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

BY

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DECLARATION

I NDAYIZEYE NELSON registration number 1163-07184-07886 hereby declare that this research report is my 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 any other institution of higher learning.

NDAYIZEYE NELSON

DATE
APPROVAL

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

MR. SEKANDI ELIAS

DATE

15/10/2017
DEDICATION

This research report is dedicated to my beloved parents REV.YOBOKIMANA COSAMU and Mrs Nyirandagijimana Vanie for supporting me financially, my lecturers Mr.Sekandi Elias, Dr.Sophia, Madam Edith Gwokyarya, Prof.J.Mbabazi, Dr.H.Twinomuhwezi, Dr Suzan, Dr.Kodi Philip who guided and encouraged me during the time of research.
ACKNOWLEDGEMENT

I wish to express my great thanks to the almighty GOD for He has been my guider through my struggle. My brothers and sisters for the services they managed to render to me for the successful completion of this research.

I wish to acknowledge the head teachers of Kansanga seed secondary school, Kibuli senior secondary school, Tropical high school, St Janan Secondary School, Kansanga High School, Newcastle high school, among others for enabling me to collect data from their schools.
TABLE OF CONTENTS

DECLARATION .........................................................................................................................i
APPROVAL .......................................................................................................................... ii
DEDICATION ......................................................................................................................... iii
ACKNOWLEDGEMENT ......................................................................................................... iv
TABLE OF CONTENTS ......................................................................................................... v
ABSTRACT ........................................................................................................................... ix

CHAPTER ONE ..................................................................................................................... 1
1.0 Introduction .................................................................................................................. 1
1.1 Background .................................................................................................................. 1
1.2 STATEMENT OF THE PROBLEM ............................................................................. 4
1.3 PURPOSE OF THE STUDY ......................................................................................... 4
1.4 OBJECTIVES OF THE STUDY .................................................................................. 4
1.5 Research question ....................................................................................................... 5
1.6 SCOPE OF THE STUDY ............................................................................................. 5
1.7 SIGNIFICANCE OF THE STUDY .............................................................................. 5

CHAPTER TWO .................................................................................................................. 7
LITERATURE REVIEW .......................................................................................................... 7
2.0 INTRODUCTION ........................................................................................................... 7
2.1 Types of deviant behaviors. ......................................................................................... 7
2.2 Causes of deviant behavior. ......................................................................................... 8
2.3 Impact of deviant behaviors to learning.................................................................9

CHAPTER THREE .......................................................................................................11

METHODOLOGY .......................................................................................................11

3.0 INTRODUCTION .................................................................................................11

3.1 Research design ...................................................................................................11

3.2 Area and population of study .............................................................................11

3.3 Sample selection: ...............................................................................................11

3.4 Data collection procedures: ................................................................................11

3.4.1 Research instruments: ....................................................................................12

3.4.2 Procedure: .....................................................................................................12

3.5 Validity and Reliability of Research Instruments: .............................................12

3.6 proposed data analysis .......................................................................................12

3.7 Limitations .........................................................................................................13

3.8 Delimitation .......................................................................................................13

CHAPTER FOUR......................................................................................................14

DATA PRESENTATION, ANALYSIS AND INTERPRETATION .................................14

4.0 INTODUCATION .................................................................................................14

4.1 BACKGROUND INFORMATION OF THE RESPONDENT ...............................14

4.1.1 Types of deviant behaviors ..........................................................................14
LIST OF TABLES

Table 1: Showing age bracket of learners who engaged in social deviant behaviors. .... 15
Table 2: Showing deviant behavior among learners in Makindye division. ......................... 16
Table 3: Showing causes of deviant behavior in schools......................................................... 16
Table 4: Showing whether withdrew of corporal punishment is secondary schools has a diversely led to the increase in deviant behavior in secondary schools. ......................... 17
Table 5: Showing inadequate use of teaching approaches used by teachers contribute to deviant behaviors........................................................................................................... 18
Table 6: showing some impact of deviant behavior............................................................. 18
Table 7: Showing Deviant behaviors which has rampant impact on learning......................... 19
Table 8: Showing Performance of learners with deviant behavior in schools......................... 20
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 method to collect information. Questionnaires was the main tools to be used by researcher. A sample population of forty teachers from four schools (sampled schools) was used, results of the findings was recorded, analyzed, recommendations, was made and suggestions for further studies was also made.
CHAPTER ONE

1.0 Introduction
The impact of deviant behavior on academic performance is a problem in Makindye
division Kampala district. As such the researcher on this field came up with solutions to
this problem. The following are aspects that were discussed. Background of the study,
Statement of the study, Purpose of the study, Objectives of the study, research questions
and significances of the study.

