

The Students' Perspective on the Management of school discipline in the post-corporal era in Uganda Secondary Schools- Northern Region

Ocii Santo¹, Eduan Wilson², Amero Stella Eduan³

¹Senior Education Officer, Omoro District Local Government

²Senior Lecturer, Uganda Christian University

³Dean of Students, Gulu University

ABSTRACT

The study examined students' perspectives on the management of school discipline in the post-corporal era in Uganda Secondary Schools. It adopted a qualitative approach and employed a multiple case study design. Purposive sampling was used to select four secondary schools and participants that comprised of 32 student leaders. Data was collected using focus group discussions with interview guides developed by the researcher while audio-tape recordings were done at the same time. The collected data was then thematically analysed. The main objective of the study was to explore the student's perspective on the management of school discipline in the post-corporal punishment era. The credibility of the instruments was checked for consistency throughout the process of interviewing, coding, transcription, and putting into themes. The instrument's trustworthiness was assessed by pre-testing the instrument questions in 2 schools. The finding was that discipline is defined as a system, and these systems are managed through procedures such as discipline code, consultation, guidance, and counselling to modify inappropriate behaviours. The study recommends that school educators usher disciplinary problems with empathy for the possible problems students may be experiencing at school that cause their indiscipline. This necessitates the use of effective communication through dialoguing with students to promote alternative discipline approaches in schools

Keywords: Students' Perspective, School Discipline, Discipline Management, Corporal punishment, era.

Background.

Discipline in history has often been managed by implementing physical punishment, dating back to ancient periods such as the rules of Sparta, Troy, Athens, and various other Greek city-states (Wasef, 2021). This practice was prevalent in the medieval Christian church and was also observed in Judaism. It persisted in the legal systems of certain European towns as early as the 11th century in ancient Israel. Additionally, it was customary in traditional civilisations such as Egypt (Wasef, 2021). Enforcing discipline was exceptionally harsh and rigorous, and it was universally acknowledged as the sole legitimate approach to disciplining students in educational institutions. Subsequently, several educational theorists have advised against employing corporal punishment as a means of regulating

discipline in schools, (Blandford, 2003). Adopting the United Nations Convention on the Rights of Children (CRC) (UNICEF, 1992) especially Article 37 and Article 28(2), which safeguard children from any kind of physical and mental harm, and eventually, corporal punishment was abolished.

Globally, school discipline has become a focal point in the education policy agenda and it contributes significantly to enhancing a school's outcome by shaping learners and improving their safety in schools to increase the effectiveness of school management a key. While the law has been effective in reducing corporal punishment as a means of managing students' inappropriate behaviour in industrialized countries like in USA and Europe, Uganda presents a different scenario (Musa & Martha, 2020). The prevalence of caning in schools is concerning, (Musa & Martha, 2020). Yet, Uganda banned corporal punishment in 2006 and the Ministry of Education and Sports issued circular 11/2006, teachers have persistently employed corporal punishment within schools, (Ssenyonga et al., 2019). Therefore, this study explored students' perspectives on the management of school discipline using findings and recommendations of the inspectors from the Ministry of Education and Sports to describe how students perceived discipline management in schools that have demonstrated exemplary discipline management.

Theoretical Framework and Literature Review

Theoretical perspective.

The study was informed by two theories: The assertive Discipline Model advanced by Lee and Marlene Canter as cited by (Bechuke, L. and Debella, 2012) and the Choice theory advanced by (Glasser, 1999). The assertive discipline theory was developed to address important issues with classroom management which were affecting students' learning achievement. The theory asserts that teachers should teach create and teach discipline through a plan, and presenting this plan to students so that they are aware of the consequences. The theory further serves as a reminder to teachers and learners to acknowledge and encourage positive behaviours, the theory emphasizes that teachers clearly explain their expectations and anticipate compliance.

Another theory that informs the study is Choice Theory by Adolph (2016) which focuses on human behavior. The theory explains that all behaviour is purposeful and that all our behaviour is our best attempt at the time to meet our needs and make the real world confirm the picture in our quality. The theory emphasises the concept of choice and that a choice is the range of different things from which a being can choose. It suggests a person is only controlled by themselves that the idea of being controlled by external factors is insufficient for making change and that behavioral choices are determined by internal control.

Empirical Review.

The role of school discipline from the student's point of view was investigated by (Konstantinou et al., 2022). In Primary and secondary schools in Greece. The research's main purpose was to determine if primary and secondary school students have comprehended the role of school discipline and rules within the educational process. The research adopted a quantitative approach with a survey design using questionnaires and data analysed statistically. The study established that discipline is necessary for the lesson to be carried out, where primary school students consider discipline more necessary for conducting lessons than secondary students and also that students are responsible for the lack of discipline where primary school students consider, to a greater extent than secondary students. The

current study attempted to bridge the gap in the literature by adopting a qualitative approach, case study design and conducting the study in secondary schools only in Uganda.

