

School Discipline Management Strategies and Students' Retention in Selected Government-Aided Secondary Schools in Kampala District, Uganda

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Abstract

The main purpose of the examination is to inspect the collaboration amidst school discipline management strategies and students' retention under opted government supported secondary educational institutions across Uganda's Kampala District . The following specific goals guided this examination; i) To examine the relationship between preventive discipline management strategy and students' retention, ii) To examine the relationship between corrective discipline management strategy and students' retention, and iii) To examine the relationship between rehabilitative discipline management strategy and students' retention in selected government-aided secondary schools in Kampala District , Uganda. A correlational research design was adopted focused on a quantitative approach. Correlation and descriptive analysis methods were utilized through the examiner to analyze the quantifiable statistics collected. This study found an existence of sturdy positive and statistical considerable collaboration amidst preventive discipline management strategy and scholars' retention under selected government-aided secondary educational institutions across Uganda's Kampala District. This examination also found an existence of sturdy positive and statistical considerable collaboration amidst corrective discipline management strategy and scholars' retention under selected government-aided secondary educational institutions across Uganda's Kampala District. This examination further found an existence of sturdy positive and statistical considerable collaboration amidst rehabilitative discipline management strategy and scholars' retention under selected government-aided secondary educational Institutions across Uganda's Kampala District . The examination concludes that school discipline management strategies such as preventive discipline management strategy, corrective discipline management strategy, and rehabilitative discipline management strategy are strongly and significantly correlated with scholars' retention whereby an advancement under the diverse schools' discipline management strategies resultantly leads towards an advancement within scholars' retention under selected government-aided secondary educational institutions across Uganda's Kampala District . The examination commends that schools must shift from punitive to positive discipline as this increases student engagement when discipline feels fair and supportive rather than exclusionary which reduces dropout rates, resultantly improving students' retention in selected government supported secondary educational institutions u dern Kampala District , Uganda.

Keywords: *School Discipline Management Strategies, Preventive Discipline Management Strategy, Corrective Discipline Management Strategy, Rehabilitative Discipline Management Strategy, and Students' Retention.*

Introduction

School discipline management is important in promoting students' retention, behavior regulation, and inclusion within learning processes because

effective discipline strategies help generates a secure and supporting learning setting that encourages scholars to remain in school (Sugai & Simonsen, 2019). In Africa, student indiscipline, absenteeism, and dropout remain major challenges affecting

students' retention despite the presence of discipline policies (Semali & Vumilia, 2016). In Uganda, although the government has implemented policies such as the Education Sector Strategic Plan to improve school discipline and scholars' retention, government-aided secondary educational institutions under Kampala District continue to experience high dropout rates, absenteeism, and low completion rates (Ministry of Education and Sports, 2021; Kampala Capital District Authority, 2022). However, limited studies have specifically examined how preventive, corrective, and rehabilitative discipline management strategies influence students' retention under government supported secondary educational institutions under Kampala District, which creates an examination gap that this study intends to fill. Thus, the examination attempted to inspect the collaboration amidst school discipline management strategies and students' retention under selected government-aided secondary educational institutions across Uganda's Kampala District.

Historical Perspective

Over the past decades, many countries especially in North America and Europe adopted zero-tolerance discipline policies that directed strict penalties such as suspension or expulsion for violations with the goal of curbing indiscipline and misconduct within schools and society worldwide. Evidence later associated such policies to disrupted instructional time, higher dropout rates, and long-term consequences which negatively affected students' retention in schools (Boudreau, 2019). However, effective traditional discipline management strategies realized a positive and considerable impact on scholars' retention linked with better engagement especially in African and Asian countries. In several educational administration studies, effective school rules, timely discipline enforcement, and consistent behavior expectations were frequently linked to achieving an improvement in student retention (Semali & Vumilia, 2016). In Uganda, school regulation management had to be a fundamental theme in edification practice and research due to its perceived connection with learning, performance, and retention outcomes. Student discipline affects their stay in school in that, learners who are better disciplined are found out to stay engaged in their studies (Odama, 2023).

