

## *Full Length Research Paper*

# Time Management and Students' Discipline in Secondary Schools in Namutumba District

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**ABSTRACT:** The purpose of this study was to investigate the effectiveness of management on pupil discipline in Nabweyo Sub County, Namutumba District. It was motivated by the understanding that the school's degree of discipline was deteriorating at the expense of moral behaviour among students. The study had three goals: to determine the effectiveness of punishments on pupils' discipline in Nabweyo Sub County, Namutumba District; to determine the effectiveness of rewards on pupils' discipline in Nabweyo Sub County, Namutumba District; and to determine the effectiveness of reinforcing time management on pupils' discipline in Nabweyo Sub County, Namutumba District. as well as line inquiries A cross-sectional survey design was used, with a multimethod approach that included qualitative and quantitative data gathering methods, as well as correlational and descriptive approaches. To collect data from 640 respondents, three study tools were used: interview schedules for head teachers and deputies, as well as questionnaires for head teachers, teachers, and pupil leaders. The field data was coded and entered the computer for analysis with SPSS. The data is analyzed using descriptive and inferential statistics. The findings demonstrated that after administering punishment, 55.8 percent of the effectiveness in pupil discipline was accomplished. On the other hand, the efficiency of prizes in improving pupil discipline is 42.7 percent, and rewards to students contribute just 3.1 percent of pupil discipline in primary schools. The findings were that punishment is an effective approach of controlling discipline in primary schools, mostly by instructors changing students' seating arrangements to reduce bad behaviour with classmates, and that communicating rules and regulations with children improves good discipline. Rewards, like time management, help to regulate students' discipline. It is therefore recommended that teachers create an environment that is conducive to good behaviour for both students and teachers.

**Keywords:** Management, pupils discipline, Nabweyo Su County, Namutumba District

## INTRODUCTION

It has been observed that for any social system to run smoothly and achieve the objectives of its establishment, members of such a system would be required to adhere to the norms of an acceptable behavior pattern necessary for the actualization of maximum performance. A code of behavior is enshrined in what is commonly referred to as a code of conduct, regulation, and ethics (Wafula, 2013). Discipline is the strict adherence to acceptable behavior as provided for by a given organization's written or unwritten, formal, or informal code of conduct, regulation, and ethics, whereas indiscipline is the result of an organization's code of conduct, regulation, and ethics being violated. The Basic Education Act (2013) has vested the management of pupils' disciplinary issues in

the basic institutions' Boards of Management. This provision is an affirming statement of the importance attached to the discipline of pupils for their realization of academic, social, and future success. Discipline is the epicenter of the success of a school, and all members of a school are expected to adhere to various standards or codes of behavior (Okumbe, 2011).

According to Ovell (2011), discipline in schools is essential for effective learning, good teacher relationships, and peer adjustment. A democratic form of discipline leads to a healthy classroom environment that in turn promotes respect for education and a desire for knowledge. The history of education indicates that the most common form of managing school discipline was

corporal punishment. While a child was in school, a teacher was expected to act as a substitute parent, with all the normal forms of parental discipline open to them. In practice, this meant that children were commonly punished with the birch or cane. However, it was often problematic in that, unless strictly monitored, it could be open to abuse, and there was a growing opposition to any use of physical force in disciplining individuals from the late eighteenth century onwards. A further complicating matter was the rise of compulsory education, as parents might be compelled to send their children to schools in which the disciplinary regime was at odds with parental views on punishment. Corporal punishment was consequently abolished in many countries and replaced by positive reinforcement of behavior, in addition to forms of discipline more agreeable to parental tastes, like detention of pupils (Kiorske, 2018).

At the beginning of the twentieth century, good discipline was exhibited by pupils sitting quietly while they learned by rote. The conventional wisdom saw education as a process of controlling pupil behavior while information was transferred from teacher to pupil. However, in the second half of the twentieth century, healthcare professionals and educators became more informed about how pupil misbehavior may be connected to physiological or psychological problems like attention deficit disorder, hyperactivity, or emotional disturbance. Changes in the family unit, an increase in the Hollywood celebration of violence, and the effects of illegal drug use also affected pupils' ability and willingness to learn in school. Moreover, in the 1990s and 2000s, juveniles committed serious felonies on school property, some of which temporarily turned schools into war zones. As a result of these events, many people advocated for a return to more stringent controls on students, which became known as "zero tolerance" in some circles (FindLaw, 2018).

