

**FACTORS INFLUNCING INDISCIPLINE OF STUDENTS IN SECONDARY SCHOOL  
IN KISIITA DIVISION, BUGANGAIZI COUNTY , IN KIBAALE DISTRICT -  
UGANDA. A CASE STUDY OF KISIITA DIVISION**

**BY  
KOMUHENDO RITA  
BED/30030/82/DU**

**RESEARCH REPORT SUBMITTED TO THE COLLEGE OF OPEN AND DISTANCE  
LEARNING IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR THE AWARD OF BACHELORS DEGREE IN  
SECONDARY EDUCATION (ARTS) OF  
KAMPALA INTERNATIONAL  
UNIVERSITY**

**NOVEMBER 2011**

## DECLARATION

I **KOMUHENDO RITA** declare that, this is my original work, and it has never been submitted to any other institution of higher learning or university for any award.

SIGNATURE.....*Komuhendo*.....

DATE.....*07/09/2011*.....



**KOMUHENDO RITA**

## DEDICATION

This is dedicated to my husband Mr. Kugonza Nicholas, my Mum Mrs. Cossy Mugisha and my children: Rejoice, Elvis and Baby Mark, Brother and Sisters for their whole contribution during my time of studies,

## APPROVAL

This research report resulting from a researcher's effort in the area, factors influencing indiscipline of students in Secondary schools in .Kisiita Division in Uganda was under my supervision as a University Supervisor.

SIGNATURE.......... DATE .....

MS. NAKIYINGI SARAH

## ACKNOWLEDGEMENT

I would like to thank the almighty God who made me to come all this far glory be to God.

I would like to thank my colleagues in Kampala international university for their co-operation and support during group discussion and when I was working on this research.

I would also thank my family for their prayers, encouragement and support they gave me.

I also thank my research lecturer for his support Ms. Nakiyingi Sarah for her efforts and guidance she lended to me throughout

## TABLE OF CONTENTS

DECLARATION.....	ii
DEDICATION.....	iii
APPROVAL .....	iv
ACKNOWLEDGEMENT.....	v
TABLE OF CONTENTS .....	vi
ABSTRACT .....	viii
CHAPTER ONE.....	1
1.0 Introduction... ..	1
1.1Background.....	1
1.2 Statement of the Problem .....	2
1.3Purpose .....	2
1.4 Objectives .....	2
1.5 Research Questions.....	3
1.6 Significance of the Study.....	3
1.7 Scope of the Study.....	4
1.8 Conceptual Frame Work.....	4
1.9 Area of Study.....	4
CHAPTER TWO.....	6
LITERATURE REVIEW .....	6
2.0 Introduction .....	6
2.1 The meaning of indiscipline .....	6
2.2 Factors Responsible for Indiscipline among Students.....	8
2.2.1Parental negligence.....	9
2.2.2 Immaturity .....	9
2.2.3 Welfare of Students and Discipline.....	9
2.2.2 Definition of Punishments .....	9
CHAPTER THREE .....	12
RESEARCH METHODOLOGY .....	12
3.0 Introduction .....	12
3.1 Research Design .....	12

3.2 Organization of the Survey ..... 12

3.2.1 Survey Area Location of Schools ..... 12

3.2.2 Types of Data Gathered ..... 12

3.3 DATA ..... 13

3.3.1 Instrumentation ..... 13

3.3.2 Procedure ..... 14

3.4 Sample and Sampling Techniques ..... 14

3.4.1 Target Population ..... 14

3.4.2 Sampling Procedure ..... 14

3.5 Data Analysis ..... 15

CHAPTER FOUR ..... 16

DATA PRESENTATION; ANALYSIS AND INTERPRETATION ..... 16

4.0 Introduction ..... 16

4.1 Factors Responsible for the Influence of Indiscipline ..... 16

4.1.1 Family Background of Students and Discipline ..... 16

4.1.2 Laxity of Administration ..... 17

4.1.3 Student Welfare ..... 17

4.1.4 Quality of Meals and Indiscipline ..... 17

4.1.5 Punishments and Indiscipline ..... 18

4.1.6 Age and Indiscipline ..... 18

CHAPTER FIVE ..... 19

SUMMARY, CONCLUSION AND RECOMMENDATION ..... 19

5.0 Introduction ..... 19

5.1 Summary ..... 19

5.1. Conclusion ..... 19

5.2 Recommendations ..... 19

REFERENCES ..... 21

APPENDICES ..... 23

## **ABSTRACT**

The study on the factors influencing indiscipline of students in Secondary schools in Kisiita Division was carried out with the main objective of examining the factors influencing indiscipline of students.