Theoretical Perspective

This examination was guided through the Behaviorism Philosophy introduced by Watson and Skinner in 1953. This Behaviorism philosophy underscores that learning ought to be molded by reinforcement (positive or negative) and punishment, to reduce undesired actions and behaviors. The school culture which comprises interactions with educators, peers, and other workforce, instantly impacting students' motivation, performance, and retention in school (Sugai & Simonsen, 2019). According to Simonsen, Briesch, Sugai and Myers (2018) in the school context, this theory looks at discipline as a mechanism to shape students' behavior so that students participate in learning-conducive actions. Discipline management strategies focused on rewards for good behavior and punishment for misconduct can directly influence students' motivation, level of attention, and engagement, which possess a significant impact on students' retention. The authors also assert that positive reinforcement and structured discipline management strategies are connected to improved performance and retention, while unpredictable or excessively punitive methods can reduce motivation and engagement, which negatively affects students' retention (Simonsen et al., 2018). The philosophy was relevant as this folds a connection amidst school discipline managing strategies and students' retention.

Contextual Perspective

This examination was undertaken in designated government-aided secondary educational institutions under Uganda's Kampala District inspecting the collaboration amidst school discipline managing strategies and scholars' retention. Kampala District was accounted for because students' retention remains a persistent and multifaceted challenge among government secondary schools in Kampala District characterized with low school completion rates, high school dropout rates, and increased absenteeism rates among students (Kampala Capital District Authority, 2022).

Conceptual Perspective

Schools' discipline management strategies denote planned and systematic approaches that schools use to guide, regulate, and influence student behavior so

as to generate a safe, orderly, and productive learning atmosphere. These strategies encompass policies, rules, procedures, and interventions that aim to prevent misbehavior, promote positive behavior, and address disciplinary issues when they arise (Odama, 2023). Conversely, the capability of an institution of learning to maintain students' enrollment and advancement is referred to as student retention through a program or level of education until completion. In other words, it measures how effectively schools prevent students from dropping out and ensure that they continue their studies from one grade, year, or level to the next (Al-Hassani & Wilkins, 2022). For this examination, school discipline managing strategies were measured relating to preventive discipline managing strategy, corrective discipline management strategy, as well as rehabilitative discipline management strategy, whilst scholars' retention was measured relating to transition, school attendance, completion, attrition, and dropout rates.

Statement of the problem

Ideally, schools are expected to implement effective discipline management strategies to create a conducive learning atmosphere that advocates scholars' retention and reduces dropout rates. Effective discipline management is associated with improved student engagement and school completion (Sugai & Simonsen, 2019). The Ministry of Education under Ugandan government has undertaken numerous initiatives directed toward enhancing educational quality so as to improve students' level of enrollment and retention under educational institutions. For example, the Strategic Plans under the Educational Sectors have to be executed which guides the development and management of the educational sector through promoting policies that enhance school management (school discipline management), resource allocation, and monitoring systems that help to improve students' retention by reducing dropout rates, as well as increase completion rate under secondary educational institutions across the state (Ministry of Education and Sports, 2021). Nonetheless, notwithstanding the noticeable initiatives, scholars' retaining remains a persistent and multifaceted challenge among government secondary schools in Kampala District characterized

with low school completion rates, high school dropout rates, and increased absenteeism rates among students. Evidence points out increased dropout rates in government secondary schools increasing from 14.6% in 2019 to 22.1% in 2021 under Kampala District (Kampala Capital District Authority, 2022). In turn, this resulted towards increased illiteracy rates, early marriages and pregnancies, as well as increased child labor cases among students who fail to complete schooling in Kampala District. Consequently, it's upon such evidence that this prevailing examination inspected the collaboration amidst schools' discipline management strategies and students' retention under designated government supported secondary educational institutions under Kampala District, Uganda.

Objectives of the Study General Objective

To examine the relationship between school discipline management strategies and students' retention in selected government-aided secondary schools in Kampala District, Uganda.

