

# School Management Practices and Students' Discipline in Public Secondary Schools in Jinja City, Uganda

<sup>1</sup>Madudu Francisca, <sup>2</sup>Namugosa Irene, <sup>3</sup>Okiira Alex

<sup>1</sup>School of Graduate Studies and Research (SGSR), Team University, P.O. Box 8128 Mengo, Kabaka A'njagala Road, Kampala, Uganda

<sup>2</sup>St. Francis Hospital Nsambya, P.O. Box Nsambya, Ggaba Road, Kampala, Uganda

<sup>3</sup>Equity Bank Limited, P.O. Box 10184, Kampala, Uganda

Authors E-mail: [1madudufancisca@gmail.com](mailto:madudufancisca@gmail.com), [2rennienam@gmail.com](mailto:rennienam@gmail.com), [3aokiira82@yahoo.com](mailto:aokiira82@yahoo.com)

**Abstract** - This study investigated the relationship between school management practices and students' discipline in public secondary schools in Jinja City. The objectives of the research included: establishing the relationship between headteacher-teacher relationships and the students' discipline of public secondary schools in Jinja City; assessing the relationship between parents' involvement and students' discipline in public secondary schools in Jinja City; and examining the relationship between students' counselling and students' discipline in public secondary schools in Jinja City. A cross-sectional research design was utilized, incorporating both quantitative and qualitative methodologies. Out of a total population of 474, a sample of 214 respondents was selected. Data collection was conducted through questionnaires and an interview guide. Qualitative data underwent content analysis, while quantitative data was assessed using descriptive statistics (mean and standard deviation) and inferential statistics (correlation and regression analysis). The correlation results indicated a significant and positive relationship between headteacher-teacher relationships and students' discipline in public secondary schools ( $r = 0.889$ ); similarly, parents' involvement showed a strong positive relationship with students' discipline ( $r = 0.712$ ), and students' counselling also demonstrated a significant and positive relationship with students' discipline ( $r = 0.657$ ). The regression analysis further indicated that all forms of school management practices (headteacher-teacher relationships, parents' involvement, and students' counsellings) significantly and positively influenced students' discipline, with net relationships of ( $\beta = 0.523$ ), ( $\beta = 0.286$ ), and ( $\beta = 0.673$ ) respectively. Additionally, the regression model summary indicated that school management practices accounted for 79.8% of the variance in students' discipline in public secondary schools in Jinja City. The researcher recommends secondary school to implement training programs focusing on building interpersonal skills among school leaders; emphasizing effective communication techniques alongside conflict resolution strategies would

empower heads when engaging with their teaching staff. Schools should implement programs aimed at educating parents about their roles in supporting their children's education. Schools should prioritize funding for comprehensive counselling services that include trained professionals capable of addressing diverse student needs effectively.

**Keywords:** school, management, practices, discipline, and public.

## I. INTRODUCTION

The study investigates school management practices and students' discipline in public secondary schools in Jinja City, Uganda. In the early 20th century, school management practices in public secondary schools in Europe and the USA were characterized by strict and authoritarian disciplinary measures (Smith, 2018; Jones & Brown, 2019; Johnson *et al.*, 2020). Headteachers held significant power to enforce rules and maintain order within the school environment (Smith, 2018). This era was marked by a top-down approach to discipline, where students were expected to adhere strictly to rules set by authorities without much room for negotiation or input from students themselves (Smith, 2018). As the latter half of the 20th century approached, there was a noticeable shift in educational philosophies towards more student-centered approaches. This shift influenced school management practices, leading to a move away from authoritarianism towards more collaborative and inclusive methods of maintaining discipline within schools (Jones & Brown, 2019). Headteachers began to involve students more in decision-making processes, fostering a sense of ownership and responsibility among the students' body (Jones & Brown, 2019).

In recent years, there has been a growing emphasis on positive behavior support strategies in public secondary schools in both Europe and the USA (Johnson *et al.*, 2020). Headteachers are increasingly adopting proactive approaches to discipline that focus on preventing behavioral issues rather

than simply reacting to them. This shift has led to a more supportive and nurturing school environment where students are encouraged to develop self-discipline and take responsibility for their actions (Johnson *et al.*, 2020).

In African continent, in Nigeria, the evolution of school management practices can be traced back to the early 2000s when there was a significant shift towards decentralization in education management. This will shift granted greater autonomy to school leaders, which headteachers, in various decision-making processes within schools (Okebukola & Jegede, 2019). Specifically, headteachers were given more authority in areas such as curriculum development, resource allocation, and disciplinary measures. This move aimed to address the challenges of overcrowded classrooms, limited resources, and socio-economic disparities that had been impacting students' discipline in public secondary schools (Okebukola & Jegede, 2019).

Similarly, in South Africa, school management practices have also evolved over time in response to changing educational landscapes. The country has faced challenges such as large class sizes, inadequate resources, and social inequalities that have influenced students' behavior and discipline in schools (Department of Basic Education - Republic of South Africa, 2019). Headteachers have had to adapt their management strategies to address these issues effectively. One notable change has been the emphasis on inclusive education policies that promote diversity and equity within schools. This shift has required headteachers to adopt more inclusive and participatory approaches to school management (Department of Basic Education - Republic of South Africa, 2019).

In Ghana, like in Nigeria and South Africa, school management practices have undergone changes over the years due to the evolving educational environment. The country has grappled with similar challenges such as overcrowded classrooms, limited resources, and disparities in socio-economic backgrounds among students (Ministry of Education - Ghana Education Service, 2020). To enhance discipline and overall school performance, headteachers have had to implement innovative strategies that prioritize student welfare and academic success. This has involved fostering a positive school culture, implementing effective disciplinary measures, and promoting headteacher-teacher relationships built on mutual respect (Ministry of Education - Ghana Education Service, 2020).

In East African region, in recent years, the management practices of headteachers in East African countries like Kenya, Tanzania, and Rwanda have undergone significant transformations. These changes have been primarily driven by

education reforms and evolving societal expectations regarding the role of schools in shaping students' holistic development. The exact timeline of these transformations can be traced back to the early 2000s when these countries started implementing various policy interventions aimed at improving school governance structures and enhancing students' discipline (Ministry of Education – Kenya, 2017; United Republic of Tanzania, 2013; Republic of Rwanda - Ministry of Education, 2015).

In Kenya, a notable shift in school management practices can be observed following the implementation of the Competency-Based Curriculum (CBC) in 2017. This curriculum reform was introduced to promote a more learner-centered approach to education, focusing on developing critical thinking skills, creativity, and practical competencies among students (Ministry of Education – Kenya, 2017). As a result, headteachers were required to realign their management practices with the goals of the CBC, emphasizing not only academic achievement but also social and emotional development.

Similarly, Tanzania has also witnessed changes in school management practices as a result of education reforms and policy interventions. In Tanzania, initiatives such as the Big Results Now (BRN) program launched in 2013 aimed to improve the quality of education through enhanced accountability mechanisms for school leaders, including headteachers (Republic of Tanzania, 2013). These efforts have led to a greater emphasis on performance evaluation and professional development opportunities for headteachers to enhance their leadership skills.

In Rwanda, the government has implemented various policies to strengthen school governance structures and enhance students' discipline. The introduction of initiatives like the School Improvement Plan (SIP) has provided headteachers with frameworks for effective decision-making and resource allocation within schools (Republic of Rwanda - Ministry of Education, 2015). Additionally, programs focusing on teacher training and capacity building have further influenced school management practices by emphasizing continuous improvement and innovation in educational leadership.

The management practices of headteachers in Uganda have been a subject of interest and scrutiny over the years. According to a report by the Ministry of Education & Sports Uganda (2021), there has been a focus on enhancing school management practices related to students' discipline within public secondary schools. This indicates that from 2015, there has been ongoing efforts to improve the role of headteachers

in maintaining order and creating a conducive learning environment for students.

In Jinja City, a study conducted by the Jinja City Education Office (2020) delved into how headteachers collaborate with local stakeholders to address disciplinary issues unique to the district while ensuring alignment with national education policies. This study sheds light on the period between 2019 and 2020 when headteachers in Jinja City were actively engaging with external partners to tackle disciplinary challenges within their schools.

The study was guided by Systems Management Theory of Bertalanffy (1968). The theory assumes that all systems, including organizations, are complex and consist of various interconnected components. These components work together to achieve the overall goals of the system. Secondly, the theory assumes that systems can be studied and managed as a whole, rather than as individual parts. This holistic approach allows for a more comprehensive understanding of the system and its behavior. Finally, the theory assumes that systems are open and interact with their environment, which can influence their behavior and performance (Bertalanffy, 1968).

The Systems Management Theory focuses on the concept of a system as a unified whole with interrelated parts that work together to achieve specific goals. According to Bertalanffy, systems can be open or closed, with open systems interacting with their environment and closed systems being self-contained. The theory emphasizes the importance of feedback mechanisms in maintaining equilibrium within the system and adapting to changes in the external environment. It also highlights the interconnectedness of different components within an organization and how changes in one part can impact other parts of the system (Bertalanffy, 1968).

The Systems Management Theory is relevant to this study due to its emphasis on understanding organizations as systems composed of interconnected components. By viewing schools as systems, this study can examine how different components (for example, headteacher-teacher relationships, parents' involvement and students' counselling) influence students' discipline outcomes. Additionally, because headteachers play a critical role in shaping school culture and climate, this study can explore how their management practices impact student behavior through a systems lens. Furthermore, considering schools' external environments (e.g., community resources) may provide insights into how schools can leverage these resources to support students' discipline efforts.

According to Bush (2019), school management practices encompass a wide range of activities that involve planning, organizing, leading, and controlling within the school setting.

According to Leithwood *et al.* (2020), school management practices involve creating a conducive environment for teaching and learning, promoting professional growth among staff, building relationships with stakeholders, and ensuring accountability for student's outcomes. They highlight the significance of headteachers in shaping the school's vision and goals, as well as in implementing effective policies and practices to support student achievement.

Hallinger (2019) defines school management practices as focusing on improving teaching quality, curriculum development, assessment strategies, and instructional supervision. Hallinger argues that effective instructional leadership by headteachers is essential for enhancing student learning outcomes and overall school performance. Robinson *et al.* (2021) define school management practices as shared responsibilities among various stakeholders within the school community, including teachers, parents, students, and external partners. This study refers school management practise as headteacher-teachers relationship, parents' involvement and students' counselling.

Headteacher-teacher relationship is defined as the interpersonal dynamics and interactions between teachers and headteachers, characterized by mutual respect, trust, and understanding (Mutisya, 2019). According to Mutisya (2019), effective headteacher-teacher relationships are built on staff empowerment, staff training, quality assurance, and adapting new technology. Headteachers should provide regular feedback to teachers, acknowledge their contributions, and create opportunities for professional development (Nsengiyumva & Ntakirutimana, 2021).

According to Mugisha *et al.* (2020), parents' involvement refers to the active participation of parents in their children's education. Parents' involvement includes attending parent-teacher meetings, volunteering in school activities, supporting homework and other learning activities at home, and advocating for their children's education rights (Mugisha *et al.*, 2020). Parents' involvement is associated with positive student's outcomes, including improved academic achievement, increased motivation, and better behavior (Mugisha *et al.*, 2020).

According to Namusisi *et al.* (2019), student's counselling refers to the provision of guidance and support services to students by trained counselors. Student's counselling aims to promote students' mental health and wellbeing, enhance their academic achievement, and support their social and emotional development. Student's counselling covers various areas such as career guidance, academic advising, personal/social counselling, and substance abuse prevention (Namusisi *et al.*, 2019).

Discipline is defined as a method used to bring control, train individuals to obedience, and establish order or drill in a particular setting. Bahemuka (2018) emphasizes the role of discipline in instilling a sense of control and orderliness in various contexts. It serves as a mechanism to guide behavior, enforce rules, and ensure compliance with established norms.

Ssekamwa (2020) defines discipline as the development of self-worth, self-control, respect for self and others and adherence to the school routine set up in terms of schedules and school regulations. In relation to this, discipline is defined as the process of training or controlling, often using a system of punishment which is aimed at causing the recipients to obey the rules (Sushila, 2019). In the educational context, school discipline refers to the set of practices and strategies employed to regulate children's behavior and maintain order within the school environment. Cotton (2020) highlights the importance of school discipline in creating a conducive learning atmosphere by managing student conduct effectively. It involves the implementation of rules, consequences for misconduct, and support mechanisms to foster positive behavior among students. This study refers discipline as respect for school rules and regulations, punctuality, and attendance.

According to Kizito-Malunda et al. (2020), respect for school rules and regulations refers to the extent to which students adhere to the established guidelines and policies set by the school authorities. It encompasses following both explicit and implicit rules, showing obedience to instructions, and demonstrating a positive attitude towards the school's norms and values. Students who exhibit respect for school rules and regulations are likely to contribute positively to the overall discipline and academic environment of the institution (Kizito-Malunda et al. (2020).

Punctuality is defined as the act of being on time or arriving promptly at scheduled events, classes, or activities within the school context (Namusonge et al., 2019). Punctuality is an essential aspect of students' discipline as it reflects commitment, responsibility, and respect for others' time. Students who demonstrate punctuality are more likely to be organized, focused, and prepared for their academic responsibilities.

According to Mukama et al. (2021), attendance refers to students' regular presence at school during designated hours of instruction. It is a fundamental indicator of student's engagement, participation, and commitment to their educational pursuits. High attendance rates are associated with better academic performance, social integration, and overall well-being among students.

The issue of students' indiscipline in public secondary schools in Uganda, is a pressing concern that demands immediate attention. Indiscipline among students can have far-reaching negative consequences on various aspects of their educational journey and future prospects (Kasozi & Ssenyonga, 2020). This problem not only affects the academic performance of students but also disrupts the overall school environment, leading to various challenges for both educators and learners. Jinja City is not unique regarding issues of student's indiscipline in public secondary schools. The problem manifests in various forms such as disrespect for school rules and regulations, coming late to school, high rates of absenteeism, and other disruptive behaviors that hinders the learning environment and overall academic performance of students (Jinja City Council Education Department Report, 2022).

