

**IMPACT OF DEVIANT BEHAVIOURS ON ACADEMIC PERFORMANCE OF
LEARNERS IN FEW SELECTED SCHOOLS IN MAKINDYE DIVISION,
KAMPALA DISTRICT UGANDA**

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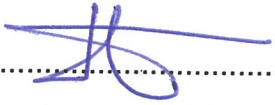
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**ARESEARCH REPORT SUBMITTED TO COLLEGE OF EDUCATION DISTANCE AND
E-LEARNING IN PARTIAL FULFILLMENT OF REQUIREMENTS FOR THE AWARD
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DECLARATION

I **SANGANO WILBERFORCE** registration number **BSE/44128/143/DU** hereby declare that this research report is my own original work and not a duplicate of similar published work of any scholar for academic purpose as partial of any college, university or otherwise. It has therefore never been submitted to any other institution of higher learning.



SANGANO WILBERFORCE

Date

17th / 08 / 2017

APPROVAL

This research report has been submitted for examination with my approval as the university supervisor.

.....
Date

MRS. NAKIRYA MAGRETE

.....

DEDICATION

This work is dedicated to my beloved parents REV: YOBOKA COSAMU and NYIRANDAGIJE VANIS for supporting me financially during my research ,my lectures madam EDITH, PRO.J.MBABAZI, DR.H.TWINOMUHWWEZI,MR LAAKI SAMSON MS NAKIRYA MAGRATE who guided and encouraged me during the time of research.

ACKNOWLEDGEMENT

I wish to express my sincere thanks to the almighty GOD he has been my guider through my struggle .my sisters and brothers for the services they managed to render to me for the successful completion of the course.

I wish to acknowledge the head teachers of Kansanga seed secondary school, kibuli senior secondary school, tropical high school, st. janan secondary school for enabling me to collect data from their schools.

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ABSTRACT

The researcher intends to find out the impact of deviant behavior on academic performance of secondary school students in makindye division, Kampala district Uganda. This research has not been done before so the researcher hopes to get better solutions to be used by stakeholders to solve the challenges .the researcher conducted his research using qualitative and quantitative approaches. He also used survey strategy to collect information. Questionnaires were the main tools to be used by researcher. A sample population of forty teachers from four schools (sampled schools) used and results of the findings were recorded, analyzed, recommendations, were made and suggestions for further studies were also made and suggestions for further studies were made. A major conclusion as that if the deviant behavior are reduced and finally eradicated, the nation shall have serious and law free citizens who are fruitful in nation building. The study recommended that teachers and parents ought to be excellent role modes and guiding and counseling programmes must be emphasized in schools. Suggestions for further studies were recorded as follows. The role of government to the learners with deviant behavior, the reaction of parents and teachers to learners with deviant behaviors and strategies applied to solve the deviant behaviors learners in Kampala district.

CHAPTER ONE

1.0 Introduction

The study on impacts of deviant behavior on academic performance is a problem in makindye division Kampala district. As such the researcher on this field will come up with solutions to this problem. The following are aspects that ^{were}~~will~~ be discussed. Background of the study, Statement of the study, Purpose of the study, Objectives of the study, research questions and significances of the study.

1.2 Background

Deviant behavior is a adverse and multidimensional concept, and is a behavior portraying a departure from social norms according to chamber dictationary first edition, deviant behavior means to deviate from the norms of a particular people, society or community such behavior or activities include crime,drunkedness, indiscipline, drug addiction, bribery,corruption and absenteeism in schools.

According to **chigie (2001)** the family as agent of socialization could have significant on the child. This is evident from the fact that it is first placed where the child learns about leadership and what it takes also basic skill and behavior patterned have to be taught by parents I the home. The school as an agent of socialization and training institution for our society is also with an acute problem which also affects the society at large .the problem is that of deviant behavior. The school as an organization should be able to deliver citification services which are geared towards the betterment of the government and society such as the ability to teach moral honest, regularity, loyalty and dedication.

Michael's (2004) defined deviant behavior as that type of behavior this is contrary to norms and rules of the society. Uganda society today is developing therefore it requires education system that will ensure her development hence the Uganda education system must stimulate the patriotism and lay the solid foundation for national and international understanding and cooperation in children. due to the fact that the education of the

youth is very important in order to ensure the citizens to the social and economic development of the country as well as raising the standards of living genially.