1.1 Background
Deviant behavior is a diverse and multidimensional concept, and is a behavior portraying
a departure from social norms according to Chamber dictionary (first edition), deviant
behavior means to deviate from the norms of a particular people, society or community
such behavior or activities include crime, drunkenness, indiscipline, drug addiction,
bribery, corruption and absenteeism in schools.

According to Chigie (2001), the family as agent of socialization could have significant
Influence on the child. This is evident from the fact that it is the first place where the
child learns about leadership basic skills and behavior patterns have to be taught by
parents at home. The school as an agent of socialization and training institution for which
deviant behavior is a problem. our society is also with an acute problem which also affects
the society at large. 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 honesty, regularity, loyalty and dedication.

Michael’s (2004) defined deviant behavior as that type of behavior that 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 a solid foundation for national and international
understanding and cooperation in children. This 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 generally.
According to Acheribach (2000), the deviant behavior does not have a negative impact on children’s psychosocial adjustment and development only, 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 Singleton (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, competence, control and self-esteem, Rulter (2002). The family factor 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 prominent 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 refer to socio-economic status, culture and utilization of leisure time

The researcher understands deviant behavior as 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’s administration is incomplete without consideration of the learners’ behavior. The true object of reproof is gained only when he or she does to and is guided to see his or her mistake the individual is enlisted for its correction.
In most of the developed countries, the maintenance of discipline is crucial especially in secondary schools.

For 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 40%-60% 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 loose 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.
1.2 STATEMENT OF THE PROBLEM
As stated in the background, many deviant behaviors have been reported by media, cases like riots, rape, drug abuse, truancy among others have been cited to and the most common being riots in schools.

The reported cases and those riots contribute a lot of disastrous to learning, deviant behaviors may also result in countries being relegated to academic oblivion. The study would therefore base on finding out the common cases in secondary school students in Kampala and try to look for ways of curbing them.

This would shed light on some important aspects of some of challenges which create area controversy between the learners and stakeholders. For this reason, the researcher multidisciplinary analyse while giving an impetus to practical effort aiming at transforming living and learning conditions in schools for students and teachers in Kampala.

1.3 PURPOSE OF THE STUDY
To investigate the impact of the deviant behaviors on academic performance of secondary school students in Kampala district.

1.4 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
1.5 Research question
The following question 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 deviant behaviors in secondary schools?

3. What is the impact of deviant behaviors on academic performance in schools and community in Kampala District?

1.6 SCOPE OF THE STUDY.
The study was carried out in Kampala district which is the capital city of Uganda. It is in central region of Uganda bordering Wakiso district, Mukono, Mpig. This place was chosen because it is the 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 would be desired, 40 teachers will be selected at random and this would be desired to provide the researcher with relevant information that will be used to provide findings for the study of which sampling methodologies is used. The study would cover the period of one month between May and June.

1.7 SIGNIFICANCE OF THE STUDY
The researcher findings would be important to the learners, parents, administrators and the ministry of education.

The parents and policy makers was the main beneficiaries for they would identify their role in assisting learners and hence after administering national measures for example desired punishment, they would get discipline and useful youth in future who would assist them during their old age.

The teachers would 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 would benefit from this study by learning through guidance, counselling the pre-cautions of getting into bad behavioral problems and their outcomes. This would give them a desire to change their bad behaviors to the best of their ability.

Administrators would again use the information to help them deal with the problem in the community so as to ensure that there is enough security.

Finally, findings would 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 Ndumuo (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 many 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 pelted their head teacher with stones accusing him of bad administration and unjustified punishments. The reporter also mentioned a case in makindye (Kibuli senior secondary school) where students refused to study whole day.

