Examining Head Teachers' administrative Practices and Students' Discipline in Africa: Empirical Studies among Selected Secondary Schools of Ntungamo District in Uganda

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Abstract: *The study was conducted to examine the Head Teachers' administrative practices on students' discipline in selected secondary schools in Africa with empirical studies from Ntungamo District in Uganda . Both descriptive research design and correlational research design were employed. A sample size of 348 participants was recruited for the study. The major findings indicate that Head Teachers' administrative practices influence students' discipline by about 57.4%, according to (R Square = .574). Additionally, school rules and regulations, guidance and counselling, and students' council body had significant influence on students' discipline while head teachers' means of communication did not show any significant influence on students' discipline. In conclusion, Head Teachers' use of guidance and counselling was found to have influenced students' discipline the most. The study therefore recommends that the head teachers should adopt proper and timely communication strategies for the enhancement of students' discipline at the school assembly and reassuring constant feedback and, above all, an open-door policy should be encouraged and use of suggestion boxes and notice boards should be put in use. Also, other administrative practices of Head teachers' school rules and regulations, Head teachers' means of communication and Head Teachers' use of student council should be fully employed by the heads of schools to supplement guidance and counselling such that there is an aggregative mass of effort on students' discipline.*

Keywords; Head Teachers' administrative Practices ; Students' Discipline ; Africa : Secondary Schools ; Ntungamo District ; Head Teachers ; administrative Practices ; Students' Discipline

1.1   Introduction

The study examined the Head teachers' administrative practices on the students' discipline in selected secondary schools in Africa using empirical studies from Ntungamo District in Uganda.

Discipline is defined as the development of self-worth, self-control, respect for self and others and adherence to the school routine set up in terms of schedules and school regulations (Ssekamwa, 2000). Sushila (2004) defines discipline as the process of training or controlling, often using a system of punishment which is aimed at causing the recipients to obey the rules. He further asserts that discipline is the most effective component of running an educational institution and is manifested when the school becomes a harmonious, respectable and secure where students responsibly behave and are aware of their actions and the consequences of such actions. In relation to this, Bahemuka (1998) defines discipline as a means to bring control, train to obedience and order or drill. Discipline in a school is a function of the administration and therefore a principal as a leader should have a clear policy of what they desire for the school to ensure successful management of the institution (Kiprop, 2007). In this study therefore, discipline can be defined as the expected behaviours an individual is obliged to exhibit in a given society where she/he lives. This study sought to establish how Head Teachers' administrative practices can be used on students' discipline in Ntungamo in District.

Administrative practices are school activities executed by administrators to address students' discipline and other issues in managing schools. Discipline in the school is the function of the administration (Kiprop, 2007). The general school and classroom discipline are dependent upon the Head Teachers' administrative, supervisory and leadership styles since they oversee all the school matters (Okumbe, 1998). In this regard, Chaplain (2003) observed that the Head Teacher along with the senior management team are charged with strategic planning, including determining the direction of the school (leadership) as well as organizing the day-to-day running of the school (management). Chaplain (2003) continues to say that both dimensions make important contributions to creating and maintaining a well-behaved school. This implies that the Head Teacher is a leader of a school who

must have a clear policy of what he/she envisions for the school.

In the same vein, Huczynski (2001), as cited in Katolo (2016) and Barongo (2016), asserts that the success of an organization depends on the quality of its headship. He observed that the school administrator is the most significant individual in an education institution and that good headship is the key in holding efficient administration together. In addition to the above, Chapman (2003) states that the school Principal is seen as the most important decision maker, facilitator, problem solver and social change agent in a school setting.

According to Sushira (2004), as cited in Lydia and Nasonga (2009), the Head Teacher is the leader in a school, the pivot around which many aspects of the school revolve and the person in- charge of every detail of the running of the school, be it in academics or administration. The Head Teacher should be involved in making most of the decisions of the school. It is therefore important that the Head Teacher is a leader, a thinker, and a decision maker. A discreet Head Teacher will employ teamwork as a working strategy and also set up committees and small groups of members of the staff to investigate ideas and strategies. It therefore behoves the Head Teacher to be a good team player, and the performance of the school is appraised against the performance of the person who leads it. Therefore in this study, discipline will be conceptualized on the Head Teachers'administrative practices of use of school rules and regulations, means of communication, guidance and counselling and student council/prefects' body.

