THE IMPACT OF INDISCIPLINE CASES ON LEARNER'S ACADEMIC PERFORMANCE. A CASE STUDY OF KASESE MUNICIPALITY UGANDA

BY

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A RESEARCH DISSERTATION SUBMITTED TO THE COLLEGE OF EDUCATION OPEN DISTANCE AND E- LEARNING IN PARTIAL FULFILLMENT FOR THE
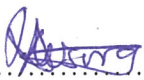
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DECLARATION

I Atwongere Nusura Reg No BAE/41562/133/DU declare that this research dissertation is a result of my own efforts. To the best of my knowledge it has never been submitted to any university or institution for any academic award.

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Date:...02·09·2016.........

APPROVAL

This is to confirm that this research dissertation by Atwongere Nusura Reg No BAE/41562/133/DU entitled "The Impact of Indiscipline Cases on Learner's Academic Performance". A Case Study Kasese Municipality, is under my supervision and is now ready for submission to the college of education, open, distance and e-learning with my approval.

Signature: ....

Mr. Onyeit Wilson

Date: 02.09.2016 ....

DEDICATION

I dedicate this research dissertation to my parents, whose value of decency and dignity will always be inspiration.

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First I would like to acknowledge the divine presence of my Almighty God to whom this research study would not have been successful without His guidance, love, care and protection. All the Glory belongs to Him.

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CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter presents the background of the study, the problem of the study, objectives of the study, research questions, scope of the study, significance of the study, definition of terms.

1.2 Background of the study

Kasese town council is found in Kasese district found in the western part of Uganda. The area is composed of people with different tribes such as Bakonjo, Basongora, Batooro, Banynkole among others of which the Bakonjo and the Basongora are the most dominant community in the community.

The main economic activities include subsistence agriculture with coffee and cotton as the major cash crops and livestock though carried on small scale and commerce. On the educational point of view, Kasese Town Council had fifteen schools which include both government aided private secondary schools.

Due to Bakonjo and Basongora dominance in the town council, the issue of tribalism and pastoralism cause much indiscipline cases in schools. There is on doughty that indiscipline cases in schools increase because of these issues. Students in schools strike because of their tribalism, students tend to come late and sometimes they don't completely come to school because they prefer taking their cattle to eat. This leaves the teachers and school administrators mourning. Indiscipline in this context refers to acts and behaviors that go against the established rule and regulations of the schools. The need to attain improved academic performance called for improved discipline among students.

Indiscipline is an act of not conforming to order, policies procedures, rules and regulations of a society. The issue of indiscipline is one of the social problems among the Uganda youth, whether in post secondary school, higher learning. The impact of indiscipline cases are manifested in all works of life including the smooth running of schools.

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In any civilized society, the fostering of discipline is a necessary condition on the maintenance of law and order. It is a pre-requisite for the promotion of political, social and economic development of a society or nation achieves is to a large extent a function by its various organs and what they are able to inculcate on the youth is very essential in order to ensure loyalty of the citizens and to the social and economic development of the country.

The ministry of education stated the purpose of education as follows:

"To create a good society where all its members can use their disposal to develop all the natural resources within the environment in pursuit of the self goal and objective? There are been a considerable exhibition of indiscipline in school of which a lot of bad behaviour such as smoking, drunkenness, stealing, gambling. Bribery, corruption and drug addiction flourished.

The family as agent of socialization could have significant impact on the child. This is evident from the fact that is the first place, which the child learns about the environment and the world at large. Parents inculcate in the child their acquired behavioural patterns. The school as agent of socialization and training is responsible for molding our future leader and improving manpower needed in our society. Indiscipline rears its ugly head through the form of lack of local commitment and dedication to work, lateness to work. Absenteeism, neglect of duty and parents who feels less concern about their children by going out to work very early and coming late when the children are already asleep. All these have a way of retarding progress of work and also limit out effectiveness and efficiency.

The school as an organization should be able to delivers humanitarian services, which is geared towards the betterment to the government and the society. Such as the ability to inculcate moral, punctuality, regularity, honesty and dedication of work. This means the school should be able to produce disciplined students who will later become good citizens are free from any indiscipline act be it drug addiction, gambling, truancy school or other vices. Indiscipline, which serves as a major source of some social vices in Uganda is of great concern to the parents, government and teachers such vices include stealing, pocket picking, drug abuse among youth also constitute nuisance to the government and society.

Emphasing the high rates of indiscipline cases in 2008 inform of strikes like at Kasese secondary school the students who passed in first grade declined from 5% to 3.1% these were only 103 students out of 3317 as reported in daily monitor news paper by Lomon Muyital and Grace Natabaalo.

Indiscipline students perform poorly because they tend to lack concentration since they spent much time hiding from teachers, such students rarely approach teachers for academic help outside class as reported by Borniface

The above state of indiscipline stimulated the researcher's interesting finding out the impact of indiscipline cases on learner's academic performance among secondary schools in Kasese town council.

The source of data for the research will be based on three secondary schools which were Kasese Muslim secondary school, Kasese senior secondary school and Kasese high school.

1.3 Statement of the problem

The target of this research is to study the impact of indiscipline cases on learners' academic performance among secondary schools in Kasese Town Council, Though some scholars like Gibson suggested that there is no effects of indiscipline cases on Learners' academic performance. This study is concerned with the impact of indiscipline cases on learner's academic performance in secondary schools. The danger of indiscipline cases in school as well as its influence on the student cannot be over emphasized. The school environment, teachers, parents, society, peer groups have their individual and collective role. In order to understand this study, the following problems areas need to be investigated. That indiscipline affects the academic performance of the students, that indiscipline contributes to the poor performance of the student, that indiscipline can be attributed to parents' inability to meet the child's needs.

The researcher therefore undertook the research in order to establish thorough and dependable information concerning the impact of indiscipline cases on learners' academic performance among secondary schools in Kasese municipality.

1.4 Objectives of the study

1.4.1 General Objectives of the study

The overall objective of the study is to analyze the impact of indiscipline cases on learners' academic performance among secondary schools in Kasese municipality.

1. 4. 2 Specific objective of the study

The research study was guided by the following objectives;

To examine the effects of absenteeism of on learners' academic performance in Kasese Municipality Uganda.

To establish the effects of late coming on learners academic performance in Kasese Municipality Uganda.

To analyze the effects of strikes on learners' academic performance in Kasese Municipality Uganda.

1.5 Scope of the study

1.5.1 Geographical scope

The study was conducted in Kasese district which found the western part of Uganda. Like most other Ugandan districts. The town of Kasese is the site of the district headquarters. Kasese district was formed in 1974 under the Provincial Administration of Rwenzori district that was curved out of Tooro. Prior to this, it was part of Toro kingdom that comprised the present districts of Bundibugyo, Kabarole, Kyenjojo, Kamwenge and Kasese. Kasese district is located along the Equator in the western region of Uganda. It borders the districts of Kabarole and Bundibugyo in the north, Lake George and Kamwenge in the east, Bushenyi and Lake Edward in the south and the Democratic Republic of Congo in the west. The district has an approximate total area of 31,205 sq km that is covered by wetlands, water and a savannah type of vegetation. The district has a mountainous terrain in the north with flat plains in the south.

1.5.2 Context scope

It covered samples from students, teachers, and parents of students in the selected schools. The variables of the study were the effects of absenteeism of on learners' academic performance, the effects of late coming on learner's academic performance, the effects of strikes on learners' academic performance in Kasese Municipality Uganda.

1.5.3 Time scope

The research took a period of three months that is from June to august. This gave humble time for researcher to complete the study

1.6 Significance of study

The study to be conducted by the researcher was very important in the field of education especially among secondary schools in Kasese Municipality Uganda and the sampled schools in particular. This result of the study is to help further academic endeavors.

Improving performance thoroughly needed curbing down indiscipline cases which tended to create hostile learning conditions. This was to simplify the work of teachers in enforcing instructions.

The findings of the study helped future researchers in this field. The formidable, concrete and dependable findings of the research provided good data upon which future researchers based their studies.

To the researcher, the study was a partial fulfillment of the requirements for the award of Bachelor's degree of arts education of Kampala International University..

1.7 Definition of Terms

The following definition is important for the successful completion of this project.

Truancy: Act or habit of staying away from school without permission.

School administration: Is a formularized system which plans and co-ordinate organs of school (stating reporting and evaluating of all matter of the entire school affairs).

Indiscipline: In this context of this study, it means the absence of discipline in the form of disobedience, absenteeism, non-challant attitude, lateness to school, negligence of duty etc.

Discipline: As it relate to this study is the adherence to rules and regulations governing the schools.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews some studies that have been conducted in relation to indiscipline on learners' academic performance. The researcher hopes to review the literature on the subject of the study in light of the following sub headings; Absenteeism and learners' academic performance, late coming and learners' academic performance and also strikes and academic performance.

2.1 Theoretical perspective

This paper is based on production theory as revealed by Psachalopoulos and Woodhall (1985). Production theory models the behavior of a firm as an open system that makes decision on what quantities and resources to use to produce particular quantities (Monk, 1990). The Production model has three parts namely inputs, process and outputs produced when the inputs are molded during processing. The process of converting the inputs into desired output is affected by external factors present in the environment where they are drawn from and internal factors within the firm during processing. In theory if all the factors were to be held constant, the outputs of the firm would be 100 %; all the inputs will be converted into the desired products. However, due to the external factors where inputs were drawn from and the internal factors during processing, the number of outputs will fall below 100 % depending on the intensity of the factors. A school is an open system like a firm. The inputs are the students. The process of transforming the students to produce outputs is required; these include teaching, guidance and counseling, modeling, molding, and mentoring.

Outputs would be the number of students who successfully complete their studies and perform well and increase transitional rates to the next level. Processing of inputs into outputs is affected by various factors resulting to internal inefficiency in terms of suspension, repetition and drop out.