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

METHODOLOGY

3.0 INTRODUCTION
This chapter 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 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, and 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 sent to the head teachers and divisional education officer asking permission to be off duty during the day of distributing the instrument that is, 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. In this sampling, the total population was divided into groups and simple random sample of groups was selected. The researcher also observed the learner’s behaviors outside and inside classroom settings. This was done in order to represent the population of the study area.

3.5 Validity and Reliability of Research Instruments:
The research instruments were questionnaire since teachers were the respondents, and the researcher observed the learner’s behaviors in and outside the classrooms answering questions on was easy.

3.6 Proposed data analysis
The questionnaires were not a problem since teachers are the literate people, So data collection was not a problem.
The researcher used the coded information as he analyzing data. Since questionnaires 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 rainy hence 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 units 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, analyzed and
CHAPTER FOUR
DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 INTRODUCTION
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 questionnaire were used to collect data since the process of analyzing.

4.1 BACKGROUND INFORMATION OF THE RESPONDENT
4.1.1 Types of deviant behaviors
Types of deviant behaviors noticed to be very common in secondary schools in Makindye division.

![Diagram showing deviant behaviors in Makindye Division]

SOURCE: Primary data 2019

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 believes that there are other types of deviant behaviors not mentioned by respondents that learners portray. He believed that rape, riots and bulling are also some of the kinds or types of deviant. Age bracket of learners engaged in social deviant behavior.

**Table 1: Showing age bracket of learners who engaged in social deviant behaviors.**

<table>
<thead>
<tr>
<th>Age bracket</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>12-14</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>15-17</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>18-20</td>
<td>8</td>
<td>20</td>
</tr>
<tr>
<td>21 and above</td>
<td>24</td>
<td>60</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100</td>
</tr>
</tbody>
</table>

*Source: primary data 2019.*

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 2: Showing deviant behavior among learners in Makindye division.

<table>
<thead>
<tr>
<th>Individual deviant behavior</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stealing</td>
<td>18</td>
<td>45</td>
</tr>
<tr>
<td>Truancy</td>
<td>8</td>
<td>20</td>
</tr>
<tr>
<td>Vulgar languages</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>Bulling</td>
<td>10</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: primary data 2019.

Table above indicates that the majority of the respondents with 45% observed that most learners 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 3: Showing causes of deviant behavior in schools.

<table>
<thead>
<tr>
<th>Causes of deviant behavior</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer influence</td>
<td>12</td>
<td>30</td>
</tr>
<tr>
<td>Environment</td>
<td>10</td>
<td>25</td>
</tr>
<tr>
<td>Bad role models</td>
<td>8</td>
<td>20</td>
</tr>
<tr>
<td>Too permissive/restriction</td>
<td>7</td>
<td>17.5</td>
</tr>
<tr>
<td>Age factor</td>
<td>3</td>
<td>7.5</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: primary data 2019.

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 of 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.

The withdraw of corporal punishment in secondary schools has adversely led to the increase in deviant behavior in secondary schools.

Table 4: Showing whether withdrew of corporal punishment is secondary schools has adversely led to the increase in deviant behavior in secondary schools.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>True</td>
<td>32</td>
<td>80</td>
</tr>
<tr>
<td>False</td>
<td>8</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: primary data 2019.

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 5: Showing inadequate use of teaching approaches used by teachers contribute to deviant behaviors.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>True</td>
<td>12</td>
<td>30</td>
</tr>
<tr>
<td>False</td>
<td>28</td>
<td>70</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: primary data 2019.

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 6: showing some impact of deviant behavior.

<table>
<thead>
<tr>
<th>Some of effects of deviant behavior</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low academic performance</td>
<td>18</td>
<td>45</td>
</tr>
<tr>
<td>Drug addiction</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>Dropout of school</td>
<td>10</td>
<td>25</td>
</tr>
<tr>
<td>Immoral behavior</td>
<td>8</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: primary data 2019.

Table above observed that the majority of the respondent with 45% supported that low performance 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 a big impact on learning.

