

**IMPACT OF INDISCIPLINE ON ACADEMIC PERFORMANCE OF LEARNERS IN
SELECTED PRIMARY SCHOOLS IN IKI-IKI SUB-COUNTY BUDAKA DISTRICT**

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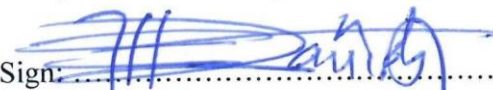


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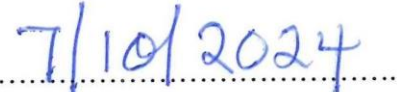
DECLARATION

I, Kiwanuka David, declare that this research proposal titled “Impact of Indiscipline on academic performance of learners in selected primary schools in Iki-Iki Sub-county, Budaka District,” is entirely my original work and I do acknowledge that it has never been presented to any institution of higher learning for any award.

Sign: 

KIWANUKA DAVID

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Date: 

APPROVAL

This is to certify that this research report has been under my close supervision and is now ready for submission to the department of education of Uganda Christian University for the intended award.

Signed: *[Signature]*

Name: *AGUO FLORENCE*

RESEARCH SUPERVISOR

Date: *7th - OCTOBER - 2024*

DEDICATION

I dedicate this piece of work to my beloved family members for their financial, spiritual moral guidance and compassion they rendered to me during my stay at Uganda Christian University.

ACKNOWLEDGEMENT

Above all, am grateful to the Almighty God for His Grace and favor upon the completion of my study. I hereby extend my sincere appreciation to my Supervisor Madam Aguo Florence for her technical support extended in the process of my research report. Thank you so much for sacrificing a lot of your time for my sake. May the Almighty God bless you abundantly and grant you more strength to serve our nation. I appreciate with gratitude the assistance of various people whom their contributions have been instrumental in the course of my study. To my family, I appreciate your kindness exhibited entirely in the enduring moments of my study most especially my dear wife Nassolo Mary Assy for the emotion and psychological support given to me. May the Almighty God bless and reward all your labors. I also wish to extend my sincere thanks to all my corresponds, lecturers and course mates in general for providing the necessary conducive environment hence successful completion of my study. May the Almighty God bless you all.

LIST OF ABBREVIATIONS AND ACCRONYMS

DV:	Dependent Variable
ID:	Independent Variable
KNEC:	Kenya National Examinations Council
MOE:	Ministry of Education
UNESCO:	United Nations Educational, Scientific and Cultural Organization
UNICEF:	United Nations International Children's Emergency Fund
UPE:	Universal Primary Education
WHO:	World Health Organization

DEFINITION OF KEY TERMS

Discipline- is a systematic training of the physical, mental and moral capacities of the child through exercises and instruction.

Indiscipline- is conceptualized as a situation in which people do not control their behavior or obey rules.

Academic performance- is the measured ability and achievement level of a learner in a school, subject or particular skills.

Absenteeism- the practice of regularly staying away from work or school without good reason.

Rules and regulations- Are General Principles or rules with or without the coercive power of law employed in controlling, directing, or managing an activity, organization, or system.

Time management- is the art of arranging, organizing, scheduling and budgeting one's time for the purpose of generating more effectiveness in work and productivity.

Primary School- is a formal institution which prepares pupils for primary education.

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ABSTRACT

The study examined the influence of indiscipline on academic performance of learners in Iki-Iki Sub-county in Budaka District- Uganda. The study was guided by the following objectives; (i) to analyse the causes of indiscipline in Iki-Iki Sub-county in Budaka District; (ii) to examine the effects of indiscipline on the academic performance of learners in Iki-Iki Sub-county, Budaka District and (iii) to establish the ways in which school management authorities deal with indiscipline learners. The study adopted a descriptive research design with both qualitative and quantitative approaches. In order to get quality data, the study used both questionnaires and interview guides with the instrument validity of 0.8 whereas the instrument reliability was tested using SPSS. Findings of the study revealed that indiscipline greatly impacts on the academic performance of learners; objective one of the study revealed that indiscipline is caused by removal of corporal punishments which was a leading factor by 48(85.7%) of the respondents. The study also revealed that parental level of income affects the academic performance of learners and was revealed by 47(83.9%). The study concluded that indiscipline affects the academic performance of learners in all aspects. From the findings, it is evidenced that the causes and effects of indiscipline are predominant factors that influence children's academic performance. However, these can be mitigated by school authorities through a number of ways as suggested in the study. The study recommended that there was need for sensitization of parents by the government on their role to ensure quality education through disciplining of children. Also, the government needed to create programmes that aim at training teachers on conflict resolution and management programmes. This would help teachers to administer rightful discipline to the learners.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

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

1.1 Background to the Study

Researchers appreciate that discipline is an important component of human behavior and assert that without it an organization cannot function well towards the achievement of its goals (Ouma, Simatwa, & Serem, 2013). In the context of a school system, a disciplined student is that student whose behaviours, actions and inactions conform to the predetermined rules and regulations of the school (Ali, Dada, Isiaka, & Salmon, 2014). However, discipline ideally means more than adhering to rules and regulations and entails the learner's ability to discern what is right or wrong (Gitome, Katola, & Nyabwari, 2013).

Discipline is widely acknowledged to be essential for creating a positive school climate conducive to sound academic performance (Masitsa, 2008). It is a basic requirement for successful teaching and learning in schools and a subject of concern for teachers (Eshetu, 2014). According to Gitome et al., where there is good discipline, there is improved academic performance. In other words, discipline is vital for learners' academic performance (Njoroge & Nyabuto, 2014).

Furthermore, it is necessary for effective school management and accomplishment of its goals (Nakpodi, 2010). Lack of discipline is called indiscipline. Therefore, indiscipline can be seen as any action considered to be wrong and not generally accepted as proper in a set up or society (Omote, Thinguri, & Moenga, 2015). Among learners, according to Ali et al., it is any form of misbehavior which a student can display in several ways (e.g., disobedience,

destruction of school property, poor attitude to learning, immoral behaviour, drug abuse, stealing, lateness, truancy, dirtiness, being quarrelsome, use of abusive or foul languages, rudeness, gangstarism or cultism).

In the same vein, Akpan (2003) sees indiscipline as those forms of disobedience within the school system. It connotes willful disobedience of constituted authority. According to Akpan it could be done by one person or a group of people. The author called it individual or collective misbehavior. On the other hand, Olagboye (1999), notes that indiscipline is an act which is deemed educationally and socially harmful, and specifically defined and forbidden by school rules and regulations.

Akpan (2003), further defined indiscipline as a deviant behavior. It is a situation whereby learners set aside the school rules and regulations and do what they like and leave undone what they are expected to do. The Oxford Advanced Learner's Dictionary (2000), defines indiscipline as lack of control in the behavior of a group of people. In other words, it is the inability of a person to live in accordance with rules. Indiscipline is regarded as an act that does not conform to the societal values or norms.

Literature reveals that student indiscipline is experienced in schools globally (Ali et al., 2014; Moyo, Khewu, & Bayaga, 2014; Omote et al., 2015; Rahimi & Karkami, 2015; Yahaya et al., 2009). A study in West Virginia in the United States of America (USA) revealed that about 29.6% of 160,480 learners (from grade 3 to 11) had one or more referrals for inappropriate behaviors (Whisman & Hammer, 2014).

In addition to these school discipline issues, American classrooms are frequently plagued by other, more minor kinds of misbehavior which disrupt the flow of classroom activities and interfere with learning. Approximately one-half of all classroom time is taken up with

activities other than instruction, and discipline problems are responsible for a significant portion of this lost instructional time (Cotton 1990).

In Africa, researchers have pointed out the seriousness of indiscipline in schools in various countries. The countries include Ghana (Gyan, Baah-Korang, Mccarthy, & Mccarthy, 2015), South Africa (Marais & Meier, 2010; Masitsa, 2008), Botswana (Garegae, 2008), Nigeria (Okiemute, 2011; Nakpodia, 2010; Umezina & Elendu, 2012), and Tanzania (Yaghambe & Tshabangu, 2013). Umezina and Elendu for instance, observed that indiscipline among learners in Nigeria was high and experienced at all levels including primary schools.

In Kenya, lack of discipline in schools has been one of the challenges facing schools (Njoroge & Nyabuto, 2014). The Kenya National Examinations Council (KNEC) revealed that between 90% and 100% of teachers in primary schools in Kenya encountered disciplinary problems among their pupils (KNEC, 2010). In a study by Gakure, Mukuria, and Kithae (2013) in primary schools in Gatanga District, Kenya, 70% of selected 56 teachers indicated that their schools had cases of pupil indiscipline. Research shows that various discipline problems exist among primary school pupils in Kenya. They include truancy, theft, sneaking, cheating, lateness, noise making, absenteeism, fighting, defiance, bullying, drug abuse, failure to complete assignments, sexual harassment, use of abusive language, drug trafficking and possession of pornography (Ouma et al., 2013).

In Uganda, Masitsa, (2008), clearly spells out discipline as one of the aims and objectives of education at all levels of the education system. MOE (1991), however points out that school discipline has deteriorated in Ugandan schools, as seen from the recent on and off strikes and burning of schools, by unknown sources, though there is evidence to support that learners have been cited as the perpetrators of these immoral inhuman acts and this can be attributed to the changing family structures, households in Uganda and the influx of foreign learners

coming to Uganda, a case in point are the Kenyan learners who are known to be very aggressive and wild.

Myra Pollack Sadka and David Miller Sadka (2000), suggests that discipline starts with parents because they are the children's first teachers and if they fail to find appropriate ways to discipline their children then the responsibility falls squarely on the shoulders of the teachers who cannot effectively discipline and teach the curriculum without the help and cooperation of the parents and children.

According to Nakabugo, Opolot, Ssebbung and Manni (2007), the reality is that in many classrooms in various schools across the country, there are over 70 pupils in one class. This creates more challenges to teachers for effective teaching and learning that involves enforcing discipline. With the ever-increasing number of learners in schools, the student to teacher ratio has increased making it hard for teachers to effectively and efficiently manage learners' discipline and thus the increasing number of learners' aggressive behaviors, loitering of learners during class time, an indication of indiscipline.

Nakabugo et al., (2007), goes on to say that dismissed learners from one school can easily be admitted in another school no matter whether he/she has a recommendation from the previous school or not. This does not necessitate learners to maintain discipline while at school. Marshall (2006), points out that some schools have changed to boarding section as a way of coping up with the increasing stiff competition among learners and schools as well as for national level exams. This has also resulted in learners spending more time in schools than with parents where they are suspected to get adapted to all various kinds of behaviors such as homosexuality, smoking, abuse of substances, and use of nasty words among other things.

According to Mafabi (2005), symptoms of indiscipline in Ugandan schools include late coming, habitual absenteeism, telling lies, inattentiveness, disruption in classes, evading

school activities, bullying, indecent dressing, misuse of mobile phones, rudeness, vandalism, aggressiveness, smocking, alcoholism, and disrespect of authority, which leads to total chaos, a situation that makes realization of school goals a night mare, especially academic performance. Although school success is influenced by many stake holders, the head teacher plays a pertinent role of curbing learners' discipline. It is therefore important that learners' discipline be constantly monitored, reviewed and supported in order to instil the learners' positive behavior, hence, the basis for the study.

