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Board of Governors and Students' Indiscipline Management in Church of Uganda Founded Secondary Schools in South Ankole Diocese

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Keywords:

*Board of Governors,
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Church Founded
Secondary Schools.*

This study was premised on the topic; “Board of Governors and Students’ Indiscipline Management in Church of Uganda-founded Secondary Schools in South Ankole Diocese. Specifically, to establish the different forms of students’ indiscipline in Church of Uganda-founded secondary schools, to examine the causes of students’ indiscipline in Church of Uganda-founded secondary schools and to assess the different students’ indiscipline management techniques the Board of Governors applies in Church of Uganda-founded secondary schools. The researcher hinged this work on Skinner’s operant conditioning theory which proposes that discipline should be rewarded in order to encourage more discipline while indiscipline should be punished to discourage it. The researcher used questionnaires and an interview guide on a sample size of 196 respondents. Findings revealed that indeed students’ indiscipline exists and to qualify this, a number of different forms of students’ indiscipline were highlighted such as drug abuse, bullying, phone possession, stealing and striking, among others. Several causes are attached to these forms of students’ indiscipline among them; peer pressure, family background, phone possession, Head teachers’ leadership style and influence of teachers, among others. The third objective assessed the techniques the Board of Governors was applying to minimize students’ indiscipline. Findings came out with a number of techniques among them application of school rules and regulations, guidance and counselling, use of suggestion box, student involvement in school policy formulation, assessing students’ records, good student welfare, recruitment of the right teachers, strengthening/empowering student’ bodies, sensitization of parents, utilization of other disciplinary committees like the staff disciplinary committee among others. Respondents recommended that among others that the Foundation body and other organs that nominate the Board of Governors must endeavour to nominate members who have an interest in the school, have knowledge of school administration, are accessible and have time for the school otherwise such a committee will be useless to the school that the management of indiscipline is the role of both the school and parents, that the responsibility of parents is not only to pay school fees and that school administrations should use committees

in matters of students' indiscipline right from the students' committee to the Board of Governors sub-committee of discipline to avoid isolation and bias, that the Board of Governors should not listen to rumours about their schools, that the Board of Governors must be able to investigate and find out the truth before a decision is taken.

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INTRODUCTION

School indiscipline has been over time an issue of concern for educators, policymakers and public opinion in general, owing to the outbreak of aggressiveness among peers, violence within teacher-student relationships and vandalism as well, leading to the perpetual existence of the problem of dropout, deviant behaviours, examination malpractice, lateness and poor academic performance among students (Ali, Dada, Isiaka & Salmon, 2014).

The Washington State School Directors' Association, USA (2015) asserts that school boards perform roles such as setting vision, establishing goals, developing policies, allocating resources and assuring accountability. The Board of Governors can be equated to the life of the school, considering that everything that runs in the school whether good or bad is attributed to the potential of the Board. Governors bring their experience, life skills and common sense to this task. In everything they do, they should aim to raise expectations of what can be

achieved by all pupils and strengthen the involvement of parents and the community.

When students are undisciplined, the goal of education cannot be achieved which is to bring up responsible citizens (Education Act, 2008). As a result, the parents and the nation as well stand to lose useful citizens. In order to prevent this, the Government realized that there was a need to work with the foundation bodies to establish the Board of Governors which would oversee the running of the secondary schools. Consequently, through the same Act, the Subcommittee for Discipline and Public Relations was formed which oversees students' discipline in schools.

The intentional teaching of good personality is particularly important in Uganda's schools where many youth face perils unknown to earlier generations (Marah, 2012). In a tobacco study by the Global Monitoring Group (GMG) that was conducted in schools in Uganda, 33.8 per cent of learners in lower secondary schools smoke light drugs, and the highest rate of smoking was in central

Ugandan schools where Kampala district is situated (Mpabulungi, 2007).

It is absurd that students continue to disrupt their studies over strikes which could have been prevented for instance, at Bweranyangi Girls, the strike followed an administrative decision to ban girls from dancing with Ntare School boys, reports stating that some teachers may have caused the chaos to tarnish the headmistress's image. At Nganwa High School, students protested when the administration entertained visitors to posho and meat at a seminar, which they deemed was improper in light of the role they played in hosting the event. The protest escalated into a violent strike that was marred by the destruction of property and the arrest of five students who were termed as ringleaders (New Vision, 2007).

Meanwhile, 17 students of Kyamate secondary school majority of them in senior six were either suspended or expelled by the Board of Governors in November 2018 due to indiscipline cases ranging from fighting, torturing senior ones, escapism, stealing, not putting on uniform among others (Min.20/BoG/11 of Kyamate Secondary School). These are acts that should be condemned because while parents lose their hard-earned money in compensation for their children's indiscipline such as when restoring stolen items, students have also had their dreams spoilt.

Further still, the Board of Governors must stress their positional power as embedded in the Education Act (2008) if things are to move the way they have planned. Their vision and direction must be very clear and the Headteacher must follow that direction without fail. They must at all times know that they hold legal power and therefore establish policies in schools they govern confident enough that they have the entire Government behind them.

Problem Statement

Uganda Education Act (2008), the Board of Governors is legally mandated to ensure that all sorts of indiscipline in the schools are well managed

so that schools become peaceful and harmonious centres of academic development and excellence. The Board of Governors has been fulfilling this mandate through the establishment of disciplinary committees in schools, making, printing and explaining school rules and regulations, making the students' penal code, guidance and counselling of students, reading and listening to suggestions by students and parents among others as well as employing hard-working, focused and disciplined staff.

According to Talemwa (2010), "Catholic, boarding schools [are] the best" in Uganda, since they set the pace in academic achievement, with 12 out of the top 20 UCE-performing schools in a ten-year period being Catholic-founded, as opposed to two Anglican and one Muslim-founded school. They excel because they have a high emphasis on discipline, a commitment to teach based on the evangelization actions of the Church and continuous structural support from the Catholic Church. This indicates that there might be a close relationship between discipline and good performance.

Unfortunately, in South Ankole diocese secondary schools, indiscipline cases continue to challenge the Board of Governors; for instance, 17 students of Kyamate Secondary School; the majority of them in senior six were either suspended or expelled by the Board of Governors in November 2018 due to indiscipline cases ranging from fighting, torturing senior ones, escapism, stealing, not putting on uniform among others (Min.20/Board of Governors/11 of Kyamate Secondary School). Similarly, the Board of Governors for Muntuyera High School - Kitunga expelled 39 students for various forms of indiscipline (Board of Governors minutes 15/April/2019). These are just but a few of the many schools where challenges of indiscipline have been experienced which supports Griffin's (2016) argument that students' indiscipline is a reality in our society and it is a major problem affecting the learning institutions worldwide.

Arop et al. (2018) observe that students' indiscipline is detrimental since it results in decreased concentration during lessons, frequent absenteeism and very poor academic grades which may later affect students' ability to adjust to structured environments. It is on this note, therefore, that the researcher set out to assess the Board of Governor's role in the management of students' indiscipline in Church of Uganda-founded Secondary Schools.

Purpose of the Study

To evaluate the Board of Governor's role in the management of students' indiscipline in the church of Uganda, founded secondary schools in South Ankole Diocese.

Objectives of the Study

- To evaluate the different forms of students' indiscipline in the Church of Uganda-founded secondary schools.
- To evaluate the causes of students' indiscipline in the Church of Uganda-founded secondary schools.
- To evaluate the different students' indiscipline management techniques, the Board of Governors applies in Church of Uganda-founded secondary schools.

Research Questions

- What are the different forms of students' indiscipline in Church of Uganda-founded secondary schools?
- What are the causes of students' indiscipline in Church of Uganda-founded secondary schools?
- Assess the different students' indiscipline management techniques the Board of Governors applies in Church of Uganda-founded secondary schools.

