AN INVESTIGATION INTO MORAL DECAY AND PERFORMANCE AMONG PRIMARY SCHOOL LEARNERS IN THE INCLUSIVE SETTING IN KALAWANI ZONE, MBOONI DISTRICT

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A RESEARCH REPORT SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE AWARD OF DEGREE IN SPECIAL NEEDS EDUCATION OF KAMPALA INTERNATIONAL UNIVERSITY.

1 AUGUST -2009
DECLARATION

I Veronica Kalunda Nzusa hereby declare that this proposal is my own original work and not a duplication of similarly published work of any scholar for academic purpose as a partial requirement of any college or otherwise. It has therefore never been submitted to any other institution of higher learning for the award of Degree in Special Needs Education.

I further declare that, all materials cited in this paper which are not my own have been duly acknowledged.

Signature........................................

Name: Veronica Kalunda Nzusa

Date........08/04/09..............................
APPROVAL:

This is to satisfy that this research paper has been submitted for examination with my approval as a research supervision.

Signature

MR. LAAKI SAMSON
SUPERVISOR
Date 8/4/05
DEDICATION:

This work is dedicated to my late beloved parents Joseph Nzusa Kauna and Sabina Kasyoka Nzusa who found it worthwhile to expose me to the field of education. My beloved husband Bernard K Kyule and dear children Sabina, Alice, Kamili and Wayua. My fellow teachers for their high degree of encouragement and support during this project.
ABSTRACT:

This study intended to investigate into moral decay and the performance among primary school learners in the inclusive setting of Kalawani Zone-Mbooni District. The study objective to investigate causes of moral decay, establish the effects of moral decay, establish the effects on performance and effects of moral decay.

The study targeted 150 teachers in the 10 primary school in Kalawani Zone, out of which a sample of 50 was randomly sampled. Questionnaires were used to collect data.

The study founded out that moral decay was attributed to drug abuse and improper guidance and counseling 60% of the respondents revealed that child who presents with moral decay performs poorly in school, disobeys authority, others include absenteeism, truancy among many others.

The study established solutions to moral decay to include guidance and counseling, punishment and suspension from school.

The study made some recommendation aimed at sampling moral decay in schools. They included conveying of regular parents’ days where guidance and counseling sessions will be done in conjunction with teachers. Visits to schools by educational officers, grants to those affected and infected by HIV/AIDS, the study also recommends effective administration of institution. Lastly, parents and teachers should take their roles as required.
ACKNOWLEDGEMENT:

Sincere thanks goes to my beloved husband Bernard who had been giving the best and warm time and support to do complete my research.

Not forgetting to salute my school headteacher and her supportive staff all through.

I won’t forget to salute my lecturers Mr Kule and Mr Laaki who gave the skill I am using in this challenging task.

I would not forget to give my sincere thanks to the K.I.U Head of the Research Department Mr Joseph for his tireless effort to enable us to succeed in this task.

I again congratulate Mr. Laaki for his efforts in supervising my research proposal.

Miss Sabina Kitua is highly acknowledged for her efforts in printing the report.

May the almighty God bless you abundantly.
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This chapter will address the background of the study of the investigation into moral decay and performance among primary school learners in the inclusive setting in Kalawani Zone, Mbooni District.

1.1 BACKGROUND INFORMATION.

According to Wilfred and Dobbie (2001) children are defeated in developing the proper morals. They cannot make their right choices of how to behave. They mostly copy that pleases their minds. This is why some are caught in the gaps of Culture, emotions, leisure, beauty, drugs and many others.

This has also resulted to moral decay among many children in the inclusive setting.

According to Mwansa (2003) the estimated number of children who died of HIV/AIDS in Africa in the year 2002 was 2.2 million and some children with special needs were included. This problem of indiscipline is being experienced in the whole nation.

According to Waithaka most of the adolescents who do not control their emotional feelings terminate their education and are always against the authority. This problem is mostly found in learners from classes 6-8.

High school drop out is rampant in this classes too because it is at age when learners mostly get involved in moral decay cases.
Others engage themselves in truancy, premature marriage labeling of the disadvantaged groups, discrimination, selfishness and rejection by their fellow learners.

Indiscipline cases among primary learners in Mbooni District has been noted. In utumoni primary school for instance the boys from classes 7 and 8 arranged with a brewer to be selling the traditional beer to them. As a result this boys became very un co-operative with the teachers and more so in the afternoons after they have taken the brew. During the afternoons they could make noise in class and remained unsettled and concentrated a little in class.

In tulimani division moral decay is causing alarm to the education stakeholders and the administrators. Teachers were amused to discover that their class 7 pupils had a plan to lock their social studies teacher outside the classroom because they complained of her teaching them irrelevant content which they never met being tested in their end term exam.

There is a rampant school drop out in the whole zone, which has affected their academic standards in the area. This has compromised the millennium goal on the education for all by 2015 for Education for All (EFA)
1.2 STATEMENT OF THE PROBLEM:

In the recent past there has been pupils’ unrest in Kenyan schools. *Rampant destruction of schools property has being the concern of many education personalities at all levels of the sector.*

Several factors have been attributed to this, each giving one’s own version of what could be the major cause of this scenario. Many have pointed out to drug abuse, devil worshipping born family structures, stringed school rules and the advent of mobile phones technology to be the sole contributor because school learners have mobile phones and view television movies where some display pornography and drug commercial advertisements.

However non seem to question what went wrong where in fact moral decay among the youth and community at large is to blame foe the destructive behaviour that is being experienced in the recent past. Most the mess of burning schools disobedience among others.