1.2 Problem Statement

Despite the fact that many schools have put in place rules and regulations that are read and signed by learners before reporting for studies; and given the fact that the government has put in place policies regarding discipline of learners, indiscipline cases have continued increasing in Ugandan schools. Good academic achievement is the target of every school as accountability to stake holders, (Namuganza, 2010). Head teachers, teachers, learners, the parents and even the Government, all play their various roles, to ensure good discipline and a profound academic performance. According to Ouma et al., (2013), indiscipline in most schools in Kenya is caused by absenteeism, theft, sneaking, cheating, lateness, noise making, absenteeism, fighting, defiance, bullying, drug abuse, failure to complete assignments, sexual harassment, use of abusive language, drug trafficking and possession of pornography. In Budaka District, most cases of indiscipline are as a result of late coming, habitual absenteeism, deception, fighting, dodging school activities, bullying, poor dress code, rudeness, aggressiveness, smocking, alcoholism, and disrespect of authority, which leads to total inefficiency. According to the District Inspector of Schools, in his report of December, 2022, about 23% of the primary school children don't finish the primary cycle because of indiscipline. According to Mafabi (2005) symptoms of indiscipline in schools include late coming, habitual absenteeism, telling lies, inattentiveness, disruption in classes, evading

school activities, bullying, indecent dressing, misuse of mobile phones, rudeness, vandalism, aggressiveness, smocking, alcoholism, and disrespect of authority, which leads to total chaos, a situation that makes realization of school goals a night mare, especially academic performance. This is not different from the situation in Iki-Iki Sub-county in Budaka District, (Performance Report, 2022). This research therefore sought to investigate the influence of indiscipline on academic performance of learners in Iki-Iki Sub-county in Budaka District-Uganda.

1.3 Purpose of the Study

The study sought to examine the influence of indiscipline on academic performance of learners in Iki-Iki Sub-county in Budaka District- Uganda.

1.4 Objectives of the Study

The study was guided by the following objectives;

1. To analyse the causes of indiscipline in Iki-Iki Sub-county in Budaka District
2. To examine the effects of indiscipline on the academic performance of learners in Iki-Iki Sub-county, Budaka District.
3. To establish the ways in which school management authorities deal with indiscipline learners.

1.5 Research Question

The study answered the following questions;

1. What are the causes of indiscipline in Iki-Iki Sub-county in Budaka District?
2. What are the effects of indiscipline on academic performance of learners?
3. Do all stake holders take part in ensuring discipline in Iki-Iki Sub-county in Budaka District?

1.6 Scope of the Study

The scope of the study was limited in terms of content, time and geographical scope.

1.6.1 Geographical Scope

The study was carried out in Budaka District. Budaka District is a district in the Eastern Region of Uganda. The town of Budaka serves as the district headquarters. Budaka district is bordered by Pallisa District to the north, Mbale District to the east, Butaleja District to the south, and BUDAKA District to the west. The town of Budaka is approximately 36 kilometers (22 mi) west of Mbale, the largest city in the sub-region. Generally, the study was conducted in Iki-Iki Sub-count which is bordered by Kachomo Sub-county to the north, Mugiti Town Council to the east, Lyama Sub-county to the West and Tademeri Sub-county to the south.

1.6.2 Content Scope

The study sought to examine the influence of indiscipline on academic performance of learners in Iki-Iki Sub-county in Budaka District- Uganda.

1.6.3 Time Scope

In terms of time span, the study was carried out from 2021 to 2024. This period was considered because it is the time when UNICEF, UNESCO, WHO, reported the high rates of indiscipline and how it affects the academic performance of learners in primary schools.

1.7 Significance of the Study

This study was developed to have relevance in the improvement of the education system of not only Iki-Iki Sub-county but also Budaka District and other educational institutions in Uganda and Africa.

Results of the study may be used to create awareness to educationists which will help parents to understand that their role in ensuring discipline among the learners.

The findings of the study might help the current school management authorities to adopt other procedures and means of controlling indiscipline problems. This will hopefully lead to improvement of work methods and systems; monitoring and evaluation procedures.

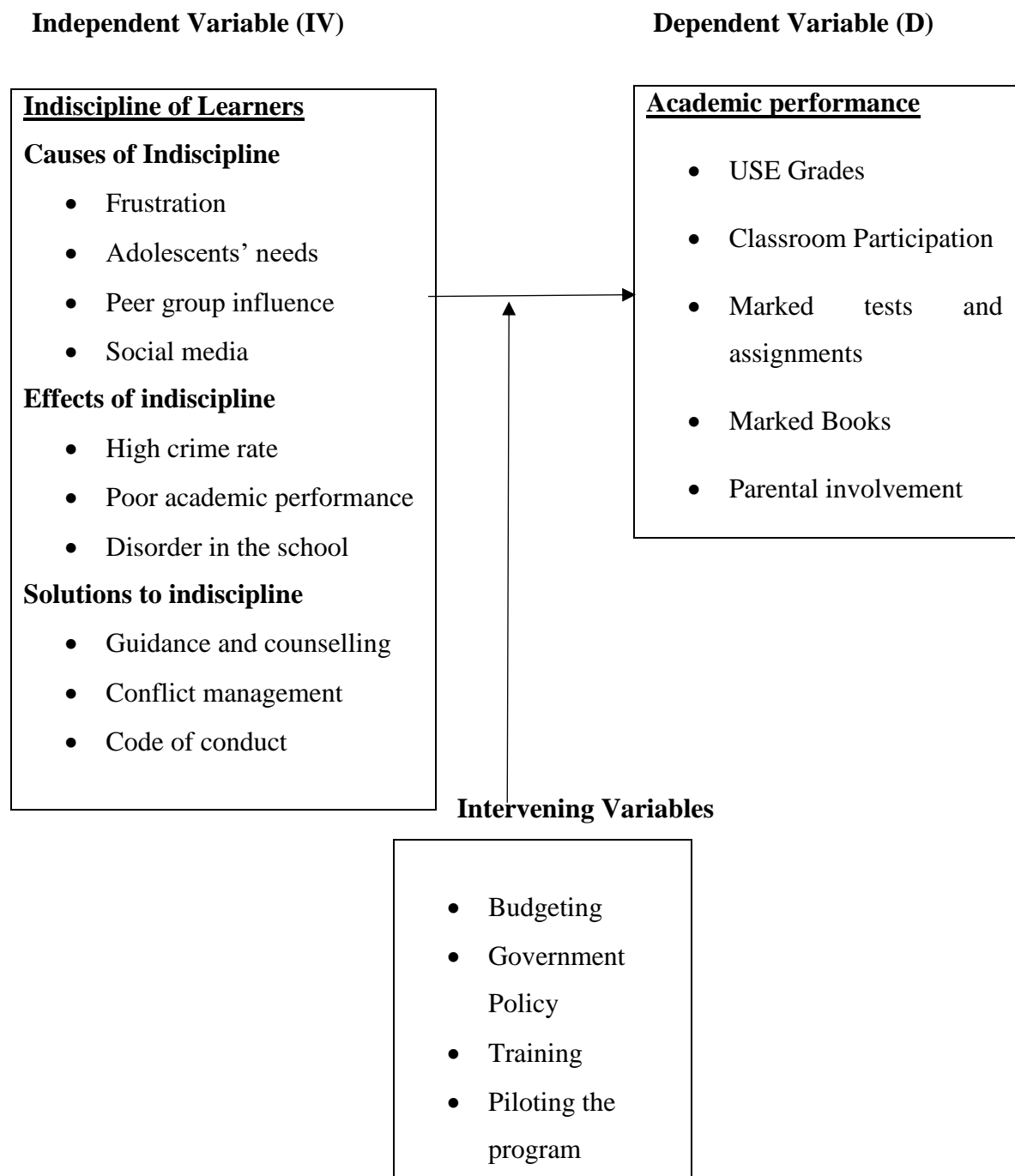
The study will help educational administrators, teachers, and policy makers in the entire education system in Uganda to establish realistic targets and seek the most effective ways of achieving them based on researched information geared towards achieving set national standard for student's academic performance and discipline standards.

The findings may sensitize parents to be aware of their roles in supporting the children's academic performance.

The study may enable teachers to manage and deal with unruly pupils in class and also help those with discipline problems. It will also contribute to the existing literature about school discipline and provoke further research in this field.

1.8 Conceptual Framework

Figure 1.1: Conceptual framework showing the relationship between indiscipline and learner's academic performance.



Source: Primary Data, 2024

The conceptual frame work above shows the relationship between indiscipline and academic performance of learners. It demonstrates that the relationship between independent variable,

indiscipline and dependent academic performance of learners which is linear. The negative effect of indiscipline could be controlled by coming up with policy guidelines, and piloting the program, training more teachers on how to handle the indiscipline cases and a national budget for carrying out the teaching successfully. The interaction of these variables determines the outcomes of learners in academics as shown above.

1.9 Limitations of the Study

The researcher encountered the following challenges:

Some respondents were biased during the time of giving their responses on the research tools.

Limited time to collect data as the researcher was on course as well be executing daily school duties and family obligation which delayed the study.

The research tools had difficult terms to respondents to interpret and made any response.

Financial constraints also posed a threat especially during printing, collecting data from respondents and transport costs.

1.10 Delimitations

The study was limited to Iki-Iki Sub-county due to limited time and funds that may not allow the researcher to explore the whole Budaka district.

The difficult terms in the tools, if were simplified through a translation.

The researcher solicited enough funds from his school SACCO account that enabled him do the work.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents the relevant literature for this study. The study presents empirical literature that revolves around the three objectives developed in chapter one. These included: (i) to analyse the causes of indiscipline in Iki-Iki Sub-county in Budaka District; (ii) to examine the effects of indiscipline on the academic performance of learners in Iki-Iki Sub-county, Budaka District and (iii) to establish the ways in which school management authorities deal with indiscipline learners.

2.1 Research Objective One; causes of indiscipline in schools

Daily nation newspapers (July 9th 2005) indicated that the rates of delinquency among adolescent are on the increase in the country. This followed the frequent learners' unrest in the primary schools. The study has also indicated that boys are involved in delinquent acts five times as often as girls.

One of the basic causes of indiscipline however is frustration of some type. This is from especially failure to achieve satisfaction of basic needs which is taken as a frequent source of rebellion and misbehavior on the part of adolescents. According to Blair (1968), the Adolescent's needs for recognition, security, freedom and affection are frequently thwarted to such an extent that harmful behaviour is employed in an effort to reduce the pent-up tension. Some of the conditions of life which causes frustration are poverty, low intelligence, conflict in school and inferiority feeling arising from real imagined physical deviation. Klausmeier H. J. (1995) came up with five environmental factors often cited as influencing upon student behaviour. These are; family situation, peer groups, television viewing (mass media), the social- psychological climate of the school, teachers behaviour

Henry (1980) said that children missing parental love care and guidance result into cruel, uncaring and loveless adults with negative attitudes towards life. The family situations that influence the learners' behaviour are: divorce, sex - role, socialization and parent attitude towards the education of their children. According to the daily Nation Newspaper, July 9th 2005, the teacher most often cited irresponsible parents and unsatisfactory home conditions as the two factors that influence misbehavior in the public schools.