Specific Objectives

- i. To examine the relationship between preventive discipline management strategy and students' retention in selected government-aided secondary schools in Kampala District, Uganda.
- ii. To examine the relationship between corrective discipline management strategy and students' retention in selected government-aided secondary schools in Kampala District, Uganda.
- iii. To examine the relationship between rehabilitative discipline management strategy and students' retention in selected government-aided secondary schools in Kampala District, Uganda.

Study Hypotheses

The goals specifically were managed through these succeeding alternate theories;

Ha1: There is a significant relationship between preventive discipline management strategy and students' retention in selected government-aided secondary schools in Kampala District, Uganda.

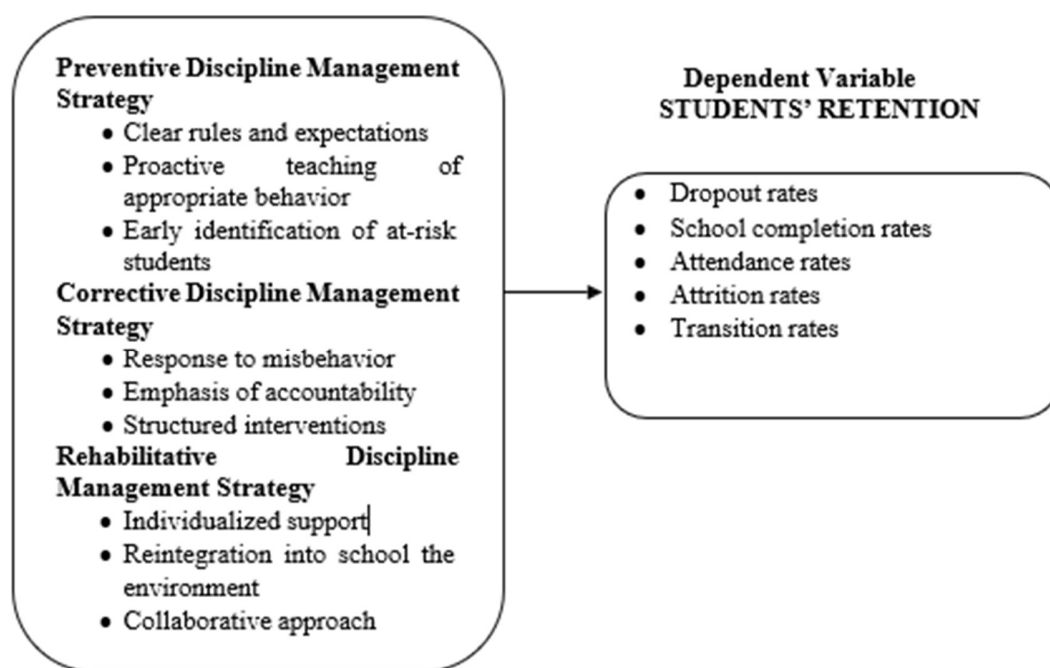
Ha2: There is a significant relationship between

corrective discipline management strategy and students' retention in selected government-aided secondary schools in Kampala District, Uganda.

Ha3: There is a significant relationship between rehabilitative discipline management strategy and students' retention in selected government-aided secondary schools in Kampala District, Uganda.

Independent Variable

SCHOOL DISCIPLINE MANAGEMENT STRATEGIES



Source: Adopted from Njoroge and Nyabuto (2021)

The conceptual framework indicates a connection between school discipline management strategies and students' retention. School discipline management strategies were measured in terms of preventive discipline management strategy, corrective discipline management strategy, as well as rehabilitative discipline management strategy, whilst scholars' retention was measured relating towards transition, attrition, attendance rates, school completion, and dropout rates. Therefore, the above conceptual framework was based on the postulation that school discipline management strategies influence an improvement in students' retention.

Literature Review

School Discipline Management Strategies and

Conceptual Framework

A conceptual structure provides the illustration on a collaboration amidst school discipline managing strategies and students' retention.

