

School Discipline Management and Students' Academic Performance in Private Secondary Schools in Jinja City, Uganda

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Abstract

The main aim of this examination is to examine the impacts of school discipline management on students' academic performances under Uganda's private secondary schools within Jinja City. The following specific goals guided the examination; i) To examine the impact of enforcement of school rules on students' academic performance, ii) To examine the influence of counseling and guidance on students' academic performance, and iii) To examine the impact of punishment on students' academic performance in private secondary schools in Jinja City, Uganda. The examination embraced a research design for cross-section focused on a quantitative technique. Regression analysis for simple linear was used to determine how well school discipline management predicts students' academic performance at a given significance level. The study revealed that enforcement of school rules possesses a statistically constructive and substantial effect upon students' academic performances within private secondary educational institutions within Jinja City, Uganda ($\beta=.385$, $P\text{-value}<.05$). The study also revealed that counseling and guidance possesses a statistical constructive and substantial impact on students' academic performances in Uganda's private secondary educational institutions within Jinja City ($\beta=.574$, $P\text{-value}<.05$). Further, the study revealed that punishment possesses a statistical weak constructive but substantial impact on students' academic performances under private secondary educational institutions in Jinja City, Uganda ($\beta=.364$, $P\text{-value}<.05$). This investigation concludes that school discipline administration through enforcement of school regulation, counseling and enlightenment, plus punishment has a considerable impact on learners' academic performances within private

secondary educational institutions within Jinja City, Uganda whereby an improvement in the various dimensions of school discipline management would significantly result into an enhancement within students' academic performances under Uganda's private secondary educational institutions within Jinja City. This study commends that schools should develop clear behavioral expectations that are apprehended by parents, teachers, and students, besides should be clearly communicated as well as applied consistently and fairly to all students as this would reduce confusion and help students focus on learning, improving students' academic performances under Uganda's private secondary educational institutions within Jinja City.

Keywords: School Discipline Management, Enforcement of School Rules, Counseling and Guidance, Punishment, Students' Academic Performance, and Private Secondary Schools.

Introduction

The examination put emphasis on assessing the influence of school discipline management on students' academic performance under Uganda's private secondary educational institutions within Jinja City.

Historical Perspective

Globally, by the 1980s-1990s many countries especially in North America and Europe adopted zero-tolerance discipline policies that mandated strict consequences such as suspension/expulsion for infractions with the goal of curbing violence and disorder. Evidence later linked such policies to lost instructional time, higher dropout risks, and long-term disadvantages which negatively affected students' academic performance (Boudreau, 2019). However, effective traditional discipline management has been found to have a positive significant with academic performance linked with better academic outcomes especially in Africa and Asia. In various educational administration studies, school rules, timely discipline enforcement, and consistent behavior expectations were frequently linked to better academic performances (Semali & Vumilia, 2016). In Uganda, school discipline management has been a central theme in educational practice and research due to its perceived connection with learning and academic performance outcomes. Student discipline affects their academic performance in that students who are better discipline are found out to perform significantly better academically, with discipline level being a strong predictor of academic performance outcomes (Odama, 2023).

Theoretical Perspective

This examination was directed by the Behaviorism Theory pioneered through Skinner and Watson in 1953. This concept posits that learning is shaped by reinforcement (positive or negative) and punishment (to reduce undesired behaviors. Students' educational achievement and drive are significantly impacted by the school culture, encompassing interactions with classmates, instructors, and additional staff members (Sugai & Simonsen, 2019). As per Simonsen, Briesch, Sugai, and Myers (2018), this theory portrays discipline in the school environment as a way to mold students' behavior such that they participate in activities that are conducive to learning. Students' focus, motivation, and involvement can be affected by discipline management that emphasizes incentives for acceptable conduct and punishments for bad behavior. Reinforcement regimens that are well-managed can improve academic attention, encourage self-regulation, and lessen disruptive behavior. The authors also assert that positive reinforcement and structured behavior or discipline management are linked to improved academic performance, while inconsistent or overly punitive approaches can reduce motivation and engagement (Simonsen et al., 2018). The theory was applicable as it folds an association linked to school discipline management and students' academic performance as effective school discipline management significantly and positively influences learners' academic performances outcomes.