It is the reason that the researcher want to investigate the moral decay and performance among the learners in the inclusive setting.
1.3 PURPOSE OF THE STUDY.

The purpose of the study will be to investigate into the moral decay and performance among learners in inclusive primary schools in Kalawani Zone, Mbooni District.

1.4 OBJECTIVES OF THE STUDY:

i. To investigate the causes of moral decay

ii. To identify the indicators of moral decay

iii. To establish the effects of moral decay on performance.

iv. To find solutions to the causes and effects of moral decay.

1.5 RESEARCH QUESTIONS:

i. What are the causes of moral decay?

ii. What are the indicators of moral decay?

iii. How does moral decay affect the performance?

iv. What are the possible solutions to the causes and effects of moral decay?
1.6 SCOPE OF THE STUDY:

The research was carried out in the regular primary schools in Kalawani Zone, Tulimani Division of Mbooni District.

The invitation of the study is investigating into moral decay among the learners in primary schools in inclusive setting.

Kalawani Zone has 12 primary schools of which some are inclusive setting and others are integrated.

It covers an area of approximately 40 square Kilometers. The schools are far much scattered in the area. It is hilly in the western side and three of these schools are build on the hills.

The zone is found in semiarid areas and most of the times it is faced by serious drought, water problem and famine. The zone is far from the District headquarters by approximately 5 kilometers.

The only means of transport is road and during the rainy season some roads may be impassable.

1.7 SIGNIFICANCE OF THE STUDY:

The findings of this research paper will benefit the parents, teachers, school administration, pupils, ministry of education, the community, the researcher herself and other researchers.

Parents will now focus to invest in the education of their children, as the relationship will be boosted.
Teachers will also relate well with learners.

They will be understood to better behavior management methods, which will enable them to tame those with moral problems.

The administration will be able to channel the resource into other development projects instead of repairing the property that the students destroy.

Pupils will enhance relationship with parents, teachers and the administration. This will enable them to concentrate on studies. This will improve school performance.

To the Ministry of education, this paper will suggest strategies, which can be employed to avert unruly behavior in the schools.

The community will be sure of a descent tomorrow.

The unruly behavior in schools is transferred to the community after the school term. Good behavior at school is a mirror of the incoming society.

To the researcher this paper will be an eye opener to even more research work.

To other researchers the study will be to act as a review for information.
1.8 LIMITATIONS AND DELIMITATIONS:

1.8.1 LIMITATIONS:

In the field the researcher may not get the required information because the teachers may hide the confidential information with a fear that the researcher will publicize it. Some despondence may withdraw and ignore to fill the questionnaires.

The head teachers may take it as a waste of time and fail to give the researcher enough time to conduct the research. The schools in Kalawani Zone are much far apart from each other so footing from one school to the other may be a problem.

Roads are untarmacked and may also be impassable during the rain season. No other reliable means of transport for the zone found in a very remote area far from urban areas.

There are limited funds to facilitate the study. The researcher may encounter financial constraints inform of developing tools, typing and binding of the document.
CHAPTER 2

2.0 LITERATURE REVIEW

This section will deal with what other researchers and authors have said about the problem.

2.1 INTRODUCTION

Kauffin (1973) and Suran and Rizzo (1970) in Ndurumo (1993) states that defining children with emotional problems is a dilemma because psychiatrists do not agree on the definition and classification. Some writers prefer to study this as entity, while acknowledging that they are heterogeneous group. Other professionals prefer to study the children with proper classification such as those who have personality problem. Those with conduct disorders and those with immature behavior.

Kirk (1972, page 389) in Ndurumo 1993 defined behavior disorder as a deviation from age appropriate behavior which significantly interferes with the child’s growth and development and to the life of others. This definition implies the child’s learning growth and his interaction with self and others are affected.

Kesler (1972) in Ndurumo provided six criteria for determining whether a child has an emotional behavior problem.

Frequency of the disruptive behavior. How often behavior occurs is important. If it occurs rarely, or once in a week or month, it should be viewed as disruptive.
The age of the child. The child who have sleep disturbances when they are as young as three years should not be viewed as having problem compared to those in their early adolescence who experience nightmares.

The number of symptoms the child shows is important. Some children may experience one problem. Those with more symptoms need special attention since problems may be pervading or permeable in their lives.

Degree of social disadvantages. Some children have a fear of social interaction, walking alone to the shop or crossing the streets alone.

The amount of subjective anxiety or unhappiness. How much unhappiness the child feels. The unhappier the child the worse the problem.

I am to some extent agreeing with those writers because in most cases learners at this age expose the mentioned behavior disorders. But then because they are growing it is likely that they outgrow it if it is shaped and not influenced by other substances such as drugs or environmental factors.

2.2 CAUSES OF MORAL DECAY

Kirk (1972) in Ndurumo (1993) classified one cause of behavior problems as due to psychological factors where aggression, regression and resignation are produced by frustrating situations. For instance, when a person is frustrated by an inability to achieve a desired goal, he becomes aggressive, angry and uses abusive language.
He further noted that frustration could cause an individual to regress by returning to the stage he was at prior to the onset of the frustrating experiences.

Kirk (1972) in Ndurumo (1993) stated that what goes on in the child’s school and home environment and the social economic status of parents’ lead to the child developing problems. The psychological events or causes are explained in the theories of Freud and Erikson described in the fourth chapter of Ndurumo (1993). Where early experiences were noted to exert a significant effect on the child’s development. Freud believed that fixation on one stage prevents a child from progressing to the next stage. Erikson in Ndurumo (1993) posited the theory of contrasting experiences such as trust versus mistrust and so on. Like Freud, he believed that a person undergoes the prescribed psychological development stages although he did not agree with Freud on the theory of fixation, which he believed could be overcome by later positive experiences. Finally, the theory of Bandura and Sears is pertinent for it emphasizes the role of modeling in shaping the behavior of other people. Children learn by observing and they imitate the behavior displayed by persons in the community especially significant individuals and peers.

