

**STUDENT'S DISCIPLINE AND ACADEMIC PERFORMANCE
IN SELECTED SECONDARY SCHOOLS IN NAKAWA
DIVISION –KAMPALA DISTRICT.**

BY

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**A RESEARCH REPORT SUBMITTED TO THE FACULTY OF EDUCATION
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DECLARATION

I Modong Gloria, declare that this report on the “Student’s Discipline and Academic Performance in Selected Senior Secondary Schools” is my original piece of work and to the best of my knowledge has not been submitted to any academic institution or university.

Signed: 

Modong Gloria

Date: 27th/09/2010

APPROVAL

This report on “Student’s Discipline and Academic Performance in Selected Secondary Schools in Nakawa Division” has been supervised by me.

Signature:



SUPERVISOR:

Mr Ochan Joseph

Date:

27/9/2010

DEDICATION

I dedicated this piece of work to my beloved parents Mr and Mrs Losuba for their moral and financial assistance in my education.

ACKNOWLEDGEMENT

I extend my sincere appreciation to my supervisor. Mr. Ochan Joseph who, rendered me with assistance, tolerated and guided me in the conducting and in the compilation of the Report.

I also acknowledge my lecturers for their knowledge that has made it possible for me to complete this research.

Further acknowledgement goes to my parents Mr and Mrs Losuba for their financial support and my family members for their moral support in the conduction and production of this work. Not forgetting my sister Julu Joseline for her spiritual support.

I extend my appreciation to my friends who were there for me that is Jennifer and Rogers. Thanks for your spiritual and moral encouragement. Not forgetting all my respondents who assisted by providing me with the necessary information without which, this would not have been possible.

God Bless you Abundantly

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ABSTRACT

This study on “Discipline and Academic Performance of Students”, was carried out from six selected secondary schools in Nakawa Division and was specifically aimed at finding out the causes of indiscipline, types of indiscipline and the steps taken by administration to curb down indiscipline in the selected schools. To comprehend the problem of the study, the researcher carried out a documentary review on the Literature about the specific Objectives and it employed a descriptive exploratory design based on qualitative and quantitative approaches through which the researcher obtained data on the variables by use of a questionnaire and interview guide as research instruments from a sample of 60 respondents comprising of teachers, parents and students.

The Study established the causes of indiscipline to be poor guidance and counseling, selfishness, disrespect, adolescence and overcrowded classes and the different types of indiscipline were identified as unrests and violence, substance and drug abuse, homosexuality and devil worshipping. However school administration take to measures such as guidance and counseling, corporal punishments, following ministry guidelines and ignoring some students, to curbing indiscipline. The study concluded that teachers and parents should work as a team to discipline students but parents should be the primary disciplinarians and a fair number of students should be allocated to a class as well as maintaining uniformity in provision of amenities. Students concerns need to be addressed without biases, and parents should not expose their children to smoking on top of this administration should be responsible for identifying and banning cultism.

The study recommended that there is need for; tighter security measures, regular monitoring of students, disciplining students in a descent and respectful manner, focusing on the right of the teacher to define and enforce standards for student behavior; developing and sharing clear rules, differentiate between teacher-owned and student-owned problems, psychologically studying the students through counselors as well as continuous assessment, intervention and monitoring of the discipline process.

CHAPTER ONE

INTRODUCTION

1.0 Background of the Study

Cotton (2009) relates discipline in school to the system of rules, punishments and behavioral strategies appropriate to the regulation of children and the maintenance of order in schools. The aim of school discipline is, ostensibly, to create a safe and conducive learning environment in the classroom. In a classroom where a teacher is unable to maintain order and discipline, the climate for learning is diminished.

Indiscipline among the youths and adults all over the world has to do with home training and personal interest in life. In some parts of Africa and Asia, what led to indiscipline among the people is poor training, lack and greed (Amado, 2005).

In Uganda indiscipline is inhibited in the child as early as pre-primary, sexual intercourse amongst parents was in the years past, done in the secret place of the master rooms, but socialization has changed this. Most parents bring in pornographic films into the house which they watch to arouse their sex urge even in the presence of the 'just coming up' child, most children beat their parents at home and teachers at school these days, why, because parents were always insulting themselves in the presence of their children and teachers don't punish them with dignity, this the children believe is a normal thing, they then grow into living with it to become part of them. Inability to have firm control on children is also a root of indiscipline, most children dress out of their houses half nude, yet the parents will not see anything bad in such a manner of dressing (Semakula, 2009).

In Nakawa division the level of indiscipline in secondary school is alarming; students have burn down school property simply because they have been denied a disco, day out or entertainment. They gang up and beat others, smoke marijuana, rough up teachers among others which finally lead to failure. It is therefore upon this background and setting that the researcher intends to carry out a rapid assessment of the impact of indiscipline on the academic performance of students in Uganda, particularly Nakawa Division.

1.1 Statement of the Problem

A disciplined student is more likely to academically perform better than an undisciplined student. A disciplined student is one, in compliance with school rules and codes of conduct, which rules, define the expected standards of clothing, timekeeping, social behaviour and work ethic. School administrators therefore direct their effort to maintaining discipline as way of enhancing better performances. But despite all this, indiscipline is still exhibited in schools in form of students' unrests, abusing drugs, aggressiveness, obscenity, cultism vandalism among others, and yet indiscipline students may still perform well, academically. This leaves no clear cut between indiscipline and poor performance and thus, the existing relationship is not clearly defined.

To determine and address the existing gaps, the study was a rapid assessment of discipline and performance

1.2 Purpose of the Study

To investigate how indiscipline can lead to poor performance in schools in Nakawa Division.

1.3 Specific Objectives

1. To find out the causes of indiscipline in the selected secondary schools in Nakawa Division.
2. To find out the types of indiscipline in the selected secondary schools in Nakawa.
3. To find out the steps taken by administration to curb down indiscipline.

1.4 Research Questions

1. What are the causes of indiscipline in secondary school in Nakawa Division?
2. What types of indiscipline are experienced in secondary schools in Nakawa?
3. What are the steps taken by the administrators to curb down indiscipline in secondary schools in Nakawa?

1.5 Significance of the Study

It is believed that when the study is carried out and accomplished, it will contribute considerable awareness on the effects of indiscipline in secondary schools by providing useful information to the 'Ministry of Education, practitioners, non governmental organizations working towards supporting education and the entire community on issues concerning academic performance..

The study would be significant in identifying appropriate means of getting an immediate solution to indiscipline as a barrier to good performance.

The study would provide a foundation for further research in future as well as helping to narrow the gap about the subject.

The study would contribute towards reinstatement of discipline in schools to improve performance in terms of changing community attitudes towards Media.

The study would be significant to the researcher in fulfilling one of the requirements for award of a Bachelors Degree in Education.

