

Influence of Management Discipline among Secondary Schools Students Academic Performance: (A Case Study of Selected Schools in Sokoto South Local Government, Sokoto State, Nigeria)

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Abstract:- The research study was conducted on influence of management discipline among secondary schools students of academic performance in selected school in Sokoto south local government, Sokoto state Nigeria. The research was guided by the following research objectives: to establish the relationship between punishment as a tool of instilling discipline on students' academic performance in secondary school in Sokoto south local government, to examine the effect of reward on students' academic performance in secondary school in Sokoto south local government, to examine the effect of school counseling on students academic performance in secondary school in Sokoto south local government. The researcher used a cross-sectional survey design; a sample of four hundred and fifty seven respondents made up of three hundred and fifty seven students, ninety seven teachers, and three head teachers was selected using both random and non-random method. Data was collected using Questionnaires, Interview schedules and documentary analysis. Descriptive statistics and Pearson correlation were used to analyze the data. The study found that punishment was negatively related to students' academic performance in secondary schools ($r(357) = -.002, P > .005$). Reward was positively related to students' academic performance ($r(357) = .004, P > .005$), and finally school counseling was positively related to students' academic performance as computed ($r(357) = .004, P > .005$). As a result of the above findings, the null hypothesis that there is insignificance relationship of punishment, reward and school counseling on the academic performance, was accepted in only punishment and rejected for reward and counseling. Therefore, the researcher recommended that there is a need for the key stakeholders in the field of education to urgently lay strategies aimed at improving discipline among students in secondary schools.

Keywords: Management, Discipline, Punishment, academic performance

I. INTRODUCTION

Discipline is an aspect of character building done through training individual on particular aspects that, is discipline entails both acts and process of achieving the act that portray respect in society. According to Cotton, (2000) such acts are nurtured either culturally or in the environment that individuals spend most of the time.

Discipline is an act of school management practice ensuring that students have respect for teachers, head teachers and the school governing bodies and also abide by the rules and regulation of the school. Oosthuizen, Roux and Van der Walt (2003) are of the opinion that the application of discipline should not be construed as solely a clamp-down on unruly, mischievous and disruptive behavior, but as means of entering into a loving, caring and guiding relationship with learners. Disciplining students, particularly those with chronic or serious problems, is a long standing challenge for educators. They need to balance the needs of the school community and those of the individual students. At the heart of this challenge is the use of punitive versus supportive disciplinary practices. Though increasingly common in recent years, reliance on punitive approaches to discipline, such as zero tolerance policies, has proven largely ineffective, even counterproductive. This holds true both for general education students and those with disabilities.

Effective discipline practices ensure the safety and dignity of students, preserve the dignity of learning environment, and address the causes of a student's misbehavior (Adeyemi, 2006). However, in managing discipline in the classroom, teachers and head teachers have to remove other forms of punishment harmful to learners' self-esteem. This implies that physical punishment as well as emotional castigation has no place in the classroom Oosthuizen, Roux, Vander, and Walt, (2003). Research Skiba and Rausch, (2005); Sugai, (2001); Bear, Quinn and Burkholder, (2001) repeatedly has demonstrated that suspension, expulsion and other punitive consequences are not the solution to dangerous and disruptive student behaviors. In fact evidence indicates that dangerous students do not become less dangerous to others when they are excluded from appropriate school setting; quite often they become more so (Skiba & Rausch, 2005).

In the United Kingdom a study carried out on the application of punishments in schools by Docking (2000), observed that, some punishments are appropriate and constructive while others are not desirable, baseless and instead intended for

instilling fear. This idea was also in agreement with Canter (2000), who argued that although discipline remains one of the most common problems for educators, some punishments such as corporal punishments should not be used because no evidence suggests that they have produced better results academically, morally or that it improves school discipline. Instead students provoke resistance and resentments such as cyclical child abuse and pro-violent behavior. Students turn to lying about their behavior so as to escape punishments.

In Sydney Australia a study by Adams (2003), revealed that schools rules and regulation are among the strategies designed to instill good conduct of students. This implies self-control, orderliness, good behavior and obedience to school authority (Adams, 2003). Also on admission schools especially at secondary level, students are given prospectuses, which spell out some of the expectations (Adams, 2003). These rules and regulations specify in most cases what school members should do and what they should not do.