Acheribach (2000) note only does deviant behavior have a negative impact on children's psychosocial adjustment and development, but it may also disturb the school environment and disorganize the flow of educational process.

Academic performance is defined as students progress, understood as the level of learning, comprehension and consolidation of school curriculum **syngoliton (2003)**. Academic performance is influenced by many psychological, family, school and social factors. It has been found that the psychological factors that may influence academic performance include intrinsic motivation, perceived competence, perceived control and self esteem **Rulter (2002)**. The family factors consist of finally attitudes and beliefs towards schooling, parental expectations of academic success, parental supervision and education, family situation, discipline practices and family stressors such as poverty, homelessness, illness etc. the most prominate school factors are generally school climate, comprehensive curriculum plans , school wide assessment ,specific school best programs, social skills and interventions ,teachers

Pedagogical skills and teachers believes or t altitudes. Finally the social factors refers to socio-economic status, culture and utilization of leisure time

The researcher understands deviant behavior of lack of control in behavior of individual or group of people. It is an anti-social behavior which goes against the society accepted values and norms.

Deviant is of two types social and individual

Social deviant is seen in violence, riots, killings, rape, and fighting and drug abuse and so on.

Individual deviant includes assaults, truancy bad language (verbal abuse), bullying and stealing.

Any institution administration is incomplete without consideration of the learners' behavior. The true object of reproof is gained only when the wrong doer him or herself is guided to see his or her mistake the individual is enlisted for its correction.

In most of developed countries the maintenance of discipline is crucial especially in secondary schools.

Example three years back in United States of America (USA) the school dropout rate for students with behavior disorders was 42% **United States of America development (2000)**

A survey of young school going children in Australia found that between 50% and 60% and 40% of girls surveyed had homophobic feeling. **Youth studies Australia 1996.**

During the 20th century movement known as the free expression movement became popular in Europe and spread to United States of America. According to the movement the child was considered to be naturally good to present children in the developed countries for example Europe not taking commands, rules or any other form of manmade restrictions seriously.

Most of countries in Africa have had a series of challenges for example civil wars that have taken children's hope of future better life away leaving them to be children and youth with no hope of a good future. Example of such children are street children from Rwanda, Somalia, Uganda and the latest Kenya (after 2006 general elections) where civil wars left children orphans and this made them lose hope of life and engage themselves in training to soldiers in Uganda as other country, the same deviant behaviors are noted every time in primary, secondary and even in higher institutions of learning in Makindye division Kampala district.

There are cases of deviant behaviors as a result of this; the researcher will want to find out the types, causes, effects and solutions to this problem.

1.3 STATEMENT OF THE PROBLEM

As stated in the background, many deviant behaviors have been reported by media, cases riots, rape, drug abuse, truancy among others have been cited to most common for example riots in schools.

The reported cases and those riots reported are disastrous to learning deviant behaviors may result in countries being relegated to academic oblivion. The study will therefore be based on finding out the common cases of secondary school students in Kampala and try to look for ways of curbing them.

This will shade light on some important aspects of asset of challenges which are beginning to area controversy between the learners and stakeholders. For this reason the Researcher multidisciplinary perspective while giving an impetus to practical effort aiming at transforming living and working conditions in schools for students and teachers in Kampala.

1.4 PURPOSE OF THE STUDY

To investigate the impact of the deviant behaviors on academic performance of secondary school students in Kampala district.

1.5 OBJECTIVES OF THE STUDY

1. To gather more information of the types of deviant behavior facing learners in Kampala district
2. To identify different causes of deviant behaviors in Kampala district.
3. To create awareness in the learners and teachers of possible effects of deviant behaviors to academic performance

Research question

The following questions were asked to guide the study.

1. What kind of deviant behaviors are noticed to be very common in school in Kampala district?
2. What would be common causes of that might have been noticed in secondary schools?
3. What are impacts of deviant behaviors on academic performance in schools and community in Kampala District?