Maintaining discipline in schools is a critical aspect of ensuring a conducive learning environment for students.

Mbiti emphasizes that discipline should not be associated with fear or pain, but rather as a system to guide students in making responsible decisions.

Şimşir and Dilmaç (2020) studied self-discipline in the life of University students at Erbakan University in Turkey. The study adopted qualitative research using in-depth interviews administered to 16 students and data collected using the Self-Discipline Scale (SDS) developed by the researcher and a semi-structured interview form developed for examining individual opinions, and data analysed using content analysis method. The research concluded that self-discipline plays an important role in the life of college students and it affects most aspects of their lives. The current study bridged this gap by adopting two theories to explore how secondary school students perceived discipline management in Uganda.

Discipline serves as a foundation for instructing children to achieve contentment with themselves and establish positive relationships with others (Salgong et al., 2016). This explanation aligns with the perspective of Wilson (2017), who argues that the primary objective of discipline is for students to comprehend their conduct, take initiative, assume accountability for their decisions, and demonstrate respect towards themselves and others which facilitates lifelong learning. Therefore, discipline is for students, and students are taught to obey adults. School students require discipline concepts, and the students follow the biblical teaching regarding respect for authority

Various studies have shown a positive link between discipline in learners and their school performance, with the latter increasing with the increase in discipline levels; Chui & Mount, (2023). Although learning institutions must enforce the rules or code of conduct guiding learners, some educationalists argue that teachers need to develop clear expectations for student behaviour through rewards and recognitions (Steiner R, Sheremenko G Lesesne C, Dittus PJ, Sieving RE, 2019). Others argue that the same aim can only be attained by emphasizing less student obedience and teacher coercion and more use of techniques such as negotiating, discussing group participation, and contracting (Yıldırım,2020).

Study on school discipline; its impact as perceived by the basic education learners in a study conducted by Wilter C. Friaes (2023) in a descriptive study designed with the main aim of describing the impact of school discipline on the learners of Notre Dame of Marbel University. The study result showed how the impact of discipline varies for every set of students and that school discipline has a very high impact to the learners' behaviour which obtained an overall mean of 3.39. The current study bridged in the literature gap by adopting a case study design and administering focus group interviews on the students leaders who directly manage the discipline of their fellow colleagues in Uganda.

Student and teacher perception of disciplinary practices; types, reasons, consequences and alternatives was conducted in a study by Mumthas, N.S, Jouhar Munavvir and Abdul Gafoor (2014) in India on a sample of 100 students and teachers in two schools primary schools. The findings showed that inculcating self-discipline is important for the systematic pursuit of learning, and the findings further revealed that students reported the main consequences of disciplinary practices as low self-esteem, feelings of shame, anger, fear, pain and hate towards teachers and subjects. This current research used secondary school students as the participants of the study by adopting a multiple-case design to explore students' perspectives on the management of school discipline to fill in the gap in the literature.

As a construct, students' discipline mechanism is reorganized as having dimensions such as politeness,

caring, respect, and behavioural engagement among others. On the other hand, (Clerk, 2019), as cited (Aboagye, 2019), argues that a challenge exists for administrators to understand and employ disciplinary methods that effectively support the behavioural, emotional and cognitive aspects of students. It is therefore important to describe how students understand alternative discipline management to foster their well-being in schools

.This argument is further supported by the book of Proverbs 19:20 about a disciplined person who *“listens to advice and accepts instructions, that you may gain wisdom in the future.”* All these give a glimpse into students' discipline management.

METHODOLOGY.

The research adopted a qualitative approach grounded in an interpretive paradigm, using multi-case design to explore students' perspective on the management of school discipline in Uganda secondary schools during the post corporal punishment era. An interpretive paradigm operates on the premise that reality is subjective, multifaceted, and socially created through languages, consciousness, and shared meaning, it emphasizes individuals' subjective experiences, (Chanda, 2022). Semi structured interview guides and documents review were used as qualitative methods for data collection, the focus interviews allowed for deeper insights into the exploration on the concept and students' understanding of discipline while documents review supported evidence on the management of students' discipline which were retrieved from school policy, school training programme, log books and disciplinary records. Data was collected purposively from 4 schools whose head teachers had shown exemplary discipline management based on the recommendations from the schools inspectors' report. Purposive sampling targeted students leaders in their roles of providing school leadership supports to colleagues in the school (Amankwaa & Revell, 2016). Interviews were administered to 32 students' leaders in the 4 schools, with each school having two focus groups comprising of four members each, while audio recording at the same time from each respondent. Thematic analysis was adopted, following (Stranges et al., 2014) framework. Repeated reading of the transcript and listening to audio recorded provided formalization with the data which led to coding and themes development. Credibility of the instrument was further ensured by piloting the instrument in two schools, while adherence to COVID-19 guidelines as part of ethical issues in the research.

