School Board of Governors' Involvement and Students' Discipline; A Case Study of Selected Universal Secondary Education Schools (USE) in Adjumani District

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DECLARATION

I, Abigeal Munshabire, declares that the work herein titled 'School Board of Governors' Involvement on Students' Discipline; a case study of selected Universal Secondary Education Schools in Adjumani District' is presented in its original form and has not been presented to any other University or Institution for any academic award whatsoever.

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APPROVAL

This is to certify that this dissertation entitled: School Board of Governors' Involvement on Students' Discipline; a case study of selected Universal Secondary Education Schools in Adjumani District has been written under my supervision and submitted for examination with my approval.

Signature: _____.Date:_____

Dr. Habimana John Baptist

Academic supervisor

Dedication

This research dissertation is dedicated to my family, children (Lejoruku Tony, Mundua Patricia Liz, Anzoa Praise Esther, Ainemigisha Prima Tutu, Opia Christine Promise, Kenega Patience Malaika and the late Kadabara Timothy). They have been my rock and a source of unconditional love, encouragement, and belief in my abilities. This piece of work will inspire them to achieve greater heights.

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List of abbreviations

USE-Universal Secondary Education

BOG- Board of Governors

SPSS- Statistical package for social sciences

Abstract

The study investigated School Board of Governors' involvement on Students' discipline in selected Universal Secondary Education Schools in Adjumani District. The study examined the extent to which School Boards were involved in handling students' discipline in Universal Secondary Education Schools in Adjumani District; assessed the level of students' discipline in USE Schools in Adjumani District; and determined the relationship between BOGs' involvement and students' discipline in USE schools in Adjumani District. Educational Technology model underpinned the study. The study adopted a cross-sectional survey design. A sample of 90 respondents was obtained through purposive and random sampling methods. Data was collected using questionnaires for quantitative data and interviews and focus group discussions for qualitative data. Data was analysed using SPSS and thematic analysis qualitative data respectively. The findings revealed that the extent to which BOG were involved in affairs of student discipline was limited, Hence inadequate understanding of the Education Act and the functions of BOG. Discipline indicators revealed that; the majority of the students' don't report to school by 7:30am, don't put on full school uniform when coming to school, and rampant cases of bullying or fighting at school. The study recommends, that members of the Board of Governors be actively involved in school discipline management, in collaboration with Head Teachers and teachers. Increased and active involvement of the Board in affairs of school discipline with increase students' awareness of the strict hand of the board on behaviour would deter indiscipline.

Chapter One

Introduction

1.1 Overview

World over, there is overwhelming pressure for improving students' discipline in secondary schools (Huges, 2021). This is because Research has shown that student's discipline is a key factor to academic performance (Njoroge and Nyabuto, 2016). Lack of learner discipline in many public schools throughout the world has been a matter of great concern for school management and educators, and to a lesser extent for learners themselves, parents and the general public (Wayson & Pinnell, 2016). This is in line with Hughes (2017) who asserted that effectiveness of a code of conduct is the degree to which violations of the code can be appropriately addressed. In the same vein, by virtue of its governance mandate, the school board delegates the day-to-day enforcement of the code of conduct to the school management team and teachers in most countries.

1.2 Background of the study

1.2.1 Historical Perspective

Historically, students discipline has been an outstanding concern for school administrators as a social phenomenon that impacts institution's growth and development in the community and country at large. It is through education that knowledge, skills and values are transmitted from one generation to another in order to ensure economic, political and social stability, continuity and advancement of a country. Acknowledging this fact Matos (2017) writes *"It has now been accepted that an educated population is the primary resource that every nation must strive to build"*. Unlike, the situation in the past, when natural resources counted most, today only an educated population can contribute meaningfully to development and participate significantly in national and international distribution of labour and wealth.

Despite its socio-economic and political importance, in South Africa during the apartheid period, education was divorced from the large section of the country's population. Thus while education is seen by many people all over the world as a tool to forge national cohesion and unity in contemporary multi-cultural societies, the reverse was the case in South Africa (Soudien and Baxen., 2016). Describing this unequal education for black and white citizens under apartheid, King (2016) has this to say; "*It must also be recalled that South Africa entered this new policy environment with a human development situation in which the black population was on par with the Democratic Republic of Congo and white population on par with Canada*."

Overall, education is regarded by many people as a catalyst for human (social) and economic development. For this reason, the constitution of every democratic nation emphasizes the right of all citizens to education. Democratic constitutions entrench this right in order to give everybody equal opportunity to schooling, employment, leadership positions and services.

To achieve effective provision of education services and ensure gainful impacts on learners, governments and education actors have viewed the institution of board of governors/trustees necessary to effective school management and student discipline.

In New Zealand, the 1st October 1989 was a significant one in the history of education administration. On that day more than two thousand, six hundred boards of trustees gained statutory powers under the newly enacted Education Act 1989. This was to ensure that individual learning institutions be the basic unit of education administration; with a board of governors composed of parents, teaching staff, community members and other dignified persons making decisions on how schools are run, and with power to make by-laws (or rules) for the schools and had statutory powers in relation to the suspension and expulsion of pupils (Breakwell., 1993).

In the USA, during the 2016-2017 school year, the local board of education took actions against disciplinary cases whereby 37 percent of the disciplinary actions were taken by School Board in response to students' involvement in the use and possession of weapons and firearms or explosive devices.

Gunter (2016) explained the evolution of school leadership in England and elaborated that school leadership includes teachers, principals, children may use titles and the language of leader, leading and leadership but in reality they tactically implemented externally designed and regulated change. Power lies elsewhere, and leadership strategy is determined and controlled by the Board of governors, political and economic elites outside the school.

Wilkins (2015) state that Board of governors as those people tasked with the legal responsibility of holding senior leadership to account for the financial and educational performance of schools. These historical accounts emphasized the influence and power of board of governors of schools as those people that determined the codes of conduct, principles for management, accountabilities, and set consequences for deviance or a system of protocol in handling disciplinary cases.

In Uganda, the history of education dates back in 1886 and evolves during the ancient times of missionaries Ssekamwa, J. C. (1997).With the arrival of the missionaries, large efforts were made for the people of Uganda to learn to read and write. Uganda had conducive environment for both

the natives and foreigners to study, with the first travelers who entered the country earlier found out that the native arts in Uganda were far ahead of the surrounding tribes (Ingham, K., 2023).

As of now, with the introduction of the Universal Secondary Education system in Uganda, every Sub County in the country has secondary school. However, students' discipline in Secondary Schools has been found to be problematic (Samson and Allida. 2018). Decline of morals among secondary students have been greatly affected by poor parenting, media, group influence, the use and development of various internet technologies such as facebook, sending and receiving emails, googling and charting (Samson and Allida. 2018). This has raised the need to examine the role of Board of Governors in effecting students' discipline.

1.2.2 **Theoretical Perspective**

The study was guided by the Educational Technology model by *Dewey (1957).* Dewey articulates that one must be doing something that is for production of results and has self-meaning… "But out of occupation and out of doing things that are to produce results, and out of doing these in a social and co-operative way, there is born discipline of its own kind and type, and by not giving up students become their own discipline teacher" –Dewey (1957). For instance when students are effectively running the classroom according to the established rules and procedures, then this makes the issue of discipline easier. The theory emphasises that student do not learn from experience but they learn from reflecting on experience however the theory over-emphasis on reflection is not scalable "No experience is educative without reflection"

By contrast social learning theory by Albert Bandura highlights the significance of observational learning and the influence of cognitive processes on behaviour. Social learning theory suggests that individuals learn by observing others and imitating their action hence affects discipline in schools positively or negatively.

Also, according to Baah & Tawiah (2011) schools just as organizations have a set of behaviours which can be defined as the study of the structure, functioning and performance of the schools, and behaviour of groups and individuals within them.

Also, Bidyapati (nd) states that the behavioral learning theory focuses on observable behaviour and behaviorism is a study of how controlled the changes to the subject's environment that affects the subject's observable behaviour. Teachers control the environment and use a system of rewards or punishments to encourage the desired behaviors in students.

Behaviour can be thought of as a form of student discipline management. Principles of behaviorism can help us to understand how we are affected by associated rewards and punishments. Good

behaviour is a very important tool for educators because it impacts how students react and behave in the classroom.

The study was guided by Agency-Stewardship Theory. This theory presents two contrasting views of the BOG's relationship with the school (the "principal-agent" problem). Views the BOG as a principal that must monitor and control the agents (head teachers, teachers) to ensure they act in the school's best interest. From this view, the BOG's role in discipline is to: Monitor the head teacher's implementation of disciplinary codes.

1.2.3 Conceptual Perspective

Discipline may be identified neither with an instrument nor apparatus, it is the power, modality for its exercise, comprising a whole set of instruments, techniques, procedures, levels of application, targets; it is a 'physics' or an 'anatomy' of power, a technology" –Foucault (2023).

Discipline is a situation where students comply with legal requirements laid down by school administration. Discipline in schools plays a vital role in the achievement of the school's expectations and goals. It also helps in the acquisition of the sense of responsibility in learners as well as educators and administrators. Educators' ability to exercise effective discipline is essential.

All things being equal, schools that manage student behaviour through means other than suspension produce the highest achieving students. In this respect, the quality of education a school provides is closely connected to its discipline policies (Black, 2016).

School Board of Governors' Involvement. This refers to the active participation of the BOG in the governance and management of the school, beyond a mere ceremonial role. It is a multi-dimensional concept that can be operationalized through several key functions: Policy Formulation and Review: Developing, approving, and periodically reviewing the school's code of conduct, disciplinary procedures, and other relevant policies. (Ajambo, A., & Mushemeza, E., 2021).

1.2.4 Contextual Perspective

The study took place in Selected Universal Secondary Education Schools (USE) in Adjumani District. With the introduction of the Universal Secondary Education system in Uganda, every Sub County in the country has secondary school, (NTV Uganda (April 8, 2025). Adjumani district has five government secondary schools; namely: Biyaya S.S.S, Alere S.S.S, Adjumani S.S.S, Dzaipi S.S, Ofua S.S and St. Mary Assumpta S.S.S (Ministry of Education and Sports.,2019).

By 2014, USE/UPPET had expanded access and improved attendance in secondary education with net enrolment ratio standing at 24.7% from 18.6% in 2006 prior UPPET, and increased primary school graduate transition rate to S1 from 51% in 2006 prior USE to 73% after introduction of USE.