One of the goals of the Ugandan education system is the promotion of social justice, morality, social obligation, and responsibility. This means that by the time pupils graduate from primary schools, they should have developed good moral character as they also aspire to good grades in their academic pursuits. In order to achieve this, the government has designed a primary school curriculum, which provides opportunities for pupils to be instructed in vital lessons on morality through religious studies, guidance and counseling, and life skills, in addition to the academic syllabus. The government's efforts to ensure that pupils excel academically have also expended massive resources. This has been done through subsidized primary school education, which entails provision of tuition money for buying instructional materials and the government's involvement in primary school infrastructural improvement to improve the primary school education outcomes. Training in education management continues to be provided to school leaders

and their deputies through various workshops, conferences, and courses on management. Management courses in education do include the management of pupils' discipline in schools and related issues. Despite the efforts, indiscipline cases continue to escalate, negating the government's efforts and putting in jeopardy the attainment of the stated goals of primary education in Uganda. Namutumba District has many cases of indiscipline in primary schools. At stakeholders' meetings and during District Education Days forums, the problem of indiscipline in primary schools has featured prominently. School leaders have been put forward on how to tackle the problem in the forums, but they have not been able to control this menace. It is considering this reality that it was necessary to conduct a study on the management of pupils' discipline to ensure academic excellence and solutions are sought.

## Literature review

### Time management and pupils' discipline

According to a survey conducted by Felister (2008) in secondary schools in Tanzania, it was discovered that most of the principals 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 time management on pupils' discipline remained unknown, thus the need for this study.

Mafabi (2013) argued that in the school environment, for a better school climate and success to be achieved, the school head is expected to be an example of a good time manager. The teachers and pupils will automatically follow suit. Tracy (2014) noted that discipline should take precedence over other activities and must be enforced. He further urged that much of the time management in schools be guided by the school time table so that every activity in the school is programmed. Activities like teaching, break time, assemblies' time, lunch time, and co-curricular activities like games and sports must be catered for in the time table. The time table needs to be followed by all stakeholders. The demonstrated collective effort fosters teamwork and aids in the resolution of institutional problems as a group. Team work helps in improving the discipline management of pupils.

Ezine (2008) study on time management in public schools in the United States of America established that time is a mental device that gives order to events by identifying them as successive. McKay (2013) argued that a disciplined pupil is the one expected to arrive before lessons start and wait for the teacher. At the same time, a disciplined teacher is the one expected to respect all the time allocated to him or her on the time table. Despite this belief, most teachers in government primary schools are culprits of time management as they report to attend to

lessons late and leave classes early.

Kajubi (1997) and Bratton and Gold (2003) shared the same opinion that in a learning situation, a disciplined pupil is the one expected to do the right thing at the right time. The guidelines of the Ministry of Education and sports require that a pupil receive at least 40 periods in a week.

Time is a scarce resource and therefore requires proper apportionment to enable any organization to achieve its objectives. Punctuality needs to be observed not only by pupils but also by teachers, head teachers and non-teaching staff in any educational institution. This fulfills the saying that the early bird catches the worm. The effect of time management on pupils' discipline remains undiscovered and there is no research yet that has been conducted.

Miscommunication is one of the factors that leads to mismanagement of time. Misunderstandings between people about roles, goals, and responsibilities. People do not know what they are expected to do, how to do it, or by what time. Misunderstandings lead to inefficiencies, anger, frustration, and unhappiness. The single most important cause of high levels of motivation at work for increased work performance is defined as "knowing exactly what is expected." Besides, the number-one complaint, or de-motivator, of employees is to "not know what is expected" (Whells, 2013).

Miscommunication in schools can be manifested by head teachers' failure to clearly spell out roles of teachers, which leads to working overtime due to busy schedules and encroaching on arrival time for the following day, according to available literature. is another causes of poor time management. Poor delegation to others, or from others, leads to mistakes and frustration on the part of both the boss and the employee. It is a major waste of time and a good time management technique to work on. One of the rules for success in life and work is to assume the best intentions of everyone. Each person does not do the very best he can at the job he thinks he is supposed to do (Tracy, 2014).

