THE EFFECT OF TEACHERS' LEADERSHIP ROLE ON STUDENTS' DISCIPLINE IN SECONDARY SCHOOLS IN WAKISO DISTRICT

BY

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DECLARATION

I, Nassozi Immaculate, declare that this dissertation is my original work and has not been submitted for any other award of a degree or published at any institution of higher learning.

Signed

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NASSOZI IMMACULATE

DATE

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APPROVAL

This dissertation has been submitted for examination with my approval as supervisor.

Signed

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DEDICATION

This piece of work is dedicated to my parents Mr. and Mrs. Musule Anthony, children Nabukenya Josephine Portia, Nalwanga Deborah Patricia, Nakanwagi Maria Petranilla, Nakamoga Estella Prisca & Nabukeera Bernaddette Pauline and my dear husband Mr. Lwanga Joseph Kamoga.

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ABSTRACT

The study intended to investigate the effects of teachers' leadership roles on students' discipline in Wakiso secondary schools. The objectives of the study included; to establish the effect of teachers' in and outside class pedagogical aspects to students' discipline, to establish the effects of teachers' supervisory roles on student's discipline and to establish the effect of teachers' planning roles on students' discipline.

The research was conducted in Wakiso district and employed a cross-sectional survey design. Questionnaires were mainly used to collect data in addition to interview guides and documentary analysis. Twenty-seven secondary schools were randomly selected to represent private and government, day and boarding from both a rural setting and urban setting. Data collected was analyzed using descriptive frequency tables.

The study established that teachers play a very crucial role in enhancing the discipline of students in secondary schools. Teachers participate in supervision of students using well-organized records. Thirdly teachers plan their teaching and learning activities by the use of library information.

The study concluded that teachers should be well facilitated by the stake holders (School administration, Ministry of Education and Sports) in order to successfully accomplish their roles of planning, supervision and as trainers of students.

The study recommends that teachers should select teaching methods that cater to all categories of learners in their classes.

Teachers should also be presentable in terms of dressing and conduct since they are students' role models.

The study also recommends that teachers should take keen interest in supervising students and also keep up to date records for proper monitoring of students.

The study finally emphasizes that school administration and the Ministry of Education and Sports should equip school libraries in order to enable teachers carry out effective planning.

CHAPTER ONE

1.0 INTRODUCTION

Teachers play a significant role in inculcating students' discipline in secondary schools. Unfortunately many reports indicated that some teachers do not adequately play this role especially in their in and outside class pedagogical aspects, their supervisory roles and planning roles. As a result cases of students' indiscipline on the increase in most Wakiso district secondary schools.

1.1 Background to the study

Both Ssekamwa (1997) and Mamdani (1990) noted that the constrained status of the teachers led to a constrained teachers' leadership role. Different reports by school inspectors in Wakiso district (20007 – 2008) all indicated that students' discipline as well as that of teachers is suspect. Some scholars such as Akankwasa (1997) and Kagoda (1997) attribute the decline in students' discipline to teachers whose commitment seems dysfunctional. That is why a study was conducted in order to examine the effects of teachers' leadership role on secondary school students' discipline in the context of the many indisciplined cases in Wakiso district.

According to Ssekamwa (1997) formal education in Uganda has its origin in

the activities of the early Christian missionaries in 1877 Anglicans and 1879 the Roman Catholics respectively. The introduction of formal schooling and the implied formal teaching profession also has its origin from the work of the early Christian missionaries (Akankwasa and Kagoda, 1997). At its inception teaching or the teacher was viewed with respect and honour (Munakukama Nsereko, 1997). The 1972 economic war and Amin's regime and the resultant political and economic decline greatly affected the teaching profession (Mamdani, 1990). Though teachers were supposed to be role models, their significant roles as guides declined and many of them, their responsibilities as leaders began being viewed with suspicion (Akankwasa, 1997).

1.1.2 Conceptualization of the study variables

In this study, a student is conceptualized as a person engaged in a study, one enrolled in class or course in a school, college or university (Webster, 1993). A student is therefore a social term given to anyone who enrolls in an education institution. Discipline on the other hand as defined by Hornby (1984), is the training especially of the mind and character to produce self control and obedience.

In this study, students' discipline refers to the regular pattern of behavior exhibited by students in secondary

schools towards classroom activities. These include lesson attendance, general cleanliness, performance in assignments and then school requirements operationalised as obedience to school rules, time management, plus adherence to school programme. Negative discipline such as truancy, "French leave" and maladjustment will be highly emphasized. In this study, students' discipline was mapped as classroom discipline, students' dress code, class attendance, respect to authority and attendance to school activities. This is in conformity with Okumbe (1998) who defines discipline as adherence to the various behaviors patterns necessary for maximum performance.

On the other hand, a teacher as defined by Webster (1993) is someone who teaches or instructs – especially one whose occupation is to instruct. While leadership is the state or position of being a leader, whereby a leader is a person who guides a group of people especially the head of an organization or country. Hornby (1948) defined roles as the functions or position that somebody has or is expected to have in an organization. In this study therefore, teachers conceptualized as leaders their leadership roles will comprise of administrative activities operationalised as teachers' supervisory

role, teachers' planning role and teachers' in and outside class pedagogical aspects and how they impact on students' discipline.

Pedagogy as defined by Hornby (1948) is the study of teaching methods. In this study therefore in-class pedagogy reflected on the methods employed by the teachers during the teaching and learning sessions

Where as the outside class pedagogical aspects focused on the way teachers present themselves in terms of dressing and interaction with the learners. Generally the emphasis was on the teachers as role models.

Planning on the other hand refers to the organizing, arranging and putting in order the items or program for better performance (Musaazi, 1982) in his study teachers' planning roles reflected on the ability to create a conducive teaching and learning environment in terms of class room setting.

The theory adopted for this study is Bandura's (1997) social learning theory which stipulates that 'people learn from one another via observation, imitation and modeling' (Okumbe, 1948). This means that students often learn a lot from observing their teachers' conduct and performance at work. Teachers are students' role models therefore students are likely to copy teachers' practices that they admire. Bandura's (1997) social learning theory

closely relates to the advantages of class interactions in improving the conduct of students. This theory is a bridge between behaviorists and environmental influences. This implies that the way students behave is determined by the people they interact with. Therefore the more students observe and relate with teachers and their fellow learners, the more they are likely to be molded into well behaved members of the society.

1.2 The study context

The study took place in Wakiso district where students' discipline had been presented as a challenge to school administrators by the earlier researchers (Babiita, 2007 & Nyirabimana, 2004). Students on several occasions had exhibited signs of defiance (what scholars termed as disrespect of authority) whereby students refused to perform the assigned tasks in class for example home work or examination, or sometimes directly insulted teachers and student leaders (prefects) plus other people in authority as Nakiganda (2006, June 14th) noted about students of Kasenyi S.S. of Wakiso district.

Students on several occasions left school without permission or even did not reach school especially for day scholars; they practiced what is commonly known as 'French leave' for boarding schools and truancy for day schools. Strikes had also been sighted out among some schools in Wakiso

district as Nabusoba and Waiswa (2007, October 30th) commented on students discipline during examination time; "Uganda National Examination Board Examinations arouses excitement in many schools leading to violent behavior and chaos in form of vandalism of school property, bullying and writing offensive comments around the school, among others." It is upon this background that a study was undertaken on Wakiso district to establish the effect of teachers' leadership roles on students' discipline. None of the past researchers like Ssenkoobe (1991), Tumutoreine (2003), Byanga (2004) researched on the effect of teachers' leadership roles on students discipline in Wakiso district secondary schools, it therefore became necessary for a study be taken in that region.

1.3 Problem statement

There was both private and public out cry as evidenced in the different news paper articles Nakiganda (2006), Nabusoba and Waiswa (2007) plus other past researchers Ikube (2004), Kato (2007) and Tumutoreine (2003) that students' discipline had greatly deteriorated. School inspector annual reports (2007) indicated that for the last five years although teachers had to play a significant role in enhancing students' discipline, they seemed to have relaxed. That is they did not perform as expected. The study therefore examined teachers' leadership role in enhancing or constraining students' discipline.

1.4 Purpose of the study

The study was carried out to investigate the effect of teachers' leadership roles on students' discipline in Wakiso district secondary schools.

1.5 Objectives of the study

The study aimed at establishing the following specific objectives:

1. To find out the effect of teachers' in and outside class pedagogical aspects on students' discipline in Wakiso secondary schools.
2. To find out the effect of teachers' supervisory roles on the discipline of students.
3. To find out the effect of teachers' planning roles on the discipline of students.

1.6 Research questions

This research sought answers to the following questions:

1. How do teachers' in and outside class pedagogical aspects affect students' discipline in Wakiso district secondary schools?
2. What are the effects of teachers' supervisory role on the discipline of students in Wakiso secondary schools?
3. What are the effects of teachers' planning roles on the discipline of students in Wakiso secondary schools?

1.7 Scope of the study

The study was conducted in secondary schools in Wakiso district. The areas were chosen for study because it has an urban, peri-urban and rural setup. According to 2007, 2008 and 2009 MOES reports, this district has some of the best and worst academic performing schools in Uganda. It has also had schools experiencing violent strikes and students burning schools.

The study specifically examined teachers' leadership roles in line with pedagogical aspects, supervision and planning activities of teachers and how they affect the discipline of students.

1.8 Significance of the study

It is hoped that the study will provide useful information to secondary school education stakeholders in Wakiso district in particular and Uganda in general. These include: teachers, head teachers, parents, district education officers and Ministry of Education and Sports officials.