During his study on discipline in schools of Botswana, Matsoga (2003), discovered the wide spread violence and misbehavior that existed in many secondary schools. This lack of discipline, which interfered with the teaching and learning process, manifested itself in various ways including bullying, vandalism, alcohol consumption and substance abuse, truancy, inability or unwillingness to do class work at home. Theft was also identified as a common activity among secondary school students. An example was cited in 2003 where students of one of the secondary school in Botswana, broke into a biology lab to steal ethanol (Banda, 2004). Some of these students lost their lives, and others lost their sight. In another secondary school, a 19-year-old boy committed suicide after fighting with another student over a borrowed plate (Maleke, 2003). These were due to students disrespecting the formulated school rules and regulations that could assist them guide their behaviors at school.

In Tanzania a study by Cowley (2001), established that in the secondary schools in Tanzania, it was discovered that, majority of the headmasters and headmistresses lacked administrative skills and spent most of their time outside the school premises, hence becoming unaware of what was happening in their schools an indication of poor time management. The effect of this poor time management on students' academic performance remained unknown and thus a need for this study.

A study in Sokoto by Mpiso (2004) revealed that there are various types of punishments that are administered in the secondary schools in Sokoto. These include the different modes or forms, which prevail in our schools in Sokoto such as reprimand, bawling out, ridiculing sarcasm, belittling, name calling, withdraw of privileges, social isolation, demotion, putting placards around the offenders neck, standing or kneeling in front of class, exercise drills such as raising arms while carrying weight, suspension and expulsion from school,

corporal punishment, restitution and detention or keeping students after school.

In Ministry of Basic and Secondary Education (2015), in its monitoring and evaluation report revealed facts on students control through rules and regulations set by individual schools in Sokoto south local government and observed that, rules and regulations are enforced through prefects' bodies and councils, disciplinary committees, teachers and involvement of parents. It is also argued that the best results could be obtained through vigilantly reminding students about rules and regulations of the school and monitoring their compliance with them. However it has become normal in many secondary schools in Sokoto south local government for students to break school rules and regulations with impunity, showing lack of respect to school authority, damaging of school property, beating up their teachers, rioting at any slightest opportunity and even inflicting harm on one another to the extent of using acid as a means of defense for example in the early 2000 there was a violent strike in Wamakko secondary school where students rioted and destroyed school properties such as buildings and scholastic materials in laboratories worth of millions. The consequences from such undisciplined behaviors may result into poor students' academic performance.

Statement of the problem

Discipline is quite a broad perspective and it has basic cannons on which it is driven for example punishment, rewarding and counseling. Ideally it is better to instill discipline in students by use of positive measures such as rewarding for example giving gifts for the most respectful and also complimenting students for abiding by the rules and regulations. Counseling is also better since it helps students realize the benefits of being disciplined. However, on the contrary punishment could probably increase remorsefulness in students and also instills fear in students this conforms to what (Kabandize, 2004) established.

The research cited from a study by Mpaata, (2008) on the situation in Sokoto education system put it that schools have been hit by a wave of indiscipline among students which is escalating rapidly with notable strikes, bullying, arson cases in schools, vandalism of school property, general refusal to follow school rules and regulations as well as increasing alcoholism. According to Mpiso (2004), there have been various kinds of punishment in schools in Sokoto such as belittling, name calling withdraw of privileges, social isolation however the students have continuously become rebellious and disobey the set rules, and this has had an adverse effect on the student's academic performance.

Schools in Sokoto have prioritized discipline as a key factor towards improving the performance of students and various strategies of disciplining students have been instituted. However, empirical findings by for example Mpiso above reveal that despite disciplining strategies these students' discipline has declined and this could affect the students'

academic performance. It is against this back ground that the researcher sought to further investigate the influence of discipline management on student’s academic performance.

Objectives of the Study

- i. To establish the relationship between punishment as a tool of instilling discipline on students’ academic performance in secondary schools in Sokoto south local government.
- ii. To examine the relationship between reward on students’ academic performance in secondary schools in Sokoto south local government.
- iii. To examine the relationship between school counseling on students’ academic performance in secondary schools in Sokoto south local government.

Research Questions

- i. What is the relationship between punishment and students’ academic performance in secondary schools in Sokoto south local government?
- ii. What is the relationship between reward and students’ academic performance in secondary schools in Sokoto south local government?
- iii. What is the relationship between school counseling and students’ academic performance in secondary schools in Sokoto south local government?

Research Hypotheses

H₀₁: There is no statistically significant relationship between punishment and students’ academic performance in secondary schools of Sokoto south local government.

