



Relationship between Temporary Withdrawal from Class/school activities and Discipline of Pupils in Public Primary Schools in Jinja District, Uganda

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Abstract: *The study aimed to examine the relationship between temporary withdrawal from class/school activities and pupil discipline. The researcher employed a cross-sectional survey design, utilizing both qualitative and quantitative data collection methods. The study population included 209 teachers and 220 pupils. The sample included 127 teachers and 136 pupils, totalling 263 respondents. The researcher used Krejcie and Morgan's (1960) table guide to determine the sample size. The researcher analyzed the data using means, standard deviations, correlation coefficients, and regression analysis methods. The researcher correlated temporary withdrawal from class or activities with pupil discipline, finding a correlation coefficient of $r = .590$. The regression analysis further supported these findings. The B-value for temporary withdrawal from class/school activities and discipline for pupils was 0.565. In conclusion, the study highlights the significant impacts of counselling, guidance, and discipline on pupil discipline. It emphasizes the importance of incorporating these factors into interventions to promote positive outcomes. The study also underscores the role of manual work in promoting the discipline of pupils and the impact of temporary withdrawal from class/school activities on pupil discipline. These findings have implications for creating a rule-abiding environment and fostering pupil engagement in learning. The major recommendations are that it is crucial to prioritize the implementation of comprehensive counselling and guidance programs that are tailored to the specific needs of pupils in the district. These programs should focus on fostering positive communication, conflict resolution, empathy, and cooperation.*

Keywords: *Class, Withdrawal, Discipline, Public Primary Schools, Jinja, Uganda*

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1. Introduction

Ngwokabuenui (2015) found out that temporary withdrawal from school activities can have a negative impact on learners' behaviors in primary schools globally. Removing learners from their normal routine may leave them feeling disconnected and unmotivated to engage in their schoolwork. This can lead to a decline in academic performance, as well as an increase in behavioral issues such as defiance or acting out. Additionally, the lack of social interaction and structure that comes with being in school can contribute to feelings of isolation and disengagement among learners.

Nyeseh (2018)'s study in the United States of America reveals that if learners are subjected to temporary withdrawal from class activities, they are more likely to stay focused on their studies, complete assignments on time, and engage in positive learning behaviors. This increased behavior and structure can lead to improved concentration, better time management skills, and ultimately higher academic achievement. By consistently reinforcing expectations and holding learners accountable, teachers can create a supportive and productive learning environment that sets students up for success.

According to Osman (2017)'s Middle East survey, in being subjected to temporary withdrawal from class activities, learners are able to create a structured environment that minimizes distractions and allows for increased focus on their studies. This enhanced concentration can lead to improved comprehension of academic material, better retention of information, and ultimately higher academic performance. Additionally, the reinforcement of rules can instil a sense of behaviors and responsibility in learners, further contributing to their success in school.

According to Rosenbaum (2018), decreased distractions through the reinforcement of temporary withdrawals from class activities in most African countries can have a positive impact on the academic performance of learners. By creating a structured and behavior-based learning environment, learners are better able to focus on their studies and absorb information. This can lead to improved concentration, productivity, and ultimately, better academic outcomes. Holding learners accountable for their actions and behavior also encourages them to take their education seriously and strive for success.

According to Banda (2020), the Ugandan example reveals that when learners are motivated by clear and consistent temporary withdrawal from class activities, they are more likely to stay focused and engaged in their studies. This can lead to improved time management, better study habits, and ultimately higher academic achievement. By reinforcing temporary withdrawal from class activities, educators can create a supportive and structured environment that encourages learners to reach their full potential. The discipline levels in primary schools should be close to 98% since they prepare pupils who will soon enroll in colleges and universities [secondary schools and universities] to serve their countries. For instance, all pupils are expected to come to school early and stay until closure; they are also expected to attend class regularly, respect their teachers and classmates, adhere to and follow school rules and regulations, and complete all of their assigned tasks.

However, according to the Jinja District annual monitoring report for 2022/2023, the rate of disobedience among pupils in primary schools in Jinja District is rated at 57.2%, absenteeism affects 21% of pupils in each school, and non-adherence to rules and regulations is among the characteristics of schools. In addendum, the inspection report (2022) reveals that disobedience by pupils' causes 33% of school dropouts, an 87% decline in the quality of teaching at many primary schools, and a 54.1% reduction in pupils' prospects of prospering academically. The level of indiscipline is significant even in schools where rigorous measures like penalties, school rules and regulations, and positive corrective methods are enforced. This is the reason the study seeks to find out the relationship between temporary withdrawal from class activities and the discipline of pupils in public primary schools.

