

RELATIONSHIP BETWEEN HEAD TEACHER'S TRAINING AND SCHOOL DISCIPLINE IN SECONDARY SCHOOLS IN MUBENDE DISTRICT. A CROSS-SECTIONAL STUDY.

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Abstract

Background:

Formal institutions, including secondary schools, are established to impart knowledge, skills, habits, values, and attitudes among the learners. The aim of the study is to assess the head teacher's training and school discipline in secondary schools in Mubende district.

Methodology:

The study was a descriptive cross-sectional-correlation study, conducted in 8 Government Aided secondary schools in Mubende district. The target population was 180 respondents, comprising 8 headteachers and 8 deputies. Simple random sampling and purposive sampling were used.

Results:

Most of the head teachers (50.4%) had spent 10 years or more, 33.3% had spent only 1-3 years, while 16.3 had spent 4-6 years in the schools they are heading. Discipline in these schools was well handled. The majority of the respondents of 66.3 % with a moderated mean of 2.841, agreed that staff and students are given due consideration when it comes to discipline. 54(53.5%) of the respondents, with a high mean of 3.000, agreed that the school's rules and regulations are comprehensive enough to deter indiscipline. Most 48.5% with a high mean of 3.306 agreed that the schools have functional disciplinary committees for students and staff. The calculated average mean for discipline management was 2.951, which is a high mean.

Conclusion:

Discipline in secondary schools in Mubende district was handled with most of the schools having functional disciplinary committees for students and staff.

Recommendations:

The Ministry of Education and Sports should frequently organize leadership-based training, seminars, workshops, and refresher courses countrywide for secondary school heads to update them on new leadership situations and challenges.

Keywords: Discipline in secondary schools, Head teacher's training, Disciplinary committees for students and staff, Mubende district.

Submitted: December 04, 2024 **Accepted:** November 23, 2025 **Published:** January 01, 2026

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Background

Formal institutions, including secondary schools, are established to impart knowledge, skills, habits, values, and attitudes among the learners. These institutions are led by head teachers who are expected to employ leadership functions to achieve the organizational goals. Examples of these functions are planning and policy making (Nir, A. E. 2003); organization, motivation, and directing (Keegam L. G. (2003); coordination and budgeting (Fapojuwo 2002); personnel leadership or management (Deborah K. 2002); curriculum development and instructional management (Jamentz, K. 2002); providing students' personnel services such as orientation, guidance and counselling and discipline

(Renald 2000). If such leadership functions are employed properly, the functions can lead to good school performance. Studies have been conducted to examine the effect of management of instructional materials on teachers' performance in Kampala district. Findings showed that there was a positive relationship between instructional materials and teachers' performance and that students' academic performance stems from the teachers' capacity to perform (Mpierwe, 2007). The researcher for this matter wants to find out whether leadership training of the head teacher promotes teachers' capacity to contribute to good academic performance in the school. In a related development, Masebo (2008) investigated whether non-academic factors

such as family background, economic status, and health of students affect the students' academic performance. It was proven that social and economic factors affect the students' academic performance. Through inefficiency, much learning time is lost in Sub-Saharan African Education. Twenty-five percent or more of school days may be lost each year in poorly managed schools (Lewin, 2001). Sashkin adds that mass education at the secondary education level requires new leadership approaches, such as visionary leadership and proper leadership styles (Sashkin, 2003). Cole (2002) defines leadership as inspiring people to perform. "Even if an institution has all the financial resources to excel, it may fail dismally if leadership does not motivate others to accomplish their tasks effectively," he says. There has been an increasingly poor performance in some secondary schools, mainly in the science subjects (Bitamazire, 2005). The aim of the study is to assess the head teacher's training and school discipline in secondary schools in Mubende district.

Methodology

Research Design

The study was conducted using a descriptive cross-sectional-correlation study. Descriptive design was used to describe the situations as they were, aiming at providing a description that is as factual and accurate as possible. On the other hand, a correlation design was applied to find out whether there exists a relationship between two or more variables and to what extent it exists, that is, between the training of head teachers and school performance in secondary schools. It also enabled the researcher to apply tools like correlations and regression to yield a thorough study.

Target Population

The study was conducted in 8 Government Aided secondary schools in Mubende district. The target population will be 180 respondents, comprising 8 headteachers, 8 deputy headteachers, 162 teachers, 1 DEO, and 1 DIS.