H₀₂: There is no statistically significant relationship between reward and students’ academic performance in secondary schools of Sokoto south local government.

H₀₃: There is no statistically significance relationship between school counseling and students’ academic performance in secondary school in Sokoto south local government.

II. CONCEPTUAL FRAMEWORK

The conceptual framework of this study derived from the theory X and Y of McGregor. This theory lays specific lens on how managers should manage their organization. According to McGregor (1960), some human beings are lazy by nature and must be pushed to act towards meeting the organizational objectives. Additionally, he concluded that staffs should work based on set of rules and regulations towards increasing productivity. While pointing out the importance of discipline in an organization, McGregor (1960) delineated three attributes in which managers should adopt to ensure proper maintenance of discipline. These attributes are: Administration of punishment, giving reward, and school counseling. These attributes were used to investigate their effect on the academic performance of students in Sokoto south local government.

Independent Variable

Management of Discipline

- Administration of Punishment
- Reward
- School Counseling

Dependent Variable

Academic Performance

- End of Term Examination Result
- Mock Examination Result

Intervening Variable

- Child-Intelligence
- Socio-economic Status

Fig. 1.1 Conceptual Framework

In the diagram above, discipline management is the independent variable. It has elements such as administration of punishment,(where the school administrators ensure that all

offenders are appropriately punished), reward (giving out different forms of motivators e.g. prizes, applause, praise, etc), and school counseling (i.e. assisting students to

overcome personal, social, vocational, and academic problems).

The dependent variable is academic performance. It has elements that are indicators of students’ performance in learning programmes. These includes: end of term examination grades, mock examination results (for S.4 and S.6). However, there are elements (different from administration of punishment, reward, and school counseling) that may also influence academic performance. The researcher termed them intervening variables and they include: child-intelligence, socio-economic status. The study expects that provided there is effective discipline management in the schools, students’ academic performance will improve.

III. METHODOLOGY

Research Design

The research design that was adopted for this study was cross-sectional survey design. This design was concerned with finding and describing the study phenomenon. The design was not aimed at discovering new phenomena, but was concerned with conditions or relationship that exists. Methodological triangulation was used for accurate and intensive finding. According to Amin (2005), the purpose of a cross-sectional survey design is to study specific groups within a population in a short period of time.

Population of the Study

Population of study refers to the complete universe or collection of all elements of interest in a particular

investigation (Amin, 2005). There are three secondary schools in Sokoto south local government. In this case the total population covers all students, teachers and head teachers from three (3) selected secondary schools in Sokoto south local government. Quantitatively, the study covers **5,290** students, **133** teachers and **3** head teachers from the secondary schools in Sokoto south local government.

Sampling

Sampling is the process of selecting unit (participant) from a population of interest so that generalization could be made on the population from which they were chosen.

Sample Size and Sample Technique

Based on Krejcie and Morgan (1970) table of sample size determination, the study made use of **357** students, **97** teachers and **3** head teachers. A stratified random sampling was used to select the students from each stratum. Additionally, simple random sampling was used to select the teachers. Purposive sampling was used to select the head teachers. The advantage of using stratified random sampling technique is to enable all respondents stand an equal chance of being selected (Creswell, 2012). Furthermore, the purposive sampling was used because the researcher believes that all head teachers are competent enough to give their perceptions on the influence of discipline management on students’ academic performance.

Table 3.1: Population and Sampling

Schools	Population			Sample size			Sampling technique		
	Students	Teacher	Principal	Students	Teachers	Head teacher	Students	Teachers	Head teachers
School A	2137	38	1	144	28	1	Simple random sampling	Simple random sampling	Purposive sampling
School B	1699	45	1	115	33	1			
School C	1454	50	1	98	36	1			
Total	5290	133	3	357	97	3			

Source: Education Resource Centre 2020

Research Instrument

The researcher used three instruments in the collection of data including questionnaire, interview and documents.

Close-ended Questionnaire

A close-ended questionnaire titled “Discipline Management and Students Academic Performance Questionnaire” was used to collect quantitative data from the students. The questionnaire was divided into five sections: A, B, C, D, and E. Section A contained questions on the demographic features of the respondents, while section B, C, and D contained questions on administration of punishment, reward, and

school counseling. Section E on the other hand involved questions on students’ academic performance.

Interviews Guide

A semi-structure interview was used for the collecting information from the head teachers. This interview guide helped the researcher to make a deeper insight into the research questions raised in this study. According to Cohen and Crabtree (2006), semi-structured interview provides a clear set of instructions for interviewers and can provide reliable and comparable qualitative data.