This is true because if the parents, teachers and the community can be role models in all the areas, schools and families, children would copy the good morals and help them to grow up soundly.

According to Mutie and Ndambuki 1999 some parents take their anger out to their children and therefore the child reacts negatively always even to other older people and teachers in their schools. Other parents make empty promises to their children and these results to children losing trust and respect to adults including teachers at their schools.
Other parents may allow their children to be doing everything they choose to do and this result to deviating from their expected behavior.

This is true because even the bible says that if one spares the rod he or she spoils the child. A parent should shape the character of the child under all circumstances because this will enable the child to be a future model.

Githang’a (2002) cites that when children are between the age of twelve to eighteen, they spend more time with their peers than any other social agents. They are still able to copy bad behavior from one another. I strongly agree with the writer because when they are together they copy modes of dressing, ‘sheng’ language, drug taking, truancy and any other behavior possessed by their friends. All this will result to moral decay among them.

Kauffman 1979 in Ndurumo (1993) classifications of the causes of behavior and emotional problems are similar to those proposed by Kirk (1972) in Ndurumo (1993). He lists one cause as biological factors which he hypothesizes could be a result of neurological factors, which he hypothesized, could be a result of neurological defects, biochemical defects or genetic defects or a combination of any or all of these defects. However, Kauffman notes that scientific evidence is too limited to definitely attribute the problems of biological causes, although severe and profound cases are more likely to be suspected than mild and moderate cases of emotional and behavior disorders. I am agreeing fully with Kauffman because most of the physically handicaps or a person with any disability expose temper tantrums easily than a ‘normal’ person or child.
Mutie and Ndambuki (1999) states that the moral decay crops into the adolescent when they fail to choose their friends wisely, if they don’t set their own principals and fail to get involved in religious groups, if they do not understand their feelings, do not do something they enjoy like singing in a choir, when they are not involved in games like swimming, playing table tennis and squash. When they fail to communicate with their parents and teachers. They may not ask for something they are not sure of from teachers, or parents or someone older than them. When they sign up for extra classes or when they do not make a timetable for each day. When they do not talk to someone respected like a counselor. When faced with by problems and when they do not always remember that friendship is not bought.

I am supporting all these sayings because any adolescent who fails to understand herself or himself well, use her time wisely will be influenced in all sorts of immoral and will have a life failure.

Kauffman (1979) in Ndurumo (1993) states that apart from parents, siblings and peers, the community standards affects the child’s behavior especially broken homes and poverty-stricken areas where children would be in danger of associating with bad models such as delinquents. In such cases child will learn bad behavior like drug taking, stealing, smuggling and other undesired behaviors.

Another section to be considered is the effect of violence and inappropriate films on television, which may cause children to acquire undesirable behaviors. The theory of Bendura and sears is based on the premise that violence, aggressiveness and many others are as a result of bad role models. This is mere truth because most of the programs in the televisions are sometimes promoting adultery and fornication, drug taking, murder and all sorts of evils.
When children view them they become very eager to put what they have seen into practice.

Ndambuki (1999) states that children will have moral decay if their parents do not listen to them as they express their feelings without criticism, do not actively get involved and instruct them on how to care for their bodies and the environment, do not teach them to be serving others as much as possible as well as themselves. Parents and teachers do not help them to develop hobbies such as reading, writing and handwork, do not advise them on how to relate to boys and girls and ensure that the child’s basic needs are met as clothing, food, shelter and education because these are the child’s rights. Do not advise them on the best activities during their leisure time.

Mutie and Ndambuki (1999) say that communication between their parents and the society is important. If it is not effective, it causes moral decay because of the following reasons.

Good relationship is not cultivated between each other. Wearing sad face, silence, voice tone and bad body posture when talking.
The control of things that waste time is not well taken care of like television watching, magazine and newspaper reading when not necessary.
An individual feeling and independent thinking is not well discussed.
Issues are not clarified through talking.
Reconciliation after disagreement develops patterns and is not discussed to be solved.

The above mentioned issues are very important when people in the any society so communication should be effective all through.
Kyungu (1997) puts HIV/AIDS orphan child who is under 15 years old and has lost parents through HIV/AIDS, he says that this child is integrated into extended families where they no longer have adequate education, health care, clothing and proper nutrition. This child is now likely to engage himself/herself into improper behavior like drug taking, commercial sex or drop out of school. These cases are very many in both urban and remote areas because HIV/AIDS is all over and very many orphan school children are involved in the above mentioned behaviors.
2.3 INDICATORS OF MORAL DECAY:

Kirk (1972, page 394) in Ndurumo (1993) cited a study conducted by California state department of education in 1961. It was forecasting on two groups. One had emotional problems and the other one had no emotional problems. Teachers were asked to identify child who had emotional problems. The emotionally disturbed showed the following behavior always: sent to the vice-principal more often for disciplinary action.

Dropped from school or left school more often.

More absent from school without excuses.

More frequent sent to the health department for illness need for rest or discomfort.

More often served by school counselor.

More often the subject of home calls by child welfare workers and attendance officers.
Subject to more contact with police.
More likely to be on probation.

Found more frequently referred to local guidance clinics.