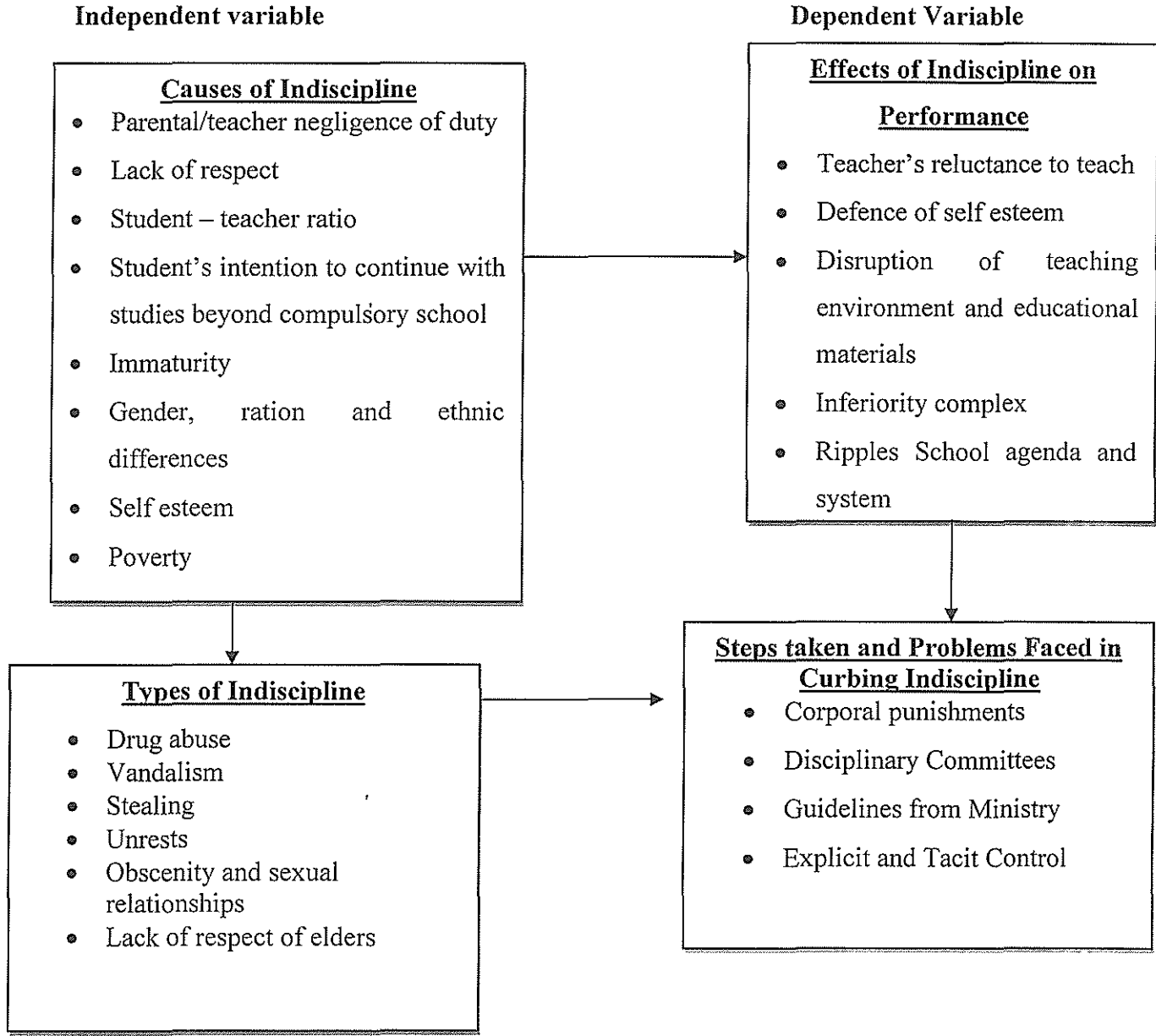
.6 Scope of the Study

The study was carried out in Nakawa division in Kampala District. The division is located in the eastern part of the district with 23 parishes and 279 villages and the division has some of the main industrial establishments in the city. It borders on the shores of Lake Victoria, Makindye division in the South, Central division in the Southwest, Kawempe division in the west and Wakiso district in the North. The division has population of 246,781 people according to the 2002 housing population census with a provisional composition of 122, 249 females and 121,532 males according to the 2002 population census. According to the 2002 Population and Housing Census, Nakawa Division contributes 20.3% of the total Kampala district population. The Division covers a total land area of 47.45 sq kms and covers Nakawa, Mbuya, Bugoloobi, Luzira, Butabika, Mutungo, Ntinda, Kigoowa, Kyambogo, Kiwaatule, Bbuye and Kulambiro.

1.7 Conceptual Framework

The conceptual framework diagrammatically shows the relationship between the different variables in the study. The independent variables are the causes of indiscipline while the impact of indiscipline on performance is perceived as the dependent variable. The researcher also identified the extraneous that also affect the outcome of the study.

Figure 1: Conceptual Framework



It was hypothesized that indiscipline in schools inhibited itself through drug abuse, stealing, vandalism, fighting, greed, obscenity, strikes as well sexual relationships and lack of respect for elders this was viewed to be a result of Parental/teacher negligence of duty, lack of respect, big student – teacher ratio, Student’s unwillingness to continue with studies beyond compulsory school, immaturity, gender, ration and ethnic differences as well as self esteem which is where school administration has taken a step forward to discipline students through punishment, disciplinary committees guidelines from Ministry and explicit and tacit control.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

The literature review relied on already existing literature and available research materials by other scholars on the same study, to find out the causes of indiscipline and how it affects the performance of students, the ways through which the administration has tried to instill discipline in students and the problems that they experience. This information was also reviewed in primary sources, textbooks, internet, journals, newspapers and Magazines among others.

2.1 The Concept of Discipline in Schools

Indiscipline is a multifaceted phenomenon, regarding its displays and causes, as well as its “meanings” and “functions” in the social, psychosocial and pedagogical fields. Concerning the displays, we believe that major situations are framed in what Amado (2005) pointed out as the “first level of indiscipline”: those incidents of “disruptive” nature whose “disturbance” affects the “good classroom functioning”. The incidents that might be framed in the second and third levels, are “conflicts among peers” and “conflicts within teacher-student relationship”, which might be taken on proportions of violence and even delinquency, the latter presents a minor frequency than the former (Amado, 2005). The word discipline has its root from the word disciple. A disciple is a student or follower of a wise teacher. With the concept of discipline comes learning. A child who has no discipline cannot learn. Lack of discipline can be traced back to several root causes as shall be explained;

2.2 Causes of Indiscipline in Secondary Schools

2.2.1 Parental /Teacher Negligence or Ineffective Instruction

Njoroge Clement (2008), notes that, there are cases where the student desired to be disciplined or taught but does not receive adequate instruction from the teacher. Most teachers have a desire to help students learn and with proper training can learn to be more

effective and reduce the lack of discipline in the class. This was further emphasized by the HRW (2001), on how unsurprisingly teachers overwhelmingly blame parents for neglecting their children, citing the abdication of parental responsibilities as the main cause of indiscipline. On the other hand, parents and guardians have accused teachers of incompetence and failing to play their part at school.

Similarly, Cotton (2009) emphasizes on indiscipline to be as good as a man who fails to plan, “any man who plans to fail will fail to plan, and anyone who fails to plan will surely plan to fail”. Fellowshiping with criminals in school and inability to concentrate in studies prior exams will lead to failures. What will a student who visits dance halls almost every night provide for his future as regards education? Where there is shelter, food, sound education and cheap medical care, the issue of indiscipline could be curbed. But if in the home there is no discipline, indiscipline will spread its’ mats to stay with generations.

2.2.2 Lack of Respect

The African Press (2004), states that a proper respect for authority provides the basis for good discipline. A lack of discipline could be due to a lack of respect of authority. A student who does not have proper esteem and respect for the adult teachers in his life will demonstrate a life of indiscipline. Where according to HRW (2001), imposing of ban on any form of corporal punishment, contributes to students unwillingness to listen to instructions while in class or outside class. Students are misusing their rights in the guise that they are not supposed to be punished, which demoralizes teacher’s effort to work.

2.2.3 Student - Teacher Ratio

John Semakula (2009), comments on the student’s identification with the school as very vital in the maintaining of discipline among students, the rate of indiscipline can be very low if all students can be identified with the school than when they are not. When students are too compacted in the learning setting with an insufficient number of teachers to check on their progress, cases of indiscipline tend to multiply in school. The teacher student ratio is very substantial in the maintenance of discipline in a school because all

students need to be given critical attention and assessment. When some students are not fully attended to, they easily adapt malpractices.

