

**Relationship Between Pupils' Discipline And Academic Performance In Primary Schools Of Rwamucucu Sub
County, Rukiga District, Uganda**

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Abstract

The study established the relationship between pupils' discipline and pupils' academic performance in primary schools in Rwamucucu subcounty, Rukiga district, Uganda. It used convergent parallel mixed methods, by merging quantitative and qualitative data thus making easy all-encompassing analysis of the research problem. A sample size of 248 respondents was considered for the study, 186 respondents participated, giving a response rate of 75%. The study established a moderate significant correlation coefficient between academic performance and pupils' discipline is also reported as 0.569. Therefore, it was recommended to invest in specialized training equipping teachers with an array of preventative and restorative methods proven to effectively counteract misconduct while repairing relationships and maintaining student engagement represents another intervention strongly recommended as well as establishing collaborative structures empowering parents and community members as partners in supporting conduct maintenance both inside and beyond school gates also deserves consideration.

Keywords: School, Pupils, Students' Discipline, Learning Outcomes, Academic Performance.

Introduction

(Anthony et al., 2023) noted that in a CDC survey, 48% of high school girls reported having had intercourse (Los Angeles time, January 4, 2012). About half of these sexually active girls reported not using contraception. Some of the most recent reports highlighted in the mass media portray a school with students with misbehaving characters (Anthony et al., 2023). Some even go so far as to treat a case of misconduct as a criminal problem. Lim Kit Siang, Leader of the Opposition in Parliament, quoted in the New Straits Times on 4 April 2004 as "Trunancy is a school problem and not a criminal problem – Hishamuddin should not pass responsibility to the police for what is essentially a test of the success of the education system." (Victoria et al., 2023).

Globally, education remains a vehicle for revitalizing socio-economic development worldwide (Brighton et al., 2023). Strategies for effective classroom organization and management. Pedagogical perspectives and strategies in practice. A resource manual for today's teachers. and (Anthony et al., 2023). Education is very important for a person. Education is the hope to bring all good to every person. Education is for building intellectual intelligence, but the most important part is developing emotional intelligence and character. People have a character that must go through the process of education or learning in its development. Education and learning are important processes for ensuring development. The character of a person according to the norms prevailing in society (Emmanuel et al., 2023). Character education is a

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necessity in the era of globalization so that bad attitudes and behavior do not easily influence students. Character education refers to the development of values, morals and good habits, a positive attitude, the formation of individuals responsible for their actions. The success of the educational process is inseparable from how the planning, implementation and supporting policies are carried out continuously. Since education is the basic capital of development, every country naturally makes it their main goal. This is also in line with the purpose of creating a unitary state of the Republic of Indonesia, which was finally stated in the preamble of the 1945 constitution in the fourth paragraph, among which is "To educate the life of the nation" (Shamim et al. , 2023). Because the founding fathers realized that education is the main means of changing a nation's civilization for the better (Shamim et al., 2023).

According to Harry K. Wong and Rosemary T. Wong in their bestseller *How to be an Effective Teacher: The First days of School* (Christopher, Komunda et al., 2022), an effective classroom management style consists of creating an environment and attitude toward students that is task oriented, predictable and consistent. In a world that is constantly moving away from a one-size-fits-all approach to education in favor of individualized standards of behavior and performance (Godfrey et al., 2023), we as teachers are challenged to ensure

consistency across environments. this requires us to teach people with different needs and challenges in many different ways.

In Africa, the success of education and the manifestations of improving the quality of education in schools are determined by the success of the principal in managing the teaching staff available in the schools. The principal is one component of education that has an impact on improving teacher performance (Seth & Ntirandekura, 2022). In Nigerian educational institutions, whether primary, secondary or tertiary, indiscipline is common. In recent decades, it has caused serious concern among parents, educators, policy makers and the government due to the extreme disciplinary problems evident in the moral degradation and economic disasters that characterize Nigerian societies (Ntirandekura et al., 2022). The principal is responsible for organizing educational activities, running schools, coaching other teaching staff, as well as maintenance and infrastructure (Tasha et al., 2023). Good school principal leadership will create a successful school culture that encourages teachers to work hard and students to learn without pressure. Among Nigerian schools, teacher performance is a process undertaken by all components of schools, teachers, principals and students alike, to improve the quality of student learning. Including teacher discipline which needs to be improved to build the character of the learner (Christopher, Moses, Muhindo and Nturanabo, 2022).

