

INFLUENCE OF ELECTRONIC MEDIA ON SECONDARY SCHOOL STUDENTS'
DISCIPLINE IN MBARARA MINICIPALITY, MBARARA DISTRICT SOUTH
WESTERN UGANDA

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DECLARATION

I Lukendo Josephine do hereby declare that this Research dissertation is my own original work and has never been presented anywhere or to any institution for any academic award. Where other people's works have been included, their acknowledgement has been made in accordance with the references.

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APPROVAL

This dissertation has been done under my supervision and is submitted to the college of higher degrees and research with approval as internal supervisor.

Sign

Date.....

DR. IMBUKI KENNEDY

DEDICATION

To God Almighty for whom I owe my existence, for his love care and blessings, that has led me this far. My husband Dr. Onyango children Arnold, Anita, Deborah and Esther. God bless you all.

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The researcher appreciates the Almighty God for making it possible to complete this dissertation. Special thanks for the knowledge, wisdom, courage and determination that he has granted me to exercise what was expected of me as a student.

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LIST OF ACRONYMS

UN	-	United Nations
CVI	-	Content Validity Index
ICT	-	Information Communications Technology
IRC	-	Internet Relay Chart
IQR	-	Interquartile Range
USA	-	United States of America
IT	-	Information technology
www	-	World Wide Web
IPTV	-	Internet Protocol Television
VoIP	-	Voice over Internet Protocol

OPERATIONAL DEFINITIONS

In this section the study defines the operational key terms as follows:

Electronic media

Electronic media are diversified media technologies that are intended to reach a large audience by mass communication, Potter (2008). The technology through which this communication takes place varies; this study focused on the Internet and mobile, mobile phones and other mass electronic communications. Internet media provides many mass media services, such as email, websites, blogs, and internet based radio and television, Potter (2008).

Discipline

Discipline in this case is defined as the system of rules, punishments, and behavioural strategies appropriate to the regulation of children or adolescent's behaviour and the maintenance of order in schools. Its aim is to control the students' actions and behaviour, Arum (2003).

Behaviour

Behaviour refers to any overt (observable) response, activity or anything that people do that can be directly observed (Bandura 2006).

Internet

Is defined as a global system of interconnected computer networks that use the standard internet protocol suite to link several billion devices worldwide. It is a network of networks that consists of millions of private, public, academic, business and government networks of local to global scope linked by a broad array of electronic wireless and optical networking technologies (World Wide Web).

Television

Television is defined as a telecommunication media that is used for transmitting and receiving moving images and sound. It can transmit images that are monochrome (black and white, coloured, or in three dimensions). Television may also refer specifically to a television set, television program or television transmission (World Wide Web).

Radio

A radio is defined as the radiation (wireless transmission) of electromagnetic signals through the atmosphere or through free space. Information such as sound is carried by systematically changing (modulating) some property of the radiated waves such as their amplitude, frequency, phase, or pulse width (Clint Smith 2003).

Magazines

Magazines are publications, usually periodical publications that are printed or published electronically. The online versions are called online magazines. They are generally published on a regular schedule and contain a variety of content (Christopher Zara 2012).

Newspaper

A newspaper is defined as a periodical publication containing news, informative articles and usually advertising. It is usually printed on a relatively inexpensive low grade paper such as newsprint. The online versions are called online newspapers or news sites. Newspapers are typically published daily or weekly (Weber 2006)

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ABSTRACT

The broad aim of this research was to establish the influence of electronic media on secondary school students discipline in Mbarara Municipality, Mbarara district, Uganda. The focus was to establish the types and magnitude of indiscipline cases among secondary school students, to describe the commonly accessed electronic media by secondary school students and to establish the relationship between use of electronic media and secondary school students' discipline. This study was guided by social learning theory which stresses the importance of observational learning imitation and modeling by Albert Bandura (2006).

By the use of a cross sectional study design with both quantitative and qualitative components the researcher investigated the total population of 1039 that included students and school administration staff of Cleveland and Mbarara secondary school and extracted a sample of 320 student respondents chosen by the use of stratified and 12 administrative staff by purposive sampling. The researcher used the questionnaire and interviews as research instruments, reliability and validity were tested by the content validity index. The data collected among secondary school students through the questionnaire was recorded and interpreted in the tables and qualitative data collected through the interviews from administrative staff was recorded under study themes.

The major findings of the study indicated that students were involved in various indiscipline cases; the highest was particularly unofficial group discussions and sharing of online phone pictures in class. The commonly accessed electronic media by the students was the phone. However, there was no statistical relationship between the prevalence of indiscipline among secondary school students using electronic media as opposed to those not using electronic media, since fishers chi-square is greater than 0.05. Basing on the teachers responses majority of the teachers reported that exposure to electronic media has caused moral degeneration and wastage of precious time by the students.

The study concluded that access and use of electronic media is good for study purposes although it affects negatively on the academic performance and discipline of these students.

The study recommended that learning clubs should be established to foster use of the internet for learning purposes where students are given topics that require searching information in the library and on the internet where topics are presented in weekly clubs; pay phones should be available in schools for communication purposes where regulations are enforced to minimize the sneaking in of phones by students. Also sensitization of parents, teachers and students on the positive and negative impact of electronic media especially television and use of mobile phones should be promoted.

CHAPTER ONE

1.0 Introduction

This chapter represents the background to the study in terms of historical, theoretical, conceptual and contextual background. The chapter also stipulates the statement of the problem, the purpose of the study, research specific objectives, research questions, the scope of the study, and significance of the study, the conceptual framework and operational key terms.

1.1 Background to the study

1.1.1 Historical Perspective

The development of the current high school education can be traced back to the United Nations declaration of 1948 in which the UN declared in Article 25 that; “Everyone has the right to education. Education shall be free at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical professional education shall be made equally accessible to all on the basis of merit” Consequently, international bodies responded to the call by initiating programmed and support for educational systems, especially in low income nations (Doi 1995).

Uganda became independent in 1962, majority of traditional high schools then were government or church founded schools. Government schools were operating under strict regulations of government laws and church founded schools were regulated by morals of the church principles. Head teachers, teachers and students demonstrated awareness of their responsibilities in the school guided by those clear regulations. The quality of school systems as regards to discipline was then very high. However, when the government of Uganda introduced liberalization policy in 1990, the policy was of good intention for promotion of quality of products and services in the country Ojijo (2012). But contrarily, in educational moral context, strict regulations which used to maintain law and order in the schools became compromised by the liberalization policy of the free market economy (Bleiklie & Kogan, 2007).

Unlike church founded schools and government schools which were established on the principles of moral values, private schools which sprang up with the free market policy were established on business principles. Unfortunately, one area that grew along with the development of this policy was mass media, Kiwanuka (2006). The traditional mass media was print media, but the policy of free market economy also saw expansion of other forms of

electronic media such as computers, internet, mobile phones, social networking etc. The expansion of mass media was done with good intention of promoting information use for development. However, the negative impact of the good intentions brought by free market economy led to the compromise of school rules and regulations, which could no longer be used to fully contain all the activities of education system as previously defined by school policy, (Ojijo 2012).

Discipline is one of the core elements entrenched within academic policy of high schools. Zubaidia (2009) defined discipline in schools as respect for school laws and regulations and the maintenance of an established standard of behavior and implies self-control, restraint, respect for oneself and others. A behavior that contradicts the above becomes indiscipline. According to Tunor (2002), if students cultivate the habit of discipline in schools, there will be a smooth running in the school system but the reverse will be the case if students are not discipline.

Cases of indiscipline in high schools continue to be a matter of concern in Uganda. These cases include absenteeism, drug and alcohol abuse, promiscuity, truancy, riots, smoking, vandalism, fighting, reporting late for class and insulting, to mention a few. These acts of indiscipline negatively influence the learning and teaching process as they undermine the purpose of education. Indiscipline in high schools is caused by an interaction of different factors. Home factors include a history of drug and alcohol abuse, violence and socio-economic status of the family. School factors such as unsafe school environment, inappropriate classroom management, teachers humiliating remarks and teacher-pupil relations that are too strict also encourage indiscipline among high school pupils (Baleinakorodawa, 2009), but one factor that includes both home and school environment factors is mass media. Television, Internet, computers, mobile phones, social networking have made information use difficult to regulate and control.

Research elsewhere shows that one approach to reducing indiscipline among learners is to involve them in extra-curricular activities (Fredricks and Eccles, 2006). These activities prevent students from engaging in delinquent acts and provide opportunities for pupils to develop positive relationships with peers and teachers. Extra-curricular activities provide opportunities for growth and development at times when students are unsupervised they may be tempted to engage in risky behaviors (Simpkins, 2003). Parkay (2006), has argued that “students who spend 1 to 4 hours per week in extra-curricular activities are 49 percent less likely to use drugs and 37 percent less likely to become teen parents than their peers who do

not participate in such activities.” Thus, extra-curricular activities create a more conducive environment for teachers and pupils to teach and learn, respectively. These activities contribute strongly to increased pride and sense of responsibility in the students (Parkay, 2006).

However, many researchers suler 2007,Godinho 2014 recognize the impact of mass media on discipline of students but limited research and suggestion have been pointed to that effect, hence, this study is intended to explore the influence of Electronic media on discipline of secondary school students in Mbarara Municipality, Mbarara District.

1.1.2 Theoretical Perspective

The theoretical background to this study was based on social learning theory, which stresses the importance of observational learning, imitation and modelling. The theory integrates a continuous interaction between behaviours, cognitions and the environment, Bandura (2006). The most famous experiment was done in 1961 by Bandura. In the experiment, Bandura made a film in which a woman was shown beating up a doll and shouting aggressive words. The film was then shown to a group of children. Afterwards, the children were allowed to play in a room that held a doll. The children immediately began to beat the doll, imitating the actions and words of the woman in the film.

The study was significant because it departed from behaviourism’s theory that all behaviours are directed by reinforcements or rewards. The children received no encouragement or incentives to beat up the doll; they were simply imitating the behaviour they had observed. Bandura termed this phenomena observational learning and characterized the elements of effective observational learning as attention, retention, reciprocation and motivation.

There are wide spread criticisms that schools in Uganda are producing undisciplined citizens who have less respect for traditional values and morals and also destructive. There is need to rehabilitate the social and moral fabric of both adults and youth whose morals have degenerated over decades. If we accept that the youth today are parents and leaders of tomorrow, the latter will not mold their children into useful citizens. Following observational learning theory, electronic media provides learning environment beyond the regulation and control of the parents and school systems. Many schools in Uganda are adapting to the new trend of information technology as a mean of supporting the activities of learning in schools. Consequently, students are often exposed to violent acts of drugs and pornographic materials on the internet, which are beyond the control of school systems Mayira (1998).