DATE PRESENTATION, ANALYSIS, INTERPRETATION OF RESULTS.

Schools visited were coded as follows: A_s= Aboke School, J_s= Ocer Jesuit School, R_s= Restore School, P_s = Peter and Paul School and, the students were categorized and coded from the first student to the thirty-second student as follows, that is. S₁ to S₃₂ = (S₁..... S₃₂).

During the data collection, interview questions were designed to explore three areas, namely; students' knowledge and understanding of what students' discipline is, students' description of the disciplinary measures applied in their schools to ensure proper student' discipline at school and students' understanding and rating on alternative discipline applied in schools.

On the first question, on the students' knowledge and understanding of what students' discipline is. themes and codes were extracted from the explanations/responses of students regarding their perceptions. The responses of students fell into 3 categories, namely: Readiness and orderliness, a system and respect and compliance.

Table 4. 1 shows the responses of students on their perceptions of what students’ discipline is and how they explain and define it.

Theme	STUDENTS
	Codes
Readiness and orderliness	<ul style="list-style-type: none"> - Willingness, living in line with rules and Regulations - Ways of creating order in school by imparting acceptable values.
A system of;	<ul style="list-style-type: none"> - General conduct exhibited by students and teachers in adherence to standards set by the school. - Character development and how students respond to teachers. - Time management and punctuality for every School activity. - programming for culturing moral behaviour to students in compliance with rules and regulations
Respect and compliance	<ul style="list-style-type: none"> - To teachers and fellow students for exhibiting moral conduct and being exemplary to each other. - For authority for effective learning process and self-control.

The first question the researcher asked the participants was their understanding of students' discipline and how they defined and explained it. In responses, 3 themes emerged and the themes were: Readiness & and orderliness, System, and respect, and through thoroughly reading and listening to audio-recorded voices of the participants, many sub-themes emerged as seen in Table 4.1 above. From the table, students defined discipline mostly as a system, followed by respect and then least by readiness/orderliness. Under the system theme, the participating students emphasized the harmony of the variables such as programming for culturing moral behaviours to students in compliance to rules and regulations (F_{gi}J_sS₁₂, F_{gi}R_sS₂₂, F_{gi}J_sS₁₀, F_{gi}A_sS₃, F_{gi}P_sS₃₀, F_{gi}A_sS₅, F_{gi}J_sS₁₄, F_{gi}J_sS₁₁, F_{gi}R_sS₂₁), general conduct exhibited by students and teachers in adherence to a standard set by the school (F_{gi}A_sS₂, F_{gi}A_sS₇, F_{gi}A_sS₁, F_{gi}J_sS₁₃, F_{gi}P_sS₃₂), character development and how students respond to teachers (F_{gi}P_sS₃₁, F_{gi}R_sS₂₃, F_{gi}R_sS₂₄) and time management/punctuality for every school activities (F_{gi}P_sS₂₈, F_{gi}R_sS₁₉, F_{gi}J_sS₁₅).

The students who defined discipline as respect were from (F_{gi}A_sS₈, F_{gi}R_sS₂₀, F_{gi}P_sS₃₀, F_{gi}P_sS₂₇) according to them, it means respect for authority for effective learning process in school (F_{gi}A_sS₆ and F_{gi}P_sS₂₅), followed by respect to teachers and fellow students in exhibiting moral conduct, self-control and respect given to teachers as well as obedience to them and being exemplary to each other’s (F_{gi}J_sS₁₀, F_{gi}P_sS₂₆ and F_{gi}P_sS₂₉). Meanwhile, the theme Readiness and orderliness were defined as a discipline and explained by four participating students as ways of creating order in school (F_{gi}J_sS₁₆, F_{gi}R_sS₁₈, and F_{gi}R_sS₁₇) and obeying rules and regulations (F_{gi}J_sS₁₃,). Generally, students defined discipline as an organized and socially structured system with uniform behaviours of learners who follow time for character development.

On the second question to students on their description of the disciplinary measures applied in their schools to ensure proper student discipline at school. In response to this question, students’ responses

fell into 4 categories, namely; Disciplinary code, Consultation, Supportive relationships, dialogue, and discussions as well as restorative justice as seen in Table 4.2 below.

Table. 4.2: show students' responses on their perceptions of the descriptions of disciplinary measures applied in their schools to ensure proper student' discipline at school.