The proportion of USE school students accounted for 63% of all secondary enrolment in Uganda (National USE/UPPET and UPOLET Headcount., 2015). However, discipline among students in the Ugandan universal secondary schools (USEs) is a major concern. Discipline in USE Schools affects teaching-learning processes and affects teachers and students in the achievement of the learning outcomes. Discipline in schools is not only key to good academic performance but also preparation for success throughout the students' lifetime. Decline of morals among secondary students have been greatly affected by poor parenting, media, group influence, the use and development of various internet technologies such as facebook, sending and receiving emails, googling and charting (Samson and Allida., 2018).

According to some administrators and teachers, discipline is perceived as too loose, a thing of the past, and not supportive of the intellectual climate that they are trying to build among students. Other teachers in some schools see discipline as too repressive, mistakenly focused on punishment, and ineffective in producing self-discipline (Robert 2020). This created the urgency to examine the impact of Board of Governors involvement in students' discipline in Universal Secondary Schools (USE) of Uganda.

1.3 Problem statement

Secondary schools issues for example alcoholism, drug abuse & absenteeism in previous years have been neglected. Urgency for Sec School BOG response to the indiscipline is extraordinary. Hence the need for students discipline. If students are disciplined-they would have good academic performance, personal responsibility and moral attributes. Olaitan et al (2013) articulates that truancy, absenteeism, fighting, stealing and drug addiction among others are typical examples of disciplinary problems experienced in a school environment. Coupled to the problem, is the fact that the reformers –the teachers lack motivation; the influence of discipline and motivation on employees' performance must not be underscored (Zulaspan Tupti et al 2020). Low pay affects teachers' morale to instill discipline in students. Schools with an open, positive school climate often experience higher teacher morale and student performance and achievement (Eshbach & Henderson, 2010).

However, due to declined parents involvement and low pay of teachers has results into low teacher motivation hence resulting into poor performance. More so the policies that guide implementation of USE such as automatic student promotions render students lazy on reading for excellence, get indulged on drug abuse and other forms of indiscipline.

Despite the efforts by parents and teachers to enforce disciplinary measures in USE schools, students' discipline is still a challenge in Universal Secondary Schools in Adjumani District. If these trends of poor enforcement of discipline continue in USE schools in Adjumani District, there

will be increased cases of inadequate teaching and learning, uncovered/unfinished school syllabus that will eventually lead to poor students' performance, high dropout rates among students, and wastage of resources invested by stakeholders of education such as parents, teachers and the government. It is on this backdrop that the study sought to establish the School Board of Governors' involvement on Students' discipline in selected Universal Secondary Education Schools in Adjumani District.

1.4 Purpose of the study.

The purpose of the study was to investigate School Board of Governors' involvement on Students' Discipline in selected Universal Secondary Education Schools in Adjumani District.

1.5 Objectives of the study

1. To examine the degree to which School Boards are involved in handling students' discipline in Universal Secondary Education Schools in Adjumani District.
2. To investigate the level of students' discipline in USE Schools in Adjumani District.
3. To determine the relationship between BOGs' involvement on students' discipline in USE schools in Adjumani District.

1.6 Research Questions

1. To what extent are School Boards involved in handling students' discipline in USE secondary schools in Adjumani District?
2. What is the level of students' discipline in USE Schools in Adjumani District?
3. What is the relationship between School Boards involvement in handling students' discipline and students' discipline in USE Schools in Adjumani District?

1.7 Scope of the study

1.7.1 Content scope

The study focused on determining the school board of governors' involvement on students' discipline in selected universal secondary Education schools in Adjumani district. This included examining the degree to which the Boards are involved in handling students' discipline and relationship between School Boards are involvement in handling students' discipline and changes in students' discipline in USE Schools in Adjumani District.

1.7.2 Geographical scope

This research was carried in Adjumani District because cases of indiscipline in USE schools in Adjumani was alarming. Adjumani District borders Moyo District to the north, South Sudan to the northeast, Amuru district to the east and south, Obongi District to the southwest and Yumbe District to the northwest. Adjumani has five government secondary schools. The largest town in the district is called Adjumani, and is located approximately 125 kilometres (78 miles) by road, northeast of Arua the largest city in the sub-region. The district lies approximately 436 kilometres from

Kampala, the capital of Uganda and the largest city in that country. The district lies on the southern bank of the White Nile, just before it flows into South Sudan.

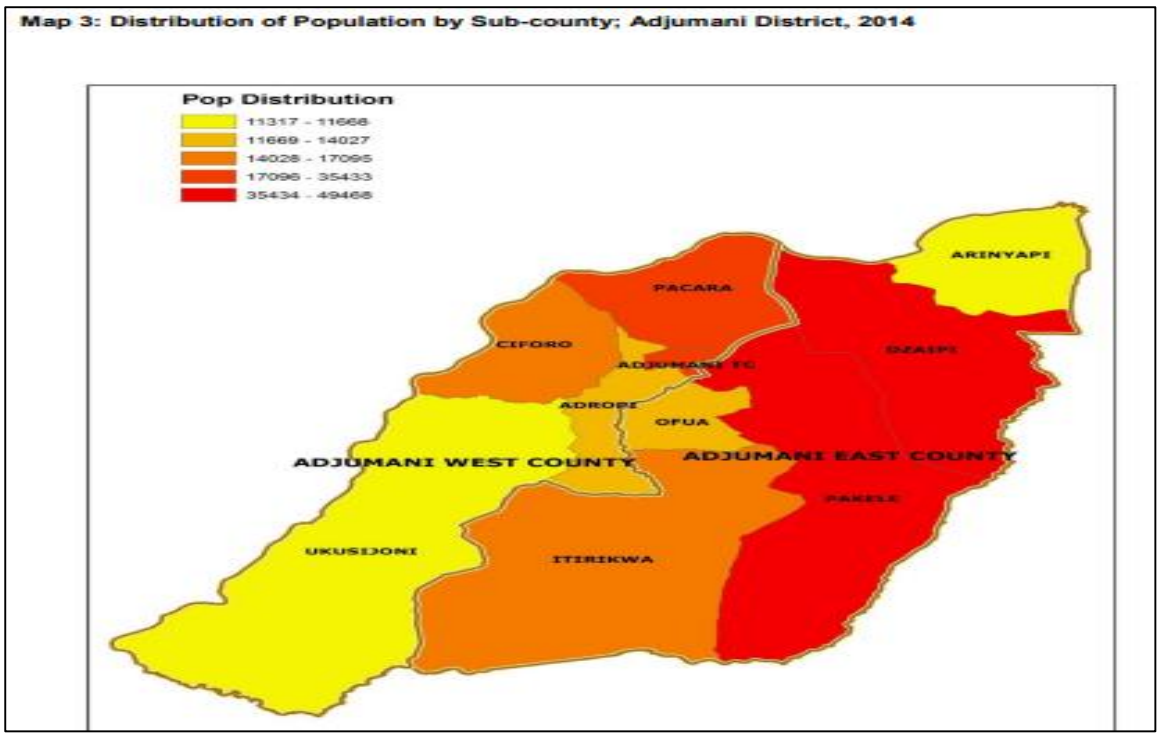


Figure 1:Extracted and adopted from: Uganda Bureau of Statistics 2017, The National Population and Housing Census 2014 – Area Specific Profile Series, Adjumani District.

1.7.3 Time scope

The study examined a period of 5 years; from 2019 to 2024. This 5-year period was considered long enough for any School Board of Governors to have effected significant impact as regards to students' discipline. Moreover, the Education Act (2008) established that a member to the board shall hold office as a member for a period not exceeding three years as specified in relation to him or her by the Minister but may be eligible for reappointment.

1.8 Significance of the study

The findings of this research may be used by various stakeholders in the education sector on how to give the board of governors some refresher courses. The ministry of Education will be able to advise head teachers of schools to be responsible and create conditions conducive for effective teaching and learning. This may be provided by placing effective management systems and strategies that are essential for provision of quality education and utilize maximum participation of all stakeholders, for better performance and higher academic standards for learners. The schools in Adjumani district may reflect and establish effective discipline practices that are critical to ensuring academic success and to provide a safe learning environment. The findings may help head teachers to understand the effects of whole school positive behavior support on disciplinary problems, academic problems and academic outcomes on students. The board of governors may also acquire

technical ways of improving instructional methods, formulating behavioral expectations, increasing classroom activity engagement, reinforcing positive performance, and measuring efficiency through data-based evaluations. Future researchers will be able to use this research on future educational aspects of Adjumani district.