1.6 SCOPE OF THE STUDY.

The study carried out in Kampala district which is the capital city of Uganda. It is in central region of Uganda bordering Wakiso district, Mukono, Mpigi. This place was chosen because it is place in Uganda with rampant deviant behaviors and the researcher is knowledgeable of the area since he stayed and studied in the area for more than ten years. Sample population of this was desired, 40 teachers were selected at random and this was desired to provide the researcher with relevant information that was used to provide findings for the study. The study covered the period of one month between May and June.

1.7 SIGNIFICANCE OF HE STUDY

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

The parents are 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 would 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.

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

Finally findings 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 schools.

CHAPTER TWO

LITERATURE REVIEW

2.0 INTRODUCTION

This chapter is composed of the related literature on the study.

The following were discussed. types of deviant behaviors among learners, causes of deviant behaviors deviant behaviors that have been noticed in schools, effects of deviant behaviors to learning, reactions of teacher, parents and government to this problem and finally intervention or strategies to be used to eradicate deviant behaviors in schools.

2.1 Types of 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 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.

Otega (1996) cited 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 written rules as pointless so they find ways of keeping in the system with in 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.

2.2 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 agreed 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. Learner's 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.

2.3 Impact of deviant behaviors to learning.

The subtopic dealt 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.

Wonderful (2007) reported that some of untested cited cases included students who belted 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.

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 are 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 explains how the researcher conducted his research study step-by step and why particular methods and techniques were used. The following are essential facts that discussed research approach, research design, Subject, instruments, procedures, proposed data analysis, time frame budget and finally the references.

3.1 Research design

The researcher employed the description of a survey method to determine collected information while conducting the research .He used survey method because the respondents were teachers and the data interpretation was accurate and clear. The method systematically describes the facts and characteristics of a given population.

3.2 Area and population of study

The study was conducted in twenty schools of Makindye division Kampala district Uganda. The study involved population of forty male and female teachers.

3.3 Sample selection

The researcher used a small population size of forty teachers for Makindye division schools which includes, Kibuli secondary school, Kansanga seed secondary school, Tropical high school and St Jonan Lumumba secondary school. The sample represented the total population of forty teachers since teachers are literate people and data analysis was not a challenge to the researcher.

3.4 Data collection procedures:

A transmittal letter was be sent to the head teachers and divisional education officer asking permission to be off duty during the day of distributing the instrument i.e. The Questionnaire. After having consent from both head teacher and divisional officer the researcher distributed questioners during a divisional head teachers meeting to the

teachers through their head teacher. The questionnaire was serialized to monitor returns of the same. Researcher gave a time frame of two weeks for answering and collection of questionnaires for data interpretation and analysis.

3.4.1: Research instruments:

This study utilized a researcher's device instruments which are questionnaires that were used for data collection and interpretation from the four sampled schools during the study.

The researcher used a sample population of the forty teachers from the four sampled schools and sent twenty questionnaires as his tool of collecting data because respondents were teachers who are literate therefore answering questions was done ease and end in clear way.

3.4.2: Procedure:

The researcher did a survey research using simple random sampling which involved the selection of schools from the targeted population. Convenience sampling was used to reach respondents from nearest schools to the researcher's area of work. The researcher used cluster sampling. This was done in order to represent the population of the study area.

3.5: VALIDITY AND RELIABILITY OF RESEARCH INSTRUMENTS:

The research instruments was questionnaire since teachers were the respondents, answering questions on was easy

3.6: proposed data analysis

The questionnaires were not a problem. The teachers are literate people

So data collection was not a problem.

The researcher used the coded information as he analyzing data. Since questionnaires were used to collect data. The coded information was then being explained in the process analyzing.

3.7: Limitations

The following problems hindered the researcher's study. Time since the researcher targeted area of study is wide (20 schools) and also it was carried out during the time of study .Therefore the duration to cover all schools was short. Another challenge was weather. During the time of study, it was too sunny so making the researcher's travelling difficult.

Series of un avoided factors had serious effect directly or indirectly on this study. It was noticed that most of secondary schools had no councilors or counseling unity and head teachers do not keep accurate records of cases in either punishment books or log books. Also they were a problem of insincerity by the teachers in responses to questionnaires.