Ndurumo (1963) in Ndurumo (1993) cited that intelligence and achievement can tests can determine emotionally and behaviorally disturbed children. I dearly support him because in such a case the child has little time to concentrate in order to achieve what he or she is being taught. So this affects his performance.
As in Omor (1995) in Ndurumo (1993) drug users develop stealing behavior and many start committing other crimes such as truancy, phobias, rape cases and many others. This has been noticed in most of the inclusive settings. Some students or pupils are influenced by their friends to take drugs like alcohol, bhang or cigarettes then they become unruly and may finally end up dropping out of school where they end up as full robbers and so a threat to the society.

Wanyera (2002) cites traumatized children as those who have suffered deep emotional wounds such as experiencing deaths of very close relatives like parents or friends, family strikes, fights, divorces, abuse, kidnapping or natural disasters like floods, fire and the like. Such children are not able to express their feelings appropriately but they appear: -

Lonely and may have no respect for the school authority.
Shy and withdrawn
Disobedience.
Destructive.
Inco-operative.

I am supporting the author because such children are even unhappy and stressed in class and the capacity to grasp what the teacher is granting in class is a total problem all together.

According to the ministry of Education (2001) it states that where the poverty is extreme the child’s basic necessities or rather needs cannot be provided and this can affect the child’s behavior. They might experience major problems such as:

Being unable to relate to other children from more affluent families.
Being tempted to steal from those who have more.

Truancy, absenteeism and hunger.

Lack of concentration in class work.

When a child’s basic needs are not met, a child Cannot learn well or co-operate in tasks. To support this I say that children from such places have poor self esteem and have no confidence in doing their tasks they fell that the rank behind in all things as they rank behind economically.

According to Mutie and Ndambuki (1999) teachers who are characterized by quarrels, force and disagreements behaviors have negative effects on the child. The child develops emotional immaturity and ant-social behavior. These teachers who are too strict and have too much control over learners make them stressed and aggressive and start bullying siblings or other boys and girls. The children develop other ant-social behavior. Others begin smoking or taking alcohol. This can end up by dropping out of the school because the school is place of no peace and cannot understand any good reason that can keep him/her there.

To support this I too say that the negative behavior of the teacher will create enmity between him/her and the child. This child can also hate the subject and never perform in it throughout the academic progress and will affect the performance of the child in the national exam.

Flare and Hare (1979) in Ndurumo (1993) cite that hyperactive children are constantly in motion, restless, fidgety and unable to sit still in one place. They are often mistaken for socially emotionally disturbed.

Run about and climb on things excessively.

Have difficult in settling quietly or fidget excessively.

Have difficult in remaining in the seats.

Move excessively in their sleep.

Are always on the go or behave as if driven by a motor.

Mutie and Ndambuki (1999) cites that peers want to be accepted by friends, if not, some join drug taking, bad plays and if don’t fit in the peer groups their morals change. It may be physical change, low esteem, poor upbringing, curiosity, idleness, environmental factors, lack of self-control, loneliness, the mass media, ignorance and poor time management.

I fully support this because most children copy the exact behavior from their friends and they finally find themselves engaged in deviating behaviors like truancy, pride, stealing child behavior and many others.
2.4 HOW MORAL DECAY IS AFFECTING THE CHILD’S ACADEMIC PERFORMANCE:

Ndurumo (1993) cites that the children who experience an anxiety-withdrawn emotionally disturbed behavior problem are fearfully tense timid, shy, with drawn, self conscious and lack self confidence and as a result their academic performance is affected.

Suran and Rizzo (1979) in Ndurumo (1993) states that these negative characteristics interfere with learning in that the child’s potentials are not utilized to the fullest. Some children fear making mistakes, fear speaking in class or reading aloud, some children have phobias, such as fear of school, fear examination and fear of failing. Due to this, their academic performance is negatively affected.

Tomkin 1960 in Ndurumo 1993 found children who exhibited mild to moderate behavior problems exhibit no greater academic retardation compared to those who were not behaviorally disturbed his study had just been discharged from instructions. After using a wide range of achievement test, Tomkin found that 32% of the children educationally retarded 27% performing at the grade level and 41% percent performing academically beyond grade level.

One finding in Tomrin’s (1960) in Ndurumo (1993) study that seems to support the contention by sura and Rizzo (1979) in Ndurumo (1993) that children with emotional and behavior problems compensate by indulging in books was that children did better in reading tests compared to arithmetic tests.
Notwithstanding the positive findings of Tomrin (1960) in Ndurumo (1993) study which has been criticized for the sample unrepresentative and not specifying the type of emotional and behavioral problems involved, the majority of subsequent studies show children educationally retarded. For instance, Kauffman 1985 in Ndurumo (1993) cites Stone and Rowley (1964) who using the wide range achievement test with 116 subjects referred for psychiatric counseling of examination found 59% were academically retarded, 21% were performing at grade level and 20% were performing beyond their own based on mental age or IQs tests of the 116 children, 52% were academically retarded, 19% were performing at grade level and 29% were academically advanced. Like Tomrin (1960) in Ndurumo (1993) found reading achievement significantly higher compared to arithmetic achievement.

Kirk (1972 page 394) in Ndurumo (1993) cited a study conducted by California state department of education in 1961. The study focused on two groups, one that had emotional problems and the other one had no emotional problem. Results of the study revealed that the two groups’ deferred significantly the emotional disturbed were seriously below average in school achievement. I agree with them because they waste most of their time making noise, disturbing the others, and moving from one place to another and so achieve little and perform poorly.