Sample size

Given a population of 180 respondents, the sample size is 118 respondents determined using Krajecie and Morgan table (1970). The sample sized of comprise of 5 Headteachers, 5 Deputy Headteachers, 162 teachers, 1 DEO, and 1 DIS.

Sampling Procedures

The researcher employed simple random sampling and purposive sampling. The simple random sampling refers to a process of selecting a sample in such a way that all individuals in the defined population have an equal and independent chance of being selected, that is, a sample obtained from the population without bias. This would

produce representative samples of the teachers' population, which are homogenous with respect to the characteristics of interest.

Research Instruments

The researcher used three sets of self-made questionnaires: one for deputy head teachers, directors of studies, and teachers; another one for students' leaders, and another for head teachers. Questionnaires are pencil and paper instruments designed to gather data from individuals about their knowledge, attitudes, beliefs, and feelings.

The main questionnaire (for teachers) will be used to collect data connected to school performance in terms of teacher management, instructional leadership, school discipline, and academic performance. The head teachers' questionnaire was used to obtain data on the training of the head teachers in terms of the types of courses they took, in-service training, and their experience. A questionnaire for students was to give supplementary information on how teachers are managed by the head teachers, instructional materials, discipline, and academic performance.

The researcher administered the questionnaires as this established rapport with the respondents. Questionnaires contained closed-ended questions for quantitative data gathering.

Questionnaires were preferred because the target population of teachers, students, and head teachers were literate and experienced in responding to written questions. Questionnaires were also a reliable, relatively cheap, and quick means of collecting data from a large population in a reasonable period. They also offer anonymity and increase accuracy in case of required sensitive information. The researcher also conducted interviews with head teachers, DEO, and DIS.

Validity and Reliability of Data Instruments

Validity

The researcher, with the help of supervisors, will discuss the questionnaires with colleagues, based on the Content Valid Index (CVI), which is a scale developed by computing or rating the relevant items in the instrument or questionnaire by checking their clarity, their meaningfulness in line with all objectives stated, and dividing by the total number of items. These instruments were then passed on to the supervisors for further scrutiny before they were administered in the field.

The calculated validity was calculated as indicated below:

$$CVI = \frac{\text{Relevant items}}{\text{Total number of items}}$$

Reliability of the Study

As Gay et al (2009) state that self-constructed measurement instruments should be pilot tested before use, to determine validity, reliability, and feasibility, the investigator pilot

tested the questionnaire in two non-participating schools. The researcher used Cronbach's Alpha coefficient to ascertain the internal consistency of the research instrument.

Data Analysis

Data was analyzed using descriptive statistics to explain the situation surrounding the training of the head teachers of secondary schools in Mubende district and Pearson Correlation Coefficient statistics to determine whether there will be a relationship between the performance of schools and the training of the head teachers, considering the significance level of 0.05.

Results

Head Teachers' Training: Demographic Information of the Head Teachers

Gender of head teachers

This did not generate any computation since all head teachers in the selected schools were males.

Age of the head teachers

The age bracket of the head teachers was quoted as supernatural since the majority of them (83.3%) were above 40 years of age. These were followed by head teachers between 30 and 39 years of age (16.7%). Most of the head teachers being above 40 might be attributed to the fact that in Uganda, to become a head teacher, one has to undergo different steps and stages before the Ministry of Education and Sports deploys him or her. However, this is not common with private schools. Most of the sampled head teachers were mature enough and believed to have gathered substantial experience beyond 40 years; one encompasses a high level of experience as part of training, and maturity both in management and thoughts. In addition, the policy of recruitment of head teachers requires a person to have been in the system for some reasonable years before the appointment.

Table 1: Age of the head teachers

Age	Frequency(N=100)	Percent
30-39	1	16.7
Mean age	40	83.3

Table 1: Age being above 40, it also implies that the head teacher must have gone through different stages of hardness, and his or her skills of decision making must have matured. The mean age of the respondents was 40 years, meaning that, on average, head teachers were around 40 years old.

Education level

The study revealed that the majority of the respondents (66.7%) were graduates, and 33.3% had masters.

Table 2: Education level of head teachers

Education level	Frequency	Percent
Graduate	4	66.7
Masters	2	33.3
Total	6	100

The courses taken by head teachers at the university.

