

**EFFECTS OF SCOUTS MOVEMENT ON STUDENTS DISCIPLINE A CASE STUDY
OF MAKINDYE DIVISION, KAMPALA UGANDA.**

BY

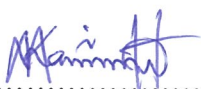
**KIBALAMA MAD
BSE/44547/143/DU**

**A DISSERTATION SUBMITTED TO THE COLLEGE OF EDUCATION OPEN
AND DISTANCE LEARNING IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE AWARD OF A BACHELOR
DEGREE OF SCIENCE WITH EDUCATION OF
KAMPALA INTERNATIONAL
UNIVERSITY**

JULY, 2017

DECLARATION

I, declare that this dissertation is my original work and has never been presented to any other university for academic award being it certificate, diploma or Degree. I solemnly bear and stand to correct any inconsistency. Any material which is not my original work, the authors have been acknowledged.



.....

KIBALAMA MAD

Date: th07 - July - 2017

BSE/44547/143/DU

APPROVAL

This is to certify that this dissertation has been submitted after my thorough supervision and it is ready for further assessment by the College of Education, Open and Distance Learning.

Nakawungu
Ms. Nakawungu Faridah

Date. 6/08/2017

Supervisor

DEDICATION

I dedicate this work to my Mother Namukasa Yasin Rehemah

May God bless you mother!

ACKNOWLEDGEMENT

During my undertaking of this work, I received invaluable assistance and encouragement from various people whom I wish to acknowledge here. First among them is my supervisor Madam Nakawungu Faridah for your insightful, firm and strict but friendly guidance and assistance. It is through your effort and tolerance that I was able carryout this study. My appreciation also goes to The National Executive Commissioner, Uganda Scouts Association for granting me approval for this research project. I acknowledge all head teachers, teachers and students in the two schools in Makindye Division, Kampala Uganda, for their cooperation when I visited them.

Special mention is of Haj Ssentongo Hamid the Assistant Chief Commissioner for Scouts for the guidance he rendered in this study.

My fellow Scout Mr. Mugano Paul was of great help and took his time to ensure I was through with my data collection in good time. Others deserving my sincere appreciation for their good and required support are: Murangira Joseph and Nabukeera Annette my course mates.

May you all receive God's blessings in abundance.

ABSTRACT

The main purpose of this study was to investigate the effects of the scout movements on the students discipline in selected schools in Makindye Division, Kampala- Uganda. It was guided by three specific objectives including; - To determine the extent to which the school environment is influenced by scouting, to investigate the extent to which classroom attendance is influenced by scouting as well as to establish a relationship between students' parenting and scouting. Qualitative design was classified into two major categories which were experimental and general survey design which examined the relationship between scouting and students discipline in selected school in Makindye Division. Independent variables to the study were scouting and students discipline, the independent variable. From the findings, it was indicated that all the head teachers were male, a balance comes in on teachers and this was because the policy rules and regulations enforce this to every scout unit. Most of the students who responded were female. This implies that more female in Makindye division responded to the questionnaires. From the results, it is clear that school has more male teachers in responsibility than female, a scenario that should be checked for equal opportunity. The age factor influences the good relationship between teachers and students thus creating a suitable discharge of scouting. This result to the observance of good character development. It is therefore relevant to develop characters traits in primary schools. The research concluded and recommended that, parents should check on how and what they take their children through especially at the lower stage of development which determines their moral reasoning. Students should as well be keen to uplift the scout movement in form of manifesting what they have attained from it through community service projects and duty to self.

TABLE OF CONTENTS

DECLARATION	i
APPROVAL	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
ABSTRACT	v
CHAPTER ONE	1
1.0. INTRODUCTION.	1
1.1. Background of the study.....	1
1.1.1 Historical.	1
1.1.2 Theoretical Background	2
1.1.3 Conceptual background.	2
1.1.4. Contextual background.....	3
1.2. Statement of the problem.....	3
1.3. Purpose of the study	5
1.4. Objectives of the study.	5
1.5. Research questions.	5
1.6. Research Hypothesis.....	5
1.7. Scope of the study.....	5
1.8. Significance of the study.	6
1.9 Operational Definitions. (pto page last)	6
CHAPTER TWO.....	7
LITERATURE REVIEW	7
2.0. Introduction	7
2.1. Theoretical review.	7
2.2. The scout movement.....	7
2.3. School environment and character education	9
2.4. Student family and parenting issues.	10

2.5 challenges in dealing with discipline.....	10
2.6 Challenges faced in implanting scouting.....	11
2.7 Strategies for improving discipline in school.....	11
2.7.1 Behaviour control	11
2.7.2 Role modeling.....	11
2.8 Conceptual framework	12
2.9 Summary of literature review	12
 CHAPTER THREE.....	 14
METHODOLOGY	14
3.0 Introduction	14
3.1 Research design	14
3.2 Study population.....	14
3.3 Determination of the sample size	14
3.4 A sampling technique and procedure	15
3.5.1 Questionnaire Survey Methods	15
3.5.2 Interview method.....	16
3.6 Data collection Instruments	16
3.6.1 Questionnaire.....	16
3.6.2 Interview Guides.....	16
3.7 Procedure of data collection	16
3.8 Data processing and analysis.....	16
 CHAPTER FOUR	 17
DATA ANALYSIS AND INTERPRETATION	17
4.1 Demographic information.....	17
4.1.1 Gender of Head teachers, teachers and students.....	17
4.1.3 Experience of head teachers and teachers	18
4.1.4 Effects of the number of children in students familiar on discipline.....	19
4.2 General responses on the value attached to scouting	19

4.3 Scouting programs offered in schools.	20
4.4 Benefits of scouting	21
4.4.1 Relevancy of scouting in schools	21
4.4.2 Areas of benefit to students from scouting	21
5.5 Students preferred persons to go with for scouting.	22
4.6 Challenges of scouting in schools.	22
CHAPTER FIVE	24
SUMMARY, CONCLUSION AND RECOMMENDATION	24
5.0 Introduction	24
5.1 Summary of findings	24
5.2 Conclusions	24
5.3 Recommendation	25
REFERENCES	26
APPENDIX A: LETTER OF INTRODUCTION TO THE HEADTEACHERS.....	28
APPENDIX B: QUESTIONNAIRE FOR HEADTEACHERS	29
APPENDIX C: TEACHER (SCOUT LEADER) QUESTIONNAIRE	31
APPENDIX D: QUESTIONNAIRE FOR STUDENTS	33

CHAPTER ONE

1.0. INTRODUCTION.

This chapter presents background of the study, the problem statement, purpose of study, objectives, research questions, hypothesis, scope of study, the significance of the study and operational definitions.