Klausmeier (1985) argued that peer groups and the media dominate the behaviour of millions of young people attending school. Peer group influence often causes misbehavior among the learners. According to Henry (1980), the family in many cases is no longer the learners' psychological home. As parents spend less time with their children out of necessity or choice their influence is often weakened.

Teachers whose classrooms are disorganized, whose instructional units are poorly planned and whose attitudes are negative have a degrading effect on learners, Klausmeier (1985). According to Henry (1980) the conflicts between teachers' interest and learners is a factor for drop and indiscipline.

Mutie and Ndambuki (1999) argued that when the learners are exposed to social media, they watch heroism films and tend to imitate hence developing aggression and bullying in the school. At the same note, when they are exposed to photographic materials they expand their energy on the sexual activities other than learning, indiscipline is expected. Cangeloss (1997) concurred with Klausmeier but said that ignorance of the rules and anxiety are other major causes of indiscipline in the school. Both ignorance of the rules and conflicting rule books contribute to defects in learners' expectancy. If youngsters are not told which behaviour will result in rewards or punishments, trial and error over. When home experiences have built expectancies that are contradicted at school inappropriate behaviour inevitably_ results. Anxiety is the result of strong unfulfilled safety needs. When learners expect to fail or to be

judged ineffective by others, they result to defensive behaviours designed to protect their self-concepts from injury. Such moves according to Congeloss (1997) are often counterproductive to effective learning.

Kariuki Waihenya (2001), the removal of corporal punishment in schools has caused even more indiscipline to develop among learners, not because it was necessarily the wrong thing to do, but because it was not first thoroughly discussed among all the stakeholders that is parents, learners and teachers with a view to replacing it with measures of discipline that are just as or more effective. As a result teachers feel more vulnerable and are increasingly attacked by learners and parents, who feel that they now have the right to behave as they like with no effective consequence to their actions. This creates an even more violent school atmosphere, (Kimalu, P. et al, 2001)

Emotional and behavioral problems may also result in cognitive impairments-greater concentration difficulties (Carlson & Kashani, 1988; Manly, Cicchetti, & Barnett, 1994); poorer motivation (Carlson & Kashani, 1988; Shonk & Cicchetti, 2001); impaired short-term memory (Lauer, Giordani, Boivin, Halle, Glasgow, Alessi, & Berent, 1994); or higher impulsivity and impaired executive function (Manly et al., 1994)-that result in reduced ability to perform well on school assignments and tests also lead to cases of indiscipline among learners.

School factors that can cause emotional behavior difficulties include the environment, teachers' attitude, the curriculum and peer pressure. Sabwa, P. (2000). The attitudes of children can also lead to indiscipline cases. Pupils may have a negative attitude towards something or someone and therefore reacts negatively towards it. For example negative attitudes towards mathematics have led to failure in the subject. Even Shavand Wright (1997)

The free primary education policy in Uganda, has increased the teachers pupil ratio from thirty (30) pupils to fifty (50) pupils per teacher (Kimalu 2001). The teacher-pupil ratio is a measure of the school quality this means that a low teacher-pupil ratio increases a pupil's contact with the teacher and this results in a better teaching and learning process. In the researchers school the number of pupils soared high.

The curriculum that seems irrelevant overloaded or worthless to the youths Ezewa (1983) pointed out that learners may strike to avoid examination and when the school does not offer some subjects at the certificate examination level. Kimalu (2001), Pointed out that the educators have used over loaded and unbiased curriculum that emphasizes on cognitive development of the learners' experiences of morals thus over loading the religious element in teaching. The roles of pastoral programmes are seen as unnecessary. According to him, it is this omission which leads to some academicians attributing the wave of unrest in schools to spiritual vacuum.

According to Kanyanjui (1975), indiscipline in schools can be attributed to several factors including shortage of quantity and quality of textbooks and short fall of qualified teaching staff. Katheke (2002), asserts that poor meals and sanitation are the causes of indiscipline; learners are asked to pay heavily for meals but the quality of meals is poor. Sabwa, P. (2000), is in agreement when he said that learners lack trained teachers and counselors in most schools. No guidance and counseling sessions are offered to learners.

2.2 Research Objective Two; effects of indiscipline among learners in schools

Indiscipline cuts across all aspects of human environment and has caused a lot of effects in schools and the society at large. Indiscipline is like a cankerworm that has eaten deep into the fabric of the society. It breeds lawlessness which in turn breeds crime, and consequently self-destruction.

According to Adeyemo, (1995), indiscipline in schools contributes poor academic performance among learners. Indiscipline is a behavioural disorder that is classified as an act of delinquency. Just like lying, stealing and playing truancy. It often affects and causes a lot of mental, emotional and also physical damage, such as damage to property in homes as well as in schools. By extension, the term suggests the violation of school rules and regulations capable of obstructing the smooth and orderly, functioning of the school system, (Katheke, 2002).

Robert et. al, (2002) said that lack of discipline blocks the flow of information between the learner and the teacher. This affects the learning process negatively because the learners are likely to perform poorly in exams not to mention that the teachers may feel demotivated and hopeless since the environment is uncondusive for them to impart positive values in the learners. The researcher agrees that without discipline there is lack of effective communication between the teacher and pupil.

According to Mafabi (1995), in the absence of discipline, there is disorder in the school, a situation which makes it impossible for schools goals to be achieved. Discipline is the underlying factor in all school activities; they cannot be pursued without it. Most of these writers emphasize the need for discipline as a prerequisite for school success; however, they do not explicitly illustrate how discipline can be enforced in the school setting.

According to the Akala (2002), indiscipline causes unrest among learners and teachers. Learners and teachers in schools affected by unrest find it difficult to restore working relationship after the unrest. The emotional and psychological trauma that characterizes the aftermath of learners' unrest strains further interaction amongst the people. The issue of emotional and psychological impact due to unrests in schools has not featured in various reports discussed so far.

Katheke, (2002), noted that absenteeism is one of the effects of indiscipline. Indiscipline in schools has remained a constant source of everyone who is interested in the welfare of the youths and the survival in the educational system. Learners exhibit many behaviors which are classified as indiscipline. Truancy and absenteeism which are unacceptable behaviors usually exhibited by some who are irregular. The study explained that truancy is when a student stays away regularly without permission whereas absenteeism is where there is a high rate absence where regular attendance is required.

2.3 Research Objective Three; solutions to mitigate indiscipline in schools

It is very important for school authorities to give freedom to the learners to develop the self-esteem and exercise self-control. There are many school authorities who use this approach to enforce discipline in schools. John Baldock et al (1999).the researcher appreciates that this approach can work at in the district when applied, because most of the learners live in abusive homes. Thus a little empathy on the part of the teachers will go a long way in raising the learner's life skills such as self-esteem and self-confidence.

Mafabi (1995),said that teachers have to identify the reason why such a child is behaving in that particular way and find solutions to that problem. For example, the problem may be home based and therefore the parents have to be included in the process. He said there is need for the teachers to go through training in the use of counseling skills so that they can identify the learners' problems, thus, be in passion to help them make goals and a plan of action.

Akala (2002), suggested that there would be need for training of teachers in conflict management as opposed to use of force, which brings anger and resentment. Indiscipline in schools has affected the learner's academic performance and their progress in school.

Furthermore, Lewis and Doorlay (2006) emphasized that if the educators themselves are well disciplined and understand their work as well as their learners and possible challenges, there

could be only good results in academic achievement. They further asserted that if educators are exemplary and know their work and understand the learners, then the learners will be in a good position to achieve academically. Sonn, Fisher and Bustello (1998) stressed the fact of self-respect and respect to others. If self-respect prevails in the school situation, learners will learn self-discipline. If there is self-discipline, there are more chances of having direction in the fulfillment of the learners' goal.

Robert et al (2002), recommended that every school has a standard code of conduct which every student is supposed to adhere to willingly without compulsion. The schools also need to provide the vital support services through guidance and counseling in order to instill in learners a sense of responsibility and curb incidences of ugly and destabilizing student's indiscipline in schools. Smith & Laslett (1995), are in agreement when they say that humor can be used as an alternative to harsh punishment that can increase tension in the classroom. This can be very effective, especially if it redirects the focus away from the disruptive learner. Humour helps to defuse tension from a class which wants to see the teachers' reaction where the disruptive learners' behaviour aims to satisfy the 'class feelings'. A relevant joke or comment that will refer to the awkward side of the situation is suggested. Closely related to the above, Weinstein & Mignano (1993), suggested the use of humour which, if used well, can gently remind children to mend their ways. It can also be a way of showing your learners that you can also understand the funny side of classroom life. Moreover, it shows them that you are still in control of the situation.

MOE, (2001), suggested that where there is disobedience, it is expected that the necessary disciplinary measures be taken according to the laid-down regulations in education act. School discipline is a powerful emotive subject since it is one of the main determinants of learners' success in their academic work, and it is an issue that has generated public concern. According to Katheke, (2002), most people equate falling academic standards in schools to

low standards of learners' discipline. It is on this basis that the role of the head teachers and teachers within the school's administrative and instructional services becomes crucial. In this reference, learners' discipline precedes quality education and with the increased violence, drug abuse and crime in the Ugandan society, stability in schools is threatened. This is a worrying factor among most stakeholders.

Closely related to the above, Griffin, (1994), there is a growing concern that many schools are at risk of becoming unsafe for teaching and learning. For this reason, head teachers and teachers have an awesome responsibility of not only teaching effectively to ensure that learners achieve academic excellence, but also have the task of imparting and ensuring the necessary discipline for the youth to grow as responsible citizens. In this case the youth should make meaningful contributions toward the development of their country, as a result of their going through an education system with good discipline. In this regard, primary schools personnel management, policies, structures, aims and objectives: should be geared toward the provision of a sound learning environment since schools personnel are stakeholders' agents for instilling discipline.

Vockell (1991) emphasized that a school environment and learners' home background factors contribute to making the school an effective atmosphere for the development and control of learners behaviours. However, if these have negative effects, the learners and generally the school become chaotic and more of a trouble spot rather than a center for learning.

Wayson and Pinnell (1994) stated that good discipline helps to develop desirable student behavior. If a school has effective discipline, the academic performance will be good. Directions on the side of the learners as well as educators will be easy and smooth. Gawe, Vakalisa and Jacobs (2001) emphasized co-operative learning as a solution. If a school lacks effective discipline, the achievement academically will be poor.