According to the study, 33.3 % of the head teachers took education administration, 16.7% took school administration and management, 16.7% took organisation management and leadership whereas 33.3% of the head teachers did none of any of the specified leadership and management courses, meaning that even though these head teachers were all

graduates, and some had attained Masters Degree in Education, they were more of general courses, which might not have imparted the necessary management and leadership skills in order to improve performance of the schools in Mubende. Since some of the head teachers start headship without knowing what values are required of them, the qualification or many papers may not be a solution to poor management since it was discovered that 33.3% of the head

teacher did not take any leadership course at university and the possibility that this could be one of the reasons for poor school performance cannot be ruled out completely. This view is in agreement with Balanskat and Gerhard (2005), who said that some head teachers assume offices when they are not trained in leadership.

The 33.3% of the head teachers who did not take leadership and management courses at university might also contribute to the poor performance of schools, although the contribution might not be great.

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Table 3: Courses taken at the university

Courses Taken at University	Frequency(N=100)	Percent
Education administration	2	33.3
School administration and management	1	16.7
Organization management and leadership	1	16.7
Others	2	33.3

Attending induction courses before assuming office

The study revealed that the majority of the head teachers of 66.7% had attended an induction course before assuming the office; whereas 33.3% of the respondents disagreed with the statement. This, however, changes the trend that was reported by Nsubuga (2003), that 20% of head teachers had never attended induction courses; the percentage is still higher than that in Mubende.

This implies that some head teachers assumed offices when they were not well prepared to lead schools, especially those who did not take leadership and management courses at university. This can also be a contributing factor for poor performance on top of the undiscovered causes, as supported by Lubanga (2011), who contends that most schools are performing poorly due to the gap in leadership and management skills.

Table 4: Attending an induction course before assuming office

Response	Frequency(N=100)	Percent
Yes	4	66.7
No	2	33.3

Attended at least one leadership and management short course

With the leadership and management short course, 83.3% of the head teachers had at least attended one course, whereas 16.7 % had not attended any. Okumbe (2007) supports the

idea that for a head teacher to be effective in supervision, has to have basic skills in supervision. This, therefore, confirms that the majority of the head teachers acquired leadership and management skills out of the short courses, but this might not be sufficient to promote performance since these courses were short-lived.

Table 5: Head teachers at least one leadership and management course

Response	Frequency(N=100)	Percent
Yes	5	83.3
No	1	16.7

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Leadership seminars and workshops attended by the head teachers

About seminars and workshops, the majority of the head teachers (83.3%) had participated in 10 or more workshops and seminars, whereas 16.7% of the respondents had participated in only 2-4 workshops. However, this is still

very low for the head teacher aiming at acquiring knowledge and skills. It is evident that some head teachers do not attend these seminars if not facilitated, yet it is advantageous to them in terms of knowledge and skills, which enhance better performance as advocated by Lubanga (2011), that school heads should crave for new skills.

Table 6: Leadership seminars and workshops attended by the head teachers

Response	Frequency(N=100)	Percent
2-4	1	16.7
10 & above	5	83.3

Experience of the Head teachers

Duration spent in service:

Duration spent in service is very vital in terms of experience and skills, and in Uganda, according to the Ministry of Education and Sports (MoES) and the Education Service Commission 2008), a head teacher must be a graduate and must have spent at least not less than 8 years in a teaching environment. According to the study, most of the head teachers had spent 10 & above years or more (56%) while

surviving as head teachers, 16.7% had spent 7-9 years, and 16.7 % had spent 1-3 years in service. Since the majority of head teachers had spent 8 and above years or more, it implies that these head teachers have substantial experience in leadership. That is why the poor performance is not solely due to the low training of head teachers. The study, therefore, observed that there was a guaranteed experience expected from the sampled head teachers, which probably assisted them in realizing the performance so far exhibited.

Table 7: Duration in service

Years of service	Frequency	Percent
1-3	1	16.7
7-9	1	16.7
8 & above	4	66.7

Years spent in school

Most of the head teachers (50.4%) had spent 10 years, 33.3% had spent only 1-3 years, while 16.3 had spent 4-6 years in the schools they are heading. Years spent in school are another guaranteed factor when it comes to experience, since being in school for a long time has an advantage when

it comes to management and studying the environment of the whole school. Because most of the head teachers had spent a reasonable period of time in their schools, this might be giving them ample time in managing their schools, confirming the importance of the experience as required by the Education Service Commission (2008) that a head

teacher must have spent at least not less than 8 years in a teaching environment before becoming one.