In the United States of America, Pakistan, Nigeria, discipline problems in schools are on the increase. A case in point, a report entitled, school crime, violence and safety in US Public schools 2005-2006 reveals that in American schools the overall rate of violent incidents for all public schools was 31 incidents per 1,000 students and the rate of violent incidents were significantly higher in middle schools (25 incidents per 1,000 students) than in primary schools (25 incidents per 1,000 students) or high schools (26 incidents per 1,000 students). Some of the common disciplinary problems were rape, sexual battery, physical attack or fight with or without a weapon, possession of firearms or explosive devices, use of illegal drugs or alcohol and vandalism.

In Pakistan, Nooruddin and Baig (2014) discovered that the majority a of the teachers (95%) and students (86%) feel that the school leadership influences students' behaviour management through providing awards to the students for good behaviour rather than consequences for misbehaviour, and awards are considered a positive means of influence as compared to consequences. Also, the sports activities and club activities were ranked as favourite positive support system by the students as well as the teachers.

In Nigeria, Lukman and Hamadi (2004) found out the typical examples of disciplinary problems experienced in Nigerian secondary schools as truancy, absenteeism, fighting, stealing and drug addiction, among others. This study asserts that discipline is not necessarily punishment but punishment is one of the disciplinary measures. The same applies to Botwana where discipline problems manifest in different forms especially bullying, vandalism, alcohol and substance abuse, truancy and unwillingness to do homework (Garagae, 2017). In Kenya, Muchiri (1998) identified some forms of indiscipline commonly experienced in schools as absenteeism, persistent or non-completion of work, fighting in the school compound, deviance of school rules, refusal to carry out punishment, smoking, late coming, and drug abuse.

Students' indiscipline in Africa particularly Ugandan secondary schools has been a point of concern; for example, the study by Kabandize (2004) found out that the indiscipline of students in Ugandan schools manifests itself in the abuse of drugs and other substances by students. Students have turned to drugs out of pressure to shine in their academics. He also noted that the modes of punishment used by teachers are degrading and lowers self-esteem of students. In a related development , Rukundo (2009) in his study on the relationship between management and strikes in secondary schools of Uganda, reveals that causes of strikes are indiscipline among students, harsh punishment, failure of administrators to respond to warnings from students, failure to involve stakeholders in decision making, misuse of school funds, external influence, tradition of strike were among the causes of strikes. This implies that discipline in secondary schools can as well be influenced by other factors; however, in this study the researcher concentrated on the Head Teachers' administrative practices of use of school rules and regulations, Head Teachers' means of communication, Head Teachers' use of guidance and counselling and Head Teachers' involvement of student council/prefects' body in school administration.

Studies carried out in Ntungamo district byAtuhaire (2016), as cited in Ensiyaitu (2018), revealed that there have been several cases of student unrest in Ntungamo District, students of Itojo Central Secondary school were involved in a strike in 2013. Similarly, the strike by students of St. Peters Secondary School-Rwera in 2014 involved breaking of window glasses and beating up of the Deputy Head Teacher. The immediate action resulted into closure of the school before the end of the term and the expulsion of seven students (Ntungamo Police Report, 2015). At Kyamate Secondary School, students burnt down the

office of the Head Teacher and destroyed school records in 2015. The school was closed for one month, five students were imprisoned and one teacher dismissed from the school (Ntungamo Police Report, 2015).

In a related development in Ruhama County in 2015, four schools (Ntungamo Police Report,

2015) participated in destructive strikes. These were Student strikes at Rweikiniro Secondary which resulted in the burning of a class room and a bookstore to ashes. Students raped a female music teacher and ate three school goats. Police arrested eight students and their parents paid for the damaged school property (Ntungamo Police Report, 2015).At Nyakyera Secondary School, students attacked a parish priest and robbed three goats and five chicken from the parish. The strike resulted in the closure of the school for two weeks and parents paid for and replaced the damaged property at the parish.

2.0 Literature Review
2.1   Concept of Students' Discipline

Discipline has been defined differently by different scholars; for example, Ssekamwa (2000) defines discipline as the development of self-worth, self-control, respect for self and others and adherence to the school routine set up in terms of schedules and school regulations. In relation to this, discipline is defined as the process of training or controlling, often using a system of punishment which is aimed at causing the recipients to obey the rules (Sushila, 2004). He continues to say that discipline is the most effective component of running an educational institution and is manifested when the school becomes a harmonious, respectable and secure where students behave responsibly and aware of their actions and their consequences. In the same vein, Bahemuka (1998) defines discipline as a means to bring control, train to obedience and order or drill. Discipline in a school is a function the administration and therefore a principal as a leader should have a clear policy of what he or she desires for the school to ensure successful management of the institution (Kiprop, 2007). In a related context, Cotton (2000) defines school discipline as a form of discipline appropriate to the regulation of children and the maintenance of order in the school.