Inefficiency reduces the number of students who successfully complete the course and those who attain a good grade hence reducing the quantity of output to below 100 %. For example, a badly

behaved student may be suspended and due to suspension, he or she may perform poorly academically. This is likely to lead to repetition, which may psychologically make the student lose interest in his or her studies and eventually lead to poor academic performance.

External factors such as excessive control at home may create discipline problems in school. The conflict between the children's desire for freedom and parent's unwillingness to allow it may actually encourage them to rebel and the rebellion may be extended to school. Rebellion at school may lead to lack of self efficacy which hampers academic achievement. Conducive school environment where effective teaching and learning takes place, and learners needs well taken care of will lead to good academic achievement.

2.2 Review of Related Literature

2.2.1 Overview of students' Indiscipline on Academic Performance

Ovell (2001) noted that discipline in schools is essential for effective learning, good teacher relationship and peer adjustment. A democratic form of discipline leads to a healthy classroom environment that in turn promotes respect for education and a desire for knowledge. Reports on the problem of indiscipline and unrests in schools have been a common feature in the media for a long time. For instance Muchemi (2001) in his article 'Students face life in prison over strikes' gave a chronological account of protests and destruction in public schools. The issue of unrests and indiscipline in schools is of great concern and it has become a worrying trend in that it has evolved from simple protests to the destruction of property and burning of prefects. The upshot is that student disturbance is negatively affecting academic performance. The report prepared by the Provincial Education Board (Central Province) indicated that indiscipline was rampant, not only in Central province but in the whole country.

Lewis and Doorlay (2006) emphasize that if the educators themselves are well disciplined and understand their work as well as their learners and possible challenges, there could be only good results in academic achievement. They further asserted that if educators are exemplary and know their work and understand the learners, then the learners will be in a good position to achieve academically. Sonn, Fisher and Bustello(1998) stress the fact of self respect and respect to others. If self respect prevails in the school situation, learners will learn self discipline. If there is self discipline, there are more chances of having direction in the fulfillment of the learners' goal

so positive academic achievement is possible which translates to good academic performance. If the school has good facilities and the needs of the learners are well catered for, there will be good academic achievement. This can also be improved by the availability of resources, relevant educators, enough learning space which is conducive to learning, relevant teaching style and clear code of conduct.

Williams (1982) stated that discipline involves all stakeholders, programmes as well as personality and school climate. Charlton and David (1993) assert that if there is no proper family environment social differences and learners are from disadvantaged social areas; this could lead to bad discipline and negative results academically. However, if the family background is not good, different social classes are present in the school, school is located in a socially disadvantaged area and there is bad influence of peer groups it will have a negative effect on discipline so academic achievement will also be negatively affected. Discipline is essential particularly during the early years in both primary and secondary schools. It is not only the key to good academic performance, which all parents, students and teachers cherish and aspire but also a preparation for success throughout life. In fact, it has been observed that good academic qualifications without good foundation of self-discipline, the individual is useless to him/herself, family and the society.

Every school is expected to have a standard code of conduct which every student is supposed to adhere to willingly without compulsion. The schools also need to provide the vital support services through guidance and counseling in order to instill in students a sense of responsibility and curb incidences of ugly and destabilizing student's indiscipline in schools.

Where there is disobedience, it is expected that the necessary disciplinary measures will be taken according to the laid-down regulations in education act. School discipline is a powerful emotive subject since it is one of the main determinants of students' success in their academic work, and it is an issue that has generated public concern (MOE, 2001). Most people equate falling academic standards in schools to low standards of students' discipline (Griffin, 1994). It is on this basis that the role of the head teachers and teachers within the school's administrative and instructional services becomes crucial. In this reference, students' discipline precedes quality

education and with the increased violence, drug abuse and crime in the Ugandan society, stability in schools is threatened. This is a worrying factor among most stakeholders.

2.2.2 Causes of Indiscipline in Schools

Various views have been given regarding the cause of indiscipline. According to Okumbe (1985) indiscipline has causes that exist in the school, in the society and in the psychological states of the students. Some of the factors contributing to indiscipline include:

Family and Parenting Issues

According to Robertson (1999), some children at schools can be disruptive because 'they have been subject to distorted or inadequate care throughout childhood due to a variety of family and economic difficulties'. It is because of that neglect that they are now demanding attention in the classroom. In addition, he says that school failure and behaviour problems that may have their origin on home background are strongly associated. When children with similar problems are not doing well in their learning areas or subjects, they have a tendency to disrupt the attentive and concentrating learners.

McGuiness (1994) supports the view of the family conditions as either a positive or negative contributor to learner behaviour. Accordingly, he says that the individual child's family, too, can seep negatively and, of course, positively into the classroom. He argues that children coming from homes with no tradition of valuing education often develop learning problems. He says that such a child mostly fails to see the value or importance of education and this negatively influences the child's interest towards education. Jones and Jones (1995) write about some social factors in the life of a child that may positively or negatively influence his/her behaviour. They mention family break-ups, poverty, stressful lives and substance abuse. These negatively affect the overall social wellbeing of the student and therefore affect the discipline outcomes at home and in school. The resultant indiscipline cases in schools disrupt the learning process leading to time wastage for the student causing it and the other innocent students as well.

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Societal Influence

The dawn of twenty first millennium saw an increasing number of strikes and excessive anti-social behaviour in Ugandan schools (MOE, 2001). The period between 1990 and 2002 was characterized by students riots in secondary schools and in some cases this led to massive loss of lives valuable school time, and damage of schools scarce physical facilities (Republic of Uganda, 2002) Stangham (1989) notes that the modern society is becoming more indiscipline, with enhanced lawlessness, violence and permissiveness.

Furthermore, Mutie (1999) asserts that indiscipline is a cancer in many schools and can be attributed to negative him what has been given to teenagers is immorality, pornography, violence and more violence. The children will replicate what have been given to them. The strikes and indiscipline experienced in schools are therefore a reflection of our society. Similarly Okumbe (1985) says that the students are exposed to models in the society. They read thrilling stories, watch violence on television and even in real life situations. There are so many indiscipline acts that students are imitating and therefore they have learnt from the society around them. Some of the aspects which impact upon schools negatively include the use of drug and alcohol, rudeness, unacceptable verbal expression of dissatisfaction, bullying fellow students, boycott of lessons, assaults and indecent behaviour (MOE, 2001)

School Environment

Obediant (1997) notes that under qualified teachers in overcrowded classes can lead to violence in schools. The author also writes of teachers' use of fixed and predetermined curriculum as a particular source of classroom violence. Jones and Jones (2006) advocated for interdependence of management and instruction (teaching) functions in classrooms and in school at large. Schools without planning, or not ready for classroom activities and management, which has to do with controlling students' behaviour give learners a chance to misbehave and may find difficulty in responding to disruptive behaviour. The response to disruptive behaviour may be worse where there are no firm and fair codes of conduct that are enforced consistently.

Authors such as Fontana (1985) draw our attention to the causes of bad behaviour. One of the causes of bad behaviour is the children's need for status and prestige in the eyes of the class. As

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children grow up, this need for status and prestige grows and it means that they want to be thought of well by their friends. It is at this stage of growth that children also try to establish their own identities. In the process they become hostile and aggressive towards their teachers and usually want to be supported by the whole class. He goes on to say that children always criticize adult behaviour. Children always look up at teachers as people who cannot fulfill learner demands. They look upon teachers as failures who cannot fulfill the children's expectations. He argues that all these factors contribute to behaviour problems in the class. Rwamba (2000) argued that lack of democratic leadership together with communication breakdown is a major cause of indiscipline in schools. He suggested that there is a relationship between learning and indiscipline.

Cognitive skills are crucial in terms of academic success, self-esteem, coping skills and overall resilience. In the absence of discipline, the learning and teaching process are hindered. Time is wasted and energy is misdirected to deal with issues emanating from unrest. The prefects also need to be trained in the way to handle issues. Unfortunately, they do not undergo any training, they are only appointed and expected to perform duties without being given the directions to follow.

Ugandan secondary education system is heavily overloaded with academic stuff and since the level of achievement is not the same, this could be a reason for frustration resulting to indiscipline. According to MOE (2001) some students who may not be fully focused on academics, view school as waste of time. Jones and Jones (2006) say schools have not fully adapted to students' non academic needs. Teachers tend to be examination oriented hence implementation of the curriculum does not cater for holistic development of the student. The curriculum is still overloaded despite the current reduction to the number of examinable subjects.

Negative Peer Pressure

Cowley (2001) understands that peer pressure among learners is a strong factor in the disruptive behaviour of learners.

In the classroom the learner who can manage to make the whole class laugh at the teacher gains a great deal of status within the group. Rogers (2000) agrees with Cowley about peer pressure and

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its influence in child behaviour. He draws our attention to attention seeking behaviour which sometimes is accompanied by inappropriate or bad language or swearing. Peer pressure, drugs, breakdown of family and social values and hopelessness contribute greatly to indiscipline in schools. Anti-social behaviour of school children can also manifest itself outside the classroom - on the playing field for instance. Authors and researchers (Walker, Colvin & Ramsay, 1995) argue that children need to overcome any problems of adjusting to good, acceptable and tolerable behaviour in order to be accepted by teachers and their peers. The failure to adjust and be accepted by other learners can go a long way in causing and worsening bad behaviour in children.

2.2.3 Relationship between Indiscipline and Academic Performance

The problem of indiscipline in schools is not unique to Uganda. It is a global issue of great concern, spanning political, economic, geographical, racial and even gender boundaries. There is a growing concern regarding indiscipline in schools within the United Arab Emirates (Vockell, 1991), where teaching methods were blamed for the children's indiscipline. The parents were getting anxious and frustrated as they complained of the rising incidents of indiscipline and violence in schools. The concern was not only on the risk of destruction of property and injury to persons but also the poor academic performance associated with the growing trend of indiscipline.

Mumo (2004) in her research study on student unrests and indiscipline reported that discipline is considered vital for students' academic and social success. A good academic qualification without a good foundation of discipline of the individuals is of no use to the individuals, their families and the society. The society invests heavily in the education of its citizens. A positive correlation between discipline and academic performance was found in this study showing that students that are well disciplined perform well academically.

