative and restorative justice systems, since it enhance the formal social control (Reyneke, 2019). While these policies and tactics are widely implemented, an increasing amount of research indicated that they can also be adopted to enforce school discipline management, (Muammer, 2014). In addition to bolstering school security and safety measures, the school environment is also more likely to foster the well-being of pupils within the school. Research conducted by Wilson (2020) has shown that the regulation of self-emotions and temper has a positive impact on minimising conflicts among students in school settings. Furthermore, Akman (2021) posits that the perceived school environment significantly influences the discipline of students which accounts for a considerable portion of the differences in school management. Moreover, school administrators should usher students from diverse school backgrounds and modify the varying behaviours. Despite the findings by Vani (2017) who found that an uneven allocation of discipline management among teachers and students in schools was a worrying factor in discipline management, but also it remains uncertain whether students view the school environment as a factor influencing disciplinary procedures or as a uniform means of ensuring safety. Additionally, it is unclear also that different student groups have varying views about school safety practices. Therefore it is essential to extensively examine the school environment and students' perspectives on disciplinary procedures.

A positive school environment is necessary to improve learners' behaviours (Jean-pierre & Parris, 2023), this is because learners in such an environment feel protected by their teachers as a way of team building and trust amongst themselves. The process of teambuilding further accelerates the restoration of confidence in the learners by establishing good relationships with them through listening and supporting them. This idea of teambuilding was supported by (Sugai et al. 2016) in their study on students' perceptions of school climate as predictors of office referrals, they found that improving school climate provides a promising avenue for preventing social and behavioural difficulties, which therefore helps in maintaining successful students' behaviour in the school environments and school climate. Moreover, Christina et al. (2021) said that a school which is characterised by high-quality academic improvement fosters a secure school atmosphere which leads to decreased students' absenteeism and reduced dropout of schools, because they feel highly motivated in such an environment. Therefore, a positive school climate influenced school discipline, enhanced learners' achievement thereby creating a more stimulating classroom environment (Lewis, 2019).

Classroom management is an environment that teachers and school administrators use to create face-to-face or virtual learning modes (David Griffith et al., 2019). Managing a classroom includes teacher- and student-led actions to support academic and social-emotional learning among all students. Therefore, a well-managed classroom entails positive behaviour management strategies that build school connectedness (Hoffman et al., 2014) as cited in (Champeg, 2023). Connectedness is the ability of a teacher to provide clear and consistent expectations for behaviour in the classroom/school by taking actions that promote positive, pro-social behaviours. Students who had a stronger sense of connectedness to school and their peers were connected to their peers and teachers; they exhibited life skills that helped them meet the promoted clear and consistent expectations which effectively helped them in classroom behaviour.

According to (Parsonson, 2012), overcrowded classrooms has negative effects on the behaviour of learners. When a class is overcrowded, learners tend to be hostile that lower their levels of engagement and achievement, coupled with threats, theft, and assault in the classroom. This to him results into the students' likelihood of dropping out of school. The research further explains that the density of the individual in space is an important factor in the physical environment,

which influences behaviour. Lewis (2019) provided more evidence for this claim by elucidating that teaching and managing a classroom becomes exceedingly challenging when it is overloaded. In addition (Mukhamad,2019) further echoed that textbooks which contain discipline aspects also play an important roles in the process of knowledge transfer which transforms the behaviour of students, therefore supporting the effort of teachers with adequate textbooks drive students to become disciplined .

Indeed, Obaki (2017) believes that small class size has a positive effect on student behaviour because the teacher has control and can identify all act of indiscipline that are seen. In addition, a recent study by (Department of Basic Education, 2012) found that teachers tend to reinforce behaviours in students by being exemplary. Exemplary conduct is defined as consistently displaying good manners, demonstrating responsibility and dedication towards others, particularly children, and recognising that youngsters often idolise their heroes and emulate those they admire and respect. The researcher concurs and underscores the need for parents to reinforce behaviour to enhance discipline, and explain that the head teachers to facilitate the training of teachers to refine their expertise. This is in accordance with the professional code of conduct for teachers in Uganda (teachers' professional code of conduct, Notice, 2012, 8(a).

Adequacy of teaching equipment and facilities influences students' behaviour (Obaki, 2017); he explained that adequate facilities in schools, like libraries, have a positive impact on the teaching/learning process, which in turn improves learners' behaviour because learners tend to concentrate on researching for new knowledge. Furthermore, (Obaki, 2017) found that the availability of school libraries influences student attitudes, behaviours and learning. In addition, the study cited the reason for the use of effective learning environments, which promotes lifelong learning. Indeed, Rice (1953), as cited in (Obaki, 2017), found that school libraries positively affected the academic performance of secondary students, especially students of similar age.

In Uganda, a similar study was done on the adequacy of space/textbook use on academic performance by Professor Kauai (2002). The findings showed a positive correlation between physical characteristics of the classroom, adequacy of textbooks and students' performance. Academic performance was found to be a subset of discipline. The researcher agrees with the

arguments and explains that these views were considered relevant because the school library promotes the culture of reading by students, improves the students' attention span, and as well instils a culture of time management in students, and eventually discipline is promoted.

Moreover, a study by Aldridge et al. (2019) aimed to elucidate the positive influence of evaluating the learning environment of the school library on student performance. The researchers found a positive correlation between the learning environment and students' well-being, which in turn reinforces the concept of discipline. Moreover, a recent investigation conducted by Clare (2018) noted that the visual environment affects a learner's ability to perceive visual stimuli and affects his/her mental attitude and, thus, performance. Caldarella et al. (2015) insisted that the adequacy of textbooks in a school is considered an active element of the total educational environment. In view of the above analysis, both arguments suggest that teaching equipment is important for student in improving their discipline and academic performance.

However, the researcher noted that these researchers concentrated on the importance of the adequacy of teaching equipment in the classroom and did not envisage the effect of such material as textbooks on students' discipline management. Therefore, it is widely agreed that the learning environment has a significant impact on students' engagement and performance, as well as on instructors' motivation to remain employed at the school (Montuoro, 2023). These learning environment that were considered to impact on discipline management includes; the physical arrangement of classrooms, the atmosphere and teaching methods used within schools, the architectural design of the school building, instances of violence within the school, and the wider socio-cultural context of the school (Montuoro, 2023).

School settings encompass the interconnected elements of school atmosphere, parental engagement, and school leadership (Institute, 2021). The objective is to determine if the cultural practices, such as bullying, student collaboration, and parental social interactions, in these learning environments contribute to students' well-being and other social and emotional outcomes in fostering discipline in schools. The disciplinary climate in school encompasses the notion of school safety, which serves to enhance the well-being of students, and the recognition that educators have the objective of establishing a school atmosphere that is favourable for

learning (Clare, 2018). Ensuring through effective communication among students and teachers are essential in discipline management in the school setting to enable educators focus on academic achievement. Disciplinary issues prevalent in Ugandan schools mostly arise from student noncompliance with instructors' instructions and the presence of disruptive noise and disorder in classrooms and schools. For instance, a study undertaken by Saipan (2019) revealed that around 33% of students indicated that they do not heed their teachers or create disturbance and chaos in classrooms. Additionally, 26.2% of students reported that the teacher has to wait a considerable amount of time for students to calm down in most lesson sessions.

According to Berna (2012), the level of discipline in a school setting is superior in boarding schools compared to day schools and in private schools compared to public schools. In Uganda, the disciplinary climate in rural and urban schools is generally comparable on average. However, when comparing the disciplinary atmosphere in rural schools to that in urban schools, it is evident that the disciplinary atmosphere in boarding schools is notably more favourable. This is because students generally reported a superior disciplinary atmosphere during their classroom classes. Taking into consideration the socio-economic background of students in educational institutions, Problematic students and teachers' conduct impede the learning process. In order to assess the extent to which student behaviour impacts learning, school principals observed that student learning in their schools is impeded by various factors, including students' truancy, class absenteeism, inadequate respect for teachers, alcohol or drug use, and bullying or intimidating other students.

An investigation on the factors contributing to the effectiveness of schools revealed that effective learning necessitates a structured, encouraging, and optimistic atmosphere both within and beyond the confines of the classroom (Alsubaie, 2015, as quoted in Aldrup et al., 2018). In a successful educational institution, both students and professors highly appreciate academic activities and students' achievement, and students never overlook advantageous learning experiences, Muhammad (2019). Students, especially those who are considered disadvantaged, participate in educational activities and experience fewer instances of disciplinary issues when they perceive that their teachers prioritise their learning, treat them with fairness, and provide them with chances to voice their viewpoints (Magdalene et al., 2019).

The school atmosphere and environment, as assessed, include student absenteeism, disciplinary atmosphere, student and teacher conduct impeding learning, and instructor availability to pupils. Several studies elucidate the reasons behind students' missing learning opportunities due to poor school environment and negative outcomes that lead to student misbehaviour in school (Odebode, 2019). Several studies estimated the impact of peers on high-risk activities, such as vandalism, smoking, illegal drug use, and poor academic performance (Odebode, 2019). Nevertheless, there is a scarcity of research investigating the impact of the school environment on students' behaviour inside the school management systems as perceived by school educators. Previous research has indicated that when school classmates engage in misbehaviour, it increases the likelihood of other kids in the school being deprived of learning opportunities due to the unsafe school environment (Senjaya et al., 2020).

A safe school climate contributes to effective teaching/ learning and fewer discipline problems (Arslan, 2018); these climates include favourable policies and protocols that must be in place to ensure full protection and safety among the students, including other issues related to the physical environment of the school. Some work within the body of literature found that the fundamental challenge facing the school administrators each day is the enforcement of the promotion and nurturing of a wholesome, conducive school environment, which is a learning-supportive climate in the school (Sadik, 2018). Educators play roles in creating a foundation for promoting life skills, mutual trust, acceptance of individuality to foster school discipline (Sadik, 2018). On the contrary, (Gorbunovs et al., 2016) argued that educators' first responses to escalating discipline problems and violence should not be like installing metal detectors or implementing zero-tolerance programs, (Sugai et al.;2016).

Safety is the critical factor that determines the level of comfort and tranquility in the working environment. Conversely, a safe learning environment refers to the physical aspects of a school that are free from any potential dangers or dangerous situations. It can be described as having clean and hygienic facilities. Educational institutions should serve as secure havens (Syah & Edinov, 2019), devoid of criminal activities and violence, as these have a detrimental impact not only on the individuals concerned but also on the entire school community. Thus, it is vital to

delineate, revise, and oversee the safety metrics of educational institutions to ensure overall societal security. Adverse security events, including student victimisation, bullying, altercations, weapon possession, and drug and alcohol usage, can take place either within or outside the school premises (Syah & Edinov, 2019). These episodes have a significant impact on the school's culture, atmosphere, and disciplinary practices.

Moreover, Conaway (2014), as cited in Tenmh et al. (2022), observed that safety and health conditions in educational and occupational settings are interconnected notions. Therefore, a condition of uncertainty regarding physical, emotional, and social standards not only endangers the cognitive growth of students but also undermines the fundamental principles of education. The notion of school safety and the methodologies behind it in preventing and minimising risk factors, as well as promoting behaviours that avoid the repercussions or conditions of dangerous schools (MoES, 2010). Despite the implementation of many strategies to address the issue of school safety, there has been an increasing discussion on the consequences of compromising the quality of learning settings. The primary objectives of the school, as outlined by Rodriguez and Welsh (2022), are to offer education and training in a conducive atmosphere that is essential for addressing and assessing school safety within the context of a disciplined school design.

To ensure school safety, school administration must prioritise the well-being of learners and make substantial contributions to the school's goals by staying informed about the events that occur in the school and being cognizant of the potential hazards that could impact on the education of students (Arslan, 2018). Through the identification of hazards and analysis of the physical and psycho-social surroundings in which the kids reside, the school administration formulates suitable judgments and establishes safety regulations to facilitate the development of strategies for the school. Undoubtedly, recent research on student management in schools, which employed specialized instruments to evaluate the hazards that impact on students found various domains, but more specifically emphasised the advantages of school safety in inspiring students to improve their behaviour modification (Aboagye, 2019).

Furthermore, the study conducted by Gorbunovs et al. (2016) revealed that physical punishment, threats, bullying, substance usage, and work-related safety concerns among the teaching staff

were high-risk factors that impacted on teachers' morale in managing students' discipline in schools. Ensuring the social, emotional, and physical safety of all stakeholders affiliated with the school was also found crucial in achieving the school's objectives. Talley(2016) found that opportunities offered to students in classrooms should demonstrate the production subsystem of schools which allow both teachers and school administrators to constructively influence students' learning outcomes, thereby engaging more with learners enthusiastically and efficiently in learning activities within the safe environment provided by the school.

Nevertheless, Senjaya et al. (2020) emphasized that the collective responsibility of school safety lies with students, teachers, and parents. Hence, the physical autonomy of students within the educational setting is crucial for fostering a collective emotional environment and a feeling of social inclusion. Extremely hostile educational environments incite violence, well aware that some violence can result in pupils losing their lives (Jean-Pierre & Parris, 2023). Violence in school settings manifests in many ways, such as physical altercations, harassment, verbal mistreatment, and gang-related violence. These give rise to much greater apprehensions regarding safety at educational institutions and occurrences that receive coverage in mainstream media, such as newspapers and television.

Violence poses a significant environmental insecurity issue which potentially destroy the culture and atmosphere of the school (Jean-pierre & Parris, 2023). As per the findings of Ssenyonga et al. (2019), Safety issues are exacerbated by circumstances such as aggression against pupils, abuse, a proclivity towards criminal behaviour, and inadequate provision of suitable education and training resources. The presence of safety barriers can impact the dynamics of teacher-student relationships by influencing the outcomes of effective teaching. To create a healthy and safe environment in the school, it is necessary to adopt practices that focus on enhancing the school climate and culture. These practices should include adopting a more desirable and adaptable attitudes towards conflict resolution and management, including students in decision-making processes, involving them jointly crises management areas, and this will foster a stronger social connections among students(Randa et al., 2018). Further research by (Osher et al., 2019) found that school safety is important Childs' rearing and develops .

In accordance with the findings of Kahraman et al. (2022), a school safety holds a higher significance and worth than the mere absence of violence within educational institutions. Hence, it is imperative to take into account myriad aspects associated with collaborative learning while constructing a secure educational environment. According to Clare (2018), in addition to addressing school safety and improvements both inside and outside the school environment, it is imperative to implement strategies to decrease indiscipline and other undesirable student behaviours. Furthermore, it is crucial to ensure that school programs are efficient, socially responsible, and focused on individual needs.

Senjaya et al. (2020) in their study have shown that the learning environment has a significant impact on students' discipline inside a school setting. It facilitates the acquisition of behavioural patterns that are required by school teachers. Some scholars contend that the structure and substance of the school environment influence the educational systems of the institution achieved by cultural assimilation (Kesner & Stenhouse, 2018). Studies by Mansor et al. (2017), Obadire et al. (2021) and Sibanda (2016) have also revealed a decrease in negative or aggressive behaviours commonly observed in schools, which might be attributed to improvement in managing physical surroundings. The psychological environment of a school would refer to the stimuli that impinge upon the learner's psyche in the school. For example, the attitude of the head teachers and the teachers towards a learner would act as a stimulus for the learner to do or not do certain things in the school. .

Mestry and Khumalo (2012) contend that in order to achieve success, which is facilitated by the development of educational habits and socialisation into the prevailing culture of school discipline, educators in schools should justify the arbitrary allocation of administrative power by equitably distributing responsibility between teachers and student leaders. The researcher argues that every school administrator and teacher knows that a safe, clean, comfortable and attractive school environment can stimulate learning and help build a school community. But the dilemma is that, many educators setting up the physical environment of their school can be quite daunting, especially when faced with indiscipline teachers, crowded classrooms and insufficient storage space, but above all, when school environment are carefully planned can restore hope and confidence for the students to learn which promotes the needs of students.

The physical environment of school buildings and school grounds is a key factor in the overall health and safety of students and staff members. School environment should be designed to be accessible and free of in hygienic and safety hazards, and to promote disciplined learning. Within the educational setting, students freely interact based on their age, social class, socioeconomic status, geographic origin, and shared interests. The influence of peers shapes the values, knowledge, eating habits, and learning experiences of a youngster. Nevertheless, it is important to acknowledge that a positive influence among learners can significantly contribute to disruptive behaviour. The extent of the influence of peer pressure is determined by various situational factors such as age, personality, and individual values held by the student.

The school environment encompasses the interactions among individuals within a school community, which are influenced by the structural, personal, and functional aspects of the educational institution. These elements contribute to the unique characteristics of schools (Olio, 2013) as referenced in (Temitayo et al., 2013), and this is an essential determinant in assessing student well-being is the educational environment. Scholarly research conducted by (Thana et al. in 2013, as referenced in Università & Ss in 2020), has demonstrated that factors including physical, academic, and social aspects had an impact on school discipline. School climate affects the school discipline and academic performance. Exposure to violence at school reduces attendance, decreases test scores, increases misconduct, and reduces the likelihood of students' attendance (Sandra, 2018). Being the victim of corporal punishment at school is associated with increased student misbehaviour and declines in grades (Woolley and Hong, 2012) as cited in (Onyango, 2016).

The research conducted by Kelly et al., (2023) examined the physical infrastructure and managerial structure of schools in relation to their settings. The finding showed that the well-being of students in a safe school environment and student well-being were closely significantly interconnected variables in addressing different types of student demands (Kutsyuruba et al., 2015) as referenced in (Università&Ss, 2020). The primary focus of studying a safe school environment is on physical aspects such as density, privacy, gaps, activity areas, green spaces, and so on. An extensive study has been conducted on the impacts of physical factors such as

noise, lighting, and furniture on behavioural outcomes in pupils; nonetheless, the discovery of these evidence impacts on the impact on school discipline was not regarded as completely definitive.

It is important to note that the quality of school infrastructure directly impact the behaviour of learners by influencing their cognitive, social, emotional development, and lifestyle (Università&Ss, 2020). In essence, the school environment is seen as a didactic agent that facilitates the provision of ideal physical conditions for the advancement of the teaching-learning process. Moreover, it facilitates the development of students' skills by encouraging the promotion of their independence. According to Romani (2017) as cited in Università&Ss (2020), the emphasis on the environmental roles in school discipline encompasses three concepts, namely; the physical components of the environment as agents of socialisation, the educational goal for valuing and conserving the environment, and as educational or didactic resources with pedagogical utility. Physical school environments include classroom spaces designed for delivering curricular materials related to fundamental knowledge areas. These spaces facilitate interaction between students and teachers, accompanied by suitable equipment that promotes solo or group work to enhance students' discipline.

The spaces where students engage in educational, civic, recreational, and food-related activities directly influence the behaviour of the learners. A study by Dill and Baseman (2017), as referenced in (Università&Ss, 2020), confirms that playgrounds have a beneficial impact on the cognitive development and levels of school connection in youngsters. Additionally, well-maintained library spaces that are conducive to reading, learning, and consulting a bibliographic collection are part of the school community. These spaces should be designed to foster students' enthusiasm to learn and cultivate their commitment and discipline as they work towards academic success (Garage, 2008). A study was subsequently undertaken to elucidate the use of evaluating the learning environment of the school library. The findings revealed that the school library had a beneficial influence on student discipline and academic achievement.

This review established a basis for elucidating the behaviours of secondary school students by exploring significant variation in the definition and measurement of a positive school environment across different studies. First and foremost, this explanation arose from a lack of agreement on the precise concept of school environment. Wang (2015), as referenced in (Bear & Chen, 2018), proposed that the school environment comprises of distinct dimensions such as academic, community, safety, and institutional environment. These dimensions collectively influence cognitive, behavioural, and psychological development. The extensive scope of the definition of schools' environment complicates the differentiation of school environment from other attributes common to schools. A narrower understanding of the school environment particularly emphasises the interpersonal interactions that occur within the school premises. However, to Cornell and Mayer (2010) as referenced in Shukla et al. (2016) refers to school environment as the overall quality and nature of school life which shaped the individuals' experiences in school and enhanced encompassment of norms, objectives, values, interpersonal relationships, teaching and learning methods, and organizational structures.

The authoritative school climate model is a conceptual framework that accurately delineates and measures the attributes of a positive school environment. Based on the authoritative school climate theory, the disciplinary structure and the level of student support are identified as truly crucial components of school climate (Aldridge et al., 2019). The concept of disciplinary structure refers to the idea that school rules are perceived as strict when properly enforced to maintain the welfare of pupils. Student support refers to the perception of students regarding the level of respect.

Classroom environment as a component of the school environment measures the association between student cognitive and affective learning outcomes, as well as students' perception of the psychosocial characteristics of the classroom(Sun & Shek, 2012). Student perceptions of school discipline often account for significant variance in the measurement of learning outcomes, and also beyond the attribution to the background of a disciplined student's characteristics. It is often described in terms of atmosphere, climate, etc. The perceptions of students are key components and valuable indicators of the school climate (Sun & Shek, 2012) . However, little has been explored about the impact of the school environment on the learner's behaviour. The field of

school environment on learners' behaviour research provides an opportunity to become sensitised to other important aspects of school life. Akman (2021) explicitly incorporated school environmental factors in a model of educational effectiveness.

Recent research views students' well-being as an important output factor of the educational process next to cognitive output has shown that a distinction can be made between current and sustainable well-being (Bear & Chen, 2018). On the one hand, as indicators of a current, situationally oriented state of well-being,(Cornell & Cornell, 2016) , it refers to the immediate experience of feeling good at school, satisfaction with aspects of a situation, school-related feelings of fear and various psychological and psychosomatic factors induced by the school situation. On the other hand, general self the view of one's capabilities, one's self-image, the academic concept of self, and the social and emotional self-image of students are indicators of sustainable well-being. In this study, the focus is on current well-being. The well-being of students is defined as "a positive emotional state that is the result of a harmony between the sum of specific context factors on the one hand and the personal needs and expectations towards the school on the other hand"(Gordon & Gordon, 2018). The vision behind this definition is one of dynamic involvement and positive change, and corresponds with a movement towards positive psychology(University & Ss, 2020).

School environment is the foundational determinant of learners' behaviour which induces intrinsic motivation, because it provokes learning and inhibits socialisation ingredients (Betake,2016). It is characterised by resources and physical environment, which directly impact on the students' well-being, which translated into attitude formation and behavioural change of the students. This includes the school factors such as the classroom environment, resource availability, and participatory nature of the school's dormitory and washrooms that influence students' behaviour in most cases. However, this study did not look at school safety and security as a factor that influences the students' discipline in secondary school.

2.4 Students' perspective on the management of discipline in schools

Discipline is defined as a trained condition of order and obedience that is kept among school learners; these conditions of order and obedience are implemented to bring control (Gaston,

2015). In other words, discipline is a practice of imposing strict rules of behaviour on students, as well as developing the ability to behave and work in a controlled manner (Karyeija, 2019). Disciplined behaviour is characterised by behaviour acceptable to society and agreed upon by schools as appropriate, which promotes better learning outcomes. It is also an affirmative action of child-rearing programming for behaviour modification (Sekiwu & Naluwebe, 2016). However, this study used "discipline" as a condition of order and obedience among learners in a school to attain the objectives of the school's effective teaching and learning and to make the learners achieve the desired competencies. Furthermore, discipline management is operationalised and characterised as a procedure with a high degree of structure, clear and consistently enforced rules, and teachers' awareness and monitoring of feedback to enhance positive reinforcement.

Student discipline is central to the school learning process and the students' well-being (Shukla et al., 2016), School administrators face constant challenges in engaging students to manage their behaviour in schools. Nearly a fifth of Uganda students passively disengaged, and administrators are more stressed about students' behaviour in schools (Korindo,2018). Despite these daily challenges in schools, school administrators must ensure that their contribution contributes to discipline improvement in school system (Korindo,2018). In respect,(Ampeire et al., 2022) found that the role of school administrators in providing a stimulating and positive learning environment was un-aspiringly critical to students' in-school and learning experience. It, therefore, comes as no surprise that students perceived teachers as key player and has instrumental role in student discipline management (Zheng, 2022).

The differing approaches of administrators from the students' perspective on discipline management can explain many of the indiscipline cases in schools. Management approaches exhibited by some administrators in the schools have resulted into strikes and school unrest (Mbogori Jane Mwendwa, 2012), as these approaches influence a student's immediate learning environment in a way that scaffolds for student indiscipline. Indeed, (Vijayan et al., 2016) posit that teachers mediate or build the bridge to student discipline and that teachers' communication, care, respect, inclusion, social membership, and engagement, as well as discipline, lead to student achievement. As a construct, student discipline is reorganised as having dimensions such

as politeness, caring, respect, and behavioural engagement, which includes participation and the absence of disruptive behaviour, emotional control, etc. The challenge exists for administrators and teachers to understand and employ disciplinary methods that effectively support the behavioural, emotional and cognitive aspects of students' discipline. It is therefore important to provide a description of how school administrators understand and implement discipline management to foster students' well-being in schools.

In this regard, research concerning students' discipline management in the post-corporal punishment era is limited. The research includes five studies that have investigated students' discipline management internationally in primary and secondary schools. Of the five studies, however, all of them used quantitative approaches with survey designs only. Additionally, only one study was in Uganda (Denis & Frances, 2016), but it also used a quantitative approach with a survey design that used demographic sampling, different from the current study. This research provides insight into students' discipline management at schools, as reflected in inspection reports on schools managing discipline without corporal punishment in Uganda. This investigation confirmed the significant roles educators play in how discipline is managed in schools, thus supporting the current investigation into the procedures used in discipline management by educators.

Students viewed teachers' role in discipline management as pivotal because, teachers guide and support them in decisions making, which help them to influence their discipline in school(Nduhura& Natamba, 2022). Importantly, in the current study, research has demonstrated that students do not have similar understandings of students' discipline; this is evident as teachers practice pedagogies that support different dimensions, such as academic and co-curricular(Ampeire et al., 2022). This is important because teachers may need to focus on improving specific dimensions of engagement to support students' outcomes (Kelly et al., 2023; Ampeire et al., 2022) .Though there is existing research that seeks to establish teachers' perceptions of students' discipline management in the classroom, these research explores the importance teachers but placed limited number of pedagogical practices in students' discipline management(Kelly et al., 2023) . Therefore, there was no existing case study to discuss how teachers understand and support learners in discipline management. The aim was to build on

existing literature of knowledge and contribute new information to the field of student discipline management with a specific focus on the roles of teachers in supporting discipline management at schools.

Academic discipline reflects the dynamics of student-teacher relationships and interactions within a school (Mansor et al., 2017). Within an educational institution characterised by strict discipline and rigid regulations, the student-teacher assumes a formal and detached role (Sezen-gultekin et al., 2022). Although the main and immediate objective of schooling may be cognitive development, all educators recognize that socialization of a young individual is a vital result, crucial not only for preparing the student for life in society but also for establishing a conducive learning environment during the school years through discipline (Senjaya et al., 2020). Discipline is a crucial element for a successful educational process as it enables students to develop self-control, conscience, and ethics, thereby facilitating their understanding on discipline (Sadik, 2018).