2.2   The Head Teachers' use of School Rules and Regulations on Student's Discipline
Schools rules and regulations are among the strategies designed to instil good conduct of students which implies self-control, orderliness, good behaviour and obedience to school authority (Adams, 2003). He further notes that on admission to schools especially at secondary level, students are given prospectuses, which spell out some of the expectations (Adams, 2003). Accordingly, the main aims of rules and regulations are to nurture the students to help them become responsible citizens in the future (Simatwa, 2002). In this regard, Chaplain (2003) stresses that the purpose of school rules is to create a safe and warm environment. Therefore, the aim of school discipline should be in the angle of helping students to cope well, be happy, safe and useful to the society they belong to (Nakpodia, 2010).

In the study by Ayuu (2018) on the management of discipline and academic performance in secondary schools of Arua district, Uganda, it was revealed that copies of school rules and regulations were issued to every student to read and follow what was demanded as evidenced by the majority (76.1%) of the respondents. Rules and regulations play a fundamental role in levelling expectations of students, clarifying school mission and vision. Similarly, school rules and regulations are set for the proper governing of the various lifestyles of students containing the dos and don'ts (Okumbe, 1998). I agree with these scholars. However, these researchers carried the studies in different locations, not Rushenyi County in Ntungamo district, hence a need for this study.

2.3   The Head Teachers' Means of Communication on Student's Discipline

Communication is the exchange of information and transmissions of meanings (Okumbe, 1999). He explains the importance of communication as that of motivating teachers, students and other workers in an education institution and controlling the behaviour of teachers, students and non-teaching staff members. Robbin (2001) defines communication as any act by which one person gives to or receives from another person information about that person's needs, desires, perceptions, knowledge or affective states. Mbiti (2007) asserts that written communication conveys a lot of information not only from one person to another but also from generation to generation. He continues that in a school, official letters, circulars, memos, notices, suggestion boxes, minutes, reports, printouts, school magazines and handbooks are means of communication. Mbiti (2007) further says that written work is more permanent and less liable to misinterpretation. To me communication is the transfer of information from the sender to the receiver and finally the sender gets feedback

2.4   The Head Teachers' Use of Guidance and Counselling on Students' Discipline

Guidance and counselling is defined as a process of helping individuals become fully aware of themselves and ways in which they are responding to the influence of their environment (Akinade, 2012). Further, Egbo (2013) defines counselling s a learning process in which a counsellor helps individuals to learn and understand themselves and their environment and be in position to choose the right type of behaviour that will help them develop, grow, progress, ascend, mature, and set up, educationally, vocationally and socio personally.

In the study by Nyan (2014) on students' and Teachers' perception of guidance and counselling in selected secondary schools in Pallisa district, Eastern Uganda, it was found out that guidance and counselling services are necessary in secondary schools and should be implemented in the district. However, the study concentrated on students' and teachers' perception of guidance and counselling and did not give attention to the role of guidance and counselling as a head teachers' administrative practice used in the management of students' discipline which makes this study inevitable. Samoei (2012) in his study found out that Head/deputy head teacher and Head of guidance and counselling organize the guidance and counselling services in the school, offer guidance and counselling services to the students and invite guest speakers and link guidance and counselling department with the office of the head teacher and identify the students who need guidance and counselling.

In a related development, Githui (2013) reveals that guidance and counselling is a method for instilling discipline among students. Similarly, Ajowi and Simatwa (2010) carried out a study on the role of guidance and counselling in promoting students' discipline in selected secondary schools in Kisumu district, Kenya, and found out that guidance and counselling was not widely used in handling disciplinary cases. The study also established that schools guidance and counselling was used only after punishments had been given. However, much as the above may be the case, guidance and counselling should be provided to students as a preventive measure to curb indiscipline of students.

2.5 The Head Teachers' Use of Students' Council/Prefects' Body on Students' Discipline

A study carried out by Mukiri (2014) on the role of prefects in enhancing discipline among students in public secondary schools in Embu West district, Embu County, Kenya, found out that prefects were involved in assisting the administration in directing students, especially maintaining discipline in schools, supervision of duties in the dining hall, school compound and in the dormitories and giving information about the welfare of students in the dormitories. Similarly, Denton (2003) asserts that prefects play a significant role in the learning of a school given that they are in charge of students' welfare, coordination of co-curricular activities, supervision of learning activities during morning and evening preparations and when situation arises that they should do so. Prefects also check for students' attendance in classes and other activities and they are charged with, dealing with minor cases of indiscipline. This implies that prefects act as a link between the students and the school administration. It also implies that they are in a position to detect indiscipline cases and report them to the administration as they have direct contact with the students unlike the administration.