3.8 Delimitation

The following were the delimitations that assisted the researcher in his study. The researcher comes from the area of study. This made his work easier in distributing his questionnaires. The researcher is familiar with the language used in the sampled area and finally the researcher is familiar with the area covered by his research study.

In conclusion this chapter pointed out the methodology applied during the study that is research design area and population of study, sample selection, data collection, and research instruments used, procedure followed, validity and reliability of research instruments and proposed data analysis. Findings of study are presented and analyzed.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 INTODUCATION

In this chapter the results of the study were recorded, analyzed and interpreted the researcher used the coded information as he was analyzing data, since the questionnaires were used to collect data since the process of analyzing.

4.1 BACKGROUND INFORMATION OF THE RESPONDENT

Sex of the respondent

The researcher used both male and female respondents in order to find out how distributive he sampled sites and it was done in order to eliminate gender biasness.

Table1: showing sex of the respondents

Sex	Frequency	Percentage.
Female and male.	23	57.5%
Male	17	42.5%
Total	40	100%

Source: primary data 2017.

The table indicated that males respondents responded with 57.5% female respondents seemed to be 42.5% this means that the male respondents were the majority followed by female respondents who has less average.

Age bracket of the respondents

The age bracket of the respondents was done to find out whether the respondents were capable of answering the questions at different age levels.

Tables 3: showing age bracket of the respondents.

Age	Frequency	Percentage.
18-22	10	25
23-26	18	45
27-35	8	20
Over 36	4	10
Total	40	100

Source: primary data 2017.

25% following by 27-35 with 20% responded. The least respondent of 10% was observed in the age bracket of over 36 years.

4.1.3 Material status

This was done to find out different response or view from different marital status and findings from this respondent and also try to research to identify different to be used as respondents and also try research on the low respondents to why respondents was low.

Table 3: showing marital status of the response.

Marital status	Frequency	percentage
Married	15	37.5
Single	10	25
diversed	3	7.5
separated	2	5
Widow	10	25
Total	40	100

Source: primary data 2007.

Tables 3 indicated that the married respondents had the highest score of that 37.5% followed by the single and widows with average of 25%, while the divorced ranged to 7.5% and lastly separated was averaged of 25%. This means that in makindye division, majority of the active respondents are married. It also meant that divorce and separated respondents were at least involved a s per the response and hence there married leave with children among whom they observe their deviant behavior on daily basis.

4.2 Education level of respondents

This was done to find out the different education level of all the respondents and their response.

Table 4: Showing education level of the respondents.

Education	Frequency	Percentage
Diploma	25	62.5
Degree	11	27.5
Masters	4	19
Total	40	100

Source: primary data 2007.

The table 4 it was observed that the majority of the respondents are diploma holders, this was indicated by the highest percentage of 62.5% followed by degree holders with 27.5% and 10% of the respondents were the masters holders. This means that most respondents are diploma holders in makindye division secondary schools.

The researcher was familiar with the area covered by his research study.

Education level respondents

This was done to find out the different education level of all the respondents and their responses.

Table 5: showing education level of the respondents.

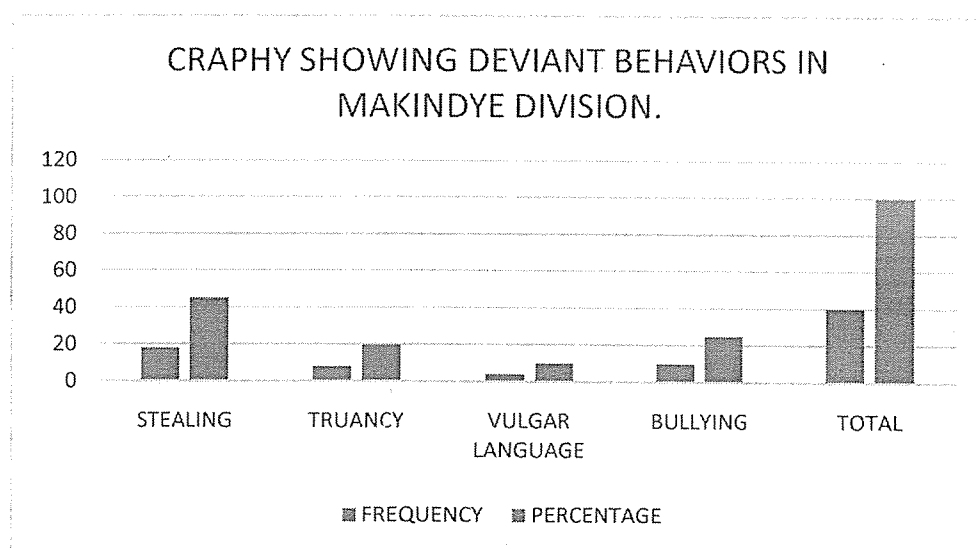
Education level	Frequencies	Percentage.
Diploma	25	62.5%
Degree	11	27.5%
Masters	4	10%
Total	40	100