Gearheart (1985, page 105) put emotionally and behaviorally children into five groups or characteristics. He says that because of this characteristics, we can appreciate that hyperactivity will affect academic performance for instance hyperactive children may have problems in some or all the school subject, they do their work hurriedly, have a short attention
span and have no time for analytical thinking or solving problems. Initially, hyperactivity manifests itself in concept development, then in language development, writing, computation and so on. This is because basic skills are acquired first and unless they are mastered, problems arise in other academic subjects. Hyperactive children also lack the tenacity and perseverance essential for acquiring foundation skills. I am on their side because their concentration is too low and achieving the skills is a great problem.

Ndurumo (2002) also states that when children have a kind of handicap, one loses his/her self-esteem while learning with others and this affects the learning and some times may develop aggressiveness. The researcher feels this is true because most of the learners with disabilities are never joyous and most cases uncooperative in the inclusive settings. They establish negative or inadequate relationship with peers. They gain again exhibit behavior that may indicate negative self-image affecting their academic performance.

Graudbard (1971) in Ndurumo (1993) found children with conduct problems were greatly retarded in reading. This finding was confirmed by Rubin and Balow (1978) who found that children identified by teachers as behaviorally and emotionally disturbed scored significantly lower in arithmetic, spelling, reading and language, compared to children who have not likewise been identified.
2.6 POSSIBLE SOLUTIONS TO THE CAUSES AND EFFECTS OF MORAL DECAY:

Suran and Rizzo (1979) in Ndurumo (1993) say that children with emotional and behavioral problems compensate by indulging in books such that children did better in reading tests compared to arithmetic tests in other wards a child needs tutoring and socializing in arithmetic skills rather than in reading. In arithmetic lessons, group and teacher participation is paramount because when children experience problems, teachers’ assistance is needed. The researcher supports this by stressing that the teacher should try to identify where the learner experiences problem and give the right assistance.

Ndurumo (1963) in Ndurumo (1993) states that behavior modification has been used with handicapped children and found to be effective method of managing children’s unruly, unpredictable, destructive, disruptive, distractible and impulsive behaviors. These behavior problems should be knowledgeable about the principal of behavior modification such as reinforcement, punishment, contingency, contracting, shaping and so on. It also depends on the teacher’s effectiveness in defining and interpreting desirable behavior, their frequency and management. It is essential that teachers know when to reward or punish and under what circumstances. This can help to modify the child’s behavior and hence performance.

(Beker El al 1975) cited that there are other reinforces such as tokens, the child is given gold stars or points which reinforce the Child’s behavior. This is important for the teacher to know the principals of behavior management in order to attain maximum behavior change in emotionally and behaviorally disturbed children.
Ndurumo (1993) states that in structured classroom, teachers arrange not only the physical environments, but also the daily events, materials and the strategies to be used in teaching and managing the children. It is different from a chaotic, open-ended environment. The structured environment implies that it is well arranged and is conducive to learning and instructional aspect that are well delineated in order to foster learning and behavior that accords with the teacher’s laid down expectations. Kauffman 1985 in Ndurumo (1983) states that a minimum of distracting stimuli is present in the classroom. A clear expectation are created regarding children’s movement about the classroom and the classroom routine is very predictable, consistent consequences are actually elementary form of behavior modification thus applied to hyperactive and non-hyperactive behaviors. The teacher is highly directive, making nearly all decisions for children until such time as they can wisely manage themselves. This is true because such children are also able to appreciate by behaving according so that he/she may be appreciated and loved by his/her teacher so the child will try her/his best and in the scene engage in learning.

This clearly indicates that the environment is physically structured; the children know the classroom lessons and periods, as are desirable and non-desirable behaviors. The principals of behavior modification are used and the teacher is an active participant in the management of the children’s behavior and learning. This approach may sound rather doctoral but when dealing with emotionally and behaviorally disturbed children and especially the hyperactive, the easily destructive the impulsive and those with conduct deliguent behaviors, the need for a predictable structured environment and teacher is essential, In the case of easily distracted children.

Sound treating the walls and ceiling, carpeting the floors.

Covering the windows with translucent materials or using frosted glass.

Covering books and cupboards so that their contents are not open to views.

Keeping bulletin boards undecorated except for special occasions or special brief periods during the day.

Providing small three-sided cubicles where children can work without distractions present in the large one space.

Giving clear directions.

Providing a predicate routine.

Setting and communicating firm expectations.

Providing consistent consequences.

Dr Carl Ronger (1967) made the following profound observation that the initiation of learning rests on only upon the teaching skills of the teacher, not upon his use of audio-visual aids, not the teacher, not upon the programmed learning he utilizes, not upon his lectures and presentations, not upon an abundance of books through each of these might at one time or another be utilized as an important resource.
Note that the facilities of significant learning rest upon certain attitudinal qualities, which exist in the personal relationship between the facilitator and the learner.

Ndurumo (1993) states that unless a non-threatening approach is implemented on an individual basis, the concept of fostering a non-threatening environment should not be viewed as permissive, for children relate best where there is mutual respect and reciprocity.

Ndurumo (1993) states that survey conducted by UNESCO (1985) indicated that in Eastern and southern African countries only Kenya and Zimbabwe had programs for these children. The most utilized system in Kenya is that of approved schools. It is a system for juveniles with children being referred by probation officers of courts. This firm of rehabilitation exists in some countries although nowadays the juvenile correct system is viewed as a special station. As such it is only a transient solution with children being placed in the program until they have reformed or until their former non-social behaviors are less of threat to the society. The researcher strongly supports this program because it controls the child’s negative behavior early enough as well as providing academic needs and skills. I suggest that it would be of great help if at least each district can an approved school to cater each for these juvenile cases.