3.0 Methodology

3.1 Research Design

The study employed the descriptive research design and correlation research design. The researcher used descriptive research design in order to attempt to establish the level/status of Head Teachers' administrative practices and students' discipline stood at the time of investigation by use of arithmetic mean, and standard deviations. Descriptive research studies are those studies which are concerned with describing the characteristics of a particular individual or group of people (Kothari, 2004). Correlation research design was also used in the study to establish the relationship or effect between Head Teachers' administrative practices and students' discipline (Kothari, 2004). A cross-sectional research design was also used because the researcher interacted with the participants in a single encounter. The design enabled collection of both quantitative and qualitative data. John and Onwuegbuzie (2004) define mixed method as the type of investigation whereby the researcher mixes or combines quantitative and qualitative research techniques within the same study.

3.2 Sample Size

Sample size refers to the number of items to be selected from the total population to constitute a sample (Kothari, 2004). The sample size was drawn from selected secondary schools in the study context. Six secondary schools were selected as the study sample in order to make an in-depth analysis about school administrative practices and the management of students' discipline. These were three government-aided secondary schools (out of eight) and three privately-owned secondary schools (out of six). Sample size of respondents was 348 comprising 06 Head teachers, 06 Deputy Head Teachers, 72 teachers, 204 (S.4 and S.6) students and 60 prefects. This sample size was based on Mugenda and Mugenda (2008) indicating that 10% to 30% of populace is adequate for descriptive studies.

Table 1. Target Population and Sample size

Category	Target Population	Sample size	Percent	Sampling procedure
Head Teacher	14	6	43%	Purposive Sampling
Deputy Head Teacher	14	6	43%	Purposive Sampling
Teachers	350	72	21%	Convenient Sampling
S.4 and S.6 Students	1024	204	20%	Simple random sampling
Prefects	280	60	21%	Simple random sampling
Total	**1682**	**348**	**21%**	

Source: DEO's Office

3.3 Sampling Procedures

Sampling procedures employed in this study were stratified sampling, purposive sampling, convenient sampling, and simple random sampling.

3.4 Sources of Data

3.4.1 Primary Data

The researcher collected primary data using questionnaires and interview guide.

3.4.2 Secondary Data

The main sources of secondary data were articles, books, magazines, police reports, school records, journals and online sources.

3.5 Data Collection Tools/Instruments

3.5.1 Interview Guide

An interview guide was prepared to assist the researcher collect data through face-to-face interviews. These were conducted with the Head Teachers only, and the main rationale of using interview guide was to solicit views on the management of students' discipline. This was due to the fact that interviews provided greater flexibility and opportunity to restructure questions (Kothari, 2004).

3.5.2 Questionnaires

The questionnaire was the main instrument of data collection in this study, which was structured and self-administered with both closed-ended and open-ended questionnaires for Deputy Head Teachers, teachers, prefects and students of S.4 and S.6 in the selected secondary schools. Structured questionnaires are simple to administer and relatively cheaper to analyse (Kothari, 2004). Questionnaires were used because they were easy to administer on a large number of respondents and they saved time. Self-administered questionnaires were used because they allowed time to respond to the questions without supervision.

3.5.3 Documentary Review

Documentary review was used as a research instrument in this study context. This data collection method involved examination of school documents or records and police report related to students' discipline. These included official minutes of meetings,

correspondence, students' roll call files, and students' disciplinary record files. Data collected using documentary review helped the researcher to cross-check the consistency of the data collected using the questionnaires and interview guides (Borg and Gall, 1993). The use of documentary review such as disciplinary record files enabled the researcher to record information regarding the type of misconduct and punishment awarded to the culprits and to obtain some information regarding the type of misconduct and punishment given to students.

3.6 Data Quality Control and Management
The validity and reliability of research instruments was tested

3.7 Ethical Considerations
Ethical considerations in research involve outlining the content of research and what would be required of participants, how informed consent would be obtained and confidentiality ensured. The researcher first sought consent from the respondents before engaging them in the study. The researcher also sought consent of students who were below the age of 18 years from their Head Teachers. The researcher explained the aims of the study context to respondents and informed them that their participation was voluntary. The researcher also explained the possible benefits to the participants/respondents as a result of the study. Participants/respondents were actually treated with due respect and their names and information were not included in the research report to protect their confidentiality.