To the teachers, the study is likely to provide useful information on their role as supervisors and planners of the teaching and learning activities at the same time teachers will acknowledge their special importance in school as students' role models.

On the other hand parents will like wise appreciate their role as co-educators and

therefore work hand in hand with the teachers to foster students' discipline. To the headteachers the study will give them an insight on the importance of timely facilitation of teachers in relation to their performance and guidance of students.

While the Ministry of Education and Sports plus district education officials may benefit by getting to know the status in Wakiso district secondary schools and devise means of effectively facilitate the teachers for better performance.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

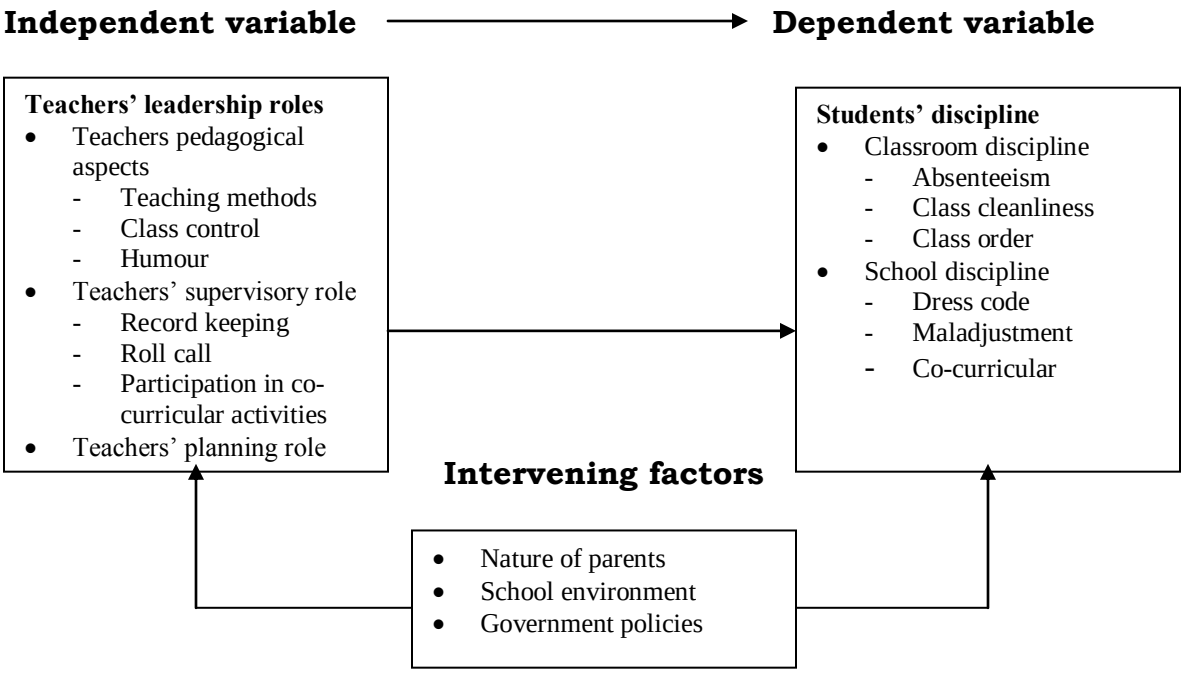
This chapter presents the theoretical review, conceptual framework and review of the related literature. These are all done and presented in lieu of the study objectives namely; teachers in and outside class pedagogical aspects, supervisory role and teachers' planning role and its effect on students' discipline.

2.1 Theoretical review

The system theory was adopted for this study to explain the relationship existing between teachers' leadership roles and student discipline in Wakiso district (Mullins, 1999). This theory was adopted for this study because a school has various components working together to achieve its goals and objectives. This theory cuts across all organizations producing output, the school as a system inclusive (Katz and Kahn, 1966). Schools are also categorized as organizations. The study also happens to benefit from Bandura's (1997) social learning theory, which maintains that learning pivots on observation, imitation and modeling (Okumbe, 1998). In this study, the salient assumption is; students are like clay, they are modeled by teachers from whom they observe and imitate their implicit and explicit values and belief. Teachers' professionalism as drawn from Emmanuel

Kant's theory of deontologism which alluded to the fact that people's obligation leads them to uphold their duties for example being punctual, respect for oneself and others being effective at work plus handling students without bias or discrimination. In this study, these form a foundation for theorizing on the role of teachers' leadership aspects in enhancing students' discipline.

Fig 1: Shows the relationship between teachers' leadership roles and students' discipline.



Source: Adopted from Bandura's (1977) Social Learning theory (Okumbe, 1998)

The conceptual framework is developed from the theoretical review of Bandura's (1977) social theory of learning and its implications. It is also drawn from Emanuel Kant's deontological theory of moral obligation (Muwagga, 2006). The framework presupposes that teachers' leadership roles include: teachers' pedagogical aspects, which includes the in class and outside class obligations and the supervisory roles. These have a bearing on the students' within and outside school discipline. The framework also assumes that teachers' pedagogical aspects and students' discipline are also to an extent impacted by the community, parents, nature of the school and its implicit and explicit philosophy plus government policy on disciplining students.

2.2. Effects of teachers' in and outside class pedagogical aspects and students' discipline.

Hornby (1948) defines a teacher as the person whose job is teaching especially in a school. A teacher therefore as observed by Kochhar (1997) contributes significantly to the character of students. The teacher is where the strength of an education institution lies (Luggya, 1991). It is unlikely for students to get superior education unless the teacher is superior (Kochhar,1997); whether that teacher is a person or a programmed text book, "No education system can rise higher than its teachers" (Uganda Government White Paper, 1992).

Luggya (1991) found out that great educational –institutions are built on talents and creativity of teachers especial on decisions that have direct bearing on their work. Kochhar (1997) concurs with Luggya when he comments that it is the teacher who matters most as far as the quality of education is concerned.

Musaazi (1982) found out that although teachers demand a lot of professional authority and autonomy from school administration in decision making, what they demanded for was mainly confined to classroom teaching forgetting that their administrative function stretches beyond that. This therefore called for a research be conducted on the district to establish how teachers affected students' discipline through their role as leaders.

Harold (1993) noted that a teachers' personality has a great role to play in school discipline when he says that younger children are attracted by the outer charm and repelled by the shabby look of the teacher. Tumutoreine (2003) quoting Omegor (1995) found out that unrest in schools is partly caused by teachers' personality. Therefore teachers must be presentable all the time in simple and smart attires (Harold,1993). Fancy dressing makes a teacher centre of attraction and a topic for discussion. A teacher is being watched and held up as a role model by the scores of children who look up to him for guidance (Kochhar, 1997). Harold (1993) noted that a teacher

with a sophisticated personality is easily made tense or excited by trivial issues and may cause indiscipline due to his act, which may be inappropriate to the situation.

In emphasis to the scholarly writing of Kochhar (1997), Goodwin et all (1967) quoting one of the head teachers' communication to newly admitted students said that:

> "…… *we offer no subject in the philosophy of administration rather you will draw from the often unexpressed attitudes of your teachers and your superiors."*

Goodwin's quotation is an emphasis that teachers are students' role models. This is also in line with the study theory that students learn through observing and imitating their teachers.

Goodwin (1967) also quoted a student giving tribute to his teacher commenting that:

> "*In the classroom he was a skillful expositor of the knowledge, art and doctrine of professional management. But his teaching transcended mere classroom enthusiasm- amplifier and an optimist, a spur, and above all, a personality of exceptional force, warmth, and light. This memorable personality, this luminous style of his, I always felt was a great accomplishment achievement important though they were."*

This quotation is an indication that students often learn from their teachers especially when the teacher's personality is admirable.

Babiita (2007) found out that social interaction promoted influence and where there was discrepancy between the moral standard of the home and any companion, children often accepted the standard of the companion and rejected those of the family. In Tumutoreine (2003)'s findings it is noted that most un-rest in schools are due to poor- teachers-student relationships, which includes aspects of psychological defects. Fontana (1987) concurs with the past study findings when he noted that students are hurt when they realize that they are constantly ignored by those people who have an important role to play in their lives like parents and teachers. Since Babiita (2007) was interested in family influence on students, and yet Tumutoreine (2003) established that teacher- students' relationships have a great impact on students' discipline. It called for a research in Wakiso district secondary schools to find out how teachers' in and out side class pedagogy affected students' discipline.

Gumisiriza (1990) established that the problem of discipline is worsened by some parents who had literally abandoned their role as moulders of their children. The execution of this role was entirely left to the teachers who apparently did not have the commitment, professional skills, knowledge and

tools to do it effectively. In agreement to the statement Tumutoreine (2003) found out that teachers have caused indiscipline in schools by abusing and neglecting their work. They do not observe punctuality or even absent themselves from duty.

On the side of the parents, Babiita (2007) agrees with Gumisiriza (1990)'s findings that mothers today are not coffined to the home and children alone. She goes to say that employment of mothers has given rise to part- time parent hood, or half way between situations where a mother is totally absent from her children. Research showed that this has caused reduction of parents' attachment to their children thereby causing reduction in guidance to affect good behaviors. Unfortunately as Tumutoreine (2003) noted that parents do not see themselves as responsible for the behavior of their children, they tend to rely heavily on schools and other agencies to assist them in preventing teenage indiscipline. Such a situation attracted the researchers' interest to establish how teachers' in and out side class pedagogical aspects have influenced students discipline beside parental challenges.

