

**DEVIANT BEHAVIOR AND ACADEMIC PERFORMANCE OF LEARNERS IN  
NAGONGERA TOWN COUNCIL, TORORO DISTRICT.**

**BY**

**ODONG RONALD**

**BU/UP/2022/0295**

**A RESEARCH REPORT SUBMITTED TO THE DEPARTMENT OF  
EDUCATION IN PARTIAL FULFILMENT OF THE REQUIREMENTS  
FOR THE AWARD OF A BACHELOR OF EDUCATION PRIMARY  
DEGREE OF BUSITEMA UNIVERSITY**

**SEPTEMBER, 2024**

**DECLARATION**

I **ODONG RONALD**, declare that this research report entitled "*factors responsible for deviant behaviours among pupils in primary schools of Nagongera Town Council*" is my original work and to the best of my knowledge and understanding, it has never been submitted to any University or any other Institution of Higher Learning for the award of a Degree or a Diploma. All sources I have consulted are duly acknowledged.

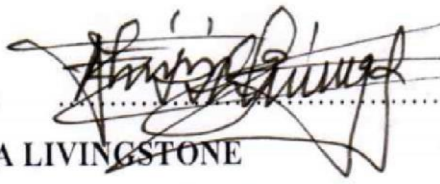
Signature.......... Date..... **09.09.2024**.....

**ODONG RONALD**

## APPROVAL

This is to certify that this research report entitled; "*factors responsible for deviant behaviours among pupils in primary schools of Nagongera Town Council*" has been submitted with my approval as a University Supervisor.

Signature;



Date.....

10th September, 2024

MUGOYA LIVINGSTONE

(ACADEMIC SUPERVISOR)

## **DEDICATION**

I dedicate this research report to my Parents not forgetting my brothers and sisters for the love, care and help they have extended me towards the successful completion of my studies. May the Almighty God bless you abundantly.

## ACKNOWLEDGEMENT

I wish to extend my sincere appreciation to my supervisor **Mr. Mugoya Livingstone**, for the contribution, assistance and guidance he has rendered me towards this study.

I am also very grateful to the entire staff at the department of Psychology of Kyambogo University for the advice and support they have rendered to me during the collection of information and the discussions.

I am also very grateful to the respondents who included residents of Akwnag Sub County, teachers and children in the different primary and secondary schools for their acceptance fill the questionnaires and as well participate in the interview sessions.

Lastly, am grateful to my friends who have assisted me academically to see this research process through.

Thank you so much.

## ABSTRACT

The purpose of this study was to investigate the factors responsible for deviant behaviours among pupils in Primary schools of Nagongera Town Council. This study had three objectives to achieve. The first objective was to investigate the nature of deviant behaviours among pupils in Primary schools while the second objective was to examine the factors contributing to deviant behaviours among pupils. The third and last one was to assess the measures that schools have put in place to stop deviant behaviours among pupils. A descriptive research design was used in this study and data was analyzed using both quantitative and qualitative approaches. The sample size for this study was 65 respondents. It comprised 5 school head teachers, 5 deputy head teachers, 5 heads of department, 10 prefects, 5 PTA representatives and 35 teachers of Nagongera Town Council. Purposive sampling was employed to select the five (5) Head teachers, and (5) Deputy Head teachers. Thirty-five (35) teachers and PTA members were conveniently selected using simple random sampling. The major findings of the study were that the nature of deviant behaviour found in schools among pupils included absenteeism, beer drinking, fighting, sexual relations, and smoking. The factors that perpetuated deviance behaviour are environmental background of pupils, introduction of human rights, peer pressure, technological advancement or use of social media and parents' lack of commitment. It was found out that in order to handle deviant pupils, there was need to engage parents, expulsion, punishing pupils who are deviant and suspending those who exhibit deviant behaviour in schools. The recommendations which were given includes engaging of parents, guidance and counselling of pupils, giving motivational talks and since corporal punishment was abolished, the government should come up with other means of controlling pupils who exhibit deviant behaviours.

**Key words:** Deviant behaviour, pupils, peer pressure, social media, guidance and counselling.

# CHAPTER ONE

## INTRODUCTION

### 1.0 Introduction

The impact of deviant behavior on academic performance is a challenge in Nagongera Town Council, Tororo district. As such, the researcher on this field came up with the solutions to this phenomenon. The following are the aspects that were discussed. these included; background of the study, statement of the problem, purpose of the study, Specific objectives of the study, research questions, significance of the study, geographical scope of the study, time scope, conceptual scope, contextual scope, limitations and delimitations.

### 1.1 Background of the study

Salazar, (2020). Deviant behavior refers to actions that deviate from the acceptable social norms and values. It encompasses a wide range of behaviors that are socially disapproved or nonconforming, potentially causing harm or disruption to individuals or the community.

Vishwanath, & Ghosh, (2019). “Deviant behavior can be characterized as actions or attitudes that violate the established social, moral, or legal standards within a particular society or community. It may include acts of aggression, delinquency, substance abuse, rule breaking, or any behavior that challenges the accepted norms. “

According to Becker (2016) deviant behavior is socially constructed and varies across societies and cultures. It involves activities or choices that depart from the conventional norms or values prevailing in a specific societal group. Deviance is the result of labels and social reactions imposed on individuals or groups, which categorize their behavior as deviant.

Academic performance is typically defined as the level of achievement in educational activities, such as grades, test scores, attendance, and overall success in academic pursuits. It can also encompass other factors like study habits, engagement in learning, and critical thinking skills. The understanding of academic performance may vary slightly among researchers and educators, but it generally refers to a students’ ability to meet the expectations and requirements by educational institutions (Ghoret, 2019).

Deviant behavior is of two types, this includes both formal and informal deviance from from social norms. Informal types of deviance are things that are considered socially unacceptable, inappropriate and do not violate codified laws. For example, gossiping about people behind their back, coming late to school, borrowing items and not returning them, lying to others, chewing with your mouth open, swearing in public and so on. Formal types of deviance behavior are those that violate codified laws, regulations, and other rules. For example, assault,

theft, robbery, bullying and many others. Such behaviors not only interfere with the learning environment but also have long term consequences for the academic performance and overall wellbeing of pupils.

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

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

Most of the countries in Africa have had a series of challenges for example, civil wars that have taken children' hope of future better life away leaving them to be children and youth with no hope of a good future. For example, street children from wars left children orphans and this made them loose hope of life and engage themselves every time in primary, primary , and even in higher institutions of learning in Nagongera Town Council, Tororo district.

Nationally, the failure by high proposition of the children to attain acceptance levels of proficiency in primary level is considered to be a barrier to the children' full enjoyment of their rights to education enshrined in section 30 of the constitution of the Republic of Uganda (1995 Editor). Sector wide reflection on that phenomenon has led to identification of challenges which need urgent attention to take schooling more beneficial to children.

According to World Vision Report, (2008). It has been established that millions of children supposed to be schooling, have and are found opting out or are forced out of school by a number of factors, whether at primary school or primary school level, the rate at which time of the year and this is linked mainly to deviant behavior and poor performance that is increasingly becoming prevalent among students.

Locally, as teachers in primary section, we should not forget that we lay a foundation of education for the learners. 50% of what learners exhibit in their life style is copied from teachers and that is why we say, "Because we are, the nation is". This implies that we should be exemplary in whatever we do. Our profession demands hard work, care, self- direction, commitment, devotion, determination and other values. Every teacher is called upon to uphold the teaching profession by eliminating corruption which is embedded in absenteeism, late coming, wastage of teaching and learning time, inadequate preparation to teach, little work given to pupils and other competencies. Teachers always remember that no nation can be better

than the quality of its education system. No education system can be better than the quality of its teachers. So let teachers work hard to improve the quality of education in the country

There are cases of deviant behaviors as a result of this, the researcher wanted to investigate the factors responsible for deviant behaviours among pupils in Primary schools of Nagongera Town Council.

### **1.2 Statement of the problem**

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

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

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

### **1.3 Purpose**

The purpose of this study was to investigate the factors responsible for deviant behaviours among pupils in Primary schools of Nagongera Town Council.

### **1.4 Objectives**

1. To investigate the nature of deviant behaviours among pupils in primary schools in Nagongera Town Council, Tororo district
2. To establish the factors contributing to deviant behaviours among pupils in primary schools in Nagongera Town Council, Tororo district.
3. To assess the measures schools have put in place to reduce deviant behaviours.

## 1.5 Research Questions

1. What is the nature of deviant behaviours among pupils in primary schools in Nagongera Town Council, Tororo district?
2. What factors are contributing to deviant behaviours among pupils in primary schools in Nagongera Town Council, Tororo district?
3. What measures have the schools put in place to stop deviant behaviours in primary schools?

## 1.6 Significance

The researcher hopes the results of the study findings will help different stakeholders in the following ways;

**To the ministry of education;** The findings will assist the ministry of education to know what takes place in schools as far as deviant behavior is concerned and will provide necessary information to schools for planning well and improvement of approaches in schools.

The findings would assist the ministry of education to know what takes place in schools as far as deviant behaviors are concerned and provided the necessary information to schools for planning well and improvement of approaches in schools.

**The policy makers;** Their attention will be drawn towards designing better policies to prevent various forms of deviant behavior.

**To human right activists;** They will use the findings of the study to sensitize the public on various forms of deviant behavior and how they affect the learning process.

**To parents;** Awareness will be provoked so that they know how to deal with their children appropriately and peacefully in matters concerning discipline without violating their rights.

**To NGO's in education;** The findings will help them extend the necessary assistance to schools to curb down the deviant behavior for better performance.

**To other researchers;** The study will add the existing body of literature and other researchers will use for reference purpose.

