

The Relationship between Welfare and Discipline of Secondary School Students in Sheema District, Uganda

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Abstract

The study investigated the relationship between welfare and discipline of secondary school students in Sheema District. A descriptive cross-sectional survey design was used to assess the effect of Welfare on discipline among secondary schools in Sheema district. Self-administered questionnaires were used to collect data from 165 teachers. The findings indicated a significant positive relationship between welfare and discipline of secondary school students in Sheema district. Although, there was a very status of welfare and high level of discipline, there was a significant positive relationship between the status of welfare and the level of discipline. These findings have showed empirical evidence for the effect of welfare on improving the discipline of secondary school students. An 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 welfare among secondary school students. More research is required on the effect of the status of welfare on the level of discipline of secondary school students in Sheema district and beyond.

Key words: Welfare, Discipline, Students, Secondary Schools, Sheema District

Introduction

Discipline of students has been reported to be pivorted on the state of the welfare of students itself across the world(Olszewski-Kubilius & Corwith, 2018). Besides, it is the responsibility of all school stakeholders to ensure an ordered 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).

In Bostwana, the secondary school had their image marred by acts of low students' discipline. Some students died and other became blind after they broke into the school science laboratory and consumed toxic amount of methanol and ethanol (Kilonzo, 2013).

In East Africa, particularly Kenya has faced increased cases of indiscipline (Ngwokabuenui, 2015). Some of the acts of indiscipline experienced in Kenya are truancy, bullying, destruction of school property, physical violence by students on fellow students and on teachers. Until now, poor welfare has continued to be the most contributing factor to low student's discipline in secondary schools (Justice, 2016). Thus, evidence adduced reveals that the upcoming low discipline of students is a universal problem.

In Uganda there are two prominent-categories of school foundations exist; faith based and non-faith-based and welfare is at the heart of understanding of the discipline of students in a given institution. Yearly, cases of student indiscipline are reported countrywide in schools of both foundations. From 2010-2016, a wave of student strikes rocked the whole country. Besides, the schools which experienced serious student indiscipline were reported to have issues related to the differences in the status of students' welfare. The situation above makes it apparent that low discipline is normally sparked off by lack of requisite strategies of managing students.

Notably, even the students in the-faith based schools in which high levels of discipline of students were exhibited in the olden days, strikes were reported. Besides, Sheema district experienced violent strikes in secondary schools in 2014 which included burning of dormitories, breaking of windowpanes and wooden doors, hunger strikes among others (Tumuhairwe, 2015). There has been a notable disparity in the discipline of secondary school students in Sheema district (Mugasha, 2013). Widespread strikes in Sheema district led to the closure of secondary schools of which only two schools had not striked indicating that almost all the secondary

schools in Sheema district striked. Besides, the strikes left a lot of damages in property; for example, students in schools like Sacred Heart Mushanga caused extensive damages to school property after three arson incidents. A study conducted by Niwamanya (2016) revealed that discipline of students in Sheema district during the period between 2013 and 2014 was very much wanting. Although Parents Teachers Associations meetings were conducted in order to mitigate future strikes, no known study has been conducted to determine the status of welfare and its relationship with discipline of students. Therefore, it is against this background that the researcher investigated how welfare affects discipline among the secondary schools in Sheema district.

Methods

Study design

This was a cross-sectional design with quantitative methods of data collection conducted among teachers were purposively chosen because they are involved in the monitoring of students while in class and while on duty, they supervise students as well as ensuring that the rules and regulations are upheld.

Study site

This study was conducted among secondary schools in Sheema district in South-Western Uganda. It focused on randomly selected 10 secondary schools in the district. The area was purposively selected because of the rampant strikes that marred the area in 2013 to 2014

Procedure

Two-stage cluster sampling was used. Schools were the primary sampling units while teachers and head teachers were the secondary sampling units. A list of schools and the number of teachers in each school identified. From each school, a proportionate number of teachers based on the total sample size were enrolled. Simple random sampling was used in selection of the teachers.