1.1.3 Conceptual Perspective

The conceptual perspective to the study was based on electronic media as an independent variable and adolescent discipline as dependent variable. The study intended to look at the influence of electronic media on the discipline of secondary school students in Mbarara district. Discipline in this case was defined as the system of rules, punishments, and behavioural strategies appropriate to the regulation of children or adolescents and the maintenance of order in schools. Its aim is to control the students' actions and behaviour, Arum (2003).

An obedient student is one who is in compliance with the school rules and codes of conduct. These rules may, for example, define the expected standards of clothing, timekeeping, social conduct, and work ethic. The term *discipline* is also applied to the punishment that is the consequence of breaking the rules. The aim of discipline is to set limits restricting certain behaviours or attitudes that are seen as harmful or going against school policies, educational norms, school traditions, Arum (2003).

Electronic media are diversified media technologies that are intended to reach a large audience by mass communication, Potter (2008). The technology through which this communication takes place varies; this study focused on electronic media the Internet and mobile mass communication. Internet media provides many mass media services, such as email, websites, blogs, and internet based radio and television, Potter (2008).

1.1.4 Contextual Perspective

Mbarara district is located in the western part of Uganda, 260 Km from the capital city, Kampala. Mbarara Municipality, which is the administrative town of the district, has a number of secondary Schools of which some are government-aided schools and others are private schools. While some schools are mixed schools, others are for boys only and others are for girls only.

A number of secondary Schools in Mbarara Municipality, Mbarara District have performed much below average and some have tended to deteriorate. Part of this problem has been attributed to cases of indiscipline, violent demonstrations and revolts have been linked to factors ranging from shortage of teaching and learning materials and lack of effective leadership. Previous studies pointed out that; electronic media is among the contributing factors to deteriorating discipline levels of students in secondary schools in Uganda, Kiwanuka (2006).

According to Kiwanuka (2006), a survey was done on 500 students randomly selected from five participating boarding schools in Mbarara Southwestern part of Uganda. They asked three questions: To what extent are the adolescents exposed to computers and the Internet? Are they interested in accessing health information online? Who uses the Internet and how? Almost half of the participants said they had used the Internet at least once, and the majority said they had been online during the previous week. Most Internet users (82%) reported going online at school; 57% said they use Internet cafes, 17% access the Internet at home; and 11% at someone else's house, Kiwanuka (2006).

1.2 Statement of the problem

Cases of indiscipline in high schools continue to be a matter of concern in the world. Singapore researchers note that there has been an explosive growth of Internet usage worldwide and this is expected to continue with its use becoming an integral part of everyday life. The Internet provides tremendous educational benefits; however, excessive Internet use can lead to negative outcomes such as poor school performance and social isolation (Subramaniam Mythily *et al.*, 2008).

In Uganda, cases of indiscipline have been reported in secondary schools, these cases include drug and alcohol abuse, promiscuity, truancy, riots, smoking, vandalism, fighting, reporting late for class and insulting, to mention a few. In Mbarara Municipality, Mbarara District, several incidences have been reported in various schools. In the year 2014, various schools in Mbarara District experienced strikes where over 50 students were sent home. Students turned rowdy and smashed electricity bulbs in their dormitories and schools in Mbarara such as Cleveland High School, Eden International and Kinoni girls were affected (www.ugandaradionetwork.com). In all the three schools the cause of the strike was reported to be poor leadership. However, some cases of indiscipline are not documented. School factors such as unsafe school environment, inappropriate classroom management, teachers humiliating remarks and teacher-student relations that are strained also encourage indiscipline among high school students, but one factor that includes both home and school environment factors is electronic media. Television, Internet, computers, mobile phones, social networking have made information use difficult to regulate and control (Baleinakorodawa, 2009).

However, not much has been done on studies focusing on the relationship between use of electronic media, specifically internet and television and the influence on students' discipline among secondary schools in Uganda; therefore this study will seek to establish this relationship.

1.3 Study objectives

1.3.1 General Objective

The purpose of the study was to establish the influence of electronic media on secondary school students' discipline in Mbarara Municipality, Mbarara District.

1.3.2 Specific Objectives

The study was guided by the following specific objectives:

- 1) To establish the types and magnitude of indiscipline among secondary schools students in Mbarara municipality, Mbarara district.
- 2) To describe the commonly accessed electronic media by secondary school students in Mbarara municipality, Mbarara district.
- 3) To establish the relationship between use of electronic media and secondary school student's discipline in Mbarara Municipality, Mbarara district.

1.4 Research Questions

The study was guided by the following research questions:

- 1) What were the types and magnitude of indiscipline among secondary schools students in Mbarara Municipality, Mbarara district?
- 2) What were the commonly accessed electronic media by secondary school students in Mbarara Municipality, Mbarara district?
- 3) What was the relationship between the use of electronic media and secondary school student's discipline in Mbarara Municipality, Mbarara district?

1.5 Null Hypothesis

There is no significant relationship between electronic media and students' discipline in Mbarara Municipality .Mbarara district

1.6 Scope of the study

1.6.1 Content Scope

The study was based on two main variables, electronic media and students' discipline, where electronic media refers to diversified media technologies that are intended to reach a large audience by mass communication was the independent variable while students' discipline the dependent variable is defined as a system of rules, punishments and behavioral strategies

appropriate to the regulation of children's behavior or students and maintenance of order in the schools. Under these variables, the study was limited to establishing the type and magnitude of indiscipline cases among secondary school students, describing the commonly accessed electronic media by secondary school students and establishing the relationship between use of electronic media and secondary school students' discipline in Mbarara municipality, Mbarara district.

1.6.2 Geographical Scope

The study was based on two secondary schools within Mbarara Municipality, Mbarara District. The study was limited to the influence of electronic media on students' discipline. It covered two mixed day and boarding secondary schools in Mbarara Municipality, Mbarara district.

1.6.3 Time Scope

The study covered the period from 1990 to 2015. This is in conformity with the period when electronic media expanded in Uganda and Africa, Kiwanuka (2006).

1.7 Significance of the study

Electronic media, specifically the internet and television provides tremendous educational benefits including access to information across a wide variety of topics, establishing educational links and enhancing communication with teachers, parents and classmates. However, excessive Internet use can lead to negative outcomes such as poor school performance, social isolation, and might impede students' achievement of psychosocial developmental tasks.

It is to the hope of the researcher that the study will benefit the ministry of education, school administrators, teachers, students and the entire community at large in the following areas:

The study shall be of benefit to the ministry of education officials since they have a role in setting guidelines and regulations for the secondary schools. The ministry could benefit from the study by improving and guiding regulations needs to revise to confirm to environmental factors affecting discipline of secondary school students.

The knowledge acquired from this study could help school administrators in making planning and decision making about secondary school students discipline with respect to electronic

1.8 Conceptual Framework

The conceptual frame work showing the relationship between electronic media and students' discipline

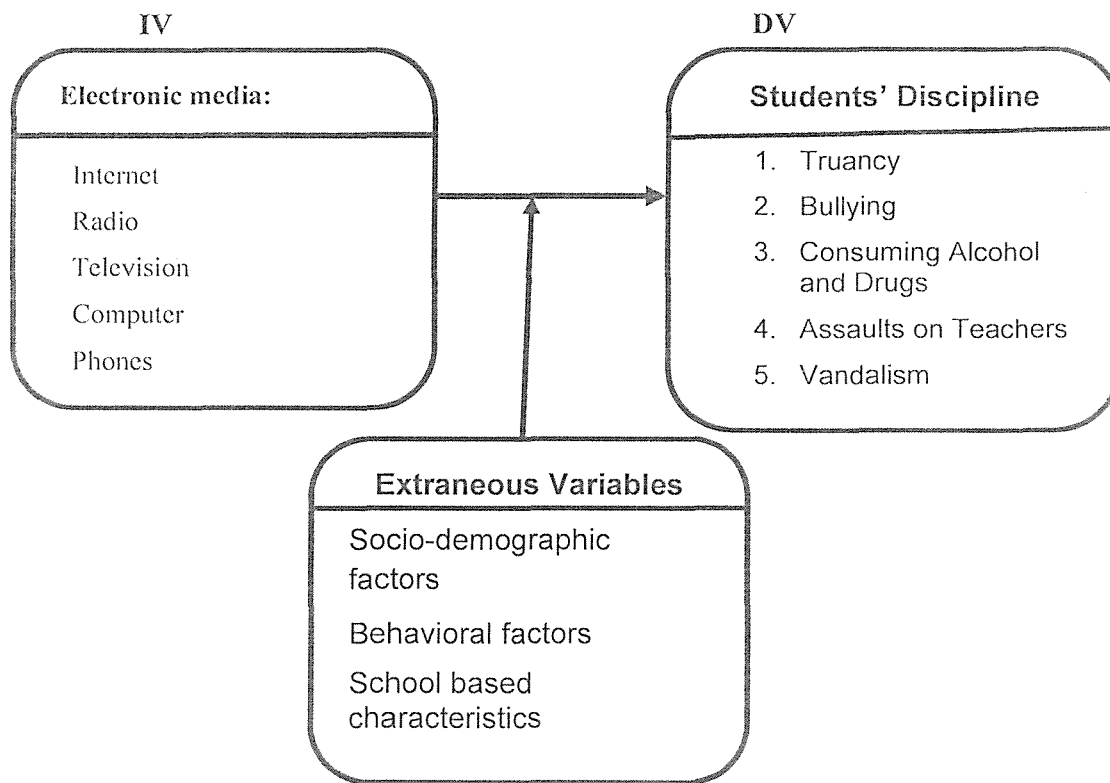


Figure 1: Conceptual Framework

Primary Source 2015

The conceptual framework in Figure 1 above attempts to explain the relationship that exists between the independent variable, dependent variable and intervening variables where electronic media in form of the variable, the internet, radio, television, computer and phones have a direct influence on student's discipline in form of truancy, bullying, consuming, alcohol, drugs, assaults on teachers and vandalism of school property.

Students' discipline as seen in the figure is influenced by electronic media which is rampant in today's world in form of internet, radios, televisions and mobile phones thus encouraging students to put into practice what they have observed from electronic media resulting into indiscipline in schools.

However, there are other factors such as social demographic factors, behavioral factors and school based characteristics that indirectly influence the media and students' discipline.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

Chapter two presents the literature of the study; ideas and views of other authors were properly revisited and quoted in this chapter. Literature was reviewed in line with the following objectives of the study:

To establish the type and magnitude of indiscipline cases among secondary school students, to describe the commonly accessed electronic media by students, to establish the relationship between the use of electronic media on secondary school students' discipline.

