

**SCHOOL LEADERSHIP FRAMES AND STUDENTS' DISCIPLINE IN
GOVERNMENT AIDED SECONDARY SCHOOLS IN BUKEDEA DISTRICT
UGANDA**

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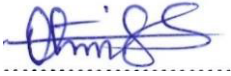


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Declaration

I, Nasan Otingiro, declare that this dissertation is my original work and is not plagiarized and has never been submitted to any university or institution for any academic award.



Date 1st .11.2024

Otingiro Nasan

Supervisor's Approval

I certify that this dissertation was conducted under my supervision and submitted for examination with my approval.



.....

Dr. Christine Margaret Okurut Ibore

Date: 1st.11.2024

Supervisor

Dedication

This dissertation was dedicated to my Dad Otingiro Nathan; with special appreciation for his enormous provision for me.

Acknowledgments

I would want to express my gratitude to my amazing wife, Aguti Mariam, for being my strongest supporter and for constantly reminding me that achieving any worthwhile objective requires commitment, attention, and occasionally giving up a private moment.

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List of Abbreviations

BOG - Board of Governors

GOU - Government of Uganda

UCE - Uganda Certificate of Education

ASSHU - Association of Secondary Schools Head teachers in Uganda

UNCHE - Uganda National Council for Higher Education

MOES - Ministry of Education and Sports

MOEST - Ministry of Education Science and Technology

PTA - Parents Teachers Association

ACP African Caribbean and Pacific

NACOSTI National Commission for Science, Technology and Innovation

NCLB No Child Left Behind

SEKU South Eastern Kenya University

SPSS Statistical Package for Social Sciences

TSC Teachers Service Commission

UK United Kingdom

USA United States of America

Abstract

In Uganda, there have been instances of student indiscipline in secondary schools, despite government efforts to encourage better discipline through training school administrators. This research was to establish how student discipline in government-aided secondary schools in Bukedea area was affected by school leadership frameworks. Four research objectives guided the study: to determine the impact of the political leadership frame; to ascertain the influence of the human resources school leadership frame; to determine the influence of the structural leadership frame; and to explore the role of the symbolic school leadership frame in relation to student discipline in government-aided secondary schools in the Bukedea district. Mixed method research design was adopted in the study. A sample size of 186 respondents was chosen representing the target population of 378. Data was gathered using questionnaires and an interview guide. With SPSS, quantitative data was analyzed and presented using tables, frequencies, linear regressions, and correlations; qualitative data was analyzed using content analysis. The results show that school leadership frames positively influenced student discipline. Structural leadership frame influenced students' discipline by 45.5%; Human resources frame influenced students' discipline by 41.9%; while symbolic leadership frame influenced students' discipline by 42.2% and political leadership frame influenced students' discipline by 25.0%. The study conclude that school leaders can effectively manage student discipline by utilizing: structural, symbolic, and human resources leadership frames. It is recommended that schools increase the training offered in the political and symbolic leadership frames. The district and schools update their skills in these four leadership frames.

Chapter One

Introduction

Historical Background

Worldwide, the fundamental purpose of education is to gain knowledge, inculcate forms of proper conduct and acquire technical competency. As a cornerstone of both economic and social development, education is regarded as essential to the overall success of any nation's development strategy (Republic of Uganda, 2020).

There have been reports of student discipline in government-aided secondary schools in the Bukedea district, despite efforts by the government and secondary schools to support discipline through training school leadership in various leadership styles, leadership frameworks, and bolstering guidance and counseling departments in schools.

Yahana's (2019) research indicates that discipline problems in schools throughout developed and developing countries have a similar trend. In America, problems with discipline in schools are becoming more widespread. Sexual assault, physical assault, fighting with or without weapons, having guns or explosives in one's possession, abusing alcohol or illegal drugs, and vandalism were all frequent problems.

In the United States of America, Pakistan, Nigeria, discipline problems in schools are on the increase. A case in point, a report entitled, school crime, violence and safety in US Public schools 2016-2016 reveals that in American schools the overall rate of violent incidents for all public schools was 31 incidents per 1,000 students and the rate of violent incidents were significantly higher in middle schools (25 incidents per 1,000 students) than in primary schools (25 incidents per 1,000 students) or high

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

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

In Pakistan, Nooruddin and Baig (2017) discovered that the majority a of the teachers (95%) and students (86%) feel that the school leadership influences students' behavior management through providing awards to the students for good behavior rather than consequences for misbehavior, and awards are considered a positive means of influence as compared to consequences. Also, the sports activities and club activities were ranked as favorite positive support system by the students as well as the teachers.

Studies conducted in Singapore linked student disciplinary cases in schools to a number of factors, including a supportive home environment, negative peer pressure, a lack of parental supervision and guidance, poor materialistic and moral values propagated by the media, an unrealistic curriculum, and ineffective school administration.

Similarly, research from Africa indicates that school administrators continue to have difficulties with student discipline. Barrett (2020) reports that disciplinary incidents involving absenteeism, hooliganism, disruptive classroom behaviors, multiple

examination practices, disobedience to school authorities, and intoxication are becoming more common in Nigerian schools.

In Nigeria, Lukman and Hamadi (2017) found out the typical examples of disciplinary problems experienced in Nigerian secondary schools as truancy, absenteeism, fighting, and stealing and drug addiction, among others. This study asserts that discipline is not necessarily punishment but punishment is one of the disciplinary measures. The same applies to Botswana where discipline problems manifest in different forms especially bullying, vandalism, alcohol and substance abuse, truancy and unwillingness to do homework (Garagae, 2017).

The majority of students who display the aforementioned discipline cases typically attend schools that either laxly administers punishment or rewards, or that use leadership frameworks to guarantee effective discipline (Mugana, 2018; Sanitora, 2017; Changwa, 2016; Mungania, 2016).

According to Luvega (2020), examination dishonesty has been common in Kenyan schools, which has caused the 2015 Kenya Certificate of Secondary Education (KCSE) examination results to be canceled in a number of the nation's institutions.

Furthermore, of the 47 counties in Kenya, Kisumu County accounted for an average of 32.9% of the occurrences of disobedience that were recorded from public secondary schools. This is an example of breaking established guidelines and procedures, which the students themselves were supposed to follow. Numerous studies have demonstrated the various benefits of student discipline (Lumanija & Mkulu, 2020; Mboniyonga, 2018; Kyalo, 2017).

Riang'a, (2023) carried out a research on principals' leadership strategies influencing students' discipline in public secondary schools in Kisii Central District,

Kenya. Findings revealed that the principals of secondary schools who used democratic leadership style had few cases of indiscipline in their schools. The study further established that there is also need for the principals to be clearer when communicating rules and regulations to students to avoid misinterpretation; that the stakeholders in education should provide appropriate resources for guidance and counseling such as special rooms.

Muli, (2016) carried out a research on the role of student council in the governance of public secondary schools in Machakos Central Division, Machakos District, Kenya. The study found that student council had a role in the maintenance of discipline which they did as they supervised duties in school, monitoring students and assisted the administration in management.

Mbogori (2018) conducted a study on influence of headteachers' leadership styles on students discipline in public secondary schools in Nairobi Province, Kenya. The study sought how various leadership styles influenced discipline in schools. Findings revealed that majority of the headteachers were considered democratic, followed by the autocratic while laissez -faire style of leadership received the least support. Democratic leadership style had the greatest influence on student discipline.

Rukundo (2019) in his study on the relationship between management and strikes in secondary schools of Uganda, reveals that causes of strikes are indiscipline among students, harsh punishment, failure of administrators to respond to warnings from students, failure to involve stakeholders in decision making, misuse of school funds, external influence, tradition of strike were among the causes of strikes.

Ndagire (2018) researched on the management of students' discipline in private secondary schools in Entebbe Municipality, Wakiso district and found out that school

rules and regulations had a strong effect on the discipline of students in Entebbe Municipality.

In the same study by Ndagire (2018) it was also found out that there is a glaring gap in communication, especially on discipline issues and implementation of rules and regulations in secondary schools. As a result, the discipline standards in private secondary schools have gone down drastically. In addition, the methods employed by Head Teachers in dealing with indiscipline are not effective. Ndagire (2018) also continues to point out that communication is very important especially when trying to curb indiscipline in schools which motivates the students to engage in their education.

Another study by Sekiwu (2023) found out that the management of discipline needs collective responsibility from the administration and educators. The school administration must be at the forefront of the disciplinary process because they are the custodians of moral rearmament in schools. Sekiwu (2023) further revealed that the use of prefects is an effective school management strategy used by Kampala district schools to provide a platform to the learners to competently participate in the management of learner affairs. In the same line, Sekiwu (2023) observed that, “Prefects are important pillars for enhancing positive school discipline because they have a personal understanding of their fellow learners and can advise administration on better strategies to assume in order to improve learning” (p.275).

There is need of having school management committees to play a role in the management of students’ discipline in schools (Nzoka & Orodho, 2019). This would be done by school leadership by establishing infrastructure such as a school fence and access points in order to limit movement, and running away of students from school (Karunanayake, 2015).

Sergiovanni (2016) states that principals who involve student council in decision-making on matters concerning their welfare face fewer problems as compared to those who do not. Baker (2018) states that student's involvement in decision-making, helps to develop their leadership skills and ability to plan. In the long run, such students can come up with ideas that might help the smooth running of the school. Sergiovanni (2016) still states that involving students in decision-making creates a sense of ownership to the students.

Kuria (2018) conducted a research on influence of principals' leadership styles on students' discipline in public secondary schools in Kikuyu district in Kenya. Findings revealed that head teachers use of autocratic leadership negatively influence (-0.65) students discipline. This implied that the more autocratic styles are used, the poorer the student discipline. Findings further revealed that there was very strong negative (-0.66) relationship between laissez-faire leadership and student discipline in secondary schools. Laissez-faire leadership style was not suited for use by head teachers because complete delegation without follow-up mechanisms created student discipline problems.

Muli, (2016) carried out a research on the role of student council in the governance of public secondary schools in Machakos Central Division, Machakos District, Kenya. The study found that student council had a role in the maintenance of discipline which they did as they supervised duties in school, monitoring students and assisted the administration in management.

Riang" a, (2023) carried out a research on principals" leadership strategies influencing students" discipline in public secondary schools in Kisii Central District, Kenya. Findings revealed that the principals of secondary schools who used

democratic leadership style had few cases of indiscipline in their schools. The findings are revealed that principals who involved the students in decision making in matters of discipline had few cases of indiscipline in their schools. The study further established that there is also need for the principals to be clearer when communicating rules and regulations to students to avoid misinterpretation; that the stakeholders in education should provide appropriate resources for guidance and counseling such as special rooms.

King"ori (2018) carried out a research on the influence of principals" leadership styles on students" discipline in public secondary schools in Tetu District, Kenya. One of the objectives was to determine if democratic leadership style had an influence on students" discipline. The findings were that there were discipline issues in schools since most of the secondary school principals applied autocratic leadership style at the expense of democratic, transformational and transactional leadership styles.

Mbogori (2018) conducted a study on influence of headteachers" leadership styles on students discipline in public secondary schools in Nairobi Province, Kenya. The study sought how various leadership styles influenced discipline in schools. Findings revealed that majority of the headteachers were considered democratic, followed by the autocratic while laissez -faire style of leadership received the least support. Democratic leadership style had the greatest influence on student discipline.

Sang, Kiumi, and Mungai, (2019) conducted a study on the relationship between principals" leadership strategies and student discipline in secondary schools in Kenya. The premise of the study was that the level of students" discipline depends on whether the principals" discipline management approach is inclusive or exclusive of teachers" and parents" involvement. Findings indicated that female principals applied

more inclusive discipline management approaches compared to male principals. The findings have important implications on determining policy guidelines on headship appointments and the strategies for upholding student discipline in secondary schools.

In secondary schools in Uganda, discipline among students has been a source of worry. Kabandize (2020) discovered that instances of student discipline in Ugandan schools are related to drug and other substance abuse by the students. Due to pressure to perform well academically, some students have turned to narcotics. Additionally, he pointed out that students' self-esteem is lowered and their teachers' methods of punishment are demeaning.

After conducting a study in the Wakiso district, Kiggudu (2020) discovered that frequent strikes, alcohol consumption, and school escape are among the common ways that students in the region's secondary schools violate norms and regulations, leading to extensive discipline issues. School closures and student suspensions that have an impact on discipline have been the results of these acts.

There have been multiple instances of student unrest in Ntungamo District, according to studies done there by Atuhaire (2016), as reported in Ensiyaitu (2018). In 2015, students at Itojo Central Secondary School participated in a strike.

Similar to this, during the 2019 St. Peters Secondary School-Rwera strike, students broke window glass and physically assaulted the deputy head teacher. Seven students were expelled and the school was closed before the conclusion of the term as a result of the quick action (Ntungamo Police Report, 2019).

In 2015, students at Kyamate Secondary School set fire to the head teacher's office and destroyed school records. One teacher was fired, five students were imprisoned, and the school was closed for a month.

Various studies, especially Falk, & Prescord (2022); Mungai, (2021); Kilpatrick, Johns, Mulford, and Kariuki, (2018); Copland (2017) Griffin, (2016); James and Connolly, (2015) have been done on the role of school principals in the management of students" discipline. Generally, these studies established that student discipline is likely to be high in schools in which the principal is inspirational, integrative, and collaborative, involves the community in managing school affairs and delegates responsibilities to other members of the wider school community. Such studies have led to the conclusion that managing students" behavior requires a concerted effort of the parents, teachers and school principals as the key players (Kilpatrick, et al 2022).

This suggests that other factors may also have an impact on secondary school discipline. Nevertheless, the researcher's focus in this study was on the relationship between student discipline and school leadership, including the structural, political, human resource, and symbolic frames.

Conceptual background

Student's discipline

Discipline is a rudimentary ingredient that plays a crucial role in school system, which insists on upholding the moral values of students (Schon, 2017). This view is supported by Blandford (2018) who asserts that discipline is essential if any organization including school has to succeed in the attainment of its goals. The quality of student discipline is an important factor in determining the intellectual outcome of students and schools (Reynolds, 2019). This is because, discipline provides a sense of direction among learners and hence commitment to school values.

According to Sushila (2019), discipline is the process of instructing or managing people, frequently with the use of a punitive system designed to make the targets follow the rules. All students are required to obey and respect the authority that the head teacher, deputy, teachers, prefects, and any other person to whom the head teacher may occasionally delegate authority to are the sources of this order. Acts that violate this rule include disobedience, obstruction, rudeness, insubordination, refusing to comply with authorities, and failing to complete and turn in academic assignments, exercises, research projects, etc. Students are expected to collaborate with support and nonteaching personnel.

Sushila (2019), asserts that maintaining order among students is the most effective way to run an educational institution. This order is demonstrated when students behave responsibly, the school becomes a respectful and safe environment, and authority is respected. All students are required to obey and respect the authority that the head teacher, deputy, teachers, prefects, and any other person to whom the head teacher may occasionally delegate authority to are the sources of this order.

Amaewhule and Nukan-Adebayo (2019) state that better dispute resolution and a decrease in disciplinary cases, suspensions, and expulsions are two aspects of student discipline. Students can learn to recognize, comprehend, and resolve conflicts among themselves and their peers by using conflict resolution techniques (Smaldino, 2019).

Conflict resolution is crucial in school because it teaches students how to express their emotions and settle disputes in a civil manner. Additionally, it allows students to put into practice the critical abilities of cooperation and compromise.

While some school conflicts can be proactively managed by developing behavioral norms and a common language (Smaldino, 2019), a cooperative learning environment necessitates close consideration of how teachers and students handle disagreement. Students' problem-solving abilities and discipline increase when they learn how to settle disputes amicably and respectfully.

Similarly, Smith (2016) argues that within the confines of the school, cooperation, independence, reverence to authority, and following directions are the components of student discipline.

According to Amaewhule and Nukan-Adeyemo (2019), discipline is the ability to keep oneself from acting immorally, maintain self-respect, and control oneself against immoral behavior that is driven by moral and social norms that require one to always act morally. Smith (2016) defines discipline in a school context as adhering to rules, displaying deference to authority, exercising independence, and working together with others.

Finally, discipline is defined by Bahemuka (2018) as a way to establish order, teach compliance, and bring about control. Since administration is responsible for

maintaining discipline in schools, a principal must have a clear policy outlining their expectations for the institution in order to successfully lead the school (Kiprop, 2017).

Therefore, in this study, "student discipline" was defined as the expected behaviors of students in a particular educational context, such as respect for authority figures, observance of rules and regulations, enhanced dispute resolution, and a decrease in the number of discipline cases involving suspension or expulsion.

School leadership frames

The ability of school administrators to control misbehaving students and those who break school policies is essential. Students' disruptive actions not only negatively impact their teachers and fellow students, but they also cause teachers to become highly stressed (Durbin, 2019).

According to Chaplain (2016), the Head Teacher and the senior management team are in charge of strategic planning, which includes deciding on the school's direction and setting up the daily operations.

Likewise, Huczynski (2021), cited in Katolo (2022) and Barongo (2022), asserts that the success of an organization is contingent upon the quality of its leadership. He noted that the head of a school is the most important person in an educational setting and that effective leadership is dependent on strong headship.

Apart from the aforementioned, Chapman (2017) states that the head teacher of a school is regarded as the primary decision-maker, coordinator, problem-solver, and social change agent inside the school environment.

According to Bolman and Deal (2017), the leadership frame refers to the way a person in a position of leadership analyzes what is happening and decides what to do in each situation.

Bolman and Deal (2017), considering the roles of management and leadership, synthesize major theoretical traditions from organization theory to propose four 'frames' through which one might better understand and respond to professional situations, conflicts and decisions.

A frame, they explain, is "a coherent set of ideas or beliefs forming a prism or lens that enables one to see and understand more clearly what's going on in the world around him" (p. 74). They argue that to lead and/or manage (more) effectively, one does not need to simply align oneself with and implement one approach or frame. Instead, one should learn to embrace several ways of understanding (i.e. frames) and apply one or more - termed 'multi-frame thinking' (p. 49) - as appropriate, to best address a situation and move forward (p. 49).

Bolman and Deal (2017) present the four frames that are available: The four frames are: 1) Political; 2) Human Resources; 3) Structural; and 4) Symbolic. Bolman and Deal's theory integrates the rationalist systems theories school of thought into its structural framework.

The structural frame presents education as a hierarchical system whose operations are predicated on a predefined command chain, explicit regulations, and well-established protocols and processes. This framework's primary ideas include roles, rules, objectives, policies, and environment. Within the institutional framework, creating roles for staff members, organizing and making decisions, outlining objectives, and maintaining member alignment with the overarching vision are all crucial responsibilities of school leadership.

The procedures used by school leaders must be regarded by others as authentic and compliant with accepted standards. The subordinate defines authority, and the most logical people advance. Rational analysis is the foundation of decision-making.

Those that lead with a human resource framework promote collaborative decision-making. They also make an effort to attend to people's needs and assist them in achieving their objectives. Human resource frame-oriented thinking begins with the premise that school and human requirements must coincide for discipline to be achieved. Interpersonal skills, the capacity to inspire others, and prioritizing the good of the school over oneself are the main concerns of a leader.