1.1 General Objective

To establish the relationship between temporary withdrawal from class/school activities and discipline of pupils in public primary schools in Jinja District

2. Literature Review

According to Greene et al. (2023), a penalty is focused on reducing or eliminating unwanted behaviour in a person. A penalty achieves greater results when it is constantly applied and it can be difficult to administer a penalty every single time a certain behaviour occurs. The existence of problem behaviours in pupils is something that has become a major concern in many schools in Uganda and the world at large. Administrators of schools have struggled to find workable solutions to pupil discipline, but their efforts have yielded little or no results. Among the penalties administered to pupils are removing them from class, canning them with sticks, suspension from school, expulsion, and sometimes the corporal penalty (Chiang et al., 2022).

There are two categories of penalties - positive and negative penalties with the positive penalty refers to the penalty, which decreases the probability of behaviour recurring by administering evasive stimulus. In this kind of penalty, the occurrence of the behaviour is followed by the presentation of an evasive stimulus, and as a result, the behaviour may not occur again (Huang et al., 2018). For example, canning behaviour causes pain, so the pupil will learn not to misbehave in the future. On the other hand, a negative penalty refers to the type of penalty that reduces the possibility of a behaviour occurring by removing a pleasurable stimulus. That means the occurrence of a behaviour is less likely to occur again in the future. An example of a negative penalty is when a teacher expelled a pupil from class for misbehaving (Ding et al., 2021).

According to Graham (2017), to ensure an effective penalty, teachers should always accompany a penalty with an explanation of why the pupil has been punished and how the pupil should avoid the misbehaviour in the future. He asserts that giving explanations helps to prevent fear of the penalty and changes the behaviour of the learner. Cook and Artino (2016) insists that penalties tend to be most effective when accompanied by reasoning. According to Debreli et al. (2019), a teacher punishing a pupil should be consistent when delivering the penalty. The teacher needs to be clear about what she or he regards as misbehaviour and always punish when that misbehaviour occurs among the pupils. Twardawski and Hilbig (2022) support the use of penalties for the better development of the pupils into proper citizens of the country. He maintains that the penalties given by teachers play a great role in maintaining silence and discipline among the pupils.

Simuyaba (2020) highlights that the penalty is a common practice in Zambia. He says the parents and teachers

should continue with the practice as it helps in the proper upbringing of the pupils of the world and, above all, facilitates learning and instills proper discipline among the pupils. The advocates against the penalty note that the use of the penalty is a crisis for pupils as they carry their human dignity and physical integrity wherever they are, and it should be respected in all settings (Simuyaba, 2020). The author further prompts that while the physical damage done to the pupil due to the penalty can be treated, the emotional and psychological effects cannot. Steinberg and Lacoé (2018) indicate that in the recent past, schools have been implementing more restrictive and corrective policies, while proponents of strict discipline have argued that a severe or zero tolerance penalty holds pupils responsible for their actions and discourages misbehaviour.

The use of penalties as a way of disciplining pupils remains controversial in the United States of America. Many states have adopted laws that tend to protect the victims. On the contrary, in the state of Mississippi, laws tend to protect those who administer discipline techniques. According to Dauvergne (2023), the penalty should be guided by the principles of justice and fairness and the particular penalty given to a pupil should always fit the offence committed and should be consistently applied once such offences recur. The teachers should always try to understand the cause of such indiscipline among pupils and then find workable solutions to deter the pupils from repeating such offenses. Teachers should always struggle to cultivate a school climate or environment that enables pupils to develop internal discipline that is not reinforced by fear of punishment and does not effectively modify pupils' behavior.

According to Visser et al., (2022), a penalty is inflicted on the body with the purpose of correcting pupils' behaviour, and he believes that behaviour is not something that can change in a short period of time. It needs constant reminding the pupils about how best they should behave. He argues that it takes time for pupils to adjust to the desired behaviour of teachers. He says through methods like counselling of pupils, guiding of pupils, sharing of experiences with teachers, and where necessary, penalty, he will come last.

According to Sidin (2021), for a penalty to be effective, it should be followed with positive reinforcement for a particular behaviour to be controlled in pupils. Liu et al., (2023) maintain that a school is a place where pupils learn social norms in addition to the home. Penalties are intended to make pupils conform to the norms of society. They argue that teachers should always reward a pupil's good behaviour and ignore the pupil's is behavior. If a pupil knows that the result of misbehaving is a physical penalty, then the pupil will not misbehave. Argues that the use of such practices (penalty) makes schools safer by removing indiscipline from the pupils that proves to be a real problem behaviour for teachers.

According to Barongo et al., (2024), a penalty is used as a means of disciplining pupils, but it needs to be planned and executed with great sensitivity. He also added that many teachers prefer penalties because they are easy to administer and have been used for centuries. In Africa for years until the 20th century, teachers were beating the pupils for misbehaving, not until the governments adopted worldwide the United Nations Convention on the Rights of the Pupils (CRC). This has always made pupils dislike school and studying.