Students' Retention

School discipline management strategies involve practices for enforcement of school rules and guidelines that influence students' behavior, which resultantly reduce classroom disruptions and save instructional time leading to increased engagement that influences an improvement in students' retention and performance. When school rules are reliably enforced, classrooms experience limited disruptions, which preserves The amount of time allotted for instruction and learning (Stanley, 2024). According to Luiselli, Putnam, Handler and Feinberg (2018) reliable enforcement of school rules is fundamental to effective classroom management. Schools with clear, enforced prospects have fewer interruptions, allowing teachers to stay

focused on instruction and learners engaged in learning, which increases retention. The authors argue that by reducing behaviors that interrupt teaching and learning, well-enforced rules enable teachers to teach more and students to stay engaged fully in learning activities, which is linked to better retention (Luiselli et al., 2018).

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

School discipline management strategies such as positive reinforcement, recognition, and reward systems encourage students to adopt pro-social and academic behaviors. When students feel supported and recognized for good behavior, they're prone to stay engaged in schools, which directly affects retention. Students with higher self-discipline are more likely to achieve academically, partly because they effectively regulate attention and behavior in learning situations (Cheku & Chimi, 2023). Additionally, the authors argue that excessive punitive measures like suspensions or expulsions disrupt learning continuity and are linked to higher dropout rates. Schools that implement restorative approaches or alternative disciplinary measures allow students to stay in the classroom while addressing behavioral issues, thereby improving retention (Cheku & Chimi, 2023). Additionally, Gonzalez (2019) asserts that overuse of punitive enforcement can eliminate students from classroom learning, resulting in lost instructional time and lower academic achievement. While rule enforcement is necessary, excessive punitive methods that eliminate students from learning spaces can harm retention by disturbing learning and disengaging students (Gonzalez, 2019).

School discipline management strategies like counseling and guidance influence students' academic performance. Counseling provides students with strategies to cope with stress, anxiety, and personal challenges that can interfere with learning. When students feel emotionally reinforced, they are more likely to concentrate, retain information, and engage in academic activities leading to improved motivation and retention (Harrington, Carey, Martin & Hoffman, 2019). According to Whiston, Tai, Rahardja and Eder (2021) schools with effective counseling programs report better student achievement because emotional well-being is closely linked to learning capacity which boosts students' engagement and retention. The authors also argued that discipline management that emphasizes teacher-student relationships, counseling, and mentorship fosters a feeling of inclusion and security. Scholars who feel emotionally supported are less likely to disengage and drop out (Whiston et al., 2021).

According to Lapan, Gysbers and Petroski (2020) discipline management through counseling and guidance supports social and behavioral skills which effectively influence students' academic performance. Counseling addresses behavioral and social challenges, including conflict resolution, peer pressure, and interpersonal skills. Students who develop these skills experience fewer classroom conflicts, enabling better focus on academic tasks. The writers also contended that schools' counseling programs that address social and behavioral skills correlate with higher academic performance, as students can participate more effectively in collaborative learning environments (Lapan et al., 2020).

Punishment as a behavioral deterrent in discipline management has a significant influence on students' retention. Punishment aims to discourage unwanted behavior in students, such as cheating, violence, or disruption. In theory, minimizing these behaviors should create a better structured teaching and edification atmosphere, permitting educators to focus on instruction and students to stay engaged in learning (Njoroge & Nyabuto, 2021). The authors noted that certain disciplinary actions can temporarily reduce disruptive behavior, which may indirectly improve students' engagement in academic tasks resultantly leading to an enhancement in students' retention (Njoroge &

Nyabuto, 2021). On a contrary, the authors assert that excessive or harsh punishment can lead to fear, resentment, or disengagement. Therefore, addressing the root causes of misbehavior rather than only punishing it, reduces repeated offenses and encourages continuous enrollment (Njoroge & Nyabuto, 2021).