The specific objectives of the study were to establish whether the family background is a factor that influences indiscipline in selected Secondary schools, to assess the laxity of administration influences indiscipline among students in selected Secondary schools, to determine whether the welfare of students influences indiscipline in selected Secondary schools, to find out whether the quality of meals influences students indiscipline and to find out whether the punishments can influence the indiscipline of students.

The research objectives were tested by means of questionnaires, documentation and observation, the researcher discovered that most of the students were happy with the welfare and meals that were provided at school because the food was not of good quality and this makes them to be in disciplined.

Consequently, can be observed that if welfare, meals are not improved then indiscipline is bound to occur still.



## **CHAPTER ONE**

### **GENERAL INTRODUCTION**

#### **1.0 Introduction**

This chapter shows the background, problem statement, purpose of the study, objectives, research questions, scope and significance of the study

#### **1.1 Background of the problem**

Currently, the unprecedented occurrence of indiscipline world wide in Secondary schools. Indiscipline of students is not a new phenomenon in Uganda Secondary schools, for they have been accruing for along period of time. Different kinds of indiscipline have been observed in different selected Secondary schools and these includes lack of respect for their teachers, poor class attendance, negative attitude towards putting on uniform, negative attitudes towards preps, violent riots and destruction of school buildings and documents.

There are various factors influencing student's indiscipline which include poor academic performance, poor administration, inadequate medical services, unfair school rules and administration of disciplinary measures such as uprooting of trees, corporal punishments, expulsion from school and in adequate welfare of both students and teachers Indiscipline students are rampant in Secondary schools within Uganda and there are various reasons as to why they occur, this in turn has resulted into diverse negative impacts for example destruction of school property, loss of lives, expulsion of students.

Number of researchers have identified that indiscipline have diverse effects which range from positive to negative impacts. The positive impacts include; improvement on administration

structure by re-orientating them, training, employing of experienced administrators, improvement of disciplinary measures in schools that is to say punishment and immediate attendance to students needs or need for constant communication and consultation in schools.

While negative impacts include; closure of schools, time wasting because of solving causes of indiscipline, loss of lives, destruction of school buildings and documents, destruction of normal school programmes among others. This study therefore, was carried out to establish the factors influencing indiscipline of students in Secondary schools and whether family background is also a factor for student's indiscipline in the Secondary schools in Kisiita Division.

## **1.2 Statement of the Problem**

Indiscipline students are a serious problem in today's education systems in institutions particularly Secondary schools in Uganda. The core reasons for their occurrence are yet to be identified in the Secondary schools in Kisiita Division in Uganda.

Despite the measures taken by the concerned authorities that is to say school administration and the Ministry of Education and Sports, no big change has been realized in curbing them down; this has prompted serious investigation on major factors responsible for indiscipline in Secondary schools in Uganda — with a focus in Kisiita Division.

## **1.1 Purpose of the Study**

To investigate the factors influencing indiscipline of students in Secondary schools.

## **1.4 Specific Objectives**

1. To establish whether the family background influences student's indiscipline in Secondary schools.
2. To assess whether the laxity of administration influences student's indiscipline in secondary schools.

3. To determine whether the student's welfare influences indiscipline of students in secondary schools.
4. To find out whether the quality of meals influences indiscipline of students in secondary schools
5. To find out whether the punishments can influence students indiscipline in secondary schools.

### **1.5 Research Questions**

1. How does the family background influence student's indiscipline?
2. How does the laxity of administration influence student's indiscipline?
3. Does the welfare influence student's indiscipline?
4. Does the quality of meals influence students indiscipline?
5. Does punishment influence student's indiscipline

### **1.6 Significance of the Study**

The study can assist the relevant administrators for immediate attendance to students needs or need for constant communication in schools.

The study is intended to provide improvement of administrative structure through reorienting them, training, and coverage of incompetent administrators and employment of experienced administrators. The results obtained could be used by the administrators, to improvement of disciplinary measures in schools for example, punishments, consulting services and rewards to culprits.