**Table 7: Showing Deviant behaviors which has a big impact on learning.**

<table>
<thead>
<tr>
<th>Types of deviant Behavior</th>
<th>level of impact</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Extreme</td>
<td>Average</td>
<td>Minimal</td>
<td>Frequency</td>
<td>Percentage (%)</td>
</tr>
<tr>
<td>Fighting</td>
<td>12</td>
<td>3</td>
<td>1</td>
<td>16</td>
<td>40</td>
</tr>
<tr>
<td>Truancy</td>
<td>6</td>
<td>1</td>
<td>1</td>
<td>8</td>
<td>20</td>
</tr>
<tr>
<td>Vulgar</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>bullying</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>stealing</td>
<td>6</td>
<td>3</td>
<td>1</td>
<td>10</td>
<td>25</td>
</tr>
<tr>
<td>total</td>
<td>26</td>
<td>9</td>
<td>5</td>
<td>40</td>
<td>100</td>
</tr>
</tbody>
</table>

The table 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 8: Showing Performance of learners with deviant behavior in schools.

<table>
<thead>
<tr>
<th>Deviant behavior</th>
<th>Range(%)</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>80-100</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Good</td>
<td>60-79</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Average</td>
<td>40-59</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>Below average</td>
<td>39 and below</td>
<td>36</td>
<td>90</td>
</tr>
</tbody>
</table>

Source: primary data 2019.

Table 8 above shows clearly observed from the finding that a greater percentage of 90% of respondents observed 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 any 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 chapters; the study has pointed that there are different types of deviant behaviors, its causes, reactions of stakeholders of the challenges, effects on academic performance and intervention strategies to be used to eradicate these deviant behaviors.

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 effects.

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

Programs for consultations, evaluation procedures, information be established and also train more personnel to work hand in hand with parents to plan for programs that deal with the challenges that may result into deviant behaviors.

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. 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 learners needs, concerns for learners 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 they 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 also 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 their levels of ability, provide for individual needs within acceptable frame work.
5.3 SUGGESTATIONS FOR 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.
REFERENCES


Gray miller and noakes (1994) challenging behaviours in schools, London and new York kings inn.

Walters, B (1994) management of special needs London, Biddles limited

Zanderitu (personal communication, august 25th 2007)


APPENDICES

APPENDIX I: QUESTIONNAIRES TO TEACHERS

I Ndayizeye Nelson a student of Kampala international university college of education distance and e-learning pursuing bachelor’s degree in science with education, wish to carry out a research in your school. Impact of deviant behaviors on academic performance of learners.

Kindly assist to 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 □
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 learners?

<table>
<thead>
<tr>
<th></th>
<th>Extreme</th>
<th>Minimal</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fighting</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
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<td>[ ]</td>
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<td>[ ]</td>
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<td>[ ]</td>
</tr>
<tr>
<td>Bullying</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Stealing</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>
c) How is the performance of learners with deviant behaviors in your school?

Excellent □  Good □  Average □  Below Average □

I will highly appreciate for any assistance accorded to me regarding this research.
## APPENDIX II: BUDGET

<table>
<thead>
<tr>
<th>ITEM</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STATIONARY</strong></td>
<td></td>
</tr>
<tr>
<td>1. Writing pads, pens, pencils (colored)</td>
<td>USH 20000</td>
</tr>
<tr>
<td>2. Typing (45) pages</td>
<td>USH 30000</td>
</tr>
<tr>
<td>3. Printing (90) pages</td>
<td>USH 9000</td>
</tr>
<tr>
<td>4. Photocopying</td>
<td>USH 18000</td>
</tr>
<tr>
<td>5. Binding</td>
<td>USH 25000</td>
</tr>
<tr>
<td><strong>TRANSPORT</strong></td>
<td></td>
</tr>
<tr>
<td>6. From home to school four trips</td>
<td>USH 10000</td>
</tr>
<tr>
<td>7. From school to zonal offices</td>
<td>USH 10000</td>
</tr>
<tr>
<td><strong>LUNCH AND DRINKS</strong></td>
<td>USH 20000</td>
</tr>
<tr>
<td><strong>GRAND TOTAL</strong></td>
<td>USH 152000</td>
</tr>
</tbody>
</table>