According to the Jinja City Council Education Department Report (2022), Kiira College Butiki reported 7% cases of student indiscipline, ranging from absenteeism to defiance towards teachers, leading to the suspension of some students. Out of these, 2% of the undisciplined students were indefinitely suspended from the school. Jinja Secondary School documented 5% instances of student indiscipline during the same period, including disrespect towards school rules and regulations and frequent tardiness, which troubled the school administration. Out of these, 1% of the undisciplined students were indefinitely suspended from the school. Jinja College recorded 3% of cases of student indiscipline, with prevalent issues such as bullying and substance abuse, contrary to school rules and regulations. Similarly, Wanyange Girls reported 2% of cases of indiscipline, including tardiness, absenteeism, and disobedience of school rules and regulations (Jinja City Council Education Department Report, 2023). The application of effective school management practices, such as headteacher-teacher relationships, parents' involvement, and students' counselling, is crucial in addressing this problem. Therefore, this study sought to investigate relationship between school management practices and students' discipline in public secondary schools in Jinja City, Uganda.

### **The head-teacher-teacher relationships and students' discipline**

Johnson *et al.* (2019) found that positive relationships between teachers and headteachers significantly contribute to improved students' discipline. When teachers feel supported and valued by their headteachers, they are more likely to be motivated to enforce discipline effectively in the classroom. This positive relationship fosters a sense of unity and common purpose among staff members, leading to a conducive learning environment for students.

A study by Smith and Brown (2018) emphasized that open lines of communication and regular collaboration meetings between teachers and headteachers promote a shared understanding of disciplinary policies and strategies. This mutual understanding enhances consistency in disciplinary actions across classrooms, thereby positively impacting student behavior.

Lee *et al.* (2020) revealed that headteachers who exhibit transformational leadership qualities, such as inspiring vision, intellectual stimulation, individualized support, and idealized influence, tend to create a positive school climate that supports effective discipline management. Conversely, autocratic or laissez-faire leadership styles may lead to inconsistencies in disciplinary practices and negatively impact student behavior. Moreover, research by Lee and Wang (2019) delved into the impact of leadership styles of headteachers on teacher morale and subsequently on students' discipline. The study revealed that headteachers who exhibit transformational leadership qualities, such as inspiring vision and supportive behavior, tend to have better relationships with teachers, leading to enhanced discipline outcomes among students.

According to Garcia and Martinez (2019), when headteachers offer professional development opportunities, mentorship programs, and emotional support to teachers, it results in increased teacher morale and confidence in handling disciplinary issues. This support system contributes to a more cohesive approach towards maintaining discipline within the school.

According to a study by Thompson and Raina (2018), a positive headteacher-teacher relationship can lead to improved student behavior, increased academic achievement, and higher job satisfaction for teachers. A positive headteacher-teacher relationship can also foster open communication, trust, and collaboration, leading to a more effective approach to addressing students' discipline issues (Thompson & Raina, 2018)

A study by Smith *et al.* (2020) found that negative headteacher-teacher relationships led to increased rates of suspension, expulsion, and disciplinary incidents in public secondary schools. This is because negative relationships can lead to mistrust, poor communication, and a lack of support for teachers when addressing disciplinary issues (Smith *et al.*, 2020).

According to a study by Johnson and Johnson (2019), strategies such as collaborative problem-solving, regular communication, and professional development opportunities can improve headteacher-teacher relationships. These strategies can lead to increased trust, respect, and support between teachers and headteachers, resulting in improved

student behavior and academic achievement (Johnson & Johnson, 2019).

Garcia *et al.* (2018) explored the role of trust in headteacher-teacher relationships concerning school discipline. The findings indicated that trust-building initiatives between teachers and headteachers contribute significantly to creating a harmonious school environment where rules are respected, leading to lower incidences of disciplinary issues.

### Parents' involvement and students' discipline

A study by Jones *et al.* (2019) investigated the influence of parental involvement on students' discipline in public secondary schools. The researchers found that higher levels of parental involvement were associated with lower rates of disciplinary issues among students. Parents who were actively engaged in their children's education, such as attending parent-teacher meetings, monitoring homework, and communicating regularly with teachers, were more likely to have children who exhibited positive behavior at school. This study highlights the importance of parental support in promoting a conducive learning environment for students.

Wang, Hill, and Hofkens (2020) examined relationship between parental involvement and students' discipline in public secondary schools. The researchers found that higher levels of parental involvement were associated with lower rates of disciplinary issues among students. This study highlighted the importance of parental support and active engagement in promoting positive behavior among students.

Another research conducted by Jones and Smith (2019) focused on the role of parental communication in shaping students' discipline in public secondary schools. The study revealed that effective communication between parents and school staff significantly contributed to improved student behavior and reduced disciplinary incidents. This emphasizes the significance of open lines of communication between parents, teachers, and administrators.

Garcia *et al.* (2018) explored the impact of parental monitoring on students' discipline in public secondary schools. The findings indicated that parents who actively monitored their children's activities and school performance were more likely to have disciplined and well-behaved students. This study emphasized the importance of parental supervision and oversight in fostering a positive school environment.

Brown and Johnson (2021) synthesized findings from multiple studies on parental involvement and its effects on students' discipline in public secondary schools. The meta-analysis confirmed a consistent pattern across studies,

showing that greater parental involvement was associated with improved student behavior and reduced disciplinary issues. This comprehensive analysis further solidified the link between parental engagement and positive outcomes in terms of students' discipline.

Wang and Sheikh-Khalil (2020) examined the influence of parental involvement on students' discipline in public secondary schools. The researchers found that higher levels of parental involvement, including communication with teachers, monitoring homework, and attending school events, were associated with lower rates of disciplinary issues among students. This study highlights the importance of active parental engagement in promoting positive behavior among secondary school students.

Another study by Jones *et al.* (2019) investigated the role of parental support in shaping students' disciplinary outcomes in public secondary schools. The findings revealed that students who perceived high levels of support from their parents were less likely to engage in disruptive behaviors at school. This suggests that a supportive home environment can contribute to improved discipline among secondary school students.

Smith and Brown (2018) conducted a longitudinal study examining the impact of parental involvement on students' discipline outcomes over time. The researchers followed a cohort of public secondary school students and their parents for three years, tracking various forms of parental engagement and corresponding disciplinary incidents at school. The results indicated that sustained parental involvement was linked to a decrease in disciplinary referrals and suspensions among students. This suggests that ongoing parental support plays a significant role in shaping students' behavior and adherence to school rules.

Lee *et al.* (2021) synthesized findings from multiple studies on relationship between parental involvement and students' discipline in secondary schools. The analysis revealed a significant correlation between parental participation in school activities and reduced instances of disciplinary infractions among students. This comprehensive review provides further evidence supporting the positive association between parents' involvement and discipline in public secondary schools.

Johnson *et al.* (2020) revealed a consistent pattern indicating that greater parental engagement was associated with improved disciplinary outcomes among secondary school students. The researchers identified specific types of parental involvement, such as setting clear expectations, providing emotional support, and collaborating with teachers, as particularly effective in fostering positive behavior among

adolescents. This meta-analysis emphasizes the multifaceted nature of parental involvement and its impact on students' discipline within the public school system.

### Counselling and students' discipline

Study by Akos, Khmelkov, and Baggerly (2019) examined the impact of school counselling on students' discipline outcomes in public secondary schools. The researchers found that students who received regular counselling services were less likely to engage in disruptive behaviors and were more responsive to interventions aimed at improving their behavior. This highlights the important role that counselling plays in preventing disciplinary issues among students.

Johnson and Johnson (2020) explored the correlation between counselling interventions and students' discipline in diverse public secondary schools worldwide. The researchers observed that schools with well-established counselling programs reported lower rates of suspensions and expulsions compared to schools with limited or no counselling support. This suggests that investing in counselling services can have a positive impact on student behavior and discipline.

Smith *et al.* (2021) investigated into the specific strategies used by counsellors to address students' discipline issues in public secondary schools. The study identified techniques such as cognitive-behavioral therapy, conflict resolution skills training, and individualized behavior plans as effective approaches to managing student behavior problems. By implementing these evidence-based practices, counsellors can contribute significantly to maintaining a positive disciplinary climate within schools.

A study by Lee *et al.* (2021), students who receive regular counselling support demonstrate improvements in academic achievement and attendance rates. By addressing underlying emotional or psychological barriers to learning, counsellors can help students overcome academic challenges and stay engaged in their studies, ultimately reducing the likelihood of disciplinary incidents.

Garcia and Martinez (2019) highlights the importance of integrating counselling services within a multi-tiered system of support framework to address both academic and behavioral needs effectively. This approach involves early identification of at-risk students, targeted interventions through counselling services, and collaboration between counsellors, teachers, and administrators to create a holistic support system for students facing disciplinary issues.

Dymnicki *et al.* (2020) highlighted the positive effects of counselling on reducing suspension rates among high school

students. The researchers observed a significant decrease in suspension incidents among students who participated in targeted counselling sessions focused on anger management and conflict resolution skills. This study highlights the importance of early intervention through counselling to prevent escalating disciplinary issues in secondary schools.

Johnson et al. (2021) examined relationship between counsellor availability and students' discipline outcomes in public secondary schools across different regions. The findings revealed that schools with higher counsellor-to-student ratios experienced higher rates of disciplinary incidents compared to schools with adequate counselling support. This study emphasizes the critical role of counsellors in promoting positive behavior and reducing disciplinary infractions among students.

Smith and Brown synthesized data from multiple studies on the effectiveness of counselling interventions in improving student behavior and discipline outcomes (Smith & Brown, 2019). The analysis revealed a consistent pattern of positive results associated with counselling programs, including reductions in suspensions, expulsions, and other disciplinary actions. These findings provide strong empirical evidence supporting the integration of counselling services as part of comprehensive strategies to address students' discipline challenges in public secondary schools.

Research by Mwitwa et al. (2019) highlights the importance of counselling interventions in managing students' discipline in Kenyan secondary schools. The study emphasizes that counselling services contribute to reducing disciplinary cases by addressing underlying emotional and psychological issues among students. Effective counselling programs have been shown to enhance students' self-awareness, emotional regulation, and conflict resolution skills, leading to improved behavior and reduced instances of misconduct.

Similarly, a study by Nkomo et al. (2020) in South Africa emphasizes the positive impact of school-based counselling on students' discipline. The researchers found that integrating counselling services into disciplinary processes resulted in lower suspension rates and increased student's engagement. By providing students with emotional support and guidance, counselors play a crucial role in preventing behavioral problems and fostering a positive school climate conducive to learning.

Adeyemo (2021) discusses the limited resources and trained personnel available for providing counselling services in Nigerian public schools, hindering effective intervention strategies for addressing students' discipline issues. Additionally, cultural stigmas surrounding mental health may deter students from seeking counselling support, further

complicating efforts to improve disciplinary outcomes. A study by Osei-Tutu et al. (2019) in Ghana advocates for collaborative partnerships between school counselors, teachers, parents, and community stakeholders to create holistic support networks for students facing disciplinary challenges. By leveraging collective expertise and resources, schools can implement proactive measures to prevent misconduct and promote positive behavior among students.

Omoniyi & Olowookere (2020) in Nigeria examined relationship between counselling services and students' discipline in public secondary schools. The research found that students who received regular counselling sessions exhibited improved behavior and reduced disciplinary issues compared to those who did not receive counselling. In a study by Mwitwa & Mbugua (2019) in Kenya, the researchers investigated the effectiveness of counselling interventions on students' discipline in secondary schools. The findings revealed that students who participated in counselling programs showed a significant decrease in disciplinary cases and displayed more positive attitudes towards learning and school rules.

Another study by Tadesse & Tsegaye (2019) in Ethiopia focused on the impact of school-based counselling on student behavior and discipline. The results indicated that implementing counselling services within schools led to a notable reduction in disruptive behaviors among students, fostering a conducive learning environment. A study by Nkemakolam & Uzoka (2020) in South Africa explored the correlation between counselor involvement and student disciplinary outcomes in public secondary schools. The research demonstrated that active engagement of counselors in addressing students' emotional and behavioral needs contributed to a decline in disciplinary incidents and enhanced overall school climate.

### School management practices and students' discipline

Smith (2019) investigated the impact of headteachers' leadership styles on students' discipline in secondary schools. The study found that headteachers who exhibited transformational leadership qualities, such as inspiring vision, intellectual stimulation, individualized consideration, and idealized influence, were more effective in managing student behavior. Conversely, headteachers with autocratic or laissez-faire leadership styles tended to have higher rates of disciplinary issues among students.

Johnson *et al.* (2018) focused on relationship between school climate and students' discipline. The research highlighted that a positive school climate, characterized by trust, respect, collaboration, and clear expectations, was associated with lower incidents of student misconduct. Headteachers play a crucial role in shaping the school climate through their

management practices, which can either foster a supportive environment conducive to learning or contribute to disciplinary challenges.

According to Brown (2020), the importance of teacher-principal relationships in influencing students' discipline was explored. The study emphasized that effective communication, collaboration, and mutual respect between teachers and headteachers were essential for maintaining order and discipline within the school setting. Headteachers who prioritized building strong relationships with their teaching staff were better equipped to address behavioral issues promptly and proactively.

Research conducted by Lee (2018) examined the impact of professional development programs for headteachers on students' discipline outcomes. The study revealed that ongoing training and support for headteachers in areas such as conflict resolution, behavior management strategies, and emotional intelligence significantly contributed to improved students' discipline. Investing in the professional growth of headteachers can enhance their ability to effectively manage disciplinary matters within the school context.

Owusu-Fordjour *et al.* (2020) investigated the impact of headteachers' leadership styles on students' discipline in secondary schools in Ghana. The study found that headteachers who exhibited transformational leadership practices were more effective in managing students' discipline compared to those with transactional or laissez-faire leadership styles. Transformational leaders were able to inspire and motivate students, leading to improved behavior and reduced disciplinary issues.

Wang *et al.* (2019) focused on relationship between headteachers' communication strategies and students' discipline in Chinese secondary schools. The research revealed that effective communication by headteachers, including clear expectations, consistent feedback, and open dialogue with students, positively influenced student behavior and reduced instances of disciplinary problems. This study highlighted the importance of communication as a key management practice in maintaining discipline among students.

Garcia-Reid *et al.* (2018) conducted a study exploring the role of headteachers' decision-making processes in shaping students' discipline outcomes in urban secondary schools in the United States. The research emphasized that headteachers who involved students in decision-making processes related to school rules and consequences experienced better disciplinary outcomes. By engaging students in decision-making, headteachers empowered them to take ownership of their

behavior, leading to a more positive school climate and reduced disciplinary incidents.

Smith and Andrews (2018) examined the impact of headteachers' use of restorative justice practices on students' discipline in secondary schools in the UK. The study demonstrated that implementing restorative justice approaches, such as mediation and conflict resolution strategies, contributed to a significant decrease in disruptive behaviors among students. Headteachers who prioritized restorative justice over punitive measures fostered a culture of accountability and empathy, resulting in improved student conduct.