This is like offering more lessons for a single teacher in schools. An English teacher may be asked to handle social studies for days, which remarkably affects their departure time as they must meet the end levels of all-day lessons, thus coming late the following day and not rendering equally better services. Too many meetings, or aimless meetings that proceed without an agenda, direction, or closure, are an enormous waste of time at work. These are meetings that start and stop without any resolution. No problems are solved, no decisions are made, and no responsibilities are assigned (MFallanche, 2009).

Failure to think correctly before acting. Acting without prior correct thinking is a cause of time management failure. Some managers seem not to believe in, or find it difficult to put into practice, the 10/90 principle of effective time management, which states that 10% of the time that

it takes to plan your activities carefully in advance will save you 90% of the effort involved in achieving your goals later (Murlis, 2001).

The nature of a person's job is fundamental to the amount of control over time that is both desirable and necessary. For example, a person whose job involves regular contact with others is always going to be under greater pressure from interruption than someone whose work is of a solitary nature. Similarly, a person who is employed in a new and developing job is more likely to suffer from conflicting priorities and unpredictable events than someone working in an established position, where predictability and routine are the order of the day. An important issue for any job holder is the identification of the priorities of the job (Edwards, 2002).

In cases where management by objectives or some form of target setting is practiced, the individuals will have had experience of identifying and working towards priorities or key result areas in the job. However, by far the great majority of managerial and professional employees do not work under such systems, and are therefore unused to a systematic approach to prioritizing key tasks. A useful method is to encourage individuals to identify the tasks they alone are responsible for and the tasks that either require the greatest effort or produce the greatest return (Ezine, 2008).

The context of a person's job consists of the members of his or her role set, the physical surroundings, and the culture of the organization. For people who work alongside an individual, the role-set is always an important influence on that person's use of time. An interfering boss, for example, can be very disruptive. By contrast, a boss who is an effective delegator can be a positive source of help in identifying job priorities (Mckay, 2013).

Subordinates' abilities to work effectively on their own, rather than seeking advice from their manager all the time, can enable the latter to work on personal tasks without undue interruptions. Colleagues can be a frequent cause of wasted time, especially when they call into your office at a time when they themselves are less busy or want a short break from what they are working on. Senior or experienced members of any group will find that they are regularly sought out by junior members wishing to clarify a point or discuss an immediate problem. All these activities have their benefits, but at the cost of any one individual's time (Tracy, 2014). On the positive side, time management improves employee performance as follows:

Poor delegation causes even the most talented people to have poor work performance or the wrong jobs. Therefore, they end up feeling frustrated and unhappy. According to Joshua (2008), the performance of an organization is evaluated in terms of the degree of achievement of the organizational goals and objectives at what monetary cost and efficiency. Effective time management is a major challenge manager in Nigeria are

facing today as they have a lot of duties to perform within a limited time.

Performance in an organization revolves around monetary costs, efficiency (i.e., the ability to do something well or achieve a desired result without wasted effort), and effectiveness (i.e., doing the right things more than performing them efficiently). As a manager, both the resources and employees must be properly managed and all priorities must be placed in order of their importance (Hisrich and Peters, 2012).

Time management strategies are often associated with the recommendation to set personal goals. These goals are recorded and may be broken down into a project, an action plan, or a simple task list. For individual tasks or for goals, an importance rating may be established, deadlines may be set, and priorities may be assigned (Bennell, 2012).

Time management involves investing time to determine what one wants out of his day-to-day activities. Effective time management is the investment of time in such a way that suitable results are achieved from activities within a specific time range, and it emphasizes effectiveness rather than efficiency. One's ability to choose between the important and the unimportant and be determined to follow the correctly chosen sequence is the key determinant of effectiveness in time management (Marks, 1971).

According to Allen (2001), time management is defined as the practice's individuals follow to make better use of their time. It also refers to principles and systems that individuals use to make conscious decisions about the activities that occupy their time. Time management is the management of our own activities to make sure that they are accomplished within the available or allocated time, which is an unmanageable continuous resource (Ojo and Olaniyan, 2008).

According to Hurley, time management is defined as using your time to accomplish given tasks in an efficient and effective way, using tools and skills to maximize your productivity. Effective time management is the key to high performance levels. Effective time management not only affects the productivity of your employees but also helps them cope with stress, conflicts, and pressure more efficiently. It also helps to maintain a healthy work-life balance and motivation. Time management training is one of the most effective tools to enhance the productivity of your team (Okezie, 2002).