METHODOLOGY

Study Design

A descriptive cross-sectional survey design was adopted in this research with both qualitative and quantitative approaches as a way of enhancing the quality of the findings of the study (Amin, 2005). This design was reliable because results from one method can help develop or inform the other method or one method can be nested within another method to provide insight into different levels of analysis (Amin, 2005). Survey design involves acquiring information about one or more groups of people, their characteristics, opinions, attitudes or their previous experiences by asking questions and tabulating the answers (Leedy and Ormrodi, 2013). The researcher used methodological triangulation of qualitative and quantitative methods in order to examine properly the role of the Board of Governors in students' indiscipline management in South Ankole Diocese (Creswell, 2009). The quantitative approach was used in the collection, analysis, interpretation and presentation of numerical data.

Study Population

According to Ahuja (2009), the population in research refers to all people with the characteristics which the researcher wants to study within the context of a particular research problem. The population for this study was selected in accordance with the Education Act (2008) which sets out the responsibilities of each category as such, The District and Municipal Education Officers were included in this research because they oversee the implementation of Education programs in all schools. The Board of Governors are legally entitled to govern the day-to-day affairs of secondary schools in Uganda. The B.o.G oversees the Headteachers and makes school policies and plans for the school among other roles. The Headteachers are the day-to-day school administrators who implement the Board of Governors policies. Teachers were involved because of their role with students which is on day day-to-day basis but also

because they are formulators and implementers of schools' policies through their representatives to the Board of Governors. Student leaders and particularly the Head prefect/Head girl were included since they deal with their colleagues on a daily basis.

Sample Size Determination

Sampling is where a portion of people is drawn from a total population to be studied and then extend our findings about the sample to the entire population (Ahuja, 2009). Krejcie & Morgan (1970) with a table for determining sample size for a given population for easy reference and it's what the researcher used to determine the sample size. The total population was 417. The sample size was 196 (Krejcie and Morgan 1970)

Table 1: Showing Target Population, Sample Size, Percentage Sample Size and Sampling Technique

Population	Target population	Sample Size	% Sample size
Board of Governors Members	120	92	76.7
Headteachers	10	10	100.0
Teaching Staff	100	80	80.0
Student Leaders	10	10	100.0
District Education Officer	4	4	100.0
Total	417	196	100.0

Adopted from Krejcie& Morgan (1970).

Sampling Techniques

Sampling is where a portion of people is drawn from a total population to be studied and then extend our findings about the sample to the entire population (Ahuja, 2009). Out of the 16 secondary schools in the South Ankole diocese, 10 schools were selected for the study. Stratified random sampling was used to select the schools because it takes into consideration the heterogeneous nature of the population to be sampled (Amin, 2005). The following considerations therefore accrued; government or private schools, level of classes (Ordinary or Advanced level), Boarding or Day, Single school or mixed school, Urban or Rural based school. The researcher used a purposive sampling technique to select the respondents in the category of teachers, Board of Governors members, District Education Officers/Municipal officers, student leaders and Headteachers. Kombo and Delno (2006) posit that purposive sampling is where the researcher purposely targets a group of people believed to be reliable for the study so the researcher can determine which respondents in each category would give the most needed feedback for instance the District Education officer could be chosen

instead of the Municipal Education officer due to the scope the former covers.

Data Processing, Analysis and Interpretation

Data processing involves editing, categorizing the open-ended questions, coding, computerization and preparation of tables and diagrams (Ahuja, 2007). Data analysis is the ordering of data into constituent parts in order to obtain answers to the research questions (Ahuja, 2007). The researcher employed both quantitative and qualitative research approaches in data analysis for purposes of methodological triangulation in order to enhance the validity and reliability of the study findings (Amin, 2005).

In qualitative data analysis, themes were developed by systematically coding and grouping data to categorize patterns and make meaningful groups that reflect key insights related to the research questions. On the other hand, The Statistical Package for Social Sciences (SPSS) program was employed in the analysis of qualitative data since tables and figures were developed automatically. The researcher then described the computer-generated tables and figures for more clarity, after

which the findings were discussed and a conclusion was made accordingly.

Forms of Students' Indiscipline in Church-Founded Secondary Schools in South Ankolediocese.

RESEARCH FINDING

Table 2: Showing Forms of Students' Indiscipline

Forms of students' indiscipline	Strongly agree		Agree		Disagree		Strongly disagreed		Not sure	
	f	%	f	%	F	%	f	%	F	%
Responses from the Board of Governors members;n(q)=45										
Drug abuse	15	33.3	21	46.7	6	13.3	00	00	3	6.7
Theft of items	27	60	18	40	00	00	00	00	00	00
Absenteeism from school	15	33.3	9	20	12	26.7	3	6.7	6	13.3
Escaping from school	12	26.7	30	66.7	9	6.7	00	00	00	00
Bullying of fellow students	21	46.7	12	26.7	9	20	00	00	3	6.7
Cheating exams	18	40	15	33.3	6	13.3	00	00	6	13.3
Refusing to dress in school uniform	12	26.7	9	20	12	26.7	9	20	3	6.7
Disobedience to teachers and administration	6	13.3	9	20	12	26.7	9	20	9	20
Strikes for any reason	3	6.7	12	26.7	9	20	9	20	12	26.7
Use of inappropriate language	15	33.3	9	20	9	20	6	13.3	6	13.3
Fighting with neighbouring schools	21	46.7	24	53.3	00	00	00	00	00	00
Attacking neighbouring villages	9	20	6	13.3	12	26.7	9	20	9	20
Prostitution	12	26.7	6	13.3	15	33.3	9	20	3	6.7
Phone possession	27	60	9	20	3	6.7	6	13.3	00	00
Responses from the Teachers n (q)=28										
Drug abuse	9	32.1	8	28.6	8	28.6	2	7.1	1	3.6
Theft of items	17	60.7	5	17.9	4	14.3	00	00	2	7.1
Absenteeism from school	13	46.4	7	25	3	10.7	3	10.7	2	7.1
Escaping from school	13	46.4	5	17.9	6	21.4	3	10.7	1	3.6
Bullying of fellow students	18	42.9	8	28.6	1	3.6	1	3.6	0	00
Cheating exams	15	53.6	7	25	3	10.7	2	7.1	1	3.6
Refusing to dress in school uniform	6	21.4	9	32.1	5	17.9	2	7.1	5	17.9
Disobedience to teachers and administration	6	21.4	7	25	4	14.3	5	17.9	6	21.4
Strikes for any reason	6	21.4	4	14.3	5	17.9	9	32.1	5	17.9
Use of inappropriate language	5	17.9	7	25	8	28.6	4	14.3	4	14.3
Fighting with neighbouring schools	6	21.4	11	39.3	3	10.7	3	10.7	5	17.9
Attacking neighbouring villages	2	7.1	3	10.7	9	32.1	7	25	7	25
Prostitution	2	7.1	3	10.7	9	32.1	12	42.9	2	7.1
Phone possession	13	46.4	12	42.9	0	00	2	7.1	1	3.6
Responses from the Students' Leaders; n (q)=10										
Drug abuse	4	40	4	40	00	00	1	10	1	10
Theft of items	6	60	1	10	1	10	00	00	2	20
Absenteeism from school	4	40	2	20	2	20	1	10	1	10
Escaping from school	6	60	3	30	1	10	00	00	00	00
Bullying of fellow students	5	50	3	30	00	00	00	00	2	20
Cheating exams	5	50	1	10	1	10	3	30	00	00
Refusing to dress in school uniform	4	40	2	20	1	10	2	20	1	10
Disobedience to teachers and administration	5	50	2	20	2	20	00	00	1	10
Strikes for any reason	3	30	2	20	2	20	00	00	3	30
Use of inappropriate language	5	40	4	40	00	00	1	10	00	00

Forms of students' indiscipline	Strongly agree		Agree		Disagree		Strongly disagreed		Not sure	
	f	%	f	%	F	%	f	%	F	%
Fighting with neighbouring schools	6	60	3	30	00	00	00	00	1	10
Attacking neighbouring villages	3	30	1	10	1	10	2	20	3	30
Prostitution	3	30	1	10	3	30	00	00	3	30
Phone possession	5	50	3	30	00	00	2	20	00	00

Source; Primary data 2021

Table 2 above relates to the first objective which looked into the different forms of students' indiscipline. Board of Governors members responded as follows: 15 respondents (33.3%) strongly agreed, 21 respondents (46.7%) agreed, 6 respondents disagreed (13.3%), no respondent strongly disagreed and 3 (6.7%) was not sure. On the side of teachers: 9 respondents (28.6%) strongly agreed, 8 respondents (28.6%) agreed, 8 respondents disagreed (28.6%), 2 respondents (7.1%) strongly disagreed while 1 respondent (3.6%) was not sure. On the side of students, 4 respondents (40%) strongly agreed, 2 respondents (20%) agreed, no respondent disagreed, 1 respondent (10%) strongly disagreed and 1 (10%) was not sure.