2.1 The types and magnitude of indiscipline cases among secondary school students

When referring to performance, Lav Tzu (2007) noted that good performance in any secondary school should not only be considered in terms of academic rigor, but should also focus on other domains of education like affective and psychomotor domains. This refers to other aspects like, discipline, co-curricular activities and school development aspects.

Bitamazire (2005), said that in some secondary schools there is increasing poor performance in mainly the science subjects. Bitamazire added that poor performance was attributed to poor leadership at the school level and that indiscipline in secondary schools is also on the increase, which affects the quality of education outcomes in schools. She argues that many secondary schools still lack the necessary performance requirements, not only because of inadequate funds or even poor facilities but as a result of poor leadership. In the same vein, Lubanga (2010) said that most schools are performing poorly due to the gap in leadership and management skills. He continued to say that students' strikes are common because of poor approach towards solving problems.

Sanderson (2003) observes that discipline in the raising and teaching of children is necessary if they are to become social, productive, and responsible adults. It is therefore imperative that best and effective ways are employed to ensure the development of appropriate character for the young. Newberger (2000) observes that the word "discipline" carries with it the connotation of training, which corrects, moulds, strengthens, or perfects. As Newberger (2000) further observes discipline may be associated with control gained by enforcing obedience.

Previous studies in Uganda pointed out that; electronic media is among the contributing factors to deteriorating discipline levels of students in secondary schools in Uganda, Kiwanuka (2006).

According to Kiwanuka, a survey was done on 500 students randomly selected from five participating boarding schools in Mbarara Southwestern part of Uganda. They asked three questions: To what extent are the adolescents exposed to computers and the Internet? Are they interested in accessing health information online? Who uses the Internet and how? Almost half of the participants said they had used the Internet at least once, and the majority said they had been online during the previous week. Most Internet users (82%) reported going online at school; 57% said they use Internet cafes, 17% access the Internet at home; and 11% at someone else's house, Kiwanuka (2006).

Sarah Ngotho, 2013, in her Study about Student discipline in public Secondary schools in Kiambu county, Kenya reported that school heads and teacher- counselor indicated that there were still cases of indiscipline although the manner in which they occur and nature was different. For instance, disciplinary cases such as bullying, destruction and loss of school property, students sneaking in mobile phones and portable radios, rudeness to teachers, boy/girl relationships, fighting among students, non -attendance of classes, destruction/loss of school property, cheating in examinations, drug use/taking were observed despite being declared illegal in schools.

Rodway *et al.* (2011) surveyed 363 juvenile perpetrators for eight years in England and Wales and found that history of drug and alcohol abuse was common. This was associated with a prevalence of family dysfunction, abuse, educational defects and discipline problems in the home. Doubeni (2010) surveyed adolescents in the United States of America, USA, for a period of four years, among the 52 percent of the 370 subjects who experienced symptoms of nicotine dependence 40 percent of them eventually became daily smokers. He reported that 8 adolescents did not get to recognize the dependence symptoms of smoking, and they were most likely to develop addiction to smoking.

According to Parkay (2006), the most pressing social problems confronting schools in the USA was the abuse of illegal drugs, tobacco and alcohol. Drug abuse among pupils still remained at alarming rates despite its move from the top ranked problems facing schools in the USA to the fourth ranked problem in the 2003 Gallup Poll. The Michigan Institute for Social Research (2002) cited by Parkay (2006: 182) reported that, "in 2001, 54 percent of

students had tried an illicit drug by the time they finished high school, alcohol use remains extremely widespread among today's youth with 80 percent of students having consumed alcohol." A survey conducted by the National Parents Resource Institute for Drug Education cited by Manning (2004) found that high school pupils who carried guns to school in 1993-1994 were 14.5 times more likely to use cocaine, nearly twice as likely to drink alcohol, and three times as likely as to smoke marijuana as compared to those pupils who did not carry guns.

Lockwood (1997) interviewed 110 pupils in USA who reported that they had been involved in illegal drugs, possession of handguns and fighting. Fighting was in form of kicking, hitting with fists or an object, threatening with a gun or a knife or eventually using the gun or knife. About 16 percent of all high school pupils had been in 1 or more fights on school property (Lockwood, 1997). However, a study conducted by the Center for Disease Control and Prevention (1999) on Youth Risk Behavior revealed that over 35 percent of high school pupils in USA had been in a physical fight on school property. As a result, over 5 percent of high school pupils had missed 1 or more days of school because they felt too insecure to go to school. Between 1993 and 1998 117 pupils were killed in acts of violence, the Center reported this as a small percentage but quite an intolerable number.

Grant *et al.* (2011) surveyed 3,999 high school pupils in USA and found that the prevalence of stealing was 15.2 percent. They reported that some of these pupils who stole had impairments in problem-solving skills and a cognitive bias towards inappropriate solutions to problems and had parent-child difficulties. However some pupils who stole just had a diminished ability to resist recurrent impulses to steal objects that they did not need for their monetary or personal use. It was found that such pupils stole during extra-curricular activities hence these pupils missed out on extra-curricular activities.

2.2 The commonly accessed electronic media by secondary school students

According to Kessler (2010), the Internet has no centralized governance in either technological implementation or policies for access and usage; each constituent network sets its own policies. The Internet continues to grow, driven by ever greater amounts of online information and knowledge, commerce, entertainment and social networking. During the late 1990s, it was estimated that traffic on the public Internet grew by 100 percent per year, while the mean annual growth in the number of Internet users was thought to be between 20% and 50%. As of 31 March 2011, the estimated total number of Internet users was 2.095 billion

(30.2% of world population). It is estimated that in 1993 the Internet carried only 1% of the information flowing through two-way telecommunication, by 2000 this figure had grown to 51%, and by 2007 more than 97% of all telecommunicated information was carried over the Internet (Kessler, 2010)

Bercedo Sanz (2005), in his study found that all the teenagers had a television set at home and 24 % of families had four or more television sets. The presence of distinct mass media in teenagers' rooms was 52.5 % for televisions, 57.8 % for computers, 52 % for the Internet and 38.7 % for games consoles. The most frequently found media in teenagers' bedrooms were radio/cassette players and compact disks with 76.8 % and 67.4 %, respectively. Teenagers watched television for an average of 3 hours per day on weekdays and 3.2 hours per day at weekends.

Other Common media types include Radio (Clint Smith, 2003), Television, Magazines (Christopher Zara, 2012), and news papers (Weber, 2006; Joseph, 2010). Some newspapers are publicly owned by government and so less focussed on profits, while others are private and so focussed on profit making, and not so much regulated on what they display since their interests vary (Plambeck, 2010). Large numbers of students own mobile phones and girls use it for social relationships and boys for playing. Over 60% played videogames, without parental control (Muñoz-Miralles, 2014).

Muñoz-Miralles (2014), in his study on access and use of new information and telecommunication technologies among teenagers at high school, health implications, concluded that high scholars gain access to the ICT at younger ages and they use them in almost every aspect of their lives. Some gender differences in their use were detected, as well as in the age of the users and between the types of school. The ICT parental control is associated with better school performance. He further reported that, 23% reported low school performance; 75.2% took extracurricular activities; 88.9% refers a good relationship with their parents. ICT access is homogeneously massive: over 90% of the teenagers had a computer at home and could access Internet, with 47.2% without parental control.

Nie (2007) found out a significant relationship between Internet use and depression has yet been ascertained, there is an association between increased Internet use and psychological distress and loneliness. In addition (Kraut R., *et al.*, 1998 and Morahan-Martin *et al.*, 1997), an increase in the amount of time spent in front of the computer would generally cause the

adolescent to spend less time on other important activities such as schoolwork (Suhail K., *et al.*, 2006).

A study carried out by Tsai and Lin (Shaffer HJ., *et al.*, 2007) on Taiwanese adolescents reported that Internet-dependent adolescents perceive that the Internet negatively affects their daily routine, school performance and parental relations. Males were twice as likely as females to be excessive Internet users. Niemz *et al.*, 2007, similarly reported that males were 3 times as likely to be pathological Internet users. This finding is also consistent with Anderson, (Anderson KJ, 2001) who found that males were 7 times more likely to be Internet- dependent than females.

Griffiths (2000) has suggested that males are more likely to use the Internet to fuel other addictions such as gambling and gaming, which could explain the higher incidence of Internet addiction in males. In as much as Griffiths *et al.*, asked about the sites commonly surfed by students, they did not establish the activity commonly engaged in by students. However, clinical experiences would indicate that girls spend more time in chat rooms while boys spend more time on games and pornographic sites. Adolescents who were excessive Internet users were significantly less likely to have someone they felt they could confide in. While some studies have argued that Internet use removes the human touch in our social interaction and thus increases a sense of isolation, others believe that real-time programmes such as Internet relay chat (IRC) may serve as a form of low-risk opportunity for youth to practise their communication skills (Capbell A J., 2004).

2.3 To establish the relationship between use of electronic media and secondary school students' discipline.

The impact of media advertising on children and adolescents is well documented, as is concern about some aspects of the media's powerful influence on children's attitudes and behaviors (Macklin and Carlson 1999; Inquiry into the Effects of Television and Multimedia on Children and Families in Victoria 2000). Television may be a more powerful socialization agent than peers and teachers' (Hutson, Watkins and Kunkel 1989 cited in Walsh, Laczniak, and Carlson 1999: 119).

As acknowledged in a major New Zealand newspaper, it is notable that: 'The media promote violence as an effective way of dealing with conflict through television, films, videos, and interactive video games' (The New Zealand Herald, 28/11/01).

In evidence given to the Victorian Government Inquiry into the Effects of Television and Multimedia on Children and Families in Victoria, Michael Carr-Gregg (2000: 68) further endorses this view: 'Contrary to some claims, many people in the medical, public health, and scientific communities are in agreement that the relationship between television violence and aggression and violence in young people does exist. Exhaustive reviews of the evidence accumulated over 40 years - and we are talking about 3000 different studies - have led researchers to conclude unequivocally that mass media significantly contributes to the aggressive behaviour and attitudes of many children, adolescents, and, of course, adults.'

However, this power of the media to negatively influence children's attitudes and behaviours may be used to impact positively on the lives of children and adolescents. According to the Inquiry into the Effects of Television and Multimedia on Children and Families in Victoria (2000: 35): 'Qualitative evidence suggests that quality children's television can enhance child development by providing positive role models of cooperation and collaboration as a responsible way of acting in the world.'