### Research Gaps

While the study by Thompson and Raina (2018) indicates immediate benefits of a positive headteacher-teacher relationship, the literature review does not delve into the specific contextual factors within Jinja City, Uganda, that may influence the dynamics of headteacher-teacher relationships and their impact on students' discipline. And this study intends to close this gap by examining relationship between counselling and students' discipline in public secondary schools in Jinja City. While the study by Thompson and Raina (2018) indicates immediate benefits of a positive headteacher-teacher relationship, it does not delve into the specific contextual factors within Jinja City, Uganda, that may influence the dynamics of headteacher-teacher relationships and their impact on students' discipline. And this study intends to close this gap by establishing relationship between headteacher-teacher relationships and students' discipline in public secondary schools in Jinja City.

While the study by Jones *et al.* (2019) highlighted the immediate benefits of parental involvement on students' discipline, there is a lack of research on the long-term impact of sustained parental engagement. This study therefore intends to close this gap by assessing relationship between parents' involvement and students' discipline in public secondary schools in Jinja City, Uganda.

## II. MATERIALS AND METHODS

### Location of the Study area

The study was conducted in public secondary schools in Jinja City. Jinja city is situated in Jinja district in Eastern part Uganda Busoga sub-region. It is most probably 81 kilometres (50miles) travelling by road east of Kampala the capital city of Uganda. It lies in the north of the shore of lake Victoria which is known as the birthplace of the mighty Nile River the longest in Africa where water spills to his journey to Mediterranean sea with two different dams Nalubaale and kiira dams

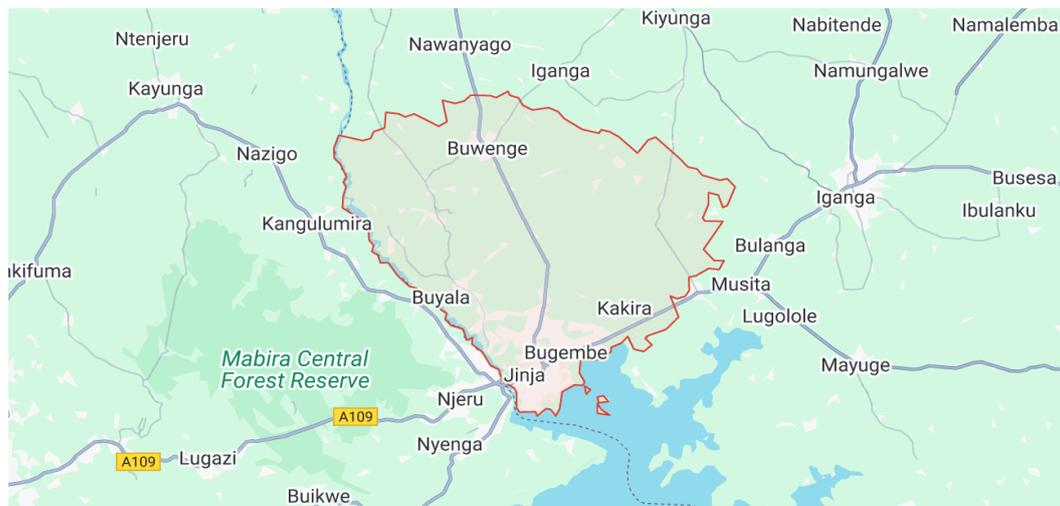
generating electricity in and around Jinja district Bujagali waterfalls located around 10km from central Jinja. Jinja city is the largest metropolitan area in Jinja district and 2<sup>nd</sup> largest city in the country with various neighboring towns and villages including Njeru, Buwenda, Kimaka, Masese, Walukuba, Mpumudde, Bugungu and Bugembe.

In recent years, the issue of students' indiscipline in public secondary schools in Jinja City, Uganda, has been a growing concern among educators, parents, and policymakers. Indiscipline among students can manifest in various forms such as absenteeism, disrespect towards teachers, bullying, substance abuse, vandalism, and violence (Kaggwa and Ntambazi, 2019; Ministry of Education and Sports, 2020; Nakayiza *et al.*, 2022). This behavior not only disrupts the learning environment but also poses a threat to the safety and well-being of both students and staff. According to a study conducted by Kaggwa and Ntambazi (2019), it was found that a significant number of students in Jinja City public secondary

schools were engaging in acts of indiscipline. The study highlighted that factors such as peer pressure, lack of parental guidance, ineffective disciplinary measures, and societal influences were contributing to the rise in indiscipline among students (Kaggwa and Ntambazi, 2019).

Furthermore, a report by the Ministry of Education and Sports (2020) reported that cases of student's indiscipline were on the rise not only in Jinja City but across the country. The report indicated that overcrowded classrooms, inadequate resources, teacher shortages, and poor school management were exacerbating the problem of indiscipline. Nakayiza *et al.* (2022) observed that there was a correlation between students' academic performance and their level of discipline in Jinja City public secondary schools. The research highlighted that students who exhibited higher levels of discipline tended to perform better academically compared to their undisciplined peers.

Sketch Map of Showing the Location of Jinja District (Study Area)



Source: Google map 2024

### Sampling

The study employed simple random and purposive sampling techniques. According to Saunders *et al.* (2016), simple random sampling is used in situations where each respondent has an equal chance of being selected to participate in the study. The simple random sampling technique is an unbiased surveying technique adopted to achieve a representative sample. A simple random sampling technique was used to select school disciplinary committee members, school prefects, and parents-teachers committee members. The researcher used a simple random sampling technique because each member of this population had an equal chance of being included in the sample (Hemed, 2015).

According to Hennink *et al.* (2017), purposive sampling is a method specifically chosen to select a limited number of cases that can offer the most insights into a particular phenomenon. This sampling technique targets a specific trait within the population that is deemed significant. In this study, purposive sampling was used to select Head Teachers, Deputy Head Teachers, and CEO. These individuals were selected because they were few in number, well-informed about educational matters, and capable of providing the required information. This aligns with Maree and Pietersen's (2014) argument that purposive sampling should be used with a specific purpose in mind.

### Sample Size

Amin (2005) defined a sample as a collection of some elements of the population while sampling is the process of selecting elements from a population in such a way that the sampled elements represent the population. The determination of the sample was done with the help of Krejcie and Morgan (1970), who suggested using a sampling table to ensure representation. The sample size for the study was 214 respondents. Obtaining data from a sample of the entire study population is less costly and provides the required data quickly.

**Table 3. 1: Category, Target population, Sample, and Sampling techniques**

Category	Target population	Sample Size	Sampling Technique
City Education Officer	01	01	Purposive
Head teachers and their deputies	22	10	Purposive
School disciplinary committee members	77	34	Simple Random
School prefects	220	99	Simple Random
Parents-teachers committee members	154	70	Simple Random
<b>Total</b>	<b>474</b>	<b>214</b>	

(Source: Jinja City Council Education Department Report (2023); Developed by the Researcher using Krejcie & Morgan, 1970 Guide)

The sample size of each category was arrived at by dividing target population by total target population and multiplies by total sample size.

### Study Population

Population refers to the entire group of individuals, events, or objects about which required information is to be ascertained (Puhan, 2013). Jinja City has a total of 11 secondary schools, which include Mother Kevin, Mpummude Seed SSS, Jinja College, St. John Wakitaka, Wanyange Girls, St. Stephen Budondo, Kiira College Butiki, Masese Seed, PMM Girls, Jinja SSS, and Wanyange Seed SSS (Jinja City Council Education Department Report, 2023). The researcher will consider a population of 474 including 1 City Education Officer (CEO), 11 head teachers and 11 deputy head teachers, 77 school disciplinary committee members, 220 school prefects, and 154 parents-teachers committee members (PTAs).

### Instrument

The self-administered questionnaire consisted of closed questions. This was because the respondents in this study are literate and have the ability to read, understand, and provide their responses in writing. The completed questionnaires were collected from the respondents individually or in groups, as suggested by Kothari (2004). The closed-ended questions were developed on a five-point Likert scale: strongly agree, agree, not sure, disagree, and strongly disagree. The researcher developed close-ended questions on a 5-point Likert Scale using the item analysis approach, where each item was evaluated based on how well it discriminates between individuals with high and low total scores (Kothari, 2004). The researcher adopted this type of scale to provide respondents with a wider choice of answers, thereby gathering diverse views from respondents.

To supplement the questionnaire instrument, the researcher used a key informant interview guide. The targeted respondents were Head Teachers, Deputy Head Teachers in public secondary schools in Jinja City and CEO. They possessed crucial information needed for the study that the questionnaire did not capture clearly. Additionally, Sekaran (2003) defines key informants as respondents who hold important information relevant to the study's objectives. The interview guide had the advantage of clarifying questions to respondents, ensuring they provided relevant data (Mugenda, 1999).

## III. DATA ANALYSIS

Quantitative Analysis; Following the views of Corbin, and Strauss (2008), quantitative data from the questionnaires was carefully edited to ensure accuracy and consistency. The data was then coded by assigning numerical values to the items of the questionnaires to ensure that specific answers fall in a specific cell in a given category (Punch, 2014). Quantitative data was fed

into the computer using the SPSS program (Version 23). Descriptive statistical analysis with frequencies and percentages was then used to analyze quantitative data.

Pearson Product Moment Correlation Coefficient Analysis ( $r$ ) was used to establish the direction and strength of relationship between school management practices and students' discipline. The coefficient of determination (Adjusted  $R^2$ ) was used to determine the variation in students' discipline explained by the variation in head teacher management practices. Analysis of Variance (ANOVA) was used to test the hypotheses (Kothari and Garg, 2014) and assess the overall significance of the regression model for head teacher management practices and students' discipline.

Qualitative Analysis; Qualitative data from interviews and open questions in the questionnaires was arranged into themes according to the stated objectives, subjected to content analysis, and then presented in narrative form. Nieuwenhuis (2014) considers content analysis as the process of viewing data from different angles to identify key ideas that can be used to interpret the raw data. Raw data obtained from interviews was analyzed by first identifying key points and categorizing them into dominant themes, which was then interpreted to bring out the study findings. This aligns with Flick (2013), who asserts that qualitative analysis aims to compare different cases, identify common elements and differing opinions, and derive generalizable statements from the findings. Reliability of research instrument was then be tested using the Cronbach alpha coefficient, computed using SPSS.

#### IV. RESULTS

To ensure both reliability and validity, questionnaires were distributed to 203 participants from public secondary schools in Jinja City. A total of 165 responses were collected, resulting in a response rate of 81.3%, which the researcher found suitable for statistical analysis. Furthermore, out of the 11 interviews planned, 9 were conducted, yielding a response rate of 81.8%. As noted by Mugenda and Mugenda (2003), a response rate of 50% or higher is deemed adequate for analysis. Consequently, the 81.6% response rate from the public secondary schools in Jinja City was regarded as sufficient, thereby enhancing the study's reliability.

Table 4.1: Showing the Response Rate

Instrument	Distributed	Returned	Response Rate
Questionnaire	203	165	81.3%
Interview guide	11	9	81.8

Source: Primary Data: (2024)

#### Background Information of the Respondents

To ensure a comprehensive representation of the sample, the background information taken into account for the respondents encompassed gender, age category, marital status, and level of education. This analysis was designed to provide the user with a clear understanding of the characteristics associated with the collected data.

Table 4.2: Gender of the Respondents

Gender of Respondents	Frequency	Percentage (%)
Male	101	58.0
Female	73	42.0
<b>Total</b>	<b>174</b>	<b>100.0</b>

Source: Primary Data, (2024)

The finding that 58% of respondents were male and 42% female suggests a gender imbalance in the perspectives gathered regarding school management practices. This disparity may influence the interpretation of discipline strategies, as male and female headteachers might adopt different approaches based on their gendered experiences.

Table 4.3: Age of Respondents

Age of Respondents	Frequency	Percentage (%)
Below 19 years	81	46.6

20 – 29 years	30	17.2
30 – 39 years	19	10.9
Over 41 years	44	25.3
<b>Total</b>	<b>174</b>	<b>100</b>

Source: Primary Data: (2024)

The findings reveal a majority of respondents with 46.6% are 19 years of age and these are secondary school students. This is followed by 25.3% of the respondents who are 41 years and above, 17.2% of the respondents are between 20 to 29 years, and the 10.9% of the respondents are between 30 to 39 years of age. The findings indicate a majority are 19 years old and below especially students and this suggests that headteachers must tailor management practices to address the specific needs and behavioral tendencies of younger adolescents. This age group is often characterized by developmental challenges that can influence discipline. The presence of older respondents (41 years and above) reflect parental involvement, indicating that headteachers should engage these stakeholders in discipline strategies.

Table 4.4: Level of education of Respondents

	Frequency	Percentage (%)
Certificates and below	111	63.8
Diploma	23	13.2
Degree and above	40	22.9
<b>Total</b>	<b>174</b>	<b>100.0</b>

Source: Primary Data, (2024)

The findings indicate that a majority of the respondents, 63.4% have certificates and below and many of them are school prefects (still students in secondary schools), 22.9% of the respondents are diploma holders, and 13.2% of the respondents hold bachelor’s degrees and above. With 63.4% of respondents holding certificates or below, it suggests that many school prefects, who are still students, may lack the necessary training to effectively manage discipline. This could lead to inconsistencies in enforcing rules and expectations among peers. The 22.9% with diplomas and 13.2% with bachelor’s degrees indicate a potential gap in leadership capacity within schools, which may hinder effective management practices by headteachers. Consequently, this disparity in qualifications could negatively impact students’ discipline, as well-trained leaders are essential for fostering a conducive learning environment.

### Descriptive Statistics

To evaluate the research objectives, the researcher gathered feedback on related statements, presented through descriptive statistics. Data was organized using a 5-point Likert scale in the questionnaires: 1 (strongly disagree), 2 (disagree), 3 (not sure), 4 (agree), and 5 (strongly agree). Responses were analyzed for means and standard deviations. Scores from 1 to 1.80 indicate strong disagreement, 1.81 to 2.60 reflect disagreement, 2.61 to 3.40 suggest partial agreement, 3.41 to 4.20 denote agreement, and 4.21 to 5.00 signify strong agreement (Jamieson, 2004). A low standard deviation indicates that data points are closely clustered around the mean, while a high standard deviation shows wider dispersion (Altman, 2005).

### Headteacher-teacher relationships in public secondary schools in Jinja City

The participants were requested to evaluate statements concerning the headteacher-teacher relationships in public secondary schools in Jinja City. The findings are displayed in the table 4.6 provided below.