Some students view punishment as excessively lenient and outdated, which does not support the intellectual growth of students in an environment (Mohamad et al., 2017). Certain scholars in the same academic domain perceive discipline as excessively oppressive, erroneously emphasising punishment, and ineffectual in fostering self-control (Sugai et al., 2016). The concern at hand is not in the perceptions of discipline, but rather in fundamental assumptions about the educational process, namely in the modelling of learners and the mechanisms through which learning occurs. An assessment of the function of discipline in the process of development is based on addressing fundamental inquiries about the objectives of educational institutions. The pervasive nature of teachers' hostility has had adverse consequences on student discipline in schools in recent years. International studies have shown that a significant number of students are cognizant of and generally discontent with the manner in which their teachers address disrespectful behaviour (Salgong et al., 2016).

In a study conducted by Halu-halu (2013) in selected secondary schools in Lady Frère, Eastern Cape, on discipline management, it was found that coercive discipline management practices are indicative of low teacher support and ultimately result in lower levels of social and emotional

well-being. These findings are closely linked to the perspectives on the strategies of maintaining discipline without the use of corporal punishment. Furthermore, in Nigeria, a significant number of secondary school students have indicated that shouting is a type of punishment and that the use of offensive language to belittle them is linked to reduced teacher proximity and the use of aggressive management strategies by teachers (Odebode, 2019).

Similarly, (Mishra & Arora,2021) in a study identify classroom behaviours among school-going children to develop a guideline for managing indiscipline behaviours in a classroom. The study emphasised the long-lasting impact of teacher aggression on the teacher-student relationship. The study demonstrated that coercive actions by teachers are not a temporary disruption of school discipline, but rather persistent manifestations of aggressive behaviour. Their findings also indicated that teacher coercion did not correlate with increased teacher influence. Conversely, there was a positive correlation between supporting teacher behaviours and a greater perception of teacher proximity in the school. However, there was no observed impact of perceived teacher influence. This conclusion is substantiated by data indicating that unfavourable/corrective teacher attitudes and actions towards troublesome pupils during the early stages of primary school somewhat contribute to peer dislike (Montuoro, 2023). Both of these studies suggest the boundaries of coercive authority in the classroom/school and endorse the use of referent and informational power, as well as the notion that teachers should cultivate a moral sense of responsibility in students instead of resorting to harsh external controls to compel students to adhere to pro-social behaviours (Amin et al., 2021).

Students experiencing emotional and behavioural challenges also articulate overall discontent with how their teachers navigate their discipline. An investigation was conducted on the perceptions of secondary school students with emotional and behavioural difficulties regarding Social and Emotional Learning and Equity in School Discipline. The findings revealed that a significant number of these students reported that their teachers employed coercive and autocratic discipline management techniques. These practices resulted in feelings of powerlessness, oppression, and detachment from the learning process. However, the researcher contends that this causation should be approached with prudence. For instance, some children who have emotional and behavioural challenges may experience a sense of powerlessness,

oppression, and detachment from the learning process before their professors implement strong behavioural interventions. Consequently, there is minimal or no influence, as the professors and administration possess the power and make decisions without seeking input.

The existing literature on students' discipline management has mostly focused on indiscipline learners by exploring the impact of school-wide positive behaviour supports, as well as the behaviour of teachers and the classroom environment on the behavioural and academic outcomes of students with emotional or behavioural disorders. Teacher verbal feedback directed toward secondary students with challenging behaviour and its relationship to their behaviour (Vijayan et al., 2016), Classroom structures that support student relationships (Senjaya et al., 2020), Associations with family, friends, and school engagement (Vijayan et al., 2016), Responsive Classroom (<https://www.responsiveclassroom.org/punishment>, 2020), Solving Discipline and Classroom Management Problems, Methods and Models for teachers today (Sezen-gultekin et al., 2022), Classroom Management Strategies, Promoting Learning and Building Community, (Rifa at.et., 2021). However, this research focused on the system identification of ingredients to alternatives to corporal punishment workable by identifying practices for adoption with a view of developing a discipline model, but not necessarily a numerical metaphor of issues as presented by other researchers mentioned above.

When students are not close with their teachers, they exhibit aggressive conduct (Akman, 2021), this is more especially with girls when they are not in contact with their teachers, and they develop social inhibitions (Akman, 2021). These findings are in line with the gender-stereotypical behaviours exhibited by children, which showed that lack of stable bonds between students and teachers promoted aggressive behaviours (Ssenyonga et al., 2019). Furthermore, Galvin et al. (2019) found that teachers account for misbehaviour within the wider framework of the teacher-student interaction. Nevertheless, it is crucial to acknowledge the potentiality that the lack of discipline among students and its handling can be seen as an expressions of uneasiness that erode the perception of insignificance among students.

Teachers must be cognizant on the demand of students in their schools in the process of supporting them during guidance and counseling sessions. In this case , supporting students

includes nurturing, appreciating, and acknowledging them. In essence, Galvin et al. (2019) recommended that educators should prioritise the relational significance of referent power over authoritarian power, which is typically based on monitoring and coercion. This recommendation is substantiated by a study done by Shukla et al. (2016), which indicated that African American children from kindergarten to sixth grade who exhibit disruptive behaviour expressed a need to have closer proximity to their teachers. Further research by Cornell & Cornell (2016) indicated that teachers who are warm and empathetic have a beneficial impact on the social interactions of pre-scholars who are at risk of disruptive behaviour. These findings align with the review on students' perception of discipline management conducted by Aldrup et al. (2018a), which showed that students regarded effective teachers as displaying qualities of care and compassion. Regrettably, a qualitative study conducted by Chitiyo et al. (2022) revealed that students who are considered at-risk face the lowest level of emotional support from their teachers.

The factors contributing to pupils' lack of discipline were also examined by Mansor et al. (2017) and Ngwokabuenui (2015) in a descriptive survey study with 3240 participants from 120 schools in Cameroon. The study revealed a significant decrease in student assessments of school social environment (including teacher support, peer support, student autonomy, and clarity and consistency in school rules) from the start to the conclusion of middle school. The observed decreases were determined to be directly linked to decreases in the behavioural adaptation of students. A comparable study was undertaken by Mansor et al. (2017), which examined the perception of school discipline among 383 white and Latino adolescents in Los Angeles in a middle school setting (Standard-School-Discipline-Plan-Template, n.d., 2019). The research also documented the students' views on discipline, which numerous students considered inappropriate interventions, such as public reprimands that are humiliating, personally offensive, as well as group repercussions for individual misconduct. The research concluded that teachers should refrain from engagement in public diagnosis and other forceful, external methods and instead prioritise the use of techniques that promote autonomy and self-regulation. Therefore, teachers must acknowledge that fostering the development of self-regulation in a student is a fundamental aspect of their role.

A comprehensive analysis conducted on school discipline by Mansor et al. (2017) examined several studies that documented significant variations in how students perceive teachers' disciplinary measures regarding discipline management. Specifically, my study evaluation focuses on student perspectives of discipline management by analysing studies completed worldwide from 2006, when physical punishment was prohibited in the country. This study also examined the student perspectives of classroom discipline management, student perceptions of effective school discipline management approaches, and instructor perceptions of responding to suspected student misbehaviour. The researcher concurs with several scholars who stress the democratic paradigm of student discipline.

Students' councils play important roles in students' discipline management in schools, and such roles include monitoring students' welfare, coordinating co-curricular activities, and supervising learning activities such as early morning and late evening preparation (Onderi & Odera, 2018). The students' council checks students' attendance during school activities and monitors indiscipline cases. This, therefore, denotes that student councils linked school administration and the entire students' population in the school (Onditi, 2018). Furthermore, (Nduhura & Natamba, 2022) maintained that student councils bridge all good or bad happenings in the school, they act as spy for school administration so that they are fully informed about the happenings in the school.

A study regarding students' involvement in running schools' affairs was conducted by (Mccall et al., 2018), the findings showed that students viewed educators as managers of the guidelines of the school, including incorporating their views into the school routine program. The study also suggested that students should participate in welfare activities such as meals and preparation time during evening and night reading sessions at school. This measure is vital to prevent any problems between the school administration and the student population. The researcher agrees that, as provided in the Education Act 2008, the student council is a legal entity that is empowered to support students in schools.

Students perceive discipline as management (Okaka, 2019), and management involves planning for students in the school to play their roles. Planning provides a conceptual and concrete basis for initiating and undertaking other managerial functions, which helps reduce uncertainties for future events (Rodriguez & Welsh, 2022). Although planning cannot be predicted with

percentage accuracy, planning helps management anticipate the future and prepare for risks by making the necessary provisions to meet unexpected events. The process of planning may include developing objectives, developing tasks to meet objectives, determining needed resources, creating a timeline, determining and assessing the final plan, and distributing the plan to the school. It may also be viewed as an approach to solving problems that provides a systematic way of viewing problems and developing short and long-term solutions in the decision-making process.

Early identification of learners with problems is crucial in determining whether their tendency towards persistent misbehaviour is influenced by peer pressure or as a result of a more underlying psychological disorder and causal factors that may only be discovered later through psychological assessment. Educators should also be aware that misbehaviour among pupils might frequently indicate a learning challenge (Rodriguez & Welsh, 2022). It is crucial to identify learners with behavioural challenges at an early stage to give suitable support and avoid the issue from worsening to the extent where separation from school becomes necessary. A successful early identification system necessitates the integration of discipline, pastoral care, and special needs policies within the school through meticulous planning. All staff members must possess knowledge of the early signs that a student is encountering challenges and be well-informed about the suitable remedial measures to be implemented (Assad, 2020). Regardless of its causes, ongoing misbehaviour indicates a systemic deficiency in management, and schools should identify these deficiencies by implementing the management practice of planning and organising. Concurrently, address pupils' behavioural issues in a more methodical manner, Ababa and Eshetu (2014).

The study conducted by Haroun and Hanlon (2016) examined the perceptions of students on school discipline and class management. A comprehensive analysis was conducted on the existing literature about the viewpoints of students and teachers regarding classroom management and discipline. According to the paper, the active involvement of students in establishing the teacher-student connection is crucial. Additionally, students have certain expectations when evaluating teachers and hold individual perceptions of their teachers in terms of their effectiveness in managing punishment. Specifically, Mohamad et al. (2017) and Sadik

(2018) found that students make deliberate behavioural decisions that are often influenced by their positive opinion of the teacher and in reaction to the teacher's misconduct. Furthermore, the review indicated that nearly all students desire instructors who demonstrate concern for their academic, personal, and social well.

Indeed, Keller and Connell (2004) succinctly encapsulated the extensive literature on students' involvement in school activities, they found that students perceived involvement with the field of asserting "good teachers care.". Furthermore, Montuoro (2023) observed that the majority of students consider good teachers to be those who establish explicit behavioural expectations and provide a secure learning atmosphere. The majority of students also expressed aversion towards teacher unpleasantness and intimidating or forceful behavioural instructions. Finally, the review revealed that students prefer a light-hearted, engaging, and participative approach to discipline rather than severe punitive measures. The findings underscored the indissoluble connection between students and teachers in the management of discipline and implementation of instructional methods (Aldrup et al., 2018).

The social atmosphere of a school is closely linked to the level of discipline exhibited by its students (Aldrup et al., 2018). The correlation between the school social climate and students' self-reported behaviour supports prior studies conducted by Moyo et al. (2014b), which emphasised the importance of students' perception of school climate as a causal mechanism in student misbehaviour, particularly about classroom discipline. The study conducted by Mishra and Arora (2021) revealed a significant positive association between students' views of harsh school disciplinary measures and teachers' accounts of student misconduct. He emphasised that comprehending students' perception of discipline and authority is crucial for understanding the impact of discipline on student behaviour in secondary schools. He also noted that the success of discipline management in schools seems to be partly dependent on whether students perceive school discipline as the teacher's authority in terms of fairness and legitimacy. Efforts to reduce school violence may fail to consider how students' assessment of the effectiveness of school discipline policies may be influenced by stricter regulations and more severe penalties (Allida & Nyakito, 2018). The observed results could perhaps be indicative of the high student-teacher ratios that are typical in conventional education (Temitayo et al., 2013). It has been contended

that these disparities may necessitate the use of bureaucratic and structured control methods, leading to student dissatisfaction and resistance towards education (Montuoro, 2023).

Furthermore, research on student perspectives of school discipline by Ardinsyah (2022) indicates that teachers should enhance their utilisation of democratic and information-sharing methods, especially with students who encounter discipline issues. This approach facilitates the development of strong connections between teachers and students, hence promoting effective communication. This strategy is associated with the discipline management principle, which outlines a set of easily attainable principles that prioritise the dignity of the individual, the value of personal choice, the importance of responsibility, and the pleasure of creativity.

The philosophical framework based on democratic principles that empower every individual is the centre of control in managing behavioural problems (Musa & Martha, 2020). Control is observed as the person-centred method, which is characterised by the teacher engaging in a direct personal interaction with the student, meeting them on an individual basis. The effectiveness of the person-centred approach to education was recently emphasised by Sadik (2018) in a study that explored the perception of discipline among secondary school students using a metaphor to analyse the classical and person-centered learning models of education which resulted into reparative relationship.

Effective school disciplinary management involves the implementation of positive behavioural management strategies (Usher et al., 2021). For instance, in Uganda, reports indicate that secondary school students exhibit greater responsibility when teachers handle misbehaviour through conversation and empower students to resolve their discipline issues independently (Ofoyuru & Too-Okema, 2011; Ellen James Ngalya, 2017). According to Onderi & Odera (2018) and Maingi et al. (2017), students in African countries were found to exhibit a higher level of responsibility when teachers explicitly addressed them about inappropriate conduct. This can be attributed to the limited involvement of students in the formulation of discipline policies by teachers and school administrators. These inclusive school discipline management interventions seem to have a greater impact than simply altering students' conduct.

In Nigeria, a qualitative study conducted by Odebode (2020) examined the perception of disciplinary strategies among secondary school students. The study was specifically focused on how students and teachers perceive disciplinary measures in their classrooms regarding misbehaviour and the disciplinary strategies that are used. The study found that students had a greater willingness to assume accountability for their conduct when the teacher's decision-making process was characterised by transparency and democracy. Moreover, students exhibiting behavioural challenges clearly articulated a significant requirement for assistance and supervision from their educators (Eyasu, 2019).

In a recent study, Mishra et al. (2021) conducted comprehensive interviews with kids who had challenges with discipline and had completed their last years of schooling in an inclusive school owing to their irregular behaviour. These groups of pupils articulated the simultaneous challenge of experiencing both passive and active exclusion from their teachers, while simultaneously desiring their assistance. The result showed that the lack of integration of emotional management, behavioural challenges, and misbehaviour management in inclusive classroom methods has had an impact on discipline management.

Students' involvement in their welfare activities is an essential component of student discipline management (Onditi, 2015). The welfare of students involves activities ranging from organising out-of-class activities like games, solving minor indiscipline cases, and other welfare programs like ensuring that all students get meals. Student leaders observed that their self-discipline is linked to school academic achievement and students' welfare (Nzoka and Orodho,2014). This is because they modelled other students for effective discipline management in schools (Nduhura & Natamba, 2022b). This argument is by the well-known social-cognitive theory of learning (stressing the role of observational learning) of the distinguished Albert Bandura (1971). This theory explains why people behave as they do so and is popularized by various personality doctrines which depict discipline behaviour as impelled by inner forces in the form of needs, drives, and impulses often operating below the level of consciousness and that since the principal causes of discipline behaviour resided in forces within the individual, that is where one looks for explanations of man's action.

Additionally, (Mishra & Arora, 2021a) explain that students can also maintain self-discipline through respect for authority, which makes them respect the decisions of the school management team, the governing body, and the prefects. Meanwhile, Alsubaie (2015) suggested that students should be involved in community welfare and developmental activities that include participation in tree planting to promote holistic development and provide skills. Additionally, (Indrawati, 2019; Amoah et al., 2015) echoed that students should perform routine activities in school on behalf of their teachers as well as undertake supervision of school activities, which is part of their welfare activities in schools. On the other hand, at the same time, the availability of an effective school management system provides an established and calm system for maintaining discipline without the use of corporal adhered (Ababa & Eshetu, 2014). Ofoyuru and Too-okema (2011) argue that schools should make it a priority to develop school policy as well as a Code of Conduct for learners.

The ideas about students' involvement and participation in the development of codes/rules were advocated by (Onderi & Odera, 2018; Ofoyuru & Too-okema, 2011). This involvement is within the legal framework of Constitution of the Republic of Uganda enacted in 1995 as well as the Education Act 2008. Schools should not ignore the establishment of statutory bodies such as the School Board of Governors and the learners' representative councils, as well as parent bodies, to maintain discipline in schools. The researcher bears testimony to these claims and maintains that this view makes the students account for their behaviours and is undoubtedly important for determining the attitudes of both the students and teachers. He further agrees and would verify by involving students prefect as research participants in the data collection process to ascertain the extent of involvement.

School discipline refers to the implementation of school policies and measures by school staff to enforce the school's codes of conduct and deter undesirable behaviours among pupils (Nduhura & Natamba, 2022). The imposition of discipline is essential to ensure compliance with school regulations. Nevertheless, the implementation of certain disciplinary techniques may have a negative impact rather than a positive one (Payne, 2015). Students, as individuals, have varying perceptions of the world, recognising that human conduct is influenced by their perception of the surrounding world, how others are seen, and the occurrences in the world. Variations in the social and physical origins of a student are linked to distinct values, interests, and expectations,

resulting in varied perceptions (Vain, 2017). The psychology study reveals that a person possesses boundless needs and impulses, constantly seeking expression. These needs include security, sexual activities, exploration, and success.

Students view discipline management as a precise means of controlling their physical being; by exercising discipline, their physical abilities are developed to be optimal and proficient (Nduhura & Natamba, 2022a). To them, discipline is a systematic evaluation and rectification of procedure aimed at developing skill and character. The common disciplinary code, as referenced by Chonco (2019), encompasses frequent interactions with students, the implementation of efficient instructional techniques, the utilization of school discipline data to pinpoint targeted interventions, the application of the school code of conduct to learners, and the establishment of precise expectations for learners to deter undesirable behaviour. This corroborates the findings of (Sezen-gultekin et al., 2022), who underscore the need to implement school-wide positive behaviour support as a means to foster successful discipline.

According to Natamba (2022), consultation, as viewed by students, is a tactic to regulate their discipline; it enables them to validate the decisions that have been made on them. Natamba elaborated that learners would have a fundamental interest in engaging in decisions that affect them. This is why school educators should seek their input while developing the school code. This concept aligns with the findings of Hansen et al. (2019), who suggest that learners' involvement enhances their development and maturity in decision-making, therefore facilitating the formulation of solutions to their challenges. In addition, they emphasised the need for learners' active participation in the decision-making process.

In a study on students' perspectives on disciplinary measures, Mansor et al. (2017) discovered that students perceive exclusion from decision-making as unfair, unreasonable, and inappropriate, even if it is seen as punishment. However, punishment does not reduce their undisciplined behaviour and instead fosters future aggression and anxiety. The researcher agrees with all the findings and is interested in determining the extent of decision-making, consultations, and involvement of students in schools conducting discipline without resorting to physical punishment.

Students' perception of school discipline is interpreted as managing students' affairs and behaviours through their leaders (Aldridge et al., 2019). Student leaders mentor their colleagues

to be disciplined, and so effective school discipline requires students' input. Gregory et al. (2017) argue that students' adherence to rules and regulations relies on their active participation. Therefore, school rules designed with input from students through an open and democratic process of consultation and negotiation with teachers, learners, and parents are highly valued. This aligns with the viewpoint of George (2017), who argues that a code of conduct should be grounded in the common principles of learners' engagement. Consensus among students regarding their views on suitable conduct for the school, together with transparent communication of codes with teachers, parents, and students, will facilitate a deeper comprehension of their perspectives on the methods of disciplinary management in schools. The author elaborates that self-discipline facilitates favourable interpersonal relationships, while a favourable school environment enhances academic performance and nurtures self-esteem and emotional welfare.

Discipline has a significant impact on students' future careers and lifestyles. A self-disciplined student recognises the value of time management and long-term planning, intelligently selects the path needed, and strives to improve in all aspects to achieve long-term job objectives. Many times, students are unable to communicate their difficulties to others, and as a result, they become upset, resulting in bad behaviour. Discipline is seen as a responsibility in student life; discipline inspires those around us to be more disciplined and aids an individual in achieving their desired level of achievement in life. Lives will be achieved with the effective implementation and application of discipline. As school managers, student discipline should be handled in a case-by-case manner. Educators should always fully investigate each case incident and be willing to ask all stakeholders questions when needed. It is important to strive to be fair and consistent in student discipline.

Our analysis of students' views of school rules and rule enforcement is guided by the notion of social reproduction in education, which emphasises the significance of formal socialisation of students into dispositions and social roles via discipline. Given the growing importance of school discipline and security in the systemic socialisation of pupils, it is reasonable to anticipate that school rules and the implementation of these regulations would significantly influence students' views of school authority. Furthermore, considering that certain minority kids appear to be

disproportionately singled out for school penalties, it is reasonable to anticipate that they would view school discipline as less equitable than the majority of students. Indeed, research conducted by Salgong et al. (2016) reveals that when some student groups see themselves as being more likely to be punished, they face the possibility of experiencing feelings of isolation and rejection from educational institutions.

While previous studies by (Lema & Gwando, 2018) provided compelling evidence that students' views of school discipline encounters vary among school administrators, the specific variations in these experiences among schools in various regions of Uganda remain unclear. Within this scholarly literature, it is typical to assume that all instructors share comparable experiences and to combine Northern Uganda and Uganda into a single group, or to conduct studies just focusing on the pupils of Northern Uganda. Studies indicate that most students view school discipline as punitive measures (Petrus, 2015), however, there is limited research on students' views of the equity of school rules and their implementation as disciplinary processes. Additionally, it is cited by academics and advocates of discipline management to support the proposition that, in the stages of growth, especially during adolescence, students of all student categories are undisciplined but are often disciplined for subjective infractions, such as disrespecting authority. This study has also been widely cited in the academic literature as evidence of similar claims.

Looking at the studies by (Sibanda, 2016; Mlalazi, 2015 Mbesa, 2013 Lapperts, 2012 and Wambui, 2015), the researcher cannot categorically deny that teacher professionalism skills play some role in discipline management in schools. However, taken together, the researcher suggests that differences in the behaviour of the teachers play a major role in discipline management and that differences between schools play a substantial role. However, within schools, head teachers treat students fairly, and teacher bias plays, at most, minor Policies that aim to reduce students' suspensions in school by limiting teacher discretion or subjecting them to training on alternative disciplinary measures are vital

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the methodological procedures used by the researcher for collecting data to address the study objectives. The chapter particularly focused on describing the research design, area of the study, data collection methods, sources of information, population and sampling techniques, data collection instruments, data analysis validity, research limitations and ethical issues adhered to in the study.

3.1 Philosophical Underpinning

The research was conducted under an *interpretive paradigm*, which operates on the premise that reality is subjective, multifaceted, and socially created through languages, consciousness, and shared meaning. This paradigm emphasises individuals' subjective experiences and their construction of the social world through the sharing of meaning, as well as their interactions and relationships with one another (Chanda, 2022). Similarly, the researcher reviewed the narrative against the context and the objective viewpoints of the participants. The researcher found that the participants' research had working systems of their originality and experience, which were based on their setting and religiosity, which form part of the oral and written text of the groups which matter to them and provide meaning and experiences. Therefore, the researcher found an interpretive framework appropriate for the current study relevant because it provided the skill to explore participants' (students, teachers and school administrators) perceptions on students' discipline in schools in the way they conceptualized discipline management and the use of an alternative to corporal punishment in schools as derived from the assumptions of (Payne, 2021; Stadtländer, 2009). The researcher was sensitive to what they felt and said was important to their working theory.

3.2 Research Design

The study adopted a qualitative approach, using a case study design. The Qualitative research approach was used in the research to help directly penetrate the experiences and opinions of the participants (Chanda, 2022); as a result, it provided a holistic and flexible approach to the study of human behaviour (Amankwaa & Revell, 2016). Importantly, the main purpose of the

qualitative approach was to understand how participants interpret and build a sense of understanding of their experiences (Elo et al., 2014); this provided an in-depth description and opinions of the students, teachers and school managers/educators on their perceptions and the ways schools' discipline was managed in their schools by focusing on specific situations such as the events, situation and experiences of these respondents who were involved in the study (Goldsmith, 2021). Recognising the multifaceted nature of the qualitative research approach was in knowledge construction and data-gathering techniques, as described by Chanda (2022), the researcher employed this approach to generate new knowledge based on the perspectives reported by the informants, this proved advantageous for the researcher. The aforementioned advantage was reinforced by Brown (2008), who contends that qualitative research offers insight into the lives of the persons or groups under investigation from their perspective.

Furthermore, the qualitative approach used was supported by the pragmatic approach (Brink, 2009) and informed by the rigour of (*Multiple-Case-Study-Design-Yin-2013*, n.d.) as enriched by the creative interpretation described by (Behavior et al., 2014). The argument related to multiple case study designs and the relative merits of qualitative research approaches has been debated in several academic disciplines (Yazan, 2015). Payne (2021) echoed this suggestion to embrace interpretive case studies and commented on the growing rigour of qualitative multiple case studies. This approach serves my interpretive research paradigm and the theories of school management and student discipline.

A case study design is a form of descriptive research which provided the researcher with an easy strategy to focus on a small number of participants for quality data collection and information gathering from the respondents (Payne, 2021). The researcher in the study purposively sampled four schools from the inspectors' report as a case in the study with a relatively small number of respondents which helped him in doing effective analysis, rather than collecting data from large samples and aggregating the data across individuals or situations which would have made interpretation very difficult (Vohra, 2014). Additionally, the approach allowed for openness, flexibility and modification of the design, as echoed by (Chanda, 2022). The use of a multiple case study design captured the heterogeneity of gender in the different schools, offering a multi-perspective analysis from the schools sampled (Chanda, 2022). These multi-site methods of document exploration concerning the disciplinary process adopted by the researcher were useful

and, importantly, assisted the researcher in designing, analysing and reporting studies with balanced issues across the schools selected with their cases, which provided unique features and context (Yazan, 2015). Equally, the use of a multiple case studies design made the researcher spend a shorter time on a case at a particular time, but worked vigorously to understand each particular case (one case at a time).