Documentary Analysis

Related documents such as school-examination report, performance of the students were collected from each of the secondary schools in Sokoto south local government. According to Creswell (2002), the purpose of document in research is to study past events, history and occurrences. In the context of this study, the purpose of document is to ascertain the students’ academic performance.

Validity of Research Instruments

The validity of the research questionnaire was determined by the experts in educational management and administration. A sample of the questionnaire was shown to the research supervisor for professional corrections and comments which were incorporated into the final draft of the instrument to ensure that it had both face and content validity. The content validity index (CVI) gotten from the content validity determined the validity of the research questionnaire. The advantage of this validity type is to determine the extent to which the items of the construct represent the concept to be measured (Creswell, 2012). The content validity index was determined using formula below.

$$CVI = \frac{\text{Total number of items declared valid}}{\text{Total number of items in the questionnaire}} = 32/36$$

After computing the content validity index it was found that the CVI was 0.88 which meant that the items in the tool were valid to collect information about influence of discipline management on students’ academic performance in secondary schools in Sokoto south local government.

Reliability of Research Instruments

Reliability refers to the degree to which an instrument consistently measures what it is supposed to measure. The data was collected from a sample of respondents who were not part of the study, and tested by the use of Cronbach alpha in the SPSS software to determine the reliability of the questionnaire. The purpose of Cronbach alpha is to test for internal consistency of an instrument (Cronbach, 1984).

Table 3.2 Reliability Statistics	
Cronbach's Alpha	N of Items
.864	36

Procedure for Data Analysis

Data collected on the demographic features of the subjects was presented in contingency percentage tables and subsequently interpreted and analyzed respectively using basic statistics. Other data generated from the respondents’ responses to the questionnaire items was analyzed using inferential statistics such as Pearson correlation in order to find out the relationship between independent and dependent variable of the study such as administration of punishment, reward, school counseling, and academic performance. Data

gathered from the interview response was analyzed using thematic analysis. In this analysis, related response was grouped into themes and sub themes were grouped into larger themes. This coding method was used in order to enable the researcher obtain deeper data analysis. The purpose of thematic analysis in qualitative method is to enable researchers make an in-depth analysis about categories and their meaning in a given study (Creswell, 2002).

IV. DATA PRESENTATION AND ANALYSIS

This chapter presents the data that was collected, analyzed and interpreted. The chapter is divided into four sections. The first section is on the background information about the respondents; the second section presents the influence of administration of punishment on students’ academic performance. The third section presents the influence of reward on students’ academic performance while the fourth section is the influence of school counseling on students’ academic performance in secondary schools in Sokoto South Local Government.

4.1 Demographic Data

Table 4.1 showing gender of students

Gender	Frequency	Percent
Male	201	56.3
Female	156	43.7
Total	357	100.0

Source: Field data, 2020

The researcher sought to establish the gender of the students and the results presented in the table 4.1 above show that the highest number of respondents were male who were 201 (56.3%), while the female respondents were 156 (43.7%). These results implied that the male students constitute the majority of the students in schools. Nonetheless the difference between the male and female respondents was negligible meaning that even the female students responded overwhelmingly.

Table 4.2 Showing gender of teachers

Gender	Frequency	Percent
Male	68	70.0
Female	29	30.0
Total	97	100.0

Source: Field data, 2020

The researcher sought to establish the gender of the teachers and the results presented in the table 4.2 above revealed that the highest number of respondents were male who were 68 (70.0%), the female respondents were 29 (30.0%). These results implied that the male teachers constitute the majority of the teachers in schools.

Table 4.3 showing class of students

Class	Frequency	Percent
S1	18	5.0
S2	12	3.3
S3	73	20.4
S4	134	37.5
S5	46	12.8
S6	74	20.7
Total	357	100.0

Source: Field data, 2020

The results in table 4.3 revealed that the highest number of respondents were S.4 students who were 134 (37.5%), this was followed by S.6 who were 74 (20.7%), followed by S.3 who were 73 (20.4%), followed by S.5 students who were 46 (12.8%), followed by S.1 students who were 18 These implied that majority of the respondents whom participated in this study were students from S.4.