Relating students' discipline to teachers' in class pedagogical aspects, which are the teaching methods, Hornby (1948) noted that a well- equipped teacher is a supreme factor in education. Kochhar (1997) complemented to it by saying that even the best curriculum and the most perfect syllabus

remains dead unless quickened into life by the right methods of teaching. Therefore as Gwokyalya (1992) found out that on occasions where teachers failed to teach appropriate content to children or even failed to use the appropriate instructional materials, students had become frustrated and unsettled. Tumutoreine (2003) agreed with Gwokyalya (1992) when he said that some teachers under dosed their students contributing to the failure of students in their final examinations. Students fearing of being discontinued from school, turn against school rules like studying on torchlight after lights out due to suspicion of a teacher whom they suspect of being incompetent (Gwokyalya, 1992).

Buga (1991) established that the youth often react very seriously to what they see as issues of deprivation and or value conflict. Nyirabimana (2004)'s study discovered that today than ever before, there is the general cutthroat academic competition prevailing in secondary schools in Uganda, which is attributed to the academic ranking. Most students in Uganda come from families with a lot of high expectation for high academic standards. This parental and students aspiration solicit quest for success and creates aggressive attitude with in the students to acquire optimal place in the academic ranking. This therefore demanded for a research to establish the teaching methods employed by the teachers to satisfy students academic desires and combat disobedience, since Buga (1991) had confirmed that if

teachers do not use appropriate methods, they cause anxiety, inattentiveness, monotony and redundancy among students.

Fontana (1987) noted that teachers tend to offer settings which they prefer, therefore some children inevitably find themselves under stimulated and bored, while others find it over intrusive and unsetting. The children irked by such an environment may frequently break out into disruptive and challenging behaviors simply through frustration and need to provide variety. Tumutoreine (2003)'s findings indicated that the way students consider themselves to be and the way the school administration perceives them seems not to be in congruence. He quoted an adolescent (seventeen years old boy) saying: "one of our difficulties is having people realize than we are no longer kids. Teachers try to think for us as if we cannot think for ourselves"

Tumutoreine (2003) also established that most school administrators generalize about what children are like and therefore generalize on how they should be treated. This therefore attracted the researchers' interest to find out whether teachers consider individual students in their teaching and learning activities. Since it is in agreement with Kochhar (1997) that every teacher when planning the curriculum needs to consider individual students, that is the syllabus has to be well regulated. Harold (1993) in

agreement noted that there is a general tendency among teachers to generalize students' ability in all activities without taking into account other factors like age, interest, maturity, etc. Teachers do not recognize the varied nature or individual differences of students and take children all at par in the way of teaching, which leads to decline in interest in all activities.

Ikube (2004) found out that children from schools with strong cultures or gifted seek peers' acceptance by masking giftedness conforming to peers' behavior patterns and purposes and achieve high. Nyirabimana (2004) observed that though competitive learning discourages cooperative learning, pursuits of individual excellence encourages hard work and competence (Kibuuka, 1999 in Nyirabimana, 2004).

Buga (1991) quoting Gumisiriza (1990) observed that after 1979 Liberation war in Uganda, students became unruly because they argued that they were liberated from school administrators who had ruled them with an iron hand during Amin's dictatorial regime. This increased the researchers' desire to study whether teachers in Wakiso district secondary schools consider individual students when selecting the teaching methods. Although the past researcher pointed at administrators, it also trails down to classroom teachers.

Harold (1993) commented that a sense of humour when teaching is important because pent-up feelings and over wrought nerves can be easily relaxed when the teacher takes advantage of the humour of the situation. Luggya (1991)'s findings indicated that teachers though aware of the behavior difficulties of learners, do not feel that they are well equipped to make appropriate provision for pupils. Unfortunately the period of adolescence is a distinct phase of drastic physical, emotional and behavior changes. Such sudden changes coupled with non-availability of authentic sources to know, understand and appreciation, results in anxieties and causes confusion in schools (Tumutoreine, 2003). Therefore a good laugh during a tense moment is the best means of bringing a group in-to co-operative and harmonious relationship (Harold, 1993).

Reports from past researchers and academicians indicated a co-relation between the teachers in and out class pedagogical aspects and students' discipline which called for a study to be under taken on Wakiso district to establish such effects on the discipline of students in secondary schools.

2.3 Teachers' supervisory role and students' discipline.

Hornby (1948) defined supervision as being in charge of something and making sure that everything is done correctly and safely. The word supervision is derived from two Latin words. "Super" which means "above"

and “videre” which means to “see” (Kochhar, 1997). Supervision therefore has the connotation of overseeing or providing direction. Okumbe (1998) noted that in an organization there are two groups of people as identified by Macgragor’s two- factor theory “the want to do” and “the push to do” under theories X and Y. Theory X are the people who dislike work and will avoid it if they can. They are not creative by nature, they are lazy and unreliable. On the other hand, theory Y represents people who like work and planning. They are by nature self-directed and they exhibit organizational goals they agree with.

Tumutoreine (2003)’s exploration indicated that students in secondary schools conform to Macgragors’ theory of performing and non-performing students. In terms of discipline Tumutoreine (2003) goes on to say that student are expected to display good manners by following school rules and regulations unfortunately, some of them turn out to behave in awkward ways hence mutilating the valid and valued goals of schools.
In such cases include watching unapproved movies, being caught outside school compound without permission from an authorized person and un settledness at various forums.

The teacher as a supervisor Kochhar (1997) noted that has to ensure regular attendance, defect irregular and truant pupils, check practical and

written work and also guide pupils according to their needs. Such findings and observations raised a crucial question as to how were teachers participating in controlling and guiding students to conform with the school's established rules and regulations in order to promote and protect the school norms and culture through acceptable students' discipline hence the basis for the study on Wakiso secondary schools.

Luggya (1991) found out that schools have varied activities, which require teachers' involvement. The activities ran from games and sports, classroom activities, assemblies, farm work and others. Passi (1990) noted that teachers' involvement in such activities is crucial because they have the ability, motivation and creativity to enable the school achieve its objectives. Kato (2007)'s research indicated that the teachers' duties included monitoring pupils' attendance punctuality and overall discipline Kato (2007) quoting Penn, Pennix and Counlson (1996) stressed that the use of records had gained importance as an indispensable management tool in contemporary organizations.

According to Wasike, B and Nabwire, L (2003) record management in its broad sense concerns itself with records' creation, distribution, maintenance, preservation, retrieval and disposal. They go on to say that in order for schools to be effectively and efficiently run, they must ensure that

they keep detailed and up- to- date records on students' enrolment and performance materials and equipments among others. The fact that teachers stay with pupils much longer periods than any other person as Passi (1990) noted, that is the very need for them to organize pupils and the school inevitably by use of proper up- to date records.

Kato (2007) reflecting from Okellowange (1998) and Ukeje (2007)'s work noted that it was greatly difficult to supervise and control staff members as they were executing their duties and tasks without a data bank that guided management functions. Luggya (1991)'s exploration indicated that during the inspection of schools, heads of departments, who are teachers themselves are expected to convey to the inspectors their departments with special reference to schemes of work, records of work, allocation of lessons text books, teaching methods and public examinations. He goes on to say that inspectors will seek evidence of teachers' participation in matters of discipline and organization and control of schools extracurricular activities using evidence of the available records.

Kato (2007) utilizing the findings of Sannyu and Heinemann (1955) noted that recorded information enhances control and enabled managers to make better quicker, realistic and acceptable decisions. To Wallece (1940), as quoted by Kato (2007) filing increased efficiency and capacity of

management to deal with administrative situations. Luggya (1991) agreed with Kato (2007) when he commented that records were required for both internal and external planning.

To emphasize it further Kato(2007) gave Hon Mayanja- Nkangi (1990)'s quotation on the occasion of opening of the common wealth secretariat workshop for education management in Uganda saying that; "Without accurate records and figures, our numerous plans and desires would prove un summountable" Kato (2007) goes on to say that as more pupils were recruited, their needs correspondingly increased. This demanded for a systematic use of records to control discipline.

Luggya (1991) concurs with Kato (2007) when he expressed that record-keeping is a sign of proper organization of the teachers' class and his work as well as coordinated effort. He goes on to say that records such as registers should be kept up to date to indicate daily attendance, enrolment, punctuality, repeaters and fees paid plus any other business in the school. These researchers were in agreement that records must be kept in schools for proper supervision and monitoring.

Since none of them based his study on secondary schools and particularly in Wakiso district, the researcher deemed it necessary to investigate

whether teachers keep records and how it affects students' discipline. Okumbe (1998) raised the researchers' interest further for an investigation when he noted that supervision especially when population rises was important. As towns grew in size and general population increased in numbers, there was need for supervision of instruction.

Although Okumbe was basically interested in government inspection of schools' instructions, it was necessary to research on how teachers in Wakiso district secondary schools whose school enrolments had more than doubled due to the escalating entrants arising from Universal Primary and Secondary education use proper records to supervise the learners.

2.4 Teachers' planning role and students' discipline.

Busiku and Nabwire (2003) defined planning as the way a school defines where it wants to be in future and how to get there. Hornby (1948) defined planning as the act of having plans for something, while that person who makes plans for a particular area of activity is a planner for example a curricular planner. Kochhar (1997) expressed that a teacher plans the various activities and programmes for which he/she is responsible. This therefore qualifies teachers to be organizational planners since Hornby (1948) defines the organizational skills as the ability for some one to plan his work and activities in an efficient way.