**To the researcher,** it is a requirement for the award of bachelors in education primary degree

### 1.6 Scope of the study

#### 1.6.1 Geographical scope

The study was carried out in Nagongera Town Council which borders Peta sub county , in the north, Mulanda sub county in the south, Kisoko Sub county in the east and Kirewa sub county in the west Nagongera Town Council consists of only five public schools and three schools

were selected. Out of a number of primary schools in the area, only five were selected for the study. These schools were selected because the researcher is well versed with the language spoken within the area of study.

### **1.6.2 Conceptual scope**

The study focused on the different forms of deviant behavior, its causes and its impact on the academic performance of primary school pupils.

### **1.6.3 Time Scope**

The research was undertaken over a period of two months, including data collection and report writing.

### **1.6.4 Contextual scope**

The study considered the various contexts, including school environment, family background, and socio- cultural factors, in relation to deviant behavior and academic performance.

### **1.7 Limitations**

This research was faced with some phenomenon as follows;

There was a problem of funding due to limited resources

There was a problem of holding information by some respondents

Some of the respondents were not honest

### **1.8 Delimitations**

This is how some of the above phenomenon have been addressed;

Soliciting of funds from well-wishers, friends and other relatives, this helped to complete the report successfully.

Using the members of the community to help in research findings.

## **CHAPTER TWO**

### **REVIEW OF THE RELATED LITERATURE**

#### **2.0 Overview**

In this chapter, the researcher reviews the works of other scholars done on the topic of factors contributing to deviant behaviours among pupils in Primary schools. The study comprises the various studies done on the three indicated objectives in chapter one.

#### **2.1 Deviant Behaviour**

According to Kendall (2005), any behavior, belief, or condition that violates social norms in the society or group is defined as deviance. On the other hand, there are many theories that are used to explain deviance but the most common one is Social Learning Theory by Bandura (1977), used to explain adolescent delinquency. According to this theory, deviant behaviours are learnt through the observation of others engaged in a particular behaviour.

It must also be stated that deviance is not simply behaviour but also engulfs issues of moral judgment and it is relative. Due to the fact that it involves moral judgment, (Henslin, 1999) postulated that any act can be deviant as long as it violates some values of the one interpreting the act. Kornblum (1988) further states that, behaviour that is deviant in one society might not be in another. Even within one society, what is deviant today may not be tomorrow. Nevertheless, this study contends that though this is true deviant behaviour in schools is still deviance regardless of the nature as long as children act outside the upheld rules of the school. Therefore, even if pupils indulge in what was permissive some time back in the school environment but it is no longer allowed in the current system, they are prone to punishment. Most of the types of deviance found among school pupils include truancy, examination malpractice, substance abuse, bullying and immorality.

## **2.2 The nature of deviant behaviour among pupils in Primary schools.**

The study done by Nkhata and Mwale (2006) entitled, “*An Investigation of the Contributing Factors to Adolescent Deviant Behaviours in Rural Community Day Primary schools*” reveals that many pupils in primary schools are in adolescent stage which falls between childhood and adulthood. The study further states that at this stage, they start experiencing physical and cognitive changes which lead them to start making decisions which have implications to their lives.

The methodology they used was descriptive survey and both qualitative and quantitative methods were utilized. Moreover, Nkhata and Mwale’s study findings looked at the deviant acts such as truancy, drug and alcohol abuse, promiscuity, dodging class, riots, smoking, vandalism, fighting, reporting late for class and insulting, resistance and change, to mention a few. However, Sidhu, (1996) arranged them into individual discipline and group indiscipline. Those under individual indiscipline are truancy, vandalism, stubbornness, rudeness and unfair means of writing examination. Under group are riots, fighting and quarrelling. The study further revealed that in some parts of the United Kingdom, the rates of absenteeism, vandalism and delinquency are above average and cases of high incidence of drug and drug related crimes in some parts of Britain are described as serious.

Nevertheless, regardless of all efforts by the school in disciplining school children, there are still high levels of indiscipline among pupils. In Ghana, Danso (2010) decried the high rates of indiscipline and lawlessness in educational institutions. He observed that not a single day passes without a report of an act of indiscipline perpetrated by teenagers of primary and primary schools. He lamented over the cases of drug abuse, rape, armed robbery, abortion and even murder in the educational institutions. Meaningful teaching and learning geared towards the attainment of school goals is unattainable if the teachers and students are not disciplined.

Moreover, the study done by Mweemba, G. (2011) on “*the factors that lead to deviant behaviour among pupils in selected high schools*”, in Kabwe, Zambia, categorized the nature of deviant behaviours which were prevalent in his study in three categories. In Category 1, included smoking, beer-drinking, fighting, class boycotts, school riots, general theft and pupils patronizing bars. Category 2 included, late coming, wearing wrong attires, absconding classes, girl- male teacher intimate relationship, girl-boy intimate relationships, trespassing and Category 3, included, Use of additional materials during examinations, involvement in leakage of examination papers, pilfering of school books, breaking school properties, missing lessons, wearing wrong attires, coming with cell phone to school, refusing to be supervised by class monitors and prefects.

This study endeavored to find out the nature of deviant behavior patterns that were prevalent among pupils in selected high schools of Kabwe district. Mweemba further argued that most of the deviant behaviours are so grave to land the culprits into prison and face serious incarceration.

The study done by Nabiswa, J., Misigo, B. L. and Makhanu, F.N. (2016) entitled, “*Analysis of pupil deviant behavior most prevalent in schools of Bungoma County in Kenya*” revealed that Deviant behaviour in primary level schools continues to be a matter of great concern globally; though it is a more worrying trend in developing countries like Kenya (Adegun, 2013). The methodology the study used to collect data was sample survey design. Results showed that all the sampled types of deviant behaviour exist in sampled schools though in varying scale of severity. Prevalence ranged between 21% and 3%. The findings give an empirical backing for education stakeholders to reengineer strategies on addressing deviance and mitigate trend of deviant behaviour in schools.

The study further revealed that in primary schools, deviant behaviour is caused by an interaction of different factors. Although deviance as a phenomenon varies from one country to another, deviant acts in a school environment include truancy, drug and alcohol abuse, promiscuity, dodging class, riots, smoking, vandalism, fighting, reporting late for class and insulting, resistance to change, to mention a few (Agboola & Salawu, 2011). These acts negatively influence the learning and teaching process as they undermine the purpose of education (Agboola & Salawu, 2011). The researchers posit that it is imperative that deviance is examined as a phenomenon with multifaceted causes. Knowledge of the kinds of deviance being indulged in and the role it plays in particular individuals, groups, schools, communities or subcultures is vital for any prevention program, yet this has been missing.

The gap identified was that the study by Nabiswa, J., Misigo, B. L. and Makhanu, F.N. (2016) did not specify the level of education they based their study on whether at primary or primary level. On a contrary, this study investigates the factors contributing to deviant behaviours among pupils in Primary schools.

Wesang'ula et al (2010), in their study "To establish the Nature of offences that were prevalent in Kenya" revealed that, violence is not a new phenomenon in the modern education system. It is manifested in the form of rioting, sexual violence, fighting and bullying. Another objective for their study was to establish teachers' perceptions of psychological factors contributing to violent behaviors among Primary schools in the western province of Kenya. The descriptive survey research design was adopted and the findings indicated the forms of violence in schools which include; sexual violence, rioting bullying and fighting, while the perceived psychological factors were; anxiety problems, ethnic violence, mental problems and fear of being punished. Deviant behaviours in primary schools have continued to be a global subject matter and have therefore has attracted great concern among many stakeholders in the issue. According to Adegun (2013) report, it follows that deviant behaviorism is a more worrying

trend in developing countries and Zambia is not unexceptional. In this study, the interest here was to assess the types of deviance portrayed by pupils and to also find out if the trend was on the increase.

From a common point of view, Torrente & Vazsonyi (2012) conceal that these acts negatively influence the teaching and learning process as they do not only undermine the purpose of education but also affect the smooth delivery of every day school activities. In reviewing the nature of deviance, it is important to also bring limelight Millman, (1980) observation. Millman points out that although deviant behaviour may show a small degree of specialization, there is a strong tendency for persons who engage in one type of delinquent behaviour to engage in other types as well. Therefore, the argument in this study followed that knowledge of the kinds of deviance being indulged in and the role it played in particular individuals, groups and particularly primary schools was important for any prevention program.

Like mentioned above, deviance behaviour in other countries among pupils take other forms that are dangerous. For example Whitehead (1993) revealed that in America, some principals in primary schools reported a dramatic rise in aggressive acting out behavioral characteristics of children especially boys living in single parents home. This form of aggression was not limited to use dangerous instruments such as knives and guns against fellow pupils. In the similar sphere, the 16<sup>th</sup> September, 2004 Post Newspaper in England reported the problem of indiscipline in schools which shocked the entire country and nations across the globe with the report of the fifteen-year-old pupil who raped a twenty eighty-year older teacher.

According to Whitehead (1993) report, the Nigerian indiscipline behavior among primary school pupils include smoking drunkenness, stealing, abortion, murder, gambling, prostitution and many others. Moreover, the problem of deviance in the Nigerian society result from lack of total commitment and dedication of pupils 'work, lateness to work, absenteeism, neglect of

duty and poor parental guidance. The concern according to this study was to look at how best the nature of deviance the study was going to unwrap and be addressed.

According to Agboola & Salawu (2011), the percentage of primary school pupils dropping out of school in most urban and rural areas of Cameroon is on an increase. Adegun (2013) pointed out the forms of deviance common found in Cameroonian primary school and this review of literature confirms that these forms are not different from those commonly found in other countries, apart from the fact that there are no acts of violence such as the use of guns found in America among primary school pupils in the country.

Due to the above, there is an outcry of Cameroon educators, administrators and parents about the increasing rate of indiscipline in Cameroon primary schools. This observation unsettles the mind of patriotic Cameroonian since children are considered as the future leaders of the country. As a result, any attempt to curb students' indiscipline in school would be highly welcomed by the government, educators, parents, teachers and school administrators.