1.1. Background of the study.

1.1.1 Historical.

Scouting was founded in Uganda in 1915, operated by the Uganda Boy Scouts Association which joined the World Organization of the Scout Movement on 11th January 1964. The Uganda Boy Scouts Association having its principle place of business in the city of Kampala was incorporated by Chapter 45 of the Statutes of Uganda, 1963 under the name of the Uganda Boy Scouts Association, which itself was incorporated by the Boy Scouts and Girl Guides Act 1922. The Uganda Boy Scouts Association was in 1974 renamed the Uganda Scouts Association reflecting the broadening and opening up of the Scout Movement to include both Male and Female Scouts. Since the Boy Scouts and Girl Guides Act, Chapter 45, Laws of Uganda was not amended to reflect the change of name, and for the better management and protection of the interests of the Association, the Uganda Scouts Association was in 2010 legally registered under Chapter 110 of the Laws of Uganda, 1961 as a Company Limited by Guarantee.

Scouting is a vital ingredient for the reinforcement of students' discipline in a school setting. Griffin (1994) points that the paramount aim of school discipline should be to endow each learner with habits such as self respect and proper pride in his own integrity that he will observe the norms of good conduct when not under compulsion or supervision and will carry them eventually into adult life. Sound discipline is an essential ingredient in the creation of a happy and industrious school community. Taylor (1988) states that; the goal of the scout movement is to help young people to develop the knowledge, skills and attitudes that will enable them to live now and in the 21st century. Scouting goal does not change because the world change, scouts will always be members of the movement which seeks to help young people grow into whole beings, of course through the inspired interactions of youth and adults.

1.1.2 Theoretical Background

Lawrence Kohlberg (1927-1987) was for many years, a professor of Harvard University more so in the field of moral education. His theory of moral development which he popularized through research studies conducted at Harvard's center for Moral Education was employed in this study. Kohlberg believed and was able to demonstrate through studies.... That people progressed in their moral reasoning through a series of stages. He believed that there were six identifiable stages which could be more generalized into three levels (pre- conventional, conventional and post- conventional.).

1.1.3 Conceptual background.

Mothata and Squelch (1997) states that if discipline is not taken into consideration, the school environment will be dangerous and the educational process may be disrupted. Malherbe (1967) states that Lord Baden Powell was a great man because he conceived a great idea and embodied it in an organization, a movement from which millions of young people have benefited young people from many nations, creeds and races. W.W Hill (1929) address to National Union of Teachers in UK states, it is not democracy that is the menace, but ignorance. A half educated nation, without character in its individuals is not a sound one. Scouting aim to educate and develop young people of all ages using recreational and service methods to achieve their full physical, intellectual, social and spiritual potential as individuals and as members of a team. Schools are social systems which have several objectives to achieve and scouting has a vital role to play in shaping the discipline of students.

The returns of scouting in Uganda since its introduction in 1915 have not been slated clearly in schools due to the misconception of the scout movement by most educationists. Although Idi Amin Dada (1971-1979) had put a ban to scouting programs in Uganda, prominent scouts like Dan Kigozi, Emmanuel Pinto, Hon. Adonia Teberondwa, Francis Nyangweso and other colleagues re-organized the movement once again in the early 1980's to the present scene. Wangai (1994) observes that modernization in Africa has caused the disintegration of the traditional social structure. He suggested that clear, supportive and progressive policies are needed to deal with most problems facing youth through schooling. These policies can be clearly implemented through clear integration of scouting in school programs.

Anton (2014) states that the noble character of our nation must be passed on to our younger generation. One of the efforts is by making the scout movement as the spear head of the inheritance of the nation's character through scout skills that are interesting and challenging. The formation of the character through mastering scouting skills according to Anton (2014) has been in accordance with the basic principles of scouting such as, to know our potential, duty to God and Country, duty to self and duty to others. Oyieyo (2012) defines discipline as a part of a very long tradition that may have been there from the beginning of human existence. Discipline is a rudimentary ingredient that plays a crucial role in school system and insists on upholding the moral values of students.

1.1.4. Contextual background

Lord Baden Powel (1907) defined scouting as a movement for the youth, nongovernmental, not political, on formal education, voluntary fun with a purpose, international and a challenge for adults, open to all without discrimination in race, creed or nationality in accordance to the principles of the founder himself. Hill (1994) stated that; in discipline can destroy the possibility of a safe and orderly environment and thereby hamper the core purpose of the school. Lack of discipline and safety in schools during the past number of years. Despite the commitment of the administrators to provide resources and improve conditions, and minimize school unrests, cases of student's indiscipline continue to be a major problem in schools and have hampered the education progress of the affected learning institution. The concept of matching discipline and scouting helps to determine the effects of scouting in schools. There is a great effort made by Uganda scouts Association to establish scouting to all schools under its jurisdiction but still cases of indiscipline in schools are reported and Makindye Division is not exceptional. The researcher intended to explore the effects of the scout movements on students discipline in Makindye Division, Kampala Uganda.

1.2. Statement of the problem.

In spite of the execution of the scouting programmes in school, indiscipline cases are still inevitable. Wangai (1994) points out that youth indulge in pleasure and luxury. They disrespect elders, abuse the school rules and regulations, and have bad manners. Docking (1996) views discipline as a significant aspect in establishing an orderly system that creates the condition in which learning takes place and that allows the aims and objectives of the school to be achieved.

According the district Commissioner Makindye District scout Council. “Makindye Division has well established scouting programs in schools but with a trend of indiscipline cases that needs to be addressed. This is due to influence of external environment as most schools are day schools such as Tropical High School and the abject unemployment among many families. Many students indulge drug abuse, robbery, prostitution among others.”

A table showing students indiscipline cases in relation to scouts and non-scouts at Kabalagala Parents Primary school in Makindye division. Adapted from the disciplinary department of the school in 2017.

Year	No. of indiscipline cases	By scouts	By non scouts
2014	100	10	90
2015	89	07	82
2016	90	08	82
total	279	25	254

Table 1.

