



The Post Covid-19 Violence Prevention Approaches in Schools and Students' Achievement in Selected Government-Aided Secondary Schools in Jinja City, Uganda

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Abstract:

The study intended to examine the impact of the post-COVID-19 violence prevention approaches in schools on students' achievement in selected government-aided secondary schools in Jinja City. The study was designed to specifically examine the various post-Covid-19 violence prevention approaches, establish the association between the various post-Covid-19 violence prevention approaches and students' achievement, and identify challenges faced by teachers when teaching students in the post-Covid-19 era in selected government-aided secondary schools in Jinja City. A qualitative approach was used to collect data from teachers and head teachers' results were analyzed thematically and were presented verbatim. Findings revealed that students and teachers acknowledged the presence of school rules and regulations but were not called upon to design them. Administrators work with teachers and prefects to ensure students put the rules into practice, dialogue is used to settle conflicts, and student leadership is encouraged. Further, if rules and regulations are clearly explained to students, they become cooperative, allowing them to concentrate on their work, revise hard, and get good grades. Dialogue encourages students to express their views, participate actively in their education, and synthesize their thoughts before acting. Suspension helps eliminate the wrong characters and retain focused and serious students. The study concluded that Students and teachers acknowledged the presence of school rules and regulations, administrators should work together with teachers and prefects to put into practice and schools' rules and regulations for the betterment of the school and attainment of quality education. Also, it noted that students who do not adhere to the rules and regulations of the school are an indication that forces are hindering their ability to implement ideas from the school administrators. Based on the conclusions above it is recommended that the school rules and regulations need to be effectively implemented. Also, instead of school administration appointing student leaders, should have a policy in which students choose their leaders. The student leaders should be included in decision-making. Finally, punishments should continue to be used so long as they are by the stipulated rules and regulations.

Keywords: Covid-19, epidemic, Education in Uganda.

INTRODUCTION

According to Shanahan (2020), the potential of targeted violence in schools will remain heightened in the aftermath of the Covid-19 epidemic as more children return to school full-time. As a result, preventing targeted violence should continue to be a top priority for schools and the communities in which they are located. UNESCO (2023) established that confinement and increased economic strains on homes may cause stress, tension, and strife, leading to physical, psychological, and sexual abuse against children. Increasing internet use can expose youngsters to online dangers such as sexual exploitation and cyberbullying. UNESCO and partners have issued a suite of materials as part of Safe to Learn, a five-year worldwide campaign to prevent violence in schools, to assist lead this effort and keep kids safe during these unprecedented times. This includes a technical note on COVID-19 and its implications for protecting children online, advice for education ministries as they assist schools in providing safe online learning experiences, and a set of recommendations - for governments to help prevent and respond to violence against children in various learning environments, including at home (UNESCO, 2023).

In most incidents, an individual who has carried out an act of terrorism or targeted violence had identifiable potential risk factors before radicalization to violence and observable indicators once they radicalized to violence. Lockdowns are useful in imposing social distancing measures and locating COVID-19 patients, but they are detrimental to education and the economy (Oghenowede, Viens, & Ugoji, 2021). During its early years of political independence, Uganda acknowledged education as a vital tool for social and economic growth and transformation (Hassan & Macha, 2020). It is emphasized that education is vital for achieving national unity, democracy, and social fairness for all citizens (Hassan & Macha, 2020). Similarly, Uganda's Vision 2040 acknowledges education as an important endogenous driver of economic growth enabling the human capital development required to enhance and accelerate the country's transition and capitalize on the demographic dividend (National Planning Authority, 2020).