3.8 Data analysis

Data analysis is a process which involves editing, coding, classifying and tabulating raw data (Kothari, 2004). Quantitative data was analysed descriptively using tables, frequencies, percentages, tables, mean and standard deviations. Descriptive statistical techniques were used to portray the status of head teachers' administrative practices and students' discipline among the selected schools. Inferential statistics (regression) were used to measure the extent to which head teachers' administrative practices influenced students' discipline. Qualitative data was analysed thematically through arranging responses according to the themes.

4.0 Data Presentation, Analysis and Interpretation

4.1 Response Rate

Table 4 Response Rate

Category	Sample size	Returned Instruments
Head teacher	6	6
Deputy Head teacher	6	6
Teachers	72	64
S.4 and S.8 Students	204	189
Prefects	60	60
Total	**348**	**325**

Data instruments were administered in person to the Head Teachers, Deputy Head Teachers, teachers, prefects and students. Out of 348 sampled respondents, 325 successfully responded whereas 23 did not return the questionnaires. This meant that the respondents were interested in the topic at hand. Therefore, the total return rate was 93%, meaning that the respondent rate was adequate for analysis since it was more than 70% (Mugenda & Mugenda, 2008).

4.2 Descriptive Statistics

The researcher used descriptive statistics to portray the nature and characteristics of Head Teachers' administrative practices. The researcher used arithmetic mean to understand the status of Head Teachers' administrative practices and students' discipline in the selected schools, and to identify the dominant administrative practice. The researcher used standard deviations to understand the consistency of participants' opinion on Head Teachers' administrative practices.

As a guide to interpreting the overall mean score of Head Teachers' administrative practices, the researcher used a range of mean scores. Mean scores below 2.500 were interpreted as "**less restrictive**", mean scores above 3.500 were interpreted as "**very restrictive**" while mean scores ranging from 2.500 through 3.500 were interpreted as "**generally restrictive**". The researcher interpreted individual administrative practices as follows: Mean scores below 2.500 were interpreted as "**less practiced**", mean scores above 3.500 were interpreted as "**highly practiced**" while mean scores from 2.500 through 3.500 were interpreted as "**practiced on average**".

The researcher interpreted students' discipline as follows: mean scores below 2.500 were interpreted as "**poor**", mean scores above 3.500 were interpreted as "**Good**" while mean scores ranging from 2.500 through 3.500 were interpreted as "**average**". For both head teachers' administrative practices and students' discipline, the researcher interpreted standard deviations as follows: Standard deviations closer to zero indicated "**consistent opinions**" and agreeableness while standard deviations far from zero indicated "**inconsistent opinions**" and disagreeableness.

The following table summarizes Head Teachers' management practices, and as perceived by students, the prefects and the Deputy Head Teachers' and teachers.

Table ;Head Teachers' Administrative Practices and Students' Discipline

Variable list	Students, N = 189		Prefects, N = 60		Deputies& Teachers, N = 70		Total	
	Mean	Std.	Mean	Std.	Mean	Std.	Mean	Std.
School rules and regulations	3.424	0.647	3.169	0.485	3.648	0.715	3.414	0.616
Means of communication								
Guidance and counseling								
Council and prefects	3.219	0.824	3.066	0.571	**3.963**	0.769	3.416	0.721
Head teachers' Administrative Practices								
Students' discipline	**3.654**	0.808	**3.404**	0.670	3.910	0.639	**3.656**	0.706
	3.312	0.728	3.370	0.632	3.537	0.381	3.406	0.580
	3.403	0.752	3.252	0.590	3.765	0.626	**3.473**	**0.656**
	3.450	0.743	3.033	0.667	4.000	0.760	**3.494**	**0.723**

Head teachers' administrative practices among students (mean = 3.403; std. = .752) and prefects (mean = 3.252; std. = .590)are perceived to be generally restrictive among students. The statistics imply that Head Teachers employee administrative practices which restrict bad behaviour in their schools. The restriction suggested here is bidirectional. Head teachers seem to restrict behaviour that would increase indiscipline among students and promote behaviour that would increase discipline among students. The standard deviations, which are closer to zero, suggest that students and prefects consistently agree to this level of administrative restrictiveness. Among Deputy Head Teachers and teachers however, Head Teachers' administrative practices (mean = 3.765; std. = .626) were perceived as "very restrictive". Just like students and prefects, Deputy

Head Teachers appeared consistent in their claim on administrative restrictiveness. However,

prefects were more consistent in their opinions on head teachers' administrative practices than students and deputies were. This is because prefects are the implementers of these administrative practices since they are charged with the duty of supervising and monitoring the rest of the students on behalf of the school administrators.

