

**TEACHERS' ATTITUDE TO WORK AND STUDENTS' DEVIANT BEHAVIOURS IN
SECONDARY SCHOOLS IN PALLISA DISTRICT, UGANDA**

BY

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**A RESEARCH REPORT SUBMITTED TO THE COLLEGE OF EDUCATION, OPEN,
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DEDICATION

I dedicate this work to God Almighty, my strong pillar, my creator, my source of inspiration, wisdom, knowledge and understanding. Also to my wife Saano Mary Christine who has encouraged me all the way and whose encouragement has made sure that I give it all it takes to finish that I have started. To my children Asekenye Mary Magadallene, Kanyago Martha, Otema Elizabeth, Amoding Pauline, Mwala Maria, Saano Mary Christine and Otema Stephen..Thank you and May God bless you all.

DECLARATION

I, **Tukei Otema Ben** do solemnly declare that I claim originality of this work; Reference has been made extensively to the Work of others who explored the related topic before me. I declare that this work has never been presented to any university or institution of higher learning. I accordingly present this work in partial fulfillment of the requirements for the award of Degree of Masters of Educational Administration and Management of Kampala International University.

Signed_____

Date_____

APPROVAL

I certify that I have supervised and read this research and that in my opinion; it is adequate in scope and quality as a dissertation in partial fulfillment for the award of the Degree of Masters of Educational Administration and Management of Kampala International University.

Supervisor: Vincent Kayindu, PhD.

Signed

Date_____

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ABSTRACT

The current study was carried out to: assess the level of the attitude of secondary school teachers in Pallisa district towards their work; to find out the magnitude of secondary schools students' deviant behaviours in Pallisa district of Uganda; as well as to find out the relationship between teachers' attitude to work and the secondary school students' deviant behaviours in Pallisa district of Uganda. This study employed a cross-sectional descriptive survey design, using the quantitative and qualitative approaches. The target populations of this study were 4,230 students and 286 teachers from the 14 Private secondary schools in Pallisa district and the seven public secondary schools in the district. These schools are found in the two counties, Pallisa and Agule which make up the district. A Sample size of 843 respondents was selected from 11 secondary schools whereby four were public and seven were private. All of these filled questionnaires, and in addition, 42 of the teachers (two headteachers and 40 classroom teachers), as well as 60 students were interviewed orally to get detailed data. The respondents were selected from these 11 secondary schools using the Morgan and Krejcie (1970) method of determining the sample. The findings revealed that the level of the attitude of secondary school teachers in Pallisa district towards their work was good, given the grand mean of 3.03 on all the three categorized work of teachers; the students' deviant behaviours were conceptualized in terms of social misbehaviour, sexual immorality, as well as school-related indiscipline. The findings revealed that the general magnitude of secondary schools students' deviant behaviours in Pallisa district of Uganda was low, given the grand arithmetic mean of 1.96; and there is no significant relationship between teachers' attitude to work and the secondary school students' deviant behaviours in Pallisa district of Uganda, as shown by the sig-value of 0.13. It was concluded that whereas there are many challenges in the teaching field and whereas there are many social, political, scientific and technological changes in society, secondary students in Pallisa are generally well behaved and teachers in the district love their teaching job. Students' low magnitude of deviant behaviours in Pallisa district can mainly be attributed to other reasons or factors, not teachers' attitude to work.

CHAPTER ONE: INTRODUCTION

1.0 Background of the study

1.1 Introduction

This chapter discusses the background of the study, Statement of the study, Purpose of the study, Objectives of the study, research questions and significance of the study.

1. 2 Historical perspective

Plato, one of the Greek philosophers proposed that education be made an organized thing such that it be run and developed following certain prescribed guidelines. Among those guidelines was to have specific trained people (teachers) to teach the learners, as well as education to be conducted from specific gazette places (schools) with rules and regulations governing teachers and the learners. Students' discipline and teachers' role in promoting it was emphasized (Odaet and Bbuye, 1997; Ssekamwa, 1999).

Ssekamwa (1999) notes that formal education was introduced in Uganda by the Arabs and Christian missionaries. The first semblance of formal education came to Uganda implicitly through the arrival of Sheikh Ahmed Bin Ibrahim at the court of Kabaka Ssuuna of Buganda at Banda near Kampala in 1844. Sheikh Ahmed Bin Ibrahim came with a dozen of Arabs and Swahilis who, in addition to economic trade introduced Koran schools. In these schools, reading and writing using Arabic scripts as well as the basic principles of Islam were taught. Moral behaviour among learners and teachers was emphasized. In the year 1877 and 1879, Protestant and Catholic missionaries respectively reached at the court of Kabaka Muteesa I of Buganda. They introduced Christian religion and western education. In the schools they set up, moral behavior was on top of the curriculum. Morality was not formally taught as an independent subject but was taught and emphasized at different times in class and outside class (Ssekamwa, 1999).

In Uganda, in a bid to prevent or curb the learners' deviant behaviours, school management Committees were established in Uganda. They were first established under the Statutory Instrument No. 228 of 1964. The same law was later amended by the Statutory Instrument No. 244 of 1969. Also, Parent- Teacher Associations started operating in schools formally during 1967 after being given a go-ahead by the Government of Uganda. All these bye-laws, policies,

rules and committees were meant to bring order and the moral behavior of students in schools so as to achieve the national aims of education, the promotion of moral values being among them.

1.2.1 Theoretical perspective

This study was based on Ecological psychologist Roger Barker's theory which states that it is not possible to predict human behavior unless the context or setting in which the behavior takes place is understood. This theory is relevant in the sense that the learners' behavior in terms of interest, seriousness and achievement in academics as well as in extracurricular activities can depend upon several factors, one of which is the learners' environment at home.

Another theory of relevance was the social learning theory propounded by Bandura. According to this theory, there is need for the learner to observe and imitate the behaviors of others. Students need to see positive cultural behaviors being practised and modeled (Miller, 2002). Miller stated, "The guiding belief of social learning theorist was that personality is learned". This idea, that personality is created through experiences, led to Bandura's social cognitive theory. Thus, the home environment can motivate children to behave in a certain way.

1.2.2 Conceptual Perspective

This study addressed two variables namely, teachers' attitude towards their work as an independent variable, and students' deviant behaviours as a dependent variable. Teachers' attitude towards their work refers to the extent to which the instructors or teachers in both private and public secondary schools feel and have the drive to do their work as indicated in the Government official documents, such as the Education Act 2008, Universal Secondary Education Policy Guidelines, the Scheme of Service for Teachers, Education Service Commission, among others. According to these documents, the duties of a teacher are categorized into teaching and assessing learners, guiding and counseling the learners, as well as understanding the learners and show them love and care since a teacher is professionally a parent of the learner. Teaching means instructing the learners in academic matters. Assessment means marking the academic work given to students. Guiding learners means telling, informing or showing learners the right thing they should do, such as how they should behave, and all that they need to do to have healthy and meaningful lives, such as avoiding sexual immorality, bad

company, intoxicants, among others. Guidance means helping learners to solve their different problems without shifting blame to them.

Michael's (2004) defined deviant behavior as the type of behavior which is contrary to the norms and rules of the society. In the school setting, it is that behavior or act which a student is not expected to do. For example, a student is not expected to steal, rob, engage in sexual immorality, take drugs like cocaine, marijuana, smoking airplane fuel, talk obscenity, drunkenness, among others.

1.2.3 Contextual perspective

Of recent, most of the countries in Africa and elsewhere in Europe, the United States of America (USA) and Asia have had a series of global scientific, technological, social and economic changes, as well as the challenges for example civil wars that have had challenges on children's conduct. The social media such as the internet, twitter, whatsapp, and facebook, as well as the civil wars in countries like Sudan, Central African Republic, the Democratic Republic of Congo (DRC), Nigeria, Rwanda, Somalia, Uganda have made children unruly and deviant to the established societal norms as evidenced in such acts like drug addiction, truancy, premarital sex, homosexuality, lesbianism, obscenity, stealing, among others. Surprisingly, even in schools, similar or related acts are done by some students (Kabandize, 2004; Ikumbe, 2004).

The promotion of moral values is among the national aims of education in Uganda, thus all educational institutions are supposed to see to it that all those who pass through the educational institutions are morally responsible (Nagawa, 1998). Though the promotion of moral values is emphasized in every society, the social, political and economic changes in the world over time have brought a dilemma in the field of teachers' performance of their duties and the students' behaviour. Some teachers for example have no time for students since they teach in several schools, other students are influenced by the Children's rights to behave the way they want, the Government's abolition of corporal punishment in schools has made children to misbehave (Nyirabimana, 2004). The increase in the number of private schools started by illiterate businessmen, some of whom interfere with teachers' work and tell them not to punish students as it can make them (the students, the "customers") get scared and join other schools. This makes some teachers develop the "I don't care" attitude on students, and the end result is students' increased misbehaviour (Pamela and Patricia, 2001). Whereas this is not specifically addressing

Pallisa district, it is possible that what is happening elsewhere is also happening in Pallisa, hence the current study.

1.3 Statement of the Problem

From the time the National Resistance Movement (NRM) came to power in 1986 educational liberalization was made stronger. For example, schools were set up by all categories of people: the elites, illiterates, the businessmen and others many of whom thought schools would be run like markets or other business ventures to amass wealth. Private coaching of students and secondary school teachers teaching in several schools became the order of the day. Then in 2007 Universal Secondary Education (USE) was introduced which saw an increase in students' enrolment in secondary schools. These factors coupled together, teachers' seriousness in the performance of their duties, such as teachers knowing their individual students and guiding them regularly was compromised, and the resultant effect is compromised standards and discipline on part of the learners (Okello, 2015). The current study was carried out in Pallisa district to assess the extent to which secondary school students' deviant behaviours is related to teachers' attitude towards their work.

1.4 Purpose of the Study

The current study was carried out to assess the relationship between teachers' attitude towards their work and the students' deviant behaviours in secondary schools in Pallisa district of Uganda.

1.5 Objectives of the study

The study was carried out:

1. To assess the level of the attitude of secondary school teachers in Pallisa district towards their work.
2. To find out the magnitude of secondary schools students' deviant behaviours in Pallisa district of Uganda.
3. To find out the relationship between teachers' attitude to work and the secondary school students' deviant behaviours in Pallisa district of Uganda.

1.6 Research questions

The study was carried out to answer the following questions.

1. What is the level of the attitude of secondary school teachers in Pallisa district towards their work?
2. What is the magnitude of secondary schools students' deviant behaviours in Pallisa district of Uganda?
3. What is the relationship between teachers' attitude to work and the secondary school students' deviant behaviours in Pallisa district of Uganda

1.7 Hypotheses

The following hypotheses were tested.

1. The level of the attitude of secondary school teachers in Pallisa district towards their work is poor.
2. The magnitude of secondary schools students' deviant behaviours in Pallisa district of Uganda is low.
3. There is no significant relationship between teachers' attitude to work and the secondary school students' deviant behaviours in Pallisa district of Uganda.

1.8 Scope of the Study.

Geographically, the study was carried out in Pallisa district which is located in Eastern Uganda. There are two counties in Pallisa district, namely Agule County and Pallisa County. Within Agule County there are six sub counties namely Apopong Sub County, Gogonyo subcounty, Agule Sub County, Kameke Sub County, Akisim Sub County, and Chelekura Sub County. Pallisa county is made up of six sub counties, namely Pallisa town council, Pallisa rural sub county, Kasodo sub county, Olok sub county, Putiputi sub county, and Kamuge sub county. Based on this, the study was conducted from ten secondary schools out of the 17 secondary schools in the district. The schools were both public and private, selected from the two counties.

As for time, the study covered the period of four months between March, 2017 to July 2017.

Content wise, the study was limited to the attitude of the teachers towards the performance of their stipulated duties, and how that impacts on their students' deviant behaviours.

1.9 Significance of the Study

The research findings will be important to the learners, parents, administrators and the ministry of education.

The parents will be main beneficial for they will identify their role in assisting learners and hence after administering international measures, they will get discipline and useful youth in future who would assist them during their old age.

The teachers will use the suggested strategies and methods of teaching to plan for the work to be given to the learners with deviant behaviors and try to improve the learners' characters through guiding and consoling. Also teachers will learn reasons for deviant behavior and take the correct measures to curb these undesirable behaviors in schools.