All schools in Uganda endeavour to avoid school violence, and make schools safe places. Students, and parents all play critical roles in improving school safety. Adults may show leadership by reminding kids that schools are normally extremely safe environments for children and teens, as well as emphasizing what safety measures and student supports are currently in place (Emokol F, Muweesi. C et el, 2022)

The recent pandemic of Covid-19 has posed a serious threat to schools in Uganda as closures of institutions have led to unprecedented disruption in the learning process. It has also posed a myriad of social problems, including a surge in violence in and around schools in Jinja city. According to the report by Uganda police [2020], there has been an increase in violent behaviours among students such as physical fighting. Assault and vandalism, which has attributed to a lack of access to regular schooling [UPF, 2020]. Moreover, the closure of schools for an extended period has resulted in a decrease in students' academic performance and other forms of academic achievements [Ministry Of Education and Sports 2020]. Against this background, this paper seeks to explore the post Covid-19 violence prevention approaches and their effect on student achievement in selected government-aided schools in Jinja City Uganda.

PURPOSE OF THE STUDY

The study was intended to examine the post Covid-19 violence prevention approaches in schools on students' achievement in selected government-aided secondary schools in Jinja City.

SPECIFIC OBJECTIVES

1. To examine the different post Covid-19 violence prevention approaches in selected government-aided secondary schools in Jinja City.
2. To establish the association between the different post Covid-19 violence prevention approaches and students' achievement in selected government-aided secondary schools in Jinja City.
3. To find out challenges faced by teachers when teaching students in the post- Covid- 19 era in selected government-aided secondary schools in Jinja City.

THEORY OF THE STUDY

Lee Canter's Assertive Discipline Theory, which he created in 1979, was employed in the study. The assertive Discipline Theory defines four disciplinary competencies that all teachers must learn to manage problem behaviours effectively. They include establishing suitable behaviours that serve as the foundation for classroom norms, setting limits for incorrect conduct methodically, continuously reinforcing appropriate behaviour, and cooperating with parents and head teachers. A perceived lack of discipline in public schools led to the development of the aggressive discipline method. Lack of discipline is the fault of parents, teachers, and students. Although managing students now is more challenging than it was in the past, assertive discipline is based on the idea that all students, except those who have organic issues, can act appropriately, even though they may choose not to. The idea is pertinent to the study because it clarifies how classroom management of disruptive student conduct, which is essential to students' academic success, works. Both teachers and students in a classroom context have demands that can be satisfied by the aggressive disciplinary approach. No of their age, students require clear guidelines, rules, and encouragement. They also require educators who will intervene to correct their misbehaviours. In contrast, teachers must prevent pupils from controlling them and must feel free to ask for help from parents and head teachers. Because teachers must fulfil their needs and desires before they feel comfortable enough to provide a healthy learning environment, their needs and wants are prioritized over students' needs. This theory is pertinent to the study because it offers an organized disciplinary program, which is sometimes missing in a regular classroom yet is necessary for many special classes kids' effective mainstreaming. The program is specified, right down to the number of days for the plan's efficacy to be assessed, which reduces the likelihood that the children would think the punishment is being meted out on the teacher's whim. Everyone in the classroom is aware of the rules and their implications. This makes it easier for the teacher to put it into practice, which may be especially beneficial in the case of new teachers.

LITERATURE REVIEW

Post Covid-19 Violence Prevention Approaches

Headteachers need to navigate and make sense of policies and guidelines created by top officials and other influential external stakeholders while also engaging in sense-giving with their teachers (Sherry & Chen, 2019). In addition, Headteachers ought to implement changes and create new organizational routines to support their students, especially for students receiving special education services (Weiner, Chantal, Corrie, & Joshua, 2021).

According to Trujillo, Moller, & Larsen (2021), the involvement of student leaders in school administration brings closer the student leaders and the rest of the students into not only classrooms but also dormitory and dining halls. These student leaders, gain leadership skills that they use and even will apply them when they leave school (Nolan, 2020). However, teachers should always carry out close monitoring of the student leaders' activities, because at times they go astray and sometimes instigate them to strike/rebel against school administrators (Agung & Imum, 2019). In Kenya, schools assert that schools set rules and regulations for the proper governing of the various lifestyles of students containing the dos and don'ts (Mambo & Katindi, 2023). Rules are aimed at promoting order and efficiency in school (Teng, et al., 2019). Effective schools demonstrate sound inclusive practices, which include emphasizing school rules, and regulations, collaborative leadership and good practice (Opere, Kamere, & Wawire, 2021).