Musaazi (1982) noted that some of the steps in planning involve;

i. Identifying and defining the problem, which could be institutional, resources, constraints, and then prioritize of what to do first.
ii. Preparing goals and objectives with plans for their achievement.
iii. Evaluating the plan in light of the problem.

Busiku et al (2003) acknowledging the role of head teachers in planning for the institutions noted that the head teacher before the term begins, organizes the suppliers of the textbooks, stationary and art materials, cleaning materials, science equipments, uniforms, food and fuel. Quayson (2008) concurs with Busiku (2003) when he said that heads of academic departments have specific duties of ensuring an adequate supply of relevant textbooks, laboratory and workshop equipment plus other teaching and learning materials.

The study was therefore conducted to establish the availability of study materials in secondary schools in Wakiso district and how teachers have effectively utilized them to create a better teaching and learning environment. Since Harold (1993) had commented that poor class organization greatly affects the teaching and learning process and can cause disorder among students, it really became necessary to under take a study

on that district to find out the state of classrooms and how they are maintained and arranged to achieve successful teaching and learning activities

Harold (1948) noted that bare and unattractive classroom without any material to stimulate children's learning is bound to cause boredom which may lead to indiscipline. Lack of textbooks and facilities like furniture makes teaching difficult. Sitting on the bare ground makes students uncomfortable. He goes on to say that if teachers do not attend properly to such issues noise, playing and inattention can result in the process. M.O.E.S (1999) report indicated that inadequacy of materials such as textbooks might breed disharmony among pupils as they are likely to scramble, quarrel and grumble over textbooks.

This observation seemed to be a genuine reflection of the situation in primary schools in Wakiso district. Kato (2007) noted that Support Uganda Primary Education (SPPER) Project was very inadequate as he extracted from the PAF Wakiso Newsletters (2004). Although accessibility to learning materials seemed to be crucial in establishing worthy disciplinary orientations among pupils (Nyirabimana, 2004), most rural schools in Uganda today depend on donations. Musaazi (2006) criticizing textbook donations by foreign countries noted that it is rare that they are selected

because of their relevance to curricular and behavior objectives formulated either at national or local levels, generally imported books contain biases.

Although a study had been conducted in Wakiso district by Kato (2007), it mainly focused on primary schools therefore there was need to find out the state of secondary schools in the district. And since past researchers had acknowledged the importance of textbooks in enhancing students' discipline. A study therefore deemed viable to establish the availability and quality of text books in Wakiso district secondary schools and how they impact on students' discipline.

Babiita (2007) established that through social interactions, children have opportunities to learn moral codes and also learn how others evaluate their behavior. In agreement Kato (2007) discovered that character molding was likely to be influenced by the status of learning materials; He goes on to say that adequate provision of learning materials especially text books leads to a higher accessibility by the learner and could influence pupil's discipline. This could be through sharing of materials between pupils which promoted responsible tolerance and harmony. The researcher felt obliged to conduct a study on Wakiso district secondary schools to find out how teachers utilize study materials to reinforce social interactions amongst learners for building positively disciplined students.

Kakande and Nalwadda (1993) plus the 1989 school census in Uganda as noted by Kato (2007) portrayed 15% of primary schools in Uganda as having libraries but most of which are without essential books. MEOS (1998) report indicated deficiency of study materials in post primary schools. Therefore part of its Education Sector Strategic Plan (ESSP) covering fiscal years 2004/ 05 to 2014/ 15 which succeeded the Education Strategic Investment Plan (ESIP) of 1998- 2003, indicated the need to expand, equip and improve post- primary school facilities. One of the ways was through restitution of a "centre of excellence" in each district and a school with full libraries and facilities for teaching sciences

This was in conformity with Kato (2007)'s findings that with the exception of a few isolated schools, the state of libraries in Uganda were far from satisfactory.

The researchers' concern was therefore attracted to carry out a study on Wakiso secondary schools to establish the state of libraries and how teachers utilize them to facilitate the teaching and learning activities. There is conformity among the past researchers that teachers' in and outside class pedagogical aspects and his involvement in supervision and planning of school programs assist in organizing and activating learning in pupils (Kimbrough and Nunney, 1988). A teacher therefore is where the strength of an education institution lies whose talents as a person and skills must be exploited for the good of a given institution (Luggya, 1991).Well knowing that any significant change in the education institution is governed by his receptivity and initiative (Kochhar, 1997)

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter comprises of the design, population sampling strategies, data collection methods and instruments, data quality control, procedure and data analysis.

3.1 Study design

The study adopted a cross sectional study design. This design was chosen because according to Best and Khan (1993) and Amin (2005) studies of this nature may be more productively undertaken because data can 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. The study was largely quantitative although, qualitative techniques were also employed to address the gap left by quantitative methods (Bakkabulindi, 2006).

3.2 Study sample

Out of over 200 secondary schools in Wakiso district on 27 schools were selected for the study. Stratified random sampling was used to select schools because it takes into consideration the heterogeneous nature of the population to be sampled (Amin, 2005). For example, government or private schools, day or boarding schools and then mixed or single sex schools.

3.3 Study population

The parent populations for the study were head teacher, teachers and students of Wakiso secondary schools. These categories were selected because they comprise of the major composition of disciplinary indicators in the school administration (Kochhar, 1997) and the school as a community its operations were affected by teachers, students and head teachers. A total of 27 head teachers out of 30, 82 teachers out of 110 and 257 out of 2600 students were selected. This selection was based on Krejcie and Morgan's (1970) table of sample determination (Cited in Amin, 2005:454). Purposive sampling was used in selecting the head teachers because it economizes time and specific information can be obtained at a much reduced cost and time. (Kothari, 2004)

Table 1: Respondents gender and type of school studied

Respondents	**Gender**				**Type of school**									
	Female		**Male**		**Day**		**Boarding**		**Gov't aided**		**Private school**		**Mixed**	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%
Head teacher	13	48.1	14	51.9	14	51.9	8	29.6	5	18.5	5	18.5	7	8.5
Teacher	31	37.8	51	62.2	7	8.5	59	72.0	45	54.9	7	8.5	16	19.5
Student	129	50.2	128	49.8	42	16.3	194	75.5	21	8.2	129	50.2	107	41.6

Source: Primary data

The table 1 reveals that out of 27 head teachers approached 13(48.1%) were female while 14 (51.9%) were males. The total number of teachers were 82

where by 31(37.8%) of them were female where as 51(62.2%) were males. 157 students were utilizes in the study where 129 (50.2%) were females and 128(49.8%) of them were makes. 14 day schools and 8 boarding schools were contacted respectively. Five of the schools were government while private schools were also five.

3.4 Sampling techniques

The study employed the following sampling techniques namely; stratified random sampling, purposive and convenient sampling. By stratified random sampling it means a process of selecting a sample in such a way that identified sub groups in the population are represented in the sample in the same proportion that they exist in the population (Gay, 1996). This was applied to teachers and head teachers. On the other hand, a purposive sampling means a sampling technique in which a researcher uses his or her own knowledge of the population and chooses to include in the sample only some particular respondents who have the relevant information to the study (Kathuri & Pals, 1993). This was applied to head teachers and teachers. While convenient means a sampling procedure in which the researcher selects units or respondents that are close at hand or easy to reach or just happening to be available at the time when data collection is taking place and was applied to students (Gay, 1996).

3.5 Data collection methods

The study used both secondary and primary data collection methods.

3.5.1 Secondary data collection methods

The secondary data collection method included review of the different district reports and documents.

3.5.2 Documentary analysis

Documentary analysis was used to obtain information on the study variables in relation to the study. A critical analysis of existing documents and records related to the study was done. These included available literature in form of publications, official correspondence, minutes of meetings, staff duty files, students' roll call files. These helped the researcher to produce descriptive and analytical work. The documents were also instrumental in cross validating the findings obtained through questionnaires and interviews.

3.5.3 Primary data collection

Due to the fact that secondary data sources have a lot of shortcomings such as out datedness and inadequacy in terms of coverage, the study went beyond secondary and contacted respondents for first hand data using self administrated questionnaire (SAQs, Appendix A).

This approach was good because it covered a large population quickly and at a reasonable cost. Further, self administered questionnaires were very suitable for the target respondents on account of their high level of English literacy.

3.6 Study instruments

The researcher used various modes of data collection and they included structured questionnaires, interview guides.

3.6.1 Structured questionnaires

The researcher constructed a questionnaire that had closed ended questions, which were designed to obtain information and data from the teachers and students. Structured questionnaires were preferred by the researcher because of its advantages like; easy to administer on a large population which is largely literate, teachers and students who were the main respondents are literate. Questionnaires require less time and money compared to other methods like focus group discussions (Moser and Kalton, 1979). However because questionnaires do not allow probing, prompting and clarification (Amin, 2005:270), the researcher employed interview in order to collect additional data that might have been left out by the questionnaires whose items are fixed.

3.6.2 Interview guide

The instrument had pre-designed questions about the issues to be discussed as a guide to the interview and to ensure that all relevant aspects were covered. The instrument intended to tap extra and detailed information on opinions, beliefs and perceptions on the topic. Interviews allowed the researcher to clarify items on the study by repeating and rephrasing questions that seemed not clear to respondents (Kothari, 2004). Interviews were held with head teachers, plus some selected teachers and students. The interview method helped the researcher to obtain views of the head teachers, teachers and students about the teachers' leadership roles in the school and how they affect students' discipline. The interviews also helped to get some answers to unanswered issues in the questionnaire.