Preventive discipline management strategies, such as establishing clear rules, expectations, and codes of conduct, help create an orderly schools' atmosphere. A constructive school ambience increases students' feel of safety, motivation, and belonging, that promotes continued enrollment (Nyamate, Tibanyendera & Tutegyeize, 2025). The authors also assert that preventive discipline management strategies a such as detection of scholars who are at risk, mentoring, and counseling address behavioral or emotional challenges before they escalate. Early intervention helps students stay engaged academically and socially, reducing absenteeism and dropout (Nyamate et al., 2025).

Methodology Research Design

Research designs for correlation were fostered focused on quantifiable approaches. A research

$$n = \frac{N}{1 + Ne^2}$$

Where, n = required sample size, N = target population, and e = permissible error (0.05).

$$n = \frac{100}{1 + 100(0.05)^2}$$

n = 80 individuals

An 80 responders sample was considered to partake under this examination.

Sampling Procedure

Sampling denotes procesess of designating individuals from a population to study in order to generalize findings back to the populace (Singh & Masuku, 2017). This researcher utilized convenience samples to draw responders to participate under the examination. Convenience sampling involves selecting units because of their convenient accessibility and willingness to be studied and this was exploited to designate respondents (educators and school executives) from diverse designated educational institutions.

Data Collection Methods Questionnaire Survey Method

design for correlation determines and describes a relationship between variables without controlling any variables (Kassu, 2019). Hence, this examination design permitted an investigator establish if there's an existence of a significant collaboration amidst two variables i.e., school discipline management strategies and students' retention in this case. A quantitative approach allowed the researcher to gather and evaluate numerical data to generate an understanding on variable patterns as well as test hypotheses in order to draw conclusions on this examination goals.

Target Population and Sample Size

An examination populace refers to a category of members having comparable attributes and from where the examiner can generalize findings (Majid, 2018). The examination populace comprises of 100 individuals including school executives and teachers from three different designated government supported secondary educational institutions under Kampala District where a model was drawn (Kampala Capital District Authority, 2022). The Sloven's formulation was utilized to ascertain the mode size subsequently;

Questionnaire survey procedure could be method for assembling facts through a set of written queries from participants (Anokye, 2020). The questionnaire inquiry technique was crucial in order to attain uniform statistics that is easy to analyze statistically based on the standardized and comparable responses used in the questionnaires. Hence, this method was used since it is quick and collects abundance of statistics from many people under a slightest time interval.

Data Collection Instruments Structured Questionnaire

Structured questionnaires could be tools exploited to assemble statistics from many responders using a

structured set of written questions with fixed response options (Kuphanga, 2024). Structured questionnaires were used to assemble quantitative statistics from people encompassing structured closed end queries with fixed response options

directed towards individuals taking part under different designated schools. These structured queries were used as they can collect data from many people quickly.

Validity and Reliability

The validation of this study tools was addressed through expert judgment with the guidance of research supervisors. Validity of the instrument was measured through a Content Validity Index (CVI) as;

$$CVI = \frac{\text{no of items declared valid}}{\text{total no of items}}$$

A Content Validity Index of at least 0.7 specifies that the contents of research tools are valid to be engaged in data collection in the study (Amin, 2005).

$$CVI = \frac{20}{25}$$

$$CVI = 0.8$$

The questionnaire was considered valid for statistics assembling under this examination since the CVI was above 0.7 as recommended by Amin (2005).

Further, a coefficient test for Cronbach Alpha's was steered to evaluate the uniformity of examination tools basing on data generated from a pilot examination from one government supported

secondary educational institutions under Kampala District . A Cronbach Alpha value of at least 0.7 specifies that the questions used in the tools are consistent and reliable to be used for data collection.

Table 3.1: Reliability Statistics

Cronbach's Alpha	No. of Items
.826	20

Source: Field data (2026)

Research questionnaires were considered reliable for data collection in the study since the coefficient for Cronbach's Alpha was above 0.7 as commended by Amin (2005).