School rules and regulations in most cases do affect students more than any other thing because they are made by the school authorities to guide and protect students while in school (Maurice, Frans, & Nihad, 2019). If discipline has to be effectively inculcated in the learners, the teacher has to be aware of all the factors and Agents that influence the formation of certain habits, attitudes and behaviour (Ming, Chen, Kris, Wu, & Lau, 2021). According to Kleopatra (2020), punishment is used as a means of disciplining action against students, but it needs to be planned and executed with great sensitivity. He also added that many teachers prefer punishments because they are easy to administer and have been used for centuries. In Africa for years until the 20th Century, teachers were beating students for misbehaving, not until the governments adopted worldwide the United Nations Convention on the Rights of the Children (CRC). This always has made learners dislike school and studying (Huda, Iskandar, Muhammad, & Kittisak, 2020).

Chanda et al., (2015) argue that promoting student's self-esteem and belongingness is more effective in reducing behavior problems than punishment. Peter as cited by Warren (2014) believes that children are by definition uneducated, they are 'barbarians' out of the gates and teachers. Mapoliza (2015) posits that the external social environment causes the alarming increase in secondary school indiscipline and that the education provided will not prevent indiscipline from recurring. Factors like drug abuse, laxity of parents, influence of mass media, and peer pressure among others, have been frequently cited as common causes of indiscipline.

According to Ain & Joshua (2020), the Coronavirus epidemic has greatly accelerated the growth of online learning in Chinese higher education. Technologies like the Internet, big data, AI, 5G, and cloud-based platforms, among others, have been used to improve education. A more adaptable approach to teaching and learning, however, does not result in infrastructure. However, infrastructure is only the start of a new paradigm for teaching and learning in the wake of the epidemic (John & Amanda, 2018).

Different Post Covid-19 Violence Prevention Approaches and Students' Achievement

Parent-teacher conferences are a wonderful opportunity to extend lines of communication between home and school, keep parents informed about their children's progress both academically and socially, and develop cooperative strategies that can ultimately benefit every student (Teacher Vision, 2018).

Encourage children to attend school consistently: First and foremost, it is the responsibility of parents to see that their children go to school every day (Amber, Ogurlu, & Nikki, 2020). However, this role has been violated by the same parents. In the rural areas of Uganda, some parents

indulge their children in domestic labour, thus working in sugarcane plantations, babysitting, scaring birds in rice gardens, selling foodstuffs in the market, and involving them in a host of other household chores to earn a living at the expense of their consistent school attendance (Kaelera, 2010).

Many studies have determined that parent involvement helps children stay focused on their academic goals and not have as many discipline problems in school (Novianti & Meyke, 2020). In addition, a healthy relationship with your child can help encourage them to stay away from negative influences such as drugs and alcohol. In the end, students with parents who continually stay involved in their child's education tend to have higher graduation rates and are more likely to attend college (Fan & Chen, 2016).

Teachers are more involved in the academic work of the children and must see to their academic growth, strength, and soundness (Hallil, Karaca, & Metin, 2021). It is, therefore, necessary for parents and teachers to meet and discuss the academic development and performance of their children to enable the parents to participate by appreciating the standard of learning imparted to the children and understanding the difficulties that some children face (Misirli & Funda, 2021). Parents can see the importance of following up with their children at home because they know the particular difficulties that their children are encountering at school (Dostal, 2021).

It is incumbent on the teachers to help children whose behaviour and attitude leave much to be desired. At this stage of their growth, kids suffer from peer influence and will readily copy what their friends do without giving a thought to the correctness of what they are copying (Seyyid, 2013). Since rural areas are vulnerable to poverty, parents have the responsibility of providing resources for school academic development projects. Unfortunately, except in urban schools where parents contribute some money to meet some expenses (examination fees, teacher's allowance, coaching fees, PTA support, etc.), parents in rural schools respond negatively to such incentives, insisting that the government must cover everything related to their children's education (Mwesigwa, 2015).