1.9 Conceptual framework

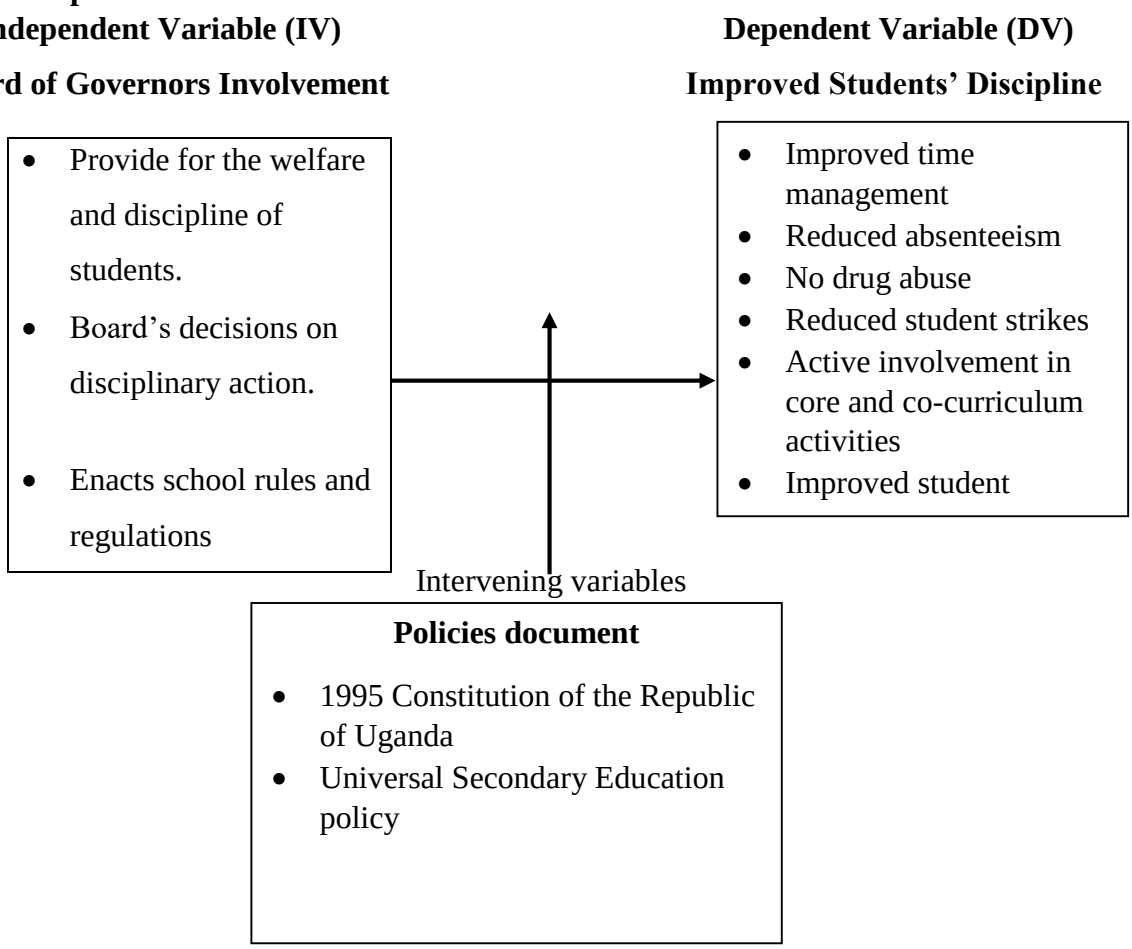


Figure 2: Conceptual framework

Source: Researcher's model, 2024.

The conceptual framework above illustrates that the School Board of Governors' involvement in undertaking critical policy guidance as regards to the welfare and discipline of students, disciplinary action, and staff recruitment influences improved students' discipline reflected in terms of improved time management, reduced absenteeism, no drug abuse, reduced student strikes, no bullying of new students, active involvement in core and co-curriculum activities and improved student performance.

The actions and policy guidance of BOG are guided by the Education Act (2008), the Constitution of the Republic of Uganda (1995) and Universal Secondary Education Policy (2007), executed through school head teacher and teachers.

Chapter two

Literature review

2.1 Introduction

This chapter presents the review of literature related to students' discipline basing on the stated study objectives; Board of Governors involvement in handling students' discipline, students' discipline in Universal Secondary Education schools, and the relationship between BOGs' involvement handling students' discipline and students' discipline in USE schools.

2.2 School Board of governors' involvement in handling students' discipline

Discipline in secondary schools is a pre-requisite to successful teaching and learning, hence academic excellence (Abongdia and Ngoqo.,2018). It is the responsibility of all school stakeholders to ensure an orderly and safe environment where students feel secure and become successful and confident learners and where all members of the school community are treated fairly and with respect (Bates & Bailey, 2018). The work of Bates and Bailey (2018) did not specifically diagnosed the effect of members of Board of Governors in effecting students' discipline.

Board of Governors are one of the stakeholders of secondary schools who play oversight and supervisory roles and leverage the behaviours of the school setting. The Education Act (2008) empowers a governing body of a public school to maintain discipline in a school, which entails the adoption of a code of conduct which must aim at establishing a disciplined and purposeful environment to facilitate effective education and learning in schools. The work of Ombati (2015) showed that the BOG disciplined teachers and students and were involved in school development. It remains to be examined whether or not members of BOG interpret and clearly understand their mandate as enshrined in the Education Act (2008).

Through his work, Newton (1980) explained that Learning is defined as change in behaviour; schooling is the process through which precisely defined behavioural changes that are made to occur in students through the proper arrangement of activities, contingencies of reinforcement, and the major force in shaping behaviour is the environment. By this, Newton underscored the fact that schools are supposed to impact behavioural changes in students and have means of enforcing desired change, which is often times a responsibility of the board of governors to prescribe desired student behaviour. However, some of the contingencies of reinforcing good behaviour such as caning students have been challenged as violating human rights and subjecting students to savagery upbringing. (UNICEF's, 2010).

(Ofoyuru &Too-okema, 2024) stated that managing is a process of designing, developing, and effecting organisational objectives and resources in order to achieve some predetermined goals; a deliberate effort directed using words or actions to make a group of people act in a way towards achieving desired and common objectives. This asserts the role of school Boards in designing, developing and effecting discipline of students to provide a supportive environment in which teachers and students can excel in their individual activities. However, Ofoyuru (2011) took a populist view by assuming that individual members of the BOG to possess the capacity to internalize and execute their mandates, negating the situation where the BOG are either negligent or lack the ability to internalize and execute their duties as stipulated in different statutory articles.

However, Liguluka, and Onyango (2020) investigated the effectiveness of secondary school boards in managing students' discipline among public secondary schools and revealed that although school boards discussed discipline issues in public secondary schools, they did not take any appropriate disciplinary action such as discontinuing students with disciplinary issues, warning or suspend the students. Liguluka, and Onyango further recommended that apart from discussing about disciplinary issues, school boards should take appropriate disciplinary actions such as suspending discontinuing and giving warnings to the students with disciplinary issues.

Furthermore, proponents of the Educational Technology model of discipline advance an argument that students are highly adaptable individuals who are capable, if properly reinforced, of achieving the most complicated performances, while teachers are experts in diagnosis, prescription and evaluation; capable of adjusting materials and reinforcement to the needs of the individual students. This view holds the fact that students will adapt to set guidelines prescribed and evaluated by teachers and other stakeholders in the management of the school (Newton.,1980).

Herman et.al (2007) explained punishment as an Educational Technology that punishment serves as a technology in which the system of rules and punishments are used as tools that are systematically applied, and which are aimed at consolidating school order and discipline. Further elaborated that this constitutes a 'technology of power' designed to subjugate and control students. This power mechanism is defined and approved by the school board of governors, implemented through supervision, surveillance, and punishments to normalize student behaviours. However, it is not clear whether the same has been applied to rural schools in Uganda such as those in Adjumani district, and whether or not members of BOG in Adjumani schools have put in place a system of rules and punishments to enforce students' discipline.

Angupale (2021) examined the influence of Board of Governors' on financial planning; monitoring of infrastructure, facilities, equipment; and supervision competence of staff and student discipline

on the performance in Government aided secondary schools in Maracha District. The study established that the level of BoGs financial planning Competence in government aided secondary schools in Maracha district is adequate; meanwhile their competence to monitor school facilities and equipment is moderate; while their competence to supervise staff and students' is insufficient. The role of the Board of Governors is to make sure that the school provides its pupils with a good education. The Board of Governors set the plans and policies of the school, appoint school staff, manage the spending of the school budget and set and monitor standards within the school, all with the aim of driving school improvement and students discipline (Authority, 2020). Similarly, Mohapi and Netshitangani (2018) examined parents' views on the roles of School Board of Governors and established that parents assert BOGs role is to make decisions about all aspects of managing the school, for example, running buildings and budgets, supporting staff, and setting the standards of school discipline. There remains a gap on whether or not members of BOG acknowledge their obligation of reforming and disciplining students in addition to their managerial mandate on schools.

Dlamini (2022) revealed that school governing bodies are reactive in managing learner discipline in school and are mainly involved where serious misconduct is reported. Teachers are tasked with managing day-to-day learner indiscipline. Teachers experience challenges of not using the code of conduct as a guide to handle indiscipline, lack of parental cooperation, and managing learner's rights as prescribed in the constitution of South Africa and the Department of Education Policy on Learner Progression. Furthermore, these challenges are exuberated due to lack of capacity of BOG in relevant policy development and its implementation. However, Dlamini did not consider level of teachers' motivation to engage in issues of discipline of students. In Uganda, teachers have always voiced their discontentment over their remuneration. It is therefore not clear whether teachers in Uganda are well motivated to enthusiastically manage student discipline.

School administration is the principle role of school board of governors (Maha (1997). Schools are centres of formation where interpersonal processes such as education or normalization take effect. This is the basis of the social reconstruction school model; where proponents of the model argue that schooling is the process where students develop not only the intellectual/political skills to enable them to effect change but also absorb a system of values which will motivate them to be active in the reform of unjust or dehumanizing social structures and therefore, the curriculum should include—wherever possible—explicit treatment of ethical issues. By this, school board of governors play an enabling role of instituting the code of conduct, rules and guidelines for student behaviour and how indiscipline must be handled.

Policies guiding head teachers and teachers on how discipline must be instilled and managed among students are paramount. Mowen and Brent (2016) revealed that youth who are suspended are at an increased risk of experiencing an arrest across time relative to youth who are not suspended and that this effect increases across time. It is therefore crucial that school board of governors are involved in defining discipline standards of students and policies and measuring to enable teachers enforce discipline among students.

2.3 Level of students' discipline in Schools.

Discipline is a prerequisite for a student's academic success and transformation into a good citizen who are compliant and law abiding citizens (Pfeifer, 2017). It is an undeniable fact that the progress of a nation is very much dependent on the education of its citizens. However, increased access to education has come along with increased indiscipline among students, especially those in universal secondary schools and this takes several forms.

Several studies have attempted to explain forms and causes of student indiscipline (Ali et.al, 2014; Mwaniki, 2018). Student absenteeism is identified as a major indiscipline among USE school students. Komakech and Osuu (2014) examined causes of absenteeism by students in USE schools of Serere, Ngora, Soroti and Kumi districts. Their findings showed that; Lack of scholastic requirements, household work, lack of interest in education, hunger at school/lack of mid-day meals, sexual harassment at school, long distance to school, illness or disease, loss of parent or close relative, peer influence, and harsh punishment at school were the top ten (10) causes of students' absenteeism in USE schools respectively.

Komakech (2015) noted that student absenteeism affects both the students and the school performance. To the students; absenteeism leads to poor academic performance, students drop out, graduating half-baked students, poor curriculum coverage and loss of interest in learning whist to the school; it affects the school image, lower the students' enrolment, transfer of students by parents, wastage of teachers' and administrators' time and affects the university/tertiary enrolment. However, the school administration faces challenges of; interruption of lessons, students being hostile/belligerent to teachers, and parents defending their children whilst dealing with absenteeism students.