Data Analysis

Correlation and descriptive analysis methods was employed by an investigator to analyze the quantifiable statistics collected. Descriptive analysis was used to summarize and display facts in in a considerable manner applying percentages and frequencies presented in form of tables specifically for the bio-data of the respondents. A correlation analysis for Spearman ranks was exploited to evaluate the sturdiness, guidelines, and magnitude of unvarying collaboration amidst school discipline management strategies and students' retention at a

0.01 level of significance since the factors were evaluated using a Likert scale of five. A correlation for Spearman Ranks is perfect for evaluating the collaboration amidst 2 ranked factors that do not certainly fulfill the assumption of parametric tests (Jerrold, 2016).

Ethical Consideration

The examiner acquired an introduction of Islamic University of Uganda's Department of Post Graduate Studies prior to taking on this examination as a pre-requisite to get acceptance to assemble statistics for examination under various schools. The examiner also requested for responders' consent to partake in the examination and they were fully knowledgeable of this examination goal and involvement were entirely voluntary and free from coercion.

The examiner protected the private life of participants through ensuring discretion and anonymity where possible.

Study Findings

This subsection's conclusions contain correlation data to address the examination's goals and descriptive statistics on individual demographics.

Findings on the Demographic Compositions of Respondents

This examination gauged responders' demographic features from diverse designated state supported secondary educational institutions under Kampala District, Uganda and conclusions are shown under Tableau 1;

Table 1: Demographic Compositions of Respondents

Type	Items	Frequency	Percent
Gender	Female	34	42.5
	Male	46	57.5
	Total	80	100.0
Age groups	25-34 years	16	20.0
	35-44 years	38	47.5
	Above 44 years	26	32.5
	Total	80	100.0
Current education level	Diploma	6	7.5
	Degree	58	72.5
	Masters	16	20.0
	Total	80	100.0
Marital status	Single	22	27.5
	Married	58	72.5
	Total	80	100.0
Period of working at the school	1-5 years	14	17.5
	6-10 years	48	60.0
	Above 10 years	18	22.5
	Total	80	100.0

Source: Field data (2026)

Results indicated that majority responders 46 (57.5%) were men and the smallest percentage 34 (42.5%) responders were female. This examination also indicated that a larger percentage of responders 38 (47.5%) were 35-44 ages, subsequently by 26 (32.5%) respondents who were 44 ages and beyond, and the smallest percentage 16 (20.0%) responders were 25-34 ages.

Additionally, the examination indicated that majority of the respondents 58 (72.5%) were

currently having degree educational levels, subsequent by 16 (20.0%) responders who were currently having masters educational levels, and the smallest percentage 6 (7.5%) responders were currently having diploma educational levels. This examination further indicated that majority of the responders 58 (72.5%) were in marriages and the smallest percentage 22 (27.5%) respondents weren't married.

Relating towards the span of working at the school, the examination indicated that majority of

the respondents 48 (60.0%) had laboured for a span of 6-10 ages, subsequent by 18 (22.5%) responders who had laboured for a span of 10 ages and beyond, and the smallest percentage 14 (17.5%) responders had laboured for a span of one to five ages.

Findings on the Objectives of the Study

This subsection displays conclusions relating towards the goal specifically of this examination.

Relationship between Preventive Discipline Management Strategy and Students'

Retention in Selected Government-Aided Secondary Schools in Kampala District , Uganda

This examination examined collaborations amidst preventive discipline management strategies and students' retention under selected government supported secondary educational institutions under Kampala District , Uganda utilizing the correlation analysis for Spearman Rank's and conclusions are presented under Tableau 2.

Table 2: Correlation between Preventive Discipline Management Strategy and Students' Retention in Selected Government-Aided Secondary Schools in Kampala District , Uganda

		Preventive Discipline Students' Management Strategy Retention	
Preventive Discipline Management Strategy	Spearman's Correlation Coefficient	1.000	.633**
	Sig. (2-tailed)	.	.000
	N	80	80
Students' Retention	Spearman's Correlation Coefficient	.633**	1.000
	Sig. (2-tailed)	.000	.
	N	80	80

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

Source: Field data (2026)

The study specified an existence of a sturdy positive and statistical considerable collaboration amidst preventive discipline management strategy and scholars' retention under selected government-aided secondary educational institutions across Uganda's Kampala District ($r = .633$, $P\text{-value} = .000$) with 1% magnitude. The examination conclusions specify that an upsurge under preventive discipline managing strategy strongly and considerably results towards an improvement within students' retention under selected government-aided secondary educational institutions across Uganda's Kampala District .