2.4 Literature Gap

Societies all over the world have used education as the instrument for national development much as learners' indiscipline has real impacted on their academic performance, (Griffin, 1994). There are many factors which can directly affect learners' academic performance. However, after extensive reviews of the past literatures it shows that learners' indiscipline greatly affects academic performance, (Katheke, 2002). Many scholars; Carlson & Kashani, 1988; Manly, Cicchetti, & Barnett, 1994); poorer motivation (Carlson & Kashani, 1988; Shonk & Cicchetti, 2001); impaired short-term memory (Lauer, Giordani, Boivin, Halle, Glasgow, Alessi, & Berent, 1994); confirmed that indiscipline causes emotional and behavioral problems which may also result in cognitive impairments-greater concentration difficulties or higher impulsivity and impaired executive function (Manly et al., 1994), that result in reduced ability to perform well on school assignments and tests and also lead to cases of indiscipline among learners. According to Mafabi (2005), symptoms of indiscipline in schools include late coming, habitual absenteeism, telling lies, inattentiveness, disruption in classes, evading school activities, bullying, indecent dressing, misuse of mobile phones, rudeness, vandalism, aggressiveness, smocking, alcoholism, and disrespect of authority, which leads to total chaos, a situation that makes realization of school goals a night mare, especially academic performance. However, all the previous studies were carried in developed countries and a few developing countries and some dimensions were not considered. This study therefore, considered learners' indiscipline in terms of causes, effects and solutions and was done in a developing country-Uganda.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter provides a description of the methodology, which was used in the study. It includes the description of the research design, sampling procedures, description of the study location, data collection procedures and data management procedures.

3.1 Research Design

The study adopted a descriptive research design with both qualitative and quantitative approaches. Aaker et al (2002) defined a research design as the detailed blue print used to guide a research study towards its objectives. The study was descriptive in that it described the impact of indiscipline on academic performance of learners in the selected primary schools. According to Mugenda and Mugenda (2003), a descriptive design entailed systematic and empirical inquiry in which the researcher does not have a direct control of independent variables as their manifestation has already occurred. The main rationale for using this design was that it allowed in-depth study of the subject matter. Secondly, the design was suitable for describing the attitudes, opinions and behavior patterns of people. A descriptive design allowed the researcher to study how the independent variables affect the dependent variable. Qualitative research method was used to describe life experiences and give meaning to them, while quantitative approach involved conversion of data into numeric forms for analysis and interpretation.

3.2 Area of Study

Generally, the study was conducted in Iki-Iki Sub-county which is bordered by Kameruka Sub-county to the North, Katira Sub-county to the East, Kachomo Sub-county to the West and Kakule Sub-county to the South. The following schools were used in the study; Iki-Iki Integrated Primary School, Kadenge Primary School, Bugolya Primary School and Iki-Iki Township Primary School.

3.3 Population of the Study

Population is the total aggregate or group of individuals or objects to which a researcher is intended in generalizing the conclusions of a research (Best and Karn, 1996). The population for this study included the District Inspector of Schools, learners, parents and teachers, head teachers of selected primary schools in Iki-Iki Sub-county. The population of the study consisted of 066 respondents which included 1 Inspector of schools, 2 parents from each school times five ($2 \times 5 = 10$), 5 teachers from each of the five schools times five ($5 \times 5 = 25$), 5 class captains from each school times five ($5 \times 5 = 25$) and 05 head teachers. The District Inspector of Schools was selected because they oversee the education system on behalf of the government. Head teachers were considered because they had authentic information pertaining the impact of indiscipline on learners' academic performance in selected primary schools. Teachers were involved in the study because they were involve in monitoring learners' school attendance, assessment and evaluation of learners, and they also know learners very well in terms of their weaknesses, strength and general behavior. Learners were involved in the study because they are the ones directly affected by indiscipline thus they had rich informants. Parents also participated in the study because they had the main subject of concern whose discipline directly impacted their academic performance.

3.4 Sample Size

According to Mugenda (2010) and Peter (2012), sampling is the process of choosing the research units of the target population, which are to be included in the study. The sample size of the study was drawn from the total population of 066 respondents who comprised 01 Inspector of schools, 05 head teachers, 10 parents, 24 teachers and 24 class captains. The sample size was determined using Morgan and Krejcie (1970), table as given by Amin, (2005) (Appendix IV).

Table 3.1: Sample size and distribution

Respondent Category	Target Population	Sample Size	Sampling Technique	Instrument
Inspector of Schools	01	01	Purposive	Interview guide
Head Teachers	04	04	Purposive	Questionnaire
Parents	012	011	Random Sampling	Interview guide
Teachers	024	023	Random Sampling	Questionnaire
Class Captains	024	24	Random Sampling	Questionnaire
Total	065	056		

3.5 Sampling Procedures

Sampling technique is defined as the process of selecting samples to represent the population (Kothari (2009). In this study, a researcher used simple random and purposive sampling techniques as described below.

3.5.1 Simple Random Sampling

According to Cohen, et al (2000), simple random sampling appears when each unit of the sample has been selected entirely by chance where each subject or unit in the population has an equal chance of being selected. This technique was used to select the learners, parents and teachers from the selected public primary schools from Iki-Iki Sub-county, BUDAKA District. After the pieces of papers had been mixed up in a basket, researcher asked parents, learners and teachers to randomly pick up coupons one at a time until a sample of five schools was obtained. Simple random sampling procedure was preferred because of its power to minimize biasness and maximize sample representativeness.

3.5.2 Purposive Sampling

Purposive sampling technique was used to obtain head teachers and District Inspector of Schools from the selected public primary schools who are expected to provide information about the impact of indiscipline on academic performance of learners in selected primary schools. The technique was also used to sample out the head teachers who were responsible for the management of the schools. The district inspector of schools was also considered for this sample because he is the overseer of the schools and hence have information regarding the use of impact of indiscipline on academic performance of learner in the selected schools.

3.6 Data Collection Instruments

Research instrument is a survey, questionnaire, test, scale, rating, or tool designed to measure the variable(s), characteristic(s), or information of interest, often a behavioral or psychological characteristic. In this research, questionnaire, and Interview checklist were used.

3.6.1 Questionnaire

A questionnaire is defined as a list of questions which are designed to solicit specific responses that are required, Sarantakos, (2005) which used in this study. This method was used to aid in the collection of data from learners, teachers and parents. According to Amin, (2005), a questionnaire is a self-report instrument used for gathering information about variables of interest in an investigation. Closed ended likert scale questionnaire was designed and used in accordance with the objectives one and two and the key variables of the study. A questionnaire is preferred because there was a less chance of any bias with a standard set of questions to be used for your target audience. According to Mugenda & Mugenda, (1999), a questionnaire is appropriate for large samples and respondents can fill them at their own convenience as recommended. The questionnaire was designed as follows; section A had demographic data, Section B questions on the study variables with closed ended questions and section C had open ended questions. The researcher developed a questionnaire based on a

four point Likert scale as follows: Strongly Agree 4, Agree 3, Disagree 2 and Strongly Disagree 1.

3.6.2 Interview

According to Gubrium, (2012), an interview is essentially a structured conversation where one participant asks questions, and the other provides answers. Commonly, the word "interview" refers to a one-on-one conversation between an interviewer and an interviewee. Interviews are discussions, usually one-on-one, between an interviewer and an individual meant to gather information on a specific set of topics (Gubrium, 2012). The researcher used semi-structured interviews, which were essentially and verbally administered questionnaires in which a list of predetermined questions were asked to the head teachers and District inspector of schools with no variation but with some scope for follow-up questions to responses that warranted further elaboration. Interviews also gave the researcher an opportunity to revisit some of the issues that had been over-looked in other methods and yet they were deemed vital for the study.

3.7 Validity and Reliability of Instruments

In an attempt to achieve quality data, the researcher made an analysis with respect to instrument validity and reliability.

3.7.1 Validity of the Instruments

Validity refers to quality of data gathering instrument or procedures that enables it to measure what it sought to measure (Best and Kahn, 2004). To determine the validity of instruments, the researcher conducted a preliminary survey at Budaka Christian primary School located in Budaka District since this had the same characteristics with the schools under study. The questionnaires and interviews were piloted to 8 teachers and 5 learners before the larger actual was conducted in Iki-Iki Sub-county. This was done to discover the ambiguities and some grammatical errors in the question items before they were corrected. This helped the researcher to cross check the validity of the instruments. The researcher also had an

opportunity to discuss with the respondents especially on difficult vocabularies or grammatical errors or rather with ambiguity statements in order to rephrase or delete them. In addition, the researcher sought for expertise advice from his supervisor who helped to improve on the clarity on the items from the questionnaires and interviews. The Content Validity Index (CVI) of the instrument was calculated using the formula below. The instrument was considered valid since the value of 0.6 and above was achieved.

$$CVI = X / Y$$

Where CVI = content validity index

$$CVI = \frac{\text{Total number of relevant items}}{\text{Total number of instruments}}$$

$$CVI = \frac{14}{18} = 0.8 \quad CVI = 0.8$$

3.7.2 Reliability of the Instrument

Reliability means the degree of consistency and precision in which the measuring instruments demonstrates. Reliability of the instrument is the measure of consistence over time and over similar sample (Cohen et al, 2007). The Statistical Packages of Social Scientists (SPSS) were used to ascertain it. Cronbach's Alpha of a minimum reliability analysis of 0.70 and above is taken as reasonable measure of internal reliability. Since the score obtained was 0.818 and above 0.7; the instrument was adopted as being reliable. The points were achieved when the valid items were divided by the total number of items times one hundred;

$$\frac{17}{21} \times 100 = 80.9$$

21

Table 3.2: Reliability statistics

Cronbach's Alpha	No of Items
0.818	21

3.8 Data Collection Procedure

The researcher went to the field after getting an authorization letter from the Head of Department Uganda Christian University, Mbale University College, which introduced him as a student of the University from the Department of Education. The head teachers of the selected schools of Iki-Iki Sub-county helped the researcher to collect data by giving him a go ahead. The researcher then collected the data in the Sub-county.

3.9 Data Processing and Analysis

Data analysis is a systematic process involving working with organizing data and breaking them into manageable unity (Bagdon & Biklen, 1992). It is also concerned with systematizing data searching for patterns, discovering what is important, what is to be learnt and deciding what to tell others (Cohen et al, 2007). All information that was collected from interviews and questionnaires was subjected to content analysis which involved identifying coherent and important examples, themes and patterns in data collected from the field work. Qualitative approach therefore, were analyzed through thematic analysis where data was categorized according to their relevant themes and patterns developed accordingly. Quantitative data from the questionnaires was analyzed through simple descriptive statistics after tabulation and conversion into frequencies and percentages for descriptive purposes. In the first place data was cleaned from errors and then coded. After coding, data was analyzed through content analysis to examine its influence on learners' academic performance.

3.10 Ethical Considerations

Research ethics refers to moral principles guiding research (Horman, 1991). It means conducting research in a way that goes beyond merely adopting the most appropriate research methodology, but conducting research in a responsible and morally defensible way.

To ensure these ethical considerations are taken into account, the consent of the respondents and confidentiality was sought and they were assured that the data they provided was strictly for purposes of the study.

In addition, to enhance the participant's privacy, the respondents' names were not be used thus; Confidentiality was practiced by avoiding the use of names but rather initials or codes.

The researcher respected the rights of the respondents in the process of getting the information; sought for permission from the local leadership before carrying out the study.