According to the Akala (2002), students and teachers in schools affected by unrest find it difficult to restore working relationship after the unrest. The emotional and psychological trauma that characterizes the aftermath of students' unrest strains further interaction amongst the people. The issue of emotional and psychological impact due to unrests in schools has not featured in

various reports discussed so far. Akala suggested that there would be need for training of teachers in conflict management as opposed to use of force, which brings anger and resentment.

Indiscipline in schools has affected the learner's academic performance and their progress in school.

Wayson and Pinnell (1994) states that good discipline helps to develop desirable student behavior. If a school has effective discipline, the academic performance will be good. Directions on the side of the learners as well as educators will be easy and smooth. Gawe, Vakalisa and Jacobs (2001) emphasize co-operative learning as a solution. If a school lacks effective discipline, the achievement academically will be poor.

There is a growing concern that many schools are at risk of becoming unsafe for teaching and learning. For this reason, head teachers and teachers have an awesome responsibility of, not only teaching effectively to ensure that students achieve academic excellence, but also have the task of imparting and ensuring the necessary discipline for the youth to grow as responsible citizens (Griffin, 1994). In this case the youth should make meaningful contributions toward the development of their country, as a result of their going through an education system with good discipline. In this regard, secondary schools personnel management, policies, structures, aims and objectives; should be geared toward the provision of a sound learning environment since schools personnel are stakeholders' agents for instilling discipline.

Vockell (1991) emphasizes that a school environment and students' home background factors contribute to making the school an effective atmosphere for the development and control of learners' behaviours. However, if these have negative effects, the students and generally the school become chaotic and more of a trouble spot rather than a center for learning.

2.2.4 Challenges in Dealing with Indiscipline

There has also been a variety of reactions to the rising incidences of indiscipline and unrests in schools. Various views have been expressed regarding the cause of the indiscipline and possible solutions to the problems have been proposed.

The 'rod' was banned in Uganda as a means of disciplining students in school according to Wachira (2004). This ban has been blamed for the increase in indiscipline, and naturally, there

have been calls to rethink the decision. However, these views are not in agreement with organizations such as the Uganda Human Rights Commission (UHRC). Subsequently, the reintroduction of caning was ruled out (Wachira ,2004).

Kanja (2008) states that, teachers have taken a back seat in discipline as there have been cases of teachers being dragged to court for punishing students which have prompted many to take a back seat over students behavior. When teachers, prefects and peer mentors lack the backing of the school administration, they cannot succeed in enhancing discipline and decent behaviour effectively. Further, it raises the issues about the challenges facing head teachers in dealing with discipline which this study wishes to pursue so as to avail proactive strategies to avert such maladaptive behaviour and situations that are likely to precipitate similar vices in learning institutions.

The big numbers of learners that teachers have to deal with in one classroom are a daunting and intimidating prospect (Fontana, 1985). People who take interest in the education of children are aware of this problem. Teachers agree that once the class size rises above 35, it is impossible to maintain discipline, or even an acceptable low noise in the classroom (Wachira, 2004).

Jones and Jones (2006) note that schools have not adapted to students' non academic needs. Teachers tend to be examination oriented hence the curriculum does not cater for the holistic development of the student. High expectation in performance of national examinations causes teachers to be pre-occupied with testing at the expense of character development.

2.2.5 Possible Strategies for Improving Discipline in Schools

Different approaches can be used to deal with indiscipline cases in the secondary schools. These involve the parents, teachers the school administration and the pupils themselves.

Classroom Control and Management

Disruptive pupils in the classroom have long been a problem (Fontana, 1994). Fontana writes about classroom control and strategies for guiding and reshaping problem behaviors. He refers to attempts made in the USA and in the UK to improve behaviour. The suggestion of a behaviour modification approach takes it's starting point from the recognition that the behaviour which is acceptable tends to be rewarded while those types of behaviour that receive no reward tend to be

eliminated. Fontana (1994) writes about the cognitive approach to the problem of disruptive behaviour. The cognitive approach deals with the question of motivation, interest and life goals. If levels of motivation and interest are high, then learning takes place more readily. Although individuals may vary, in most cases where children are allowed or given chance to manage themselves by, for example, choosing own leaders to monitor noise levels and task completion, they will behave better.

Alexander and Carla (1995) believe that small classes have a positive effect on student behaviour. In addition to small classes, the above-mentioned authors also recommend that schools that are smaller and whose curriculum is easy to adjust may contain programmes aimed at changing perpetrators or aimed at prevention of ill-discipline. Such programmes may be those that can promote social and cognitive skills in learners and are easily applied.

Chaplain (2003) observes that the goal pursued with rules for the classroom and the whole school leads to a safe environment and good working relationship. Rules should be clear, achievable and be subject to the school policy and government regulations. Rules can be for prevention and also, after the act of misbehaving, prescribe the consequences of the offence in relation to its seriousness. Chaplain further says that the rules in schools are mostly rules that relate to teacher-student and student-student relationships. The code of conduct of a school can maintain or improve an existing positive learning situation. It can, if rules and regulations included are enforced by school authorities and complied with by learners, reduce the task of using tough disciplinary actions or measures against misbehaving learners.

Behaviour Control

Charlton & David (1993) argue that a behavioral approach assumes that, if problem behaviour occurs because of particular antecedents and consequences, it can be made to occur less by changing those conditions. They also suggest that disruptive behaviour can be reduced through good pastoral care planning together with more discussion and less shouting. Wilson (1974) writes that discipline is meant to impose external standards and control on individual conduct. He goes on to say that reward and punishment are techniques of control. He also notes that employment of these techniques of behaviour control is part of the teacher's responsibility for maintaining discipline in the classroom.

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Role Modeling

Vockell (1991) is of the opinion that generally parents and teachers should reinforce behaviours that are compatible with any desirable behaviours in children through being exemplary. Roffey & O'Reirdan (2003) refer to behaviour that is consistent with what students expect from adults. Normally, students or children expect from adults a type of behavior that is characterized by good manners and a helping hand to others. Wolfgang (1999) agrees that a teacher should at all times be exemplary in being responsible and committed to people around him or her. The above is based on the fact that learners or children in general, worship their heroes and imitate those whom they appreciate and admire. A teacher who approaches his class with honesty, trustworthiness and being exemplary will in turn be received with warmth and eagerness by learners. In such situations learners will not be rebellious (Charles & Charles, 2004).

Preventive Control Techniques

Smith & Misra (1992) suggest use of antecedent control techniques. These strategies are mainly for the prevention of bad behaviour and should include activities that eliminate boredom and frustration in the classroom. Rules and seating arrangements accompanied by promotion of good relationships amongst learners are also suggested here. Evertson, Emmer and Worsham (2003) support the idea and say that preventive measures are more important than reactive measures. Algozzine and Kay (2002) agree with the above mentioned idea and even suggest productive academic instruction i.e. a programme during teaching that will aim to prevent bad behaviour in learners.

Feshback (1983), in her approach to the disruptive aggressive child, suggests the promotion of empathy among children and control of aggression through empathy. She defines empathy as the ability to assume the perspective and role of another person and the ability to respond effectively. She says that empathy improves behaviors that are incompatible with aggression. An emotional empathetic response can act as an inhibitor of learner individuals' aggressive words and action. However, the same author warns that empathy cannot be an overall solution for all classroom problems. Charles & Charles (2004) write about a sense of community where every member of a class is concerned about each member of the class.

According to Weinstein & Mignano (1993), verbal and non-verbal interventions can be used when dealing with minor misbehaviour. Verbal interventions can include giving commands softly, calling the inattentive students' name or calling the same to participate in the lesson. Non-verbal interventions such as signals, eye contact, facial expressions and proximity control allow the teacher to warn the misbehaving learner without interrupting his or her lesson.

Detention and Withdrawal of Privileges

According to Dadisman, King, Manahan, and Quade, (1990), after-school detention and revocation of privileges like recess approaches are more enlightened and constructive than beating learners. These authors share Mercure's (1995) ideas with respect to in-school isolation. This approach suggests that learners involved in bad behaviour should be removed from other learners and be asked to do their class work or assignments in isolated classrooms or halls. They also agree that these are meant to be constructively punitive rather than creating playtime during isolation. Evertson, Emmer and Warsham (2003) write about withholding a privilege in order to lessen unproductive social behaviour. The privilege can be any popular or desired activity and it could be restored provided an appropriate behaviour has been displayed again.

Alternative School Reform Programmes

Eggleton (2001) says that effective instruction, accompanied by wide effective classroom management strategies and alternative school programmes that aim to discipline for reform, should form the disciplinary approach in schools.

Disciplinary strategies for reform may include guidance and counseling and remedial assistance. He also suggests a school-wide discipline policy supported by teamwork (educators) and a 'visible principal', that is a principal who is present when disciplinary problems need to be attended to, without always delegating disciplinary responsibilities to the Head of department or Deputy Principal. Evertson, Emmer and Warsham (2003) suggest as an alternative to corporal punishment educators should help each learner to realize that his/her behaviour is not acceptable and can be transformed. They suggest teachers should not attribute all the bad behaviour to the child's choice. Unwanted behaviour may have been enforced on him or her. Teachers should not always assume that the learner is the one who cannot make good choices of behaviour. Docking

(1996) says that praising good behaviour in the classroom maintains appropriate behaviour and reduces behaviour problems. He warns against criticizing bad behaviour while ignoring good behaviour. Wragg (2001) supports the idea of praising good behaviour by suggesting that a teacher needs to promote good behaviour by a reward or recognition e.g. praise

Weinstein & Mignano (1993) write about systematic behaviour modification. Such approach, they claim, needs to be paired with the teachers' attention to desired behaviour. Docking (1996) further argues that reprimanding quickly spells out how far an unacceptable behaviour can be tolerated. However, it may also raise the public status of the wrongdoer or the unwanted behaviour. Reprimanding is often accompanied by outbursts of anger from the teacher. It can therefore make relations to worsen and the situation to deteriorate to shouting and criticizing.