Contextual Perspective

This examination was assumed under Uganda's private secondary educational institutions within Jinja City, examining the impact of school discipline management on scholars' academic performances. This investigation scenario was looked at since the restricted investigation conducted related to students' academic performance and school discipline management among private secondary schools within the area. Additionally, Jinja City was accounted for due to the inflated poor students' academics performances evidenced through a fall in learners' performances under Universal Certificate of Education examinations to 71.8% in 2021 from 79.4% in 2019 of students who completed in 1st Grade as well as 2nd Grade under private secondary educational institutions within Jinja city (Jinja District Local Government, 2022).

Conceptual Perspective

School discipline management is the strategic process through which educators establish, implement, and maintain rules, procedures, and behavioral expectations within a school setting,

with the aim of promoting a safe, orderly, and conducive learning environment. It encompasses planning, monitoring, guiding, and correcting student behavior to ensure that both teaching and learning activities can occur effectively (Odama, 2023). Conversely, learners' academic performance means the scope whereby learners achieve the educational objectives set by a curriculum, measured through assessments, examinations, class participation, assignments, and other evaluative methods. It reflects the knowledge, skills, attitudes, and competencies acquired by students as a result of their engagement in learning activities (Oduma & Oduma, 2018). For this study, school discipline management was measured in terms of enforcement of school rules, counseling and guidance, as well as punishment, where as learners' academic performances was measured relating to psychological feature achievement, skill development, behavioral engagement, assessment outcomes, and communication skills.

Statement of the problem

School discipline management comprising enforcement of school rules, administration of punishments, provision of counseling, and rewards systems is critical to establishing an orderly environment where teaching and learning can thrive. The government of Uganda has undertaken several initiatives aimed at enhancing students' academic performance by enhancing and strengthening students' behavior and discipline as discipline acts as a vital influential role under students' academics performances and learning outcomes. For instance, the Ministry of Education and Sports has developed a set of guiding policies aimed at strengthening school discipline management which focus on moral discipline, behavioral regulation, counseling, school governance, and safe learning environments to make up a contributor towards an education environment besides ultimately improve students' academic performances within secondary schools and other education institutions (Ministry of Education and Sports, 2017).

Still, disregarding every noticeable set guideline, there are still persistent concerns with students' academic performances under private secondary educational institutions within Jinja City with declining performance trends such as recorded sharp drops in students' final examination grades, increased numbers of student rate of absence, and deficient involvement of students in schoolroom events (Jinja District Local Government, 2022). Affirmation suggests a setback in learners' performance tendencies within Universal Certificate of Education examinations to 71.8% in 2021 from 79.4% in 2019 of students who completed in 1st Grade plus 2nd Grade under private secondary

educational institutions in Jinja city (Jinja District Local Government, 2022). Consequently, this promptly led towards increasing school dropping out rates, low student self-esteem and psychological stress, reduced opportunities for higher education, and poor employment prospects among other aspects. Therefore, it is upon this proof that this examination assessed the impact of managing school discipline on learners' academic performances under private secondary educational institutions within Jinja City, Uganda.

Objectives of the Study

General Objective

To examine the influence of school discipline management on students' academic performance in private secondary schools in Jinja City, Uganda.

Specific Objectives

- i. To examine the impact of enforcement of school rules on students' academic performance in private secondary schools in Jinja City, Uganda.
- ii. To examine the influence of counseling and guidance on students' academic performance in private secondary schools in Jinja City, Uganda.
- iii. To examine the impact of punishment on students' academic performance in private secondary schools in Jinja City, Uganda.

