



MANAGEMENT OF STUDENTS' DISCIPLINE IN THE POST CORPORAL PUNISHMENT ERA IN UGANDA SECONDARY SCHOOLS - NORTHERN REGION

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ABSTRACT

Purpose of the Study: To examine how secondary school educators managed student discipline in the post-corporal punishment era in Uganda.

Statement of the Problem: The persistence of learner injuries and challenges in discipline management in Ugandan schools underscores the need for alternative approaches post-corporal punishment abolition.

Methodology: The study employed a qualitative case study design, purposively selecting 16 respondents, including 12 teachers and 4 head teachers from four schools. Data were gathered through in-depth interviews and focus group discussions and analyzed thematically.

Findings: The study found that discipline is managed as a system through procedures like implementing a discipline code, consultation, counseling, effective communication, and creating a safe school environment. These practices aim to address inappropriate behaviors constructively.

Recommendations: The study recommends empathetic discipline management and training educators in alternative approaches like guidance and counseling.

Keywords: *management, discipline, corporal punishment, era, secondary school.*

INTRODUCTION

Throughout history, discipline has often been enforced by the implementation of 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 civilizations such as Egypt (Wasef, 2021). During that era, punishment mostly targeted legal and educational environments. During the early period in Europe, discipline was enforced by the use of corporal punishment. The early churches were the principal advocates of these activities, using them to cultivate human faith. At that time, the churches were closely associated with the legal and education systems (Dupper & Montgomery Dingus, 2009). Enforcing discipline was exceptionally harsh and rigorous, and it was universally acknowledged as the sole legitimate approach to disciplining students in educational institutions.

Nonetheless, Governments worldwide made a commitment to grant all children equal rights by adopting the United Nations Convention on the Rights of Children (CRC) (UNICEF, 1992). According to the Convention on the Rights of Children, it is mandatory for every state to safeguard children from any kind of physical and mental harm, as stated in Article 37 and Article 39. According to the CRC, all member states are obligated to offer assistance to children who have experienced violence. Subsequently, Europe, Israel, Japan, Sweden and other countries advanced the promotion of alternative justice practices by parents (Milka et al., 2017).

However, Uganda was not unique among African countries when the British introduced formal schooling, educators and parents employed corporal punishment as a means of maintaining school discipline and it became an essential component of educators' disciplinary management system in schools,(Musa & Martha, 2020). Over time, corporal punishment was eliminated in Uganda. This decision was made after a thorough examination of the Ugandan Constitution, specifically Article 24 of the 1995 constitution, which safeguards all individuals, including children, from any kind of torture or cruel and inhumane punishment. Additionally, the Government of Uganda passed a law in 2016 that outlines the rights of children and mandates that parents, community members, and teachers must protect children from any form of inhumane treatment.

Despite MoES Safe School initiatives with support from its development partners, existing international laws, and a national legal framework on child protection, corporal punishment against children continues to happen in Ugandan secondary schools. Previous studies in Uganda by (Ssenyonga et al., 2019) have shown that corporal punishment in schools negatively impacted students' retention, learning achievement, and completion. Therefore, this study explored practices from schools managing students' discipline well without using corporal punishment by using findings and recommendations of the inspectors from the Ministry of Education and Sports, Directorate of Education Standards to provide a description of how students' discipline is managed in schools that have demonstrated exemplary discipline management.

Statement of The Problem

The research was sparked by widespread concerns about educators' continued use of corporal punishment to manage learner indiscipline, despite its prohibition. Uganda banned corporal punishment and all forms of violence against children in schools in 2006. This was followed by the issuance of Circular No.23/2006, Circular No.7/2011, and Circular No.2/2015 by the Ministry of Education and Sports. However, complaints about inappropriate disciplining of learners persist, as reported by Henry Ssemakula, a senior education officer in the Ministry (MoEs, 2019). A 2017 study by Raising Voices and Save the Children revealed that 14% of children in Uganda still experience corporal punishment at school (SCIU, 2017). Teachers continue to defy the law, administering corporal punishment despite its prohibition under The Children Act CAP 59 (2008), the Penal Code (Amendment) Act (2007), and Ministry guidelines (MoES, 2010). This illegal practice has been linked to poor student discipline, reduced class participation, and increased dropout rates (UNICEF, 2017).