2.2.4 Student's Intention to Continue with Studies Beyond Compulsory School

A student who is lazy by nature and is unwilling to continue with studies beyond compulsory school levels will always resist discipline. The effort that learning requires is not apparently worth the trouble. Arriving to class on time, completing homework assignments and doing projects goes against the laid back nature of the lazy student (Greenberg, 1997).

2.2.5 Immaturity

Young adolescent students can demonstrate indiscipline due to social immaturity and lack of proper guidance and counseling. They are able to demonstrate more self discipline and accept the discipline offered by others as they mature (Greenberg, 2000).

2.2.6 Self Esteem

McIntyre (2005) emphasizes that, liberal students insist that they are smarter than all the parents who have lived for thousands of years. And have therefore tweaked the law to reflect their beliefs to the detriment of real world society. When the law requires one particular system of raising children to the exclusion of all others, the opportunity for self-correcting mechanisms to kick in is removed. This society is very close to imploding because their ideas are simply not viable for all.

2.2.7 Poverty and Lack of Consideration for Others

According to Amado, (2005), it is emphasized that, through greed some opportunists have made themselves 'gods' above others, mismanagement of government resources in both human and materials by eating and wasting when some other people have not tasted at all. Indiscipline is a crime of the soul. Lack, otherwise known as poverty, sometimes causes indiscipline. It makes a supposed-to-be well brought up child fall into the trap of indecent pattern of life

2.2.8 Gender, Ration and Ethnic Differences of the Students

It is reported worldwide by Glasser (2001) that there are many cases of youth school violence, which involve youngsters as perpetrator, victim, or both and such cases are a result of gender, race and ethnic differences. Youth violence include aggressive behavior which includes verbal abuse, bullying, hitting, slapping, or fist fighting, aside from causing injury and death, youth violence is an undermining force to the community because it increases health care cost, reduces productivity, decreases property values, and it disrupts social service. This calls for a guidance and counseling team to be organized to heal the emotional scars of all the students to curb this kind of indiscipline because it can create a good learning environment and will affect performance.

2.3 Types of Indiscipline

2.3.1 Drug and Substance Abuse

Cigarette smoking and marijuana smoking is fanciful to some people, it is a sign of 'belonging' in other people, but the effect of this, in children, is adversely great. Mostly, for parents who ask their children to go and buy cigar and light the cigar for him. (Semakula, 2009).

2.3.2 Lack of Respect for Elders

Bello (2007), asserts that, it is disappointingly normal to see students roam the streets freely nowadays in their school uniforms. Female students now have their classes in the rooms of their boyfriends or men friends. There is little or no respect for teachers any more. Gone, therefore, are those good days when our parents would threaten to report to teachers whenever students were acting against the wishes of their parents.

2.3.3 Cultism

According to Hendrikz (2003), cultism has suddenly become the giant monster that is swallowing up our ethics and morals. Any student who fails to belong is quickly "packed" off the stage by either being intimidated out of school or killed. Many have been forced to join a counter-cultist group, which often produced fatal consequences.

2.3.4 Indecent Dressing

Near naked and other forms of nudity is the order of the day in our schools. All schools have a prescribed uniform to be worn in a prescribed manner. However, it is a common occurrence nowadays to see students turning the school uniform into a fashion that advertises his or her body. Otherwise, what purpose does it serve a male student wearing tight shorts or trousers to school? Or of what benefit is a tight dress to a female student too? Yet, any teacher or head institution who feels too strongly against this is promptly given names and sometimes gets hunted (Castle, 2005).

2.3.5 Unrests and Violence

According to Hendrikz (2003), unrest is a social or political situation in which people protest and are led to behave violently. Violence is viewed by many as a contemporary crisis, which is beginning to reflect trends in the US. One significant issue of concern is that violence and indiscipline in schools does not discriminate, essentially transcending the boundaries of gender, class and race. The impact has implications for schools; teachers have less time to deliver teaching in order to effectively 'manage' classroom disruption, as well as facing many other problems, including lack of morale and job satisfaction. In many cases, schools have seen a significant increase in staff turnover rates, which suggests that the problem of violence has now become a significant problem not only for education more generally, but also the systems which formalize educational processes.

According to Bello (2007), identifies strikes as destruction of school property causing financial losses, suspension and expulsion of students leading to poor performance, beating up of teachers causing physical harm, imprisonment of ringleaders interfering with students' duration at school, slaughtering of school animals, closure of schools and inevitably poor academic performance among others. In the New Vision (2005), school fires, violent strikes, ghost pupils and high dropout rate in primary schools overshadowed performance achievements in the education sector during the year 2004.

2.3.6 Homosexuality and Lesbianism

Homosexuality is the persistent sexual and emotional attraction to someone of the same sex. It is part of the range of sexual expression. Homosexuality has existed throughout history and across cultures. Many gay, lesbian and bisexual individuals first become aware of and experience their sexual thoughts and feelings during childhood and adolescence while in schools. Recent changes in society's attitude toward sexuality have helped gay, lesbian, and bisexual teens feel more comfortable with their sexual orientation. In other aspects of their development, they are similar to heterosexual youngsters. They experience the same kinds of stress, struggles, and tasks during adolescence (Castle, 2005).

2.3.7 Lack of Self Esteem and Dignity

Students who demonstrate a lack of discipline demonstrate a lack of value for themselves and the work they produce. Doing little or nothing is safer because if they put forth a sincere effort and their work was judged as inadequate, the results would be more devastating, they go on to nickname teachers, hurl insults at teachers as they hide and others will beat teachers up (Fischer, 2000).

2.4 Steps taken by Administrators to Curb Indiscipline

2.4.1 Corporal Punishments

Use of Corporal Punishments; Kasatye Daniel (1999), notes that on his visit to Kawempe Muslim Secondary School the students appeared too disciplined but on entering the Deputy's office to discuss the student's excellent performance at A Level that year, he observed three kibokos (canes) in his office and he drew a conclusion that, they may be the answer he adds that they all look well used. "We use Corporal Punishments" to fight indiscipline," Namakajo boasts. He says strict discipline results in academic excellence. "Earlier on there was a struggle to get students and in the process many indiscipline students were taken on which resulted in strict observance of discipline. Given its good academic performance Kawempe has sort of resorted to community discipline in which people in the area around the school report cases of indiscipline involving the students. Besides disciplining of them, students also work hard.

Similarly in Kenya, The Human Rights Watch (2001) noted that, Tourism minister Najib Balala welcomed the lifting of the ban with President Kibaki, while there are also those who felt corporal punishment should be used only as a "last resort". The two leaders supported the return of the cane, albeit with a caution that it should not inflict such harm on the students as to hamper learning. The leaders are in the school of thought that advocates caning as a form of punishment, with the belief that punishment lies in the humiliation that goes with being caned. They further assert that the cane, to be effective, does not actually need to hurt. But the prospect of reintroducing corporal punishment has not been embraced universally.

2.4.2 Whipping

Human Rights Watch (1999), notes that violence has become a regular part of the school experience. Teachers use caning, slapping, and whipping to maintain classroom discipline and to punish children for poor academic performance. The infliction of corporal punishment is routine..."

Method of Disciplining; Methods of maintaining discipline in schools is not always successful. The misbehavior of children is common in all schools, although most schools manage to keep this within tolerable limits. Occasionally, however, poor disciplinary management within school can cause a more general breakdown in order. In modern years this has been popularly characterized by violence against teachers and other children (African Press, 2003).