Similarly, the use of multiple case design helped address the research questions that explored real-life multiple bounded systems through detailed, in-depth data collection, which was useful in the exploration of the research questions and theoretical evaluation, which enabled the researcher to understand the differences and similarities on the information regarding the management of discipline and also promoted creativity which helped the researcher to address complex issues that was explored in-depth during interviews processes and also helped researcher understand the behaviours of both students and staff as well as condition through which students' leaders and staff disciplinary committee went through in the process of implementing their roles in discipline management process.

As highlighted by Brown (2017) The design also emphasises the role of those responsible for managing and maintaining discipline in schools. Furthermore, the design offers comprehensive information on the functioning of our school, including both the context and individual details. For instance, it offers a humanistic and holistic understanding of complex situations, making it a valuable research design. Although the researchers were focused on a specific case, the compilation of cases largely occupied their thoughts. While analysing a case, the researcher meticulously scrutinised activities while considering the stated objectives of the study, therefore ensuring a comprehensive understanding of each case being investigated. The examples in this study included individual schools, minutes of meetings on discipline issues, pupils within a school, and teachers within a school.

3.3 Site Selection

The selection of sites (schools) was made based on the recommendations of the inspectors from the Ministry of Education and Sports, Directorate of Education Standards (DES) Northern Region, on secondary schools which have demonstrated exemplary discipline management. The researchers' special focus was on schools whose administrators were managing students' discipline without corporal punishment. The researcher paid particular attention to indicator 6 from the tool designed by DES inspectors: "*On Safety of Learners and the School Environment*".

The Ministry of Education and Sports has regional offices for inspectorate (DES) in the West, North, South and Central Regions. For this study, the researcher was interested in the reports from the Northern region because of the proximity, cost-effectiveness in validating data with the inspectors, and evidence of good practice from schools that have demonstrated exemplary discipline management from their reports. Aware that DES is the quality assurance arm of the Ministry of Education and Sports (MoES), which is mandated by the Education Act (Pre-Primary, Primary and Post-Primary) Act, 2008, to monitor schools termly to ascertain quality. The Directorate of Education Standards sets and defines standards for education in Uganda using clearly described indicators, which is the reason for the selection. These indicators make clear expectations regarding performance in a range of focal areas of education, such as the whole school, individual classes, and specific subjects. These indicators measure the degree of adherence/compliance to the education policies.

3.4 Population and Participant Selection

The population targeted was 32 student leaders, 12 teachers who were members of the school disciplinary committee, 4 head teachers and 4 chairpersons of the school Board of Governors, and all the targeted participants participated in the students leaders/prefects were selected for the study because they act as eyes of school administrators, and they manage the discipline of their colleagues in the school, so they can mentor, counsel and discuss discipline issues. Choosing the school disciplinary committee for the teachers was done because of their legal structure in the school management framework in providing discipline at school to students as per the Education Act (Pre-Primary, Primary and Post-Primary) Act, 2008, while the school head teacher is responsible to the school social welfare, school organization as well as the conduct of the students in the school. The school board of the governor is the governing body of a secondary school established under the (Pre-Primary, Primary and Post-Primary) Act, 2008, concerning section 10(d), which states that the board shall also provide for the welfare and discipline of students and staff as required. So, these categories were deemed relevant for the study's selection.

3.4.1 Selection

The study utilised deliberate/purposive selection as a primary technique in a qualitative methodology, as elucidated by (Stahl & King, 2023). Selection is the procedure of choosing a

subset of individuals, events, behaviours, or other components to be included in a study when the size of the research population is too large to be effectively controlled (Stahl & King, 2023). Purposive sampling refers to the deliberate selection of samples from the population in a research project. (Veena, 2014). Amankwaa and Revell (2016) assert that a sample is a small portion of the total population or set of objects which comprises the subject. Selection refers to selecting a portion of a particular population to represent that the entire population. Therefore, a sample is usually much smaller in size than a population.

In contrast to probabilistic sampling, purposive sampling, therefore, seeks to select an information-rich case studied in depth (Amankwaa & Revell, 2016). The researcher selected particular subjects (students, teachers, head teachers and chairperson of BoG) from the population of secondary schools who were considered to have demonstrated exemplary leadership in managing the discipline of students in Northern Uganda as per the standard set by the Ministry of Education and Sports as stipulated in the Basic Requirement and Minimum Standards indicators (BRMS, 2006). Four schools were purposively sampled from the Ministry of Education and Sports reports on school inspection from the Directorate of Education Standards (DES), Northern region, for the years 2017 and 2018 on schools that have demonstrated consistent exemplary discipline management (i.e. managing learners' discipline without using corporal punishment). The focus group of students were chosen from the four purposively selected secondary schools, totalling to thirty two students selected in the four schools, the researcher selected only prefects in senior three and four classes with each class comprising of 4 students each making a total of 8 students selected purposively per school totalling to 32 students who were interviewed in the 4 groups of focus groups. The researcher had the assumption that prefects in schools were the ones who manage the discipline of their colleagues, and the fact is that senior three and four were mature students who had taken fairly long in school and were the right people who could discuss the given topic. To ensure the participation of teachers in the study, the researcher drafted letters requesting permission from the head teachers of the participating schools to purposively select and organise three teachers who were members of the school disciplinary committee from their school for the interviews at the schools. In total, 12 teachers were selected for the study, with 3 teachers chosen from each of the 4 schools.

3.5 Data collection instruments

Data was gathered by interviews and document analysis, which are considered the most effective qualitative methods for obtaining comprehensive information from a case study (Brown, 2017). The researcher conducted on-site visits to the chosen selected group of participants, namely individuals in schools, as mandated by a case study methodology for data collection (Chanda, 2022). An interview was used as an oral questionnaire where the investigator gathers data through direct verbal interaction with participants; instead of written responses, the subject gives the needed information verbally in a face-to-face relationship where the ideas are exchanged. The interviews were conducted in focus groups, which were used with the students, and in-depth interviews were conducted with the head teachers and chairperson of the Board of Governors. A Focus group interview is a type of interview where the subject is interviewed for a short period and answers a set of questions , (Dawadi, 2020). This type of interview is used to verify and inform a particular policy. The benefit of the focus group interviews was that similar traits also involve a small number of demographically similar people or participants who have other traits or experiences in common, which is useful in school research in understanding the relationship between students' reactions to students' perceptions of a shared experience of school policy. The focus group used in the study explored and elicited lessons learned and recommendations for performance improvement because the researcher's idea is to understand participants' reactions.

In an in-depth interview, the researcher asked the head teachers and chairperson of the Board of Governors about their understanding of what discipline is, the support they provide to teachers in managing learners' discipline, and what forms of alternative discipline are provided at their school. These in-depth questions were asked to allow the researcher to collect information that is beyond the initial and surface level. This type of interview allows the researcher to evaluate the different solutions to manage the research process while accessing the data analysis ineptly by providing more opportunities for elaboration and probing of more details. As a result, there is flexibility in it, which makes it more insightful by allowing the interviewer to assess the participants' attitudes, perceptions, and behaviours.

Document analysis entails a systematic procedure for reviewing and evaluating documents through finding, selecting, appraising, and synthesising data (Amankwaa & Revell, 2016). Document analysis here was a form of data collection instrument that served various purposes,

namely, to provide context and historical background by pointing to the possible interview questions that offer a means of tracking policy progress (Amankwaa & Revell, 2016). Overall, it gives the researcher access to data that would have otherwise taken the time and financial resources to collect, and it also helps to triangulate the claims about research because it allows a researcher to refer to multiple sources of combined documents' view from schools (Almalki et al., 2016).

The selection of these tools was guided by the nature of the data collected, types of data, available time, and, above all, the objectives of the study. The study aimed to analyse and better understand ways of managing students' discipline at four secondary schools in Northern Uganda that have demonstrated exemplary discipline management. In this case, the researcher was mainly concerned with the views, feelings, perceptions, and attitudes of students, teachers, head teachers, and the Chairperson Board of Governors because this information can only be collected through the use of interviews and document analysis techniques(Chanda, 2022).

The researcher created interviews guides for data collection tools. Interview guides are structured tools used by interviewers to generate essential questions and elicit additional information (Adams, 2018). Contrasting with unstructured interviews, semi-structured interviews provide a more organised method of interviewing, guaranteeing the inclusion of subjects while enabling participants to express themselves using their language, therefore enabling the researcher to delve into and uncover novel domains (George, 2020). In this study, the researcher administered probing questions to both students and teachers to gather information on students' discipline management. These questions included their comprehension of students' discipline, their approach to discipline in their class or school, the alternative strategies they use to maintain good discipline, the effectiveness of these strategies in their classrooms, their methods for dealing with disciplinary issues in their schools, and their descriptions of any alternative disciplinary measures implemented in their school. The researcher facilitated a chance for the participants to submit their responses while motivating them; these procedures allowed the researcher to gather information that was not directly palpable to the participants. This claim was supported by (Bearman, 2019), who maintains that the use of semi-structured interviews by researchers helps the researcher to balance between the quality and quantity of data collected on the topic. During the interviews, information was gathered, analysed, and interpreted to identify good practices at

four schools in Northern Uganda. These good practices were analysed to determine which of these could be applied to facilitate discipline management better to promote the well-being and safety of learners in Ugandan schools.

3. 6 Data collection procedure

The data collecting tool consisted of a questionnaire with 5 questions for students and instructors being interviewed in focused group discussions, and 8 questions for head teachers and the Chairperson Board of Governors during in-depth interviews. After focus group interviews with students and instructors, in-depth interviews were held with head teachers and the chairwoman of the board of governors, and finally, document analysis was performed. To enhance effectiveness and facilitate building, the researcher devised the interview guides (Rosenberg & Yates, 2007). The interview instructions enable the researcher to acquire information that may not have been perceptible or noted. Each interview was recorded in audio format and subsequently reviewed many times. This enabled the researcher to comprehend the substance of the respondents' answers, facilitating straightforward analysis and a more thorough immersion in the data. Consequently, this facilitated the preservation of coherence and connections in the content (Amin, 2005). Overall, data was gathered from a sample of 32 pupils, 12 teachers, 4 head teachers, and 4 Chairpersons Board of Governors from the 4 schools selected purposefully from the DES reports.

3.6.1 Focus Group with the students

To secure the attendance of the chosen students for the focus group discussions, the researcher composed letters to all the chosen schools, formally requesting permission from their head teachers to meet with their students. Once permission was obtained, the researcher personally met with these students at their respective schools to confirm the interview schedules and provide a briefing on the interview. During the meeting, the researcher elucidated the significance of the research/project, its academic benefits, and the potential advantages for their corresponding schools. To streamline the process of collecting data for focus group interviews with both students and teachers, the researcher meticulously created the template sheets/matrix seen below

Table 3.1: A Template sheet.

Focus Group Question	Member 1	Member 2	Member 3	Member 4
1				
2				
3				
4				

The researcher designed a template sheet, as shown above, to collect information for focused group interviews from the teachers and students, and also, at the same time, developed interview guides/ schedules containing questions for focused group interviews; the researcher would ask questions from the interviews schedules and record/write the interviewees' responses in the respective boxes as seen above. For example, if question ONE (1) from the interview guide were asked either for students' or teachers' focused group discussion, the researcher would allow Member 1 to respond to the question raised, and he would record the responses in the space provided, he then repeat question ONE (1) to member 2 and again record the responses, similarly question (1) to Member 3 responses recorded. This process was continuously and repeatedly done, and responses were entered in the appropriate matrix/box; this was done for all questions with all members of the group. The compilation of responses was done by referring to questions and interpreting the relationship between quotes and the data as a whole by relating to the research questions and the literature review.

Following the completion of the focus group discussions with the students, the researcher then proceeded to carry out later focus group discussions with the teachers. The objective of the focus group interview with the teachers was to assess and authenticate the information gathered from the supervisors of the students regarding the approach employed in managing discipline. These findings provided the researcher with a deeper understanding of the research field of student discipline management. In the context of research, a focus group refers to a group conversation that is confined to the particular topics being examined (Rutledge & Hogg, 2023; Yin, 2015). The researcher facilitated focus groups with the teachers and served as a data collection tool by establishing an environment where each group member felt comfortable expressing their ideas, knowledge, attitudes, and previous experiences regarding the management of students' discipline in Uganda after the implementation of corporal punishment regulations. The focus group interview was carried out as an unrestricted dialogue on discipline management, where each

participant (representing teachers) actively engaged by making remarks, posing questions, or responding to the opinions of others. This aligns with the findings of Rutledge & Hogg (2023), who argued that focus group interviews facilitate the inductive development of concepts from the bottom-up rather than the top-down. This approach supports the formulation of generalisations and theories that are based on discipline management and reflect the knowledge of the teachers involved in the focus group interviews.

3.6.2 Focus Group with the teachers and the students.

The researcher started the data collection process by conducting a focus group discussion. A total of twelve focus group discussions were conducted in the four schools, comprising eight focus group discussions for students, with each school comprised of two focus groups with four members each per school and three teachers per school, making a total of four focus groups. While meeting them, the researcher told the participants that their identities would be confidential to avoid linking them with any information obtained and that the interview was for academic purposes only. During the interview, the researcher made a tape recording and also wrote responses of each teacher on a self-constructed interview guide while directing the proceeding /questions towards the procedures of handling discipline, teachers' current thinking about classroom discipline, the disciplinary measures teachers apply in schools/classroom, and the roles of the school disciplinary committee, their opinion on the best ways of dealing with students' discipline, ways of promoting positive behaviour in their school, teachers roles in ensuring sound discipline in their school, teachers' enforcement on the observance of code of conduct and the alternative strategy teachers use in their schools as well as teachers roles in ensuring sound discipline in their schools.

3.6.3 In-depth interviews with Head-teachers and Chairperson B.o.G

The procedures used for the in-depth interviews were done as follows: At the beginning of the interview, the researcher gave a brief explanation of the research study, consent, and procedures, rationale for interviewing head teachers and chairpersons of the Board of Governors, as well as a description of the interview format and agenda. The researcher shared a little about himself and why he was interested in the topic. This was done to establish rapport, at the start of the

interviews, the researcher was authentic and open to the head teachers and chairpersons' Board of Governors' point of view because these categories of participants were the expert and honoured so much because the researcher relied on them to enhance his understanding on discipline management to add on the research work. During in-depth interviews with head teachers and chairpersons of the Board of Governors, the researcher interviewed all 4 head teachers and 4 chairpersons of the Board of Governors. An audio recording of the interview was done, which made the researcher concentrate on the interviews and build rapport rather than being distracted by extensive note-taking. The researcher also requested permission to record from the head teachers and the chairperson board of governors as part of ethical considerations.

During the interviews, the researcher focused on strategies of dealing with disciplinary issues in schools, such as managing student conduct, establishing school rules and regulations with students or their representatives, addressing inappropriate behaviour, and providing a platform for students to express their concerns. Furthermore, the researcher was motivated by the advantages of conducting in-depth interviews, as highlighted by Dawaddi (2020) and Brink (2016), who argue that these approaches are optional for gathering data on individuals' viewpoints, attitudes, and emotions on the problem expressed in their own words. Furthermore, Rutledge & Hogg (2023) and Yin (2015) agree that an in-depth interview is a preferred method for investigating individuals' perspectives and presenting results in their language. Consequently, the interview proved valuable in gathering personal and intricate information from head teachers and board chairpersons regarding discipline management in their schools. As the In-depth interview entails conducting thorough individual interviews with respondents, the researcher employed it with head teachers and chairpersons of the board of governors to determine the operational protocols implemented by schools for controlling student discipline.

3.6.4. Data Collection Procedure through Document Analysis

In collecting data from documents, the researcher analysed documents of current disciplinary policies of schools to establish how schools address matters of discipline. This was done to find out written-down procedures of handling discipline at the school level that were filed, classroom discipline policy documented, and documents on alternative strategies of disciplining students. This was done to establish the available procedures educators use in handling school discipline;

additionally, document analysis helped the researcher corroborate with what was given by the school educators on the procedures of handling discipline. Indeed, the researcher adequately gathered data on the disciplinary procedures and techniques employed to manage school discipline. The advantages of document analysis, as highlighted by Dawaddi (2020), include the provision of additional information. Document analysis here was a type of qualitative research that necessitates the researcher to assign, gather, organise, interpret, or elucidate events to extract salient quotes and insertions from documents for subsequent analysis. Thus, document analysis was considered essential for the research.

3.8.2 Data analysis Process from focus group interviews for both students and teachers

Analysis of qualitative data obtained from interviews was conducted using Thematic Analysis. Although it was not based on any specific theoretical or epistemological framework, thematic analysis is versatile and can be used in many qualitative research methodologies (Chinyere& Val, 2023). Hence, this study adhered to the framework of thematic analysis as outlined by Dawadi (2020). Interviews were analysed by coding verbatim quotes to identify themes and codes that arose from the interviews (Dawadi, 2020). In this study, a thematic analysis was used to discover central themes from the gathered data. These themes were then further developed and refined. Subsequently, the found themes were categorised into important groupings that define the categories of study. Each case was examined individually, and all the data from the respondents were studied. The formulation of each category was derived from the responses provided by the respondents to the item. The process involve included; organising the data into themes and then categorisation as a criterion to identify recurring themes that emerged at various stages of the data analysis. Consequently, the researcher successfully examined themes that unify these categories based on common elements related to the research subject being investigated, enabling the study of several analytical categories.

An interpretive methodology was used to analyse the qualitative data, employing the Framework Approach to facilitate theme content analysis. The framework approach, devised by Ritchie & Spencer in 1994 and referenced by Ritchie et al. in 2003, was created in the 1980s at the National Centre for Social Research. It employs a matrix-based analytical method to systematically manage data, which is considered rigorous. This approach allows researchers to systematically

describe and interpret important units of meaning from a large dataset, illuminating and facilitating understanding of the experiences of students, teachers, and school educators. The technique of indexing proved to be beneficial in the development of a coding system, as it facilitated the identification of dominant themes and offered a methodical approach to categorising codes into smaller interpretive units. The researcher opted for this method to adopt an open-minded and exploratory approach to reveal the distinctiveness of the students', teachers', and educators' experiences with discipline management in schools. The framework method is specifically implemented to allow both the primary researcher and others to observe the analytical process and ongoing interpretations. One notable advantage of this method, as identified by the researcher, was its capacity to document and integrate data that could be traced back to its origin (Amankwaa & Revell, 2016). Nevertheless, it enabled the recording of emerging ideas and concepts, ensuring that the data analyses were firmly based on the original text. It was crucial for the researcher to avoid being confused by the framework, but rather ensure that it facilitated, rather than limited, the organisation and analysis of the data.

The researcher began the data analysis process right from the data collection by skilfully facilitating the discussion and guaranteeing richer data from the interviews, completed well by making observation notes and tape recording all information. This stage was then followed by feminisation with the data, which the researcher achieved by listening to tapes, reading the transcripts in their entirety several times, and reading the observation notes written immediately after the interview. This facilitated the researcher's comprehension of the intricacies and provided a holistic understanding of the interview prior to its segmentation. Principal themes were identified via this procedure (Amankwaa & Revell, 2016). The main data for this study were collected using open-ended interviews, including both students and teachers.

The researcher advanced to the following phase by extracting a theme framework from the interview template question by question. This framework was then subdivided into concise phrases, ideas, or concepts to establish categories. At this juncture, descriptive statements were formulated and an analysis was conducted on the data using the questioning paradigm.

Moreover, the researcher meticulously documented the data, charting entails extracting the quotations from their original context and reorganising them according to the newly established

suitable theme content. Data management was accomplished by indexing and graphing, which included data reduction through comparing and contrasting data and concatenating related quotes (Rabiee, n.d., 2004). Support the implementation of either an elongated table or a computerised method for the systematic manipulation of cutting, pasting, sorting, and organising pertinent information. In this study, the researcher employed the "long table" technique, which involved utilising a room with ample floor and wall area. The investigator adhered to the subsequent methodology.

- Reviewed the templates with feedback from both the educators and learners.
- Two hard copies of each transcript were created: one for cutting and one to be kept intact.
- Organised the working transcript in a logical arrangement based on the order of the interviews, participant types, and schools in which they occurred.
- Had an ample number of flip chart pages and a fresh printer, which I positioned on both the large table and the wall. Formulated a focus group question to be examined on every page.. The researcher divided the page of the flip chart into sections that presented different participants. The researcher had photocopies for this at this stage, as suggested by (Rabiee, 2004; Amankwaa & Revell, 2017; Chanda, 2022), who maintained that the researcher should read each quote and answer the following questions: *“Did the teachers and students answer the question that was asked? If yes, then the researcher shall look at the comments. If no, then the researcher shall see if the comment answers different questions in the focus group. Is it something that has been said earlier? If yes, then the researcher will start grouping quotes, but if no, then he shall start a separate pit”*.
- The researcher concluded the data analysis process by mapping and interpreting the data to ensure understanding of the individual quotations. In addition, the researcher demonstrated sufficient analytical skills to establish a correlation between quotations and connect them collectively for each study topic.

3.8.6 Analysing data of the in-depth interviews

The researcher used in-depth interviews to cross-validate the data collected from in-depth interviews, so these interviews were done with the head teachers and the chairperson board of governors. Chanda (2022) describes several techniques for synthesising qualitative data from in-depth interviews through coding into a structured thematic analysis. In the analysis of in-depth interviews, the researcher did the following:

An iterative evaluation of interview audio and transcripts was conducted by analysing the transcriptions and repeatedly reading and re-listening to the interviews. This facilitated the researcher in acquiring a more profound comprehension of the descriptions provided by head teachers during their interviews. Each transcription of the interviews with the head teachers was carefully reviewed multiple times. Exposure to the data facilitated the researcher in developing a more profound comprehension of the main themes, which became apparent even prior to the initiation of thematic analysis.

Coding of data question by question from the different head teachers and chairperson Board of Governors was done as a process of assigning numbers or other symbols to answers so that responses were put into a limited number of categories to appropriately answer the research problem under investigation (Chanda, 2022). This was done by making memos on context, variations, and categories in the events under study, developing names for categories emphasising classification systems, and testing themes within the data as they were collected. The findings at any point in the process provided direction for further data analysis for every question in the interview guides. Coding here has helped the researcher to identify themes and sub-themes. However, in the circumstance where some data resisted the theme, the researcher left them out to remain visible and coding was then done without specific techniques, but through my experience of the data interpretation. The deeper understanding of the data build-up through the transcription process that requires multiple listening from the head teachers' recorded tape was useful to me in formulating the important concept. A constant comparison method was also used, which included comparing emerging themes from different interviews. Content analysis was used to code the content of the discussion by paying attention to coding frequencies. More so, keywords in context and disclosure analysis, both of which included careful examination of the words and language as a whole throughout the interviews, constituted an important process for the researchers' analysis. Similarities and differences in the data made

the researcher proceeded to search for the themes and reviewed the pattern for themes and eventually developed new ideas, patterns, themes, and sub-themes and also reported back by relating them to the research questions and the reviewed literature of the study. The researcher then compiled responses from the head teacher and chairperson of the Board of Governors, question by question to make meaning of themes and sub-themes. So, a total of 4 head teachers and 4 Chairpersons of the Board of Governors were interviewed during the project study.

3.8.7 Document Analysis

The process of document analysis involves the examination and interpretation of textual, physical, and visual resources, including supplementary information (Chanda, 2022). Document analysis, as described by Onyango (2016a), is considered supplemental information inside an interpretative study that primarily relies on interviews as its central data source. Chanda (2022) defines document analysis as a qualitative research method consisting of the researcher's allocation, collection, collation, interpretation, and explanation of events in order to extract important quotes and insertions from documents for subsequent analysis.

In carrying out the analysis of the document, the researcher visited the four schools selected for studies, introduced himself, and presented an introductory letter for research to head teachers; in turn, then the head teachers availed the researcher of documents on disciplinary policies requested for, from files containing policies/ codes of conduct that schools use in disciplinary, minutes of the disciplinary committee, log book, minute of the Board of Governors and any information deemed necessary in enforcing discipline in their schools the researcher then proceeded to analysis documents of the current disciplinary policies of schools to establish how schools address matters of discipline, to find out written down procedures of handling discipline at the school level that is filed, classrooms discipline policy documented as well as documents on alternative strategies of disciplining students. This helped the researcher probe the procedures educators use in handling school discipline; secondly, document analysis enriches my understanding of disciplinary mechanisms that school educators provide. Importantly, the analysis of documents helped to corroborate what was given by the school educators on the procedures of handling discipline. This allowed the researcher to collect sufficient data on disciplinary procedures and mechanisms for handling school discipline.

3.9 Credibility and Trustworthiness

The present study followed the recommendation put forward by Taherdoost (2021) on the advantages of employing diverse data collecting techniques, including interviews and document analysis, therefore enhancing the credibility of the findings. Although critics such as (Stadtländer, 2009) have pointed out that in a qualitative study, analysis of a few cases that are not randomly sampled from the target population leads to biases because of the unique characteristics of the cases chosen, the researcher was careful during data collection process by personally capturing all interviews on a tape recorder for proper transcriptions to avoid bias. To establish the credibility of the result, instrumentation biases that are introduced when the instruments are used to collect research data are thought to remain constant. Here, the researcher was the main instrument for collecting data; this was done to reduce bias in perceptions and objectivity, which could have brought changes in the instrument. In ensuring further trustworthiness in the research, the researcher purposively sampled the respondents (Prefects, teachers and head teachers) who managed students' discipline at the school level, these respondents provided the researcher with information on the procedures of managing students' discipline.

The credibility of the instrument was further ensured by piloting the instrument in two schools. Interview questions that were not clearly understood by the respondents (student prefects, teachers who were members of the disciplinary committee, and head teachers) were modified, and others were discarded completely. The schools where the pilot study was done were not considered for the research study. The trustworthiness of the research results was ensured through multiple data collection methods, such as the use of interviews and documents (Ahmed, 2024). This argument was also supported by (Ecology, 2012; Stahl & King, n.d; 2023), who maintained that a research project is credible when many tools are used in the data collection. The use of different types of data collection instruments, such as interview schedules, observing records of disciplinary committees, scrutinising minutes of meetings for the school disciplinary committee, and using newspaper information, triangulated the research process. Eeuwijk & Angehrn(2017) further maintained that it is beneficial for focus group interviews. However, throughout the transcription exercise, to enhance the credibility of the research findings, the researcher disregarded components of the respondent's narrative that were not relevant to the research issue and lacked importance to the study. Furthermore, efforts were undertaken to

replicate the interview scripts with utmost precision. The interview was conducted impartially and caution was exercised to avoid employing leading questions that would preempt participants' answers.

3.9.1 Research Ethics

The researcher got clearance from Uganda Christian University, from the School of Research and Post Graduate Studies (SRPGS) after approval by the Research and Ethical Committee (REC) to conduct the research.

The researcher complied with Articles 3 and 12 of the United Nations Conventions on the Rights of the Child, which require that in all actions concerning children, the best interests of the child must be the primary consideration, including the full consent of the child, which must be sourced. In this case, the researcher got phone contacts of the parents of these children from school administrators and rang them seeking permission to interview their children.