Indeed, the constructive use of mass media can assist in teaching children and young people socially desirable ways of dealing with conflict, knowledge of their rights to integrity and protection from harm, healthy eating habits and lifestyles, and ways to assert themselves and their rights in a positive, acceptable manner.

As noted in the Inquiry into the Effects of Television and Multimedia on Children and Families in Victoria (2000: 37), evaluations of educational television programs, designed either for pre-schoolers or for older children, have suggested their effectiveness in 'heightening a range of social behaviours' (Friedrich and Stein 1973), diminishing 'the effects of stereotyping' (Johnston and Ettema 1982), increasing 'preparedness for adolescence' (Singer and Singer 1994), and stimulating the discussion of 'solutions to general social issues' (Johnston, Bauman, Milne, and Urdan 1993). Research suggests that, at least in the short term, television viewing of such programs may increase children's and young people's knowledge and positively change attitudes and behaviors. Unfortunately, longitudinal studies exploring sustained effects are rare and thus inconclusive.

The Inquiry into the Effects of Television and Multimedia on Children and Families in Victoria (2000: 33) further notes that television 'is one of the most popular forms of mass communication and entertainment in Australia [and] has been under-utilised as an educative tool', and suggests that perhaps narrow vision has meant that the deliberate use of television simultaneously to entertain and educate has not been fully recognised. Despite this, Postman (1994) has argued that television is rapidly becoming 'the first curriculum', with educational institutions such as schools following behind.

According to the Inquiry into the Effects of Television and Multimedia on Children and Families in Victoria (2000: 1), 'The one thing on which the critics and the defenders of television agree is that it is a central and pervasive part of modern life. Children can spend more time watching television than any other activity except sleep and that it is a major socialising force in children's lives.'

Mass media education and prevention campaigns may be designed to target children and young people, providing them with useful information and alerting them to avenues for further information, help and support. Campaigns can also use regular television programs for children. Drawing on the research of Baran, Chase and Courtright (1979) and Forge and Phemister (1987), the Inquiry into the Effects of Television and Multimedia on Children and Families in Victoria (2000: 15) states: 'Children have shown cooperative behaviour following one observation of just one episode of positive social behaviour in a commercial television drama and cartoons with a positive social message have produced positive behaviors in pre-schoolers. Discussions of complex issues and approaches to conflict resolution have also been successfully utilized in Australian drama.'

Campaign organizers can approach producers of popular children's television requesting that they incorporate messages, such as a child's right to physical integrity and to protection from harm, and depict desired protective behaviors, such as seeking help if a child feels threatened or unsafe.

Further, campaigns may be designed to give children and young people an opportunity to express their views on issues that affect them, specifically targeting adult audiences that habitually ignore the views and experiences of children and young people. Research on the physical punishment of children (Saunders, in progress) suggests, for example, that adults may be interested to hear children's views on the issue of physical discipline, and children

interviewed in the research were keen for adults to hear their views. To date, however, the media rarely, if ever, consults children and takes their views into account before reporting on the physical punishment of children. Indeed, the media often trivialises the issue of physical punishment (Saunders and Goddard 1998, 1999 (a) and (b), 2000).

Tomison (1996: 77) has noted that The United Kingdom Commission of Inquiry into the Prevention of Child Abuse made a recommendation that the media 'take a more balanced and sympathetic view of children'. Tomison (1997: 25) highlights that: 'In line with a belief in the importance of 'listening to children', the Commission felt that the media should take the views of children into account when presenting on an issue in which children have some interest. The Commission (1996) recommended that the media should have an obligation to consider a child's best interest in stories in which children feature, and that the failure to do so would constitute grounds for a complaint to a relevant authority.'

As reported in Issues Paper 14 in this series, Child abuse and the media (Goddard and Saunders 2001), children can be encouraged to express their views through the media. The UK Children's Express is one example, as is Youth Forum in Melbourne's Herald Sun newspaper.

Godinho (2014), in his study to identified socioeconomic and behavioral characteristics associated with media use in early adolescence, reported that attending public schools, sleeping less time, using tobacco and presenting low levels of physical activity were factors associated with high media use. In boys, living with one of their parents as well as living with younger and older parents was also associated with high media use. Besides the association with less healthier behaviors, we also found higher media use among adolescents from lower social classes and less structured families, which may increase their exposure to negative influence of the media.

Van den Bulck (2004) in his study on Television viewing, computer game playing, and internet use and self-reported time to bed and time out of bed in secondary-school children, concluded that concerns about media use should not be limited to television. Computer game playing and Internet use are related to sleep behavior as well. Leisure activities that are unstructured seem to be negatively related to good sleep patterns. Imposing more structure, such as end times, might reduce impact. He further reported that, Children with a television set in their rooms went to bed significantly later on weekdays and weekend days and got up

significantly later on weekend days. Children with a gaming computer in their rooms went to bed significantly later on weekdays. On weekdays, they spent significantly less time in bed. Children who watched more television went to bed later on weekdays and weekend days and got up later on weekend days. They spent less time in bed on weekdays. They reported higher overall levels of being tired. Children who spent more time playing computer games went to bed later on weekdays and weekend days and got up later on weekend days. On weekdays, they actually got up significantly earlier. They spent less time in bed on weekdays and reported higher levels of tiredness. Children who spent more time using the Internet went to bed significantly later during the week and during the weekend. They got up later on weekend days. They spent less time in bed during the week and reported higher levels of tiredness. Going out was also significantly related to sleeping later and less.

Suler (2007) noted that it is possible that during adolescence ,teenagers start to get involved in the cyber world to gain acceptance among their friends. And not to be lost amidst the internet lingo. Cyber bullying means the misuse of communication technologies for the intention of harming another person, this can cause profound psychosocial outcomes including depression, anxiety severe isolation and suicide Suicide has become one of world's most common forms of death; it has become third leading cause of death among teenagers because of its easy access to personal information and no parental control. Cyber bullies spread around false rumors, trick people into revealing private information, post picture without the permission of the person and directly insult people through massages The internet is also causing society to become antisocial, over use of the internet is taking the students away from important social activities such sports, games discussions.

In summary, indiscipline in high schools is a big problem and its nature seems to be the same in different parts of the world. Cases of drug abuse, smoking, fighting, truancy and violence tend to be associated with adolescents in their high school years. Indiscipline has been found to be mainly caused by home, school and personal factors. A number of remedies have been used to help curb indiscipline, such as counseling, cross-age peer tutoring, community networks and punishment. Studies reviewed suggest that there is a relationship between extra-curricular activities and discipline. Activities such as sports, drama, music, scout, dance, and various clubs like chess club have been used to help curb indiscipline. None the less, the influence of electronic media on student's discipline in secondary schools has been less explored and there's limited data.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter focused on the research design, study population, sampling techniques and instruments used in data collection, validity and reliability, methods of analysis and study procedure.

3.1 Research Design

The study focused on a Cross Sectional Study design with both Quantitative and qualitative components.

It was cross sectional because data was collected across a large sample of respondents at the same point in time. The study also described the type and magnitude of indiscipline among secondary schools' student and the commonly accessed electronic media (descriptive), and established the relationship between the use of electronic media and students' discipline (correlational).

3.2 Study area

The study was conducted in two schools in Mbarara Municipality, in South Western Uganda, 260 Km from the capital city, Kampala. It is the administrative centre of the district and has a number of secondary school of which some are government aided schools (public) and others private. Being a business hub of South western Uganda, provides an opportunity for easy access to a number of electronic gadgets and media like internet, telephone and television. The schools selected for this study were Cleveland High school which is a private mixed day and boarding secondary school and Mbarara secondary school, a public mixed day and boarding school, both of which provide a rich environment for the use of electronic media and are located in the Municipality.

3.3 Study population

We carried out the study in two schools; Mbarara Secondary school and Cleveland High School. Mbarara Secondary School is a public urban mixed school with both boarding and day school components, while Cleveland High School is a private urban mixed boarding and day school. The two schools have a combined population of 1039 students. Mbarara secondary and Cleveland High Schools have a population of 630 and 409 respectively with

the following distribution across classes; I (130, 70), II (141, 77), III (120, 72), IV (130, 60), V (80.40), VI (75, 44) for Mbarara Secondary and Cleveland High Schools respectively.

3.4 Target Population

The target population comprised of students for the quantitative arm of the study and also key administrative informants for the qualitative arm, that is the Head teachers, Directors of studies, Heads of disciplinary committee, Chaplains and Personnel in charge of student affairs. 320 students were sampled from the two schools for the quantitative arm and 12 key administrative staff for the qualitative study.

3.5 Sample size

The sample size for the quantitative study was determined by the sample required to answer objective number three which had the largest of the sample sizes of all the three objectives.

Slovin's formula was used to compute the sample size of the students based on the total students' population in the two schools of 1039 students.

Where $S = N / (1 + (N * e^2))$

$$S = 1039 / (1 + (1039 * 0.05^2))$$

$$S = 1039 / (1 + 2.6)$$

$$S = 1039 / 3.6$$

$$S = 288 \text{ Students}$$

By adding 10% to cater for students' non-responses to some questions, we targeted a sample size of 320 students.

All the key administrative informants from the two schools (12 in total) were included in the qualitative arm of the study. These were the Head teachers, Directors of studies, Heads of disciplinary committee, Chaplains and Personnel in charge of student affairs.

3.5 Sampling Strategies

Selection of the student participants

A Stratified random sampling method was used. In this case, each of the six classes in each school was taken as a separate stratum, this was to give equal chance for the students across the classes to be recruited into the study, and this strategy was deemed the most

suitable. The researcher adopted the above technique because they were reliable, highly representative and presented general view of the results (Virginia and William, 1997). A proportionate sample was separately chosen in each stratum so that the choice of elements in one stratum depended upon the number of students in that class. This allowed a good representation from each class.

Classes	Total class population in the two schools (N_h)	Total estimated students' population ($N=1039$)	N_h/N	Target Sample size per class, $n_h = (N_h/N) * 320$	Target Sample size per class, Mbarara secondary school $n = N_h MSS / N_h * n_h$	Target Sample size per class Cleveland High School $n = N_h CHS / N_h * n_h$
I	200		0.19	62	40	22
II	218		0.21	67	43	24
III	192		0.18	59	37	22
IV	190		0.18	58	39	18
V	120		0.12	37	25	12
VI	119		0.11	37	23	14
Total	1039		1.0	320	207	113

Table 1: Sample size

Based on the apportioned sample size per stratum, a simple random sample was selected within each class in the two schools. In this case, we

- Entered a list of the names of the students within each class into a spread sheet (Microsoft excel).
- Assigned each student a random number.
- Sorted the students by the random numbers.
- Using “Rand between” command specified the range of values in order to select the first random number.