Some people work well early in the day, while others work best later in the day. Some people prefer to spread out their work effort, whereas others prefer to focus their efforts in short, intense bursts. Some people can only deal with one issue at a time, whereas others can juggle with several simultaneously. Some people are task-oriented, whereas others are people-oriented. Some people like to delegate as much as possible, whereas others prefer to keep tasks to themselves. Some people are tidy and methodical, others are untidy and

disorganized (Edwards, 2002).

Some individuals are more skilled or experienced than others. Finally, an individual will find that better use of time will probably come about by developing personal strengths and attempting to offset weaknesses—in other words, self-discipline (Ojo and Olaniyan, 2008).

An important aspect of time management is planning. Sometimes, successful time management involves putting in more time at the outset to reorganize one's life. Though many time management books and teachings differ in their suggestions, most agree that the first step in efficient time management is to organize the workspace or home. Even if one's schedule is well-ordered but the office and filing system are a disaster, time is wasted trying to work efficiently in a disorderly place (Ezine, 2008).

Time management is of great importance to your personal life and career success. It teaches you how to manage your time effectively and make the most of it. Here are a few of the reasons why it is so important and how it can help you use and manage your time more advantageously. Time is a special resource that you cannot store or save for later use. Everyone has the exact same amount of time each day. Time not well used cannot be retrieved. Most people feel like they have too much to do and not enough time. They blame lack of time for their poor finances, unachieved goals, stress, bad relationships and not exercising their bodies. Wise time management can help you find the time for what you want to do or need to do (Whells, 2013).

## Objective

The study established the effectiveness of Time Management on Students' Discipline in secondary schools in Namutumba District.

## Question

What is the effectiveness of time management on students' discipline in secondary schools in Namutumba District?

## METHODOLOGY

### Research design

A cross-sectional survey design was adopted with a multimethod approach blended with qualitative and quantitative data collection methods, as well as correlational and descriptive approaches (Tashakkori and Teddlie, 2010). This kind of design was adopted because Shantikumar (2018) recommends it for being relatively quick and easy to conduct (no long periods of follow-up required) and data on all variables was only collected once. This kind of design was specifically used to examine the effectiveness of management on pupils'

discipline in Nabweyo Sub County, Namutumba District.

### Target population

A study population is a group of individuals selected based on inclusion and exclusion criteria, which relate to the variables studied (Alex and Caren, 2019). The study population comprised the District Inspector of Schools (DIS)-Namutumba, head teachers of primary schools, teachers, parents, and pupils as indicated in (Table 1). However, the learners included in this study were those in primary five, primary six, and primary seven. On the other hand, parents were represented by the chairperson of the school management committee (SMC) and the chairperson of the Parents-teacher Association (PTA). On the side of parents, it may not be easy to get a representative sample from individual households, so the researcher used a representation of the chairperson of the school management committee and the chairperson of the parents' teacher association (Table 1).

For various reasons, each of the various categories of respondents was included in the study. The head teachers were included after realizing that they are the leaders of primary schools and have the primary duty to oversee all school programs plus policies from the ministry of education and sports. Teachers were included to generate responses from them as people who directly interact with the pupils. Their input in terms of directly imparting knowledge to learners puts them in the best position to carefully observe and explain the variations in the discipline of learners. Inclusion of learners was based on the fact that they are the real sources of information for the finding program. They can tell what happens when they are undisciplined.

### Sample size

The sample size was determined using Krejcie and Morgan (1970) sampling frame. However, in this context, each category was considered independently as indicated in (Table 2). The sample size totals up to 640 participants, with pupils having the highest sample size of 569. Each of the sample scores for individual categories was generated straight from the mother population in the line category based on the table guide for the sample size. The sample size for six head teachers, for instance, is below 10, so all head teachers in six schools participated, and the same applied to parents. With the pupils, an average of 480 is established for each class. Considering the table guide for Krejcie and Morgan, the most appropriate sample for the 480 respondents was 214. Thus, for each school in primary five, 214 pupils participated in the study.