Source: primary data 2017.

In the table it was observed that the majority of the respondents are diploma holders, this was indicated by the highest percentage of 62.5% followed by degree holders with 27.5% and 10% of respondents were the masters' holders this means that most respondents are diploma in makindye division secondary schools.

4.3 Types of deviant behaviors

Types of deviant behaviors noticed to be very common in secondary schools in makindye division.



SOURCE: primary data 2017.

Figure 1 reveals that fighting is one of the major type of deviant behaviors among the students with 40% followed by stealing and truancy with average of 35% while property destruction range to 30% and bad language was 20% lastly drug abuse was les average of 10% this means that in makindye division the majority types of deviant behavior was fighting it also meant that students are seen involved in drug abuse in their teen age apart from the type of deviant behaviors raised the researcher still believers that there are other types of deviant behaviors not mentioned by respondents that learners portray. He believed that rape, riots and bullying are also some of the kinds or types of deviant.

Age bracket of learners engaged in social deviant behavior.

Table 6: showing age bracket of learners who engaged in social deviant behaviors.

Age bracket	Frequency	Percentage
12-14	4	10
15-17	4	10
18-20	8	20
21 and above	24	60
Total	40	100

Source: primary data 2017.

The table above indicates that learners in the age of 12 and above are the majority with 60% who are engaged in social deviant behaviors. Followed by those with age of 18-20 with 20% and age 15-17 and 12-14 with average of 10% this means that in makindye division the majority of learners with social deviant behaviors are between 21 and above this also meant that learners at an early age are less involved in social deviant behavior.

Individual deviant behaviors among learners in makindye division.

Table 7: showing deviant behavior among learners in makindye division.

Individual deviant behavior.	Frequency	Percentage
Stealing	18	45
Truancy	8	20
Vulgar languages	4	10
Bulling	10	25
Total	40	100

Source: primary data 2017.

Table above indicates that the majority of the respondents with 45% supported the fact that most people are involved in stealing which is an example of the individual deviant behavior followed by bullying which had 25% of the respondents' truancy was third with 20% this being one of the most common rampant type of deviant behavior lastly bad language was observed to the least of all with 10.

The major causes of deviant behaviors in schools.

Table 8: showing causes of deviant behavior in schools.

Causes of deviant behavior.	Frequency	Percentage.
Peer influence	12	30
Environment	10	25
Bad role models	8	20
Too permissive/restriction	7	17.5
Age factor	3	7.5
Total	40	100

Source: primary data 2017.

Table 7 indicates that major causes of deviant behaviors is peer influence with average response of 30% , environment 25%, bad role model 20% while being too permissive or setting rules that are very rigid was 17.5 and age factor 7.5% this means that peer influence is the major causes o deviant behavior and is due to the factor at this age etc. students are in their adolescent stage then age factor was with less advantage due to the free secondary education which caters for all ages of students who can't afford to pay their fees.

Weather withdrew of corporal punishment is secondary schools has adversely led to the increase in deviant behavior in secondary schools.

Table 9: showing Weather withdrew of corporal punishment is secondary schools has adversely led to the increase in deviant behavior in secondary schools.

Response	Frequency	Percentage
True	32	80
False	8	20
Total	40	100

Source: primary data 2017.