Quansah et al., (2022) says the use of penalties influences the attendance of pupils. Pupils remain at home, and this situation may lead to school dropouts. He also indicates that punishing is cruel and inhumane, and it's a form of child abuse. By imposing penalties, teachers are not serving a good example to the pupils; instead, they are creating aggressive behaviour and not good ways for dealing with conflicts. Parents and teachers who use harsh penalties to discipline their pupils may succeed in making pupils conform to their demands but may experience some resentment in the pupils' behaviour in the future. A frequently punished pupil will be a problematic person in the future.

Despite the fact that the penalty seems to be an appropriate technique to control behaviour and pupil discipline, the United Nations Convention on the Rights of the Child recognised that the penalty employed by teachers and parents seems to be an ineffective, dangerous, and unacceptable method of disciplining as it has negative rather than positive impacts on the pupils (Tanase, 2019). Due to these impacts, the United Nations Convention on the Rights of the Child declared the penalty to be banned. Article 28(2) of the United Nations Convention on the Rights of the Pupil (1998) states the need to ensure that school discipline is administered in a manner that is consistent with the pupil's human dignity and in conformity with the convention.

Chanda et al. (2015) argue that promoting pupils' self-esteem and belongingness is more effective in reducing behaviour problems than punishment. Mapoliza (2015) posits that the external social environment causes an alarming increase in primary school indiscipline and that the education provided will not prevent indiscipline from recurring. Factors like drug abuse, the laxity of parents, the influence of mass media, and peer pressure, among others, have been frequently cited as common causes of indiscipline. Furthermore, Mapoliza (2015) emphasizes that punishment alone is not enough to address these underlying causes of indiscipline. Instead, promoting pupils' self-esteem and belongingness can create a positive and inclusive learning environment that reduces behaviour problems.

Eden's (2017) New York study found that the use of reactive, corrective strategies such as suspension and detention as penalties can have a dominant effect on pupils by lowering their academic progress, increasing misbehaviour, and reducing their overall school

attendance. Furthermore, Ncontsa and Shumba (2013) found that the main effects of pupil misbehaviour in South Africa are depressed pupils, loss of learning time, high pupil absenteeism, and a high dropout rate. Teachers are also demoralized as they feel helpless in successfully addressing misbehavior.

3. Methodology

3.1 Research Design

McCombes (2019) defines a research design as a framework for planning research and answering research questions. A cross-sectional survey design with qualitative and quantitative approaches and data collection methods were adopted for this study. This kind of design was appropriate because Tashakkori & Teddlie (2010) clearly brings it out that studies which require in-depth investigations can be successfully acquired by use

of qualitative data collection methods. This kind of design was adopted because cross-sectional studies collect data from many subjects at a single point in time.

3.2 Study Population

A study population is a group of individuals selected based on inclusion and exclusion criteria that relate to the variables studied (Alex & Caren, 2019). Jinja District (a rural setting) comprises 59 public primary schools and an estimated total of 900 teachers registered and on the payroll. However, considering the limited time of one month and the fact that the teachers as well as pupils in all these schools are many, the study was reduced to four town councils namely, Buwenge Town Council (109 respondents), Buyengo Town Council (103 respondents), Kakira Town Council (82 respondents), and Namagera Town Council (135 respondents). The study population comprised of 220 pupils and 209 teachers as in Table 1 below.

Table 1: Target Population of the Study

No	Town Council	School	Teachers	Pupils	
1.	Buwenge Council	Town	Buwenge Township P/S	17	20
			Buwenge SDA P/S	16	20
			Busia Parent P/S	16	20
			Total	49	60
2.	Buyengo Council	Town	Buyengo P/S	19	20
			St. Kalori, Bulama P/S	9	20
			Nsozi Bbiri P/S	15	20
			Total	43	60
3.	Kakira Town Council		St. Stephen P/S	18	20
			Kakira P/s	22	20
			Total	42	40
4.	Namagera Council	Town	Namagera P/S	42	20
			Wansimba P/S	14	20
			Lubani p/s	19	20
			Total	75	60

The study also involved pupils in primary four and primary six in each public primary school. The involvement of pupils is specific because they are the ones who are expected to exercise discipline. The discipline actions are reflected in the pupils' behaviors. For each school, a total of 20 pupils were selected, considering 10 females and 10 males. The selection of both male and female pupils was crucial to ensure a balanced representation of genders in the study. This

allowed for a comprehensive analysis of how discipline actions and behaviors may differ between boys and girls. By involving pupils from both primary four and primary six, the study aimed to capture a wide range of ages and developmental stages, providing a more accurate understanding of the impact of discipline on different age groups.