Theme	Code
Disciplinary code.	<ul style="list-style-type: none"> - For students to adapt to rules/regulations and enforce them with consistent reminders to students and teachers to be exemplary. -For punitive measures such as suspension of students, Involvement of staff /students disciplinary committee, solving issues of indiscipline as it comes, honesty and proper communication -Proper use of school timetable and routine program, moral teaching through religion, creating peer groups, clubs, and society.
Consultation.	<ul style="list-style-type: none"> - by inviting people outside to guide and counsel students -with the student body by administrators to provide timely needs, responses, and feedback to students through the prefectural structure.
Supportive relationships, dialogue, and discussions.	<ul style="list-style-type: none"> - Hold regular meetings/open discussions with student prefects and school administrators to sort out immediate issues for students. -Dialogue between students and teachers through conferencing meetings with students to gain control over their behaviour by empowering prefects and advising them. -Understanding individual student's problems and advising immediately, frequent sensitization of students on the value of discipline.
Restorative justice.	<ul style="list-style-type: none"> -Restoring hope helps students gain confidence through career guidance and counselling (career talks). - Use of spiritual leaders to mentor students to reduce indiscipline.

Table 4.2 shows that students mostly describe disciplinary measures as disciplinary code, consultation, restorative justice, and supportive relationship, dialogue /discussions. According to the responding students, disciplinary code means adopting rules/regulations. It encompasses enforcement a consistent reminder to students and teachers to behave in an exemplary manner(F_{gi}A_sS₈, F_{gi}J_sS₁₀, F_{gi}J_sS₁₁, F_{gi}J_sS₁₂, F_{gi}P_sS₂₇, and F_{gi}P_sS₃₁), adopting punitive measures such as suspension of students, involvement of all stakeholders in discipline management, solving issues of indiscipline as it comes, honesty and proper/effective communication(F_{gi}A_sS₁, F_{gi}J_sS₁₄, andF_{gi}A_sS₃), and proper use of the school time table/ routine program, regularly sensitized students on rules/regulations, moral teaching through religious & creating peer groups e.g. clubs & society(F_{gi}A_sS₄, F_{gi}A_sS₆, F_{gi}R_sS₂₁, F_{gi}R_sS₂₂ and F_{gi}P_sS₂₆).

Meanwhile, consultation as a theme was described as inviting people outside to guide and counsel students (F_{gi}P_sS₂₉ and F_{gi}R_sS₁₇), administrators providing timely needs/responses and feedback to students' problems, cooperation amongst students and teachers through a prefectural structure(F_{gi}A_sS₅, F_{gi}R_sS₁₉, F_{gi}P_sS₃₂, and F_{gi}P_sS₂₇ .) and the thematic description of a supportive relationship, dialogue, and discussions was described by students as; understanding individual student's problems, frequent sensitization of students and meeting students' demand(F_{gi}R_sS₂₄, F_{gi}R_sS₂₀,and F_{gi}A_sS₇) Regular meetings/open discussions with student's prefects and administrators to sort out issues of

students(F_{giJ_sS₉} and F_{giJ_sS₁₆}) and Dialogue between students and teachers through conferencing meetings (F_{giR_sS₁₈}).

Lastly, restorative justice was described as positive talk that encourages students with rewarding words (F_{giP_sS₂₅} and F_{giP_sS₂₈}) and the use of spiritual leaders for mentorship (F_{giP_sS₃₀}, F_{giJ_sS₁₅}, F_{giA_sS₂}, and F_{giJ_sS₁₃}).

The third question to students was “*How do they describe and rate the alternative discipline measure as opposed to students’ discipline in their school.*”

Themes and codes were extracted from the explanations/responses of students regarding alternative disciplinary measures applied at their schools. The responses of students fell into 4 categories, namely: Very effective/ very good, Effective/Good, Fair and poor or not effective, as seen in Table 4. 3 below:

Table 4.3 Shows students' responses to the description of alternative discipline measures instead of corporal punishment in schools.

Respondent	Theme	Code
Student	Very effective/ very good <i>because;</i>	<ul style="list-style-type: none"> - It is the best way to discipline students. - It makes students follow the rules/regulations and do things according to the norms.
	Effective/Good <i>Because;)</i>	<ul style="list-style-type: none"> - It provides proper reporting structures that promote the well-being of students. - It promotes a clear communication channel between students and teachers/administrators. - It provides structures to guide students without discrimination, which is also favourable to every student. - It provides the proper channel for moral growth and spiritual upbringing. - It encourages and provides a high sense of loyalty, counselling, and guidance. - It makes the students to be self-driven and create lifelong learning. - It makes spiritual fathers reinforce guidance and uprightness. - A platform for using old students as role models fosters students’ discipline in the school.
	Fair, <i>because;</i>	<ul style="list-style-type: none"> - Fair treatment because it gives a chance to express. - Equal and fair treatment for all students. - Fair punishment is provided at all times.
	Poor/not effective, <i>because;</i>	<ul style="list-style-type: none"> - Sometimes, it is not fair because of the light work given. - Bad on students' side because of the tight timetable of school activities.