This study is a pre-requisite for partial fulfillment for the a ward of Bachelor of Education in Arts of Kampala International University.

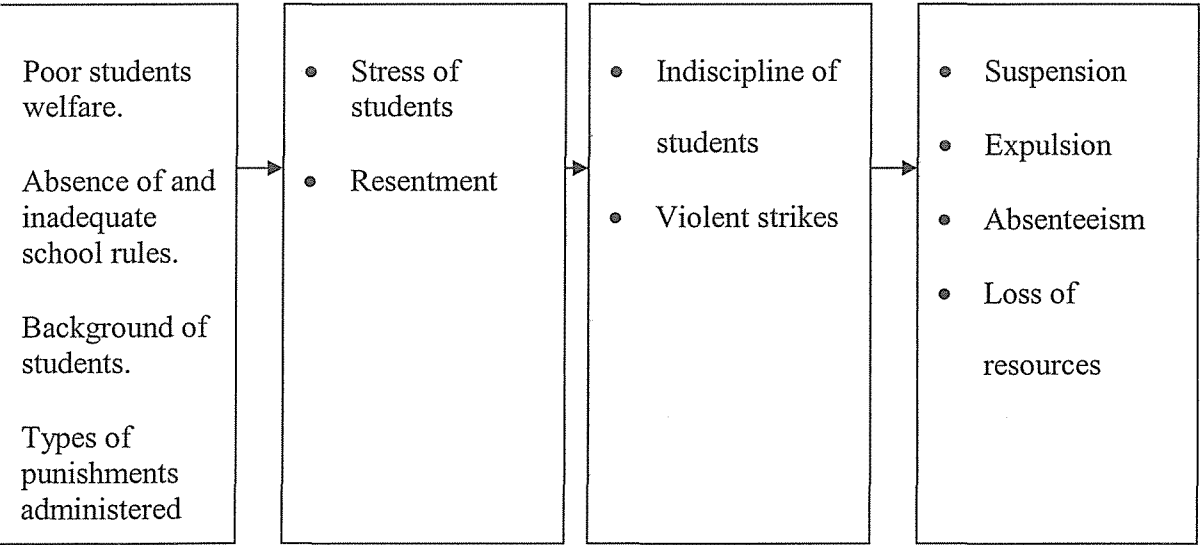
### 1.7 Scope of the Study

The study was conducted in Kisiita Division. It involved students, teachers and school administrators.

It was focused on the factors influencing student's indiscipline in Secondary schools in Kisiita Division. The respondents were between the age of 10 to 14 years that is to say Secondary five up to Secondary seven, the research was conducted between February up to April in Kisiita division.

Issues investigated related to, family background, laxity of administration, student's welfare, quality of meals and punishments. The respondents were 231 students from eight Secondary schools in Kisiita Division.

### 1.8 Conceptual Frame Work



### 1.9 Area of Study

The location of Kisiita Division is between latitudes 035° North of Equator and longitudes 30 . and 28 East. The research covered only Kisiita Division. The Secondary schools visited for research includes; ST. Mary's Mixed Secondary school, Thua Secondary school, Mutukya Mixed Secondary school, Nyabigena Secondary school, Nzambani Secondary school , Engineer Ngilu Mixed Secondary school and Yumbisye Mixed Secondary school

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter examines the views other researchers have put forward to explain factors responsible for the rampant indiscipline in selected Secondary schools.

#### **2.1 The meaning of indiscipline**

The word discipline is derived from a Latin word “Disciples” which means to learn. According to S.K Koechar in his Book Secondary School Administration 2000, said that discipline is the same root from which the word disciple is derived from the Indian history, we know that the Disciple used to submit himself voluntarily to the “Guru”.

Sir Percy Nunnlylar has defined the word discipline in a very apt way “Discipline Consists in the submission of ones impulses and powers of regulation which imposes form upon chaos and brings efficiency and economy where there would otherwise been in effectiveness and waste.

An analysis of the above views points to certain basic ideas regarding discipline as a process of education is the control of behavior to attain a goal and purpose, the subjugation of emotions and actions under the direction of a leader fulfillment of the aim:

It implies a good understanding of right conduct, the formulation of desirable habits and attitudes. It implies the subordination of individual interests to group interests to bring efficiency and economy.