Therefore, in the interest of this study, the goal was to examine students' indiscipline in primary schools in the target region and discover the frequent and familiar types.

### **2.3 Factors Contributing to Deviant Behaviour in Primary schools**

The study by Wairimu M (2013), *“Perceived Factors Influencing Deviant Behaviour among the youth in Njathaini” Nairobi, Kenya*. The methodology the study used is Descriptive Survey as well as the mixed method. The findings show that the common factors are socio-economic factors more especially the parental education levels and employment status. Wairimu postulates that parents who are not in employment fail to provide for the families and as a result children start stealing. In addition, those with low education levels fail to encourage their children to attend classes hence the increase in truancy. Furthermore, the Lack of emotional

closeness, involvement, support, discipline, and supervision in family environment, and lack of educational commitment, aspirations time spent doing homework, and school involvement have already been known to be strong predictors for adolescent delinquency.

The results of the study that was conducted on delinquent girls in special schools in Estonia as reported in the *Journal of clinical Psychology and Social Pathology*, Volume 3, 1996 gives numerous factors that led to deviant behaviors among girls which can be triangulated with similar situations experienced in other schools elsewhere. The finding showed that the reasons for the deviations in the children's behaviours were primarily connected with the environment in which their socialization took place and the most important part of this environment is the family.

In support of the above findings, Simate, (1992) cited parental occupation, family size among others as factors that contribute to indiscipline in schools. Whereas Banja (1999) brought forward psychological factors such as cognitive levels and personality traits, White head, (1993) cited aggressive behaviours especially among boys coming from single parent's home and UNICEF (2015) cited the aspect of single parenting as the leading cause of indiscipline among pupils.

It is also important to mention that according Olawale (2001), the environment in which adolescents live is also a source of influence of deviance especially when there is lack of parental guidance. It follows that when parents do not consistently react to the undesired behavior of an adolescent, the child might continue to engage in more deviant behaviours in the school. One influence of alcohol/drug abuse and sexual activities is the increase of drinking places. Underage children frequently visit these places and they share ideas that culminate into developing bad behaviour in schools. From a social point of view, students who had either

witnessed violence or been a victim, may be either disruptive or aggressive and have difficulty relating to other students. Psychologically, behavioral disorders may occur.

Asiyai (2005) stated that the major factors that contribute to deviant behaviour in primary schools are; the constant labels on pupils, abuse of seniority by school prefects and poor study habits. In addition, pupils may become restless and inactive when lessons are boring due to acute shortage of instrumental facilities and new curriculum. The school based causes of indiscipline are teachers' lateness and absenteeism in class, overcrowded classrooms, unconducive school environment, unenforceable school rules and regulations, poor teaching and poor leadership by school administrators. She reported that unconducive school environment characterized by an acute shortage of facilities for teaching, games and sports, engendered unrest and crippled academic activities. In addition, Yaroson (2006) reported that unrealistic school rules were the causes of indiscipline. Rules and regulations are meant to guide and control activities in school but when they become too much and unenforceable, they tend to breed indiscipline.

However, there is a gap in Asiyai's study because he over looked important factors such as social background of a pupil, the home background especially if a pupil is coming a broken home

To put it differently, Omotosho (2009) postulated that sociological theory explains that peer group influence, lack of parental supervision and support for client's needs are links to deviance in any environment. When parents do not consistently react to the undesired behavior of an adolescent, the child might continue to engage in more deviant behaviors in the school (Suleimen 2011). Poor academic performance also predisposes youth to deviant behaviors. Olawale (2001) emphasized that behavioral problems are common among children of lower intelligence and this has been supported by Babatunde (2016) who noted that some children

resort to antisocial behaviour due to their inability to cope with the academic rigors of the school.

However, there is a gap in these studies because the environmental factor such as school type was overlooked. They also did not consider the government policies as they influence negatively on pupil behaviors. The study further generalized the discussion to youths but the current study looked at the factors contributing to deviant behaviours in Primary schools.

#### **2.4 Measures put in place to stop Deviant Behaviour among pupils in Primary schools**

The study which looked at measures to be put in place was done by Bolu-Steve F. N. and Esere M. O. (2002) “*Strategies for managing deviant behavior among in-school adolescents as expressed by primary school counselors in Kwara State, Nigeria*” The study adopted the descriptive survey research design method. The findings by Bolu-steve and Esere revealed the major strategy employed by counselors in handling behavioral problems is the reinforcement technique. The findings revealed that there were no significant differences in the counselors’ perception on the strategies for managing deviant behaviour among in-school adolescents on the basis of years in service, religion and type of school. To this end, counselors should continue to provide right information to inschool adolescents about the negative effects of deviant behaviors. They further indicated that the findings of this study will be of benefit to school administrators, teachers and counselors as it will give them an insight into handling deviant behaviour exhibited among in-school adolescents.

The gap is that the study was done at a wider spectrum compared to the current study which was done only on five selected primary schools in Nagongera Town Council district.

In addition to the above study, Moono (2013) alluded that ‘there are no magic strategies for managing deviant behaviours among pupils in schools. Therefore, one of the essential features of a school plan is too have clearly defined expectations for behaviour’. However, studies by Kocchar elaborated more by saying the best way to ensure good discipline in schools is developing effective team work between the head teacher and teachers, the teacher and pupils, pupils and pupils. The school should have good school traditions, well planned school work, unified discipline policy and a suitable program of co-curricular activities. Counseling sessions are also being offered as a measure to stop deviant behavior in schools.

Another study by Mweemba G, (2011), ‘*Factors Contributing to Deviant Behaviour among Pupils*’ The mixed method approach was used to find information on the measures of curbing the vices. This study stresses that finding measures to be used to curb these vices is challenging especially after the abolishment of corporal punishment. There has been an increase on indiscipline and the legislation does not provide alternatives to punishment and this has been left to teachers and administrators to decide. Even if such measures are in existence, the school disciplinary boards have in some way been out stripped off their relegated authority to deal with disciplinary matters because of the human rights activists who on the other hand emphasizes much on securing and protecting the welfare of the pupils than the teachers and school administrators. Instead pupils are told to report any form of discipline measures taken against them. This has seen pupils’ defiant behaviors become rampant because they feel more protected than teachers, parents and the community at large (Macbeath, 2005).

The role of the school in shaping behaviour of children has long been identified. In this case, the public presumes that schools are the preferred environment to transform productive and useful citizens of any nations. Apart from imparting knowledge and skills that help children to become participants in the world of work, the school is charged with the responsibility of

disciplining children. Therefore, Agbenyega (2006) retains that decent discipline is one of the key attributes of effective schools and most schools which experienced frequent deviant students' behaviour have been blamed on lack of effective implementation of school rules and regulations for discipline to reign in school. One can say that discipline comes through effective management of an organization. Indiscipline on the other hand is any act that diverges from the acceptable societal norms and values. It is a violation of school rules and regulations which is capable of obstructing the smooth and orderly functioning of the school system (Agbenyega, 2006). It follows that the undisciplined child is an uncontrollable child and can do any damage in school or community when he does not get what he wants (Asiyai, 2012).

From the understanding that schools are responsible for disciplining children in schools, it therefore follows that school head teachers should plan, control, command, organize and coordinate all the activities that take place in the school (Omotosho, 2009). Reasoning in the same way Goode (1997) pointed out that administrators have records of students' indiscipline and are in better position to explain to other stakeholders, especially parents on the conduct of their children. Thus every school administrator requires a good measure of discipline in his school. Students' indiscipline is instigating a menace in all parts of the world in relation to children's affairs. Pupils who are defiant can be among the most challenging to teach because they can frequently interrupt instruction, often do poorly academically and may show little motivation to learn.

As it was alluded to by Moono (2013), there are no magic strategies for managing deviant behaviours among pupils in schools. Therefore, one of the essential features of any school plan is to have clearly defined expectations for behaviour. Teachers play a large role in creating an environment that encourages learning, improves learner behavior and creates better academic performance at every level of education. Taking measures to improve academic

performance and outcomes starts with improving the behaviour of learners in the school environment.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Overview**

This chapter describes how the data was collected and analyzed. The elements include research design, study site, target population, sampling technique, sample size and instruments for data collection. Further in the chapter, the validity and reliability of instruments for data collection and procedures were justified. In the same chapter, an explanation on how data was analyzed to answer the research questions was also given. The description of how the researcher upheld ethical research considerations during the process of data collection was given.

#### **3.2. Research Design**

In order to describe the lived experiences of the factors contributing to deviant behaviors amongst pupils in Primary schools in Nagongera Town Council concurrent triangulation or parallel was used. This design was chosen because the researcher hoped to collect data using the questionnaire, interview and group discussion to cross-validate or confirm findings from those chosen as samples in the research study. The method was deemed appropriate because it was often used to overcome a weakness in one method with strengths of another. Moreover, it was also useful in expanding quantitative data through collection of open ended qualitative data.

#### **3.3. Study Site**

This particular study of investigating the factors contributing to deviant behaviours among pupils was carried out in five (5) selected Primary schools in Nagongera Town council.

#### **3.4. Target Population**

The target population for this study was composed of all teachers in Primary schools in Nagongera Town Council. The Head teachers, Deputy Head teachers, Head of departments,

teachers, PTA and prefects in the selected schools were used. The sample for this research was drawn from this population to adequately represent the entire population.

Head teachers in this research study were chosen because they are the ones in charge of coordinating and managing the administrative activities to ensure there is peace and order in schools. The deputy head teachers and senior teachers were chosen because they are in charge of conducting supervision and maintaining discipline in schools. Teachers and PTA members were cardinal in this study as they were regarded as good form of change agent system. Suffice to mention that pupils were important in this study because they are ones who are directly or indirectly affected by the problem of deviant behaviors in primary schools in Nagongera Town Council District.