Smith & Laslett (1995) say that humor can be used as an alternative to harsh punishment that can increase tension in the classroom. This can be very effective, especially if it redirects the focus away from the disruptive learner.

Humour helps to defuse tension from a class which wants to see the teachers' reaction where the disruptive learners' behaviour aims to satisfy the 'class feelings'. A relevant joke or comment that will refer to the awkward side of the situation is suggested. Weinstein & Mignano (1993) suggest the use of humour which, if used well, can gently remind children to mend their ways. It can also be a way of showing your learners that you can also understand the funny side of classroom life. Moreover, it shows them that you are still in control of the situation.

2.2.6 Absenteeism and Learners' Academic Performance

Problem of indiscipline in our schools had remained a constant source of everyone who was interested in the welfare of our youth and the survival of in our educational system. Students exhibit many behaviors which are classified as indiscipline.

Truancy and Absenteeism are some of these unacceptable behaviors usually exhibited by some students. He went ahead to explain that truancy was when a student stays away regularly without permission whereas absenteeism was where there was a high rate absence where regular attendance was required.

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There is evidence suggesting that missing school negatively relate to academic achievements. However, it is a difficult task to derive unbiased empirical estimates of absences in their influence on performance. One particular challenge arises from the unobserved heterogeneity in the family environment, which may relate to both absence behavior and school performance. This article provides the first analysis aimed at reducing the family specific omitted variable bias pertaining to measures of absences in their influence on standardized testing achievements. It does so by employing a model of family fixed effects on longitudinal sample of siblings within the same household in a large urban school district over six years of observation The results indicate a stronger , statistically significant negative relationship between absences an d achievements than what would have been suggested otherwise, written in the American journal of education.

2.2.7 Late Coming and Academic Performance.

It was mentioned that if the teacher student relationship is poor, number of factors usually rised and become obstacles on the progress of a student in educational career.

Further, points out that schools could do a lot to improve students' arrival through awarding presents, certificates, and scholastic materials, T-shirts, among others Reinforcing, peer counseling and creating public awareness also help in curbing punctuality among the students in schools.

Important for student to be on time for classes because the official school registers are marked during classroom. This reinforces regular attendance of students in schools. Therefore it will help in the improvement of academic achievement.

Students' lateness is associated with absenteeism of which they become barriers to students' achievements of quality education since he/she is likely to miss some the school educational programs and other essential services. He further emphasizes that children can only learn better if they are in the school environment,

2.2.8 Strikes and Academic Performance

Strikes were caused by the introduction of "cost sharing" that when cost sharing began to be implemented in 1990, where by the parents and the rest of the Ugandan society were to meet the

Expenses of the education of the Ugandan citizens together with he government so that the financial burden is not entirely left to the government alone. It caused a strike by some Makerere students first in May 1990 and then December 1990. This strike hindered the academic performance of these students in 1990.

Poor administration of schools by some head teachers and heir staff could also cause unrest. Failure to grant freedom to adolescents and restricting the freedom of the staff in decision making, machinery of the schools are some examples in question. This can cause tension strikes and be linked with bad examination results.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter explained the methods that were used in this research including the research design, the study population and area of study sampling techniques, sources of primary and secondary data, data collection instruments, data processing of presentation of research findings and limitations of this research.

3.1 Research Design

The research was conducted using a survey research design. Both qualitative and quantitative data were used in order to enable the researcher to obtain necessary data on variables under study. Questionnaires were used on respondents, and interviews together with focus groups applied.

3.2 Study population

The study was limited to the secondary schools in Kasese Town Council, Kasese district Out of the seven secondary schools in the town council, three schools were used for the study. The population of the study was 100 people derived from three schools, Kasese Muslim secondary school, Kasese secondary school and Kasese high school in Kasese municipality. These include the school administrators, the teachers, students and parents because they know more about indiscipline cases and its impact on learner's performance. A case study research was Kasese municipality.

3.3 Sample size and sampling procedure

The researcher used the solven's formula to determine the sample size out of study population of 100 members, 80 respondents was selected from the study population. Simple random and purposive sampling was used as respondents will be grouped according to departments. 10 administrators were chosen in the sample population, 30 teachers were interviewed, 20 students and 20 parents. This procedure is less costly and time saving. Each respondent had an equal chance of being selected.

Slovens Formula is applied as follows,

$$n = \frac{N}{1+N(e)^2}$$

Where n = simple size

N= population of the study

1= constant

e = marginal error (0.05)

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

$$n = \frac{100}{1 + 100(0.0025)}$$

$$= \frac{100}{1 + 0.25}$$

$$= \frac{100}{1.25}$$

= 80 respondents.

3.4 Tools of data collection

3.4.1 Questionnaire

The researcher used questionnaires as one of the tools for data collection. This method helped the researcher to attain information from different respondents. The respondents was given questionnaires to fill in. Questionnaire were used to collect primary data. The researcher designed the questionnaire in such a format that they closed or open-ended questions. From closed questions, respondents are supposed to pick a response from list category or to rating scaled questions and answering open-ended questions, where respondents are expected to give their own opinions.

A pre-test was conducted to ensure the clarity of questions, their effectiveness the time was required to complete the questionnaire, and to make sure that the questionnaire measures what it intend to measure, the researcher assessed its content validity and reliability. In depth interviews was also be used especially for administrators that were head teachers for accurate information.

3.4.2 Interviews

This method was used to obtained primary information from respondents, mainly the key informants. The tool helped the researcher to ask questions about the motivation and employee performance in organizations in Uganda.

3.5 Sources of data

There are two general sources of data, which include primary and secondary (Hair et al 2003).

3.5.1 Primary Data

This is data that provides first hand information in research (Hair, et al 2003) primary data includes questionnaires and interviews.

3.5.2 Secondary Data

Secondary data was collected and assembled for some research problems or opportunity situation other than the current situation (Hair et al 2003) secondary data is useful for it forms the baseline and starting point for the research study. It includes document analysis observation and focus group discussions.

3.6 Data Analysis

Data was continuously analyzed during data collection. The data categories was identified and edited with a view of checking for completeness and accuracy. Qualitative data attributed numerical codes so that it could be analyzed statistically. The data analysis was carried out using SPSS which will help in creating the tables.

3.7 Ethical issues

The researcher kept her word on the confidentiality of the respondents and none of their details and opinions was not shared with a third party.

The researcher was honest to the respondents by telling them the truth about the research.

The researcher kept her integrity by always presentable and professional in conducting of this research.

3.8 Limitation of the Study

The following are the problems faced by the researchers whilst carrying out the research;

- Inadequate orientation about the study.

- Inadequate time to carry out the research or study.

- Reluctance on the part of the respondents to give all the needed information with fear of being reprimanded by their superiors.

- Inadequate funds to support the study or research.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.0 Introduction

The findings have been presented thematically with the themes developed from the research questions and presented using qualitative data on tables and bar graphs. The themes are the possible causes of students' indiscipline, the relationship between students discipline and their academic performance, the challenges facing teachers in public day secondary schools in dealing with students' discipline and the possible strategies for improving discipline in order to improve academic performance in public day secondary schools.

4.1 Response Rate

The study administered the research instruments to the subjects and the response rate is shown by the data on Table 1.

Table 1: Response Rate

Instrument category	Response		Non response	
	Frequency	Percentage	Frequency	Percentage
Questionnaires	114	95	0	0
Interview	6	5	0	0
Total	**120**	**100**	**0**	**0**

Source: Author's calculations

Data on Table 1 indicates that the research was successful in that 114(100%) of the respondents returned the questionnaire and therefore 100% was a good response and quite representative. The data further reveals that 120 (100%) respondents participated.

4.2 Description of the Population

The study involved one hundred and thirty two subjects that comprised headteachers, teachers, form two and three students in Kasese District. Schools involved in the study were public day secondary schools. Further, schools were categorized as mixed, girls and boys schools.

4.3 Demographic Data of Respondents

The demographic profile provides information about the population structure, and helps to create a mental picture of the subgroups that exist in the overall population. Demographic information from the study subjects was obtained to understand the sample characteristics and to determine if samples are representative of the populations of interest (Kirton, 2000). Although demographic variables cannot be manipulated, the study can explain relationships between them and dependent variables. The study investigated the respondents' characteristics by establishing their gender, age, academic qualification and experience.

4.4 Gender

The study sought to establish how the sample population was distributed by gender, and enable cross tabulation of response in this light. Table 2 data reveals how the study subjects were distributed by gender.

Table 2: Gender Distribution of Respondents

Category of respondent	Male		Female		Total
	Frequency	Percentage	Frequency	Percentage	
Head teachers	3	4.4	4	7.6	100%
Teachers	15	23.4	4	7.6	100%
Students	50	73.5	44	84.6	100%
Total	68		52		120

Source: Author's calculations 2012

According to the data shown on Table 2, majority (7.6%) head teachers were female while 4.4% were male. The data further shows that 23.4% teachers were male as compared to 7.6% females. The data also indicates that majority (73.5%) students' respondents were boys as compared to 40% girls. The above data is shown on the bar graph below;

Figure 1: Distribution of Respondents by Gender
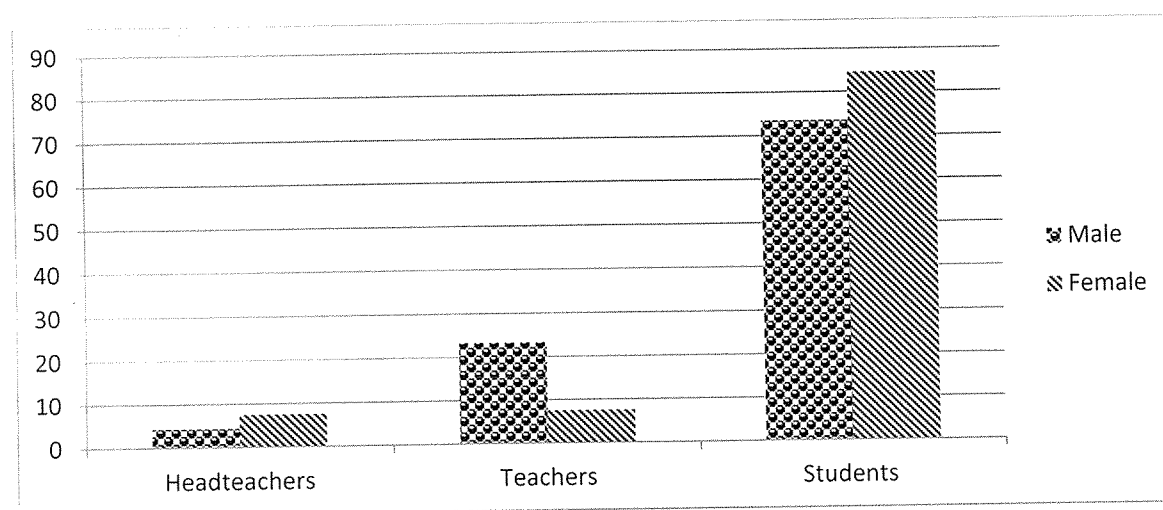
4.5 Age

The study sought to establish age of students. Data on Table 3 presents information pertaining student age.