Coercive approach was as much as possible avoided in trying to access information from the respondents where the researcher observed professional ethics in conducting the study. It was emphasized that this study was original work, and that no known study regarding the impact of indiscipline on academic performance of learners in selected primary schools in Iki-Iki Sub-county, Budaka District had been carried out.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.0 Introduction

The chapter presents findings on the impact of indiscipline on academic performance of learners in selected primary schools in Iki-Iki Sub-county, Budaka District. Data was analysed using self-administered questionnaires and interviews. It contained the response rate, demographic characteristics of the respondents and the data already existing and the information collected as being presented and discussed below.

4.1 Response rate of the respondents

Table 4.1 The response rate of the respondent

Response	Frequency	Percentage
Expected respondents	56	100
Actual respondents	54	96.4
Non response	02	3.6

Source: Primary Field Data (July, 2024)

In this study, the researcher expected to interview 66 (100%) respondents, however, she was able to interview 54 (96.4%) with only 02 (3.6%) that did not participate. This implies that the researcher was successful in getting majority of the expected respondents who participated in the study

4.2 Demographic characteristics of respondents

This section described the age, sex, marital status, level of education and religious affiliation.

4.2.1 Age of the respondents

The table 4.2 the age of the respondents.

Years	Frequency	Percentages
13-20	20	35.7
21-30	18	32.1
31-35	08	14.3
40-49	6	10.7
50 above	4	7.1
TOTAL	56	100

Source: Primary Field Data (July, 2024)

The data from research study showed that the respondents in the age bracket of (13-20) were represented by 20 (35.7%), (21-30) were represented by 18 (32.1%), (31-35) were represented by 8(14.3%), (40-49) were represented by 6 (10.7%) and the least being 50 above with 4 (7.1%).The implication behind this is that the majority of the pupils are below the age of 19 years. This was followed by 21-35and this indicates that most of the teachers are at the age of 21years and above while those above of 50 years were the least and it includes head teachers and few retired parents and local leaders. These were few and had problems of sight. In most cases they used spectacles. This also implied that, the researcher provided an equal opportunity for all respondents of different age groups to participate in the study for accuracy and uniformity

4.2.2 Sex of the respondents

Table 4.3 Sex composition of the respondents

Sex	Number	Percentage
FEMALE	40	71.4
MALE	16	28.6
TOTAL	56	100

Source: Primary Field Data (July, 2024)

Findings from the table 4.3 above showing the sex of respondents indicated that 40 (71.4%) were females whereas the male respondents represented by 16 (28.6%), this indicates that the researcher was gender sensitive and provided opportunity to both genders to express their views however the large female response could be attributed to the fact there were more females in comparison to the males in the research study area.

4.2.3 Marital status of the respondents

The table 4.4: The marital status of the respondents.

Category	Number of respondents	Percentages
Single	22	39.3
Married	16	28.6
Separated	8	14.3
Widowed	7	12.5
Divorced	3	5.4
Total	56	100%

Source: Primary Field Data (July, 2024)

According to table 4.4 above, single respondents were represented by 22 (39.3%) and this made the highest response. These were mainly school children. This was followed by married respondents who made 16 (26.6%). Those who had separated were 8 (14.3%). The widowed were represented by 7 (12.5%) and divorced was rated at 3 (5.4%). From the table above, it

therefore revealed that the majority of the respondents were single and these were children taking on studies at school.

4.2.4 Level of education

The table 4.5: The level of education of the respondents.

Level of Education	Frequency	Percentages
Unskilled	23	41.1
Certificate	15	26.8
Degree	10	17.9
Master	08	14.3
Total	56	100

Source: Primary Field Data (July, 2024)

The findings from the table 4.5 above indicated that 23(41.1%) were unskilled though had reached secondary. 15(26.8%) had acquired certificates. This is attributed to the fact that having a certificate was one of the requirements to be recruited in the public service as teacher. 10 (17.9%) had acquired degrees while 8(14.3%) of the respondents were masters' holders. From the findings in the table above, it therefore showed that the majority of the respondents were learnt and lives in the civil society. Most of the respondents who had acquired degrees were mainly head teachers hence a requirement for one to appointed as a head teacher in primary schools. A master's degree was only an added advantage.

4.2.5 Religion

The table 4.6: The religious affiliations of the respondents

Religion	Number	Percentage
Islam	14	25
Christianity	42	75
TOTAL	56	100

Source: Primary Field Data (July, 2024)

In line with table 4.6 above, the research findings indicated that the majority of the respondents 42 (75%) are Christians and this could be because the Christians are more than the Muslims in most primary schools in Iki-Iki Sub-county, Budaka District. The least response came from the Muslims who made 14 (25%). The low response can be attributed to the fact there were few Muslims generally compared to the Christians counterparts in the region.

4.3 Causes of indiscipline in primary schools in Iki-Iki Sub-county, Budaka District

The respondents were asked to analyse the causes of indiscipline on learners' academic performance. The following responses were captured as indicated in table 4.7 below:

Table 4.7: Causes of indiscipline in primary schools in Iki-Iki Sub-county, Budaka District

Response Rate	SA	A	D	SD
1. Frustration causes indiscipline among learners?	27	18	09	02
2. Adolescents' need for recognition, security and freedom causes indiscipline?	25	18	08	05
3. Lack of parental care causes indiscipline among learners?	24	16	12	04
4. Peer group influence causes indiscipline?	24	20	10	02
5. Exposure to social media causes indiscipline?	26	19	08	03
6. Removal of corporal punishments from schools causes indiscipline?	22	26	07	01

Source: Primary Field Data (July, 2024)

From the table above, 4.7 it's indicated that 22+26=48(85.7%), of the respondents strongly accept that removal of corporal punishments from schools causes indiscipline among the learners. This is in line with the findings by Kariuki Waihenya (2001), who said that the removal of corporal punishment in schools has caused even more indiscipline to develop among learners, not because it was necessarily the wrong thing to do, but because it was not first thoroughly discussed among all the stakeholders that is parents, learners and teachers with a view to replacing it with measures of discipline that are just as or more effective. As a result teachers feel more vulnerable and are increasingly attacked by learners and parents, who feel that they now have the right to behave as they like with no effective consequence to their actions. This creates an even more violent school atmosphere, (Kimalu, P. et al, 2001). However, 7+1=82 (14.3%) disagreed that corporal punishments are not the protruding factor to indiscipline as this was abolished by the government but yet schools still, are faced with a number of the same.

Frustration causes indiscipline among the learners. It was indicated that frustration affects the academic performance of learners. The study findings showed that 27+ 18=45 (80.4%) of the

respondents strongly agree that indiscipline causes frustration. This observation rhymes with Henry (1980), who contended that one of the basic causes of indiscipline is frustration of some type. This is from especially failure to achieve satisfaction of basic needs which is taken as a frequent source of rebellion and misbehavior on the part of adolescents. Klausmeier H. J. (1995) came up with five environmental factors often cited as influencing upon student behaviour. These are; family situation, peer groups, television viewing (mass media), the social- psychological climate of the school, teachers behavior. However, 9+2=11 (19.6%) of the respondents disagreed that not only frustrated learners are undisciplined. Even those that are psychologically sound can behave in an undesirable manner.

Exposure to social media causes indiscipline. Learners often watch a lot of diverse indiscipline cases on social media which has brought about indiscipline cases and was proposed by 26+19=45 (80.4%), of the respondents who strongly agreed that the social media causes a lot of indiscipline among children. The finding is supported by Mutie and Ndambuki (1999), who asserts that when the learners are exposed to social media, they watch heroism films and tend to imitate hence developing aggression and bullying in the school. At the same note, when they are exposed to photographic materials they expand their energy on the sexual activities other than learning, indiscipline is expected. However, 8+3=11 (19.6%) disagreed that not only those learners that watch heroine films on social media are undisciplined. Even those who have not been exposed to social media can cause disorder in schools.

24+20=44 (78.6%) of the respondents strongly approved that peer group influence causes indiscipline among learners. This is in agreement with Klausmeier (1985), who argued that peer groups and the media dominate the behaviour of millions of young people attending school. Peer group influence often causes misbehavior among the learners. According to Henry (1980), the family in many cases is no longer the learners' psychological home. As parents spend less time with their children, out of necessity or choice, their influence is often

weakened. This, however, was ruled out by 10+2=12 (21.4%) who disagreed that not only peer group influence can cause misbehavior among learners, it necessary that even isolated learners can influence others into bad behavior.

Adolescents' need for recognition, security and freedom causes indiscipline. Adolescents' need for recognition, security and freedom causes indiscipline was proposed by 25+18=43 (76.8%) of the respondents who strongly affirmed that failure to provide security care and freedom causes indiscipline among the learners. Considering this, Blair (1968), notes that adolescent's needs for recognition, security, freedom and affection are frequently thwarted to such an extent that harmful behaviour is employed in an effort to reduce the pent-up tension. Some of the conditions of life which causes frustration are poverty, low intelligence, conflict in school and inferiority feeling arising from real imagined physical deviation. However, 8+5=13 (23.2%) disagreed that not only the unrecognized learners are undisciplined. Even those that are recognized, those with full security, freedom and affection are frequently upset and can cause chaos in schools.

The idea that lack of parental care causes indiscipline among learners was reported by 24+16=40 (71.4 %) respondents who strongly agreed that most educated parents rarely spare time to help and counsel their children to support their behaviour. They opine that educated parents are lost in their other duties and lack time to sit with their children to train them on how they should behave towards their teachers. This is also in agreement with Henry (1980), who contended that children missing parental love care and guidance result into cruel, uncaring and loveless adults with negative attitudes towards life. The family situations that influence the learners' behaviour are: divorce, sex - role, socialization and parent attitude towards the education of their children. According to the daily Nation Newspaper, July 9th 2005, the teacher most often cited irresponsible parents and unsatisfactory home conditions as the two factors that influence misbehavior in the public schools. In view of that, 12+4=16

(28.6%) of the respondents strongly disagreed that even children from staunch Christian families misbehave towards their fellows and teachers and are ringleaders of school strikes.

4.4 Effects of indiscipline on the academic performance of learners

After interaction with respondents on different fora's, they reported that indiscipline affects academic performance of learners. Table 4.8 below;

Table 4.8: Effects of indiscipline on the academic performance of learners Iki-Iki Sub-county, Budaka District

Response Rate	SA	A	D	SD
1. Indiscipline increases high crime rate?	24	23	06	03
2. Indiscipline affects learner's academic performance?	26	20	08	02
3. Indiscipline affects the flow of information in a school?	25	20	08	03
4. Indiscipline causes disorder in the school?	22	20	10	04
5. Indiscipline influences absenteeism in a school?	23	18	12	03
6. Indiscipline causes unrest to learners in a school?	18	22	10	06

Source: Secondary Field Data (July, 2024)

In accordance to table 4.8, 24+23=47 (83.9%) of the respondents strongly agreed that indiscipline increases high crime rate. This is in line with Liu and Qiu (2018), who assert that indiscipline causes high crime rate among the learners. Students whose parents are poor are educationally disadvantaged do not have time to sit with their children and hence the indiscipline cases end up increasing the crime rate in the school environment. In support of this claim, Ovansa (2017), noted that poor parents may often not pay school fees on time; provide uniforms and other essential school materials hence negatively affecting their children's behavior.