Despite these challenges, some schools have successfully maintained child-friendly environments that promote student learning and discipline without resorting to corporal punishment. These schools offer valuable opportunities to learn and adapt effective practices for managing learner discipline in compliance with the ban. This study aims to explore and adopt approaches from such schools to address persistent challenges in discipline management and support the creation of conducive learning environments across Ugandan schools

Research Objectives.

- i. To establish the available disciplinary measures provided by teachers to students in managing students' discipline in the post-corporal punishment era?
- ii. To provide a description of how head teachers provide leadership support to teachers in managing students' discipline in the post-corporal punishment era?
- iii. To establish the extent to which school's environment shape the discipline of students in a school that has demonstrated exemplary discipline management in the post-corporal era?

Research Questions.

- i. 1-What are the teachers' available disciplinary measures to students to manage their discipline in the post-corporal punishment era?
- ii. 2-Are there any leadership support that are provided by head teachers to teachers in managing students' discipline in the post-corporal punishment era?
- iii. 3-What roles does the school's environment play in shaping the discipline of students in a school that has demonstrated exemplary discipline management in the post-corporal era?

Theoretical Review

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 by (Glasser, 1999). The two theories used provided a valuable describe how the contrast between the two theories relates to the student's discipline management. The assertive Discipline model emphasizes that teachers establish and instruct a disciplinary framework consisting of 4-5 rules and corresponding consequences. This process involves initially determining the rules and expectations, presenting them to the students, and checking their comprehension (Glasser, 1999).

The theory centers on the emotional drive of instructors to adopt a plan that affirms their authority to teach. The second theory used was choice theory was developed by William Glasser (1998). The theory is based on instructing pupils on how to make judicious decisions. Choice theory focus on human needs and emphasizes that conviction in behaviorism leads to the logical inference that if a student engages in disruptive behavior, the underlying cause can be attributed to the school environment.

Empirical Review

Teachers' available disciplinary measures to students in discipline management.

Discipline support involves a structured and compassionate approach to maintaining order, fostering emotional bonds between teachers and students (Kahraman et al., 2022; Sibanda, 2016). Hirschi (1969), as referenced in Sibanda (2016), posits that emotional connections to individuals or systems enhance adherence to norms and reduce deviant behavior. Strong teacher-student connections improve students' self-confidence, academic performance, and motivation.

Rampa (2014) found that teachers' perceptions of their relationships with students are stronger predictors of long-term outcomes, such as work habits and behavior, than observations of students' current behaviors. These findings align with Hirschi's (1969) assertion, as cited in Alsubaie (2015), that significant emotional attachments can deter deviant behaviors even in a teacher's absence. Strong teacher-student relationships benefit all students, including those with special needs (Sibanda, 2016; Lawazi Sibanda, 2016).

Christina et al. (2021) emphasize that the aim of student discipline is to build responsibility and self-control by supporting students' mental, emotional, and social development. Reciprocal and trusting relationships foster self-respect and good behavior. However, traditional approaches often rely on punishment, with teachers asserting dominance through warnings, threats, and penalties (Aboagye, 2019; Nduhura & Natamba, 2022a).

Discipline in schools is frequently tied to obedience to authority, often drawing from biblical teachings. Romans 13 emphasizes submission to authority as divinely ordained, reinforcing the concept of discipline as respect for those in authority. This approach underpins many schools' discipline frameworks, emphasizing adherence to moral and religious principles.

As highlighted by Onyango (2016a), discipline is the deliberate guidance and instruction aimed at promoting a social order in which the rights and responsibilities of students in the school are well-balanced. It is considered the cornerstone of any school's success as it guarantees the achievement of educational objectives. This claim is corroborated by Ampeire et al. (2022), who highlight that school discipline is a purview of the administration. Hence, the head teacher must establish a well-defined policy on discipline in order to effectively oversee the control of students' behaviour. Given that student learning is the ultimate goal of educators' action, learners' discipline must be considered

an instrument of student teaching (Nduhura & Natamba, 2022c). As noted (Musa & Martha, 2020), if students are not disciplined, no behaviour management program exists in the school to produce enduring behaviour change. Although some administrators are effective in classroom teaching, their commitment as administrators is low. Instead, an effective administrator ensures that both teaching/learning and discipline management are vectors of action (Okaka, 2019). The book of Proverbs 19:20 is about a discipline that *“listens to advice and accepts instructions, that you may gain wisdom in the future.”* All these give a glimpse of how discipline management can be done.