The human resource frame seeks to alter people through training, whereas the structural frame aims to place people in the appropriate positions within the business. In order to help resolve conflict and teach alternatives to aggressive behavior, violence, and negative behavior, restorative justice practices, social-emotional learning, positive discipline interventions, and other evidence-based interventions are all included in positive and effective discipline.

In the political environment, organizations are seen as collections of factions vying for dominance over the allocation of scarce resources. The primary focus of the Political Frame is power. It is based on the notion that for choices and change to happen, significant stakeholders and interest groups must be included in the process. Conflict can arise when people vie with one another for positions within the school.

Within the political framework, coalition building, persuading, and negotiation methods are used to make choices. It is evident that discussions between different interest groups result in decisions and policies. An organization's leader must demonstrate in their own agenda that other stakeholders' concerns are taken into

consideration if goals are to be achieved. Thus, a leader's primary responsibility is to be aware of and strike a balance between the interests of various groups. (Pages 194-210 in Bolman & Deal, 2017).

Bolman and Deal's reframing theory, with its symbolic frame, presents an organizational theory that views groups as shared meaning systems within a culture. "Construction and maintenance of systems of shared meanings, paradigms, and shared languages and cultures" is the definition of leadership. Those who lead using a symbolic framing view themselves as facilitators or catalysts for ongoing processes. The organization creates the meanings; they should not be viewed as predetermined. Culture is viewed as the glue that binds people together and enables an organization to achieve its goals.

By utilizing the Symbolic Frame, school administrators assist their teams in deciphering ambiguity and understand the value of meaning and fulfillment for individuals. They also build relationships and aid people in understanding events and commemorating milestones through the use of rituals, symbols, roles, and shared values.

The school leadership framework in this study is understood as a foundational collection of concepts that facilitate the interpretation and meaning-assigning of various leadership and organizational system concepts. Through the perspectives of the four frames—structural, human resource, political, and symbolic—identified by Bolman and Deal in 2017, the relationship between student discipline and school leadership was examined.

One way to overcome the problem student discipline issues in schools is to use Bolman and Deal's Four Frame Approach. This tool helps school administrators see

things from four different angles. This then encourages administrators to consider alternative approaches to handling challenging circumstances.

Statement of the Problem

In spite of government and secondary schools' efforts to promote discipline through training school leadership on various leadership styles, leadership frames and strengthening of guidance and counseling departments in schools, there have been reported cases of students discipline in government aided secondary schools in Uganda.

Between 2016 and 2023, students' discipline issues within government aided secondary schools in Uganda were intensive. In Ntungamo District for instance, in 2017 students of Kabezi Seed School became violent and burnt the school science laboratory assaulted the Director of studies (Ntungamo Police Report, 2017), Rubaare Secondary School in 2019 experienced two consecutive strikes (Rubaare Police Report 2019).

Bukedea district in 2016 had a destructive strike at one of its secondary schools by students and community against the leadership of a secondary school. This strike destroyed a lot of the school property.

In 2022, three other secondary schools (Bukedea Police Report, 2022) participated in strikes. These were student strikes which resulted in the burning of a class room and a head teacher beaten and paraded at the road side. In one of the government-aided secondary schools in Bukedea, students ignored instructions from the patron of the boys to attend evening preps and resulted into destruction of classroom and staffroom window glasses. Police arrested eight students and their parents paid for the damaged school property (Bukedea Police Report, 2022).

At another secondary school, students demonstrated as a result of delayed communication from school leadership about cancelation of the field trip. The strike resulted in destruction of the school wall fence and other infrastructure of the school and parents paid for and replaced the damaged property at the school. There is enough evidence that students' discipline cases have been common in government aided secondary schools in Bukedea district.

Several studies (Riang" a, 2023, Kiumi, and Mungai, 2019, King" ori, 2018, Mbogori, 2018, Muli and Sang, 2016,) have been carried out on the influence of headteachers, leadership styles on student discipline. However, these studies have not been carried out in Bukedea District, Uganda.

Therefore, it is on this basis that this study sought to find out how school leadership frame influences students' discipline in government aided secondary schools in Bukedea district, Uganda.

Purpose of the Study

The purpose of the study was to find out the influence of school leadership frames on students discipline in government aided secondary schools in Bukedea district, Uganda.

Objectives of the study

The study was guided by the following objectives:

1. To establish how the influence of structural leadership frame on students' discipline in government aided secondary schools in Bukedea district.
2. To establish how the human resources school leadership frame influences students' discipline in government aided secondary schools in Bukedea district.
3. To establish the influence of political leadership frame on students' discipline in government aided secondary schools in Bukedea district.

4. To investigate how the symbolic school leadership frame influences students' discipline in government aided secondary schools in Bukedea district.

Research hypotheses

The study was guided by the following research hypotheses:

1. There is a significant relationship between the structural leadership frame and students' discipline in government aided secondary schools in Bukedea district.

2. There is a significant relationship between the human resources leadership frame and students' discipline in government aided secondary schools in Bukedea district.

3. A significant relationship does exist between the political leadership frame and students' discipline in government aided secondary schools in Bukedea district.

4. There is a significant relationship between symbolic school leadership frame and students' discipline in government aided secondary schools in Bukedea district.

Justification of the study

Little has been researched on how school leadership frames influences students' discipline in Uganda and those who might have done so seemed to have looked at leadership practices, use of school prefects rather than ways in which school leadership frame that is structural leadership frame, human resource leadership frame, political leadership frame and symbolic leadership frame influence students discipline.

Significance of the study

The findings are of benefit to the Ministry of Education (MOE) through Educational Management Institutes in offering school leaders seminars and workshops to empower them to be efficient managers of school discipline.

The study adds knowledge to the already existing stock of knowledge on the leadership practices in addressing student discipline in schools.

The study highlights conditions that contribute to the improvement of discipline in government aided secondary schools in Uganda.

The study may also lead to the improvement of leadership practices that school head teachers apply in addressing student discipline.

The findings of the study are useful to head teachers in making them aware of the influence of the four leadership frames on student discipline and how they can adopt to help them improve the performance of their duties.

Scope of the study

The scope is the boundary of the study in terms of content and the geographical spread (Kasomo, 2017). The study was conducted in Bukedea district as there is little of research done on the school leadership frames on student's discipline and later on the findings can be generalized to other areas of the country with caution.

The scope of the study addressed three aspects in the course of the research. These involved the following.

Content scope

The study focused on school leadership frames and students discipline in government aided secondary schools in Bukedea district, Uganda. It specifically

examined the influence of structural leadership frame on students' discipline, the human resource leadership frame on students' discipline, political leadership frame on students discipline and the symbolic leadership frame on students' discipline, in government aided secondary schools in Bukedea district.

Geographical scope

The study was conducted in Bukedea district located on the North Eastern part of Uganda. This district has suffered effects of student's unrest resulting into destruction of property and no research has been conducted in this district to investigate the possible causes of the problem.

Time scope

The research aimed to analyze the instances of students discipline for the past six years that is from 2016 till 2023 when the district suffered severe consequences as a result of students discipline problems.

Definition of Terms

The state of physical or mental orderliness that results from a learner's desired learning being externally enforced by rules, punishments, and rewards is referred to as discipline.

The regulation of one's own emotions and behavior to cultivate a desired attitude in accordance with socially acceptable norms is known as student discipline.

Leadership is the process by which people persuade others to do something out of their own free will, without being forced to or out of fear of the repercussions of disobedience.

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

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

A frame is a fundamental collection of notions that facilitates the interpretation and meaning-assignment of other ideas and concepts related to organizational systems and leadership. Bolman and Deal (2017) defined four frameworks that were used in this study: structural, human resource, political, and symbolic.

According to Bolman and Deal (2017), the Structural Frame employs a systematic and analytical approach to problem-solving, is goal-oriented, and governs the external environment through specialized roles and formal relationships.

Frame is a basic set of ideas that enable an understanding of how other ideas and concepts of leadership and organizational systems can be interpreted and assigned meaning. The four frames used in this study included structural, human resource, political and symbolic identified by Bolman and Deal (2017).

Structural Frame is goal oriented, manages the external environment through specialized roles and formal relationships and uses an organized and analytic approach to solving problems (Bolman & Deal, 2017).

Human Resource Frame makes use of shared leadership, employee growth, and flexibility, with a focus on the relationship between persons and companies (Bolman & Deal, 2017).

Political frames emphasize strategy and power rather than the resolution of every conflict, which unavoidably arises due to resource constraints, the need for autonomy, and divergent objectives (Bolman & Deal, 2017).

Symbolic Frame is concerned with an organization's culture and the symbols that it has adopted (Deal & Kennedy, 2017). These symbols are frequently described as charismatic, inspirational, tribal, and driven more by drama and stories than by laws and authority.

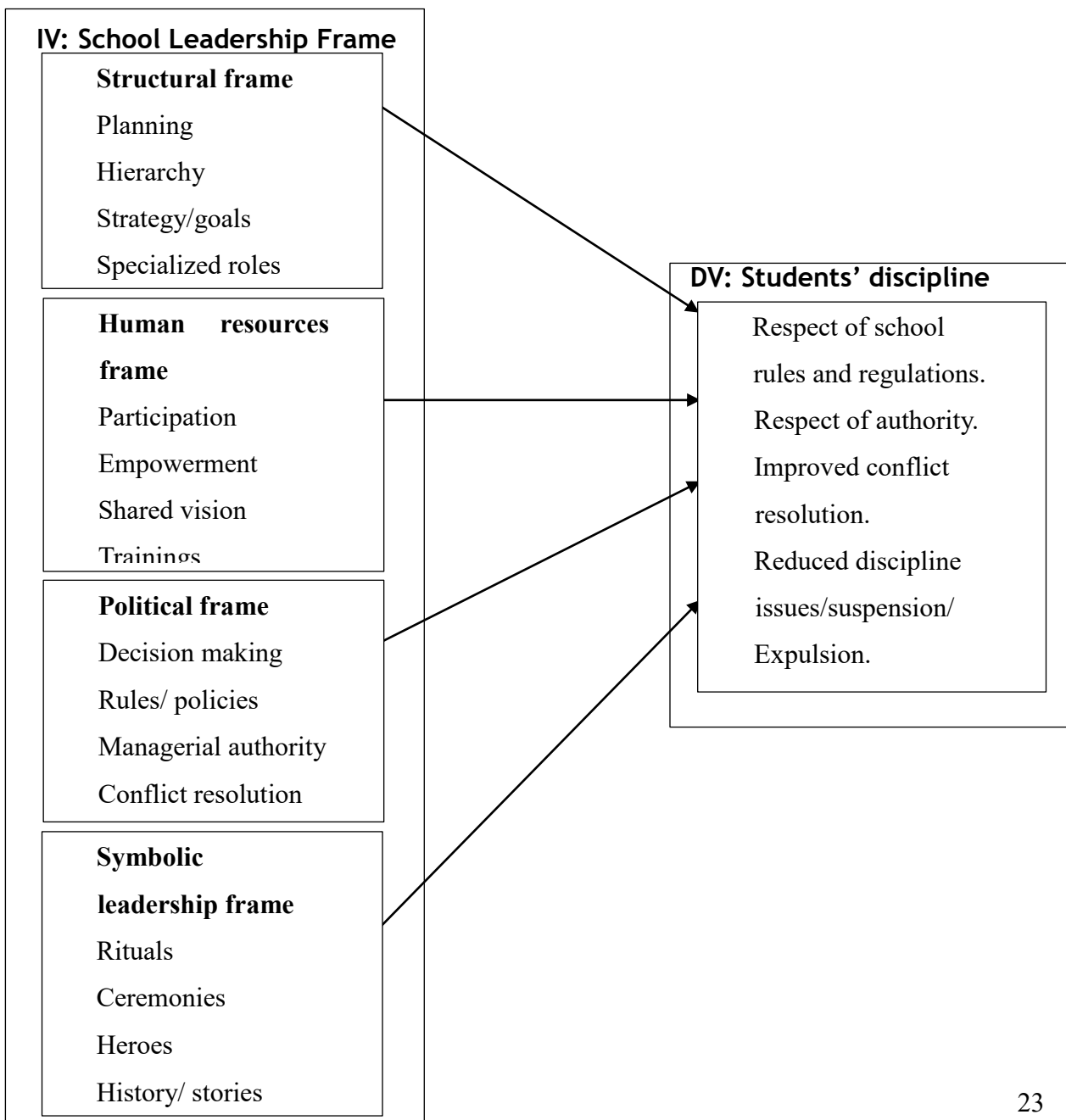
The term "multi-framing" describes how leaders apply the four frames in multiple, concurrent, and adaptable ways to comprehend and adjust to organizational changes (Bolman & Deal, 2017).

Reframing refers to a leader's capacity to modify frames in response to the circumstances, offering "lenses" that facilitate experience organization and offer a more comprehensive viewpoint while making judgments (Bolman & Deal, 2017).

Conceptual Framework

According to Camp (2021), a conceptual framework is a structure that the researcher feels best explains how the thing being studied evolved naturally. The researcher's built model, known as the conceptual framework, illustrates the relationship that exists between the study's variables.

Figure 1: Conceptual framework showing interrelationship between school leadership frames and students' discipline



The conceptual framework clearly illustrates how different elements under the study relate with and influence each other (Camp, 2021).

The student's discipline largely depends on the school leadership frame. School leadership frame constituted the independent variable which included among other things, structural leadership frame, human resources frame, political frame and the symbolic frame; whereas students' discipline constitutes the dependent variable which included respect of school rules and regulations, respect of authority, improved conflict resolution, and limited suspension.

Organization of the Study

This study was organized into three chapters. Chapter one consists of background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, definitions of significant terms and conceptual framework of the study. Chapter two consists of theoretical framework, review of related literature and research gaps. Chapter three describes the research methodology. This includes research design, target population, sample and sampling procedure, data collection methods, data collection instruments, data collection procedure, and data analysis techniques.

Chapter Two

Literature Review

Introduction

The purpose of the study was to find out the influence of school leadership frame on students' discipline in government aided secondary schools in Bukedea district, Uganda.

This chapter presents the literature review of the study. The chapter discusses, the theoretical review of the study, conceptual review of discipline, and the school leadership frames that include the structural leadership frame, human resources leadership frame , political leadership frame and the symbolic leadership frame.

Theoretical review

Administrative Management theory

Administrative leadership is concentrating on how to develop an organizational structure with high efficiency and standards for managing complicated schools, while scientific management is attempting to boost worker productivity. Henri Fayol is the principal proponent of this school of thought; Lyndall Urwick and E.L.F. Brech are also contributors (Lawal, 2022; Cole, 2019).

Kuye et al. (2020)) state that Fayol divided the activities into six categories: technical (production), commercial (buying, selling, and exchanging), financial (looking for and utilizing capital optimally), security (protecting people and property), accounting (providing financial information), and managerial (organizing, leading, and controlling).

According to Griffin (2023), Fayol was the first to distinguish between the distinct management responsibilities of organizing, leading, controlling, and planning.

He also offered a breakdown of management concepts that he believed could be applied to both companies and schools. The division of labor, authority, discipline, unity of command, unity of direction, subordination of personal interests to a shared purpose, compensation, centralization, scalar chain, order, equity, stability of personnel tenure, initiative, and esprit de corps are the fourteen principles.

As a member of Franklin D. Roosevelt's committee on government administration, Luther Gulick (2017), a different classical theorist, expanded on Fayol's five fundamental management functions and created the acronym POSDCoRB, which stands for planning, organizing, staffing, directing, coordinating, reporting, and budgeting (Gulick & Urwick, 2017).

Making a list of the tasks that need to be completed and their corresponding procedures is called planning. It makes an effort to predict the organization's future course of action and directions.

Organizing creates the official authority structure that defines, arranges, and coordinates the work subdivisions necessary to carry out the plan.

The function of hiring, developing, and educating employees as well as preserving comfortable working environments is included in staffing.

Directing, which is closely associated with leading, involves the ongoing process of decision-making, communicating and carrying out choices, and appropriately assessing subordinates.

Coordinating entails all the actions and endeavors required to unite the organization in pursuit of a shared objective.

Reporting verifies progress through records, research, and inspection; ensures that things happen according to plan; takes any corrective action when necessary; and keeps those to whom the chief executive is responsible informed.

Budgeting encompasses all related operations, such as accounting, control, and fiscal planning.

Establishing clear expectations for each employee and identifying the appropriate person to report to can aid in defining the hierarchy of a workplace. Workers who don't have managerial responsibilities should report to their managers. Supervisors should answer to the school administration, which answers to the government and different district authorities.

The principal responsibility of the leader is to institute the work procedure and dedicate their time to employee training, planning, and supervision while subordinates carry out tasks as instructed by the leaders.

When roles are defined, goals are unambiguous, and there is little to no conflict or ambiguity because people know who to report problems to and where to report them, school discipline is maintained. Roles in a team should be understood in this situation.

Bureaucratic management theory

Max Weber is a leading proponent of this school of thinking. He created the idea of bureaucracy, which is a structured administrative and organizational structure meant to guarantee efficacy and efficiency. Weber was interested in ways to improve consistency in management, and he thought bureaucratic institutions may assist reduce the unpredictability that comes with managers having varying backgrounds, objectives, and skill sets (Lawal, 2022).

According to Weber, businesses that are goal-oriented and have a large workforce must have well defined hierarchies that are managed by clearly established regulations and lines of authority (Stoner et al., 2019).

Mullins (2021) stated that Weber observed that despite changes to the actual officeholders, a stable administration and standardization of work routines resulted from the defining of tasks and responsibilities within the management structure. He was aware that the emergence of bureaucracies would allow for the introduction of judgment and order into organizations.

According to Weber (1947) cited by Stoner et al. (2019), a bureaucracy's primary characteristics are: Constantly organized functions according to regulations, defined domains of expertise, or appointment according to competence, Offices are arranged hierarchically (jobs), Technical competency is the basis for office appointments. officials' disassociation from the organization's ownership, Official positions stand alone, and those who hold them are not entitled to any specific, Written records are used to formulate and document decisions and activities.

According to Max Weber, the organizational hierarchy or chain of command should be set up so that information about choices and student discipline can efficiently flow from top to bottom. In order to preserve students' discipline, the organization should have appropriate rules and regulations that are applied to every member of the organization equally and at every stage of the process.

Because it is bureaucratic, the Structural Frame (Bolman and Deal 2018) may be resisted by many, but structure is an essential component of any organization or educational setting. Without it, businesses and educational institutions can have

inefficient procedures, poor training courses, or technology that doesn't promote student discipline.

According to Stewart (2023), bureaucracy is an organizational structure that is distinguished by a great deal of rules, standardized practices, procedures, and regulations, a careful allocation of duties and responsibilities, distinct hierarchies, and formal, nearly impersonal interactions between staff members. This entire offer an empirically supported framework for efficient school discipline that keeps learners in the classroom and out of the juvenile justice system while also fostering a healthy school climate and rewarding prosocial behavior.

The theory of the organizational frame (2017)

The four frames that appear in various organizations are the structural frame, the symbolic frame, the political frame, and the human resources frame, according to Bolman and Deal (2017). The four main frameworks of their leadership philosophy are political, human resource, structural, and structural.