- e. Then the other random numbers equivalent to the sample size estimated per class and more was generated. Another random number was taken for any participant who turned to be unreachable or happened to have left the school.

All sampled students were identified during class time and requested to participate in the study with the help of the school administration. Any person that declined participation was replaced by another person selected at random within the same class, until the target sample size was attained.

Purposive sampling

Purposive sampling was utilized to select the key administrators in the school based on the knowledge, experience and understanding of students' discipline for the qualitative arm of the study.

3.6 Data Collection Instruments.

The data collection instruments were the questionnaire and the interview.

3.6.1 Questionnaire

The questionnaire for the quantitative study was constructed using Likerts scale, the questionnaire comprised of mainly close ended and semi-structured questions. The respondents were asked to choose the alternative that best suited their opinions and their feelings.

Information on social demographic, school characteristics and behavioral factors was collected from the students. The questionnaires were used because of their objectivity and standardization of observations obtained. Another advantage of using a questionnaire is its importance in time saving (Klaus, 2000).

Since the subjects were within the easy reach of the researcher it was presumed not to be so difficult to administer the questionnaire.

3.6.2 The interview

This is a face interaction where the interviewer asks questions to the respondents (Amin 2005). This method allows free expression of the respondents' ideas. An interview guide was used in data collection where the respondents' perceptions, attitudes and behaviors in relation to influence of electronic media on students' discipline was sought

3.6.3 Quantitative data

The researcher obtained responses from selected students by using a semi-structured questionnaire. The questionnaires were used because of their objectivity and standardization of observations obtained. Another advantage of using questionnaires is its importance in time saving (Klaus, 2000). Since the subjects were within easy reach of the researcher it was presumed not to be so difficult to administer questionnaires. The questionnaire for the quantitative study comprised of mainly close ended questions. The respondents were asked to choose the alternative that best suited their feelings and opinions. Information on socio-demographics, school characteristics, behavioral factors, attitudes and academic factors was collected from students.

3.6.4 Qualitative data

The perspectives of administrative staff towards electronic media as a potential factor that influenced students discipline were sought. Also, information on available disciplinary policies and possible solutions to indiscipline among students was sought. The questionnaire for the qualitative study comprised mainly of open ended questions. The respondents were asked about their perceptions of the influence of electronic media on secondary schools students' discipline and the available disciplinary policies and solutions to student's disciplines in the school.

3.7 Data collection procedures

The students were first of all briefed about the purpose and objectives of study and requested for their participation. A written informed consent was sought prior to questionnaire administration. This discussion took place in an open, realistic and humble atmosphere between respondents and the researcher.

A covering letter from the faculty of post graduate studies of Kampala International University was to help in establishing the rapport between the respondents and the researcher.

Thus in order to accomplish the study, the researcher adopted the following procedure for data collection.

- 1) The researcher created a rapport with Head teachers, teachers, and the students. The researcher also presented a letter from University seeking permission from head teachers to collect data.
- 2) The researcher then would hold a brief discussion with the respondents and explain to them the objectives of the study.

- 3) As for the students' questionnaire, the researcher and research assistants administered the instrument to the students with the help of a teacher preferably class by class.
- 4) The following categories of data were collected from this questionnaire: Types of indiscipline experienced by the students, common types of electronic media accessed by the students and the frequency of use.
- 5) The researcher would personally interview the key informants within the school administration and also requested for files containing relevant information for the study. The interview guide focused on the types of electronic media acceptable by the schools' authorities, their perception on how the access to electronic media influence discipline positively and negatively, the regulations in place to control students' use of electronic media and what disciplinary measures are in place to prevent indiscipline in the schools.

3.8 Quality Assurance

To allow good representation from some classes, a stratified random sampling method was employed. Data collection was done by the research assistants who were experienced in research and who had the necessary skills. The researcher piloted the questionnaires before finally administering it so as to test its validity, that is the extent to which it actually measured what it was intended to measure in terms of content rather than measuring something else.

The interviewers would be trained to ensure reliability and accuracy in questionnaire administration. An external review of the questionnaire was done by at least two experts in research to ensure that questions are aligned with the study objectives and are well stated. The interviewer administered the questionnaire in all cases and would ensure that participants understood correctly each question. To ensure quality of record, data was monitored by the main researcher. All questionnaires were checked for completeness prior to data-entry.

3.9 Data Management/Analysis

Data was entered in Microsoft Excel and then imported into STATA 12.0 for analysis. Appropriate data verifications were done to ensure correct entry of data.

The baseline characteristics of participants were described using means and median for continuous variables or proportions in case of categorical variables.

For objectives one and two, proportions were used to describe the type and magnitude of disciplinary acts among secondary schools students in Mbarara municipality and the

commonly accessed electronic media by the students. Means and medians were used to calculate the various proportions. Tables were used to represent the data.

Chi-square test was used to assess for the relationship between use of electronic media and student discipline in objective number three.

Transcribed data from key administrative informants' on perceived influence of electronic media on secondary school student's discipline was reported in the qualitative data analysis.

3.10 Ethical considerations

Permission to do research was granted by College of Higher Degree and Research, and while conducting research, care was taken to respect human dignity, and information so acquired would be kept confidential and used for the purpose of the study only. Another ethical issue adhered to would be integrity which involved acknowledging sources as well as respect for the data.

Also, participants would be treated as autonomous persons and the researcher would respect their decisions, including the decision not to participate.

The researcher, where necessary, would avoid questions or issues that caused embarrassment, guilt, discomfort, or risks. Where such questions would be found inevitable, they would ask in a sensitive manner, with due respect.

In addition to the above, the researcher ensured that the principle of Informed Consent was upheld by providing sufficient information to potential participants in the study to enable them decide on their own, to participate or not to participate in the study.

Above all, the researcher explained clearly to the participants the various methods to be used to record their responses, such as writing down notes, tape or video recording, and taking still pictures. In case of recording and photographs, permission would be sought from the respondent before the exercise of data collection started.

3.11 Limitations

There was a possibility that some students hesitated to report some of their in disciplinary acts or their usage of media in fear that this information would be given to the school administration. This was solved by ensuring that no teacher was involved in the data collection process and a no disclosure assurance was given to students.

3.12 Dissemination

The results of this study were compiled into a report that was availed to the University Library. A publication was made to an appropriate journal. The report was also shared with Mbarara Secondary School and cleverland secondary school administration.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter comprises of data presentation, analysis and interpretation of data that was collected from the field.

A total of 320 students and 12 administrative staff were enrolled in the study between February and March 2015. Data was entered in Microsoft excel and then imported into STATA 12.0 version for analysis.

The following variables were the driving forces of the study that included though not limited to the following:

Social demography of the respondents in terms of age, gender, religion, education level, the magnitude

And type of indiscipline cases among secondary school students, the commonly accessed electronic media by the students, the relationship between use of electronic media and students discipline and perceptions of the administrative personnel towards access and use of electronic media on students discipline.

Participants' baseline characteristics

The demographic characteristics of the respondents are presented in the table below using means and medians for continuous variables. The variables include age, gender, and education among many others as indicated in the table below:

Table 4.1: Socio-demographic characteristics of the students

Characteristic	n [%]
Mean age (SD), years, n=251	17.0 [2.5]
Gender, n=249	
Male	143 [57.4]
Female	106 [42.6]
Religion, n=277	
Catholics	89 [32.1]
Protestants	130 [46.9]
Muslim	31 [11.2]
Pentecostal	17 [6.1]
Others	10 [3.6]
Class of attendance, n=289	
S. 1	63 [21.8]
S. 2	52 [18.0]
S. 3	48 [16.6]
S. 4	58 [20.1]
S. 5	37 [12.8]
S. 6	31 [10.7]
District, n=280	
Isingiro	35 [12.5]
Mbarara	160 [57.1]
Ntungamo	13 [4.6]
Greater Mbarara	20 [7.1]
Others	52 [18.6]
Paying school fees, n=281	
Parents/Guardian/Relative	263 [93.6]
Private	12 [4.3]
Government	6 [2.1]
Tribe, n=283	
Nkore	175 [61.8]
Ganda	46 [16.3]
Kiga	26 [9.2]
Others	36 [12.7]
Parents Alive, n=264	
No	11 [4.2]
Yes	195 [73.9]
Only one	58 [22.0]

From the table 1 above, it reveals that the mean age of the students was 17 years (SD: 2.5). In addition majority of students were males 143/249 (59%). Protestants were the majority with 130/277 (47%). In terms of ethnicity, Banyankole were the majority with 175/283

(62%), and majority of the students were from Mbarara District, 160/280 (57%). For most of the students, school fees were paid by parents 263/281 (94%), while most of the students indicated that their parents were still alive 195/264 (73.9%) as shown in table 1.

To establish the types and magnitude of indiscipline cases among students in Mbarara Municipality

The first objective was to establish the types and magnitude of indiscipline cases among secondary school students in Mbarara Municipality.

All enrolled students were asked to select any of the listed in disciplinary actions that they have practiced as shown in table 3 below.

Table 4.2: Showing the types and magnitude of indiscipline cases among secondary school students in Mbarara Municipality

Type of Indiscipline	Mbarara SS (N=207)		Cleveland HS (N=113)		Total (320)	Percentage
	Frequency	Percentage (%)	Frequency	Percentage (%)	Total Frequency	%
Alcohol intake	31	14.98	9	8.04	40	12.5
Smoking	11	5.31	2	1.79	13	4.1
Missing class when at school	31	14.98	15	13.39	46	14.4
Escape from school	31	14.98	11	9.82	42	13.1
Opposite gender sex	24	11.59	9	8.04	33	10.3
Same gender sex	9	4.35	4	3.57	13	4.1
Fought with colleagues	42	20.28	23	20.35	65	20.3
Murmuring in class	55	26.57	23	20.54	78	24.4
Shares internet photos during class	82	39.61	31	34.82	113	35.3
Come late to school	54	26.09	20	17.86	74	23.1
Absenteeism	39	18.84	17	15.18	56	17.5

Watched online football during class time or preps	35	16.91	7	6.25	42	13.1
Tease fellow students	45	21.74	16	14.29	61	19.1
Missed early morning reading	69	33.33	24	21.62	93	29.1
Plays during class	42	20.29	14	12.50	56	17.5
Destruction of school property	23	11.11	7	6.25	30	9.4
Take drugs (e.g. Cannabis)	13	6.28	6	5.36	19	5.9
Stealing	41	19.81	16	14.29	57	17.8
Comes to school without school uniform	35	16.91	14	12.50	49	15.3
Participated in a strike	24	11.59	13	11.61	37	11.6
Participated in unofficial group discussions	176	85.02	94	83.93	270	84.4
Sports betting	34	16.43	8	7.14	42	13.1
Gambling or money games	29	14.01	7	6.25	36	11.3
Sending phone messages during class	36	17.39	8	7.14	44	13.8
Abusing teachers	19	9.18	6	5.36	25	7.8
Vulgar language	49	23.67	16	14.29	65	20.3

The table above revealed that Students were involved in various indiscipline cases; the highest was participating in unofficial group discussions in class 270/320 (84.4%), sharing online photographs in class, 113/320 (35.3%), missing early morning classes, 93/320 (29.1%), murmuring in class, 78/320(24.4%), coming late to school, 74/320 (23.1%), fighting with other students, 65/320 (20.3%), and using vulgar language, 65/320 (20.3%). Few students reported engaging in sex with same sex partners 13/320(4.1%) and smoking, 13/320 (4.1%).