The statistics indicate a difference in perception on Head Teachers' administrative practices. While students and prefects find it generally restrictive, Deputy Head Teachers and teachers find it very restrictive. Deputies and teachers' perception of very restrictive is the best because Deputy Head Teachers and teachers take these Head Teachers' administrative practices as very restrictive because they prevent a lot of indiscipline among students in a school.

In conclusion, therefore, Head Teachers' administrative practices (mean = 3.473; std. = .656)

among the schools investigated are "**generally restrictive**".

Students (mean = 3.450; std. = .743) and prefects (mean = 3.033; std. = .667) described students' discipline as average while Deputy Head Teachers and teachers (mean = 4.000; std. =.760) described students' discipline as good. Despite the differences in perception as perceived by students and Deputy Head Teachers, each category of participants was consistent in their claims on students' discipline. In reality, students and prefects consider students' discipline to be average because they are actually the champions of discipline and most of the time they stay together in the absence of Deputy Head Teachers and teachers. On the other hand, Deputy Head Teachers and teachers considered students' discipline to be good because what students portray to them is not the real status of their discipline, so that is why there are differences in perception between the students/prefects and Deputy Head Teachers /teachers. The researcher concluded that students discipline (mean = 3.494) was **average** among the schools investigated.

The researcher sought to understand the commonly applied administrative practice in the schools investigated. Accordingly, students pointed to guidance and counselling (mean = 3.654; std. = .808), prefects pointed to guidance and counselling (mean = 3.404; std. = .670) while deputies pointed to Head Teachers' means of communication (mean = 3.963; std. = .769). This is because to students and prefects, guidance has changed their discipline other than other administrative practices. In addition, it sheds light and gives direction to students on the dangers of being indisciplined which makes students change their attitude. On other hand, Deputy Head Teachers and teachers pointed out head teachers' means of communication. It is through this practice that the school gets proper direction, set plans and strategies since it acts as a mirror reflecting of what is written down in the school rules and regulations. On the other hand, students expressed a low tone on Head Teachers' communication, prefects expressed a low tone on school rules and regulations, while Deputy Head Teachers maintained a neutral position on all the practices like Head Teachers' means of communication.

Much as there were no significant differences in the mean scores on the different administrative practices, the researcher concluded that guidance and counselling (mean = 3.656) appeared to be the most applied Head Teachers' administrative practice.

4.3   Inferential Statistics

Inferential statistics deals with procedures that allow the researcher to draw conclusions on the study population based on sample results. These procedures test the nature of relationships between variables, influence of the independent on the dependent variable. The researcher adopted the regression procedure to determine the influence of different administrative practices on students' discipline.

Regression is a mathematical function that relates the independent and dependent variables. The function helps in predicting the influence of independent variables on the dependent. The function used regression coefficients (Beta coefficients) to predict the influence of each of the independent variables on the dependent variable. In the current study, Head Teachers' administrative practices were treated as the independent variables while students' discipline was treated as the dependent variable. Independent variables with numerically large beta coefficients are better predictors of the dependent variable than those with smaller beta coefficients. Regression also used significant values to determine the importance of the independent variable in the relationship. Independent variables whose significant values are less than 0.05 are statistically relevant in predicting variations in the dependent variable. On the other hand, independent variables with significant values greater than 0.05 are not statistically significant in explaining variations in the dependent variable. The table below summarizes the regression model.

Table 10: Regression Coefficients

					Students		Prefects		Deputies&Trs		Variable List
B	**Sig.**	**B**	**Sig.**	**B**	**Sig.** (Constant)				0.354	0.093	-0.467
0.146	0.540	0.881									
School rules and regulations				0.297	0.000	0.858	0.000	0.461	0.929		
Head teachers' means of communication				-0.083	0.241	0.141	0.237	0.384	0.911		
Guidance and counseling				0.453	0.000	0.409	0.000	0.201	0.933		
Council and prefects				0.208	0.002	-0.310	0.005	-0.149	0.903		
R				0.757			0.858		0.930		
R Square				0.574			0.737		0.864		
Adjusted R Square				0.565			0.718		0.321		
Std. Error of the Estimate				0.490			0.354		0.626		

a: Predictors: (Constant), Council and prefects, School rules and regulations, Head teachers' means of communication, Guidance and counseling