Among the pupils were prefects. On average, a primary school has 16 prefects. The prefects are important in this study because they are the ones responsible for the administration of programs at the level of the pupils. Their role includes overseeing student behavior, enforcing school rules, and promoting a positive learning environment. Prefects also assist teachers in organizing school events and ensuring pupils' safety. Without the prefects, it would be challenging for the school to effectively manage the various programs and activities that contribute to the overall development of the pupils.

3.3 Sample Size

Little (2017) defines a sample size as the number of observations from a population through which statistical inferences for whole population are made. In this study, the researcher realized that there are many primary schools in Jinja District and that it required much time to visit respondents in the different categories per primary school. Since it is frequently hard to investigate the complete population, studies are typically undertaken on samples. Sample-based conclusions are meant to be extrapolated to the population and occasionally to the future. The study sample was obtained using Krejcie and Morgan, and out of 429-targeted population, a sample of 201 was determined. From this sample size, 127 teachers were considered and 74 pupils.

3.4 Sampling Techniques

Stratified Sampling Technique: This is a probability sampling strategy that allows a researcher to divide the study population into subgroups based on common characteristics, which may not cover the entire population (Explorable.com, 2019). Using a stratified sampling approach, respondents were considered by category, such as pupils and teachers. This was to ensure that responses were given based on the respondents' categories. By doing so, the researcher can obtain a more representative sample that accurately reflects the population as a whole. For example, if the study aims to understand the opinions of both pupils and teachers in a school, using a stratified sampling technique would ensure that an adequate number of respondents from each category are included. This helps to minimize bias and increase the reliability and validity of the research findings.

Simple Random Sampling: This is a technique where every item in the population has an even chance and likelihood of being selected in the sample; thus, the selection of items completely depends on chance or probability (Adi, 2019). Using simple random sampling, the researcher distributed questionnaires randomly until the desired sample size was obtained per category. This method ensures that every individual in the population has an equal opportunity to be included in the study, eliminating biases and increasing the representativeness of the sample. It also allows for generalization of the findings to the larger population with a higher level of

confidence. However, it is important to note that simple random sampling may not be suitable for small populations, as it may result in a small sample size that is not statistically significant.

Purposive Sampling. Purposive sampling is a strategy whereby researchers select individuals to include in the study based on their personal judgment when choosing members of the population to participate in the study (Foley, 2018). In this study, purposive sampling was used to select headteachers because they possess valuable insights and experiences in the field of education. The researchers believed that headteachers would provide a wealth of information and perspectives that would contribute to the overall understanding of the research topic. Additionally, by specifically targeting headteachers, the study aimed to gather data from individuals who hold key positions of authority and decision-making within schools, ensuring that the findings would be relevant and applicable to educational institutions.

3.4 Data Collection Methods and Instruments

This study is both qualitative and quantitative thus required conducting survey using questionnaires and making interviews using the interview guide.

3.4.1 Questionnaires

In this study, the researcher created and administers structured self-administered questionnaires along with some unstructured questions in order to collect authentic data from teachers and pupils. The questionnaire was divided into sections to elicit feedback on specific aspects of study variables. The structured self-administered questionnaires consisted of Likert-scale questions, multiple-choice questions, and open-ended questions. The Likert-scale questions allowed participants to rate their agreement or disagreement with statements related to the study variables. The multiple-choice questions provided options for participants to select from, providing further insights into their perceptions. The open-ended questions allowed participants to freely express their thoughts and provide additional information that might not have been captured by the previous types of questions. The combination of structured and unstructured questions aimed to gather comprehensive and in-depth data from both teachers and pupils.

3.4.2 Interview Guide

The interview guide was unstructured and consisted of questions that address specific study objectives. The unstructured questions set the pace for respondents to express their opinions based on their observations of the progress in management of discipline. As is the case with the questionnaire, the responses from the interviews were not influenced by any opinions. This allowed the

researchers to gather unbiased and genuine feedback from the participants. The unstructured nature of the interview guide also enabled the respondents to provide detailed and nuanced insights into the effectiveness of disciplinary measures.

3.4.3 Focus Discussion Guide

In order to elicit responses from pupils in particular primary schools, a concentrated discussion guide comprised of unstructured queries was implemented. Each educational institution hosted two focus groups, with one comprising five females and the other five boys. The pupils were divided into ten distinct categories by the researcher. The focus discussion guide is crucial in this instance in order to collect authentic data from pupils based on their experiences with corrective actions and student discipline.