Kabalagala Parents had 8.96% indiscipline cases committed by scouts and 91.039% indiscipline cases committed by non scouts.

A table showing students indiscipline cases in relation to scouts and non scouts at Jack and Jill Nursery and Primary school in Makindye division. Adapted from the disciplinary department of the school in 2017.

Year	No. of indiscipline cases	By scouts	By non scouts
2014	50	03	47
2015	30	01	29
2016	42	03	39
Total	122	07	115

Jack and Jill had a 5.738% indiscipline cases committed by scouts and 94.262% indiscipline cases committed by non scouts.

These incidents amidst all contributed to the need for a research on the ways in which sound discipline can be restored in schools. This study sought to ascertain ways in which scouting influence students discipline in selected schools in Makindye Division, Kampala- Uganda.

1.3. Purpose of the study

The purpose of this study was to investigate the effects of the Scout movement on the students discipline in selected schools in Makindye Division, Kampala- Uganda.

1.4. Objectives of the study.

In the fulfillment of the purpose of this study, the following objectives were examined;

- I. To determine the extent to which the school environment is influenced by scouting.
- II. To investigate the extent to which classroom attendance is influenced by scouting.
- III. To establish a relationship between students' parenting and scouting.

1.5. Research questions.

The following questions were used as a guide to this study;

- I. To what extent is school environment influenced by scouting?
- II. To what extent is classroom attendance influenced by scouting?
- III. What is the relationship between students parenting and scouting?

1.6. Research Hypothesis

Ho: There is a significant relationship between scouting and students' discipline in Makindye Division, Kampala Uganda.

1.7. Scope of the study.

The gist of this study was to establish the effects of implementations of scouting on students' discipline.

Makindye is geographically located in the central part of Uganda part of Kampala Capital city Authority, one of the business and education centers of Uganda comprising of all levels of running.

This study centrally focused on Jack and Jill Nursery and Kabalagala Parents Primary School located in the east and south of Kampala International University respectively.

The study covered students who have spent in scouting a period of three years. (2014, 2015 and 2016).

1.8. Significance of the study.

Globally scouting is essential in discipline development and management of people in all countries. It could be difficult for any society to function well without the exercise of discipline. Stanghan (1989) notes that the modern society is becoming more indisciplined, with enhanced lawlessness, violence and permissiveness. Furthermore, Mutie (1999) asserts that indiscipline is a cancer in many schools and can be attributed to negative internal and external influences, which cause students to lack a sense of direction and a sense of purpose. According to him, what has been given to teenagers is immorality, pornography, violence and more violence. He believes children will replicate them.

In Uganda, the challenge of indiscipline in school has been rising especially in the National Resistance Movement Government era (1986 to-date). Many policy analysts have criticized banning of caning in schools and as a result school unrests and demonstrations escalate rapidly.

Basing on the anecdote that scouting makes a student to have self esteem and allow him or her to realize the consequences of his or her conduct, in the due course, a learner attains sound discipline, this study is crucial in analyzing government policies and it is a tool of advising it on its adopted myopic policies which the researcher believes are a result of statutory capture.

1.9 Operational Definitions.

A scout- an individual who is a member of the scout movement

A scout leader-refers to a person managing and administering scouting in an institution.

Unit- is the smallest organizational base of the scout movement. It is made up of 32 scouts

Respondents –are direct parties that answer questions asked by the researcher

Researcher – is an individual who administers a research study.

Discipline. Refers to a system of guiding an individual to make reasonable decision and uphold social ethics personality and in groups

Moral- refers to the right conduct in the life of person.

CHAPTER TWO

LITERATURE REVIEW

2.0. Introduction

This chapter covered ; Theoretical Review, The Scout Movement, School Environment, Students' Family And Parenting Issues, Character Education In School, Challenges In Dealing With Indiscipline And Challenges In Implementing Scouting In Schools, Possible Strategies For Improving Discipline In Schools, Conceptual Framework And Summarized Literature Review.

2.1. Theoretical review.

This study is based on Kohlberg's theory of moral development (1927-1987) which relate moral development to different age groups. Kohlberg made his conclusion that moral development passes through three levels, each with two different stages of moral reasoning or judgment. The study emphasized one level; conventional level (7-12years). Kohlberg believed that individuals could only progress through these stages, one stage at a time which also applies to the scout movement (1907). His stages of moral development constitute an adaptation of psychological theory originally conceived by the Swiss psychologist Jean Piaget which he started working on in 1958.

Kohlberg theory is mainly emphasized in this study, because it broadly relates moral development to age groupings which categorically apply to scouting. Thence determining a base line for this study. On this note therefore, cub scouts (6-12 years) are correlated to the conventional level of moral development. This study principally analyze their school environment. Classroom attendance and parenting as measurements of discipline.

2.2. The scout movement.

The mission of scouting is to contribute to the education of young people, through value systems based on the scout promise and law to help build a better world where people are self fulfilled as individuals and play a constructive role in society.

The scout promise (scouting for boys- 1908) is a binding oath an individual vow before he/she is welcomed into the scout movement; On my honor, I promise to do my best to do my duty to God and my Country to help other people at all times and obey the scout law. The promise is a very difficult one to keep but it is a must serious one and no boy is a scout unless he does his best

to live up to his promise. Scouting is not only for fun, but it also requires a lot from you and I know I can trust you to do everything you possibly can to keep your promise -Lord Baden – Powell (1907).

The scout law is rules and regulation a scout must abide with throughout his or her life. They apply to boy scouts all over the world. It entails the following ten points; - A scout honor is to be trusted, a scout is loyal, a scout duty is to be useful and to help others, a scout is a friend to all and a brother to every other scout, a scout is courteous, a scout is a friend to animals, a scout obeys orders of those in authority without question, a scout smiles and whistles under all difficulties, a scout is thrifty, and a scout is clean in thought, word and deed. (www.scout.org)

Lord Baden –Powell (1929) points out that our principle of training is to give the boys and girls something to do and not merely something to think of in their spare time outside school. Without focus on the existing challenges many youths may not be able to articulately establish solutions to many problems facing them. In a recap, providing responsive service and adherence to the scout movement is vital in every educational institution in Uganda.