“In an interview with the head teachers in the Sub-county, they report that many parents in Iki-Iki Sub-county can't manage the behavior of their children. Because they don't have resources to pay tuition on time, their children end up in cinemas, and

or on streets and end up copying bad behavior that can in turn raise the rate of crime in the school environment...”

Evans & Garthwaite, (2010), contended that students who are sent home frequently to collect school fees only to end up in wrong places. Students from poor parents may be deprived into the indiscipline. However, 6+3=9 (16.1%) of the respondents disagreed that not only those children from poor parents can be ringleaders of high crime rate. Even those whose fees is paid on time can get involved in crimes in the school environment.

Indiscipline affects learner’s academic performance was supported by 26+20=46 (82.1%) of the respondents who strongly agree that undisciplined pupils waste their time solving crimes and or on suspensions at all times. This affects their academic performance. Adeyemo, (1995), is in agreement when he explains that indiscipline in schools contributes poor academic performance among learners. Indiscipline is a behavioural disorder that is classified as an act of delinquency. In an interview with the one of the head teachers, he said;

“Iki-Iki Sub-county has mixed group of parents; some with very low income. In poor families, children are oftenly sent home due to failure to meet school dues. In most case, school children end up in wrong places, and in wrong hands where they learn bad manners. When they get back to their respective schools, they are suspended and end up missing. They stay in this kind of environment and when they get back to their schools, they have really missed. This in turn leads to poor performance...”

This is in line with Katheke, (2002), who said that indiscipline often affects and causes a lot of mental, emotional and also physical damage, such as damage to property in homes as well as in schools. By extension, the term suggests the violation of school rules and regulations capable of obstructing the smooth and orderly, functioning of the school system. However, 8+2=10 (107.9%) of the respondents disagreed that not only are children’s academic

performance affected due to absence from school, even children whose fees is paid on time perform poorly in class.

25+20=45 (80.4%) of the respondents strongly believed that indiscipline affects the flow of information in a school. This was in agreement with Robert et al (2002), who said that lack of discipline blocks the flow of information between the learner and the teacher. This affects the learning process negatively, because the learners are likely to perform poorly in exams, not to mention that the teachers may feel demotivated and hopeless since the environment is unconducive for them to impart positive values in the learners. The researcher agrees that without discipline there is lack of effective communication between the teacher and pupil. The district inspector of schools in an interview said;

“In learning environments where there are strikes and indiscipline in general, it is difficult to have an organized information flow. Information is a source of life in any institution and therefore without it, it’s hard to run a school in a school...”

However, 8+3=11 (19.6%) of the respondents disagreed that the flow of information is not only affected in places where there are cases of indiscipline. Even in schools which are free from violence, information flow can be really bad.

Indiscipline causes disorder in the school. This was supported by 22+20=42 (75%) of the respondents who strongly agreed that rich in schools where indiscipline is rampant, there is a lot of disorder and this affects the academic performance of learners. The finding was in line with Mafabi (1995), who said that in the absence of discipline, there is disorder in the school, a situation which makes it impossible for schools’ goals to be achieved. Discipline is the underlying factor in all school activities; they cannot be pursued without it. Most of these writers emphasize the need for discipline as a prerequisite for school success; however, they do not explicitly illustrate how discipline can be enforced in the school setting.

“In an interview with the head teachers, they confirm that indiscipline causes disorder in schools. In this case, it is very hard for these schools to achieve their goals and objectives since their programmes will be challenged. The normal teaching, tests and co-curricular activities will be affected as a result of indiscipline...”

However, 10+4=14 (25%) of the respondents disagreed that not only indiscipline by learners can cause disorder in schools. Even schools where children are well-behaved, there, the disorder can be caused by the administration.

Furthermore, 23+18=41 (73.2%) of the respondents strongly approved that indiscipline influences absenteeism in a school. Katheke, (2002), noted that absenteeism is one of the effects of indiscipline. Indiscipline in schools has remained a constant source of everyone who is interested in the welfare of the youths and the survival in the educational system. Learners exhibit many behaviors which are classified as indiscipline. In an interaction with the District Inspector of schools, he said;

“Iki-Iki sub-county exhibits both truancy and absenteeism which are unacceptable behaviors usually exhibited by some who are irregular. In the sub-county, student stays away regularly without permission are undisciplined and oftenly cause violence in schools...”

However, 12+3=15 (126.8%) of the respondents disagreed that not only is indiscipline and truancy caused by those children who are irregular, but also those who attend school regularly

To add on, indiscipline causes unrest to learners in a school. Indiscipline causes unrest to learners in a school was reported by 18+22=40 (71.4%) of the respondents who strongly agreed that undisciplined learners don't settle in school. This was in line with Akala (2002), indiscipline causes unrest among learners and teachers. Learners and teachers in schools

affected by unrest find it difficult to restore working relationship after the unrest. The emotional and psychological trauma that characterizes the aftermath of learners' unrest strains further interaction amongst the people. The issue of emotional and psychological impact due to unrests in schools has not featured in various reports discussed so far. However, 10+6=16 (28.6%) of the respondents disagreed that not only undisciplined children cause unrest in the school but also those who are always in school can cause a serious unrest.

4.5 Ways in which school management authorities deal with undisciplined learners in Iki-Iki Sub-county

The respondents were asked whether school management authorities can deal with indiscipline learners and in the primary schools in Iki-Iki Sub-county. The following responses were recorded as shown in the table below.

Response Rate	SA	A	D	SD
1. Teachers to understand why certain students behave the way they do curbs indiscipline?	30	14	08	04
2. Training teachers in conflict management reduces indiscipline?	28	14	12	2
3. Educators should be role models to curb indiscipline?	31	15	7	3
4. Schools to draw a standard code of conduct to reduce indiscipline?	27	20	6	3
5. Teachers to carry out guidance and counselling to curb indiscipline?	28	12	13	3

Source: Primary Field Data (July, 2024)

In accordance with table 4.9 above, 30+14=44 (78.6%) of the respondents strongly indicated that teachers needed to understand why certain students behave the way they do as this would help mitigate indiscipline. Mafabi (1995), is in agreement when he argues that teachers have to identify the reason why such a child is behaving in that particular way and find solutions to that problem. For example the problem may be home based and therefore the parents have to be included in the process. He says there is need for the teachers to go through training in the

use of counseling skills so that they can identify the learners' problems, thus, be in passion to help them make goals and a plan of action.

In an interview with the inspectors of schools, it was reported that some children behave in an abnormal way not because that is their choice. You can't imagine a school going child inciting violence that is beyond their age! Teachers and school administrators need to establish why such behaviors do exist among our children. In Iki-Iki sub-county, children are always sent back home, suspended and even given expulsion because of such issues of indiscipline. Even those from religious families...!

However, 8+4=12 (21.4%) of the respondents disagreed that not all children in the school can be understood by parents. Some of them change their look.

Furthermore, training teachers in conflict management reduces indiscipline. Teacher training was reported by 28+14=42 (75%) of the respondents strongly agreed that it was possible for the teachers to understand why certain children behave the way they do. From the interviews conducted by the researcher, respondents gave their views as follows;

“In Iki-Iki Sub-county, teachers handle cases of indiscipline in their own way. Some of the teachers have beaten children to death, with some imprisoned. They exert their force on the learners, harm on the learners both physically and mentally. There are no, if not, few of the refresher courses where our teachers can be enriched on how to deal with undisciplined learners. There is need for the government to train teachers on issues related to conflict resolution and management since the current situation in schools require qualified people that can deal with conflicts...”

The findings are in line with Akala (2002), who suggested that there would be need for training of teachers in conflict management as opposed to use of force, which brings anger and resentment. Indiscipline in schools has affected the learner's academic performance and

their progress in school. However, 12+2=14 (25%) of the respondents disagreed that not only trained teachers can curb indiscipline. All teachers, by virtue of their qualification can carry out conflict presentation.

Educators should be role models to curb indiscipline was accounted for 31+15=46 (82.1%).

Some respondents commented by saying;

In Iki-Iki sub-county, we have teachers without self-respect. Some of them are challenged by dress code while others are involved in domestic violence. It is very hard to actually earn respect from their learners. We have heard reports of teachers who exchange with learners because of stress from their homes. So, I feel if learners will respect teachers, teachers need to respect themselves first..."

This was supported by Lewis & Doorlay (2006), who emphasized that if the educators themselves are well disciplined and understand their work as well as their learners and possible challenges, there could be only good results in academic achievement. They further asserted that if educators are exemplary and know their work and understand the learners, then the learners will be in a good position to achieve academically. Sonn, Fisher & Bustello (1998) stress the fact of self-respect and respect to others. If self-respect prevails in the school situation, learners will learn self-discipline. If there is self-discipline, there are more chances of having direction in the fulfillment of the learners' goal. However, 7+3=10 (17.9%) of the respondents disagreed that much as teachers can bear self-respect, there are children who are naturally bad mannered and can't respect the teachers' advice.

27+20=47 (83.9%) of the respondents strongly agreed that schools needed to draw a standard code of conduct to reduce indiscipline. In their response to this, respondents confirmed that indiscipline is as a result of lack of schools' rules and regulations. This assertion was supported by many who reported that;

“In the Sub-county, many schools do not have school rules and regulations. Those schools with the rules have shunned using them. The rules are pinned on walls but not functional. Therefore, learners can commit any form of indiscipline without respecting the school policies...”

Robert et al (2002), recommended that every school has a standard code of conduct which every student is supposed to adhere to willingly without compulsion. The schools also need to provide the vital support services through guidance and counseling in order to instill in learners a sense of responsibility and curb incidences of ugly and destabilizing student's indiscipline in schools. However, 6+3=9 (16.1%) of the respondents disagreed that even in those schools where the rules are prevalent, children involve in indiscipline acts.

28+12=40 (71.4%) of the respondents strongly agreed that teachers needed to carry out guidance and counseling to curb indiscipline. Ministry Of Educations, (2001), is in agreement when they suggested that where there is disobedience, it is expected that the necessary disciplinary measures such as guidance and counseling be taken according to the laid-down regulations in education act. School discipline is a powerful emotive subject since it is one of the main determinants of learners' success in their academic work, and it is an issue that has generated public concern.

“Gone are the days when schools could carry out guidance and counseling programmes. In the current situation, everyone in the learning environment are busy doing their own things. No time has been allotted for guidance and counseling. If only the education ministry can enforce the policy of talking to children in a school setting, this can help to curb indiscipline in the primary schools...”

The findings are in line with Katheke, (2002), who contended that most people equate falling academic standards in schools to low standards of learners' discipline. It is on this basis that

the role of the head teachers and teachers within the school's administrative and instructional services becomes crucial. In this reference, learners' discipline precedes quality education and with the increased violence, drug abuse and crime in the Ugandan society, stability in schools is threatened. This is a worrying factor among most stakeholders and hence the need to talk to the learners.

CHAPTER FIVE

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the discussions, conclusions and recommendations on study findings. These are all based on research objectives.