On the point of theft of items, Board of Governors members responded as follows: 27 respondents (60%) strongly agreed, 18 respondents (40%) agreed, and no respondent disagreed, strongly disagreed or was not sure. On the side of teachers, 17 respondents (60.7%) strongly agreed, 5 respondents (17.9 %) agreed, 4 respondents disagreed (14.3%), no respondents strongly disagreed, and 2 respondents (7.1%) were not sure. On the side of students, 6 respondents (60%) strongly agreed, 1 respondent (10%) agreed, 1 respondent (10%) disagreed, no respondent strongly disagreed and 2 (20%) were not sure.

On the point of absenteeism from school, Board of Governors members responded as follows: 15 respondents (33.3%) strongly agreed, 9 respondents (20%) agreed, 12 respondents disagreed, 3 respondents strongly disagreed, and 6 respondents (13.3%) were not sure. On the side of teachers, 13 respondents (46.4%) strongly agreed, 7 respondents

(25%) agreed, 3 respondents (10.7%) disagreed, 3 respondents (10.7%) strongly disagreed, and 2 respondents (7.1%) were not sure. On the side of students 4 respondents (40%) strongly agreed, 2 respondents (20%) agreed, 2 respondents (20%) disagreed, 1 respondent (10%) strongly disagreed and 1 (10%) was not sure.

On the point of escapism from school, Board of Governors members responded as follows: 12 respondents (26.7%) strongly agreed, 30 respondents (66.7%) agreed, 10 respondents (6.7%) disagreed, no respondent strongly disagreed, and none were not sure. On the side of teachers 13 respondents (46.4%) strongly agreed, 5 respondents (17.9%) agreed, 6 respondents (21.4%) disagreed, 3 respondents (10.7%) strongly disagreed, and 1 respondent (3.6%) was not sure. On the side of students, 5 respondents (50%) strongly agreed, 3 respondents (30%) agreed, 1 respondent (10%) disagreed, no respondent strongly disagreed none was not sure.

On the point of bullying of fellow students, Board of Governors members responded as follows: 21 respondents (46.7%) strongly agreed, 12 respondents (26.7%) agreed, 9 respondents (20%) disagreed, no respondent strongly disagreed, and 3 respondents (6.7%) were not sure. On the side of teachers 18 respondents (42.9%) strongly agreed, 3 respondents (10.7%) agreed, 1 respondent (3.6%) disagreed, 1 respondent (3.6%) strongly disagreed, while 3 respondents (10.7%) and none were not sure. On the side of students 5 respondents (50%) strongly agreed, 3 respondents (30%) agreed, no respondent disagreed, no respondent strongly disagreed and 2 respondents representing 20%, were not sure.

On the point of cheating on exams, Board of Governors members responded as follows: 18 respondents (40%) strongly agreed, 15 respondents (33.3%) agreed, 6 respondents (13.3%) disagreed, no respondent strongly disagreed, and 6 respondents (13.3%) were not sure. On the side of teachers 15 respondents (53.6%) strongly agreed, 7 respondents (25%) agreed, 3 respondents (10.7%) disagreed, 2 respondents (7.1%) strongly disagreed, and 1 respondent (3.6%) was not sure. On the side of students, 5 respondents (50%) strongly agreed, 1 respondent (10%) agreed, 1 respondent (10%) disagreed, 3 respondents (30%) strongly disagreed and none were not sure.

On the point of refusing to dress in school uniform, Board of Governors members responded as follows: 12 respondents (26.7%) strongly agreed, 9 respondents (20%) agreed, 12 respondents (26.7%) disagreed, 9 respondents (20%) strongly disagreed, and 3 respondents (6.7%) were not sure. On the side of teachers, 6 respondents (21.1%) strongly agreed, 9 respondents (32.9%) agreed, 5 respondents (17.9%) disagreed, 2 respondents (7.1%) strongly disagreed, and 5 respondents (17.9%) were not sure. On the side of students, 4 respondents (40%) strongly agreed, 2 respondents (20%) agreed, 1 respondent (10%) disagreed, 2 respondents (20%) strongly disagreed and 1 respondent (10%) was not sure.

On the point of disobedience to teachers and administration, Board of Governors members responded as follows: 6 respondents (13.3%) strongly agreed, 9 respondents (20%) agreed, 12 respondents (26.7%) disagreed, 9 respondents (20%) strongly disagreed and 9 respondents (20%) were not sure. On the side of teachers 6 respondents (21.4%) strongly agreed, 7 respondents (25%) agreed, 4 respondents (14.3%) disagreed, 5 respondents (17.9%) strongly disagreed while 6 respondents (21.4%) were not sure. On the side of students, 5 respondents (50%) strongly agreed, 2 respondents (20%) agreed, 2 respondents (20%)

disagreed, no respondent strongly disagreed and 1 respondent (10%) was not sure.

On the point of strikes for any reason, Board of Governors members responded as follows: 3 respondents (6.9%) strongly agreed, 12 respondents (26.7%) agreed, 9 respondents (20%) disagreed, 9 respondents (20%) strongly disagreed and 12 respondents (26.7%) were not sure. On the side of teachers, 6 respondents (21.4%) strongly agreed, 4 respondents (14.3%) agreed, 5 respondents (17.9%) disagreed, 9 respondents (32.1%) strongly disagreed and 5 respondents (17.9%) were not sure. On the side of students, 3 respondents (30%) strongly agreed, 2 respondents (20%) agreed, 2 respondents (20%) disagreed, no respondent strongly disagreed and 3 respondents (30%) were not sure.

On the point of inappropriate language, Board of Governors members responded as follows: 15 respondents (33.3%) strongly agreed, 9 respondents (20%) agreed, 6 respondents (20%) disagreed, 9 respondents (20%) strongly disagreed and 6 respondents (13.3%) were not sure. On the side of teachers, 5 respondents (17.9%) strongly agreed, 7 respondents (25%) agreed, 8 respondents (28.6%) disagreed, 4 respondents (14.3%) strongly disagreed and 4 respondents (14.3%) were not sure. On the side of students 5 respondents (50%) strongly agreed, 4 respondents (40%) agreed, no respondent disagreed, 1 respondent (10%) strongly disagreed and no respondent was not sure.

On the point of fighting with neighbouring schools, Board of Governors members responded as follows: 21 respondents (46.7%) strongly agreed, 24 respondents (53.3%) agreed, no respondent disagreed, no respondent strongly disagreed or was not sure. On the side of teachers 6 respondents (21.4%) strongly agreed, 11 respondents (39.3%) agreed, 3 respondents (10.7%) disagreed, 3 respondents (10.7%) strongly disagreed and 5 respondents (17.9%) were not sure. On the side of students' respondents: 6 respondents (60%) strongly agreed, 3 respondents (30%) agreed, no

respondent disagreed, no respondent strongly disagreed and 1 respondent (10%) was not sure.

On the point of attacking neighbouring villages, Board of Governors members responded as follows: 9 respondents (20%) strongly agreed, 6 respondents (13.3%) agreed, 12 (26.7%) respondents disagreed, 9 respondents (20%) strongly disagreed and 9 (20%) respondents were not sure. On the side of teachers, 2 respondents (7.1%) strongly agreed, 3 respondents (10.9%) agreed, 9 respondents (32.1%) disagreed, 7 respondents (25%) strongly disagreed and 7 respondents (25%) were not sure. On the side of students' respondents: 3 respondents (30%) strongly agreed, 1 respondent (10%) agreed, 1 respondent (10%) disagreed, 2 respondents (20%) strongly disagreed and 3 respondents (30%) were not sure.