Challenges Faced by Teachers When Teaching Students in the Post-Covid 19 era

Internet access is one of the main problems of various online learning regions in Indonesia. Apart from that, online learning is also not supported by the readiness of various elements such as teachers/lecturers, students/students, and parents, because this policy is a new thing and there is no technical preparation for the implementation and use of technology in the application of online learning. The government implements social distancing and physical distancing policies to prevent the prevention of the spread of the Covid-19 pandemic. The world of education as a place of activity for students at every level of education, follows PBM from home through online learning as a solution to the system education is implemented based on standards in effect during a pandemic.

According to Siahaan et al (2020), Educators have a very big role, in addition to being facilitators in student learning, as well as guiding and directing students so that they become human beings who have a broad knowledge of both religious knowledge, intelligence, life skills, skills, noble character and good personality and can build themselves to be better than before and have a big responsibility in nation building.

METHODOLOGY

The study was purely qualitative. No numeric findings were presented. It was conducted in secondary schools in Jinja City. Jinja City comprises different divisions. However, the study was conducted in the Jinja North Division, which comprises three public secondary schools. The findings were obtained using an interview guide, which comprised a set of open-ended questions, which were to provide only qualitative findings. The results were analyzed thematically and were presented verbatim. Only expressions in terms of explanations were used.

Presentation and Analysis of Results

Table 1: The demographic characteristics of Respondents

Participants Items		Number of respondents	Percentage of respondents
1. Gender	Female	12	44%
	Male	15	56%
	Total	27	100%
2. Age	20-25	11	41%
	26-30	11	41%
	31 and above	5	18%
	Total	27	100%
3. Work experience	Less than 5 years	12	44%
	6 years and above	15	56%
	Total	27	100%
4. Schools	School A	10	37%
	School B	9	33%
	School C	8	30%
	Total	27	100%

Source: Primary data

The distribution of results by gender indicated that the percentage of male participants outran that of their female counterparts, as indicated in Table 1. Further, findings revealed that most of the participants who were at the respective schools of study had an experience of 6 years and above. The number of respondents was not even among the schools because the study was conducted in the afternoon when some teachers were already in class teaching. The few who were found in the staffroom were asked to participate.

The Post Covid-19 Violence Prevention Approaches

The study established whether the teachers and students observed the fact that rules and regulations were available in their respective schools. The findings indicated that students and teachers acknowledged the presence of school rules and regulations, which they were expected to adhere to. According to the findings, the availability of school rules and regulations is followed by students' adherence to them and the presence of a disciplined body. This did not appear to be the case in the selected secondary schools.

Sometimes, it is necessary to involve parties to whom rules and regulations apply, such as students. According to the results, there is an indication that students are not called upon to design the rules and regulations. The implication is that the chances of students being involved in making school rules and regulations are slim, indicating that students are not completely ignored when it comes to making school rules and regulations. This demonstrates the availability of the head prefect and the disciplinary body on the side of students, who may participate in staff meetings while discussing rules and regulations, either amending or establishing new ones.

According to the words of one of the head teachers, administrators work along with teachers and prefects to ensure that students put into practice the school rules and regulations for the betterment of the school and the achievement of quality education.

The findings also indicated that dialogue was a weapon used to prevent violence among students in secondary schools in the period after COVID-19. The findings by teachers revealed that when students develop misunderstandings amongst themselves or develop personal grudges against teachers, the responsible parties at the teacher and student school disciplinary committee meet and trace the source of the misunderstanding, then quickly forge ways out of the problem together. This not only helps in settling disputes but also enables the two grumbling parties to establish a friendly environment that promotes effective teaching and learning services.