3.7 Data quality control

This section has two sub sections, on validity and the other on reliability.

3.7.1 Validity

Validity of research instruments is a measure of the extent to which the instruments measure what they are supposed to measure. According to Amin (2005), the research instrument must be appropriate for the study objectives to be achieved. To establish the validity, the researcher discussed

the instrument with the colleagues and supervisors who are knowledgeable in the field of research.

The colleagues with the expertise were asked to rate each question on a point rating scale. A four point scale was opted for indicating very relevant (VR), quite relevant (QR), somehow relevant (SHR) and not relevant (NR). Then content validity ratio was determined using the formula:

CVR = $\frac{n_3}{4} - \frac{N}{2}$

Where: CRV is the Content Validity ration

$\frac{n_3}{4}$ is the number of experts rating the item

The average CVR (CV1) was computed using the formula

$$CV1 = \frac{items\ rated \frac{QR}{VR}\ by\ all\ judges}{total\ number\ of\ items\ in\ the\ questionnaire}$$

Where: CV = Content Validity Index

QR = Items rates quite relevant

VR = Items rated very relevant

Out of the 15 items of the questionnaire, 10 were rated as very relevant and quite relevant. The content validity index for the questionnaire was 0.7. The items were therefore confirmed valid. This is in line with Amin's (2005)

argument that for any instrument to be accepted as valid, the average index should be 0.7 and above. This meant that the items of the instrument were proved valid. The researcher finally incorporated the comments while drafting the final copy.

3.6 Reliability

Reliability of an instrument is the dependability or trustworthiness of an instrument. in other words, it is the degree to which the instrument consistently measures what it is supposed to measure (Amin, 2005). In order to establish the reliability of the items in the questionnaires, the researcher carried out a Test-Retest method where a respondent who had completed the questionnaire was asked to complete it again after two weeks and his choices proved constant. Amin (2005) comments that test-retest or stability test provides evidence that scores obtained on a test at one time (test) are the same or close to the same when the test is re-administered some other time (retest). Internal consistence of the items in the questionnaire was established using Cornbach's formulae to computer the alpha co-efficiency of reliability.

$$a = \frac{K}{K-1}\frac{[1-\sum SD_i^2]}{SD_{t^2}}$$

a = Is the Alpha coefficient of correlation

K = Is the number of items in the instrument

SD_i^2 = Variance of the scores on total test

SD_{i^2} = Variance of scores on individual items

$\sum$ = Summation

A pilot study was conducted on three schools; Buloba S.S., St. George S.S.S. and Bulamu S.S. that were not part of the sample and fifteen teachers were selected as respondents. The data collected was coded and entred into the computer using SPSS (Special Program for Social Scientists). Reliability was therefore computed and the following were the results:

Section A's, a = 0.75, Section B's a = 0.83 and Section C's a = 0.75. Accoring to Amin (2005), a perfect reliable instrument has a coefficient alpha of 1.00, meaning that all values to 1.00 are reliable. The above formula was chosen because according to Gay (1996) as quoted by Bakkabulindi (2005) the formula requires less time than any other methods of estimating.

3.8 Procedure

After the researcher had discussed with supervisors and had the instruments proved valid and reliable, an introductory letter was obtained from the Dean, School of Education, Makerere University. She then approached the schools' public relations administrators for appointments. The administrators assisted the researcher to randomly select the potential respondents.

On occasion where the head teachers were absent, the administrator would direct the researcher to the appropriate offices. Questionnaires were self administered so that where issues were not clear to the respondents, they would seek clarity and also to recover all the questionnaires that were given out. Interviews were conducted in places that were convenient to the individual respondents to avoid interruptions from other people. After the interviews, the instruments were well edited to ensure that they were fully completed.

3.9 Data analysis

For the researcher to attain purpose of the study, it was necessary to be consistent with the research design of the study on both quantitative and qualitative data collected. Percentage distribution technique was used o analyse questionnaire data which was in a quantitative format (Creswell, 1993). The qualitative data was analysed using descriptive or narrative method where the researcher presented detailed literature description of the respondents views for the reader to make their opinions (Bell, 1993).

3.10 Ethical consideration

The major ethical problems experienced in this study were infringement on the privacy and confidentiality of the respondents. The study did not in any way use force to gather data. The different respondents were given chance to respond freely with no salient intimidation or force or promise of reward.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter presents the study findings. The study findings are presented in lieu of the study objectives. These finding were obtained from both primary and secondary sources. They are presented and analyzed using both qualitative and quantitative approaches.

4.1 Effects of teachers' in and outside class pedagogical aspects on students' discipline in Wakiso district.

Findings in this section are in response to the first research question, which aimed at establishing the effect of teachers' in and outside class pedagogical aspects and their effect' on students' discipline.

Generally the teacher was looked at as a role model. The teacher's in class pedagogical aspects were viewed in relation of his presentation. Consideration was put on teachers' dress code, teacher receptiveness, provision of a conducive teaching and learning atmosphere and application of variety of pedagogical approaches i.e. the in and outside class pedagogical aspects.

The respondents were asked whether the teachers' dress code was appropriate and thus not offensive in any way.

They were also requested to give their views on the way the teachers interacted with learners. The teaching methods were also inquired about and nature of atmosphere created by teachers during the teaching and learning process.

Responses are quantitatively presented in Table 2, which includes the following respondents: Students, Teachers and Head teachers. The perceptions were viewed as their attitude towards teachers' dress code, teachers' receptiveness, provision of a variety of teaching and learning experience.

Table 2: Respondents' perception of the teachers' in and out side class pedagogical aspect.

Items and Respondents	Strongly agree		Disagree		Agree		Strongly disagree	
	F	%	F	%	F	%	F	%
Students	0	00	0	00	86	33.5	171	66.5
Teachers dress decently in a very presentable								
Teachers are receptive and readily attend to students any time.	0	00	21	8.9	150	63.8	64	27.2
Teachers expose to students a variety of learning experiences	0	00	21	8.9	43	16.7	193	75.1
Teachers create an atmosphere condusive for students' involvement	0	00	0	00	193	75.1	64	24.9
Teachers	0	00	0	00	37	45.1	45	54.9
Teachers dress decently in a very presentable								
Teachers are receptive and readily attend to students any time.	0	00	7	8.5	60	73.2	15	18.3
Teachers expose to students a variety of learning experiences	0	00	0	00	44	53.7	38	46.3
Teachers create an atmosphere condusive for students' involvement	0	00	22	26.8	45	54.9	15	18.3
Headteacher	0	00	0	00	9	33.3	18	66.7
Teachers dress decently in a very presentable								
Teachers are receptive and readily attend to students any time.	0	00	0	00	9	33.3	18	66.7
Teachers expose to students a variety of learning experiences	0	00	0	00	23	85.2	4	14.8
Teachers create an atmosphere condusive for students' involvement	0	00	0	00	24	86.1	4	14.8

Findings in Table 2 reveal that 171(66.5%) of the students strongly agree that the teachers' dress professionally and present themselves in the most acceptable way. 45(54.9%) of the teachers strongly agreed that the teachers dress decently and present themselves in the most acceptable way, 37(45.1%) of the teachers also agreed, 18(66.7%) of the head teachers strongly agreed that teachers dress decently and present themselves in the most acceptable way, while 9(33.3%) of the head teachers also agreed.

The study findings indicate that 64(27.2%) of the students strongly agreed that the teachers are receptive and ready to attend to students at any opportunity, 150 (63.8%) of the students also agreed and 21(8.9%) of the students disagreed. 15(18.3%) of the teachers strongly agreed that teachers are receptive and ready to attend to students at any opportunity, 60(73.2%) of the teachers agreed and 7(8.5%) of the teachers disagreed. 18(66.7%) of the head teachers strongly agreed that teachers are receptive and ready to attend to students at any opportunity while 33.3% of the head teachers agreed.

Finding revealed that 193(75.1%) of the students strongly agreed that teachers expose students to a variety of learning experience and freely interact with them and 44(53.7%) of the teachers agree. 4(14.8%) of the head teachers strongly agreed that teachers expose students to a

variety of learning experience and freely interact with them and 85.2% of the head teachers agreed.

Findings show that 64(24.9%) of the students strongly agree that teachers offer humorous learning atmosphere and their lessons are interesting and 193(75.1%) of the students agreed. 15(18.3%) of the teachers strongly agreed that teachers offer humorous learning atmosphere and their lessons are interesting. 45(54.9%) of the teachers agreed and 22(26.8%) of the teachers disagreed. 9(33.3%) of the head teachers strongly agreed that teachers offer a humorous learning atmosphere and their lessons are interesting, 51.9% of the head teachers agreed and 14.8% of the head teachers disagreed.

On the whole research findings revealed that teachers in and out side class pedagogical aspects are recommended among the students, teachers and headteachers. Therefore teachers are students' role models

The above findings were supplemented by the qualitative responses from students, teachers and head teachers for example, one student when asked whether their teachers were good role models to them, he had this to say:

> "*On the whole majority of our teachers exhibit a high degree of leadership and exemplary conduct and generally their dressing is good*"
> (Student interviewed in June 2009.)