Table 4.4 showing the marital status of respondents

Marital status	Frequency	Percent
Married	42	43.3
Single	55	56.7
Total	97	100.0

Source: Field data, 2020

The table 4.4 shows the marital status of respondents specifically teachers, this was targeted because the ability to instill discipline in the students could be predetermined by whether a teacher has control in his family or not. The highest number of respondents were single and this was confirmed by 55 (56.7%) of the respondents, the ones who were married were 42 (43.3%). This implied that most schools recruited teachers who perhaps were beginners.

Table 4.5 showing educational qualification of teachers

	Frequency	Percent
Diploma	50	51.5
Bachelor	38	39.2
Others	9	9.3
Total	97	100.0

Source: Field data, 2020

The result in table 4.5 shows that the highest number of teachers are diploma holders with 50 (51.5%) of the respondents falling in that category. They were followed by bachelors degree holders with 38 (39.1%) respondents falling under this categories, the ones who were falling under other categories were 9 (9.3%). It should however be noted that all the respondents sampled under the category of teachers had

the capacity and appropriate educational qualification to respond to the questions presented to them.

It was noted by all the head teachers that they recruited teachers from all levels of education but however preference was given to those with bachelor’s degree. The minimum teaching qualification is a Diploma in Secondary Education of any recognized institute. The results further show a few staff with other qualification probably possess master’s degree. The few numbers of respondents in this category could be because they may have taken up higher management positions in the hierarchy of education or rather they are few who had acquired that level of education.

Table 4.6 showing teaching experience of teachers

Teaching experience	Frequency	Percent
1-10	78	80.4
11-20	17	17.5
21 and above	2	2.1
Total	97	100.0

Source: Field data, 2020

The results in table 4.6 revealed that the majority of the respondents 78 (80.4%) had a teaching experience of 1-10 years, 17 (17.5%) 11-20 years, 2 (2.1%) respondents who had taught for 21 and above years school. It is however important to note that a teacher could easily establish and know the direction of the schools discipline within 1 year and therefore these teachers could also provide the relevant information required for this study.

The results implied that the majority of the respondents 78 (80.4%) had acquired teaching experience of 1-10 years, 17 (17.5%) and lastly 2 (2.1%).

H01: There is no Statistically Significant Relationship Between Punishment and Students’ Academic Performance in Secondary Schools in Sokoto South Local Government

Table 4.7 Showing Relationship Between Punishment and Students’ Academic Performance in Sokoto South Local Government

Correlations			
		Academic performance	Punishment
Academic performance	Pearson Correlation	1	-.002
	Sig. (2-tailed)		.970
	N	357	357
Punishment	Pearson Correlation	-.002	1
	Sig. (2-tailed)	.970	
	N	357	357

** . Correlation is significant at the 0.05 level (2-tailed).

Source: Field data, 2020

The Pearson correlation in table 4.7 revealed that there was a negative and insignificant relationship between academic performance and punishment as a mode of disciplining students. This was evidenced from empirically generated data as the correlation value ($r(357) = -.002, P > .05$, the significance value .970; this meant that there was a negative and insignificant relationship between punishment and academic performance. It implied that if punishment of students was perceived to be favorable by the school managers then there was likely to be a corresponding negative effect on student’s academic performance.

These findings coincide with the study of Bennett (2006), who said punishment does not have effect on students’ academic performance. He said frequent punishment of students usually lead to aggression and consequently maladjustment. He further explained that this maladjustment will lead to truancy and eventual weak academic performance.

However, the findings contradict the study of Baker and Gerler (2001), who found that punishment moderately affect students’ performance in secondary schools. They argued that if there is appropriate punishment, students will become obedient to school rules and regulations and consequently improving their academic performance.

H0₂: There is no Statistically Significant Effect of Reward and Students Academic Performance in Secondary Schools in Sokoto South Local Government.

Table 4.8 Showing Relationship Between Reward and Students Academic Performance in Sokoto South Local Government.

Correlations			
		Academic performance	Reward
Academic performance	Pearson Correlation	1	.004
	Sig. (2-tailed)		.946
	N	357	357
Reward	Pearson Correlation	.004	1
	Sig. (2-tailed)	.946	
	N	357	454

** Correlation is significant at the 0.05 level (2-tailed).

Source: Field data, 2020

The Pearson correlation in table 4.8 revealed that there was a negligible positive and insignificant relationship between reward and academic performance. This was evidenced from empirically generated data as the correlation value ($r(357) = .004, p > .05$ and the significance value .946; this meant that there was a positive and insignificant relationship between reward and academic performance in secondary schools in Sokoto South Local Government., since the relationship was negligible.

