School policies and discipline of students: A case study of selected Secondary Schools in fort portal municipality, Kabarole district.

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ABSTRACT

School policies and students discipline are the heart of any education institution. Education is the basis of the official policy on the purpose and programs of Education. White papers' articulation of the purpose of Uganda's education system continues to be supreme guidance for the sector. The purpose of this study was to establish the influence School policies on students' discipline, to establish the influence of school policies on students' discipline, to identify the causes of students' indiscipline in secondary schools and to establish the effects of school administration on students' discipline in Fort portal Municipality in Kabalore District. The study was carried out using a cross-sectional survey design to investigate the attitudes, opinions and feelings as well as experiences of teachers, students and head teachers of the secondary schools of Fort portal Municipality, purposive sampling was used to get the sample of respondents from head teachers and leaders of the locals while questionnaires was the main instrument of data collection in this study, which was structured, and self-administered. The study found out that 81 respondents accounting for 23.9% said that Universal secondary education is one of the influence of school policies, 60 respondents accounting for 17.9% supported compulsory Science subjects as another influence, 52 respondents accounting for 15.4% supported trained teachers, 46 respondents accounting for 13.5% supported games and sports or physical education, 28 accounting for 8.2% supported vocational subjects while 71 respondents accounting for 21.1% supported not registering students with division 9 at UCE school policies. The most effective strategy to maintain discipline in school is by use of dialogue and creating an understanding among students especially their leaders about the need to live in a disciplined environment both at school and beyond. Appreciation of this philosophy is a key to discipline maintenance. Discipline issues should be a collective responsibility. Naturally this approach go hand in hand with good academic performance. The visible presence of teachers in enforcing school rules and regulations should be to guide learners and teachers on the way forward but not to restrict either party to the dictates of the rules themselves. Thus, respective schools should take it upon themselves to ensure and promote friendly environment so as to foster effective teaching and learning.
Keywords: School policies, discipline, students, municipality, Kabarole and district.

INTRODUCTION

According to [1-3], discipline is the action by management to enforce organizational standards. [4], defines discipline as a means to bring control, train to obedience and order or drill. [5], Defines school discipline as a form of discipline appropriate to the regulation of children and the maintenance of order in the school. However in this study, discipline was conceptualized as the observance of school rules and regulations, time management and the administration of punishments. School policies and Students Discipline are the heart of any education institution [1]. Education is the basis of the official policy on the purpose and programs of Education. White papers' articulation of the purpose of Uganda's education system continues to be supreme guidance for the sector [2], the aims of School

policies are to promote citizenship, moral, ethical and spiritual values, promote cultural knowledge values and ability to contribute to buildings of integrated, self-sustaining and independent national economy. Chapter 8 of the Government White paper on Education (1992) focused on teacher Education, key roles of School policies and services which teachers play in implementing policies and programmes [6]. Article 30 in the constitution of the Republic of Uganda makes education for children a human right, and article 34 provides that, children are entitled to basic education by the state and the parents. School policies improves schools, when the government is able to prepare Students adequately for efficiency in Education, administration, management, evaluation and measurement [6]. Teachers and head Teachers should be exemplifying basic morals, values and ethics of the teaching profession and promoting the spirit of collective responsibility which education institutions owe the public and students [7]. The Leader-Member Exchange Theory first emerged in the 1989 focuses on the relationship that develops between school heads and school members of their teams. The theory states that all relationships between school heads and other members go through three stages. These are: Role-Taking, Role-Making, and Routinization [8].

School policies according to [9], is the ability of school leaders to influence others to attain goals and the greater the number of followers, the greater the influence. And the more school successfully attain worthy goals, the more evident the School policies. Outstanding school leaders combine good strategic substance and effective interpersonal processes to formulate and implement strategies that produce a sustainable competitive advantage and students' discipline. In Uganda, education is a key for human development but due to lack of adequate leadership which evolves instructional resources and equipment, poor teacher preparation and remuneration, and uninspired curricula, the performance is poor [10]. The government of Uganda has done everything possible to ensure quality education services through establishing good training schools. This is because education plays a vital role in promoting sustainable development through sharpening the population's various skills. [11], made an examination of the distribution of Students Discipline within the educational development of the public primary school, in Uganda. It was examined that the school policies earmark development for Secondary schools. He found out that the effect of an expanding and ensuring training Students in schools is to equip them with training skills that ensure educational development roles which will yield tangible results in accordance to discipline.