This implies that students are generally satisfied with the teachers' appearance. Although sometimes a few of the (students) did not respect the expected dress code as required by the school administration, the practice was not picked from their teachers. This is supported by the response from one of the school leaders during an interview who commented that

> "*Our girls dress so badly during variety shows, but the teachers always fight it*" she continued, *"and in any case we have no reason to blame our teacher for sure they try their level best."*

On the other hand another student was asked about what he learns from his teachers and his response was that;

> "*Majority of our teachers behave professionally save for some few science teachers who dress shabbily but not indecently*"

This implies that although some teachers may not be very smart in their appearance, they do not divulge the professional ethics. That is they still remain students' role models.

Another finding from the research survey which aimed at establishing whether teachers provided a conducive teaching and learning experience showed that majority of the teachers tried to make good use of the available facilities and resources. A few of them improvised teaching materials especially those in rural and semi urban schools.

This was supported by response from one of the teachers commenting that;

> "*They had little to do with the school structures, whether under a tree or a shed, the lesson must continue*."

This implies that although classroom setting and environment greatly compromised with the students' discipline, teachers most of the time had limited contribution. This was found in a Universal Senior secondary school where classrooms were congested and students were so unsettled

An interview was also conducted with a head teacher (September 2009) on whether the teachers provided a variety of learning experience to students, his response was that;

> "*Apart from the science teachers who are encouraged to utilize materials in their environment, most teachers just teach."However in the interaction with him, it was revealed that geography students mainly go out for field studies an indication of study exposures.*

Although the questionnaire indicated high scores of 193 (75.1%) by students and 23 (85.2%) by head teachers, responses from the interview reflected that teachers do not provide adequate visual aid to students. This was discovered from one of the rural schools visited during the study.

The above qualitative findings imply that teachers are able to provide acceptable in and outside class pedagogical training to students apart from a few affected by economic constraints.

4.2 Effects of teachers' supervisory role on students' discipline.

Objective two of this study aimed at establishing the effect of teachers' supervisory role on students' discipline. To this effect respondents were set questions to answer in a self-administered questionnaire. These contained and aimed at establishing the teachers' effectiveness in keeping well organized record books, proper roll calling files, students having copies of school rules and elements of time management (punctuality) and obedience. The different respondents' responses are revealed in table 3.

Table 3: Respondents' perception of teachers' supervisory role on students' discipline.

Items and Respondents	Strongly disagree		Disagree		Agree		Strongly agree	
	F	%	F	%	F	%	F	%
Students	0	00	21	8.2	172	66.9	64	24.9
Teachers have well organized record books								
Teachers possess roll call files for their students	0	00	21	8.2	172	66.9	64	24.9
Students possess copies of school rules and regulations	84	32.7	22	8.6	43	16.7	108	42.0
Students are time conscious (punctual)	42	16.3	86	33.5	108	42.0	21	8.2
Teachers	0	00	14	17.1	46	56.1	22	26.8
Teachers have well organized record books								
Teachers possess roll call files for their students	0	00	16	18.3	46	56.1	20	25.6
Students possess copies of school rules and regulations	0	00	45	54.9	7	8.5	30	36.6
Students are time conscious (punctual)	0	00	29	35.4	38	46.3	15	18.3
Headteacher	0	00	0	00	18	66.7	9	33.3
Teachers have well organized record books								
Teachers possess roll call files for their students	0	00	0	00	18	66.7	9	33.3
Students possess copies of school rules and regulations	0	00	8	29.6	10	37.0	9	33.3
Students are time conscious (punctual)	0	00	0	00	18	66.7	9	33.3

Source: Primary data

Findings in table 3 reveal that 64(24.9%) of the students strongly agreed that teachers have well organized records for future reference, 172 (66.9%) of the students agreed and 21(8.2%) of the students disagreed. 14(17.1%) of the teachers strongly agreed that teachers have well organized record books for future reference, 46(56.1%) of the teachers agreed and 22(26.8%) of the teachers disagreed. 9(33.3%) of the head teachers strongly agreed that teachers have well organized records for future reference and 18(66.7%) of the head teachers agreed.

On whether the teachers roll call students, findings depicted that 64 (24.5%) of the students strongly agreed that teachers regularly check on students presence and attendance by effectively roll calling, 50.2% of the students agreed, 43 (16.7%) of the students disagreed and 22 (8.6%) of the students strongly disagreed. 20 (25.6%) of the teachers strongly agreed that teachers regularly check on students' presence and attendance by effectively roll-calling, 46 (56.1%) of the teachers agreed and 18 (66.7%) of the head teachers agreed that teachers regularly check on students' presence and attendance by effectively roll-calling, while

9(33.3%) of the head teachers strongly agree that teachers participate in roll-calling students.

The researcher also wanted to find out whether students are well versed

with the school rules. Findings in table 3 show that 108 (42%) of the students strongly agree that they have copies of the school rules signed and kept by them, 84(32.7%) of the students strongly disagreed. 45(54.9%) of the teachers disagreed that students have copies of the school rules signed and kept by them, 30(36.6%) of the teachers strongly agreed, 10(37%) of head teachers agreed that students have copies of school rules signed and kept by them, 8(29.6%) of the head teachers disagreed.

The researcher still wanted to establish whether students were conscious about time (time management). Findings revealed that 108 (42%) of the students agreed that punctuality was well respected in school, 86 (33.5%) of the students disagreed. 38 (46.3%) of teachers agreed that punctuality is well respected in school. 29 (35.4%) of the teachers disagreed, 18 (66.7%) of the head teachers agreed that punctuality is well respected in school.

On the issue of whether students respect authority, study findings revealed that 149 (58%) of the students agreed that they have respect for those people in positions of authority, 42 (16.3%) of the students disagreed, 54 (63.4%) of the teachers agreed that students have respect for those in positions of responsibility. 22 (26.8%) of the teachers disagreed, 19 (70.4%) of the head teachers agreed that students have respect for those people in positions of responsibility.

From the analysis above, it can be deduced that teachers' supervisory role is well pronounced through record keeping students' discipline is good and well monitored using stipulated rules and regulations circulated among the stakeholders where students are also inclusive

The above findings were supplemented by qualitative responses from individually selected teachers, students and their teachers. Respondents' views as expressed by one of the students indicated that most teachers have well kept records;

> "*Our English teacher is so organized; I also want to be like her." Can you imagine that she even has my marks for form one although now I am a big girl of form four.*

This comment was in response to the researcher's question which required establishing whether teachers are good at record keeping. This implies that teachers do keep track of students in various activities although class monitoring stands out most.

On consultation with head teachers about their perception of teacher's record keeping, it was revealed that class teachers must produce cumulative results about the students' performance. This was the head teachers' comment,

"*Students' ability is judged basing on accumulated scores*."…. *obviously these are organized by respective subject teachers"*

This was a clear indication of presence of records among teachers to track students' performance which definitely controls discipline.

However, the researcher findings also revealed that although teachers keep records of students, several of them have limited interest in learning each and every student under their control. This is revealed from comments by various students as indicated below,

"I always answer for my friends at roll-calls after all we don't show identity cards"

Another student leader who was interviewed said that,
'But it's us who conduct roll-calls''.

This indicated a sign of negligence by some teachers or to be more polite laissez fair practice. The researcher's interest on establishing whether students are informed about the school riles revealed that although some schools do not offer individual copies of school rules, at least each of the school notice boards have a copy hanged on it. This is derived from one of the students' comments, who said that,

'All new students are given a copy of the school rules and also others are pinned on the notice boards''.

About time management, the research found out that most schools do not tolerate late coming although students continue trailing in school one by one at late hours after the gates had been closed.

4.3 Effects of teachers' planning role on students' discipline.

The third research question intended to establish the effect of teachers' planning role on students' discipline. Its findings were based on the way teachers planned their teaching and learning atmosphere in order to attract and sustain students' participation, in classroom activities and even the general attendance of the school to prevent absenteeism.

Table 4: Respondents' views on teachers' planning role and students' discipline.

Items and Respondents	Strongly disagree		Disagree		Agree		Strongly agree	
	F	%	F	%	F	%	F	%
Students								
Students do all the activities and assignment given by the teachers	24	8.6	64	58.4	52	24.9	08	8.2
The school has a well stocked library	0	00	21	24.6	127	24.9	87	33.9
Class rooms are well organized	0	00	21	8.9	109	54.0	85	37.0
Teachers give well researched work	0	00	64	24.9	86	33.5	107	41.6
Teachers								
Students do all the activities and assignment given by the teachers	0	00	23	56.1	37	35.4	22	8.5
The school has a well stocked library	0	00	7	28.0	68	45.1	7	26.8
Class rooms are well organized	0	00	15	8.5	53	82.9	14	8.5
Teachers give well researched work	0	00	07	9.5	60	81.1	7	9.5
Headteacher								
Students do all the activities and assignment given by the teachers	0	00	09	37.0	18	63.0	0	00
The school has a well stocked library	0	00	02	16.3	18	66.7	02	17.0
Class rooms are well organized	0	00	4	18.5	18	66.7	5	14.8
Teachers give well researched work	0	00	0	00	14	51.9	13	48.1

Source: Primary data

Findings in table 4 show that 107 (41.6%) of the students strongly agreed that they are comfortable and confident about the quality of work given by the teachers. 86 (33.5%) of the students agreed and 127 (24.9%) of the students disagreed. 7 (9.5%) of the teachers strongly agreed that students

are comfortable and confident about the quality of work given by the teachers, 60 (81.1%) of the teachers agreed and 7 (9.5%) of the teachers disagreed. 13 (48.1%) of the head teachers strongly agreed that students were comfortable and confident about the quality of work given by teachers and 14 (51.9%) of the head teachers agreed.