Education literature, as cited by Alsubaie (2015), highlights the importance of teacher-learner relationships in promoting effective classroom discipline. Strategies such as consistent behavior, openness, humor, and friendly interactions (George, 2017) are recommended, though some caution against humor that targets learners (Jonah, 2015). Jolstead (2017) emphasizes that the quality of teacher-learner relationships significantly influences classroom behavior, while Temitayo et al. (2014) advocate for relationship-focused misbehavior prevention plans. Social equality in teacher-student interactions, as proposed by Caldarella et al. (2015), encourages mutual respect without undermining the teacher's authority, which must be balanced to maintain order and ensure adherence to school policies. However, Galvin et al. (2019) warn that excluding learners from rule-setting can lead to non-compliance, highlighting the need for collaborative discipline approaches.

Schools, as social institutions, play a pivotal role in shaping students' intellectual, social, and disciplinary development. Mishra and Arora (2021) argue that schools provide opportunities for students to acquire knowledge, master skills, and develop accountability while fostering discipline through participation in structured activities. However, challenges persist, as highlighted by Moyo et al. (2014), including disruptive behaviors and ineffective school management (Greene, 2018). Hansen et al. (2019) call for fundamental changes in school management mindsets to address these issues. Early identification and intervention for students' behavioral and academic challenges, coupled with fostering social-emotional learning, are crucial in creating positive school climates that discourage negative behaviors and support safe, caring learning environments.

Leadership measures provided by head teachers in discipline management.

School administrators play a vital role in addressing student misconduct through individual interventions outlined in behavioral education plans (Nduhura & Natamba, 2022c; Jean-Pierre & Parris, 2023). These plans include alternative behavioral strategies, communication skill development, and regular engagement between administrators, teachers, and students. Teachers maintain progress reports that parents review and sign, while students adhering to the school's code of conduct can earn rewards during the term (Simsir & Dilmac, 2020). These strategies aim to reduce misconduct by fostering accountability and promoting positive behaviors.

Discipline involves training the mind and character to develop responsible behaviors like self-control and obedience while enabling individuals to coexist peacefully (Amoah et al., 2015; Sandra, 2018). However, discipline challenges remain a global issue, with cases such as vandalism, bullying, and absenteeism reported across regions, including Uganda (Ssenyonga et al., 2019; Ampeire et al., 2022). Democratic discipline management, which emphasizes student participation in decision-making, offers an alternative to corporal punishment. This approach fosters self-discipline and shared responsibility, encouraging students to actively engage in formulating and executing disciplinary measures (Ampeire et al., 2022).

Positive reinforcement is a key strategy for promoting discipline, focusing on recognizing and rewarding positive behaviors while discouraging undesirable ones (Manoj & Anoop Thomas, 2018; Praveen & Alex, 2017). This method includes verbal praise, public acknowledgment, and social rewards, ensuring that consequences for misconduct focus on the behavior rather than instilling guilt in students. Educators play a crucial role as role models, as children often emulate the behavior of adults in their environment. Teachers who demonstrate compassion, patience, and ethical principles encourage students to replicate these positive traits, reducing negative behaviors and fostering a supportive school climate (Budrich, 2021).

School environment and students' disciplinary mechanisms.

The school environment encompasses the attitudes, norms, values, beliefs, and expectations within the school community, as well as the physical and classroom-level climate (Aldridge et al., 2016). This study measured the school atmosphere using six constructs: teacher-student relationships, peer connectivity, school connectivity, affirming diversity, rule clarity, and reporting/seeking assistance (Riekie et al., 2017; Aldridge et al.,

2019). Teacher support, school connectedness, and rule clarity were identified as key elements influencing school climate, with high-quality environments linked to improvements in self-esteem, well-being, academic performance, and behavior (Klem & Connell, 2004). Despite this, many schools lack desirable features of disciplined climates, weakening discipline management and hindering students' growth (Cohen et al., 2009; Schultz-Jones et al., 2021).

Bandura's (1997) Social Learning Theory emphasizes that learning occurs through observation, imitation, and reinforcement, influenced by the school environment. Glaser (2000) argued that most discipline problems arise from students' misguided attempts to meet basic needs such as power, love, and belonging, often shaped by their school and family environments. Schools significantly contribute to discipline issues, particularly when rules and routines are not properly established. Previous studies highlight that teenage students thrive in well-structured school climates where rules and discipline foster positive behaviors and relationships (Pontus Yahweh Ngwokabuenui, 2015; Kagoiya & Kagema, 2018).