Data analysis

Descriptive statistics particularly frequencies and percentages were used for demographic characteristics of respondents. Sum of the responses from each respondent were then obtained

for both welfare and discipline of students. In order to establish the status of welfare of students, mean was used to rank each of the items considered and the overall mean of the items to measured welfare computed. The level of discipline of students was established by computing mean for each of the items and the average for all the items. Pearson Product Moment analysis was used to establish relationship between welfare and discipline of secondary schools in Sheema District. Pearson correlation coefficient (r) to confirm whether the relationship exists was reported followed by the level of significance (p) to reject or accept the null hypothesis were reported.

Results

Bio-data of Respondents

Table 1 shows that majority 118(71.5%) were males compared to 47(28.5%). This implies that the teaching profession in the secondary schools in Sheema district was male dominated. Regarding marital status, most of the respondents were married 109(66.1%) while 56(33.9%) were single, implying that majority of the respondents were married. In terms of teaching experience, 97(58.8%) had 5 years and above in the teaching profession, 40(24.2%) had 3-4 years teaching experience, 21(12.7%) and only 7(4.2%) had less than one year of teaching experience. Consequently, this finding implies that majority of the teachers had 5 years and above of the teaching experience.

Table 1: Bio data of Teachers (N = 165)

Characteristics		Frequency	Percent
Gender	Male	118	71.5
	Female	47	28.5
Marital Status	Single	56	33.9
	Married	109	66.1
	Less than 1 Year	7	4.2
Teaching Experience (years)	1-2 Years	21	12.7
	3-4 Years	40	24.2
	5 Years and above	97	58.8

The Status of Welfare of Secondary School Students in Sheema district

The researcher inquired from the respondents on their perceived status of welfare among secondary school students by using 21 questions which required the respondents rated based on the Likert scale whereby: 1= represented Strongly Disagree; 2 Disagree; 3 Strongly agree and 4

Agree. Respondents' responses are summarized in Table 4.2. Means and standard deviation were presented in Table 2.

Table 2: Status of Welfare of Secondary School Students in Sheema district

SN	Item rated	Mean	SD	Decision
1.	This school always provides students with break fast	4.67	0.522	Very high
2.	This school regularly provides food to students at lunch time	4.58	0.496	Very high
3.	This school regularly provides evening tea to students	4.34	0.914	Very high
4.	Feeding students at school makes them healthy	4.47	0.569	Very high
5.	Feeding students makes them attend lessons in class	4.59	0.493	Very high
6.	provision of meals minimizes students' absenteeism	4.45	0.657	Very high
7.	provision of lunch to students enhances time management for afternoon lessons	4.61	0.514	Very high
8.	Feeding students enhances actual learning of students	4.51	0.501	Very high
9.	Good feeding prevents riots among students	4.34	0.667	Very high
10.	My school has enough classrooms for students	4.75	0.477	Very high
11.	All class rooms have good chalkboards	4.40	0.651	Very high
12.	My school has good sanitation for students	4.58	0.586	Very high
13.	My school has separate latrines for females and male students	4.56	0.497	Very high
14.	All classrooms have enough sitting facilities for students	4.38	0.620	Very high
15.	Good sanitation positively influences students' participation in co-curricular activities at school.	4.50	0.611	Very high
16.	Provision of separate latrines for male and female students minimizes students' absenteeism and dropout.	4.14	1.126	High
17.	Provision of sitting facilities in the classroom affects students' attendance of lessons.	4.24	0.975	Very high
18.	All students are accommodated at school	2.33	1.524	Moderate
19.	Provision of accommodation makes students arrive early for their lesson.	4.44	0.735	Very high
20.	There are no students accommodated by the school	1.55	0.893	Low
21.	Provision of accommodation minimizes students absenteeism	4.42	0.820	Very high
Overall Status of Welfare		4.23	0.78	Very high

Key: 4.20 - 5.00: Very high; 3.40 - 4.19: High; 2.60 - 3.39: Moderate; 1.80 - 2.59: Low; 1.00 - 1.79: Very low

Findings in Table 8 indicated that the status of welfare of secondary students in Sheema district was generally very high (Mean = 4.23, SD = 0.78).