3.5 Data Analysis

The collected data were coded and grouped thematically for easy analysis and reporting. The researcher entered quantitative data into a Statistical Package for Social Sciences (SPSS) spread sheet, transform it into frequencies and percentages, and then present it in summary tables to show scores for individual items. The mean interpretation was such that:

- 1.00-1.80 is considered *strongly disagree*.
- 1.81-2.60 is considered *Disagree*
- 2.61-3.40 denotes *Neutral or uncertain*.
- 3.41- 4.20 stands for *Agree*.
- 4.21-5.00 for *Strongly Agree*

On the other hand, results from interviews were screened for relevancy in line with research objectives and appropriated according to paragraphs where each qualitative data set suits in the midst of qualitative results. The strength in this is that questions that make up interviews were organized based on research objectives.

Correlation analysis was performed to identify the relationship between corrective measures and discipline. In addition, regression analysis was used to establish the effect of corrective measures on discipline of pupils.

3.6 Ethical Considerations

The study began by obtaining an introductory letter from the school of research at the team university. The introductory letter outlined the purpose and objectives of the study, as well as the ethical considerations that needed to be followed. It also provided information on the resources and support that would be available from the school throughout the research process. This letter served as a formal introduction to the project and laid the foundation for the collaboration between the research team and the university.

To minimize any psychological injuries, this study was only conducted among respondents who are willing to participate. Additionally, all participants were provided with informed consent forms that clearly outlined the purpose and potential risks of the study. Any individual who expressed hesitation or discomfort during the process was immediately given the option to withdraw their participation without any consequences. The researchers also ensured that the survey questions were designed in a sensitive and respectful manner to avoid causing any distress or triggering negative emotions.

From the beginning of the study, each respondent was treated in a similar way, without any form of discrimination. Pupils, teachers, and head teachers were all given equal treatment with a lot of dignity, and each one's privacy was highly protected. The researchers ensured that confidentiality was maintained throughout the study, with strict protocols in place to protect the personal information of all participants. In addition, any data collected was anonymized to further protect the privacy of the individuals involved. This commitment to fairness and respect created a trusting and comfortable environment, allowing the respondents to freely express their thoughts and experiences without fear of judgment or prejudice.

In the event of any recording or video coverage, respondents were asked to sign consent forms. In case of any discomfort, the view of a respondent was highly respected. Their privacy and well-being were of utmost importance throughout the entire process. Respondents were reassured that their opinions and experiences were valued, and they could freely choose to omit any information they were not comfortable sharing. The research team strived to create a safe and inclusive environment that encouraged open and honest communication, ensuring the respondents felt supported and respected throughout the study.

4. Results and Discussion

4.1 Descriptive Statistics for Temporary Withdrawal from Class/school activities

Subjecting a pupil to temporary withdrawal from school activities as a discipline measure refers to the act of removing a student from participating in certain school-related activities for a specified period of time. This disciplinary action is typically taken in response to the pupil's misconduct or violation of school rules. The purpose of temporary withdrawal is to create a consequence for the student's behavior and to provide an opportunity for reflection and improvement. For example, if a student is caught cheating on a test, they may be subjected to temporary withdrawal from extracurricular activities such as sports or clubs for a week. Table 2 shows results obtained. The mean interpretation was such that: 1.00-1.80 is considered

strongly disagree, 1.81-2.60 is considered *Disagree*, 2.61-3.40 denotes *Neutral* or *uncertain*, 3.41- 4.20 stands for *Agree*, and 4.21-5.00 for *Strongly Agree*.

Table 2: Descriptive statistics for temporary withdrawal from class/school activities

Items for temporary withdrawal	SD	D	N	A	SA	N	M	SD
1. Pupils who fight with others are temporarily dismissed from class	3 2%	15 12%	10 8%	74 58%	25 20%	127 100%	3.81	0.96
2. Pupils causing distraction are made to stand	10 8%	27 21%	12 9%	67 53%	11 9%	127 100%	3.33	1.14
3. Those who interrupt discussions are advised to leave the group temporarily	8 6%	24 19%	12 9%	75 59%	8 6%	127 100%	3.40	1.06
4. Abusive pupils are suspended for two weeks	10 8%	19 15%	13 10%	67 52%	18 14%	127 100%	3.50	1.14
5. Absenteeism among pupils is punished through suspensions	9 7%	27 21%	27 21%	47 37%	17 13%	127 100%	3.28	1.15
6. Failure to do examinations leads to suspension of two weeks when term starts	8 6%	23 18%	16 13%	66 52%	14 11%	127 100%	3.43	1.10
7. Indulging in love affairs leads to temporary suspension	9 7%	27 21%	18 14%	52 41%	21 17%	127 100%	3.37	1.19
8. Coming to school but not attending class leads to temporary withdrawal from class	18 14%	17 13%	17 13%	69 54%	6 5%	127 100%	3.22	1.18
9. Pupils who do not perform well are given suspension	7 6%	39 31%	29 23%	43 34%	9 7%	127 100%	3.06	1.07
10. Pupils who are disrespectful to teachers are given two weeks suspension	4 3%	23 18%	8 6%	82 65%	10 8%	127 100%	3.55	0.98