On the other hand the learners will benefit from this study by learning through guidance, cancelling the pre-cautions of getting into bad behavioral problems and their outcomes. This will give them a desire to change their bad behaviors to the best of their ability.

Administrators will gain useful information to help them deal with the problem in the community so as to ensure that there is enough security.

Finally students will assist the ministry of education to know what takes place in schools as far as deviant behaviors are concerned and provided the necessary information to schools for planning well and improvement of approaches in school

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

This chapter presents the theoretical review, conceptual framework, as well as the related literature.

2.1 Theoretical Review

2.1.1 Theoretical Perspective

This study was based on Ecological psychologist Roger Barker's theory which states that it is not possible to predict human behavior unless the context or setting in which the behavior takes place is understood. He also argued that behaviors of people in similar "Behavior Settings" are also likely to be similar. Based on his theory, it is possible to argue for example that in order to have desirable literacy-related interactions between parents and children in the home, the "behavior setting" must provide all the necessary physical (books, space), human (parental attitudes, knowledge) and organizational (quality of interaction) components.

Another theory of relevance was the social learning theory propounded by Bandura. According to this theory, there is need for the learner to observe and imitate the behaviors of others. Students need to see positive cultural behaviors being practiced and modeled (Miller, 2002). Miller stated, "The guiding belief of social learning theorist was that personality is learned". This idea, that personality is created through experiences, led to Bandura's social cognitive theory. Thus, the home environment can motivate children to behave in a certain way.

Based on what children see in the family or home, gradually, children construct their self-knowledge about their own life from different types of situations (Miller, 2002). The most authentic situation is by the direct link between the students and their own success and failures in previous attempts. When students from disadvantaged SES enter school for the first time, they are already behind other students their age (Jensen, 2009). Miller suggested that one reason for this is that many of these students come from households where one or both parents must work to try to make ends meet. Living in poverty can be harmful to the cognitive development of young children due to the lack of stimulation and interaction during the critical developmental years (Evans & Rosenbaum, 2007). In studies conducted by Bradley and

Corwyn (2002) and Evans (2004), it was found that students from low- income homes did not have access to the same level of stimulating material for cognitive growth in comparison to those children, who lived in a wealthier environment.

A second situation that leads to the development of positive attitude is by “observing others fail or succeed on similar tasks” (Miller, 2002). It is imperative that young students have positive role models from a young age until maturity. Many students who live in poverty do not have a male role model who lives at home. As reported by staff of the U.S. Census Bureau (2010), one of every four children live with only one parent in the U.S., and over 85% of those single parents are single mothers. Single mother families have a higher poverty rate than any other type of family. The poverty rate for single mother families in 2010 was 42.2% in comparison to 15.1% for the whole population.

While home life is extremely important to adolescents, the majority of their time is spent in school for approximately 10 months of the year (Georgia Department of Education, 2012b). This makes the role of the teacher critical, and his or her actions can profoundly influence the students. In addition, there is an unequal ratio of middle school male teachers to female teachers in the schools in the U.S. According to staff of the U.S. Bureau of Labor (2010), females represent 81.7% of the teachers at the elementary and middle school level; there are only 18.3% males at these grade levels. As a result, the male student is not exposed to the same number of role models in school as the female student.

Schunk and Meece (2005) stated, “The influence of peers is especially potent among adolescents because peers contribute significantly to their socialization and views of themselves. Bandura (1994) acknowledged that “seeing people similar to oneself manage task demand successfully could lead to development of positive attitude. A sense of belonging is formed during the sensitive middle school years.

The middle school years are a time when students typically transition from a self- contained classroom with one teacher in elementary school to as many as six classrooms with six different teachers a day (Montgomery, 2012). Also, this is when students begin to go through puberty and their bodies begin to change. It is during the middle school years when students begin to separate from their family and rely on their peers for support. Middle school aged students are

attentive to what others think about them, especially their peers. This awareness allows them to play a larger role in each other's lives. Therefore, what children see, observe and experience in their families can influence them to behave in a certain way.

Given the nature of this study, though these two theories are relevant, the social learning theory is more relevant and was the one the study was based on.

2.2 Conceptual Framework

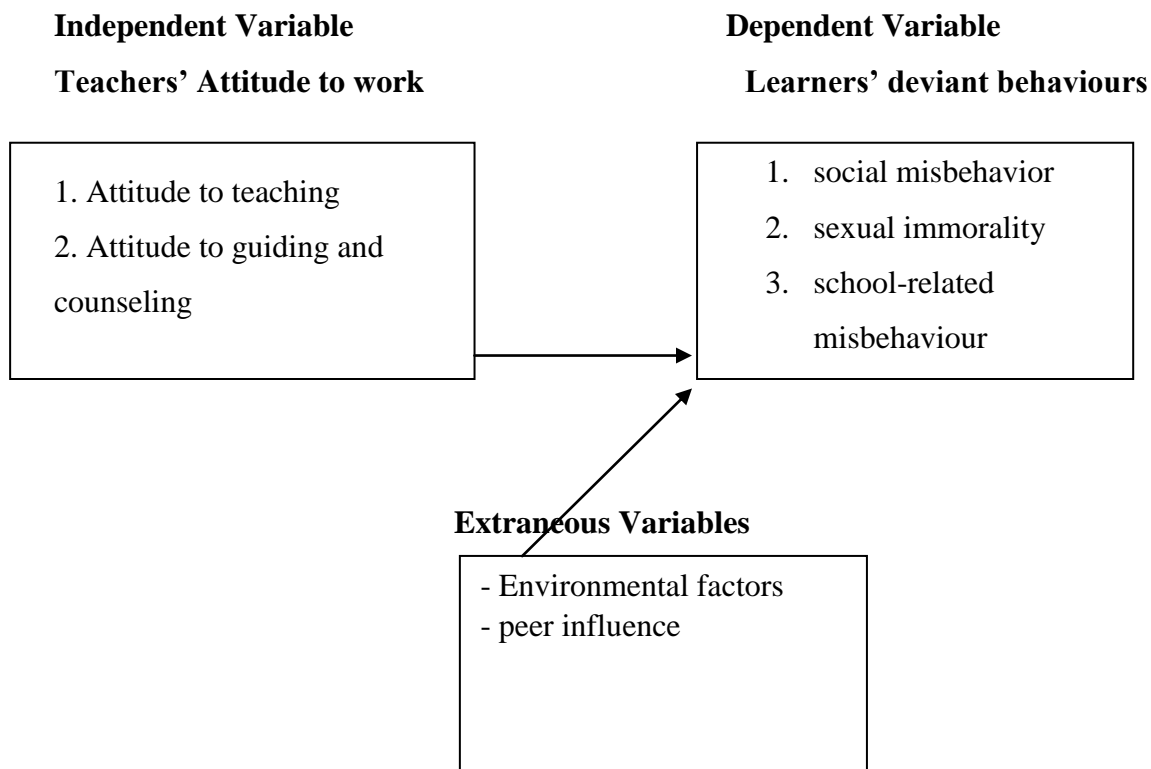


Fig.1 showing the relationship between the dependent and independent variables

Fig.1 shows the relationship between the independent and dependent variables of the study. The independent variable, namely teachers' attitude towards their work that is, their attitude towards the performance of their stipulated duties is assumed to influence the dependent variable, namely students' deviant behaviours. The teachers' performance of their stipulated duties, namely guiding and counseling learners, as well as teaching can influence the magnitude of the students' deviant behaviours, such as sexual immorality, drug abuse, fighting, escaping from school, among others. If the teachers are not serious with their work, it can cause the learners to be immoral sexually and socially.

The extraneous variables, namely environmental factors, as well as peer influence can also influence the students to behave in a certain way, but this study does not address these variables.

2.3 Related Literature

2.3.1 Attitude to work/perform

Research suggests that teachers' attitude to work is associated with a number of school characteristics. The five most commonly mentioned characteristics are an emphasis on teaching basic skills, high expectations, frequent evaluation, a safe and orderly school climate, and educational leadership (Reynolds, Bollen, Creemers, Hopkins, StoN & Lagerweij, 1996). Collaborative leadership between teachers and administrators also positively influences teachers' performance (Wong, Hedges, Borman & D'Agostino, 1996).

Many of the research studies concentrate on evaluating whether a causal link exists between teachers' performance and behavior of learners on the one hand, and the overall condition of school buildings on the other. For example, in a study of all of the primary schools in Georgia in the United States, teachers in non-modernized buildings recorded poorer results than those in modernized or new buildings. A further study demonstrated an improvement in teachers' performance in newer facilities. Seven studies demonstrated that building age is a significant contributor to teachers' and students' achievement and behavior. In an examination of 280 fourth and sixth grade students in two separate facilities (old and new), those in the newer buildings performed much better than the students in the older buildings, achieving scores over 7% higher. The students in the modern buildings also had a better record in the areas of health, attendance and discipline. The study concluded that approximately 3% of the variance in achievement scores can be explained by the age of the facility after taking into account socio-economic differences in the student populations. Teachers' performance of their duties with regard to teaching was also a contributing factor.

However, there is not total agreement on all of these findings. For example, in one study a strong inverse relationship was found between student behaviour and building age, that is, the older the buildings were, the better the behaviour of the students, 8 It has been speculated that this

conflicting finding may be the result of negative student reaction to greater supervision and disciplinary measures in the newer facilities.

It is important to note that, as buildings age, the individual building elements, such as lighting, air-conditioning and floor-coverings, vary in life expectancy and levels of maintenance. Thus different elements will impact on learning and behavior differently (Dejong 1998).

Four recent replicated studies have identified a relationship between cosmetic factors (related to age, maintenance and condition) and teachers' performance and behavior, with teachers' performance improving by as much as 5% in schools of higher condition ratings. Schools were rated by teachers as sub-standard, standard or above standard

Another study on teacher's performance and building condition noted that, as a school moves up from one condition category to another, the achievement scores can improve by over 5%. In the case of a school moving two categories (from poor to excellent in this case study) the student scores improved by more than 10%. Differences, if any, in urban, suburban and rural contexts have not yet been fully analyzed.

Interest in teacher qualifications has intensified among education policy makers and researchers, During this time period, research has accumulated that links student achievement to the qualifications of teachers (Brewer 2000; Mayer). Two central measures of elementary and secondary teacher qualifications are teachers' postsecondary education and their certification. To understand how many students are taught by teachers lacking specified levels of training, efforts have focused on mismatches between teacher qualifications and their teaching assignments (National Commission on Teaching and America's Future 1996; Ingersoll 1999). One of the main findings concerning teacher qualifications has been the relatively high incidence of teachers teaching subjects outside their areas of subject matter training and certification and McMillen, 2000. Moreover, the incidence of out-of-field teaching has been shown to vary by subject and by grade level. Out-of-field teaching also has been shown to occur more often in the classrooms of low-income students (Ingersoll 1999),Goldhaber and Brewer's 1997 analysis of teachers' postsecondary degrees and students' mathematics performance found a positive relationship between these variables; with higher levels of performance among students whose teachers held a bachelor's or master's degree in mathematics than among students whose teachers were out-of-field. Goldhaber and Brewer (2000) examined data on the postsecondary degrees and

certification status of teachers and their students' performance in mathematics and science. They observed a positive relationship between teachers' degrees and student performance in mathematics consistent with earlier findings. They also found that students whose teachers were certified in mathematics but did not hold a postsecondary degree in mathematics did not perform as well as students whose teachers held a postsecondary degree in mathematics. These findings provide a foundation for further examinations of out-of-field teaching data. One of the most significant studies in this area was also performed by Hanushek (2000) who surveyed the results of 113 studies on the impact of teachers' qualifications on their students' academic achievement. Eighty-five percent of the studies found no positive correlation between the educational performance of the students and the teacher's educational background. Although 7 percent of the studies did find a positive correlation, 5 percent found a negative impact. Those that push for legislation requiring certain teacher qualifications for homeschoolers have no research to support the necessity of such standards. The results of these 113 studies are certainly an indictment on proponents of certain teacher standards for homeschoolers. Higher teacher qualification does not make better students.

Teachers' coursework in both the subject area taught and pedagogy contribution to positive education outcomes. Pedagogical coursework seems to contribute to teacher effectiveness as all grade levels particularly when coupled with content knowledge.