According to the idea, the four frameworks or orientations represent the perspectives of leaders on organizational problems, influence the definition of these issues, and outline appropriate management strategies.

The human resources and structural frames are related to the effectiveness of managers, while the political and symbolic frames relate to the effectiveness of leaders. Bolman and Deal describe the difference between a leader and a manager as “managers focus on execution, leaders on purpose” (2017). Bolman and Deal also assert that leaders bearing leadership tendencies in each of the four frames will result in the most effective leadership style (2017).

Efficiency, structure, and policy are embodied in the structural frame. Dominant leaders in the structural frame respect information and analysis, establish clear objectives, hold stakeholders responsible, and reorganize through problem-solving. The relationship between an organization's needs and its members' needs is the main emphasis of the human resource framework. Dominant leaders in the resources frame focus on connections and feelings, and they guide through facilitation and empowerment.

Political leaders that are in charge place a strong emphasis on rivalry and conflict between various interests over limited resources. In the political sphere, networkers, coalition builders, and negotiators are the dominating leaders.

Leaders that hold a dominant position in the symbolic frame give significance and consistency to tasks that are deemed chaotic and they pay close attention to rituals, ceremonies, and storytelling (Bolman and Deal 2017).

Effective school leadership occurs when leaders are able to accurately assess the developmental stage of their subordinates in a given circumstance and then demonstrate the appropriate leadership style that corresponds with that circumstance, all while keeping the organizational framework in mind. As a result, leaders must be able to understand the context, which includes the personnel and the organization, be adaptable enough to use a variety of leadership philosophies, and have the ability to assess and improve the situation. Effective and efficient leadership can only be achieved by taking into account the organizational environment as well as the staff members' developmental stage.

The Taylor model of work in an organization is most applicable to the structural frame. The structure is imposed by authority; specialists examine the work

environment scientifically, ignoring unforeseen changes. Leaders ignore worker motivation, the requirements of healthy humans, and the option of sharing leadership responsibilities in favor of a neatly structured framework of rational authority.

There is little to no alignment between the Taylor model and the other three frames that Bolman and Deal present. The motivational and security needs of humans are not taken into account by the Taylor model. The expert authority that maintains control over the one optimal way for each worker to perform within the work organization retains political power, which is not shared.

Lastly, there is no congruence between the symbolic frame and the Taylor model; symbols in the Taylor model are not acknowledged or purposefully developed. While employees should concentrate on carrying out their manual tasks, school leadership should concentrate on creating, designing, and overseeing enhanced systems. As long as everyone plays their part, there won't be any disagreement between superiors and subordinates since the Scientific Management method will determine what's best for everyone.

Structural leadership Frame

The Structural Frame stems from two sources; Economist and Sociologist Max Weber's (1964) "monocratic bureaucracy", Frederick W. Taylor's (1911) 2004; Bolman and Deal (2017). The scientific management approach is characterized by its focus on 'time-and-motion studies', which involves the breaking down of tasks into timed events and hiring workers to work as efficiently as possible for "each motion and moment spent at work" (Bolman and Deal 2017 p.79).

The structural approach, according to Bolman and Deal (2017), is centered on assigning the "right people" to the "right roles" in order to "support and accommodate both individual differences and collective that is organizational goals" (p. 78).

School administrators divide more complex assignments into manageable chunks rather than giving one person the entire job and giving them plenty of time to finish it. The purpose of these subtasks is to increase organization and efficiency in the process by having numerous people work on a single assignment, each handling a different portion.

Essentially, this framework gives the architecture—the configuration of an institution's personnel and assets, as well as its innate power structure and duties—the highest weight. To enable staff members to be as effective as possible, school administration should work to identify each person's competencies and place them in the jobs that best utilize their abilities.

According to Bolman and Deal (2017), the organizational structure is goal-oriented and designed to manage the external environment through the creation of formal links and specialized positions.

By defining the scenario and creating the assignment based on facts rather than feelings or personalities, this framework aims to make authority structures more clear and emphasizes reasoning and methods that are suitable for problem-solving.

Organizational hierarchy is aimed at clearly defining the relationships that exist inside the organization (Max Weber 1964; Bolman and Deal 2017). Except the most powerful leader or oligarchy inside the organization, every entity is placed below some other one. This enables the organization to define the authorities of different ranks and positions in the organization chart.

In a hierarchical organization, members communicate mostly with their immediate supervisors (upward communication) and/or assistants (downward communication).

Student discipline is a critical component of any learning environment. The teaching staff bears the most responsibility for upholding discipline because they are the most valuable employees in an educational institution. Teachers need to model and reinforce morally righteous, productive behavior. Teachers can better manage their tasks if they are given formal rules, policies, and processes, as this will control ambiguity surrounding the division of work. For the teachers, policies, procedures, and rules will serve as a guide.

One major issue has been corruption ever since human society began. Modern organizations are not immune to corruption in the form of theft, forgeries, bribery, espionage, etc (Max Weber 1964; Collins, J. & Porras, J., 2021).

On the other hand, organizational leaders will be pushed to manage their subordinates more responsibly if accountability is imposed on them. Transparency is promoted by accountability (Max Weber, 1964; Collins, J. & Porras, J., 2021).

But schools also require a certain amount of structured instruction. By establishing more precise rules of behavior, a structural framework can improve the definition of hierarchical connections and facilitate the resolution of peer conflicts in the context of student discipline in schools (Bolman and Deal 2017).

In situations when there is minimal to no disagreement or ambiguity, responsibilities are defined, goals are specific, and the structural leadership framework is most effective in preserving student discipline. This framework, which addresses issues with reason and logic, is also helpful when quality is a priority.

Human Resources leadership Frame

The work of Mary Parker Follett (1918) and Elton Mayo (2019), who "questioned a deeply held managerial assumption that employees had no right beyond a paycheck, and their duty was to work hard and follow orders," is credited with helping to shape the Human Resources Frame (p. 149).

Leadership in the context of human resources acknowledges that the individuals who comprise an organization have needs, abilities, biases, and sentiments derived from contacts with others outside of the workplace as well as from experiences in life. As a result, the executives recognize that the company must foster variety and creativity in order to customize the work environment and enable individuals to exchange ideas and muster the energy required to complete tasks (Bolman & Deal, 2017).

"Listen to anyone with an original idea, no matter how absurd it might sound at first," as William McKnight of 3 M fame once said (Collins, J. & Porras, J., 2021). Every individual in a school setting has needs, and we have to attend to each one individually. A person doesn't become concerned with the higher order wants of influence and personal development until the lower level needs of physical and emotional well-being are met. On the other hand, we stop caring about the upkeep of our higher order requirements if the items that fulfill our lower order needs disappear.

Successful educational institutions and leaders will increasingly be those who sincerely value, comprehend, support, and facilitate their students' personal development toward self-actualization (Bolman & Deal, 2017). Almost any personal development, passion, or experience actually results in new abilities, characteristics,

behaviors, and wisdom that are immediately applicable to any kind of professional position. The most successful contemporary leaders understand this and, as a result, provide their employees with development help in any area where they wish to improve and find more fulfillment.

Rensis Likert (1961) cited by McGregor (2016) wrote that successful management cared about their employees, expected them to succeed at a high level and empowered them through shared decision making.

McGregor (2016) used Maslow's (1987) hierarchy of needs, particularly the autonomy and self-actualization levels, for his foundation of the Theory Y hypothesis that workers not only wanted to work but that they would prefer to do a good job.

McGregor's concept that workers are motivated more by intrinsic rewards than by extrinsic rewards is much like Herzberg's (1966) hygiene and motivating factors that have motivators dealing mostly with the work itself and the hygiene factors dealing with the work context of the environment, pay and benefits.

People are the main resource of any company or organization regardless of the sphere in which it works as they perform all actions needed for its development and rise (Lussier & Hendon, 2018). For this reason, human resource management acquires the top priority as one of the central tools to ensure the effective functioning of the staff and its commitment.

Motivated and loyal people show better results and significantly contribute to further growth and empowerment (Lussier & Hendon, 2018). For this reason, successful leaders should focus their efforts on the creation of an environment beneficial for workers personal and professional development. It will help to make organizations more attractive for individuals and increase the level of their interest.

For this reason, the human resource frame becomes one of the major concerns of modern leadership. The central idea of this conception is that people are the main asset for any organization (Bolman & Deal, 2017).

The human resource frame cultivates the idea of an outstanding significance of people and their fundamental role in the functioning of organizations. For this reason, they “exist to serve human needs rather than the converse” (Bolman & Deal, 2017, p. 118). This assumption should be taken as the basis for the further development of organizations as they need people. At the same time, people also need these organizations as they provide them with the services critical for their development, existence, and rise (Bolman & Deal, 2017).

Individuals work to promote the development of various organizations, while they create conditions beneficial for workers personal and professional development. School as an organization serves people and provides the knowledge needed for their future success. In such a way, it is characterized by the increased attention to teachers, students’ discipline and demands to the quality of provided services and their relevance. On the other hand, the efficiency of these institutions significantly depends on educators who work in the sphere and teach students (Lussier & Hendon, 2018).

Human Resource Frame thus becomes one of the essential components of the contemporary educational landscape, encompassing all elements vital to the growth of workers and organizations (Bolman & Deal, 2017). In addition, it establishes the foundation for the ongoing emergence of individual motivation, which is significant for the field of student discipline and its capacity to support students in gaining appropriate discipline and becoming successful citizens in the future.

Following the fundamental guidelines provided by the framework, a leader ought to be aware of the demands that their team members now have and should abide by the idea that companies exist to serve people and should be designed with their wants in mind (Bolman & Deal, 2017).

In addition, the leader must create a good environment, which can only be done by taking into account current issues and attempting to resolve them with the help of this same model (Mathis, Jackson, Valentine, & Meglich, 2016). By raising employee happiness, the Human Resource Frame can be implemented at any stage of an organization's growth to establish a suitable work environment and enhance overall organizational performance.

Building a solid foundation of caring for students and coworkers may enhance their views of openness and trust, which in turn may increase their commitment to the goals, procedures, and advantages of discipline (Bolman & Deal, 2017; Byrne, 2019).

Because we often create an environment where people can connect authentically, students may also be more inclined to openly communicate their worries and ask for help if they sense our concern (Bolman & Deal, 2017). When motivation and morale are problems for the success of the organization, this framework works well. This is a helpful framework to employ when encouraging an individual leads to an increase in organizational productivity.

Political leadership Frame

Political framework is linked to the practical process of decision-making in a setting with conflicting interests and scarce resources (Bolman & Deal, 2017). When talking about organizations, the political framework is characterized by five key

concepts. Initially, organizations are perceived as alliances of multiple interest groups that could or might not share a common goal. Because of this arrangement, different organizations put political pressure on one another to advance their agendas, which leads to the creation of complicated and sometimes contradictory ways to comply with an organization's goals. Interests in the school environment are never lacking.

According to Henri Fayol, the organization's interests come before personal ones in order for it to operate effectively. The goals of the organization are prioritized over those of the individual. This holds true for the leader as well as every other level of the entire organization.

Second, in order to define shared goals, the political framework assumes that the coalitions have "enduring differences" over topics, values, and perceptions (Bolman & Deal, 2017).

According to Kotter (2018), an organization's direction is determined by its capacity to conceive and develop strategies that will advance the goals and orientation required to uphold its organizational integrity and carry out the tasks it deems essential. Prosperity-era political systems, along with the authority that comes with resource distribution, facilitate easy and conflict-free decision making.

The political frame's third claim is that resources are scarce and that those with the right political savvy will be able to secure the tools necessary for effective operation. Conflict and power battles frequently develop during hard times, when resources are few.

Bolman and Deal (2017) posit that the theory of finite resources implies that political discourse will be more prominent and intensive in periods of adversity

compared to prosperity. The political framework includes two crucial elements: power dynamics and conflicts that arise during the decision-making process.

Fourth, conflict is encouraged and power is secured as the most precious resource due to the coalition members' disparate beliefs and customs as well as "scarce resources."

Finally, the coalition members' "bargaining, negotiation, and position power" inform the organization's decisions (Bolman & Deal, 2017).

All parties concerned will find it easier to comply with the established rules and principles when school leadership adopts a political framework. As Bolman and Deal (2017) explain, in fact, the improvement of the current standards and values results from the political perspective being included into school leadership. As a result, the framework for disciplining students appropriately is established. Stated differently, students acquire the inclination to adhere to the recommended standards of behavior.

Consequently, the presumptions for enforcing consistent discipline, holding onto authority over students, and pressuring the latter to embrace the recommended values as the basis for making decisions are established (Bolman & Deal, 2017).

The basic processes in school leadership can be seen as a series of interpersonal interactions when a political viewpoint is incorporated (Kacmar, Andrews, Harris, & Tepper, 2023).

Put another way, by considering the workplace as an interpersonal environment, the political framework will aid in contextualizing the understanding of the crucial workplace processes (Gupta, Briscoe, & Hambrick, 2016). As a result, the foundation for managing some problems that can arise during the completion of

important tasks—such as potential disputes, miscommunications, and misconceptions—will be established.

The political framework calls for a major improvement to the organization's policies, which is anticipated to meet with strong opposition from the students. Moreover, the integration of the frame inside the framework of student discipline could result in an adverse redistribution of power within the school. The organization has a particular risk of turning into "a law unto itself" (Bolman & Deal, 2017, p. 226). Consequently, there was a decline in the effectiveness of the school's student discipline.

Furthermore, one may contend that the addition of a political viewpoint to the school's leadership may help to increase the level of competition there. Participants are likely to become fixated on their individual successes in the cutthroat business environment if a strong emphasis is placed on the value of power, the effective use of political resources, and the development of political acumen. Thus, it is impossible to regulate the performance of schools without actively promoting corporate principles (Kacmar, Andrews, Harris, & Tepper, 2019).

Regarding the profiles in Tom Peters and Robert Waterman's 1982 book *In Search of Excellence*, James Fisher, Jr. (2019) notes that "what worked yesterday may not work today" (p. 188). In order to create a positive reorganization for a culture of student discipline, leaders in today's public schools who wish to implement healthy change and create a collective identity of student discipline in the system must be able to explain to all members why the system needs to change and how to model for that change.

Lastly, it is imperative to note that proper school leadership must strike a balance between a political framework and other viewpoints (such as economic, structural, symbolic, etc.). As previously emphasized, the political viewpoint could suggest a lack of focus on an institution's demands. Team members will therefore need a strict set of principles to adhere to (Kacmar et al., 2016).

Symbolic leadership Frame

An organization's culture and the symbols it has selected to set itself apart from other organizations and, by extension, from other cultures, are both embodied in the symbolic frame (Deal & Kennedy, 2018).

According to Lunenburg and Orstein (2021), the symbolic frame in organizations is tribal or theatrical, driven more by theater and myths than by rules and management power.

Universities and schools alike have unique mythologies and heroes, initiation ceremonies, and "rules of the game" (Owens, 2020). "Culture means the way we do things around here," as Deal and Kennedy (2017) put it best (p. 4).

Organizations may be compared to plays, tribes, temples, or carnivals using the Symbolic Frame (Bolman and Deal, 2017, p. 46). It is based on five assumptions and, according to Bolman and Deal (2017), "depicts organizations as cultures, propelled by rituals, ceremonies, stories, heroes, history, and myths rather than by rules, policies, and managerial authority," potentially tempering the more "rational" approaches expressed via other frames. It's not so much what occurs as what matters most.

Activities and meaning are not closely related; people perceive events and acts differently, leading to a multiplicity of interpretations for the same events.

Symbols emerge in the face of ambiguity and uncertainty to aid in problem solving, guidance, and the reaffirmation of hope and faith. Culture is the superglue that binds an organization, unites people, and aids an enterprise in achieving desired ends. Their emblematic form weaves a tapestry of secular myths, heroes and heroines, rituals, ceremonies, and stories to help people find purpose and passion (Bolman and Deal 2017, p. 282).

Organizations are so preoccupied with how they look on the outside that the significance of an event inside the company takes precedence over the actual events itself. Reputation is derived from outward appearance, and maintaining reputation is a loosely related process. Because everyone interprets experiences differently, every event might have more than one meaning. In order to improve student discipline predictability and the interpretation of both internal and external events, it is the responsibility of leaders in organizations to establish recognized symbols.

These symbols provide people with direction, hope, and faith while they search for clarity. Organizational myths, heroes and heroines, rituals, ceremonies, and stories weave together to form an organization's culture. People who are connected to different organizational cultures are able to discover passion and purpose in both their personal and professional life. Since organizations are made up of groups with similar goals, values, and ideologies, their culture serves as the glue holding them together (Bolman & Deal, 2017).

Although it is the duty of leaders to establish and uphold organizational culture, they frequently find that culture controls and manipulates them (Schien, 2022).

Organizational norms, which are typically highly explicit but not always written, comprise culture. An organization's tales about its past, present and future help to preserve and spread its culture (Owens 2019, Bolman & Deal, 2017).

Brand-new companies put a lot of effort into crafting narratives that highlight their history, mission, and initial exploit (...ibid). These eventually start to be accepted as "taken for granted" presumptions. An organization's culture must be understood by spending time there, speaking with its members, listening to their language, and recognizing its symbols (Owens, 2019).

The frequency and significance of rituals and ceremonies vary. Habits that offer clarity on intricate organizational matters are called rituals (Fulghum, 2020). They offer a strong platform for decision-making and for directing students' behavior (Fulghum, 2020).

According to Bolman and Deal (2017), initiation is a crucial part of ritual, with veterans assisting new members in assimilating into the organization by offering them the necessary advice.

Conversely, ceremonies are typically one-of-a-kind events that serve as focal places for acknowledgment, celebration, or symbolic representations of significant change.

Additionally, ceremonies highlight shared social links and unite groups around shared presumptions (Edelman, 2023; Bolman & Deal, 2017).

Myths, legends, and fairy tales are examples of how organizational narratives are conveyed. They are effective instruments that support an organization's historical ties while offering crucial justifications for resolving internal conflicts that arise now (Cohen, 2019).

By using stories to explain the present and provide a vision for the future, companies may foster confidence and support even in periods of low performance (Bolman & Deal, 2017). Through an instant connection to the historical adventures of organizational heroes and heroines, stories are a potent and nonthreatening means to impart beliefs, norms, values, and laws (Armstrong, 2022; Bolman & Deal, 2017).

Lunenburg and Ornstein (2018) suggest that issues related to this framework may emerge if ceremonies and symbols lose their significance. Other issues with this frame include rewarding failure, disobeying traditions, and making heroes out of people who defy the law.

Chapter Three

Research Methodology

Introduction

This chapter presents the methodology that was used in conducting the study. The chapter presents research design, target population, sample and sampling procedures, data collection methods, data collection instruments, validity of the instruments, reliability of the instruments, data collection procedures and data analysis techniques.

Research design

Kumar (2015) defines research design as the plan, structure or strategy of investigation, or the arrangement of conditions for collection and analysis of data.

This study employed the mixed method design which is the combination of qualitative and quantitative approach to collect and analyze data (Creswell & Tashakkori, 2017).