Table 1:

The table below shows very briefly the means through which scouting endeavor to indicate character into the rising generation. The following plan show very briefly the means through which we endeavor to inculcate character, into the rising generation.

QUALITIES DEVELOPED	HOW	SCOUTING ACTIVITIES
Concentration	Through	Signaling
Observation	Through	Tracking
Dedication	Through	Tracking
Self discipline and loyalty	Through	Team Activities
Responsibility	Through	Patrol system
Fair play	Through	Court of honor
Courage	Through	Sea scouting
Kindness wider out look	Through	Kindness to animals
Higher through correspondence	Through	Foreign brother scouts nature love

Source: scouting and youth movement, (1929)

2.3. School environment and character education.

Obedient (1997) notes that under qualified teachers in overcrowded classes can lead to violence in schools. Jones and Jones (2006) advocated for interdependence of management and instruction (teaching) functions in classrooms and in school at large. Schools with planning, ready for classrooms and in school at large. Schools with planning, ready for classroom activities and management which has to do with controlling students behaviour give learners a chance to develop sound discipline and may not find difficulty in responding to disruptive behaviour. The response to disruptive behaviour may not be worse where there are firm and fair codes of conduct that are enforced consistently Fontana (1985) draw out attention to the causes of bad behavior. One of them is the children's need for status and prestige in the eyes of the class. Rwamba (2000) argued that lack of democratic leadership together with communication breakdown is a major cause of indiscipline in schools. He suggested that there is a relationship between learning and indiscipline. In the absence of discipline, the learning and teaching process are hindered. Cognitive skills are crucial in terms of academic success, self esteem, coping skills and over all resilience.

Character Education focuses on the basic human character, which is derived from universal moral values. They are love of God and his creation (nature with its creation). The implementation of character education in schools should be based on the values of basic character -Faturrohnan (2013). Basing on the above view, the development of character education in schools should be guided by principles of character education therefore; its implementation is running effectively and efficiently. Basic human character embodies responsibility, honest, respectful, and polite, affectionate, caring, and cooperation, confidence, creativity, hard work and solid, justice and leadership, goodness and humility, tolerance, love of peace, unity and love.

Factors supporting character education through scout program are students, scout masters, competencies, teacher supports, infrastructure, financing, parental support and the role scout trainers (www.asenet.org/ies international education studies vol.9).

2.4. Student family and parenting issues.

Allis and Kame (1999) conducted a cross –section survey on indiscipline among 2170 preparatory and secondary school students enrolled in the main stream governmental schools in Alexandria, Egypt .Indiscipline among schools students and its predicators were investigated. Few indiscipline cases were related to students themselves. According to Robertson (1999), some children at schools can be disruptive because they have been subjected to distorted or inadequate care throughout childhood due to a variety of family and economic difficulties. It is because of that neglect that they are demanding attention in classroom. In addition, he says those school failure and behaviour problems that may have their origin on home background are strongly associated. McGuinness (1994), supports the view of the family condition as either positive or negative contributor to learners behaviour. Accordingly, he says that individual child's family too can seep negatively and of course, positively into the classroom. He argues that children coming from homes with no tradition of valuing education often develop learning problems. He says that such a child mostly fails to see values or importance of education and this negatively influence the child's interests towards education. The resultant indiscipline cases in schools disrupt the learning process lending to time wastage for the student causing it and the other innocent students as well.

2.5 challenges in dealing with discipline

The “rod” was banned in Uganda as a mean of disciplining students in schools. Kanja (2008) states that, teachers have taken a back seat in discipline as there have been cases of teachers being dragged to court for punishing students which have prompted many to take a back seat over student behaviour. When teachers, prefect and peer mentors lack the backing of the school administration, they cannot succeed in enhancing discipline and descent behaviors effectively. Further, it raises the issue about the challenges facing head teachers in dealing with discipline. The big number of learners that teachers have to deal with in one classroom is daunting and intimidating prospect stated by Fontana (1985). People who take interest in the education are aware of this problem. Teachers agree that once the class size rises above 40, it is impossible to maintain discipline, or even an acceptable low noise in the classroom as stated by Wachira (2004).

2.6 Challenges faced in implanting scouting

There is inadequate professional scout leader in most of our schools today. According to the education monograph (1986) - Lack of training physical facilities and resources and inadequacy of funds are mainly challenges which seem to derail the innovative effects of teachers. Infrastructure that support character building through scout activities in schools are still lacking such as skill training, establishment of honest and religious character, environmental awareness and slogans or talking board as an invitation to be discipline (www.ccsert.org international Education studies Vol. 9). Financing the development of scout activities in schools is still lacking. Financing for the development of character based on pre determined program is not optional. In addition, financing for the procurement and maintenance of infrastructure that support scouting is still lacking in most schools today.

2.7 Strategies for improving discipline in school

Whatever kinds and types, all strategies can be used in forming the discipline character of the students as long as they are consistent with the objective to be achieved (www.Casnet.org).

2.7.1 Behaviour control

Chariton and David (1993) argues that a behaviour approach assume that, if problem behaviour occur because of particular antecedents and consequences, it can be made to occur less by changing those conditions.

They also suggested that disruptive behaviour can be reduced through good pastoral care planning together with more discussion and less shouting. Wilson (1974) writes that discipline is meant to impose external standards and control on individual conduct. He goes on to say that rewards and punishment are technique of control. He further more notes that employment of these techniques of membership discipline in the classroom is relevant.

2.7.2 Role modeling

Vockel (1991) is of the opinion that generally parents and teachers should reinforce behavior that is compatible with any desirable bahaviour in children through being exempting. Roffey and O'Reirdan (2003) refer to behaviour that in consistent with what students expects from adult. Wolfgang (1999) agrees that teacher should at times be exemplary in being responsible and

committed to people around him or her. This is anchored to the fact that learners in general, worship their heroes and imitate those whom they appreciate and admire.

Verbal interaction can include, give command softly by calling the inattentive students' name or calling the same to participate in the lesson. Non verbal interventions such as signal, eye contact, facial expression and proximity control allow the teacher to warn the misbehaving learner without interrupting his or her lesson.