On establishing the student's response to teacher's assignments, study findings revealed that 109 (58.4%) the students disagreed that they promptly do all assignments as given by the teacher. 127 (24.9%) the students agreed, 23 (56.1%) of the teachers disagreed that students promptly do all assignments as given to them by the teachers. 35.4% of the teachers agreed. 18 (63%) of the head teachers agreed that students promptly do all the assignments as given by the teachers while 09 (37%) of the head teachers disagreed.

Study findings also show that 87 (33.9%) of the students strongly agreed that they have well stocked libraries, 127 (24.9%) of the students disagreed. 68 (45.1%) of the teachers agreed that the libraries have required books, 7 (28%) of the teachers disagreed. 18 (66.7%) of the head teachers agreed that schools have well stocked libraries.

Findings reveal that 109 (54%) of the students agreed that classrooms are well organized, 21 (8.9%) of the students disagreed, 53 (82.9%) of the teachers agreed that classrooms were well organized and 15 (8.5%) disagreed. 18 (66.7%) of the head teachers agreed that classrooms were well arranged and organized, 4 (18.5%) of the head teachers disagreed.

The study findings therefore indicate that schools have libraries although the degree of stocking differed. Teachers provided to students well researched work and taught in organized classrooms. Students' discipline is indicated manageable by the score of 29 (64.6%) of the teachers and 17 (66.7%) of the headteachers accepting that students do assignments.

The researchers' effort to establish the effect of teachers' planning role on students' discipline discovered that some teachers gave students shallow notes which forced them to either keep awake for long hours, or even run to class deep in the night to supplement what the teacher left with them. This was revealed by an interview with one of the students who put it straight that,

"*They have to 'beat' winter if they were to pass*"

Beating winter when asked what it meant was going to class in the wee hours of the morning. This implies that sometimes teachers do not seriously research in order to give students sufficient information.

Another student commented that some students were dodging class for teachers they felt they could not understand; this was deduced from one of the comments from a student saying that,

"*Why bother when I pick nothing."*

In an interview with one of the head teachers of a rural school, it was revealed that schools lack well stocked libraries and even the few aging books were off syllabus. This coincided with the students' reaction when he said that;

"*he used to do selected assignments because he lacked text books*."

The researcher therefore observed that it was quite a challenge to teachers' planning roles against lack of reference books.

However, from the school inspectorate report and schools annual report as presented in the Ministry of Education and Sports report 2008, it indicated that teachers give the best study information to students and use appropriate teaching methods. On a sad note the report indicated that most science teachers do not apply new methods of teaching sciences (discovery) as advocated by the Ministry of Education and Sports through the Secondary Science Education and Mathematics Teacher Project (SESEMAT). In the same report,

it was revealed that most teachers do not have schemes of work, therefore sometimes cover less than syllabi expectations.

The same report also revealed that since most schools do not have well stocked libraries, teachers take long to update their notes; some of them have “yellow notes”, meaning that are very old notes. It was therefore in agreement with the less than 50% of students who strongly disagreed that teachers provide them with well researched work.

The report commented that many schools received donations of books from clubs like Rotary Club which at times were not on syllabus. And when school libraries were visited by the researcher, they were found with a variety of books which were not applicable to such levels.

The researcher’s interaction with the school officials during the interviews revealed that schools have resorted to making students contribute to the schoolbook bank by each one of them buying a book for the school. Research findings therefore indicate that although teachers would very much want to give the students their best, resource distribution in terms of facilities holds them backwards although they improvised as much as they could.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS.

5.0 Introduction

This chapter presents discussion of results, conclusions and recommendations as well as areas for further research.

5.1 Discussion of findings.

5.1.1 Effects of teachers' in and outside class pedagogical aspects on students' discipline.

Study findings revealed that teachers presented themselves in the most acceptable way and significantly contributed to behavioral training of students as sited in Kochhar (1997). Majority of students admired their teachers as very good leaders and they found them (teachers) easy to interact with an issue observed by Harold (1993) that teachers are role models and that their personality has a great role to play in school discipline when he said that young children were attracted by the outer charm and repelled by the shabby look of the teacher.

Goodwin et all (1967) concur with the study findings when he gave a quotation of one of the head teachers' communication to newly admitted students commenting that; the school did not offer any study in philosophy of administration but students were to learn through imitating their

teachers and superiors. This is supported by Harold (1993) who commented that a teacher is being watched and held as a role model by scores of children who look up to him for guidance.

Babiita (2007) strengthens the impact of teachers-student relationship on school discipline when he put it that interactions promoted influence and where there was a discrepancy between the moral standards of the home and any companion, children often accepted the standards of the companion and rejected those of the family. In this case as Musaazi (1982) observed that children stay with teachers much longer than their parents. They are therefore more likely to adapt to teachers demands. Goodwin (1967) giving tribute to ateacher emphasized it more when he said that;

This study revealed that proper teaching methods were exposed to students and that teachers gave students a condusive teaching and learning environment, but in situations where students were not satisfied with their teachers, they behaved contrary for example moving out of class, dodging lessons or even studying at wrong hours. This is supported by Buga (1991) who said that if a teacher does not use the appropriate method he causes anxiety, in attentiveness, monotony and redundancy. He went on to say that youth often reacted very seriously to what they saw as issues of deprivation and value conflict.

According to Fontana (1987) teachers tend to offer settings which they prefer, therefore some children inevitably find themselves under stimulated and bored, while others find it over intrusive and unsettled. Such an environment leads children to disruptive and challenging behaviors simply through frustration and need to provide variety.

This study finding indicated some degree of indecency among students. The researcher related this to peer influence as revealed in Tumutoerine (2003)'s research where he quoted an adolescence (seventeen years old boy) who said that one of their difficulties was having people to realize that they were no longer kids. Ikube (2004) explained this in the way that children from schools with strong cultures or gifted seek peers' acceptance by masking giftedness conforming to peers' behavior patterns and purpose. Tumutoreine (2003) noted that adolescence is a distinct phase of drastic physical, emotional and behavior changes. Such sudden changes coupled with non-availability of authentic sources to know, understand and appreciate, results in to anxieties and causes confusion and unrest among adolescent in schools.

Although the study did not dig deep into students' relationship with their parents, study findings indicated that teachers freely interacted with students and offered a humorous teaching and learning atmosphere.

This counter-reacted Tumutoreine (2003)'s findings that teachers have caused indiscipline in schools by abusing and neglecting their work. He (Tumotoreine, 2003) emphasized it further by saying that teacher – students' relationships have a great impact on students' discipline.

Study findings indicated that some students abused the school rules by revising at awe hours of the night to supplement on the little information given by the teachers. This is supported by Gwokyalya (1992)'s discovery that some teachers under dosed their students contributing to their failure. Students fearing of being discontinued from school turn against school rules by studying on torchlights after lights out period.

Students' responses on the researcher's concern about whether teachers exposed to students a variety of learning experience indicated that teachers did provide varied learning activities. However past researchers such as Harold (1993) indicated that teachers tend to generalize students' ability in all activities without taking into consideration other factors like age, interest, maturity, etc. Tumutoreine (2003) agrees with the sighted findings when he said that school administrators generalize about what children are like.

5.1.2 Effects of teachers' supervisory role and students' discipline.

Results revealed that teachers have well kept records and they often checked on students' presence and attendance by roll- calling. However it was further revealed that although teachers endeavored to conduct roll-calls, they were not very effective as commented by one of the students that they could respond for their friends since teachers did not know them keenly and yet on other occasions it was done by prefects who could be lenient to their fellows. But all the same record keeping was found very crucial among secondary school supervision as noted by Penn, Pennix in Kato (1996) that records had gained importance as an indispensable management tool in contemporary organization.

Head teachers emphasized that teachers kept records and that it was very crucial because teacher are in change of almost the entire school program. This was in agreement with Luggya (1991)'s findings that schools have varied activities, which require teachers' involvement; ranging from games and sports, classroom activities, assemblies, farm work and others. Kochhar (1997) confirms this when he said that a teacher as a supervisor ensures regular attendance, detect irregular and truant pupils, check practical and written work and also guide pupils according to their needs. All these activities conform to the study's concern that record-keeping is crucial for effective supervision in the teaching and learning institution.

Teachers agreed that they kept records and that their involvement in school activities was very crucial. This was in acknowledgement of Passi (1990)'s complement that teachers have the ability; motivation and creativity to enable the school achieve its objectives. However, Musaazi (1982)'s study indicated that teachers were denied participation in some school programmes when he noted that "what teachers demanded for was mainly confined to classroom teaching".

Wakike and Nabwire (2003) supported the study findings that records were important in schools when they said that for schools to be effectively and efficiently run, they must ensure that they keep up- to- date records on students' enrolment and performance. To this Wallece (1940) said that filing increased efficiency and capacity of management to deal with administrative situations. Being that organizations have two groups of people as identified by MacKgragors' two factor theory in Okumbe (1998); "the want to do" and "the push to do" under theory X and Y, teachers needed to keep close supervision of learners through record keeping.

Kochhar (1997) acknowledged the importance of teachers in supervising students when he said that teachers have to ensure regular attendance, detect irregular and truant students, check practical and written work and also guide students according to their needs. Luggya (1991) emphasizesd

teachers importance in supervision when he lighted the varied activities carried out in the school that needed teachers' supervision. These included sports and games, classroom activities, assembles, farm work and others. This was further supported by Kato (2007) when he noted that teachers' duties included monitoring pupils' attendance, punctuality and over all discipline.