This study most appropriately employed the explanatory model, which contains first quantitative data collection followed by qualitative data collection. This method was used in order to obtain a clearer picture from the quantitative data, and then to use the qualitative data to provide better understanding and explanation of the study in question.

The mixed method was used by administering a questionnaire and semi-structured interview as research instruments in order to collect quantitative and qualitative data respectively. The data from the questionnaire were analyzed using descriptive statistics, and the interview findings were coded and analyzed to support the findings of the questionnaire.

Target population

A target population is a group about which the researcher hopes to learn details so that conclusions and generalizations can be made later (Creswell, 2019). The study's target population consisted of 378 respondents who worked as school prefects, guidance and counseling teachers, teachers, deputy headteachers, and headteachers in the government-aided secondary schools in the Bukedea area.

Table 1: Showing Target Population, Sample Size, and Sampling Method

No.	Category of respondents	Target population	Sample size	Sampling Method
1	Head teachers	07	07	Purposive
2	Deputy headteachers	07	07	Purposive
3	Guidance and counseling teachers	07	07	Purposive
4	Teachers	210	100	Simple random
5	Prefects	147	65	Simple random
TOTAL		378	186	

Source: primary data 2024

Sample Size

A collection of elements or a single element used to gather data is called a sample (Macmillan 2017). It's a portion of the population that the researcher has

chosen to examine. According to Cohen et al. (2019), a sample size needs to be sufficient to ensure the data's validity and reliability.

According to Gay et al. (2019), every item in the population has an equal chance of being included in the sample when using probability sampling approaches. A total of 378 respondents, including headteachers, deputy headteachers, teachers, guidance and counseling teachers, and school prefects, made up the target group from which the sample size of 186 respondents was selected.

This sample size is based on Krejcie and Morgan sampling frame (1970); table for determining sample size from a given population as shown at appendix iii.

Sampling Techniques

Sampling processes, according to Kerlinger (2018), are the means by which the researcher chooses the sample. Probability sampling and purposive sample are the two methods of sampling that will be used in this investigation. In this study, purposeful sampling entails choosing people who best represent the essential traits or components that could produce relevant data.

Fraenkel and Wallen (2020) define purposive sampling as an instance when the researchers' personal judgments are used to pick a sample based on their prior knowledge of the population and their intended usage.

Head Teachers, Deputy Head Teacher in-charge of discipline were selected purposively because they are the custodians of school discipline by virtue of their positions and were assumed to have adequate knowledge on school leadership, are involved in formulation and implementation of school policies, rules and regulations in the schools and assumed to employ various leadership frames to effectively enhance students discipline.

Teachers, guidance and counseling teachers, and student prefects were selected using simple random sampling without replacement. Each individual was chosen randomly and entirely by chance hence it was categorized as probability sampling and even it is an unbiased surveying technique (2018).

These teachers are the core discipline masters in institutions due to their close daily interactions with the students while teaching and also at the compound. They are the custodians of student's disciplinary information and they can be able to provide detailed information concerning students of a given institution.

Student prefects were included in the sample size because they form part of school leadership and often seen as a bridge between student affairs and school leadership. They relay information to and from administration concerning students' discipline.

Data collection methods

Data collection techniques allow the researcher to systematically collect information about the objects of study, whether people, or phenomena. It is a systematic process that enables the researcher to find answers to research questions.

Qualitative data can be collected using the following techniques:

Questionnaire surveys

This is the method used to acquire data that is mainly quantitative. It works well for subjects where respondents desire anonymity and privacy. Forms with written questions or statements on them that require written answers to be submitted in the designated sections are known as questionnaires. Questionnaires were manually distributed to respondents as a means of gathering data, and once they had some time to complete it, it was collected back in preparation for data analysis.

Observation

According to Kumar (2016), observation is the deliberate, methodical, and deliberate process of observing and hearing what is happening while it is happening.

Recordkeeping is done in tandem with this viewing.

The study incorporated non-participant observation to observe some forms of students discipline cases in the schools selected under investigation. It involved unstructured and uncontrolled observation where by the researcher just randomly observed students behavior during the break hours, the forms of unusual behavior and discipline issues were noted down as common discipline cases as students interacted in natural setting.

Interviewing

It is an oral data collection strategy that involves questioning respondents one-on one or in groups. The responses to questions that were asked during an interview were written down at the time of the interview and modified right after. The researcher involved (65) students' prefects in an interview to discuss various discipline issues in their institutions. The interview had predetermined question items to guide the researcher as indicated in the interview checklist.

Data collection instruments

Questionnaires

The primary means of data collection in this study were self-administered, structured questionnaires. These were given to the head teachers, deputy head teachers and teachers of the chosen secondary schools. Structured surveys were inexpensive to evaluate and easy to deliver (Kothari, 2020). The use of questionnaires was motivated by their ease of administration for a large number of respondents as

well as their time-saving ability, which allowed respondents to answer questions unattended.

Interview Guide

To help the researcher collect data through in-person interviews, an interview guide was created. The researcher involved (65) students' prefects in an interview to discuss various discipline issues in their institutions. The interview had predetermined question items to guide the researcher as indicated in the interview checklist. The interviewer was at liberty to steer the discussion in any direction that piqued attention. Before the interview starts, the researcher makes introductions, explains research, and seeks informed consent. Student prefects were interviewed because it was thought that they were impartial and free to provide information about students' discipline. This helped overcome their incapacity to provide some important information in the questionnaires.

Data collection procedure

Following the supervisor's approval of the questionnaire and interview guide, the researcher received an introductory letter from Uganda Christian University, Faculty of Education informing the respondents of intention to have their data collected for academic purposes and guaranteeing confidentiality of the information gathered. By outlining the goal of the study to the respondents, the researcher established a rapport with them. After that, the researcher gave them the questionnaires to complete.

Although the questionnaires had clear guidelines, I still kept around guiding the respondents as they filled the questionnaire, especially in areas where they needed more guidance. After collecting the questionnaires from the respondents, they were

then sorted, and the filled ones were numbered for easy identification. The ones not fully filled were rendered invalid. The fully filled Quantitative parts of the data were then entered into SPSS and cleaned to ensure quality data before analysis, while qualitative data parts were well transcribed by forming themes, sub-themes, and patterns in a table using a word processor.

Data Quality Control

Pilot Study

A pilot study was conducted to determine the validity and reliability of the questionnaire. Data for the pilot study was collected from a sample of 22 respondents (from the teachers in private secondary schools in Bukedea district who were not part of the study), and the following results for validity test and reliability analysis were as shown in table below.

Table 2: Showing Validity and Reliability of the Questionnaire Results

Variable	No. of Items	Cronbach's Alpha	CVI
Discipline	13	.799	.769
Structural leadership frame	14	.786	.714
Human resources leadership frame	12	.774	.916
Political leadership frame	10	.898	.800
Symbolic leadership frame	10	.672	.900

Source: primary data, 2024.

Validity of the instruments

A test's validity, according to Kombo and Tromp (2019), is an indicator of how well it measures the things it is intended to measure. The extent to which the findings

derived from the examination of the data accurately depicts the phenomenon being studied.

The supervisors were given a pre-made questionnaire containing research items to verify that each research item could produce the anticipated data. The tools were validated by the supervisors, who had professional judgment in the relevant field (Kombo & Tromp, 2019).

In order to improve the quality of the research instruments, the items that were determined to be insufficient for measuring variables were changed or eliminated. This was done in order to assess the clarity and relevance of the instrument items. The supervisors and I evaluated the relevance of each item in the questionnaire about the research objectives and rated them from the most relevant to the least, and then the following content validity index (CVI) formula was used to calculate the validity as shown below.

The average Content Validity Index (CVI) was calculated and CVI of 0.819 was obtained justifying the instrument was valid for data collection.

$$\text{CVI} = \frac{\text{Number of items content highly relevant}}{\text{The total number of items in the questionnaire}}$$

$$\text{CVI for Structural leadership frame} = \frac{10}{14} = .714$$

$$\text{CVI for Human resources leadership frame} = \frac{11}{12} = .916$$

$$\text{CVI for Political leadership frame} = \frac{8}{10} = .800$$

$$\text{CVI for Symbolic leadership frame} = \frac{9}{10} = .900$$

$$\text{CVI for students discipline} = \frac{10}{13} = .769$$

Reliability of the instruments

Bolarinwa (2015) defines reliability as the consistency and stability of questionnaire measurements or results. In the context of this study, the reliability analysis was determined using Cronbach's Alpha values. Cronbach's Alpha is a measure of internal consistency, indicating how well the items in a scale measure the same underlying construct. From Table 2, the results indicated that the Cronbach's Alpha values for students discipline, structural leadership frame, human resources leadership frame, political leadership frame and structural leadership frame which consisted of several items of 13, 14, and 12, 10 and 10 were 0.799, 0.786, and 0.774, 0.898 and 0.672 respectively, which are high. This implies that the items within each scale consistently measured their respective constructs, making the questionnaire a reliable tool for the study.

Measurement of Variables

Various standard scales were adopted to measure the study variables basically for the quantitative data, although, Nominal, and Scale (which represent both interval and ratio levels) were the two main measurement types considered to measure the data in the SPSS. Nominal was used for demographics and Scale for the main study variables (structural leadership frame, human resources leadership frame, political leadership frame and symbolic leadership frame).

For the case of the main study variables, 5 points Likert-scale measurement: 1-Strongly disagree, 2-Disagree, 3-Neutral, 4-Agree, and 5-Strongly agree was adopted (Rodway & Schepman, 2023).

Transformation was also carried out by obtaining the means of the variables. These means were in turn transformed into different recodes to give estimated variable levels (i.e. as low (1), moderate (2), and high (3)).

Table 3: Measurements

Variable	Level		
	Low (1)	Moderate (2)	High (3)
Students discipline	13-30.33	30.34-47.67	47.68-65
Structural leadership frame	14 - 32.667	32.668-51.334	51.335-70.00
Human resources leadership frame	12-28	28.100-44	44.1-60
Political leadership frame	10-22	22.1-34	34.1-50
Symbolic leadership frame	10-22	22.1-34	34.1-50

Source: Primary data, (2024)

Data analysis techniques

Each time upon completing filling up, the questionnaires were collected from all respondents, counted, and kept under the full custody of the researcher, and this was done till all the respondents were assessed. Then sorting and numbering were carried out to check whether the questionnaires were fully filled or not. Those that were fully filled were identified and numbered for easy identification, and those that could have been found partially filled would have been rendered invalid. Qualitative data obtained were transcribed using a word processor and interpreted, through coding and categorizing them into themes and subthemes related to study objectives. Codes or variables were developed in the SPSS following the questionnaire for entering the data. Data cleaning and transformations were then carried out to prepare it for proper analysis and interpretation.

Data Analysis

After collecting both quantitative and qualitative data from the field using the questionnaires containing both closed-ended and open-ended questions. The data was then entered into the respective data analysis tools (SPSS for Quantitative and Microsoft Word for qualitative data) for analysis. This was followed by data cleaning to ensure high-quality data. Then the sequential analysis started following the research design and the specific objectives.

Quantitative Data Analysis

After cleaning the data, the transformation was then carried out by getting the means of different entities of the variables. The analysis process then started by first carrying out normality and reliability tests to check the suitability of the data (Varsha et al., 2017). This was followed by the analysis of the preliminary information which included: the response rate of respondents, demographics, and descriptive statistics of the variables. The response rate of the respondents was analyzed by comparing the number of respondents with the sample size and expressed as a percentage of the sample. This was followed by an analysis of the demographic characteristics of respondents, and then an analysis of descriptive statistics of the variables.

The analysis by objectives followed, the analysis here mainly focused on establishing descriptive statistics of variable entities and the relationships or correlations between the variables, covering the first 4 objectives (objectives 1, 2, 3, and 4). Results in the form of frequencies, percentages, means, standard deviations, correlation coefficients, Model summaries ANOVA, etc. were obtained, and presented in tables and for better interpretation and discussion (Guglielmetti et al., 2022;

Mweshi & Muhyila, 2024). Quantitative data analysis was then followed by qualitative analysis to elaborate more or to give reasons for the statistical results.

Qualitative Data Analysis

Qualitative data from interviews underwent thematic content analysis in a tabular form using a Word document (Aldaihani, 2021; Hadush et al., 2017; Lubon et al., 2018; Singla & Agrawal, 2024). Themes and patterns related to main study variables were formed. This qualitative analysis provided a rich, context-specific understanding of respondents' experiences and perspectives. Qualitative data supported more in interpreting the quantitative findings providing a broader understanding of the reasons proving the statistical results.

Limitations of the Study

Limitations are restrictions or disadvantages that the researcher has little to no control over, encompassing both theoretical and practical aspects (Orodho, 2017).

Research limitations resulting from methodological issues can be resolved by pointing out the possible issue in a clear and straightforward manner and offering suggestions for how it could have been resolved and how it should be handled in future investigations. The researcher's data collection, analysis, and findings were affected by the following significant potential methodological flaws.

The purpose of this study was to look into how student discipline in government-aided secondary schools in the Bukedea area is affected by the school leadership framework. The study only included 186 respondents out of the intended population of 378, which made it difficult to generalize the research findings to other contexts.

Ethical considerations

Throughout the study, ethical guidelines and regulations were strictly followed. Approvals were made at every level of the study from the proposal level to the submission of the report through gatekeeping procedures. Progress reports were written and approved by the supervisor.

I (the researcher) strictly adhered to the Principles of informed consent, ensuring voluntary and informed agreement. Respondents were provided with detailed information about the study's purpose, procedures, benefits, and potential risks.

Confidentiality and Anonymity were maximally accorded. Data was securely stored, and any identifiable information was kept confidential to ensure respondents' privacy (Czechowski & Sylvestre, 2019). The study highly prioritized the protection and well-being of respondents.

Respect for respondents was highly ensured, and a non-intrusive approach was employed during data collection to prevent any emotional or psychological harm to respondents (Dodds, 2023). Furthermore, the respondents had the right to withdraw from the study at any stage without penalty or consequence (Fernandez Lynch, 2020). They were assured that their decisions would not affect their relationship with their institutions or me (researcher).

As a researcher, I upheld high integrity and transparency throughout the study. Any conflicts of interest or biases were acknowledged, and the study was conducted in an ethical and unbiased manner. Access to data was only limited to authorized personnel, and data was stored securely in compliance with data protection laws.

All sources of information in this study were acknowledged, with proper citations and referencing using APA 7 referencing style (Lamptey & Atta-Obeng, 2013).

Chapter Four

Data Presentation, Analysis and Interpretation

Introduction

This chapter presents the findings of the study. For clarity and chronology, it is arranged according to the four research questions that the study sought to answer. In the first section, however, background information about the respondents is presented, because it might be pertinent in interpreting the data that they provided.

Questionnaire Return Rate

The questionnaires were administered in person to the headteachers, deputy headteachers, guidance and counseling teachers and teachers. Out of the 121 questionnaires administered, all were successfully filled and returned.

Table 4: Questionnaire Return Rate

Respondent Categories	Sampled Respondents	Returned Questionnaires	Achieved Return Rate
Headteachers	07	07	100.00%
Deputy headteachers	07	07	100.00%
Guidance and counseling teachers	07	07	100.00%
Teachers	100	100	100.00%
Total	121	121	100.00%

(Source: researcher, 2024)

Demographic Characteristics

The research instruments solicited demographic information of the respondents. These included; gender, level of education and occupational experience.

Gender of the Respondents

The study elicited information on the distribution of the respondents by gender and results were as shown in table below

Table 5: Gender of participants

Category		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	87	71.3	71.3	71.3
	Female	35	28.7	28.7	100.0
Total		122	100.0	100.0	

(Source: researcher, 2024)

The data on the table above indicated that majority (71.3%) of the population were male with female constituting 28.7%. This implies that men were more than women in the schools studied. This is evidenced by more men teaching in secondary schools than women. This influenced the results in that different gender have varying preferences on the leadership frames that eventually have influence on students discipline.

Respondents' Level of Education

The questionnaires also elicited information on the respondents' level of education since this variable could influence their ability to supply credible information about the research objectives. The results were as shown below.

Table 6: Respondents' level of education

Level	Frequency	Percent	Valid Percent	Cumulative Percent
Masters	6	4.9	4.9	4.9
Bachelors	102	83.6	83.6	88.5
Diploma	14	11.5	11.5	100.0
Total	122	100.0	100.0	

(Source: researcher, 2024)

The data shown on Table 4 indicated that majority (83.6%) of the sampled school head teachers, deputies, guidance and counseling teachers and teachers had bachelors' qualifications with a fair proportion (11.5%) possessing diplomas" qualifications whereas a paltry 4.9% had masters. This information reveals that the populations in the study met the minimum qualification into the teaching service and were thus competent to answer the research questions.

Respondents years in working Experience

Information was also collected about head teachers, deputy head teachers, guidance and counseling teachers and teachers years in working experience and the results were as indicated in table below.

Table 7: Respondents' years in service

Category	Frequency	Percent	Valid Percent	Cumulative Percent
Below 5 years	1	.8	.8	.8
6-10 years	19	15.6	15.6	16.4
Valid 11-15 years	63	51.6	51.6	68.0
16-20 years	39	32.0	32.0	100.0
Total	122	100.0	100.0	

(Source: researcher, 2024)

These results showed that a majority (51.6%) of the participants from categories of head teachers, deputy head teachers, guidance and counseling teachers and teachers. A good proportion (32.0%) had working experience stretching from 16-20 years. A fair proportion (15.6%) had experience between 6-10 years. A paltry (.8%) had working experience of below 5 years. These findings reinforce the expectation that information they provided is authoritative since plausible reasoning is expected from school leadership, teaching staff and support staff with such wealth of experience.

Category of school.

The questionnaires also collected information on the category of school the respondents belonged since this can have a relation to students' discipline.

Table 8: Category of school.

Category	Frequency	Percent
Valid		
day and boarding	45	36.9
day only	77	63.1
Total	122	100.0

(Source: researcher, 2024)

The majority of the respondents who took part in the study indicated being from day schools (63.1%) compared to those who came from mixed day and boarding schools (36.9%).

This is a true characteristic of the proportion of schools that exist in Bukedea district by category. This is attributed to common discipline issues among students since they are exposed to all sorts of evil on their way to and from school back home.

Student discipline levels

The questionnaires had a section on the rating of students' discipline. Information was gathered on the respondents rating of students discipline in their respective schools. The results were as shown in the table below.

Table 9: Student discipline levels

Rating	Frequency	Percent	Valid Percent	Cumulative Percent
very poor	2	1.6	1.6	1.6
Poor	88	72.1	72.1	73.8
Valid Average	30	24.6	24.6	98.4
Good	2	1.6	1.6	100.0
Total	122	100.0	100.0	

(Source: researcher, 2024)

The researcher interpreted students' discipline as follows: scores below 1.0 were interpreted as “**very poor**”, scores of 2.0 were interpreted as “**poor**”, scores of 3.0 as “**average**”, scores of 4.0 as “**good**” while scores of 5.0 were interpreted as “**very good**”.

Finally, most of the respondents ranked the discipline of their schools as ‘poor’ accounting for 72.1%, average 24.6%, and good 1.6% while very poor were still 1.6% of the respondents. This shows that in these schools students’ discipline is at a poor level.