Table 3: Age Distribution of Students

Age Internal	Frequency	Percentage
12- 14 years	4	3.3
15-17 years	7	5.8
17-19 years	45	37.5
20-21 years	62	51.7
22 years and above	2	1.7
Total	**120**	**100**

Source: Author 2012

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Data shown on Table 3 indicates that majority (51.7%) of the students were aged 20-21 years while the minority were aged 12-14 years and above. a bar graph illustrating the information is shown below.

Figure 2: Age Distribution of Students
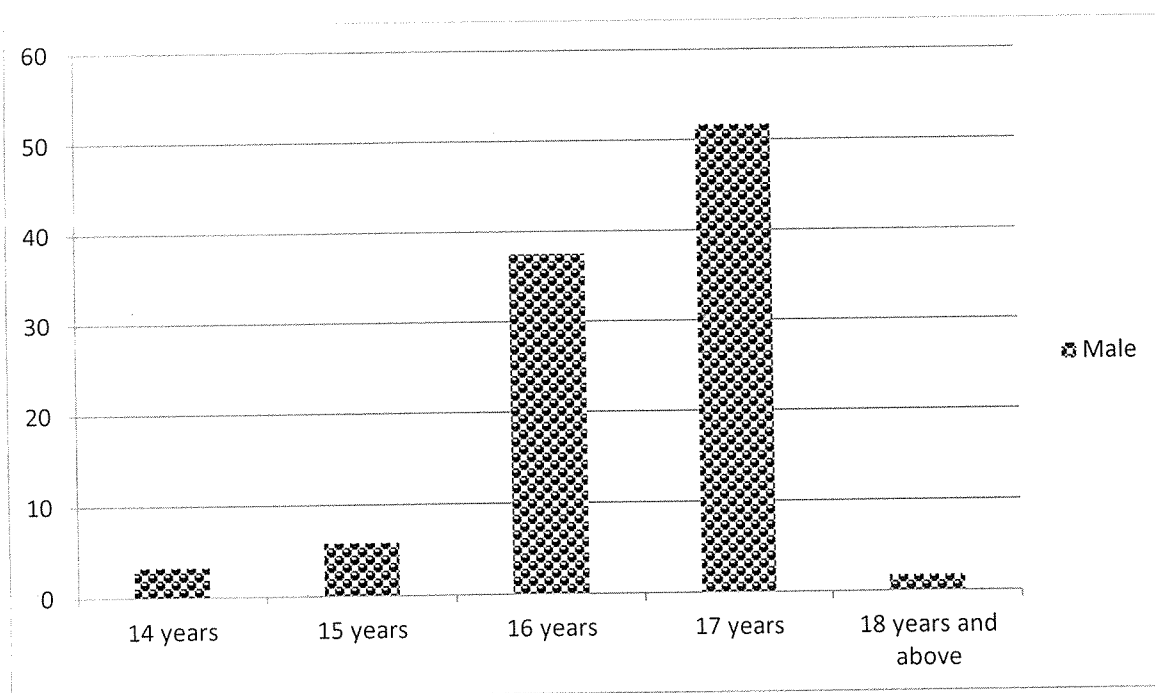
4.6 Responsibility held by the students in the school

The study sought to establish the responsibility held in the school by the sampled students. The findings are shown in the table 4 below;

Table 4: School Responsibility held by Students

Responsibility	Frequency	Percentage
None	92	76.7
Prefect	20	16.6
Captain	2	1.7
Games caption	6	5
Total	120	100

Source: Author's calculations 2012

The data above shows that the majority (76.7%) of the students who participated in this study were not given any leadership responsibility in the school. 16.6% of the students were prefects, 5% were games captains and only 1.6% of them were a school captain. the information is further illustrated by the bar graph below;

Figure 3: School Responsibility held by Students
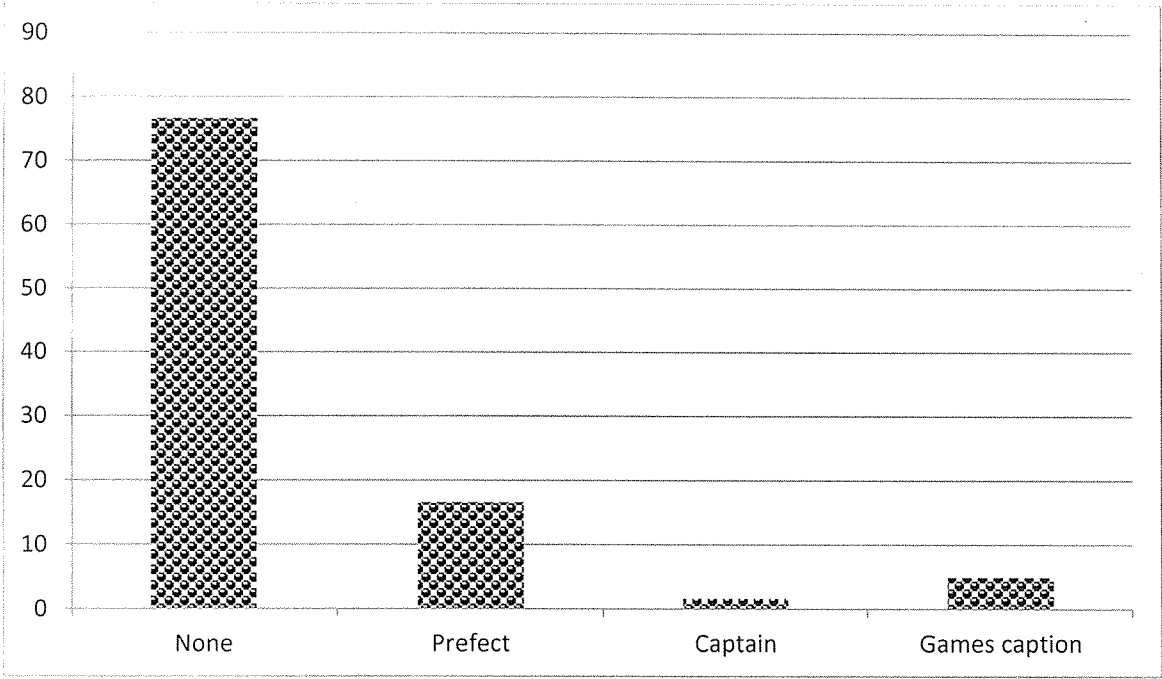
4.7 Causes of students' Indiscipline in Secondary Schools

The first study objective sought to identify the causes of indiscipline in public day secondary schools in Kasese District.

According to Okumbe (1985) indiscipline has causes that exist in the school, in the society and in the psychological states of the students. To collect data on the causes of indiscipline in secondary schools the questionnaire had items that sought to identify the various causes of students' indiscipline. The teachers and students were required to provide pertinent information regarding the variables of discipline. The data obtained from the questionnaires is shown in the table 5 below

Table 5: Causes of students' Indiscipline in Secondary Schools.

Causes of students indiscipline	SA	A	U	D	SD
1. Harsh school rules and regulations	20	13.3	4	17.3	45,3
2. Frequent transfer of effective teachers	16	17.3	4	22.7	40
3. Inadequate and poor quality of food	37.3	13.3	9.3	8	32
5. Admission of students from other schools	13.3	26.7	10.7	8	41.3
6. Students' entry marks in form one admissions	16	20	13.3	18.7	32
7. Lack of disciplinary measures	29.3	16	6.7	13.3	34.7
8. Breakdown of cultural and moral values in the society	21.3	25.3	12	18.7	22
9. Poor performance in UCE and UACE	14.7	16	9.3	21.3	38.7
10. Students resentment towards the school	17.3	18.7	16	20	28
11. Poor hygiene and safety standards	24	16	8	22.7	29.3
12. The banning of the corporal punishment/caning	41.3	17.3	8	6.7	26.7
13. Peer pressure	54.7	26.7	4	2.7	10.7
14. Overcrowding in the classrooms	16	13.3	6.7	26.7	37.3
15. Lack of clearly defined measures against indiscipline	17.3	28	14.7	20	20
16. Drug abuse	38.7	21.3	9.3	8	21.3
17. Poor teacher-pupil relationship	36	22.7	10.7	17.3	13.3
18. Shortage of teachers and learning materials	30.7	18.7	5.3	17.3	28
19. Lack of support services like guidance and counseling	38.7	26.7	2.7	9.3	22.7

	SA	A	U	D	SD
20. Lack of role models in the school	25.3	28	5.3	25.3	16
21. Ignoring of students complaints	60	16	2.7	5.3	16
22. Unresponsive administration	30.7	16	18.7	14.7	20

SA=Strongly Agee, A=Agree, U=Undecided, D=Disagree, SD=Strongly Disagree

Source: Author's calculations 2012

Regarding the harsh school rules and regulations, majority (45.3%) strongly disagreed that it was a cause of indiscipline while 20% strongly agreed. This agrees with the statement by Chaplain (2003) who observed that the goal pursued with rules for the classroom and the whole school leads to a safe environment and good working relationship. Rules should be clear, achievable and be subject to the school policy and government regulations. The study further revealed that majority 40% strongly disagreed that frequent transfer of effective teachers was a cause of indiscipline as opposed to the 16% who agreed.