### Sampling methods

The selection of the sample was done using various

sampling techniques. They included censuses, stratified sampling, and convenient sampling. Census sampling is a type of sampling that utilizes all the available people, especially when they are few. For this reason, since head teachers, district inspectors of schools, chairpersons of SMC, and PTA were few, they were taken as a census.

The teachers were conveniently selected. Since primary schools have three main layers (lower primary, middle primary, and upper primary), these were considered as strata and sampling was done in each stratum, thus stratified sampling. Pupils were grouped into classes, and these acted as strata. Generally, these sampling techniques were used in the interest of raising reliable information. The technique was also applied to teachers who were randomly selected as per gender. The questionnaires asked respondents about their class, gender, experience, and qualifications, as well as questions about the study's theme. For the study, three different questionnaires were created.

### Head teachers' questionnaire

The questionnaire consisted of both closed-ended and open-ended questions. Closed-ended questions are preferred for ease in data analysis. Where the researcher cannot predict all answers, open-ended questions enable respondents to give their perceptions and views. The questionnaires were designed to seek the head teacher's bio data by stating the category of their school, teaching experience, and academic qualifications. Other questions focused on seeking answers to the research questions included causes of indiscipline in their schools, how they deal with indiscipline, and the challenges they faced in management of indiscipline, among others.

### Questionnaire for SMCs, PTA, and teachers

Like the former, most of the items were short and easy to understand. Both closed and open-ended questions were used. The teachers' questionnaire is also aimed at getting the teacher's bio data by including a section on the teacher's school category, teaching experience, and qualification. Other questions included the research questions, including the effectiveness of punishments, rewarding, and time management, among others.

### Pupils' questionnaires

The pupils' questionnaire included a section on their bio data, touching on their age, gender, and class. Other questions asked had the same view of checking the pupil responses as pertaining to the research questions. The researcher developed the questionnaire through proper conceptualization of the variables from literature. These questionnaires are predominantly open-ended and closed-ended to provide balanced arguments about a subtheme. Questionnaires were developed into

**Table 1:** Study population.

Category	Number (N) per School	N
Head teachers	1	6
Teachers	9	60
<b>Parents</b>		
SMC	1	6
PTA	1	6
<b>Learners</b>		
Primary five	80	480
Primary six	60	360
Primary seven	50	300
DIS	1	1
Total	203	1219

**Table 2:** Sample size of the study.

Category	N	Sample Size	Sampling Techniques
DIS	1	1	Census
Head teachers	6	6	Census
Teachers	60	52	Convenient sampling
<b>Parents</b>			
SMC	6	6	Census
PTA	6	6	Census
<b>Learners</b>			
Primary five	480	214	Stratified sampling
Primary six	360	186	Stratified sampling
Primary seven	300	169	Stratified sampling
		569	
<b>Total</b>	1219	640	

Source: DEO (2018), Krejcie and Morgan (1970), Researcher (2019)

subsections, each section consisting of items for a particular variable. The instrument comprised several items for the teachers and pupils patterned on a 4-point rating scale of Agree, A 4, Tend to Agree-3, Tend to Disagree 2, and Disagree 1. The content of the questionnaires: They consisted of a section for socio-demographic characteristics and then sections to cater for items for study variables.

### Interview guide

This instrument was used during an in-depth interview with the head teachers and the district inspector of schools (DIS), Namutumba. The semi-structured interview consisted of already determined content and a sequence of questions, which made analysis easier.

### The document analysis guide

The researcher used a document analysis guide to obtain information on reports and complaints by pupils, messages in the suggestion box, and minutes of disciplinary committees.

### Validity of research instruments

The validity of an instrument is improved through expert judgment (Gall and Meredith, 2003). As such, the

researcher sought the assistance of research experts, experienced graduates, lecturers, and experienced supervisors to help improve the content validity of the instruments. At first, questionnaires were screened for accuracy, and some questions were deleted on the advice of reviewers. Following this, a content validity index was determined as follows.