2.4.3 Guidelines as Provided by the Ministry of Education

Ministry guidelines on discipline for instance Stabroek Staff (2009), notes that being in the system and observing the rise of misbehavior among teenagers, indiscipline is no longer just a problem in the community highs or ordinary secondary schools; there are now instances of it in many senior secondary schools. It's just a matter of time. The Ministry of Education's answer to this behavior is the Manual of Guidelines on Maintenance of Order and Discipline in Schools. That has been the ministry's bible for teachers and other supervisors to use to discipline children in schools which has not

worked to serve its purpose. With a surge of very young out-of-high-school teachers crowding the system, school misfits see no problem in attacking and showing disrespect towards teachers today.

2.4.4 Explicit of Tacit Consent

Explicit of Tacit Consent; School hierarchies award teachers great power over their students and the perceived abuse of this power to punish children in arbitrary ways can be the source of much resentment and hostility. Effective discipline requires the consent, either explicit or tacit, of parents and pupils. Whilst few children will enjoy punishment, most will submit to it providing it is perceived as being equitable. Moreover, to be effective, punishment should never appear arbitrary.

2.4.5 Challenges Experienced by Administrators

Human Rights Watch (2001), notes that in Kenya the Government passed a law prohibiting all forms of corporal punishment in schools. In response of which the Ministry of Education ran training workshops for teachers on alternative forms of discipline which don't either seem to be working out effectively and unfortunately, corporal punishment at times cannot be avoided and is still practiced in many schools despite its prohibition under the Children's Act.

According to Semakula (2009), there are so many young teachers in Uganda's education system; with a surge of very young out-of-high-school teachers crowding the system, school misfits see no problem in attacking and showing disrespect towards teachers today. Students tend to look at them as their equals and they don't take serious any advice that comes out them.

Students' contribution is overlooked in disciplinary measures; this creates a system of antagonism within the students, who identify themselves with particular peer groups to fight the school administrative policy because they don't feel represented (Njoroge Clement, 2008).

Biased administration judgment; school administrations often tend to judge in favour of the teachers, there are cases when teachers are found punishing the whole class for a mistake/offence committed 'by 5% of the class. Some students will strongly resent punishment before their peers because they are very sure they did not participate in any form of offence. This situation is an embarrassment of teachers who end up appealing to higher office for backup against the students (Cotton, 2009).

Out-numbered. Teaching is a tough job, though not impossibly so. However, sometimes there may simply be too many rebels in the class to keep control. It might come down to ringing support staff when a teacher has had it with a pupil who wont take out his earphones and needs to be removed. Although this may have solved a problem it's ultimately wasted time as all the other pupils look up from whatever they are meant to be doing at the occurring confrontation. Playing for time, that's what it's about (Glasser, 2001).

If teacher taking the lesson is a part time teacher and so is not recognized by the pupils as a figure of authority, because he/she is only temporarily teaching that class. Also the part time teacher may not know the individual names of the pupils this may give certain students the excuse to ignore the teacher while he/she is attempting to communicate with them, for a time before they pretend to notice the teacher actually wants their attention. Name games might be played where the pupils assume the names of their friends for example during the register, to confuse the teacher (Glasser, 2001).

Semakula (2009), denounces some teachers as not worthy of being referred to as teachers, they condone indiscipline. What will a teacher who picks his student for a girlfriend impart, as discipline, to other students who are watching with keen eyes of interest?

CHAPTER THREE

METHODOLOGY

3.0 Introduction

In the process to critically analyze the cause and effect of indiscipline on performance of students, the researcher employed several methods of data collection tools. The methodology covered the whole procedure that was undertaken to gather information for the study. The methodology defined and presented the research methods to include sampling techniques, sample size, sampling procedure, study area and data analysis.

3.1 Research Design

The study employed an explanatory design because it focused on perception, experiences and feelings of respondents. The research questions that were generated required an explanatory, descriptive and analytical perspective in order to investigate the causes of indiscipline, types of indiscipline and the steps taken by the administration to curb indiscipline. General information on the subject matter was collected from students, parents, teachers and administrators of the selected schools through use of observation, questionnaires and interviews. Qualitative design involved in-depth interviewing of key informants and direct observation. On the other hand, the quantitative section involved the use of close-ended questionnaire which was convenient for the required data.

3.2 Area of Study

The study was conducted in 5 selected schools in Nakawa Division and these included Luzira Secondary School, Kyambogo Secondary School, Ntinda East High School, Kalinabiri Secondary School and Mariam High School, due to their accessibility and convenient location to the researcher and also due to the fact that these schools bore the targeted and intended study elements. (Experience cases of indiscipline in students) bore the targeted and intended study elements (those that experienced the pain of gender inequalities). The study covered the whole of Nakawa Division.

3.3 Sample Population and Size

Table 3. 1: Number of Respondents included in the Study

NO.	RESPONDENTS	NO OF RESPONDENTS
1	Students	30
2	Headteachers	5
3	Parents	15
4.	Teachers	10
	TOTAL	60

Source: Primary Source (2010)

The target population of the research was the entire population of Nakawa which was approximately 246,781 people according to the 2002 population census. However, ideally the whole population was not used to get information due to limited resources for this matter, a sample of 60 people were considered appropriate for the study. The sample cut across the different ages and sex groups of population, and involved 30 students (6 from each school), 5 Head teachers representing the five selected schools, 15 parents and 10 teachers (2 from each selected school).

3.4 Sample Procedure

The study applied a purposive sampling method where schools that were rated among highly indiscipline were selected and students were purposely selected in the sample because they study with the undisciplined children and thus were in a better position to give vital information, parents were selected because they stayed with, as well as gave the first charity to the students, the teachers were selected because they taught and handled cases of indiscipline among the students, while head teachers were chosen purposely because they were the policy implementers. During the study, the researcher considered different characteristics such as age and their sex of the respondents and the procedure was based on demographic characteristics of the study respondents.

3.5 Methods of Data Collection

The study employed the following data collection methods;

3.5.1 Sources of Data

Primary Source

This was obtained through' use of self administered questionnaires, Interviews and observation techniques.

Secondary Data

This was obtained through the help of text books and other related works of outstanding scholars such as published, magazines, written data sources including published and unpublished documents, agency reports, internet sources and so forth were referred to throw more light on indiscipline and performance in secondary schools in Nakawa Division.

3.5.2 Research Instruments

In order to achieve the objective of this study, the researcher used the following methods of data collection to get information on causes, types as well as steps taken to curb indiscipline in the selected schools in Nakawa Division.

Documentary Review

This involved review of literature on the topic of study from reports, magazines, newspapers, journals books, and newsletters which sources were easily accessed in public libraries, and district education offices. This method was expected to provide accurate information since it based on already existing literature which added quality to the findings.

Questionnaires

Questions were short listed and prepared during the whole time of research and were organized and structured properly to help the researcher to get data in a simple way. Both open ended and close ended questionnaires were developed for students and parents and

the method was purposely selected because it sought personal views and therefore it was not self guiding. For this matter the respondents were in position to use their knowledge in providing a wide range of data because they were not feeling shy to reveal any information of biographical nature and other sensitive issues which the researcher would compare and contrast. Questionnaires were purposely developed to avoid the repetition of questions and to provide guidelines to the research objectives where a pre-test of the questionnaires was made to ensure that it was free from ambiguity, vagueness, and self guiding questions and thus its data was qualitative in nature.

Interviews

The Interview method was used in a face-to-face conversation and discussion with the respondents who enriched the findings, this was carried out by the researcher in which the researcher ensured that the process was impressionistic and free from suspicion under this the researcher was directed by an interview guide to directly ask the respondents questions as she took note of the responses from the respondents. Both structured and non – structured interview techniques were applied on the topical issues (major variables). Both qualitative and quantitative data was gathered. This method was purposely chosen because it allowed for a systematic flow of information due to the order of questions. Interviews were very vital in getting information from parents who were illiterate.