Table observed that a greater of respondents supported that fact that withdrew of caporal punishment to pupil in school as adversely contributed to the learners having deviant behavior. A lesser percentage of only 20 cited that copal punishment does not contribute to learner's deviant behavior in secondary schools. Learners tend to develop a deviant behavior at their teenage and thus without copal punishment they tend to portrait deviant behavior.

Inadequate use of teaching approaches used by teachers contributes to deviant behaviors.

Table 10: showing inadequate use of teaching approaches used by teachers contribute to deviant behaviors.

Response	Frequency	Percentage
True	12	30
False	28	70
Total	40	100

Source: primary data 2017.

Table 9 indicates that the majority of the respondents did not agree with the statement that inadequate use of teaching approaches used by the teachers contribute to learners having deviant behavior 70% or the respondents disagree with the statement while that 30% agreed that deviant behavior in learners is contributed by inadequate teaching approaches.

Some impact of deviant behavior

Table 11: showing some impact of deviant behavior.

Some of effects of deviant behavior	Frequency	Percentage.
Low academic performance	18	45
Drug addiction	4	10
Dropout of school	10	25
Immoral behavior	8	20
Total	40	100

Source: primary data 2017.

Table above observed that the majority of the respondent with 45% supported that low performance by learners is contributed by learners is contributed by learners with deviant behaviors, 25% of the respondents while immoral behaviors accounted for 20%

and drug addiction was seemed to be the least with 10% this means that deviant behavior is contributed a lot to low academic performance of students in makindye division secondary schools.

Deviant behaviors which has rampant impact on learning.

Table showing Deviant behaviors which has rampant impact on learning.

Types of deviant Behavior	level of impact			Frequency	Percentage
	Extreme	Average	Minimal		
Fighting	12	3	1	16	40
Truancy	6	1	1	8	20
Vulgar	0	1	1	2	5
bullying	2	1	1	4	10
stealing	6	3	1	10	25
Total	26	9	5	40	100

The chart above indicated that the majority of the respondents supported the fact that fighting of learners has a greater impact on academic performance of learners 40% was seen supporting this ,stealing followed with 25% , frequency was third with 20%, bullying with 10% of the respondent lastly vulgar or bad language had the last respondent of 5% this means that the deviant behavior contributed a lot to low academic performance by the learners who have different types of the social and individual deviant behavior.

Performance of learners with deviant behavior in schools

Table showing Performance of learners with deviant behavior in schools.

Deviant behavior	Frequency	Percentage
Excellent	0	0
Good	0	0
Average	4	10
Below average.	36	90

Source: primary data 2017.

Table 12 above shows clearly observed from the finding that a greater percentage of 90% of respondents supported the fact that learners with deviant behaviors do not perform in their academic work 10% of the respondents supported the same learners are average though they have deviant behaviors excellent and good performance was not supported by only respondents.

CHAPTER FIVE

CONCLUSION, RECOMMENDATIONS AND SUGGESTATION FOR FUTURE RESEARCH

5.0 INTRODUCTION

In this chapter the researcher made a summary of what he found out in the previous four chapter the study has pointed that there are different types of deviant behaviors its causes, reactions of stake holders of the challenges effects on academic performance and intervention strategies to be used to eradicate these deviant behavior.

5.1 CONCLUSION

In conclusion, the findings of the study revealed that fighting is the major type of deviant behavior in schools with 40% responses from the respondents and the major causes of deviant behavior is peer influence with average response of 30% while majority of the respondents that is 45% strongly agree that deviant behavior contribute to low academic performance as one of the major effect.

5.2 RECOMMENDATIONS

Based on the findings of this study the research recommends that;

Programs for consultations, evaluation procedures, information and orientations be established and also train more personnel to work hand in hand with parents to plan for programs that deals with the challenges.

Parents and teachers and government are stakeholders thus they have each part to play in modeling the learners with deviant behaviors. An indication from respondents shows that there must be some adjustments to be made in order to help the learners with deviant behavior. Guidance and counseling should be put a lot of emphasis create awareness in learners, teachers and communities on kinds of deviant behaviors that learners may portray and ask them to keep away from such behaviors.