Study Hypotheses

This examination was as well directed through these diverse alternate hypotheses;

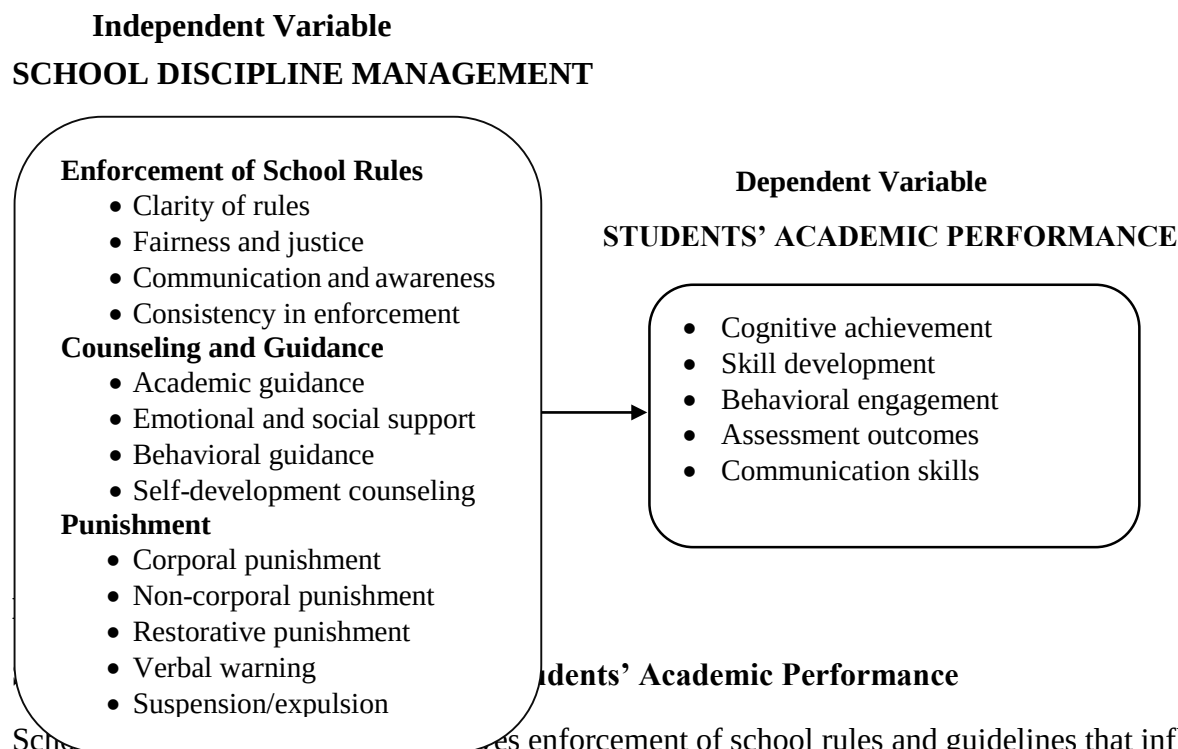
Ha1: Enforcement of school rules significantly impacts students' academic performance in Uganda's private secondary schools within Jinja City.

Ha2: Counseling and guidance significantly influences students' academic performance in Uganda's private secondary schools within Jinja City.

Ha3: Punishment significantly influences students' academic performance under Uganda's privatized secondary schools within Jinja City, .

Conceptual Framework

A conceptual structure provides an representation related to a linkage amongst school discipline management and students' academic performances.



Schools implement various enforcement of school rules and guidelines that influence students' behavior and these resultantly reduce classroom disruptions and preserve instructional time leading to improves students' academic performance. When school rules are consistently enforced, classrooms experience fewer disruptions, which maintains the amount of time allotted for instruction and learning

(Stanley, 2024). According to Luiselli, Putnam, Handler and Feinberg (2018) consistent enforcement of school rules is central to effective classroom management. Schools with clear, enforced expectations have fewer interruptions, allowing teachers to stay focused on instruction improving students performance. The authors argue that by minimizing behavior that interrupts instruction, well-enforced rules allow teachers to teach more and students to engage more fully in academic tasks, which in linked to better performance on assessments (Luiselli et al., 2018).