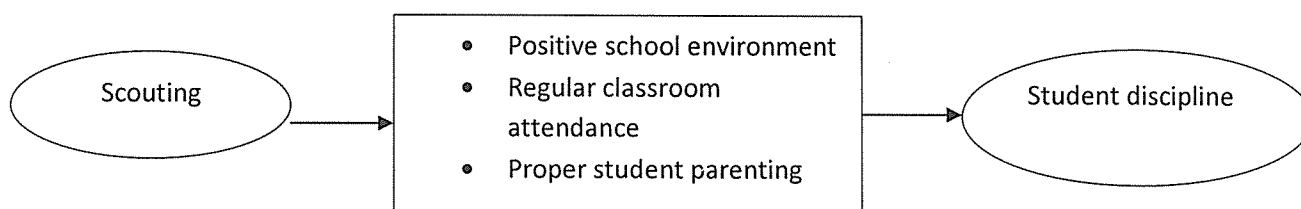
2.8 Conceptual framework

Its purpose in this study was to help the reader to quickly see the relationship between scouting to corresponding levels of discipline.

Corresponding level of discipline

INDEPENDENT VARIABLE

DEPENDENT VARIABLE



Source: Adapted from Sekamwa Model (2000)

Figure 2. The relationship between scouting and student discipline

2.9 Summary of literature review

Scouting is assumed to be a process by which teachers and the entire school community apply on student to make positive choices by making a clear link between student behavior and their consequences. The conceptual model (Fig.2) shows flow of arrow indicating the relationship between variables. The implication is that when student's indiscipline issues and their causes are professionally addressed using scouting, the disciplined behaviour expected of a student is attained.

The figure indicates that when scouting is not professionally established in schools, indiscipline may be aggravated; thus vicious cycle is the process. It is therefore evident that scouting has an influence on students discipline in schools. It is through the intense scouting programmes of non

formal education system that students discipline can be improved. However, many youths still pose the danger of becoming indisciplined due to the changing and eroding norms in the society. Never the less, it is essential to embrace scouting to our schools to treat the unwanted character traits. This study sought to restore good discipline in schools in the modern permissive Uganda.

CHAPTER THREE METHODOLOGY

3.0 Introduction

This chapter focuses on research design used, study population, sample size and selection, sampling techniques and procedures employed, data collection methods, procedure for data collection and data analysis techniques.

3.1 Research design

Descriptive was used for the study and it involves use of questions to obtain views from respondents which consisted of qualitative research designs for the purpose of making valid conclusions Mugenda (1999). Qualitative design was classified into two major categories which were experimental and general survey design which examined the relationship between scouting and student discipline in selected school in Makindye Division. Independent variables to the study were scouting and students discipline, the independent variable. For efficient data collection, researcher assistance were sought for from within the support staff (scout leaders) of the two schools that assisted in distributing and collecting back the questionnaires from the respondents. The researcher formulated responses categories in form of tables backed by frequency and percentage presentation of phenomena in questions.

3.2 Study population

For the purpose of this study, the study population consisted of scouts of Jack and Jill Nursery and Primary School and Kabalagala Parents' Primary School in Makindye division. The study targeted 70 respondents consisting of head teachers of the two schools and 64 scouts of stated schools in Makindye division.

The choice of categories of respondents was based on the distinct commissioner for scouts report of 2015 and recognizing them as Key stakeholders in schools/ education institutions.

3.3 Determination of the sample size

Since the scout population is large and there are limited resources, this study target a sample of 38 that was studied. The first stratum sample of the head teachers in schools was determined by purposive sampling because of their active role and knowledge in the students disciplined and finally the students (junior scouts) of the schools selected in Makindye division.

Krejcie and Morgan (1970) table for sample size selection as adopted by saran takes (2005) was used since resources available would not allow data collection on each of them.

3.4 A sampling technique and procedure

This study used the stratified sampling; the population is divided into sub-population such that the elements within sub population are homogeneous. This sampling technique was used so that the study could achieve the desired representative group under study. The category under the target population in 3.3 was treated as illustrated in the table 1 below.

Head teachers of the two schools selected in Makindye division were purposely selected because of their roles in the schools and critical information. The students (scouts) of the schools selected in the area of the study were selected using simple random. This procedure gives each element an equal probability of being selected.

Table 3.1 study population and sample size.

Population strata	Population	Sample size	Sampling technique
Head teacher	2	2	Purposive
Teacher	4	4	Purposive
Kabalagala parents	32	16	Purposive
Jack and Jill	32	16	Simple random
Total	70	43	

Source: Makindye District scout council statistical data, 2016.

3.5 Data Collection Methods

The study used quantitative and quantitative data collection method. Questionnaires were used under quantitative method and interview under the qualitative method.

3.5.1 Questionnaire Survey Methods

The questionnaires were designed and administered to 2 students (scouts) and 4 teachers (scout teachers) and 2 head teachers in selected schools in Makindye division. The questionnaires were designed in accordance with the study objective and embraced only closed questions.

This research instrument made it easy draw information from different kinds of respondents including the stay and busy one at their own convenience as characterized with school programmes.

3.5.2 Interview method

This method involved a dialogue between the researcher and the respondents. Here a list of questions was prepared and used as a basis for conversation between the researcher and respondents as he tried to get information which was relevant to the study. The respondents specifically were head teachers and teachers (scout leaders) of the selected schools. This is because they have critical information concerning the practice of scouting and its impact on students discipline in Makindye division. Clarification of the matter was done on the spot and questions were asked in different ways to enhance accuracy. It allowed for the study of the body language of the researcher as well as credibility.

3.6 Data collection Instruments

The following were the data collection instruments used in the study;

3.6.1 Questionnaire

This instrument was used to collect data from thirty seven students (Scouts). Self administered questionnaires were employed to gather data from students (scouts).

3.6.2 Interview Guides

A guide containing closed ended questions was used for interviewing head teachers and teacher (scout leaders) from the two selected school in Makindye Division.

3.7 Procedure of data collection

The researcher obtained an introduction letter from the Uganda scouts Association and COEDL permitting him to proceed with data collection. The letter was presented to the selected schools. Head teachers in Makindye Division for their approval and introduction to student (scouts) and teachers (scout leaders) who provided data. The researcher employed the services of teachers (scout leaders) in the respective schools to issue and collect questions from the students (scouts).

3.8 Data processing and analysis

The data collected were processed and tabulated manually because their simplicity.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

This chapter provides a detailed analysis of data collected and how it was interpreted. It consists of; Demographic characteristics including ;- Age, of the respondents, experience of head teachers and teachers, general response on the value attached to scouting, scout services offered in schools, usefulness of scouting in schools, challenges to scouting in schools, students preferred persons to go with for scouting.