Discipline issues stem from various factors, including parental influence, peer pressure, and environmental conditions, alongside advancements in communication technology (Kagoiya & Kagema, 2018). Addressing these problems requires preventive measures grounded in conceptual frameworks like Afari's (2015), which advocate for shared responsibility among parents, communities, and stakeholders. Collaborative efforts are essential to establish disciplined school environments, emphasizing proactive strategies to mitigate indiscipline and foster a supportive climate for students' development (Sadik & Yalcin, 2018).

RESEARCH METHODOLOGY

The study employed a qualitative approach rooted in interpretive paradigm, utilizing a multi-case study design to explore students' discipline management by schools' educators in secondary schools. Data was collected from 16 purposively selected participants comprised of 12 teachers and 4 head teachers from 4 schools identified from the schools' inspectors' reports on schools that have demonstrated exemplary discipline management. The purposive sampling targeted key informants in their schools' roles in discipline management, whereas, the qualitative approach allowed for in-depth interviews with head teachers and focus groups discussions with the teachers which promoted deeper

insights and variation in questioning during the face-to-face interviews with participants. Thematic analysis was applied which involved the researchers' initial familiarization with the data by reading through many times, coding and organizing themes.

RESULTS

The results of the study are presented in the subsequent sections, and the identification of the participants in this study is as shown below: 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. Teachers interviewed in these schools were also coded following the order in which the researcher visited the Schools, for example;

Teachers interviewed from the first school to the last school and were assigned codes as: T₁..... T₁₂ .

The first School visited for the interviews was Aboke School, and the teachers interviewed were coded as (T₁, T₂, T₃). The second school visited was Ocer Jesuit School, and the teachers were coded as (T₄, T₅, and T₆). The third School was Restore High School, and the codes assigned to the teachers in order of interviews were (T₇, T₈, T₉) and lastly, Poke Teachers were coded as (T₁₀, T₁₁, T₁₂). Therefore, the general results of the focus group interviews with teachers were then summarized and coded as follows;

F_{gi}A_sT₁, F_{gi}A_sT₂, and F_{gi}A_sT₃ = Focus group interviews in Aboke School in which the first three teachers were interviewed, i.e. (T₁, T₂, T₃).

F_{gi}I_sT₄, F_{gi}I_sT₅ and F_{gi}I_sT₆ = Focus group interviews in Ocer Jesuit School conducted on 4th, 5th and 6th teachers i.e. (T₄, T₅, T₆).

F_{gi}R_sT₇, F_{gi}R_sT₈ and F_{gi}R_sT₉ = Focus group interviews in Restore High School conducted on 7th, 8th, and 9th teachers (T₇, T₈, T₉).

F_{gi}P_sT₁₀, F_{gi}P_sT₁₁ and F_{gi}P_sT₁₂ = Focus group interviews in Poke School Conducted on 10th, 11th and 12th teachers (T₁₀, T₁₁, T₁₂).

During the in-depth interviews with head teachers, the results of the interviews were presented, and the identification of participants in the study is as follows:

IDIHTRA_s = In-Depth Interviews with Head teacher of Aboke School.

IDIHTRJ_s = In-Depth Interviews with Head teacher of Ocer Jesuit School.

IDIHTRR_s = In-Depth Interviews with Head teacher of Restore School.

IDIHTRP_s = In-Depth Interviews with Head teacher of Poke School.

Teachers were asked, “*What does students’ discipline mean to them at school when it is mentioned, and how do they define and explain it.*” Their responses fell into 3 categories and were summarized as themes: Readiness and orderliness, a system, Respect/compliance, and the subsequent codes provided for each theme, as shown in the table below.

Table 1: Responses Of Teachers On Their Perceptions Of What Students’ Discipline Is And How They Explain And Define It.

Theme	TEACHERS
	Codes
Readiness and orderliness	<ul style="list-style-type: none"> - A closely related measure to check on how students relate. - Ways of creating order in the school through imparting acceptable values.
A system of;	<ul style="list-style-type: none"> -Exhibiting general conduct by students and teachers. -Uniform behaviour in school. -Character development and how students respond to the teacher. -Time management and punctuality for every school activity.
Respect and compliance	<ul style="list-style-type: none"> -Responds to rules/regulations, rightful ways pupils conduct themselves based on rules. -Teachers and students have a common mind about rules and regulations. -Doing what is expected of learners, e.g., respect, orderly in class, punctuality, and time management.