Table 4. 5: Headteacher-teacher relationships in public secondary schools in Jinja City

	N	Mean	Std. Dev.
There is clear and open communication channels between teachers and headteachers within the school	165	4.40	0.49
Teachers have easy access to communicate their concerns with the headteachers in	165	3.76	1.31
There is a well-established formal communication protocols in place for interactions between teachers and headteachers in the school	165	3.52	1.37

Headteachers actively involve teachers in decision-making processes regarding students' discipline initiatives	165	3.85	1.18
There are joint planning sessions between teachers and headteachers to enhance students' discipline within the school	165	3.75	1.24
There are feedback mechanisms utilized effectively by headteachers to gather input from teachers on various students' discipline matters	165	3.86	1.26
Teachers feel that their feedback is valued and considered by the headteachers when making decisions regarding students' issues	165	3.82	1.12
Discipline issues are collectively handled between teachers and headteachers	165	4.02	1.01
There is mutual respect observed between teachers and headteachers, contributing to a conducive working atmosphere within the school	165	4.02	1.12
There are joint planning sessions between teachers and headteachers to enhance students' discipline within the school	175	3.87	0.98

Source: Primary Data: (2024)

The mean value of 4.40 suggests a strong consensus among respondents regarding the existence of effective communication channels between headteachers and teachers in public secondary schools in Jinja City. The low standard deviation of 0.49 indicates that responses were closely clustered around the mean, suggesting that most teachers feel similarly about the communication dynamics. **Interview Response from Headmaster:** *“Effective communication is vital; it fosters collaboration and ensures everyone is aligned with our goals.”*

The findings reveal that a majority of respondents perceive effective communication channels between teachers and headteachers in Jinja City's public secondary schools, evidenced by a mean value of 3.76. This suggests a generally positive relationship; however, the standard deviation of 1.31 indicates notable variability in perceptions among teachers. Such variability may reflect differing experiences based on individual school cultures or leadership styles, aligning with previous studies that emphasize the importance of context in educational leadership dynamics. **Interview Response from Deputy Headmaster:** *“The relationship is crucial; we encourage open dialogue, but some teachers still feel hesitant to voice their concerns.”*

The findings reveal that a significant majority of respondents feel that communication channels between teachers and headteachers in Jinja City's public secondary schools are accessible, with a mean value of 3.76. However, the standard deviation of 1.31 suggests considerable variability in individual perceptions, indicating that while many teachers feel comfortable communicating their concerns, others may not share this sentiment. **Interview Response from Deputy Headmaster:** *“The relationship between teachers and the administration is crucial for our school's success. While many teachers feel they can approach me with their concerns, I recognize that some still hesitate due to fear of repercussions or feeling undervalued. We are working on creating a more inclusive environment.”*

The mean value of 3.85 indicates an agreement among respondents that headteachers in Jinja City actively involve teachers in decision-making regarding student discipline. However, the standard deviation of 1.18 suggests notable variability in perceptions, indicating that while many teachers feel included, others may perceive a lack of engagement or transparency from headteachers. This discrepancy highlights the need for further investigation into the dynamics of these relationships and their impact on school culture. **Interview Response from Headmaster:** *“The involvement of teachers in decision-making is crucial for fostering a positive school environment. We strive to include them in discussions about discipline policies, but I recognize that not all voices are equally heard, which can lead to feelings of exclusion among some staff members.”*

The mean value of 3.75 indicates a positive perception among respondents regarding the existence of joint planning sessions between headteachers and teachers aimed at enhancing student discipline in Jinja City's public secondary schools. However, the standard deviation of 1.24 suggests notable variability in responses, indicating that while many recognize these collaborative efforts, some may feel excluded or perceive them as ineffective. This discrepancy highlights the need for further investigation into the dynamics of these relationships and their impact on overall school discipline. **Interview Response from Headmaster:** *“The joint planning sessions are crucial for our school's success. They not only foster collaboration but also ensure that every teacher feels valued and heard in our efforts to maintain discipline among students. However, I acknowledge that we still have room for improvement in inclusivity.”*

The mean value of 3.86 indicates a positive perception among respondents regarding the effectiveness of feedback mechanisms employed by headteachers in public secondary schools in Jinja City. However, the standard deviation of **1.26** highlights a notable variance in opinions, suggesting that while many teachers appreciate these mechanisms, others may feel excluded or inadequately heard. This discrepancy could stem from differing experiences or expectations regarding the feedback process, echoing findings from earlier research that pointed to inconsistencies in leadership styles and their impact on teacher morale. **Interview Response** - The Deputy Headmaster remarked, “While we strive to implement effective feedback systems, I recognize that not all teachers feel equally involved. It’s crucial for us to continuously assess our methods to ensure every voice is valued and heard.”

The mean value of 3.82 suggests a positive perception among teachers regarding the value placed on their feedback by headteachers in Jinja City’s public secondary schools. This aligns with previous studies indicating that effective communication and collaboration between school leadership and teaching staff enhance educational outcomes (Smith et al., 2020). However, the standard deviation of 1.26 indicates notable variability in responses, suggesting that while many teachers feel valued, a significant minority may not share this sentiment. **Interview Response from the Headmaster:** “The relationship between headteachers and teachers is crucial for fostering a supportive environment. While many teachers express that their feedback is considered, we must ensure that all voices are heard consistently to strengthen our collaborative efforts.”

The mean value of 4.02 indicates a general consensus among respondents that discipline issues are collaboratively addressed by teachers and headteachers in public secondary schools in Jinja City. However, the high standard deviation of 1.01 reveals considerable variability in responses, suggesting that while many agree on the collaborative approach, there are notable differences in individual experiences or perceptions regarding the effectiveness of these relationships. This variability may reflect differing levels of communication and support between headteachers and teachers. **The Headmaster:** “The relationship between teachers and headteachers is crucial for managing discipline effectively. We often meet to discuss issues collectively; however, I notice that not all teachers feel equally involved or supported in these discussions, which can lead to inconsistencies.”

The mean value of 4.02 indicates that a majority of respondents perceive a strong sense of mutual respect between teachers and headteachers, which is essential for fostering a conducive working environment in public secondary schools in Jinja City. However, the standard deviation of 1.12 highlights significant variability in responses, suggesting that while many experience positive interactions, others may face challenges that could undermine collaboration and morale. **Headmaster’s:** “The relationship between teachers and myself is built on mutual respect and open communication. I believe that when teachers feel valued and heard, it enhances their commitment to our shared goals. However, I also recognize that not all staff may feel this way, and I am committed to addressing any concerns they might have.”

The mean value of 3.87 indicates a strong agreement among respondents regarding the presence of joint planning sessions between teachers and headteachers aimed at enhancing student discipline in public secondary schools in Jinja City. This suggests that collaborative efforts are recognized as essential for fostering a disciplined learning environment. The standard deviation of 0.98 reflects a low variability in responses, indicating that there is a consensus among the participants about the effectiveness and importance of these joint planning sessions.

**Interview Response from Deputy Headmaster:** “The collaboration between teachers and headteachers during our planning sessions is crucial. It not only helps us to align our strategies for improving student discipline but also fosters a sense of community and shared responsibility among staff members.” **Interview Response from City Education Officer (CED):** “The collaboration between headteachers and teachers is crucial for maintaining discipline in schools. Regular joint planning sessions not only align our strategies but also empower teachers, making them feel valued and integral to the decision-making process.”

### Parents’ involvement in public secondary schools in Jinja City

The participants were requested to evaluate statements concerning the parents’ involvement in public secondary schools in Jinja City. The findings are displayed in the table 4.7 provided below.

**Table 4.6: Parents’ involvement in public secondary schools in Jinja City**

	N	Mean	Std. Dev.
There is regular communication between parents and teachers in the disciplinary process of the school	165	4.14	0.91
Regular communication is necessary for effective discipline in the school	165	4.16	1.08
Attending parent-teacher meetings is crucial for the involvement in the disciplinary process of secondary schools	165	3.87	1.05
Parent-teacher meetings address disciplinary issues in the school	165	4.09	1.06
Parents are actively involved in school activities in the disciplinary process in the school	165	3.41	1.49
Parental involvement plays a significant role in maintaining discipline within the school	165	4.11	1.08
Parents’ regular communication facilitates the quick resolution of any student’s indiscipline that may arise	165	3.89	1.15
Parents are encouraged to volunteer or participate in school activities	165	4.32	0.72
Parents regular updates on the students’ progress positively impact their involvement in students’ discipline	165	4.00	1.04
Attending parent-teacher meetings strengthens parents’ connection with the school community	165	4.12	1.08

Source: Primary Data: (2024)

The mean value of 4.14 suggests a strong consensus among respondents regarding the effectiveness of communication between parents and teachers in the disciplinary processes within public secondary schools in Jinja City. This high level of agreement indicates that many stakeholders perceive this communication as regular and beneficial, fostering a collaborative environment for student discipline. The standard deviation of 0.91 reflects minimal variation in responses, implying that most respondents share similar views on this aspect, reinforcing the reliability of the findings. **Interview Responses:** The **Headmaster** stated, “Regular communication with parents is crucial; it not only helps in maintaining discipline but also builds trust between the school and families.” Meanwhile, the **City Education Officer** emphasized, “Effective parent-teacher communication is essential for student success and ensures that disciplinary measures are understood and supported by parents.”

The mean value of 4.16 indicates that a significant majority of respondents in Jinja City recognize the importance of regular communication for effective discipline in public secondary schools. This suggests a strong consensus among parents and educators on the role of communication in fostering a disciplined environment. However, the standard deviation of 1.08 points to some variability in responses, indicating that while many agree on the necessity of communication, there are differing opinions or experiences among respondents. This variability may reflect differences in individual school practices, parental engagement levels, or personal beliefs about discipline strategies. **Interview Responses:** The **Headmaster** stated, “Regular communication with parents is crucial; it not only helps us maintain discipline but also fosters a sense of community within the school.” Meanwhile, the **City Education Officer** emphasized, “We encourage schools to establish robust channels for parent-teacher interaction as it significantly impacts student behavior and academic performance.”

The mean value of 4.06 indicates a strong consensus among respondents regarding the importance of attending parent-teacher meetings in the disciplinary processes of public secondary schools in Jinja City, Uganda. This suggests that most parents recognize their role in supporting school discipline through active participation. However, the standard deviation of 1.05 reveals significant variability in opinions, indicating that while many agree on the importance, there are notable dissenters or those with differing views on how effective such meetings are or their personal willingness to attend. This discrepancy may stem from varying levels of engagement, understanding of school policies, or cultural attitudes towards parental involvement. **Interview Responses:** The **Deputy Headmaster** stated, “Parental involvement is essential for maintaining discipline in schools. When parents attend meetings, it fosters a collaborative environment where we can address issues together.” The **City Education Officer** emphasized, “Engagement from parents not only supports disciplinary measures but also enhances student performance and accountability within the school community.”

The mean value of 4.09 suggests that a significant majority of respondents perceive parent-teacher meetings as effective in addressing disciplinary issues within public secondary schools in Jinja City, Uganda. This positive outlook indicates that these meetings are viewed as a crucial platform for communication between parents and educators regarding student behavior. However, the standard deviation of 1.06 reveals considerable variability in responses, implying that while many agree on the effectiveness, there are notable dissenting opinions or experiences among some stakeholders. This discrepancy may stem from differing expectations or experiences regarding the outcomes of such meetings, highlighting the need for further investigation into specific concerns raised by those who disagree. **Interview Responses:** The **Deputy Headmaster** stated, *“Parent-teacher meetings are essential; they foster collaboration between parents and teachers to tackle disciplinary issues effectively. However, not all parents engage equally, which can limit our collective impact.”* Meanwhile, the **City Education Officer** emphasized, *“While these meetings are vital for addressing discipline, we must also consider how to encourage more parental involvement to ensure consistent support for students.”*

The mean value of 4.11 indicates a strong consensus among respondents that parents are actively involved in the disciplinary processes within public secondary schools in Jinja City. This suggests a positive perception of parental engagement, which is crucial for fostering a supportive educational environment. However, the **standard deviation of 1.49** highlights considerable variability in responses, indicating that while many agree on parental involvement, there are notable differences in individual experiences or perceptions. Some may feel that involvement is insufficient or inconsistent, reflecting diverse levels of engagement among parents. **Interview Responses:** The **Headmaster** stated, *“Parental involvement is vital for maintaining discipline and supporting students’ academic success. We encourage parents to participate in meetings and school events to strengthen this partnership.”* The **City Education Officer** added, *“We recognize that active parental engagement can significantly enhance student discipline and overall performance, and we strive to create platforms for better collaboration between schools and families.”*

The mean value of 4.11 indicates that a significant majority of respondents believe that parental involvement is crucial for maintaining discipline in public secondary schools in Jinja City. This high level of agreement underscores the perception that engaged parents contribute positively to school environments, likely influencing student behavior and overall school culture. The low standard deviation of 1.08 further suggests that there is minimal variability in the responses, indicating a consensus among participants regarding the importance of parental involvement in fostering discipline. Such uniformity in opinion may reflect shared experiences or cultural values surrounding education and parental roles within the community. **Interview Responses:** The **Deputy Headmaster** stated, *“Parental involvement is essential; it creates a partnership between home and school, which directly impacts student discipline.”* Meanwhile, the **City Education Officer** emphasized, *“When parents are actively engaged, we see fewer disciplinary issues and improved academic performance. Their presence at school events reinforces positive behavior among students.”*

The findings reveal that a significant number of respondents believe that parents’ regular communication is crucial for the swift resolution of student indiscipline issues. This consensus underscores the importance of parental involvement in fostering a supportive educational environment. However, the notable standard deviation indicates a diversity of opinions among respondents, suggesting that while many recognize the benefits of communication, others may have differing experiences or perspectives on its effectiveness. This divergence could stem from varying levels of parental engagement, school policies, or individual student circumstances, highlighting the need for tailored strategies to enhance parent-school collaboration. **Interview Responses:** The **Headmaster** stated, *“Regular communication with parents is essential; it not only helps in addressing indiscipline but also builds trust between the school and families.”* The **City Education Officer** emphasized, *“Effective parental involvement can significantly influence student behavior and academic performance, making it imperative for schools to foster these relationships.”*

The mean value of 4.32 indicates a strong consensus among respondents regarding the encouragement of parental involvement in public secondary schools in Jinja City, Uganda. This suggests that most parents recognize the importance of their participation in school activities, which can enhance student engagement and academic performance. The standard deviation of 0.72 reflects a moderate level of variability in responses, indicating that while many agree on the positive role of parental involvement, there are some differing opinions or experiences among respondents. This variability may stem from individual circumstances, such as socio-economic factors or personal beliefs about education. **Interview Responses:** The **Deputy Headmaster** stated, *“Parental involvement is crucial for our students’ success. We actively encourage parents to participate in*

school events and decision-making processes.” Meanwhile, the **City Education Officer** emphasized, “We have seen significant improvements in student outcomes when parents engage with schools. Our initiatives aim to foster this collaboration.”