Observation

Observation was used to obtain first hand information through perception of emotional feelings of students and parents. It was a guided procedure which was planned in advance and was conducted using a checklist containing issues that were observable. While in the field the researcher used her naked eye to examine phenomenal events as they happened and later deduced conclusions about indiscipline in general. The observation method was purposely used because the researcher needed to get much information, which could be obtained through interviews' or questionnaire. The researcher therefore made personal observation in the schools, and in the homes of the respondents.

3.6 Data Analysis

The research explained, described and presented the study findings which were guided by the specific objectives of the study, and research questions where data analysis was firstly done through sketchy and generalized summaries of the study findings such as observation and conclusions in the process of data collection. Data was summarized and concluded and qualitative data was statistically presented in pie charts and bar graphs

3.7 Data Processing

The processing of data was done after the collection of data for verification of the information gathered for attainment of completeness, accuracy and uniformity. Editing of data involved checking the information for errors which was an advantage to the researcher because it allowed the researcher to delete and eliminate possible errors which were traced that might have influenced the results of the study. All this was guided by the research objectivities, qualitative and theoretical framework and was realized through careful segmentation of data in a thematic order as: status and causes of indiscipline, effects of indiscipline, administrative procedure and problems faced. Data was analyzed concurrently to avoid duplication and this guided the entire aspect for balanced and critical analysis. The researcher used hypothesis based on the questionnaire and for other items, tabulation pie-charts and percentage methods were used for data presentation, analysis and qualification.

3.8 Ethical Consideration

The researcher carried out this study with full knowledge and authority of headteachers. She first of all acquired an introductory letter from the university, introducing and assigning her to the field to erase doubt/suspicion by the respondents upon which the researcher booked for meetings with respondents before date of administering questionnaires and interviews. Assurance of the confidentiality was exhibited in the critical process of collecting and coding data, better still objectivity as principle of research was paramount to control of bias and distortion.

CHAPTER FOUR

PRESENTATIONS, ANALYSIS AND DISCUSSIONS OF MAJOR FINDINGS

4.0 Introduction

This chapter covers the presentation, analysis and discussion of major findings focusing on the main variables of the study which were to find out the causes of indiscipline, types of indiscipline and steps taken by the administration to curb down indiscipline in selected secondary schools in Nakawa Division.

4.1 Demographic Characteristics of Respondents

The study sought about the differences in different characteristics of the respondents and the findings were as represented in Table 2 to Table 3.

4.1.2 Distribution of the Respondents by Age

The study sought to find information about the age distribution of the respondents and the findings were as presented in table 2.

Table 2: Age Distribution of the Respondents

Age group	Frequency	Percentage (%)
12-20	30	50%
21-30	10	16.7%
31-40	12	20%
41-50	6	10%
51+	2	3.3%
Total	60	100%

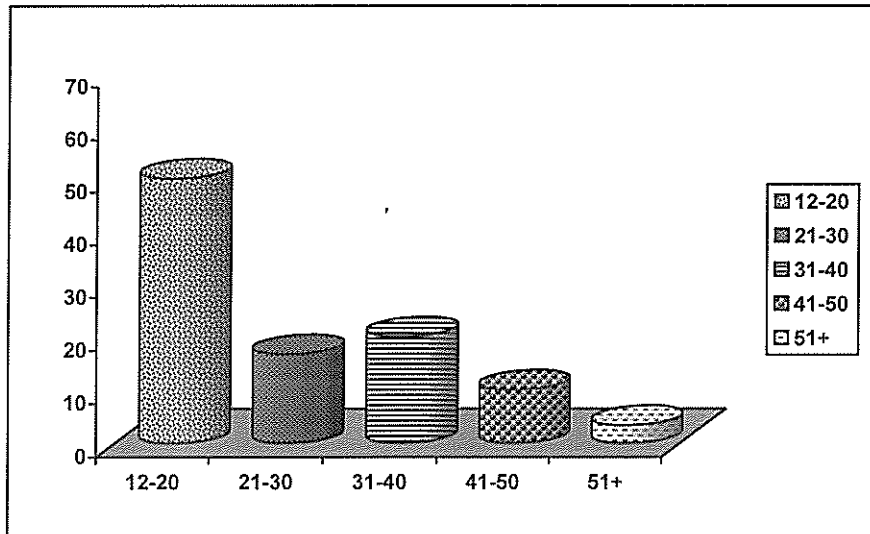
Source: Field Research Findings (2010)

According to the findings of the study, age group 12-20 constituted of 50%, 21-30 constituted 16.7%, 31-40 constituted 20% whereas 41-50 had 10% of the total responses

and, the 51+ age group was 3.3%. The 12-20 age group dominated the sample purposely because as students, they were the major study elements.

Graphically this was presented as seen in figure 2;

Figure 2: Age Distribution of the Respondents



Source: *Field Research Findings (2010)*

4.1.3 Level of Education of the Respondents

The study also sought information about the level of education and the study findings were as established in table 3;

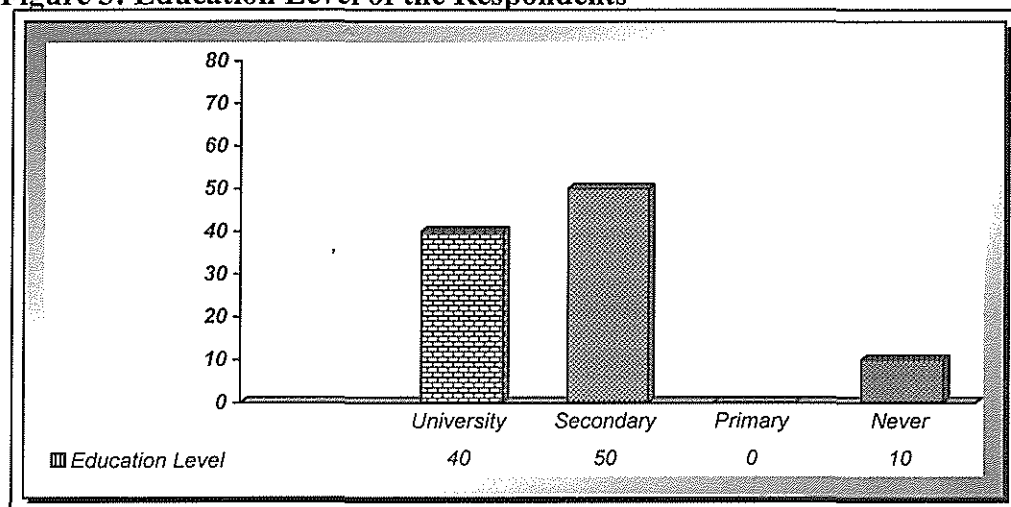
Table 3: Education Level of the Respondents

Education	Total	Percentage (%)
University	24	40%
A- Level	18	30%
O-Level	12	20%
Primary	0	0%
Never	6	10%
Total	60	100%

Source: *Field Research Findings (2010)*

From the study findings, only 40% of the respondents had attained University education, 50% were of secondary education, 0% had acquired primary education whereas 10% had never been school. Implying that the 10 percent of those that have never been to school were parents.

Figure 3: Education Level of the Respondents



Source: Field Data (2010)

1.2 Causes of Indiscipline in Secondary Schools

The study aimed at finding out the causes of indiscipline in selected secondary schools in Nakawa Division and the study findings were as established in table 4.