The study explored participants’ understanding of student discipline. Teachers defined discipline as a system, compliance with laws, and readiness and orderliness. They emphasized aspects like time management, character development, respect, and adherence to rules (FgiAsT1, FgiPsT12). Similarly, head teachers described discipline as organized systems guiding behavior through time management, character development, and self-control (IDIHTRAs, IDIHTRPs). Both groups highlighted the importance of structured systems for maintaining order and promoting positive student behavior.

The second question asked was; “*What alternative discipline strategies do you apply in the classroom/ school to ensure sound discipline*”? In answering this question, teachers’ responses fell into 3 categories after carefully analyzing transcripts collected from them. These categories were orderliness, rules/regulations, and learners-centered teaching methods. Subsequently, codes were identified from these themes, as shown in Table 4.2 below.

Table 2: Teachers' Alternative Strategies Of Discipline Applied In Classes/Schools.

Theme	Code
Orderliness	<ul style="list-style-type: none"> - Maintaining order in the classroom. - Knowing students' names. - Organizing seat arrangements/patterns in the class. - Conducting regular class meetings for mentorship. - Allowing students to voice their grievances. - Engaging in one-on-one interactions through frequent talks with students. - Inspiring learners by using impactful words. - Modeling learners through guidance and counseling. - Involving parents in addressing discipline issues with teachers and students. - Ensuring time management and adequate lesson preparation for effective content delivery.
Rules/Regulations	<ul style="list-style-type: none"> - Enforcing class rules and regulations through student prefects. - Displaying and enforcing rules and regulations in all classes.
Learner-Centered Teaching	<ul style="list-style-type: none"> - Using teaching approaches that motivate learners during lessons. - Catering to individual differences in the teaching and learning process. - Employing child-participatory methodologies to engage all learners.

Table 2 above shows teachers' explanations on alternative strategies in discipline management in the classroom/school to ensure sound student discipline, namely: orderliness, classroom rules and regulations, and learners' cantered teaching methods. Orderliness strategies to discipline in classes are the most preferred approaches teacher's uses, and the participating teachers maintained that it is the most appropriate way to approach discipline in their classes. Under this theme, orderliness was explained as being very orderly in the class (F_{gi}A_sT₂), knowing students by name (F_{gi}J_sT₆), proper organization of seats arrangement/patterns (F_{gi}R_sT₈, F_{gi}R_sT₉, F_{gi}R_sT₈, F_{gi}R_sT₉), regular class meeting for

proper mentorship($F_{giJ_sT_4}$, $F_{giJ_sT_5}$, $F_{giJ_sT_6}$), giving students chances for students to air their grievances($F_{giJ_sT_4}$, $F_{giJ_sT_5}$, $F_{giJ_sT_6}$), frequent talks with students which is one on one interaction($F_{giJ_sT_4}$, $F_{giJ_sT_5}$, $F_{giJ_sT_6}$), touching the mind of the learners with words($F_{giP_sT_{11}}$, $F_{giP_sT_{12}}$), modeling learners with a different aspect such as guidance and counseling($F_{giA_sT_2}$), parents' involvement which help in sharing between parents ($F_{giA_sT_3}$), time management and adequate preparation to have appropriate subject content ($F_{giR_sT_7}$, $F_{giR_sT_8}$, $F_{giR_sT_9}$ $F_{giA_sT_1}$, $F_{giA_sT_2}$). The theme, learners-centered teaching methods is also a preferred strategy by teachers for maintaining class discipline. They maintained that this strategy of discipline management makes the learning process motivational and promote lifelong learning ($F_{giA_sT_1}$, $F_{giA_sT_2}$), catering to individual differences during the teaching/ learning process ($F_{giJ_sT_4}$, $F_{giJ_sT_5}$), time management and allow for adequate preparation of the subject content($F_{giR_sT_7}$, $F_{giR_sT_8}$, $F_{giR_sT_9}$ $F_{giA_sT_1}$, $F_{giA_sT_2}$). In contrast, rules/regulations in the class were the least preferred approaches to discipline management. The interviewed teachers explained that enforcement of class rules/regulations limits learners' participation and creativity in the classroom ($F_{giA_sT_1}$, $F_{giA_sT_2}$).