### **3.5 Sample size**

The sample size for this study was 65 respondents. It comprised of 5 school head teachers, 5 deputy head teachers, 10 Heads of Departments, 10 PTA representatives and 35 teachers.

### **3.6 Sampling procedure**

The study employed both simple random procedure and purposive sampling to avoid the risk of biasness in the study and ensure there is fair representation of total population. Among the schools selected, primary A is a Grant-Aided with boys only while Primary School B was a Grant aided with girls only and C was a mixed Grant-Aided school. D and E were government co-education primary schools. Simple random sampling is chosen so as to ensure a fair representation of all the three categories of potential learner performance, that is, high, average and low performances. Purposive sampling was employed to select the five (5) Head teachers, (5) Deputy Head teachers and ten (5) Heads of Department. Thirty-five (35) teachers and 5 PTA members were conveniently selected using simple random sampling where every  $K^{\text{th}}$  name on the list, where K represented a number between 0 and the required size of the sample, therefore  $K=N/n$ . In the formula, N is the total population size and n is the sample size.

Therefore, to get K, the research divided the total population N by the sample size n. in this research, the sample (n) was 65 out of the total 315 teachers.

Hence, K will be calculated as follows;

$$K=N/n$$

$$315/65$$

$$=4.846$$

$$K=5$$

Therefore, every 5<sup>th</sup> name on the list of teachers was picked after the first one was randomly selected using random numbers generated as explained above. This formula was used to select schools head teachers, heads of departments, PTA and prefects.

### **3.7 Instruments for data collection**

To carry out the study, the researcher used questionnaires, interview guide and Focus Group Discussion. The questionnaire was used in the study targeting the teachers. The reason behind using questionnaire to the target group above is that they are people with busy schedules, hence need for flexibility for convenience sake. The interviews were used on school administrators (Head teachers, Deputy Head teachers and Head of Departments) while Focus Group Discussion were used on the PTA and prefects. Therefore, Interviews and Focus Group Discussions were used because they gave reliable and quality information as the researcher was allowed to probe and get clarifications.

### **3.8 Procedure for data collection**

To carry out the research, the researcher asked for permission from the District Board Education Secretary (DEBS) in Nagongera Town Council and from the selected school administrators before commencement of the research exercise. Afterwards, the pilot study was conducted to test the instruments. The researcher then moved to make introductory visits to the selected primary schools in Nagongera Town Council central division. The aim of visiting the selected schools was to create a link with respondents and build confidence between them and the researcher. On the second visit the researcher personally distributed the questionnaires to

teachers and heads of departments. The interviews for head teachers were conducted in their offices during the working hours. The Focus group discussions for prefects were conducted at St Edmunds boys' primary schools and selected prefects participated very well. The respondents were assured that their details would be confidential. Afterwards, the answered questionnaires were collected in readiness for data analysis.

### **3.9 Reliability and Validity**

The triangulation technique was done to check credibility of the information by using different sources of information and methods.

### **3.10 Data analysis**

In this study, qualitative data was analysed thematically. Information from questionnaires, interviews and document analysis were put into major and sub-themes. The themes were then named and put according to the research questions. On the other hand, quantitative data were analysed through content and logical analysis to provide details of the study.

Data was finally arranged through quantitative method involving coding and analysing using statistical charts, graphs, frequencies and percentages through a computer program referred to as Statistical Package for Social Science (SPSS). SPSS was used in this research to offer the comprehensive solution for reporting, modeling and analysis of data. Suffice to mention that, SPSS will be used in this study because it is systematic and accurate in its operation.

### **3.11 Ethical consideration**

In this study, the researcher was firstly sought permission from the District Education Board Office to carry out a research from the five selected schools in the district. The participants were assured that information collected were kept with strict confidentiality as it was considered purely for academic purposes so as to respect their right to privacy. Respondents' identity was not asked in the whole process. In addition, the researcher did not take the participants by surprise by communicating to the administration in advance and explained the

purpose of the study. Above all, researcher ensured a conducive atmosphere was created for the respondents to freely contribute to the discussion.

### **3.12. Summary**

The above chapter used the research design known as concurrent triangulation or parallel because the researcher intended to use questionnaires and interview guides to collect data so as to cross- validate the data. The study site was Nagongera Town Council with the target population of all teachers in the Primary schools including head teachers, deputy head teachers and heads of departments. The sampling procedure indicated both simple random technique and purposeful sampling in order to avoid the risk of biasness in the study.

The chapter also highlighted the data collection procedure and showed that the researcher made prior visitation to the targeted schools and there after questionnaires were distributed to the teachers while the interviews were conducted in the head teachers' offices. In addition to these, focus group discussions were conducted for prefects and parents

The data analysis was also highlighted which involved the use of a software called Statistical Package for Social Sciences (SPSS) to generate quantitative data into graphs, percentages and frequency tables while the qualitative data was analysed thematically where by themes were grouped together as they emerged. This chapter also looked at how the ethical consideration was conducted during the research.

## CHAPTER FOUR

### PRESENTATION OF FINDINGS

#### 4.0 Overview

In this chapter, the researcher presents the findings of the study that resulted from teacher questionnaires, focus group discussions with parents and interviews with the school administrators (head teachers, deputy head teachers and heads of departments) of the five selected schools in Nagongera Town Council. The presentation of the findings was in order of the following study questions: (i) what is the nature of deviant behaviors among pupils in Primary schools? (ii) What factors contribute to deviant behaviours among pupils in primary schools? (iii) What measures schools have to put in place to stop deviant behaviours among pupils in primary schools?

#### 4.1 Demographic details of participants

**Figure 4.1: Demographic details of participants by gender**

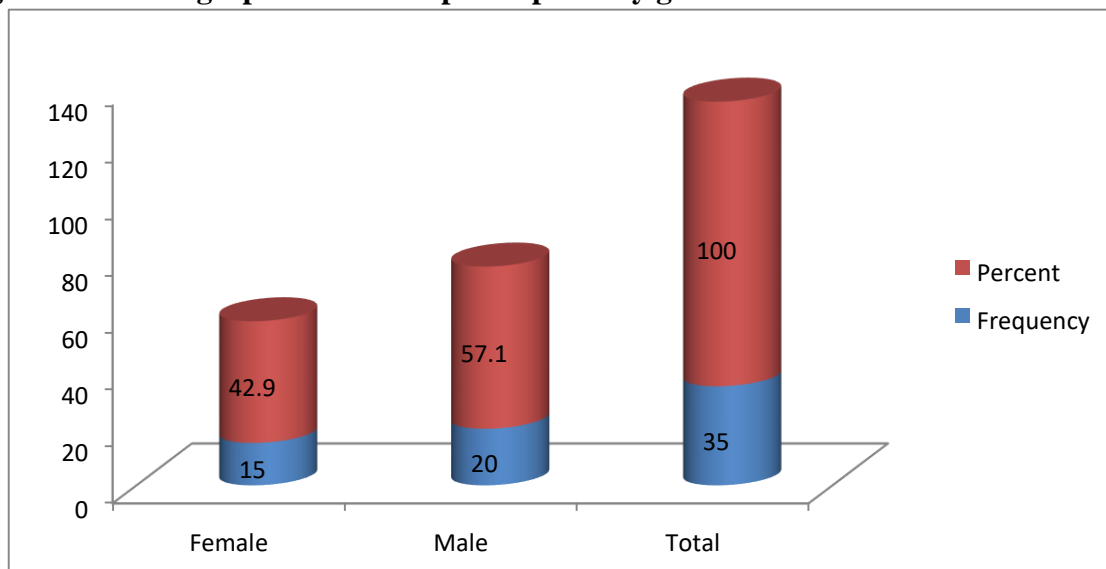


Figure 4.1 shows the distribution of participants according to gender in the study. Going by the graph, 15 female class teachers represented by 68.9 % participated in the study against 20 male teachers represented by 57.1 % participated in the study. This indicates that even though the study recorded 100% responses, it was gender biased on the side of the female counterpart.

Nevertheless, the participants in this study possessed the required varied experiences about deviant behaviours among pupils which helped to cross check the findings and establish the effectiveness of the phenomenon better.

**Table 4.1: Demographic details of respondents by Age**

<b>RESPONSES</b>	<b>FREQUENCY</b>	<b>PERCENT</b>
20-30	7	20.0
30-40	16	45.7
40-50	8	22.9
50 and above	4	11.4
<b>Total</b>	<b>35</b>	<b>100</b>

Table 4.1 shows the distribution of respondents according to age. Going by the table, 7 respondents represented by 20% were between the ages of 20-30 while 16 of them represented by 45.7% were between the ages of 30-40. Meanwhile, 8 of the respondents were between the age of 40-50 and those who were 50 and above were 4 represented by 11.4%. From what was obtained above, it can be clearly indicated that most the respondents were a group of experienced professionals who contributed positively towards the credibility of the study findings.