The importance of content counterwork in most pronounced at the high school level.

While the studies on the field experience component of teacher education are not designed to reveal casual relationships they suggest positive effects in terms of opportunity to term the profession and reduce anxiety among new teachers.

Test that assess the literacy level or verbal abilities of teachers have been shown to be associated with higher level of student achievement.

Studies show the national teachers examination and other state mandated test and basic skills and/teaching activities are less consistent predictors on teachers performance.

Teacher characteristics matter in preparation, pedagogic and subject content, credentials, experience and test scores, the findings from the literature imply that there is no merit in large scale elimination of all credentialing requirement nor are improvement in teacher's quality likely

to be raised through status quo, rather teacher policies need to reflect the reality that teaching is a complex activity that is influenced by the many elements of teacher quality. Most of the research does not seek to capture in traction among the multiple dimensions of teacher quality and as a result there are major gaps in the research that still need to be addressed with evidence about quality at the elementary and middle school level in subjects other than mathematics or among difficult populations of students such as high poverty, English language learners or special education.

Researchers and policy makers agree that teacher quality is a pivotal policy issue in education reform, particularly given the proportion of education dollars developed to teacher compensations. Teachers are the most important school related factor effecting student achievement.

Rivkin, Hanushek and Kain (1998) identify teacher quality in terms of student performance outcomes.

Their research identifies teacher's quality as the most important school related factor influencing student achievement. They concluded from their analysis of 400,000 student in 3,000 school that while school quality is an important determinant of student achievement, the most important predictors is teacher quality in comparison, class size, teacher education and teacher experience play a small role.

Senders (1998) and Senders and Rivers (1996) argue that the single most important factors affecting student achievement is teachers and the effects of teachers and student achievement are both additive and cumulative. They contend that lower achieving student are the most likely to benefit from increases in teacher efficiency.

Similarly, in their study of the effect of cash bonuses on employee performance in the Kenya Power and Lighting Company Ltd, Njanja et al. (2013) found that although the majority of staff surveyed had a perception that cash bonuses motivate performance, the study concluded that these cash bonuses had no effect on employee performance. Those who had received a bonus and those who had not, perceived it to affect their performance the same; hence it did not have a significant effect on performance. However, conversely in their study of reward structures within the British construction industry (Drunker and White, 1996, p. 142) showed that due to the project nature of that industry and the clear distinction in its work force between the manual and

white collar workforce, PRP systems may yield results among professional and senior managers in that industry. It suggests that this PRP model could be developed in the context of improving performance in a project team, and around a competency or skill based pay system.

Similarly, Bart et al. (2008, p. 9), in their wide ranging study on who pays for performance and based on Norwegian establishment surveys from 1997 to 2003, found that the success or failure of performance related pay will very much depend on the setting that it is introduced into and the “prediction is that output-based incentive pay schemes are more likely to be observed when there is considerable employee discretion over work tasks”. So they found that performance related pay is more widespread in bigger organisations and less common in more unionized organisations. They found a link between the educational qualification of employees and the use of individual based performance pay and also a clear link between performance been positively affected by PRP and the level of autonomy the work has. In this sense the more discretion a worker has over his/her tasks, the more successful PRP will be.

Although there is a lot of evidence to suggest both type of rewards affect organisational performance, here the researchers suggest that focusing on intrinsic rewards shows that the role itself is enough to foster within the employee, a sense of worth, enjoyment and empowerment. These intrinsic rewards can be particularly affective in times of change within an organisational structure. However, the allocation of these rewards in a systematic and fair manner is crucial to their success. And of course the issue of individualistic need can directly affect the positive performance outcome of PRP. In their study on organisational rewards: considering employee need in allocation, Webb Day et al. (2014) discuss how using a pay-for-performance model in a western organisation can have positive results on performance. By focusing not just on the pay, but also on the individual’s specific needs for this pay, it found that not only can you achieve positive performance outcomes, but it helps the organisation to respond better to employee expectations. It also found that through communication of need to your manager, employees with higher needs were more likely to receive larger rewards.

Similarly, when rewarding knowledge workers or those tasked with innovating as part of their role, a motivated employee is more productive and thus a higher performer. Intrinsic motivation is more important for productivity and performance when relating to creative or innovative workers (Markova and Ford, 2011). This study focused on employees in over 30 large companies

and through a scaling system rated by supervisors, found that neither monetary nor non-monetary rewards had any direct effect on performance. However, they did have an effect on motivation and the more motivated the employees were, the more time they spent on job tasks and therefore positively affect performance in the long term.

This in turn is important for organisational competitiveness. It also shows how non pay based rewards and performance and innovation can intertwine with positive outcomes. So in affect money is not the panacea and does not lead to a longer working time or improved cooperation and behaviours among workers. Intrinsic rewards can be equally effective, but less costly.

Bratton and Gold (2012, p. 370) highlight the fact that performance-based pay systems tie pay to employees outputs. These outputs might contain positive contributions from the individual or team, thus providing the basis for different types of pay systems.

However PRP is not without its pitfalls, specifically if not managed or implemented correctly. Lewis (2006) argues employees and managers can lose faith in the concept due to:

- 1). Poor design or communication
- 2). Excessive focus on financial results
- 3). Inadequate salary differentiation (a problem in times of low inflation and across different geographic locations)
- 4). Too much emphasis on individual performance

According to Armstrong (2007, p. 285) there has been a backlash against PRP in the 1990's and this has led modern day organisations to introduce second generation schemes, in order to avoid earlier mistakes. There is room for more research in this area in relation to trying the concept with more competence-related or contribution-related pay.

So depending on the scheme of PRP chosen, it can be effective when a 'participative system' is used inclusive of an employee's overall performance objectives or ineffective where the PRP scheme is 'highly selective' (Schmidt et al., 2011). In this study on performance related pay in German public services, the researchers looked at how PRP influences functionality, or how people work. This, by extension, can determine performance. They looked at the impact of introducing PRP in a decentralized way and if local factors influence its effectiveness, which is an interesting concept when evaluating PRP in a multinational organization. Their findings

pointed firmly to the introduction of PRP causing problems to a greater or lesser extent depending on the method of performance assessment applied. Within the context of a public service body, the effectiveness of PRP has weakened because of the small financial budget available for reward.

However, in their research involving six different case studies from Italian central government, (Azzone and Palermo, 2011, p. 107) found serious flaws in the reward structure where no link could be found between performance appraisal and rewards. In this case performance was found to suffer adversely, and it was recommended to use existing reliable performance measures to overcome this especially when the organisation is going through change. However, in the context of the public sector performance-based rewards schemes (PBRs), and pay as a facet of these, have been shown to be effective in managing employee performance, especially high performers. Performance based pay aligned with a broader performance assessment can facilitate better customer focused performance metrics as well as other organisational objectives within a public sector environment (Kealesitse et al., 2013). This study on developing customer-focused public sector reward schemes in the Botswana government's performance based reward system, found that implementing a performance based reward scheme was difficult where employees do not have a high degree of autonomy, which is common in many public sector bodies. They also found the broad and conflicting nature of targets within this public sector meant performance related pay schemes were more difficult to implement successfully and thus to increase performance.

Similarly, but in a different industry (Randle, 1997, p. 192) in his research paper on PRP systems in the pharmaceutical research sector, discovered that most participants were not opposed to the concept of performance related pay but in practice it was widely condemned as the rating system was not perceived to be fair or transparent enough. He questions how accurately managers can define what constitutes good performance in the research sector as measuring the quality of ideas, which is extremely important in the R&D sector, can prove difficult for managers. The real danger in this industry context is that PRP may alter the output of scientific researchers, encouraging them to adapt certain behaviours which are at odds with the essential practice of team work in this industry. In this regard, PRP can have an adverse effect on performance in the overall value add to the organisation. They also found that PRP, applied contingently on

performance, can reduce “intrinsic motivation” which is believed to be important among scientific staff. They considered the dysfunctional elements of PRP outweighs any perceived benefits in organizations that rely on team work for productivity and that it will eventually be relegated in terms of valuable rewards available to employees in such settings.

Even if the correct PRP scheme is chosen, employee motivation can also affect this performance so it's important that this is not ignored as Hume (1995) highlights:

Whilst employees will normally attend work in return for an agreed wage or salary, the level of effort or work rate of employees receiving the same wage or salary is likely to be significantly different. Motivation is therefore concerned with both the direction and intensity of behavior - what causes specific actions, and what determines the intensity of such action (Hume, 1995).

As traditional reward systems such as pay compensate employees based on skills and competences, it is important not to lose the ability to reward based on flexibility and other personal and professional traits employees may demonstrate in the workplace, such as performing well in teams or showing the right decision making ability in difficult situations.

Measuring performance is of the great importance to an incentive plan because it communicates the importance of established organizational goal. Performance management, if carried out properly, can reward people by recognition through feedback, the provision of opportunities to achieve, the scope to develop skills, and guidance on career paths. In discipline of human resource management, different writers suggest the following indicators of measuring employee, and they include: quality that can be measured by performance of work output that must redone or is rejected. Rewards can be used to improve performance by setting targets in relation to the work given. When the employee surpass their target, he or she can be given amount to their salary; this will make them strive to achieve more (Maund, 2001).

Research has proven that human beings are appreciated and praised they tend to improve their performance. This is another way an organization can apply as a reward so as to improve performance. Praise could be shown in the organization newsletters or in meetings. When managers take time to meet and recognize employees who have performed well, it plays a big role in enhancing employee's performance. (Torrington & Hall, 2006). Organization should rewards employees more often. This greatly improves performance compared to having the

reward only once in a year. This is because frequent rewards are easily linked to the performance. (Thomson & Rampton, 2003). Another way through which organization can use reward system to increase the output by personalizing the reward. When reward tend to be so general, employees do not value them. Organization can use rewards to improve employee performance by incorporate appraisal or promotion for employees who have a good record of performance. Managers should be on lookout for employee who perform well. All these are non-financial rewards that can encourage job and organizational engagement and make a longer-lasting and more powerful impact than financial rewards such as performance-related pay.

Performance management is, of course, also associated with pay by generating the information required to decide on pay increases or bonuses related to performance, competency or contribution. In some organizations this is its main purpose, but performance management is, or should be, much more about developing people and rewarding them in the broadest sense.

The role of performance management in a reward system is to contribute to improving performance by providing a means of recognition, influencing job design when reviewing role responsibilities, setting up personal development plans and, when appropriate, informing contingent pay decisions.

This suggests that teacher absenteeism compounds the disadvantages already faced by students in poor communities, mostly in developing countries. Surprisingly, some of the best evidence on absenteeism and student learning comes from a handful of developing-country studies. These studies have the advantage of direct observation of teacher attendance by study teams, which get around problems of inaccurate administrative records. One such study is by Das et al (2007), who focus on primary schools in Zambia. That study involved repeated surprise visits to the same schools over the course of the year, together with measurement of the students' learning gains. By correlating each student's learning gains with the absence of his or her teacher, the authors conclude that absence has a surprisingly large effect: each additional 5 percent increase in teacher absence reduces learning by 4 to 8 percent of a year's learning for the typical student. The study controls for many other observable inputs into student learning, such as classroom equipment and even family-provided inputs. This makes it more likely that the learning effect really is due to absent teachers and not to differences in some other input that is correlated with teacher absence.

Another innovative study provides experimental evidence on how teacher absence affects performance (Duflo, Hanna, and Ryan, 2007). The experiment provided attendance-based bonuses for teachers at NGO schools in rural Rajasthan, India, by using cameras to monitor attendance and then verifying the results with random spot checks. Compared with the teachers in the schools that had been randomly assigned as controls, teachers eligible for the bonuses had much lower absence rates – only 21 percent, compared with 42 percent for the control teachers. Perhaps surprisingly, student learning increased substantially as well in the experimental schools, by 0.17 standard deviations. The authors estimate that reducing absence by 10 percentage points would increase child test scores by 0.10 standard deviations.