The third question as to teachers was on “*How they deal with disciplinary challenges in their school?*”

After reading through the responses many times, 3 themes emerged: Behaviour modification, guidance and counseling, and use of discipline code. The responses of these teachers on how they dealt with disciplinary challenges in schools were summarized into these themes, and appropriate codes were developed, as seen in

Table 3 below.

Table 3: Teachers' Responses On How They Deal With Disciplinary Challenges.

Theme	Code
Behavior Modification	- Restoring love and hope for in disciplined learners.
	- Using socialization skills to unite all learners.
	- Being an exemplary role model.
	- Advising students to adapt to rules and regulations.
	- Enforcing strict time management through proper timetable utilization.
	- Providing necessary information through sensitization.

Guidance and Counseling	<ul style="list-style-type: none">- Allocating time for students to understand their problems.- Engaging in frequent prayers for spiritual guidance.- Listening to students' complaints and allowing them to explain themselves.- Offering spiritual counseling.- Mentoring and advising students when they deviate from acceptable behavior.- Guiding new students during orientation and periodically thereafter.
Use of Discipline Code	<ul style="list-style-type: none">- Enforcing discipline by periodically reminding students of rules and regulations.- Referring cases to appropriate authorities or departments.- Following protocols to address indiscipline and reprimanding wrongdoers.

As seen in table 3 above, three themes emerged from their responses when teachers were asked how they deal with disciplinary challenges in their schools. These themes were: Behaviour modification, Guidance, counseling, and the use of a discipline code. The theme of Guidance and counseling was noted as teachers' most popular methods of maintaining discipline. Teachers explained it as providing a spiritual living to implore students (F_{gi}P_sT₁₀), giving time for students to understand their problem (F_{gi}J_sT₅, F_{gi}J_sT₆), and frequent prayers as a way of spiritual guidance (F_{gi}R_sT₉), allowing a student to explain himself/herself (F_{gi}P_sT₁₂), and guiding the new students through mentorship (F_{gi}A_sT₂).

While teachers explained the theme behaviour modifications as; Restoring love and hope of indiscipline learners (F_{gi}R_sT₇), use of socialization skills to bring all learners together (F_{gi}A_sT₃), being exemplary and role model teachers (F_{gi}P_sT₁₁), strict adherence to time management (F_{gi}A_sT₁), provision of the necessary information through sensitization (F_{gi}R_sT₈). In contrast, the use of a discipline code was defined as the enforcement of discipline through referrals of cases to appropriate offices (F_{gi}J_sT₄), following protocol by reminding students about rules and regulations periodically and solving issues of indiscipline as well as reprimanding wrongdoers (F_{gi}A_sT₁).

Head teachers identified key systems for discipline, including rules/regulations, effective communication, fellowship programs, and rewarding/counseling. Clear rules and

orientation programs were highlighted as crucial for managing behavior, fostering harmony, and reinforcing moral codes. Additionally, infrastructure, safety, hygiene, and positive relationships were emphasized as vital for shaping student discipline.

Table 4: Responses/ explanations of head teachers on the roles of the school environment in shaping students’ discipline.

Theme	Code
Infrastructures and Safety	<ul style="list-style-type: none"> - Adequate classrooms with sufficient seating. - Controlled student population matching available facilities. - Wall-fenced school for enhanced security. - Adequate toilet systems for hygiene and comfort. - Tight security measures to safeguard learners. - Conducive dorms and classrooms promoting discipline. - Paved compounds contributing to orderly behavior. - Well-maintained classrooms with adequate furniture.
Health, Hygiene, and Sanitation	<ul style="list-style-type: none"> - Regulated eating times with properly cooked meals. - Clean and well-maintained washrooms. - Provision of an adequate and balanced diet for students. - Clean and hygienic dormitories. - School culture emphasizing time management. - Properly managed meal timetables by school authorities. - Adequate and clean sanitation facilities, including toilets and bathrooms.
Teacher-Student and Student-Student Relationships	<ul style="list-style-type: none"> - A quiet and well-maintained school compound. - Effective communication between students, teachers, and administrators promotes discipline. - Strict time management reducing loss of learning time and fostering academic success. - A child-friendly school environment encouraging positive behavior. - Adequate human resources ensuring timely service delivery and early communication.