Schools in Uganda face a wide range of challenges including labor turn over, absenteeism, discrimination, low social status, lack of economic self-sufficiency, and poverty. In Uganda, as in many African countries, Students discipline means that Students must submit to school management leadership, this reduces their power to act independently, and avoid poverty, and/or escape reliance upon school rules and policies of their leaders. [12], argue that many teachers are not concerned with their students' education, do not want to be involved or lack the skills needed to support their students' education which in turn affected their discipline. Another reason for teacher's reluctance to perform in schooling has to do with the level of authority and autonomy Students enjoy within their classrooms. As public servants, Students are often exposed to criticism. Today's school policies are fundamental to society because they hold the future of our children in schools; they hold the key to change, and in turn a successful future. Therefore, it is the duty of school management to provide school leaders with a complete good leadership skills that teaches them how to work together successfully, how to question what is in front of them, and how to be catalysts of change [13].

Purpose of the Study
The purpose of this study was to establish the influence School policies on students' discipline in Fort portal Municipality, Kabalore District.

Objectives of the Study
i. To establish the influence of school policies on students' discipline in Fort portal Municipality, Kabalore District.
ii. To identify the causes of students' indiscipline in secondary schools in Fort portal Municipality, kabalore District.
iii. To establish the effects of school administration on students' discipline in Fort portal Municipality, Kabalore District.

Research Questions
i. How do school policies influence students' discipline in Fort portal Municipality, Kabalore District?
ii. What are the causes of students' indiscipline in secondary schools in Fort portal Municipality, Kabalore District?

iii.   How does the administration of school affect students' discipline in Fort portal Municipality, Kabalore District?

Scope of the study

The study was carried out in 6 secondary schools found in Fort portal Municipality, kabalore District. The schools are; Kahinju, St. Maria Gorret, King of Kings College, St. Loes College, Hill side High School, Mpanga Secondary Schools.

METHODOLOGY

This chapter discusses the type of research methodology that was used by the researcher, the data gathering techniques that were used during the interview and the evaluation of the respondents. It also covers the research design that was used, the study population, sample selection and size, research instruments, validity and reliability testing of the instruments, the procedure that were used to collect data.

Research design

The study was carried out using a cross-sectional survey design to investigate the attitudes, opinions and feelings as well as experiences of teachers, students and head teachers of the secondary schools of Fort portal Municipality, Cross sectional survey was appropriate because extensive data could be collected at one point in time and it was very economical [14] Cross-sectional survey was also appropriate because data could be collected from a cross section of a population in a short time and then results generalized to represent the entire population of the study [15].

Study Area

Research was carried out in selected six secondary schools of Fort portal Municipality, in Kabalore District. This area was chosen because it has over 12 secondary schools with both boys and girls from different religious affiliations. These secondary schools also compete in students'' academic performance through the Uganda National Examinations Board at national level. In these selected secondary schools, all school activities are similar like in any other school in the country and therefore the results obtained will be generalized to represent other schools in Fort portal Municipality.

Study Population

The parent populations for this study was the students and staff of over 6 secondary schools in Fort portal Municipality. The selected schools were Kahinju, St Maria Gorret, King of Kings College, St Loes College, Hill side High School, Mpanga Secondary Schools. A total of 210 students were sampled out of the total of 520 students in the six selected schools who were given questionnaires and all were returned fully filled for analysis. According to Krejcie and Morgan (1970), when the population size is 2200, the required sample size is 338. Therefore for best results, the study used the sample size of 210.

Sample size determination

The researcher selected objectively from the targeted population so as to tap correct data from the right individual. In sample size determination the formula by [16] was used:

$$n = \frac{Z^2 PQ}{D^2}$$

Where n= desired sample size.
Z=Standard normal deviation taken at 1.96 at confidence level of 95%.
P= Proportion of targeted population estimated to have similar characteristics.
If there is no   measurable estimate, 50% (constant) or 0.5 is used, therefore, P = 0.5
Q= Standardize 1.0-P=0.5
D= Degree of accuracy desired using 10%, or 0.1
In this case, 95% confidence level has 5% error.
The researcher took formalized questions to the respondents and got the needed data through questionnaires as well as face to face interaction with respondents. And the results got from samples matched as expected which gave reliable results (90%).

Sampling techniques

Purposive sampling was used to get the sample of respondents from head teachers and leaders of the locals as it allowed the researcher to include jects with specific needed information in the sample. This was supported by [14] who argued that specific information is obtained through employing purposive sampling in any study. This method will be used because it economizes time and reliable information will be obtained at a much reduced cost and time [17] after identifying the sample frame, random sampling will be used where all respondents in sample will be having equal chances of being selected.