This means that the types and magnitude of indiscipline cases among students varied according to electronic media accessed by students. The findings also indicate that students put into practice what they read, watch from the sources available to them which in turn influence their behaviors and eventually their discipline.

To describe the commonly accessed electronic media by students in Mbarara Municipality

The second objective was to describe the commonly accessed electronic media by students. All enrolled students were asked to specify the type of electronic media they access, frequency of access and what they use them for. The results are shown in table 4 below:

Table 2.3: Showing Access and Use of Electronic Media

Variable	n	N%
Electronic media accessed		
Television, n= 279	279	209[74.9]
Median times of watching Television (IQR), days/week		3[2-7]
Phone, n=271	271	153[56.5]
Median times of using Phone (IQR), days/week		7[2-7]
News paper online, n=264	264	160[60.6]
Median times of access (IQR), days/week		3[2-7]
Radio, n= 267	267	164[61.4]
Mean times of use (SD), days/week		1[0]
Computer, n=255	255	123[48.2]
Median times of use (IQR), days/week		3[2-7]
Internet use on either phone or computer		

Email, n=108	108	98[90.7]
Social media, n=127	127	115[90.6]
Chat, n=80	80	68[85]
Webpage surfing, n=80	80	63[78.8]
Surfing Study information, n=108	108	102[94.4]
Surfing personal information, n=82	82	69[84.2]
Playing web games, n=97	97	88[90.7]
Web Gambling, n=53	53	36[67.9]
Watching television on internet, n=86	86	74[86.1]
Listening to music on internet, n=102	102	93[91.2]
Downloading music/movies on internet, n=104	104	92[88.5]
Accessing naked pictures/sex movies, n=55	55	34[61.8]
Accessing sports updates, n=92	92	82[89.1]
Watching comedy, n=100	100	94[94.0]
Favorite online newspaper, n=155	n =155	
New vision		53[34.2]
Daily monitor		22[14.2]
Orumuri		35[22.6]
Red pepper		17[10.9]
Bukedde		17[10.9]
Others		11[9.6]
Favorite online newspaper by section		
Politics, n=82	82	70[85.4]
Anything happening in Uganda, n=87	87	79[88.5]
Business, n=84	84	72[85.7]
Sports, n=90	90	80[86.6]
Job advertisement, n=58	58	44[75.9]
Sex and naked pictures, n=45	45	20[44.4]
Others, n=155	155	23[14.8]

*IQR= Interquartile Range

From table 4.3 above, the study indicates that the most used electronic media accessed by the students was the phone, median (IQR) times per week 7 (2-7). Also 123/255 (48.2%) of the students reported access and use of computer, median (IQR) times per week, 3 (2-7). Over

90% of the students reported access and use of internet either on phone or computer; to send and receive email, for social media, surfing study information, playing web games, watching comedy and listening to music. The online New vision newspaper is read the most, 53/155 (34.2%), than other online news-papers. The sports 80/155 (51.6%) and what is happening in Uganda 79/155 (51.0%) sections, are mostly read in all newspapers online, as shown in table 4.3 above

To establish the relationship between use of electronic media and students discipline among secondary school students in Mbarara Municipality

The third objective was to establish the relationship between use of electronic media on student's discipline. The results are presented in the tables shown below;

Table 4.4: Showing the relationship between use of electronic media by students of Mbarara S.S. and their discipline

Student's Use of Electronic media	Indiscipline among students		Total
	Discipline	Indiscipline	
No use of Electronic media	3 (8.82%)	31 (91.18%)	34 (100%)
Use of Electronic media	7 (4.05%)	166 (95.95)	173 (100%)
Total	10 (4.83%)	197 (95.17%)	207 (100%)

Fisher's exact = 0.214

1-sided Fisher's exact = 0.214

The prevalence of indiscipline among those using electronic media as compared to those not using electronic media are 95.95% and 91.18% respectively, Since the fishers exact chi-squared is greater than 0.05, we can conclude that in general there is no statistical difference between the prevalence of indiscipline among students using electronic media as opposed to those not using electronic media in Mbarara Secondary School.

Table 4.5: Showing the relationship between the use of electronic media by students of Cleveland High School and their discipline

Student's Use of Electronic media	Indiscipline among students		Total
	Discipline	Indiscipline	
No use of Electronic media	3 (17.65%)	14 (82.35%)	17 (100%)
Use of Electronic media	6 (6.38%)	88 (93.35%)	94 (100%)
Total	9 (8.11%)	102 (91.89%)	111 (100%)

Fisher's exact = 0.140

1-sided Fisher's exact = 0.140

The prevalence of indiscipline among those using electronic media as compared to those not using electronic media are 93.35% and 82.35% respectively

Since the fishers exact chi-squared is greater than 0.05, we can conclude that in general there is no statistical difference between the prevalence of indiscipline among students using electronic media as opposed to those not using electronic media in Cleveland High School.

Table 4.6: Showing the relationship between use of electronic media by students of both Mbarara Secondary and Cleveland High Schools and their discipline

Student's Use of Electronic media	Indiscipline among students		Total
	Discipline	Indiscipline	
No use of Electronic media	6 (11.76%)	45 (88.24%)	51 (100%)
Use of Electronic media	13 (4.87%)	254 (95.13%)	267 (100%)
Total	19 (5.97%)	299 (94.03%)	318 (100%)

Fisher's exact = 0.027

1-sided Fisher's exact = 0.065

The prevalence of indiscipline among those using electronic media as compared to those not using electronic media is 95.13% and 88.24% respectively

Since the fishers exact chi-squared is greater than 0.05, we can conclude that in general there is no statistical difference between the prevalence of indiscipline among students using electronic media as opposed to those not using electronic media in both schools combine.

Perception of administrative personnel towards access and use of electronic media on students' discipline

A total of 12 administrative personnel were interviewed regarding their perception on the influence of electronic media on students' discipline from both schools. These administrative staffs included the director of studies, deputy headmaster, senior woman teachers and class teachers. The mean duration (SD) of stay of all the personnel in both schools in years was 6 (SD 3.5) in the school, and more than half (54%) were females.

Basing on the findings got from the interview between the researcher and the administrative staff , below are the key categories of the staff responses on influence of electronic media on students' discipline

Using formal interviews alongside the interview guide, The Researcher gathered information on access, use and influence of electronic media on student's discipline, also information on available disciplinary policies and possible solutions to in discipline among the students was sought as seen below;

Respondent (1) Noted that when electronic media is used moderately, the devices can go a long way in enhancing one's academic performance and ICT skills which t he job market demands, he further noted that students should be guided against those aggressive films and pornographic sites that influence student discipline.

Respondent (2) Reported that exposure to electronic media has caused moral degeneration among students as evident by the way they dress. For example some reduce the size of school uniforms to be so short and tight no their bodies which is indiscipline.

Respondent (3 and 4) Noted that electronic media diverts students away from academic issues to non-issues. This is especially true when one is exposed for long hours to social media "diverting their concentration.

Respondent (5) Noted that students accessing and using phones at schools gives parents a peace of mind as they can readily communicate with them regularly and offer guidance. Additionally, these devices help students to access current data especially on IT which is a dynamic field.

Respondent (6) Noted that competition of having the latest electronic gadgets like phones and is often a negative vice that mushrooms among students forcing some to steal in order to keep up appearances.

Respondent (7) said that although the school has instituted security and privacy features to protect students while using online resources, students find ways to by-pass these measures and get online illegally, some student's hookup with sugar mummies and sugar daddies in order to obtain expensive gadgets. This has led to school neglect and dropout,

Respondent (8) reported that too much time spent on electronic media fosters a disconnect from face to face activities. He further noted that its common to find young people paying more attention to their cells instead of fostering interpersonal relationships. During teaching hours, they are even distractive.

Respondent (9) believes that use of electronic media causes "absenteeism" and "wastage of precious time" among students.

Respondent (10) noted that electronic media devices are killing students' creativity and learning opportunities for the better, more students spend more time on pornographic sites and this is likely to influence discipline negatively since they tend to imitate what they see.

Basing on the teachers' opinions on how these challenges can be addressed, here below are the responses from the teachers.

Respondent (1 and 2): asserted that students should be permitted to use devices at school but with regulation of guidelines and rules, failure to abide by the rules should lead to automatic confiscation of one's gadget.

Respondent (3): since we are in the 21st century, where the information age has taken over, the use of electronic gadgets in schools should be promoted and encouraged so as to keep the students up to date with the latest information. He further said that mobile phones should not be used for entertainment nor as a luxury but as an instructional material.

Respondent (4 and 5): the use of mobile phones should be banned, if it is made compulsory as instruction material, some learners would be left out since even some parents don't own mobile phones.

Respondent (6): use and owning of electronic gadgets among learners increase problems of social hierarchy, jealousy, bragging and theft and the cost of airtime would be an extra burden on the parent.

Respondent (7): noted that students should use electronic media but with restrictions from accessing corrupt information.

Respondent (8, 9 and 10): believe that guidance and counseling by both the teachers, parents is the way forward, they further noted that students should be sensitized on both the positive and the negative use of electronic media.

Respondent (11 and 12): students should be encouraged to attend places of worship like churches and mosques where moral holding and promotion is paramount, thus students will put these gadgets to proper use.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS.

5.0 Introduction

This chapter presents discussion, conclusion, and recommendations. All this was dependent on the study objectives as here below.

5.1 Discussion

5.1.1 Socio-demographic characteristics of the study participants

The mean age of the students was 17 years (SD: 2.5), majority of students were males 143/249 (59%) and Protestants with 130/277 (47%). In terms of ethnicity, Banyankole were the majority with 175/283 (62%), and many of the students were from Mbarara District, 160/280 (57%). For most of the students, school fees were paid by parents 263/281 (94%), while most of the students indicated that their parents were still alive 195/264 (73.9%).