$$CVI = \frac{\text{Number of items rated as relevant}}{\text{Total number of items set initially}}$$

$$CVI = \frac{36}{41} \times 100 = 87.8\%$$

### Reliability of Research Instruments

Reliability is the degree of consistency of a measure to the effect that a test can give the same repeated result under the same conditions. The results of reliability were measured on Cronbach alpha's threshold of 0.7 and above. Table 3 indicates results obtained. The approach used to interpret reliability was that any score less than .60 is an unacceptably low reliability, 0.60-0.69 defines marginally reliable results, 0.70-0.79 describes reliable results, the 0.80-0.90 scale describes highly reliable results, and > 0.90 is a scale for very highly reliable. Based on this, reliability results in (Table 3) indicate that results for each variable are reliable. This was supported by the fact that; the reliability test must

**Table 3:** Cronbach alpha reliability results

No.	Variable	No of items	Reliability Value	Interpretation
1.	Time Management	5	0.774	Reliable
2.	Rewards	5	0.777	Reliable
3.	Pupils Discipline	5	0.731	Reliable

Source: Primary data (2019)

yield a reliability coefficient that is greater than 0.6 or greater than 60% to qualify the instruments as reliable.

### Data collection procedure

First, a letter of introduction and permission to conduct research, followed by a visit to all nine schools to deliver the questionnaires to the head teachers, teachers, and pupils. They were requested to respond appropriately to the questionnaires and hand in the duly filled forms to the researcher.

To allow the respondents to have ample time to study and respond appropriately, the instruments were distributed in the morning and collected in the afternoon.

At the same time, questionnaires for head teachers and teachers were administered and collected at the same time as those of the pupils.

The researcher interviewed the head teachers and their deputies at a go to minimize attrition (a threat to internal validity).

The researcher explained the importance of the study to the respondents before they responded to the items contained in the research instruments. About observation, this was carried out in each school by checking on the effects of the administration of punishments, rewarding, and time management on pupils' discipline.

### Data analysis

Three research instruments were used to collect data: interview schedules for head teachers and deputies, questionnaires for head teachers, teachers, and pupil leaders, and an observation schedule. Data collected from the field was coded and entered the computer for analysis using the SPSS descriptive and inferential statistics used in analyzing the data. Several items were used to rate statistical responses. They were validated on a five-linkert scale using mean scores running from strongly disagree (1), disagree (2), neutral (3), tend to agree (4), and strongly agree (5). This rating scale was used: 1.00–1.49 strongly disagree, 1.50–2.49 tend to disagree, 2.50–3.49 Neutral. To interpret the results, 3.50–3.49 Neutral 4.49 agree and 4.50–5.00 strongly agree. The meaning was that 1.00-1.49 disagree is low involvement; 1.50-2.49 tend to disagree is fair involvement; 2.50-3.49 neutral is no involvement; 3.50-4.49 tend to agree is average involvement, and 4.50-5.00 agree is excellent involvement.

Data generated from the interview schedules and observations was compared with that from the questionnaires to identify recurring patterns or themes that cut across the data. Therefore, the results of the interview were used as informative evidence in explaining some findings and observation results that helped to verify some data collected by questionnaires. The responses were presented using descriptive statistics such as frequency distribution, calculating percentage, and tabulation. The data were summarized, the findings were discussed, conclusions were drawn, recommendations for the study were made, and additional research was suggested based on the approach.

### Ethical considerations

The researcher respected the anonymity of the respondents by maintaining confidentiality of the respondents and the data provided. This was highlighted in the introductory part of the questionnaire and during interview sessions. There was assurance that the information they provided was for purely academic purposes and that their identity would not be disclosed to anyone. Lastly, objectivity and honesty were ensured during report writing to avoid laziness.

## RESULTS AND DISCUSSION

### Socio-demographic characteristics of respondents

The socio-demographic characteristics include gender, class, status, and caretaker.

### Gender of respondents

The gender of respondents was measured in terms of whether respondents were male or female. Table 4 shows findings obtained.

According to Table 4, there were more female respondents (54.4%) than males. Among the pupils, majority (45%) were females but the representation for female prefects was very small at 8% making a difference of 2% compared with male prefects who are close to 10%. By implication, the representation for prefects indicates that the views of females in the selected primary schools are seemingly misrepresented because of the small percentage of females.