In order to maintain the confidentiality, privacy, and anonymity of the participants (teachers, pupils), the researcher took measures to exclude their identities. The identities of the individuals were kept anonymous to prevent any association with potentially embarrassing or detrimental material.

In order to protect the rights and welfare of human research participants(students, teachers, head teachers, and chairperson board of governors), the researcher adhered to the National guidelines for research involving humans as research participants provided by the Uganda National Council for Science and Technology(Uganda National Council for Science and Technology, 2014)The research should be conducted by basic research principles.

The researcher protected the students and teachers against the administration by not revealing what was discussed during the interviews in order to protect them from school administrators who may be rude.

The researcher safeguarded the welfare of students by minimising the time of interviews to a reasonable minutes, not exceeding 45 minutes; the research was also conducted in an open and free environment and at an appropriate time when the learners were not exhausted.

Every participant in the study was asked to undergo an interview. Participants readily confirmed their participation, and most importantly, they were thoroughly briefed on the study's objectives well in advance. The participants were also provided with the opportunity to terminate or retract their involvement during the interview procedure.

During the interview period, the researcher ensured that the learning program was not interrupted and also conducted interviews at a time when the students were not doing examinations, and that the research was limited to the schools proposed.

The data for the research was collected during the era of the pandemic of COVID-19 pandemic; the researcher adhered to Standard Operating Procedures guidelines developed by the World Health Organisation (WHO) while conducting the research.

3.9.2 Limitations

Constraints of this study included the limited number of schools and the selection of participants from these schools for the qualitative research. Furthermore, this had an impact on the generalizability of the research findings. While the present research was limited by an inadequate sample size, a bigger sample size would have provided a more accurate representation of the Ugandan secondary school population. Further investigation of future correlations among demographic groups is expected to yield more precise findings for the management of student discipline in educational institutions.

Another constraint of the study was the insufficiency of time to carry out the experimental investigation. Considerable effort was dedicated during the first phases of the study's development to gain ethical clearance from the Research Ethical Committee of the University (REC) and the Uganda National Council for Science and Technology (UNCST) to gather the data. Fortunately, the response rate for the participants was quick and substantial, which gave the researcher speedy progress. Also, with the smaller sample size, participants further sped up the qualitative data analysis. Moreover, the use of case studies enabled a few schools to be sampled purposively from respondents, which made the researcher manage time fairly efficiently.

The researcher was solely responsible for collecting and analysing the data necessary for the study, which reduced biases as a potential weakness; participants' interviews were audiotaped,

analysed, and transcribed to limit bias. The researcher maintained contact with participants to ensure accuracy from the interviewees as maintained (Taherdoost, 2022).

Both in-depth interviews and focus group interviews are commonly seen as limitations in the research. The study relies on the perspectives of spot participants on a specific day. However, for this study, the interview data were the most suitable type of data to be gathered. The target participants, who oversee the discipline of their colleagues, were interviewed to determine their perceptions of how they handled discipline. Collecting self-reported data yielded a substantial amount of information that enabled the researcher to describe and explore pertinent themes and insights concerning the qualitative findings that were important in the present paper.

CHAPTER FOUR

PRESENTATION, ANALYSIS, INTERPRETATION OF RESULTS

4.0 Background

This chapter presents data analysis process, which was done in detail and enabled the successful attainment of credible data interpretation. To establish what students' discipline was and what measures the educators/ teachers used in managing students' behaviour problems, the respondents were asked 5 to 8 guiding questions, and each question was based on the perception of the respondent's statement regarding discipline management as used by teachers and educators. The questions in the interview guides constructed were linked to issues that had a bearing on methods of discipline management as used by student leaders, teachers, and school educators in secondary schools.

In analysing and interpreting the content, the researcher was mindful of his cultural background and how he was brought up as a child during secondary education in discipline management. His cultural reflection helped him in the new contemporary era in interviewing the informants (teachers, students, and educators) as he explored how school educators were managing students' discipline in the post-corporal punishment era in Uganda secondary schools. This process gave the researcher in-depth knowledge on school discipline, including how head teachers were supporting teachers in discipline management. The researcher was also able to establish in detail how the schools' environment shaped the discipline of students in a school that has demonstrated exemplary discipline practice.

This study was a case study design and data analysis was undertaken qualitatively. In total, twelve focus groups discussions were conducted that comprised of eight groups of students, each with four members in each group, four groups of teachers who were members of the school disciplinary committee, with each group having three members per school, four head teachers, and 4 targeted chairpersons' of schools board of governors interviewed ineptly using interview guides constructed by the researcher; audio tape recordings and documents analyses were also done as a mean of data triangulation. The study was underpinned by an interpretive paradigm which was found to be the best alternative for this research project study.

4.1 Presentation

Table 4: response rate

Category	Sample size	Response collected
Students	32	32
Teachers	12	12
Head teacher	04	04
Board of Governor	04	04
Total	52	52

Data instruments were administered in person to the students, teachers, head teacher and Board of Governors. Out of 52 selected respondents, all successfully responded to the interviews, this means that all the subject responses were reached. Therefore, the total return rate was 100%, meaning all respondents were interviewed.

The results of the study were presented in the subsequent sections, and the identification of the participants in this study was as shown below:

Schools visited were coded as follows:

A_s = Aboke School, J_s = Ocer Jesuit School, R_s = Restore School, P_s = Peter and Paul School.

Interviews with the students were categorized and coded from the first student to the thirty-second student as follows, i.e. S_1 to S_{32} = $S_1, S_2, S_3, S_4, S_4, S_5, S_6, S_7, S_8, S_9, S_{10}, S_{11}, S_{12}, S_{13}, S_{14}, S_{15}, S_{16}, S_{17}, S_{18}, S_{19}, S_{20}, S_{21}, S_{22}, S_{23}, S_{24}, S_{25}, S_{26}, S_{27}, S_{28}, S_{29}, S_{30}, S_{31}, S_{32}$. But, again, sub-grouping was also done as per the school for example: i.e., $S_1 \dots S_8$ means that the students interviewed were from Aboke School, $S_9 \dots S_{16}$ means the student interviewed were from Ocer Jesuit School, $S_{17} \dots S_{24}$ means the student interviewed were from Restore High School and $S_{25} \dots S_{32}$ means the student interviewed were from St. Peter and Paul Poke School.

The examples for the four group interviews conducted were also categorised as follows;

$F_{giA_s}S_1 \dots F_{giA_s}S_8$ = Focus group interviews were conducted in Aboke School, and the Students interviewed were from number one to eight ($S_1 \dots S_8$).

$F_{giJ_sS_9} \dots F_{giJ_sS_{16}}$ = Focus group interviews done at Ocer Jesuit School, and the Students interviewed were from number ninth to the sixteenth ($S_9 \dots S_{16}$).

$F_{giR_sS_{17}} \dots F_{giR_sS_{24}}$ = Focus group interviews done in Restore High School with the Students interviewed from number seventeenth to twenty-fourth ($S_{17} \dots S_{24}$).

$F_{giP_sS_{25}} \dots F_{giP_sS_{32}}$ = Focus group interviews done in Poke School with the students interviewed from number twenty forth to thirty-second ($S_{25} \dots S_{32}$).

Teachers interviewed in these schools were also coded following the order in which the researcher visited the Schools, for example;

$T_1 \dots T_3$ = This represents the Teachers interviewed from Aboke School and were the 1st, 2nd, and 3rd teachers to be interviewed (T_1, T_2, T_3).

$T_4 \dots T_6$ = Represents the teachers interviewed from Ocer Jesuit School; these were the 4th, 5th, and 6th teachers to be interviewed (T_4, T_5, T_6).

$T_7 \dots T_9$ = Represents teachers interviewed from Restore High School,, and these were the 7th, 8th and 9th teachers interviewed (T_7, T_8, T_9).

$T_{10} \dots T_{12}$ = This represents teachers interviewed from Poke School. These were the 10th, 11th and 12th teachers (T_{10}, T_{11} , and T_{12}).

The first School visited for the interviews was Aboke School, and the teachers interviewed were coded as (T_1, T_2, T_3). The second school visited was Ocer Jesuit School, and the teachers were coded as (T_4, T_5 , and T_6). The third School was Restore High School, and the codes assigned to the teachers in order of interviews were (T_7, T_8, T_9), and lastly, Poke Teachers were coded as (T_{10}, T_{11}, T_{12}). Therefore, the general results of the focus group interviews with teachers were then summarised and coded as follows;

$F_{giA_sT_1}, F_{giA_sT_2}$, and $F_{giA_sT_3}$ = Focus group interviews in Aboke School were with the first three teachers, i.e. (T_1, T_2, T_3).

$F_{giI_sT_4}, F_{giI_sT_5}$ and $F_{giI_sT_6}$ = Focus group interviews in Ocer Jesuit School conducted on 4th, 5th and 6th teachers i.e. (T_4, T_5, T_6).

$F_{gi}R_sT_7, F_{gi}R_sT_8$ and $F_{gi}R_sT_9$ = Focus group interviews in Restore High School conducted on 7th, 8th, and 9th teachers (T₇, T₈, T₉).

$F_{gi}P_sT_{10}, F_{gi}P_sT_{11}$ and $F_{gi}P_sT_{12}$ = Focus group interviews in Poke School Conducted on 10th, 11th and 12th teachers (T₁₀, T₁₁, T₁₂).

During the in-depth interviews with head teachers and the Chairperson Board of Governors, the results of the interviews were presented, and the identification of participants in the study was as follows:

IDIHTRA_s = In-Depth Interviews with the Head teacher of Aboke School, IDIHTRJ_s = In-Depth Interviews with Head Teacher of Ocer Jesuit School, IDIHTRR_s = In-Depth Interviews with the Head Teacher of Restore School, IDIHTRP_s = In-Depth Interviews with the Head teacher of Poke School, IDIBoGA_s = In-depth interviews with the Chairperson Board of Governors of Aboke School, IDIBoGJ_s = In-Depth Interviews with Chairperson Board of Governors of Ocer Jesuit School, IDIBoGR_s = In-Depth Interviews with the Chairperson Board of Governors of Restore High School, IDIBoGP_s = In-Depth Interviews with Chairperson Board of Governors of Poke School.

After analysing documents from the four schools, the result of the analysis were presented as a section, and the identification of the documents in the study were as follows:

DAA_s = Documents Analysis from Aboke School.

DAJ_s = Documents Analysis from Ocer Jesuit School.

DAR_s = Documents Analysis from Restore High School.

DAP_s = Documents Analysis from St. Peter and Paul Poke School.

Participants (students and teachers) were asked question, “*What does students’ discipline mean to them at school when it is mentioned, and how do they define and explain it.*” Their responses fell into 3 categories and were summarized as themes: Readiness and orderliness, a system, Respect/compliance, and the subsequent codes provided for each theme, as shown in the table below.

Table 4. 1 shows the responses of students and teachers on their perceptions of what students’ discipline is and how they explain and define it.

Theme	STUDENTS	TEACHERS
	Codes	Codes
Readiness and orderliness	-Willingness, living in line with rules and regulations. -Ways of creating order in school by imparting acceptable values.	-A closely related measure to check on how students relate. -Ways of creating order in the school through imparting acceptable values.
A system of;	-General conduct exhibited by students and teachers in adherence to standards set by the school. -Character development and how students respond to teachers. -Time management and punctuality for every School activity. - programming for culturing moral behaviour to students in compliance with rules and regulations	-Exhibiting general conduct by students and teachers. -Uniform behaviour in school. -Character development and how students respond to the teacher. -Time management and punctuality for every school activity.
Respect and compliance	- To teachers and fellow students for exhibiting moral conduct and being exemplary to each other. -For authority for the effective learning process and self-control.	-Responds to rules/regulations, rightful ways pupils conduct themselves based on rules. -Teachers and students have a common mind about rules and regulations. -Doing what is expected of learners, e.g., respect, being orderly in class, punctuality, and time management

The first question the researcher asked the participants was their understanding of students’ discipline and how they defined and explained it. In their responses, there were similarities, and 3 themes emerged. These themes were read, interpreted, and internalised and found to felt within 3 areas: Readiness & and orderliness, System, and respect & compliance. Upon reading thoroughly through each theme repeatedly from responses and listening to audio-recorded voices of the participants, many sub-themes, i.e., codes arose from these themes, which were grouped under every code following responses as per the participants’ views.

As seen from table 4.1 above, the students defined discipline mostly as a system, followed by respect and then least by readiness/orderliness. Under the system theme, the participating students emphasized the harmony of the variables such as programming for culturing moral behaviours to students in compliance to rules and regulations (F_{giJ_sS12} , F_{giR_sS22} , F_{giJ_sS10} , F_{giA_sS3} , F_{giP_sS30} , F_{giA_sS5} , F_{giJ_sS14} , F_{giJ_sS11} , F_{giR_sS21}), general conduct exhibited by students and teachers in adherence to a standard set by the school (F_{giA_sS2} , F_{giA_sS7} , F_{giA_sS1} , F_{giJ_sS13} , F_{giP_sS32}), character development and how students respond to teachers (F_{giP_sS31} , F_{giR_sS23} , F_{giR_sS24}) and time management/punctuality for every school activities (F_{giP_sS28} , F_{giR_sS19} , F_{giJ_sS15}).

The students who defined discipline as respect were from (F_{giA_sS8} , F_{giR_sS20} , F_{giP_sS30} , F_{giP_sS27}) according to them, it means respect for authority for effective learning process in school (F_{giA_sS6} and F_{giP_sS25}), followed by respect to teachers and fellow students in exhibiting moral conduct, self-control and respect given to teachers as well as obedience to them and being exemplary to each other's (F_{giJ_sS10} , F_{giP_sS26} and F_{giP_sS29}). Meanwhile, the themes of Readiness and orderliness were defined as a discipline and explained by four participating students as ways of creating order in school by imparting acceptable values (F_{giJ_sS16} , F_{giR_sS18} , and F_{giR_sS17}) and Willingness, living in line with rules and regulations (F_{giJ_sS13}). From table 1, it can be seen that students defined discipline as an organised and socially structured system with uniform behaviours of people who follow time for character development to respond to a situation.

As can be seen from Table 4.1, the participating teachers defined discipline as a system, Compliance with laws, and readiness & and orderliness. And to the participating teachers, the system was explained as; general conduct exhibited by students and teachers (F_{giA_sT1}), uniform behaviour in school (F_{giJ_sT4}), character development, and how the student responds to the teacher (F_{giP_sT12}), and compliance to time management and punctuality for every school activity (F_{giP_sT12} , and F_{giR_sT9}). Meanwhile, Compliance with laws was conceptualized by teachers as responses to rules/regulations, rightful ways pupils conduct themselves based on rules (F_{giA_sT2}), teachers and students having a common mind about rules and regulations to follow (F_{giP_sT10} and F_{giJ_sT5}), and doing what is expected of learners, e.g., respect, orderly in the class, punctuality as well as time management (F_{giA_sT3}). In the readiness and orderliness theme, the participating teachers emphasise the harmony of the variables, such as ways of creating order in the school

through imparting acceptable behaviour ($F_{gi}R_sT_7$ and $F_{gi}R_sT_8$) and closely related measures to see how students relate ($F_{gi}J_sT_6$).

The same question was asked to the head teachers. All head teachers defined discipline as system. They explained that systems were organised programming set to guide/change the behaviour of students for the proper running of the school such as in the areas of time management ($IDIHTRJ_s$, $IDIHTRR_s$, and $IDIHTRP_s$) and character development, as well as self-control and how students respond to teachers ($IDIHTRA_s$). From the findings, it can be seen that all head teachers define students' discipline as systems which is organised to guide learners for strict adherence to time management to change their behaviour.

Also, the same question was asked to the Chairperson Board of Governors as: “*What does students' discipline mean to them at school and how they explain/define it*”?

According to the Chairperson Board of Governors of Ocer Jesuit Champion College ($IDIBoGJ_s$), students' discipline was *developing responsibility and self-control skills of the learners by supporting their intellectual and mental skills. He explained that readiness, ability to respect educators, and observed rules/ regulations all form a system that constitutes students' and school discipline.*

To the Chairperson Board of Governor Restore Leadership High School ($IDIBoGR_s$), students' discipline means *a program that regulates the life of individual students and the whole group. He further explained that discipline arose from the soul as urge to obey the rules/regulations. To him, student discipline means following the rules of order and obeying regulations.*

According to the chairperson of Aboke School ($IDIBoGA_s$), *discipline is painful on those being disciplined. The benefit will be realised when the person have under gone through it. To him, students' discipline means effective communication, listening to colleagues, understanding the school problems, using proper language. He further echoed that students' discipline included activities such as: educational counselling, observing students' behaviour, guidance and counselling, peer counselling, school family imitative grouping, dialogue, reprimanding students, school mentorship and discipleship has made a great impact on the moral behaviour of the learners.*

Meanwhile, the chairperson of the Board of Governors of Restore Leadership High School (IDIBoGAs) had this to say: *concerning what students' discipline is, to me , it means conversations with students that is aim at knowing the motives of a particular student and offering support. And also it meant conversations and dialogue with the students aimed at promoting school-family partnership that takes into account not only the management of situations of indiscipline but also providing clarity on the fundamental issues in educational achievement. Aware that discipline is the development of partnerships with students to establish a system that provide direction to educators in the school team to obtain support in managing indiscipline and making decisions on specific cases.*

In examining the disciplinary measures and support provided by teachers in managing students' discipline in the post-corporal punishment era in Uganda secondary schools, teachers were asked on the question :, *“What alternative discipline strategies do they apply in the classroom/ school to ensure sound discipline”?* In answering this question, teachers' responses fell into 3 categories after carefully analysing transcripts collected from them. These categories were orderliness, rules/regulations, and learner-centred teaching methods. Subsequently, codes were identified from these themes, as shown in Table 4.5 below.

Table 4.5. Shows teachers' alternative strategies of discipline applied in classes/schools.

Theme	Code
Orderliness	<ul style="list-style-type: none"> <li data-bbox="586 495 1040 527">– Being very orderly in the class. <li data-bbox="586 554 1019 585">– By knowing students' names. <li data-bbox="586 613 1187 644">– In seat arrangement/patterns in the classes. <li data-bbox="586 672 1317 758">– Regular class meetings are also necessary for proper mentorship. <li data-bbox="586 785 1317 816">– By giving students chances to voice their grievances. <li data-bbox="586 844 1386 930">– Through frequent talks with students, which a one-on-one interactions, <li data-bbox="586 957 1279 989">– By touching the minds of the learners with words. <li data-bbox="586 1016 1386 1102">– Through modelling learners with different aspects, such as guidance and counselling. <li data-bbox="586 1129 1386 1215">– By the involvement of parents in sharing discipline issues between parents, students, and teachers. <li data-bbox="586 1243 1349 1318">– Time management and adequate lesson preparation are needed to have appropriate subject content.
Rules/Regulations.	<ul style="list-style-type: none"> <li data-bbox="586 1346 1295 1432">– Enforcement of class rules/regulations by students' prefects. <li data-bbox="586 1459 1040 1491">– Put in all Classes and enforced.
Learners-centred methods of teaching	<ul style="list-style-type: none"> <li data-bbox="586 1514 1317 1600">– Approaches of teaching that motivate learners during lesson delivery. <li data-bbox="586 1627 1386 1713">– Catering for individual differences during the teaching and learning process. <li data-bbox="586 1740 1333 1822">– Child participatory methodology allows all learners to participate during lesson delivery.

Table 4.5 above shows teachers' explanations on alternative strategies in discipline management in the classroom/school for ensuring sound students' discipline, namely, the themes extracted were: orderliness, classroom rules and regulations, and learner-centred teaching methods. Orderliness strategies to discipline in classes were the most preferred approaches teachers used, and the participating teachers maintained that it was the most appropriate way to approach discipline in their classes. Under this theme, orderliness was explained as being very orderly in the class (F_{gi}A_sT₂), knowing students by name (F_{gi}J_sT₆), proper organization of seats arrangement/patterns (F_{gi}R_sT₈, F_{gi}R_sT₉, F_{gi}R_sT₈, F_{gi}R_sT₁), regular class meeting for proper mentorship (F_{gi}J_sT₄, F_{gi}J_sT₅, F_{gi}J_sT₆), giving students chances to discuss their grievances (F_{gi}J_sT₄, F_{gi}J_sT₅, F_{gi}J_sT₆), frequent talks with students which through interaction one on one interaction (F_{gi}J_sT₄, F_{gi}J_sT₅, F_{gi}J_sT₆), touching the mind of the learners with words (F_{gi}P_sT₁₁, F_{gi}P_sT₁₂), modelling learners with a different aspect such as guidance and counselling (F_{gi}A_sT₂), parents' involvement which helped sharing issues between parents (F_{gi}A_sT₃), time management and adequate preparation for teaching the subject content (F_{gi}R_sT₇, F_{gi}R_sT₈, F_{gi}R_sT₉, F_{gi}A_sT₁, F_{gi}A_sT₂). The theme of learner-centred teaching methods is also a preferred strategy by teachers for maintaining class discipline. They maintained that this strategy of discipline makes the learning process motivates learners during lesson delivery which encourages provocative questions that promote lifelong learning (F_{gi}A_sT₁, F_{gi}A_sT₂), catering for individual differences during the teaching/ learning process (F_{gi}J_sT₄, F_{gi}J_sT₅), time management and allow for adequate preparation of the subject content (F_{gi}R_sT₇, F_{gi}R_sT₈, F_{gi}R_sT₉, F_{gi}A_sT₁, F_{gi}A_sT₂). In contrast, rules/regulations in the class were the least preferred approach to discipline management. The interviewed teachers explained that the enforcement of class rules/regulations part of discipline management which was done by encouraging learners' participation during classroom activities (F_{gi}A_sT₁, F_{gi}A_sT₂).

Teachers were asked their views on *dealing with disciplinary challenges in their school/classroom*. Teachers' ideas on dealing with disciplinary challenges in their school/classroom to ensure sound school discipline were summarised and it felt in 3 categories: Adapt and modify inappropriate behaviours, rewards/ sanctions, and effective communication through guidance and counselling programs. These responses were summarised with their respective codes, as shown in Table 4. 7 below.

Table 4. 7: Show teachers' responses to disciplinary challenges in their school/ classroom.

Theme	Code
Adopt and modify inappropriate behaviours.	<ul style="list-style-type: none"> -Through the involvement of parents, matrons, prefects, and senior male/female teachers. - By use of a 5-minute time-out. -By giving high-order tasks to challenge them, to enhance their effectiveness. -when teachers commit to teaching regularly. - Through serious involvement of learners in different skills/ giving students several activities to engage themselves in, by maximum utilisation of learners' time through the tight timetable, e.g., sports, academic and spiritual programs, discipleship awareness on the benefit of education and time management.
Rewards /Sanctions	<ul style="list-style-type: none"> -Reprimanding, warning the student, asking for a written apology, and using a disciplinary committee. -Guides learners to know God and be God-fearing. -Motivational teaching with consistent rewards.
Effective communication through a guidance and counselling program	<ul style="list-style-type: none"> -Guidance and counselling individually or in groups. -Good communication skills with proper use of words that promote good rapport during conference meetings and assemblies.

Table 4.7 shows that teachers' responses mostly qualify to adapt and modify inappropriate behaviours as the most effective alternative school disciplinary measures. The participating teachers contextualized adoption and modify inappropriate behaviours as the involvement of parents, matrons, senior female teachers, prefects, and senior male teachers in discipline matters, strict time management ($F_{gt}P_sT_{12}$, $F_{gt}J_sT_5$), giving students 5 minutes out ($F_{gt}A_sT_3$), giving learners high order task to challenge them to enhance their effectiveness, maximum utilization of learners' time through tight time table which was done in the areas of sports, academic and

spiritual program (F_{gi}A_sT₃, F_{gi}J_sT₄, F_{gi}J_sT₅, F_{gi}J_sT₆), teachers commit to teaching and seriously involves learners in different skills thereby giving students several activities to engage themselves into (, F_{gi}P_sT₁₁, F_{gi}A_sT₁, F_{gi}A_sT₂). Rewards and sanctions/use of disciplinary committee as a theme was explained by the participating teachers as reprimands, for example, asking students to write an apology, use of staff and prefect disciplinary committee, discipleship awareness, and verbal warning(F_{gi}R_sT₇, F_{gi}R_sT₈), motivational skills/teaching with consistent rewards, motivational talking to students, child-centred methods of teaching and effective lesson delivery(F_{gi}A_sT₂, F_{gi}R_sT₇, F_{gi}P_sT₁₁, F_{gi}A_sT₃), while the unpopular approach in class/school discipline was effective communication. Teachers explained this as guidance and counselling, individual triangulated with good communication skills with proper use of words that promote good rapport during conference meetings and assemblies (F_{gi}J_sT₅, F_{gi}P_sT₁₀).

Teachers were asked their views on the effectiveness of alternative strategies to discipline in the classroom/school as opposed *to corporal punishment.*”

Themes and code extracted from the explanations/responses of teachers on their description of the effectiveness of alternative disciplinary measures in the classroom were summarised and found to fall into 2 categories, namely, very effective/ very good and effective/good in Table 4. 7 below;

Table 4 .7 Shows teachers’ responses on the effectiveness of alternative strategies to discipline in classrooms/school as opposed to corporal punishment.

Respondent	Theme	Code
Teachers	Very effective/	-Because students are properly taught these strategies, which help them change their behaviour.
	Very good	-Very effective because it makes learners see real-life situations, does not harm learners, encourages and motivates learners, and reinforces good relationships between learners and teachers.
	Effective/good	-It is better than punishment because a cane does not make a child stop indisciplined behaviour -Because it gives room for learners to change, it makes students listen to different people who guide them, and it makes students move more mature in their behaviours. -Because discipline is a part of the school's culture, it allows students to explore issues. -Effective because a cane does not make a child stop indisciplined behaviour. -Good because it makes the learners understand their problems, and they change through guidance and counselling. -It makes students aware of the Dos and Don'ts. -It makes students realise their mistakes; evidence of alternatives is significantly seen in students’ behaviours and school performance.

Results from Table 4.7 above show that most teachers interviewed described alternative disciplinary measures as effective/ good. Their explanations/descriptions on the theme good/ effective was that; it promotes the use of positive discipline which enhances positive strategies for enforcing a sense of responsibility among students($F_{giJ_sT_6}$, $F_{giA_sT_1}$, $F_{giA_sT_2}$), effective

because cane does not make a child stop indiscipline behaviour($F_{giA_sT_1}$), it makes learners see real-life situation as it does not harm learners ($F_{giJ_sT_5}$, $F_{giR_sT_9}$), it encourages and motivates learners which reinforces good relationship between learners and teachers ($F_{giA_sT_1}$, $F_{giA_sT_2}$). Effectiveness was further described as an alternative disciplinary measure because it makes students realise their mistakes. As a result, evidence of good behaviour is seen in students through improved school performance ($F_{giP_sT_{11}}$). It makes students understand their problems. As a result, students change through guidance and counselling, which promote the school's discipline culture ($F_{giA_sT_3}$). It provides students with an explorative mind to solve real-life situations ($F_{giJ_sT_4}$, $F_{giP_sT_{12}}$); meanwhile, a few teachers stated that alternative strategies were very effective/very good. To them, very effective/very good means encouraging rapport between students and teachers as well as proper teaching strategies which help to change behaviours ($F_{giP_sT_{12}}$); very effective because it makes learners see the real-life situation by encouraging the use of disciplining, which does not harm learners thereby encouraging and motivating learners through reinforcing good relationship between learners and teachers ($F_{giR_sT_7}$, $F_{giR_sT_8}$, $F_{giS_{12}}$).