Ndurumo (1993) cites that placement of children in special transitional station is commendable. However it serves only a small number of children. Those not reported by probation officers or social workers or educators remain unserved. Therefore it is essential that special classes for children with moral decay problem be established. The classes be manned by qualified teachers, social workers and psychologists or a day to day basis.
However it should be noted that special classes either on a full-time or part-time basis until the behavior problems become of less threat to him and other children.

The researcher is supporting the idea but suggesting that the government trains teachers and post them to at least every school who have more than the teaching methodology only but other skills that he/she can teach to these juvenile characters who might fail to finish the primary course in the special programs such as carpentry, tailoring, leather works and the like.

Githang’a (2002) states that adolescents should be encouraged to attain academic and vocational goals so as to develop a sense of identity. This is because those who fail to measure unto the demands or acceptable social rules are likely to develop identity and hence become rebellious. They do what is the opposite of what they are expected by their teachers and parents to do. The researcher supports this because when adolescents are encouraged and the sense of direction pointed to them the struggle to reach the goal and their eyes are opened to see obstacles, which may bar them from reaching them.
CHAPTER 3

METHODOLOGY:

3.0 INTRODUCTION

This section will address research design, approach, target population, sample population, sampling procedure, research tools and procedure and procedure of the study.

3.1 Research design.

Research design refers to the type of research. The research carries out a quantitative research. The research attempt to answer the question “how many” and present the data inform of tables and graphs comparison of different variables.

3.2 Research approach.

This meant the technique that the researcher used to generate data. For purposes of this research the researcher followed a survey approach of study.

Survey means that the researcher will study part of the target group. However the Conclusion made will represent the whole group. Survey was the most ideal in the sense that it was a faster way of collecting data.
3.3 Target population:

These were the persons covered by the study. The study targeted the 150 teachers in the primary schools in Kalawani Zone Mbooni District.

3.4 SAMPLE POPULATION:

This was part of targeted population selected randomly to form the respondent group. Findings of this study were based on these groups but were however representing the targeted population. The researcher selected 50 teachers from the targeted 150 who were chosen at random from all the ten schools in the zone.

3.5 Sampling procedure.

This details how the researcher arrived at his sample group. The researcher employed a simple random sampling procedure. To do this, the researcher wrote names of all teachers in each primary school on small pieces of paper fold them and put them into a basket. He then picked out 5 papers at random. The researcher did the same with the remaining nine schools.

3.6 Research instruments:

This refers to the tools, which the researcher used to generate data from the respondent group. The researcher used questionnaires as an ideal instrument for this study.
A questionnaire can be sent to respondents by poster or by research aides. They are therefore faster and convenient for the study.

3.7 Procedure of the study:

Procedure of the study outlines the steps, which the study followed. They involved reviews of related literature, selecting of problem, development of the research proposal and tools, collecting data analyzing and presenting data, writing of the report and communicating the results.
CHAPTER 4

4.0 PRESENTATION AND DATA ANALYSIS:

4.1 TEACHERS KNOWLEDGE ON CAUSES OF MORAL DECAY:

Table 4.1

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drug abuse</td>
<td>10</td>
<td>20%</td>
</tr>
<tr>
<td>Adolescence age</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Emotional behavior</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Trauma</td>
<td>2</td>
<td>4%</td>
</tr>
<tr>
<td>Teachers Rigidity</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>HIV/AIDS Effects</td>
<td>3</td>
<td>6%</td>
</tr>
<tr>
<td>Living under difficult circumstances</td>
<td>2</td>
<td>4%</td>
</tr>
<tr>
<td>Environmental factors</td>
<td>2</td>
<td>4%</td>
</tr>
<tr>
<td>Permissive parents</td>
<td>4</td>
<td>8%</td>
</tr>
<tr>
<td>Family economic status</td>
<td>2</td>
<td>4%</td>
</tr>
<tr>
<td>Child’s special needs</td>
<td>2</td>
<td>4%</td>
</tr>
<tr>
<td>Lack of guidance and counseling</td>
<td>10</td>
<td>20%</td>
</tr>
<tr>
<td>Misuse of leisure time</td>
<td>2</td>
<td>4%</td>
</tr>
<tr>
<td>Peer pressure</td>
<td>5</td>
<td>10%</td>
</tr>
<tr>
<td>Family violence</td>
<td>3</td>
<td>6%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>50</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
Table 4.1 shows that out of the 50 teachers, 20% of them shows that moral decay is mostly caused by drug abuse. Another 20% of them show that moral decay is caused by improper guidance and counseling of learners, other show the other problem, which can result to moral decay among the learners in the inclusive setting.

To solve these, teachers, parents and educationists are supposed to make sure the problem is solved.
4.2 INDICATORS OF MORAL DECAY.

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor academic performance</td>
<td>30</td>
<td>60%</td>
</tr>
<tr>
<td>Disobedience</td>
<td>5</td>
<td>10%</td>
</tr>
<tr>
<td>Lack of concentration</td>
<td>2</td>
<td>4%</td>
</tr>
<tr>
<td>Absenteeism from school</td>
<td>3</td>
<td>6%</td>
</tr>
<tr>
<td>Madness</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Aggressiveness</td>
<td>2</td>
<td>4%</td>
</tr>
<tr>
<td>Truancy</td>
<td>2</td>
<td>4%</td>
</tr>
<tr>
<td>Pre-marital sex</td>
<td>3</td>
<td>6%</td>
</tr>
<tr>
<td>School drop out</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Dieing of HIV/AIDS</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>50</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Table 4.2 indicates that 60% of the teachers in Kalawani Zone are suggesting poor academic performance as a main indicator of the presence of moral decay among the learners in the zone. 10% show that it can be noticed through their disobedience to the authority. The rest are suggesting that other problems like little concentration in class work, absenteeism, truancy and the like can show the learners have moral decay. So since these behaviors are seen among the learners solution for it should be sought.
Table 4.3 indicates that 60% of the respondents strongly agree that moral decay affects academic performance in the Zone. 32% agreed on the same. A few disagreed and one was not sure of where to stand.