Punctuality was found respected by students, teachers and head teachers and it was made part of key elements of rules and regulations of the school. According to Tumutoreine (2003) students were expected to display good manners by following school rules and regulations although some of them turn out to behave awkwardly hence mutilating the valid and valued goals of schools.

5.1.3 Effects of teachers' planning role on students' discipline.

The study revealed that teacher did a great job in planning for their students.

Teachers were found involved in various activities, which required them to plan for their accomplishment. Tumutoreine (2003) noted that the school has varied activities curried out according to the plan, school timetable and program. This entailed grouping of activities and assigning these

responsibilities to distinct individuals' Passi (1990) agreed with the findings when he maintained that teachers' involvement was preferred because they have the ability, motivation and creativity. Kochhar (1997) confirmed it further when he said that a teacher organizes the various activities and programs for which he is responsible. Unfortunately as indicated in the study findings, a reasonable number of teachers hardly got themselves involved in managing and organizing for their students on grounds that it was not part of their job description. This can be backed up by Passi (1990)'s observation that teachers' participation is co-curricular activities was inadequate. He found out that teachers felt they were more voluntary than obligatory; more over tools to use were inadequate.

On the other hand several teachers believed that out of classroom activities were a waste of time and only for weak pupils academically therefore they saw no need of wasting their energy on un examinable activities. This confirming to Rusoke (1977)'s finding in Luggya (1991) that Uganda's education system is examination oriented and therefore teachers' judgment of accountability in education is on students' achievement in examination.

A teachers therefore as indicated by the study results pays attention to plan his class in an attractive and convenient way in terms of audio visual aid, instructional materials, preparation of homework, assignment and arrange for their effective checking Kochhar (1991).

Harold (1993) explained that poor class organization greatly affects the teaching and learning process and can cause disorder amongst learners.

Study findings revealed that most of the schools have libraries although the degree of facilitation or stocking varied. Busiku et all (2003) said that head teachers before the term begins organizes the supplies of text books, stationary, science equipments and other materials. In agreement Quayson (2003) expressed the duties of heads of academic institutions as ensuring an adequate supply of relevant textbooks, laboratory and workshop text books, equipment plus other teaching and learning materials.

In agreements with the study findings of ensuring well stocked libraries, the Ministry of Education and Sports (1998) considered creation of a "Centre of excellence" in each district and a school with full library and facilities for teaching sciences during its Education Sector Strategic Plan ESSP, 2004/05 to 2014 and 2015.

Although the Ministry of Education and Sports has that broad aim, the situation on ground is far from satisfactory as indicated by the concerns of the respondents. Teachers and students confirmed that school libraries were poorly stocked and lacked up to date reference books. This rhymes with the MOES (1999) report, which indicated inadequacy of materials such

as text books. Kato(2007) confirmed this when he said that Support Uganda Primary Education Project (SUPEP) was inadequate. This was a project designed to facilitate library facilitation in primary schools.

To confirm further that schools have poorly equipped libraries, Nyirabimana (2004) argued that most schools in Uganda today depend on donations, yet as observed by Musaazi (2006) text book donations by foreign countries are rarely selected because of their relevance to curricular and behavior objective formulated either at national or local levels. He continues to say that imported books often have the same failings and contain biases.

Kato (2007) confirms it further when he said that 15 percent of primary schools in Uganda have libraries but most of them lack essential books. Generally with the exception of a few isolated schools as noted by Kato (2007), the state of libraries in Uganda today is far from satisfactory.

The students were found generally disciplined although the study revealed that some times students offended teachers' instructions. This is deduced from the study findings which indicated that students dodged classes for teachers they could not understand their teaching. Gwokyalya (1992) concurs with what was found when he commented that some teachers under closed learners forcing them to study on torch light at lights out periods.

5.3 Conclusions

From the study findings and discussions, the following conclusions can be deduced.

Teachers' teaching methods, and the way they interact with students and their presentation, which are conceptualized as teachers' in and outside class pedagogical aspects help to shape students by taking from them as their role models and also training them during the teaching and learning process. An example was cited where a student gave his tribute to his teacher describing that his teaching transcended mere classroom craftsmanship. That he was an enthusiasm amplifier and an optimist, a spur and above all a personality of exceptional force, warmth and light.

The study also concluded that Teachers participate in the supervision of students by using well organized records in form of registers, record books, schemes of work plus school rules and regulations. Examples were cited where teachers produced cumulative records for analyzing students' performance. However, teachers were found having a challenge of knowing students by name when a student commented that they could respond for their missing friends during roll calls since teachers could not identify them. Its also concluded that teachers do plan for their lessons and any other teaching and learning activities but thorough preparation is limited by availability of necessary tools and materials like textbooks.

This can be backed up by Kato (2007)'s comment that 15 percent of primary schools in Uganda have libraries but most of them lack essential books. And from the study one student commented that why bother going to the library yet he will not be helped, which is an indication of lack of reference books.

5.4 Recommendations

The study makes the following recommendation

Teachers should ensure that they select a teaching method that caters for all categories of learners in order to attain disciplined classes. At the same time teacher should be presentable and caring all the time being that they are students' role models.

Teachers should deeply involve themselves in organizing school programme. They should also keenly take charge of the activities being that they are the students' immediate supervisors while at school. Proper records should also be kept by the teachers for proper and effective supervision of students.

Stakeholders of Wakiso District Secondary schools should ensure that schools are well facilitated in terms of teaching and learning materials. This will enable the teachers successfully plan their teaching and learning environment to attract students' attention.

5.5 Suggested areas for further research.

This study was specifically carried out in Wakiso district Secondary schools. Therefore this same research can be done on primary schools in the district or any other district in Uganda in order to have a comparative analysis.

Further research can also be carried on the personality of the teacher and how it affects the discipline of students.

Research can also be conducted on the head teachers' leadership styles and their effect on students' discipline.

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APPENDICES

APPENDIX I

SELF ADMINISTERED QUESTIONNAIRE FOR STUDENTS IN WAKISO DISTRICT ON TEACHERS' LEADERSHIP ROLES AND STUDENTS DISCIPLINE.

Department of Foundation and management,

School of Education, Makerere University,

March 2009.

Dear Respondent,

I am carrying out a survey on teacher leadership roles and how they relate to students discipline in Wakiso district. The following questionnaire is for school leaders like you. Students must be disciplined if effective leadership is to be realized. It is against this background that you have been randomly selected to participate in the research by completing the questionnaire. It would thus be very helpful if you assist by answering the questionnaire as per instructions at the beginning of each section. You are required to provide the most appropriate answer in your opinion. Your responses will be kept confidential. In any case the questionnaire is anonymous. Please endeavor to fill the questionnaire within two weeks and return to the secretary of the school. Thank you.

Yours faithfully,

…….
Nassozi Immaculate
Researcher

BACKGROUND VARIABLES

Please help us classify your response by supplying the following facts about your self and your opinion on the raised issues by ticking an appropriate box. There is no right wrong answer therefore no particular response is targeted.

1. What is your gender?

Female ☐ Male ☐

2. What is your designation?

School prefect ☐ Class monitor ☐

Dormitory leader ☐ Club leader ☐

Others ☐

3. State the type of school? (You can tick more than one box accordingly).

Day ☐ Boarding ☐

Government Aided School ☐

Private ☐ Mixed ☐ Single ☐

Specify girls or boys ☐

SECTION A INDEPENDENT VARIABLE;

TEACHERS' LEADERSHIP ROLES

Please use the following Likert's system to answer this section. Tick the most appropriate alternative in the table.

SD = Strongly Disagree = D Disagree, A = Agree SA = Strongly Agree

Aspect of in and out side class pedagogical aspects	**SD**	**D**	**A**	**SA**
1. Am sure the teachers dress decently and present themselves in the most acceptable way.				
2. Am sure teachers are receptive and ready to attend to students at any opportunity.				
3. In my opinion teachers offer, a humorous learning atmosphere during lessons.				
4. According to me teachers utilize a variety of learning experiences				
5. I believe teachers are good role models to students				

Aspect of teachers' supervisory role	**SD**	**D**	**A**	**SA**
6. According me teachers regularly check on students' presence and attendance by effective roll -calling				
7. Am sure teachers have well organized records to use for monitoring students.				
8. According to me teachers take keen interest to participate in school activities				
9. I believe teachers take part in fostering time management in school				
10. Am sure students have copies of school rules and regulation.				

Aspect of teachers' planning roles.	**SD**	**D**	**A**	**SA**
11. Am comfortable about the quality of work given by the teachers.				
12. Teachers participate in creating an attractive and conducive learning atmosphere.				
13. I believe the school has a well stocked library				

Discipline	**SD**	**D**	**A**	**SA**
14. Students have respect for people in authority.				
I am sure students promptly do the assignments				
16. I believe students participate in school activities				

APPENDIX ii

INTERVIEW GUIDE

Research question one: Teachers' in and outside class pedagogical aspects.

1. Do you take teachers as leaders in that school?

2. What is your opinion on teachers' dress code?

3. Can you highlight on the ways teachers organize the teaching and learning exercise ?.

4. Do your teachers provide you with visual learning aids?

Research question two: Teaches' supervisory role.

5. Does your school have well written rules?

6. Do teacher participate in supervising activities on the school program?

7. what facilities schools do teachers use to monitor students?

Research question three: Teachers' planning role.

8. Do teachers proved you with reference records?

9. Do you effectively utilizes the school library?

10. Does the school support the centre of excellence (school library)?