Teachers were asked, “*How do they deal with disciplinary challenges in their school?*”

After reading through the responses many times and listening to the audio recording, 3 themes emerged: Behaviour modification, guidance and counselling, and use of discipline code. The responses of these teachers on how they dealt with disciplinary challenges in schools were summarised into these themes, and appropriate codes were developed, as seen in Table 4. 8 below.

Table 4. 8: Teachers' responses on how they deal with disciplinary challenges.

Theme	Code
Behaviour modification	<ul style="list-style-type: none"> -by restoring the love and hope of indisciplined learners. -by use of socialisation skills to bring all learners together. -being exemplary and a role model. -advising students to adapt to rules/regulations. -by being strict on time management through proper timetable utilisation. -Provision of the necessary information through sensitisation.
Guidance and counselling	<ul style="list-style-type: none"> - By giving time for students to understand their problem. -Through frequent prayers as a way of spiritual guidance. - I also listen to students' complaints and allow them to explain themselves. -Spiritual counselling -Advising students through mentorship and coaching whenever they are going wrong. -Guiding the new students during the orientation period is done periodically to enable them
Use of discipline code	<ul style="list-style-type: none"> -Enforcement of discipline by periodically reminding students about rules and regulations. -Referrals of cases to appropriate places. -Following protocol in Solving issues of indiscipline and reprimanding wrongdoers.

As seen in table 4.8 above, three themes emerged from their responses when teachers were asked how they dealt with disciplinary challenges in their schools. These themes were: Behaviour modification, Guidance, counselling, and the use of a discipline code. The theme of Guidance and counselling was noted as teachers' most popular methods of maintaining discipline. Teachers explained that providing spiritual values help students to improve on their behaviour (F_{gi}P_sT₁₀), giving time for students to understand their problem (F_{gi}J_sT₅, F_{gi}J_sT₆), and frequent prayers as a

way of spiritual guidance (F_{gi}R_sT₉), allowing a student to explain himself/herself (F_{gi}P_sT₁₂), and guiding the new students through mentorship (F_{gi}A_sT₂).

While teachers explained the theme behaviour modifications as; Restoring love and hope of indiscipline learners (F_{gi}R_sT₇), use of socialization skills to bring all learners together (F_{gi}A_sT₃), being exemplary and role model teachers (F_{gi}P_sT₁₁), strict adherence to time management (F_{gi}A_sT₁), provision of the necessary information through sensitization (F_{gi}R_sT₈). In contrast, the use of a discipline code was defined as the enforcement of discipline through referrals of cases to appropriate offices (F_{gi}J_sT₄), following protocol by reminding students about rules and regulations periodically and solving issues of indiscipline as well as reprimanding wrongdoers (F_{gi}A_sT₁).

Head teachers and the Chairperson Board of Governors were asked about systems in place in their schools to ensure the *sound discipline of the students*. Upon careful analysis, there was evidence from the responses that three categories emerged as themes: rules/regulations, effective communication, Fellowship program, and Rewarding /counselling. Codes were then developed under each theme. The examples of their responses are presented and summarised below.

On the theme of rules/regulations, modifying students' behaviour involves developing appropriate parameters of rules to support teachers in managing learners' indiscipline. Again, the appropriate implementation of rules/ regulations depends on certain rules (Sekiwu& Naluwembe,2014). More explanations were given on how the head teachers dealt with the on-the-spot student indiscipline using rules/regulations as they shared their views on disciplinary measures. The interviewed head teachers mostly agreed that rules/regulations were generally used to reinforce good discipline. Through rules/regulations, that students were supported to uphold strict code of moral in support of rules/regulations in school to enhance discipline, *the* Head teacher of Aboke School(IDIHTRA_s) had this to say;” *school rules and regulations which are now part of the official school documents that the school’s administrator used as a package for discipline management and additionally, the rules/regulations should be clear about discipline. Orientation of new students on rules/regulations should be done as a system of enforcing compliance*”.

According to the head teachers interviewed, many agreed that student behaviour management through school rules/regulations was embraced as an alternative disciplinary method. This also follows biblical teaching, Romans 13:8, on fulfilling the law through love, “owe no one anything, except to love each other, for the one who loves another has fulfilled the law.”

Similarly, the head teacher of Poke School (IDIHTRP_s) supported the ideas and maintained that rules/regulations were guiding principles that students should follow and it should be made part of the school routine that schools were expected to teach to foster life and harmony.

A Head teacher of Ocer Jesuit School (IDIHTRJ_s) similarly added that rules/regulations were used as tools for disciplining. Finally, the head teacher of Restore School (IDIHTRR_s) maintained that rules and regulations were the themes viewed as systems to manage discipline. To him, rules/regulations should be clearly understood by students, and students’ orientations should be made on the rules to make students adhere to them. In contrast, teachers themselves should show the character of discipline to make student copy their lifestyle.

This argument was triangulated when the code of conduct for learners’ manual/school rules and regulations were critically analysed from these schools, and the analysed school codes indicated that all four schools sampled had the code of conduct for learners (DAA_s, DAJ_s, and DAP_s); however, in 1 out of 4 schools (DAR_s), the code of conduct for learners was not clear and was not signed by the school board of governor. Therefore, the documents were not considered authentic. However, there was evidence in all the schools (DAA_s, DAJ_s, DAR_s, and DAP_s) sampled that copies of the school code of conduct for the students had been given to parents and students themselves. And that all stakeholders were involved and consented with the school code of conduct for students. Evidence to that effect was the availability of minutes for the annual meeting, which were also included in the agenda for the meeting (DAA_s, DAJ_s, DAR_s), except for (DAP_s).

Regarding effective communication, all the head teachers shared a similar opinion that communication was one way of managing students’ behaviour problems. The responses obtained imply that effective communication was used to manage many behavioural problems at school on students. Even though some of their broad explanations depict authoritative communication, many of these head teachers explained the importance of communication and believe

During the in-depth interviews, some of the examples of the responses of head teachers captured were as follows:

IDIHTRA_s said: “*Effectively communicating to students on their roles in School, involvement of students in different activities and effective communication as a system, which was done through meetings, Assemblies, workshops, etc. by teachers to promote learners’ discipline.*”

Similarly, *IDIHTRJ_s* further maintained that: “*effective communication means: communication to students on their roles in school, involvement of students in different activities, regular meetings, assemblies and workshops and orientation of new students into the system.*”

Furthermore, two head teachers explained broadly that effective management requires effective communication to foster the necessary discipline if the school is to achieve a proper learning environment. Disciplinary measure was therefore expected to communicate to students their reasonable and properly meted out to undisciplined students because of the mistake committed. This communication was expected to moderate the behaviour of students in the school, and should also be commensurate with the offence committed.

IDIHTRR_s and *IDIHTRP_s* .They said, “*Effective communication should be done through student’s conferences, meetings, spiritual talk, individual counselling, group and peer counselling, dialoguing with students, understanding students’ issues, involvement of parents in discipline helped management shed light on discipline process at school.*”

A few explanations were given on how to manage students' discipline through fellowship programs and rewards. The few participants maintained that head teachers should evaluate the disciplinary measures by interpreting it appropriately with the misconduct. Therefore, head teachers’ verbal rewards might stop misconduct thereby encouraging reinforcement to promote positive behaviour. Headteachers further explained that schools could not function well without spiritual prayers. The component of the religion curriculum was vital in guiding students morally which has curtailed down indiscipline behaviour in schools. Head teachers also noted in their explanations in an in-depth interviews.

IDIHTRA_s explained that “*Developing student’s spiritually through routine prayer programs helped uphold students’ faith for inculcating self-discipline,*

while fellowship and the rewarding theme were maintained by (IDIHTRJ_s) as “systems to manage discipline and rewarding , it was viewed by this head teacher in his explanation as; grouping students in a group of about 20 – 25 as family and managing them under a guidance of a teacher to support their discipline.

Lastly, IDIHTRP_s explained that “*Spiritual growth and development through church services was used to the tame moral conduct, character development of the students in the schools*“

On the same question, the Chairperson Board of Governors confirms that professional support, including spiritual programs and educational counsellors were important component of the school programming as it strengthen relationships between schools and communities which has helped in promoting cooperation and teamwork in school.

IDIBoGA_s had this say, “*To enforce discipline, you do not need to involve another person but rather involve the students themselves.*” The involvement of students was crucial because it involved self-discipline, which was a means of ownership. Furthermore, IDIBoGA_s also said, “For the school educators to be successful in managing students’ discipline in the school, there must be a deliberate system set to provide a proper channel of communication that guides the system in place and students who succeed in learning and the school also work well because they put discipline above all actions.”

Another respondent, IDIBoGA_s, observed that teachers should understand the character and ability they teach, standards lessons have to be tailored to the abilities of students so that learning goals can be achieved, good relationships with learners will allow teachers to have discipline in school, the behaviour exhibited by both school administrators and teachers affects students’ discipline. He further maintained that in the school, if there is strict implementation of discipline codes, then the students will be disciplined because a lack of discipline leads to late coming, unexecuted task, and school students' activities will run without control.

But also important to note is that all secondary schools have a school Board of Governors who governs the school on behalf of the government, so in an in-depth interview with head teachers, minutes of the board meeting were analysed, it was established that the minutes of the board of governors’ reflect only two serious cases which were handled by the board in the last 3 years in 2 schools (DAP_s and DAJ_s) sampled secondary schools. These serious cases

were theft (DAP_s) and vandalism of colleagues' properties (DAJ_s). The two students were indefinitely suspended and were advised to change schools, as reflected in the minutes signed by both the Board chairperson and the head teachers of these schools. Therefore, document analysis shows similar ways of handling discipline.

For example, IDIBoGP_s further advanced that system by providing tools that support lessons, school rules and regulations, guidance and counselling services offered through career talks by school educators, and adequately following timetables designed in the school to reduce redundancy in the school. A system of proper teacher lesson delivery and encouraging daily studying is necessary. By having well-balanced and arranged time allocation, provision of adequate facilities with cleanliness provided routinely, timely coordination and communication with students on school issues are things that the school uses to promote students' discipline”.

Head teachers and the Chairperson Board of Governors were asked *about their roles in school disciplinary matters*. After reading their responses, Head teachers and the Chairperson of the Board of Governors explained that their roles in disciplinary matters were in two categories: *positive parenting and meetings*. The explanations for their responses were mostly as follows;

Educators view school as the ultimate vehicle for accessing students who need educational support and also serve as important settings for identifying students who suffer from many forms of psychological neglect and abuse from their background settings. As they continue to be abandoned, schools increasingly become a socialising agent. The effectiveness of the head teacher's role in managing the students will depend on accepting his leadership role. The head teachers responded that specific rewards and punishments would yield predictable results in the behaviour of the students. Proper parenting suggests a system that will modify student behaviour to comply with prescribed norms.

In agreement with the above explanations from head teachers on positive parenting, the head teachers of Aboke School interviewed (IDIHTRA_s) maintained that positive parenting involves being a father of students, having staff members full time in the school to help the students whenever they need assistance, helping students understand their roles so that they can respect one another and also by being a father of students and teachers, helping students understand their roles, listening to students' issues, being vigilance to check discipline issues.

Meanwhile, the head teacher of Ocer Jesuit school (IDIHTRJ_s) further explained that “Positive Parenting involves having the Presence of staff full time in school, respecting one another, being available as administrators 24 hours in school. The head teacher further explained that positive reinforcement is part of parenting and that compassion is a more powerful motivator for students than pain. Aware that pain does not teach students how to be disciplined but instead deepens their aggression”.

Positive Parenting involves creating helpful relationships with students and presenting the work in the school as collaboration between teachers and students. Once students realise that their views and opinions matter and are taken seriously, they may invest in contributing more positively rather than focusing on disruptive behaviours. As a result, their behaviour in school will improve.

The head teacher of Restore School (IDIHTRR_s), however, explained that respect is earned by giving respect, and this is through positive parenting, role modelling, and helping students see for themselves the wisdom of respecting those around them. Furthermore, if we want students to respect school culture, we must help students understand how the school culture and tradition enrich students’ lives in terms of discipline. Schools need to teach students about school heritage in a manner that respects and preserves school culture by keeping an ear to the ground from the community, providing safety and security for learners/staff.

The head teacher of St. Paul and Peter Pokea Seminary responded that positive parenting helps students understand their misbehaviour and build a personal desire to make better choices in the future. However, he noted that it is far more than just responses to misbehaviour. IDIHTRP_s, however, continued to explain that:

“Importantly, positive parenting is essential because it combines non-violent disciplinary action with a positive school environment that encourages students to get involved in defining the conditions for success.”

In the in-depth interviews with head teachers, the theme of meetings emerged as a method of disciplining the students. Head teachers noted that regular meetings and frequent discussions with the student community at school gatherings encouraged by school authorities provided a level playing field for changing the attitudes of students and teachers. Resolutions arrived at in

such a meeting could be incorporated into the school rules and regulations. This helps gaining the insight into the teachers' perspectives and perceptions of the practices for supporting students in school, for example, supporting students' behavioural engagement by providing clear instructions to avoid bad behaviours. Through meetings, teachers provide clear guidance and instructions to students' body.

To support this claim, the head teacher of Aboke School (**IDIHTRA_s**) had this to say;

“Meetings, on the other hand, help school educators disseminate school rules/ regulations and responsibility, help orient new students into the school system, hold class meetings, conduct disciplinary processes, and deeply investigate disciplinary matters. As a school educator, this is one way I can handle disciplinary matters”.

Further explanations were advanced by (IDIHTRJ_s)that one-on-one counselling sessions were done through meetings, and the school had a group counselling and general counselling, that was meant for counselling girls and boys. These services were also offered through guidance and counselling meetings.

During the in-depth interviews with the head teacher of Restore High School (**IDIHTRR_s**), he said that meetings help in disciplinary matters when parents are invited in the school to handle disciplinary matters of their children; he further stated that the discipline in schools was the responsibility of everyone and not only the educators and the school's authority should involve all stakeholders including parents where possible, the children should be involved also to ensure ownership into the programe. He continued that, *“Organising meetings with him is the school educators' responsibility to ensure meetings with parents to assist schools in maintaining good discipline.*

Supplementary to these claims, minutes of the staff disciplinary committee which was scrutinized during the documents analysis indicated that in all the four schools studied (DAA_s, DAJ_s, DAR_s, and DAP_s), minutes show that almost every school had between 1 to 3 cases of indiscipline which were reported and handled by the school disciplinary committee termly. In some instances, students solve cases themselves through prefectural bodies, as reported by members of the staff disciplinary committee. The prefect bodies were found to be very active in the Restore High School (DAR_s), as evidenced by the minutes of their disciplinary

committee meeting filed properly in the disciplinary committee file. The head teacher of the school(**IDIHTRP_s**) in the interviews had this to say;

“Addressing the disciplinary matters of learners is another way, which can be done through meetings. Without meetings our roles as head teachers become quite difficult in handling discipline. The Board meets to decide on cases of indiscipline, which can be suspended or dismissed. Formal disciplinary hearings should be instituted following prescribed procedures based on the legal framework, considering the learners’ right to a fair and reasonable hearing through meetings”.

The Chairperson Board of Governors also gave their opinions on the same issue. They seem to give responses almost similar to those of other participants.

With the provision of The Education (Pre-Primary, Primary and Post Primary) ACT, 2008, the Board of Governors provide for the welfare and discipline of students and staff in the school. Board of Governors in their meetings provide policy direction to the school; and through these meetings, many issues get sorted. Discipline problems manifest in various ways, including vandalism, intimidation, theft, and general violence, if no meetings are held to correct these in schools. For example;

In an In-Depth Interview with the Chairperson of the Board of Governors of Aboke School (IDIBoGAs), he said, “My role as the chairperson is to plan for students’ welfare do investigation on the allegation of learners’ misconduct, and all these are done through a meeting.” This is what I can say.

Additionally, another Chairperson Board (IDIBoGAs) agreed that as a Board, the school system should be the basis of students’ discipline; he explained that:

“The school Board of Governors is responsible for drawing up the learners’ code of conduct after an open and democratic process of consultation and negotiation with educators, students, and parents. The drafting and final adoption of learners’ code of conduct through meetings makes the process democratically absorbed by all school community members”.

Discipline log books analysed from all 4 schools in which the study was done show 3 cases, e.g., Outing (DAJ_s), shouting at night (DAP_s), and not adhering to timetable in the school,

which were captured within the last year (DAA_s). In this case, the Board had meetings to resolve the issues. This aligns with the board's function in providing discipline to the learners. On a similar claim, (IDIBoGA_s) had to say:

“It is the function of the governing body to be involved in assisting the professional management teams of a school to handle cases of discipline, and the school board should, therefore, be involved in transgressions of the school’s rules/regulations, meaning that learners who regularly transgress school rules are referred to them for a disciplinary hearing.”

Lastly, the chairperson (IDIBoGA_s) also echoed his voice by saying,

“So, as a board, we are mandated to handle disruptions quickly whenever they occur while checking on the academic performance of the learners as well as behavioural compliance by responding to misbehaviour promptly but not punitively.”

Head teachers were asked about ***the types of disciplinary measures they applied in their schools.*** According to them, guidance/counselling or spiritual talks and disciplining were the main disciplinary measures applied at their schools. School administrators must conduct a regular interactive counselling program at the school level to sensitise and create awareness of the benefits of school discipline. Adopting techniques like counselling could help to maintain discipline in school, although they require training. In trying to manage challenging students’ behaviour in schools, head teachers should use spiritual talks as specific rules, and this is key to good behaviour, which is an inner drive that is self-initiating. In the in-depth interviews with head teachers, all of them have more or less similar responses. The examples of their explanations of the themes are given below:

To the head teacher of Aboke school (IDIHTRA_s), she said: *“We have timetabled sessions generally for guidance and counselling, and when there are certain cases which need individual counselling, then we refer these to the senior woman teachers, but also during school assemblies and school seminars, especially during the orientation of the new students we give counselling to the whole school.”*

On the other hand, the head teacher of Restore School (IDIHTRJ_s) had negative explanations about implementing guidance and counselling. To him, this was because of a lack of qualified personnel. He had this to say:

“The known issue of concern is the lack of trained/ expertise in teachers who handle guidance and counselling. We are also aware that the lack of resources makes it difficult for the teachers to implement the program effectively; otherwise, it is one of the programs we use to curtail indiscipline in our school.”

It also emerged from documents analysed from schools that students conference meetings, spiritual talks, individual counselling, group and peer counselling, making rules and regulations known to both students and parents, dialoguing with students, understanding students' issues, involvement of parents in discipline management & counselling the culprit immediately on indiscipline act as it occurs were some of the disciplinary measure used at the school. In addition to guidance and counselling, the disciplining approaches include verbal warning, reprimanding students and inviting the parents, disciplinary committee sitting on cases, punishment such as cleanliness, and suspension for 2 weeks, depending on the offences. The findings from the analysis of the documents were not very different from what was reported by the head teachers of Restore School (IDIHTRR_s) and Poke School (IDIHTRP_s), for example.

Head teachers (IDIHTRR_s) explained that, *“there is time allotment for guidance and counselling from senior one to senior six students, and we hold guidance/counselling sessions with them. So there is a benefit for it because we teach different topics where all students can benefit, for example, there are topics like substance and drug abuse, HIV/AIDS, and teenage pregnancy”*.

Further in-depth interviews with the Head teacher of Poke School (IDIHTRP_s) revealed that the disciplinary measures applied at their school are guidance, counselling, and actual disciplining of the indisciplined students. To him, guidance and counselling are offered through clubs, such as health clubs and child rights clubs, and follow up on issues that require students to be counselled and be head teachers. He added: *“Some of the guidance and counselling services include having student conference meetings, providing spiritual talk by the school priest, individual counselling, group counselling, and peer counselling.”*

Generally, explanations and responses of the head teachers interviewed from these schools described and conceptualised the disciplinary measures applied at their schools as warning individual students verbally, demanding written apologies, slashing the compound, washing latrines, minimal caning, and suspension from schools for at least 2 weeks, depending on the offences.

Head teachers were asked *for their opinion on the effectiveness of alternative disciplining procedures*.

An alternative to instilling discipline was introduced in 2006 when the government of Uganda banned corporal punishment in all educational institutions; this was because the issue of children's rights within the context of disciplinary measures was found to be one crucial issue in the dispensation of modern education. To improve discipline, the respondents reported that they have resorted to using stakeholders, including parents, to resolve disciplinary issues. Guidance and counselling are also effective in dealing with indiscipline because they address the problem directly. It emerged from head teachers' explanations that guidance and counselling are an alternative school discipline offered mainly through meeting sessions. This implies that students are exposed to counselling services.

This claim was supported by the head teacher of Aboke (*IDIHTRA_s*), and she responded that;

"It is very effective because it creates orderliness in school with minimal supervision and provides motivation during sports activities because the students support themselves, as it makes students take responsibility for their behaviour in the school."

Additionally, (*IDIHTRJ_s*), explained that an alternative disciplining procedure is effective because "enthusiastic students are great ambassadors for schools, as they share their pride in their school community, the school will gain a reputation for becoming outstanding, in their direct and indirect representation of the school.

Contrary to the responses and explanations of head teachers, minutes books for parents' meetings indicate that 2 of 4 schools sampled, i.e., (*DAJ_s* and *DAP_s*) reflect serious cases that were discussed at the parents' annual meeting in the last two years, aware that parents depend on educators for ensuring proper discipline at home. Most head teachers adopted manual work

as an alternative measure of instilling discipline. Other disciplinary mechanisms adopted were suspension and expulsion, as outlined in the Education Act 2008.

From another perspective, during the In-Depth Interviews with the Head teacher of Restore School (IDIHTRR_s) on the effectiveness of alternative disciplining procedures, he explained that school administrators should also intensify campaigns to mitigate drug and substance abuse in schools by imposing strict regulations. He said, *“Every educational institution should review its rules and regulations to introduce more professional and acceptable sanctions to replace manual work and caning. However, educational institutions should have methods of guiding and counselling students, teachers, and parents in the use of alternative forms of punishment that are geared towards positive training in attitude formulation and character building of the students and make them aware that the ultimate goal of the managers is to mould students into useful citizens”*.

Similarly, the same issue (IDIHTRP_s) explained that an alternative disciplining procedure was more effective than the old disciplining of corporal punishment. By using positive discipline, students change their behaviour. They experience school as a place where they discover and define the kind of person they want to be. Students will only grasp this life-changing opportunity if they feel physically and emotionally safe. Therefore, he further added that;

“Alternative discipline helps students feel safe and supported, but this sense of safety must be extended beyond the school environment. The alternative approach rejects the use of violence. It is about long-term investment in a child’s development, rather than grasping for immediate compliance”.

The chairpersons were asked for their ***opinion on the effectiveness of alternative disciplining***.

The explanations of the Chairperson Board of Governors were that alternative disciplining means non-violent methods of disciplining, which to them include mentorship and coaching, guidance and counselling, frequent talks with students, and giving manual work to the indisciplined learners. They maintained that disciplining is effective as it promotes students’ rights, freedom, and developmental talents. Furthermore, to them, alternative disciplining includes teachers asking learners who were negligent of their work to kneel on the floor or do some mental tasks like picking papers, rewarding and sanctioning indiscipline learners as well as guiding and

counselling them, and to them is a way of supporting the indiscipline child to come out of their problem. These explanations were advanced in an IDIBoGA_s and IDIBoGR_s. They further explained that: “*alternative disciplining was introduced because corporal punishment was liberally used and affected learners negatively.*”

Similarly, in an IDIBoGP_s, he explained that corporal punishment was outlawed because of its harmful effects, and during those days, teachers would beat learners without permission from school administrators, and no records were kept. However, learners never complained because they knew corporal punishment was part of the disciplinary measures. Today, guidance and counselling are the most appropriate ways of handling the school's indiscipline cases. He maintained that alternative disciplinary measures applied in his school included suspending indiscipline students, calling parents during disciplinary committee meetings, and providing mentorship and support through frequent guidance and counselling. He further explained that positive attitudes and perceptions of children's rights are important most of the time, including developing positive alternative strategies and actions for fostering discipline, learning, growth, and development among children. The support of the teachers and religious leaders at all levels was critical in transforming students' discipline and perceptions of violence against children. He further summarised the explanations as follows:

“The effective ways of handling cases of indiscipline in schools require collective action of all key actors such as the learners themselves, parents, teaching/ non-teaching staff, school governing bodies and the religious leaders.”

Head teachers and the Chairperson Board of Governors were asked questions on ***the roles of stakeholders in maintaining sound student discipline in school.***

According to the responding head teachers, stakeholders in education were the students, teachers, parents, government, governing bodies, non-governmental organisations, etc. Thus, school administrators should consider participating in workshops and training to scale up their competencies in implementing alternative discipline practices. This would help them manage school discipline. As part of capacity building for teachers, the school administrator may consider providing adequate training to teachers and staff to implement alternative discipline. As an administrator, it is important to invest in developing a strong system of support to help with

the prevention, interventions, and remediation of students needing different levels of behavioural support. It was also important to invest in establishing a strong foundation to prevent many students from needing alternative discipline at school. School head teachers work with his school team to ensure foundation was in place for preventing students from demonstrating at-risk behaviour, and remediation was needed for intensive behavioural supports so that fewer students require alternative discipline. Some of the examples of the explanations on the roles of stakeholders advanced by head teachers were as follows:

To the head teacher of Aboke School (IDIHTRA_s), a safe school environment was conducive to learning. Therefore, it was the responsibility of the school educators (head teachers, teachers, and Board of Governors) to create such a safe and disciplined environment.” he maintained that:

“I also know that discipline at school creates a safe environment for effective learning and ensures the safety of students and teachers. Educators are therefore expected to ensure order and safety of all learners by being proactive but not waiting for indiscipline; thus, the effective school should be well planned by the school team, where planning should consist of classroom rules and a plan for reducing misbehaviour.