According to S.K Kocchar in his Book Secondary School Administration 2000, said that indiscipline is the breach of social order, good moral behavior, self accepted and self maintained social values of life. The simplest and most fundamental meaning of discipline as stated earlier is willingness on the part of an individual to put forth all the effort that is required to achieve an objective deliberately chosen. Indiscipline therefore, consists in unwillingness to put forth such an effort, unwillingness which consequently results in the failure to achieve an objective chosen.

Indiscipline can be negative or positive, negative indiscipline is indicated by mere unwillingness. It becomes positive when the student is unwilling and is also engaged in such pursuits as not only have nothing to do with the objective deliberately chosen but also harmful in a number of ways.

Instead of students attending classes, students may spend most of their time in play, in seeing pictures among others, according to S.K Kocchar in his Book Secondary Administration, but indiscipline becomes dangerously positive when the indulge in acts of defiance of authority of teachers, administration and parents.

Indiscipline is of two types, namely individual indiscipline, collective/mass indiscipline which agitating the minds of all sane people. All schools, colleges and universities are afflicted by this.

Indiscipline is a multifaceted phenomenon, regarding its displays and causes, as well as it's "meaning" and "Function" in the social, psychosocial and pedagogical fields. Concerning the displays, we believe that major situations are framed in what Amado and freire (20009) pointed

out as the “first level of indiscipline”. Those incidents of “disruptive” nature whose “disturbance” affects the “good class functioning”. The incidents that might be framed in the second and third levels are “conflicts among peers” and “conflicts within teacher-student relationship”. Which might be taken on proportions of violence and even delinquency, the latter presents a minor frequency than the former (Amando, 2005). The word discipline has its root from the word disciple. A disciple is a student or follower of wise teacher. With the concept of discipline can be traced back to several root causes as shall be explained.

## **2.2 Factors Responsible for Indiscipline among Students**

Indiscipline in educational institutions have been going for sometime. According to Denis explains that “On May 10th Ugandatta University Academic Staff” declared a sit down strike after the administration failed to respond to a two day ultimatum, this was because of the demand for better pay.

Indiscipline students (poor disciplinary measures) according to J.C and S.M.E 1971, he asserts that’s, “During strikes normal rules and conduct have been rejected, have boycotted me or more routine causalities such as lessons, students have stormed buildings and teachers, tipped staff cars and on several occasions were set on fire”.

The indiscipline students are associated with violence and vandalism which have made teachers and other people to consider indiscipline on the major problem of school administration in the country, with the experience and devices now used to involve students more and more in certain aspects of school administration, it is possible to avoid indiscipline and upheavals which besets several years ago.



### **2.2.1 Parental negligence**

Bugangaizi county clement {2008}, notes that, there are cases where students desire to be disciplined or taught but does not receive adequate instruction from the parents.

### **2.2.2 Immaturity**

Young adolescent's students can demonstrate indiscipline due to social immaturity and lack of proper guidance and counseling. They are able to demonstrate more self discipline and accept the discipline offered by others as they mature (Greenberg 2000).

### **2.2.3 Welfare of Students and Discipline**

Provision of in adequate medical services to the students are some of the causes of indiscipline as students strike for better provision of medical services. Lack of enough dormitories, students food being not well prepared and on time are some of the causes of indiscipline among students in Secondary schools in Uganda, case study Kisiita division. Daily nation 2006.

### **2.2.2 Definition of Punishments**

According to S.K Kocchar in his Book Secondary School administration 2000 says that punishments are dynamic, effervescent therefore, heedless. They need checks to prevent excesses, restrictions to keep them within the paths that lead upwards, and deterrent to halt their impulses to exceed the "Speed limit" of propriety.

The acceptable punishments in schools are keeping the students out of the class, no matter how good the educational programme may be, they are likely to be times when it is desirable to remove the student from the classroom for his or her misbehavior.

Detention, making the boys stay after the school hours is actually resorted to for punishing late coming, laziness and disorderliness.

Fines, just as fines are regarded as appropriate for certain adult offences, they are sometimes used in schools also for example librarian finds them essential for maintaining control of the equitable use of books, damaged school property must be replaced or repaired.