Level of Discipline of Secondary Students in Sheema district

Respondents in response to the study question: *What is the level of discipline of secondary school students in Sheema district?* According to the 10 items rated, the data collected was analyzed using mean and standard deviation. Results are presented in Table 3.

Table 3: Level of Discipline of Secondary Students in Sheema district

SN	Item rated	Mean	SD	Decision
1.	Always students come by 7:30am at school	4.45	0.684	Very high
2.	Students are always present at school participating in all school activities	4.28	0.559	Very high
3.	There is regular attendance of all lessons by all pupils at school.	4.27	0.768	Very high
4.	Students do not bully each other at my school.	4.12	0.875	High
5.	Students always adhere to school rules and regulations	4.01	0.883	High
6.	My school has never experienced a strike by students.	3.82	1.423	High
7.	Students always escape from school	2.88	1.342	Moderate
8.	Some students take drugs like alcohol and cocaine	2.85	1.108	Moderate
9.	Teachers administer punishments to undisciplined students	4.50	0.570	Very high
10.	The school has strict school rules and regulations	4.02	0.984	High
Overall Level of Discipline		3.90	0.59	High

Key: 4.20 - 5.00: Very high; 3.40 - 4.19: High; 2.60 - 3.39: Moderate; 1.80 - 2.59: Low; 1.00 - 1.79: Very low

Table 8 shows that the level of discipline of secondary school students in Sheema district was generally high (Mean = 3.90, *SD*= 0.59).

Relationship between Status of Welfare and Level of Discipline of Secondary Students in Sheema district

Findings show that there was a strong positive correlation ($r = 0.424$.) between welfare and discipline. These findings were further subjected to a test of significance (p) and it is shown that the significance of the correlation ($p = 0.000$) is less than the recommended critical significance at .05. Thus, the null hypothesis was rejected in favour of the alternative hypothesis that there is a statistical significant relationship between the status of welfare and the level of discipline of secondary school students in Sheema district. Thus, the implication of the findings was that the strong effect implied that a change in welfare contributed to a big change in discipline. The positive nature of the effect implied that the change in welfare and discipline was in the same direction. The implication of this was that better welfare contributed to better discipline and poor state of welfare contributed to indiscipline.

Table 4: Relationship between Status of Welfare and Level of Discipline of Secondary Students in Sheema district

	1	2
1.Discipline (Dependent Variable)	1	0.424*
2.Welfare (Independent Variable)	0.424*	1

**Correlation is significant at the 0.01 level (2-tailed). N = 165.

Discussion

The researcher tested the hypothesis: *There was no significant relationship between the status of welfare and the level of discipline of secondary school students in Sheema district?* The responses from teachers regarding the status of welfare were correlated with those on the level of discipline using Pearson Product Moment coefficient and the level for significance of the correlation compared to the critical significance at 0.05. Findings reveal that there is a significant positive relationship between the status of welfare and the level of discipline of secondary school students in Sheema district. Also, findings implied that better status of welfare relates to better discipline of students and vice versa. This finding is similar to the findings in a study conducted by Eliot, Cornell, Gregory, and Fan (2010) to investigate the relations between student perceptions of support and student willingness to seek help for bullying and threats of violence in a sample of 7318 ninth-grade students from 291 high schools who participated in the Virginia High School Safety Study agrees with the findings in this study. Students who perceive their teachers and other school staff to be supportive were more likely to endorse positive attitudes toward seeking help for bullying and threats of violence. In schools with more perceived support, there was less of a discrepancy in help-seeking attitudes between girls and boys. Findings suggest that efforts by school staff to provide a supportive climate are a potentially valuable strategy for engaging students in the prevention of bullying and threats of violence. Findings signify the importance of developing strategies that enhance teachers' situation-specific efficacy beliefs in order to enhance discipline of students and consequently academic achievement.