b: Dependent Variable: Students' discipline

According to Table 10, students perceive Head Teachers' administrative practices to influence students' discipline by about 57.4% (R Square = .574), prefects perceive Head Teachers' administrative practices to influence students' discipline by 73.7% (R Square = .737), while Deputy Head Teachers and teachers perceive Head Teachers' administrative practices to influence students' discipline by 86.4% (R Square = .864). All these statistics imply that Head Teachers' administrative practices make up to over 50% of the students' discipline observed among the schools investigated. The researcher, therefore, concludes that over 50% of the students' discipline observed in Ntungamo district is a function of Head Teachers' administrative practices. This is perhaps because the Head Teachers in the school are the vision bearers and the only officers in-charge of the overall management, administration and leadership in relation to curricular, co-curricular and above all the discipline of students and staff. It is therefore inevitable that this degree of students' discipline found in the investigated schools is as a result and effort of the head teachers' administrative practices.

To test the individual contribution of each of the administrative practices, students perceive school rules and regulations to influence students' discipline by 29.7% (Beta = .297; sig. <.05), prefects, perceive school rules and regulations to influence students' discipline by 85.8% (Beta = .858; sig. <.05) while Deputy Head Teachers and teachers perceive school rules and regulations to influence students' discipline by 46.1% (Beta = .461; sig. >.05). The researcher observes that students' and prefects' perception on school rules and regulations are statistically significant. This is possibly because since school rules and regulations are also enforced through prefects who are actually the immediate supervisors of students and implementers of the rules could have made them significant in influencing their discipline.

On the other hand, Deputy Head Teachers' and teachers' perceptions on school rules and regulations are statistically insignificant. This is may be due to the fact that Deputy Head Teachers and teachers may not regard school rules and regulations probably they assume that since students are not involved in the formulation of the rules, they may end up rebelling against them silently thereby making it statistically insignificant without imparting any positive change on students' discipline but which students' findings have proved wrong.

Students perceive Head Teachers' communication to reduce students' discipline by 8.3% (Beta = -.083; sig. >.05); prefects perceive head teachers' communication to influence students' discipline by 14.1% (Beta = .141; sig. >.05); while Deputy Head Teachers and teachers perceive Head Teachers' communication to influence students' discipline by 38.4% (Beta = .384; sig. >.05).

The researcher observes that students', prefects', deputies' and teachers' perceptions on head teachers' communication are statistically insignificant in predicting students' discipline. This is perhaps because the head teacher addresses students' gathering once a month and maybe when they come, they only deliberate on policy issues and leave out discipline. Therefore the Head Teachers' means of communication does not influence discipline positively in schools.

Students perceive guidance and counselling to influence students' discipline by 45.3% (Beta =

.453; sig. <.05); prefects perceive guidance and counselling to influence students discipline by

40.9% (Beta =.409; sig. <.05); while Deputy Head Teachers and teachers perceive guidance and counselling to influence students' discipline by 20.1% (Beta = .409; sig. >.05). The researcher observes that students' and prefects' perceptions on guidance and counselling are statistically significant while Deputy Head Teachers and teachers' perceptions are not significant. This is probably because to students and prefects, guidance and counselling empowers them to own and manage their problem, make value judgements about their own behaviour and obey school rules. On the other hand, guidance and counselling may take a long time to change students' discipline being an intrinsic mechanism geared towards modification of students' morals in the long run and for the case of students and prefects they may have experienced a wave of change in their discipline which deputies and teachers may not have observed.

Students perceived students council to influence students' discipline by 20.8% (Beta = .208; sig.

<.05), prefects perceived students' council to reduce students' discipline by 31.0% (Beta =.310; sig. <.05), while deputies perceived students' council to reduce students' discipline by 14.9% (Beta = -.149; sig >.05). The researcher observes that students' and prefects' perception on students' council are statistically significant while Deputy Head Teachers' perceptions are not significant. This may have arisen due to the fact that prefects may be instrumental in solving disputes among other students in their areas of residence and in classes which the deputies and teachers may not have witnessed. Above all, prefects may have also been important pillars for enhancing positive school discipline among fellow students since they are elected democratically by the students. On the other hand, Deputy Head Teachers and teachers may think that since there may be some prefects who may not be well disciplined in school, this may discourage their fellow students not to behave well and deters discipline in school.