**Table 4:** Gender of Respondents.

Status	Pupil	Count	Gender		Total
			Male	Female	
		% of Total	35.7%	45.8%	81.5%
	Prefect	Count	54	47	101
		% of Total	9.9%	8.6%	18.5%
Total		Count	249	297	546
		% of Total	45.6%	54.4%	100.0%

Source: Primary data

**Table 5:** Presentation of results by class.

Status	Pupil	Count	Class			Total
			P.5	P.6	P.7	
		% of Total	32.8%	32.2%	16.5%	81.5%
	Prefect	Count	36	50	15	101
		% of Total	6.6%	9.2%	2.7%	18.5%
Total		Count	215	226	105	546
		% of Total	39.4%	41.4%	19.2%	100.0%

Source: Primary data

### Presentation of demographic characteristics

The representation by class was determined based on status whereby (Table 5) above indicates the status of respondent and classroom. Table 5. indicates that out of the 546 respondents, the highest percentage was from primary six with a representation of 41.4%. However, there were variations in responses indicated by variations by category whereby among prefects, majority were in class of primary six with a representation of 9.2% and lowest percentage was in primary seven. This brings the picture that candidate class-primary seven is given very limited attention owing to the need to leave space for academic concentration. In relation to the study, there are balanced views of pupils to indicate how discipline is managed among the various classes.

### Representation of findings by caretaker of respondents

The findings by caretaker was measured using a scale which would differentiate whether, the caretaker was a parent or guardian in form of aunt, grand, fellow sibling, among other categories. Table 6 shows findings of the study by caretaker.

The finding in Table 6 indicates that 85.3% of the respondents were being taken care of by their parents. Even considering results by status of respondents, the role of caretaker keeps being predominant. This structure of guardianship brings an understanding that most of the pupils stay in an environment where they receive parental love and are seemingly capable of getting whatever they want using resources which can be provided by their

parents. In relation to the study, we also expect that any child who has been groomed by parents should be highly disciplined.

### What is the Effectiveness of Time Management on Discipline of Pupils in Primary Schools in Nabweyo Sub County, Namutumba District?

The third research question was intended to determine the effectiveness of time management on pupils' discipline in primary schools. These were measured based on five (5) factors using a three-scale measurement represented as: 1-Always, 2-sometimes, and 3-Never. Table 7 illustrates factors established in highlights.

From Table 7, we can establish that 48.4% of the respondents agreed that creating time by performing tasks on priority promotes respect for work. The mean score is 2.25, which suggests that giving tasks priority is less effective in maintaining discipline among pupils in primary schools. In addition, findings indicate that doing assignments on time enables pupils to avoid delays, which may later translate into misbehavior. Evidence from Table 7 shows that 45.2% agreed, and the mean score was 2.07, which translates into a less effective aspect. Therefore, timely completion of assignments is less effective in managing pupils' discipline in primary schools. According to (Table 7), keeping time by preparing a daily or weekly "to do" list makes children focused and avoid making mistakes. The results in Table 7 show that approximately 30% of the respondents were neutral, an indication that there were some respondents who were not informed about whether keeping time is



**Table 6:** Distribution of results by caretaker.

			Caretaker		Total
			Parents	Guardians	
Status	Pupil	Count	392	53	445
		% of Total	71.8%	9.7%	81.5%
	Prefect	Count	74	27	101
		% of Total	13.6%	4.9%	18.5%
Total		Count	466	80	546
		% of Total	85.3%	14.7%	100.0%

Source: Primary data

**Table 7:** Reinforcing time management

Time Management	Never	Sometimes	Always	Mean	Std. Dev.
Creating time by performing tasks on priority promotes respect for work	335( 61.4 )	159 (29.1)	52(9.5)	1.67	0.895
Doing assignments on time to avoid delaying improves discipline	362 (66.3)	39(7.1)	145(26.6)	1.40	0.620
keeping time by preparing a daily or weekly "to do" list that I follow focused	392 (71.8)	42((7.7)	112(20.5)	1.35	0.620
Respecting deadlines to avoid messing up with tasks	180 (33)	130(23.8)	236(43.2)	1.90	0.748
Trying to do the most important tasks during my most energetic periods of the day.	329 (60.3)	53(9.7)	164 (30)	1.49	0.667
				1.56	0.71

Source: Primary Data from Primary Schools in Nabweyo Sub County

effective in managing discipline among pupils in primary schools. Further still, (Table 7) indicates that close to 40% of the respondents established that respecting deadline enables pupils to avoid messing up and thus promotes good discipline in primary schools in Nabweyo Sub County, Namutumba District. Finally, the study established that 46.5% of the respondents agreed that trying to do the most important tasks during their most energetic periods of the day was the best strategy. From the interpretation, doing tasks in order of priority is less effective in managing pupils' discipline in primary schools in Nabweyo Sub County, Namutumba District.