Ali et.al (2014) gives account for causes of indiscipline among students in universal schools in Nigeria. They asserted that the failure of the adults, both in society and at school to set standards of good behaviours for young men and women to follow; the failure of many homes to provide basic and essential moral training in the upbringing of the children and the failure of parents to set good examples' and the failure in communication between young men and women insisting on their right.

In Uganda, Sheema district experienced violent strikes in most secondary schools in 2014 which included burning of dormitories, breaking of windowpanes and wooden doors, hunger strikes among others, that caused enormous damage to school property, leading to closure of secondary schools of which only two schools out of 5 USEs were open for learning (Francis and Enock., 2021). However, the work did not reveal how members of BOG were held responsible for students' discipline.

Mwaniki (2018) revealed that the common indiscipline cases in schools are; sneaking out of the school compound, drug abuse, thefts and higher vernacular speaking. These study further found that the main causes of student indiscipline in the schools are; over-protective guardians, peer pressure, inconsistency of punishments, poor parental care drug abuse, and drug abuse. However, Mwaniki's study is set in Kenya, it is not clear whether the same findings held in Uganda as Uganda's policy is more permissive of local languages in early education, so this may not be a major indiscipline issue.

Increased indiscipline explains the poor academic performance of USE schools due to the sudden influx of students without a proportional increase in infrastructure, teachers, and learning materials leads to overcrowded classrooms. This makes individual student monitoring difficult and fosters anonymity, which can encourage indiscipline. The work of Haruna (2016) indicated that there is high level of truancy, stealing, examination malpractice, sexual immorality and drug abuse have significant effects on the management of secondary schools. Hence these occurrences are on a high rate

Waithaka (2017) revealed that absenteeism, rudeness to teachers and bullying were some of the most prevalent forms of school indiscipline. Among the individual factors that triggered indiscipline in schools includes; lack of self-discipline and lack of self-control ranked as the highest contributor to school indiscipline. Low self-esteem amongst students, lack of adequate infrastructural activities, negligence of the students' welfare by school administrators and negative peer pressure were also cited as other contributory factors to school indiscipline. Students' failure to adhere to school rules and regulations and lack of parental support in disciplining of students were the main home based factors that contributed to school indiscipline (Waithaka., 2017).

Also, Vipene & Aisha (2022,) stated that the teacher-student relationship can have a significant impact, for better or worse. The teacher functions more as an employee of the school board. The teacher is the school's parents of their students, both the well-behaved and the misbehaved ones. When a teacher interacts with his students, he fails to play such a fatherly or motherly role and allows himself to be led astray by engaging in mean lifestyles such as harassing the students,

quarrelling with them, hurling abusive words at them, publicly humiliating them, sexually harassing the students, and so on.

However, Vipene & Aisha (2022) asserted that teachers need to be sensitive and moderate in handling student discipline. Vipene & Aisha (2022) assert that teachers assert that children of rich families are not punished whenever they misbehave, for fear of what their parents would say. When the teacher is strict on the students, they will not be free to meet the teacher whenever they have problems, and it can lead them to disciplinary acts. Poor student-teacher relationships cause indiscipline among the students. However, even students from humble background are sometimes indiscipline and often go unpunished. It remains to be understood what affects teachers' motivation to manage students' discipline.

Relationship between BOGs' involvement handling students' discipline and students' discipline in USE Schools.

Among the several roles of BOG is to initiate rules and policies guiding implementation of school discipline. This is because some policies of enforcing discipline among students tend to push them into criminal mentality. Therefore, supervisory and guidance from BOG is necessary.

For example, scholars have argued that Zero tolerance discipline policies have also contributed to the school-to-prison pipeline. A recent study found that zero tolerance discipline policies are predictive of an increase in the proportion of students suspended (Curran, 2016). Such policies involved the rise in schools' use of law enforcement officers has led to the criminalization of behaviours that traditionally were handled by school staff (Puckett, Graves, and Sutton.,2019). However, this raises issues of contextualization or contextual relevancy.

Themistocles (2018) investigated the effects of the School Boards' decision making on managing students' discipline in government secondary schools in Lake Victoria Zone, Tanzania and revealed that truancy and pregnancy were dominant students' problems of indiscipline. It was also learned that there was an over-reliance on written letters as a method of communication on students' discipline matters. Furthermore, it was found that despite the disparities (inconsistence done by school board in decision making against dictated disciplinary regulations and contravention of some regulations) in decisions, some schools partly demonstrated the rationality and had significant effect on students' discipline. However, the study was conducted in Tanzania and it remains to be investigated whether the same findings are true to the Ugandan context.

Duma (2010) asserted that it was essential for rural school parent governors to be given necessary training so that they could have a working knowledge of the legislations that impacts on school governance so as to understand the legal processes and principles and determine the legality of their decisions. This was because understanding of the legal frameworks pertaining to school governance

begins with the parent governors' understanding of the education legislations. It is not clear whether members of BOG in Ugandan schools were given trainings on working knowledge of the legislations enshrined the Education Act (2008) of Uganda.

Wang (2022) called upon school board of governors to reverse some of the disciplinary policies. This came after Wang evaluated the impact of these policies on high school student discipline outcomes and results suggested that while these policies decreased wilful defiance out-of-school suspension rates by around 69%, they did not reduce overall out-of-school suspension rates. In fact, the policies significantly increased out-of-school suspension rates among Black students, particularly in schools with a small share of Black teachers.

In Kenya, corporal punishment has been a mode of punishment until it was banned by the Ministry of Education in the year 2001, however, reports from Bondo District Education office indicated that corporal punishment was still in use in over 50% of the schools in the district, despite its ban (Onyango et.al, 2013). This was because in more than 50% of the PTA meetings, parents and the school management committees wanted re-introduction of corporal punishment in effecting change in students' behaviour. However, some of the stakeholders felt that corporal punishment was not useful in effecting behaviour change among the students. Findings of the study revealed that students don't like the use of corporal punishment while the teachers, Deputy Principals and B.O.G. preferred the use of corporal punishment (Onyango et.al, 2013). The gap remains to understand the Ugandan context, whether or not PTA meets approve of punishments to students.

Crawfurd (2017) explained that the quality of school management explained differences in student test scores and discipline. Crawfurd combined this data with individual student panel data, and demonstrated that differences in school management quality matters for student value-added a standard deviation difference in management is associated with a 0.06 standard deviation difference in test scores and discipline. Crawfurd contributed to understanding of the role of the Board of governors in education outcomes for students in secondary schools. The remains a gap to understand whether or not the same applies to schools and students in Adjumani district.

Chapter Three

Methodology

3.1 Introduction

This chapter provides the description of the research methodology that will be use in achieving the study objectives. The chapter describes the study design, the target population, sample size and sampling techniques. It also gives the description of the study instruments, their validity and reliability, collection procedures and data analysis techniques.

3.2 Research approaches/ orientation

A research approach refers to the overarching strategy or philosophical framework used to design, conduct, and analyze a study. It determines how researchers formulate questions, collect data, and interpret findings. Research approaches are broadly categorized into three main types: qualitative, quantitative, and mixed methods. In this study, the researcher used mixed methods.

3.3 Research Design

This study adopted a cross-sectional survey design where the researcher made a once-off interaction with study participants. This study design has been preferred because of the design is relatively less expensive compared to other designs such as longitudinal or before & after survey designs.

3.4 Target population

The study population was 120 participants comprised of members of Boards of Governors 30. Teachers 45 and student leaders 35 and education officers 5 and head teachers 5 of USE schools in Adjumani District. The district has five USE schools; namely: Adjumani Secondary School, St. Mary Assumpta Secondary School, Biyaya Secondary School, Bezza Secondary School and Ofua seed Secondary School. This was because Members of BOG are mandated by the Education Act (2008) to provide for the welfare and discipline of students –that is define and ensure discipline of students, while teachers execute leading and leadership tactically implementing externally designed and regulated change as defined by BOG (Gunter.,2016) and lastly students are recipients of knowledge, transformation, and subjects of defined rules and codes of conduct but at the same time, they are often the culprits of indiscipline.

3.5 Sample Size Determination

The sample size was determined by adopting the Krejcie & Morgan (1970) sample size determination formula and table. According to Krejcie and Morgan (1970), the Sample size is determined by $s = X^2 NP (1 – P) \div d^2 (N – 1) + X^2 P (1 – P)$. Where;

s = sample size

X^2 = the table value of chi-square for 1 degree of freedom at the desired confidence level (3.841)

N = the population size

P = the population proportion (assumed to be 0.50 since this would provide the maximum sample size)

d = the degree of accuracy expressed as a proportion (0.05)

Therefore, the sample size was 90 respondents as determined Krejcie and Morgan (1970) table.

3.6 Sampling Techniques

3.6.1 Purposive Sampling Technique

According to Etikan, Sulaiman, and Rukayya (2016), purposive sampling technique, also known as judgmental sampling, is the deliberate choice of a participant due to the qualities and knowledge the participant possesses in line with the subject matter of the research. Similarly, the researcher employed this technique to purposively select respondents from the members of Board of Governors of selected USE schools for participation in this study.

3.6.2 Random Sampling Technique

The researcher selected the participants from the population in a way that each individual had an equal chance of being chosen and they were selected randomly, teachers and students from the selected USE schools for participation in this study. This method ensured unbiased selection of participants and fair representation of USE schools in Adjumani district and for generalization of results to Uganda at large.

Table 1:Table 3.1: Showing Study Population

Respondent's category	**Target population**	**Sample size**	**Sampling method**
BOG members	30	20	Purposive sampling
Head teachers	5	5	Purposive sampling
Education Officials	05	05	Purposive sampling
Teachers	45	40	Simple random sampling
Students Leaders	35	20	Simple random sampling
Total	**120**	**90**	

Source: Primary data, 2023

3.7 Data collection Methods

Data collection methods included the following

3.7.1 Interview Method

The researcher requested selected study participants including key informants to respond to a series of predetermined questions set to establish the impact of Board of Governors involvement on effecting students' discipline in USE schools. This method provided primary data to objectively answer the research questions and objectives of the study. Head and board were interviewed about its roles in still discipline at school.