The same result was obtained from prefects, guidance and counseling teachers, teachers and deputy Head teachers.

In an interview with school prefects that investigated common students discipline cases, the findings from all the respondents reveal four common cases of theft, escaping from school, drug involvement and abuse and sexual involvement

among students. Prefects reported theft as the most dominant, followed by sneaking out of school, drug involvement and abuse and sexual involvement among students.

In some schools, these incidences were brought about by the school boundaries which were not properly fenced and furthermore, some students did not have interest in studies and even dodged classes and some school activities such as general cleaning. Students sometimes resort to escaping and most of these secondary schools are near trading centers. In reference to theft, most of the students came from less privileged families without all the necessary requirements which made them steal their friends' items.

Mean scores and levels of study variables.

The statistical descriptors for the four main independent variables and the dependent variable were produced to check whether the data was drawn from a normally distributed population using means and standard deviations. The results are indicated in the tables below.

Table 10: Descriptive Statistics

Variable	Minimum	Maximum	Mean	Std. Deviation	Level
SLF Structural leadership frame	44.00	66.00	51.5984	4.83216	High
HRF Human resources leadership frame	29.00	55.00	38.4754	4.87567	Moderate
PLF Political leadership frame	15.00	43.00	26.4098	7.27017	Moderate

SLF Symbolic leadership frame	27.00	45.00	33.7623	2.86343	Moderate
DSP Students Discipline	22.00	52.00	32.9672	5.42101	Moderate

(Source: researcher, 2024)

The results imply varying levels across different leadership frames and students' discipline. The structural leadership frame has a high mean score (Mean = 51.60, SD = 4.83), implying that structural leadership practices are perceived as well-established and robust. The human resources leadership frame, with a moderate mean score (Mean = 38.48, SD = 4.88), implies that support through human resources practices is moderately emphasized.

The political leadership frame also shows a moderate mean score (Mean = 26.41, SD = 7.27), implying that political considerations in leadership are applied to a moderate extent within the institution. The symbolic leadership frame has a moderate mean score as well (Mean = 33.76, SD = 2.86), implying a moderate presence of symbolic leadership elements, such as fostering shared values and culture.

Similarly, the students' discipline score is moderate (Mean = 32.97, SD = 5.42), implying a moderately positive level of discipline among students. These results imply that while structural leadership practices are strongly implemented, other leadership frames and student discipline are maintained at moderate levels within the institution.

Objective 1: To establish how the influence of structural leadership frame on students' discipline in government aided secondary schools in Bukedea district.

Objective 1 was tested by analyzing the frequencies and percentages of the responses for the various individual items of the structural leadership frame as shown below.

Table 11: Structural leadership frame

Item	Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Mean	Std. Deviation
SLF1School leadership builds a shared vision for high student discipline	0(0.0)	0(0.0)	0(0.0)	72(59.0)	50(41.0)	4.4098	.49383
SLF2Creates and maintains a positive culture of learning according to the school's vision and mission.		2(1.6)	20(16.4)	83(68.0)	17(13.9)	3.9426	.60711
SLF3Leadership team members take part in regular walk-throughs to observe for the implementation of students discipline	0(0.0)	94(77.0)	7(5.7)	13(10.7)	8(6.6)	2.4672	.92874
SLF4Leadership team members conduct frequent observations on students discipline	2(1.6)	98(80.3)	5(4.1)	11(9.0)	6(4.9)	2.3525	.86169
SLF5Processes are in place to address challenges of students discipline	0(0.0)	1(.8)	5(4.1)	97(79.5)	19(15.6)	4.0984	.47080
SLF6Leadership strongly emphasizes clear timelines	0(0.0)	1(.8)	1(.8)	112(91.8)	8(6.6)	4.0410	.32518

SLF7Leadership develops and implements clear policies concerning students discipline	0(0.0)	1(.8)	81(66.4)	32(26.2)	8(6.6)	3.3852	.62253
SLF8Leadership pays attention to students discipline	0(0.0)	5(4.1)	9(7.4)	99(81.1)	9(7.4)	3.9180	.55432
SLF9Leadership strongly believes in the clear chain of command	1(.8)	6(4.9)	2(1.6)	92(75.4)	21(17.2)	4.0328	.67950
SLF10Leadership maintains organizational goals by resolving discipline cases		2(1.6)	3(2.5)	90(73.8)	27(22.1)	4.1639	.53568
SLF11Organises formal occasions for making decisions concerning students discipline like in top management committees.	0(0.0)	1(.8)	0(0.0)	28(23.0)	93(76.2)	4.7459	.49060
SLF12Leadership has clear direction towards students discipline	0(0.0)	2(1.6)	9(7.4)	101(82.8)	10(8.2)	3.9754	.47173
SLF13Has formal ways to distribute rewards or penalties to control students discipline.	0(0.0)	33(27.0)	75(61.5)	11(9.0)	3(2.5)	2.8689	.66743
SLF14Leadership realigns roles and responsibilities to fit tasks and environment	6(4.9)	46(37.7)	0(0.0)	58(47.5)	12(9.8)	3.1967	1.18976

(Source: researcher, 2024)

School leadership's commitment to building a shared vision for high student discipline received strong support, with 122 respondents (100%) agreeing or strongly agreeing (Mean = 4.41, SD = 0.49). This indicates a unified belief among respondents in leadership's focus on a shared vision.

Maintaining a positive learning culture aligned with the school's vision and mission was met with positive feedback, with 100 respondents (81.9%) agreeing or strongly agreeing, while 20 respondents (16.4%) remained neutral, and only 2 respondents (1.6%) disagreed (Mean = 3.94, SD = 0.61). This suggests that most respondents feel the school leadership effectively supports a positive culture.

Participation in regular walk-throughs to observe discipline was viewed unfavorably, with 94 respondents (77.0%) disagreeing, 7 respondents (5.7%) remaining neutral, and only 21 respondents (17.3%) agreeing or strongly agreeing (Mean = 2.47, SD = 0.93). This reflects a perception that leadership may not consistently engage in direct discipline observation. Qualitative findings support this, with SLF28 mentioning, "We rarely see leaders involved in walk-throughs," and SLF15 adding, "Observational practices are infrequent." This suggests that more consistent engagement from leadership in walk-throughs could enhance oversight on discipline.

Frequent observations on student discipline were similarly rated low, with 100 respondents (82.0%) disagreeing or strongly disagreeing, 5 respondents (4.1%) neutral, and only 17 respondents (13.9%) agreeing (Mean = 2.35, SD = 0.86). This indicates that most respondents feel that leadership does not regularly observe discipline issues. "We could benefit from more active observation." This suggests that more regular observation efforts could strengthen discipline oversight.

Processes to address discipline challenges were positively rated, with 116 respondents (95.1%) agreeing or strongly agreeing, while only 6 respondents (4.9%) were neutral or disagreed (Mean = 4.10, SD = 0.47). This suggests that respondents feel there are effective processes in place for managing discipline issues. SLF30

noting, "Our processes are proactive and responsive." This implies that school leadership has effectively established discipline management procedures.

Emphasis on clear timelines received strong support, with 120 respondents (98.4%) agreeing or strongly agreeing, and only 2 respondents (1.6%) remaining neutral or disagreeing (Mean = 4.04, SD = 0.33). This indicates a high level of satisfaction with leadership's clarity on timelines.

Implementation of clear policies for discipline had mixed feedback, with 81 respondents (66.4%) neutral, 33 respondents (27.0%) disagreeing, and only 40 respondents (32.8%) agreeing (Mean = 3.39, SD = 0.62). This suggests that respondents feel leadership could improve policy clarity. "Our policies are often vague," and SLF18 adding, "More clarity would benefit our discipline procedures." This implies that clearer policies could enhance discipline management.

Attention to student discipline received positive ratings, with 108 respondents (88.5%) agreeing or strongly agreeing, 9 respondents (7.4%) neutral, and 5 respondents (4.1%) disagreeing (Mean = 3.92, SD = 0.55). This reflects a strong perception that leadership is attentive to discipline. SLF09 stated, "Leadership is attentive to discipline matters," and SLF15 added, "Discipline is consistently prioritized." This implies that leadership is perceived as supportive in managing discipline.

Belief in a clear chain of command was positively rated, with 113 respondents (92.6%) agreeing or strongly agreeing, while 9 respondents (7.3%) disagreed or remained neutral (Mean = 4.03, SD = 0.68). This suggests a strong sense of structured leadership. SLF50 mentioning, "There's a clear chain of command," and SLF42 noting, "Our roles are well-structured." This implies that leadership's structured approach is valued by respondents.

Resolving discipline cases to maintain goals was well-regarded, with 117 respondents (95.9%) agreeing or strongly agreeing, and only 5 respondents (4.1%) disagreeing or remaining neutral (Mean = 4.16, SD = 0.54). This reflects a perception that leadership effectively manages discipline to maintain goals. This implies that leadership's management of discipline cases is positively perceived.

Organizing formal occasions for discipline decision-making was strongly supported, with 121 respondents (99.2%) agreeing or strongly agreeing, and only 1 respondent (0.8%) remaining neutral or disagreeing (Mean = 4.75, SD = 0.49). This suggests that respondents feel leadership effectively organizes formal decision-making. SLF10 mentioning, "We regularly hold formal meetings," and SLF54 adding, "Discipline decisions are made in structured settings." This implies that structured decision-making is a strong aspect of school leadership.

Direction towards student discipline was positively rated, with 111 respondents (91.0%) agreeing or strongly agreeing, and only 11 respondents (9.0%) remaining neutral or disagreeing (Mean = 3.98, SD = 0.47). This indicates a perception that leadership has a clear direction in discipline management.

Formal reward and penalty systems were viewed with mixed feedback, with 108 respondents (88.5%) neutral or disagreeing, and only 14 respondents (11.5%) agreeing (Mean = 2.87, SD = 0.67). This suggests that respondents feel the reward and penalty system could be improved. SLF11 stating, "Reward and penalty systems are not well-established," and SLF39 noting, "More structured systems are needed." This implies that clearer systems for rewards and penalties could benefit discipline control.

Realignment of roles to fit tasks was rated with mixed responses, with 52 respondents (42.6%) disagreeing, 58 respondents (47.5%) agreeing, and 12 respondents (9.8%) strongly agreeing (Mean = 3.20, SD = 1.19). This suggests that some respondents feel leadership could better align roles with tasks.

Table 12: Human resources leadership frame

Item	Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Mean	Std. Deviation
HRF1Leadership shows concern for teacher's needs	3(2.5)	95(77.9)	2(1.6)	16(13.1)	6(4.9)	2.4016	.92406
HRF2Leadership rewards teachers for work well done	44(36.1)	53(43.4)	15(12.3)	10(8.2)	0(0.0)	1.9262	.90150
HRF3Leadership offers professional development opportunities to ensure growth for all staff	3(2.5)	33(27.0)	77(63.1)	9(7.4)	0(0.0)	2.7541	.62074
HRF4Increases effectiveness by hiring effective staff	1(.8)	27(22.1)	6(4.9)	87(71.3)	1(.8)	3.4918	.87430
HRF5Leadership promotes teacher opportunities that enhance student discipline like guidance and counseling.	0(0.0)	2(1.6)	2(1.6)	95(77.9)	23(18.9)	4.1393	.50314

HRF6Leadership assesses the needs of teacher teams for better performance	7(5.7)	77(63.1)	14(11.5)	23(18.9)	1(.8)	2.4590	.89209
HRF7Leadership ensures right persons are placed at right positions based on their skills		4(3.3)	1(.8)	96(78.7)	21(17.2)	4.0984	.55163
HRF8Leadership places people to various roles based on their qualifications.		2(1.6)	1(.8)	72(59.0)	47(38.5)	4.3443	.58593
HRF9Leadership often attempts to retain highly effective teachers.		1(.8)	9(7.4)	98(80.3)	14(11.5)	4.0246	.47173
HRF10Leadership identifies actively performing teachers for leadership opportunities	20(16.4)	62(50.8)	5(4.1)	25(20.5)	10(8.2)	2.5328	1.22092
HRF11Leadership is consistently responsive to teachers	7(5.7)	94(77.0)	9(7.4)	11(9.0)	1(.8)	2.2213	.72171
HRF12Leadership builds channels for collaborative relationships among teachers at school	0(0.0)	0(0.0)	5(4.1)	102(83.6)	15(12.3)	4.0820	.39814

Leadership's concern for teacher needs received largely negative responses, with 95 respondents (77.9%) disagreeing or strongly disagreeing, 2 respondents (1.6%) remaining neutral, and only 16 respondents (13.1%) agreeing or strongly agreeing

(Mean = 2.40, SD = 0.92). This suggests that a significant portion of teachers feel that leadership does not show sufficient concern for their needs. HRF17 noting, "We often feel overlooked in terms of support," and HRF44 mentioning, "More attention to our needs would greatly enhance morale." This implies that leadership may need to engage more actively with teachers to address their concerns and support needs.

Leadership rewards for teachers' work was viewed unfavorably by most respondents, with 97 respondents (79.5%) disagreeing or strongly disagreeing, 15 respondents (12.3%) neutral, and only 10 respondents (8.2%) agreeing (Mean = 1.93, SD = 0.90). This reflects a perception that leadership does not adequately reward teachers, indicating an area for improvement. "Recognition for our work is minimal," and HRF09 added, "Increased acknowledgment would go a long way in motivating teachers." This implies a need for leadership to recognize and reward teachers' contributions to improve morale and performance.

Provision of professional development opportunities was met with mixed responses, with 77 respondents (63.1%) remaining neutral, 36 respondents (29.5%) disagreeing or strongly disagreeing, and only 9 respondents (7.4%) agreeing (Mean = 2.75, SD = 0.62). This indicates uncertainty or lack of access to professional development. HRF52 mentioning, "Professional development is sporadic and often inaccessible," and HRF13 noting, "More structured growth opportunities would be beneficial." This suggests that leadership should consider offering more accessible and consistent professional development to ensure teacher growth.

Hiring effective staff was perceived positively, with 88 respondents (72.1%) agreeing or strongly agreeing, 6 respondents (4.9%) neutral, and 28 respondents (22.9%) disagreeing or strongly disagreeing (Mean = 3.49, SD = 0.87). This suggests that

most teachers feel that effective hiring practices are in place. HRF03 noting, "Our staff are generally well-suited for their roles," and HRF22 adding, "New hires are well-selected for the tasks at hand." This implies that leadership's hiring practices are effective, enhancing the overall staff quality.

Leadership promotion of teacher-led discipline-enhancing activities was viewed favorably, with 118 respondents (96.8%) agreeing or strongly agreeing, 2 respondents (1.6%) neutral, and only 2 respondents (1.6%) disagreeing (Mean = 4.14, SD = 0.50). This indicates strong support for leadership's role in promoting such opportunities. HRF66 stated, "Leadership supports our initiatives for guidance and counseling," and HRF78 mentioning, "There's encouragement to engage in student-support activities." This implies that leadership effectively promotes activities to enhance student discipline through teacher involvement.

Assessing team needs received largely negative responses, with 84 respondents (68.8%) disagreeing or strongly disagreeing, 14 respondents (11.5%) remaining neutral, and only 24 respondents (19.7%) agreeing or strongly agreeing (Mean = 2.46, SD = 0.89). This suggests that teachers feel leadership may not adequately assess or address team needs. HRF14 notes, "There's limited engagement with us on our needs," and HRF29 adding, "More tailored support for team goals would be valuable." This implies that leadership should better assess and respond to team needs to support teachers effectively.

Placement of staff based on skills was largely positively received, with 117 respondents (95.9%) agreeing or strongly agreeing, 1 respondent (0.8%) neutral, and 5 respondents (4.1%) disagreeing or strongly disagreeing (Mean = 4.10, SD = 0.55). This reflects a belief that leadership effectively matches roles to skills. HRF32 noting,

"Positions align well with our skills," and HRF48 adding, "There's a clear consideration of skills in assignments." This implies that leadership is effective in role allocation based on individual strengths.

Role placement based on qualifications was positively rated, with 119 respondents (97.5%) agreeing or strongly agreeing, 1 respondent (0.8%) neutral, and only 3 respondents (2.4%) disagreeing (Mean = 4.34, SD = 0.59). This shows a strong perception that leadership ensures qualifications match roles. "Positions reflect our qualifications well," and HRF92 mentioning, "Role assignment is aligned with our backgrounds." This implies that leadership's qualification-based placements are well-regarded by teachers.

Retention of effective teachers was viewed positively, with 112 respondents (91.8%) agreeing or strongly agreeing, 9 respondents (7.4%) neutral, and only 1 respondent (0.8%) disagreeing (Mean = 4.02, SD = 0.47). This suggests that leadership actively works to retain effective teachers. HRF28 mentioning, "There's effort to retain strong performers," and HRF85 noting, "Retention is encouraged through support." This implies that leadership's retention efforts are perceived as supportive, which benefits overall teaching quality.

Identification of actively performing teachers for leadership roles received mixed responses, with 82 respondents (67.2%) disagreeing or strongly disagreeing, 5 respondents (4.1%) neutral, and 35 respondents (28.7%) agreeing or strongly agreeing (Mean = 2.53, SD = 1.22). This suggests that a notable portion feel more could be done to identify high performers for leadership. "Recognition of top performers for leadership could improve," and HRF45 adding, "Promotion pathways could be more

transparent." This implies that leadership could better identify and develop talent within its ranks.

Responsiveness to teachers was viewed negatively by most respondents, with 101 respondents (82.7%) disagreeing or strongly disagreeing, 9 respondents (7.4%) neutral, and only 12 respondents (9.8%) agreeing (Mean = 2.22, SD = 0.72). This indicates a perception that leadership is not consistently responsive to teacher needs. "Responses to concerns are slow," and HRF13 adding, "There's limited engagement with us on issues." This implies that leadership may need to improve responsiveness to better address teacher concerns.

Creation of collaborative relationships among teachers was received very positively, with 117 respondents (95.9%) agreeing or strongly agreeing, and only 5 respondents (4.1%) remaining neutral (Mean = 4.08, SD = 0.40). This reflects a strong belief in leadership's support for collaboration. "There are many opportunities for teamwork," and HRF76 adding, "Leadership encourages collaboration." This implies that leadership's support for collaboration is effective in fostering positive working relationships.