5.1 Discussion of findings on objective one

Objective one aimed to analyse the causes of indiscipline on learners' academic performance in Iki-Iki sub-county. The results from the findings presented by the respondents' show that the leading cause of indiscipline is removal of corporal punishments which was suggested by 48 (85.7%). This was followed by other factors such as; frustration which was suggested by 45 (80.4%), exposure to social media was proposed by 45 (80.4%), peer group influence which was suggested by 44 (78.6%), adolescents' need for recognition was suggested by 43(76.8%), and lack of parental care which was suggested by 40 (71.4%); and respectively. However, some respondents disagreed with the assertions.

The second objective parents level of income affects the academic performance of learners. Indiscipline increases high crime rate was the leading factor suggested by 47 (83.9%). Other effects per the findings included; Indiscipline affects learner's academic performance which was reported by 46(82.1%), indiscipline affects the flow of information in a school was suggested by 45(80.4%), Indiscipline causes disorder in the school which was proposed by 42 (75%), indiscipline influences absenteeism in a school was proposed by 41 (73.2%) and indiscipline causes unrest to learners in a school was proposed by 40 (71.4%) respectively. However, some respondents disagreed with the assertions.

Objective three sought to analyse the ways of curbing indiscipline among the learners. Majority of the respondents proposed teachers needed to understand why certain students behave the way they do which was reported by 30+14=44 (78.6%). Mafabi (1995), is in agreement when he posits that teachers have to identify the reason why such a child is

behaving that particular way and find solutions to that problem. For example the problem may be home based and therefore the parents have to be included in the process. He says there is need for the teachers to go through training in the use of counseling skills so that they can identify the learners' problems, thus, be in passion to help them make goals and a plan of action.

In an interview with the inspectors of schools, it was reported that some children behave in an abnormal way, not because that is their choice. You can't imagine a school going child inciting violence that is beyond their age! Teachers and school administrators need to establish why such behaviors do exist among our children. In Iki-Iki sub-county, children are always sent back home, suspended and even given expulsion because of such issues of indiscipline. Even those from religious families...!

However, 8+4=12 (21.4%) of the respondents disagreed that not all children in the school can be understood by parents. Some of them change their look.

Furthermore, training teachers in conflict management reduces indiscipline. Teacher training was reported by 28+14=42 (75%) of the respondents strongly agreed that it was possible for the teachers to understand why certain children behave the way they do. From the interviews conducted by the researcher, respondents gave their views as follows;

“In Iki-Iki Sub-county, teachers handle cases of indiscipline in their own way. Some of the teachers have beaten children to death while some have been imprisoned. They exert their force on the learners harm on the learners both physically and mentally. There are no if not few of the refresher courses where our teachers can be enriched on how to deal with undisciplined learners. There is need for the government to train teachers on issues related to conflict resolution and management since the current situation in shools require qualified people that can deal with conflicts...”

The findings are in line with Akala (2002), who suggested that there would be need for training of teachers in conflict management as opposed to use of force, which brings anger and resentment. Indiscipline in schools has affected the learner's academic performance and their progress in school. However, 12+2=14 (25%) of the respondents disagreed that not only trained teachers can curb indiscipline. All teachers, by virtue of their qualification can carry out conflict resolution and management.

Educators should be role models to curb indiscipline were accounted for 31+15=46 (82.1%).

Some respondents commented by saying;

In Iki-Iki sub-county, we have teachers without self-respect. Some of them are challenged by dress code while others are involved in domestic violence. It is very hard to actually earn respect from their learners. We have heard reports of teachers who exchange abusive words with learners because of stress from their homes. So, I feel if learners will respect teachers, teachers need to respect themselves first..."

This was supported by Lewis & Doorlay (2006), who emphasized that if the educators themselves are well disciplined and understand their work as well as their learners and possible challenges, there could be only good results in academic achievement. They further asserted that if educators are exemplary and know their work and understand the learners, then the learners will be in a good position to achieve academically. Sonn, Fisher & Bustello (1998) stressed the fact of self-respect and respect to others. If self-respect prevails in the school situation, learners will learn self-discipline. If there is self-discipline, there are more chances of having direction in the fulfillment of the learners' goal. However, 7+3=10 (17.9%) of the respondents disagreed that much as teachers can bear self-respect, there are children who are naturally bad mannered and can't respect the teachers' advice.

27+20=47 (83.9%) of the respondents strongly agreed that schools needed to draw a standard code of conduct to reduce indiscipline. In their response to this, respondents confirmed that indiscipline is as a result of lack of schools' rules and regulations. This assertion was supported by many who reported that;

“In the Sub-county, many schools do not have school rules and regulations. Those schools with the rules have shunned using them. The rules are pinned on walls but not functional. Therefore, learners can commit any form of indiscipline without respecting the school policies...”

Robert et al (2002), recommended that every school has a standard code of conduct which every student is supposed to adhere to willingly without compulsion. The schools also need to provide the vital support services through guidance and counseling in order to instill in learners a sense of responsibility and curb incidences of ugly and destabilizing student's indiscipline in schools. However, 6+3=9 (16.1%) of the respondents disagreed that even in those schools where the rules are prevalent, children involve in indiscipline acts.

28+12=40 (71.4%) of the respondents strongly agreed that teachers needed to carry out guidance and counseling to curb indiscipline. Ministry Of Education, (2001), is in agreement when they suggest that where there is disobedience, it is expected that the necessary disciplinary measures such as guidance and counseling be taken according to the laid-down regulations in education act. School discipline is a powerful emotive subject since it is one of the main determinants of learners' success in their academic work, and it is an issue that has generated public concern.

“Gone are the days when schools could carry out guidance and counselling programmes. In the current situation, everyone in the learning environment are busy doing their own things. No time has been allotted for guidance and counselling. If

only the education ministry can enforce the policy of talking to children in a school setting, this can help to curb indiscipline in the primary schools...”

The findings are in line with Katheke, (2002), who contended that most people equate falling academic standards in schools to low standards of learners’ discipline. It is on this basis that the role of the head teachers and teachers within the school’s administrative and instructional services becomes crucial. In this reference, learners’ discipline precedes quality education and with the increased violence, drug abuse and crime in the Ugandan society, stability in schools is threatened. This is a worrying factor among most stakeholders and hence the need to talk to the learners.

5.2 Conclusion

5.2.1 Objective One

The first objective concluded that respondents recognize the fact that indiscipline affects the pupils’ academic performance and hinders their academic progress. This was revealed by 48(85.7%) of the respondents who said that removal of corporal punishments the leading cause of indiscipline among learners. Other factors included; frustration which was suggested by 45(80.4%), exposure to social media was proposed by 45(80.4%), peer group influence which was suggested by 44(78.6%), adolescents’ need for recognition was suggested by 43(76.8%), and lack of parental care which was suggested by 40(71.4%); and respectively. However, some respondents disagreed with the assertions.

5.2.2 Objective two

The second objective concluded that indiscipline greatly affects the learners’ academic performance. The leading effect was; indiscipline increases high crime rate which was suggested by 47(83.9%). Other effects per the findings included; Indiscipline affects learner’s academic performance which was reported by 46(82.1%), indiscipline affects the flow of information in a school was suggested by 45(80.4%), Indiscipline causes disorder in the school which was proposed by 42(75%), indiscipline influences absenteeism in a school was

proposed by 41(73.2%) and indiscipline causes unrest to learners in a school was proposed by 40(71.4%) respectively. However, some respondents disagreed with the assertions.

5.2.3 Objective three

This objective concluded that the indiscipline among learners in Iki-Iki Sub-county could be mitigated as follows; teachers needed to understand why certain students behave the way they do which was reported by 30+14=44(78.6%) as the leading solution. However, 8+4=12(21.4%) of the respondents disagreed that not all children in the school can be understood by parents. This was followed by other remedies such as; Teacher training was reported by 28+14=42(75%) of the respondents, Educators should be role models to curb indiscipline was accounted for 31+15=46(82.1%), schools needed to draw a standard code of conduct to reduce indiscipline was supported by 27+20=47(83.9%) and 28+12=40(71.4%) of the respondents strongly agreed that teachers needed to carry out guidance and counselling to curb indiscipline among the learners.

5.3 Recommendations

Sensitisation of parents by the government on their role to ensure quality education through disciplining of children should be carried out with regard to their role and responsibility.

Government to create programmes that aim at training teachers on conflict resolution and management programmes. This will help teachers to administer rightful discipline to the learners.

Teachers and parents whose learners are victims of indiscipline to try to guide and counsel them and make them understand that discipline is the key to success.

The religious leaders, on top of church sessions, should make an effort of extending the lessons to families where cases of indiscipline are prevalent in the Sub-county to support the children learn.

Finally, the researcher acknowledges that this research is not the end of the impact of indiscipline on the academic performance of learners. It is recommended that further research

should be undertaken in both private and government primary schools, urban and rural to have a comparative analysis of what goes on in these settings.

5.4 Areas for further study

- Carrying out a comparative study on the indiscipline on the academic performance of learners in both private and government aided primary schools.
- Examining the roles of stakeholders in fostering discipline in primary schools
- Investigating the influence of influence of family background on the academic performance of learners on.

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NEWS PAPERS

Daily nation "students fight in school." (Monday 19/7/05) pp. 3 col. 4.

LIST OF RESPONDENTS INTERVIEWED

S/N	NAME	AGE	SEX	OCCUPATION	DATE INTERVIEWED
1	MR.WANDERA ROBERT	50	M	INSPECTOR OF SCHOOLS	09/06/2024
2	POLLY ERIYA	52	M	HEADTEACHER	09/06/2024
3	NASSOLO MARY ASSY	36	F	SENIOR WOMAN TEACHER	11/06/2024
4	OSANGADA JOHN MARK	48	M	HEADTEACHER	11/06/2024
5	EKUM ANGELLA	44	F	BURSAR	11/06/2024
6	MBULANTE BENARD	41	M	PEASANT FARMER	12/06/2024
7	INIMA JOHN	39	M	BUSINESS MAN	15/06/2024
8	KWIRI GASTA	40	M	PEASANT FARMER	20/06/2024
9	WONIALA MICHEAL	54	M	TEACHER	20/06/2024

10	AMODING DOREE	39	F	PEASANT FARMER	07/07/2024
11	MBULAITETE JAMES	48	M	TEACHER	15/07/2024
12	YATUWA RACHEAL	40	F	TEACHER	15/07/2024
13	NANTUME MARY	35	F	PEASANT FARMER	15/07/2024
14	JEETI IBRAHIM	38	M	BUSINESS MAN	16/07/2024
15	KAMBEJJA SUZAN	34	F	TEACHER	20/07/2024
16	MARUMBU CYPREE	53	M	TEACHER	20/07/2024

APPENDICES

APPENDIX I: QUESTIONNAIRE FOR TEACHERS

IMPACT OF INDISCIPLINE ON ACADEMIC PERFORMANCE OF LEARNERS IN SELECTED PRIMARY SCHOOLS IN IKI-IKI SUB-COUNTY, BUDAKA DISTRICT

I am Kiwanuka David, a student of Uganda Christian University, department of education conducting a research project on the above stated topic. The aim of carrying out this research is purely for academic purposes. I kindly request you to read and answer the questions that best describe your views, opinions and understanding. All information you provide will be highly *confidential*, thus, your name will not appear anywhere. Your response will be highly appreciated. This will take just a little of your time and am grateful for giving your fortified audience.