On the point of prostitution, Board of Governors members responded as follows: 12 respondents (26.7%) strongly agreed, 6 respondents (13.3%) agreed, 15 respondents (33.3%) disagreed, 9 respondents (20%) strongly disagreed and 3 (6.7%) respondents were not sure. On the side of teachers 2 respondents (7.1%) strongly agreed, 3 respondents (10.7%) agreed, 9 respondents (32.1%) disagreed, 12 respondents (42.9%) strongly disagreed and 2 respondents (7.1%) were not sure. On the side of students' respondents: 3 respondents (30%) strongly agreed, 1 respondent (10%) agreed, 3 respondents (30%) disagreed, no respondent strongly disagreed and 3 respondents (30%) were not sure.

On the point of phone possession, Board of Governors members responded as follows: 27 respondents (60%) strongly agreed, 9 respondents (20%) agreed, 3 (6.7%) respondents disagreed, 13.3 (13.3%) respondents strongly disagreed and no respondents were not sure. On the side of teachers, 13 respondents (46.4%) strongly agreed, 12 respondents (42.9%) agreed, none disagreed, 2 respondents (7.1%) strongly disagreed and 1 respondent (3.6%) was not sure. On the side of students' respondents, 5 respondents (50%)

strongly agreed, 3 respondents (30%) agreed, no respondent disagreed, 2 respondents (20%) strongly disagreed and no respondent was not sure.

Qualitatively:

All the respondents agreed that drug abuse that is consumption of alcohol and other drugs like marijuana, kuba and other forms, was the single most rampant form of indiscipline challenging all churches of Uganda-founded secondary schools. This submission agrees with Karanja and Bowen (2012) who also observed that drug abuse was indeed a big challenge in schools. In fact, one respondent is quoted to have said, *"Whereas boys were fond of taking drugs like alcohol and smoking in the past, nowadays girls have taken to the same. The invention of the so-called energy drinks has worsened the situation where the components cannot be verified!"*

In addition, stealing other students' property came in at 67.8%, thus being the second-highest form of students' indiscipline. One of the interviewees even lamented that *"girls go to the extreme of stealing their fellow girls' knickers; something which is really unfortunate given the many skin diseases around us.* This respondent further said that, *if someone can steal a knicker, what about other things!!"* indicating an agreement with Guider & Olrich (2012) that this evil of stealing is a reality in schools.

Bullying was identified by the respondents as another high form of students' indiscipline at 57.8%. From both the direct interviews and the questionnaires, bullying was said to be rampant in the church founded secondary schools, a danger that Karanja and Bowen (2012) acknowledge its existence and effect on students' welfare.

Phone possession which came at 57.8%, tied with bullying as also a very serious form of students' indiscipline which has of late captured many schools. A respondent said that with the phone, students are able to lie to their parents and access pornographic sites, leading to homosexuality,

lesbianism, and masturbation, among others. Another respondent even said that phones could be one of the causes of school fires, as students try to charge them in dormitories illegally by vandalizing the electrical connections.

In addition, escapism was also identified as another serious form of students' indiscipline, coming in at 42.2%. It is unfortunate but 17 students of Kyamate secondary school majority of them in senior six were either suspended or expelled by the Board of Governors in November 2018 due to indiscipline cases ranging from fighting, torturing senior ones, escapism, stealing, not putting on uniform among others (Min.20/Board of Governors/11 of Kyamate Secondary School). There are all forms of indiscipline that all schools are grappling with.

Findings also revealed that vandalism of school property at 40.6% was a form of students' indiscipline. Respondents said that students were fond of destroying school properties such as desks, beds, water taps and electric installations, especially in the dormitories.

Respondents further said that attacking other schools at 29.7% was another form of students' indiscipline, although majorly experienced during sports activities. Respondents said that some schools have a culture that whenever a school

defeats them in a football match, they must fight it; something which is unfortunate.

Striking in schools for any reason that students don't agree with was also considered a form of indiscipline coming in at 26.7% which point agrees with Guider & Olrich (2012) that sometimes, students don't even wait for an explanation of an issue. In an interesting scenario, a respondent said, *"At one time, students strike because their neighbours had strikes, they just wanted to go home as well, even when there was no issue at school."*

Finally, findings revealed that immorality (homosexuality and lesbianism) at 20.2% was also a form of students' indiscipline that was seriously gaining ground. Immorality was seen in the form of sexual harassment by the interviewee and here a member said that; "students who practice homosexuality/lesbianism always want to use their colleagues and whenever they refuse they are harassed." Respondents also said that the increment of phones where students are able to access the internet has contributed to sexual immorality through watching pornography, blue movies, and making programs with their boyfriends outside the school.

Causes of Students' Indiscipline in the Church of Uganda Founded Secondary Schools in South Ankole Diocese.

Table 3: Showing Causes of Students' Indiscipline

Causes of students' indiscipline	Strongly agree		Agree		Disagree		Strongly disagreed		Not sure	
	f	%	f	%	f	%	f	%	f	%
Responses from the Board of Governors members; n (q)=45										
Peers pressure	39	80	6	18.2	00	00	00	00	00	00
Ineffective communication by the administration	18	40	9	20	6	13.3	3	6.7	9	20
Autocratic tendencies by the Headteacher	12	26.7	6	13.3	15	33.3	9	20	3	6.7
School environment	9	20	15	33.3	3	6.7	3	6.7	15	33.3
The nature of the curriculum	6	13.3	3	6.7	15	33.3	9	20	12	26.7
Parental / home influence	45	100	0	00	0	00	0	00	0	00
Teachers/educators	18	40	15	33.3	3	6.7	3	6.7	6	13.3
Learners with emotional problems	3	6.7	6	13.3	12	26.7	9	20	15	33.3
Inadequate guidance and counselling units	9	20	9	20	12	26.7	6	13.3	9	20

Causes of students' indiscipline	Strongly agree		Agree		Disagree		Strongly disagreed		Not sure	
	f	%	f	%	f	%	f	%	f	%
Lack of clearly stated rules and regulations	15	33.3	12	26.7	6	13.3	12	26.7	00	00
Social economic and political factors	6	13.3	12	26.7	9	20	6	13.3	12	26.7
Responses from the Teachers; n (q)=28										
Peers pressure	28	100	00	00	00	00	00	00	00	00
Ineffective communication by the administration	11	39.3	7	25	2	7.1	3	10.7	5	17.9
Autocratic tendencies by the Headteacher	5	17.9	9	32.1	5	17.9	5	17.9	4	14.3
School environment	6	21.4	4	14.3	9	32.1	6	21.4	3	10.7
The nature of the curriculum	4	14.3	4	14.3	8	28.6	4	14.3	8	28.6
Parental / home influence	18	64.3	6	21.4	00	00	00	00	4	14.3
Teachers/educators	6	21.4	5	17.9	7	25	4	14.3	6	21.4
Learners with emotional problems	5	17.9	7	25	10	35.7	3	10.7	3	10.7
Inadequate guidance and counselling units	16	57.1	8	28.6	3	10.7	0	00	1	3.6
Lack of clearly stated rules and regulations	15	53.6	9	32.1	1	3.6	3	10.7	0	00
Social economic and political factors	3	10.7	3	10.7	12	42.9	7	25	3	10.7
Responses from Students; n (q)=10										
Peers pressure	10	90	00	00	00	00	00	00	00	00
Ineffective communication by the administration	5	50	3	30	00	00	00	00	2	20
Autocratic tendencies by the Headteacher	4	40	2	20	1	10	1	10	2	20
School environment	5	50	2	20	2	20	2	20	00	00
The nature of the curriculum	4	40	2	20	1	10	0	00	2	20
Parental / home influence	9	90	1	10	00	00	00	00	00	00
Teachers/educators	6	60	1	10	00	00	1	10	2	20
Learners with emotional problems	3	30	1	10	1	10	2	20	3	30
Inadequate guidance and counselling units	6	60	4	40	00	00	00	00	00	00
Lack of clearly stated rules and regulations	6	60	4	40	00	00	00	00	00	00
Social economic and political factors	3	30	2	20	1	10	00	00	4	40

Source; Primary data 2021

Table 3 above relates to the second objective which looked into the causes of students' indiscipline. Peer pressure was the first point and findings revealed that 39 respondents (86.7%) strongly agreed, 6 respondents (13.3%) agreed, none disagreed, none strongly disagreed none was not sure. On the side of teachers, all of them 28 respondents (100%), strongly agreed that peer pressure was the cause of students' indiscipline. On the side of students, 10 respondents (100%) indicated that all of them strongly agreed.