The findings also revealed that student leadership opens doors for students to interact with teaching staff and administration. This is because students' views are directly represented by their prefects, who are elected into leadership. In such an environment, students' discipline is normally unpredictable because wrongdoers can easily be identified through the student leaders, who are not given space in some schools. According to responses from head teachers, in all schools, there is an environment put forth to encourage students' participation in leadership.

Table 2: Transcript analysis of the post-Covid -19 violence prevention approaches.

Head-teacher	Response
A	<ul style="list-style-type: none"> ➤ We use dialogue to handle the issue of discipline ➤ Here, we also use any other peaceful means as the situation dictates ➤ Sometimes, though abolished, we used corporal punishment
B	<ul style="list-style-type: none"> ➤ So, before we do anything else, we try our hardest to ensure that school rules and regulations are not only implemented but also communicated to students so that they understand these rules and regulations... Putting rules and regulations in place is one thing, and making students understand the rules and regulations is another. ➤ Negotiations are applied where possible. ➤ We at times use warning systems to enhance self-discipline. ➤ To an understanding person, we normally call those students for dialogue especially if this can help. ➤ We expel some students to leave those who are well-behaved in the school. <p>On regular bases, we enforce rules and regulations</p>
C	<ul style="list-style-type: none"> ➤ Students are allowed to conduct campaigns just like members of parliament. The purpose is to initiate them into a pool of knowledge that they can use to settle cases in their day-to-day social lives. Besides, initiating students into leadership is a must, and it is done every year after one year to encourage students to respect each other and also handle minor disciplinary cases. ➤ Many parents make follow-up by being in close touch with teachers and vice versa. ➤ We call parents in meetings to make a continuous follow-up of students' behaviours. ➤ Keeping them busy with books to prevent them from being idle.

Source: Primary data

From Table 2 above, the head teachers were asked about the approaches they employed to prevent the post- Covid- 19 violence, responses from head teachers were varying for example some indicated that there was an improvement in performance as stated by head teacher A. To foster discipline, negotiations, use of warning system are employed as said by head teacher B. To

improve student behaviour, student leaders are empowered to handle minor cases and parents are involved in monitoring their children’s behavior as intimated by head teacher C.

Post Covid-19 Violence Prevention Approaches and Students’ Achievement

The association between post-conflict violence prevention on students' achievement and students' achievement was viewed in different ways;

First, the findings from teachers revealed that if the rules and regulations are clearly explained to the understanding of students, they become cooperative because there is no coercive approach in any way. This in turn allows students to concentrate on their work, revise hard and get good grades. Findings from the head also support this notion.

Furthermore, findings show that using dialogue is one way a student comes to understand. This is because a one-on-one interaction places the issue between two concerned individuals. According to findings from some teachers, the issue of dialogue makes students have a feeling that the follow-up of good behaviour is between the teacher and a violent student. Consequently, students should think about revision and avoid any acts that may cause violence.

Also, research showed that dialogue encourages students to express their views, participate actively in their education, and vocally synthesize their thoughts before acting. Discussion encourages a positive learning environment, promotes discipline, and encourages pupils to use higher-order thinking abilities. Students will converse quietly while working in groups or at learning stations. To ensure that students are engaged at a higher level of thinking while they work in their groups, they should be given two minutes to review the instructions and establish their learning objectives before they start.

More findings indicate that violence is controlled by suspending students who are the wrong characters. Teachers indicated that the purpose of suspending students results in the elimination of wrong characters and remaining focused and serious students, which is a preamble to good performance strategies.

Other research revealed that for violence prevention programs to be successful, a community-wide collaborative effort is needed, involving parents, school board members, teachers, administrators, staff, social and mental health professionals, law enforcement, emergency response personnel, security professionals, and others. To create solutions suitable for their own unique school and community situations, school administrators should gather all of the aforementioned stakeholders.

Table 3: Transcript analysis of the Post Covid - 19 Conflict resolution approaches and students' achievement.