A few other studies have also estimated the link between absenteeism (measured through direct observation) and student attendance and achievement. In the case of India, Kremer and others (2005) find that higher teacher absenteeism leads to lower predicted student achievement of 4th graders, about .02 standard deviations lower for each 10-percentage-point increase in absence – and also to lower student attendance. For Indonesia, Suryadarma, Suryahadi, Sumarto, and Rogers (2006) find that an additional 10 percentage points in the average absence rate of teachers at a school is associated with a .09-standard-deviation decrease in math scores of 4th graders (with no effect on verbal test scores). These studies do not track student learning over time, however, nor are they able to correlate an individual student's achievement with the absence of his or her own teacher, so these estimates of the effects of absence are less reliable.

The finding on teacher absenteeism slows student learning should not be surprising. In many developing country school systems, substitute teachers are not available. It might be possible to combine classes when one teacher is absent, but in many cases class sizes are already large enough that the combined class would be of a size that clearly retards learning. In other cases (as in rural India) primary schools are sometimes staffed by a single teacher, so that when the teacher is absent, the school must close entirely. If this happens often enough, students and families may become discouraged, increasing student absenteeism and compounding the costs of teacher absenteeism.

Interacting and becoming involved with their children's life on a daily basis is a way parents can socialize their children. With respect to the socialization of school achievement, parental involvement consists of attending parent-teacher conferences, helping children with homework, volunteering for leadership roles within the school, and attending children's extracurricular activities. Epstein and colleagues have distinguished between parental involvement practices that are initiated by parents and parental involvement practices that are initiated by schools (Epstein, 1996; Epstein and Connors, 1994; Epstein and Dauber, 1991; Epstein and Lee, 1995).

Involvement practices initiated by parents represent parental efforts to become directly involved with school decisions and activities. For example, parent-initiated involvement practices include parents serving on school boards or parent organizations. They also include ways parents get involved with their children's school-related activities within the home, such as helping their children with homework. On the other hand, school-initiated involvement practices represent efforts by the school to provide parents with routine information about school policies, procedures, and events, as well as their children's progress. School-initiated involvement practices also include efforts by the school to announce parent opportunities to participate on school boards, committees, and parent organizations.

Research has demonstrated the value of parental involvement. For example, Okpala et al (2001) investigated the relationship between parents involvement (in terms of hours of volunteered in-school help), school spend (in terms of dollars per child spent on instructional supplies). Neither dollars spent nor, less yet, parental hours spent helping in the school, were related to pupil achievement. Similar results were found by Zellman and Waterman (1998) in a study of 193 2nd and 5th grade children. An important attribute of this study was that it contained, amongst other data collection techniques, a direct observation component so that parental involvement was indexed not only by various reports and ratings but by observations made by independent researchers. Amongst many findings (which will be reported later) it was evident that in-school manifestations of parental involvement were not related to school improvement. There are many possible reasons for having parents working in schools. It might be very good for the parents. It has the potential to help schools link better with the community. It could contribute to the openness and accountability of the school.

Izzo et al (1999) studied four forms of involvement; frequency of parent-teacher contact; quality of parent-teacher interaction; participation in educational activities in the home; and participation in school activities. These factors, as well as family background variables were examined to find any relationship they might have with school improvement as indexed by school grades. Consistent with other studies, Izzo et al showed that all forms of parental involvement declined with child's age and that involvement in the home 'predicted the widest range of improvement variance'.

In another longitudinal study Dubois et al (1994) showed that family support and the quality of parent-child relationships significantly predicted school adjustment in a sample of 159 young US adolescents (aged 10 –12) followed in a two year longitudinal study. At-home parental involvement clearly and consistently has significant effects on pupil achievement and adjustment which far outweigh other forms of involvement. Why is 'at-home' involvement so significant? How does it work in promoting school improvement?

Zellman and Waterman (1998) observed the interactions between 193 mothers and their children who were in 2nd to 5th grade at school. Children's achievements were measured using school grades for maths. Their adjustment to schooling was assessed using a behaviour rating schedule completed by their teachers. Parenting style was rated following the analysis of a video recording of a Parent-child discussion of an issue they both agreed was 'problematic'. Four dimensions were rated; clarity of communication, warmth, negative communication and emotionality. Parental enthusiasm was rated from responses to questions asked in an interview in which the mother was asked to discuss, amongst other things, the rewards of being a parent and self rating of effectiveness as a parent. Parental involvement was self-assessed by parents in two components; what did they do on the school site and what did they do at home to support educational progress? Several findings were consistent with most studies in the field.

Henderson and Mapp (2002) reviewed a wide range of studies on parent involvement (more than 51 research studies and literature reviews). They found that "students with involved parents, no matter what their income or background, were more likely to earn higher grades and test scores and enroll in higher-level programs; be promoted, pass their classes, and earn credits; attend school regularly; have better social skills, show improved behavior, and adapt well to school; and graduate and go on to postsecondary education.

Many research studies indicate the positive relationship between parent involvement and student academic achievement (Grolnick, Benjet, Kurowski, & Apostoleris, 1997; Gutman and Midgley 2000; Shaver and Walls 1998; Epstein & Sanders, 2000). Another study found a strong positive effect on student achievement when parents work with students on homework (Van Voorhis, 2003).

In a research on the effects of parent involvement in homework, a meta-analysis of 14 studies showed that training parents to be involved in their child's homework results in (a) elevated rates of homework completion, (b) fewer homework problems, and (c) possibly, enhanced academic performance among elementary school children (Patall, Cooper, & Robinson, 2008). However, several studies (Cooper, Robinson, & Patall, 2006; Haas & Riley, 2008) have found that such results were not obtained at the middle school level where an inverse relationship between parental involvement and homework completion was recorded. A recent meta-analysis by Cooper, Robinson, and Patall (2006) indicated, in general, a positive relationship between educational outcomes and homework; but, the strength of the relationship depended on some factors such as the student's grade level and the amount of time that student was committed to homework submission.

Monadjem (2003) found that a positive parenting style was more important for children's reading achievement reduced learning difficulties than the extent to which parents were involved at school. She adds that parenting moderates the impact of parent involvement by influencing the extent of the parent-child interaction. England and Collins (2008) also observed that the expected graduates had higher levels of parent involvement in middle childhood, more supportive parent/child relationships in early adolescence and higher levels of social competence with adults than unexpected dropouts.

Georgiou (2008) found that anxious parental pressure on the child relates negatively to children's achievement, while pupils whose parents adopt an authoritative parenting style, accept, nurture, encourage, and are emotionally responsive to their children had positive achievements. Children whose parents attribute their achievement to the child's own effort have been found to have better academic results than those whose parents attribute the achievement to luck, ability or other people (Georgiou, 2008).

Researchers have found a strong positive relationship between parent initiated involvement practices and school outcomes (Epstein and Sanders, 2002; Hess and Holloway, 1984; Hill et al., in press). For example, researchers have found that higher levels of parent-initiated involvement, such as parent attendance of school activities, open-school nights, and parent-teacher conferences, are related positively to elementary school-aged children's school performance (e.g., Becker and Epstein, 1982; Stevenson and Baker, 1987). Moreover, studies with adolescents have found that parental assistance with homework is positively related to the amount of time adolescents spend on their homework (Hewison, 1988; Keith et al., 1986; Muller and Kerbow, 1993). Similarly, researchers have found a strong positive relationship between school-initiated parental involvement practices and children's school outcomes (see Greenwood and Hickman, 1991). For example, Hoover-Dempsey et al. (1987) found that higher levels of teacher communication with parents of middle school children were positively related to parents' attendance of parent-teacher conferences and school activities.

Despite these positive relations between parental involvement practices and school-related outcomes, researchers have found that parental involvement declines in adolescence (Milgram and Toubiana, 1999; Muller, 1998). For example, Epstein and Dauber (1991) found that the level of parental involvement with school activities was stronger in elementary school than middle school. Similarly, a recent National Household Education Survey conducted by the U.S. Department of Education (1998) found that the provision of opportunities by schools for parents to participate in school activities declined in middle school.

An analysis of the National Educational Longitudinal Study (NELS: 1988) has provided rich information on the potential decline of school-initiated and parent-initiated involvement during adolescence. With respect to school-initiated involvement practices, analyses of the NELS: 1988 database found that a large proportion of parents reported that schools do not initiate contact with them directly to seek their participation in school activities or to update them on their child's progress (Epstein and Lee, 1995). Specifically, the study found that approximately 60% of parents of eighth-grade students reported that the school does not contact them seeking information about their child (Epstein and Lee, 1995). Approximately 65% of parents reported that the school has not contacted them about their child's academic program or progress. Furthermore, over 70% of parents indicated that they have never been asked by their child's

school to volunteer in school. Results on parent-initiated involvement practices were mixed. Specifically, over 80% of parents indicated that they talk to their children regularly about their school progress, however only about half (56%) indicated that they regularly help their child with homework.

Further research is needed to examine why parental involvement in adolescence is declining and to understand the consequences of that decline. Some researchers have suggested that the decline stems from parents' recognition of an increased need for adolescents to express their autonomy (Steinberg, 1990). As noted by Wentzel and Battle (2001), "a hallmark of adolescent development is gaining emotional and psychological independence from family (p. 95)." As a result of an increased need for autonomy, adolescents might respond negatively to high levels of parental involvement. Still, the decline in parental involvement might be too much. Therefore, a promising next step in the research on parental involvement in adolescence is to identify the threshold or cutoff between a healthy and unhealthy level of parental involvement. The latter may be a case of what might be called 'over-involvement.' Of course it likely that the threshold may vary for children with different temperaments and personalities, so the research should examine the influence of these factors too.

It also remains unclear whether parental involvement in adolescence declines for all parents or only certain subpopulations of parents. For example, parental involvement in adolescence may remain strong for parents with children who have disciplinary or academic problems compared to parents with children who lack such difficulties (see Hill, 2001). These possibilities highlight the need for researchers to gather information on the reasons behind parental involvement (e.g., for disciplinary concerns versus nurturing a gifted student). The traditional measures used to examine parental involvement, however, do not attain the reasons for parental involvement (Hill and Taylor, 2004). The development or modification of instruments to gather this kind of information seems warranted.

2.3.2 Deviant Behaviors

Education assessment shows that there are diverse categories of deviant behaviors. It is very vital to conduct the diagnosis as reflected by Ndurumo (1986). He argues that it requires the most appropriate modalities to trace the types of deviant problems and look for the remediation to curb effects that may be brought about by the learners with deviant behaviors.

Furlan(1988) argues that there is evidence that schools are witnessing an increase of deviant cases especially among adolescent in secondary schools. He also cited that those deviant behaviors are taking new forms such that in many places there is concern at increase in violence, the sale and consumption of drug, fighting, riots, truancy and killing are the challenges which go beyond education institutions.

Kreitner (2004) noted that the challenges of deviant behaviors such as violence and bullying need to be approached with some sensitivity. Since children at this age (school age) are at adolescence stage. She further argues that children at this stage take a written rules as pointless so they find ways of keeping in the system within minimum trouble by expressing emotions that reveal depression or despair.

According to Gay, Millar and Noakses (1994) various types of deviant behaviors are noticed in children. That is includes kicking other student when dining up to enter classroom, shouting abuse at other students during lessons, writing on desks, getting up from a desk, walking about the classroom and pinching others and throwing pen, ruler sets.

Mwaura and Wanyera (2002) argue that the sociology of African family allows children to work for the benefits of their family. This does not allow children time to make good vision for their future lives. Their interests in academic are low. This affects their attitudes towards themselves and school and finally behavioral problems such as truancy, the sale and consumption of drugs may result.

2.4 Causes of Deviant Behavior

Some of the causes by some writers include; bad role models of parents and some teachers, age factor excess freedom and restrictions from teachers, peers influence, media advertisement and environment.

Mbiti (1989) stated that people think that the proper way of bringing up children is to give them total freedom or the opposite, but these are some of the cause of deviant behaviors in learners.

The researcher strongly will agrees with what the author says, this is so because we are seeing today a lot of deviant behaviors shown by learners from families who exercise a lot of freedom from home, to be the leading in causing behavioral problems in schools. The environment where rules are so rigid also is another factor which has caused learners to develop deviant problems.

According to Ngoroga (1996) argues that rejection of children by parents and relatives may cause deviant behaviors in children. He also cited that some children lie and steal to see how the parents and teachers would react to their lies. Some children bully others or tease others especially members of their groups.