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Problem Statement

The personal characteristics of the teacher are essential for the discipline of the pupils. Discipline plays a big role in the academic results of our pupils. yet students are undisciplined, which significantly affects their academic performance (Micheal et al., 2023). For example, the escalation of violence in schools has caused schools to rapidly and increasingly become arenas for violence, not only between students but also between teachers and students, inter-school rivalries and gang conflicts (David, 2015). Attacks are usually extended to abusing road users, looting their belongings and destroying their property (Emmanuel et al., 2023). The current situation in Uganda's education system has been affected by a wave of student indiscipline that is rapidly escalating with notable strikes, bullying, incidents of arson in schools, vandalism of school property, general refusal to follow school rules and regulations, as well as increasing alcoholism. (Christopher, Komunda et al., 2022). A growing number of primary school principals and teachers in Uganda are reporting a wide range of potentially disruptive behavior in classrooms and around schools. Poor academic performance and indiscipline were major problems in Rukiga District (Christopher, Moses, Muhindo, & Komunda, 2022). It has therefore caused great concern among teachers, school principals and stakeholders about the lack of opportunities for students to focus on their academic work to achieve results in tests, internal and national level examinations as well as the character of future citizens. Despite the numerous studies that have been conducted such as (Anthony et al., 2023), it is against this background that the researcher is motivated to examine the relationship between teacher characteristics and student discipline in Rukiga District.

Objective of the study

The objective of the study was to determine the relationship between pupils' discipline and academic performance subcounty, Rukiga district, Uganda.

Hypothesis

Pupils' discipline has no significant influence on pupils' academic performance.

Methodology

In the study, the researcher used Convergent parallel mixed methods, by merging quantitative and qualitative data thus making easy all-encompassing analysis of the research problem. The researcher using this design was ordinarily to collect both forms of data at roughly the same time and then assimilates the relevant collected data in the interpretation of the overall results. Contradictions in the findings was explained or further probed in this design (Ranganathan & Aggarwal, 2019). Mixed methods involved integrating the qualitative and quantitative data in the study. The qualitative data was open-ended thus without predetermined responses whereas quantitative data included closed-ended responses like found on questionnaires or psychological instruments. The design and its approaches were preferred for its role aimed to neutralize the weaknesses of each form of data and triangulating data sources which is a means for seeking convergence across qualitative and quantitative methods. The idea of integration of different research designs emerged and mixed methods turned towards the systematic convergence of qualitative and quantitative data (Tashakkori & Teddlie, 2010). The study was carried out in was carried out among UPE primary schools in Rwamucucu subcounty, Rukiga district. The district shares its borders with Kabale District in the south

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west, republic of Rwanda in south east, Rubanda district in the north east, Ntungamo district in east and Rukungiri district in the north. Data was analyzed inform of tables, frequencies and percentages using SPSS (Nelson et al., 2022).

Results

Table 1: Descriptive Statistics on pupils' discipline and pupils' academic performance

Statement	Always	Sometimes	Never
The teachers give me punishment in case of any wrongdoing	50 26.88172%	80 43.01075%	56 30.10753%
The teacher encourages us to be disciplined	36 19.35484%	70 37.63441%	80 43.01075%
Corporal punishment deters us from indiscipline	41 22.04301%	25 13.44086%	120 64.51613%
Teachers are living examples	0 0%	130 69.89247%	56 30.10753%
We extend discipline outside school	76 40.86022%	100 53.76344%	10 5.376344%
We perform better due to discipline	66 35.48387%	60 32.25806%	60 32.25806%
School has adequate disciplinary measures	90 48.3871%	80 43.01075%	16 8.602151%

Source: Primary Data (2023)

For "The teachers give me punishment in case of any wrongdoing", 26.88% said always, 43.01% said sometimes, and 30.11% said never. This indicates that most students receive punishment for wrongdoing, but a sizable minority do not. Since a sizable minority (30.11%) of students reported never receiving punishment, it is important for teachers to ensure consistent application of disciplinary measures to maintain fairness and equity. Teachers should review their disciplinary practices and strive for consistency in applying consequences for wrongdoing (Anthony et al., 2023). For "The teacher encourages us to be disciplined", 19.35% said always, 37.63% said sometimes, and 43.01% said never. More students reported not being encouraged to be disciplined versus those who were. With a majority of students (43.01%) reporting never being encouraged to be disciplined, it is crucial for teachers to actively promote and reinforce the importance of discipline among students. Teachers should incorporate positive reinforcement, motivational strategies, and clear expectations to encourage students to develop self-discipline (Faith et al., 2023).

For "Corporal punishment deters us from indiscipline", 22.04% said always, 13.44% said sometimes, and 64.52% said never. A clear majority reported that corporal punishment does not deter them. Since a clear majority (64.52%) of students indicated that corporal punishment does not deter them from indiscipline, it is recommended to explore alternative disciplinary approaches that focus on positive reinforcement, effective communication, and teaching appropriate behavior rather than relying on physical punishment (Anthony et al., 2023).

For "Teachers are living examples", 0% said always, 69.89% said sometimes, and 30.11% said never. Most students said teachers set a good example some of the time. As most students (69.89%) reported that teachers are only sometimes seen as living examples, it is crucial for teachers to consistently model positive behavior and ethical values. Teachers should strive to be consistent role models both inside and outside the classroom, demonstrating the behaviors they expect from their students.