5.0 Discussion of Results, Conclusions and Recommendations
5.1 Discussion of the Findings

In this study, discussion of the key findings was handled by tackling each research objective. On average aggregate, the head teachers' administrative practices of school rules and regulations, head teachers' means of communication, guidance and counselling influence students' discipline by about 57.4%, according to (R Square = .574).This is supported by Kiprop (2007) who asserts that discipline in the school is the function of the administration. This is also in line with Okumbe (1998) who reveals that the general school and classroom discipline are dependent upon the head teachers' administrative, supervisory and leadership styles since they oversee all the school matters. In this regard, Chaplain (2003) observed that the head teacher, along with the senior management team, is charged with strategic planning, including determining the direction of the school (leadership) as well as organizing the day-to-day running of the school (management). Chaplain (2003) continues to argue that both dimensions make important contributions to creating and maintaining a well-behaved school. This implies that the head teacher is a leader of a school who must have a clear policy of what he/she envisions for the school.

5.2 Conclusions

The study established the influence of Head Teachers' administrative practices on students'

discipline in selected secondary schools in Ntungamo District. Head teachers'administrative practices were found to have a significant influence on students' discipline. Students and prefects confirmed that their head teachers employ such practices that restrict behaviour which increases indiscipline and promotes such behaviour that increase discipline among students. While students pointed out guidance and counselling as key among Head Teachers' administrative practices, Deputy Head Teachers and teachers pointed to Head Teachers' means of communication.

The study established that Head Teachers' use of school rules and regulations has a significant influence on students' discipline in secondary schools in Ntungamo District. This was confirmed among students and prefects, possibly because since school rules and regulations are enforced through prefects who are actually the immediate supervisors of students and implementers of the rules, it could have made them significant in influencing their discipline. Secondary school rules and regulations have a

significant influence on students' discipline simply because students are able to understand the culture and norms of the school which makes them maintain good discipline due to fear to misbehave, knowing that there is a punishment behind which makes them not to be the victims of indiscipline; for example, they are obliged to do what is right. However, evidence from Deputy Head Teachers' and teachers could not support the claim. Deputy Head Teachers' and teachers might view Head Teachers' use of guidance and counselling as insignificant because probably since guidance and counselling takes a long time to change students' discipline being an intrinsic mechanism geared towards modification of students' morals in the long run. For the case of students and prefects, they may have experienced a wave of change in their discipline which Deputy Head Teachers' and teachers may not have immediately witnessed.

The study established that the use of guidance and counselling has a significant influence on students' discipline in secondary schools in Ntungamo district. The claim was supported by students and prefects because guidance and counselling empowers them to own and manage their problem. However, evidence from Deputy Head Teachers' indicates that the use of guidance and counselling is not significant in influencing students' discipline.

The study established that the students' council significantly influences students' discipline in

secondary schools in Ntungamo District. This was supported by students and prefects because prefects may have been instrumental in solving disputes among other students in their areas of residence and in classes which the deputies and teachers may not have witnessed. Above all, prefects may have also been important pillars for enhancing positive school discipline among fellow students since they are elected democratically by the students. Just like with application of school rules and regulations, and guidance and counselling, Deputy Head Teachers'and teachers do not regard students' council body as significant in influencing students' discipline.

This study found that while school rules and regulations, guidance and counselling, and students' council body have significant influences on students' discipline (reporting from students' perspective), Head Teachers' means of communication do not have any significant influence on students' discipline. This was confirmed by both students, prefects, Deputy Head Teachers' and teachers. Specifically, prefects, Head Teachers' and Teachers confirmed that head teachers' means of communication increases indiscipline.

In conclusion, this study brings out empirical data to support the significant influence of Head Teachers' administrative practices and their influence on students' discipline. This study brings out guidance and counselling as the most effective administrative practice, which head teachers can use to manage students' discipline.

5.3 Recommendations
Both students, Deputy Head Teachers and teachers do not see the significance of head teachers' means of communication in influencing students' discipline. Therefore head teachers should have timely communication on strategies for the enhancement of students' discipline at the school assembly and ensure constant feedback. Above all, an open-door policy and use of suggestion boxes and notice boards should be put in use.

The Head Teachers should hold regular meetings with the students and student council/prefects to address their grievances on a more regular basis in order to prevent the occurrence of students' indiscipline in schools.

Other administrative practices such school rules and regulations, head teachers' means of communication and use of student council should be fully enhanced by the heads of schools to enforce students' discipline.

Schools should carry out regular sensitization to students on the dangers of being undisciplined such that the common indiscipline cases can be averted in schools. Furthermore, Head teachers should enforce the policy for students getting permission before exiting the school premises.

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