Concerning the poor food quality being a cause of indiscipline, the majority 37.3% strongly agreed that it was a cause of indiscipline as opposed to the 8% who disagreed. The study further revealed that the majority (48%) respondents strongly disagreed that those excessive CATs being administered to the students were a cause of unrest as opposed to 10.7% who strongly agreed.

The study established that majority (41.3%) strongly disagreed that admission of students from other schools was a cause of indiscipline while 26.7% agreed. Majority (32%) also strongly disagreed that admission marks for form one had any impact on student discipline as opposed to 20% who agreed.

In regards to lack of disciplinary measures, majority (34.7%) disagreed that it was a cause of indiscipline in students while 29.3% strongly agreed that it was a contributing factor. On the issue of breakdown of cultural and moral values in the society, majority 25.3% agreed that it was a cause of indiscipline in schools while 18.7% disagreed. This agrees with Stangham (1989) who noted that the modern society is becoming more indisciplined, with enhanced lawlessness, violence and permissiveness. Furthermore, Mutie (1999) asserts that indiscipline is a cancer in many schools and can be attributed to negative internal and external influences, which cause

students to lack a sense of direction and a sense of purpose. What we have given teenagers is immorality, pornography, violence and more violence. They will replicate what we have given them.

The study established that majority (38.7%) strongly disagreed that poor performance in KCSE was a cause of student's indiscipline as opposed to the 16% who agreed. The study further established that the majority (28%) of the respondents disagreed that Students resentment towards the school was a cause of indiscipline while 18% were of that view.

The study established that majority (29.3%) strongly disagreed that poor hygiene and safety standards in the schools, was a cause of student indiscipline while 24% agreed. The study further established that the majority (41.3%) strongly agreed that banning of the corporal punishment/caning was a cause of students' indiscipline in secondary schools as opposed to 26.7% who disagreed.

In regard to peer pressure, majority (54.7%) strongly agreed that it was a cause of student indiscipline as opposed to 10% who disagreed. This is in agreement to Cowley (2001) who argued that peer pressure among learners is a strong factor in the disruptive behaviour of learners. In the classroom the learner who can manage to make the whole class laugh at the teacher gains a great deal of status within the group. The study further established that the majority (37.3%) strongly disagreed that overcrowding in the classrooms was a cause of students' indiscipline as opposed to the 16% who agreed.

Majority (28%) agreed that lack of clearly defined measures against indiscipline was a cause of indiscipline in secondary schools, while 20% disagreed.

The study established that 38% strongly agreed that drug abuse was a cause of indiscipline in schools while21.3% strongly disagreed. This is in line with Jones and Jones (1995) who state that social factors in the life of a child may positively or negatively influence his/her behaviour. They mention family break-ups, poverty, stressful lives and substance abuse.

The study further established that the majority (36%) strongly agreed that poor student-teacher relationship was a cause of student indiscipline while 13.3% strongly disagreed. Majority (30.7%) strongly agreed that shortage of teachers and learning materials was a cause of students'

indiscipline while 17.3% disagreed to that issue. The teacher shortage leads to large number of pupils in a class and hence low discipline levels. Alexander and Carla (1995) recommend that schools that are smaller and whose curriculum is easy to adjust may contain programmes aimed at changing perpetrators or aimed at prevention of ill-discipline.

In regard to support services like guidance and counseling, majority (38.7%) strongly agreed that Lack of support services like guidance and counseling was a cause of students' indiscipline as opposed to 22.7% who disagreed to the issue. The study further established that majority (28%) agreed that Lack of role models in the school was a cause of students' indiscipline as opposed to the 16% who disagreed. These findings supports Okumbe (1985) that the students are exposed to models in the society. They read thrilling stories, watch violence on television and even in real life situations. There are so many indiscipline acts that students are imitating and therefore they have learnt from the society around them.

Concerning ignoring of students' complaints, majority (60%) strongly agreed that it was a cause of indiscipline as opposed to the 16% who disagreed. This is supported by the findings of Rwamba (2000) that lack of democratic leadership together with communication breakdown is a major cause of indiscipline in schools. The study further established that majority (30.7%) strongly agreed that unresponsive administration was a cause of students' indiscipline in secondary schools.

From the findings, the factors highlighted as the major causes of indiscipline in schools were: poor food quality, lack of disciplinary measures, banning of corporal punishment, peer pressure, poor teacher-student relationship, shortage of teachers, ineffective guidance and counseling, lack of role models, ignoring students complains and unresponsive school administration.

4.8 Relationship between Students' Discipline and their Academic Performance

The second study objective sought to establish the relationship between students discipline and their academic performance. According to Ovell and Suaning (2001), discipline in schools is essential for effective learning, good teacher relationship and peer adjustment. A democratic form of discipline leads to a healthy classroom environment that in turn promotes respect for education and a desire for knowledge. The students and teachers were asked to give their views

on the relationship between discipline and academic performance. The data elicited is shown in the table 6 below;

Table 6: Relationship between Students' Discipline and their Academic Performance

Statement	SA	A	U	D	SD
Discipline in schools is essential for good learning	80	16	2.7	0	1.3
Discipline is essential for good teacher relationship	64	29.3	1.3	2.7	2.7
Student indiscipline affects their academic performance	33.3	51.3	2.7	8	4.7
In disciplined students in your school perform well in exams	1.3	6.7	8	13.3	70.7
In disciplined students study well in classes	4	4	2.7	26.7	62.7
In disciplined students bring a conducive learning environment in schools	4	2.7	5.3	16	72
In disciplined students relate well with teachers	4	1.3	2.7	18.7	73.3
indiscipline students have ample reading time	8	4	14.7	21.3	52
Teachers are blamed for indiscipline in schools.	21.3	29.3	12	17.3	20
Violence affects students learning	50.7	17.3	8	12	10.7
indiscipline students lead a good life after schooling	4	0	5.3	10.7	80
Unrests cause time wastage	32	21.3	16	10.7	20

SA=Strongly Agree, A=Agree, U=Undecided, D=Disagree, SD=Strongly Disagree

Source: Author,s calculations 2012

The results on the table above indicate definite trends regarding the respondents' impression of the role of discipline on the students' academic performance. The study established that discipline is essential for good learning in schools and hence good academic performance. This

is elicited by the majority (80%) who strongly agreed, while only 1.3% disagreed. This agrees with Wayson and Pinnell (1994) that good discipline helps to develop desirable student behavior.

If a school has effective discipline, the academic performance will be good. With regards to discipline being essential for good student teacher relationship, majority (64%) strongly agreed that discipline is essential for good student-teacher relationship which in turn leads to good academic results while the minority 2.7% disagreed. This is because indiscipline pushes a wedge between the teacher and the student and this goes along with the findings of Akala (2002) that students and teachers in schools affected by unrest find it difficult to restore working relationship after the unrest.

The study further established that the majority 51% agreed that student indiscipline affects their academic performance while only 8% disagreed. Majority (70.7%) strongly disagreed that the indisciplined students in school perform well in exams while only 4% agreed and this agrees with Gawe, Vakalisa and Jacobs (2001) who stated that if a school lacks effective discipline, the achievement academically will be poor. This implies that the indisciplined students end up performing poorly academically. The study further established that majority (62.7%) strongly disagreed that indisciplined students study well in classes.

In regards to the issue of indisciplined students and conducive learning environment in schools, majority 72% strongly agreed that the indisciplined students brought un conducive learning environment in the schools. This agrees with the statement by Ovell and Suaning (2001) who noted that discipline in schools is essential for effective learning, good teacher relationship and peer adjustment. This then leads to poor grades in the examinations. The study further established that the indisciplined students do not relate well with the teachers as indicated by the majority (73.3%). This is in line with Griffin (1994) that most people equate falling academic standards in schools to low standards of students' discipline.

The study further established that the indisciplined students did not have enough reading time as indicated by the majority (52.7%). The little reading time the indisciplined students have negatively affects their academic performance.

The study established that teachers get blamed for the students' indiscipline as indicated by the majority (29.3%) who agreed to the statement. These findings are in agreement with Vockell

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(1991), who argue that in United Arab Emirates, teaching methods were blamed for the children's indiscipline.

The study established that the indisciplined students do not lead a good life even after completing the school. This was indicated by the majority (80%). In regards to the issue of violence in students, the study established that violence affects the students learning, as indicated by the majority (50.7%). As Mumo (2004) in her research study on student unrests and indiscipline reported that discipline is considered vital for students' academic and social success. A good academic qualification without a good foundation of discipline of the individuals is of no use to the individuals, their families and the society. The study further established that students Unrests causes time wastage as indicated by the majority (32%). Time wastage largely affects students, academic performance.

From the data on table 6 above, it is clear that; discipline in schools is essential for good learning and good teacher-student relationship, that student indiscipline affects their academic performance ,the indisciplined students do not perform well in examinations, violence affects students learning, unrests causes time wastage and that indisciplined students lead a bad life after schooling. Indiscipline was also found to destroy the school's study environment and also affects the whole school cohesion.

4.9 Challenges Facing Teachers in Dealing with Students' Indiscipline

The study sought to establish the challenges facing teachers and the principals in dealing with students' indiscipline.

Charlton and David (1993) assert that if there is no proper family environment, presence of social differences and learners are from disadvantaged social areas, this could lead to bad discipline and negative results academically.

Teachers and the students were asked to give their views on the challenges facing teachers in dealing with indiscipline cases. The findings are revealed in the table 7 below;

Table 7: Challenges facing teachers in dealing with students' indiscipline.