3.7.2 Questionnaire method

The researcher used a questionnaire which had both open-ended and closed-ended questions set according to the research objectives. The questions solicited answers to the research questions and objective. This was in line with the work of Paul and Petra (2022) which emphasized that a well-formatted questionnaire can greatly improve the work of the researcher, and more generally, improve the quality and accuracy of the collected data. The questionnaires were given students and teachers.

3.7.3 Focus Group Discussion Method

According to Eeuwijk and Angehrn (2017), Focus Group Discussion (FGD) is a qualitative research method and data collection technique in which a selected group of people discusses a given topic or issue in-depth, facilitated by a professional, external moderator. Similarly, the researcher held discussions with groups of teachers and students about the impact of Board of Governors involvement on effecting students' discipline in USE schools. This method helped to generate data that will be triangulated with data collected through interviews. Students and teachers were grouped and discussed in-depth about the role of board of governors' involvement in student discipline.

3.8 Data collection instruments

3.8.1 Questionnaire guide

The researcher designed a questionnaire with both open-ended and closed-ended questions set according to the research objectives. The questions provide measurement of like Likert scale of Strongly Agree, Agree, Not Sure, Disagree and Strongly Disagree. This was in line with the work of Paul and Petra (2022) which emphasized that a well-formatted questionnaire can greatly improve the work of the researcher, and more generally, improve the quality and accuracy of the collected data. The questionnaires were administered to teachers and students.

3.8.2 Interview guide

The researcher requested selected study participants including key informants, head teacher, education officials and board of governors to respond to a series of predetermined questions set to establish the impact of Board of Governors involvement on effecting students' discipline in USE schools. This method provided primary data to objectively answer the research questions and objectives of the study. Head and board were interviewed about its roles in still discipline at school.

3.8.2 Focus Group Discussion Protocol

Eeuwijk and Angehrn (2017) explained that to conduct a successful focus group discussion, a researcher should develop an interview guide especially along the objectives of the study or discussion, to enable the researcher to continuously probe more information from participants. Similarly, the researcher designed a discussion protocol probing teachers and students to discuss and elaborate on the impact of Board of Governors involvement on effecting students' discipline in USE schools.

3.9 Validity and Reliability

Experts were asked to determine whether the knowledge and skills that each item assesses was relevant (1), not relevant (2), somewhat relevant (3), quite relevant (4), highly relevant (5) or clear (1), not clear (2), somewhat clear (3), quite clear (4), highly clear (5). Relevance item level (CVI/ Content validity ratio = where (Nr) /N= (is the number of experts voting 4 and 5 that was quite relevant, and highly relevant) / (Total number of recruited experts).

3.9.1 Reliability

Reliability was therefore established using the Cronbach's alpha reliability coefficient a = k/ (k-1)* $(1 - (\sum \sigma^2 i / \sigma^2 t)]$. For all the above, values ranged from 0.70 to 1.00 implied quiet and highly valid, and reliable, hence showing the questionnaires meant the standards and fulfilled the research objectives. Values ranging from 0 to 0.69 implied that the questionnaire doesn't meet the standards and should be redesigned.

3.10 Quality and control measures

A pilot study was conducted in two non-sampled schools in Adjumani district. This was meant to do away with possible challenges during the administration of the instruments in the research region. The piloted questionnaire was scrutinized to identify the items that seem ambiguous to the respondents. Two schools did not participate in the study because of financial constraints and limited time.

3.11 Data Analysis

Morgane et al, (2023) explained data analysis as a process of systematically applying statistical and/or logical techniques to describe and illustrate, condense and recap, and evaluate data.The quantitative data was analyzed using SPSS statistical package employing descriptive analysis tool because it handles massive datasets (thousands/millions of observations) to draw conclusions about populations from representative samples while qualitative data was analyzed using thematic analysis to identify all data that relate to the already classified patterns because it uncovers nuanced meanings, emotions, and "why" behind behaviors e.g., "Participants felt empowered by peer support" reveals motivation not visible in numbers. The analysis focused on establishing whether or not there was a relationship between the Board of Governors involvement and student's

discipline. Quantitative results were triangulated with individual testimonies augmenting or validating the figures of quantitative data.

3.12 Ethical Consideration

According to Pritha (2022), ethical considerations in research are a set of principles that guide your research designs and practices. The study pursued a 'Do not do harm' principle while interfacing with respondents. To achieve this, the researcher ensured informed consent of all the respondents before administering the data collection tool to them. This was done by guaranteeing the respondents the right to withdraw from the study. Furthermore, the researcher shall also ensure anonymity by coding all questionnaires, interview guides and informing respondents not to write their names anywhere on the tools, such that the responses could not be traced back to the respondents. During submission of the data, the researcher ensured that, there is respect for privacy of the respondents. Lastly, data collected was kept with utmost confidentiality for mutual trust between the researcher and the respondents.

3.13 Limitations/ delimitations of the study.

A mixed method involving both qualitative and a quantitative analysis was used. Combining the two methods required careful integration. Poorly integrated results leads to conflicting findings. However the methods were carefully integrated.

Objective one and two were analyzed using thematic and quantitative analysis. Thematic analysis would be subjective especially if the researcher's bias was not controlled. This would affect the validity and reliability of the research findings. Research assistants were involved in theme development and coding to control bias by the researcher.

Pearson correlation was used to analyze the third objective that describes the relationship. Violation of these assumptions may invalidate the Pearson results. The assumptions would therefore not be violated.

The data was collected from both primary and secondary sources. Secondary data might be incomplete, out dated, and irrelevant to the study objectives. The researcher ensured to gather up to date data which was relevant to the study objectives.

Chapter Four

Data Presentation, Analysis, Interpretation and Discussion

1.0 Introduction

This chapter presents the analysis on the extent to which School Boards are involved in handling students' discipline in Universal Secondary Education Schools in Adjumani District, the level of students' discipline in USE Schools in Adjumani District and the relationship between BOGs' involvement and students' discipline in USE schools in Adjumani District.

4.1 Analysis of the General Characteristics of the Study Respondents.

Table 2:Table 4.2: Demographic Profile of the respondents

		Frequency	Percent (%)
Responses rate		90	100%
Sex of the respondents	Male	59	65.5%
	Female	31	34.5%
Total		90	100
Composition of Participants	BOG members	22	24.5
	Education official	6	6.5
	Head teachers	6	6.5
	Teachers	34	37.5
	Student leaders	22	25%
Total		90	100

The table above shows that the study involved the participation of 90 people/respondents. The study achieved 100% response rate given that all selected participants responded to the study. This has significant implications for the study especially enhancing believability and generalization of the study findings to the rest of the schools in Uganda.

The table above shows that the study involved the participation of both male and female participants; where the male participants accounted for 65.5% of the total participants, while female participants accounted for 34.5% of the total participants. This means, that the majority of the study participants were male which implied that females were not well represented in the education sector since the selection of participants was random and considered a population of students, teachers, head teachers, Education officers and members of the board of governors in the selected schools of Adjumani district.

The table above shows that the study was carried out with the participation of members of the Board of governors who accounted for 24.5% of the study participants, Education Officers who accounted

for 6.5% of the participants, the Head teachers accounted for 6.5% of the participants, the Student Leaders accounted for 25% of participants and the teachers accounted for 37.5% of the participants. This means, that the study involved the participation of major stakeholders in the education sector, save for the parents. This implied that the findings of the study was a true representation of the opinions, perceptions and view standpoints of major stakeholders in the sector and could generalized to schools in other districts of Uganda.

4.2 Analysis of the extent to which School Boards were involved in handling students' discipline in Universal Secondary Education Schools in Adjumani District.

Table 3:Analysis of the extent to which School Boards were involved in handling students' discipline in Universal Secondary Education Schools in Adjumani District.

SN		Percent						
		SD	D	SD+D	N	A	SA	A+SA
1.	Disciplinary policies and strategies in place	6.4	12.8	19.3	13.6	43.3	23.8	67.1
2.	There is regular monitoring of discipline in the school	5.6	11.8	17.4	14.7	45.2	22.7	67.9
3.	There are regular disciplinary meetings	5.1	11.0	16.0	16.8	39.8	27.3	67.1
4.	There are disciplinary committees in place	4.5	9.4	13.9	16.0	41.4	28.6	70.1
5.	Disciplinary record books in place and properly used	6.4	5.1	11.5	11.2	35.3	42.0	77.3
6.	Very clear future plans on disciplinary issues in place	1.9	7.8	9.7	20.4	31.8	28.2	60.0
7.	Parents and Board jointly create awareness on school rules and regulations	2.7	9.1	11.8	13.1	42.8	32.4	75.1
	Average	**4.7**	**9.6**	**14.2**	**15.1**	**39.9**	**29.3**	**69.2**

Key: SD = Strongly Disagree; D = Disagree; NS = Not Sure; A = Agree; SA = Strongly Agree

Source: Primary data, 2025

The study investigated the extent to which School Boards were involved in handling students' discipline in Universal Secondary Education Schools in Adjumani District. And findings shows 67.1% strongly agreed that schools had disciplinary policies and strategies in place while 13.6% were not sure and 19.3% strongly disagreed.

The statistical finding show 67.9% of respondents strongly agreed that there was regular monitoring of discipline in the school, 14.7% were not sure and 17.4% of respondents strongly disagreed with the statement.

The researcher further asked participants whether or not members of the board/disciplinary committee sit to listen and decide on student disciplinary issues in the school?

From the analysis, 80% of the participants mentioned that hardly do members of the board convene to listen and decide a course of disciplinary action on errant students. Only 20% of the participants

mentioned that at times, the board is involved in deciding disciplinary action for undisciplined students at school.

During a key informant interview session, one of the informants revealed that *"Most times I intentionally don't involve board members/disciplinary committee members because of the costs that would be involved in meeting sitting allowances, transport refunds and airtime. However, board/disciplinary committee members usually sit and get involved in determining a disciplinary course of action whenever students strike at the school."*

This means that most of members of the board or disciplinary committee of secondary schools in Adjumani do not get involved in determining the appropriate course of action for students' indiscipline. This implies that students' discipline has been left as a responsibility of the head teachers and the school teachers. Whereas, these maybe immediate implementers of student discipline, it becomes challenging when the school has no written school code of conduct ratified by the board. Thus leads to lazaffee implementation of discipline.

The study found out 67.1% majority of respondents strongly agreed that there was regular disciplinary meetings, 16.8% were not sure whether there was regular disciplinary meetings and 16% strongly disagreed with statement.