Relationship between Corrective Discipline Management Strategy and Students' Retention in Selected Government-Aided Secondary Schools in Kampala District , Uganda

This examination also examined a collaboration amidst corrective discipline managing strategy and scholars' retention under designated government supported secondary educational institutions across Uganda's Kampala District utilizing correlation analysis for Spearman Ranks and the conclusions are shown under Tableau 3.

Table 3: Correlation between Corrective Discipline Management Strategy and Students' Retention in Selected Government-Aided Secondary Schools in Kampala District , Uganda

		Corrective Discipline Students' Management Strategy Retention		
Corrective Discipline Management Strategy	Spearman's	Correlation	1.000	.539**
	Coefficient			
	Sig. (2-tailed)		.	.000
	N		80	80
Students' Retention	Spearman's	Correlation	.539**	1.000
	Coefficient			
	Sig. (2-tailed)		.000	.
	N		80	80

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

Source: Field data (2026)

The examination specified an existence of a sturdy positive and statistical considerable collaboration amidst corrective discipline management strategy and scholars' retention under selected government-aided secondary educational institutions across Uganda's Kampala District ($r = .539$, $P\text{-value} = .000$) with 1% magnitude. The examination conclusions specify that an upsurge under corrective discipline managing strategy strongly and considerably results towards an improvement within students' retention under selected government-aided secondary educational institutions across Uganda's Kampala District.

Relationship between Rehabilitative Discipline Management Strategy and Students' Retention in Selected Government-Aided Secondary Schools in Kampala District , Uganda

This examination further examined a collaboration amidst rehabilitative discipline managing strategy and scholars' retention under designated government supported secondary educational institutions across Uganda's Kampala District utilizing correlation analysis for Spearman Ranks and the conclusions are presented under Tableau 4.

Table 4: Correlation between Rehabilitative Discipline Management Strategy and Students' Retention in Selected Government-Aided Secondary Schools in Kampala District , Uganda

		Rehabilitative Discipline Students' Management Strategy Retention		
Rehabilitative Discipline Management Strategy	Spearman's	Correlation	1.000	.554**
	Coefficient			
	Sig. (2-tailed)		.	.000
	N		80	80
Students' Retention	Spearman's	Correlation	.554**	1.000
	Coefficient			
	Sig. (2-tailed)		.000	.
	N		80	80

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

Source: Field data (2026)

The study indicated an existence of sturdy positive and statistical considerable collaboration amidst rehabilitative discipline management strategy and scholars' retention under selected

government-aided secondary educational institutions across Uganda's Kampala District ($r = .554$, $P\text{-value} = .000$) with 1% magnitude. The examination conclusions specify that an upsurge

within rehabilitative discipline managing strategy strongly and considerably results towards an advancement within scholars' retention under selected government-aided secondary educational institutions across Uganda's Kampala District .

Conclusion

The examination proposes that school discipline management strategies like preventive discipline management strategy, corrective discipline management strategy, and rehabilitative discipline management strategy are strongly and significantly correlated with scholars' retention whereby an advancement in diverse school discipline management strategies consequentially leads towards an advancement in scholars' retention under selected government-aided secondary educational institutions across Uganda's Kampala District .

Recommendations

The examination commends that schools must shift from punitive to positive discipline as this increases student engagement when discipline feels fair and supportive rather than exclusionary which reduces dropout rates, resultantly improving students' retention under designated government supported secondary educational institutions across Uganda's Kampala District , . The examination also commends that schools must implement restorative practices to manage indiscipline cases as this builds a sense of belonging and accountability instead of alienation, which would consequentially results towards an advancement within students' retention under selected government funded secondary educational institutions across Uganda's Kampala District .

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