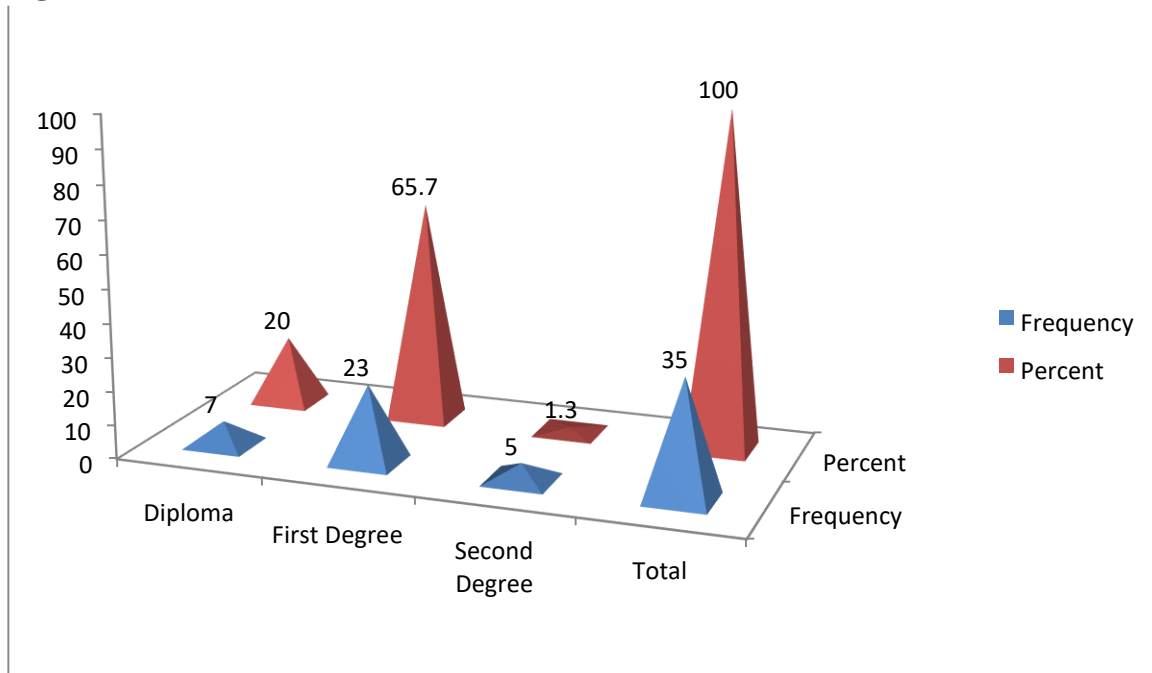
**Table 4.2: Demographic details of teachers by service year in teaching**

<b>RESPONSES</b>	<b>FREQUENCY</b>	<b>PERCENT</b>
1-5	3	8.6
6-10	7	20.0
11-15	10	28.6
16-20	6	17.1
21-25	4	11.4
26-30	3	8.6
Above 30	2	5.7
<b>Total</b>	<b>35</b>	<b>100</b>

The graph above shows the years participants have been in service. 3 of the participants represented by 8.6% served in teaching between 1-5 years. 7 of the respondents represented by 20% have been in service between 6-10 years. 10 of the respondents represented by 28.6% were in teaching service between 11-25 years. 6 of the respondents represented by 17.1% were in teaching service between 16-20 years; meanwhile 4 of the respondents represented by 11.4% were in teaching service between 21-25 years. On the other hand, 3 of the respondents represented by 8.6% were in service between 26-30 years. Lastly, those who were in teaching service for 30 years and above were 2 and were represented by 5.7%.

The researcher believed that the responses to this question would also help to assess what was obtainable on the ground with regard to factors contributing to deviant behaviors among pupils because most the respondents have been in teaching service for more than 5 years meaning they possessed the much required varied experiences to understand the topic under study which equally helped to cross check the findings.

**Figure 4.2: Level of Education**



The graph above shows the level of education of the respondents. Going by the graph above, 9 of the respondents represented by 20% were diploma holders while 23 of them represented by 65.7% were degree holders. Meanwhile, 5 of the respondents represented by 1.3% were master degree holders. From what was obtained by the researcher, it is believed that most of the respondents are degree holders. This simply shows that the study consisted of the people with vast knowledge and understanding regarding the factors contributing to deviant behaviours among pupils in primary schools. The other impressive aspect regarding this question is that a good number of the participants who were the holders of degrees were pursuing a second degree which means that the sector is moving towards achieving quality education. To this effect, the researcher believed that the data collected from such a professionally remarkable group of participants was a good yard stick towards the credibility of the study findings.

#### 4.2 Nature of deviant behaviours among pupils in Primary schools

**Table 4.3: Deviant behaviour schools are experiencing from pupils**

<b>RESPONSES</b>	<b>FREQUENCY</b>	<b>PERCENT</b>
Absenteeism	2	5.7
Beer drinking	8	22.9
Fighting	1	2.9
Improper dress-code	5	14.3
Insubordination	3	8.6
Late coming	3	8.6
Sexual relations	3	8.6
Smoking	7	20.0
Vulgar language	3	8.6
<b>Total</b>	<b>35</b>	<b>100</b>

Going by the table above, 2 of the respondents represented by 5.7% indicated absenteeism as the deviant behavior exhibited in schools while 8 represented by 22.9% of the identified beer drinking as the deviant behaviour pupils exhibit in schools. Meanwhile, 1 of the respondents represented by 2.9% identified fighting as the deviant behavior pupils exhibit in schools while 5 of the respondents represented by 14.3% revealed improper dress-code as the deviant behaviour pupils exhibited in schools. on the other hand, 3 of the respondents represented by 8.6% revealed insubordination as the deviant behavior pupils exhibit in schools while 3 of them represented by 8.6% revealed late coming as the deviant behaviour exhibited by pupils. In the same vein, 3 of the respondents represented by 8.6% pointed out sexual relations as the deviant behaviour pupils exhibited in schools. It was also revealed by 7 respondents represented by

20% that smoking was the deviant behavior pupils exhibit in schools while 3 of them represented by 8.6% revealed vulgar language as the deviant behaviour pupils exhibit in schools.

Indicated one Head teacher in an interview that:

*We are experiencing various deviant behaviours from our pupils nowadays. Some of the deviant behaviours we experience include substance abuse such as smoking and beer drinking, absenteeism, wearing wrong uniform, late coming and absconding from classes.*

It was also revealed in an interview from two head teachers that:

*This time around it looks like misbehaving has become a fashion especially in schools because pupils can do anything without fear of teachers. Some of the deviant behaviours we experience in our schools include sexual activities, beer drinking and smoking. Putting on wrong uniforms has equally become challenge in schools.*

One Head of Department had this to say:

*Improper dressing, beer drinking and smoking as a result of peer pressure are the most deviant behaviours pupils' exhibit at this school.*

In a focus group discussion, three parents respectively indicated:

*Sexual activities, beer drinking and smoking as the discipline problems parents experience from their children.*

In the same vein, another parent in a focus group discussion respectively said:

*Children nowadays are abusing the phones, instead of using them to browse on the internet to learn something related to their academics, it becomes an opportunity for them to watch pornographic pictures and videos which later leads them to involve themselves in sexual activities.*

Sexual activities However, it was established that most respondents indicated beer drinking, smoking and improper dress-code as the major deviant behaviours most schools experience.

From what was obtained from what was revealed, the researcher established that all these factors were exhibited as a result of peer pressure.

When further probed to indicate how they identified deviant behaviours in schools, they revealed that the way pupils dress speaks volumes, others indicated that pupils look weak and tired in class, through reports from friends in class, using class attendance registers and strange behaviours displayed by pupils especially those from drinking or smoking.

When teachers were asked to describe the frequency of indiscipline behaviour among primary school pupils such as substance abuse, teenage pregnancies, abortion, vandalism and many others, one head teacher indicated that:

*The frequency of indiscipline behaviour is very high and it is mostly exhibited whenever the school is hosting some events such as sports, awards day, civilian day etc. In other instances, such behaviors are exhibited by pupils during weekends.*

Another Head Teacher had this to say:

*We record indiscipline behaviours among pupils every day because it is more like it is now fashion to go against school rules.*

On a contrary view, one head teacher indicated that

*I am not praising my school that we have managed indiscipline behavior among pupils, but to be honest to you, we have currently recorded few cases of deviant behaviours.*

From the above responses, the researcher established that since the majority of the respondents indicated that the frequency of indiscipline behaviour is very high, the government should therefore come up with some measures to reduce or end the vice in schools.

As regards to pupil discipline problems that have persisted for the past five (5) years in schools, the following responses came out.