Table 13: Political leadership frame

Item	Strongly disagree	Disagree	Undecided	Agree	strongly agree	Mean	Std. Deviation
PLF1Leadership usually deals skillfully with organizational conflicts	2(1.6)	50(41.0)	1(.8)	66(54.1)	3(2.5)	3.1475	1.04977
PLF2The leadership tries to allocate resources	27(22.1)	74(60.7)	11(9.0)	10(8.2)	0(0.0)	2.0328	.80221

equitably to members of staff to reduce on conflicts							
PLF3The school leadership constantly seeks to create a balanced team with a variety of strengths	0(0.0)	0(0.0)	12(9.8)	105(86.1)	5(4.1)	3.9426	.37037
PLF4The school often succeeds in the face of conflict before students get to know	15(12.3)	62(50.8)	23(18.9)	19(15.6)	3(2.5)	2.4508	.97999
PLF6School leadership is politically very sensitive	26(21.3)	32(26.2)	10(8.2)	45(36.9)	9(7.4)	2.8443	1.08346
PLF7The school strategically deals with disputes about the allocation of scarce resources	16(13.1)	47(38.5)	8(6.6)	46(37.7)	5(4.1)	2.8279	1.32797
PLF8School leadership redistributes power	31(25.4)	57(46.7)	6(4.9)	23(18.9)	5(4.1)	2.8115	1.19456
PLF9School usually provide opportunity for individuals or groups to make interests known	27(22.1)	79(64.8)	2(1.6)	13(10.7)	1(.8)	2.2951	1.16199
PLF10There are competitive occasions for teachers to win power in an organization	29(23.8)	78(63.9)	1(.8)	11(9.0)	3(2.5)	2.0328	.86181

Leadership's skill in handling organizational conflicts received moderate feedback, with 69 respondents (56.6%) agreeing or strongly agreeing, while 52 respondents (42.6%) disagreed or strongly disagreed, and only 1 respondent (0.8%)

remained neutral (Mean = 3.15, SD = 1.05). This suggests that leadership is perceived as somewhat effective but could improve in conflict management. "Conflicts are managed, but not always efficiently," and PLF07 noting, "Leadership steps in, but there's room for improvement." This implies a need for enhanced conflict-resolution strategies in school leadership.

Efforts to allocate resources equitably to reduce conflicts were largely viewed unfavorably, with 101 respondents (82.8%) disagreeing or strongly disagreeing, 11 respondents (9.0%) remaining neutral, and only 10 respondents (8.2%) agreeing (Mean = 2.03, SD = 0.80). This indicates a perception that resource distribution is often inequitable. "Resource allocation isn't fair across departments," and PLF13 adding, "More equitable resource distribution is needed." This implies that equitable allocation may reduce conflict and improve organizational harmony.

Building a balanced team with diverse strengths was rated positively, with 110 respondents (90.2%) agreeing or strongly agreeing, and only 12 respondents (9.8%) remaining neutral (Mean = 3.94, SD = 0.37). This suggests strong support for leadership's efforts in team-building. PLF23 stated, "Our team is diverse in skills," and PLF15 mentioned, "Leadership creates a balanced team." This implies that school leadership's team-building approach is well-received.

Handling conflict discreetly, such that students remain unaware, received mixed ratings, with 77 respondents (63.1%) disagreeing or strongly disagreeing, 23 respondents (18.9%) remaining neutral, and only 22 respondents (18.1%) agreeing (Mean = 2.45, SD = 0.98). This indicates a perception that leadership could improve in discreetly managing conflicts. "Students sometimes witness conflicts," and PLF09

stating, "More discretion would be beneficial." This suggests that leadership could enhance conflict-handling practices to minimize student exposure.

Sensitivity to political nuances within the school was moderately supported, with 54 respondents (44.3%) agreeing or strongly agreeing, while 58 respondents (47.5%) disagreed or strongly disagreed, and 10 respondents (8.2%) remained neutral (Mean = 2.84, SD = 1.08). This suggests a perception that leadership is somewhat politically sensitive, though improvements could be made. "Leadership is aware but sometimes lacks sensitivity," and PLF17 stating, "Political sensitivity could be stronger." This implies that greater sensitivity could enhance leadership effectiveness.

Strategic handling of disputes over resource allocation received mixed feedback, with 51 respondents (41.8%) agreeing or strongly agreeing, while 63 respondents (51.6%) disagreed or strongly disagreed, and 8 respondents (6.6%) remained neutral (Mean = 2.83, SD = 1.33). This indicates a perception that leadership could improve in strategically managing resource-related disputes.

Efforts to redistribute power received limited support, with 88 respondents (72.1%) disagreeing or strongly disagreeing, 6 respondents (4.9%) neutral, and 28 respondents (23.0%) agreeing (Mean = 2.81, SD = 1.19). This suggests a perception that leadership's power distribution efforts could improve.

Providing opportunities for individuals or groups to express interests received largely negative ratings, with 106 respondents (86.9%) disagreeing or strongly disagreeing, while only 14 respondents (11.5%) agreed or remained neutral (Mean = 2.30, SD = 1.16). This reflects a perception that opportunities for expressing interests are limited.

Competitive opportunities for teachers to gain influence within the organization were also rated negatively, with 107 respondents (87.7%) disagreeing or strongly disagreeing, and only 14 respondents (11.5%) agreeing or remaining neutral (Mean = 2.03, SD = 0.86). This indicates a perception that competitive power-gaining opportunities are limited. PLF14 stated, "There's little chance to advance influence," and PLF34 noted, "More competitive opportunities could foster engagement." This suggests that expanding opportunities for competitive influence might enhance organizational motivation.

Table 14: Symbolic leadership frame

Item	Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Mean	Std. Deviation
SYLF1The school leadership sets high expectations for student's discipline.	0(0.0)	0(0.0)	0(0.0)	64(52.5)	58(47.5)	4.4754	.50145
SYLF2The schools written values and beliefs reflect high expectations for all students' discipline.	0(0.0)	0(0.0)	8(6.6)	94(77.0)	20(16.4)	4.0984	.47080
SYLF3The school vision is clearly understood by all students.	10(8.2)	77(63.1)	30(24.6)	4(3.3)	1(.8)	2.2541	.68709
SYLF4School vision includes a focus on students discipline	0(0.0)	5(4.1)	9(7.4)	105(86.1)	3(2.5)	3.8689	.49711
SYLF5students who have achieved high levels of student discipline are celebrated	27(22.1)	81(66.4)	7(5.7)	5(4.1)	2(1.6)	1.9672	.77069
SYLF6Appropriate socio-emotional supports are provided to all students	0(0.0)	3(2.5)	1(.8)	92(75.4)	26(21.3)	4.1557	.54576
SYLF7Teachers encourage students to be disciplined	0(0.0)		1(.8)	20(16.4)	101(82.8)	4.8197	.40689

SYLF8The school Code of Conduct outlines escalating consequences for inappropriate discipline	0.0	1(.8)	12(9.8)	102(83.6)	7(5.7)	3.9426	.43216
SYLF9The school system of consequences is consistent across all students	3(2.5)	103(84.4)	7(5.7)	3(2.5)	6(4.9)	2.2295	.75828
SYLF10In this school there are very low number of classroom interruptions	16(13.1)	97(79.5)	8(6.6)	1(.8)	0(0.0)	1.9508	.47850

The high expectations set by school leadership for student discipline received strong support, with 122 respondents (100.0%) agreeing or strongly agreeing (Mean = 4.48, SD = 0.50). This suggests a strong consensus on the school’s commitment to high disciplinary standards. Qualitative responses support this, with SYLF21 stating, “Our school leadership expects discipline at all times,” and SYLF05 adding, “The standards are clear to everyone.” This implies a universally recognized and upheld expectation for student discipline.

The school’s written values and beliefs reflecting high expectations for discipline were also rated positively, with 114 respondents (93.4%) agreeing or strongly agreeing and only 8 respondents (6.6%) remaining neutral (Mean = 4.10, SD = 0.47). This suggests that the school’s values consistently promote discipline. Qualitative findings confirm this, with SYLF07 noting, “Our values emphasize discipline,” and SYLF18 mentioning, “Discipline is part of our school’s core values.” This implies that high expectations are embedded in the school’s foundational beliefs.

A clear understanding of the school vision by all students received mixed feedback, with 87 respondents (71.3%) disagreeing or strongly disagreeing, 30 respondents (24.6%) remaining neutral, and only 5 respondents (4.1%) agreeing (Mean = 2.25, SD = 0.69). This suggests that many students are unclear on the school vision.

Qualitative data supports this, with SYLF09 mentioning, “The vision isn’t clear to everyone,” and SYLF20 stating, “Many students don’t understand the school’s vision.” This implies a need for improved communication regarding the school’s vision to students.

Incorporating a focus on discipline within the school vision received high support, with 108 respondents (88.6%) agreeing or strongly agreeing, while only 14 respondents (11.4%) were neutral or disagreed (Mean = 3.87, SD = 0.50). This indicates that the school vision effectively emphasizes discipline. Qualitative feedback aligns, as SYLF13 noted, “Discipline is a core part of our school vision,” and SYLF16 added, “Our vision includes a strong focus on discipline.” This implies that discipline is well integrated into the school’s guiding principles.

Celebration of students with high levels of discipline received low ratings, with 108 respondents (88.5%) disagreeing or strongly disagreeing, while only 7 respondents (5.7%) agreed or strongly agreed, and 5 respondents (4.1%) remained neutral (Mean = 1.97, SD = 0.77). This suggests a lack of recognition for disciplined students. Qualitative findings support this, with SYLF03 mentioning, “There’s little celebration for disciplined behavior,” and SYLF10 adding, “We don’t often recognize students for their discipline.” This implies that the school could consider initiatives to celebrate and reinforce positive discipline.

Provision of socio-emotional supports for students received high ratings, with 118 respondents (96.7%) agreeing or strongly agreeing, while only 3 respondents (2.5%) disagreed and 1 respondent (0.8%) remained neutral (Mean = 4.16, SD = 0.55). This suggests that socio-emotional support is widely available and valued.

Teacher encouragement of student discipline was rated very positively, with 121 respondents (99.2%) agreeing or strongly agreeing, while only 1 respondent (0.8%) remained neutral (Mean = 4.82, SD = 0.41). This suggests a strong culture of discipline promotion by teachers. This implies that teachers are key advocates of student discipline within the school.

The school's Code of Conduct outlining escalating consequences for discipline issues received strong support, with 109 respondents (89.3%) agreeing or strongly agreeing, 12 respondents (9.8%) remaining neutral, and only 1 respondent (0.8%) disagreeing (Mean = 3.94, SD = 0.43). This suggests that the Code of Conduct is clear and effective. This implies that the Code of Conduct effectively communicates expectations and consequences for discipline.

Consistency of the school's disciplinary consequences was rated poorly, with 106 respondents (86.9%) disagreeing or strongly disagreeing, 7 respondents (5.7%) remaining neutral, and only 9 respondents (7.4%) agreeing (Mean = 2.23, SD = 0.76). This suggests a perception that consequences are not consistently applied. "Disciplinary actions aren't always fair," and SYLF26 adding, "Consistency in consequences could improve." This implies a need for greater consistency in disciplinary practices.

Low frequency of classroom interruptions due to discipline issues received a low rating, with 113 respondents (92.6%) disagreeing or strongly disagreeing, 8 respondents (6.6%) remaining neutral, and only 1 respondent (0.8%) agreeing (Mean = 1.95, SD = 0.48). This suggests a perception that discipline-related interruptions are frequent. "Classroom interruptions are common," and SYLF27 adding, "Disruptions

affect learning.” This implies a need for stronger disciplinary measures to reduce classroom interruptions.

Table 15: Students discipline

Item	strongly disagree	Disagree	Undecided	Agree	Strongly agree	Mean	Std. Deviation
DSP1 Students are not involved in drugs consumption	9(7.4)	97(79.5)	8(6.6)	8(6.6)	0(0.0)	2.1230	.62427
DSP2 Students handle conflicts with maturity	35(28.7)	76(62.3)	6(4.9)	5(4.1)	0(0.0)	1.8443	.69259
DSP3 Students regularly attend to class lessons	72(59.0)	41(33.6)	8(6.6)	1(.8)	0(0.0)	1.4918	.65865
DSP4 Students demonstration has not been experienced for the past two years.	20(16.4)	85(69.7)	7(5.7)	8(6.6)	2(1.6)	2.0738	.79428
DSP5 Students treat property with respect	37(30.3)	72(59.0)	7(5.7)	6(4.9)	0(0.0)	1.8525	.73487
DSP6 There are clearly defined discipline expectations that are consistently reinforced	18(14.8)	8(6.6)	78(63.9)	18(14.8)	0(0.0)	3.7869	.87414
DSP7 There have been no cases of suspension in the last two years	18(14.8)	91(74.6)	4(3.3)	9(7.4)	0(0.0)	2.0328	.69156
DSP8 There have been no cases of dismissal in the past two years	3(2.5)	46(37.7)	6(4.9)	67(54.9)	0(0.0)	3.1230	1.00887
DSP9 Students do not resort to physical violence when handling conflicts	41(33.6)	70(57.4)	5(4.1)	5(4.1)	1(.8)	1.8115	.76420
DSP10 There are few cases of disruptive behavior like cheating in examinations.	64(52.5)	53(43.4)	3(2.5)	1(.8)	1(.8)	1.5410	.66987
DSP11 Consequences of students discipline cases are equitably enforced	16(13.1)	56(45.9)	12(9.8)	30(24.6)	8(6.6)	2.6557	1.17671
DSP12 Students are taught alternatives to violence and aggression	1(.8)	1(.8)	75(61.5)	45(36.9)	0(0.0)	4.3443	.54197
DSP13 There is an established positive school climate that encourages student discipline	1(.8)	84(68.9)	37(30.3)	0(0.0)	0(0.0)	4.2869	.50583

The item concerning students’ lack of involvement in drug consumption received low ratings, with 106 respondents (87.0%) disagreeing or strongly disagreeing, 8 respondents (6.6%) undecided, and only 8 respondents (6.6%) agreeing

(Mean = 2.12, SD = 0.62). This suggests that drug consumption may be an area of concern among students. DSP01 stating, "Drug use is a problem," and DSP09 adding, "There are cases of substance abuse." This implies a need for interventions to address and reduce drug use.

The maturity with which students handle conflicts also received low ratings, with 111 respondents (91.0%) disagreeing or strongly disagreeing, 6 respondents (4.9%) undecided, and only 5 respondents (4.1%) agreeing (Mean = 1.84, SD = 0.69). This indicates that students may lack conflict-resolution skills. DSP03 noted, "Conflicts often escalate," and DSP12 mentioned, "Students struggle with mature conflict resolution." This implies a potential area for development in fostering conflict-handling skills.

Regular attendance in class lessons received similarly low ratings, with 113 respondents (92.6%) disagreeing or strongly disagreeing, while only 9 respondents (7.4%) indicated any level of agreement (Mean = 1.49, SD = 0.66). This suggests an issue with class attendance. "Class attendance is inconsistent," and DSP14 adding, "Many students skip classes." This implies a need for strategies to improve class attendance.

In terms of student demonstrations, 105 respondents (86.1%) disagreed or strongly disagreed, while 17 respondents (13.9%) agreed or were undecided (Mean = 2.07, SD = 0.79). This suggests that while demonstrations are infrequent, they may still occur DSP07 noting, "We've had some demonstrations," and DSP15 adding, "Student protests have happened recently." This implies a need for addressing underlying causes of student unrest.

The respect students have for property also received low ratings, with 109 respondents (89.3%) disagreeing or strongly disagreeing, 7 respondents (5.7%) undecided, and only 6 respondents (4.9%) agreeing (Mean = 1.85, SD = 0.73). This suggests a concern regarding respect for school property. Qualitative responses support this, as DSP11 noted, “Vandalism is common,” and DSP17 mentioned, “Students often damage property.” This implies that the school could benefit from measures to encourage respect for property.

The existence of clearly defined discipline expectations consistently enforced was rated positively, with 78 respondents (63.9%) undecided, while 36 respondents (29.6%) agreed or strongly agreed, and only 26 respondents (21.4%) disagreed or strongly disagreed (Mean = 3.79, SD = 0.87). This suggests some ambiguity in students’ perceptions of discipline enforcement. “Rules are there, but enforcement varies,” and DSP13 adding, “Discipline expectations are not always clear.” This implies a need for greater clarity and consistency in enforcing discipline expectations.

Low suspension rates over the past two years received mixed ratings, with 109 respondents (89.4%) disagreeing or strongly disagreeing and 13 respondents (10.6%) agreeing or undecided (Mean = 2.03, SD = 0.69). This indicates that suspensions may still be relatively frequent. “Suspensions are not rare,” and DSP10 adding, “Some students have been suspended.” This suggests a need to explore alternatives to suspension for managing discipline.

Dismissals over the past two years were viewed moderately, with 51 respondents (41.8%) disagreeing, 6 respondents (4.9%) undecided, and 67 respondents (54.9%) agreeing (Mean = 3.12, SD = 1.01). This suggests that while dismissals occur, they may not be excessively frequent.

The use of physical violence in conflict resolution among students received low ratings, with 111 respondents (91.0%) disagreeing or strongly disagreeing and only 6 respondents (4.9%) agreeing or undecided (Mean = 1.81, SD = 0.76). This suggests that physical conflict remains an issue.

The incidence of disruptive behaviors, such as cheating in exams, received low ratings, with 117 respondents (95.9%) disagreeing or strongly disagreeing, while only 2 respondents (1.6%) agreed (Mean = 1.54, SD = 0.67). This suggests a significant problem with disruptive behaviors.

The equitable enforcement of discipline consequences received moderate ratings, with 72 respondents (59.0%) disagreeing or strongly disagreeing, 12 respondents (9.8%) undecided, and 38 respondents (31.1%) agreeing or strongly agreeing (Mean = 2.66, SD = 1.18). This suggests that some perceive inequities in how consequences are applied. This implies a need for a more standardized approach to enforcing discipline.

The teaching of alternatives to violence and aggression received high ratings, with 120 respondents (98.4%) agreeing or strongly agreeing, and only 2 respondents (1.6%) disagreeing or undecided (Mean = 4.34, SD = 0.54). This suggests that alternative approaches to violence are widely taught.

The presence of a positive school climate encouraging discipline received high ratings, with 121 respondents (99.2%) agreeing or strongly agreeing, while only 1 respondent (0.8%) disagreed (Mean = 4.29, SD = 0.51). This suggests that the school fosters a disciplined and supportive environment. “The school climate promotes discipline,” this implies that a positive climate is effectively supporting student discipline.

Table 16: Relationship between leadership frames and students discipline

		1	2	3	4	5
SLF Structural leadership frame (1)	Pearson Correlation	1				
	Sig. (2-tailed)					
HRF Human resources leadership frame(2)	Pearson Correlation	.776**	1			
	Sig. (2-tailed)	.000				
	N	122	122			
PLF Political leadership frame (3)	Pearson Correlation	.673**	.734**	1		
	Sig. (2-tailed)	.000	.000			
SLF Symbolic leadership frame (4)	Pearson Correlation	.721**	.648**	.416**	1	
	Sig. (2-tailed)	.000	.000	.000		
	N	122	122	122	122	122
DSP Students Discipline (5)	Pearson Correlation	.674**	.647**	.500**	.650**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	122	122	122	122	122

** . Correlation is significant at the 0.01 level (2-tailed).

From table above, results indicate a statistically significant strongly positive correlation between the Structural Leadership Frame (SLF) and the Human Resources Leadership Frame (HRF) ($r = .776$, $p = .000$). Thus, the alternative hypothesis, which states that “there is a statistically significant positive correlation between SLF and HRF,” was accepted.

The results also indicate a statistically significant moderately positive correlation between SLF and Political Leadership Frame (PLF) ($r = .673$, $p = .000$). Similarly, there is a statistically significant moderately positive correlation between SLF and Symbolic Leadership Frame (SLF) ($r = .721$, $p = .000$), and between SLF and Students' Discipline (DSP) ($r = .674$, $p = .000$). These findings suggest that a well-established structural leadership framework is positively correlated with the

effectiveness of political, symbolic, and human resource leadership, as well as with the management of student discipline.