According to Sugai and Simonsen (2019) school discipline management through enforcement of rules provides students with clear expectations about acceptable behavior, which reduces uncertainty and anxiety. Students know what is expected and can focus on learning rather than on managing social chaos which significantly impacts an enhancement in students' overall academic performance. In addition, the authors assert that predictable and well-communicated rules, backed by consistent enforcement, improve students' on-task behavior and engagement with academic content. Students who understand behavior expectations are less likely to be off-task, allowing

cognitive resources to be devoted to learning, thereby improving academic performance (Sugai & Simonsen, 2019).

Rule enforcement helps students learn self-regulatory skills such as paying attention, completing assignments, and managing time, which are known to be strong predictors of academic success. Students with higher self-discipline are more likely to achieve academically, partly because they effectively regulate attention and behavior in learning situations (Cheku & Chimi, 2023). Additionally, the authors argue that structured school environments that enforce rules bestow towards the evolution of self-regulated learning habits, like planning, self-monitoring, and goal setting. By providing consistent structure, rule enforcement helps students transition internal expectations for behavior that support academic success (Cheku & Chimi, 2023). Conversely, Gonzalez (2019) asserts that excessive use of punitive enforcement can remove students from classroom learning, leading to lost instructional time and lower academic achievement. While rule enforcement is necessary, overly punitive approaches that exclude students from learning spaces can harm academic performance by interrupting education and disengaging students (Gonzalez, 2019).

School discipline management practices such as counseling and guidance influence students' academic performance. Counseling provides students with strategies to cope with stress, anxiety, and personal challenges that can interfere with learning. When students feel emotionally supported, they are more capable of concentrating, retaining information, and engaging in academic tasks leading to improved academic motivation and performance (Harrington, Carey, Martin & Hoffman, 2019). According to Whiston, Tai, Rahardja and Eder (2021) schools with effective counseling programs report better student achievement because emotional well-being is closely linked to learning capacity which boosts students' engagement and performance. The authors also argued that guidance services often include academic counseling, which aids in learners set vivid targets, create study thoughts, besides improve time management and learning strategies. This structured approach supports consistent academic effort and progress. Students who receive structured academic guidance tend to demonstrate better performance in examinations and higher-grade point averages (Whiston et al., 2021).

According to Lapan, Gysbers and Petroski (2020) discipline management through counseling and guidance supports social and behavioral skills which effectively influence students' academic performance. Counseling addresses behavioral and social challenges, including conflict resolution,

peer pressure, and interpersonal skills. Students who develop these skills experience fewer classroom conflicts, enabling better focus on academic tasks. Those writers as well asserted that educational institutional counseling programs that address social plus behavioral skills correlate with higher academic performance, as students can participate more effectively in collaborative learning environments (Lapan et al., 2020).

Punishment as a behavioral deterrent in discipline social control possesses a substantial impact on learners' academic performances. Punishment aims to discourage undesirable behavior in students, such as cheating, aggression, or disruption. In theory, reducing these behaviors should create a more orderly classroom, allowing teachers to focus on instruction and students to concentrate on learning (Njoroge & Nyabuto, 2021). The authors noted that certain disciplinary actions can temporarily reduce disruptive behavior, which may indirectly improve students' engagement in academic tasks resultantly leading to an enhancement in students' academic performance (Njoroge & Nyabuto, 2021). On a contrary, the authors assert that excessive or harsh punishment can lead to fear, resentment, or disengagement. Students may comply superficially but lack intrinsic motivation, which can negatively affect learning and achievement (Njoroge & Nyabuto, 2021).

Frequent punishment can create stress, anxiety, and fear of failure. High stress impairs concentration, memory, and problem-solving, leading to poorer academic performance. Students exposed to strict or harsh punishment experience higher anxiety levels, which correlate with lower test scores and school engagement (Nyamate, Tibanyendera & Tutegyereize, 2025). The authors also assert that harsh or exclusionary punishments such as suspension or expulsions remove students from the classroom, leading to lost instructional time and higher absenteeism or dropout risk. Overreliance on suspension and exclusion correlates with decreased academic achievement and increased dropout rates, resulting in academic gaps and disengagement (Nyamate et al., 2025).