The findings pertaining to the statement that pupils who fight with others are temporarily dismissed from class were rated with a mean of 3.81 and an SD of 0.96, and the results were evaluated as agreeable. These results suggest that the majority of participants agreed with the practice of temporarily dismissing pupils who engage in fights. According to Greene et al. (2023), the consistent use of penalties yields more significant outcomes. Administering a penalty consistently for each instance of a particular action can provide challenges. The prevalence of problematic behaviors among pupils has emerged as a significant issue in numerous schools in Uganda and beyond. However, it is important to further investigate the potential long-term effects of this disciplinary action on the pupils' behavior and academic performance. Asked about some of the ways temporary withdrawal is reinforced, notable findings from interviews revealed:

Fighting can lead to temporary dismissal of pupils from school. Schools have strict policies in place regarding violence and physical altercations, as they prioritize the safety and well-being of all pupils. When a fight occurs, school administrators often take immediate disciplinary action, which can include suspending or even expelling the pupils involved. This temporary dismissal serves as a consequence for their behavior and also aims to prevent further incidents from happening on campus.

The results for the statement that students who cause problems are made to stand got a mean score of 3.33 and an SD score of 1.14, which meant that the results were not positive or negative. On the other hand, the findings regarding the statement that pupils who cheat during exams are warned were rated with a mean of 2.95 and an

SD of 1.06, and the results were evaluated as slightly disagreeable. These results suggest that the majority of the participants did not support the approach of giving a warning to cheating pupils. In conclusion, it appears that the participants generally accept the disciplinary measures for fighting and causing distractions, but they do not like the approach to cheating. Chiang et al., (2022)'s research indicate that the fact that students consistently show up to class and are active members of debate clubs shows that they are very disciplined to learn and take the initiative to improve their skills.

The statement that pupils who interrupt discussions are advised to leave the group temporarily was rated with a mean of 3.40 and an SD of 1.06, and the results were evaluated as neutral. The study's findings imply that the participants' perceptions of the statements about causing distraction and interrupting discussions were neutral. This indicates that the participants did not strongly agree or disagree with these statements. In accordance with Huang et al., (2018) findings, it is imperative for teachers to provide a comprehensive rationale when administering disciplinary measures. This entails elucidating the reasons for the student's punishment and offering guidance on how to prevent such transgressions in subsequent instances. One of the headteachers inquired about the likely handling of disruption in class and made the following statement:

Pupils who distract others in class are made to stand up in class while others are sitting during a lesson. This serves consequently for their disruptive behavior and helps to maintain a focused learning environment for the rest of the pupils. By making the distracting pupils stand while others sit, it not only brings their disruptive actions to the attention of their peers but also creates a visual reminder of the consequences of not paying attention or disrupting the class.

Findings pertaining to the statement that abusive pupils are suspended for two weeks were rated with a mean of 3.50 and an SD of 1.14, and the results were evaluated as agreeable. The study showed that most respondents concurred with the idea of suspending abusive pupils for two weeks. The mean rating of 3.50 indicates that, on average, participants found this disciplinary action to be appropriate. Additionally, the relatively low standard deviation of 1.14 suggests that there was a general consensus among the participants regarding the length of suspension for abusive behavior. These findings support the notion that a two-week suspension is considered an agreeable disciplinary measure for abusive pupils. As stated by Graham (2017), it is imperative for teachers to maintain consistency in the delivery of penalties while disciplining pupils. It is imperative for the teacher to establish a clear understanding of what constitutes misconduct and consistently administer disciplinary measures when such misbehavior is observed among the pupils.

The results for the statement that students who don't show up for class are punished by being suspended had a mean score of 3.28 and an SD of 1.15, which meant that the results were neutral. These findings suggest that the majority of respondents agreed with the practice of suspending abusive pupils for two weeks. According to Cook and Artino (2016), the aforementioned findings provide evidence that group discussions serve as a successful strategy for fostering active engagement and establishing a nurturing educational atmosphere. The qualitative results revealed a response to the treatment of pupil absenteeism;

Pupils who are frequently absent without valid reasons may face consequences such as detention, loss of privileges, or even suspension. Such disciplinary measures aim to instill the importance of attending school regularly and valuing education. By discouraging absenteeism, schools hope to ensure that pupils receive the necessary knowledge and skills to succeed academically and in their future endeavors. For instance, if a student frequently misses classes without a valid reason, they may face consequences such as detention or suspension...