These explanations and ideas were also supported by the head teacher of Over Jesuit School in In-Depth Interviews (IDIHTRJ_s), he explained that the roles of stakeholders and the Board of Governors have been provided and guided by the Education Act, 2008. This includes developing parameters for appropriate behaviour for the school administrators to follow, supporting teachers on discipline matters through training and mentorship on alternative discipline management, creating awareness on the abolition of corporal punishment, helping teachers to conduct regular interactive guidance (counselling, seminar program and among others, developing disciplinary policy, supporting teachers with basic knowledge of alternative disciplinary mechanism as opposed to corporal punishments and making the school safe for both learners and teachers”. Ownership of the school is the responsibility of the stakeholders, attending meetings organized by school administrators, monitoring the status of students’ discipline in the school, speaking to students on the issues of discipline, giving information on indiscipline students through telephone calls and providing spiritual growth development through a discipleship program.

Building on the same explanation of the roles of stakeholders in managing discipline, the head teacher of Restore School (IDIHTRR_s) said the role of stakeholders is inevitable in managing the discipline of learners. He went on to say that, for instance, the professional code of conduct binds a head teacher as a teacher and leader in the teaching profession and shall set a good example in the strict observance of all provisions of the code and non-administration of corporal punishment, or any action that causes harm to the student, he also observed the professional conduct of all teachers under him following the law, regulations and any other provision of education service. He summarised it as:

“Stakeholders also set up a school climate team comprising learners, teachers, parents and other support staff. This diverse group meets regularly to address school discipline, which provides a forum where all stakeholders can voice their concerns and work together to recommend and implement specific actions that promote the safety and welfare of students in the school. Also aware that the student plays a critical role in determining the success of the developed solutions; thus, they must hold a prominent position on the team”.

Furthermore, the head teacher of Pokea school (IDIHTRP_s) explained that providing mentorship and coaching to students, helping student leaders in managing discipline, and coordinating parents to get involved in the development of school rules and regulations were some of the key roles of stakeholders, such as members of the Board. Also, reducing violence incidents requires a broad, community-wide effort that is best coordinated by a school-community partnership. This group generally includes representatives from faith groups, businesses, the government, and community-based and youth-serving organisations, along with learners, teachers, school educators, and parents.

This explanation was similar to what was factored in documents analysed from schools. The stakeholders’ views were concerned with the core values, which were the basis of social behaviour. Discipline is a society’s common fund of beliefs and behaviours and is a concept of how people should conduct themselves, and discipline defines the generally accepted principles of children's upbringing.

In agreement with the school heads, the chairperson board of governors concurred and said, for instance,

However, by examining the roles of stakeholders, the school should develop and build the concept of self-discipline among learners to make them comply with and obey school rules and regulations (IDIBoGA_s, IDIBoGJ_s). Every school community needs to review its discipline policies and practices and have clear standards of behaviour that are known and supported by all stakeholders. These standards should also have clear consequences for those who step outside the boundaries of acceptability. These consequences need to be consistently applied through positive discipline by stakeholders. They added that;

“The roles of stakeholders is to correct the behaviour and guide learners away from the behaviour that is tantamount to indiscipline, then also maybe to work with the school heads to support the development and participation of learners in all activities as well as creating awareness about child rights and danger of child labour to change attitude, belief, and practices that encourage corporal punishment in schools. “

Further explanations were provided by the chairperson of the Board of Governors of Restore School and Pokea School (IDIBoGR_s, IDIBoGP_s). They maintained that stakeholders such as learners play an important part in addressing school safety and school climate, so school benefit from an organized team of students who are committed to identifying areas of negative school climate that breeds indiscipline and affects learner’s well-being and safety, in addition, they reported that the roles of stakeholders include helping in the training of teachers in managing learners with indiscipline, reporting cases of indiscipline to the school administrators, developing guidelines for appropriate behaviour by the school board, financing program to support discipline in the school such as providing resource person for career talks to build students confidence and support, they further explained that stakeholders help in developing written policies on positive discipline at school. The documents should include basic explanations of positive discipline and the responsibilities of teachers and students in applying it. Once finalised, launch the policy publicly with the support and involvement of students, governing bodies, religious leaders, cultural leaders, community leaders, and parents. They explained that it is then expected that educational institutions will develop and apply more professional and refined methods of guiding and counselling students using alternative forms of punishment geared towards positive training in attitude formation and character building.

Further elaboration was obtained in an IDIBoGA_s ; that stakeholders' roles include building a positive teacher-student relationship that promotes good behaviour and preventing misbehaviour, which requires involving parents in their children's education. Said further that:

“Aware that two factors that may place a student at risk of misbehaviour and dropping out of school are no parent involvement and low parental expectations. Parental involvement positively affects children's achievement, and it is one of the predictors of a student's success in school.”

However, from documents analysed from schools, it was established that parents' involvement in their children's education was evident from the attendance of the meetings (DAJ_s, DAA_s, DAP_s, and DAR_s), parents were involved in the meeting to support the discipline of students, and these parents usually used teacher's knowledge to know the discipline of a particular child's. This shows that they are interested in screening the discipline of students, and they were usually more willing to hear a range of feedback about their children. This is the benefit of getting to know the child and family because it is crucial in developing the child's discipline.

The head teachers were asked whether their schools have a ***disciplinary committee and what role the committee plays in enforcing student discipline at their school.***

It should be noted that as managers responsible for the schools, head teachers' play a vital role in the school programming such as planning for and maintaining high standards in the areas of involvement of teachers and students to liaise with the school community to promote safety and security of students. Head teachers design programs that make the school interesting to students, Planning and development of programs for the various committees such as the disciplinary, health and sanitation, academic, welfare.

When asked about the roles of the disciplinary committee, the head teacher of Aboke School (IDIHTRA_s) confirmed the existence of the committee and said the school has a staff disciplinary committee consisting of the prefect's body and the board disciplinary committee. The roles of these committees were handling the discipline of students and staff that included such functions as working closely with the office of the head prefect, understanding indiscipline cases, keeping records of offences committed by students, and educating students about the benefits of being disciplined.

Similarly, the head teacher of Over Jesuit School (IDIHTRJ_s) reported that their school had a functional disciplinary committee, and their roles were to correct the behaviour and guide learners who were defiant in behaviour, teach students to maintain self-discipline, meet regularly and handle all cases of indiscipline referred to them by the teacher. The committee also holds a hearing with the offending students and may also choose appropriate disciplinary measures for action, including counselling the student as a way of helping them come out of their problems and solutions for their problems. In addition, he had this to say:

“The board and teachers' disciplinary committee is called the rewards and sanctions committee.”

Again, the head teacher of Restore school (IDIHTRR_s) explained that the school had a disciplinary committee consisting of seven members who meet to handle a few cases of indiscipline. Their roles were to handle discipline-related issues such as disrespect to authority, refusal to do class activities, shouting at night, vandalism of school property, late coming for routine programmed activities, etc. The school has implemented a mechanism that can enable them detect, identify, and report cases of indiscipline. The school also had a range of strategies that have adopted the creation of awareness to the public such as open and free discussions with parents.

To add onto the argument, documents obtained from all these schools indicated that the committee was in existence, for example, minutes of the board of governors' meetings from all the schools reflect their operations through the attendance lists seen in these schools, i.e. (DAP_s, DAA_s, DAJ_s, and DAR_s).

Similar information was also obtained during the interview with (IDIHTRP_s), which confirmed the existence of the school disciplinary committee and that the committee keeps track of incidents of misbehaviour, and they used these in discussions with parents and also used them to identify if a child misbehaves regularly and in what ways. Other roles of the committee in this school are identifying issues that cause indiscipline, identifying the uniqueness of students' behaviour, administering appropriate and convenient punishments, meetings regularly to settle issues of bad behaviour, understanding the child's background, the orientation of new teachers on school culture, guidance and counselling, providing spiritual growth in discipline

management and having critical disciplinary issues, handling critical disciplinary issues, and reporting the state of discipline affair of the school to school head teacher.

Generally, according to the explanations and responses of head teachers, all of them responded that their schools have a disciplinary committee, which was in line with the Ministry of Education and Sports guidelines as provided for in the Education Act 2008. All head teachers further explained that the minister appointed the Board of Governors after the nomination of members by school foundation bodies, government, Parents, and teachers.

The head teachers and Chairperson of the Board of Governors were asked, “*What would they like to share about school discipline in general with the researcher.*”

Discipline is respect for authority, observance of code, and how students are trained in orderliness, as responded to by head teachers (IDIHTRAs). She went on to explain that school discipline is the academic success and the primary setup in building the school's culture. It goes beyond school rules and regulations; it is seen as the school's Vision and mission, which supports students' discipline.

To the head teacher of a Jesuit school (IDIHTRJs), school discipline means the culture of the school, which was based on the discipline of the student; this could have been achieved through the orientation of new students into the school for proper student discipline management discipline, inculcating a sense of moral value which is paramount for discipline. Discipline was evident in rural children because they were more disciplined than urban children generally, as perceived by head teachers. Understanding the students' background through orientation helps in building a school culture of discipline.

Further explanations were given by the head teacher of Restore school (IDIHTRRs) from a psychological perspective that discipline has positive aspects, such as feeling peaceful and happy, feeling beneficial to society, being self-sufficient, personal satisfaction, and increasing self-esteem. However, it makes someone feel overwhelmed if the sense of discipline exists, then it is supported. A disciplined person is personally satisfied with doing what he/she should do. A hardworking person is disciplined because he/she always fulfil

his/her duty. He added that;

“School discipline is an umbrella of guidance and counselling that helps promote a student's self-discipline in school. Benchmarking on discipline management with teachers and students helps to improve school discipline of students after learning from another disciplined school; discipline includes the following, but is not limited to: Spiritual growth to educate the student is an aspect of culturing students' discipline, identifying issues that cause indiscipline by the school administrators to build good rapport”.

The same question was asked to the Chairperson Board of Governors about their responses generally on what school discipline is, and their responses as summarized below;

School discipline, as explained by the Chairperson of the Board of Governors of Abode School (IDIBoGAs), is seen as individual student practice of caring for, loving, and respecting another colleague. It is regarded as a school code/rules and regulations made to safeguard the welfare of individual students and the school environment/society in which the students live. He further explained to the chairperson board of governors (IDIBoGJs), *“School discipline is are activity that is implemented to control students' behaviour as well as enforcing compliance/maintaining order,”* he further explained. School discipline is managed when school head teachers and teachers ensure a safe and conducive environment for effective learning, so that students' rights and needs are safeguarded (IDIBoGP_s), also added.

Lastly, (IDIBoGA_s) said that school discipline refers to learners complying with a school rule, which determines the expected standard of schooling, school times, and behaviour. It generally deals with the correction of students' behaviour. It includes instructional training that is accepted to produce a specific character and pattern of controlled behaviour.

Head teachers were asked *about the roles of schools' environments in shaping the discipline of students*. The responses and explanations of the respondents fell into 3 categories, namely, infrastructure and safety, health-hygiene and sanitation, and teacher-student, student-student relationship, as seen in Table 4.9 below.

Table 4.9. Shows Responses/ explanations of head teachers and BoG on the roles of the environment

Theme	Code
Infrastructures and safety are;	<ul style="list-style-type: none"> -Adequate classroom with seats. -Controlled the number of students who met the required facilities. A wall-fenced school. -adequate toilet system -Tight security in the school to guard learners. -Conducive dorms and classrooms promote. -Paved compound promotes discipline -good classroom (seats, etc.)
Health, hygiene, and sanitation promote discipline if;	<ul style="list-style-type: none"> -Eating time is regulated, and food is properly cooked during meals. -quiet environment - Washrooms are cleaned. A good diet, which is adequate in time, is provided to students. -The dorms are clean and well-maintained. -The school culture (Time management). -The school authority manages proper meal timetables. -An adequate sanitation facility that is cleaned (e.g., toilets, bathrooms, and urinary shelter) is provided in the school. -A good toilet system is available in the school -The school environment is quiet, with a well-maintained school compound.
Teacher –Student, student-student relationship, promote;	<ul style="list-style-type: none"> -Effective communication amongst students, teachers, and school administrators promotes students’ discipline in the school. -strict time management, which reduces loss of teaching/learning time, helps learners achieve academically and subsequently become disciplined. -A child-friendly school environment tames students’ discipline. -Human resources adequately lead to timely quality service delivery and early communication on school matters, reducing unrest.

From table 4.9 above, the following responses and explanations from the respondents on the roles of the school environment in shaping students' discipline, three themes were identified: Health, hygiene and sanitation, Infrastructures and safety, and teacher–student, student–student relationship. School health, hygiene and sanitation were seen as a common aspect of the environment in promoting students' discipline. The participating head teachers maintained that students would be disciplined if; the school provided clean washrooms (IDIHTRJ_s), a good diet and adequate time (IDIHTRP_s), proper meal timetable (IDIHTRP_s), a school culture of time management (IDIHTRP_s), adequate sanitation facilities (IDIHTRR_s), e.g., toilets, urinary shelter with proper cleanliness in dorms), timely regulated food eating time which is adequate (IDIHTRA_s, IDIHTRP_s), quietness of the school environment and cleanliness of school compound (IDIHTRA_s, IDIHTRJ_s). Better school health and sanitation is a discipline that inculcates a child-friendly school environment (IDIHTRR_s)

Also, as seen in Table 4.9, head teachers defined and explained school environment as infrastructures and safety, which to them includes adequate classrooms (IDIHTRP_s), a controlled number of students to meet the required facilities (IDIHTRP_s), a well-fenced school and adequate toilet system (IDIHTRJ_s), adequate seats for learners (IDIHTRA_s), and tight security in school (IDIHTRA_s), conducive dormitories/classrooms and paved compound, talking classrooms, etc. (IDIHTRR_s)

Teacher–student, student–head relationships explained student relationships as a factor in shaping students' school discipline. To responding head teachers, the student-teacher and student-student relationship was explained as effective communication (IDIHTRR_s, IDIHTRA_s, and IDIHTRJ_s), strict time management which reduces loss of teaching/learning time (IDIHTRJ_s, IDIHTRP_s), a child-friendly school environment which tames students' discipline as well as human resources adequately and early communication to manage learners (IDIHTRA_s, IDIHTRP_s).

The same question was asked to the Chairperson Board of Governors, and they had this to say;

To the chairperson of Ocer Campion Jesuit College (IDIBoGA_s), he explained that the school environment includes the school building, school component, and its surroundings, the location

of the school, the feeding program of the students, school health and hygiene, as well as the safety of both learners and teachers. He maintained that if the above is not well, indiscipline will not crop in, and an unsafe school environment, such as poor health, hygiene, and sanitation, an unsafe school with corporal punishment, poor feeding program, and lack of seats in classrooms, creates hostility in learners' behaviours and hence indiscipline.

To add the explanations more into detail, the chairpersons of Restore Leadership High school (IDIBoGR_s) advanced the reasoning that the school environment shapes students' discipline issues of school environment such as school safety, classroom environment, quality of building, learning environment, compound cleanliness, school sanitation, health and hygiene etc. has a bearing on students' wellbeing, because such a physical environment promote sanitation, health and hygiene of learners which directly impact on learners' discipline in a school.

The school environment plays a vital role in moulding students' discipline because poor student-teacher relationships in school and classroom, irregular teaching, and a bushy compound make students rebellious and indiscipline, said in an IDIBoGJ_s. She continued to explain that an unsafe school environment interrupts cognitive and emotional development because this environment hardly encourages students to get involved in defining the conditions for success.

On the issues of school environment and student discipline (IDIBoGPs), it was explained that everyone is responsible for insisting on safer schools in our communities. The school is responsible for developing policy guidelines that help educators create safe schools. Educators such as the head teachers and the school board of governors are responsible for turning their school into a disciplined school by making the school environment safe for learners. Beyond teaching learners reading, writing, and arithmetic, schools should teach students life skills to make them successful. Students taught in an encouraging environment where they are respected and valued get more out of their school environment experience and skills to apply to their daily lives, more experience for improving their minds, and more opportunities to learn leadership and self-discipline.

The second question asked to student *about some of the disciplinary measures that are applied at school to ensure sound student discipline.* In answering this question, students' responses fell into 4 categories and were summarized below in table 4.2.

Table. 4.2: Show students' responses on their perceptions of the descriptions of disciplinary measures applied in their schools to ensure proper student discipline at school.

Theme	Code
Disciplinary code.	<ul style="list-style-type: none"> - For students to adapt to rules/regulations and enforce them with consistent reminders to students and teachers to be exemplary. -For punitive measures such as suspension of students, Involvement of the staff /students disciplinary committee, solving issues of indiscipline as they arise, honesty and proper communication -Proper use of school timetable and routine program, moral teaching through religion, creating peer groups, clubs, and societies.
Consultation.	<ul style="list-style-type: none"> - by inviting people outside to guide and counsel students -with the student body by administrators to provide timely needs, responses, and feedback to students through the prefectural structure.
Supportive relationships, dialogue, and discussions.	<ul style="list-style-type: none"> - Hold regular meetings/open discussions with student prefects and school administrators to sort out immediate issues for students. -Dialogue between students and teachers through conferencing meetings, with students to gain control over their behaviour by empowering prefects and advising them. -Understanding individual students' problems and advising immediately, frequent sensitisation of students on the value of discipline.
Restorative justice.	<ul style="list-style-type: none"> -Restoring hope helps students gain confidence through career guidance and counselling (career talks). - Use of spiritual leaders to mentor students to reduce indiscipline.

Table 4. 2 shows that students mostly describe disciplinary measures used in their school as disciplinary code, consultation, restorative justice, supportive relationship, dialogue/discussions.

According to the responding students, disciplinary code means adopting rules/regulations. It enforces a consistent reminder to students and teachers to behave in an exemplary manner (F_{gi}A_sS₈, F_{gi}J_sS₁₀, F_{gi}J_sS₁₁, F_{gi}J_sS₁₂, F_{gi}P_sS₂₇, and F_{gi}P_sS₃₁), adopting punitive measures such as suspension of students, involvement of all stakeholders in discipline management, solving issues of indiscipline as it comes, honesty and proper/effective communication (F_{gi}A_sS₁, F_{gi}J_sS₁₄, and F_{gi}A_sS₃), and proper use of the school time table/ routine program, regularly sensitized students on rules/regulations, moral teaching through religious & creating peer groups e.g. clubs & society (F_{gi}A_sS₄, F_{gi}A_sS₆, F_{gi}R_sS₂₁, F_{gi}R_sS₂₂ and F_{gi}P_sS₂₆).

Meanwhile, consultation as a theme was described as inviting people outside to guide and counsel students (F_{gi}P_sS₂₉ and F_{gi}R_sS₁₇), administrators providing timely needs/responses and feedback to students' problems and advising immediately, providing cooperation amongst students and teachers through a prefectural structure (F_{gi}A_sS₅, F_{gi}R_sS₁₉, F_{gi}P_sS₃₂, and F_{gi}P_sS₂₇) and the thematic description of a supportive relationship, dialogue, and discussions was described by students as; understanding individual student's problems and advising immediately, frequent sensitization of students on the value of discipline and meeting students' demand (F_{gi}R_sS₂₄, F_{gi}R_sS₂₀, and F_{gi}A_sS₇) Regular meetings/open discussions with student's prefects and school administrators to sort out immediate issues of students (F_{gi}J_sS₉ and F_{gi}J_sS₁₆) and Dialogue between students and teachers through conferencing meetings as well as guidance/counseling talks (F_{gi}R_sS₁₈).

Lastly, restorative justice was described as positive talk that encourages students with rewarding words (F_{gi}P_sS₂₅ and F_{gi}P_sS₂₈) and the use of spiritual leaders to mentor students (F_{gi}P_sS₃₀, F_{gi}J_sS₁₅, F_{gi}A_sS₂, and F_{gi}J_sS₁₃).

The third question to students was, *“How do they describe and rate the alternative discipline measure as opposed to corporal punishment as applied in their school?”*

Themes and codes were extracted from the explanations/responses of students regarding alternative disciplinary measures applied at their schools as opposed to corporal punishment. The responses of students fell into 4 categories, namely: Very effective/ very good, Effective/Good, Fair and poor or not effective, as seen in Table 4. 3 below:

Results from Table 4.3, it can be seen that the majority of the responding students describe alternative disciplinary measures as effective/good. They explained effectiveness as; students are given freedom to express their rights in a proper way(F_{gi}A_sS₃, F_{gi}A_sS₄and F_{gi}A_sS₅), it provide students with explorative mind to solve real life situations(F_{gi}J_sS₁₆,), it is effective than punishment because it give opportunity for learners to change which make students listen to different people who guide them hence making students more mature in their behaviour(F_{gi}J_sS₁₀₁ and F_{gi}P_sS₂₈) , that it provides students with proper structures of reporting which promote their Wellbeing(F_{gi}R_sS₂₄ and F_{gi}R_sS₁₇), good and humane (F_{gi}R_sS₂₀ and F_{gi}R_sS₂₁), it provides clear communication channel between students and teachers/administrators(F_{gi}A_sS₇, and F_{gi}A_sS₈), it also involves confession to the priest/spiritual leaders as well as moral counselling (F_{gi}A_sS₆), the structures set to guide students with no discrimination and favourable to every students (F_{gi}J_sS₁₁), good because students are guided on disciplinary matters(F_{gi}R_sS₂₂ and F_{gi}R_sS₂₃), proper for moral growth and spiritual upbringing(F_{gi}R_sS₁₈ and F_{gi}R_sS₁₉), it provides bases of guidance and counselling students (F_{gi}P_sS₃₀, F_{gi}P_sS₃₁ and F_{gi}P_sS₃₂), good because it creates an atmosphere of better growth and development (F_{gi}P_sS₂₅), good upon the student to be self-driven (F_{gi}P_sS₂₇), good because spiritual father reinforce guidance uprightness and also using old students as role model makes students un and distend better and hence disciplined(F_{gi}J_sS₉ and F_{gi}P_sS₂₉)

However, few students explained and described alternative disciplinary measures as fair. Fairness was expressed to them as giving fair chances for students to express themselves (F_{gi}A_sS₁ F_{gi}A_sS₂), fair treatment for all students, and at all times (F_{gi}J_sS₁₄ and F_{gi}J_sS₁₅). Meanwhile, 2 students described an alternative to disciplinary measures as poor / not ineffective in the sense that it is bad on the sides of students who were indisciplined and because sometimes school administrators gave them light work to do and also because of tight timetables for school activities which does not give time for students to rest (F_{gi}J_sS₁₂ and F_{gi}P_sS₂₆).

The fourth question asked was, “*What are the roles of student leaders in school discipline?*”

During the interviews with the students on this question and after carefully reading through their responses, three themes emerged: Guidance and counselling, behaviour modification, and use of

discipline code. Extracts/explanations of the students' responses on their roles in discipline management in school were summarised as seen in Table 4.4 below.

Table 4.4 shows student's leaders' responses on their roles in managing students' discipline at school.

Theme	Code
Behaviour modification	– By being exemplary students and role model prefect.
	– Socialization skills can be used to bring all learners together.
	– Advising students to adapt to rules/regulations.
	– Strict adherence to time management
	– By provision of the necessary information through sensitization.
Guidance and counselling through;	– Through the adoption of socially acceptable norms by students.
	– By proper timetable utilization and routine program.
	– Spiritual living to implore students
	– Giving time for students to understand their problems.
	– Advising students who misbehave though guidance and counselling.
	– Frequent prayers are a way of spiritual guidance.
	– Advising students, guidance, and counselling.
	– Listening to students complains.
	– Guidance and counselling, spiritual counselling.
	– Allowing a student to explain himself/herself
– Guiding the new students during orientation.	
Use of discipline code to;	– Advising students whenever they are going wrong.
	– Enforce discipline by following protocol.
	– By reporting disciplinary cases to authorities.
	– Make students abide by rules/regulations.
	– Reminds students about rules and regulations periodically.
	– Solving issues of indiscipline.
– Reprimands wrong doers.	

As seen in Table 4.4 above, after careful analysis of students' explanations of their roles in discipline management, three thematic areas emerged: Use of discipline code, Guidance & and counselling, and Behaviour modification. To the responding students, Guidance and counselling were their major roles in managing the discipline of indisciplined students. They explained guidance and counselling as; Spiritual living to implore students (F_{giAsS3} , F_{giAsS5} , and F_{giAsS7} , giving time for students to understand their problems, and advising students who misbehave(F_{giJsS9} and $F_{giJsS10}$), listening to students complains($F_{giRsS22}$, $F_{giRsS23}$ and $F_{giPsS31}$),

Spiritual counselling (F_{gi}P_sS₂₇), allowing a student to explain himself/herself (F_{gi}J_sS₁₅ and F_{gi}J_sS₁₆), giving advice to students to reform after committing offenses (F_{gi}R_sS₁₉), guiding new students when they join a school (F_{gi}P_sS₃₂, F_{gi}J_sS₁₄, and F_{gi}P_sS₂₆).

The responding students then conceptualized the theme of behaviour modification as restoring love and hope (F_{gi}J_sS₁₁, F_{gi}R_sS₂₄, and F_{gi}R_sS₁₈), Use of socialization skills to bring all learners together through the adoption of socially acceptable norms, being role model prefect and exemplary (F_{gi}R_sS₁₇, F_{gi}A_sS₈,and F_{gi}A_sS₄), advising students to adapt to rules/regulations F_{gi}P_sS₂₅ andF_{gi}P_sS₂₈), modification of behaviours through proper timetable utilization and time management (F_{gi}P_sS₂₈, F_{gi}P_sS₃₀, and F_{gi}A_sS₄).

The use of discipline code was operationalized as enforcement of discipline and reporting disciplinary cases to authority (F_{gi}R_sS₂₁ andF_{gi}J_sS₁₂), referrals of cases of indiscipline to appropriate places (F_{gi}A_sS₂), making students abide by rules/regulations through constant reminding of students about rules and regulations periodically (F_{gi}J_sS₁₃ and F_{gi}P_sS₂₅), solving issues of indiscipline and reprimanding wrong doers (F_{gi}P_sS₂₉).