4.1 Demographic information

4.1.1 Gender of Head teachers, teachers and students

The study sought to determine the gender parity in the administration of school. The findings can help to eliminate the administration of schools. The findings can help to eliminate the disparity and encourage female students to pursue school education. The table below shows the frequency of the gender of the respondents.

Gender	Head teacher		Teacher		Students	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Male	2	100%	2	50	14	43.75
Female	0	00	2	50	18	56.25
Total	2	100%	4	100	32	100

Source: Primary Data, 2017

As per the results illustrated above, all the head teachers were male, a balance comes in on teachers and this was because the policy rules and regulations enforce this to every scout unit. Most of the students who responded were female. This implies that more female in Makindye division responded to the questionnaires. From the results, it is clear that school has more male teachers in responsibility than female, a scenario that should be checked for equal opportunity.

Table 4.2 Age of the Head teacher, Teachers and students

Age	Head teacher		Teacher		Students	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
6-12 years	00	00	00	00	19	59.375
13-15 years	00	00	00	00	13	40.625
18-25 years	00	00	01	25	00	00
26-34 years	00	00	01	25	00	00
35-44 years	01	50	02	50	00	00
45 and above	01	50	00	00	00	00
Total	02	100	04	100	32	100

Source: Primary data, 2017

From the findings, head teachers were between 35 and above and were below that age. This showed that middle aged men are administering school. Most scouts in primary schools are below 12 years an age bracket that determine and development of discipline. The age factor influences the good relationship between teachers and students thus creating a suitable discharge of scouting. This results to the observance of good character development. It is therefore relevant to develop characters traits in schools.

4.1.3 Experience of head teachers and teachers

It is experience that the Head teachers and teachers can easily administer schools and offer scouting programs to students respectively. The years of experience of the respondents were analyzed and presented in the table below;-

Table 4.3 Experience of head teachers and teachers

Years	Head teacher		Teacher	
	Frequency	Percentage	Frequency	Percentage
1-5	00	00	01	25
6-10	01	50	02	50
11-15	01	50	01	25
Total	02	100	04	100

Source: Primary Data, 2017

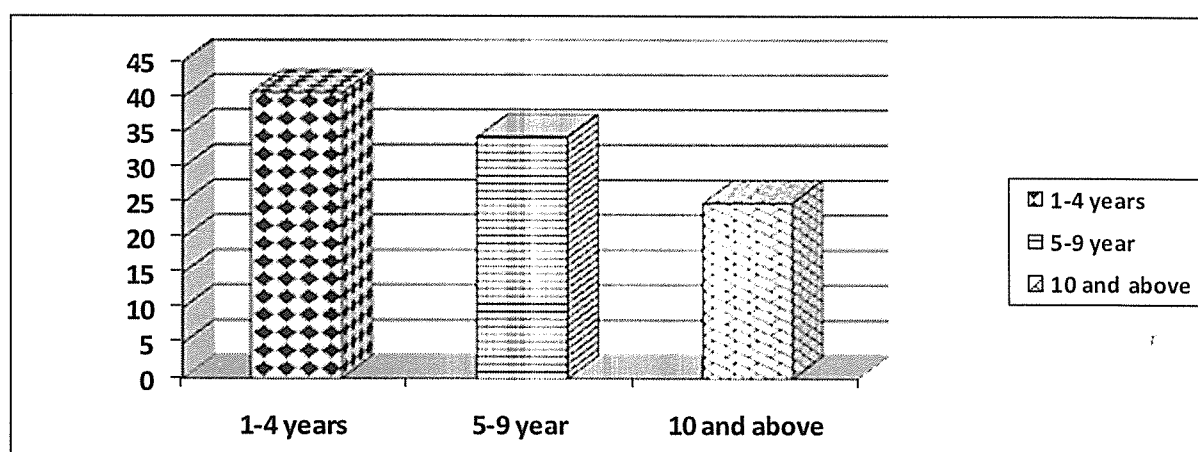
The results of the findings revealed that one head teacher had been a teacher for 6-10 years. And the other had been a head teacher for 11-15 years. This indicated that the few head teachers have experience in management since they have served for above 6 years. Before one joins scouts

leadership, they should have strong love and passion of working as a team not individuals. Their experience is relevant to design programs. What brings out the best of any student, through cordial and friendly approaches and nature of scouting.

4.1.4 Effects of the number of children in students familiar on discipline.

The number of children in a family can positively or negatively affect student's discipline. The bar graph below shows the percentage distribution of the number of children in families.

Figure 4.1 Percentage distribution of the number of children in families



Source: Primary data, 2017

From the findings, families with 1-4 children (40.625%) can have some problems in managing the discipline of its members. The same applies to those with 5-9 children (34.375%). It is fundamental to have a manageable family for easy instillation of discipline. This is because the fewer the number of children the easier in moral development as well as understanding every one's challenges. It is observed that most indiscipline cases emerge from families with many children who lacked proper supervision when they are at home.

4.2 General responses on the value attached to scouting

The study sought to find out if the respondents considered scouting important in their schools. The table below shows the distribution of the respondents on whether scouting is important in their schools.

Table 4.4 General responses on the value attached to scouting

Response	Head teacher		Teacher		Students	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Yes	02	100	04	100	32	100
No	00	100	00	00	00	00
Total	02		04	100	00	100

Source: Primary data, 2017

From the findings, 100% of the respondents considered scouting to be important in schools. It is observed that many schools administrators would like to embrace good discipline to their schools which can be achieved through scouting programs. From the study, it was established that scouting is relevant in schools and vital for character development in young people.

4.3 Scouting programs offered in schools.

In most of the schools, scouting is adopted for specific reasons. The main one is non-formal value system development in schools. The table below shows the distribution of scouting programs offered to students.

Table 4.5 scouting programs offered in schools.

Response	Teacher		Students	
	Frequency	Percentage	Frequency	Percentage
Scouting training	02	50	18	56.625
Community service	01	25	08	25
Camping	01	25	06	18.75
Total	02	100	32	

Source: Primary data, 2017

As the results indicate, 56.625% of the teachers and students stated scouting training were offered, while 25 % stated that community services were offered. This showed that most teacher have great interesting in the right scouting. It is vital that school heads should identify the main schemes that need to be followed for the purpose of producing students who are disciplined and fully best in scouting programs.