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Data sources

The researcher used both primary and secondary data sources. In primary sources of data, the researcher got firsthand information by asking the respondents during data collection by use of a questionnaire and interview guide while secondary data sources included information already researched on like magazines, newspapers and text books concerning the needed data.

Research instruments
Questionnaires

The questionnaire was the main instrument of data collection in this study, which was structured, and self-administered. The researcher designed questionnaires for the respondents in the selected secondary schools. These structured questionnaires were administered to the students whose views were obtained, opinions and attitudes on how school policies influences students' discipline. Structured questionnaires are simple to administer and relatively cheaper to analyze [17]. A questionnaire was preferred as the main instrument in this study because it is easy to use on a large number of jects.

Interview guides

An interview guide will be prepared to assist the researcher collect data through face to face interviews that were conducted with the teachers and head teachers of the selected schools in Kabalore district. According to Kahn and [18] in [19] interviews are a conversation with purpose and therefore data is collected easily. Interviews also have greater flexibility and opportunity to restructure questions [17]. Interview guides shall be used because they assist the interviewer to remain focused during probing time for deeper information.

Validity

In order to establish, the validity of instruments, the research employed a technique known as triangulation to examine how data collected answer the questions under study from different perspectives. This involved comparing responses from interviews and data collection through focus group discussions and documentary source. Triangulation does not only provide stronger information but also reveals discrepancies that single technique might not reveal. The researcher is to pilot the questionnaire before finally administering it's so as to test its validity that is the extent to which actually measures what is intended to measure in terms of content rather than measuring something else. The questionnaires were given expects to test them before use. The content validity of the questionnaire was determined by giving the questionnaires to two independent experts. The content validity index (CVI) was computed.

$$CVI = \frac{N}{n}$$

Where N = number of relevant items in the instruments

n = total number of items in the instruments

Reliability of instruments

An instrument is reliable if it consistently measures what is supposed to measure as observed by [20]. It was established through repeated trials or administration of the instruments. According to [21], with the test –retest method, the drawn conclusions are deemed dependable and results as verified. The researcher therefore used a test – retest method to establish reliability.

Data analysis

In this study, quantitative data from the questionnaires was analyzed using frequency counts and frequency tables derived from the responses to the research questions. Data was edited, entered, coded, and analyzed correctly in the computer using SPSS and data analysis tools. Qualitative data from interviews was also analyzed descriptively and information was presented in the narrative form.

DATA PRESENTATION, ANALYSIS AND INTERPRETATION
Demographic characteristics of the respondents.
Sex of respondents

The researcher investigated the sex distribution of the respondents in the selected areas in Fort portal Municipality, Kabalore District and the following findings were obtained;

Table1: Sex respondents

Sex	Frequency	Percentage
Male	196	58
Female	142	42
Total	**338**	**100**

Source: Field data September 2017.

Table 1 the researcher found out that 196 respondents accounting for 58% were male, while 142 accounting for 42% were female and this meant that majority of the respondents who were involved in the study were male respondents.

Marital status

The researcher investigated on the marital status of the respondents and the following findings were obtained;

Table 2: Marital status of the respondents;

Marital status	Frequency	Percentage
Single	127	37.6
Married	190	56.2
Divorced	21	6.2
Total	**338**	**100**

Source: Field data September 2017

Table 2, the researcher found out that 127 respondents accounting for 37.6% were single, 190 accounting for 56.2% were married, and 21 accounting for 6.2% were divorced. This meant that majority of the respondents were married.

Age distribution of the respondents

The researcher also investigated about the age distribution of the respondents and the following findings were obtained;

Table 3: Age distributions of the respondents

Age	Frequency	Percentage (%)
10-20	28	8.3
21− 30	164	48.4
31 − 40	118	35
41+	28	8.3
Total	338	100

Source: Field data March 2017

From table 3 above, the researcher found out that 28 respondents accounting for 8.3% were in the age bracket between 10-20, 164 respondents accounting for 48.4% were in the age bracket between 21−30, 118 respondents accounting for 35% were in the age bracket between 31− 40 and 28 respondents were above the age of 41accounting to 8.3%. This meant that most of the respondents were in the age bracket between 21-30 years which shows that most of the respondents were mature enough to give appropriate information.

The influence of school policies on students' discipline in Fort portal Municipality, Kabalore District.