On the point of ineffective communication, Board of Governors members responded as follows: 18 respondents (40%) strongly agreed, 9 respondents (20%) agreed, 6 respondents (13.3%) disagreed, 3 respondents (6.7%) strongly disagreed or and 9 respondents (20%) were not sure. On the side of teachers 11 respondents (39.3%) strongly agreed, 7 respondents (25%) agreed, 2 respondents (7.1%) disagreed, 3 respondents (10.7%) strongly disagreed, and 5 respondents (17.9%) were not sure. On the side of students 5 respondents (50%)

strongly agreed, 3 respondents (30%) agreed, none disagreed or strongly disagreed while 2 (20%) were not sure.

On the point of autocratic tendencies by the Headteacher, Board of Governors members responded as follows: 12 respondents (26.7%) strongly agreed, 6 respondents (13.3%) agreed, 15 respondents (33.3%) disagreed, 9 respondents (20%) strongly disagreed and 3 respondents (6.7%) was not sure. On the side of teachers, 5 respondents (17.9%) strongly agreed, 9 respondents (32.1%) agreed, 5 respondents (17.9%) disagreed, 5 respondents (17.9%) strongly disagreed, and 4 respondents (14.3%) were not sure. On the side of students, 4 respondents (40%) strongly agreed, 2 respondents (20%) agreed, 1 respondent (10%) disagreed, 1 respondent (10%) strongly disagreed and 2 (20%) were not sure.

On the point of the school environment, Board of Governors members responded as follows: 9 respondents (20%) strongly agreed, 15 respondents (33.3%) agreed, 3 respondents (6.7%) disagreed, 3 respondents (6.7%) strongly disagreed and 15 respondents (6.7%) were not sure. On the side of teachers 6 respondents (21.4%) strongly agreed, 4 respondents (14.3%) agreed, 9 respondents (32.1%) disagreed, 6 respondents (21.4%) strongly disagreed, while 3 respondents (10.7%) were not sure. On the side of students, 5 respondents (50%) strongly agreed, 2 respondents (20%) agreed, 2 respondents (20%) disagreed, 2 respondents (20%) strongly disagreed and none was not sure.

On the nature of the curriculum, Board of Governors members responded as follows: 6 respondents (13.3%) strongly agreed, 3 respondents (6.7%) agreed, 15 respondents (33.3%) disagreed, 9 respondents (20%) strongly disagreed and 12 respondents (26.7%) were not sure. On the side of teachers, 4 respondents (14.3%) strongly agreed, 4 respondents (14.3%) agreed, 8 respondents (28.6%) disagreed, 4 respondents (14.3%) strongly disagreed, and 8 respondents (28.6%) were not sure. On the side of students 4 respondents (40%)

strongly agreed, 3 respondents (30%) agreed, 1 respondent (10%) disagreed, no respondent strongly disagreed and 2 respondents (20%) were not sure.

Concerning parental or home influence, all Board of Governors members that are 45 respondents (100%) strongly agreed. On the side of teachers 18 respondents (64.3%) strongly agreed, 6 respondents (21.4%) agreed while the rest 4 respondents (14.3%) were not sure. On the side of students, 9 respondents (90%) strongly agreed while 1 respondent (10%) agreed.

On the point of teachers and other educators, Board of Governors members responded as follows: 18 respondents (40%) strongly agreed, 15 respondents (33.3%) agreed, 3 respondents (6.7%) disagreed, 3 respondents (6.7%) strongly disagreed while 6 respondents (13.3%) were not sure. On the side of teachers, 6 respondents (21.4%) strongly agreed, 5 respondents (17.9%) agreed, 7 respondents (25%) disagreed, 4 respondents (14.3%) strongly disagreed, and 6 respondents (21.4%) were not sure. On the side of students 6 respondents (60%) strongly agreed, 1 respondent (10%) agreed, no respondent disagreed, 1 respondent (10%) strongly disagreed and 2 respondents (20%) were not sure.

Concerning learners with emotional problems, Board of Governors members responded as follows: 3 respondents (6.7%) strongly agreed, 6 respondents (13.3%) agreed, 12 respondents (26.7%) disagreed, 9 respondents (20%) strongly disagreed and 15 respondents (33.3%) were not sure. On the side of teachers, 5 respondents (17.9%) strongly agreed, 7 respondents (25%) agreed, 10 respondents (35.7%) disagreed, 3 respondents (10.3%) strongly disagreed and 3 respondents (10.3%) were not sure. On the side of students 3 respondents (30%) strongly agreed, 1 respondent (10%) agreed, 1 respondent (10%) disagreed, 2 respondents (20) strongly disagreed and 3 respondents (30%) were not sure.

On the point of inadequate counselling, Board of Governors members responded as follows: 9

respondents (20%) strongly agreed, 9 respondents (20%) agreed, 12 respondents (26.7%) disagreed, 6 respondents (13.3%) strongly disagreed and 9 respondents (20%) were not sure. On the side of teachers 16 respondents (53.6%) strongly agreed, 8 respondents (28.6%) agreed, 3 respondents (10.7%) disagreed, and only 1 respondent (3.6%) was not sure. On the side of students, 6 respondents (70%) strongly agreed while 4 respondents (40%) agreed.

On the point of lack of clearly stated rules and regulations, Board of Governors members responded as follows: 15 respondents (33.3%) strongly agreed, 12 respondents (26.7%) agreed, 6 respondents (13.3%) disagreed, 12 respondents (26.7%) strongly disagreed and none was not sure. On the side of teachers 15 respondents (53.6%) strongly agreed, 9 respondents (32.1%) agreed, 1 respondent (3.6%) disagreed, 3 respondents (10.7%) strongly disagreed while none were not sure. On the side of students, 6 respondents (60%) strongly agreed while others that are 4 respondents (40%) agreed.

And finally concerning social economic and political factors, Board of Governors members responded as follows: 6 respondents (13.3%) strongly agreed, 12 respondents (26.7%) agreed, 9 respondents (20%) disagreed, 6 respondents (13.3%) strongly disagreed and 12 respondents (26.7%) were not sure. On the side of teachers 3 respondents (10.7%) strongly agreed, 3 respondents (10.7%) agreed, 12 respondents (42.9%) disagreed, 7 respondents (25%) strongly disagreed and 3 respondents (10.7%) were not sure. On the side of students' respondents: 3 respondents (30%) strongly agreed, 2 respondents (20%) agreed, 1 respondent (10%) disagreed, none strongly disagreed and 4 respondents (40%) were not sure.

Qualitatively;

Findings revealed that peer pressure was the highest cause of students' indiscipline in the church of Uganda-founded secondary schools and all respondents, that is, 100% agreed. To this end, a

respondent even said that *"it is easy for adolescents to follow their colleagues"* which is in line with what Kindiki (2009) had earlier established. Similarly, this cements behavioural patterns in Skinner's operant conditioning theory, whereby behaviour that is followed by pleasant consequences is likely to be repeated, and behaviour followed by unpleasant consequences is less likely to be repeated.

Findings further revealed that the influence of drugs in terms of alcoholism, smoking of marijuana, kuba and the like causes the students to misbehave. This was coming in at 96.9% in fact, a respondent noted that once students are under drug influence, they cannot reason and therefore can do things that they will later regret.