Table 4: The Causes of Indiscipline on Academic Performance

Causes	Agree	Disagree	Total Frequency	Total %age
Selfishness	50(83.3%)	10(16.7%)	60	100
Unmotivated learning tendencies	40(66.7%)	20(33.3%)	60	100
Overcrowdness in class	51(85%)	9(15%)	60	100
Lack of proper guidance by parents and teachers	55(92%)	5(8%)	60	100
Uncontrolled adolescence	40(67%)	20(33%)	60	100
Disrespectfulness	48(80%)	12(20%)	60	100

Source: Field Data (2010)

It was established in the study findings that the causes of indiscipline included; lack of proper guidance by parents and teachers (92%), overcrowdedness in class (85%), selfishness (83.3%), disrespectfulness (80%), uncontrolled adolescence (67%), and unmotivated learning tendencies (66.7%).

According to the study respondents, it was established that, indiscipline is as a result of lack of proper guidance by parents as well as the school administration. Parents are reluctant to discipline their children and are shifting the entire role to the school administration, and that this is particularly true for boarding schools (Mariam High, and Kyambogo). Parents don't guide and neither do they counsel their children, and yet the school administrations also believe that charity begins at home. For this matter it was pointed out that teacher's play a minor role in guiding students, especially in issues that are not to do with the classroom environment. This has increased the level of stubbornness and crime among students. This has affected the originally well behaved students, who have ended up in bad influential groups. The teachers blame it on parents whereas the parents also blame it on teachers. This corresponds with HRW (2001) view on how overwhelmingly teachers blame parents for neglecting their children, and parents and guardians also accuse teachers of incompetence and failing to play their part. Similarly Njoroge (2008), complains of how students desire to learn but don't receive adequate instruction, yet Cotton (2009), observes that fellowshipping with criminals in schools and inability to concentrate lead to failures.

In the researcher's opinion, this implies that, in regard to the issue of discipline, both parents and teachers should work hand in hand to ensure that discipline is maintained in the students. Neither of the two should relieve themselves of the responsibility, because this leaves students unattended to.

It was further emphasized that indiscipline is as a result of overcrowded classes, which reduces the ability of teachers to maintain classroom control. Besides this, it was pointed out that, crowded classes reduces the possibilities of individual identification and this becomes a shelter for wrongdoing by the students because nobody knows them by name and thus can get over their offence scenes. This is contention with Semakula (2009), idea

on how the student's identification with the school is very vital in the maintenance of discipline and how the rate of indiscipline can be very low if all students can be identified.

In the researcher's opinion, this is indicative of the fact that, when students are not fully attended to they can easily change their way of behavior than when they attended to. This means that, in case of regular checks on their behavior, they feel insecure to involve in wrongdoing.

It was also pointed out by the respondents that, indiscipline evolves from selfishness of some students towards others and that, due to egocentrism, students form into groups and segregate against those that are self-centered, in so doing individual differences develop which end up in grudges against one another. Some students end up ganging up and violently beating others, wetting their beds with basins full of water as punishment, stealing and hiding books from one other, throwing other's property into the pit latrines among others mentioned. It was also pointed out that students from poor families go as far as loving sugar mummies and sugar daddies in order to acquire money to obtain what they don't have as a way of identifying with the levels of others. This same situation was earlier on held by Amado, (2005), on how some opportunists make themselves 'gods' above others, and eat and waste when others have not even tasted. This implies that those that have not tasted in other words the poor, become undisciplined and thus develop an indecent pattern of life in order to fit in with the rest. If as a result of poverty, a parent fails to cater for the upbringing of a child, in the provision of social amenities and the child in question sees most of his friends living better than himself, he might be forced to form a beginning of a troubled life to cater for him/herself.

According to McIntyre (2005), corrects this inequality and selfishness by providing that there should be a particular system of raising children to the exclusion of all others.

Uncontrolled adolescence was yet another cause of indiscipline mentioned, it was emphasized that, in case of young but maturing teenagers, there is a great need to be strict while guiding and counseling this class of students, because they are some things that they respond to easily, simply because they are still young to have independent

suggestions and if they are not directed, may end up undisciplined. Others even feel as though they have gotten on to the top of the world. McIntyre (2005), comments about them as liberal students who insist that they are smarter than all the parents who have lived for thousands of years and according to Greenberg (2000), these adolescent students demonstrate indiscipline because they are socially immature and lack proper guidance and counseling. In the researcher's opinion, this calls to striking the iron while it is still hot. Young adolescents need to be counseled well enough at an early stage to guide their direction of action or else they develop indiscipline.

It was also pointed out, some students are brought up poorly that they are too full of disrespect towards elders. It was established that this category of students is too used to elders and is full of familiarity that teachers end up losing interest in them and therefore become the rejects in class. This however, worsens the problem, because some even become pigheaded and very hard to control both in the classroom and home setting.

The African Press (2004), states that a proper respect for authority provides the basis for good discipline. A lack of discipline could be due to a lack of respect of authority. A student who does not have proper esteem and respect for the adult teachers in his life will demonstrate a life of indiscipline. Where according to Human Rights Watch (HRW) (2001), imposing of ban on any form of corporal punishment, contributes to students unwillingness to listen to instructions while in class or outside class. Students are misusing their rights in the guise that they are not supposed to be punished, which demoralizes teacher's effort to work.

Indiscipline was also attributed to fact that, some students have unmotivated learning tendencies and therefore don't care how much their education can cost if unaccomplished. It was noted that, this category of students gives less regard to education but rather, wants to be identified and hailed over useless issues such as violence and bullying others. Greenberg (1997) supported the same view on how lazy students are unwilling to continue with studies and thus resist discipline. In Glasser (2001) view, it was held that, youth violence includes aggressive behavior such as verbal abuse, bullying, hitting, slapping, or fist fighting, aside from causing injury and death.

In the researcher's opinion this implies that, when students are lazy in class, they don't find reason to study other than destruct the attention of other's and involving them in in issues that are not developmental.

4.3 Types of Indiscipline in Schools

The study also aimed at establishing the different forms of indiscipline in schools and these were as established in table 5;

Table 5: The Types of Indiscipline

Types	Agree	Disagree	Frequency	Total
Devil worshipping	45(75%)	15(25%)	60	100
Lack of respect for elders	50(84%)	10(16%)	60	100
Homosexuality	37(61.7%)	23(38.3%)	60	100
Unrests and violence	40(87%)	20(33%)	60	100
Smoking and drug abuse	42(70%)	18(30%)	60	100
Lack of self respect	53(88%)	7(12%)	60	100

Source: Field Research Findings (2010)

According to the study findings the different types of indiscipline were identified as; lack of self respect (88%), unrests and violence (87%), lack of respect for elders (84%), devil worship (75%), smoking and drug abuse (70%) and homosexuality (61.7%)

The study established that some students are fond of sparking off unrests and enticing other students to participate and that ringleaders in most cases were reported to be academic failures who are interested in failing the rest because themselves are already failures. For instance in one of the participating schools in the study, a one day food strike that was held and led to missing of classes for a full day, was justified on grounds that the beans that they were being served contained weevils, but on digging into the details the ringleaders were the poorest performers with less interest in their books compared to others. Unrest, according to Hendrikz (2003), is a social or political situation in which people protest and are led to have violence and that violence and indiscipline in

schools does not discriminate in terms of gender, class and race. Bello (2007), also points out that strikes involve destruction of school property, beating up of teachers, causing physical harm, imprisonment of ringleaders interfering with students' duration at school, slaughtering of school animals, closure of schools and inevitably poor academic performance among others.

In the researcher's opinion, student's unrests are a result of dissatisfactions in the administration and social set up of the school and it causes financial losses, physical injuries, and closure of school which yields poor performance results due to failure to catch up with the lost time to cover the syllabus critically and effectively.