Results from Table 4.3, it can be seen that the majority of the responding students describe alternative disciplinary measures as effective/good. They explained effectiveness as; students are given the freedom to express their rights in a proper way($F_{giA_sS_3}$, $F_{giA_sS_4}$ and $F_{giA_sS_5}$), it provides students with an explorative mind to solve real-life situations($F_{giJ_sS_{16}}$), it is effective because it gives an opportunity for learners to change ($F_{giJ_sS_{101}}$ and $F_{giP_sS_{28}}$), it provides students with proper structures of reporting($F_{giR_sS_{24}}$ and $F_{giR_sS_{17}}$), good and humane ($F_{giR_sS_{20}}$ and $F_{giR_sS_{21}}$), it provides a clear communication channel between students and teachers($F_{giA_sS_7}$, and $F_{giA_sS_8}$), it is for moral counselling ($F_{giA_sS_6}$, $F_{giJ_sS_{11}}$), guided on disciplinary matters($F_{giR_sS_{22}}$ and $F_{giR_sS_{23}}$), proper for moral growth and spiritual upbringing($F_{giR_sS_{18}}$ and $F_{giR_sS_{19}}$), it provides bases of guidance and counselling ($F_{giP_sS_{30}}$, $F_{giP_sS_{31}}$ and $F_{giP_sS_{32}}$), good because it creates an atmosphere of growth and development ($F_{giP_sS_{25}}$), good to be self-driven ($F_{giP_sS_{27}}$), good for spiritual guidance ($F_{giJ_sS_9}$ and $F_{giP_sS_{29}}$).

However, few students explained and described alternative disciplinary measures as fair. Fairness was expressed to them as giving fair chances for students to express themselves at all times ($F_{giA_sS_1}$, $F_{giA_sS_2}$, $F_{giJ_sS_{14}}$ and $F_{giJ_sS_{15}}$). Meanwhile, 2 students described an alternative to disciplinary measures as poor / not ineffective; to them, sometimes school administrators gave them light work to do and also tight timetables for school activities which do not give time chances to rest ($F_{giJ_sS_{12}}$ and $F_{giP_sS_{26}}$).

FINDINGS AND DISCUSSION OF RESULTS.

The discussions of the study findings were divided into sections to answer the 3 research questions specifically. The questions answered were: What are the available disciplinary measures teachers provide to students to manage their discipline in the post-corporal punishment era? What are the students' perspectives on managing school discipline in the post-corporal punishment era?

The study's findings revealed that behaviour modification involves adopting and modifying learners' behaviour through school meetings such as assemblies, seminars, workshops and class meetings which were found as effective vehicles for addressing learners' indiscipline behaviours. The findings align with (Betake,2016), who concluded that talking to students creates positive discipline in schools which leads to improved class attendance, and preparedness to learn as teachers use child-centred teaching approaches. This finding is further supported by the biblical teaching in the book of proverbs13:15, that "*Foolishness is bound in the heart of a child; but the rod of correction shall drive it far from him*" and Proverbs 13:20, that "*whoever walks with the wise becomes wise, but the compassion of fools will suffer harm.*" .Contrary to the findings of this study are the results of the study carried out by (Maina & Sindabi, 2016) in Kenya, which revealed that most teachers had a negative attitude toward the ban of corporal punishment in secondary schools because they believed that corporal punishment was the only effective method of instilling discipline.

On the question to students on what students' discipline is and how they describe it.

The study findings reveal that most students define student discipline management as a system managed through a discipline code to enforce learners' safety in schools. This system was further operationalized in the findings as consultation with the student's body, guiding/counselling, and establishing a set of organized and socially structured codes that provide uniform behaviour of students to develop character, readiness & and orderliness in light of culturing moral behaviours to students for compliance to rules and regulations. Students' understanding of discipline here implies that, it is highly that students are involved in discipline management, because the result revealed that their awareness concerning discipline issues is high with most respondents providing thorough explanations. The research finding

builds on the literature cited (Onderi & Odera, 2018) in a study on managing student discipline through student leadership, emphasizing students' involvement in school activities. Respect and readiness, in this case, as per the participants' views, create order by imparting acceptable value to the learners through rules/ regulations and instructions. Linked to the biblical perspective on encouragement and compliance, the book of Psalm 32:8 gives a glimpse of God's style of instruction to humanity, which says, "*I will instruct you and teach you in the way you should go; I will counsel you with my loving eye on you* ", here God emphasizes adherence to regulations and obedience. God further provides an option of culturing behaviour for humanity as a natural consequence for human beings to choose. These findings align with the Ministry of Education and Sports' Basic Requirement and Minimum Standard indicators, which state that educational institutions should provide a system that respects learners and their safety.