5.1.2 Types and magnitude of indiscipline among secondary school students in Mbarara Municipality

In this study, different indiscipline acts were reported by the students; sharing online photos while in class was the highest act of indiscipline, followed by murmuring in class, coming late to school and missing class. The least committed indiscipline acts were smoking and having sex with same sex partner, The findings from this study are in agreement with those by Kiwanuka (2006) and Sarah Ngotho (2013) who reported that the commonest types of indiscipline cases among secondary schools students were; students sneaking in mobile phones and portable radios, non –attendance of classes, boy / girl relationships, fighting among students, rudeness to teachers, bullying and lastly drug use / taking. Sarah asserted that indiscipline cases were increased by accessibility of mobile phones by students which they used in mobilizing other students to rebel against their leaders thus culminating into indiscipline cases in schools.

However this finding is not in agreement with Rodway *et al* (2011), Doubeni (2010) and Parkay (2006) who all reported that illegal drugs, tobacco, alcohol use were the commonest form of indiscipline among high school students in the USA. Parkay also reported possession of hand guns by students and fighting as some of the indiscipline cases in his study. These

differences in the study findings could be explained by the lifestyles in these communities where drug use is quite rampant and gun possession by adults is liberal and legal.

5.1.3 The commonly accessed electronic media among students in Mbarara Municipality

Secondary school students in the two schools accessed and used different forms of electronic media. The commonly accessed electronic media in this study were; the phone, median (IQR) times per week 7 (2-7), computers 123/255 (48.2%), median (IQR) times per week, 3 (2-7), internet either on phone or computer; to send and receive email, for social media, surfing study information, playing web games, watching comedy and listening to music. The online New vision newspaper is read the most, 53/155 (34.2%), than other online news-papers. The sports 80/155 (51.6%) and what is happening in Uganda 79/155 (51.0%) sections, are the most read in all newspapers online.

This finding is in agreement with a study conducted by the Weekly Observer newspaper (June 2015) which showed that the phone, especially the smart phone is the commonest used electronic media in Kampala schools. The reasons advanced for their use were; enhancing their IT skills, academic search, watching their favorite sports, to look for current affairs and reading their favorite online newspapers on the internet. Studies elsewhere are in agreement with this finding. Munoz 2014 in his study reported that 90% of the teenagers had a computer at home and access the internet, 90% owned a mobile phone. Girls use it for social relationships while boys for video games.

Students who are excessive internet users are significantly less likely to have someone they feel they can confide in. This affects inter personal relationships both with class mates and with teachers, too much time spent on phones ,internet and computers foster a disconnect from face to face activities from one environment hence” killing” ones creativity and learning opportunities for better. This is in line with Griffiths (2000) who asserted that boys are more likely to use the internet to fuel addictions such gambling and games which could explain the higher incidence of internet addictions in males.

The findings are also in agreement with Sanz (2000) who found out that the presence of distinct electronic media in teenagers' rooms was 52.5% for television, 57.8% for computers, 52% for the internet and 38.7% for game consoles. The most frequently found media in

teenagers bedrooms were radios, cassette players and compact discs with 76.8% and 64.4% respectively.

More students access and use the internet for watching comedy, searching for study information and for social networking, and least interested in accessing naked pictures/sex movies. Like Muñoz-Miralles, in his study also found that a large numbers of students who owned mobile phones used them for social relationships and playing games. (Muñoz-Miralles, 2014)

Internet media provides many electronic services like email, Websites, blogs and internet based radio. Students access and use these blogs for study purposes, social networking, watching comedy, gambling and gaming among others, students also watch aggressive films and Pornographic sites, diverting their concentration and wasting precious time .This is in agreement with Shaffer (2007)who reported that the internet dependent adolescents perceive that the internet negatively affects students' daily routine, discipline, school performance and parental relations. With the accessibility of the internet services, the drop in the prices of phones and the cost of airtime, students continue to use and access electronic media, though school authorities argue that electronic media compromise students discipline, learners continue to defy the odds in the name of wanting to communicate with the outside world, therefore the increase in the use is associated with the availability of electronic media and the benefits associated with its use.

5.1.3 Relationship between use of electronic media and students' indiscipline in Mbarara Municipality

Using chi-square, the relationship between electronic media and student's discipline was established, in both schools the prevalence of indiscipline among those using electronic media as compared to those not using electronic media was 95.13% and 88.24%, with a total of 94.03. Fishers exact 0.065. since fishers exact chi-square was greater than 0.05 ,we conclude that in general there's no statistical difference between the prevalence of indiscipline among students using electronic media as compared to those not using electronic media in both schools combined . In conclusion therefore, the study found no significant relationship between the use of electronic media and students' indiscipline. Basing on the above findings we accept the null hypothesis and reject the alternative hypothesis.

The only indiscipline that was more commonly seen among students using electronic media as against those not using electronic media was that of “Missing class when at school”. This difference has only borderline statistical significance (Fishers exact chi-squared= 0.056)

Other Indiscipline cases were also seen mostly among those using electronic media, but the difference between the two groups was not statistically significant as evidenced by the Fisher’s exact chi squared Which was greater than 0.05 in these cases.

The reason for these difference not being statistically significant can be as a result of the small number of students who claim not to be using electronic media (52 i.e. 16.3% of all students). It can also be due to the effect of “pair-group pressure”. Though they are not using the electronic media themselves, yet they are negatively influenced by those who are using the electronic media. These findings were disagreed upon by Gidinho (2014) who reported that adolescents sleeping less time, using tobacco and presenting low levels of physical activity were factors associated with high media use, besides the association with less healthier behaviours, high media use among adolescents from lower social classes and less structured families are other factors, which may increase their exposure to negative influence of electronic media.

These findings are also not in line with Suler (2007 who noted that it is possible that during adolescence, teenagers start to get involved in the cyber world to gain acceptance among their friends and not to be lost amidst the Internet lingo .Cyber bullying means the misuse of communication technologies for intention of harming another person. This can cause profound psychosocial outcomes including depression, anxiety, severe isolation and suicide The findings were also disagreed upon by Kraut *et al.*, 1998 , who described the Internet paradox as one where a social technology used primarily for interpersonal interaction could increase social isolation and decrease psychological wellbeing among its users. They reason that the superficial relationships formed online displace meaningful relationships in the real world. While it is possible that Internet use may result in isolation, the reverse is also possible. In other words, feelings of social isolation may draw teenagers into finding a sense of belonging in the virtual world.

These finding are also not in agreement with Rose *et al.*, 2007, who suggested that Internet communication with people we know can alleviate depression, at least among socially isolated and moderately depressed populations such as college students, who may tend to rely on social technologies to receive social support, whoever, The findings are in agreement with Shaffer 2007 views who said that electronic media has a strong relationship on

students discipline and further noted that electronic media can be used for learning purposes and achieving academic excellence if used properly as some students reported using internet to surf academic information excelled in academic performance.

The perceptions of the schools' administration on influence of electronic media on students' discipline in Mbarara Municipality

The qualitative analysis of the teacher's perception on influence of electronic media on students discipline is that it has caused moral degeneration as evident by the way they dress. They believe that it distracts them from their school work through "diverted concentration", causing "absenteeism" and "wastage of precious time". In line with Kraut R., *et al.*, and Morahan-Martin *et al.*, spending a lot of time in front of the computer would generally cause the student to spend less time on other important activities such as schoolwork (Kraut R., *et al.*, 1998 and Morahan-Martin *et al.*, 1997). Also Tsai and Lin in their study in Taiwan reported that Internet-dependence among students negatively affects their daily routine, school performance and parental relations (Shaffer HJ., *et al.*, 2007).

There was a general agreement that access and use of electronic media (internet and television) is good for the students, however there was a perceived perception that this access and use affects class concentration, performance and affects negatively on the discipline, of the students. This can be seen from the commonly accessed and used electronic media the phone, and online photos which students share during class time which is a form of indiscipline.

These findings are consistent with respondent (1) who *noted that students access and use the computer lab during computer lessons and though the school has instituted security and privacy features to protect students while using online resources, students find ways to bypass these measures and get online illegally. Some hook up with sugar mummies and sugar daddies in order to obtain expensive gadgets.*

The findings are also in line with respondent(2) who *reported that exposure to electronic media has caused moral degeneration among students as evident by the way they dress, some reducing on the size of school uniform making it so short and tight on their bodies which is a form of indiscipline.*

However these findings are not in line with respondent (5) who *said that letting students have phones at school gives parents a piece of mind as they can easily communicate with their parents for guidance and additionally these devices help them to access current data especially on IT which is a dynamic field.*

This is not in line with respondent (6 and 7) who *noted that competition of having the latest gadgets is also often a negative vice that mushrooms among students forcing some to steal in order to keep up the appearances. Use and access of phones among students is likely to increase the problem of social hierarchy, jealousy, bragging and theft. The cost of airtime would also be an extra burden to the parents.*

As to their opinion of how this problem can be addressed, most teachers believe that limiting students' use of electronic media is of prime importance. Others believe that restricting them from accessing the corrupt information specifically is a better option. Some also believe that guidance and counselling by both teachers and parents is the way forward. Other options such as "sensitizing students" and "encouraging them to attend church services were also made.

Electronic media can be used for learning purposes and achieving academic excellence if used properly, as some students reported using internet to surf study information, although access and use of electronic media can improve performance of the students, both teachers and the students acknowledge it can negatively affect the behaviors of the students.

Therefore like the teachers suggest regulation of electronic media access and use should be in forced. Like in the study by Newberger discipline may be associated with control gained by enforcing obedience. Newberger (2000) other techniques such as counseling and guidance can be used to guide the students on use of electronic media.

5.2 CONCLUSION

For objective one, secondary school students engage in various indiscipline acts; murmuring in class, sharing online pictures while in class, missing early morning class, fighting with other students and using vulgar language were the most frequent indiscipline acts. Although having sex with same sex partner was less among the students, but it is noted that it exists in the schools.

Objective two, the phone, Television, radio, and the online New Vision newspaper, are the most used electronic media channels by the students. Students like section of current happenings in Uganda, politics, sport and business of the online newspapers accessed. Internet is also mostly accessed and used for surfing study information, watching comedy, playing games and networking.

For objective three, since fishers chi-square is greater than 0.05. We conclude that there is no significant relationship between electronic media use and student's discipline. Both the teachers and the students agreed that the use of electronic media is good for the students although, sensitization and counseling must be provided to the student.