4.4 Benefits of scouting

4.4.1 Relevancy of scouting in schools

The study sought to find out the area of most benefit for scouting in schools. The table below shows the percentage distribution in areas of benefits for schools.

Table 4.6 Relevancy of scouting in schools.

Response	Teacher		Students	
	Frequency	Percentage	Frequency	Percentage
Smart and good order	01	25%	0	0
discipline	03	75%	2	100
Time wastage	0	0	0	0
Not certain	0	0	0	0
Total	02	100	2	100

Source: Primary Data, 2017

75% of teachers and 100% of head teacher indicated that, schools benefit from scouting through discipline that scouting trains smartness and good order. From this it is clear that scouting is very beneficial to students since most of them have social and academic problems disturbing them. In the process, discipline is observed in schools for academic gains.

4.4.2 Areas of benefit to students from scouting

The study sought to establish an area that students benefit most from scouting in schools. The table below shows area of benefits for students only.

Table 4.7 Areas of benefit to students from scouting

Response	Frequency	Percentage
Camping	20	62.5%
Scout parades	01	3.125%
Community service	03	9.375
Duty to self	08	25
Total	32	100

Source: Primary Data, 2017

Most of the students (62.5%) indicated that they benefited from scouting programs in camps. Some of the students indicated that that they benefited from scouting in duty to self. Few of the students benefited from community services (9.125%) and scouts parades (3.125%). From the above, it is relevant to note that scouting is paramount to students especially when they go for camping. It is also noted that scouts parades (3.125%) are least beneficial to students.

5.5 Students preferred persons to go with for scouting.

The study sought to find out whom the students preferred to go with for scouting. The table below shows percentages on whom they would go with for scouting.

Table 4.8 Students preferred persons to go with for scouting.

Response	Frequency	Percentage
Fellow scouts	18	56.25
Teachers	14	43.75
Parents	4	12.5
Total	32	100

Source: Primary data, 2017

From the finding, most students indicated that they preferred fellow scouts (students) (56.25%), 43.75, preferred to go with their teaching and quite few, (12.5%) of the student indicated that they prefer parents. Peer and teacher scouting is liked as they allow students to express the best in them with their colleagues whom in turn can provide them with comfort and proper directions. In the process, personal and academic problems can be solved. Apart from scouting, students indicated that guidance and counseling should be attached to scouting to bring everyone to the rules and regulations to help them to promote discipline in the schools.

4.6 Challenges of scouting in schools.

This study sought to investigate the challenges to scouting programs in schools. The table below shows the level of seriousness of the challenges experienced in schools by students.

Table 4.9 Challenges of scouting in schools.

Challenges	Frequency	Percentage
No involvement of my friends	8	25%
Inexperienced teacher	0	0
Financial support	20	62.5
Few scouting sessions	4	12.5
Total	32	100

Source: Primary data, 2017

According to the findings, students lacked financial support from the administration indicated by 62.5%. no involvement of my friends (25%) in the next challenge in percentages to scouting

followed by few who agreed that teachers have the necessary experience in handling scout programs. Teachers indicated that heavily teaching load in hindering them from providing their best to scouts. This means that extra man power must be allocated to schools to carry ot scouting such that the nation can get the best returns from scouting as a separate discipline. Head teachers agreed that scouting has a positive relationship with student's class room attendance and recommended it to fellow administrators for better educational output.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.0 Introduction

This chapter provides the summary of the findings from chapter four and it also gives the conclusion and recommendations of the study based on the objectives of the study.

5.1 Summary of findings

The purpose of this study was to analyze the effects of the Scouts' movement on students Discipline in Makindye Division, Kampala- Uganda. Descriptive research design was applied to this study as it sought to collect data from respondents about their opinions on the effects of the scouts' movement on students discipline and interests of school administrators in scouting as a system. The administrative role of head teachers in successful implementation of scouting programs in the school are identifying and recruitment of scout leaders, budget for scouting during school planning and provide necessary resources and facilities to Scouts C lubs as the study indicated that 100% respondents considered scouting to be relevant in schools.

The main impediment to scouting is lack of financial support indicated by 62.5% respondents to sponsor all necessary scouting programs. The study indicated that most of the students benefitted from scouting with their fellow scouts and all appreciated the usefulness of scouting in their school life. Teachers commented about the heavy teaching loads that hinders their deliverance of scouting programs in schools.

5.2 Conclusions

The study concludes that scouting is critical in schools and was offered in schools as a non-formal education system. Scouting program offered were scout training, community services, camping and duty to self. Through scouting guidance and exposure is possible for student. There are less personal problems among students and scouts were well disciplined with improved classroom attendance, healthy and nourished school environment which are all reflections of student parenting.

Scouting can bring a lot of impact on the outside environment, is the energy to propel some one's passion as well as providing an opportunity to rise above the rest and create a better world where everyone is self fulfilled.

Students may get encouraged to be extra ordinary and do commendable work as a result of going through the Scout movement.

5.3 Recommendation

School administration should adopt the scout movement and provide all the necessary resources and facilities which will foster moral development through non-formal education system. They should also allocate ample time to scouting in the school programs such that they foster camping where students benefit highly.

Parents should check on how and what they take their children through especially at the lower stage of development which determines their moral reasoning.

Students should as well be keen to uplift the scout movement inform of manifesting what they have attained from it through community service projects and duty to self.

The government should as much as possible support and enforce the scout movement in schools through the Ministry of Education and Sports such that scouting is not neglected as a non-formal education system in our education sector given its impact on students discipline.