The study also found out that 70.1% majority of respondents strongly agreed that there was disciplinary committees in place, 16% were not sure whether disciplinary committees were in place while 13.9% strongly disagreed with the statement. This implies that majority of school had disciplinary measures at schools.

The study revealed 77.3% of respondents strongly agreed that most school had disciplinary record books in place and were properly used, 11.2% were not sure of the statement and 11.5% of respondents strongly disagreed with the statement saying some schools lacks disciplinary records.

The statistical finding revealed 60% of respondents strongly agreed that school had a clear future plans on disciplinary issues in place while 20.4% were not sure of the statement and 9.7% strongly disagreed stating that most schools lacks future plans on disciplinary apart from chasing students way or suspending them.

Liguluka, and Onyango (2020) recommended that apart from discussing about disciplinary issues, school boards should take appropriate disciplinary actions such as suspending discontinuing and giving warnings to the students with disciplinary issues.

Another informant participant mentioned that *"…as teachers and head teachers, we implement the strategic direction of the board of governors in all areas including students' discipline. When members of the board are not strict about students' behaviour and discipline, teachers are constrained and have no support in forming a strict adherence to discipline. But when the board*

takes strict actions on students' discipline, students know and behaviour appropriately." This revelation explains why there is a difference in students' behaviour among private school students especially in religious foundation schools and students in USE schools.

The participant's argument is in agreement with the work of Gunter (2016) which elaborated that leadership of schools including: teachers, principals, children may use titles and the language of leader, leading and leadership but in reality they tactically implement externally designed and regulated change; where the leadership strategy is determined and controlled by the board of governors.

In Tanzania, the work of Kamugisha (2018) revealed that board of governors' involvement in disciplinary decision-making had significant effects on students' discipline in government aided secondary schools.

The researcher noted that limited sittings and involvement of board members in students' disciplinary issues contributes to recurrent indiscipline of students in government aided schools of Adjumani. This further implies that board of governors of secondary schools are less interested and involved in managing students discipline in Adjumani, especially when the school does not have the financial muscle to meet the board's sitting allowances, transport and airtime refunds.

This agrees with the conclusion of Dlamini (2022) that school governing bodies are reactive in managing learner discipline in schools and are mainly involved in cases when serious misconduct is reported, while teachers are tasked with managing day-to-day learner indiscipline.

The study discovered 75% of majority of respondents strongly agreed that parents and board jointly created awareness on school rules and regulations, while 13% were not sure and 11.8% strongly disagreed with the statement. This implies that majority of respondent believed parents participate in disciplinary action against the children.

The study concluded that on average 69.2% believed most School Boards were involved in handling students' discipline in Universal Secondary Education Schools in Adjumani District in areas of creating awareness of rules and regulation, disciplinary record books, regular monitoring, having disciplinary committees and actions.

Study participants were asked whether or not the schools have a written Code of Conduct ratified by the BOG?

According to the Ministry of Education of South Africa (2008), the school code of conduct spells out the rules regarding learner behaviour at the school and describes the disciplinary system to be implemented by the school concerning transgressions by learners.

From the analysis of data received, the majority (80%) of the participants mentioned that their schools did not have a written School Code of Conduct in place, while the remaining 20% of the participants mentioned that the school had a written code of conduct.

This meant that students in the majority of the sampled schools had no guiding code book about their expected discipline and behaviour while at school. This meant that there was no clear yardstick upon which to define and penalize student indiscipline.

The Education Act (2008) defines one of the functions of the school Board of Governors as providing for the discipline of students. This means that the BOG was charged with managing students behaviour/discipline and inculcating good morals in students through defining the Dos and Don'ts while at school.

Therefore, lack of a school code of conduct implied that the majority of the school governing bodies have failed the schools as regards to stipulating and managing students' behaviours, defining enforcement and expected punishment for errant students. This explained why there was increasing student indiscipline in most of the Universal Secondary Educations schools in Uganda.

During a key informant interview, one of the participants mentioned that "most of the school board members are not aware of their roles and do not interpret their functional duties properly. This has rendered some board committees non-functional and burdened discretionary management of students' indiscipline to the school head teachers and teachers."

The researcher noted that student's behaviours had largely not been defined and regulated by board of governors, which means that the board had less been involved or interested in students' discipline.

Furthermore, participants were asked whether or not the schools have a Board of Governors Disciplinary Committee?

According to Ethos Academy Trust (2017), a governors' disciplinary committee is a sub-committee of the school board of governors that was specifically charged with defining school discipline standards, mechanisms/technology of implementation and appropriate channels of escalation and punishment of student indiscipline. The committee is to act as another 'set of eyes' to review the head teacher's decisions regarding students' discipline.

In response, 40% of the participants revealed that their schools had a governors' disciplinary committee while 60% of the participants revealed that their schools did not have a governors' disciplinary committee.

One of the participants mentioned that "…school discipline is largely managed by the head teacher and teachers at their discretion. Errant students are sent to the head teachers office from whom they are appropriated punishment, be it a suspension or expulsion in rare cases."

This revelation implied that rarely do members of the board of governors intervene in disciplinary issues at their respective schools. This means that school head teachers are burdened with determining course of action for every indiscipline of students.

Whereas the above conforms with the functions of the head teacher as enshrined in the Education Act (2008) that "a head teacher shall when considered expedient in the interest of the school, exclude, suspend or expel a student from attendance at school and shall immediately report any such exclusion, suspension or expulsion to the board and the chief education officer for consideration and recommendation to the Minister whose decision on the matter shall be final", some of the interviewed head teachers find this burdensome.

As one of the head teacher recounts "it is often too demanding to determine a course of action for every indiscipline act by students since there is a non-functioning disciplinary committee. Given the number of students, many of home are day-schooling, our involvement as head teachers in enforcing school discipline is limited. As such, we tend to focus on other administrative roles than defining and enforcing students' discipline."

In their work titled 'Punishment as an Educational Technology', Herman et.al (2007) explained that punishment serves as a technology in which the system of rules and punishments are used as tools that are systematically applied, and which are aimed at consolidating school order and discipline. This power mechanism is defined and approved by the school board of governors, implemented through supervision, surveillance, and punishments to normalize student behaviours.

The Uganda Education Act of 2008, article 17 provides that the board shall appoint committees for the proper carrying out of its functions, among which is the disciplinary committee. Therefore, failure of the school board of governors to constitute a disciplinary committee to oversee students' behaviour and discipline reflects less interest and involvement of the board on discipline of students in the schools of Adjumani.

Providing for the Welfare of Students

The study investigated from the participants whether or not the schools have a functional school governors' committee for students' welfare.

According to Baukham Hills High School (2021), a school welfare committee comprises of the members of board, members from the teaching staff and student representatives, the committee is

charged with collecting and sharing information relating to students' welfare matters such as state of feeding, accommodation, and sanitation for any necessary quality improvement.

The researcher investigated whether or not the sampled schools' board of governors constituted a welfare committee. From the analysis, 20% of the study participants mentioned that their school has welfare committee while the remaining 80% of the study participants mentioned that their schools have no welfare committee in place.

This means the students' welfare issues and grievances have no established channels through which the issues would be voiced and heard. This leaves students constrained to rowdy mechanisms to make their welfare issues heard. This is in agreement with the work of Waithaka (2017) who revealed that negligence of the students' welfare by school administrators and negative peer pressure were among the major contributory factors to school indiscipline.

During a key informant interview, one of the informants said "…this being a government school, majority of the students are on USE program and the parents' financial contribution is very small. Considering the school resource envelope, our students' welfare is bare minimum. This has partly caused student strikes and demonstrations in the past."

Similarly, the work of Muhumuza and Barigye (2021) conducted in Sheema district established that there is positive relationship between welfare and discipline of secondary school students in Sheema district. The implication of these findings is that the status of welfare should be taken into account by school administrators and proprietors when examining the level of student indiscipline.

During a focus group discussion session, one of the participants mentioned that "yes, the school has a welfare committee but it is as good as non-functional. The school has a very small resource envelope, and maximizing students' welfare such as feeding is not such a big priority. This has rendered the functions of welfare committee less relevant and members ceased conducting regular meetings to discuss welfare when resources to implement the plans are non-existent"

The implications noted by the researcher is that most schools do not have any constituted governing welfare committee and even those that are constituted in some schools, are largely non-functional due to the limited resource envelope to implement planned student welfare improvements.

The work of Tumwebaze (2018) established that poor school nutrition, peer pressure and bad leadership in management of schools were responsible factors for recurrent strikes in most secondary schools of Fortportal district. This further highlights the significance of having a functional governing welfare committee to oversee students' welfare in schools before students take to strikes.

4.3 Analysis of the level of students' discipline in USE Schools in Adjumani District.

Table 4:Analysis of the level of students' discipline in USE Schools in Adjumani District.

SN	level of students' discipline	Percent						
		SD	D	SD+D	NS	A	SA	A+SA
1.	Students report to school by 7:30am	2.1	5.3	7.5	13.1	39.7	29.7	69.4
2.	Students do put on full school uniform when coming to school	12.1	14.3	26.4	16.6	27.8	19.1	46.9
3.	Students do attend classes regularly	2.1	6.4	18.4	30	21.7	29.8	51.6
4.	Students do respect teachers and non-teaching staff	10	6.7	16.7	13.4	36.4	43.6	69.9
5.	There is no bullying or fighting at school	10	10	20	20.6	31.4	28.1	59.5
6.	Students never escape from school	1.6	7.8	9.4	14.2	48.1	28.3	76.5
7	Students complaints are handled according , to school rules and regulations	13.2	26.4	39.6	12.8	22.8	24.8	47.5
	Average	**14.2**	**19.8**	**34.1**	**13.3**	**23.9**	**29.1**	**53.0**

Key: SD = Strongly Disagree; D = Disagree; NS = Not Sure; A = Agree; SA = Strongly Agree

Source: Primary data 2025

The above presents the summary findings on various discipline indicators among secondary school students in Adjumani district. The table shows that 69.4% of the participants agree that the students do report to school by 7:30 am, and 7.5% of the participants indicate that the students do not report to school by 7:30 am. While the remaining 13.1% of the participants could not commit themselves on students reporting time.