Suspension, it is to be rarely used but to those students who persist in disrupting the school order seriously. The purpose is to protect other students.

Repetition, the setting of the ordinary "Hundred lines" is a form of punishment usually resorted when the student has not done his/her homework.

Unacceptable punishments includes; corporal punishments, it is the oldest form of punishment, Luella Cole and Joan J.K. Wangeri comment in a well known text book up sixty years ago, children were slapped, struck or flogged both at home and at school.

The role of punishment is retributive; the purpose is to avenge the wrong done by the individual in violating the law. If he does evil he must suffer benefiting consequences, an eye for an eye and a tooth for a tooth.

Vindication of the law, it points out that persons breaking the law must be punished. Revenge is the motive in "Punishment is administered is satisfied".

Exemplary theory, punishment is given so that it should act as deterrent to the rest of the class, as a practical expedient, this is often quite effective in the case of routine misdemeanors such as unpunctuality and disobedience which clearly violets the law and order of the classes.

Reformatory theory, it aims at reforming the criminal and aims at making the offender to realize that he/she has committed something wrong and should not have done it.

Preventive theory, this theory is the natural out growth of the social thinking and research of the modern age. It aims to prevent the situations which call for remedial measures.

The government of Uganda, through the Ministry of Education and Sports have recommended that lighter punishments should be administered to the undisciplined students but corporal punishments endangers the life of students and their future because such corporal punishments ones put in place can make a student to stop schooling or drop out of school.

The modern educationists believe that in an affective plan of discipline, there is no place for corporal punishments. They believe that the child hardly gets clue from this punishment as to what wrong his behavior has been.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

This chapter describes the methodology which was used in the study including the research design, the population, sample size, the data collection techniques, and data analysis methods.

#### **3.1 Research Design**

The descriptive survey will be applied; it will include Secondary data where data will be collected through documentary studies. This reason of research basically will be focused on the factors influencing indiscipline among students.

#### **3.2 Organization of the Survey**

##### **3.2.1 Survey Area Location of Schools**

The area studied was Kisiita Division which is situated in the Eastern Region of Uganda.

I chose this area, so that my final findings, recommendations, data analysis could be used by the future researchers and school administrators to curb down the increasing rates of indiscipline.

The schools where the study was carried out from, Kisiita Seed secondary School, Nalweyo S.S, Kisiita Mordern S.S, Kisiita Primary School, Damasiko Primary School.

##### **3.2.2 Types of Data Gathered**

The researcher went to the field individually to collect data. The researcher had forty pieces of questionnaires to be filled by students.

The questionnaires were distributed randomly by the researcher with the assistance of class teachers of different levels from Secondary f One to Secondary Four.

Finally, the findings were coded then tabulated and statistically arranged by the use Microsoft excels. Editing was done by the researcher and the supervisor.

In conducting the research, 200 pupils were selected for this study.

### **3.3 Data**

#### **3.3.1 Instruments**

The researcher constructed questionnaires, observations, documentation. Questionnaires were administered to students who made a total of 200. They were given questionnaires because they were able to comprehend and respond effectively on their own.

Questionnaires were used because they offered an opportunity to respondents to give out facts, views, and opinions freely. The researcher preferred to use this method because it was to administer and the respondents to get relevant answers to analyze and present the data.

Observation, the researcher visited the selected schools to see critically the behavior of the students, teachers and administrators. In their day to day school activities, these instruments gave actual proof of their research so as to associate the information obtained from that of the questionnaires for example family background, laxity of administration, pupils' welfare, quality of meals and punishments.

Documentation, it is Secondary methods of collecting data where by documents of written information are used for example News Papers and text books were studied to link the information obtained to that of the questionnaires and observations. Researcher employed this

method because it intends to be free of bias and subjectivity which other methods could overlook.

There are four items included in the questionnaires and seventeen questions.

### **3.3.2 Procedure**

The researcher drafted questionnaires carefully and tested its reliability and those items he found unsuitable were either dropped or modified. Thereafter, together with an accompanying researchers letter from the director institute of open and distance learning, proceeded to deliver the questionnaires to the respondents who were students of age fourteen to twenty two years both male and female.

The researcher was assisted by three teachers to deliver the questionnaires and to collect them.