Furthermore, there is a statistically significant moderately positive correlation between HRF and PLF ($r = .734$, $p = .000$), HRF and Symbolic Leadership Frame ($r = .648$, $p = .000$), and HRF and DSP ($r = .647$, $p = .000$). These results suggest that as human resources leadership improves, there is a corresponding positive increase in political, symbolic leadership, and student discipline.

Likewise, the correlation between PLF and Symbolic Leadership Frame is moderate ($r = .416$, $p = .000$), and there is a statistically significant moderate positive correlation between PLF and DSP ($r = .500$, $p = .000$). This implies that political leadership is positively related to both symbolic leadership and student discipline.

Finally, there is a statistically significant moderately positive correlation between Symbolic Leadership Frame and DSP ($r = .650$, $p = .000$). This suggests that symbolic leadership, focused on vision and organizational culture, significantly influences student discipline outcomes.

In summary, the results indicate that effective leadership across all frames—structural, human resources, political, and symbolic—positively correlates with student discipline. These findings support the idea that leadership frames in a school environment are interdependent and contribute collectively to fostering a positive school climate and improving discipline outcomes.

Table 17: Regression coefficients of school leadership frames on students' discipline

		Discipline score	Structural leadership frame	Human resources leadership frame	Political leadership frame	Symbolic leadership frame
Discipline score	Pearson Correlation	1	.674**	.647**	.500**	.650**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	122	122	122	122	122
Structural leadership frame	Pearson Correlation	.674**	1	.776**	.673**	.721**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	122	122	122	122	122
Human resources leadership frame	Pearson Correlation	.647**	.776**	1	.734**	.648**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	122	122	122	122	122
Political leadership frame	Pearson Correlation	.500**	.673**	.734**	1	.416**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	122	122	122	122	122
Symbolic leadership frame	Pearson Correlation	.650**	.721**	.648**	.416**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	122	122	122	122	122

** . Correlation is significant at the 0.01 level (2-tailed).

From the correlation analysis, results indicate that the Discipline Score has a statistically significant positive correlation with all leadership frames, suggesting that improvements in leadership across various frames positively affect discipline outcomes.

The results show a statistically significant moderate positive correlation between Discipline Score and the Structural Leadership Frame ($r = .674, p = .000$). Thus, an increase in the strength of structural leadership is associated with a higher discipline score, implying that well-established organizational structures and processes foster better student discipline.

Similarly, the correlation between Discipline Score and the Human Resources Leadership Frame is moderately positive ($r = .647, p = .000$). This implies that a focus on human resources, including staff development and effective team management, contributes to better discipline management in the institution.

There is also a moderate positive correlation between Discipline Score and the Political Leadership Frame ($r = .500, p = .000$), indicating that political leadership—dealing with power dynamics, conflict resolution, and resource allocation—plays a role in improving student discipline.

Finally, the correlation between Discipline Score and the Symbolic Leadership Frame is moderately positive ($r = .650, p = .000$). This suggests that leadership that focuses on vision, culture, and the symbolic aspects of leadership (e.g., role modeling, motivation) significantly contributes to better discipline outcomes.

In terms of correlations between leadership frames, all leadership frames are positively correlated with each other, with the strongest correlation between the Structural Leadership Frame and the Human Resources Leadership Frame ($r = .776, p = .000$). This indicates that schools with stronger structural leadership also tend to have more robust human resources management practices. Additionally, the Structural Leadership Frame is positively correlated with the Political Leadership Frame ($r = .673, p = .000$), and the Symbolic Leadership Frame ($r = .721, p = .000$), suggesting

that a comprehensive leadership approach that includes clear structures, human resources management, political leadership, and symbolic leadership fosters better discipline management.

These results highlight the interconnectedness of leadership frames and their collective impact on improving student discipline. As all leadership frames are positively correlated, this suggests that a holistic leadership approach that integrates structural, human resources, political, and symbolic leadership is key to fostering positive discipline outcomes in educational settings.

The influence of structural leadership frame on student discipline in government aided secondary schools in Bukedea district.

As per research Hypothesis 1 there is a significant relationship between the structural leadership frame and students’ discipline in government aided secondary schools in Bukedea district.

Table 18: Model summary of structural leadership frame

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.674 ^a	.455	.450	.30920

a. Predictors: (Constant), mean structural leadership frame

From the regression analysis, the results indicated that the model explains 45.5% of the variance in the dependent variable, as reflected by the R Square value of .455. This suggests that the predictors included in the model (leadership frames or other variables not detailed in this specific output) account for nearly half of the variance in the outcome being measured.

The adjusted R Square value of .450 takes into account the number of predictors and adjusts for the possibility of overfitting. The relatively small difference between R Square and adjusted R Square suggests that the model is fairly efficient, with little risk of including unnecessary predictors.

The standard error of the estimate is .30920, which provides a measure of the average distance between the observed values and the values predicted by the model. This indicates the level of accuracy of the model's predictions, with lower values indicating more accurate predictions.

Overall, this model has a moderately strong explanatory power (R Square = .455) and a reasonable level of prediction accuracy (Standard Error = .30920). The adjusted R Square suggests that the model is likely to be robust without being overfitted, making it a reliable tool for understanding the relationship between the predictors and the dependent variable.

Table 19: ANOVAa of structural leadership frame

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	9.568	1	9.568	100.075	.000 ^b
Residual	11.473	120	.096		
Total	21.041	121			

a. **Dependent Variable: mean discipline score**

b. **Predictors: (Constant), mean structural leadership frame**

From the ANOVA table, the results show that the regression model is statistically significant. The F-value of 100.075 with a significance level of $p = .000$ (which is less than the typical alpha level of 0.05) indicates that the model provides a

better fit to the data than a model with no predictors. Therefore, we reject the null hypothesis and accept the alternative hypothesis that the model significantly predicts the dependent variable.

The Sum of Squares for the regression is 9.568, which represents the variance explained by the predictors in the model. The Residual Sum of Squares is 11.473, indicating the variance that is not explained by the model. The Total Sum of Squares is 21.041, which represents the total variance in the data.

The Mean Square for the regression is 9.568, calculated by dividing the regression sum of squares by its degrees of freedom ($df = 1$). The Mean Square for residuals is .096, which is calculated by dividing the residual sum of squares by its degrees of freedom ($df = 120$).

In summary, the F-value of 100.075 and the p-value of .000 indicate that the regression model is statistically significant and provides a good fit to the data. The explained variance (9.568) is substantial compared to the unexplained variance (11.473), reinforcing the model's effectiveness.

The influence of human resources school leadership frame on student discipline in government aided secondary schools in Bukedea district.

Research Hypothesis 2 was constructed to establish whether there is a significant relationship between the human resources leadership frame and students' discipline in government aided secondary schools in Bukedea district and the results from data collected were given below in tables below.

Table 20: Model summary of human resources leadership frame

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.647 ^a	.419	.414	.31920

a. Predictors: (Constant), mean human resources frame

From the regression model summary, the results indicate that the model has a moderate fit to the data. The R value of .647 indicates a moderate positive correlation between the independent variables (human resources leadership frame) and the dependent variable (students discipline). This means that as the predictors in the model increase, there is a moderate positive relationship with the outcome.

The R Square value of .419 suggests that approximately 41.9% of the variance in the dependent variable is explained by the predictors in the model. This indicates that while the model explains a moderate portion of the variance, there is still a significant portion (58.1%) of the variance unexplained by the model.

The Adjusted R Square value of .414 adjusts for the number of predictors in the model and gives a slightly lower estimate of the explained variance, as is typical when there are multiple predictors. The small difference between R Square and Adjusted R

Square shows that the model's predictors are contributing to explaining the variance in the dependent variable.

Finally, the Std. Error of the Estimate of .31920 provides an estimate of the standard deviation of the residuals or prediction errors. A smaller standard error indicates better predictions, meaning the model's predictions are relatively close to the actual values.

In conclusion, the model explains a moderate portion of the variance in the dependent variable, and the predictors used in the model have a moderate correlation with the outcome, with the standard error suggesting a reasonable level of prediction accuracy

Table 21: ANOVAa of human resources leadership frame

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	8.814	1	8.814	86.502	.000 ^b
	Residual	12.227	120	.102		
	Total	21.041	121			

a. **Dependent Variable: mean discipline score**

b. **Predictors: (Constant), mean human resources frame**

From the ANOVA table, the results show the following:

The Regression Sum of Squares is 8.814, which represents the variation explained by the model. This means that the independent variables in the model explain a portion of the total variance in the dependent variable.

The Residual Sum of Squares is 12.227, representing the unexplained variation or the variance left after the model has been applied. This means that the model has some level of error, but it still explains a significant portion of the variance.

The Total Sum of Squares is 21.041, which is the total variance in the dependent variable.

The Degrees of Freedom (Df) for the regression is 1, as there is one predictor variable in the model. The residual degrees of freedom is 120, corresponding to the number of observations minus the number of predictors.

The Mean Square for the regression is 8.814, calculated by dividing the Regression Sum of Squares by its degrees of freedom. The Mean Square for the residual is .102, calculated by dividing the Residual Sum of Squares by its degrees of freedom.

The F-statistic is 86.502, which tests the overall significance of the regression model. This value is very large, indicating that the model significantly improves our ability to predict the dependent variable compared to a model with no predictors.

Finally, the Sig. (p-value) is .000, which is less than the significance level of .05, indicating that the regression model is statistically significant. This means there is a strong relationship between the independent variable (human resources leadership frame) and the dependent variable (student's discipline).

In conclusion, the model significantly explains the variance in the dependent variable, with the regression model showing strong statistical significance. The F-test confirms the model is useful, and the p-value indicates that the model is a good fit for the data.

The influence of political leadership frame on student discipline in government aided secondary schools in Bukedea district.

Research hypothesis 3 sought to determine whether a significant relationship does exist between the political leadership frame and students' discipline in

government aided secondary schools in Bukedea district and the results from data collected are given below in tables.

Table 22: Model summary of political leadership frame

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.500 ^a	.250	.244	.36257

a. Predictors: (Constant), mean political leadership frame

From the regression model summary, the results indicate that the model has a moderate fit to the data. The R value of .500 indicates a moderate positive correlation between the independent variables (political leadership frame) and the dependent variable (student’s discipline). This means that as the predictors in the model increase, there is a moderate positive relationship with the outcome.

The R Square value of .250 suggests that approximately 25% of the variance in the dependent variable is explained by the predictors in the model. This indicates that while the model explains some of the variance, a significant portion (75%) of the variance remains unexplained by the model.

The Adjusted R Square value of .244 adjusts for the number of predictors in the model and gives a slightly lower estimate of the explained variance, which is typical when there are multiple predictors. The small difference between R Square and Adjusted R Square shows that the model’s predictors are contributing to explaining the variance in the dependent variable.

Finally, the Std. Error of the Estimate of .36257 provides an estimate of the standard deviation of the residuals or prediction errors. A smaller standard error

indicates better predictions, meaning the model's predictions are relatively close to the actual values.

In conclusion, the model explains a moderate portion of the variance in the dependent variable, and the predictors used in the model have a moderate correlation with the outcome.

Table 23: ANOVAa of political leadership frame

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	5.266	1	5.266	40.055	.000 ^b
	Residual	15.775	120	.131		
	Total	21.041	121			

- a. **Dependent Variable: mean discipline score**
- b. **Predictors: (Constant), mean political leadership frame**

From the ANOVA results, the regression model shows a statistically significant fit to the data. The Sum of Squares for the Regression is 5.266, with 1 degree of freedom, yielding a Mean Square of 5.266.

The F value of 40.055 with a significance level ($p = .000$) indicates that the overall model is statistically significant. This means there is a significant relationship between the predictors and the dependent variable, as the likelihood of these results occurring by random chance is very low.

The Residual Sum of Squares, which represents the unexplained variance, is 15.775 across 120 degrees of freedom, resulting in a Mean Square of .131. This residual variance represents the part of the dependent variable that is not explained by the model.

In conclusion, the model explains a statistically significant portion of the variance in the dependent variable, suggesting that the predictors have a meaningful impact on the outcome

The influence of symbolic school leadership frame on student discipline in government aided secondary schools in Bukedea district

The purpose of hypothesis four was to determine if student discipline in government-aided secondary schools in the Bukedea district is significantly correlated with the symbolic school leadership framework. The tables below display the results of the data collection.

Table 24: Model summary of symbolic leadership frame

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.650 ^a	.422	.417	.31837

a. Predictors: (Constant), mean symbolic leadership frame

From the regression model summary, the results indicate that the model has a moderate fit to the data. The R value of .650 indicates a moderate positive correlation between the predictor (symbolic leadership frame) and the dependent variable (student’s discipline). This implies a moderate positive relationship between an increase in the symbolic leadership frame and the outcome variable.

The R Square value of .422 suggests that approximately 42.2% of the variance in the dependent variable is explained by the symbolic leadership frame. This indicates that while the model accounts for a substantial portion of the variance, a significant amount (57.8%) remains unexplained by this predictor.

The Adjusted R Square value of .417 provides a slightly lower estimate of explained variance, adjusting for the number of predictors in the model. The small difference between R Square and Adjusted R Square suggests that the symbolic leadership frame contributes meaningfully to explaining the variance in the dependent variable.

Finally, the Std. Error of the Estimate of .31837 provides an estimate of the standard deviation of the residuals, indicating that the model's predictions are relatively close to the actual values.

Table 25: ANOVAa of symbolic leadership frame

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	8.878	1	8.878	87.591	.000 ^b
	Residual	12.163	120	.101		
	Total	21.041	121			

a. Dependent Variable: mean discipline score

b. Predictors: (Constant), mean symbolic leadership frame

From the ANOVA results, the model indicates a statistically significant effect of the symbolic leadership frame on the mean discipline score. The regression sum of squares is 8.878, with 1 degree of freedom, yielding a mean square of 8.878. The F value of 87.591, with a significance level of $p = .000$, indicates that the model is statistically significant. This implies that the symbolic leadership frame is a significant predictor of the mean discipline score.

Chapter Five:

Discussion of Results, Conclusions and Recommendations.

Introduction

The results, conclusions, suggestions, and areas for further investigation are discussed in this chapter. The recommendations stem from the study's relevance, while the discussions and conclusions are provided in accordance with the study's aims.

Discussion of the Findings

Each research objective was addressed in this study in order to manage the discussion of the major conclusions. Overall, there was a strong influence on students' discipline from the school leadership frameworks. This is consistent with Huczynski (2021), referenced in Katolo (2016) and Barongo (2016), who argued that an organization's ability to succeed rests on the caliber of its leadership. Accordingly, Chapman (2017) notes that in a school context, the head teacher is viewed as the primary decision-maker, facilitator, problem-solver, and agent of social change.

Chapman (2017) goes on to say that these aspects are crucial to the establishment and upkeep of a well-behaved school. This suggests that the head teacher is a school leader who needs to have a clear vision for the institution.

Objective One: Influence of the structural leadership frame on students' discipline

The purpose of this research objective was to determine how students' discipline is impacted by the structural leadership framework. Results showed that students' discipline is influenced by the structural leadership framework.

The interviews with student prefects in (a secondary school D) indicated that the schools never had clear division of labor even those who seemed to have, the authority wasn't followed. The findings contradict with Max Weber (2018 cited by Bolman and Deal (2017), who presents school as a hierarchical system whose operations are predicated on a predefined command chain, explicit regulations, and well-established protocols and processes.

Bolman and Deal (2017) corroborate these findings, stating that the structural approach is centered on assigning the "right people" to the "right roles" in order to "support and accommodate both individual differences and collective that is organizational goals" (p. 78). A key tool for achieving the organization's objectives is adapting the organizational structure to the work, the environment, and technology. (Pages 47-60 in Bolman & Deal, 2017).

These results are consistent with the views of Bolman and Deal (2017), who maintains that schools exist to accomplish predetermined objectives, that productivity is increased through specialization and the division of labor, and that the chain of command should operate effectively to improve student conflict resolution because students are aware of the proper channels to follow when voicing concerns.

In a rational system, it is expected of all members of the organization to be aware of the extent and boundaries of their respective positions' power. Establishing clear expectations for each employee and identifying the appropriate person to report to can aid in defining the hierarchy of a workplace. Workers who don't have managerial responsibilities should report to their managers. Supervisors should answer to the school administration, which answers to the government and different district authorities.

It is impossible to obtain everything and to implement every idea you hold dear. If upper management or the board determine otherwise, then that will be the method followed. The findings from the questionnaires are reinforced by those obtained through interviews with student prefects in the secondary schools under study. But schools also require a certain amount of structured instruction. By establishing more precise rules of behavior, a structural framework can improve the definition of hierarchical connections and facilitate the resolution of peer conflicts in the context of student discipline in schools (Bolman and Deal 2017).

In an interview with student prefects in (a secondary school A) on the set goals and targets affirmed that lack of clear decision making among school leadership changes students' moods and reactions once not achieved. For instance students who know their diet will react if unexpected meal is presented over to them. Also, students react poorly when they don't participate in extracurricular activities. These claims are consistent with those made by Mbiti (2019), who looked at the value of communication in administrative chores and suggested interactive communication strategies including discussions between the principal and students. Put another way, principals must constantly communicate promptly in order to uphold students' discipline.

This framework's main ideas were roles, rules, objectives, policies, and environment. Within the institutional framework, creating roles for staff members, organizing and making decisions, outlining objectives, and maintaining member alignment with the overarching vision are all crucial responsibilities of school leadership. The principal responsibility of the leader is to institute the work

procedure and dedicate their time to employee training, planning, and supervision while subordinates carry out tasks as instructed by the leaders.

Under a structural leadership framework, school discipline is upheld when responsibilities are defined, objectives are specific, and there is little to no disagreement or uncertainty because everyone knows where to report.

Objective Two: Influence of the human resources leadership frame on students' discipline

This goal was to determine how students' discipline is impacted by the human leadership framework. The purpose of the study was to determine whether the structural leadership framework affected the discipline of the students. The findings were discussed and are shown below.

Processes of involvement and participation, training, empowerment, organizations, development, and collaboration were the topics for activities related to the human resource frame. The many variants of the human resource frame visible in the appendix appended behind were categorized using a number of sub-codes.

According to data gathered from some respondents via surveys, the use of human resources by school leadership was found to be unconcerned with the requirements and benefits of teachers. Additionally, there is a thin boundary between appropriate and excessive concern. According to the interviews, this subject is closely related to having leadership experience, however it takes on slightly different forms.

You may act more humanely when you have greater confidence in your ability to lead. A majority of respondents strongly agreed with the view that school leadership builds channels for collaborative relations among teachers at the school. These findings are in credence with (Collins, J. & Porras, J., 2021) who asserted that

"Listen to anyone with an original idea; no matter how absurd it might sound at first". Every individual in a school setting has needs, and we have to attend to each one individually. A person doesn't become concerned with the higher order wants of influence and personal development until the lower level needs of physical and emotional well-being are met.