It was also noted that lack of respect is another type of indiscipline demonstrated by students. It was pointed out that some students lack discipline to the extent of abusing teachers, giving them nicknames, beating others, deliberately refusing teachers to punish them and belittling them in the presence of other students. Fischer (2000), supports this view when he points out that, indiscipline students go on to nickname teachers, hurl insults at teachers as they hide and others will beat teachers up. Bello (2007), also proves this when he points out that there is little or no respect for teachers any more and how gone are those good days when parents would threaten to report students to teachers.

According to the researcher, this is indicative of the extent to which lack of respect as an indiscipline may affect students, it makes them lose rationality in their reasoning and can thus display no respect for elders.

Furthermore, it was established that indecency was yet another indiscipline, that students no longer care how much of their body parts is left uncovered, and according to them that is fashion and therefore acceptable, others were given reported to trim their uniforms and tailor them to almost naked sizes to the extent that, bending down to pick something reveals all their inside. This was reported to be part of the reason as to why most of the girls are getting spoilt at an early age and are involving with men, who want to try their lack on what has been displayed. Castle (2005) also held the same view, when he noted that, near naked and other forms of nudity is the order of the day in our schools and how students turn school uniform into a fashion advertising their bodies. According to Fischer

(2000), such students who demonstrate a lack of discipline demonstrate a lack of value for themselves and the work they produce.

In the researcher's view, this signifies the fact that when students indecently dress up they are compromised by immorality in most cases and may find themselves trapped in life of sexual involvement with men prior time.

Smoking and drug abuse was yet another indiscipline case were some students due to peer influence had been introduced to smoking cigarettes others even drink alcohol. This was however reported to originate from home, for some of the students who later persuade their friends to try, from where they become habitual drinkers and smokers. According to Semakula (2009), cigarette smoking and marijuana smoking is fanciful is a sign of 'belonging to some people especially for those whose parents ask them to buy and light their cigars for them.

In the researcher's opinion, this implies that, some students resort to smoking because at home it is the order of the day and thus feel compelled and obliged to do the same because their parents get them used to smelling the cigars.

More still it was established that, some students have cults that they follow and also end up recruiting their fellow students in the same cult and that the moment they enter the cult it becomes difficult for the quit because they are threatened that they are bounded by the spirits and in case they quit they can be adversely affected. In so doing those that were not previously worshiping the devil, join the queue and also want to influence others, as a way of feeling secure by growing numbers. Hendrikz (2003), emphasizes on the same when he points out on how cultism has become a sudden giant monster which has swallowed up our ethics and morals and students who fail to belong are intimidated.

In the researcher's opinion this implies that, students try to recruit others in the cults in which they become possessed and bound that they cannot leave but also find a need to recruit others because the security is seen to lie in numbers.

It was established from the study respondents that, some students were engaged in homosexuality and lesbianism and that homosexuals from the upper classes tend to be

influential in the lives of the new entrants in different classes, whose vulnerability is exploited before they can be ready to say no. They were reported to befriend them, after which they introduce them to same habits. Castle (2005) also talks about the same situation when he envisaged that, gay and lesbian experience their sexual thoughts and feelings in their adolescence while in schools.

In the researcher's opinion this implies that homosexuals encroach on recruiting vulnerable groups which cannot resent their ideas and thus look for new entrants, who due to fear of being bullied, may submit in.

1.4. Steps Taken by the Administration in Curbing Down Indiscipline

The study further sought about the steps that the school administration takes in curbing down indiscipline and the findings were as shown in table 6.

Table 6: The Steps taken by the Administration in Curbing Down Indiscipline

Challenges	Agree	Disagree	Total Frequency	Total Percentage
Observing guiding principles	48(80%)	12(20%)	60	100
Guidance and counseling	47 (78%)	13(22%)	60	100
Corporal punishing	50(83%)	10(17%)	60	100
Ignoring intending disruptors	40(67%)	20(33%)	60	100

Source: Field Research Findings (2010)

The study found out about the steps taken by the administration in the curbing down of indiscipline to be; observing guiding principles (80%), punishments (83%), guidance and counseling (78%) and ignoring intending disruptors (67%).

The study established that administrators curbed down indiscipline through punishing the offenders either through beating, demarcating bushy portions of land for students to clear them up, cleaning the school toilets or through corporal punishments and sentencing them to school cells. This is contention with Kasatye (1999), on how schools used corporal punishments to fight indiscipline. HRW (2001), also comments on how some people

support the return of the cane, provided it does not physically harm students and how teachers use caning, slapping, and whipping to maintain classroom discipline. In the researcher's opinion, this implies that, when students are punished, it is possible for them to drop indiscipline practices and resort to behaving well and such punishments need to be limited to causing no physical body arms.

It was also noted in the study findings that, school administrators direct their teachers, to punish their students in respect to strict observation of the guiding principles by the ministry upon which they should not exceed. Stabroek (2009), comments on the same on how the indiscipline is controlled through the Manual of Guildelines on Maintenance of Order and Discipline in Schools as provided by the Ministry of Education. In the researcher's opinion, this implies that, if any teacher punishes students beyond what is principally acceptable, they should be held accountable in case something bad happens.

It was further established that curbing indiscipline in schools is done through offering guiding and counseling sessions in schools. Counselors are employed to occasionally assist in monitoring and identifying individual attributes that may be responsible for evoking undesirable behaviors upon which student can be dealt with accordingly. This is in contention with McIntyre (2005) who observed that, the method works for students with behavior problems to identify issues and make changes within the context of counseling programs. Similarly Glasser (2001), advocates for a guidance and counseling team to be organized to heal the emotional scars of students to curb behavioral indiscipline. In the researcher's opinion, for behavioral problems, the solution is counseling to terminate undesirable responses when students learn to cope.

It was also established that, for some cases there is need for teachers to ignore some students responses especially the see me's and that when such are ignored in class they tend to find their own levels' with the rest. In the researcher's opinion, this implies that some students are better off ignored than punished because all their trying to derive at is ensuring their presence, but when they presence is unrecognized, they are belittled and find their right levels again.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter covers the summary, conclusions and recommendations of the study findings on the three major variables.

5.1 Summary of the Findings

According to the findings it was revealed that there were different cases of indiscipline and that these came about as a result of a number of factors but school administrations were also noted to be working tooth and nail to foster discipline.

5.1.1 Causes of Indiscipline

The study revealed the cause of indiscipline to include; lack of proper guidance by parents and teachers, overcrowded class, selfishness, disrespectfulness, uncontrolled adolescence and unmotivated learning tendencies.

Teachers and parents don't participatively, play their role in guiding and counseling students, and before they know, students are wild and have developed uncontrollable behaviors and thus hard to tame and to make matters when the class is overcrowded, it becomes difficult for the teacher to control the class because they can not know the students by the names and thus wrongdoers get away with it because of poor identification. In other instances it develops from selfishness which brings about a need to fit in, with the rest and thus yields bad company to acquire what they cannot have, this is direct lineage with uncontrolled adolescence where students behave immaturely by following responses that they would not have adopted if well guided. Others are poorly brought up that they lack respect for elders and yet others are unmotivated in carrying on with studies and thus find it convenient to destruct the learning environment to spoil for the rest.

5.1.2 Types of Indiscipline

The study revealed the different types of indiscipline as; lack of self respect, unrests and violence, lack of respect for elders, devil worshiping, smoking and drug abuse as well as homosexuality.