REFERENCES

- Allis, M.S & Kamel, M.I.(1999) Children Experiencing Violence. II: Relevance and Determinants of Corporal Punishment in Schools, Child Abuse and Neglect.
- Atieno, O. (2009). An analysis of the strengths and limitation of qualitative and quantitative research paradigms. Problems of Education in the 21st Century, 1313-18. Retrieved from EBSCOhost.
- Baden Powell (1908), Scouting for boys, The dump at Scoutscan.
- Baden Powell (1929), Scouting and youth movement; the dump at scoutscan. Com – <http://www.thedump.scoutscan.com>
- COCHRIN, W.G (1996), Sampling techniques, 2nd ed. New York John Willey
- Gitonga, M. (2007).How to read client messages by students Teachers'Image.Vol.14.4
- Griffin F. (1994), Judgement of responsibility: a foundation for a theory of social conclusion. New York Guilford press.
- Journal of African Cultures and Religion: Maryknoll Institute of African Studies, 2,107-111.
- Lord B.P (1938), the Wolf cubs Handbook, 9th ed. Canadian Sea Homeport-
<Http://www.seascouts.ca/>
- Mugenda, O.M and Mugenda A.G. (1999).Research methods: Quantitative and Quantitative Approaches. Nairobi: African Centre for Technological studies. (ACTS).
- Mutie, E. K. and Ndambuki, P. (1999), Guidance and counseling for schools and colleges. Nairobi: Oxford University press (E. Africa).
- Njagi, D (2000).African Homestead is a Dynamic School: The Meru Community.
- Oyicyo D.M (2012), influence of guidance and counseling on student's discipline. Kenya, University of Nairobi.
- Sekamwa Model (2000)

Taylor, M. & Francis, H. (Online), (1998) School Counselors' Perceptions of Guidance And Counseling Programme in Malawi Secondary Schools British Journal of Guidance and Counseling Volume 26, Issue 2. RSS-Cited articles (Internet source)

Uganda scouts association (2012), policy rules and regulations of the Uganda scouts association part (II), Legal status pg pp.18.

Wangai, N. (1994). Review Literature on Adolescents, Youth Sexual and Reproductive Health. Nairobi.

APPENDIX A

LETTER OF INTRODUCTION TO THE HEADTEACHERS

**KAMPALA INTERNATIONAL UNIVERSITY,
P.O BOX 20000,
Ggaba road Kampala - Uganda
8TH MAY 2017
Dear Sir/Madam,**

I am an undergraduate student at the Kampala international University pursuing a Bachelor of Science with Education course. I am carrying out a research on: the effects of the Scout movement on students discipline a case study of Makindye Division, Kampala - Uganda. The purpose of the study is to collect data on the topic for further analysis and the information obtained is strictly for educational purposes.

Please respond to the questionnaire honestly and your response will be accepted and treated with utmost confidentiality

Thank you.

Yours faithfully,

.....

Madi Kibalama

APPENDIX B

QUESTIONNAIRE FOR HEADTEACHERS

Please indicate by using a tick on the correct option as applicable to you. Kindly show your appropriate response in the space provided.

SECTION A

1 What is your gender?

A. Male B. Female

2. What is your age category? A. 25-34 years B. 35-44 years C. 45 years and above

3 How many years have you been a Headteacher?

A. 1-5 years B. 6-10 years C. 11-15 years

4 What is your highest level of education?

A. PhD B. Masters C. Bachelors D. Diploma

SECTION B

5 Do you consider Scouting to be important in schools?

A. Yes B. No

6. Which of the following programs would you say is mainly provided?

A. Scout trainings B. Community service C. Camping

7. Is there a contribution of scouting to student's classroom attendance?

A. Yes B. No

8. How many times in a month do you allocate time to scouting in your school?

A. 1 B. 2 C. 3 D. 4

9. How has Scouting programs been useful in your school? A. It has trained smartness and good order to my students

B. It has trained discipline to my students

C. It just wastes our time

D. Not certain

10. Do you recommend scouting to your fellow Head teachers basing on its impact in your school discipline?

A. Yes. B. No

Thank you dear friend!!!

APPENDIX C
TEACHER (SCOUT LEADER) QUESTIONNAIRE

Kindly fill this questionnaire honestly and your information will be treated with confidence.

Please tick where appropriate.

SECTION A

1. (a) What is your gender?

A. Male B. Female

(b) What is your Age ?

A. 18-25 years B. 26-34 years C. above 34 years

2. How many years have you been a Scout?

A. 1-5 years B. 6-10 years C. 11-15 years

SECTION B

3. Do you take scouting programs serious in your school?

A. Yes B. No

4. Which of the following programs would you say is mainly provided?

A. Scout trainings B. Community service C. Camping

5. How has Scouting programs been useful in your school?

A. It has trained smartness and good order to my students

B. It has trained discipline to my students

C. It just wastes our time

D. Not certain

6. Please tick below the challenges of Scouting in your school in the way you rate them. Use: 1= Very Serious challenge, 2= Serious Challenge, 3= Fairly Serious Challenge

A. Lack of corporation from administration.

- B. Lack of corporation from fellow staff members
- C. No support of the department by the head teacher
- D. Students are unwilling to engage in scouting programs
- E. Lack of reading and reference material resources
- F. Teacher(Scout Leader) inadequately skilled for the job
- G. Heavy teaching load for the teacher (Scout leader).

7. How is the scouts conduct on the school environment?

- A. Good B. Fair C. Poor

8. Do you recommend scouting to your fellow teachers basing on its impact on your school discipline?

- A. Yes. B. No

Thank you dear friend!!!

APPENDIX D
QUESTIONNAIRE FOR STUDENTS

The questionnaire below is seeking information on the status of scouting programmes in selected schools in Makindye Division. Please tick/ answer appropriately and be truthful as much as a Scout could be.

SECTION A

- 1 What is your gender? A. Male B. Female
- 2 What is your age? A. 6-12years B.13-15years
- 3 What is the number of children in your family?
- A. 1-4 B. 5-9 C. 10-Above
- 4 What is the level of education of your parents/guardians?

A. Primary B. Secondary Tertiary C. University

SECTION B

- 5 Do you think your school takes Scouting seriously?
- A. Yes B. No
- 6 What is the area that students benefit most from Scouting in your school? Please tick appropriately.
- A. Camping B. Scouts parade C. Community service D. Duty to self
- 7 Who do you prefer to go with for Scouting?
- A. Fellow Scouts B. Teacher (SL) C. My parents
8. Apart from Scouting, what can be done to promote discipline in your school?
- A. Games and sports. B. Music Dance and Drama C. Guidance and counselling
9. Which of the following challenges to Scouting is the biggest in your school?
- A. No involvement from my friends

B. Inexperienced teacher (SL)

C. Lack of financial and moral support from my parents

D. Few Scouting sessions

10 Can you say that Scouting is of any benefit to your school?

A. Yes B. No

Thank you dear friend!!!