The first question was, “What *disciplinary challenges do you, as a student’s experience during the school period?*”

Students’ responses on the disciplinary challenges experienced during school were summarized as : Difficulty in the implementation of rules/regulations by both prefects and school administrators (F_{gi}R_sS₁₇, F_{gi}R_sS₁₈, F_{gi}P_sS₂₈, F_{gi}R_sS₂₃, F_{gi}R_sS₂₄), rigidity by some students to adopt and adapt to school routine (F_{gi}P_sS₂₈, F_{gi}P_sS₂₉), difficulty in investigating indiscipline cases(F_{gi}A_sS₄, F_{gi}A_sS₅, F_{gi}A_sS₆), different level of understanding by students on what discipline is(F_{gi}J_sS₉, F_{gi}J_sS₁₀,F_{gi}J_sS₁₁), negative attitude by some students on changes(, F_{gi}J_sS₁₄, F_{gi}J_sS₁₅), discipline is painful on those being implemented on (F_{gi}P_sS₂₉, F_{gi}P_sS₃₀, F_{gi}P_sS₃₁, F_{gi}P_sS₃₂ , F_{gi}J_sS₁₂, F_{gi}J_sS₁₃, F_{gi}J_sS₁₄, Time is scarified for discipline enforcement(F_{gi}A_sS₁, F_{gi}A_sS₂, F_{gi}A_sS₃, F_{gi}A_sS₄, F_{gi}J_sS₉, F_{gi}J_sS₁₀,F_{gi}J_sS₁₁, F_{gi}J_sS₁₂), Lack of knowledge by teachers in handling indiscipline cases(F_{gi}A_sS₄, F_{gi}A_sS₅, F_{gi}R_sS₁₇, F_{gi}R_sS₁₈, F_{gi}R_sS₁₉), difficulty in adoption to school environment by some students(F_{gi}R_sS₂₁, F_{gi}R_sS₂₂, F_{gi}R_sS₂₃, F_{gi}R_sS₂₄, F_{gi}J_sS₁₁, F_{gi}J_sS₁₂), Poor responses to issues raised by students to school administrators(F_{gi}R_sS₁₈, F_{gi}R_sS₁₉, F_{gi}R_sS₂₀, F_{gi}R_sS₂₁, F_{gi}R_sS₂₂, F_{gi}R_sS₂₃, F_{gi}R_sS₂₄, F_{gi}J_sS₁₁, F_{gi}J_sS₁₂, F_{gi}A_sS₂, F_{gi}A_sS₃, F_{gi}A_sS₄, F_{gi}A_sS₅),

Communication gaps amongst the students and administrators ($F_{giA_sS_2}$, $F_{giA_sS_3}$, $F_{giA_sS_4}$, $F_{giA_sS_5}$, $F_{giJ_sS_9}$, $F_{giJ_sS_{10}}$, $F_{giJ_sS_{11}}$) and challenges of taming different characters from different background to become uniform ($F_{giJ_sS_9}$, $F_{giJ_sS_{10}}$, $F_{giJ_sS_{11}}$).

Documents scrutiny

The researcher also analysed documents in the four schools selected for the study concerning managing students' discipline during the post-corporal punishment era. In the process, the following documents were obtained and analysed from schools as detailed below;

Code of conduct for learners' manual/school rules and regulations.

All four schools sampled had a code of conduct for learners (DAA_s , DAJ_s , and DAP_s); however, in 1 out of 4 schools (DAR_s), the code of conduct for learners was unclear and was not signed by the school board of governors. Therefore, the documents were not considered authentic. However, there was evidence in all the schools (DAA_s , DAJ_s , DAR_s and DAP_s) sampled that copies of the school code of conduct for the students had been given to parents and students themselves. And that all stakeholders were involved and consented to the school code of conduct for students. Evidence of that effect was the availability of minutes for the annual meeting.

Minutes of the staff disciplinary committee

In all four schools studied (DAA_s , DAJ_s , DAR_s , and DAP_s), minutes show that almost every school had between 1 to 3 cases of indiscipline reported and handled by the school disciplinary committee termly. In some instances, students solve cases themselves through prefectural bodies, as reported by members of the staff disciplinary committee. Prefect bodies were found to be very active in the Restore High School (DAR_s). This was evidenced by their disciplinary committee meeting minutes, filed properly in the disciplinary committee file.

Minutes of the Board of Governors Meeting.

Minutes of the board of governors reflect two serious cases handled by the board in the last 3 years in 2 schools (DAP_s and DAJ_s) sampled secondary schools. These serious cases were theft (DAP_s) and vandalism of colleagues' properties (DAJ_s). The two students were indefinitely

suspended and were advised to change schools, as reflected in the minutes signed by both the Board chairperson and the head teachers of these schools.

Discipline log books.

In all the 4 schools in which the study was done, log books show 3 cases, e.g., Outing (DAJ_s), shouting at night (DAP_s), and not adhering to the timetable in the school, which were captured within the last 2 years, but in (DAA_s) no recorded evidence was seen in the log book.

Minutes book for parents' meeting.

Minutes books indicate that 2 of 4 schools sampled, i.e., in (DAJ_s and DAP_s) reflect serious cases discussed at the parents' annual meeting in the last four years, aware that parents depend on educators' management skills to ensure proper discipline at school.

CHAPTER FIVE

DISCUSSION OF RESULTS

5.0 Introduction

The present study was conducted to establish the management of students' discipline in the post-corporal punishment era in Uganda secondary schools. The study adopted a qualitative method, and from the broad explanations extracted from participants regarding the research findings, themes emerged. Data was collected through in-depth interviews with the head teachers and chairperson of the Board of Governors, and focus group discussions were administered on the students' leaders and teachers who were members of the school disciplinary committee. The themes that emerged during interviews with the participants were: Readiness /orderliness, system, disciplinary code, consultation (discussion/dialogue meetings), restorative justice practices, guidance and counselling, behaviour modification (adopt and modify behaviour) and effective communication. The discussions of the study findings were divided into sections to specifically answer the four research questions. The questions answered were: What are the available disciplinary measures that teachers provide to students to manage their discipline in the post-corporal punishment era? Are there any leadership measures available from head teachers and school governing boards for teachers' management of students' discipline in the post-corporal punishment era? What roles does the school's environment play in shaping the discipline of students in a school that has demonstrated exemplary discipline management in the post-corporal era? What are the students' perspectives on managing school discipline in the post-corporal punishment era?

5.1 The available disciplinary measures that teachers provide to students in managing discipline in the post-corporal punishment era

The study established that school administrators and teachers attribute the decline in indiscipline cases to the use of alternative discipline mechanisms, because students view alternative school discipline as a child-friendly disciplinary measure. For this reason, students' exhibit disciplined

behaviour. Teachers affirmed that an alternative to corporal punishment enhanced students' discipline and academic performance because it promotes a conducive teaching and learning environment. Good teacher-student relationships and child-centred methodology were also cited as instrumental tools for managing school learners' discipline. However, because of the Choice theory anchored in the study, schools should nurture and inculcate the concept of self-discipline among students to make them obey school rules and regulations. Choice theory affirms that instead of corporal punishment, teachers should endeavour to provide an appropriate learning environment to enhance positive behaviour. This finding agrees with (Sadik & Yalcin, 2018), who cited common discipline problems as managing and modifying challenging learners' behaviour in school. The findings also align with (Sandra, 2018), who reported the challenges in managing learners' discipline in aligning rules/regulations and restoring hope, which to him needs setting up a system in school as a permanent way of building a school culture. In light of Glassier's theory, schools should address the root cause of the misconduct of learners to mitigate against indiscipline cases. To achieve this, the school should strengthen guidance and counselling so that teachers can adequately provide services to students.

On the contrary, a study by (Aldrup et al., 2018 ; Bhebhe; 2018) established that head teachers avoided adopting expulsion as it involved a long and tedious process. To improve discipline, the study by Assad (2020) reported that parents' involvement in resolving disciplinary issues is vital while school educators work to adopt guidance and counselling services. The use of guidance and counselling in managing learners' indiscipline was echoed in a study conducted by (Sibanda, 2016) who found that guidance and counselling were the best method of dealing with indiscipline in schools because it provides direct impact onto the lives of defiant learners. This findings also correspond with that of (Andrei & Odera, 2017), who suggested that guidance and counselling services are essential in facilitating school administration dealing with problems in secondary schools, because it is the tool for the teachers in modifying learners' behaviour in addition to such approaches as reward, reprimand and withdrawal of privileges . Furthermore, the findings align with the previous findings by (Owiti, 2019) who maintained that the lack of serious guidance programs in schools is the major cause of indiscipline and poor academic performance. The findings were consistent with those of (Martha, 2020; Kenobi, 2018), who maintained that school unrest could be spontaneous responses to deeply rooted frustrations and feelings of powerlessness that need strong guidance and counselling. On the contrary, (Ajowi &

Simatwa, 2016) on their findings on the roles of guidance and counselling in promoting students' discipline, they showed that guidance and counselling had not been effectively used to promote students' discipline in secondary schools as this was evidenced in the number of disciplinary cases that were found in the schools.

The study's findings revealed that behaviour modification involving adopting and modifying learners' behaviour through school meetings such as assemblies, seminars, workshops, class meetings etc., were effective vehicles for addressing learners' indiscipline behaviours. The findings align with (Betake,2016), who concluded that talking to students creates positive discipline in schools which will improved class attendance. This finding is further supported by the biblical teaching in the book of proverbs13:15, that “*Foolishness is bound in the heart of a child; but the rod of correction shall drive it far from him*” and Proverbs 13:20, that “*whoever walks with the wise becomes wise, but the compassion of fools will suffer harm.*” .Contrary to the findings of this study was the result of a study conducted by (Maina & Sindabi, 2016) in Kenya, which revealed that most teachers had a negative attitude toward the ban of corporal punishment in secondary schools because they believed that corporal punishment was the only effective method of instilling discipline.

On the alternative strategies of discipline that teachers apply in classroom/ school to ensure sound discipline, the findings established that orderliness strategies to discipline in classes were the most preferred approaches used by teachers and teachers used this approaches discipline in classes to improve learners' behaviour. This was done by the teachers building good rapport between them and learners, knowing student's by name, holding regular class meetings with students and management time during lessons. Another finding revealed that learner-centred methods of teaching were the preferred strategy by teachers in maintaining class discipline, combined with the use of rules/regulations in the class. This finding builds on previous research by (Alsubaie,2015), who found that educators with pastoral, managerial and leadership skills placed significant importance on pedagogies that support students' cognitive, emotional, and disciplinary. It can be explained that school teachers who support students place more importance on pedagogies that support students in the classroom. They also do the same by creating a culture that emphasises students' sense of discipline, welfare, and emotional engagement rather than focusing only on students' behaviour. Concerning teachers' approaches

to teaching, the findings in a focus group discussion demonstrated that teachers play vital roles in interpersonal relationships in the school.

The finding further revealed that teachers used discipline codes as a system of discipline management, this involved adapting to rules/regulations to manage indiscipline students. Dialogue and discussions were found as a good driver to students' discipline management tool; this was through conference meetings with students to provoke discussions and chat way forward over their behaviour. The finding concurs with (Bandaman et al., 2014) cited in the literature on addressing the disparities in school discipline by (Anyon et al., 2014). Additionally, more findings showed that guidance and counselling were used to inspire students spiritually, which has helped in improving learners' discipline. The findings revealed that teachers who used the skills of adaptation and modification approaches including providing rewards and sanctions as well as effectively communicating with their students tame inappropriate behaviours of undisciplined students.

On the teachers' responses on the effectiveness of alternative strategies to discipline in classrooms/school as opposed to corporal punishment, the finding showed that most teachers described alternative disciplinary measures as effective/ good, to them; effectiveness means: promoting the use of positive discipline, instilling a sense of responsibility among students. Notwithstanding the hurdles school educators face in students' discipline management, the participants' findings further revealed that restorative justice practices were pockets of practice in implementation on discipline management. The participants concluded that confidence-building and confession to priests/reverends add value to the student's school well-being. In addition, it emerged from the study that in some schools, the priests/reverends were pillars in restoring students' hope and eventually has led to reduced cases of indiscipline. However, the finding substantiates the result of the study by (Does & Matter, 2018;Laze Siyanda, 2016) who found that the priests/reverends are overloaded with the responsibility of ordination; this, therefore, limits their availability to students for sessions for restorative talk.

5.2 The available leadership measures provided by head teachers and school governing boards to teachers in the management of student' discipline.

On systems put in place in their schools to ensure sound discipline of the students, the findings showed that school head teachers and governing bodies provided rules/regulations as a tool of discipline management. These rules/regulations were effectively communicated through fellowship programs, rewarding teachers, and holding dialogue meetings with teachers to make them understand individual students' problems. However, it was also noted that positive reinforcement and compassion were powerful motivators for adults. However, these findings were supported by Education Act of 2008.

The further finding shows that restorative justice practices used in schools have helped in reducing unbecoming behaviours in schools, here restoring hope has helped teachers guide students in developing confidence in their lives, and this was done through career guidance and counselling (career talks), used of spiritual leaders to mentor teachers to reduce discipline. Furthermore, the study established that effective communication was a tool used for managing students' discipline. This was evident by school educators having communication through meetings with student leadership, workshops, and seminars to orient the new students and use spiritual leaders in giving holy talks to students. This finding was similar to that of Ofoyuru and Too-kea (2011) in a study on the strategies for managing students' discipline; they found that communication, rewards, punishment and counselling were strategies used to managed students' discipline in secondary school. This was in tandem with the views of (Amin et al., 2021), who found communication a prominent method of maintaining student discipline. However in a study by (Ofoyuru and Too-kea, 2011) further noted that punishment should be administered in moderation, with clear reasons, impartially, at the right time, and in the right proportion.

On the contrary, as advanced by (Greene, 2018), the idea of moderation of punishment recommended shifting beliefs from traditional practices of corporal punishment to alternative discipline and putting in place supportive structures for implementation success. It was also confirmed in a study conducted by (Mbeya & Musa, 2022) that time management did not significantly contribute to students' discipline but rather the application of communication and rewards that were significantly contributors . In relation to the above findings, Durrant (2019)

emphasised that communication coupled with counselling students after classroom teaching was vital. He explained that teachers were making students involved in the rules setting at school in general and in the classroom specifically.

Further findings indicated that head teachers and Board of Governors were putting effort in supporting teachers in the management of discipline of students. These supports were done through the development of school rules/regulations and consultation with stakeholders. Further findings revealed that these administrators discussed these rules/regulations with student leaders at different stages of formulation, including holding meetings and assemblies where information were provided to students on disciplinary issues, all these were done as part of administrative briefing by school administrators to enforced discipline management in schools. Musa & Martha (2020) concur with the findings and maintained that rules and regulations were the best way of handling indiscipline at school. Kaman (2021) argued that sufficient use of rules and regulations in terms of time management by students and school administrators directly impacted on academic performance of students. Institute (2021) also concurred and further explained that extra time given to student for study was an aspect of students' discipline management in schools and to institute, it strongly influenced academic performance. From the in-depth interviews with head teachers and chairperson board of governors, it was noted that school regulations were adhered to by most students, and according to the respondents it has led to improved behaviour of students in the school. On the contrary in the same study, rules and regulations were found hashed in disciplining students for breaking it in schools.

On systems put in place in schools to manage sound discipline of the students, the findings revealed that; educators had prioritised the use rules/regulations, effective communication, fellowship program and reward /counselling to dispel indiscipline cases in their managerial programming. Further findings revealed in the themes developed, which indicated that; participants described system as; disciplinary measures or procedures used at school to ensure sound discipline, to them these system included; the use of disciplinary code, consultation, supportive relationship, discussions/dialogue meetings, as well as restorative justice practices involving spiritual leaders. According to these findings, the commonly used disciplinary procedures in discipline management were the use of rules and regulations. Therefore,

according to educators in the findings, the use of rules and regulations promoted the use of positive discipline in the school. In agreement to this findings, most studies that focused on rules/regulations as procedures for managing students' discipline were; suspension, expulsion, reprimands, and 5 minutes time out as echoed by(Gershoff, 2017). Alluding to further to this in the same study , (Gershoff, 2017) found that 65% of disciplinary cases in schools done were of suspension and expulsion. Research findings demonstrated the use of discussion and dialogue in managing behaviour had a positive healing impact on the behaviour of learners. Evidence to that effect was revealed by Eden (2021) who found that there was no difference between the restorative justice practices and dialogue meetings. It was also evident that managing discipline using alternative measures promoted a safe and caring school environment, although recent research showed that there was a decrease in the use of physical violence in managing students' discipline (Akman, 2021) .

All in all, this study revealed that managing learners' discipline through discussions and dialogue meetings promoted a culture of helping learners to develop life skills. Again, this finding does not show parallelism with the findings of the studies carried out in other countries by (Eden & Research, 2019; Max Eden,2021). Again this finding was similar to the findings of(Muanner,2014), who, in his research on analysing disciplinary punishment in high school, found that 97% of teachers and 78% of families argued that disciplined school is the one that strive for quality improvement. The In-depth interviews with school head teachers further revealed that the roles of stakeholders in managing the discipline of learners were vital, the findings indicated that stakeholders were involved in the implementation of specific recommendations that promoted the welfare of students in the school .

5.3 The roles of schools' environment in shaping the discipline of students in a school that has demonstrated exemplary discipline management in the post-corporal era

Regarding the roles of the school environment in shaping the discipline of students, the findings showed that health, hygiene, sanitation, Infrastructure, and safety were essential issues in the learning environment. School health, hygiene, and sanitation directly impacted on the promotion of students' discipline. Good toilets, urinary shelter with proper cleanliness, the school environment that was quiet as well as school compound which was neatly kept clean promoted

the discipline of students. Evidence of that effect was seen from the minutes of the annual meeting which was seen in the meeting as agenda item for the meeting kept by the school administration and also reviewed from parents' meeting included cases of school health, hygiene and sanitation. Minutes of the Board of Governors reflect cases of theft and vandalism of colleagues' properties. The finding adds to Priya, Srikumar, and Arul's (2016) research on the roles of behaviour and strategic management of a classroom environment which they found that the learning environment contributes to improved discipline and performance.

Concerning students' discipline, the research by (Senjaya et al., 2020) have demonstrated that school environment is pivotal in modelling student behaviour in school and therefore influenced how school administrators mould behaviours. A safe, clean, and hygienic environment creates a learning environment that students feel attached to it and provide a sense of belonging. Therefore, the prioritisations of a safe environment by school educators will eventually supports students' discipline , as discipline is important for students' learning and welfare. This finding is in line with Wang (2015), as cited in (Bear & Chen, 2018) in the literature, who posits that school environment includes academic, community, safety, and institutional environmental dimensions that “encompass just about every feature of the school environment which impacts on human cognitive, behavioural, and psychological development”.

5.4 Students' perspectives on the management of school discipline in the post-corporal punishment era.

The interview guides were designed to establish students' perspectives on the management of discipline. To investigate the abo

21ve, 32 students were interviewed to answer 5 questions from the interview guide. The first question investigated students' knowledge of what their discipline was. The study findings revealed that most students define student discipline management as a system which was managed through a discipline code to enforce learners' safety in schools. This system was further operationalised in their findings as consultation with the student's body, guiding/counselling, and establishing a set of organised and socially structured codes that provide uniform behaviour of students to develop character, readiness & and orderliness in light of cultivating moral behaviours to students that made them complied with rules and regulations. Students'

understanding of discipline here implied that that student were involved in discipline management, because the result revealed that their awareness concerning discipline issues were high, with most respondents providing thorough explanations. This research finding builds on the literature cited by (Onderi & Odera, 2018) in a study on managing student discipline through student leadership which found that students were involved in school activities. Respect and readiness codes were viewed by participants as; creating order to impart acceptable value to the learners through creation of rules/ regulations and instructions. Linking this to the biblical perspective on encouragement and compliance, the book of Psalm 32:8 gives a glimpse of God's style of instruction to humanity, which says, "*I will instruct you and teach you in the way you should go; I will counsel you with my loving eye on you* ", here God emphasizes adherence to regulations and obedience . God further provided behaviour for humanity as a natural consequence for human beings to choose. These findings aligned with the Ministry of Education and Sports' Basic Requirement and Minimum Standard indicators (BRMS, 2009), which state that educational institutions should provide a system that respects learners and their safety.

Besides the aspect of discipline listed above,(Jean-Pierre & Parris, 2019) found that managing students' discipline was a skill that enables school educators determine their priorities in meeting the school goal. Students in the study emphasised that discipline positively affects academic success. Again, when we look at the literature, we can see that most studies on managing students' behaviour focused on students' learning achievement (Khatun, 2018; County, 2023; Ajayi et al., 2017). Participants in the study drew attention to the importance of students' discipline in term of readiness, orderliness, and compliance with rules and regulations as tools for self-discipline in the school environment. Supporting thing findings(Musa & Martha, 2020; Arela et al., 2000; Sirikulchayanonta et al., 2011) found positive relationships between students' self-discipline and learning readiness, contradiction in the use of rules/regulations, religious teaching on managing misbehaviour, and the religious books such as the holy bible in the book of Proverbs 23: 13-14 portray corporal punishment as a method of correcting inappropriate behaviour from children. "*Do not withhold discipline from your child, and if you punish him with the rod, he will not die; punish him with the rod, and save his soul from death.*"

The question to students was about their perceptions on the descriptions of the disciplinary measures applied in their schools to ensure proper student discipline at school. The findings

indicated that most students described disciplinary measures used in their school as disciplinary code, which they explained as the use of rules/regulations meant to enforce discipline, to them, this was done by providing timely responses and feedback to students' problems, and also advising students immediately through the prefectural structure. The result further revealed that restorative justice and supportive relationships were preferred disciplinary measures at school. The question to students on how they described alternative disciplinary measures used in their school, they responded that; alternative disciplinary measures were effective/good, because it provided them with an explorative ways of solving their problems and hence promote the skill of problem solving which stimulate real-life situations which help them change their behaviour. Furthermore, from the students' responses, they maintained that it provided them the skills for guidance and counselling. Here, the implication of sensitisation of students through meetings and assemblies was considered a contributory factor to students' knowledge. This finding is consistent with the finding of (Magdalene et al., 2019; Ondima et al., 2013; Amoah et al., 2015), who maintained that guidance and counselling to students lead to improved discipline in the school. According to (Magdalene et al., 2019)(Parveen & Akhtar, 2023),the results implied that the use of guidance and counselling were on the increased among secondary school students' in school. From the focus group discussions with students, many students explained and described guidance and counselling as alternative disciplinary measures, which, to them, it has given them chances to express themselves which has made respectful to their teachers in the schools, they further explained that sometimes school administrators gave them work with a view to support their colleagues.

On the roles of students' leaders in school discipline management, the findings showed that students' leaders acted as a bridge between the students' body and school administrators in executing their roles, students further explained that they used discipline code, guidance & counselling and behaviour modification techniques to improve school discipline. Further findings revealed that the roles of student leaders were to work with spiritual leaders to inculcate moral values by providing spiritual counselling and guidance to new students when they join the school. Parveen & Akhtar (2023) noted that students were felt bad when ignored by school educators Mbogori Jane Mwendwa(2018) and Zaki & Mahmud(2020) on the other hand, maintained that lack of democratic leadership in schools, together with communication gaps between students and educators were the major caused of indiscipline. The result of the

interviews with students in a focus group discussions on the question of disciplinary challenges that students' leaders experienced during school period showed that disciplinary challenges experienced during school were mostly; difficulty in the implementation of rules/regulations by both prefects and school administrators, rigidity of students in adopting and adapting to school routine, negative attitude by some students on changes.

Generally, the findings revealed that students' discipline in these schools were managed through systems of disciplinary code, consultation (discussion/dialogue meetings), restorative justice practices, guidance and counselling, behaviour modification (adopt and modify behaviour), and effective communication and by making the school environment safe for learners

CHAPTER SIX

CONCLUSION

6.1 Conclusion

In general, by considering the findings of this study, the results revealed that there were established systems of managing students' discipline, which involves administrative tools such as developing an effective routine system that includes discussions/dialogue meetings with students, using effectively the rules/regulations to curtail, providing guidance and counselling to students, improving school safety environment, providing proper school hygiene to motivate learners, modifying learners' behaviour through role modelling, use of consultation and effective communication to students, all these were vital in the management of student's discipline in secondary school.

6.2 Recommendations

The researcher proposes the following recommendations:

Educational professionals should approach disciplinary issues with compassion, considering the potential challenges that kids may be facing both at school and at home that contribute to their lack of discipline. Thus, it is imperative to implement alternative disciplinary methods in all educational institutions. Consequently, it is essential to provide comprehensive training to head teachers and school teachers on alternative ways to school discipline, including guidance and counselling, among others.

It is recommended that school educators adopt and implement alternate approaches to school discipline rather than resorting to physical punishment when dealing with and altering the difficult behaviours of pupils in schools. In order to facilitate students' comprehension of the significance of discipline, educators must establish a set of protocols. Through this approach, school educators should initially aim to assist pupils in recognising their improper conduct and thereafter facilitate their comprehension of the repercussions associated with such wrongful actions.

It is recommended that the Government of Uganda, through the Ministry of Education and Sports should organise awareness workshops and seminars to educate school educators on

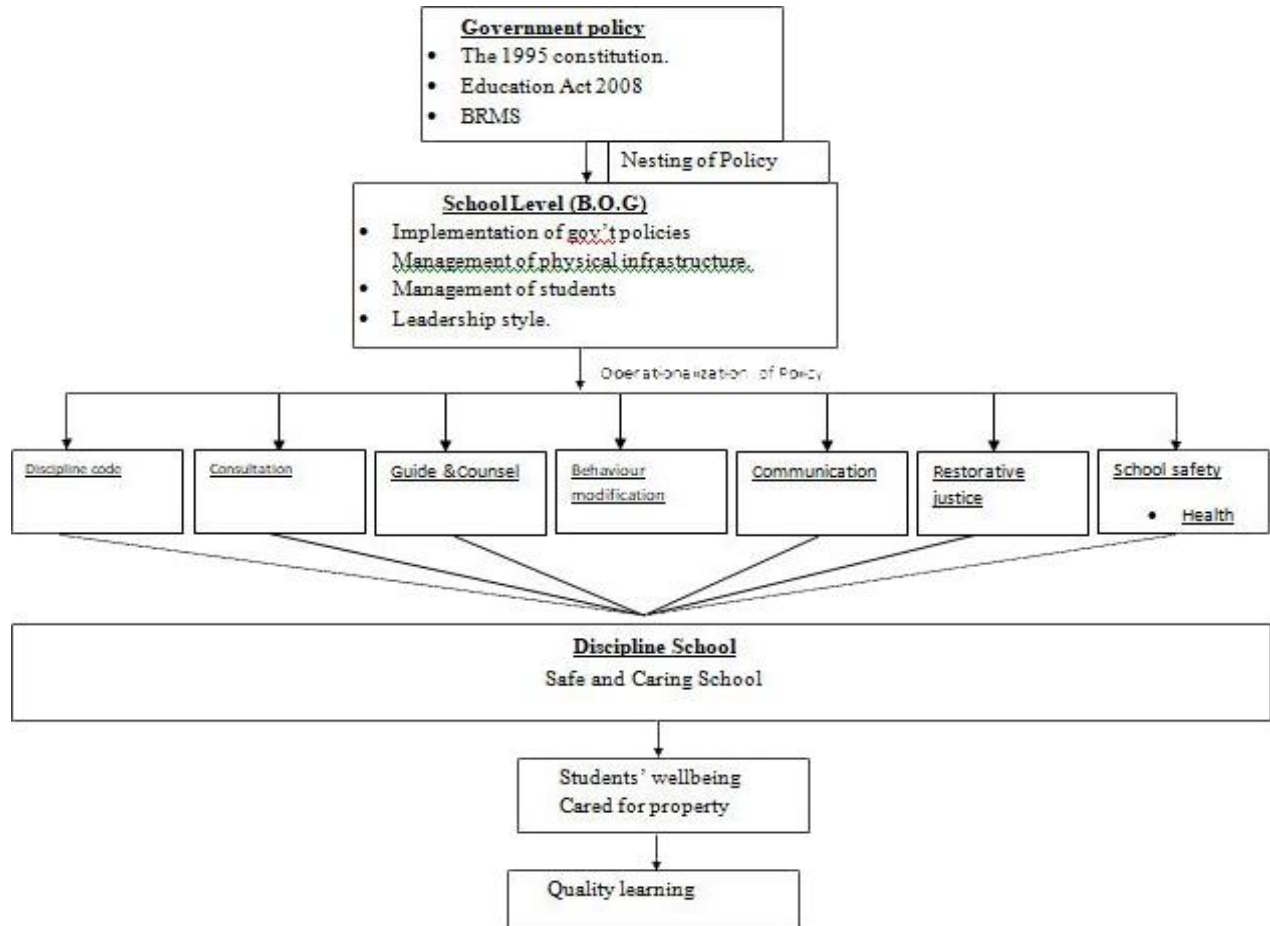
contemporary issues and changes in school discipline, following the prohibition of corporal punishment.