**Figure 4.3: Pupil discipline problems that have persisted for the past five (5) years in schools**

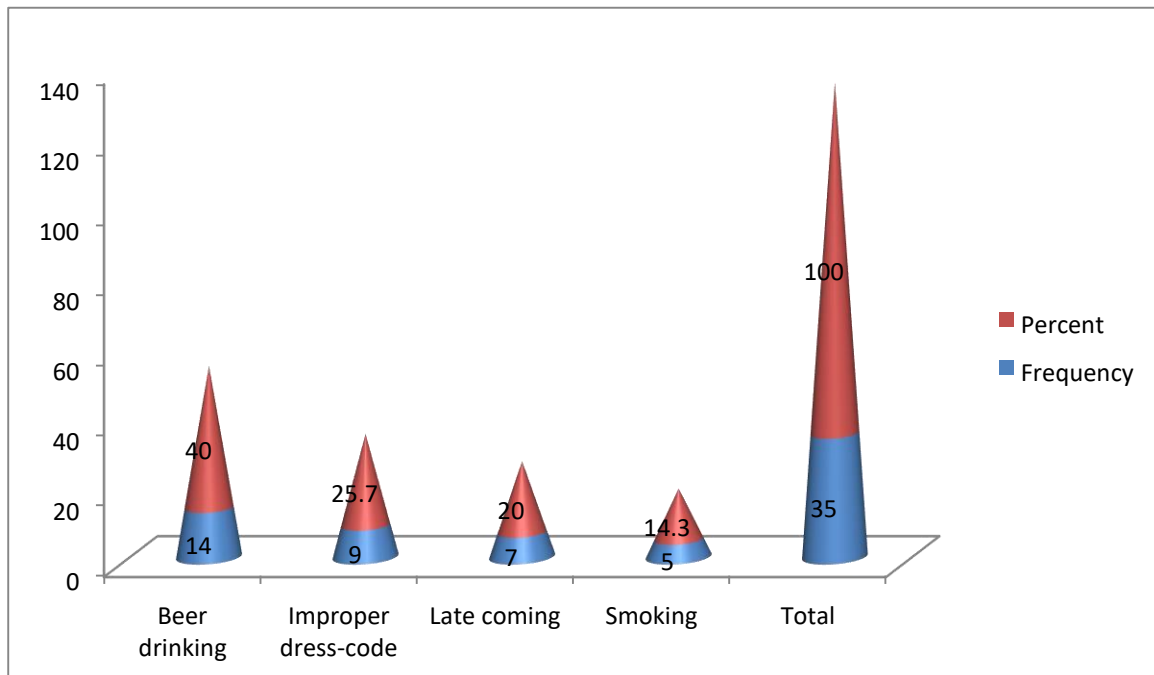
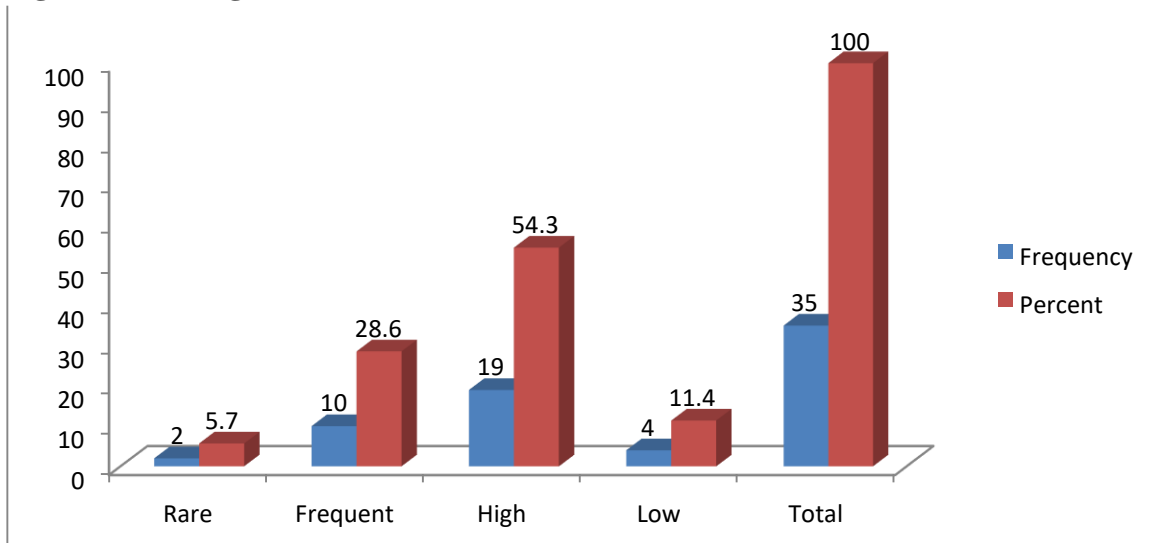


Figure 4.3 above shows that 14 of the respondents represented by 40% revealed that the pupil discipline problem that have persisted for the past five years in schools is beer drinking while 9 of them represented by 25.7% indicated improper dress-code as the pupil discipline problem that have persisted for the past five years in schools. on the other hand, 7 of them represented by 20% indicated late coming as indiscipline problem that have persisted for the past five years in schools while 5 of them revealed smoking as the indiscipline problem that have persisted in the past five years.

**Figure 4.4 Rating of the occurrences of deviant issues**



The graph above shows that 2 of the respondents represented by 5.7% indicated that the rating of the occurrences of deviant issues is rare while 10 of them represented by 28.6% indicated that the occurrences of deviant issues were frequent. Meanwhile, 19 of the respondents represented by 54.3% indicated the rating of the occurrences of deviant issues as low.

**4.3 Factors contributing to deviant behaviours Table 4.4: Factors contributing to deviant behaviours exhibited by pupils in schools**

RESPONSES	FREQUENCY	PERCENT
Environmental background of pupils	6	17.1
Introduction of human rights	6	17.1
Lack of stiff punishment for pupils	3	8.6
Peer Pressure	13	37.1
Technological advancement or use of social media	6	17.1
Parents' lack of commitment towards the welfare of their children	1	2.9
<b>Total</b>	<b>35</b>	<b>100</b>

Table 4.4 above shows that 6 of the respondents represented by 17.1% revealed environmental background of pupils as the factor contributing to deviant behaviours exhibited by pupils in

schools while 6 of them represented by 17.1% indicated introduction of human rights as the factor contributing to deviant behaviours exhibited by pupils in schools. On the other hand, 3 of the respondents represented by 8.6% indicated lack of stiff punishment for pupils while 13 of them represented by 37.1% revealed peer pressure as the factor contributing to deviant behaviours exhibited by pupils in schools. Meanwhile, 6 of the respondents represented by 17.1% revealed technological advancement or use of social media as the deviant behavior exhibited by pupils in schools while 1 of them represented by 2.9% indicated parents' lack of commitment towards the welfare of their children.

The responses regarding factors that contributed to deviant behavior was equally raised to teachers and their responses were not very different from what pupils indicated above: in responding to the focus group discussion, one teacher said;

*According to me, the factors contributing to deviant behavior among pupils are well-known and, the most common one apparently is the media. Pupils nowadays spend a lot of time on social media where negative behavior is portrayed to be normal and the funny thing is that pupils emulate such things.*

In the same vein, another teacher said that:

*what I can say concerning the factors contributing to deviant to pupils is bad influence or peers. Some pupils are coming from broken homes where there are serious moral decay and due to interactions, that take place within the school premises, some pupils get the bad influence and also begin to act strangely outside the normal school behaviour.*

Another one who attempted to answer the concern regarding the factors that contribute to deviant behaviour among pupils was the Head teacher and stipulated that;

*Deviant behaviour is caused by many factors and among others is the consumption of alcohol and drugs among pupils. Alcohol and other drugs such as smoking have become common among pupils nowadays. The other reason that causes weird behaviour by pupils is bad influence, peer pressure, moral decay and the adoption of the western culture among some pupils.*

#### 4.4. Measures schools have put in place to stop deviant behaviours to enhance their

academic performance **Figure 4.5 Handling of deviant erring pupils in schools**

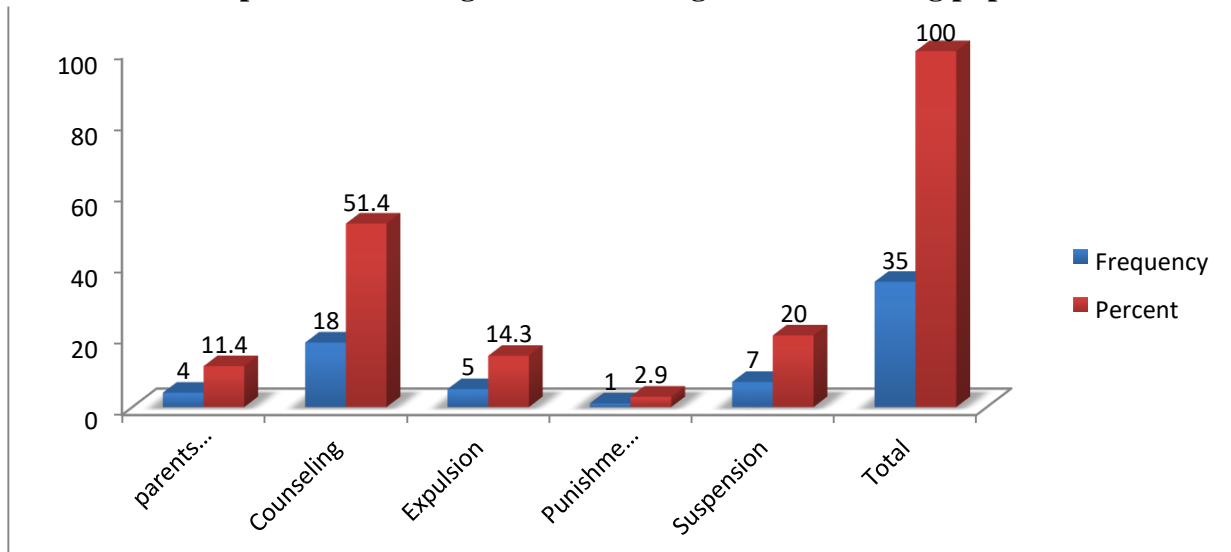


Figure 4.5 above shows that 4 of the respondents represented by 11.4% indicated that they handle deviant erring pupils in schools by engaging parents in counseling deviant pupils while 18 of them represented by 51.4% indicated counseling as the way they handle deviant erring pupils in schools. Meanwhile, 5 of them represented by 14.3% revealed expulsion as the way they handle deviant erring pupils in schools while 1 of them indicated punishment as the way they handle deviant erring pupils in schools. On the other hand, 7 of respondents represented by 20% revealed suspension as the way they handle deviant erring pupils in schools.

The handling of deviant erring pupils in schools was equally asked to Head Masters and one of them mentioned the following:

*There are many measures that we use to control deviant pupils and one of them is counseling of children who exhibit deviant behaviour.*

In the same view, one of the HOD mentioned that;

*One method used to control pupils who behave badly in the school environment is through punishing those who are deviant and to also giving them counseling sessions where good morals are imparted in them. Where necessary, we also call for the pupil's parent where we see that the problem persists for a long time.*

**Table 4.5: Ways that can be used to stop deviant behaviour in schools**

<b>RESPONSES</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Expel deviant pupils	14	40
Having motivational talks before lessons start	6	17.1
Parent and teacher participation in counselling culprits	4	11.4
Suspend deviant pupils	11	31.4
<b>Total</b>	<b>35</b>	<b>100</b>

Table 4.5 above shows that 14 respondents represented by 40% revealed expelling deviant pupils as a way that can be used to stop deviant behavior in schools while 6 of them represented by 17.7% indicated having motivational talks before lessons start as a way of that can used to stop deviant behaviour in schools. On the other hand, 4 of the respondents represented by 11.4% revealed parent and teacher participation in counseling the culprits as a way that can be used to stop deviant behaviours in schools while 11 of them indicated that suspending deviant pupils is one way that can be used to stop deviant pupils in schools.