Challenges	SA	A	U	D	SD
1. Inadequate support from parents and other stakeholders	40	28	9.3	8	14.7
2. Lack of well structured guidance and counseling programme.	25.3	37.3	2.7	20	14.7
3. Withdrawal of corporal punishment	30.3	20.3	14.7	16	18.7
4. Large number of students in a classroom	16	41.3	2.7	26.7	13.3
5. Preoccupation with mean scores	16	38.7	18.7	12	14.7
6. Fear of being taken to court	41.3	18.7	9.3	14.7	14.7
7. Fear of interdiction	8	31.3	34.7	14.7	11.3
8. Drugs and substance abuse by students	41.3	22.0	5.3	16	16

SA=Strongly Agree, A=Agree, U=Undecided, D=Disagree, SD=Strongly Disagree

Source: Author's calculations 2012

Inadequate support from parents and other stakeholders was highlighted as one of the challenges as elicited by the majority (40%) who strongly agreed, while 14.7% strongly disagreed. This implies that the parents and other educational stakeholders did not fully support the teachers and the school administration at large in instilling discipline to the students.

In regard to guidance and counseling, the majority (37.3%) agreed that Lack of well structured guidance and counseling programmes was a great challenge in management of students discipline while 14.7% disagreed. This implies that the majority of the schools did not have well structured guidance and counseling programmes and that it was a challenge in dealing with indiscipline cases. Eggleton (2001) says that effective instruction, accompanied by wide effective classroom management strategies and alternative school programmes that aim to discipline for reform, should form the disciplinary approach in schools. Disciplinary strategies for reform may include guidance and counseling and remedial assistance.

The study further established that majority (30%) strongly agreed that withdrawal of corporal punishment was a challenge to instilling discipline to the students, while (18.7%) disagreed. This was so because it limited the teachers' options of dealing with the indiscipline cases. Evertson, Emmer and Warsham (2003) suggest as an alternative to corporal punishment educators should help each learner to realize that his/her behaviour is not acceptable and can be transformed. They suggest teachers should not attribute all the bad behaviour to the child's choice.

The study established that majority 41.3% agreed that large number of students in a classroom was also a challenge in dealing with the indiscipline cases in the schools while 13.3% disagreed. The big numbers of learners that teachers have to deal with in one classroom are a daunting and intimidating prospect (Fontana, 1985). People who take interest in the education of children are aware of this problem. Teachers agree that once the class size rises above 35, it is impossible to maintain discipline, or even an acceptable low noise in the classroom.

The study established that majority (38.7%) agreed that the schools were preoccupied with improving the mean scores and that little attention was being paid to the discipline. Jones (1994) says schools have not adapted to students' non academic needs. Teachers tend to be examination oriented hence the curriculum does not cater for the holistic development of the student. High expectation in performance of national examinations causes teachers to be preoccupied with testing at the expense of character development.

The study further established that majority (41.3%) agreed that Fear of being taken to court was a challenge to the teachers in their duty of instilling discipline, while 14% disagreed. This is in agreement with Kanja (2008) who note that, teachers have taken a back seat in discipline as there have been cases of teachers being dragged to court for punishing students which have prompted many to take a back seat over students behavior.

With regards to fear of interdiction, majority (31.3%) agreed that it was a challenge to the effective discipline in the schools, while 11.3% disagreed. The study further established that the majority (40.3%) strongly agreed that drugs and substance abuse by students was a challenge to the management of discipline while 16% of the respondents disagreed that it was a problem.

The findings reveal that among the challenges facing teachers in dealing with students' indiscipline were; inadequate support from parents and other stakeholders, ineffective guidance

and counseling, withdrawal of corporal punishment, large number of students in a classroom, and that most schools are preoccupied with improving the mean scores. The teachers also indicated that they feared of being taken to court and interdiction by their employer.

4.10 Possible Strategies for Improving Discipline

The study sought to establish what the respondents think could be the practical solutions to the identified indiscipline in schools problem. The findings are presented in the table 8 below;

Table 8: Possible Strategies for improving discipline

Strategies that can be used to curb indiscipline	Agree		Disagree	
	F	%	F	%
1. Detention, isolation, time out (short duration).	76	60	50	40
2. Suspension (from 1 day to 2 weeks).	71	56	55	44
3. Manual Work (light to hard work).	78	62	48	38
4. Codes of conduct / rules - enforcing.	88	70	38	30
5. Parent involvement.	111	88	15	12
6. Privilege withdrawal.	87	69	39	31
7. Professional support - psychologists, counselors etc.	106	84	14	16
8. Small class sizes.	57	45	69	55
9. Effective instruction (good lessons; well prepared lessons).	110	87	16	13
10. Reinforcement of good behaviour by praise and ignoring unwanted behaviour.	79	63	47	37
11. Good behaviour management programmes.	112	89	14	11

12. Verbal and non-verbal interventions.	87	69	39	31
13. The use of humour.	82	65	44	35
14. Reprimanding only.	82	65	44	35
15. Teaching regularly and attending all lessons.	100	79	26	21

Source: Author's calculations 2012

Among the strategies suggested to help deal with students indiscipline cases were; Detention, isolation, time out (short duration) as agreed by the majority (60%) noted by Dadisman et al (1990) that after-school detention and revocation of privileges like recess approaches are more enlightened and constructive than beating. Suspension (from 1 day to 2 weeks) as agreed by (56%) and manual work (light to hard work) as agreed by (62%).

Majority (88%) agreed that the parental involvement was a solution to the student indiscipline problem while (70%) agreed to enforce code of conduct and school rules and regulations in line with Chaplain (2003) that goal pursued with rules for classroom and the whole school leads to a safe environment and good working relationship. (69%) suggested that privileges be withdrawn from the misbehaving students in order to shape their behaviors.

Majority (84%) suggested that professional support - psychologists, counselors availed to the students with discipline problems as suggested by Evertson, Emmer and Warsham (2003) that educators should help each learner to realize that his/her behaviour is not acceptable and can be transformed. However majority (60%) disagreed that small class sizes would help in maintaining discipline in the schools.

Another strategy suggested by the majority (87%) was effective instruction (good lessons; well prepared lessons) in line with Eggleton (2001) that effective instruction accompanied by wide effective classroom management strategies and alternative school programmes should form the disciplinary approach in schools. (66%) suggested that reinforcement of good behaviour by praise and ignoring unwanted behavior would help to curb the indiscipline menace.

Good behaviour management programmes were also suggested by the majority (89%) while (69%) were of the view that Verbal and non-verbal interventions would help in shaping the

behavior of the students as noted in agreement with Weinstein and Mignano (1993). (65%) agreed to the use of humour in line with Weinstein and Mignano (1993) that humour can be used to defuse tension in classroom and can gently remind students to mend their ways. 65% agreed to reprimand the undisciplined students as a means of enhancing good behavior as argued by Docking (1996) that reprimanding quickly spells out how far an unacceptable behaviour can be tolerated. 79% agreed that teaching regularly and attending all lessons would keep all the students busy and help in management of discipline.

Other strategies suggested by the principals include, reinstating of the corporal punishment by the government so as to deal with the minor indiscipline issues since it is less time consuming and hence more effective than these other methods.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, RECOMMENDATION, CONCLUSION

5.0 Introduction

This chapter comprises the summary of findings, the recommendations, conclusions and further research. The impact of indiscipline cases on learner's academic performance. A case study Kasese municipality. The researcher was directed by three objectives of the study which helped illustrate the image of the study and its results.

5.1 Summary of the findings

Practically speaking, all stakeholders in a school situation are responsible for ensuring the culture of discipline in a school.

The principal, as head of the school, cannot alone be responsible for school discipline.

It is also not the duty of the school management alone to instill discipline in a school.

Together, all the stakeholders should strive for a clear vision for a school to reality.

The view of excellence which is envisaged should reflect in statements about the philosophy and goals of the school. These will reflect in the principles, policies and procedures to the followed by the school in order to measure the efficiency and effectiveness of the impact of discipline on learner performance in a school.

The principles to be followed must also reflect in the priorities which are set by the school, teaching and learning proceedings, lesson plans, and even on learner assessment.

5.2 Recommendations

5.2.1 Recommendations Directed at a School

The recommendations are:

That every school should have a governing body to administer school in order to ensure that all stakeholders are engaged in the running of the school in order to eradicate all the forms of indiscipline that every school should have a school constitution.

That a school should have a school policy in order to regulate the rules and regulations of the school.

That a school should have a code of conduct for both learners and educators.

5.2.2 Recommendations Directed at Learners

The recommendations are:

That research regarding possible methods of advancing greater learner participation in school discipline policy be conducted with an intention of investigating the means and ways through which learners could be utilized to preserve discipline in the schools.

That an in-depth study concerning corporal punishment in the department of Education and Culture needs to be conducted.

That there be frequent communication between educators and learners to address issues of interest between educators and learners in order to keep constant contact between them (educators and learners) so as to minimize discipline problems and help educators to easily monitor learner behavior closely.

Learner's work be monitored and supervised in order to keep learners engaged with work. Hopefully if learners are always engaged with work, they usually do not find time to cause disorder and engage in ill-discipline in the school.

That every school is furnished with a policy on school discipline. This may probably help to avoid a defensive situation where anyone would claim that he or she did not know that what he did was against the rules and regulations of the school.

That every school designs its own code of conduct for learners so that learners know exactly what is wrong and right for them to do in the school.

That learners partake in all sub-committees which the school has, for instance sports committee, disciplinary committee, fund-raising committee, orgainizing committee, SCM Committee and many more committees in the school.

That the school has on its year plan seminars for learners on discipline at school.