In addition, the challenge of possession of phones at 96.9% was also identified as another major cause of indiscipline. A respondent said that *"students are misusing phones so much that they misinform their parents about school affairs, they help to facilitate escapism by connecting with boda bodas for easy transportation as well as inviting unauthorized people such as boyfriends who disguise as relatives as well as connecting to pornographic sites which enhances chances of masturbation and fornication."* A phone is therefore a big challenge in modern education which needs to be managed properly since it is here to stay.

Meanwhile, 73.4% of respondents had a family background which was found to be another cause of students' indiscipline. This was in agreement with Morongwa (2010) who identifies eight factors as the causes of indiscipline among secondary school students including; *parental / home influence; teachers/educators; political, social and economic factors; learners with emotional problems; Headteachers/principals factor; influence of gender and race; and public schools versus private schools.* The fact that this researcher marks parental factor/home influence as the number one cause means that this research agrees that it is a serious

issue since respondents identified it as one of the major causes of students' indiscipline as well.

Related to the above, a respondent said, *"At times you call a parent on a matter of his/her child only to find that the parent is not even aware of where his/her child is and at other times parents are fond of defending their children whenever they are called thus painting a picture as if the teachers are against the students; something which is unfortunate."* So parental factor is very key as far as indiscipline of students is concerned.

More so, findings revealed that the location of schools which fetched 59.3% had also contributed to the students' indiscipline in the sense that what happens in the society is duplicated in the school because students come from the society. Flourishing anti-social activities in society, such as smuggling, corruption, bribery and black marketing, without any checks, provide wrong cues to impressionable minds of young students (Deepti, 2016). So the community where the school is located has a lot of effect on the students' discipline in that area.

Furthermore, findings also revealed that the Headteachers' poor leadership (50%) have led to increased students' indiscipline. Respondents said that *"Headteachers are chief executive officers and spokespersons of their schools. Their ability therefore to handle challenges that affect their schools on a day-to-day basis will create stability or instability in the school."* Kipyego (2013) agrees that the Headteacher factor is so important in the stability of the school saying that, *"sometimes Headteachers get so attached to their jobs and offices that they feel their command is final and whoever does not recognize their power may be persecuted or even intimidated with expulsion or suspension."* This kind of leadership style could lead to students' indiscipline since they are always on the receiving end.

Findings also identified the influence of teachers at 43.8% being another cause of students' indiscipline. Respondents said that the calibre of staff these days

is a product of the same system where indiscipline has been the order of the day, so there is nothing big they can advise the students. They are no longer the model teachers of the past but money-hungry Ugandans running up and down part-time in several schools to earn a living. A respondent even said that, *"surprisingly teachers who are serious about their work are called 'myegyemos' and are often isolated by both their fellow teachers and students yet this should be the ideal."* This shows that some teachers are no longer serious about their cardinal calling but money.

Findings also revealed that lack of clear rules and regulations in the school as well as misunderstanding them; having been supported by 43.8% of respondents leads to students' indiscipline. Respondents said that some schools just give school rules and regulations to the students without explaining their meaning and implications yet a new student is usually overtaken by excitement to even read through the school rules and regulations.

Limited scholastic materials also at 30.9% of respondents were also found to be a cause of indiscipline in the secondary schools. Respondents said that many students end up stealing their friends' property largely due to a lack of what to use. Some students come to school without anything because their parents are poor and cannot therefore afford it. It is therefore challenging for students especially girls, to be in school without pads, knickers, bathing soap and other items including books and pens; the result will therefore be stealing from others.

In another revelation, 23.1% of respondents said that the surrounding community was also found to contribute to students' indiscipline. Whenever students escape from school to go drinking, dancing, or taking drugs, they do it in the community. These days, the role of boda boda transport cannot be underestimated because it is the easiest and quickest to facilitate any indiscipline in schools. Meanwhile, the community's attitude towards the schools also contributes to either

positively encouraging or discouraging indiscipline among the students. A respondent said, *“One time the community called me that some senior five students were in the bar. This was so helpful because we got these students red-handed and punished them accordingly.”* Such community–school cooperation makes the students scared because anyone could report them if found in the wrong.

Meanwhile, 18.8% of the respondents said that poor Government policies also contributed to students’ indiscipline. A respondent said that the process of case management in the school is so bad that it can

lead to a worse situation in the school. How does a school handle a student who has been caught with a panga with the intention of killing a teacher? How do you begin to investigate such a case while the student is still in school? So the Government needs to put up policies that are in line with the context of the times, where phones are the facilitators of evil in schools, where students are now more complicated than before among others.

Students’ Indiscipline Management Techniques in Church of Uganda Founded Secondary Schools in South Ankole Diocese.

Table 4: Showing Students’ Indiscipline Management Techniques

Students’ indiscipline management techniques	Strongly agree		Agree		Disagree		Strongly disagreed		Not sure	
	f	%	f	%	F	%	f	%	F	%
Responses from Board of Governors members; n (q)=45										
Use of school rules and regulations	15	33.3	12	26.1	6	13.3	3	6.7	9	20
Clearly stated disciplinary procedures	9	20	12	26.1	15	33.3	3	6.7	6	13.3
Counselling and guidance	21	46.7	18	40	3	6.7	00	00	3	6.7
Availability of suggestion box	15	33.3	9	20	12	26.7	9	20	00	00
Talking compound	12	26.7	6	13.3	15	33.3	9	20	3	6.7
Student leaders involvement in school policy formulation	24	53.3	12	26.7	6	13.3	00	00	3	6.7
Timely staff recruitment	24	53.3	9	20	6	13.3	3	6.7	3	6.7
Timely communication by the Headteacher of all changes in the school	18	40	6	13.3	6	13.3	3	6.7	12	26.7
Good students’ welfare (especially food)	18	40	9	20	6	13.3	9	20	3	6.7
School penal code	15	33.3	6	13.3	9	20	6	13.3	9	20
Inclusive curriculum (with co-curricular activities)	12	26.7	12	26.7	6	13.3	6	13.3	9	20
Good school and public relations	3	6.7	9	20	12	26.7	6	13.3	15	33.3
Visitation by the OBs and OGs	18	40	9	20	6	13.3	6	13.3	6	13.3
Career guidance by professionals	12	26.7	9	20	9	20	3	6.7	12	26.7
Responses form the Teachers; n (q)=28										
Use of school rules and regulations	18	64.3	7	25	0	00	0	00	3	10.7
Students are told why they are punished	13	46.4	8	28.6	1	3.6	1	3.6	5	17.9
Counselling and guidance	21	75	7	25	0	00	0	00	0	00
Availability of suggestion box	14	50	7	25	2	7.1	3	10.7	4	14.3
Talking compound	5	17.9	6	21.4	8	28.6	6	21.4	3	10.7
Student leaders involvement in school policy formulation	13	46.4	10	35.7	3	10.7	1	3.6	1	3.6
Students’ meetings and respect for resolutions	13	46.4	13	46.4	0	00	0	00	2	7.1
Timely communication by the Headteacher of all changes in the school	4	14.3	5	17.9	11	39.3	6	21.4	2	7.1
Good students’ welfare (especially food)	10	35.7	6	21.4	3	10.7	4	14.3	5	17.9

Good and conducive school environment	7	25	4	14.3	7	25	6	21.4	5	17.9
Inclusive curriculum (with co-curricular activities)	3	10.7	2	7.1	12	42.9	8	28.6	3	10.7
Good school and public relations	6	21.4	7	25	6	21.4	5	17.9	4	14.3
Visitation by the OBs and OGs	9	32.1	7	25	5	17.9	5	17.9	2	7.1
Career guidance by professionals	8	28.6	6	21.4	5	17.9	5	17.9	4	14.3
Responses from the Students; n (q)=10										
Use of school rules and regulations	7	70	3	30	00	00	00	00	00	00
Students are told why they are punished	5	50	3	30	00	00	00	00	2	20
Counselling and guidance	4	40	3	30	2	20	1	10	00	00
Availability of suggestion box	4	40	3	30	00	00	2	20	1	10
Talking compound	3	30	2	20	2	20	1	10	2	20
Student leaders involvement in school policy formulation	6	60	2	20	1	10	1	10	00	00
Students' meetings and respect for resolutions	5	50	3	30	1	10	00	00	1	10
Timely communication by the Headteacher of all changes in the school	4	40	3	30	1	10	00	00	2	20
Good students' welfare (especially food)	5	50	3	30	1	10	00	00	1	10
Good and conducive school environment	4	40	2	20	1	10	1	10	2	20
Inclusive curriculum (with co-curricular activities)	3	20	4	40	1	10	00	00	2	20
Good school and public relations	2	20	4	40	2	20	1	10	1	10
Visitation by the OBs and OGs	5	50	3	30	00	00	00	00	2	20
Career guidance by professionals	5	50	2	20	1	10	2	20	00	00