This shows that moral decay is seriously affecting the education performance in the zone and something should be done about the problem.
4.4 SOLUTIONS TO CAUSES AND EFFECTS OF MORAL DECAY:

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guidance and Counseling</td>
<td>27</td>
<td>54%</td>
</tr>
<tr>
<td>Punishment</td>
<td>15</td>
<td>30%</td>
</tr>
<tr>
<td>Expelling Learners</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Suspending Learners</td>
<td>5</td>
<td>10%</td>
</tr>
<tr>
<td>Transferring Learners from school A to school B</td>
<td>3</td>
<td>6%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>50</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 4.4 shows that 54% of the respondents suggested guidance and counseling should be the main way to solving the problem of moral decay among the learners in the inclusive settings. 30% suggested that learners with indiscipline cases should be punished. 10% suggested that pupils with moral decay should be suspended from schools. 6% suggested that they should be transferred from one school to another.

According to these respondents the problems should be solved through guidance and counseling, punishment and not expelling any from the learning institute.
CHAPTER 5

5.0 DISCUSSION, SUMMARY, CONCLUSION AND
RECOMMENDATIONS:

5.1 DISCUSSION:

The summary of the study was based on the objectives of the study. Most respondents of about 20% indicated that moral decay was as a result of drug abuse.

Kirk (1972) in Ndurumo (1997) stated that what goes on in the child’s school, and home environment and social economic status of parent’s lead to children developing problem. Children with moral decay presents with poor academic performance, disobedience, lack of concentration, absenteeism, truancy, pre-marital sex, school drop outs and HIV/AIDS. In other instances children may suffer mental illness. This was supported by Ndurumo (1993) who cited drop out from school, absenteeism, and disobedience of school rules as some indicators of moral decay. MOEST (2001) acknowledged that where basic needs are not met, truancy, lack of concentration and moral decay might in play. Moral decay was counter effective to academic performance so 60%. Sura and Rhizo (1979) indicated that negative behavior interfered with academic achievement. Lastly the study identified guidance and counseling with 54% as the best solution for moral decay among children. Ndurumo maintains on behavior modification through guidance and counseling as the best way of dealing with behavior problem.
5.2 SUMMARY.

In chapter one, the researcher tried to show how moral decay has been a problem to the whole world as supported by some writers. It also shows how Africa is being affected by it in the education field. In this chapter too, the researcher cited some moral decay cases in the country, division and down to the zone and tried to find out their causes, indicators, effects and possible solutions to the problem of moral decay.

In chapter two, the researcher selected materials to address the different objectives that are in the literature review. The researcher gave a summary of the key things she learnt from the authors regarding each discussion topic and the researcher also gave her own views.

In chapter three, the researcher explains how the research was carried out step by step and the methods and techniques employed. The procedures, population, size of sample and methods of selected are also shown.

In chapter four, the researcher recorded the raw data. The raw data is given meaning by taking it from the questionnaire, analyzed and interpreted. APA format was used and the results were presented in tables.

Majority of the respondents in table one showed that drug abuse and lack of effective guidance and counseling to the learners are the main cause of moral decay in the inclusive settings.

In table two, it is seen that the major effect of poor moral decay is poor performance in the academics issues.
In table three a big number of respondents strongly agreed with the suggestion that moral decay affect academic performance.

In table five, the finding shows that the solutions to causes and effects of moral decay is giving poor guidance and counseling to the teachers, parents and the learners.

In conclusion this problem of moral decay is rampant in our school but it can be controlled.
5.3 CONCLUSION:

The aim of doing this research was to find out the causes, indicators, effects and solutions of moral decay in the inclusive settings in Kalawani zone.

In this research, the researcher used the teachers of Kalawani zone because they are always in these schools and handling the same pupils who some have a problem of moral decay.

When the research was carried out, it was found that the main cause are drug abuse, lack of proper guidance and counseling, permissive parents, environmental factors, adolescence among others. The indicators are poor academic performance, disobedience to the authority, school drop out, and other such problem.

The problem can be solved by providing guidance and counseling, having harmony in the families; parents to be moderate not too permissive nor too rigid.

Educationists and non-governmental organizations should also be involved in finding ways and means of solving these problems.
5.4 RECOMMENDATIONS:

According to the literature review and teachers findings in Kalawani Zone, moral decay has been a serious issue in the zone and all over the world. The causes being drug abuse, permissive parents, rigid teachers, lack of guidance and counseling, family economic status, environmental factors, effects of AIDS/HIV among others. Due to this high rate of moral decay, education is not taking roots, as it should be. Some negative behavior has made learners to drop out of the schools. Some have resulted to producing dangerous people like robbers, murderers, drug traffickers and the like.

To prevent this, ways and means of controlling such behaviors should be planned for and implemented. The teachers through organizing the parents days and guiding and counseling them. Teachers too should be holding guidance and counseling days at their schools to advise learners to do away with bad habits.

The educationists can also be visiting the schools and advice teachers and pupils on how to control behavioral problems in schools. Non-governmental organizations can give grants to support the poor families affected by HIV/AIDS and the like.