From table 4 above, following responses and explanations from the respondents on the roles of the school environment in shaping students’ discipline, three themes were identified: Health, hygiene and sanitation, Infrastructures and safety, and teacher –student, student – student relationship. School health hygiene and sanitation were seen as the common aspect of the environment in promoting students’ discipline. The participating head teachers maintained that students would be disciplined if; the school provided clean

washrooms (IDIHTRJ_s), a good diet and adequate time (IDIHTRP_s), proper meal timetable (IDIHTRP_s), a school culture of time management (IDIHTRP_s), adequate sanitation facilities (IDIHTRR_s), e.g., toilets, urinary shelter with proper cleanliness in dorms), timely regulated food eating time which is adequate (IDIHTRA_s, IDIHTRP_s), quietness of the school environment and cleanliness of school compound (IDIHTRA_s, IDIHTRJ_s). Better school health and sanitation is a discipline that inculcates a child-friendly school environment (IDIHTRR_s)

Also, as seen in table 4.9, head teachers defined and explained school environment as infrastructures and safety, which to them includes adequate classrooms (IDIHTRP_s), a controlled number of students to meet the required facilities (IDIHTRP_s), a well-fenced school and adequate toilet system (IDIHTRJ_s), and adequate seat for learners (IDIHTRA_s), and tight security in school (IDIHTRA_s), conducive dormitories/classrooms and paved compound talking classrooms etc. (IDIHTRR_s)

Teacher–student, student–head teachers explained student relationships as a factor in shaping students’ school discipline. To responding head teachers, the student-teacher and student-student relationship was explained as effective communication (IDIHTRR_s, IDIHTRA_s, and IDIHTRJ_s), strict time management which reduces loss of teaching/learning time (IDIHTRJ_s, IDIHTRP_s), child-friendly school environment which tame students’ discipline as well as human resource adequately and early communication to manage learners (IDIHTRA_s, IDIHTRP_s).

DISCUSSIONS

The study identified key themes and strategies for managing student discipline, including readiness and orderliness, systems, disciplinary codes, consultation, restorative justice practices, guidance and counseling, behavior modification, and effective communication. Teachers emphasized teacher-student relationships and child-centered methodologies as vital for fostering discipline, aligning with Choice Theory, which advocates for nurturing self-discipline among students. The findings resonate with Sadik and Yalcin (2018), who emphasized the importance of establishing systems to address challenging behaviors, and Sandra (2018), who highlighted aligning rules with hope-restoration initiatives. Behavior modification strategies like assemblies, seminars, and class meetings were found effective, supported by Betake (2016), who noted that dialogue fosters positive discipline. While some teachers, as Maina and Sindabi (2016) noted, expressed opposition to the ban on corporal punishment, alternative strategies such as orderliness, learner-centered teaching,

and guidance and counseling emerged as preferred methods. These strategies emphasize knowing students by name, conducting regular meetings, and encouraging time management, consistent with Alsubaie (2015), who emphasized supportive pedagogies for fostering discipline.

The study also underscored the critical role of the school environment in shaping discipline. Factors like health, hygiene, sanitation, infrastructure, and safety significantly impacted student behavior. Clean and well-maintained facilities, such as toilets and dormitories, alongside a quiet and organized environment, were linked to improved discipline. These findings align with Aldrup et al. (2018), who noted that positive learning environments enhance discipline and performance, and Wang (2015), who emphasized the role of academic, community, and institutional dimensions in shaping student development. Moreover, guidance and counseling, particularly spiritual guidance, coupled with effective communication, mentorship, and structured dialogue, were highlighted as essential for fostering better behavior and creating a supportive school climate.

CONCLUSION

Generally , the study highlights the students' discipline management systems which involves administrative tools such as developing an effective routine system that includes discussions/dialogue meetings with students, using effectively the rules/regulations to curtail, providing guidance and counseling to students, improving school safety environment, providing proper school hygiene to motivate learners, modifying learners' behaviour through role modeling, 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 that educational professionals address disciplinary issues with compassion, considering students' challenges at school and home that may contribute to indiscipline. It emphasizes the implementation of alternative disciplinary methods, such as guidance and counseling, across all educational institutions. Comprehensive training for head teachers and teachers on these methods is essential. Additionally, due to the small sample size (teachers n=12; head teachers n=4), further research, particularly using quantitative survey designs, is necessary to provide more generalizable insights into student discipline management.

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