Mwaura and Wanyera (2002) stated that “when parents are inconsistent in their style of upbringing children, they begin to feel uncertain and confused. Disorganized homes constitute one of the main causes of indiscipline problem in learners. Some teachers use teaching method which does not meet the learners needs for example lack of proper explanation because of poor teaching methods. Learners may result in poor motivation and hence result to behavioral problems. The research will agree with author because the parents have failed to provide proper guidance. Some parents give their children a lot of money and fail to provide them direction to enable children lead disciplined life.

Because of poor teaching methods, most teachers use teachers centered method and when learners take their grievances to those teachers they are not willing to listen to them. This may bring antagonism between teachers and learners

Ongera (2003) cites that may schools use rules that are inflexible and most of them are started negatively she further argues that this does not teach the students the positive behaviors but days emphasis on the negative and undesirable behaviors only. She cites that lack of a whole school behavior policy may cause lack of direction in positive behavior in schools.

2.5 Impact of deviant behaviors to learning.

The subtopic will deal with the most common impacts of deviant problem on learning.

Mwaura and Wanyera (2002) cited that “children from rich families develop behavioral problem as a result of over protection and care. These also lack guidance in the use of resources. Due to laxity from parents, children develop little interests in learning and may end up in dropping out. The researcher fully supports what the author says most of the learners with bad behaviors show that all the unrest cases end up in students learning being affected by their behavioral problems. Some drop out of schools others become drug addicts while others lose their lives.

Wanderifu (2007) reported that some of the cited cases included students who pelted their head teacher with stones accusing him of bad administration and unjustified punishments. The reporter also mentioned a case in Makindye (Kibuli senior secondary school) where students refused to study whole day.

Empirical researches have been conducted on the behaviours of students. For example, Gwokyalya (1992) studied the social origin and discipline of secondary school students in Makerere College school and found out that there were significant differences in children's discipline based on such factors as geographical environment where they stay, socio-economic factors, among others. This study, unlike the current study was carried out in a secondary school. Though Makerere College was (at that time) situated in Kampala district near Makerere University, which is currently Kampala Central Division, the current study was carried out from a different Division, Makindye. Besides, Gwokyalya (1992)'s study was carried out in only one school yet its administration and set up are different from some other schools such as the primary schools in Makindye division which the current study addressed. Additionally, Tumwebaze (2003) linked moral behavior of secondary school students in Uganda to family background. He found out that family background contributed non-significantly to children's moral behavior, as children from both rich and poor families, religious and non-religious families, rural and urban families can both be either moral or immoral or both moral and immoral almost in the same way. Though at times the difference is there, that difference is in most cases small. The findings of this study are related to those of Babita (2007) who studied family environment and students' discipline in Kampala private day secondary schools and found out that some parents cause their children to get spoilt at an early age, for example some parents are prostitutes, they make love to

each other in bed or in the sitting room when children are hearing and to make matters worse some men and women use vulgar words as they are making love, they abuse each other as children are hearing, and in a worse case some men have sex with their daughters.

Teachers' Attitude towards their Work and Students' Deviant Behaviours

One way for students to promote and practice their pro-social and interpersonal relationships is to be involved in extracurricular activities outside of school. Additionally, the involvement of extracurricular activities has other benefits. In a study of academically successful urban high school males, Hibert (2000) found that involvement in youth organizations after school gave students the awareness that they had options in their lives outside of their urban environments. These organizations were perceived by these young men as "safe places where they could be with their peers and engage in activities centered on cooperative building and reinforced with consistent adult support" (Hibert, 2000). These organizations provided opportunities for these students to build a sense of self-efficacy in addition to providing success in different types of activities. McLaughlin(citedin Hibert,2000) found that urban teenagers who participated in extracurricular activities built appositive sense of self through their accomplishments and successes with in the program. Perry-Burney and Takyi(2002) found that girls who are involved in team sports tend to have a higher sense of self- confidence while playing. These feelings resulted in higher grades academically, increased participation in extracurricular activities in school, and more involvement at home. It was found that these behaviors were demonstrated because of their high level of self-efficacy. These girls were also found to have a clearer and more consistent view of their long- term goals. It was also found in Perry-Burney and Takyi's study that not only did these girls have higher grades; they also scored higher on standardized tests when compared to their non -athletic peers.

Hibert (2000) found that young urban males in his study who were involved in extracurricular activities felt that their involvement allowed them to develop their talents and exposed them to another world outside of their urban community. Furthermore, they began to see themselves as valued individuals. This perception enabled their belief in self to become stronger. This in turn led them to believe they were better prepared to succeed. It was concluded by Hibert(2000) that the most important factor influencing the success of the urban males in his study was a strong belief in self. The students that participated in this study

claimed that it was in fact their membership in the schools swim team that fostered their strong sense of self and had a powerful impact on shaping their belief in self. In addition, Perry-Burney and Takyi (2002) concluded from their survey that teenage girls from suburban schools who participated in team sports have a higher sense of self-confidence; they also observed improvement in GPA and the desire to attend college.

Barber, Eccles and Stone as well as other researchers (as cited in Martin and Dowson 2009) found that extracurricular activities such as sports, music, dance, clubs, and church groups are positive influences in a child's life. This positive influence affects their educational, social and emotional lives. This sense of belonging is a key factor that helps create positive effects in a child's life. The adults involved in these extracurricular activities model effective behaviors, and help develop social skills that in turn build a student's sense of control (Martin & Dowson, 2009). Caprara, Barbaranelli, Pastorelli, Bandura & Zimbardo (2000) contend that the importance of investing resources to develop and promote children's prosocialness will enhance other realms of their lives. Not only will it enhance the social aspects of their lives, but will also facilitate subsequent academic success. Moreover, it can generate additional gains in self-regulation and aptitude.

Given the previous research that found that involvement in activities outside of school could increase a child's sense of belongingness and self-confidence, there is research on how it affects self-efficacy is limited. The current research seeks to extend the previous findings by investigating the relationship between participation in extracurricular activities and how they affect academic self-efficacy. More specifically it is hypothesized that those students who are involved in extra-curricular activities will display higher academic self-efficacy when compared to students who do not participate in any extra-curricular activities.

In conclusion, the researcher is trying to point out what other scholars said about impacts of deviant behaviors on academic performance of learners. The author through research is trying to point out the types of deviant behaviors, causes of deviant behaviors to learning scholars since there is a challenge in learners' behaviors and academic performance. The next chapter discusses the methodology that will be used or employed in the study.

CHAPTER THREE: METHODOLOGY

3.0 Introduction

This chapter discusses the methods the researcher used in gathering data. It includes items like the research design, research population, sample size, sampling procedure. It is in this very chapter that the validity and reliability of the research instruments was established. This chapter also shows the research instruments and data gathering procedures that were used in this study.

3.1 Research design

This study employed a cross-sectional descriptive survey design, using the quantitative and qualitative approaches. It was survey since the study involved a large sample. The study was also cross-sectional since the required data were collected once at a time to establish what kind of relationship exists between teachers' attitude towards their work and the secondary school students' deviant behaviours in Pallisa district of Uganda.

3.2 Target Population

The target population of this study were 4,230 students and 286 teachers from the 14 Private secondary schools in Pallisa district and the seven public secondary schools in the district. These schools are found in the two counties, Pallisa and Agule which make up the district.

3.3 Sample size

A sample of 843 was selected from 11 secondary schools whereby four were public and seven were private. All of these filled questionnaires, and in addition, 42 of the teachers (two headteachers and 40 classroom teachers), as well as 60 students were interviewed orally to get detailed data. The respondents were selected from these 11 secondary schools using the Morgan and Krejcie (1970) method of determining the sample. Table I shows the details of the population and sample size.

Table I: Population and Sample size

Categories of Respondents	Target Population	Sample Size
Teachers		
1. Four Public schools	138	103
2. Seven Private schools	142	103
Students		
1. Four Public schools	2800	331
2. Seven Private schools	2110	306
Total	4180	843

3.4 Sampling procedure

In selecting the respondents, the schools were first be clustered on basis of location in terms of the county where they are found, and on basis of being public or private, hence purposive sampling. After identifying how many public and private secondary schools were in each county of Pallisa district, the schools were also selected using purposive sampling by picking schools which are new and old, those within Pallisa town and those far away, the private and public; those with many students and those with few students, the day and the boarding schools. This enabled the researcher to collect data from all categories of secondary schools in the district which enabled him to make reliable conclusions.

3.5 Data collection Instruments:

1). Questionnaire:

The 4-Likert scale grading of 1=strongly disagree; 2-disagree; 3-Agree; and 4=strongly agree was adopted in this study. The response modes, scoring and interpretation of scores were as indicated below

2). A face sheet:

Data were collected using researcher-designed questionnaires which were filled by the selected students and by the teachers. The questionnaire for students would require them to report about

their deviant behavior, while the questionnaire for the teachers would require them to answer the items related to their performance of their stipulated duties.

The students' questionnaires will also require the respondents to report about their gender, age and class. The teachers' questionnaire will also require them to report about their age, work experience, type of school whether private or public as well as their marital status.

3.6 Validity and Reliability of the research instruments:

The test-retest technique was used to determine the reliability of the research instruments. It was pretested among 30 respondents from four secondary schools (at least seven students from each school). These did not take part in the actual study.

The content validity was ensured by submitting the questionnaire to an expert to give his judgment as to whether the instruments were valid or not, and then the content validity index (CVI) was calculated basing on the judgment.

$$CV1 = \frac{\text{Relevant items by expert}}{\text{number of items}}$$

$$cv1 = \frac{x}{y}$$

$$cv1 = z$$

As Amin (2005) recommends, the content validity index which is above 0.7 qualifies the questionnaire to be valid, therefore, if the questionnaire of the proposed study gets a figure which will be above 0.7, it will be considered valid.

3.7 Data Gathering Procedures:

Before the administration of the questionnaires:

1. Before going to the field the researcher obtained an introductory letter (transmittal letter) from the College of Education, Open, Distance and e-learning, Kampala International University, which he took to the respective schools and other relevant offices requesting for approval to conduct the study in the secondary schools in Pallisa district.

2. Having been approved, the researcher selected ten research assistants who assisted him in data collection; briefed and oriented them in order to be consistent in administering the questionnaires.

3. Before administration of the questionnaires, the researcher produced more than enough questionnaires for distribution.

During the administration of the questionnaires

1. The researcher requested the respondents to answer correctly the items provided and not to leave any part of the questionnaires unanswered.
2. The researcher and research assistants emphasized retrieval of the questionnaires within five days from the date of distribution to the headteachers, and as for the pupils, the filled questionnaires were collected on the very day they were distributed.

After the administrative of the questionnaires

After collecting all the filled questionnaires, the data gathered were entered in the computer and were statistically treated using the statistical package for social sciences (SPSS)

3.8 Data Analysis

Data were analyzed as follows.

1. To examine the level of secondary school teachers' attitude towards their work in Pallisa district of Uganda, the arithmetic mean was used.
2. To find out the magnitude of secondary schools students' deviant behaviours in Pallisa district of Uganda, the arithmetic mean was used.
3. To assess the relationship between teachers' attitude to work and the students' deviant behaviours in Pallisa district of Uganda, the Pearson Linear Correlation Coefficient was used.

In using the arithmetic mean, the following mean ranges were based on.

Mean range	Response Mode	Interpretation
3.26-4.00	strongly agree	very good attitude/ very high magnitude
2.51-3.25	Agree magnitude	good attitude/ High
1.76-2.50	Disagree magnitude	poor attitude/ Low
1.00-1.75	Strongly Disagree	Very poor attitude/ very low magnitude

Description of the response modes was that with strongly agree(SA), one agrees with no doubt at all, agree(A) meant one agrees with a given statement with some doubt; disagree(D) meant that one disagrees with some doubt while strongly disagree(SD) meant that one disagrees with a given statement with no doubt at all.

3.9 Ethical considerations

This involved seeking permission by the researcher through written requests, from the heads of the respective primary schools, so that the respondents would be ensured of confidentiality of their information given and also the protection of respondents (classroom teachers) from any malice from their head teachers, as some autocratic head teachers do not want their teachers to reveal that autocracy to strangers. The respondents were neither required to disclose their names nor to write on the questionnaires the names of the schools. In addition, the respondents were assured that the information collected from them would be treated with utmost confidentiality.