The administrators should make sure that they are administering their institutions effectively. Any well wishers should assist in always possible in order for the children to get education. Teachers should be teaching effectively to avoid children’s’ boredom and idleness. Parents should make sure that they play their role properly. They should also provide their children with basic needs as required.
APPENDIX

BUDGET FOR THE STUDY

<table>
<thead>
<tr>
<th>ITEM</th>
<th>COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakfast</td>
<td>Ksh 2,000</td>
</tr>
<tr>
<td>Lunch</td>
<td>Ksh 3,000</td>
</tr>
<tr>
<td>Literature</td>
<td>Ksh 1,000</td>
</tr>
<tr>
<td>Data collection</td>
<td>Ksh 4,000</td>
</tr>
<tr>
<td>Typesetting</td>
<td>Ksh 4,000</td>
</tr>
<tr>
<td>Printing</td>
<td>Ksh 4,000</td>
</tr>
<tr>
<td>Photocopying</td>
<td>Ksh 2,000</td>
</tr>
<tr>
<td>Binding</td>
<td>Ksh 2,000</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>Ksh 2,000</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>Ksh 24,000</strong></td>
</tr>
</tbody>
</table>
TO WHOM IT MAY CONCERN:

Dear Sir/Madam,

RE: INTRODUCTION LETTER FOR MS/MRS/MR. VERONICA K. NZUSA

The above named is our student in the Institute of Open and Distance Learning (IODL), pursuing a Diploma/Bachelors degree in Education.

He/she wishes to carry out a research in your Organization on: Investigation into moral decay and performance among the primary school learners in the inclusive setting in Kalawani zone, Mbooni District.

The research is a requirement for the Award of a Diploma/Bachelors degree in Education.

Any assistance accorded to him/her regarding research will be highly appreciated.

Yours Faithfully,

MUGWENI JOSEPH
HEAD, IN-SERVICE
QUESTIONNAIRES
KAMPALA INTERNATIONAL UNIVERSITY
INSTITUTE OF OPEN AND DISTANCE LEARNING
P.O. BOX 20000 KASANGA - KAMPALA - UGANDA

I Veronica Kalinda Nzusa of Admission Number BED/3522&B2 is a student at Kampala International University. I am carrying out an Educational Research on an investigation into moral decay and the performance among the Primary School Learners in the inclusive setting in Kalawani Zone Mbooni District.

You are required to give any necessary information by filling this questionnaire,

Name: MUTUNGA MUNIDI

Age 20 - 30 ☐ 30 - 35 ☐ 35 - 40 ☐ 40 and above ☑

School: UTUMUNI PRIMARY

Academic qualification, O - level ☐ A - level ☐ University ☐

Professional Qualification Certificate ☑ Diploma ☐ Degree ☐

Number of Years in service 0 - 10 ☐ 10 - 15 ☐ 15 - 20 ☐ Over 20 ☑

1 i) Are there cases of indiscipline in your School? Yes ☑ No ☐ If Yes specify DRUG ABUSE.

ii) How do you handle cases of indiscipline in your school?

Punish ☑ Expel ☐ Suspend ☐ Ignore ☐

iii) Do Primary School Children in Kalawani Zone abuse drugs?

Strongly agree ☑ Agree ☐ Disagree ☐ Strongly Disagree ☐

2 i) In Class what shows that a child has a moral decay?

IGNORANT AND UNSETTLED

ii) Do Children with moral decay socialize well outside the class?

Strongly Agree ☑ Agree ☐ Disagree ☐ Strongly Disagree ☑

iii) How do children with moral decay relate when playing with others in the field?

Very badly ☑ Badly ☐ Good ☐ Very Good ☐

3 i) Does moral decay has serious effects to learning?

Disagree ☐ Agree ☑ if yes specify POOR PERFORMANCE

ii) How does moral decay among learners affect you as a teacher?

NOT TO ACHIEVE MY OBJECTIVE

iii) How does other learners relate with those who have moral decay?

POORLY
iv) How does moral decay among learners affect their Education Performance?

M ost of the National Goals Are not achieved.

4. In your own opinion, what do you think could solve problems of moral decay?

GUIDANCE AND COUNSELLING

i) Would Guidance and counseling minimize moral decay among Primary School learners in Kalawani Zone?

Strongly agree ☑ Agree ☐ Disagree ☐ Strongly Disagree ☐

ii) Would rigid teachers and rigid parents control moral decay among school pupils? Yes ☑ No ☐ If Yes Verify SUPPRESS THE BEHAVIOUR

If No Verify N/A

iii) In your own opinion what do you think could be the other steps taken to solve this problem of Moral Decay?

ENGAGE LEARNERS WITH A LOT OF ACTIVITIES

iv) Do permissive parents have contribution towards moral decay among the primary school pupils? Yes ☑ No ☐

v) Does the modern technology e.g. Television, Mobile phone has been a sole contributor by influencing and encouraging moral decay among the learners in our Primary Schools?

Strongly agree ☑ Agree ☐ Disagree ☐ Strongly Disagree ☐

6 i) Which television programmes do you feel contribute much? PHONOGRAPHY, COMMERCIAL PROGRAMMES E.G. DRUGS

ii) Does the modern technology affect the academic performance among the learners?

Yes ☑ No ☐

7. Does devil worshiping also been a rampant cause of the behaviour problems being faced in the Zone?

Strongly agree ☑ Agree ☐ Disagree ☐ Strongly Disagree ☐

i) Is devil worshipping affecting academic performance in our zone?

Yes ☑ No ☐

ii) Suggest a way of doing away with this mysterious problem.

PROPER GUIDANCE AND COUNSELLING SHOULD BE GIVEN TO THE PUPILS
REFERENCES:


2. KIPTOONI (2002), Teaching and Learning in the primary classroom.