Methodology

Research Design

The investigation took up a research design for cross-section focused on quantitative approaches. A research design for cross-section is engrossed towards collecting as well as assessing statistics collected from a population or sample at a single significance timely (Kassu, 2019). Therefore, this technique was vibrant towards examining the impact of school discipline management upon learners' academic performances within private secondary educational institutions under Jinja City

at a single signification timely. An approach quantitatively was central in attaining numeric data which was utilized in investigating this examination aspects.

Target Population and Sample Size

A study populace refers to a cluster of persons who have the same features and from whom the researcher can generalize findings (Majid, 2018). This examination populace considered school heads plus educators as of diverse designated private secondary educational institutions within Jinja City whereby samples were drawn. An assemble of 90 responders encompassing 20 school administrators plus 80 educators was generated from four private secondary schools selected in Jinja City.

Sampling Procedure

Sampling denotes towards procedure for choosing individuals from a population to study in order to generalize findings back to the population (Singh & Masuku, 2017). An investigator engaged convenience samples to draw responders to participate under this investigation. Convenience sample entails choosing units because of their convenient accessibility to the researcher and willingness to be studied and this was taken up to determine respondents (administrators and educators) from diverse designated educational institutions to participate within this investigation.

Data Collection Methods

Questionnaire Survey Method

Methods for collecting statistics through a set of written queries from those taking part are referred to as Questionnaire survey methods (Anokye, 2020). The inquiry examination aspect was essential towards attaining unvarying statistics that is easy to analyze statistically based on the standardized and comparable responses used in the questionnaires. Hence, this method was used since it is quick and collects a numerous statistics from many people within a brief time interval.

Data Collection Instruments

Structured Questionnaires

Structured questionnaires could be elements employed for assembling metrics from many respondents using a structured set of written questions with fixed response options (Kuphanga, 2024). Structured questionnaires had to be used to collect quantitative statistics from all people encompassing structured closed-ended questions with fixed response options directed towards

those taking part in different designated educational institutions. The structured queries were exploited as they collect data from many people quickly.

Data Analysis

Quantitative data analysis comprise of the systematized usage of statistical proficiency to examine numerical statistics in order to describe patterns, run tests, and make generalizations. This examination engaged descriptive analysis plus analysis techniques for simple linear regressions for measuring the available quantitative statistics. Descriptive assessment was used while measuring individuals' demographic statistics. Simple linear regression analysis was used to determine how well school discipline management predicts students' academic performance at a given significance level. Regression analysis for simple linear was crucial in measuring the capability of an effect of the independent factor(s) on the outcome variables (Maulud & Abdulazeez, 2020).

Ethical Consideration

The investigator got an introduction memo from Islamic University in Uganda's Department of Post Graduate Studies prior taking on this investigation as a pre-requisite towards getting permission regarding gathering statistics for investigations under various schools.

An investigator as well pursued for responders' consent towards participating within this investigation and they were given complete details about the goals, methods, and advantages of the investigation, and their participation was completely optional with no intimidation.

An investigator shielded the concealment of respondents through guaranteeing privacy and anonymity where possible.

Study Findings

These results indicated under this section comprise of respondents' descriptive information regarding demographic characteristics and outcomes from regression assessment.

Findings on the Demographic Characteristics of Respondents

This examination assessed demo-graphical features of each person that partook within this examination as of designated private secondary educational institutions within Jinja City, Uganda and the conclusions are presented under Tableau 4.1;

Table 4.1: Demographic Characteristics of Respondents

Demographic Characteristics			
Category	Items	Frequency	Percentage
Gender	Female	38	42.2
	Male	52	57.8
	Total	90	100.0
Age Cluster	25-34 years	9	10.0
	35-44 years	43	47.8
	Above 44 years	38	42.2
	Total	90	100.0
Education Level	Diploma	8	8.9
	Degree	67	74.4
	Masters	15	16.7
	Total	90	100.0
Marital Status	Single	24	26.7
	Married	66	73.3
	Total	90	100.0
Period Worked at the Particular School	1-5 years	12	13.3
	6-10 years	42	46.7
	Above 10 years	36	40.0
	Total	90	100.0

Source: Field Data, 2026

Tableau 4.1 indicates that out of 90 persons who partook within this examination from the designated privatized secondary educational institutions under Jinja City, Uganda, majority of individuals 52 (57.8%) were male while 38 (42.2%) of individuals were female. This examination as well shows that a larger part 43 (47.8%) of individuals were 35-44 ages, accompanied by 38 (42.2%) individuals who were aged above 44 years, and also 9 (10.0%) persons were 25-34 ages.