The concern given above was given to Deputy Head Masters and one of them indicated that;

*Controlling deviant behaviur in pupils is not as easy as one might think. As the person in charge of discipline, I punish those who demonstrate deviant behavior, especially those I regard to be the ring-leaders in influencing their friends.*

One of the Head teachers said the following:

*Stopping pupils from absconding classes and other bad vices that pupils engage in while at school. Another Head Teacher said that;*

*One of the frequent measures we use in dealing with deviant behaviour is conducting motivation talks and this allows us to hear some causes of deviant behavior from pupils. Apart from this, we also use one on one counseling so that we can be able to have personal relationships from pupils.*

**Table 4.6 Measures schools should use to manage deviant behaviour following the abolishment of corporal punishment**

<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>
Rewarding pupils with good behaviour	16	45.7
Encouraging pupils to participate in extracurricular activities	4	11.4
Introducing school prisons where deviant pupils can be detained and not allowed to go for vacation	2	5.7
Reintroduction of corporal punishment	13	37.1
<b>Total</b>	<b>35</b>	<b>100</b>

Table 4.6 above shows that 16 respondents represented by 45.7% indicated rewarding pupils with good behavior as a measure schools should use to manage deviant behaviour following the abolishment of corporal punishment, while 4 of them represented by 11.4% indicated encouraging pupils to participate in extracurricular activities as a measure. Meanwhile 2 of them indicated the introduction of school prisons where deviant pupils can be detained and not allowed to go for vacation while 13 of them represented by 37.1% indicated the reintroduction of corporal punishment as the measure schools should use to manage deviant behaviour following the abolishment of corporal punishment.

In giving the measures that can be used to handle deviant behaviour, one of the HODs mentioned that;

*Teachers should work together with parents encouraging pupils to work hard and stay away from doing bad vices such as smoking and alcoholism and absconding.*

Another HOD said that;

*One of the measures that can help reduce deviant behaviour in schools is setting up tangible rules that should be followed strictly for their guidance. He further said that supporting those who portray good behaviour is a way of motivating deviant pupils.*

One of the teachers said that;

*One of the best measures that can be used to control deviant pupils is through counseling them. The other measure that can be used is giving them simple punishments such as picking up papers and cleaning.*

#### **4.5 Summary**

The chapter presented the data that was collected using questionnaires, interview guides and focus group discussions from the selected primary schools. Data was collected under the set objective questions asking about the nature of deviant behaviors, the factors contributing to deviant behaviours and the measures which should be taken in order to stop these vices. The demographic details of participants showed 15 females and 20 male adding up to 35 participants from the questionnaires. The presentation also showed that the participants were a group of experienced professionals who contributed positively towards the credibility of the study findings.

Going by the educational level of the participants, the findings have shown that the majority are degree holders. The findings on the nature of the deviant behaviours in schools, smoking and beer drinking ranked the highest percentages of 22% and 20 % respectively. The findings on the factors contributing to deviant behaviours have shown that the highest factor is peer pressure followed by the human rights and technological advancements. The measures to be taken were indicated by the participants and the researcher discovered that the issue of counselling was leading and many settled on this.

## **CHAPTER FIVE**

### **DISCUSSION, SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.0 Introduction**

In this chapter, the researcher discusses the findings of the study. The discussions of the findings are presented in order of the study objectives which were to: (i) to investigate the nature of deviant behaviours among pupils in Primary schools; (ii) To establish the effects of deviant behaviours on pupil's performance and (iii) to establish measures that can curb deviant behaviours among pupils in order to enhance their academic performance in Primary schools

This research had a total number of 65 respondents. A sample was a smaller group obtained from the accessible population and it was broken down as follows; 5 school head teachers, 5 deputy head teachers, 5 Heads of Department, 5 parents, 10 pupils and 35 teachers. In all the scenarios, administered unstructured questionnaires, interviews guide and a voice recorder were used to collect information. The researcher used the interview guide for school administrators (head teachers). The interviews were used because they gave reliable and quality information as the researcher was allowed to probe and get clarifications where necessary. The impressive thing was that most respondents gave clear and summarized data concerning the research topic. The other most impressive thing in this research was that even if it was not gender balanced among the respondents who took part in this research, all the questions were attempted.

## **5.1 Discussions of the study**

### **5.1.1 Nature of deviant behaviors among pupils in Primary schools**

The first objective was to investigate the nature of deviant behaviours among pupils in Primary schools.

In exploring this objective of the study, it was first imperative to understand the deviant behaviours schools were experiencing from the pupils. This is because the acts have continued to affect the role of the school and further become the source of a problem to teachers, school administrators and parents/guardians. Therefore, in an analysis of the quantitative data given in the previous chapter, the majority of the respondents revealed beer drinking as the deviant behaviour they were experiencing in their schools.

On the other hand, 20% of the respondents revealed smoking as the deviant behavior pupils exhibit in schools. It was established that smoking has become a fashion in this generation and the act is done due to peer pressure. In the same vein, another good number of the respondents revealed improper dress-code as the deviant behaviour exhibited by pupils in schools. Improper dressing has become a common trend among pupils in most schools. The vice was also experienced by the researcher during data collection at some school where a pupil was putting on wrong uniform just to be noticed by the peers.

By and large, 8.6% of the respondents revealed that the deviant behaviors they experience in schools include vulgar language, insubordination, late coming and sexual relations. Generally, the nature of deviant behaviours among pupils in Primary schools is a serious issue. Therefore, parents have substantial influence towards the nature of the community learning which a child experiences. In essence, the huge majority of parents had a genuine deep concern for the welfare of their children and has powerful emotional bonds with them. Therefore, they should

always try and provide reference models which they copy, influence their attitudes, and usually know more about their child than anyone else.

In essence, the above response was in tandem with what Whitehead (1993) reported in his research that indiscipline behaviour such as beer drinking has resulted to lack of total commitment and dedication on pupils' school attendance. In line to the findings above, Adegun (2013) warns that these pupils who smoke cultivate and demonstrate deviant behaviors and may never fulfill their potentials and this will result into these pupils becoming burdens to the country's society. Moreover, smoking unsettles the mind not of the schools but communities at large since children are considered the future leaders of the country. As a result, any attempt to curb pupils' deviant behaviors in schools would be highly welcomed by the government, educators, parents, teachers and school administrators, because what schools and the societies are experiencing is unbearable.

According Olowale (2001), the environment in which adolescents live is what makes most of them to practice the above acts of deviance. Therefore, it follows that when parents do not consistently react to the undesired behaviour of an adolescent, the child might continue to engage in more deviant behaviors in the school. In essence, the knowledge of the kinds of deviance being indulged in and the role it plays in particular individuals, groups and particularly primary schools is important for any prevention program.

Therefore, from a common point of view, Torrente & Vazsonyi (2012) conceal that such act as improper dress-code influence the teaching and learning process as they do not only undermine the purpose of education but also affect the smooth delivery of every day school activities.

Moreover, Nkhata and Mwale's study looked at the deviant acts such as truancy, drug and alcohol abuse, promiscuity, dodging class, riots, smoking, vandalism, fighting, reporting late

for class and insulting, resistance and change, to mention a few. Meanwhile, Sidhu (1996) arranged them into individual discipline and group indiscipline. Those under individual indiscipline are truancy, vandalism, stubbornness, rudeness and unfair means of writing examination. Under group are riots, fighting and quarrelling. In view of the above findings authors carries with those found in this research.

### **5.1.2 Factors contributing to deviant behaviors**

The second objective of this study which sought for investigation of the factors contributing to deviant behaviours among pupils in selected Primary schools of Nagongera Town Council District was to establish the effects of deviant behaviours on pupil's academic performance.

In order to do this, the first researcher's question was to find out from the respondents the factors contributing to deviant behaviors exhibited by pupils in the selected primary schools.

As indicated from the respondents in the previous chapter, various factors were given. According to table 4.4 of chapter four, the factors pointed out by respondents included environmental background of pupils. By probing more into this factor, it was alluded to that the environment from which some pupils were groomed from were not conducive for bringing up responsible pupils.

In addition to the environmental factors, the study which was done in Estonia on girl's delinquency shows that the reasons for the deviations in the children's behavior were primarily connected to the environment in which they socialize. This environment is the family and this means that parents have a bigger role to play in controlling what is going on in their homes if deviant behaviour is to be controlled. Simate (1992) stated that parental occupation, family size is among the factors that contribute to deviant behaviour though in his study could not explain the suitable family size and how this affects children's behavior.

The last factor that respondents in the previous chapter mentioned was the parents' lack of commitment towards the welfare of their children. Due to modernity and other factors such as

lack of time for some parents to have ample time to know what was going on in their children's lives, some pupils found themselves doing things which were contrary to school established norms. Another study by White head (1993), revealed the issue of aggressive behavior by pupils coming from single parents. The interpretation of this is that children behave well when both parents are living together as they share ideas on how to teach their children good morals. The second interpretation from this assertion is that fathers are more feared in homes and their absence has an impact when a mother is left alone.

The other factor indicated in the previous chapter was the introduction of human rights and by this, the interpretation was that both parents and teachers were limited in some instances to control their children because when they attempted control their children, some of the methods they attempted to use were considered to be against the international declaration for human rights.

In the same vein, lack of stiff punishment for pupils was another factor that respondents given and the interpretation for this was connected to the justification given above. Stiff punishment was equally considered to be against human rights and because of this, some pupils exhibited deviant behavior because they knew they would not be punished. Pupils in schools unfortunately have taken advantage of the human rights negatively and this has caused a lot of conflicts between the administrators and learners in schools. Peer pressure was another factor causing deviant and as mentioned above, some pupils were involved in exhibiting deviant behavior because of joining bad gangs within the school or in their communities. Because of technological advancement or use of social media, some pupils were found themselves developing deviant behaviour as they were trying to emulate what they used to see on social media. This point was also mentioned in the review of literature and it follows that when parents do not consistently react to the undesired behaviour of an adolescent, the child might continue to engage in more deviant behaviors in the school (Suleimen, 2011).