Besides the aspect of discipline listed above, (Jean-Pierre & Parris, 2019; and Jean-Pierre found that managing students' discipline is a skill that enables school educators to determine their priorities in meeting the school goal. Students in the study emphasized that discipline positively affects academic success. Again, when we look at the literature, we can see that most studies on managing students' behaviour focus on students' learning achievement (Khatun, 2018; County, 2023; Ajayi et al., 2017). Participants in the study drew attention to the importance of students' discipline in readiness, orderliness, and compliance with rules and regulations as a tool of self-discipline in the school environment. Supporting thing findings (Musa & Martha, 2020; Arela et al., 2000; Sirikulchayanonta et al., 2011) found positive relationships between students' self-discipline and learning readiness. Contradictions in the use of rules/regulations, religious teaching on managing misbehaviour, and the religious books such as the holy bible in the book of Proverbs 23: 13-14 portray corporal punishment as a method of correcting inappropriate behaviour from children. "*Do not withhold discipline from your child, and if you punish him with the rod, he will not die; punish him with the rod, and save his soul to death.* "

On the question to students on their perceptions of the descriptions of disciplinary measures applied in their schools to ensure proper students' discipline at school.

The findings indicated that most students described disciplinary measures used in their school as disciplinary codes, which they explained as the use of rules/regulations to enforce discipline, providing timely responses and feedback to students' problems, and advising them immediately through the prefectural structure. The result further revealed that restorative justice and supportive relationships were preferred disciplinary measures at school because understanding individual students' problems and advising immediately were valued ways of disciplining the question to students on how they describe alternative disciplinary measures. The result revealed that most responding students describe alternative disciplinary measures as effective/good because they provide them with an explorative mind to solve real-life situations and allow them to change their behaviour. It provides students with bases for guidance and counselling. Here, the implication of sensitising students through meetings and assemblies was considered a contributory factor to students' knowledge. This finding is consistent with the findings of (Magdalene et al., 2019; Ondima et al., 2013; and Amoah et al., 2015), who maintained that guidance and counselling to students lead to improved discipline in the school. According to (Magdalene et al., 2019) (Parveen & Akhtar, 2023), the results imply that guidance and counselling increase among secondary school students' discipline in and out of school. From the focus group interviews with students, many students explained and described guidance and counselling as alternative disciplinary measures, Which, to them, give them chances to express themselves, which makes them effective in

their schools, they explained that sometimes school administrators gave them work with a view of supporting colleagues.

On the roles of students' leaders in school discipline, the findings showed that students' leaders act as a bridge between the student body and school administrators. In executing their roles they used discipline codes, guidance & counselling and behaviour modification techniques to improve school discipline. Further findings revealed that the roles of student leaders were to work with spiritual leaders to inculcate moral values by providing spiritual counselling and guiding new students when they join the school. (Parveen & Akhtar, 2023) noted that students are hurt when they realise they are constantly ignored by school educators who have an important role in their lives, teachers, and the like. Mbogori Jane Mwendwa (2018) and Zaki & Mahmud (2020), on the other hand, maintained that lack of democratic leadership in schools, together with communication gaps between students and educators, are the major causes of indiscipline. The result of the interviews with students in a focus group interviews on the question of disciplinary challenges that students' leaders experienced during school period showed that disciplinary challenges experienced during school were mostly difficulty in the implementation of rules/regulations by both prefects and school administrators, rigidity by some students to adopt and adapt to school routine, negative attitude by some students on changes. Perhaps, the students do not take time in understanding what is in the rules/regulations instead they concentrate in reading academic work only.

Generally, the findings revealed that students' discipline in these schools is managed through systems of disciplinary code, consultation (discussion/dialogue meetings), restorative justice practices, guidance and counselling, behaviour modification (adopt and modify behaviour), and effective communication and above by making school environment safe for learners

On the question of students' understanding of alternative discipline applied in schools.

The study established that school students attribute the decline in indiscipline cases to the use of alternative discipline mechanisms because they view alternative school discipline as a child-friendly disciplinary measure. Additionally, good teacher-student relationships and child-centred methodology were also cited as an instrument of alternative methods for managing school learners' discipline. However, because of the Choice theory anchored in the study, schools should nurture and inculcate the concept of self-discipline among students to make them obey school rules and regulations. Choice theory affirms alternative discipline methods by providing an appropriate learning environment to enhance positive behaviour. This finding agrees with (Sadik & Yalcin, 2018), that cited common discipline problems as managing and modifying challenging learners' behaviour in school. The findings also align with (Sandra, 2018), who reported challenges in managing learners' discipline in aligning rules/regulations and restoring hope, which needs setting up a system in school as a permanent way of building a school culture. In light of Glassier's theory, schools should address the root cause of the misconduct of learners in order to militate against indiscipline cases. To achieve this, the school should strengthen guidance and counselling so that teachers can adequately provide services to students. The use of guidance and counselling in managing learners' indiscipline was supported by (Sibanda, 2016) findings, which reported that guidance and counselling are the best methods of dealing with indiscipline because they touch directly on students' lives. These findings also correspond with those who suggested that guidance and counselling services are essential in facilitating school administration to deal with problems in secondary schools and, in addition, that teachers should always use a modified approach such as reward, use of self-reprimand and withdrawal of rewards to help develop a child's character.