Punctuality is a serious indicator of student discipline because it reflects on how well a student is prepared for and conscious of school activities such as lessons. This means that going by the time arrival of the student at school as a punctuality discipline indicator, the majority of the students in schools in Adjumani are undisciplined.

The work of Kamal et al (2017) determined the comparison between the academic performance of public and private schools' male students on the basis of regularity, discipline and punctuality. The findings showed that male students in private schools have better academic performance than male students in public schools due to school attendance regularity, punctuality and discipline.

This means that public schools where students do not attend class regularly and where punctuality is not emphasized such as the ones in Adjumani district, academic performance of the students is likely to remain mediocre.

The table also shows an examination of students' compliance with school uniform when coming to school. When asked whether students do put on full school uniform when coming to school, 46.9% of the participants agreed that students do put on uniform when coming to school, 16.6% of the

participants maintained neutrality, while 26.4% of the participants indicated that students do not put on full school uniform when coming to school.

This can otherwise be interpreted to mean that 46.9% of students do put on school uniform, while 26.4% % of the students do not put on school uniform and the remaining 16.6% of the students are not accounted for whether they have or not.

The work of Baumann and Krskova (2016) revealed that school uniforms contribute to better discipline in everyday school operations, and enhances students' performance. Their study revealed that students wearing a school uniform listen better with lower teacher waiting times. This implies that there is low school discipline in some of the secondary schools in Adjumani due to students' limited compliance with school uniform, something that affects their academic performance.

The table further presented participants score on students attending classes regularly. The table shows that 51.6% of the participants agree that students do attend classes regularly, 18.4% of participants disagree, thereby implying that students do not attend classes regularly, while the remaining 30% of the participants could not commit their word to whether or not students attend classes regularly. The researcher noted that the majority of the participants agreed and revealed that students in their school do attend classes regularly.

As one of the discipline indicators, students in secondary schools of Adjumani scored relatively higher compared to other discipline indicators. This implies that the schools' administration and teaching staff have put much more effort on encouraging and enforcing class attendance than other discipline indicators.

The work of Enamiroro (2010) showed that there is a fair positive correlation between class attendance and academic performance; specifically indicated that 22% of student's academic performance was influenced by class attendance.

On students' respect for teachers and non-teaching staff as an indicator for discipline, the analysis showed that 69.9% of participants agree that the students do respect teachers and other support staff, while 16.7 % of the participants disagree, thereby indicating that students do not respect teachers and other support staff in their schools. The remaining 13.4 % of the participants remained neutral to the question, signalling limited knowledge about the subject.

Nonetheless, the researcher noted that the majority of the participants approve of the students' respect for teachers and non-teaching support staff in their schools. This means that students are disciplined towards their teachers. This is a good indicator of discipline since teachers are mentors and reformers of students. As Vipene & Aisha (2022) put it *"…the teachers are the school's parents*

of the students, both the well-behaved and the misbehaved and the teacher-student relationship can have a significant impact, for better or worse."

The implication according to this discipline indicator is that the majority of the students in secondary schools of Adjumani are disciplined and respectful to their teachers and non-teaching staff. Furthermore, it implies that the board and the administration have exerted effort in instilling respect for teacher in the students.

Bullying and/or fighting amongst students reflects the status of discipline in a given school. Schools where is there frequent cases of bullying or fighting indicate lack of discipline in that school while schools where there are not cases of bullying or fighting amongst students reflects high levels of student discipline.

From the table above, the researcher investigated cases of students bullying and/or fighting at the school. The analysis shows that 59.5% of the participants mentioned that there is bullying and fighting amongst students at schools, 20% of the participants disagreed and mentioned that there is no bullying or fighting amongst their school students, while the remaining 20.6% of the participants declined committing to themselves to assertions that there is bullying or fighting amongst their schools.

The researcher noted that the majority of the participants agreed to the statement that there is bullying and/or fighting amongst students at their schools. This means that there is little discipline among students at their schools. This implies that members of board of governors and the school administration has not taken keen interest in addressing bullying and fighting among students.

Several scholars have cautioned bullying and fighting among school students by highlighting the effects this form of indiscipline brings on students and the school as a whole. Malami and Rukayya (2017) mentioned that bullying causes low psychological wellbeing, poor social adjustment, psychological distress and physical illness. The work of Cynthia (2014) shows that bullying affects student academic performance.

The researcher further investigated whether students never escape from school. Escapism and absenteeism are indicators of student discipline in school. The stable shows that 76.5 % of the study participants mentioned that students never escape from school, while 9.4 % of the participants disagreed, thereby implying that students always escape from school. The remaining 14.2% of the participants remained neutral about the statement, meaning they did not commit themselves to whether students never escape or always escape from school.

Nonetheless, the researcher noted that the majority of the study participants revealed that students do always escape from school, something that reflects high levels of student indiscipline. This further implies that there is a high level of indiscipline and escapism from school by students in Adjumani district.

The study further revealed that 47.5% of respondents strongly agreed that students' complaints are handled according, to school rules and regulations, 34.1% strongly disagreed with the statement and 13.3% decided to remain neutral.

By way of conclusion, taking into account the discipline indicators assessed in the table above, it is observed that the majority of the students do not report to school by 7:30am, do not put on full school uniform when coming to school, there are frequent cases of bullying or fighting at school and student escapism. However, students do attend classes regularly and respect teachers and non-teaching staff. This implies that there is still room for improvement and members of the board of governors have a duty to spearhead the direction of discipline in these schools by constituting a code of conduct, instituting a board members' disciplinary committee, involve in disciplinary hearings and manage teachers and non-teachning staff behaviour.

4.4 Analysis of the relationship between BOGs' involvement and students' discipline in USE schools in Adjumani District.

Table 5:Analysis of the relationship between BOGs' involvement and students' discipline in USE schools in Adjumani District.

		BOGs' involvement	**students' discipline**
BOGs' involvement	Spearman's Correlation	1	.740**
	Sig. (2-tailed)		.000
	N	90	90
students' discipline	Spearman`s Correlation	.740**	1
	Sig. (2-tailed)	.000	
	N	90	90

**. Correlation is significant at the 0.01 level (2-tailed).

Source: Primary Data, 2024

As presented in the Table above, it was revealed that there was a significant strong positive relationship between BOGs' involvement and students' discipline in USE schools in Adjumani District with $r= 0.740$, $p < 0.01$. This further shows that as the degree of BOG's involvement in affairs of school discipline increases, the degree of students' discipline also increases.

This implies that if members of the board of governors are actively and almost always involved in affairs of school discipline, through ways such as defining and printing the student code of conduct, sitting to listen and decide on disciplinary action against errant students and addressing welfare of students, discipline of students would increase in schools.

Chapter Five

Summary, Conclusion and Recommendations

5.0 Introduction

This chapter presents the summary of findings, conclusion, and recommendations on the extent to which School Boards were involved in handling students' discipline in Universal Secondary Education Schools in Adjumani District, the level of students' discipline in USE Schools and the relationship between BOGs' involvement and students' discipline in USE schools in Adjumani District.

5.1 Summary of Findings

5.1.1 Examine the degree to which School Boards are involved in handling students' discipline in Universal Secondary Education Schools in Adjumani District.

Only a few members of the board of governors, teaching staff, and a few key informants involved in this study understood the Education Act and consequently the roles and functions of the board, the head teacher and teachers. The implication in this was that the management and operations of most universal secondary schools are conducted with no full knowledge and understanding of various stakeholders' mandate in the school management.

This significant limited understanding of the Education Act and the functions of BOG had implications on the overall students' discipline in the school as the persons charged with defining the strategic policy direction for school discipline were not properly functioning their roles. Consequently, the extent to which BOG is involved in affairs of student discipline was limited.

Students in the majority of the sampled schools had no guiding code book about their expected discipline and behaviour while at school. This meant that there was no clear yardstick upon which to define and penalize student indiscipline. The researcher noted that student's behaviours had largely not been defined and regulated by board of governors, which means that the board had less been involved or interested in students' discipline.

The majority of study participants revealed that their schools did not have a governors' disciplinary committee. This meant that school head teachers were burdened with determining course of action for every indiscipline of students. The Uganda Education Act of 2008, article 17 provides that the board shall appoint committees for the proper carrying out of its functions, among which is the disciplinary committee. Therefore, failure of the school board of governors to constitute a disciplinary committee to oversee students' behaviour and discipline reflected less interest and involvement of the board on discipline of students in the schools of Adjumani.

The researcher noted that most schools did not have any constituted governing welfare committee and even those that are constituted in some schools, were largely non-functional due to the limited resource envelope to implement planned student welfare improvements. This meant the students welfare issues and grievances had no established channels through which the issues would be voiced and heard, thus students were constrained to rowdy mechanisms to make their welfare issues heard.

The majority of the participants mentioned that hardly did members of the board convene to listen and decide a course of disciplinary action on errant students. This implied that students' discipline has been left as a responsibility of the head teachers and the school teachers. It becomes challenging when the school has no written school code of conduct ratified by the board. Thus leads to lazaffee implementation of discipline. This reflected that board of governors of secondary schools were less interested and involved in managing students discipline in Adjumani

There was a high degree level of board of governors' interest and involvement in influencing staff recruitment and code of conduct. This meant that the board was conscious about the influence of staff's code of conduct on students' behaviour and discipline.

5.1.2 Investigate the level of students' discipline in USE Schools in Adjumani District.

Taking into account the discipline indicators assessed in the table above, it was observed that the majority of the students do reported to school by 7:30am, do put on full school uniform when coming to school, there are frequent cases of bullying or fighting at school and student escapism. However, students do attend classes regularly and respect teachers and non-teaching staff. This implied that there was still room for improvement and members of the board of governors have a duty to spearhead the direction of discipline in these schools by constituting a code of conduct, instituting a board members' disciplinary committee, involved in disciplinary hearings and manage teachers and non-teaching staff behaviour.

5.1.3 The relationship between BOGs' involvement and students' discipline in USE schools in Adjumani District

The study found there was a significant strong positive relationship between BOGs' involvement and students' discipline in USE schools in Adjumani District with $r= 0.740$, $p < 0.01$. This further shows that as the degree of BOG's involvement in affairs of school discipline increases, the degree of students' discipline also increases. This implies that if members of the board of governors are actively and almost always involved in affairs of school discipline, through ways such as defining and printing the student code of conduct, sitting to listen and decide on disciplinary action against errant students and addressing welfare of students, discipline of students would increase in schools.