The researcher had started with less sensitive questionnaires and ended with sensitive ones.

## **3.4 Sample and Sampling Techniques**

### **3.4.1 Target Population**

The target population was that of Secondary schools in .Kisiita division but the population of interest to the researcher was the students in secondary schools in .Kisiita division.

### **3.4.2 Sampling Procedure**

Due to the size of the target population, the researcher employed proportionate stratified random sampling technique as follows

Sample size  $\frac{\text{Total population stratum} \times 100}{\text{Total Population}}$

Total Population

Source: Dr. Wambeddes Illustration.

This was used to ensure that the population of study was divided into homogenous groups and each group was represented in a sample in proportion equivalent to its size in the

### **3.5 Data Analysis**

Data collected in the questionnaires for students towards the family background, laxity of administration, student's welfare, quality of meals as per the findings/data was analyzed according to the parameters identified in the study.

Finally, analysis also aimed at finding out how punishments influence indiscipline to students. The study employed Microsoft excels analysis that is to say the analysis of data helped to show the number of the respondents. The statistical packages used included tables.

### **3.6 Limitations to the Study**

Some of the students feared to fill the questionnaires because they thought that, the information would be disclosed to the school authority.

Others were reluctant or unwilling to co-operate and fill the questionnaires since they did not see the need or importance.

To some extent, school administration was not willing to allow individual researcher to conduct their research in these schools for fear that they may reveal information about the school to the public or incite students against the administration.

It was also costly in terms of movement from one place to another because of the distance between the schools selected.

## **CHAPTER FOUR**

### **DATA PRESENTATION, ANALYSIS AND INTERPRETATION**

#### **4.0 Introduction**

The purpose of this study was to establish the factor influencing indiscipline of students in Secondary schools. The Investigation was centered in Secondary school pupils and teachers.

The results of the data collected are presented, analyzed and interpreted using the descriptive method. The qualitative data that was obtained from the questionnaire and interview guides. The data was further analyzed to provide for deductions and conclusions for the research questions.

The following objectives guided the research:

- 1) To establish whether the family background influences indiscipline to students?
- 2) To assess whether the laxity of administration influences indiscipline to students?
- 3) To determine whether the welfare influences indiscipline to students?
- 4) To find out whether the quality of meals influences indiscipline to students
- 5) To find out whether punishment influences indiscipline to students.

#### **4.1 Factors Responsible for the Influence of Indiscipline**

##### **4.1.1 Family Background of Students and Discipline**

Research wanted to find how family background influences indiscipline among students in selected schools and the findings showed that most of these students are from polygamous families and this could be the reason for their being indiscipline. 83% out of the total number of



70 and frequency of 60 are from polygamous families and this is also associated with broken homes, students end up misbehaving since no proper parental care.

#### **4.1.2 Laxity of Administration**

The researcher wanted to find out how laxity of administration influences indiscipline to students. The researcher found out that 48% indicates in reluctant in the implementation of rules and constant communication with the students, as it is seen below:

	Frequency	Percentage
Very strict	40	19
Strict	45	20
Fairly strict	50	23
Reluctant	80	38

#### **4.1.3 Student Welfare**

The researcher found out from the students that the amount of food being served at school is not in time and not enough and this could be the cause of their being indiscipline. The Study discovered the following findings 31.6% of the 200 students strongly agreed that food is not served on time, 26% strongly disagreed that, the food was not enough.

#### **4.1.4 Quality of Meals and Indiscipline**

The researcher found that 31.6% of the respondents strongly disagreed that, the food was not of good quality and not well prepared.

#### 4.1.5 Punishments and Indiscipline

The researcher found out that punishment are being used by most teachers as reflected by 50% and this is one of the factors for indiscipline, as seen below

	Frequency	Percentage
Good	40	50
Bad	28	30
Very bad	20	20

#### 4.1.6 Age and Indiscipline

Out of 200 respondents interviewed 40% of them were above 12 years. Implying that they were teenagers and they are adolescents and this could be the factor that causes indiscipline to students.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMEDATION**

#### **5.0 Introduction**

The proceeding chapter has examined the factors influencing indiscipline to the students in Secondary schools in Kisiita Division.