Head-teacher	Response
A	<ul style="list-style-type: none"> ➤ Through dialogue, we encourage them to take most of their time in books and improve on performance. ➤ Dialogue leads to self-control and avoidance of bad behaviours. ➤ Through warnings, some students use it as a good chance to sit back and concentrate on books thus, good performance. ➤ Through rules and regulations, students who are ready to study stand firm in a focus on academic affairs.
B	<ul style="list-style-type: none"> ➤ Through negotiations, we remind students of the reasons they are in school.

	<ul style="list-style-type: none"> ➤ We warn students and promise them expulsions in case they fail to make it academically. This motivates them to study hard and get good scores. ➤ Through expulsions, the students who remain at school are encouraged to study hard and avoid anything that can distract them from academics.
C	<ul style="list-style-type: none"> ➤ When you embark on the idea of engaging students using diplomatic means, students establish a friendly relationship with the staff and administration. This, in turn, helps students spend more time on revision and get good marks. ➤ In addition, when students observe rules and regulations, teachers become friendly and help students on an individual basis. This could not be the case if students did not observe the rules and regulations. Teachers do not normally relate to students who do not observe rules and regulations.

Source: Primary data

From Table 3 above, the head teachers were asked about the approaches they use to resolve post covid-19 conflicts and improve students' achievements, Responses from the head teachers were varying for example some argued that there was an improved performance as students were encouraged through dialogue to focus more on academic affairs as stated by head teacher A. There was an improved performance as students were occasionally reminded of the reasons they are at school, warned and at worst expelled in case they fail to make it academically as expressed by head teacher B. A friendly relationship between students and staff was established as the administration engaged students as hinted by head teacher C.

Challenges of Teaching Students in the post-Covid- 19 era

Findings show that students do not largely adhere to the administrator's ideas. This is an indication that forces are hindering the increase in students' ability to implement ideas from school administration. In a nutshell, students' involvement in implementing the ideas from school management is moderate. In many instances, teachers deal directly with students but when it comes to the administration of discipline, the head of the discipline, who, in most schools is the deputy head teacher, cooperates with the prefect in charge of discipline and handles cases of indiscipline.

The second challenge is persistent violence, which may in turn affect teachers. According to findings from teachers, it is difficult to deal with violent students because the level of violence differs and cannot be manifested at the beginning. Teachers have established that some students are so violent that they even threaten to kill teachers. A teacher will therefore fear responding to any violent acts among such students. In this regard, the principal of one of the schools stated that responding to violence becomes difficult for some students.

The removal of corporal punishment from schools before COVID-19 exacerbated the situation even after the pandemic. Traditionally, corporal punishment was the best approach to fighting violence because teachers used it as a regular treatment for students. Every student used to fear being canned. However, these days, students do not even fear fighting teachers. There is a total loss of fear among teachers as a result of abolishing corporal punishment.

Inadequate staffing is also another dilemma. Many teachers were forced to leave the profession because they were desperate to earn since schools were not operating. Some of the teachers who did return have demanded shorter work hours so they can keep a second job for fear of another lockdown. This has made the ones on the ground carry a big workload to bridge the gap and in so doing it has affected their efficiency.

Finally, some girls come to school pregnant because the government said they should be tolerated in their condition. This has promoted immorality in schools as most girls think. it is normal to study while pregnant. It has also led to irregular attendance because of the discomfort caused by the pregnancy condition and yet their parents expect good results.

Table 4: Transcript analysis of the challenges of teaching students in Post Covid 19 era.