We stop caring about the upkeep of our higher order requirements if the items that fulfill our lower order needs disappear. Successful educational institutions and leaders will increasingly be those who sincerely value, comprehend, support, and facilitate their students' personal development toward self-actualization (Bolman & Deal, 2017).

The results are consistent with McGregor's theory (2016), which was based on Maslow's (1987) hierarchy of needs, namely the levels of autonomy and self-actualization. This theory postulated that employees not only desired to work, but also that they would prefer to do a good job. The idea put forth by McGregor that intrinsic rewards have a greater effect on employee motivation than extrinsic ones.

Leadership in the context of human resources acknowledges that the individuals who comprise an organization have needs, abilities, biases, and sentiments derived from contacts with others outside of the workplace as well as from experiences in life. As a result, the executives recognize that the company must foster variety and creativity in order to customize the work environment and enable individuals to exchange ideas and muster the energy required to complete tasks (Bolman & Deal, 2017).

These results support the idea that decision-making should be shared with subordinates during school leadership consultations rather than just directives being

given. Before making a choice, he or she seeks input and agreements from all parties involved and has faith in the parents, teachers, and children. Rensis Likert (1961) cited by McGregor (2016) wrote that successful management cared about their employees, expected them to succeed at a high level and empowered them through shared decision making.

Building a solid foundation of caring for students and coworkers may enhance their views of openness and trust, which in turn may increase their commitment to the goals, procedures, and advantages of discipline (Bolman & Deal, 2023; Byrne, 2019). Because we often create an environment where people can connect authentically, students may also be more inclined to openly communicate their worries and ask for help if they sense our concern (Bolman & Deal, 2023).

Motivated and loyal people show better results and significantly contribute to further growth and empowerment (Lussier & Hendon, 2018). For this reason, successful leaders should focus their efforts on the creation of an environment beneficial for workers personal and professional development. It will help to make organizations more attractive for individuals and increase the level of their interest.

When motivation and morale are problems for the success of the organization, this framework works well. This is a helpful framework to employ when encouraging an individual leads to an increase in organizational productivity.

Objective Three: Influence of the political leadership frame on students' discipline

The third purpose of the study was to determine how political leadership frames affected student discipline. The results were spoken about below;

Because school administrators are aware of how important it is to comprehend cultural diversity and how to proactively and constructively resolve issues among the varied populations that surround their school as well as the building itself, the usage of political frames is increasing. This is reinforced by Kacmar et al., 2016 who noted that proper school leadership must strike a balance between a political framework and other viewpoints (such as economic, structural, symbolic, etc.). As previously emphasized, the political viewpoint could suggest a lack of focus on an institution's demands. Team members will therefore need a strict set of principles to adhere to (Kacmar et al., 2016).

In addition, the school administration must compete for limited resources for a greater student body. Furthermore, secondary schools engage in interactions with politicians, government agencies, and non-governmental organizations (NGOs) for a number of purposes, such as securing funds for programs and supplies and offering teacher and student mentorships and internships. These claims are supported by James Fisher, Jr. (2017), who notes that "what worked yesterday may not work today" (p.188). It is the responsibility of leadership to devise potential plans for securing resources and assistance from influential individuals and other organizations.

These results are consistent with the findings of Bolman & Deal (2017), who noted that the political frame when talking about organizations is characterized by five key themes. Initially, organizations are perceived as alliances between multiple interest groups that might not have the same goals, Second, the political framework assumes "enduring differences" between the coalitions about beliefs, issues, and perspectives, which makes it impossible to establish shared objectives.

Most schools under the study noted challenges with this frame as resources often get scarce and that causes conflicts within institutions. Coordination of efforts and funding at the federal, local, and school levels are necessary for the implementation of student discipline. Setting the goal of restorative, proactive, and equitable discipline methods first is a crucial responsibility of school administrators and district officials. This tends to agree with Bolman & Deal (2017) political frame's third claim is that resources are scarce and that those with political savvy will be able to secure the tools necessary for effective operation.

Fourth, conflict is encouraged and power is secured as the most precious resource due to the coalition members' disparate beliefs and customs as well as "scarce resources." Finally, the organization uses "bargaining, negotiation" to inform its judgments.

Leaders in today's public schools who want to reorganize the system in a way that promotes student discipline must be able to explain to all members why the system needs to change and how to model that change in order to create a positive culture of student discipline. The primary focus of the Political Frame is power. It is based on the notion that for choices and change to happen, significant stakeholders and interest groups must be included in the process. Conflict can arise when people vie with one another for positions within the school.

Working within a political framework is necessary when advocating for positive change (Bolman & Deal, 2023).

Objective Four: Influence of the symbolic leadership frame on students' discipline

The study's fourth research objective looked into how pupils' discipline is influenced by the symbolic leadership framework of the school. The results were spoken about below;

When school administrators understand how important it is to preserve the customs and ceremonies unique to their institutions, the usage of symbolic frames is also increasing.

Customs, such as senior picnics, student induction ceremonies, and the first-day-back breakfast for instructors, serve as a means of fostering a sense of community among all members of the organization, preventing them from feeling like anonymous members of the masses. Conventional athletic events, like the flag football match between junior and senior members of the association, provide an avenue for students who do not play varsity sports to participate in school athletics and experience acceptance both as individuals and as members of a group.

This tends to support Bolman and Deal's (2017) description of initiation as a key ritual function, in which veterans mentor new members to ensure a smooth integration into the organization's culture. Conversely, ceremonies are typically one-of-a-kind events that serve as focal places for acknowledgment, celebration, or symbolic representations of significant change. Additionally, ceremonies highlight shared social relationships and unite organizations around shared presumptions.

Bolman & Deal (2017) emphasized that organizations may use tales to build confidence and support even during times of low performance by utilizing them to explain the present and establish a vision for the future. Stories are a powerful and

nonthreatening way to teach norms, values, beliefs, and regulations because they provide an instantaneous connection to the past exploits of organizational heroes and heroines (Bolman & Deal, 2017; Armstrong, 2022).

In order to preserve student discipline, school administrators must always communicate punctually. These results support the idea that, depending on the nature and urgency of the message, school administrators can choose the most effective way to deliver it.

For instance, the three main school communication networks—downward, upward, and lateral (horizontal) communication—should effectively convey the school's goal and vision through signs and badges. To put it briefly, the leadership needs to make sure that there is communication in the three main networks—downward, upward, and lateral (horizontal).

Findings from both questionnaires and interviews among secondary schools under study revealed that schools that don't practice the symbolic leadership frame experienced students unrests inform of discipline issues. This supports the claims made by Lunenburg and Ornstein (2018) that symbolic meanings and rituals may lose their significance, leading to issues related to this framework. Other issues with this frame include rewarding failure, disobeying traditions, and making heroes out of people who defy the law (Bolman & Deal, 2017).

Because of the discontent related to potential anonymity in a large "business," all of these occurrences add to the minimal dysfunction that the school experiences. It is anticipated that the school administration will be present to offer encouragement and support for these numerous events.

Conclusions

The goal of the study was to determine how student discipline in a subset of government-aided secondary schools in Uganda's Bukedea District was affected by school leadership frameworks. It was discovered that student discipline was significantly impacted by school leadership frames. Results from head teachers, deputies, guidance and counseling instructors, and student prefects verified that these frameworks are used by their head teachers to limit behavior that leads to more indiscipline and to encourage behavior that leads to more discipline among students.

The study found that in secondary schools in the Bukedea District, the structural leadership framework significantly affects student's behavior. The structural frames included the particular management tasks of organizing, leading, controlling, and planning. They also gave an explanation of management principles and how they are applied to industries and educational institutions alike. Regression showed the Adjusted R Square value .450 meaning structural leadership frame influenced discipline, the regression equation ($B = .815$, $t = 10.004$, $p < .000$).

The principal responsibility of the leader is to institute the work procedure and dedicate their time to employee training, planning, and supervision while subordinates carry out tasks as instructed by the leaders. When roles are defined, goals are unambiguous, and there is little to no conflict or ambiguity because people know who to report problems to and where to report them, school discipline is maintained. Roles in a team should be understood in this situation.

However, in an interview with student prefects they noted that schools tend to have organization hierarchy but then challenges come in with authority as school

leadership normally fails to specify who does what and where and end up competing for roles.

The results of the study showed that the Bukedea district's secondary schools' student discipline is significantly impacted by the human resources leadership framework.

Strong positive correlation coefficients with associated significant levels were produced by a linear regression correlation test analysis .Regression showed the Adjusted R Square value .414 meaning human resources leadership frame influenced discipline, the regression equation The regression equation ($B = 664$, $t = 9.301$, $p < .000$). This suggests that there was a strong correlation between students' discipline and the application of the Human Resources leadership framework.

The majority of respondents firmly agreed with the statement that school leadership creates avenues for teachers to collaborate with one another inside the school, hence supporting the assertion. Nonetheless, a few participants expressed that the way in which school administrators employ human resources is indifferent to the requirements and benefits of teachers.

The study established that there is influence of political leadership frame on students' discipline in government aided secondary schools in Bukedea District.

These principles provide as more evidence of the strong correlation between the frequency of student disciplinary proceedings in schools and the frame used by political leadership. Based on inferential data, schools are implementing the political leadership framework to enhance student discipline. A significant regression was found ($F (1,120) = 87.591$, $p = < .001$) after running linear regression. This means that the data fitted the regression model. The adjusted R^2 value was .244.

Above all, the growing use of the political frame is a result of school administrators' awareness of the need to comprehend cultural diversity and their ability to proactively and constructively address issues within the diverse communities that surround their institution as well as the building itself. The administration of the school must also compete for limited resources for a greater student body.

According to this study, the usage of symbolic frames is increasing as school administrators become more aware of the need to preserve the customs and ceremonies unique to their institutions. A linear regression was run and significant regression was found ($F(1,120) = 87.591, p < .001$). This means that the data fitted the regression model. The adjusted R^2 value was .417.

Traditions let all members of the organization feel like they are a part of a group, a "family," rather than being lost in the crowd. Examples of these traditions include senior picnics, student induction ceremonies, and the first day back breakfast for instructors.

The prefects of the pupils were interviewed, and they acknowledged that they actively participate in extracurricular activities. They also stated that all students are required to be in their school uniforms and to participate in the events at hand. They raise their institutional banner with a write-up of their squad players as they cheer them on.

Ultimately, this study discovered that school leaders can effectively manage student discipline by utilizing three leadership frames: structural, symbolic, and human resources.

Recommendations

1. In light of the study's findings, educational organizations are advised to increase the amount of training they offer in the political and symbolic frames, with a focus on teaching female administrators in the political frame.
2. With an emphasis on using the political and symbolic frames, it is advised that district level leadership as well as school-based leadership review and update their skills in relation to using these four frames.
3. In order to address the concerns of students and prevent student indiscipline in the classroom, head teachers ought to schedule frequent meetings with the student body, student council, and prefects.
4. Regular student sensitization campaigns on the perils of lack of discipline should be conducted by schools in order to prevent the prevalent cases of lack of discipline in classrooms. Head teachers should also enforce the rule requiring children to obtain permission before leaving the school grounds.

Areas for Future Research

Additional schools with different student demographics, regions, and levels of accomplishment could be included in the study, which could also be expanded to include more people.

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APPENDICES

Appendix i: An introductory letter from Uganda Christian University, School of Education.



UGANDA CHRISTIAN
UNIVERSITY
A Centre of Excellence in the Heart of Africa
MBALE UNIVERSITY COLLEGE

Office of the Academic Registrar

To

Dear Sir/Madam,

Re: Academic Research

Christian greetings!

We are honored to introduce to you Mr. Mrs./Miss. OTINGIRO NASAN
Of Registration Number: RS21/muc/med/019 pursuing a Masters'
Degree/Postgraduate Diploma / Bachelor's Degree OF EDUCATION ADMINISTRATION AND PLANNING

He/ she is required to carry out an academic research on the topic
SCHOOL LEADERSHIP AND STUDENT'S DISCIPLINE IN GOVERNMENT
AIDED SECONDARY SCHOOLS IN BUKEDEA DISTRICT, UGANDA.

and thereafter produce a well bound hard cover research report (MAROON) in color for undergraduate and three (BLACK) copies for Postgraduate students as a University requirement for the award of a degree/diploma in the academic discipline that he / she is pursuing.

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

Thank you.

Yours faithfully,

19-FEB 2024

Mr. Akampurira Timothy

Academic Registrar

Appendix ii: Questionnaire for Head Teachers, deputies, guidance and counseling teachers and teachers

Dear Respondent,

I am **Nasan Otingiro** pursuing Master of education in Education Administration and Planning at Uganda Christian University.

I am conducting research on “*School leadership frame and students’ discipline in government aided secondary schools in Bukedea district*”. I will be grateful if you would kindly assist me by responding to all the questions in the questionnaire.

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

Thank you very much for your co-operation.

INSTRUCTIONS.

Please indicate your opinion by ticking one option, as correctly and as honestly as possible. Also fill the blank spaces for questions that require your own opinion or answers.

SECTION A: DEMOGRAPHIC INFORMATION.

Indicate your gender (a) Male (b) Female

What is your highest academic qualification?

(a) Master’s Degree (b) Bachelor’s Degree (c) Diploma

Other please indicate.....

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

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

What is the category of your school?

(a) Day & boarding (b) Boarding (d) Day only

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

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

SECTION B:

The table below contains statements about the student's discipline. Kindly tick on the level of agreement on the listed statements relating to students' discipline in your school.

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

STATEMENT	5	4	3	2	1
1. Students are not involved in drugs consumption					
2. Students handle conflicts with maturity					
3. Students regularly attend to class lessons					
4. Student's demonstration has not been experienced for the past two years.					
5. Students treat property with respect					
6. There are clearly defined discipline expectations					
7. There have been no cases of suspension in the last two years					
8. There have been no cases of dismissal in the past two years					
9. Students do not resort to physical violence when handling conflicts					
10. There are few cases of disruptive behavior					
11. Consequences of students discipline cases are equitably enforced					
12. Students are taught alternatives to violence and aggression					
13. There is an established positive school climate that encourages student discipline					

SECTION C Objective I: To establish how the structural leadership frame influences student discipline in government aided secondary schools in Bukedea district

Kindly tick on the level of agreement on the listed statements related to how the structural leadership frame influences student discipline.

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

STATEMENT	5	4	3	2	1
1. School leadership builds a shared vision for high student discipline					
2. Creates and maintains a positive culture of learning according to the school's vision and mission.					
3. Leadership team members take part in regular walk-throughs to observe for the implementation of students discipline					
4. Leadership team members conduct frequent observations on students discipline					
5. Processes are in place to address challenges of students discipline					
6. Leadership strongly emphasizes clear timelines					
7. Leadership develops and implements clear policies concerning students discipline					
8. Leadership pays attention to students discipline					
9. Leadership strongly believes in the clear chain of command					
10. Leadership maintains organisational goals by resolving discipline cases					
11. Organises formal occasions for making decisions concerning students discipline like in top management committees.					
12. Leadership has clear direction towards students					

discipline					
13. Has formal ways to distribute rewards or penalties to control student's discipline.					
14. Leadership realigns roles and responsibilities to fit tasks and environment					

SECTION D Objective II: To establish how the human resources leadership frame influences student discipline in government aided secondary schools in Bukedea district

Kindly tick on the level of agreement on the listed statements related to how the human resources leadership frame influences student discipline.

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

STATEMENT	5	4	3	2	1
1. Leadership shows concern for teacher's needs					
2. Leadership rewards teachers for work well done					
3. Leadership offers professional development opportunities to ensure growth for all staff					
4. Increases effectiveness by hiring effective staff					
5. Leadership promotes teacher opportunities that enhance student discipline like guidance and counseling.					
6. Leadership assesses the needs of teacher teams for better performance					
7. Leadership ensures right persons are placed at right positions based on their skills					
8. Leadership places people to various roles based on their qualifications.					
9. Leadership often attempts to retain highly effective teachers.					
10. Leadership identifies actively performing teachers for leadership opportunities					

11. Leadership is consistently responsive to teachers					
12. leadership builds channels for collaborative relationships among teachers at school					

SECTION E Objective III: To establish the influence of political leadership frame on student discipline in government aided secondary schools in Bukedea district

Kindly tick on the level of agreement on the listed statements related to the influence of political leadership frame on student discipline.

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

STATEMENT	5	4	3	2	1
1. Leadership usually deals skillfully with organizational conflicts					
2. The leadership tries to allocate resources equitably to members of staff to reduce on conflicts					
3. The school leadership constantly seeks to create a balanced team with a variety of strengths					
4. The school often succeeds in the face of conflict before students get to know					
5. School leadership is looked at as a very skillful negotiator when it comes to scarce resources.					
6. The school usually gets support from people with influence and power					
7. School leadership is politically very sensitive					
8. The school is usually persuasive when negotiating for resources from people with influence					
9. The school strategically deals with disputes about the allocation of scarce resources					
10. School leadership provide arenas to air conflicts					

11. Staff members are given opportunity to exercise power					
12. School leadership redistributes power					
13. School usually provide opportunity for individuals or groups to make interests known					
14. There are competitive occasions for teachers to win power in an organisation					

SECTION F Objective IV: To investigate how the symbolic school leadership frame influences student discipline in government aided secondary schools in Bukedea district

Kindly tick on the level of agreement on the listed statements relating to how the symbolic leadership frame influences student discipline.

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

STATEMENT	5	4	3	2	1
1. The school leadership sets high expectations for student's discipline.					
2. The schools written values and beliefs reflect high expectations for all student's discipline.					
3. The school vision is clearly understood by all students.					
4. School vision includes a focus on students discipline					
5. students who have achieved high levels of student discipline are celebrated					
6. Appropriate socio-emotional supports are provided to all students					
7. Students engage in career access experiences for example meet with alumni					
8. Teachers encourage students to be disciplined					
9. The school Code of Conduct outlines escalating consequences for inappropriate discipline					

10. The school system of consequences is consistent across all students					
11. In this school there are very low number of classroom interruptions					

Thank you for your precious time.

Appendix iii: Interview Guide for students' prefects

Dear Respondent,

I am **Nasan Otingiro** pursuing **Masters of education in Education administration and planning** at Uganda Christian University.

I am conducting a research on **“school leadership frame and students’ discipline in government aided secondary schools in Bukedea district”**.

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

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

Thank you very much for your co-operation,

a) General discipline in school

(i) Have there been cases of students discipline in your school for the last two years

(ii) Talk to me about the situation of discipline in your school, what is it like?

(iii) What are the common students discipline cases experienced at your school, what does the school do to address these cases?

b) How does the following school leadership frames influence students discipline at your school

(i) Do you think the structural organization in terms of classes, set goals and targets school leadership hierarchy influences students discipline? Explain your answer with examples.

(ii) In scenario that there is scarcity of resource in the school that causes conflicts, how does the school solve such? Explain your answer with examples.

(iii) Do you think the symbolic school leadership frame is still practiced in this school? Explain your answer with examples.

(iv) How are politics being conducted in this school, does it allow healthy competitions for power among members?

Thank you for your precious time.

Appendix iv: Table for determining the sample size from a given population

Table 26: Table for determining the sample size from a given population Krejcie and Morgan sampling frame table (1970).

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20210	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2021	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384