Furthermore, the findings align with the previous findings of (Natalie and Shane,2014), who maintained that the lack of serious guidance programs in schools is the major cause of indiscipline and poor academic performance.

Conclusion

In general, by considering the findings of this study, the results revealed that discipline management involves administrative tools that includes discussions/dialogue meetings with students, using effectively the rules/regulations to curtail, providing guidance and counselling to students, modifying learners' behaviour through role modelling, use of consultation and effective communication to students, all these are vital in the management of student's discipline in secondary school.

Recommendations

The study recommends further investigation into the topic from the more comprehensive qualitative level of comprehension of the students' perception of school discipline. My feeling is that further research would help to clarify and provide a better understanding of students' perception of discipline management, especially from the quantitative approach using a survey design so that the result could be generalized to all the secondary schools in the country because the participants appear under-represented which generalize research result fairly inaccurate.

REFERENCES.

1. Aboagye, E. T. (2019). Corporal Punishment as a Strategy for Managing Behaviour: Perspectives of Children of Inclusive Schools in Ghana. *International Journal of Innovative Research and Development*, 8(8), 105–115. <https://doi.org/10.24940/ijird/2019/v8/i8/aug19061>
2. Adolph, R. (2016). 濟無No Title No Title No Title. 1–23.
3. Ajayi, O. V., Audu, C. T., & Ajayi, E. E. (2017). Influence ence of class size on students ' classroom discipline , engagement and communication : a case study of senior secondary schools in Ekiti state , Nigeria. *Sky Journal of Educational Research*, 5(5), 34–41.
4. Amankwaa, L. C., & Revell, M. A. (2016). Focus Group Data Saturation: A New Approach to Data Analysis. *Qualitative Researc Graduate Certificate, January 2016*, 2–10. <https://doi.org/http://nsuworks.nova.edu/tqr>
5. Amoah, S. A., Kwofie, I., & Kwofie, F. A. A. (2015). The School Counsellor and Students' Career Choice in High School: The Assessor's Perspective in a Ghanaian Case. *Journal of Education and Practice*, 6(23), 57–65.
6. Arela, M., Dzivhani, D., Education, M. O. F., & Management, E. (2000). *THE ROLE OF DISCIPLINE IN SCHOOL AND CLASSROOM* (Issue November).
7. Bechuke, L. and Debella, R. (2012). Applying, Choice theory and fostering discipline: Managing and modifying challenging learners` behaviors in South african schools. *International Journal of Humanities and Social Science*, 2(22), 240–255.
8. Blandford, S. (2003). Managing Discipline in Schools. In *Managing Discipline in Schools* (pp. 1–202). <https://doi.org/10.4324/9780203449998>
9. chanda, armstrong. (2022). Key Methods Used in Qualitative Document Analysis. *SSRN Electronic Journal, 1990*, 1–9. <https://doi.org/10.2139/ssrn.3996213>
10. Chui2, J. N. M. & D. M. M., & 1*Mount. (2023). EDUCATION INFLUENCE OF PRINCIPALS '