For "We extend discipline outside school", 40.86% said always, 53.76% said sometimes, and 5.38% said never. Over 90% of students practice discipline outside school at least sometimes. Since the majority of students (53.76344%) reported practicing discipline outside school at least sometimes, it is important to reinforce and support students in maintaining discipline beyond the confines of the school environment. Teachers and parents can collaborate to provide guidance and opportunities for students to apply and develop their discipline skills in real-life situations (Moses, 2022). For "We perform better due to discipline", 35.48% said always, 32.26% said sometimes, and 32.26% said never. Opinions were evenly split on whether discipline improves academic performance. With opinions evenly split on whether discipline improves academic performance, it is important for educators to emphasize the correlation between discipline and academic success. Teachers can provide concrete examples, such as improved time management, goal setting, and self-motivation, to help students understand the direct impact of discipline on their academic achievements (Shamim et al., 2023).

For "School has adequate disciplinary measures", 48.39% said always, 43.01% said sometimes, and 8.60% said never. Most reported their school has sufficient discipline measures. Since a majority of students (48.3871%) reported that their school has sufficient disciplinary measures, it is crucial to maintain and reinforce these measures consistently. However, it is also important for schools to regularly review and update their disciplinary policies to address emerging challenges and ensure they remain effective in maintaining a positive learning environment (Emmanuel et al., 2023).

Table 2: Relationship between pupils' discipline and pupils' academic performance.

		pupils' discipline.	academic performance.
pupils' discipline.	Pearson Correlation	1	.569**
	Sig. (2-tailed)		.000
	N	186	186
academic performance.	Pearson Correlation	.569**	1
	Sig. (2-tailed)	.000	
	N	186	186
**. Correlation is significant at the 0.01 level (2-tailed).			

Source; Primary Data, 2023

The correlation coefficient between pupils' discipline and academic performance is shown as 0.569. This value indicates a moderate positive relationship between these two variables. The significance value is reported as 0.000, which means the probability of obtaining the observed correlation coefficient by chance is extremely low. This indicates that the correlation is statistically significant since the P-value (0.00) is less than 0.05. The correlation coefficient between academic performance and pupils' discipline is also reported as 0.569 (Nelson et al., 2023). This value is identical to the previous row, indicating a symmetric relationship between these variables.

Summary

The statistical analysis conducted provides valuable insights into the relationship between pupils' discipline and their academic performance based on the data collected. To start with, the correlation coefficient of 0.569 between the two variables demonstrates that there is a moderate positive relationship between them. This suggests that as student discipline improves, their academic achievement also tends to increase accordingly. While not an extremely strong correlation, the relationship is notable. Importantly, the significance value of 0.000 confirms that the probability of obtaining this correlation coefficient by chance is extremely low. In other words, we can be very certain that a genuine significant link exists between pupils' discipline standards and their learning outcomes within this study sample. This extremely low p-value of 0.00, which is less than the standard 0.05 level of significance, provides robust evidence that the correlation is statistically valid and not due to random error or chance. Another key finding is that the identical correlation coefficient value reported when measuring academic performance against pupils' discipline adds validity to the results. It indicates that the relationship between the two variables is symmetrical - increased discipline positively mirrors growth in learning outcomes. This offers valuable quantitative data supporting the impact of

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behavior on academics. Taken together, these statistical metrics provide compelling evidence that a real, substantiated moderate correlation exists between pupil discipline and academic achievement within this study population. While not proving direct causation, the results strongly suggest improved conduct standards are systematically linked to better educational results.

Conclusions

The student survey reveals several areas where disciplinary practices in the school could be strengthened to promote a more consistent, equitable and supportive learning environment. While most students confirmed receiving consequences for wrongdoing and acknowledged adequate measures exist, a sizeable minority reported inconsistencies. As approximately one-third of students claimed to never face punishment, it is imperative for teachers to re-evaluate disciplinary application to uphold fairness. Adopting a standardized policy outlining objective conduct standards and proportional responses could help ensure all students are treated equally.

Given a majority disclosed not feeling encouraged to develop self-discipline, proactively cultivating this skill warrants enhanced focus. Incorporating positive reinforcement of good behavior through recognition and privileges, in addition to preventative character-building, may foster stronger intrinsic motivation over solely reactive discipline. Considering the clear preference away from corporal punishment indicated, exploring alternative restorative measures centered on open communication and teaching replacement behaviors, as opposed to physical reprimand, is recommended. This aligns with research highlighting the ineffectiveness of harsh tactics. With a large portion observing teacher conduct is exemplary only sometimes, role modeling also needs addressing. All staff must consistently model the core values advocated through their own actions to gain students' respect and influence.

Recommendations

Investing in specialized training equipping teachers with an array of preventative and restorative methods proven to effectively counteract misconduct while repairing relationships and maintaining student engagement represents another intervention strongly recommended as well as establishing collaborative structures empowering parents and community members as partners in supporting conduct maintenance both inside and beyond school gates also deserves consideration.

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