3.10 Limitations of the study:

The following were limitations to this study;

- 1) Attrition/mortality in that not all questionnaires were returned completely answered; and some head teachers made the researcher move several times to them to collect the filled questionnaires. In the end, some of them filled the questionnaires hurriedly, thus a possibility of not having been so accurate in what they filled.
- 2) Uncooperative behavior of some respondents and those who seemed reluctant to give information. This was realized among the first respondents of a school the researcher went to, as

some pupils thought that asking them to rate themselves on moral issues could be a way of tricking them which could make them be expelled from school. Having realized this, the researcher and his assistants addressed the pupils about the purpose of the study, and that it was not in any way meant to trick them, their teachers were also requested to go away as the pupils were filling the questionnaires for them to fill them without fear.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4.0 Introduction

This chapter presents analyses and interprets the data collected from the field based on the following research questions.

4.1 Findings

- 1. What is the level of the attitude of secondary school teachers in Pallisa district towards their work?**

The findings revealed that the level of the attitude of secondary school teachers in Pallisa district towards their work was good, given the grand mean of 3.03 on all the three categorized work of teachers. The implication is that teachers in Pallisa district, on average love their work and are proud of being teachers. This is shown in table 4.1

Table 4.1: Teachers' attitude towards the work to do:

Item	Mean	level
1. Teaching		
Preparing lesson plans	02.85	Good attitude
Preparing schemes of work	2.65	
Teaching academics following the syllabus	3.51	
Taking time to read and research	3.42	
Bringing resourceful persons to discuss with students	3.04	
Incorporating life skills in what he teaches	3.51	
Making lessons more student centred than teacher centred	3.02	
Teaching from known to unknown	3.41	
Averages mean	3.18	Good attitude
2. Assessment		
Giving learners assignments regularly	3.10	
Marking assignments in time	2.82	
Giving learners feedback	3.09	
Revising with students the assignments given	3.03	
Writing appropriate comments in the books of students	3.20	
Keeping record of the scores of students	3.04	
Marking the work of students with care, not hurriedly	3.45	
Average mean	3.10	
3. Outside Class Duties		
Guiding students	3.67	
Counseling students	3.48	
Giving punishments where necessary	2.13	
Socializing with students to know their psycho social lives	3.27	
Involving the learners in games and sports	2.86	
Being an example to students	3.06	
Cooperating with colleagues, and management	2.95	
Taking students for seminars and field trips	2.84	
Averages mean	3.03	Good attitude
Grand mean	3.10	Good attitude

Quantitative data revealed that on all the three categorized functions of teachers, namely teaching academics, assessing learners, as well as school outside classroom work the teachers scored highly (mean 3.18, 3.10 and 3.03 respectively), meaning that they have a good attitude towards those elements. They love to do that, they feel happy to do that.

According to quantitative data, none of the items under teaching, assessment, and outside class duties was rated very poor, and only one item was rated poor, namely giving punishments to students where necessary (mean, 2.13). The rest were rated high, meaning that teachers have a high attitude towards them, they highly love to do them, for example preparing schemes of work and lesson plans, bringing resourceful persons to discuss with students, among others.

Qualitative data revealed that teaching is done many times especially in Art subjects the dominantly used teaching method is that of lecturing. Thus making lessons more teacher-centred than student-centred. This method is used because in Art subjects there is a lot to be taught such as in History, Geography, Literature in English, Kiswahili, Commerce and Economics, thus by using lecture method a lot of subject matter is covered in a short period of time thus making teachers be able to cover the syllabus before students sit their national final examinations.

Regarding assessment, teachers revealed that they assess students in the following ways:

Teachers themselves were marking the books of individual students; and sometimes teachers collecting books of students and exchange them so that the students can mark one another. They go slowly, question by question by first identifying the correct responses for the questions such that if the correct responses were given by the students, those students are marked right and vice versa. This method is mainly used in the Universal Secondary Education (USE) schools where the number of students is generally large.

It is realized however that although teachers scored highly on those three aspects of their work, they did not score very highly, meaning that their attitude towards their work is not 100% positive. They therefore do not love their work 100%. This was mainly realized in the private schools especially in those schools located in deep remote areas like Olok, Kamuge, Apopong, Agule, Chelekura, Kameke and Akisim.

To elaborate on these, some teachers said they are paid as low as sh. 150,000 yet they are graduates with degrees, and they usually do not get that money in time, sometimes it is paid two months after, yet being rural areas, the schools are far apart and therefore part timing in other schools is hard. A related sentiment was raised by teachers in or near trading centres in Pallisa district, such as Pallisa Town Council, Agule Trading centre, and Kapala. They said this poor and delayed payment kills their morale, and as a result, some teachers part time in several

schools, others decide to ride bodabodas so as to supplement their income, and those who have land do agriculture in addition to teaching. The end result is decreased productivity of teachers.

Mr. Onapito, an oral interviewee who did not prefer anonymity said he has nine children of school going age; he wondered, “Do you expect me to love my work 100% or even 60% when I am teaching others’ children yet mine are at home after being chased from school because of school fees, which problem results from being paid very little money which is not even paid in time?”

Other teachers alleged that some private schools do not remit their monthly savings to the National Social Security Fund (NSSF). By law, every organization employing over five full time members of staff is supposed to remit 15% of every individual worker’s gross salary to NSSF, whereby 10% is contributed by the organization while 5% is deducted from the individual’s gross salary. This money is finally given to the owner after reaching the age of 60, or if he or she gets a serious ailment which permanently affects his or her life such that he or she can no longer work, or when one gets a Government pensionable job. It was alleged that some head teachers do not remit this money to NSSF while some others who remit it, remit there very little money, as a result of under-declaring workers’ pay.

1. What is the magnitude of secondary schools students’ deviant behaviours in Pallisa district of Uganda?

Introduction: On this research question, the students’ deviant behaviours were conceptualized in terms of social misbehavior, sexual immorality, as well as school-related indiscipline. The findings revealed that the general magnitude of secondary schools students’ deviant behaviours in Pallisa district of Uganda was low, given the grand arithmetic mean of 1.96. The findings are presented in table 4.2.

Table 4.2 (A) Mean showing students' deviant behaviours in secondary schools in Pallisa district, Uganda

Variables	Mean (x)	Interpretation
Social misbehavior		Very low
I take marijuana	1.37	
I take miraa	1.28	Very low
I take/smoke aeroplane fuel	1.19	Very low
I smoke cigarettes	1.48	Very low
I steal	1.52	Very low
I speak obscene words	2.00	low
I watch blue movies	2.81	high
I make intentional moves to hear my parents making love to each other	1.91	low
I steal	1.72	Very low
I am arrogant	1.51	Very low
I am not empathetic	1.30	Very low
I am rude	1.27	Very low
I do not respect elders	1.80	low
I do not respect my colleagues	1.25	Very low
I tell lies	1.30	Very low
I am quarrelsome	2.00	low
I am not obedient to my parents	2.09	low
I am not reliable	1.91	low
I am a rumormonger	1.70	Very low
Average mean	1.65	Very low magnitude

This means that the secondary school students in Pallisa district are generally well behaved and are morally responsible. One of the three concepts under students' deviant behaviours was ranked very low, that was social misbehavior (mean, 1.65), which implies that students are generally not misbehaved socially; they are instead socially well behaved, according to the way they rated themselves.

Note that, although students are generally not misbehaved socially, they did not score 1.00 arithmetic mean for us to conclude that they do not misbehave socially at all. The fact that the mean is 1.65 reveals that a few students have some deviant behaviours, such as taking

marijuana, taking miraa, smoking airplane/aeroplane fuel, smoking cigarettes, making intentional moves to hear parents making love to each other, stealing, speaking obscene words, not respecting elders, not respecting colleagues, among others.

This was confirmed further during interviews when S.2 students were interviewed in secondary schools within Pallisa Town Council and in Pallisa Rural, as well as in Kasodo and they said that stealing was highly done by students, that they steal fellow students' money, books, bags, pens, pencils, geometry sets, rulers, among others; they claimed that it is mainly done by boys. Thus on the point of students' stealing, qualitative data seemed to disagree with quantitative data. Whereas students rated themselves very low on stealing (mean, 1.52) qualitative data revealed that it was high among students. Even the students in rural areas such as Olok and Putiputi expressed the same lament.

Two of the aspects of students' deviant behavior were ranked low. These were: sexual immorality (mean, 1.95) and school-related misbehavior (mean 1.93). The meaning of this is that the students are generally not sexually immoral.

However, during oral interviews a shocking revelation was made by a male teacher that there are some boys who have mirrors and use them to see the girls' private parts, that while seated in class, sometimes the boys place the mirrors on the floor between the legs of girls and in that way the boys can see the girls' nakedness when the girls are not aware.

Table 4.2 B: Mean showing moral behavior

Sexual Immorality	Mean	Interpretation
I commit adultery	2.01	low
I commit bestiality	1.41	Very low
I commit homosexuality	1.00	Very low
I write love letters and love phone messages	3.32	Very high
I rape	1.50	Very low
I indecently assault people of the opposite sex	1.90	low
I practice prostitution	1.76	low
I talk obscene words	2.48	low
I practice fornication	2.41	low
I practice masturbation	3.27	high

I practice incest	1.43	Very low
Average mean	2.04	Low magnitude
School-Related Immoral behavior		
I escape from school	3.23	high
I nick-name teachers	3.32	Very high
I nick-name fellow pupils	3.23	high
I abuse teachers	1.97	Low magnitude
I abuse fellow pupils	2.00	Low magnitude
I do not listen to teachers' advice	2.01	Low magnitude
I insult pupils who are economically less fortunate than myself	1.97	Low magnitude
I insult the physically handicapped pupils	1.00	Very low
I discuss about teachers I perceive to be poorly dressed	1.200	Very low
I write malicious information about teachers and drop it in the suggestion boxes available at school	1.97	low
Mean	2.19	Low magnitude
Grand mean	1.96	Low magnitude

On sexual immorality, it was for example found out that none of the students had ever practice homosexuality (mean, 1.00) and very few of the pupils had ever practiced lesbianism and rape, given the very low mean scores of 1.43 and 1.50 respectively on each of those acts/items. Masturbation was however highly done (mean, 3.27). It was also revealed that writing and sending love letters and love phone messages to the sexual lovers or the proposed sexual lovers was highly done by students (mean, 3.27)

Low scores were also achieved for other sex-related acts such as talking obscene words, fornication, adultery, indecent assault and prostitution, meaning that the students generally shun those immoral acts. However, the mean scores were not the minimum scores of 1.00 for us to conclude that they do not involve themselves in these acts at all, which means that though on average the students shun those immoral practices, there are few students who sometimes do them.

Even the school-related immoral aspects were rated low (mean, 2.19), such as the student insulting their teachers, escaping from school, writing maliciously about their teachers, abusing teachers and fellow pupils.

The items which were rated very low were abusing teachers, abusing fellow students, not listening to teachers' advice, and insulting students who are economically less fortunate than the particular students. So, the learners are generally morally upright. Though they are not upright 100%, as shown in the mean scores on each item, which scores are not the minimum 1.00 that is to show that the students are human beings, not Angels. Only God and His Angels are believed to be perfect, not the human beings. Therefore as human beings, the students are sometimes seemingly tempted to do what society perceives to be immoral.

On the point of sexual immorality and dishonesty, a male teacher in one private school during oral interviews disclosed that there are some female students who at times connive with policemen to extort money from rich men. What the girls do is that outside school they at times dress provocatively which causes men to ask them for love affairs. The girls pretend to have accepted and then make arrangements with those men to meet in particular lodges at particular times. It is at that time when those girls arrange with the policemen. When those particular men and girls enter a lodge, the girls send messages to the policemen directing them to the room number they are in, and immediately the policemen come, knock, arrest the men, take photographs and threaten to take them to prison and expose them to the media, and in the process they negotiate a ransom to be paid for the matter to end there. The teacher said a certain businessman once paid sh.2, 000,000 (two million shillings) in that way, and that money is shared between the girl and the policemen.

3. What is the relationship between teachers' attitude to work and the secondary school students' deviant behaviours in Pallisa district of Uganda?