It has been clearly observed in the study that learners play a big role in creating discipline problems in schools. It is, however probable that learner indiscipline is as a result of a number of factors, some of which can be dealt with and resolved successfully, however only if appropriate channels are followed to detect and eliminate them. For instance, in a school where learners are not engaged or involved in school affairs, disorder is likely to take place. In a case like this, the school is likely to be viewed by learners as an evil place where all repressive measures are pinned down on them in order that they (learners) experience hardship. They tend to feel eliminated and discriminated against in the system. This implies that leaners have since ceased to view themselves as a vital part of the school setting, and view themselves as having come to school as spectators in what they actually regard as their affair on matter.

It is thus significant to note that denying a learner, participation in school affairs, particularly a Secondary School learner is like putting fuel on fire. This may perpetuate adverse attitudes on school. However, if learners are encouraged to participate in school affairs, they feel that they are part and parcel of the system. It encourages good relationship between learners and educators, solve problems, frustration and desperation between both an educator and a learner.

In decision making, learners must be involved so that they shall own the decision made.

In the policy making of the school, learners must be involved so as to understand that principles and the goals of the policy. If such happens, learners will tend to respect the policy in which they had in past, and further own it as theirs. In this very study it does reflect that learners must be involved in school policy making. It further suggests that the school policy minimizes discipline problems which may help them (learners) render good performance in their studies.

In order for schools to achieve better, learners need self-discipline and this can be achieved if learners are involved in the affairs of their school.

5.2.3 Recommendations Directed at Educators

The recommendations directed at educators are:

That research regarding possible methods of advancing greater educator participation in school discipline policy be conducted. That there be an in-depth research conducted on corporal punishment as a disciplinary measure by educators in the Department of Educators (DEC).

That educators need to meet frequently to make and submit recommendations on how discipline can be preserved in schools.

That the school Management monitors educators' work to ensure that the discipline policy is carried out in the school.

That educators follow a Professional approach with pre-and post –lesson discussion.

That educators are deployed to all classes and no class should be left without an educator in charge of it.

That every department in a school should have clear aims and objectives which are clearly stated and defined.

That careful planning of the subject curriculum in the school is established as well as coherent and has pervasive policies.

It is important for educators to preserve discipline among themselves. This will help them reduce discipline problems in schools because learners will copy the correct behavior from their educators.

It is also possible that some educators come to school under the influence of intoxicating drugs, such as liquor. Teachers in this condition are likely to make a nuisance of themselves by engaging in irresponsible acts which eventually has a great influence on school discipline. When such things prevail in a school situation, everybody wants to see the authorities of the school taking action. Disciplining an educator is a process. It may take a month, a year, five years or even a decade.

Meanwhile the process is on, something must be done to calm down indiscipline in schools.

Furthermore, it is important to note that when educators demonstrate ill discipline, learners tend to take advantage and usually take law into their hands in an attempt to disguise their ill-behaviour by pointing fingers at educators, suggesting that the bad people are educators. They make attempts to exploit the situation on professional and moral fibre. Educators must therefore, always strive to be exemplary to learners by remaining disciplined.

5.3 Conclusion

It can be concluded that the students discipline is affected by many factors that include: the school type variables such as lack of support services and guidance and counseling, poor food quality, lack of enough learning materials, poor teacher student relationship, ignoring students complains, and unresponsive administration. The societal variables also affected the students discipline and they include: peer pressure drug abuse and lack of role models.

It can also be concluded that indiscipline in schools negatively affects learning, leads to time wastage for both the Indisciplined and disciplined students, affects the teacher-student relationship, and disrupts learning environment and the overall effectiveness of the school and the education system. Indiscipline was also found to lead to poor academic results in schools, to the students causing it and the resultant ripple effect affects the innocent students learning and the overall academic performance.

Finally discipline is a vital ingredient for the success of students' academic performance, both in and after school.

However, the major challenge to indiscipline problems lies in the hands of the school management, the students and the parents. The vice of indiscipline extends its effects to even the innocent and disciplined students in the schools and affects the overall academic performance. It is important to implement the necessary guidelines and policies that can effectively handle most of indiscipline cases, dealing with the original causes of the actions.

This study has revealed that good performance by learners, be it academic or extracurricular activities are not likely to take place without discipline in the school. Good discipline can thus be used to attain high standard of performance by learners in a school situation.

If a school lacks discipline, either from learners or educators, effective and efficient education is unlikely to take place, hence both learner and educator discipline is invited in a school situation.

An important challenge in education nowadays is a move away from the notion of principals as traditional bureaucratic leaders to leaders who are capable to work with other stakeholders to enable schools to be centers of learning and growth. This statement suggests categorically the vitality of all the stakeholders, and those are educators, parents and learners to work together and

co-operatively in order to combat all the hindrances in the education and progress of the learners. If all the said role players can be fully involved in preserving discipline in schools, learners can perform very well in schools.

The situation m schools today suggests the need to invite participation of all stakeholders in the progress and development of the learners. It is thus imperative that all learners, educators and parents work together in order to restore discipline as one of the most important cornerstones of every organization to be successful in its activities.

The study also revealed that it is hard for learners to attair; performance in schools where there is poor discipline. Good discipline can therefore be used as a reinforcement to attain a pedagogical objective of leading the child to adulthood with the minimal generation of bitterness and friction.

Finally, the researcher hopes that this study will offer suggestions to principals and educators ways and means to deal with discipline problems that they are faced with in order for learners to attain good performance.

5.4 Further Research

It should be noted that this study does not encompass every aspect of discipline in school. It has, however attempted to respond to some of the concerns that may be problematic in as far as indiscipline is concerned. There are however a number of other areas of discipline which have since been unraveled by this study and further need desperate attention. Some of these problems have been isolated and further regarded as concerns for further research in the following areas: disciplinary measures against ill-behaved learners the relationship between discipline and corporal punishment the extent to which discipline should take place in a school situation the influence of punishment in schools the extent to which discipline influence learner educator relationship.

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APPENDICES

Appendix I: Questionnaire

Dear Respondent,

I am Atwongere Nusura Reg No BAE/41562/133/DU a student of Kampala International University, in my final year. I am carrying out a research study on the topic; "The impact of indiscipline cases on learner's academic performance a case study Kasese municipality." The purpose of this study is to collect data on the topic. Your response will be treated with confidentiality and the information obtained is strictly for education purposes.

Instruction:

This section concerns you, please tick the most appropriate boxes of your choice and fill in the space provided

SECTION A: PERSONAL DATA

1. Sex: (a) Male ☐   (b) Female ☐

2. Age of the Respondent: (a) Below 34 ☐   (b) 35 -44 ☐ (c) 45+ ☐

3. Marital status: (a) Married ☐   (b) Single ☐   d) Divorced ☐

4. Education background:

    (a) Certificate in Early Childhood Education ☐

    (b) Diploma in Early Childhood Education ☐

    (c) Bachelors Degree in Early Childhood Education ☐

    (d) Masters ☐

5. Occupation of the respondent

    (a) Civil Servant ☐

    (b) Farmer ☐

    (c) Business Proprietor ☐

SECTION B: INDISCIPLINE CASES ON LEARNER'S ACADEMIC PERFORMANCE

6. What is your occupation?

   (a) Teacher ☐

   (b) Parent ☐

   (c) Parent representative ☐

   (d) Headteacher ☐

7. Are your services as teacher being delivered as they are supposed to be?

   (a) Yes ☐   (b) No ☐

8. (i) What is your attitude towards education?

   (a) Positive ☐   (b) Negative ☐

   (ii) If positive, then what

   (a) Enough teaching materials ☐

   (b) Recognized ☐

   (c) Good remuneration ☐

   (iii) It negative, then tick the appropriate

   (a) Poor payment ☐

   (b) Low recognition ☐

   (c) Discrimination ☐

9. Negative attitudes by the learners

   (a) Poor teaching methods ☐

   (b) Punishments ☐

   (c) Lack of reading programme ☐

   (d) Long distances ☐

   (e) Poor sanitation ☐

10. Do children appreciate when teaching using that method mentioned?

   (a) Yes ☐   (b) No ☐

   If Yes, how? ....

If No, why? ....

11. What should be done to improve the academic performance?

....

....

12. What is the role of the teacher?

(a) Encourage children to read ☐

(b) Preparing children for exams ☐

(c) Equipping children with necessary materials ☐

(d) Helping children to pass exams ☐

13. What are the causes of absenteeism?

(a) Weak administration ☐

(b) Child labour ☐

(c) Long distances ☐

(d) Punishments ☐

(e) Absenteeism of teachers ☐

(f) Orphanage ☐

14. What are the solutions to the above causes?

(a) Elimination of punishment ☐

(b) Establish more schools ☐

(c) Punishment absent teachers ☐

(d) Proper teaching methods ☐

15. How are the performances of the absentees

(a) Excellent ☐

(b) Very good ☐

(c) Good ☐

(d) Bad ☐

(e) Very bad ☐

16. Performance of those who are always present

    (a) Excellent ☐

    (b) Very Good ☐

17. What is the relationship between indiscipline cases and academic performance?

    (a) Positive ☐

    (b) Negative ☐

18. What are your recommendations in the process of stopping indiscipline cases among children?

    ....

    ....

19. What type of school do you go to?

    (a) Mixed ☐

    (b) Single sex ☐

20. Are you a day or a boarding student?

    a) Day ☐

    b) Boarding ☐

21. What is your present level of education?

    (a) Senior One ☐

    (b) Senior Two ☐

    (c) Senior Three ☐

    (d) Senior Four ☐

THANK YOU FOR YOUR COOPERATION

Appendix II: Timetable

Month Activities	June	July	August
Proposal writing	███		
Submission and approval	███		
Collection of literature	███		
Instrument Design		███	
Pilot test		███	
Corrections		███	
Data Collection			███
Data analysis ands Report writing			███
Approval and submission			███

Appendix III: Budget

ITEMS	UNIT COST IN	TOTAL COST
Typing and Printing	200 per page	50000
Binding	8000 per copy x 3	24000
Transport	-	50000
Communication	-	10,000
Data collection		100,000
Meals	30000	30000
Stationeries	20000	20000
Miscellaneous	40000	40000
Grant Total		**324,000**