#### **Determining the Effectiveness of Time Management on Pupils' Discipline in Primary Schools in Nabweyo Sub County, Namutumba District**

A linear regression was performed to determine results for this research question and results are in (Tables 8 and 9).

Results of this study show that the value of R Square was found to be 0.033, with a magnitude of 0.0.031. The implication is that the effectiveness of time management must be 3.1% in order to manage pupils' discipline in primary schools in Nabweyo Sub County, Namutumba District. The significance of these results is indicated in (Table 9). The sign value is 0.000, which is less than the average sig. value of 0.05, thus implying that time management is a significant predictor of pupils' discipline in primary schools. The results agree with qualitative findings from key respondents. Tracy (2014) noted that discipline should take precedence over other activities and must be enforced. He further urged that much of the time management in schools be guided by the school time table so that every activity in the school is

programmed. Activities like teaching, break time, assemblies' time, lunch time, and co-curricular activities like games and sports must be catered for in the time table.

Ezine (2008) study on time management in public schools in the United States of America established that time is a mental device that gives order to events by identifying them as successive. Mckay (2013) argued that a disciplined pupil is the one expected to arrive before lessons start and wait for the teacher. At the same time, a disciplined teacher is the one expected to respect all the time allocated to him or her on the timetable. Despite this belief, most teachers in government primary schools are culprits of time management as they report to attend to lessons late and leave classes early.

Time is a scarce resource and therefore requires proper apportioning to enable any organization to achieve its objectives. Punctuality needs to be observed not only by pupils but also by teachers, head teachers and non-teaching staff in any educational institution. This fulfills the saying that the early bird catches the worm. The effect of time management on pupils' discipline remains undiscovered and there is no research yet that has been conducted. On the other hand, Tracy (2014) observes that poor delegation to others, or from others, leads to mistakes and frustration on the part of both the boss and the employee. It is a major waste of time and a good time management technique to work on. One of the rules for success in life and work is to assume the best intentions of everyone.

Ezine (2008) indicates that in cases where management by objectives or some form of target setting is practiced, the individuals will have had experience of identifying and working towards priorities or key result areas in the job. However, by far the great majority of

**Table 8:** Effectiveness of time management

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.182 <sup>a</sup>	0.033	0.031	0.43150

a. Predictors: (Constant), Time management

**Table 9:** Analysis of Variance

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.469	1	3.469	18.634	.000 <sup>b</sup>
	Residual	101.291	544	.186		
	Total	104.760	545			

a. Dependent Variable: Discipline.

b. Predictors: (Constant), Time management.

managerial and professional employees do not work under such systems, and they are therefore unused to a systematic approach to prioritizing key tasks. A useful method is to encourage individuals to identify the task they alone are responsible for and the task that either requires the greatest effort or produces the greatest return.

## Conclusion

Time management is an issue of concern on the part of teachers and pupils equally. However, in this study, there were a few aspects of time management which were established as effective in the management of discipline among pupils and prioritizing what to do; choosing the most important tasks; self-evaluation of accomplishments can help to promote pupils' discipline in primary schools in Nabweyo Sub County.

## Recommendations

This study established that a relationship exists between rewards and pupils' discipline. It is therefore advisable that school administrators focus more on establishing environments that are comprised of competitions, good rapport, and positive relationships with pupils to enhance the implications of rewards.

Completing tasks on time is also called for, and this should be a core objective of teachers because it reflects proper teacher-time management. Teachers should strategically plan homework assignments to complete a set number of problems for practice, which unnecessarily consumes valuable class time.

It is also recommended that teachers prepare quick, five-minute activities for those transition periods between lunch, specials, and in-between lessons. This enables quick time-saving activities to be prepared, and to ensure that transition times run more smoothly than when they are not prepared.

Some schools demand teachers keep a lesson planning notebook that includes all plans, activities,

standards, and grades. This notebook is a great tool to keep things organized and to help you stay on task. Another great tool to help maximize lesson planning is to use apps or websites that have lesson ideas already planned.

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