The Study was carried out with the following objectives in mind:

- 1) To establish whether the family background influences indiscipline to students?
- 2) To assess whether the laxity of administration influences indiscipline to the students
- 3) To determine whether the welfare influences indiscipline to students
- 4) To find out whether the quality of food influences indiscipline to students?
- 5) To find out whether punishment influences indiscipline to students?

The study was carried out in order to establish the mechanism how indiscipline could be solved.

#### **5.1 Summary**

#### **5.2. Conclusion**

The family background, laxity of administration are the major causes of indiscipline to the students in selected Secondary schools in .KISIITA division as per the findings got from the field.

#### **5.2 Recommendations**

- 1) Parents are to provide advice to their children so that they can be well behaved while at school.

2) Employing competent administrators, experience, mature and transparent to handle both pupils and teachers needs where necessary.

3) By ensuring that students' welfare is prepared on time, so that students will be able to have their preps on time.

4) The school should always buy food of good quality in order to avoid students rioting against the administration.

5) The ministry of education should discourage teachers from giving students heavier punishments because this may bring or lead to school drop outs in Uganda.

Indiscipline causes in Uganda in Secondary schools wouldn't be a problem if the above are implemented.

## REFERENCES

- 1) Republic of Uganda (1973) Nairobi, Uganda institute of Education.
- 2) Uganda Ministry of Education (1985) Nairobi, Uganda Institute Education.
- 3) Mutie (1999) Kampala, Uganda Institute of Education.
- 4) Egerton University (2002) Guidance and Counseling.
- 5) African press (2003), Indiscipline in Ugandan schools causes parents to demand caning student, Uganda.
- 6) Andama Stephen [1988]: Identifying and examining the major social economic factors that lead to abuse and neglect of children, An exploratory study of Arua town.
- 7) Madiani L.E [1988]: Compiled report presented to child law review committee CHDC.
- 8) Library, Makerere University.
- 9) Kathleen C.F [1981]: Social work with abused and neglected children
- 10) Gelles R. [1981]: Research in progress
- 11) Bowdem M.L [1981]: Types of abuse and neglect
- 12) mwangi N.O [1972]: The battered child syndrome. In E. Africa medical journal Vol. 49.
- 13) Eva Zuckerman [1983]: Child welfare.
- 14) Bowlby J [1980]: Child care and growth of love. Penguin books, London.
- 15) Robert K R K [1973]: The effects of child deprivation of natural parenthood
- 16) Glorannoni J. M [1970]: Parent mistreatment, perpetration and victims Causes.
- 17) Marjorie Ziefert [1981]: Child abuse and neglect

**WORK FRAME AND BUDGET, PERIOD FEBRUARY TO APRIL 2010**

ITEM	QUANTITY	COST	REMARKS
Fullscaps	3A4 Booklets	120000/=	Bought
Pens	3	1500/=	Do
Transport and lunch	1 month	100000/=	Do
Research Proposal	3	50000/=	Marked
Final report	3	300,000/=	Submitted on August 2011
<b>Total Amount</b>	<b>13</b>	<b>571500</b>	

## APPENDICES

### QUESTIONNAIRES: FEBRUARY – AUGUST 2011

You have been selected to participate in this research. Therefore kindly fill in this questionnaire and return it. The purpose of this study is purely academic and confidential.

#### SECTION A: BACKGROUND OF INFORMATION:

1) What is your sex? F--..... M:.....

2) What is your age?..... M:.....

3) What is your class?.....

Please tick one of the figures against each of the statements indicating the appropriate choice,

e.g.:

Strongly agree	Agree	Disagree	Strongly Disagree
----------------	-------	----------	-------------------

1	2	3	4
---	---	---	---

#### SECTION B: Family Background of Students (Independent Variables)

1) Being treated at home is fairly?

1	2	3	4
---	---	---	---

2) Being closed to parents is it regular?

1	2	3	4
---	---	---	---

#### SECTION C: Laxity of Administration.

3) Transfer of teachers?

1	000000000000	2	3	4
---	--------------	---	---	---

4) The lower salary of teachers

1 2 3 4

**SECTION D: Welfare of students (independent Variables)**

5) Food served is it well prepared

1            2            3            4

6) The amount of food served in the dinning is it adequate?

1            2            3            4

7) Food is served on time?

1            2            3            4

8) Food is changed in menus?

1            2            3            4