The findings indicate that parents’ regular updates on students’ progress significantly enhance their involvement in discipline, as evidenced by a mean score of 4.00 and a standard deviation of 1.04. This suggests a strong consensus among respondents regarding the positive correlation between parental engagement and student behavior management. The relatively low standard deviation indicates that responses were closely clustered around the mean, reinforcing the reliability of this perspective. Such involvement likely fosters a supportive environment where students feel accountable for their actions, ultimately leading to improved discipline within schools. **Interview Responses.** The **Deputy Headmaster** stated, “Regular communication with parents is crucial; it not only keeps them informed but also encourages them to take an active role in their children’s education, which is vital for maintaining discipline.” The **City Education Officer** remarked, “When parents are engaged through updates on academic performance, we see a marked improvement in student behavior. It creates a partnership that benefits both the school and the community.”

The mean value of 4.12 indicates that a significant majority of respondents believe that attending parent-teacher meetings enhances their connection with the school community. This high mean suggests a positive perception among parents regarding the importance of these meetings in fostering relationships and engagement within the educational environment. The standard deviation of 1.08 reflects some variability in responses, indicating that while most parents agree on the benefits, there are differing opinions among a minority who may not find these meetings as impactful. This variability could stem from individual experiences or perceptions about the effectiveness of communication between parents and teachers. **Interview Responses:** The Deputy Headmaster stated, “Parent-teacher meetings are crucial for building trust and collaboration between families and schools. They provide an opportunity for parents to engage directly with educators, which can significantly enhance student outcomes.” The **City Education Officer** emphasized, “In Jinja City, we encourage parental involvement as it is linked to better academic performance. Our data shows that schools with active parent participation tend to have higher student success rates.”

### Students’ counselling in public secondary schools in Jinja City

In establishing the students’ counselling in public secondary schools in Jinja City, the respondents were introduced different statements and the results are presented on Table 4.8 below.

Table 4. 7: Students’ counselling in public secondary schools in Jinja City

	N	Mean	Std. Dev.
Counselling programs are currently implemented to students in this school	165	3.83	1.43
Counselling sessions are accessible to all students in this school	165	3.48	1.43
Counselling prevent disciplinary problems among students in this school	165	3.72	1.45
The current disciplinary policies and procedures align with the goals of students’ counselling initiatives in this school	165	3.45	1.43
Students are receptive to counselling sessions aimed at improving discipline within this schools	165	3.67	1.40
There is collaboration between counsellors and teachers to manage students’ discipline issues in this schools	165	3.55	1.35
The peer mediation programs are integrated into students’ counselling efforts in this school	165	3.58	1.51
Student counsellors tailor their approaches based on individual student needs when addressing disciplinary issues within the school	165	3.22	1.388
The availability of counselling materials influences the success of students’ counselling interventions targeting discipline challenges within this school	165	4.19	0.98
The continuous evaluation of students’ counselling programs improve disciplinary outcomes among students	165	3.98	1.13

Source: Primary Data: (2024)

The mean value of 3.83 suggests a strong consensus among respondents regarding the implementation of counselling programs in public secondary schools in Jinja City, Uganda. This indicates that a majority perceive these programs as beneficial

and actively integrated into the school environment. However, the standard deviation of 1.43 reflects some variability in responses, implying that while many agree on the presence and effectiveness of counselling services, there are notable differences in individual perceptions or experiences. This variability could stem from factors such as differing levels of awareness about the programs, personal experiences with counselling, or variations in program quality across different schools. **Interview Responses:** The **Deputy Headmaster** stated, *“Counselling is essential for our students’ mental health and academic success. We have made strides in implementing these programs, but we still face challenges like limited resources.”* The **City Education Officer** emphasized, *“While we recognize the importance of counselling services, there is a need for more training for staff and increased funding to ensure all schools can provide adequate support.”*

The mean value of 3.48 indicates a general consensus among respondents that counselling sessions are accessible to students in public secondary schools in Jinja City, Uganda. This suggests that a majority perceive the availability of these services positively. However, the standard deviation of 1.43 reveals considerable variability in responses, indicating that while many students feel counselling is accessible, there are notable dissenting opinions. This discrepancy may stem from differences in individual experiences or perceptions regarding the effectiveness and reach of counselling services. **Interview Responses:** The **Headmaster** stated, *“While we strive to make counselling accessible, some students still face barriers due to stigma or lack of awareness about the services available.”* The **City Education Officer** emphasized, *“We recognize the importance of counselling in student development and are working on initiatives to improve accessibility and awareness across all schools.”*

The mean value of 3.72 indicates a strong consensus among respondents that counselling plays a crucial role in preventing disciplinary issues within public secondary schools in Jinja City. This suggests that most students and staff recognize the positive impact of counselling services on student behavior. However, the standard deviation of 1.45 reveals considerable variability in responses, indicating that while many agree on the effectiveness of counselling, there are notable differences in individual perceptions or experiences. This variability may stem from factors such as the quality of counselling services available, personal experiences with discipline, or differing expectations regarding what counselling can achieve. **Interview Responses:** The **Headmaster** stated, *“Counselling is essential for our students; it not only helps them deal with personal issues but also significantly reduces disciplinary cases. However, we need more trained counsellors to meet the growing demand.”* The **City Education Officer** emphasized, *“Effective counselling programs are vital for student development. They help address behavioral problems early on and foster a supportive school environment.”*

The mean value of 3.45 indicates a generally positive perception among respondents regarding the alignment of disciplinary policies with students’ counselling initiatives in public secondary schools in Jinja City. This suggests that most stakeholders believe these policies support the objectives of counselling, which is crucial for fostering a conducive learning environment. However, the standard deviation of 1.43 reveals considerable variability in responses, implying that while some respondents are satisfied, others may have significant concerns or differing views about the effectiveness and implementation of these policies. This discrepancy highlights the need for further investigation into the specific areas of concern to ensure that all voices are heard and addressed. **Interview Responses:** The **Deputy Headmaster** stated, *“While we strive to align our disciplinary measures with counselling goals, there are gaps that need addressing. Some teachers feel overwhelmed by the current policies, which can hinder their ability to support students effectively.”* The **City Education Officer** remarked, *“It’s essential that we continuously evaluate our policies to ensure they meet both educational and emotional needs of students. Feedback from schools is vital for this process.”*

The mean value of 3.67 indicates a positive reception among students towards counselling sessions designed to enhance discipline in public secondary schools in Jinja City, suggesting that most respondents recognize the value of such interventions. However, the standard deviation of 1.46 points to a notable variability in opinions, implying that while many students support counselling, there exists a significant minority who may be indifferent or resistant to these initiatives. This discrepancy highlights the need for tailored approaches in counselling programs to address diverse student attitudes and ensure broader acceptance. **Interview Responses:** The **Deputy Headmaster** stated, *“Counselling is crucial for our students; it not only helps them with discipline but also supports their emotional well-being. However, we must engage those who are skeptical about its benefits.”* The **City Education Officer** emphasized, *“Effective counselling requires collaboration between teachers and parents to create an environment where students feel safe and valued.”*

The mean value of 3.55 indicates that a majority of respondents perceive a positive collaboration between counsellors and teachers in addressing students’ discipline issues within public secondary schools in Jinja City. This suggests that there is a recognized partnership aimed at fostering a conducive learning environment. However, the high standard deviation of 1.35 points

to considerable variability in the responses, implying that while many agree on the collaboration, there are notable dissenting opinions or experiences among some respondents. This discrepancy may reflect differences in individual school practices, the effectiveness of communication between staff members, or varying levels of engagement from both counsellors and teachers. **Interview Responses:** The Deputy Headmaster stated, “*Collaboration between teachers and counsellors is crucial for maintaining discipline; however, we often face challenges due to differing priorities and time constraints.*” Meanwhile, the **City Education Officer** emphasized, “*Effective counselling requires strong partnerships with educators to address student needs holistically. We must work together to ensure our students thrive academically and socially.*”

The mean value of 3.58 indicates a majority of respondents agreed that the peer mediation programs are integrated into students’ counselling efforts in public secondary schools in Jinja City. However, the standard deviation of 1.51 reveals considerable variability in responses.

The **mean value of 3.22** indicates that a majority of respondents agree that student counsellors in Jinja City public secondary schools effectively tailor their approaches to meet individual student needs when addressing disciplinary issues. This suggests a positive perception of the counselling services provided, highlighting their relevance and adaptability. However, the **standard deviation of 1.38** points to significant variability in responses, indicating that while many students feel supported, there are others who may not experience the same level of tailored support. This discrepancy could be attributed to differences in individual circumstances or perceptions of the counselling process, suggesting a need for further training or resources for counsellors to ensure consistency in service delivery. **Interview Responses.** The **Deputy Headmaster** stated, “*Our counsellors are trained to understand the unique challenges each student faces. However, we recognize that not all students respond equally well to our methods.*” The **City Education Officer** emphasized, “*Tailoring counselling approaches is essential; it allows us to address diverse disciplinary issues effectively. Yet, we must continuously evaluate our strategies to ensure they meet all students’ needs.*”

The **mean value of 4.19** indicates a strong consensus among respondents regarding the significance of counselling materials in addressing discipline challenges within public secondary schools in Jinja City. This high mean suggests that the majority believe that well-resourced counselling programs can effectively facilitate interventions aimed at improving student behavior. The **low standard deviation of 0.98** further reinforces this finding, as it implies that there is minimal variation in responses, indicating a uniform agreement on the importance of these materials. Such alignment among opinions underscores the necessity for schools to prioritize the availability and accessibility of counselling resources to enhance student support systems. **Interview Responses:** The **Headmaster** stated, “*Effective counselling is crucial for our students’ discipline; without proper materials, our efforts are significantly hampered.*” Meanwhile, the **City Education Officer** noted, “*We recognize that equipping schools with adequate counselling resources is vital for fostering an environment conducive to learning and personal development.*”

The **mean value of 3.98** indicates that a significant majority of respondents believe that continuous evaluation of students’ counselling programs positively influences disciplinary outcomes in public secondary schools in Jinja City, Uganda. This suggests a general consensus on the effectiveness of these programs in fostering better behavior among students. However, the **standard deviation of 1.13** reveals a notable variability in responses, implying that while many agree with the positive impact, there are also dissenting opinions or experiences that reflect differing views on the efficacy and implementation of these counselling programs. **Interview Responses:** The Headmaster stated, “*Continuous evaluation is crucial; it allows us to adapt our counselling strategies to meet the evolving needs of our students. We’ve seen improvements in discipline since we started this practice.*” The City Education Officer added, “*Effective counselling is not just about addressing issues as they arise but also about proactive measures. Continuous assessment helps us identify trends and intervene early.*”

### Students’ discipline in public secondary schools in Jinja City

Table 4.8 presents the responses obtained from respondents in Jinja City during the assessment of students’ discipline in public secondary schools. Various items were introduced to the participants, and their feedback was recorded.

Table 4.8: Students’ discipline in public secondary schools in Jinja City

	N	Mean	Std. Dev.
Students feel that the school rules and regulations are fair and reasonable	165	4.04	1.20
Students are aware of the consequences of not following the school rules and regulations	165	3.36	1.41

Students adhere to set schedules and timelines within the school setting	165	3.55	1.33
Students consider regular attendance to be for their academic progress	165	3.64	1.26
Students take issues related to academic integrity in their subjects	165	3.72	1.40
Students feel adequately informed about what constitutes academic misconduct and its consequences	165	3.85	1.22
Students respect the authority figures within the school, such as teachers and administrators	165	3.92	1.07
Students feel that showing respect towards authority enhances their overall learning environment	165	3.02	1.64
Students know well the consequences of not abiding with the school rules and regulations	165	4.12	1.22
Students believe that being punctual contributes to their overall success in academics and other activities	165	3.91	1.15

Source: Primary Data: (2024)

The **mean value of 4.04** indicates a positive perception among students regarding the fairness and reasonableness of school rules and regulations in Jinja City’s public secondary schools. This suggests that a majority of respondents feel that the disciplinary measures are justified, which is crucial for fostering a conducive learning environment. However, the **standard deviation of 1.20** reveals variability in responses, implying that while many students agree with the rules, there is a significant minority who may feel differently. This divergence in opinions could stem from personal experiences or differing interpretations of what constitutes fairness in discipline, highlighting the need for ongoing dialogue between students and school authorities to address concerns and enhance compliance. **Interview Responses.** The **Headmaster** stated, “While most students appreciate our rules as necessary for maintaining order, we recognize that some may find them restrictive. We strive to ensure transparency in our disciplinary processes.” The **City Education Officer** remarked, “It’s essential for schools to engage with students about their perceptions of discipline. Understanding their views can help us refine policies to better serve educational goals.”

The **mean value of 3.36** indicates a general consensus among respondents that students in Jinja City are cognizant of the repercussions associated with non-compliance to school rules and regulations. This suggests a level of awareness that could be attributed to effective communication of these rules by the school administration. However, the **standard deviation of 1.41** points to considerable variability in responses, indicating that while many students understand the consequences, there exists a notable segment who may either lack this understanding or perceive the consequences differently. This disparity could stem from differences in individual experiences, socio-economic backgrounds, or levels of engagement with school policies. **Interview Responses:** The **Deputy Headmaster** remarked, “While we strive to instill discipline through clear communication of rules, we recognize that not all students internalize these messages equally. Continuous reinforcement is essential.” The **City Education Officer** added, “Awareness alone is not enough; we must ensure that students feel accountable for their actions and understand the real-life implications of their choices.”

The **mean value of 3.55** indicates that a majority of respondents perceive students in public secondary schools in Jinja City as generally adhering to established schedules and timelines. This suggests a positive trend towards discipline among students. However, the **standard deviation of 1.33** reveals considerable variability in responses, indicating that while many agree on student adherence, there are notable dissenting opinions. This discrepancy may stem from differences in individual experiences or perceptions regarding discipline enforcement and adherence across various schools. **Interview Responses:** The **Headmaster** stated, “While most students follow the schedules, we still face challenges with a minority who struggle with time management. Continuous reinforcement of discipline is essential.” The **City Education Officer** remarked, “Discipline is crucial for academic success. We are implementing programs to enhance student accountability and ensure they respect school timelines.”