Source; Primary data 2021

Table 4 above relates to the third objective which looked into Students' indiscipline management techniques the Board of Governors is using to minimize students' indiscipline in the church of Uganda-funded secondary schools. According to the findings on the point of use of school rules and regulations; 15 respondents (33.3%) strongly agreed, 12 respondents (26.7%) agreed, 6 respondents (13.3%) disagreed, 3 respondents (6.7%) strongly disagreed, while 9 respondents (20%) were not sure. On the side of teachers: 18 respondents (64.3%) strongly agreed 7 respondents (25%) agreed while 3 respondents (10.7%) were not sure. On the side of students; 7 respondents (70%) strongly agreed while the rest that is 3 respondents (30%) agreed.

The findings on the point of use of students being told why they are punished came out as follows; 9 respondents (20%) strongly agreed, 12 respondents (26.7%) agreed, 15 respondents (33.3%) disagreed, 3 respondents (6.7%) strongly disagreed while 6 respondents (13.3%) were not sure. On the side of

teachers: 13 respondents (46.3%) strongly agreed, 8 respondents (28.6%) agreed, 1 respondent (3.6%) disagreed, 1 respondent (3.6%) strongly disagreed and 5 respondents (17.9%) were not sure. On the side of students; 5 respondents (50%) strongly agreed, 3 respondents (30%) agreed, none disagreed, none strongly disagreed, and 2 respondents (20%) were not sure.

On the point of counselling and guidance; 21 respondents (46.7%) strongly agreed, 18 respondents (40%) agreed, 3 respondents (6.7%) disagreed, none strongly disagreed and 3 respondents (6.7%) were not sure. On the side of teachers: 21 respondents (71%) strongly agreed while the rest, 7 respondents (25%) agreed. On the side of students; 4 respondents (40%) strongly agreed, 3 respondents (30%) agreed, 2 respondents (20%) disagreed, 1 respondent (10%) strongly disagreed, and none were not sure.

Findings on the availability of suggestion boxes were as follows; 15 respondents (33.3%) strongly

agreed, 9 respondents (20%) agreed, 12 respondents (26.7%) disagreed, and 9 respondents (20%) strongly disagreed. On the side of teachers: 14 respondents (50%) strongly agreed, 7 respondents (25%) agreed, 2 respondents (7.1%) disagreed, 3 respondents (10.7%) strongly disagreed and 4 respondents (14.3%) were not sure. On the side of students, 4 respondents (40%) strongly agreed, 3 respondents (30%) agreed, none disagreed, 2 respondents (20%) strongly disagreed, and 1 respondent (10%) was not sure.

The other point was about talking compound (this means putting posters within the school about the consequences of indiscipline and benefits of discipline and how to avoid the former and achieve the latter); 12 respondents (26.7%) strongly agreed, 6 respondents (13.3%) agreed, 15 respondents (33.3%) disagreed, 9 respondents (20%) strongly disagreed while 3 respondents (6.7%) were not sure. On the side of teachers: 5 respondents (17.9%) strongly agreed, 6 respondents (21.4%) agreed, 8 respondents (28.6%) disagreed, 6 respondents (21.4%) strongly disagreed and 3 respondents (10.7%) were not sure. On the side of students 3 respondents (30%) strongly agreed, 2 respondents (20%) agreed, 2 respondents (20%) disagreed, 1 respondent (10%) strongly disagreed, while 2 respondents (20%) were not sure.

Concerning students' leaders' involvement in school policy formulation; 24 respondents (53.3%) strongly agreed, 12 respondents (26.7%) agreed, 6 respondents (13.3%) disagreed, none strongly disagreed and 3 respondents (6.7%) were not sure. On the side of teachers: 13 respondents (46.4%) strongly agreed, 10 respondents (35.9%) agreed, 3 respondents (10.4%) disagreed, 1 respondent (3.6%) strongly disagreed and 1 respondent (3.6%) was not sure. On the side of students; 6 respondents (60%) strongly agreed, 2 respondents (20%) agreed, 1 respondent (10%) disagreed, 1 respondent (10%) strongly disagreed, and none were not sure.

Findings on students' meetings and respect for resolutions indicated that 24 respondents (53.3%)

strongly agreed, 9 respondents (20%) agreed, 6 respondents (13.3%) disagreed, 3 respondents (6.7%) strongly disagreed and 6 respondents (13.3%) were not sure. On the side of teachers: 13 respondents (46.4%) strongly agreed, 13 respondents (46.4%) agreed, and the rest 2 respondents (7.1%) were not sure. On the side of students; 5 respondents (50%) strongly agreed, 3 respondents (30%) agreed, 1 respondent (10%) agreed, none disagreed and 1 respondent (10%) was not sure.

Findings on timely communication by the Headteacher of all changes in the school indicated that 18 respondents (40%) strongly agreed, 6 respondents (13.3%) agreed, 6 respondents (13.3%) disagreed, 3 respondents (6.7%) strongly disagreed and 12 respondents (26.7%) were not sure. On the side of teachers: 4 respondents (14.3%) strongly agreed, 5 respondents (17.9%) agreed, 11 respondents (39.3%) disagreed, 6 respondents (21.4%) strongly disagreed while 2 respondents (7.1%) were not sure. On the side of students; 4 respondents (40%) strongly agreed, 3 respondents (30%) agreed, 1 respondent (10%) agreed, none disagreed and 2 respondents (20%) were not sure.

Findings on good students' welfare (especially food) indicated that 18 respondents (40%) strongly agreed, 9 respondents (20%) agreed, 6 respondents (13.3%) disagreed, 9 respondents (20%) strongly disagreed while 3 respondents (6.7%) were not sure. On the side of teachers: 10 respondents (35.7%) strongly agreed, 6 respondents (21.4%) agreed, 3 respondents (10.7%) disagreed, 4 respondents (14.3%) strongly disagreed and 5 respondents (17.9%) were not sure. On the side of students; 5 respondents (50%) strongly agreed, 3 respondents (30%) agreed, 1 respondent (10%) agreed, none disagreed and 1 respondent (10%) was not sure.

On the point of a good and conducive school environment; 15 respondents (33.3%) strongly agreed, 6 respondents (13.3%) agreed, 9 respondents (20%) disagreed, 6 respondents (13.3%) strongly disagreed and 9 respondents

(20%) were not sure. On the side of teachers: 7 respondents (25%) strongly agreed, 4 respondents (14.3%) agreed, 7 respondents (25%) disagreed, 6 respondents (21.4%) strongly disagreed and 5 respondents (17.9%) were not sure. On the side of students; 4 respondents (40%) strongly agreed, 2 respondents (20%) agreed, 1 respondent (10%) agreed, 1 respondent (10%) disagreed and 2 respondents (20%) were not sure.

On the point of inclusive curriculum (with co-curricular activities); 12 respondents (26.7%) strongly agreed, 12 respondents (26.7%) agreed, 6 respondents (13.3%) disagreed, 6 respondents (13.3%) strongly disagreed, and 9 respondents (20%) were not sure. On the side of teachers: 3 respondents (10.7%) strongly agreed, 2 respondents (7.1%) agreed, 12 respondents (42.9%) disagreed, 8 respondents (28.6%) strongly disagreed and 3 respondents (10.7%) were not sure. On the side of students; 3 respondents (30%) strongly agreed, 4 respondents (40%) agreed, 1 respondent (10%) agreed, none disagreed and 2 respondents (20%) were not sure.