Head-teacher	Response
A	<ul style="list-style-type: none"> ➤ Here, there is a challenge of having students who are working class and are used to touching money. It is difficult to tame any student who earns a lot of money. ➤ Teachers have also become reluctant because they feel students need freedom.
B	<ul style="list-style-type: none"> ➤ The greatest challenge is that there is no issue of caning. It was abolished from schools and punishable. ➤ One more problem is that the students who reported to school after Covid 19 are unruly. They are so rude and even attempt to warn teachers who are putting them right.
C	<ul style="list-style-type: none"> ➤ Some girls come to school pregnant because the government said they should be tolerated in their condition. This has promoted immorality in schools as most girls think it is normal to study while pregnant. It has to be irregular attendance because of the condition discomfort and yet parents expect good results from their daughters. ➤ There is a challenge of inadequate staffing which has impacted the efficiency of teachers because they are overloaded.

Source: Primary data

From Table 4 above, The head teachers were asked about the challenges they face when teaching students in the post covid- 19 era, and responses from head teachers were varying for example Some head teachers implied that it is difficult to tame who is as well a working class as stipulated by head teacher A. Corporal punishments were abolished which has made students unruly and wild to the extent of threatening and or fighting teaches who, are putting them right as declared by head teacher B. Increased immorality in schools because of the pregnant girls retained in school as per the government directive as confirmed by head teacher C.

CONCLUSIONS AND POLICY RECOMMENDATION

From the findings, it is concluded that students and teachers acknowledged the presence of school rules and regulations, which were followed by adherence to them and the presence of a disciplined body. However, students were not called upon to design the rules and regulations. Administrators work with teachers and prefects to ensure that students put into practice the school rules for the betterment of the school and the achievement of quality education as supported by Trujillo, Moller, &Larsen (2021). Dialogue is used to settle conflicts between or among disagreeing parties, and student leadership opens doors for students to interact with teaching staff and administration. In all schools, there is an environment put forth to encourage students' participation in leadership, and students are allowed to conduct campaigns just like members of parliament. This is done to initiate them into a pool of knowledge as observed by Nolan (2020) that they can use to settle cases in their day-to-day social lives.

The findings from teachers revealed that if rules and regulations are clearly explained to students, they become cooperative, allowing them to concentrate on their work, revise hard, and get good grades as observed by (Mambo& Katindi 2023) and Teng et al, (2019) Additionally, when students observe rules and regulations, teachers become friendly and help them on an individual basis.

Dialogue encourages students to express their views, participate actively in their education, and vocally synthesize their thoughts before acting. The suspension also helps to eliminate the wrong characters and retain focused and serious students. For violence prevention programs to be successful, a community-wide collaborative effort is needed, involving parents, school board members, teachers, administrators, staff, social and mental health professionals, law enforcement, emergency response personnel, security professionals, and others.

Findings show that students do not adhere to the school administration's ideas, which is an indication that forces are hindering their ability to implement ideas from the school administration. The removal of corporal punishment from schools before COVID-19 exacerbated the situation, causing teachers to lose fear and students to be hesitant to handle discipline. The government is also concerned with the weaknesses of violence prevention mechanisms in schools, as there was an outstanding punishment that necessitated beating students several times in response to misbehaviour as observed by Kleopatra, (2020). The government prevented teachers from disciplining students harshly by abolishing harsh methods of discipline as observed by (Huda, Iskandar Muhammad, & Kittisak 2020), and when they administer harsh punishments, they are reported to the police for further action.

Based on the conclusions above, it is recommended that there is a need for the effective implementation of institutional regulations and communication. This should be accomplished by making sure that students always abide by school rules and regulations, communicating school regulations to students regularly, using appropriate channels of communication, ensuring that students comprehend the rules correctly, and avoiding ineffective communication methods.

As an alternative to the school administration choosing student leaders, head teachers and teachers could institute a policy in which students are allowed to choose their student leaders. Student leaders should be included in decision-making, administration, and overall management of the school. As a result, it will be simpler to enforce and keep track of rules and regulations to lower student indiscipline because they will feel like they are a member of the administration.

Punishments should continue to be used in schools if you want to effectively manage student behaviour. Teachers should constantly explain to the students why they are being punished, and these sanctions should be applied to the offence committed. Yet, they should refrain from inflicting physical injury when disciplining.

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