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RESEARCH LIMITATION

There were several issues with the research, most of which reflected the nature of the research having a small number of participants. Overall, the sample size was very small, for example, for students (n=32), teachers (n=12), head teachers, and Chairperson Board of Governors each (n=4), which resulted in 4 groups for every category. Further investigation is required to determine if this thematic analysis provided a more comprehensive qualitative level of comprehension of the students' discipline management. In any case, my feeling is that further research would help to clarify and provide a better understanding of students' discipline management, especially from the quantitative approach using a survey design so that the result could be generalized to all the secondary schools in the country because the participants in the study appeared under-represented in the study which made generalization fairly inaccurate.

A Model of School Discipline



From the model, it should be noted that from the 1995 Constitution of the Republic of Uganda, Ministry of Education and Sports customised the Education Act 2008 that stipulates the roles of various stakeholders including the Roles of the Board of Governor. School Board of Governor is the governing body of a secondary school. They make rules and regulations of the school to govern school discipline.

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APPENDICES

A sample of captured school systems to mould students is shown below:

✓ Character Formation of Ocer Students

1. School Rules and Regulations

A number of students are taking long to agree with the school rules and regulations. It is possible that the parents and the children do not read to understand the rules. Apparently, some parents and children do not read the rules at all. Among the most broken rules relate to theft, vernacular, tampering with cloth sizes, dodging school activities, among others. Parents ought to nurture in children the virtue of respecting rules and authority.

2. Spiritual Formation

The office of the Chaplain has organised recollections and retreats for students and staff members within the school and outside in retreat centres. There are also community service done by students within and outside of the school under the guidance of staff members. The School also nurtures in students the spirit of sharing with the needy fellow students. There are Masses three times in a week in addition to daily morning and evening prayers. We have also attached a Religious Sister to every class to support their spiritual growth. The School planning Pilgrimage to Paimol for staff and students in October 2022.

3. Guidance and Counselling

We offer guidance and counselling provided by trained Counsellors who address issues affecting students. Guidance and counselling is an art that cannot be assumed that only teachers can perform simply by virtue of being teachers. As such we invite parents too get to play their role in guiding the children and referring cases to teachers and school counsellors.

Co-Curricular Activities


In living up to the Ocer Motto of Beyond Academic Excellence, Ocer students took part in Interschool sports at District level in football for both boys and girls. Ocer female footballers scooped the prestigious award as the Most Disciplined Team. They also qualified to compete at Acholi Region level where they played up to knock out stage. Ocer students also participated in Handball at Regional level retained trophy won in 2019 as the best team. The handball team of both boys and girls competed at national in Lira in August 2022. Additionally, Ocer students were involved in athletics at District level. It is also noteworthy that Ocer has continued to excel in debates at District, Regional and National levels scooping prestigious awards and trophies in the process. Ocer has also ventured into preserving Uganda's cultural heritage through conducting cultural galas.

Health Situation of Students

There was a wave of many students and Staff members falling ill with fever and malaria at the beginning of the Term II. A similar incidence occurred in Term I especially from the beginning to the middle of the term where many students and staff suffered from persistent cough and flu. These occurrences of acute illnesses made the School to spend more on acquiring medicine thus ending up going beyond the budget line. It is also in order to express gratitude to the nurses for their selfless sacrifice in taking care of the sick students at times going beyond their scheduled working hours and days. We are grateful to God that Term II has been different with students suffering from normal sicknesses. We pray to God to protect us from Ebola. In taking care of the health of our students we have noticed that some students hide their health concerns which the parents know but the school has no idea of. Parents having such concerns are advised to make this information reach the relevant offices.



A sample of the school's general timetable was seen as very well organized and routinely followed by the school students, as seen above:



STS. PETER & PAUL SEMINARY, POKEA – ARUA
GENERAL TIME TABLE

WEEK DAYS (MONDAY – FRIDAY)

05:00 am..... Rising
 05:30 am Study
 06:30 am Morning prayers and Mass
 07:25 am Lessons begin
 01:30 pm ... Lunch
 02:10 pm Lessons resume
 04:10 pm Work (Mon, Wed, Fri)
 Games/Sports (Tue & Thu)
 05:25 pm Bathing
 05:55 pm Bell for church
 06:00 pm Evening Prayers (Study on Thurs)
 06:45 pm Eve. Prayers & Supper. Conf. on Thursdays
 07:05 pm Bell for Rosary (Mon, Wed.)
 07:10 pm Rosary
 07:30 pm Supper
 08:10 pm Bell for church
 08:15 pm Night Prayers
 08:30 – 10:00 pm Study (S.1 & S.2)
 08:30 – 10:30 pm Study (S.3, S.4, S.5, S.6)
 10:45 pm Light Off
 07:00 am Morning Prayers & Meditation

SATURDAY

06:30 am Rising
 06:55 am Bell for church
 07:00 am Morning Prayers & Meditation
 07:30 am Mass & Singing Practice

07:30 pm Supper
 08:30 am Breakfast
 09:00 am Rector's Conference
 10:00 am Study 11:15 pm Light Off
 11:00 am Singing Practice
 12:00 pm Laundry
 01:00 pm Lunch
 02:30 pm Study
 04:00 pm Games/Sports
 06:00 pm Bathing
 06:30 pm Evening Prayers
 07:30 pm Supper
 (The rest as usual)

SUNDAY

06:30 am Rising
 06:55 am Bell for church
 07:00 am Morning prayers & Meditation
 07:30 am Mass
 08:45 am Breakfast
 09:30 am Study
 11:30 am Break
 11:45 am Debate
 01:00 pm Lunch
 02:30 pm Study
 04:00 pm Singing Practice
 05:00 pm Country walk/Games
 06:00 pm Roll Call, Bathing
 07:00 pm Evening Prayers & Benediction
 07:30 pm Supper
 (The rest as usual)

OUTING SATURDAY


06:30 am Rising
 06:55 am Bell for church
 07:30 am Mass

08:30 am Breakfast & Outing
 06:00 pm Roll Call
 07:00 pm Rosary

08:30 pm Night Prayers
 08:45 – 11:00 pm Entertainment

NOTICE

1. Spiritual Reading on Tuesdays after evening prayers to 06:30 pm.
2. Great Silence: 8:25 pm to end of Mass the following day.
3. Class/Dormitory Talk on Fridays: 06:15 pm – 07:30 pm
4. PLEASE BE PUNCTUAL FOR EVERY ACTIVITY



- a) A sampled evidence of parents meeting with minutes is shown below analysed.

OCER CAMPION JESUIT COLLEGE

HEAD TEACHERS' REPORT TO PARENTS TEACHERS ANNUAL GENERAL MEETING SATURDAY 01 OCTOBER 2022

Gratitude

Gratitude to God for God's kindness, love, care and mercy in bringing us back in January 2022 guiding us safely through Term I, Term II and now Term III 2022 as a full school after a period spanning two years of lockdown as a measure the government took to control the spread of Covid-19. We are grateful to God for granting us this undeserved opportunity to serve God's children at Ocer. We are indeed blessed in that the population of students at Ocer as at September 2022 stands at 947 with the number of Boys being 473 and Girls being 474 from Primary 7 to Senior 6. Primary 7 pupils 2022 are 35 – 14 girls and 21 boys.

Academic Formation of Ocer Students

1. Fieldwork for Seniors 4, 5 and 6 plus Primary 7

Fieldwork for Senior Four and Senior Six Students took place towards the end of Term I holiday period where the students accompanied by staff members visited Soroti, Jinja and Kampala. The trip was a success. Senior Five students taking Entrepreneurship had a fieldwork in September 2022 in Lira. Primary Seven Pupils will go for fieldwork in October 2022.

2. Extra Lessons and Holiday Program for Senior 4, Senior 6 and Primary 7

Holiday program for candidate classes of Senior 4, Senior 6 and Primary 7 took place successfully during Term I and Term II holiday periods. The program helped greatly in the syllabus coverage considering that these students were automatically promoted to the next class with many topics in the previous classes not covered. The school has financially facilitated the teaching of extra lessons for coverage and for remediation. Students have had lessons both at night and on weekends.

3. Registration and Preparation of Senior 4, Senior 6 and Primary 7 for National Exams

It is notable the School has registered 168 candidates for UCE 2022; 17 candidates for UACE and 35 candidates for PLE. The School also managed to expand its examination centre capacity from 50 candidates to 150 in UACE and from 160 to 250 candidates in UCE. In preparing the candidates for the National Exams conducted by UNEB, the School organised extra lessons to help with syllabus coverage and revision, internal and external Pre-Mock and Mock examinations in addition to planning to conduct seminars involving teachers of Ocer and also inviting reputable UNEB examiners.

4. Opportunities and Challenges in Implementing New Lower Secondary Curriculum

Together with other Schools in the country, Ocer is taking the students in Senior One and Senior Two through the new curriculum the government introduced in 2020. The opportunities the new curriculum has brought is hands on method of learning demanding collaboration and active participation in the learning process from both the learner and the teacher. Additionally, the skills the learners are to acquire brings in the aspect of projects starting in Senior One and examined in Senior Three by the Directorate of Industrial Training (DIT) upon which successful candidates are awarded certificates. The method of learning together with the projects in this new curriculum require material and items that will necessitate setting aside some funds. The School Administration has fulfilled the government requirement of registering schools with DIT.



- b) Samples of school rules and regulations were analysed.



OCER CAMPION JESUIT COLLEGE

P.O. Box 807-Gulu, Uganda
Tel: 0393 215124
Email: info@ocercampion.org
Website: www.ocercampion.org

SCHOOL RULES AND REGULATIONS

Introduction:

Ocer Campion is a Catholic secondary school offering quality education aimed at graduating young women and men who are:

- **Intellectually competent persons** - they will be able to engage the great questions of the day, to assess situations accurately, and to act on these judgements rationally.
- **Religious.** They will recognize the grace of God active in the world and be prepared to respond to the divine goodness in service to God in worship and assistance to others.
- **Loving.** They will be people who are warm hearted and care for those whom God places them with: family, friends, and associates – even strangers.
- **Committed to Doing Justice.** They will be people who are devoted to fostering relationships in the world that recognize the God-given dignity of all people, who seek to live in solidarity with others as brothers and sisters, and who have a concern for “the least of our brothers and sisters.”
- **Open to Growth.** They will be people who see horizons not as limits but as invitations to continue to search, people committed to developing specific skills, talents, and intellectual stances – but not at the expense of new possibilities.

0.0 Our Golden Rule: For everything I do, I should do it for the love and service of God, neighbour, and self

Our Rules and Regulations at Ocer Campion Jesuit College

1.0. A student must identify himself / herself with the School at all time.

- 1.1. **English is the official language** of the school and must be spoken at all times Monday through Friday except during Kiswahili lessons. However, Kiswahili is also offered in our curriculum and this is the language of use over the weekends – Saturday and Sunday.
- 1.2. Students must wear uniform for class, Church Services on feast days, when they leave the school compound and whenever directed to do so. Wearing of slippers is forbidden in all these occasions.
- 1.3. Students must dress decently at all times: students (girls) are not allowed to wear head scarves, high-heeled shoes, miniskirts, wigs, ear rings, jewellery, trousers, caps, other extra-ordinary make ups and any form of indecent dress. Hair must be kept short and natural. Boys shall not wear jeans, caps, wigs and/or make dread lock of their hair, keep beard and put on any other form of indecent clothes (piped). Hair should be kept very short and well kept
- 1.4. Church Service is obligatory to all students. It is a forum for moral and integral human formation. All students must attend.

- 3.2. Students must do their assignments and test. To fail to do so is an offence that may be punished by suspension.
- 3.3. Students must use the library and laboratories and follow the regulations therein.
- 3.4. Students must participate effectively in all co-curricular activities. Participation in sports is compulsory for all.

4.0. A student must endeavour to remain healthy at all times

- 4.1. All students must attend a general medical examination whenever it is organized. Failure to do so will lead to suspension.
- 4.2. Students who fall sick must report to the school Nurse immediately and abide by her decision
- 4.3. Referral cases shall be decided upon by the Office of the Head Teacher following the advice of the School Nurse
- 4.4. Students who want to continue treatment given to them by their own private physician must make it known to the Nurse and to the Head Teacher. Drugs brought from home must be kept and administered by the school Nurse.
- 4.5. No student is allowed to prescribe drug; only the School Nurse or a Doctor may prescribe drug. Any student caught prescribing drugs will be expelled.

5.0. Every student must be disciplined at all times.

- 5.1. The Head Teacher may delegate powers to grant permission.
- 5.2. Students must always obtain permission to receive any visitor, whoever he/she may be.
- 5.3. Students are never allowed to leave the school compound without specific written permission. A student found outside the school compound without permission will be suspended or expelled. Students who go out in groups for official function must be in the company of the staff member assigned by the Head teacher.
- 5.4. Staff quarters are out of bounds for the students. Without specific permission visits to staff quarters are liable to suspension.
- 5.5. Students must accept the food that the school provides.
- 5.6. All meals must be taken in the dining Hall
- 5.7. The school accepts foods like odii, roasted groundnuts, sulu-wai-wai, bread and hard corns made out of maize. Foods apart from the ones mentioned are not allowed in the school, whether on visiting day or any other day.
- 5.8. No student may change bed or dormitory without the permission of the Matron/Patron. Students should not have alcohol in his/her possession; nor drink it; nor have obviously been drinking it. Smoking and the use of any intoxicating substance are equally forbidden. Breaking these rules may lead to suspension or expulsion.
- 5.9. Dormitories will remain locked during Sunday or other days of prayer, class and study times
- 5.10. Silence in the dormitory is compulsory at night. No private lighting is allowed in the dormitory.
- 5.11. Silence must be observed in the classrooms at all times when lessons are not in progress.
- 5.12. Lures, favours and offers from doubtful sources are prohibited.



Instruments for Data Collection.

Interview schedule for head teachers / B.O.G Chairperson

- 1-What does students' discipline mean to you at school?
- 2- What are some of the systems in your school that make you manage discipline well?
- 3-What type of disciplinary measures are applied at your school?
- 4- How effective do you find alternative strategies for school discipline?
- 5-How do you rate alternative strategies of school disciplines?
- 6-What role do schools' environments play in shaping students' discipline?
- 7-What are the roles of stakeholders in maintaining sound discipline in your school?
- 8-What roles do school environments play in shaping students' discipline?
- 9- Do you have disciplinary committee? If yes, what roles do they play in maintaining sound discipline?

Interview schedule for focus group discussions with teachers.

1-What does students' discipline mean to you as a teacher?

2-How do you approach students' discipline in your class/school?

3-Which alternative discipline strategies do you apply in your classroom/school to ensure sound discipline?

4-How effective do you find alternative strategies to discipline in your classroom?

5 How do you deal with disciplinary challenges in your school?

6-Describes alternative disciplinary measures if any.

Interview schedule for focus group discussions

2-How would you describe the disciplinary measures applied at your school?

3- How would you describe and rate the alternative discipline measure as opposed to corporal punishment **with students?**

1 What do you understand by students' discipline in school?

Punishment as applied in your school?

4- What are your roles in school discipline?

5 Do you experience disciplinary challenges during and after school?

6-What can be done to improve discipline in your sc

Interview schedule for focus group discussions with teachers

2-How would you describe the disciplinary measures applied at your school?

3- How would you describe and rate the alternative discipline measure as opposed to corporal punishment **with students?**

1 What do you understand by students' discipline in school?

Punishment as applied in your school?

4- What are your roles in school discipline?

5 Do you experience disciplinary challenges during and after school?

In any correspondence on
this subject please quote No: ADM/92/308/01

August, 2015
CIRCULAR NO.2/2015

To: Chief Administrative Officers
District Education Officers
Inspectors of Schools
Heads of Early Childhood Development Centers
Heads of Primary Schools
Heads of Secondary Schools
Principals of Primary Teacher Training Colleges
Heads of Farm, Technical and Vocational Schools and Institutes.
Principals of Health Training Institutes

BAN ON ALL ACTS OF VIOLENCE AGAINST CHILDREN IN SCHOOLS, INSTITUTES AND COLLEGES

1. The Ministry of Education, Science, Technology and Sports has noted with great concern the increasing acts of violence against children/learners in schools, particularly bullying, administration of corporal punishment (caning), sexual abuse such as defilement and rape, use of and distribution of pornographic materials, sexual harassment, emotional violence, neglect and negligent treatment.
2. Violence against children/learners undermines the security and safety of children in schools, inflicts pain and fear among children in schools, reduces children's retention and performance in schools, undermines their right to education, right to protection and a right to development.
3. The Government of Uganda through the 1995 Constitution Article 24, the Children Act Cap 59 (2008), the Penal Code (Amendment) Act 8 (2007), the Domestic Violence Act (2010), Employment Act (2006) outlaws acts of violence against children in schools.
4. The following measures must be observed by all the educational institutions, whether government aided, community or private.
 - a) All acts of violence against children/learners i.e. corporal punishment, bullying, neglect and negligent treatment such as failure to meet the children/learners physical needs like

Page 1 of 4

**World Vision, Inc. SAGE-DREAMS project in collaboration with the Ministry of
Education and Sports**

Ending Physical and

Humiliating Punishment

Of Children

Manual for Action



Save the Children





Ministry of Education and Sports



**ASSESSING CORPORAL PUNISHMENT IMPACT ON CHILD PROTECTION /
SAFETY AND SECURITY ISSUES FOR CHILDREN IN UGANDAN PRIMARY AND
SECONDARY SCHOOLS.**



**FINAL
REPORT**

WINSOR CONSULT LTD (Development Consultants)

Allen House, Stensera Road, Rubaga-Kabuusu

P.O.BOX 31049, Kampala, Uganda.

E-mail: info@winsorconsult.org

Website: www.winsorconsult.org

Tel: +256-414271028 or +256-704074514



September 2017






THE REPUBLIC OF UGANDA

MINISTRY OF EDUCATION AND SPORTS

Creating A Better Tomorrow Today, Volume 1



Embracing Diversity: Toolkit for Creating
Inclusive, Learning-Friendly Environments
Specialized Booklet 1

Positive Discipline in
Classrooms



Ministry of Education and Sports

**REPORTING, TRACKING, REFERRAL AND RESPONSE (RTRR)
GUIDELINES ON VIOLENCE AGAINST CHILDREN IN SCHOOLS**

INDICATOR E: SAFETY OF LEARNERS AND THE SCHOOL ENVIRONMENT

E.1 The school environment is safe and well managed (within available resources)

Corporal and physical punishment is not used on learners

(1-4)

Classrooms are clean, tidy and well-ventilated

(1-4)

The school boundary is well maintained

(1-4)

School grounds and buildings are safe and free of hazards

(1-4)

All learners receive a healthy meal, feeding is well managed, and cooking facilities are clean

(1-4)

Letters and washing areas are clean and well-maintained

(1-4)

Judgement on safety and school environment (within available resources)

(1-4)

E.2 Boarding is well run

Boarding facilities are authorised by M&ES

(1-4)

Boarding facilities are safe

(1-4)

Inspection Tool for Secondary Schools
For use by Inspectors and Associate Assessors

MINISTRY OF EDUCATION AND SPORTS
DIRECTORATE OF EDUCATION STANDARDS

Version: 12th April 2018

Contact Office: Directorate of Education Standards, Kuantan, Terengganu

School Name:

State:

Field:

Sub county:

Location:

Name of Headteacher:

Head teacher contact details:

Date of inspection:

Name of Lead Inspector:

Name of Associate Assessor:

School Status: Govt, NHT, Private

USE / or / or /

Registration Status: Licensed, registered, unlicensed, expired license, changed premises

All judgements are scored 4 (Very good) 3 (Good) 2 (Requires Improvement) 1 (Poor)

Overall judgement on the quality of the school

1-4

1. Attendance by teachers

1-4

2. Attendance by learners

1-4

3. Learner achievement

1-4

4. Quality of teaching

1-4

5. Behaviour of learners

1-4

6. Safety of learners and the school environment

1-4

7. School leadership and governance

1-4

Comments on overall quality of the school

Uganda National Council for Science and Technology Approval



Uganda National Council for Science and Technology

(Established by Act of Parliament of the Republic of Uganda)

Our Ref: SS2471ES

5 June 2024

Santo Ocii
Uganda Christian University
Mukono

Re: Research Approval: Management of students' discipline in the post corporal punishment era in Uganda secondary schools - Northern Uganda

I am pleased to inform you that on **05/06/2024**, the Uganda National Council for Science and Technology (UNCST) approved the above referenced research project. The Approval of the research project is for the period of **05/06/2024 to 05/06/2025**.

Your research registration number with the UNCST is **SS2471ES**. Please, cite this number in all your future correspondences with UNCST in respect of the above research project. As the Principal Investigator of the research project, you are responsible for fulfilling the following requirements of approval:

1. Keeping all co-investigators informed of the status of the research.
2. Submitting all changes, amendments, and addenda to the research protocol or the consent form (where applicable) to the designated Research Ethics Committee (REC) or Lead Agency for re-review and approval **prior** to the activation of the changes. UNCST must be notified of the approved changes within five working days.
3. For clinical trials, all serious adverse events must be reported promptly to the designated local REC for review with copies to the National Drug Authority and a notification to the UNCST.
4. Unanticipated problems involving risks to research participants or other must be reported promptly to the UNCST. New information that becomes available which could change the risk/benefit ratio must be submitted promptly for UNCST notification after review by the REC.
5. Only approved study procedures are to be implemented. The UNCST may conduct impromptu audits of all study records.

Please note that this approval includes all study related tools submitted as part of the application as shown below:

No.	Document Title	Language	Version Number	Version Date
1	Informed Consent forms	English	PDF	30 April 2024
2	Data collection tool	English	PDF	30 April 2024
3	Project Proposal	English	PDF	
4	Approval Letter	English		
5	Administrative Clearance	English		
5	Data collection tool - BOG	English	pdf	30 April 2024
6	Data collection tool - Head Teachers	English	pdf	30 April 2024
7	Data collection tool - Teachers	English	pdf	30 April 2024
8	Data collection tool - students	English	pdf	
9	Consent forms for teachers	English	pdf	07 May 2024
10	Consent forms for BoG	English	pdf	07 May 2024
11	Consent forms for Head teachers	English	pdf	07 May 2024

Yours sincerely,



Hellen Opolot

For: Executive Secretary

UGANDA NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY



**UGANDA CHRISTIAN
UNIVERSITY**
A Centre of Excellence in the Heart of Africa

13/01/2022

To: Santo Ocii

Uganda Christian University- Mukono
0772359666

Type: Initial Review

Re: UCUREC-2021-229: Management of students' discipline in the post corporal punishment era in Uganda secondary schools - Northern Uganda, pdf, 2021-12-01

I am pleased to inform you that the Uganda Christian University REC, through expedited review held on **12/01/2022** approved the above referenced study.

Approval of the research is for the period of **13/01/2022** to **13/01/2023**.

As Principal Investigator of the research, you are responsible for fulfilling the following requirements of approval:

1. All co-investigators must be kept informed of the status of the research.
2. Changes, amendments, and addenda to the protocol or the consent form must be submitted to the REC for re-review and approval **prior** to the activation of the changes.
3. Reports of unanticipated problems involving risks to participants or any new information which could change the risk benefit: ratio must be submitted to the REC.
4. Only approved consent forms are to be used in the enrollment of participants. All consent forms signed by participants and/or witnesses should be retained on file. The REC may conduct audits of all study records, and consent documentation may be part of such audits.
5. Continuing review application must be submitted to the REC **eight weeks** prior to the expiration date of **13/01/2023** in order to continue the study beyond the approved period. Failure to submit a continuing review application in a timely fashion may result in suspension or termination of the study.
6. The REC application number assigned to the research should be cited in any correspondence with the REC of record.
7. You are required to register the research protocol with the Uganda National Council for Science and Technology (UNCST) for final clearance to undertake the study in Uganda.

The following is the list of all documents approved in this application by Uganda Christian University REC:

No.	Document Title	Language	Version Number	Version Date
1	Informed Consent forms	English	pdf	2021-12-01
2	Data collection tools	English	pdf	2021-12-01
3	Protocol	English	pdf	2021-12-01

Yours Sincerely



Prof. Peter Waiswa

For: Uganda Christian University REC

SIMILARITY REPORT

MANAGEMENT OF STUDENTS' DISCIPLINE IN THE POST CORPORAL PUNISHMENT ERA IN UGANDA SECONDARY SCHOOLS - NORTHERN REGION

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SCHOOL OF RESEARCH & POSTGRADUATE STUDIES

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

Date: 28th April 2025.

Name of Candidate: Ocii Santo Reg. No: RM18P02/506

Title of Dissertation : MANAGEMENT OF STUDENT'S DISCIPLINE IN THE POST CORPORAL PUNISHMENT ERA IN UGANDA SECONDARY SCHOOLS- NORTHERN REGION

SN	COMMENTS BY EXTERNAL EXAMINER	ACTION TAKEN	INDICATOR
1	The candidate should revise the title page appropriately & indicate the current month and year.	Correction was done on the title page to include the current year and month	Cover page corrected.

		to be private schools and catholic in nature.	
11	Focus group interviews	Corrected as ; focused group discussions	Page 104, 102
12	You need to incorporate the theories you use in your findings.	Theories were incorporated into the discussions of the findings.	Page 162
13	What is your major contribution to knowledge (model showing alternative methods from your study ?) . Remove it from text and put in diagram & claim it to be your contribution as alternative punishment.	A model of school discipline was developed as part of researchers' PhD dissertation to the contribution of knowledge to the society.	Page: 177

Ocii Santo
Candidate's Name



Signature

Dr. Eduan Wilson
Supervisor's Name



Signature