On this research question, the answer was that there is no significant relationship between teachers' attitude to work and the secondary school students' deviant behaviours in Pallisa district of Uganda, as shown by the sig-value of 0.13. The meaning of this is that the secondary school students' deviant behaviours in Pallisa district of Uganda are not mainly caused by teachers' attitude to their work, instead, they are mainly caused by other factors.

The findings of this research question are shown in table 4.3.

Table 4.3 Showing relationship between teachers’ attitude to work and the secondary school students’ deviant behaviours in Pallisa district of Uganda

Variables correlated	r-value	Sig	Interpretation	Decision on Ho
Teachers’ attitude to work Vs Students’ deviant behaviours	.047	.013	No significant relationship	Accepted

Based on table 4.3, the sig-value of 0.13 shows that there is no significant relationship between teachers’ attitude to work and the secondary school students’ deviant behaviours in Pallisa district of Uganda. Thus, the deviant behaviours of students can mainly be explained by other factors, which according to qualitative data were poverty of parents, the issue of children’s rights, weak government laws, and parental negligence to give moral education to their children thinking that the teachers will do it all for them.

On this aspect, one female oral interviewee claimed, “The two schools I am teaching in are located near towns of Akadot and Kamuge; in these towns there are many prostitutes and it is alleged that some of our female students are seen at night in the dark corridors of the towns waiting for “customers” to buy their “goods”. They do that despite our continued advice to them to be patient, study and then after studying get jobs which will make them get a happy future; we do our part as teachers, we have a good attitude towards our students, we always advise them as our children, but sometimes they leave in class what we tell them, they go outside and do what pleases them, and as teachers we do not have prisons where to imprison those who do not take our words, and with the Government policy of Universal Secondary Education, we cannot expel students from school over such allegations of misconduct. They can sue us to court over malice and sabotage, and we do lack concrete evidence to pin them”.

She also added that the Government of Uganda through the Ministry of Education and Sports banned corporal punishments from schools, something she claimed puts learners’ deviant behaviours persist in schools. She gave an example of a male teacher who was sentenced to one

year imprisonment three years ago in a court in Pallisa Town Council for having inflicted bodily injury to a male boarding student who was allegedly found near the school's toilets at night having sex with a girl. Thus, she concluded that although teachers generally have a good attitude towards their work and do almost whatever they are supposed to do for students since teaching is their vocation; sometimes the students they teach have deviant behaviours.

One teacher in a Christian founded school said, “We do our part as teachers and we love our work despite the social and economic challenges we face while executing our duties, but we need to remember that human beings are naturally rebellious and sinful, you tell them to do this and for them they do the opposite of what they are told, just as Adam and Eve the first two human beings on earth rebelled against God who had created them and they decided to follow the devil; this is what happens to us as teachers and our students, we tell them what they should do to have a bright future, but after telling them they go and involve themselves in deviant behaviours like prostitution, adultery, bestiality, taking opium, among others, a sign that the devil is highly at work in the lives of the learners”

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

In this chapter, the findings on each of the three research questions are discussed, conclusions, as well as the recommendations are made basing on those findings as follows.

5.1 Discussion

1. What is the level of the attitude of secondary school teachers in Pallisa district towards their work?

The findings revealed that the level of the attitude of secondary school teachers in Pallisa district towards their work was good, given the grand mean of 3.03 on all the three categorized work of teachers. The implication is that teachers in Pallisa district, on average love their work and are proud of being teachers.

The reasons cited by teachers for the love of their work were the following.

Table 5.1 Reasons cited by teachers for the love of their work

Reason	Frequency
Fulfilling work ethics	19.8
Teaching is a vocation through which God is served	18.7
It is a family bread earner	16.9
Failure to get other jobs	15.3
Teaching is not very tiresome	13.6
One can get time to do other money generating things	15.7

Thus, many teachers want to fulfill their work ethics, as was cited by 19.8% of the oral informants; to serve God and mankind through teaching people's children (cited by 18.7% of the oral informants), through teaching they earn a living (cited by 16.9% of the oral informants), among other reasons. This disagrees with Katiti (2003) who carried out research about secondary

school teachers in Kayunga district and found out that some teachers regretted having joined teaching profession because of the poverty associated with it.

Reasons cited for assessment.

To get good grades

It is a requirement from the Heads of Department and head teachers

However, many teachers from universal secondary education schools expressed concern that the students are usually very many hence making marking a very complicated task. Some teachers even disclosed that sometimes they hire university students to mark for them at a cheaper fee, something which at times compromises standards. Teachers in one private school noted that their school is private but in it there is universal secondary education programme; students are very many yet the salary they are getting is as low as sh. 250,000 per month which is not even paid in time. They said such remuneration challenges cause/kill teachers' morale to regularly assess learners.

Reasons cited for outside class involvement were that it is their work and it is a form of leisure to refresh the students' minds. One teacher even quoted the English saying that, "Work without play made John a dull boy"

The majority of students are adolescents who require constant guidance and counseling

However, they noted that some teachers do not want to be so much involved in outside class activities with students because they perceive it as wastage of their time; the time they would have used to do other income generating activities. One of them noted, "This is Uganda where life is not easy, we have to part-time in several schools to survive, so we have no time for outside class activities"

Others said that the syllabus is so tight, with almost no room for extracurricular activities.

For punishment, teachers said that it is inevitable, but they do it with care since the government abolished corporal punishment in schools. One teacher said, "There are some parents who are cheats, you punish their children and they raise dust that their children have chronic diseases that the punishment administered to them made the illness to worsen. In the end some end up getting money from the concerned teacher purportedly not to take the case to police"

The teachers said that they involve students in music/singing. This is meant for enjoyment and relaxation as a way of using leisure time profitably. This is supported by Palani (2012) who claimed that at present, due to the influence of the mass media, people do show much interest in what is pleasing to them as a way of relaxing their minds. In addition, the by-products of scientific and technological inventions and innovations have also contributed greatly to the dwindling fortunes of the good practice of reading among majority of the students. Today, many students prefer to watch movies and other shows on the television, listening to audio-CDs, watching video-CDs, among others.

The reported high level of teachers' participation in extra-curricular activities was also attributed to the head teachers' management practices dominantly used, such as authoritative style. Authoritative head teachers typically have clear expectations for their teachers and students and enforce reasonable limits. Children are given limited choices to help them learn and experience the consequences of their choices and that their decisions count. Giving choices balances freedom with responsibilities. When children have some control and ownership in their lives they are more cooperative and have better self-esteem. Teachers focus on encouragement and acknowledgment of good behavior. Teachers focus on discipline that teaches not a one that intimidates with punishment or promotes good behavior with inappropriate rewards.. This finding is consistent with research that implies the importance of the home environment and the quality of the parent-child relationship in the building of the child's self- esteem (Amato & Ochilree, 1986). Additional studies have shown that management styles have been found to predict child well- being in the domains of social competence, academic performance, psychosocial development, and problem behavior. Research based on parent interviews, child reports, and parent observations consistently finds that children and adolescents whose teachers or head teachers are authoritative rate themselves and are rated by objective measures as more socially and instrumentally competent than those whose teachers and head teachers are non-authoritative (Baumrind, 1991).

Children and adolescents whose teachers are uninvolved perform most poorly in all domains. In general, parental responsiveness predicts social competence and psychosocial functioning, while parental demands associated with instrumental competence and behavioral control (i.e., academic performance and deviance). These findings indicate: Children and adolescents from authoritarian

families (high in parental demand, but low in responsiveness) tend to perform moderately well in school and be uninvolved in problem behavior, but they have poorer social skills, lower self-esteem, and higher levels of depression. Children and adolescents from indulgent homes (high in responsiveness, low in parental demand) are more likely to be involved in problem behavior and perform less well in school, but they have higher self-esteem, better social skills, and lower levels of depression

However, the oral interviewees in public secondary schools said that although they love their work and do it diligently, they face a number of challenges such as the following.

Challenges of delay of funds to school. The schools mostly public schools depend on the government to finance its activities, but it was found that in a situation where the government delays to release the funds to the schools, the head teachers find themselves in hard situation in running the school, this forces them to sending students at home to bring funds.

The delay in disbursement of free secondary education funds was a challenge in school management as most transactions settlement time would not be met. In a study when interviewed to the new head teachers, they said.

“Delay of free secondary education funds hinders effective running of schools and it puts us in a very awkward position as managers” they all suggested that clear policies for disbursement be put in place and delay of disbursement be avoided at all cost”. In fact the district quality assurance and standard officer said that “the delay of free secondary education funds are to be expected when in schools a situation that messes up the newly appointed head teacher and all head teachers and it is high time the government stopped delay of funds”.

ii. Challenge of insufficient funding to schools. It was found out that budget cuts have created huge problems for most public schools in recent years in Pallisa: Less funding means smaller staff, fewer resources and a lower number of services for students and staff.

The serious funding problems mean that head teachers in many schools in Pallisa have to manage budgets that are insufficient to cover the costs faced by the school. This has caused set backs in schools and increased workload for teachers and in some cases redundancies.

iii. Challenge of fee defaulting in secondary schools. Oral informants said that fee defaulting happens as a result of the high poverty index in the district, an issue experienced by almost all third world countries.

Thus agreeing with Bush and Oduro (2006) who found out that new head teachers' face serious problems created by non-payment of school fees. Lev and Byren (2005) who did a study in six sub Saharan countries namely Ghana, Guinea, Uganda, Ethiopia, Tanzania and Madagascar found out that parents are reluctant to pay fees and again it is the heads who must ensure that the fees is paid. Many head teachers complained of huge fee arrears caused by poor payment and that was a great challenge in the management of secondary schools in Pallisa. They said this was as a result of the poor economic background of the students and the high number of orphans in schools who lacked proper sources of finances.

However, the teachers do not love their work 100%. The reasons given by the interviewees for not loving their work and not being proud of it 100% were the following.

Table 5.2. Why teachers do not love their work 100% (though they generally love it highly)

Reason	Frequency
Poor pay	12.9
Job insecurity	20.3
Delayed payment	20.9
Being undermined by some parents and students	13.8
Poor working conditions	18.7
Workers' monthly contributions to NSSF not being remitted	13.5

Thus, 12.9% of the oral interviewees gave the reason of poor payment to teachers as a cause of the teachers' failure to love their jobs 100%. Other reasons were Job insecurity (cited by 20.3% of the interviewees), being undermined by some parents and students (cited by 13.8% of the interviewees), and delayed payment (cited by 20.9% of the interviewees).

2. What is the magnitude of secondary schools students' deviant behaviours in Pallisa district of Uganda?

On this research question, the students' deviant behaviours were conceptualized in terms of social misbehavior, sexual immorality, as well as school-related indiscipline. The findings revealed that the general magnitude of secondary schools students' deviant behaviours in Pallisa district of Uganda was low.

Based on qualitative data from 60 students who were interviewed, the reasons adduced for that low magnitude of students' deviant behaviours were the following as seen in table 5.4

Table 5.3 Showing reasons for low magnitude of secondary schools students' deviant behaviours in Pallisa district of Uganda

Reason	Frequency
Teachers highly discouraging deviant behaviours	10.1
Parents talking to their children	14.3
Resourceful persons talking to students	14.2
Schools' strictness on deviant behaviours	13.2
Advice from teachers	07.4
The fear of AIDS	12.2
Fear of un-wanted pregnancy	10.9
Examples from those who were misbehaving and are now suffering	03.0

From table 5.3 it is clear that the students' low level of deviant behaviours is not accidental. It is due to the above factors as the students themselves testified during oral interviews. Thus, if schools put much emphasis on those aspects, better results with regard to students' limited deviant behaviours can be got, that is, the deviant behaviours existing to a small or very small extent, can be eliminated.

These findings differ a bit from Kigongo (1995) who claimed that deviant behaviours were on the rise in secondary schools. The difference however between Kigongo (1995) and the current study's findings can be attributed to the different places where the studies were carried out from. Kigongo (1995) carried out his study in Kampala district secondary schools, yet the current study was carried out in Pallisa district.