This contradicts with the findings of Simatwa (2007), who posits that reward when effectively used by teachers, parents, and school administrators will help to foster better students’ academic performance.

It however agrees with the findings of Ramharia (2006), who found that reward only serves as a temporary reinforcement and that it does not ultimately influence students’ academic performance.

H0₃: There is no Statistically Significant Relationship Between School Counseling and Students Academic Performance in Secondary Schools in Sokoto South Local Government.

Table 4.9 Showing Relationship Between School Counseling and Students academic performance in Sokoto South Local Government

Correlations			
		Academic performance	Counseling
Academic performance	Pearson Correlation	1	.014
	Sig. (2-tailed)		.788
	N	357	357
Counseling	Pearson Correlation	.014	1
	Sig. (2-tailed)	.788	
	N	357	357

** Correlation is significant at the 0.05 level (2-tailed).

Source: Field data, 2020

The Pearson correlation in table 4.9 revealed that there was a positive and insignificant relationship between school counseling and academic performance of students as a mode of disciplining students. This was evidenced from empirically generated data as the correlation value ($r(357) = .014, p > .05$ the significance value .014. This meant that there was a positive and insignificant relationship between academic performance and school counseling of students in secondary schools in Sokoto South Local Government., since the relationship was negligible. It implied that if school counseling of students was perceived to be favorable by the school managers then there was likely to be a corresponding positive effect in the student’s academic performance.

The findings of this research coincide with the view of Musaaazi (2006), who said provided students are given appropriate academic and socio-personal counseling, they stand a chance of excelling in all school programmes. He maintained that lack of academic counseling was what leads to poor academic performance of many students in Africa.

However, the findings in this study contradicts the study by Matsoga (2003), who said counseling usually help students to adjust with self and others in the school but the task of

invigorating students' academic performance is sorely reliant upon teachers.

Conclusion of Results

The research came up with the following conclusions:

1. The research concluded on the relationship between punishment as a tool of instilling discipline and students' academic performance in Sokoto South Local Government.. The research concluded that the highest number of respondents disagreed to the fact that corporal punishment is used as a mode of disciplining students, however there was insignificant negligible negative correlation depending on the statistical inferences. Punishment as a tool used to instill discipline may not be work alone but it could only work when put together with reward and the counseling of students.
2. The research also concluded on the relationship between reward and the academic performance of students in Sokoto South Local Government.. It was found that schools rewarded their students as a way of motivating them to become disciplined and perform better. It was also concluded that the highest number of respondents agreed that students who perform well in schools are given certificates as a none tangible reward and that schools often put up days for general counseling and this was also observed to be vital towards improving the discipline of students. It was also concluded that most of the respondents agreed that giving prizes is effective towards maintaining discipline among student, there was conclusive evidence from empirical data on the respondents perception that giving rewards to students had helped teachers to combat discipline in schools. However, the relationship is negligible and insignificant.
3. The final conclusion was based on the relationship between school counseling and the academic performance of students in Sokoto South Local Government.. The research concluded that schools had specialists dedicated to dealing with counseling in schools, there were separate counseling sessions organized for students who had severe indiscipline cases. Utmost it was concluded that there was sensitization of students in schools in Sokoto South Local Government. about indiscipline and this had a positive impact on the characters of students, although insignificant.

V. RECOMMENDATIONS

The research recommends the following;

1. On punishment the research recommends that corporal punishment of disciplining students should not be used. It should be noted that corporal

punishment was revealed to be a factor that leads to more of indiscipline cases than motivating the students to improve their academic performance. Students should be disciplined in a more positive manner so those modes that do not facilitate poor performance among students.

2. The research recommends that the key stakeholders in the field of education need to lay strategies aimed at improving discipline among students through rewards. The schools should also incorporate a competitive reward strategy so as to motivate students to perform well, the students reward system should be designed in such a way that it can lure students to perform better. The school managements should also ensure that its staffs are well trained and also has the capacity to instill discipline in students.
3. The final recommendation was based on the relationship of counseling as a disciplining tool on the academic performance of students. The research recommends that more counseling skills should be applied by teachers in order to increase on its probable multiplier effect on academic performance of students. Further students who have severe indiscipline character should be put on rehabilitation where there will be specific hours of counseling; this will probably have a cumulative impact on the discipline of students. Counseling was seen as a key factor to improving the students' discipline and hence different entities in the education sector should vehemently embrace it.

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