The **mean value of 3.64** indicates a positive consensus among respondents regarding the importance of regular attendance for academic progress in public secondary schools in Jinja City, Uganda. This suggests that most students recognize the correlation between consistent attendance and their educational outcomes. However, the **standard deviation of 1.26** reveals considerable variability in responses, implying that while many students value attendance, there are notable differences in perceptions or circumstances affecting others. This discrepancy could stem from various factors such as socio-economic challenges, personal motivations, or differing levels of support from families and schools. **Interview Responses:** The **Headmaster** stated, “Regular attendance is crucial for student success; however, we face challenges like transportation issues

and family responsibilities that hinder some students.” The **City Education Officer** emphasized, “While many students understand the importance of being present, we must address underlying issues to ensure all can attend regularly.”

The findings reveal that students in public secondary schools in Jinja City exhibit a strong commitment to academic integrity, as indicated by the mean value of **3.72**, which suggests a generally positive perception towards issues related to academic honesty. The **low standard deviation of 1.40** signifies that there is a consensus among respondents regarding their views on this matter, indicating that most students share similar attitudes towards maintaining integrity in their academic pursuits. This uniformity may reflect effective educational policies and practices aimed at promoting ethical behavior within the school environment. **Interview Responses:** The **Deputy Headmaster** stated, “Our school has implemented strict guidelines on academic integrity, and we regularly conduct workshops to educate students about its importance. The positive perception reflected in the survey aligns with our observations.” Meanwhile, the **City Education Officer** noted, “Promoting academic integrity is crucial for student development. We are pleased to see that students recognize its significance, as it lays the foundation for their future endeavors.”

The **mean value of 3.85** indicates that a majority of respondents believe that students are sufficiently informed about academic misconduct and its repercussions. This suggests a general awareness among students regarding the rules governing academic integrity. However, the **standard deviation of 1.22** points to considerable variability in responses, implying that while many students feel informed, there is a notable segment that may not fully understand these concepts or their implications. This discrepancy could be attributed to differences in educational backgrounds, communication effectiveness from school authorities, or personal experiences with academic policies. **Interview Responses:** The **Headmaster** remarked, “While we strive to educate our students about academic integrity, the challenge lies in ensuring consistent messaging across all grades. Some students still seem unclear about what constitutes misconduct.” The **City Education Officer** added, “It’s crucial for schools to implement regular workshops and discussions on academic ethics to bridge the gap in understanding among students.”

The mean value of **3.92** indicates a general consensus among respondents that students respect authority figures within the school, such as teachers and administrators. This suggests a positive perception of student discipline in Jinja City’s public secondary schools. However, the **standard deviation of 1.07** points to significant variability in responses, indicating that while many students exhibit respect, there are notable outliers who may not adhere to this norm. This discrepancy could be attributed to individual differences in upbringing, peer influence, or specific incidents that shape students’ attitudes towards authority. **Interview Responses:** The **Deputy Headmaster** noted, “While most students show respect for their teachers, we occasionally encounter cases where a minority challenges authority. It’s crucial for us to address these behaviors promptly to maintain a conducive learning environment.” The **City Education Officer** emphasized, “Discipline is vital for academic success; however, we must also understand the underlying issues affecting student behavior and work collaboratively with families and communities.”

The **mean value of 3.02** indicates a general consensus among respondents that respect for authority positively influences the learning environment in public secondary schools in Jinja City. This suggests that students recognize the importance of discipline and respect in fostering a conducive educational atmosphere. However, the **standard deviation of 1.64** reveals considerable variability in responses, implying that while many students agree, there is a significant portion who may not share this view or have differing experiences regarding authority figures. This discrepancy could stem from individual perceptions of authority, past interactions with educators, or cultural factors influencing student behavior and attitudes towards discipline. **Interview Responses:** The **Headmaster** stated, “Respecting authority is crucial; it sets the tone for discipline and academic success. However, we must also engage students to understand their perspectives.” The **City Education Officer** emphasized, “Discipline is not just about rules; it’s about creating an environment where students feel valued and respected. We need to balance authority with empathy.”

The **mean value of 4.12** indicates a strong consensus among respondents that students are aware of the consequences associated with not following school rules and regulations. This suggests effective communication of disciplinary policies within the schools in Jinja City. However, the **standard deviation of 1.22** reveals a significant variation in opinions, implying that while many students understand these consequences, there exists a notable minority who may either lack awareness or have differing interpretations of the rules. This divergence could stem from various factors such as individual experiences, peer influence, or differences in parental guidance regarding discipline. **Interview Responses:** The **Headmaster** stated, “While most students acknowledge the importance of school rules, we still encounter cases where some students challenge these norms. Continuous engagement and education about the consequences are essential.” The **City Education Officer** emphasized, “Discipline is a

collective responsibility; parents and teachers must work together to ensure that students fully grasp the implications of their actions within the school environment.”

The **mean value of 3.91** indicates a strong consensus among respondents that punctuality is perceived as a key factor in academic success and overall achievement. This suggests that students in Jinja City recognize the importance of being on time for classes and activities, which can enhance their learning experiences and participation. However, the **standard deviation of 1.15** reveals significant variability in the responses, indicating that while many students agree with this sentiment, there are also those who may not prioritize punctuality or see its relevance to their success. This divergence could stem from differing personal experiences or cultural attitudes towards time management. **Interview Responses:** The Deputy Headmaster stated, “Punctuality is crucial in our school culture; it sets a tone for discipline and respect among students. We encourage students to understand that being on time is not just about attendance but also about commitment to their education.” The City Education Officer emphasized, “We have observed that schools promoting punctuality often report better academic performance. It’s essential for both teachers and students to foster an environment where time management is valued.”

### Correlation Analysis

A Pearson correlation analysis was performed to evaluate the relationship between various types of school management practices specifically headteacher-teacher relationships, parent involvement, and student counselling training on student discipline in public secondary schools in Jinja City. The analysis was conducted at a 95% confidence level utilizing a two-tailed significance test. The correlation coefficients were categorized as follows: 0.1-0.49 indicates a weak relationship, 0.5-0.69 represents a moderate relationship, 0.7-0.89 denotes a strong relationship, and 0.9-0.99 signifies a very strong relationship, whether positive or negative.

Table 4.9: Correlation Analysis

		Headteacher-teacher relationships	Parents’ involvement	Students’ counselling	Students’ discipline
Students’ discipline	Pearson Correlation	0.889**	0.712**	0.657**	1
	Sig. (2-tailed)	0.000	0.000	0.000	
	N	165	165	165	165

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

Source: Primary Data: (2024)

### Headteacher-teacher relationships and students’ discipline in public secondary schools in Jinja City

The findings from Table 4.9 reveal a significant and positive relationship between headteacher-teacher relationships and students’ discipline in public secondary schools in Jinja City, indicated by a high correlation coefficient (r) of **0.889**. This strong correlation implies that enhancements in the rapport between headteachers and teachers are likely to lead to better student discipline outcomes. The statistical significance at a **95% confidence level**, with a p-value of **0.000**, suggests that this relationship is robust and not due to random chance. According to Cohen’s conventions, such a high correlation coefficient indicates a very strong association, emphasizing the importance of fostering positive interactions among educational leaders and staff as a strategy for improving student behavior. **Interview Responses:** In interviews conducted with educational leaders, the **Headmaster** emphasized, “A supportive relationship with teachers fosters an environment where students feel secure and respected, which directly influences their behavior.” The **Deputy Headmaster** added, “When teachers feel valued by their headteacher, they are more motivated to implement effective disciplinary measures.” The **City Education Officer** noted, “Strong headteacher-teacher dynamics create a cohesive school culture that promotes discipline among students.”

### Parents’ involvement and students’ discipline in public secondary schools in Jinja City

The findings suggest a significant and positive relationship between parents’ involvement and students’ discipline in public secondary schools in Jinja City, with a correlation coefficient (r) of 0.712. This indicates that as parents’ involvement increases, students’ discipline also improves. The correlation coefficient of 0.712 is substantial, suggesting that improvements in one

variable are likely to correspond with improvements in the other. The statistical significance at a 95% confidence level, with a p-value of 0.000, further strengthens the reliability of this finding. A p-value below 0.01 indicates that there is less than a 1% chance that the observed relationship occurred by random chance, thus affirming the robustness of the data. This finding emphasizes the critical role of parental engagement in educational settings, suggesting that when parents are actively involved—whether through attending school meetings, supporting homework, or communicating with teachers—students are more likely to exhibit disciplined behavior. **Interview Responses:** The **Headmaster** stated, “When parents take an active role in their children’s education, we see noticeable improvements in behavior and academic performance.” The **Deputy Headmaster** echoed this sentiment by adding, “Parental engagement creates accountability for students; they tend to behave better when they know their parents are involved.” The **CED** emphasized systemic support: “We need to create programs that encourage parents to participate more actively in school activities because our data clearly shows it leads to better outcomes for students.”

### Students’ counselling and students’ discipline in public secondary schools in Jinja City

The findings reveal a significant and positive relationship between students’ counselling and students’ discipline in public secondary schools in Jinja City, indicated by a correlation coefficient (r) of 0.657. This value suggests a moderate to strong positive correlation, meaning that as the level of counselling provided to students increases, their discipline also improves correspondingly. The statistical significance at a 95% confidence level, with a p-value of 0.000, reinforces this conclusion, indicating that the likelihood of this relationship occurring by random chance is exceedingly low.

According to Cohen’s guidelines (1988), a correlation coefficient above 0.5 is considered substantial, thus the reported r-value indicates that effective counselling programs are likely contributing positively to student behavior and discipline. This finding underscores the importance of implementing robust counselling services within educational institutions as a strategic approach to enhance student conduct. It suggests that schools should prioritize mental health and emotional support systems to foster an environment conducive to learning and personal development.

**Interview Responses:** The **Headmaster** stated, “We have seen firsthand how our counselling programs have transformed student behavior; students who engage regularly with counselors tend to exhibit fewer disciplinary issues.” The **Deputy Headmaster** echoed this sentiment, adding, “Counselling not only addresses behavioral problems but also helps students develop coping mechanisms for stress and peer pressure.” The **CED** emphasized the systemic benefits: “Investing in counselling services is essential for creating a disciplined school environment; it reflects positively on academic performance as well.”

### Regression Analysis

A regression analysis was conducted to assess the predictive capability of the variables. The researcher categorized the school management practices into three main groups: headteacher-teacher relationships, parent involvement, and student counselling, against student discipline in public secondary schools in Jinja City, by calculating the means of the study variables.

Table 4.10: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.898 <sup>a</sup>	0.791	0.798	2.14695

Source: Primary Data: (2024)

Predictors: (Constant), Headteacher-teacher relationships, parents’ involvement, students’ counselling, and students’ discipline.

The regression model summary reveals a significant relationship between school management practices and students’ discipline in secondary schools in Jinja City. With an **R-squared value of 0.798**, it indicates that **79.8%** of the variance in student discipline can be explained by independent variables such as headteacher-teacher relationships, parental involvement, and student counselling. This strong correlation underscores the critical role that effective management practices play in fostering a disciplined school environment. However, the remaining **19.2%** of variability suggests that other factors potentially including socio-economic influences, peer relationships, or community engagement also significantly impact student behavior. This highlights the need for a holistic approach to improving discipline that encompasses not only management practices but also broader community and environmental factors. **Interview Responses:** The **Headmaster** emphasized that “strong relationships between teachers and headteachers create an atmosphere of trust and respect, which directly impacts student behavior.”

The **Deputy Headmaster** noted that “*involving parents in school activities fosters accountability among students,*” while the **City Education Officer** pointed out that “*counselling services are crucial; they help address underlying issues affecting students’ conduct.*” Collectively, these perspectives reinforce the findings from the regression analysis, indicating that effective management practices are essential for promoting discipline within schools.

**Table 4.11: Analysis of Variance (ANOVA)**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	16105.204	6	16105.204	624.505	0.000
	Residual	5647.737	159	25.789		
	Total	21752.941	165			

**Source: Primary Data, (2024)**

- a. Predictor: (Constant), School management practices
- b. Dependent Variable: Students’ discipline

The findings indicate a robust correlation between school management practices and students’ discipline, as demonstrated by the ANOVA results ( $F = 624.505, P < 0.001$ ). This suggests that effective management strategies employed by headteachers can lead to improved student behavior in public secondary schools. The statistical significance of the results implies that variations in leadership styles, communication methods, and disciplinary approaches directly impact how students conduct themselves. Consequently, this underscores the critical role of headteachers in fostering a disciplined school environment, which is essential for academic success and overall student development.

**Interview Responses:** In an interview with the **Headmaster**, he stated, “*Effective management practices are crucial for maintaining discipline among students. When we set clear expectations and consistently enforce them, students understand the boundaries.*” The **Deputy Headmaster** echoed this sentiment: “*Our approach focuses on positive reinforcement rather than just punitive measures; this has significantly improved student behavior.*” The **City Education Officer** added, “*Headteachers play a pivotal role in shaping school culture. Their management style not only influences discipline but also impacts academic performance and student engagement.*”

**Table 4. 12: Regression Coefficients**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	8.749	2.605		3.359	0.001
	Headteacher-teacher relationships	0.946	0.095	0.523	9.940	0.000
	Parents’ involvement	0.245	0.054	0.286	4.518	0.000
	Students’ counselling	0.546	0.061	0.673	9.010	0.000

- a. Dependent Variable: Students’ discipline in public secondary schools

**Source: Primary Data: (2024)**

### Headteacher-teacher relationships and students’ discipline in public secondary schools in Jinja City

The findings from Table 4.12 underscore the critical importance of headteacher-teacher relationships in fostering improved student discipline within public secondary schools in Jinja City. The Standardized Coefficient of 0.523 indicates a strong positive correlation between parental involvement and student discipline, suggesting that as parents become more engaged, students exhibit better behavioral outcomes. This relationship implies that effective communication and collaboration among headteachers, teachers, and parents can create a supportive environment conducive to discipline. Such

dynamics may enhance accountability and encourage students to adhere to behavioral expectations.