SECTION A (PERSONAL INFORMATION)

Sex: Male () Female ()

1. Age: 20-25 (), 26-35 (), 36-45 (), 46-above ()
2. Marital status: Single (), Married (), Widowed (), Separated ()
3. Educational level: Certificate (), Diploma (), Degree (), Others ()

SECTION B: Questions on the variables of the study

Please tick what best applies to you.

Key: 4. strongly agree (SA) 3. Agree (A) 2. Disagree (D) 1. Strongly disagree (SD)

Causes of indiscipline on academic performance of learners	SA	A	D	SD
1. Frustration causes indiscipline among learners?				
2. Adolescents' need for recognition, security and freedom causes indiscipline?				
3. Lack of parental care causes indiscipline among learners?				
4. Peer group influence causes indiscipline?				
5. Exposure to social media causes indiscipline?				
6. School environment and teacher's attitude influences indiscipline?				
Effect of indiscipline on academic performance of learners	SA	A	D	SD
7. Indiscipline increases high crime rate?				
8. Indiscipline affects learner's academic performance?				
9. Indiscipline affects the flow of information in a school?				
10. Indiscipline causes disorder in the school?				
11. Indiscipline influences absenteeism in a school?				
12. Indiscipline causes unrest to learners in a school?				
How to deal with indiscipline	SA	A	D	SD
12. Teachers to understand why certain students behave the way they do curbs indiscipline?				
13. Training teachers in conflict management reduces indiscipline?				
14. Educators should be role models to curb indiscipline?				
15. Schools to draw a standard code of conduct to reduce indiscipline?				
16. Teachers to carry out guidance and counselling to curb indiscipline?				

Thank you

APPENDIX II: QUESTIONNAIRE FOR HEAD TEACHERS
IMPACT OF INDISCIPLINE ON ACADEMIC PERFORMANCE OF LEARNERS IN
SELECTED PRIMARY SCHOOLS IN IKI-IKI SUB-COUNTY, BUDAKA DISTRICT

I am Kiwanuka David, a student of Uganda Christian University, department of education conducting a research project on the above stated topic. The aim of carrying out this research is purely for academic purposes. I kindly request you to read and answer the questions that best describe your views, opinions and understanding. All information you provide will be highly *confidential*, thus, your name will not appear anywhere. Your response will be highly appreciated. This will take just a little of your time and am grateful for giving your fortified audience.

SECTION A (PERSONAL INFORMATION)

Sex: Male () Female ()

1. Age: 20-25 (), 26-35 (), 36-45 (), 46-above ()
2. Marital status: Single (), Married (), Widowed (), Separated ()
3. Educational level: Certificate (), Diploma (), Degree (), Others ()

SECTION B: Questions on the variables of the study

Please tick what best applies to you.

Key: 4. strongly agree (SA) 3. Agree (A) 2. Disagree (D) 1. Strongly disagree (SD)

Causes of indiscipline on academic performance of learners	SA	A	D	SD
1. Frustration causes indiscipline among learners?				
2. Adolescents' need for recognition, security and freedom causes indiscipline?				
3. Lack of parental care causes indiscipline among learners?				
4. Peer group influence causes indiscipline?				
5. Exposure to social media causes indiscipline?				
6. School environment and teacher's attitude influences indiscipline?				
Effect of indiscipline on academic performance of learners	SA	A	D	SD
7. Indiscipline increases high crime rate?				
8. Indiscipline affects learner's academic performance?				
9. Indiscipline affects the flow of information in a school?				
10. Indiscipline causes disorder in the school?				
11. Indiscipline influences absenteeism in a school?				
12. Indiscipline causes unrest to learners in a school?				
Solutions to indiscipline	SA	A	D	SD
12. Teachers to understand why certain students behave the way they do curbs indiscipline?				
13. Training teachers in conflict management reduces indiscipline?				
14. Educators should be role models to curb indiscipline?				
15. Schools to draw a standard code of conduct to reduce indiscipline?				
16. Teachers to carry out guidance and counselling to curb indiscipline?				

Thank you

APPENDIX: III: QUESTIONNAIRE FOR CLASS CAPTAINS
IMPACT OF INDISCIPLINE ON ACADEMIC PERFORMANCE OF LEARNERS IN
SELECTED PRIMARY SCHOOLS IN IKI-IKI SUB-COUNTY, BUDAKA DISTRICT

I am Kiwanuka David, a student of Uganda Christian University, department of education conducting a research project on the above stated topic. The aim of carrying out this research is purely for academic purposes. I kindly request you to read and answer the questions that best describe your views, opinions and understanding. All information you provide will be highly *confidential*, thus, your name will not appear anywhere. Your response will be highly appreciated. This will take just a little of your time and am grateful for giving your fortified audience.

SECTION A (PERSONAL INFORMATION)

Sex: Male () Female ()

1. Age: 9-12 (), 13- 15 (), 16and above ()
2. Education level: Lower Primary (), Middle Primary (), Upper Primary ()

SECTION B: Questions on the variables of the study

Please tick what best applies to you.

Key: 4. strongly agree (SA) 3. Agree (A) 2. Disagree (D) 1. Strongly disagree (SD)

Causes of indiscipline on academic performance of learners	SA	A	D	SD
1. Frustration causes indiscipline among learners?				
2. Adolescents' need for recognition, security and freedom causes indiscipline?				
3. Lack of parental care causes indiscipline among learners?				
4. Peer group influence causes indiscipline?				
5. Exposure to social media causes indiscipline?				
6. School environment and teacher's attitude influences indiscipline?				
Effect of indiscipline on academic performance of learners	SA	A	D	SD
7. Indiscipline increases high crime rate?				
8. Indiscipline affects learner's academic performance?				
9. Indiscipline affects the flow of information in a school?				
10. Indiscipline causes disorder in the school?				
11. Indiscipline influences absenteeism in a school?				
12. Indiscipline causes unrest to learners in a school?				
Solutions to indiscipline	SA	A	D	SD
12. Teachers to understand why certain students behave the way they do curbs indiscipline?				
13. Training teachers in conflict management reduces indiscipline?				
14. Educators should be role models to curb indiscipline?				
15. Schools to draw a standard code of conduct to reduce indiscipline?				
16. Teachers to carry out guidance and counselling to curb indiscipline?				

Thank you

APPENDIX IV: INTERVIEW GUIDE FOR HEAD TEACHERS
IMPACT OF INDISCIPLINE ON ACADEMIC PERFORMANCE OF LEARNERS IN
SELECTED PRIMARY SCHOOLS IN IKI-IKI SUB-COUNTY, BUDAKA DISTRICT

I am Kiwanuka David, a student of Uganda Christian University, department of education conducting a research project on the above stated topic. The aim of carrying out this research is purely for academic purposes. I kindly request you to read and answer the questions that best describe your views, opinions and understanding. All information you provide will be highly *confidential*, thus, your name will not appear anywhere. Your response will be highly appreciated. This will take just a little of your time and am grateful for giving your fortified audience.

1. Do you think indiscipline affects academic performance of learners in primary education?

Yes ()

No ()

b) If yes, please explain how.

2. Give other possible causes of indiscipline among the primary school children in the Sub-county.

3. Does Absenteeism affect affect academic performance of learners?

Yes ()

No ()

If yes, please, explain how?

4. What effects does indiscipline cause on learners in primary schools in the Sub-county?

3. What can be done to help reinforce discipline in primary schools in Iki-Iki Sub-county?

Thank you very much

APPENDIX V

**INTERVIEW GUIDE FOR DISTRICT INSPECTOR OF SCHOOLS
IMPACT OF INDISCIPLINE ON ACADEMIC PERFORMANCE OF LEARNERS IN
SELECTED PRIMARY SCHOOLS IN IKI-IKI SUB-COUNTY, bUDAKA DISTRICT**

I am Kiwanuka David, a student of Uganda Christian University, department of education conducting a research project on the above stated topic. The aim of carrying out this research is purely for academic purposes. I kindly request you to read and answer the questions that best describe your views, opinions and understanding. All information you provide will be highly *confidential*, thus, your name will not appear anywhere. Your response will be highly appreciated. This will take just a little of your time and am grateful for giving your fortified audience.

1. Do you think indiscipline affects academic performance of learners in primary education?

Yes ()

No ()

b) If yes, please explain how.

2. Give other possible causes of indiscipline among the primary school children in the Sub-county.

3. Does Absenteeism affect affect academic performance of learners?

Yes ()

No ()

If yes, please, explain how?

4. What effects does indiscipline cause on learners in primary schools in the Sub-county?

3. What can be done to help reinforce discipline in primary schools in Iki-Iki Sub-county?

Thank you very much

APPENDIX VI: Kjercie and Morgan Population Table (1970)

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Key: N= Population. S= Sample

APPENDIX VII: INTRODUCTORY LETTER



UGANDA CHRISTIAN UNIVERSITY

A Centre of Excellence in the Heart of Africa
MBALE UNIVERSITY COLLEGE.

Office of the Academic Registrar

To THE HEAD TEACHERS
IKI-IKI TOWNSHIP, IKI-IKI INTEGRATED and KADENGE P.S.

Dear Sir/Madam,

Re: Academic Research

Christian greetings!

HEADTEACHER
IKI-IKI TOWNSHIP PRIMARY SCHOOL
BUDAKA DISTRICT
Date: 10/09/2024
Joshua

We are honored to introduce to you Mr. Mrs./Miss. KIWANUKA DAVID
Of Registration Number K1201MUCIBED1010 pursuing a Masters'
Degree/Postgraduate Diploma / Bachelor's Degree
BACHELOR'S DEGREE

He/ she is required to carry out academic research on the topic
IMPACT OF INDISCIPLINE ON ACADEMIC PERFORMANCE
OF LEARNERS IN SELECTED SCHOOLS IN IKI-IKI SUB-COUNTY.
and thereafter produce a well bound hard cover research report (MAROON) in color for
undergraduate and three (BLACK)copies for Postgraduate students as a university
requirement for the award of a degree/diploma in the academic discipline that he /
she is pursuing.

We shall be grateful for the help you may offer to him or her accordingly.
Thank you.

Yours faithfully,

Mr. Akampurira Timothy
Academic Registrar

UGANDA CHRISTIAN UNIVERSITY
MBALE UNIVERSITY COLLEGE
ACADEMIC REGISTRAR
02 SEP 2024

Headteacher
IKI-IKI Integrated Pri. Sch.
03 SEP 2024
P.O.Box 01, Budaka
Motto: "Invest in Education"

KADENGE P.S.
DATE: 03/09/2024
E. K. M. M.

A Complete Education for a Complete Person

P.O Box, Mbale, Uganda, email: academicregistrar@mbale.ucu.ac.ug

APPENDIX VIII: A MAP OF BUDAKA DISTRICT SHOWING THE AREA OF STUDY