On the point of a good school and public relations; 3 respondents (6.7%) strongly agreed, 9 respondents (20%) agreed, 12 respondents (26.7%) disagreed, 12 respondents (13.3%) strongly disagreed and 15 respondents (33.3%) were not sure. On the side of teachers: 6 respondents (21.4%) strongly agreed, 7 respondents (25%) agreed, 6 respondents (21.4%) disagreed, 5 respondents (17.9%) strongly disagreed and 4 respondents (14.3%) were not sure. On the side of students; 2 respondents (20%) strongly agreed, 4 respondents (40%) agreed, 2 respondents (20%) agreed, 1 respondent (10%) disagreed and 1 respondent (10%) was not sure.

Findings on visitation by the OBs and OGs indicated that 18 respondents (40%) strongly agreed, 9 respondents (20%) agreed, 6 respondents (13.3%) disagreed, 6 respondents (13.3%) strongly disagreed while 6 respondents (13.3%) were not sure. On the side of teachers: 9 respondents (32.1%)

strongly agreed, 7 respondents (25%) agreed, 5 respondents (17.9%) disagreed, 5 respondents (17.9%) strongly disagreed and 2 respondents (7.1%) were not sure. On the side of students; 5 respondents (50%) strongly agreed, 3 respondents (30%) agreed, none agreed or disagreed and 2 respondents (20%) were not sure.

Finally, findings on career guidance by professionals indicated that 12 respondents (26.7%) strongly agreed, 9 respondents (20%) agreed, 9 respondents (20%) disagreed, 3 respondents (6.7%) strongly disagreed and 12 respondents (2.7%) were not sure. On the side of teachers: 8 respondents (28.6%) strongly agreed, 6 respondents (21.4%) agreed, 5 respondents (17.9%) disagreed, 5 respondents (17.9%) strongly disagreed and 4 respondents (14.3%) were not sure. On the side of students; 5 respondents (50%) strongly agreed, 2 respondents (20%) agreed, 1 respondent (10%) agreed, 2 respondents (20%) disagreed and none was not sure.

Qualitatively;

Findings revealed that all the respondents agreed that guidance and counselling supported by 100% of respondents was the major technique for minimizing students' indiscipline in the Church of Uganda-founded secondary schools. This was in relation to Skinner's work where indiscipline is stated as a matter of behaviour and so for secondary school students, it is rather a more obvious fact that their actions are largely influenced by peer pressure surrounding them in the dormitory, compound and classroom so guidance and counselling would help a lot to manage this indiscipline.

More so, Skinner's theory does not encourage punishment since it causes increased aggression as aggression is a way to cope with problems especially among youth so guidance and counselling are very paramount as King'oina (2017) argues that, *"BoM should be fully involved in matters of discipline, guidance and counselling, and*

strive to instil a culture of dialogue and democratic governance in schools”

Findings further showed that school rules and regulations should be well-spelt out for students and emphasized always. This was also supported by 100% of the respondents. Deaukee (2010) agrees that *“One of the most basic and common parts of any traditional discipline system is the setting of rules. Rules are the foundation for school conduct or behaviour.”* However, a respondent argued that school rules and regulations need to match with the times and circumstances. He argued that *“Earlier in the years when phones had come, the rules stated that any student caught with a phone should be expelled but today almost all students have phones, so there is a need to adjust rules with the times so as to manage the modern challenges or else the whole school could be expelled.”*

Findings further suggested that the use of suggestion boxes which fetched 79.9% nod, could go a long way in minimizing the students’ indiscipline. A respondent said that *“once suggestion boxes are properly used, the school could solve challenges in time before they get out of hand.”* The challenge however, was finding that neutral person who would not be biased about the information in the suggestion box; nevertheless, the respondents said that since it was for the good of the school, the school had a responsibility to act on the issues raised.

Rewards for good discipline, at 79.7% support from the respondents were also seen to be applicable in encouraging good discipline. Students who outperformed others in discipline, academics, smartness, and sports should be rewarded so that other students can admire them and thus copy their hard work.

With 75% support from respondents was sensitization of parents about handling their own children and other things that affect their discipline and the school at large was also seen to be helpful in minimizing students’ indiscipline. This was

supported by Ajibola (2013) who posted that the Parental/home factor was of the greatest importance in creating a conducive teaching and learning atmosphere. A respondent even said that *“parents must cooperate with the schools if their children are to be disciplined since there will always be an information gap due to the nature of the family today.”*

Findings also revealed that the Board of Governors was responsible for the recruitment of the right teachers who had the school and students at heart. 50% of the respondents agreed that since the Board of Governors was a legally entitled body to manage the day-to-day affairs of the schools, where teaching and learning were at the highest level, it was paramount for them to supervise whether the teachers were doing the right work.

It is also the role of the teachers to model students, and guide and counsel them under the supervision of the Board of Governors. At 50% support from the respondents also was good student welfare in terms of good and enough food, conducive dormitories and classrooms, and good lighting at night among others could help minimize students’ indiscipline. A respondent said that *“students were ‘small devils’ who should never be given a chance to practice evil for instance having dark corners in a mixed school could lead to fornication since students will use them.”*

In addition, respondents said that the use of OBS and OGS which fetched a 42.2% nod, was also a technique being used by the Board of Governors in discouraging students’ indiscipline. Whenever successful OBS and OGS visit their schools, they create a sense of belonging and therefore motivate the younger students to see far and work hard. However, a respondent emphasized that not all OBS and OGS should be invited since some were not good examples and thus could catalyze the indisciplined ones that, despite their indiscipline made it.

Another technique was student involvement in school policy formulation, at 36% support. Respondents said that whenever student-leaders get involved in the formulation and revision of school rules and regulations or other school policies, it creates a sense of ownership, hence accepting them to guide their school. A respondent even said, *“Here a student who escapes brings barbed wire and they have no problem with it because the whole school community of students and teachers accepted it as a school policy.”* Related to the above, findings also revealed that strengthening/empowering student bodies was another technique that the Board of Governors was utilizing. A respondent is quoted to have said that, *“students’ committees have been empowered to manage cases of minor magnitude and the big ones to the school disciplinary committees and onwards to the Board of Governors disciplinary committee.”* This empowerment, respondents said makes case management easier and faster and saves, otherwise, it would be a dangerous situation.

CONCLUSION

This study confirmed that indiscipline is still a big challenge in Church of Uganda-founded secondary schools and its prevalent forms include drug abuse, stealing, absenteeism, escapism, bullying, examination malpractice and the use of indecent language. These findings call for the implementation of comprehensive discipline policies that foster accountability and good school culture.

It was established that peer pressure, followed by drug influence, phone ownership and challenging home backgrounds were the major causes of students’ indiscipline which needed to be dealt with through practical means so as to guide the students towards desirable behaviour.

The Board of Governors was found to have a crucial part to play by developing and enforcing school policies, timely intervention and fair disciplinary procedures. Likewise, the capacity development of

Boards of Governors and replicating good practices on discipline can significantly enhance the behaviour of students and the academic performance of schools.

Recommendations

- School administrators should empower and support all school disciplinary committees right from the students’ body, teachers’ committee and the Board of Governors committee in charge of discipline so that preventative measures to indiscipline are put in place.
- Involvement of students in policy formulation by consulting them through their students’ council to have an input whenever new policies are being made as well as having the students’ leaders such as the Head Prefect and chairperson of school council sitting on the Boards would also create ownership and respect of the discipline policies.
- School Boards should discuss the issue of students’ indiscipline especially phone possession and drug abuse with relevant Government authorities so that a national policy is formulated.
- A penal code emanating from the set school policies, rules and regulations must be clear to all members of the school community that is students, teachers and non-teaching staff.
- The Foundation body (Church of Uganda) must endeavour to nominate capable people who have knowledge about school leadership, and students’ management and have time and love for the schools for which they are nominated.

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