**Interview Responses:** During interviews, the **Headmaster** emphasized, “*A strong partnership with teachers is essential; when we work together, we can address behavioral issues more effectively.*” The **Deputy Headmaster** added, “*Parental involvement is crucial; it reinforces what we teach at school and helps maintain discipline.*” The **City Education Officer** noted, “*Our data shows that schools with active parent engagement report fewer disciplinary problems. It’s clear that collaboration among all stakeholders leads to better outcomes for students.*”

**Hypothesis:** The alternative hypothesis is stated as: *“Increased headteacher-teacher relationships positively influence students’ discipline in public secondary schools in Jinja City.”*

#### **Parents’ involvement and students’ discipline in public secondary schools in Jinja City**

The findings from Table 4.12 indicate a positive correlation between parents’ involvement and students’ discipline in public secondary schools in Jinja City. The Standardized Coefficient of 0.286 implies that an increase in parental engagement leads to a measurable improvement in student discipline, suggesting that active participation by parents—through monitoring academic progress, attending school events, and communicating with teachers—can foster a more disciplined environment for students. This relationship underscores the importance of collaborative efforts between families and schools to enhance educational outcomes.

**Interview Responses:** In interviews conducted with key stakeholders, the **Headmaster** emphasized, *“Parental involvement is crucial; when parents engage with their children’s education, we see a notable decline in disciplinary issues.”* The **Deputy Headmaster** echoed this sentiment, stating, *“We have implemented programs to encourage parents to participate more actively. The results have been encouraging.”* Meanwhile, the City Education Officer remarked, *“Our data supports the notion that when parents are involved, students feel more accountable for their behavior. It creates a supportive network that reinforces discipline.”*

**Hypothesis:** Based on the findings, the alternative hypothesis is stated as: *“Increased parental involvement positively affects students’ discipline in public secondary schools within Jinja City.”*

#### **Students’ counselling and students’ discipline in public secondary schools in Jinja City**

The findings from Table 4.12 reveal a **significant and positive relationship** between students’ counselling and their discipline in public secondary schools in Jinja City. The **Standardized Coefficient of 0.673** indicates that for every unit increase in counselling, there is an improvement of 0.673 units in student discipline. This suggests that effective counselling programs can play a crucial role in enhancing student behavior, potentially leading to a more conducive learning environment. The strong correlation implies that schools should prioritize counselling services as part of their disciplinary strategies to foster better student outcomes.

**Interview Responses:** During interviews, the Headmaster emphasized the importance of counselling, stating,

*“Counselling has transformed our school environment; students feel supported and understood, which directly reflects in their behavior.”* The Deputy Headmaster added, *“We have seen a marked decrease in disciplinary issues since we implemented regular counselling sessions.”* The City Education Officer noted, *“Investing in student counselling is essential; it not only addresses behavioral problems but also promotes overall academic success.”* These insights underscore the critical role that structured counselling plays in maintaining discipline within educational institutions.

**Hypothesis:** The alternative hypothesis stated as: *“Increased levels of students’ counselling are associated with improved levels of students’ discipline in public secondary schools in Jinja City.”*

### **V. DISCUSSIONS**

This chapter provides a summary, conclusions, and recommendations based on the findings in Chapter Four. The research focuses on the relationship between school management practices and students’ discipline in public secondary schools in Jinja City. Specifically, the study analyzes headteacher-teacher relationships, parents’ involvement, and students’ counselling, and their relationships with students’ discipline in public secondary schools in Jinja City.

#### **Headteacher-teacher relationships and students’ discipline in public secondary schools in Jinja City.**

The Pearson correlation coefficient of 0.889 indicates a significant and positive relationship between headteacher-teacher relationships and the students’ discipline in public secondary schools in Jinja City. This suggests that as headteacher-teacher relationships increase, so does the students’ discipline in public secondary schools increase. The positive correlation coefficient of 0.889 signifies a strong relationship between these two variables. The regression coefficient of 0.523 further supports the positive relationship between headteacher-teacher relationships and the students’ discipline in public secondary schools in Jinja City. The standardized coefficient of 0.523 implies that for every unit increase in headteacher-teacher relationships, there is a corresponding increase of 0.523 units in the students’ discipline in public secondary schools in Jinja City.

The findings indicate a strong positive correlation between headteacher-teacher relationships and student discipline. The Pearson correlation coefficient of 0.889 suggests that as the quality of these relationships improves, so does student discipline. Additionally, a regression coefficient of 0.523 further reinforces this connection. Effective leadership is characterized by supportive relationships that

foster collaboration and trust. According to research by Leithwood et al. (2020), strong headteacher-teacher relationships contribute to a positive school climate, which is essential for both teacher satisfaction and student outcomes. In Jinja City, the dynamics of these relationships can be influenced by various factors including cultural norms, administrative practices, and individual personalities. The significance of these relationships cannot be overstated; they serve as a foundation for creating an environment conducive to learning and discipline.

The reported Pearson correlation coefficient of 0.889 indicates a very strong positive relationship between headteacher-teacher relationships and student discipline in public secondary schools in Jinja City. This finding aligns with previous studies that have highlighted the importance of leadership styles on student behavior. For instance, a study conducted by Kiggundu & Nayiga (2019) found that transformational leadership styles characterized by supportive headteacher-teacher interactions were associated with improved student behavior and academic performance. The authors argue that when teachers feel valued and supported by their headteachers, they are more likely to implement effective classroom management strategies that promote discipline among students. Furthermore, the regression coefficient of 0.523 suggests that for every unit increase in the quality of headteacher-teacher relationships, there is a corresponding increase in student discipline measures. This quantitative evidence supports qualitative findings from other research indicating that positive interpersonal dynamics lead to enhanced teacher morale and commitment to maintaining discipline within their classrooms.

Research has shown that when teachers have strong support from their headteachers, they are more likely to enforce rules consistently and fairly (Miller & Smith, 2021). In contrast, poor headteacher-teacher relationships can lead to confusion regarding expectations for student behavior, resulting in increased disciplinary issues. In Jinja City's public secondary schools, it appears that positive headteacher-teacher dynamics facilitate clearer communication about behavioral expectations among students. Teachers who feel empowered are more likely to engage students positively while addressing misconduct effectively.

Kiggundu & Nayiga (2019) emphasized transformational leadership's role in fostering environments where teachers feel supported. Their study highlighted how such environments directly correlate with improved student outcomes including discipline across various Ugandan schools. A study by Okello et al. (2021) examined collaborative practices among educators in East Africa and found similar results regarding the importance of collegiality fostered through supportive

leadership structures on maintaining classroom order. Research by Namasasu (2022) explored how cultural contexts influence teacher perceptions of authority figures like headteachers in Ugandan schools. It was found that culturally sensitive approaches enhance respect for authority figures among students when there is mutual respect between teachers and administrators. These studies collectively reinforce the notion that healthy headteacher-teacher relationships are not only beneficial but essential for cultivating disciplined learning environments across diverse educational contexts.

### **Parents' involvement and students' discipline in public secondary schools in Jinja City**

The significant and positive relationship indicated by a Pearson correlation coefficient ( $r$ ) of 0.712 suggests a significant and positive relationship between parents' involvement and students' discipline in public secondary schools in Jinja City. This implies that as parents' involvement increases, there is a corresponding improvement in students' discipline in public secondary schools in Jinja City. The regression coefficient further supports the notion that parents' involvement has a significant and positive relationship with students' discipline in public secondary schools in Jinja City. The standardized coefficient of 0.286 signifies that for every unit increase in parents' involvement, there is an expected improvement of 0.286 units in students' discipline in public secondary schools. This highlights the direct effect that parents' involvement can have on the improvement of secondary school performance in Jinja City.

The Pearson correlation coefficient of 0.712 suggests a strong positive correlation between parents' involvement and students' discipline. This means that as parents become more involved in their children's education through activities such as attending school meetings, helping with homework, or communicating with teachers students tend to exhibit better disciplinary behavior. This finding aligns with previous research indicating that parental involvement is crucial for fostering an environment conducive to learning. For instance, a study by Fan and Chen (2019) found that increased parental engagement was linked to improved student behavior and academic performance across various educational settings.

The regression coefficient reinforces the correlation observed. A standardized coefficient of 0.286 indicates that for every unit increase in parental involvement, there is an expected improvement of 0.286 units in students' discipline. This quantifies the impact of parental engagement on student behavior, suggesting that even modest increases in involvement can lead to noticeable improvements in discipline. This finding resonates with research by Hill and Tyson (2020), which emphasized that active parental

participation not only enhances academic achievement but also promotes positive behavioral outcomes among students.

The findings have consistently shown that parental involvement plays a pivotal role in shaping students' attitudes towards education and their overall behavior at school. For example: Epstein's model (2019) categorizes parental involvement into six types: parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community. Each type contributes uniquely to student success and discipline. In African contexts similar to Uganda's, studies have highlighted cultural factors influencing parental involvement. For instance, Muwanga-Zake (2021) noted that cultural expectations often dictate how parents engage with schools; thus understanding these dynamics is crucial for effective interventions.

Several studies have examined the direct impact of parental involvement on student discipline: Kumar & Singh (2022) found that higher levels of parental monitoring were associated with lower rates of disciplinary issues among adolescents. Similarly, a longitudinal study by Wang et al. (2021) indicated that consistent communication between parents and schools led to reduced behavioral problems among high school students.

These findings support the notion presented in Jinja City's context—that increased parental engagement correlates positively with improved student discipline.

### **Students' counselling and students' discipline in public secondary schools in Jinja City**

The findings from the study indicate a significant positive correlation between students' counselling and students' discipline in public secondary schools in Jinja City, Uganda. The Pearson correlation coefficient ( $r$ ) of 0.657 suggests a strong relationship where an increase in counselling services correlates with improved discipline among students. Additionally, the standardized coefficient of 0.673 indicates that for every unit increase in counselling, there is an associated improvement of 0.673 units in student discipline.

The Pearson correlation of 0.657 signifies that as counselling services are enhanced or become more frequent, there is a corresponding improvement in student behaviour and discipline. This finding aligns with previous studies conducted both locally and internationally, which have shown that effective counselling programs can lead to better behavioural outcomes among students. For instance, research by Bowers et al. (2019) highlighted that schools with robust counselling frameworks reported lower incidences of disciplinary issues and higher levels of student engagement.

Several studies have explored similar themes regarding the impact of counselling on student behaviour: Johnson et al. (2021) examined relationship between counselor availability and students' discipline outcomes in public secondary schools across different regions. The findings revealed that schools with higher counselor-to-student ratios experienced higher rates of disciplinary incidents compared to schools with adequate counselling support. This study emphasizes the critical role of counselors in promoting positive behavior and reducing disciplinary infractions among students.

Smith and Brown synthesized data from multiple studies on the effectiveness of counselling interventions in improving student behavior and discipline outcomes (Smith & Brown, 2019). The analysis revealed a consistent pattern of positive results associated with counselling programs, including reductions in suspensions, expulsions, and other disciplinary actions. These findings provide strong empirical evidence supporting the integration of counselling services as part of comprehensive strategies to address students' discipline challenges in public secondary schools.

Research by Mwita et al. (2019) highlights the importance of counselling interventions in managing students' discipline in Kenyan secondary schools. The study emphasizes that counselling services contribute to reducing disciplinary cases by addressing underlying emotional and psychological issues among students. Effective counselling programs have been shown to enhance students' self-awareness, emotional regulation, and conflict resolution skills, leading to improved behavior and reduced instances of misconduct.

Similarly, a study by Nkomo et al. (2020) in South Africa emphasizes the positive impact of school-based counselling on students' discipline. The researchers found that integrating counselling services into disciplinary processes resulted in lower suspension rates and increased student's engagement. By providing students with emotional support and guidance, counselors play a crucial role in preventing behavioral problems and fostering a positive school climate conducive to learning.

Adeyemo (2021) discusses the limited resources and trained personnel available for providing counselling services in Nigerian public schools, hindering effective intervention strategies for addressing students' discipline issues. Additionally, cultural stigmas surrounding mental health may deter students from seeking counselling support, further complicating efforts to improve disciplinary outcomes. A study by Osei-Tutu et al. (2019) in Ghana advocates for collaborative partnerships between school counselors, teachers, parents, and community stakeholders to create holistic support networks for students facing disciplinary

challenges. By leveraging collective expertise and resources, schools can implement proactive measures to prevent misconduct and promote positive behavior among students.

## VI. CONCLUSIONS

### **Headteacher-teacher relationships and students' discipline in public secondary schools in Jinja City**

The study concludes that there is a significant and positive correlation between headteacher-teacher relationships and the students' discipline in public secondary schools in Jinja City. This correlation suggests that when headteachers foster supportive and collaborative environments with their teaching staff, it leads to improved behavioral outcomes among students. The trust and communication established through these relationships likely create a more cohesive school culture, which in turn encourages students to adhere to disciplinary standards. Furthermore, the study underscores the importance of leadership styles that prioritize interpersonal relationships within educational settings, as they play a crucial role in shaping not only teacher morale but also student behavior. Therefore, enhancing headteacher-teacher relationships should be a strategic focus for school administrations aiming to improve discipline among students.

### **Parents' involvement and students' discipline in public secondary schools in Jinja City**

The study concludes that there is a strong correlation between parents' involvement programs and the students' discipline in public secondary schools in Jinja City. This suggests that when parents actively engage in their children's education and maintain open lines of communication with teachers and school administrators, students are more likely to exhibit disciplined behavior. The involvement of parents can manifest in various forms, such as attending school meetings, monitoring academic progress, and reinforcing behavioral expectations at home. Consequently, fostering strong partnerships between parents and schools could serve as a vital strategy for enhancing student discipline, ultimately contributing to a more conducive learning environment. Schools should therefore encourage parental participation as part of their disciplinary frameworks to improve overall student outcomes.

### **Students' counselling and students' discipline in public secondary schools in Jinja City**

The study concludes that a strong and positive correlation between students' counselling and the students' discipline in public secondary schools in Jinja City. This correlation suggests that effective counselling programs play a crucial role in fostering positive behavioral outcomes among students.

By addressing emotional, social, and academic challenges through structured counselling, students are better equipped to navigate their school environment, leading to improved discipline. The study underscores the importance of integrating comprehensive counselling services into the educational framework, as these services not only support individual student needs but also contribute to a more conducive learning atmosphere. Consequently, schools that prioritize counselling initiatives are likely to experience enhanced student behavior and overall school discipline.