5.3 RECOMMENDATIONS

For objective one, since most students' access and use newspapers, they should be availed in the school's library where they can be read by all students. Students can prepare news bulletins to read every assembly day. This will reduce on sharing of online photos and murmuring in class.

Involve religious leaders in guiding and counseling students on use of electronic media and participating in other personal development activities such as youth fellowship, learning of life skills among others.

Objective two, learning clubs can be established to foster use of internet for learning purposes. In these clubs students can be given topics that require searching information on the internet and also use of other library material and the topics can be presented in weekly clubs' day. This fosters the use of the internet purposely for study purposes.

Pay phones should be availed at school for communication purposes. With these pay phones, mobiles phones sneaked in by students can be reduced and regulations will be enforced.

Objective three, since electronic media has no influence on students' discipline sensitization of parents, teachers and students on the positive and negative impact of electronic media. Although students use electronic media, it does not significantly influence their discipline;

the use of electronic media should be encouraged and regulated. Especially television and use of mobile phones, both at school and at home .Avail electronic media learning materials such as recorded lessons, and regulate or control watching of channels of television at home by using parental control options.

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APPENDICES

APPENDIX 1: STUDENTS' QUESTIONNAIRE

SECTION A: BIO DEMOGRAPHIC PROFILE PF THE RESPONDENTS

INSTRUCTIONS:

Put a circle to indicate the answer of your choice. On some sections in which a 'tick box' is provided, use a 'tick' instead of a circle.

Please add a comment where required.

Write in CAPITAL LETTERS at all times.

We request you to try to complete the questionnaire.

Study identification no:

Interview date: / /

SOCIODEMOGRAPHIC CHARACTERISTICS	
Age: <input type="text"/> <input type="text"/> (years)	Gender: 1) Male 2) Female
Religion 1) Catholic 2) Protestant 3) Muslim 4) Pentecostal 5) Others (Specify).....	Class of attendance 1) S.1 2) S.2 3) S.3 4) S.4 5) S.5 6) S.6
District of origin: <input style="width: 90%;" type="text"/>	Number of siblings? <input style="width: 40px;" type="text"/>
Parents alive: 1) Yes 2) Only one 3) No	Tribe: <input style="width: 90%;" type="text"/>
Who Pays your school fees 1) Parents/guardians/relative 2) Private Sponsor	

3) Government		
SECTION B: TYPES AND MAGNITUDE OF INDISCIPLINE AMONG STUDENTS		
Tick the box if you have found yourself doing any of the following practices even if it was just once, within the last one year? (Be as sincere as possible)		
Alcohol intake	<input type="checkbox"/> No	<input type="checkbox"/> Yes
Smoking	<input type="checkbox"/> No	<input type="checkbox"/> Yes
Unofficial Missing of class when present at school	<input type="checkbox"/> No	<input type="checkbox"/> Yes
Unofficial escape from school	<input type="checkbox"/> No	<input type="checkbox"/> Yes
Had sex with opposite sex partner	<input type="checkbox"/> No	<input type="checkbox"/> Yes
Had sex with same sex partner	<input type="checkbox"/> No	<input type="checkbox"/> Yes
Fought with colleague	<input type="checkbox"/> No	<input type="checkbox"/> Yes
Murmuring during class or not concentrating while in class	<input type="checkbox"/> No	<input type="checkbox"/> Yes
Sharing a nice news paper picture while in class	<input type="checkbox"/> No	<input type="checkbox"/> Yes
Coming late to class/school	<input type="checkbox"/> No	<input type="checkbox"/> Yes
Non-official absenteeism from school	<input type="checkbox"/> No	<input type="checkbox"/> Yes
Watching football during class time or preps	<input type="checkbox"/> No	<input type="checkbox"/> Yes
Teasing fellow students	<input type="checkbox"/> No	<input type="checkbox"/> Yes
Missing Early morning reading time (Winter)	<input type="checkbox"/> No	<input type="checkbox"/> Yes
Playing within class while teacher is teaching	<input type="checkbox"/> No	<input type="checkbox"/> Yes
Destruction of school property	<input type="checkbox"/> No	<input type="checkbox"/> Yes
Taking drugs (Cannabis, Marijuana)	<input type="checkbox"/> No	<input type="checkbox"/> Yes

Stealing from any one.	<input type="checkbox"/> No	<input type="checkbox"/> Yes
Coming to school without school uniform	<input type="checkbox"/> No	<input type="checkbox"/> Yes
Participated in a strike	<input type="checkbox"/> No	<input type="checkbox"/> Yes
Participated in group discussions	<input type="checkbox"/> No	<input type="checkbox"/> Yes
Sports betting	<input type="checkbox"/> No	<input type="checkbox"/> Yes
Gambling/money games	<input type="checkbox"/> No	<input type="checkbox"/> Yes
Sending messages (on phone or internet) while in classes	<input type="checkbox"/> No	<input type="checkbox"/> Yes
Abusing Teachers	<input type="checkbox"/> No	<input type="checkbox"/> Yes
Vulgar language	<input type="checkbox"/> No	<input type="checkbox"/> Yes

SECTION C: ACCESS AND USE OF ELECTRONIC MEDIA

Do you have access to any of the following mass media?			If Yes on any of the media, How often do you access in a week?
TV	<input type="checkbox"/> No	<input type="checkbox"/> Yes	_ _ days
Phone	<input type="checkbox"/> No	<input type="checkbox"/> Yes	_ _ days
News Papers	<input type="checkbox"/> No	<input type="checkbox"/> Yes	_ _ days
Radio	<input type="checkbox"/> No	<input type="checkbox"/> Yes	_ _ days
Computer/Laptop	<input type="checkbox"/> No	<input type="checkbox"/> Yes	_ _ days
Others, specify:			

SECTION D: RELATIONSHIP BETWEEN ELECTRONIC MEDIA AND STUDENTS' DISCIPLINE

Phone, computer, Internet Use

If you access Internet on phone or computer, have you used it for any of the following?

- ☐ Emailing friends
- ☐ Social media messaging (e.g. Facebook)
- ☐ Talking in chat rooms
- ☐ Creating or maintaining a personal Web page.
- ☐ Information Surfing for study/school work.
- ☐ Information Surfing for personal interests.
- ☐ Playing Web games
- ☐ Internet gambling
- ☐ Watching TV on the Internet
- ☐ Listening to music on the Internet
- ☐ Downloading music/movies from Internet
- ☐ Shopping online
- ☐ Accessing Naked pictures/sex movies
- ☐ Accessing sports updates
- ☐ Watching comedy

News Paper Use

If you access newspapers,

What is your favorite Newspaper?

What sections are you always interested in?

- ☐ Politics
- ☐ Anything happening in Uganda
- ☐ Business
- ☐ Sports
- ☐ Job advertisements
- ☐ Sex and naked pictures
- ☐ Others, specify:

.....

Television Use

If you access TV:

What is your favorite TV station?

<input type="checkbox"/> Other (Please Specify): 	What type of channels do you watch? (You can tick more than one) <ol style="list-style-type: none"> 1. Family Movies 2. Romantic Movies 3. Warfare/fighting movies 4. News 5. Secular Music 6. Gospel Music 7. Religious preaching 8. Lifestyle (cooking, behavior) 9. Comedy
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PERCEPTIONS TOWARDS ELECTRONIC MEDIA

Tick if on any of the responses that reflect your opinion on each of the following statements.			
	(1) Agree	(2) Not sure	(3) Disagree
Using phones at school is good for me as a student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accessing Internet is good for me as a student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Watching TV is good for me as a student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Certain TV programmes and movies can cause someone to get new behaviors or habits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Over access to internet may affect my class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

concentration.				
What I watch may affect my school performance and behavior.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you think your access to mass media has affected your behavior either positively or negatively? 1) No 2) Yes		If mass media has positively affected you, specify in which way? <hr/>		
If mass media has negatively affected you, specify in which way? (State all the habits or problems you have encountered because of your use of electronic media.) <hr/>				
ACADEMIC FACTORS				
How do you gauge your academic performance? <input type="checkbox"/> Poor <input type="checkbox"/> Good <input type="checkbox"/> Excellent <input type="checkbox"/> Don't know <hr/>		Do you think mass media has had a negative effect on your academic performance? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure <hr/>		
<p style="text-align: center;">THANK YOU FOR YOUR PARTICIPATION!</p>				

APPENDIX 2: TIME SCHEDULE

The proposed study will be carried out with in a period of 7 months. The activities to be done are summarized in the table below.

Duration	Activities
August – September 2014	Topic selection literature review, completion of proposal writing and field survey
October – December 2015	Data collection, Data analysis, report writing and submission

APPENDIX 3: PROPOSED BUDGET FOR THE STUDY

Item	Quantity	Unit Cost	Total Cost
Stationery (Paper, Pens, Questioners)	15 Reams	20,000/=	300,000/=
Typing and photocopying (Allowances & Cash payments)	2 Persons	10,000/= @ day For 30 days	600,000/=
Tape recorders, cassettes and cells (Hiring)	1 Recorder	15,000/= @ day For 30 days.	450,000/=
Transport	1 Person	10,000/= @ day For 30 days.	450,000/=
Miscellaneous			250,000/=
TOTAL			2,150,000/=

APPENDIX 4: INTERVIEW GUIDE

1. What types of electronic media are acceptable for use by students in the school?
2. How does access to electronic media affects students' discipline positively?
3. How does access to electronic media affects students' discipline negatively?
4. Which regulations are put in place to control student's use of electronic media?
5. In what ways can the Negative effects of electronic media be limited among students
6. What disciplinary measures are put in place to prevent indiscipline in schools?

APPENDIX 5: SHOWING STUDENTS SENT HOME AFTER STRIKE



Students of Ntare School Mbarara being sent home after strike in 2014

COLLEGE OF HIGHER DEGREES AND RESEARCH

DEPARTMENT OF SOCIAL SCIENCES

March, 06, 2015

INTRODUCTION LETTER FOR LUKENDO JOSEPHINE REG. NO.
MCP/41816/133/DU TO CONDUCT RESEARCH IN YOUR AREA

The above mentioned candidate is student of Kampala International University pursuing Masters' of Arts in Counseling Psychology.

She is currently conducting a field research for her dissertation titled "**Influence of Electronic Media on Secondary School students' Discipline in Mbarara Municipality, Mbarara District.**"

Your area has been identified as valuable source of information pertaining to her research project. The purpose of this letter then is to request you to avail her with pertinent information she may need.

Any information shared with her will be used for academic purposes only and shall be kept with utmost confidentiality.

Any assistance rendered to her will be highly appreciated.

Yours truly,


Prof. Maicibi Alhas
Principal, CHDR.