This finding agrees with Kibuuka (1998)'s findings. Kibuuka (1998) explored the factors affecting inter-student aggressive behavior in boarding secondary schools in Uganda. In his findings, he reported that school management had a hand in students' aggressive behavior, such as fighting, bullying and teasing new students at school. He noted that some schools are reluctant

to punish or expel the students who bull and tease the new students which make the vice to increase. Thus, he noted that bullying, teasing and fighting were common in boarding schools. The current study has got different findings that they do not exist in Pallisa district secondary schools. The difference in the findings could be due to the study population and time lag. Time lag factor can also be determining. By 1998 when Kibuuka's study was carried out when the government of Uganda had not yet become so tough on the vice of teasing, but today it is so tough on that vice. In addition, at that time many boarding secondary schools were public and some head teachers employed laissez-faire management because of the job security they were enjoying, unlike today in 2017 when private investment in the education sector has boomed. The founders therefore try to do whatever they can to avert students' strikes and inter-student aggression which can lead to arson or a particular school becoming hated by parents. Hating a school leads to such a school getting few students and the end result is making losses in the investment made.

Bandura (1997) posited that family relationships are the primary source of the initial development of self-efficacy. He suggested that children must acquire awareness of their increasing capabilities across wide ningareas of function. Parents by defaulting are the primary socializes of children, as they are models of behavior, deliver verbal reinforcements, and help children formulate the ideology of them self. As agents of socialization, parents expose children to social norms, values, and expectations. In line with selection processes, Bandura suggested parents guide activities to which children are exposed. Interactions within the family expand the child's repertoire of skills and move the child into a readiness to engage in an increasingly larger social atmosphere. Interestingly, a relationship with parents has been correlated with positive peer relationships in adolescents with increased family support, increasingly the likelihood of adolescent's reporting peer acceptance (Dekovic & Meeus, 1997).

As adolescents move from family as the primary social influence to a broader array of influences such as peers and significant others, they learn that differing levels of people's competencies exist and they become aware of their own competency levels. Parents who are supportive and remain active in their children's' education by helping them with homework and engaging in direct academic matters tend to have adolescents who have academic self-efficacy (Wentzel, 1994). As children become adolescents, a crucial step in social learning occurs as the

adolescent moves to include peers and other institutions such as school into their primary influence of the self. The external world becomes increasingly important to developing self-awareness of capabilities. As children move into the larger community, peer relationships expand the ability to test capabilities. A large amount of social learning is done in the context of peer relationships.

Adolescents who perceive parents as supportive and have increased opportunities for positive parent- adolescent interactions tend to seek less advice from peers (Fuligni & Eccles, 1993). Peer relationships serve as important mechanisms for performance motivation in school (Nelson & DeBacker, 2008). Peer relationships also serve as major influences in academic self-efficacy (Wentzel & Caldwell, 1997). Peers serve as a major influence in the development and validation of self-efficacy. Through peer relationships, adolescents learn to make decisions, compromise, and cooperate with others outside their family influences (Hartup, 1989).

The benefits of having an increased level of self-efficacy many benefit a child's life in many ways. Helping create this better sense of self-efficacy maybe achieved in numerous ways. A supportive and encouraging social network positively influences a child's sense of self-efficacy.

Positive interpersonal relationships have a direct influence on a child's life. The benefits of high quality interpersonal relationships are important in a child's capacity to function effectively including their academic lives (Martin & Dowson, 2009). Equally as important is the child's pro-social behavior. Pro-socialness is portrayed in cooperativeness, helpfulness, ability to share, and empathy (Caprara, Barbaranelli, Pastorelli, Bandura, & Zimbardo, 2000). Individuals learn about themselves during social interactions with others. They learn what is needed to fit into a group. Martin and Dowson (2009) state that through social interactions person Develops beliefs and values. It is within this relatedness that teaches students how to function effectively in academic environments. These beliefs and values direct behavior in the form of enhanced persistence, goal striving and self-regulation (Martin & Dowson, 2009).

Caprara et al. (2000) found that early pro-social behavior strongly predicted levels of academic achievement. Caprara et al (2000) also found that prosocialness fosters mutually supportive social and intellectual relationships. It also reduces vulnerability to depression and other problem behaviors, which undermine the pursuit of academic activities. Martin and Dowson

(2009) further state that relatedness affects a child's motivation by creating positive feelings of self-worth and self-esteem, which are related.

A child's academic achievement is shaped by their perceived academic ability, social and self-regulatory efficacy and academic aspirations. The vicarious influence from other people through positive social models is a key influence on self-efficacy. Bandura (as cited in Martin and Dowson, 2009) states that self-efficacy can be achieved through the communication with significant others as well as through observation of problem solving techniques.

3. What is the relationship between teachers' attitude to work and the secondary school students' deviant behaviours in Pallisa district of Uganda?

The findings on this question were that there is no significant relationship between teachers' attitude to work and the secondary school students' deviant behaviours in Pallisa district of Uganda.

According to qualitative data, the causes for the teachers' good attitude towards their work not being highly correlated with students' deviant behaviours in Pallisa district were the following as shown in table 5.4

Table 5.4 showing reasons cited for the teachers' good attitude towards their work not being highly correlated with students' low magnitude of deviant behaviours in Pallisa district

Reason	Frequency
Students taking their parents as role models	32.7
Students taking their fellow students as role models	16.9
Influence of smart phones	13.6
Students finding themselves in moral dilemmas	13.1
Poverty	14.5
Influence of USE	9.2

The implication here is that students' low magnitude of deviant behaviours not being a high function of teachers' attitude towards their work can mainly be explained by other factors, which according to qualitative data were Students taking their parents as role models, Students taking their parents as role models, Influence of smart phones, Students finding themselves in moral dilemmas, Poverty, and Universal secondary Education (USE).

To elaborate on the point of the influence of Universal secondary Education (USE), two male students said ,” Some of us are above 18 years of age although we are secondary school students...in Uganda, a person is presumed to be an adult after reaching the age of 18, so some of us have girl friends though our teachers discourage it because fornication is, by law of Uganda, not a crime provided it is done by consenting adults of sound mind and do it in a private place where they are not seen or heard by other people...though the school regulations do not allow fornication, by law the school regulations are not above the laws of the state”

The findings of the current study relate to the previous findings. For example, in the mid to late 1950s, Robert Sears and Eleanor Maccoby documented patterns and processes of child rearing through intense one-on-one interviews with parents (Grusec, 1997; Maccoby and Martin, 1983). In their publication, *Patterns of Child Rearing* (Sears et al., 1957), Sears and colleagues reported on findings from over 300 interviews with mothers. In this research, mothers were asked about their child-rearing practices including their style and use of disciplinary techniques. Based on analyses of these qualitative data, Sears and his colleagues classified maternal disciplinary techniques into one of two distinct types: love-oriented and object-oriented.

The love-oriented style, as described by Sears et al. (1957), consisted of maternal use of warmth, praise, and emotional affection (and withdrawal of these) to respond to their children's behaviors. The object-oriented style consisted of maternal use (and withdrawal) of tangible objects, such as toys or extra playtime, to respond to their children's behavior. In examining the effects of these disciplinary styles on child development, Sears et al. (1957) found that these disciplinary styles uniquely impacted children's internalization of their parents' values. Specifically, they found that children of parents who used a love-oriented disciplinary approach were more likely to internalize the values of their parents (i.e., take on the values as their own) than children of parents who used an object-oriented disciplinary style. They also found that

parental use of love-oriented strategies was associated with children's display of self-control and self-regulation.

When interpreting their findings, Sears et al. (1957) suggested that children who are exposed to object-oriented disciplinary techniques following a misdeed spend their cognitive and physical energy trying to avoid object withdrawal (e.g., their parents taking away a privilege). As a result of spending their energy trying to avoid object withdrawal, these children do not exert sufficient cognitive effort to understand their parents' actions and, as a result, do not internalize their parents' values. On the other hand, children who are exposed to love-oriented disciplinary techniques gain a better understanding of their parents' rationale for provision or withdrawal of love and as a result internalize their parents' values.

In his review of the literature on parental disciplinary techniques, Martin Hoffman (1970) pointed out that disciplinary strategies might or might not include what he called "induction." He defined induction as parents' provision of explanations (i.e., reasoning) with respect to their actions, values, and disciplinary behaviors. Hoffman suggested that parents' use of induction encourages children to focus on learning the reasons behind their parents' actions. Furthermore, he pointed out that parents' reasoning with respect to their disciplinary actions might include explanations of the influence of the child's behavior on other people, which Hoffman called "other oriented induction." He contended that other-oriented induction enables children to realize the influences and consequences of their behaviors on others (e.g., peers, siblings, and teachers).

Hoffman (1970) concluded that parental use of induction was positively related to children's internalization of parental values (defined as moral judgments depicting an internal versus external orientation) and to their development of altruism and moral reasoning. He suggested that parents' explanations of their actions to their children help them better understand their parents' cognitive thought processing, thus facilitating the transfer of values from parent to child. In addition, he suggested that other oriented induction techniques (i.e., the child's realization of their influence on others) facilitate children's development of empathy.

5.2 CONCLUSION

The following conclusion is drawn from the findings of the study

Whereas there are many challenges in the teaching field and whereas there are many social, political, scientific and technological changes in society, secondary students in Pallisa are generally well behaved and teachers in Pallisa district love their teaching job. Students' low magnitude of deviant behaviours in Pallisa district can mainly be attributed to other reasons or factors, not teachers' attitude to work.

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APPENDICES

APPENDIX I: QUESTIONNAIRE FOR THE STUDENTS

SECTION A

1. Your age.....
2. Your gender.....

Section B

Write in front of the box 1, 2, 3 or 4 whereby 1 means strongly disagree, 2 means disagree, 3 means agree, and 4 mean strongly agree.

AS A STUDENT:

Sexual Immorality
I commit adultery
I commit bestiality
I commit homosexuality
I write love letters and love phone messages
I rape
I indecently assault people of the opposite sex
I practice prostitution
I talk obscene words
I practice fornication
I practice masturbation
I practice incest
School-Related Immoral behavior
I escape from school
I nick-name teachers
I nick-name fellow pupils
I abuse teachers
I abuse fellow pupils
I do not listen to teachers' advice
I insult pupils who are economically less fortunate than myself
I insult the physically handicapped pupils
I discuss about teachers I perceive to be poorly dressed
I write malicious information about teachers and drop it in the suggestion boxes available at school

Social misbehavior
I take marijuana
I take miraa
I take/smoke aeroplane fuel
I smoke cigarettes
I steal
I speak obscene words
I watch blue movies
I make intentional moves to hear my parents making love to each other
I steal
I am arrogant
I am not empathetic
I am rude
I do not respect elders
I do not respect my colleagues
I tell lies
I am quarrelsome
I am not obedient to my parents
I am not reliable
I am a rumormonger

APPENDIX II:QUESTIONNAIRE FOR TEACHERS

TEACHERS' ATTITUDE TOWARDS THEIR WORK

Kindly rate yourself on your attitude towards these aspects of your work as a teacher

Write in front of the box 1, 2, 3 or 4 whereby 1 means strongly disagree, 2 means disagree, 3 means agree, and 4 means strongly agree.

Item
1. Teaching
Preparing lesson plans
preparing schemes of work
Teaching academics following the syllabus
Taking time to read and research
Bringing resourceful persons to discuss with students
Incorporating life skills in what he teaches
Making lessons more student centred than teacher centred
Teaching from unknown to known
Average mean
2. Assessment
Giving learners assignments regularly
Marking assignments in time
Giving learners feedback
Revising with students the assignments given
Writing appropriate comments in the books of students
Keeping record of the scores of students
Marking the work of students with care, not hurriedly
Average mean
3. Outside Class Duties
Guiding students
Counseling students
Giving punishments where necessary
Socializing with students to know their psycho social lives
Involving the learners in games and sports
Being an example to students
Cooperating with colleagues, and management
Taking students for seminars and field trips

INTERVIEW GUIDE FOR TEACHERS

1. How can you describe the attitude of secondary school teachers in Pallisa district towards their work? How? Why?
2. Based on this district of Pallisa, how does teachers' attitude to work influence secondary school students' deviant behaviours? How? Why?

INTERVIEW GUIDE FOR STUDENTS

1. How can you describe the magnitude of secondary schools students' deviant behaviours in Pallisa district of Uganda? How? Why?

APPENDIX III

Table for determining sample size from a given population by Morgan and Krejcie); adopted from Amin (200 5).

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note: N is population size

S is sample size