Table 8: Years spent in school

Years in school	Frequency	Percent
1-3	2	33.3
4-6	1	16.3
10 &above	3	50.4

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Table 9: Discipline management by the head teacher as indicated by teachers

	Scale	Freq	%	Mean
The school has a functional disciplinary committee for students and staff	SD D	1 10	1.0 9.9	3.306 High
	A	49	48.5	
	SA	41	40.6	
The school rules and regulations are comprehensive enough to date indiscipline	SD D	8 12	7.9 11.9	
	A	54	53.5	3.000 High
	SA	27	26.7	
School rules and regulations of this school are revised from time to time	SD D	11 33	10.9 32.7	
	A	44	43.6	2.604 High
	SA	13	12.9	
The school follows disciplinary steps when handling cases	SD D	3 10	3.0 9.9	
	A	41	40.6	3.326 High
	SA	47	45.5	
Students' and staff's complaints are given due consideration	SD D	6 17	5.9 16.8	2.841 High
	A	67	66.3	
	SA	11	10.9	
There is a well-defined channel of communication through which complaints are received.	SD D A	10 20 56	9.9 19.8 54.4	2.731 High
	SA	15	14.9	

****SD-Strongly Disagree, D-Disagree, A-Agree, SA-Strongly Agree**

Legend:

Strongly Agree	3.50-4.49	Very High
Agree	2.50-3.49	High
Disagree	1.50-2.49	Low
Strongly Disagree	1.00-1.49	Very low

Table 9: The study revealed that discipline in these schools is well handled. The majority of the respondents of 66.3 % with a moderated mean of 2.841, agreed that staff and students are given due consideration when it comes to discipline. Again, 54(53.5%) of the respondents with a high mean of 3.000 agreed that the school's rules and regulations are comprehensive enough to deter indiscipline. More to that, many of the respondents, about 48.5%, with a high mean of 3.306, agreed that the schools have functional disciplinary committees for students and staff. The calculated average for discipline management is 2.951, which is a high mean.

Discussion

The majority (66.3 %) of the respondents, with a moderated mean of 2.841, agreed that staff and students are given due consideration when it comes to discipline. 54(53.5%) of the respondents, with a high mean of 3.000, agreed that the school's rules and regulations are comprehensive enough to deter indiscipline. Many of the respondents, about 48.5%, with a high mean of 3.306, agreed that the schools have functional disciplinary committees for students and staff. The calculated average for discipline management is 2.951, which is a high mean. This also gives a clear conclusion that although the indiscipline of students and teachers contributes to poor performance of the school, as. Heshizer (1982) emphasises that “to successfully achieve the objectives of a school, college or university, all the members of the educational organisation must adhere to the various behaviour patterns necessary for maximum performance. In these schools, indiscipline is not the cause of poor academic performance but rather other factors that need thorough investigation.

Recommendations

The Ministry of Education and Sports should frequently organize leadership-based training, seminars, workshops, and refresher courses countrywide for secondary school heads to update them on new leadership situations and challenges. Secondary School Head Teachers should encourage and support their teachers to upgrade in order to improve their professional development, which in turn will promote academic performance.

List of abbreviations

DEO: District education officer
 DIS : District inspector of schools
 MoES: Ministry of Education and Sports

Source of funding

The study was not funded.

Conflict of interest

The author did not declare any conflict of interest.

Author contributions

Wilson Wasswa drafted the research proposal, collected data, analyzed the data, and drafted the manuscript of the study. Muhamad Ssendagi supervised all the stages of the study to the submission of the manuscript.

Ethical approval

The study was undertaken in an ethical manner by seeking permission before conducting the research in the form of a formal letter of request elaborating reasons for undertaking the study and the study's purpose. The researcher also assured the respondents that any information submitted was treated with utmost confidentiality.

Informed consent

The purpose of the study was well explained to the respondents, and consent was obtained from the respondents before data collection.

Availability of data

Use of published data from this study is subject to the copyright laws of Team University. Authorization to use this data may be sought from the School of Graduate Studies and Research.

Author biography

Wilson Wasswa is a student with a master of Educational Planning and Management from Team University. Muhamad Ssendagi is a lecturer at Team University.

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