The stakeholders should do an investigation on causes of deviant behaviors and try to get solutions if possible the early the better. Coherent curriculum well planned and implemented that serves the pupils needs. concerns for pupils development as individuals in the society will a commitment by the staff to their personal and social development and effective guidance learners should be given seminars and workshops by their teachers on effects of deviant behaviors in academic performance and social life clear aims should be translated into classrooms practices and be monitored to eradicate idleness which may make learners to end up doing what is wrong. Emphasis on high academic stands should be brought to learners understanding in that it encourages all students to achieve their full potential.

Parents and teachers should be able to create good relationship with students who are encouraged to express views, understand the purpose of lessons and create innovation relevant but firm classroom atmosphere should be set by teachers by planning their work adequately putting in consideration the learners with deviant behaviors. Teachers also need to modify methods and approaches of teaching to eradicate boredom in learners which might lead to truancy.

The punishments and rewards should be applied to learners with deviant behavior it is better to punish learners by depriving of something the like use time out technique, negative reinforcement techniques etc.

Finally the government should train more personnel to handle learners who have deviant behaviors a well qualified staff with experience and expertise skillfully be deployed to all schools and always be given appropriate training the government should see that suitable and respected working accommodations with appropriate specialists rooms and esthetically stimulating environment materials and resources be deployed at right time.

Develop self-esteem in learners this should be done by recognizing students sealing and behave flexibly without over sensitivity situations where by the learners is likely to cause a problem should be avoided encourage learners to like what they achieve give

learners with deviant behaviors work that is possible to accomplish and within his or her level of ability provide for individual needs within acceptable frame work.

5.3 SUGGESTATIONS FOR B FURTHER RESEARCH

Suggestions for the future studies were reloaded as follows;

The role of the government to learners with deviant behaviors the reactions of parents, community and teachers to learners with deviant behaviors and the strategies applied to curb the deviant learners in makindye division.

APPENDIX A

BUGDET

	AMOUNT
STATIONARY	
1.Writting pads, pens, pencils (colored)	USH 20000
2.Typing(45)pages	USH 30000
3.Printing (90)pages	USH 9000
4.Photocoping	USH 18000
5.Binding	USH 25000
TRANSPORT	
6.From home to school four trips	USH 10000
7.From school to zonal offices	USH 10000
LUNCH AND DRINKS	USH 20000
GRAND TOTAL	USH 152000

APPENDIX B

QUESTIONNAIRES TO TEACHERS

I Sangano Wilberforce a student of Kampala international university college of education distance and e-learning pursuing bachelors degree in science with education ,wish carry out a research in your school impact of deviant behavior on academic performance of learners .

Kind assist answer the following question to the best of your knowledge.

BACK GROUND INFORMATION OF THE RESPONDANTS

a)Sex of the respondents

Male ☐

Female ☐

b) Age of the respondents

18-22 ☐

23-26 ☐

27-35 ☐

Over 36 ☐

c) Marital status

Married ☐

Single ☐

Divorced ☐

Separated ☐

Widow ☐

d) Education level

☐

Diploma ☐

Degree ☐

Masters ☐

1a) what are the deviant behaviors found amongst the learners in school?

i.

ii.

iii.

iv.

b) At what age do most learners engage in social deviant behaviours ?

Age ☐

12-14 ☐

15-17 ☐

18-20 ☐

21 and above ☐

c) What individual deviant behavior are observed among learners in makindye division

Stealing ☐

Truancy ☐

Vulgar (bad language) ☐

Bullying ☐

2 a) what are major causes of deviant behavior in your school?

- v.
- vi.
- vii.

b) Withdraw of corporal punishment In school has adversely led to increase of deviant behavior .

True ☐ False ☐

c) Inadequate use of teaching approaches used by teachers contributes to deviant behaviors.

True ☐ False ☐

3a)what are some of the impact of deviant behaviors?

Low academic performance ☐

School dropout ☐

Drug addiction ☐

Immoral behaviors ☐

Others

- i.
- ii.

B) Of the deviant behaviors in makindye division which one has rampant effects on learner's?

	Extreme	Minimal	Average
Fighting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Truancy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vulgar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bullying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stealing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

c) How is the performance of learners with deviant behaviors in you school?

Excellent ☐ Good ☐ Average ☐ Below Average ☐

I will highly appreciate for any assistance accorded to me regarding this research.

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