The first objective of the study was to find out the influence of school policies on students' discipline in Fort portal Municipality, Kabalore District. In order for the researcher to capture information to address research objective properly all the respondents which were teachers, head teachers, students, PTA members and Board of governors were interviewed and the following results were got;

Table 3: The influence of school policies on students' discipline in Fort portal Municipality, Kabalore District.

The influence of school policies on students' discipline	Frequency	Percentage
Universal secondary education	81	23.9
Compulsory Science subjects	60	17.9
Trained teachers	52	15.4
Games and sports	46	13.5
Vocational subjects	28	8.2
Not registering students with division 9 at UCE for UACE	71	21.1
Total	338	100

Source: Field data July 2017

In Table 4 above, the researcher found out that 81 respondents accounting for 23.9% said that Universal secondary education is one of the influence of school policies, 60 respondents accounting for 17.9% supported compulsory Science subjects as another influence, 52 respondents accounting for 15.4% supported trained teachers, 46 respondents accounting for 13.5% supported games and sports or physical education, 28 accounting for 8.2% supported vocational subjects while 71 respondents accounting for 21.1% supported not registering students with division 9 at UCE. All the respondents participated in the above findings which showed that there were the influence of school policies.

Causes of students' indiscipline in secondary schools in Fort portal Municipality, Kabalore District
The researcher also investigated on the c Causes of students' indiscipline in secondary schools and the following were the results.

Table 4: Causes of students' indiscipline in secondary schools

Causes of students' indiscipline in secondary schools	Frequency	Percentage
Domestic violence	84	24.8
Heredity	54	16
Peer influence	63	18.6
Weak punishments given to students	69	20.4
Poor role models	48	14.2
Cultural influence	20	6
Total	338	100

Source: Field data July 2017

According to table 5 above the researcher found out that 84 respondents accounting to 24.8% said that domestic violence causes students indiscipline, 54 respondents accounting to 16% said that heredity leads to indiscipline of students, 63 respondents accounting tor 18.6% said that peer influence results to students indiscipline, 69 respondents accounting for 20.4% said that week punishment given to students promote indiscipline, 48 respondents accounting for 14.2 supported poor community role models as sources of indiscipline to students while 20 respondents accounting for 6% said that culture of the society influence the discipline. All the respondents showed cooperation and gave out their views in as far as the causes of indiscipline are concerned. This meant that students in secondary schools are in disciplined requiring school policies to shape their discipline.

Effects of school administration on students' discipline in Fort portal Municipality, Kabalore District
The researcher also tried to seek effects of school administration on students' discipline in Fort portal Municipality, Kabalore District and in order to get the information respondents were interviewed. The table 6 below summarized the findings.

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Table 5: Shows response of effects of school administration on students' discipline

Effects of school administration on students' discipline	Frequency	Percentage
Setup of rules and regulations	118	34.8
Guidance and counseling	37	11
Supervision and monitoring	46	13.6
Parents involvement	52	15.4
Sensitizations	65	19.2
Suitable administrative structure	20	6
Total	**338**	**100**

Source: Field data, July 2017

According to table 6 above, most of respondents, 118 accounting to 34.8% of the interviewed respondents said that rules and regulations control students discipline, 37 respondents accounting to 11% supported guidance and counseling improve on students' discipline, 46 respondents accounting to 13.6 % supported supervision and monitoring as tools for discipline, 52 respondents accounting to 15.4% said that parents involvement on cases of indiscipline promotes discipline while 20 respondents accounting for 6% supported suitable administrative structure as the strong tool for discipline of students. According to the above findings, all the respondents participated in the study while supporting the effects of school administration on students' discipline.

DISCIPLINE
DISCUSSION

The influence of school policies on students' discipline in Fort portal Municipality, Kabalore District
The study found out that there is an influence of school policies on students' discipline and the indicators of school policy were; Universal secondary education, Compulsory Science subjects, trained teachers, Games and sports, Vocational subjects and not registering students with division 9 at UCE for UACE. The study found out that universal secondary education is one of the influence of school policies, 60 respondents accounting for 17.9% supported compulsory Science subjects as another influence, 52 respondents accounting for 15.4% supported trained teachers, 46 respondents accounting for 13.5% supported games and sports or physical education, 28 accounting for 8.2% supported vocational subjects while 71 respondents accounting for 21.1% supported not registering students with division 9 at UCE. All the respondents participated in the above findings which showed that there were the influence of school policies.