Students spark of unrests and involve others in destruction of school property, beating up staff, burning of school structures, beating up their fellow students among others due to administrative and social dissatisfactions and that students also lack respect for teachers and thus go on to hurl insults at them, nickname and abuse them and yet others were reported to dress indecently to arouse attraction of the opposite sex and whereas others smoke and abuse drugs others drive their friends into cults and homosexuality as well as lesbianism particularly those that they find vulnerable such as new comers and those from lower classes.

5.1.3 Steps taken by the Administration in Curbing Down of Indiscipline

The different steps taken by the administration in the curbing down of indiscipline were noted as; observation of guiding principles, punishments, guidance and counseling and ignoring those that disrupt others.

School administrators in a bid to curb down indiscipline, punish the offenders through corporal punishments, which they regulate accordingly, as not to harm students but instill discipline, however this is done, in accordance and observation of the principles set by Ministry to be followed by schools and at times the disciplining is done through offering guiding and counseling lessons to students and at times the teachers just ignore the stubborn students in class and the inattentiveness that is given to them pumps back sense into their heads when they are left to study under the same classroom setting but in isolation.

5.2 Conclusion

5.2.1 Causes of Indiscipline

The study concluded that students spend most of their time at school so teachers need to work hand in hand with parents to identify changing behavioral patterns to adjust them early enough thus should work as a team and not in isolation in the disciplining of students. If not well guided early enough, students may influence others and divert them as well. In line with this a fair number of students in class should be maintained for teacher-student ratio not to vary widely because this enables teachers to identify with individual students in order to administer and control change of character and there should also be a commendable level of uniformity in social amenities that are allowed to enter school per individual student, to regulate the spirit of enviousness.

5.2.2 Types of Indiscipline

In regard to the different types of indiscipline in schools, the study concluded that a critical manner be devised to look into student's welfare problems critically to address their concerns to a recommendable and stipulated level. School administration needs to be strict on the dress code of the students as well as teachers by locking the indecently dressed out of the school gate or else other students copy the same. Parents should be concerned with giving the first charity or their children grow up disrespectful and with unacceptable societal behaviors, parents should also avoid involving their children in buying cigars and alcohol for them. The study further concluded that, the school administration should entirely be responsible on critically directing and identifying the different sects to ban the demonic ones.

5.2.3 Steps taken by the Administration in Curbing Down of Indiscipline

In view of the steps taken by administration in curbing down indiscipline, the study concluded that, punishments helps in shading and dispensing of unwanted responses from students provided they are not meant to harm the student but evoke a desired response and for those with behavioral problems, guidance and counseling would be the best practice to be administered to trace the origin of reactions and how effectively they can be handled in order to help such students to cope up with the rest and yet for those that

are fond of attracting attention, the best way is to ignore them as if they were minute to the wellbeing of the class which get them to realize how much they are unwanted and thus check behaviors to win teachers back.

5.3 Recommendations

On summarizing the findings and drawing conclusions of the findings, the researcher made the following recommendations to concerned agencies, and practitioners;

There is need to set up tighter security measures within the school to help in patrolling and handling of crime such, as strikes and hooliganism for timely and easy reach for protection of human beings as well as property.

There is need for a regular monitoring of students code of conduct, this should involves teachers making clear connections between student behavior and consequences in order to facilitate students making positive choices. Features include class meetings, clearly communicated rules, and the use of plans and contracts are featured.

There is need for school administration to discipline students in a descent and respectful manner. Fostering good discipline should start by keeping student dignity intact and providing practical strategies for teachers to share responsibility for discipline with students themselves through tailoring discipline to each individual.

There is need through assertiveness, to focus on the right of the teacher to define and enforce standards for student behavior with clear expectations, rules and a penalty system with increasingly serious sanctions are major features. This employs a positive check for students in self.

There is need to instill in students a sense of responsibility by using youth/adult partnerships to develop and share clear rules, provide daily opportunities for success, and administer in-school suspension for noncompliant students.

There is need to differentiate between teacher-owned and student-owned problems to propose effective punitive strategies for dealing with each and students should be taught problem-solving and negotiation techniques.

There is need to psychologically study the students through counselors to understand their reasons for maladaptive behavior and helping misbehaving students to alter their behavior, while at the same time finding ways to get their needs met.

There is need for continuous assessment, intervention and monitoring of the discipline process to ensure that school is consistently following the processes, elements and characteristics to accomplish the goal of reducing disruptive behavior overall.

There is need to adopt appropriate school learning theories to decisively prevent violence and to promote order and discipline in schools.

5.4 Suggestion for Future Research

This study looked at discipline and academic performance of students. The researcher suggests that more study can be conducted on specific subjects especially on why the methods applied by administrators to curb indiscipline are not fully successful.

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APPENDIX (I)
QUESTIONNAIRE FOR TEACHERS AND STUDENTS

Dear Respondent,

Am student from Kampala International University pursuing a Bachelors degree in Education and conducting a research on “Effects of Indiscipline on Academic Performance.” This research is part of requirement of the award of degree.

I kindly request you to spare some time in filling this questionnaire as honestly as possible. All the information provided will be treated with the maximum confidentiality it deserves.

INSTRUCTION: PLEASE TICK WHERE APPROPRIATE

Section A: Biographical Information.

1) Sex

a) Male b)Female

2) Age

A) 15-25 years B) 25-35 years C) 35-45 C) 45 & plus

3) Education level

A) Certificate B) Diploma C) Bachelors

D) Others specify.....

4) Marital Status

A) Single B) Married C) Widowed D) Divorced

. Section B: Cause of Indiscipline

5. What is indiscipline?

.....
.....
.....

6) What are the causes of indiscipline in your school?

.....
.....

7) Does the school administration observe the rules and regulations that it put forth?

a) Yes b)No

b) If yes, what are they? If no state

.....
.....
.....

Section C: Types Indiscipline

8) Are there any cases of indiscipline in your school?

a) Yes b)No

If Yes which ones are they? State.

.....
.....
.....

9) Does it affect other students wellbeing at school?

a) Yes b)No

b) If yes to what extent? If No state

.....
.....
.....

Section D: Steps taken by Administration

1. What are the measures taken by the school administration in curbing indiscipline?

.....
.....
.....

2. Has the school administration involved parent participation in curbing indiscipline?

a) Yes [] b) No []

If yes how has it helped?

.....
.....
.....

3 What can you recommend as a way forward to curbing indiscipline?

.....
.....
.....

Thanks for your Response

APPENDIX (II)

INTERVIEW GUIDE FOR HEAD TEACHERS AND PARENTS

IDENTIFYING INFORMATION

- A) Modong Interviewing Date:.....
- B) Interview number 1 - 6
- C) Survey Interview
- D) Despite the concern to control indiscipline in schools, there are various challenges being experienced along the way and the level of indiscipline seems to be escalating than reduce, its for this purpose that there is realized need to improve on the methods of curbing indiscipline in order to uplift student's performance in Nakawa Division.

Guiding areas

1. Discipline
2. Ways to curb discipline
3. Effects of discipline on performance
4. Steps taken by administrators
5. Problems encountered.
6. Possible interventions



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**FACULTY OF EDUCATION
Office of the Dean**

Tuesday, February 2, 2010

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RESEARCH INTRODUCTORY LETTER

Mr. /Ms. /Mrs *MODONG GLORIA* Reg.No. *BEA/16717/71/10*

is a student in the Faculty of Education. He/She is now carrying out a study about *STUDENT'S DISCIPLINE AND ACADEMIC PERFORMANCE IN SELECTED SECONDARY SCHOOLS IN NAICAWA DIVISION-KAMPALA DISTRICT* AS one of the requirements for the completion of his/her studies. He/She is thus introduced to you.

Kindly help him/her accordingly.

Thank you.

DR. S.A. OYEBADE

DEAN, FACULTY OF EDUCATION