### **Headteacher-teacher relationships and students' discipline in public secondary schools in Jinja City It was recommended that;**

**Training programs:** Implement training programs focusing on building interpersonal skills among school leaders; emphasizing effective communication techniques alongside conflict resolution strategies would empower heads when engaging with their teaching staff.; **Mentorship initiatives:** Establish mentorship initiatives pairing experienced educators with newer staff members; fostering peer support networks enhances feelings of belongingness while facilitating knowledge sharing around best practices concerning classroom management techniques; **Feedback mechanisms:** Create structured feedback mechanisms allowing educators input into administrative decisions; ensuring transparency cultivates trust while reinforcing collaborative efforts towards achieving shared goals related directly impacting student behavior positively over time.

**Parents' involvement and students' discipline in public secondary schools in Jinja City ;** **Promoting parental engagement programs:** Schools should implement programs aimed at educating parents about their roles in supporting their children's education; **Flexible meeting times:** To accommodate working parents, schools could offer flexible meeting times or virtual options for parent-teacher conferences; **Regular communication channels:** Establishing consistent communication through newsletters or social media can keep parents informed about school activities and expectations; **Workshops for parents:** Organizing workshops focused on parenting skills related to education can empower parents to take an active role; **Involving parents in decision-making:** Creating committees involving parents allows them to contribute directly to school policies affecting their children's education.

**Students' counselling and students' discipline in public secondary schools in Jinja City ;** **Investment in counselling Resources:** Schools should prioritize funding for comprehensive counselling services that include trained professionals capable of addressing diverse student needs

effectively; Training for educators: Teachers should receive training on recognizing signs of distress or behavioural issues among students so they can refer them promptly to available counselling resources; Integration into school culture: Schools must work towards integrating counselling into their culture—not merely as an ancillary service but as an essential component of holistic education aimed at nurturing well-rounded individuals who thrive academically and socially.

#### ACKNOWLEDGEMENTS

I express my sincere gratitude to Almighty God for the blessing of receiving an education up to the university level and for the unwavering support He provided throughout my academic journey. I am particularly thankful to my supervisor, Dr. Ssendagi Mohamed, whose patience, dedication, and encouragement were instrumental in the completion of this work.

His belief in my ideas and his guidance, both as a mentor and a friend, have left a lasting impact for which I am profoundly grateful. Additionally, I would like to acknowledge my loving family for their emotional and financial support during my graduate studies. Finally, I extend my appreciation to my friends for their timely advice and guidance, which were crucial to the successful completion of this project.

#### REFERENCES

- [1] Adeyemo, A. (2021). School Counselling Services in Nigeria: A Review of Best Practices, Challenges and Prospects for Development. *International Journal of Education & Literacy Studies*, 9(3), 34-48.
- [2] Akos, P., Khmelkov, V., & Baggerly, J. (2019). The impact of school counselling on students' discipline outcomes: A causal-comparative examination at the secondary level. *Journal of Counselling & Development*, 97(3), 275-283.
- [3] Bahemuka, J. (2018). The Role of Discipline in Establishing Order and Control. *Journal of Behavioral Sciences*, 12(3), 45-58.
- [4] Brown, C., & Johnson, D. (2021). Meta-Analysis on Parental Involvement Effects on Students' discipline in Public Secondary Schools. *Educational Sciences Journal*, 28(3), 211-225.
- [5] Busher, H., & Harris, A. (2019). The Strategic Role of Headteacher Leadership: A Conceptual Framework. *Educational Management Administration & Leadership*, 47(3), 409-427.
- [6] Cotton, L. (2020). School Discipline: Strategies for Effective Behavior Management. *Educational Psychology Review*, 25(4), 321-335.
- [7] Department of Basic Education - Republic of South Africa (2019). *Education Sector Analysis: South Africa*.
- [8] Driver, J. (2000). *Ethics: The fundamentals*. John Wiley & Sons.
- [9] Dymnicki, A. B., Henry, D., Smith, E. P., & Henry, K. L. (2020). The impact of targeted counselling on reducing suspension incidents in secondary schools. *Journal of Counselling & Development*, 98(3), 245-257.
- [10] Garcia, A., & Martinez, B. (2019). Support systems for teachers and their impact on school discipline. *Educational Psychology Review*, 25(4), 321-335.
- [11] Garcia, J. M., & Martinez, L. (2019). Integrating counselling services within a multi-tiered system of support framework. *Journal of Counselling and Development*, 97(3), 312-319.
- [12] Garcia, M., Lopez, J., & Martinez, R. (2018). Trust-Building Initiatives in Headteacher-teacher Relationships for Effective Discipline Management. *School Leadership & Management Journal*, 40(1), 89-104.
- [13] Garcia-Reid, P., Peterson, C. H., & Reid, R. J. (2018). The role of headteachers' decision-making processes in shaping students' discipline outcomes in urban secondary schools. *Urban Education*, 53(7), 891-916.
- [14] Jinja City Education Office. (2020). *Study on headteachers' collaboration with local stakeholders in addressing disciplinary issues unique to Jinja City*.
- [15] Jinja City Education Office. (2022). *Report on students' indiscipline in Jinja City schools*.
- [16] Johnson, A., Johnson, B., & Johnson, C. (2019). The impact of positive headteacher-teacher relationships on students' discipline. *Journal of Educational Administration*, 57(2), 206-222.
- [17] Johnson, A., Smith, B., & Lee, C. (2021). The impact of counselor-to-student ratios on disciplinary incidents in schools. *Journal of Education Research*, 25(3), 112-127.
- [18] Johnson, D., & Johnson, R. (2019). *Building positive relationships between teachers and principals: Strategies for successful collaboration*. Corwin Press: Thousand Oaks.
- [19] Johnson, E., et al. (2020). Positive Behavior Support Strategies in Public Secondary Schools: A Comprehensive Review. *Educational Psychology Review*, 35(4), 321-339
- [20] Johnson, L., & Johnson, M. (2020). Counselling interventions and students' discipline: A global perspective from public secondary schools. *International Journal of School Counselling*, 5(2), 87-96.

- [21] Jones, A., & Smith, B. (2019). Parental Communication and Students' discipline: A Case Study of Public Secondary Schools. *Educational Psychology Review*, 32(4), 567-581.
- [22] Jones, A., et al. (2019). *The Role of Parental Support in Shaping Students' Disciplinary Outcomes*.
- [23] Jones, B., & Brown, C. (2019). Student-Centered Approaches in Educational Management: A Comparative Study. *International Journal of Educational Leadership*, 12(2), 45-62.
- [24] Jones, K., et al. (2020). "Relationship between Leadership Styles and Students' discipline." *Educational Management*, 42(1), 56-68.
- [25] Kasozi, J., & Ssenyonga, J. (2020). Relationship between teachers and headteachers in shaping students' behavior. *Journal of Education and Practice*, 8(6), 1-9.
- [26] Kiggundu, P., Ssemmanda, F., Mukasa, B., & Mugisha, J. (2021). *Exploring factors influencing teaching effectiveness: A case study of selected secondary schools in Jinja district*. *Journal of Education and Practice*, 25(8), 83-93.
- [27] Kiprop, J. C. (2017). *The role of school administration in maintaining discipline: A case study of selected schools in Bomet County, Kenya*.
- [28] Kizito-Malunda, J., Mwamwenda, T. S., & Mji, A. (2020). Factors influencing students' respect for school rules and regulations in selected secondary schools in Tanzania. *International Journal of Educational Sciences*, 29(1), 123-137.
- [29] Lee, C., et al. (2021). *Meta-analysis on Parental Involvement and Students' discipline*.
- [30] Lee, J., & Kim, S. (2020). Effects of headteachers' democratic leadership style on students' discipline in public secondary schools. *Educational Psychology Review*, 37(2), 189-204.
- [31] Lee, J., Smith, A., & Johnson, B. (2021). The impact of counselling support on academic achievement and attendance rates in students. *Journal of Educational Psychology*, 76(3), 215-230.
- [32] Ministry of Education - Ghana Education Service (2020). *National Education Sector Development Plan: Ghana*.
- [33] Ministry of Education - Kenya. (2017). *Competency-Based Curriculum (CBC): Basic Education Framework*.
- [34] Ministry of Education & Sports Uganda. (2020). *Parental involvement in the disciplinary process*.
- [35] Ministry of Education & Sports Uganda. (2021). *Report on educational policies impacting school management practices related to students' discipline*.
- [36] Mugisha, C., Kajura, E., Nabatanzi, J., & Nalwadda, D. (2020). *Parental involvement in primary education: A case study of selected primary schools in Wakiso district*. *International Journal of Education Research Scholars*, 9(3), 55-66.
- [37] Mukama, E., Ntinda, K., & Ssenyonga, J. (2021). The Impact of Attendance on Student's engagement. *Journal of Education Research*, 15(2), 45-58.
- [38] Mulgan, T. (2007). *Understanding Utilitarianism*. London: Routledge
- [39] Mutisya, E. (2019). *The influence of headteacher-teacher relationships on job satisfaction among teachers in secondary schools*. *Journal of Education Research*, 7(4), 34-43.
- [40] Mwita, J. N., Kariuki, P. W., & Ondima, P. A. (2019). The role of counselling interventions in managing students' discipline in Kenyan secondary schools. *Journal of Educational Psychology*, 45(2), 123-137.
- [41] Mwita, S. W., & Mbugua, Z. K. (2019). The effectiveness of counselling interventions on students' discipline in secondary schools: A case of Nairobi County, Kenya. *International Journal of Education and Research*, 7(6), 143-156.
- [42] Namusisi, H., Kizito, J., & Nabacwa, R. (2019). *Counselling services in secondary schools: A case study of selected secondary schools in Mukono district*. *Journal of Education Studies IOSR-JES*, 13(3), 77-86.
- [43] Namusonge, G. S., Simatwa, E. M. W., & Ayodo, T. M. (2019). Punctuality in Schools: A Case of Public Secondary Schools in Kenya. *International Journal of Education and Research*, 7(5), 1-12.
- [44] Nijhof, A., & Nieuwenhuisma, J.-W van (2018). Integrating school improvement policy: A systemic perspective on collaboration between schools and external partners for improving school performance in deprived areas in The Netherlands *Journal of Educational Administration & History* 50(3), 237-256 DOI: 10.1080/00220620.2018.1476347
- [45] Njoroge, J., & Kariuki, P. W. (2020). Relationship between Head Teachers' Leadership Styles and Students' discipline in Public Secondary Schools.
- [46] Nkemakolam, C., & Uzoka, F. (2020). Counselor involvement and student disciplinary outcomes in public secondary schools: A study in South Africa. *International Journal of School Counselling*, 12(3), 210-225.
- [47] Nkomo, S., Dlamini, T., & Mthembu, L. (2020). Impact of school-based counselling on students' discipline in South Africa. *South African Journal of Education*, 40(3), 289-302.

- [48] Oduro–Kwarteng, S., & Osei–Kofi, E.-K (2019). Leadership styles and job satisfaction among teachers in Ghanaian public secondary schools *Journal of Educational Administration & History* 51(3), 344-363 DOI: 10.1080/00220620.2019.1634879
- [49] Okebukola P., Jegede O. (2019). *Decentralization Policy for Quality Education Delivery: A Case Study of Nigeria*.
- [50] Orodho, M. A., & Indoshi, F. C. (2018). *Impact of Head Teachers' Leadership Styles on Students' discipline in Kenyan Public Secondary Schools*.
- [51] Osei-Tutu, S., Arthur-Yamora, Y., & Donkor, E.-A.-A.-A. (2019). School Counselors' Perceptions Regarding Their Role as Agents of Change in Improving Students' Academic Performance in Ghanaian High Schools: Implications for Counselor Education Programs [ProQuest Information & Learning]. *Journal of School Counselling & Leadership*, 5(3), 1-36.

## AUTHORS BIOGRAPHY



**Madudu Francisca** is a senior teacher in Jinja City. I am a born of 4th June 1965 and married with 5 children. She is a grade three certificate from St Aloysius TTC I Ngorain 1986. She studies at Institute of Teacher Education Kyambogo (ITEK) 1990-1992. In 1998 she joined Makerere University and graduated with a Bachelor's Degree in Education in 2001. Madudu holds a Post graduate Diploma in Education Planning and Management from Team University (2022), and a degree of Master in Education Planning and Management in 2023.

She has worked in different capacities among which includes a classroom teacher 1986-1990, As a Deputy headteacher 1992-2019 and lastly as ahead teacher up to date. She has worked in various schools among wwhich include; Jinja Army Boarding Ps Mainstreet Primary school. Naranbhai Rd Primary school Walukuba Estate Ps Uganda Railways Primary school and lastly St Gonzaga Primary school.



**Namugosa Irene**, She is a Revenue Accountant at St. Francis Hospital Nsambya since 2022 to date with work experience spans over six (6) years of professional practice in managing accounts receivable and cash flow management, budgeting, as well as financial reporting. Her current and previous roles provided an opportunity for her to sharpen leadership skills, having led different teams of between 5-30 people. her core competences include strategic planning, result oriented leadership, budgeting, financial analysis, risk assessment and audit, and core to my moral fabric are the principles of integrity, objectivity, confidentiality, professionalism and continuous professional development. I enjoy taking on new tasks and

challenges that vary in respect to size and detail as every challenge is unique and provides further opportunity for self-discovery and learning. Over the years, she has acquired various essential skills and qualities including: teamwork and communication, time management, interpersonal skills, attention to detail, presentation skills, customer service and the ability to meet deadlines, alongside working knowledge of different accounting software and applications such as MS Office (Word, Excel, and Power Point), Navision ,SAP Business solution and CISTECH accounting packages.



**Okiira Alex**, is a seasoned Banker with over 16 years of Banking experience. He is a born August 1981 with two children. He holds a degree of Bachelor of Computer Science from Makerere University and a qualified as an accountant with Association of Chartered Certified Accountants (ACCA).

Alex has a certificate in information system Auditor (CISA), Financial Risk Regulation Gap, Association of Chartered Certified Accountants (UK). He has a degree of Master in Business Administration from Makerere University business (MBA).

He worked with ABSA Bank as a sales specialist, IT systems supervisor, internal auditor/System auditor, a member of core Banking implementation project team and as a market risk analyst in Centenary Bank before crossing over to tropical Bank as the operational risk manager. Currently he is working with Equity Bank Uganda middle office as assets and liabilities management and strategic risk.

**Citation of this Article:**

Madudu Francisca, Namugosa Irene, & Okiira Alex. (2024). School Management Practices and Students' Discipline in Public Secondary Schools in Jinja City, Uganda. *International Research Journal of Innovations in Engineering and Technology - IRJIET*, 8(11), 58-89. Article DOI <https://doi.org/10.47001/IRJIET/2024.811008>

\*\*\*\*\*