5.3 Conclusions

5.3.1 Examine the degree to which School Boards are involved in handling students' discipline in Universal Secondary Education Schools in Adjumani District.

Only a few members of the board of governors, teaching staff, and a few key informants involved in this study understood the Education Act and consequently the roles and functions of the board, the head teacher and teachers. This significant limited understanding of the Education Act and the functions of BOG had implications on the overall students' discipline in the school as the persons charged with defining the strategic policy direction for school discipline were not properly functioning their roles, consequently, the extent to which BOG was involved in affairs of student discipline was limited.

This reflected in the fact that the majority of the sampled schools had no guiding code book about students' expected discipline and behaviour while at school, had no governors' disciplinary committees to oversee students' behaviour and discipline, members of the board hardly convene to listen and decide a course of disciplinary action on errant students and constituted governing welfare committee and even those that are constituted in some schools, are largely non-functional.

5.3.2 Investigate the level of students' discipline in USE Schools in Adjumani District.

As a result, taking into account the discipline indicators assessed in the table above, it was observed that the majority of the students did not report to school by 7:30am, did not put on full school uniform when coming to school, there were frequent cases of bullying or fighting at school and student escapism. However, students do attend classes regularly and respect teachers and non-teaching staff. This implied that there was still room for improvement and members of the board of governors have a duty to spearhead the direction of discipline in these schools by constituting a code of conduct book, instituting a board members' disciplinary committee, involve in disciplinary hearings and manage teachers and non-teaching staff behaviour.

5.3.3 The relationship between BOGs' involvement and students' discipline in USE schools in Adjumani District

The study found there was a significant strong positive relationship between BOGs' involvement and students' discipline in USE schools in Adjumani District. This further shows that as the degree of BOG's involvement in affairs of school discipline increases, the degree of students' discipline also increases. This implies that if members of the board of governors are actively and almost always involved in affairs of school discipline, through ways such as defining and printing the student code of conduct, sitting to listen and decide on disciplinary action against errant students and addressing welfare of students, discipline of students would increase in schools.

5.4 Recommendations

5.4.1 Recommendations on the extent to which School Boards are involved in handling students' discipline in Universal Secondary Education Schools in Adjumani District.

The researcher recommends that all members of the school board of governors, head teachers and teachers be given refresher sessions/ enlightens on the provisions of the Education Act (2008). This will increase their understanding of the different functions and mandates for stakeholders in the education sector and will empower their involvement in several school administration functions including providing for and implementing students' discipline.

5.4.2 Recommendations about the level of students' discipline in USE Schools in Adjumani District

The researcher recommends that members of the board of governors in collaboration with head teachers and teachers constitute and distribute a student's code of conduct book to guide students' behaviour, institute a board members' disciplinary committee to sit, listen and decide on student disciplinary action for errant student behaviours, and manage teachers and non-teaching staff behaviour. This increased and active involvement of the board on affairs of school discipline with increase students' awareness of the strict hand of the board on behaviour and deter indiscipline.

5.4.3 Recommendations on the relationship between BOGs' involvement and students' discipline in USE schools in Adjumani District

The study establishes a strong positive relationship between board of governors' involvement in affairs of school discipline and student discipline. This means that members of the board of governors should actively and almost always get involved in affairs of school discipline, through ways such as defining and printing the student code of conduct, sitting to listen and decide on disciplinary action against errant students and addressing welfare of students, discipline of students would increase in schools.

5.5 Areas for Further Research

The researcher suggests that a comparative study be conducted about student discipline in private and government schools with board of governors' involvement as the intervening variable.

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Appendices:

Appendix I: Consent form.

I, ABIGEAL MUNSHABIRE, a student of **GULU UNIVERSITY**, am carrying out a research study on "**on the study to assess the impact of Board of Governors' involvement and Students' Discipline in selected Universal Secondary Education Schools in Adjumani District,"** as area.

Therefore, I am seeking your consent as a respondent to participate and supply answers to the questions provide during my field study.

All the answers will be treated with the utmost **CONFIDENTIALITY** and solely for academic use.

KINDLY, do not write your name BUT append your signature below to declare your intent during this study.

Thank you very much for participating in this research.

Signature ……...

(Respondent)

Appendix II: Questionnaire

SECTION A. BIO DATA (Tick the appropriate responses in the boxes below)

1. Sex of the respondents: Male ☐ Female ☐

SECTION B: RESPONSES TO THE STUDY OBJECTIVES

2. School Boards involvement in handling students' discipline

Please indicate the extent to which you agree with the statements below.

(Tick the appropriate response using the keys provided as follows)

1=Strongly Disagree (SD) 2=Disagree (D) 3=Strongly Agree (SA) 4=Agree (A) 5=Not Sure (NS)

	STATEMENTS	**1 (SD)**	**2 (D)**	**3 (SA)**	**4 (A)**	**5 (NS)**
	Disciplinary policies and strategies in place					
	There is regular monitoring of discipline in the school					
	There are regular disciplinary meetings					
	There are disciplinary committees in place					
	Disciplinary measures are enforced in time					
	Disciplinary record books in place and properly used					
	Members have understanding of the disciplinary policies and strategies					
	Parents and Board jointly create awareness on school rules and regulations					
	Very clear future plans on disciplinary issues in place					

3. Level of students' discipline in USE Schools

Please indicate the extent to which you agree with the statements below.

(Tick the appropriate response using the keys provided as follows)

1=Strongly Disagree (SD) 2=Disagree (D) 3=Strongly Agree (SA) 4=Agree (A) 5=Not Sure (NS)

	STATEMENTS	**1 (SD)**	**2 (D)**	**3 (SA)**	**4 (A)**	**5 (NS)**
	Regular discipline parade in place					
	Student council reprimand indiscipline cases					

	Students are aware of school rules and regulations					
	Students are compliant to school rules and regulations					
	Clear disciplinary referral mechanism exists					
	Students have reporting mechanism for disciplinary issues					
	students create awareness on school rules and regulations					
	There are clear records of disciplinary issues					

4. Relationship between School Boards involvement in handling students' discipline and students' discipline in USE schools.

	STATEMENTS	**1 (SD)**	**2 (D)**	**3 (SA)**	**4 (A)**	**5 (NS)**
	School Boards and students respect each other including respect for teachers and parents					
	Discipline members (students, School Board members, parents and teachers) motivating factors in place					
	School Boards and students have regular meetings					
	School Boards, teachers and parents involve students in decision making processes					
	Board reprimands undisciplined students					
	School Boards and Students Council understand each other's duties and responsibilities in enforcing discipline					

THE END.

THANK YOU VERY MUCH.

Appendix III: Interview guide for head teachers.

1. How do you ensure that students are victims of indiscipline cases in your school?
2. What are the challenges to overall level of discipline among students in your school?
3. To what extent do you manage to maintain discipline among student in your school?
4. Can you suggest some of the ways some students become survivors of indiscipline cases in your school?
5. Who are the key actors in enforcing disciplinary measures in your school?
6. For how long have you been able to work closely with the key actors identified above?
7. Mention the roles of some of the disciplinary actors that you mentioned earlier?

THE END

THANK YOU FOR YOUR TIME

Appendix III: Interview guide for Education Officers and BOG.

1. How do you ensure that students are victims of indiscipline cases in your school?
2. What are the challenges to overall level of discipline among students in your school?
3. To what extent do you manage to maintain discipline among student in your school?
4. Can you suggest some of the ways some students become survivors of indiscipline cases in your school?
5. Who are the key actors in enforcing disciplinary measures in your school?
6. For how long have you been able to work closely with the key actors identified above?
7. Mention the roles of some of the disciplinary actors that you mentioned earlier?

Appendix IV: Interview guide for Board of Governors

1. What are the policies/strategies for enforcing students' discipline in your school?
2. How do you manage student discipline as School Boards?
3. For how long have you been able to ensure students comply with established school rules and regulations in your school?
4. What are the strategies in place that are used to build the capacity of student councils on disciplinary issues in your school?
5. Who are at responsible actors with whom you collaborate and coordinate matters of disciplinary nature?
6. What specific roles do you play in ensuring students' discipline in your school?
7. For how long have you been able to ensure students' maintain high standards of discipline in your school?
8. In cases of undisciplined students, how often do you engage the key actors in the school?
9. While addressing indiscipline among the students, how do you manage to maintain level or respect for the parties involves?

THE END

THANK YOU FOR YOUR COOPERATION

Appendix V: Krejcie and Morgan (1970) Table for sample size determination

N	*S*	*N*	*S*	*N*	*S*
10	**10**	220	140	1200	291
15	**14**	230	144	1300	297
20	**19**	240	148	1400	302
25	**24**	250	152	1500	306
30	**28**	260	155	1600	310
35	**32**	270	159	1700	313
40	**36**	280	162	1800	317
45	**40**	290	165	1900	320
50	**44**	300	169	2000	322
55	**48**	320	175	2200	327
60	**52**	340	181	2400	331
65	**56**	360	186	2600	335
70	**59**	380	191	2800	338
75	**63**	400	196	3000	341
80	**66**	420	201	3500	346
85	**70**	440	205	4000	351
90	**73**	460	210	4500	354
95	**76**	480	214	5000	357
100	**80**	500	217	6000	361
110	**86**	550	226	7000	364
120	**92**	600	234	8000	367
130	**97**	650	242	9000	368
140	**103**	700	248	10000	370
150	**108**	750	254	15000	375
160	**113**	800	260	20000	377
170	**118**	850	265	30000	379
180	**123**	900	269	40000	380
190	**127**	950	274	50000	381
200	**132**	1000	278	75000	382
210	**136**	1100	285	1000000	384

Note.— *N* is population size.

S is sample size.

Annex VI: Research Work plan

ACTIVITY	MAR 2022	APRI 2022	MAY 2022	JUN 2022	JUL 2022	AUG 2022	SEPT 2022	OCT 2022	NOV 2022	DEC 2022	FEB 2023	MAR 2023
Topic identification and approval												
Drafting of research proposal												
Correction of research proposal by supervisor												
Submission of the proposal for defense												
Data collection												
Data analysis and research report writing												
Submission of the research report for defense												
Submission of final dissertation												

N	*S*	*N*	*S*	*N*	*S*
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
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45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
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70	59	380	191	2800	338
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80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
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100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970