Findings pertaining to the statement that failure to do examinations leads to suspension for two weeks when the term starts were rated with a mean of 3.43 and an SD of 1.10, and the results were evaluated as agreeable. The findings suggest that the participants generally agreed with the idea that absenteeism among pupils is punished through suspensions, although their level of agreement was slightly lower compared to the previous statement. Additionally, the participants also found it agreeable that failure to do examinations can result in a two-week suspension when the term starts. Twardawski and Hilbig (2022) suggest that students have the capacity to come to a consensus and make informed decisions collectively. The findings of this study illustrate the favorable influence of student engagement in the process of selecting school prefects on both the educational atmosphere and the communal spirit inside the educational institution. Responding to how poor performance is treated in schools, some of the responses from qualitative results were as follows:

Poor performance is punished in primary schools not only here but in Uganda. Pupils who consistently underperform are often subjected to disciplinary measures such as detention or even suspension. Additionally, teachers may provide extra assignments or tutoring sessions to help struggling pupils improve their academic performance. The strict consequences for poor performance in primary schools aim to motivate pupils to work harder and achieve better results. For example, if a student consistently receives low grades in math, they

may be required to attend additional tutoring sessions with a math teacher after school...

The observation above suggests that the educational institution prioritizes academic achievement and is committed to supporting students in their academic development. People widely believe that each student can achieve exceptional academic performance if they receive appropriate assistance and have access to necessary resources. Through the implementation of these measures, the educational institution is effectively guaranteeing that pupils who are facing difficulties receive the necessary means to bridge the gap and attain the academic benchmarks that are expected of them.

The results of the study examining the assertion that pupils who display disrespect towards their teachers

receive a two-week suspension received a mean rating of 3.55 and a standard deviation of 0.98. The results of this study indicate a prevailing agreement among the participants regarding the appropriate disciplinary action for pupils who exhibit disrespect toward their teachers, namely a two-week suspension.

4.2 Relationship between Temporary Withdrawal from Class/school Activities and Pupils' Discipline

The relationship between temporary withdrawal from class/schools activities and pupils' discipline of pupils was determined using Pearson correlation analysis. The significant results were determined at $p=0.01$ or 0.05 respectively. Table 3 shows results obtained.

Table 3: Correlation for pupils' discipline of pupils

		Temporary withdrawal from class/school activities	Discipline of pupils
Temporary withdrawal from class/school activities	Pearson Correlation	1	.590**
	Sig. (2-tailed)		.000
	N	127	127

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

The results show a relationship between temporary withdrawal from class or school activities and the discipline of pupils ($r = 0.590^{**}$; $P = 0.000$). This indicates a strong positive correlation between temporary withdrawal from class or school activities and the discipline of pupils. The correlation coefficient of $r = 0.590$ suggests that as the level of temporary withdrawal increases, so does the discipline of pupils. Furthermore, the p -value of 0.000 indicates that this correlation is statistically significant, reinforcing the reliability of the findings. These findings imply that when pupils temporarily withdraw from class or school activities, it may increase their discipline of pupils. It could be that taking a break from the routine allows pupils to recharge and refocus their energy toward their academic goals.

Table 4: model summary for temporary withdrawal and pupils' discipline of pupils

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.590 ^a	.348	.343	.61169

a. Predictors: (Constant), Temporary withdrawal from class/school activities

These statistics suggest that approximately 34.8% of the variability in pupils' discipline can be explained by the factors of temporary withdrawal. The adjusted R-square value indicates that the model accounts for a significant portion of the variance, even after considering the

Additionally, the statistically significant p -value suggests that these results are unlikely to occur by chance, further strengthening the validity of the correlation between temporary withdrawal and pupil discipline.

4.3 Regression Analysis for Temporary Withdrawal from Class/school Activities and Pupil's discipline

The regression analysis was determined using simple regression analysis and results were as indicated in tables 4, 5, and 6 respectively.

number of predictors included. However, it is important to note that there may be other factors not included in the model that also influence the' discipline of pupils. These unaccounted factors may contribute to the remaining 65.2% of variability in pupils' discipline. Additionally,

the large standard error suggests that there is a considerable amount of uncertainty in the estimated

effect of temporary withdrawal from class/school activities on the discipline of pupils.

Table 5: ANOVA for Temporary Withdrawal from class/school activities and pupils' discipline of pupils

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	24.953	1	24.953	66.689	.000 ^b
	Residual	46.770	125	.374		
	Total	71.723	126			

a. Dependent Variable: discipline of pupils

b. Predictors: (Constant), Temporary withdrawal from class/school activities

These results indicate that there is a significant relationship between temporary withdrawal from class/school activities and pupils' discipline. The high F-value and low p-value suggest that the effect of temporary withdrawal on the discipline of pupils is statistically significant. Additionally, the regression coefficient of 24.953 indicates that for every unit increase in temporary withdrawal, there is an average increase of 24.953 in the discipline of pupils. This

suggests that temporary withdrawal has a strong positive impact on the pupils' discipline. However, it is important to note that correlation does not imply causation, and further research is needed to fully understand the relationship between temporary withdrawal from class/school activities and discipline among pupils. Additionally, other factors, such as individual differences and external influences, may also play a role in determining pupils' discipline.