Supporting this finding is literature indicating developing countries, Way (2011) while examining the relationship between school discipline and student classroom behavior revealed a traditional deterrence framework predicts that more severe discipline will reduce misbehavior. In contrast, normative perspectives suggest that compliance depends upon commitment to rules and authority, including perceptions of fairness and legitimacy. Using school and individual-level data from the National Education Longitudinal Study of 1988 and multilevel regression modeling, the author finds support for the normative perspective. Students who perceive school authority as legitimate and teacher–student relations as positive are rated as less disruptive. While perceptions of fairness also predict lower disruptions, the effects are mediated by positive

teacher–student relations. Contrary to the deterrence framework, more school rules and higher perceived strictness predicts more, not less, disruptive behavior. In addition, a significant interaction effect suggests that attending schools with more severe punishments may have the unintended consequence of generating defiance among certain youth.

Wei, Williams, Chen, and Chang (2010) while investigating the effects of individual characteristics (gender, depression, and delinquency), teacher practice (support and maltreatment), and school organizational factors (school size and pupil–teacher ratio) on adolescents' verbal and physical bullying behaviors. A random sample of 1172 7th–9th grade students from 12 public middle schools in Taichung City, Taiwan was selected for this study. A self-report questionnaire survey was administered. The results showed that during the previous semester, 38.7% of the students had ever bullied other students physically while 53.0% had verbally bullied others. Hierarchical linear modeling was employed to conduct a two-level analysis. Individual characteristics including gender, depression, and involvement in delinquent behaviors were found to significantly contribute to both verbal and physical bullying. Teacher's support and maltreatment of students were also associated with the two types of bullying. School size and pupil–teacher ratio, on the other hand, did not significantly contribute to bullying behaviors. Implications were discussed.

Shanahan and Shanahan (2008) explained that students' disciplinary was imbedded instruction embedded within content-area classes such as math, science, and social studies — should be a focus of middle and secondary school settings. Moving beyond the oft-cited "every teacher a teacher of reading" philosophy that has historically frustrated secondary content-area teachers, the Shanahans present data collected during the first two years of a study on disciplinary literacy that reveal how content experts and secondary content teachers read disciplinary texts, make use of comprehension strategies, and subsequently teach those strategies to adolescent readers. Preliminary findings suggest that experts from math, chemistry, and history read their respective texts quite differently; consequently, both the content-area experts and secondary teachers in this study recommend different comprehension strategies for work with adolescents. This study not only has implications for which comprehension strategies might best fit particular disciplinary reading tasks, but also suggests how students may be best prepared for the reading, writing, and thinking required by advanced disciplinary coursework.

Despite the large volume of published studies describing the role of Welfare on discipline of students, no known published study has established the magnitude of the effect of welfare on the discipline of students from the teachers' perspective. Then, it is against this study that a study was conducted to assess the magnitude of the effect of teacher' perspective of welfare on the discipline among Sheema district.

Conclusion

From the study findings, it is noted that the state welfare is positively related to level of discipline in the secondary schools in Sheema District.

Recommendations

School administrators are informed of the different opinions of teachers regarding the welfare of secondary school students. They should hold meetings with teachers and clarify to all the teachers of the welfare expectations. Students should be informed of the positive relationship between their welfare and discipline. Welfare so that they learn to improvise from their parents rather than solely depends on the school. The Uganda National Teachers' Union should hold workshops with teachers aimed at sensitizing teachers on the essence of welfare on discipline of students. School administrators should be informed to consider the welfare as a serious issue that influences discipline of students and consequently minimise the escalating prevalence of strikes in the Sheema district. There should be workshops for head teachers and head prefects on welfare and discipline handling is highly recommended.

Areas for Further Research

This research has thrown up many questions in need of further investigation. Further work needs to be done to establish the effect of welfare on the discipline of students in Sheema district and beyond.

Competing Interests

Authors declare no competing interests.

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