Causes of students' indiscipline in secondary schools in Fort portal Municipality, kabalore District
The study found out that the tendency for learning indiscipline runs in families and suggests that a correlation between environment influences children's early development and subsequent achievement in school. Evidence for causes of learning indiscipline among the children can be found in longitudinal research such as that conducted by [22]. Who found that infants and toddlers who received infrequent communication exchanges with their parents were more likely to show deficits in vocabulary, language use, and intellectual development before entering school? It was revealed that environmental variable that is contributing to children's learning problems is the quality of instruction they receive. Many special educators today believe that was correct when [23], he claimed more than 25 years ago that the vast majority of "children who are labeled 'learning disabled' exhibit a disability not because of anything wrong with their perception, synapses, or memory, but because they have been seriously miss taught. The researcher also found out that constitutional factors play the big role in causing learning indiscipline among the children there for reciprocal relations with the environment, (e.g., instruction) must be in place to develop the neural networks that support academic skills. Even genetic studies of reading disability show that only about 50 percent of the variability in reading skills can be explained by genetic factors the remainder is environmental. Learning indiscipline represent [24], interplays of constitutional and environmental factors that are not yet well understood. However, the study found out that 84 respondents accounting to 24.8% said that domestic violence causes students indiscipline, 54 respondents accounting to 16% said that heredity leads to indiscipline of students, 63 respondents accounting tor 18.6% said that peer influence results to students indiscipline, 69 respondents accounting for 20.4% said that week punishment given to students promote indiscipline, 48 respondents accounting

for 14.2 supported poor community role models as sources of indiscipline to students while 20 respondents accounting for 6% said that culture of the society influence the discipline. All the respondents showed cooperation and gave out their views in as far as the causes of indiscipline are concerned. This meant that students in secondary schools are in disciplined requiring school policies to shape their discipline.

CONCLUSION

The following parameters showed school discipline Administrators socializing their students through instruction and modeling for good behavior, regular school attendance, conformity to school rules and regulations, orderliness

among students, punctuality for all school activities, adherence to class routine like class, extra and co-curricular activities, are all key to good school discipline. There is rampant learning indiscipline among students in Fort Portal Municipality Kabarole District. This due to; poor parent perception towards education, early marriages, low levels of family income, lack of motivated teachers, involvement of children in domestic chores, bad peer groups, lack of enough instructional materials, limited support from the government and poor parent perception towards education. Teachers and head teachers have a cardinal role and responsibility to perform in enforcing discipline among students in order to boost improved students' academic performance in Secondary schools. A disciplined community is dependent on the zeal of the teachers to shape students as disciplined and responsible students and citizens. The most effective strategy to maintain discipline in school is by use of dialogue and creating an understanding among students especially their leaders about the need to live in a disciplined environment both at school and beyond. Appreciation of this philosophy is a key to discipline maintenance. Discipline issues should be a collective responsibility. Naturally this approach go hand in hand with good academic performance. You can use a survey to make icebreakers and all kind of activities. You can use Teacher Vision for inspiration or use a free online survey tool to create online questionnaires and have student complete them on computer or other gadgets. It can be great for a course beginning as you can customize it to fit your needs and use it to find out important facts about your new students. Children have become accustomed to new technologies and are always eager to learn new skills and discover fun activities.

RECOMMENDATIONS

There is need for guidance and counseling in schools. This was found to be paramount in enforcing discipline. Students need to be guided on proper conduct as this is a positive reinforcement to learning and generally change in behavior. This can be best done when teachers themselves are role models in discipline and can freely interact with students generally. In addition, students need to be given fair punishments as well as rewards; these are vital in shaping character and ultimately improved discipline and academic performance. The visible presence of teachers in enforcing school rules and regulations should be to guide learners and teachers on the way forward but not to restrict either party to the dictates of the rules themselves. Thus, respective schools should take it upon themselves to ensure and promote friendly environment so as to foster effective teaching and learning. Teachers have a cardinal duty of removing all the barriers that hinder a conducive learning. Similarly, lessons should be blended with diverse student centered methods and instructional materials so as to make it more attracting more attention which will reduce on the occurrence of indiscipline cases. Students should be given an opportunity to explore as many available avenues of expressing themselves as possible. This will help administration to identify areas of strength and weakness and take corrective measures when and where necessary. While a lot of ground on teachers' responsibilities and students welfare in schools has been covered. Future Researchers ought to realize that there is still a lot that needs to be researched upon in regard to causes of learning indiscipline with emphasis on individual sex, age, classes, and schools of different settings or bringing to light other factors and effects among others.

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