In addition, this examination indicates that a bigger proportion 67 (74.4%) of persons had accomplished a degree-level expertise, accompanied by 15 (16.7%) persons who had accomplished a master-level expertise, well as only 8 (8.9%) persons had accomplished a diploma-level expertise.

This examination as well specifies that most 66 (73.3%) persons were in marriages plus 24 (26.7%) persons weren't married. Consequently, this investigation indicates that most 42 (46.7%) individuals had laboured with these particular secondary educational institutions for a time frame 6-10 ages, accompanied by 36 (40.0%) of individuals who had laboured with these particular secondary educational institutions for a time frame of 10 ages and beyond, and a least proportion

12 (13.3%) of persons had laboured with the particular secondary educational institutions for a time duration of 1-5 ages.

Findings on the Study Objectives

The subsection exhibits conclusions related towards specific goals of the study.

Impact of Enforcement of School Rules on Students' Academic Performance in Private Secondary Schools in Jinja City, Uganda

This examination pursued to inspect the impact of enforcement of school rules on students' academic performances in private secondary educational institutions in Jinja City, Uganda. To determine the impact, regression analysis for simple linear was engaged and the conclusions are provided under Tableau 4.2.

Table 4.2: Regression Findings on the Impact of Enforcement of School Rules on Students' Academic Performance in Private Secondary Schools in Jinja City, Uganda

Model Summary							
Model		R	R Square		Adjusted R Square		Std. Error of the Estimate
1		.385 ^a	.148		.138		.44065
a. Predictors: (Constant), Enforcement of School Rules							
Coefficients ^a							
Model			Unstandardized Coefficients		Standardized Coefficients	t	Sig.
			B	Std. Error	Beta		
1	(Constant)		3.412	.239		14.262	.000
	Enforcement of School Rules		.243	.062	.385	3.909	.000
a. Dependent Variable: Students' Academic Performance							

Source: Field Data, 2026

Tableau 4.2 specifies that enforcement of school rules has a statistically optimistic and substantial effect on students' academic performance under Uganda's private secondary educational institutions within Jinja City, ($\beta=.385$, $P\text{-value}<.05$). The regression results indicate that a slight upsurge in enforcement of school rules significantly leads towards an enhancement within students' academic performances under Uganda's privatized secondary educational institutions within Jinja City by 38.5%. The results imply that as enforcement of school rules increases, it significantly results to an improved students' academic performances under Uganda's privatized secondary educational institutions within Jinja City, .

This model results show a determination coefficient (Adjusted R-square) of 0.138, which specifies that enforcement of school rules explains 13.8% of the variance in students' academic performance in private secondary schools in Jinja City, Uganda while 86.2% of the variance is explained by other variables. This implies that enforcement of school rules somewhat though substantially impacts learners' academic performances under private secondary educational institution within Jinja City, Uganda. Hence, to enhance learners' academic performances, there ought to have been an enhancement in enforcement of school rules under Uganda's privatized secondary educational institutions within Jinja City, .

Influence of Counseling and Guidance on Students' Academic Performance in Private Secondary Schools in Jinja City, Uganda

This examination also tried to inspect the impact of counseling and guidance on students' academic performances under private secondary educational institutions within Jinja City, Uganda. To determine the influence, regression analysis for simple linear was engaged and outcomes are provided under Tableau 4.3.