Table 6: Coefficients for temporary withdrawal from class/school activities and pupils' discipline

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error			
1	(Constant)	1.740	.241		7.212	.000
	Temporary withdrawal from class/school activities	.565	.069	.590	8.166	.000

a. Dependent Variable: discipline of pupils

The coefficients of determination for students being disciplined to study and temporarily missing class or school activities show that B is constant at 1.740, t is constant at 7.212, and sig. is constant at 0.000. We calculate the B-value, which represents the coefficient estimate, to be 0.565. We determine the standard error for this coefficient to be 0.069. We find the Beta value, which represents the standardized coefficient estimate, to be 0.590. The t-value associated with this beta coefficient is calculated to be 8.166. Lastly, the significance level, denoted as sig., is determined to be 0.000. The coefficients in question demonstrate a robust positive correlation between momentary disengagement from class or school activities and the desire to acquire knowledge. The coefficient of determination (B) stays the same, which means that a one-unit rise in temporary withdrawal is linked to a 1.73-unit rise in the desire to learn on average. In addition, the observed t-value of 7.212 suggests that the observed association is statistically significant, hence offering more support for its robustness.

In the same way, the beta coefficient of 0.565 shows that there is a positive relationship between temporary withdrawal and student behavior. For every unit increase in temporary withdrawal, there is an average increase of 0.565 units in student behavior. The t-value of 8.166 and the p-value of 0.000 that goes with it are strong signs that there is a meaningful relationship between the variables being studied. The implications of these findings suggest that the act of temporarily withdrawing oneself has a significant impact on an individual's drive to engage in the process of learning. The observed correlation between the two variables implies that persons who participate in temporary withdrawal are more prone to displaying elevated levels of discipline of pupils for learning. Steinberg and Lacoé (2018) reveal that in the recent past, schools have been implementing more restrictive and corrective policies, while proponents of strict discipline have argued that a severe or zero tolerance penalty holds pupils responsible for their actions and discourages misbehaviour.

Qualitative results from headteachers revealed that the withdrawal of pupils from school activities can often serve as a wake-up call for pupils, making them realize the importance of their education. When they see their peers participating in rewarding and enjoyable activities, it can ignite a sense of FOMO (fear of missing out) and encourage them to take their studies more seriously. Additionally, the absence of extracurricular activities can create a void in their social lives, pushing them to focus on their academics as a way to fill that void and regain a sense of belonging within the school community. Furthermore, the absence of extracurricular activities can also highlight the potential consequences of neglecting one's education. Seeing their peers excel in various fields, whether it be sports, arts, or leadership positions, can serve as a reminder that these opportunities are only available to those who prioritize their studies. This realization can drive pupils to work harder, knowing that their academic achievements are the gateway to future success and personal fulfillment. Simuyaba (2020) also demonstrate that the penalty is a common practice in Zambia. He says the parents and teachers should continue with the practice as it helps in the proper upbringing of the pupils of the world and, above all, facilitates learning and instills proper discipline among the pupils. The advocates against the penalty note that the use of the penalty is a crisis for pupils as they carry their human dignity and physical integrity wherever they are, and it should be respected in all settings.

5. Conclusions and Recommendations

5.1 Conclusions

The act of temporarily withdrawing oneself has a significant impact on an individual's drive to engage in the process of learning. The observed correlation between the two variables implies that persons who participate in temporary withdrawal are more prone to displaying elevated levels of discipline of pupils for learning. There is more proof that this link is strong and reliable because the results were statistically significant, which means they are not just due to random variation.

5.2 Recommendations

1. It is crucial to have a clear and transparent communication system in place to inform pupils about the reasons for their temporary withdrawal and the expected duration. This will help them understand that it is not a punishment but a necessary step for their own growth.
2. Additionally, providing alternative learning opportunities during the period of withdrawal, such as online classes or individualized study plans, will keep pupils engaged and motivated to continue learning.

3. Regular check-ins and support from teachers and school staff will be essential to ensure that pupils feel supported and motivated to return to class and activities once the withdrawal period is over.
4. By maintaining open lines of communication and offering guidance, pupils can feel reassured that they are not alone in their journey.
5. It is crucial for teachers to emphasize the importance of self-reflection and personal development during this time, encouraging pupils to make the most of their withdrawal period.

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