- INVOLVEMENT OF STUDENT COUNCIL IN DISCIPLINE MANAGEMENT ON ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN BUMULA. *African Journal of Emerging Issues*, 5(1), 79–93. <https://doi.org/https://orcid.org/0000-0002-2262-7969>
11. Glasser, W. (1999). CHAPTER 2 THEORIES OF SCHOOL DISCIPLINE Skinnerian model. In *THEORIES OF SCHOOL DISCIPLINE*. UNIVERSITY VAN PRETORIA.
 12. Jean-Pierre, J., & Parris, S. (2019). Alternative School Discipline Principles and Interventions: an Overview of the Literature. *McGill Journal of Education*, 53(3), 414–433. <https://doi.org/10.7202/1058410ar>
 13. Khatun, A. (2018). the Role of Discipline in Education and Its Impact on the Processing of. *Journal of Emerging Technologies and Innovative Research (JETIR) Www.Jetir.Org*, 5(10), 87–95.
 14. Konstantinou, I. C., Chatzisavva, E. A., & Logotheti, S. G. (2022). The Role of School Discipline from the Students' Point of View. *World Journal of Educational Research*, 9(5), p56. <https://doi.org/10.22158/wjer.v9n5p56>
 15. Magdalene, W., Michael, G., & Maurice, K. (2019). Students' Conceptions of Role of Guidance and Counselling in Discipline Management in Secondary Schools in K1rinyaga County, Kenya. *International Journal of Education and Literacy Studies*, 7(4), 163. <https://doi.org/10.7575/aiac.ijels.v.7n.4p.163>
 16. Maina, S. W., & Sindabi, A. M. (2016). THE IMPACT OF THE BAN OF CORPORAL PUNISHMENT ON STUDENTS ' DISCIPLINE IN SECONDARY SCHOOLS : A CASE STUDY OF BAHATI DIVISION OF NAKURU DISTRICT. *International Journal of Innovation and Applied Studies ISSN*, 14(3), 850–862.
 17. Mbogori Jane Mwendwa. (2012). *Influence of headteachers' leadership styles on students discipline in public secondary schools in Nairobi province, Kenya*. University of Nairobi.
 18. Musa, M., & Martha, A. A. (2020). School Management Mechanisms and Control of Discipline among Pupils in Primary Schools: An Analysis of Discipline in Upper Primary Level. *Anatolian Journal of Education*, 5(1), 1–16. <https://doi.org/10.29333/aje.2020.511a>
 19. Natalie and Shane(2014). (2014). Stress , anxiety and depression in law students : how student behaviours affect student wellbeing STRESS , ANXIETY AND DEPRESSION IN LAW STUDENTS : HOW STUDENT BEHAVIOURS AFFECT STUDENT WELLBEING. *Research Gate*, Vol. 40, N(December), 2–25. <https://doi.org/https://www.researchgate.net/publication/266993968>
 20. Onderi & Odera, 2012). (2018). MANAGING STUDENT DISCIPLINE THROUGH STUDENT. *European Journal of Research and Reflection in Educational Sciences*, 6(2), 1–9.
 21. Ondima, P. C., Mokogi, H., Ombaba, S., & Osoro, G. N. (2013). Effectiveness of Guidance and Counselling Programme in Enhancing Students Academic , Career and Personal Competencies . A Case of Secondary Schools in Nyamira District , Kenya. *Journal of Education and Practice*, 4(24), 50–58. <https://doi.org/http://www.iiste.org> CALL
 22. Parveen, D., & Akhtar, S. (2023). The Role of Guidance and Counselling in Schools: A Literature Review. *The International Journal of Indian Psychology* , 11(2), 558–568. <https://doi.org/10.25215/1102.058>
 23. Sadik, F., & Yalcin, O. (2018). Examination of the Views of High School Teachers and Students with Regard to Discipline Perception and Discipline Problems. *Journal of Education and Training Studies*, 6(2), 97. <https://doi.org/10.11114/jets.v6i2.2715>

24. Salgong, V. K., Ngumi, O., & Chege, K. (2016). The Role of Guidance and Counseling in Enhancing Student Discipline in Secondary Schools in Koibatek District. *Journal of Education and Practice*, 7(13), 142–151.
25. Sandra. (2018). School Discipline and Disruptive Classroom Behavior: The Moderating Effects of Student Perceptions. *The Sociological Quarterly*, 52(3), 346–375. <https://doi.org/10.1111/j.1533-8525.2011.01210.x>
26. Sibanda, L. (2016). Implementation of Guidance and Counseling As a Positive Discipline Management Strategy in Bulawayo Metropolitan Province Secondary Schools Implementation of Guidance and Counseling As a Positive Discipline Management Strategy in Bulawayo Metropolitan Prov. *Reseach Gate*, 47(3), 191–205.
27. Şimşir, Z., & Dilmaç, B. (2020). Self-discipline in the life of university students: a qualitative research. *Research on Education and Psychology (REP)*, 4(2), 153–171.
28. Sirikulchayanonta, C., Ratanopas, W., Temcharoen, P., & Srisorrachatr, S. (2011). Self discipline and obesity in Bangkok school children. *BMC Public Health*, 11(1), 158. <https://doi.org/10.1186/1471-2458-11-158>
29. Ssenyonga, J., Magoba, C., & Hecker, T. (2019). Prevalence of family violence and mental health and their relation to peer victimization: A representative study of adolescent students in Southwestern Uganda. *Child Abuse and Neglect*, 98. <https://doi.org/104194> <https://org/10.1016/j.chiabu.2019.10419>
30. Steiner RJ, Sheremenko G, Lesesne C, Dittus PJ, Sieving RE, E. K. (2019). Classroom Management Approaches to Support School Connectedness Behavior Management. *Reseach Gate*, 23(3).
31. Stranges, M. K. W., Ul Haq, S., & Dunn, D. G. (2014). Black-out test versus UV camera for corona inspection of HV motor stator endwindings. *IEEE Transactions on Industry Applications*, 50(5), 3135–3140. <https://doi.org/10.1109/TIA.2014.2306979>
32. Wasef, N. H. (2021). *The impact of political violence on domestic violence against women : Egypt as a case study from 2005-2015. December.*
33. Wilson, A. (2020). Investigating the Emotional and Physical Aspects of the Language Classroom'. *Reseach Gate*, 2(14).
34. Yıldırım(2020). (2020). Teacher Perspectives on Classroom Management. *International Journal of Contemporary Research(IJCER)*, 7(1), 99–113.
35. Zaki, M., & Mahmud, B. (2014). Leadership and Management School in Controlling Discipline. *Journal of Education and Practice*, 5(23), 128–132.