Table 4.3: Regression Findings on the Influence of Counseling and Guidance on Students' Academic Performance in Private Secondary Schools in Jinja City, Uganda

Model Summary						
Model	R	R Square	Adjusted R Square		Std. Error of the Estimate	
1	.574 ^a	.330	.322		.39077	
a. Predictors: (Constant), Counseling and Guidance						
Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.089	.343		6.092	.000
	Counseling and Guidance	.561	.085	.574	6.583	.000
a. Dependent Variable: Students' Academic Performance						

Source: Field Data, 2026

Tableau 4.3 specifies that counseling and guidance possesses a statistical constructive and substantial impact on students' academic performances under Uganda's privatized secondary educational institutions within Jinja City, ($\beta=.574$, $P\text{-value}<.05$). The regression results stipulate that a slight enhancement within counseling and guidance substantially leads towards an

enhancement within students' academic performances under private secondary educational institutions within Jinja City, Uganda by 57.4%. The conclusions suggest that as counseling as well as guidance increase, this considerably leads towards improved learners' academic performances under private secondary educational institutions within Jinja City, Uganda.

A 0.322 coefficient of determination (Adjusted R-square) is shown by the model findings, which shows that counseling plus guidance describes 32.2% of the variance within students' academic performances under private secondary educational institutions within Jinja City, Uganda while 67.8% of the variance is expounded by other variables. This implies that counseling and guidance has a substantial and momentous impact on students' academic performances under Uganda's privatized secondary educational institutions within Jinja City. Thus, to improve students' academic performance, there has to be enhanced counseling and guidance in private secondary schools in Jinja City, Uganda.

Impact of Punishment on Students' Academic Performance in Private Secondary Schools in Jinja City, Uganda

This examination further tried to inspect the impact of punishment on students' academic performances under private secondary educational institutions in Jinja City, Uganda. To determine the impact, regression analysis for simple linear was engaged and conclusions are exhibited under Tableau 4.4.

Table 4.4: Regression Findings on the Impact of Punishment on Students' Academic Performance in Private Secondary Schools in Jinja City, Uganda

Model Summary						
Model	R	R Square	Adjusted R Square		Std. Error of the Estimate	
1	.364 ^a	.132	.122		.44470	
a. Predictors: (Constant), Punishment						
Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.314	.281		11.786	.000
	Punishment	.263	.072	.364	3.662	.000
a. Dependent Variable: Students' Academic Performance						

Source: Field Data, 2026

Tableau 4.4 displays that punishment have a statistical weak affirmative but substantial impact on students' academic performances under Uganda's privatized secondary educational institutions within Jinja City ($\beta=.364$, $P\text{-value}<.05$). The regression results point out that a slight increment in punishment substantially leads towards an amplification in students' academic performances under Uganda's privatized secondary educational institutions within Jinja City by 36.4%. The conclusions suggest that an increase in punishment resultants into improved students' academic performances under private secondary educational institutions within Jinja City, Uganda.

A 0.122 coefficient of determination (Adjusted R-square) of is shown by the model findings, that shows that punishment describes 12.2% of the variance in learners' academic performances under private secondary educational institutions within Jinja City, Uganda whereas 87.8% variance are represented by additional variables. This denotes that punishment moderately although substantially impacts students' academic performances under Uganda's private secondary educational institutions within Jinja City. Hence, to enhance students' academic performances, there should be an existence of enactment or administration of punishment in case of any form of indiscipline under Uganda private secondary educational institutions within Jinja City, .

Conclusions

This examination resolve that school discipline management through enforcement of school regulations, counseling and guidance, as well as punishment has a considerable impact on students' academic performances under private secondary schools within Jinja City, Uganda so as an improvement in the various dimensions of school discipline management would significantly result into an enhancement under students' academic performances within private secondary schools within Jinja City, Uganda.

Recommendations

This examination commends that schools should develop clear behavioral expectations that are well comprehended by parents , teachers, and students, besides should be clearly communicated as well as applied consistently and fairly to all students as this would reduce confusion and help students focus on learning, improving students' academic performances under Uganda's private secondary schools within Jinja City.

This examination also commends that instead of relying only on punishment, schools should encourage positive behavior reinforcement which improves student motivation and engagement,

that would resultantly influence an enhancement within students' academic performances under Uganda's privatized secondary schools within Jinja City.

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