These findings indicated above tallies with Simate's (1992) report who mentioned that in Zambia, reported that indiscipline in schools included vandalism, strikes, bullying, smoking, drug abuse, promiscuity, aggressive and disruptive behavior, absconding from classes, drunkenness, stealing, careless school work and other offences against the school rules and regulations. Similarly, Asiyai (2005) argued, in the literature review that, the school based causes of indiscipline are teachers' lateness and absenteeism in class, overcrowded classrooms, unconducive school environment, unenforceable school rules and regulations, poor teaching and poor leadership by school administrators. In view of these findings, the researcher observes that any factor that relates to ineffectiveness of teachers and school administrators was silent in the findings.

Contrary to these studies above, Yaroson (2006) reported that unrealistic school rules were the causes of indiscipline. His justification follows that rules and regulations are meant to guide and control activities in school but when they become too much and unenforceable, they tend to breed indiscipline. Some head teachers behave like military officers when disciplining pupils and have put unrealistic rules still beat up children even after corporal punishment was abolished by the government. It is a known fact that when a child is beaten all the time or abused they become stubborn even more, so there should be a limit on disciplinary actions taken by schools otherwise the current situation might worsen.

The psychological factors that were mentioned by Banja (1999) also are shaping pupils' behaviors in schools especially on pupils who smoke dangerous drugs. These pupils display unacceptable behaviors in class and disrupt learning to other innocent ones. This goes back to the issue of human rights people have freedom of choice on how they should live but, it becomes sad on the part of pupils because they still need guidance despite the human rights. Some parents have a habit smoking in their homes in the presence of the children and this means that some children have taken this as a normal act.

### 5.1.3 Measures of curbing deviant behaviours among pupils

In realizing the nature and all the bad factors of deviant behaviour stipulated in this study, the researcher found it reasonable to seek for measures that would combat them so as to ensure that pupils can improve their academic performance in the target schools and possibly in other schools whom this study were not targets. Accordingly, in order to establish this, the first question that respondents were given was to find out the methods they used in handling of deviant erring pupils in schools. In response to the above, chapter four above shows that 11.4% of them indicated that they handled deviant erring pupils in schools by engaging parents in counseling deviant pupils while 18 of them represented by 51.4% indicated counseling as the way they handled deviant erring pupils in schools. Meanwhile, 5 of them represented by 14.3% revealed expulsion as the way they handled deviant erring pupils in schools while 1 of them indicated punishment as the way of handling deviant erring pupils in schools. On the other hand, 7 of respondents represented by 20% revealed suspension as the way they handled deviant erring pupils in schools.

In the same direction, the Head Masters were equally asked to mention the manner in which erring pupils in schools were being handled and from the findings given in the previous chapter, one of them mentioned that *there were many measures that were used to control deviant pupils and one of them was counseling of children who exhibited deviant behaviour*. Additionally, one HOD also indicated *one method used to control pupils who behaved badly in the school environment was through punishing those who were deviant and also giving them counseling sessions where good morals were imparted in them. He further mentioned that were necessary; they also called for the pupil's parent*.

The findings showed above are not different from what was mentioned in the previous chapter. For example, in the literature review, the use of reinforcement was mentioned to have the

potential to help curb undesired behaviour among school children in order to enhance academic performance in Primary schools. In the same section of the review of literature, Bandura (1977) defined reinforcement as a stimulus that strengthens behaviour and increases the frequency of its occurrence. This involved reinforcing one's positive response which in turn blocks the appearance of undesirable behaviours. In consonant with the findings above, reinforcement can imply all the methods that can be used to stop deviant behaviour in pupils. Additionally, the previous chapter also shows that expulsion of deviant pupils, having motivational talks before lessons start, parent and teacher participation in counseling culprits and suspending of deviant pupils were additional methods that respondents indicated as the way of controlling deviant behaviour.

The findings by Bolu-steve and Esere (2002) revealed that deviant behaviour is caused by a lack of effective parental upbringing. Also, the major strategy employed by counselors in handling behavioral problems is the reinforcement technique. Like what was mentioned above, Bolu-steve and Esere simply entails that there was need for teachers and counselors to continue being close to pupils so as to continue monitoring their behaviour. Unfortunately, the same teachers who should monitor these pupils are the ones who are sexually abusing them. This interprets to say unless these closest people change their mind set they will be the ones trying to worsen the situation at hand. This issue of counseling can only be successful if trained and dedicated guidance and counseling teachers are used and these should have few periods to teach.

In view of the above, though most of the strategies used to control pupil deviant behaviour have been shown above, the chapter immediately before this one indicates that rewarding pupils with good behaviour, encouraging pupils to participate in extracurricular activities, introducing of school prisons where deviant pupils could be detained and not allowed to go for vacation and re-introduction of corporal punishment were among additional measures that respondents

indicated as the way of controlling deviant behavior in pupils. The introduction of corporal punishment is not a good measure as it was mentioned in the factors that, when children are beaten often, they tend to become more stubborn and this is the reason that White head (1993) emphasized on the causes of aggressive behaviors among pupils. It is now left in the hands of both the government and schools to find better ways of stopping bad behaviors among pupils in Primary schools.

## **5.2 Summary**

In this discussion, the researcher discussed the research findings in accordance with the three objectives namely; to investigate the nature of deviant behaviours among pupils in selected primary schools; to examine the factors contributing to deviant behaviours in Primary schools and lastly, to assess the measures schools have put in place to stop deviant behaviours. At the same time, studies done by various scholars were used to confirm and compare the findings.

## **5.3 Conclusions**

From the data collected concerning the factors contributing to deviant behaviours among pupils, the study concluded, as indicated in the findings and discussion of findings that, several types of deviant behaviours include; beer drinking, smoking, truancy, vandalism and sexual activities among pupils. Though there was an extent to which deviant behaviour was controlled, the study, from the first objective, established that there was a high level upon which deviant behaviour was exhibited among pupils. By and large, this implies that there were poor intervention methods that worked for parents, teachers and school administrators in terms of controlling deviant behaviour among pupils.

Conclusions drawn from the second objective which sought to establish the factors contributing to deviant behaviours included environmental background of pupils, introduction of human

rights, lack of stiff punishment for pupils, peer pressure, technological advancement or use of social media and parents' lack of commitment towards the welfare of their children.

The conclusion drawn from the third and final objective of the study which sought to assess the measures schools should use to stop deviant behaviours showed that rewarding of pupils with good behavior, encouraging pupils to participate in extracurricular activities, introducing of school prisons where deviant pupils could be detained and not allowed to go for vacation and re-introduction of corporal punishment were among additional measures that respondents indicated as the way of controlling deviant behaviour in pupils. Additionally, the findings given in the previous two chapters indicated that counseling was one of the methods of controlling deviant behaviour while expulsion was also among the ways of controlling poor behavior in pupils including punishment. Other methods included suspension as a way of handling deviant erring pupils in schools.

This study settled on the fact that there was high exhibition of deviant behaviours in schools and this was as a result of environmental background of pupils, introduction of human rights, lack of stiff punishment for pupils, peer pressure, technological advancement or use of social media and parents' lack of commitment towards the welfare of their children. Nevertheless, if the preventive measures indicated by respondents can be implemented, deviant behaviour can be curbed out.

#### **5.4 Recommendations**

On the basis of the findings obtained and the conclusions drawn, the following recommendations were ideal in order to control deviant behaviour among pupils so as to improve their academic performance.

1. Parents should be engaged for discussion concerning pupil's deviant behaviour.

2. Guidance and counseling services should be strengthened in all the schools so as to ensure that all pupils are counseled regarding any possible deviant behaviour and in order to do this, the guidance teachers should have less time to teach.
3. The school administration should strengthen motivational talks to pupils concerning deviant behaviour.
4. Since corporal punishment has been abolished, the government should come up with other means of controlling pupils who exhibit deviant behaviour.

### **5.5 Suggestions for Future Research**

1. There is need in future to investigate on the effectiveness of guidance and counselling in primary schools in relation to pupil behaviours.
2. To investigate on whether the type of a school has an influence on pupil's behaviour.
3. To investigate on the effectiveness of the revised curriculum in Primary schools on pupil performance in learning.

## REFERENCES

- Abubakar, I. (2000). Bureau for the Gifted and Talented, Office of Education, Washington, DC. *Personal Communication*, 1978 [Telephone].
- Adegun, D. (2013). Counselling Gifted Students: Issues and Practices. In N. Colangelo, & G.A. Davis (Eds.), *Handbook of gifted education (2nd ed.)* 353-365. Needham.
- Adesina, R. (1980). Professional School Counsellors as Social and Academic Advocates. In B.T Erford, (Ed.), *Transforming the School Counselling Profession*, 411-434. Upper Saddle River, NJ: Pearson Education Inc.
- Adunmuyiwa, A. (2001). Special Considerations in Counselling Gifted Students. *School Counsellor, Journal of Counselling and Development*, 2 (64), 558-560.
- Agbenyega, S. (2006). *Aspects of School Management*. Ibadan: Board Publication Limited.
- Agboola, U. & Salawu, T. (2011). *Growing Up Gifted (5th Ed.)*. Upper Saddle River, NJ: Prentice- Hall, Inc.
- Agboola, Y. & Salawu, T. (2011). Teacher Perceptions of Highly Gifted Students in the United States and West Germany. *Gifted Child Quarterly*, 4 (30), 55-60.
- Alexander, J. & Lloyd, L. (2003). *Educational Administration & Management: Issues & Perspectives*. Enugu: Ton and Tons PDS.
- Asiyai, O. (2005). Professional Teachers' Strategies for Promoting Positive Behaviour in

Schools. Journal title: *Asian Social Science*. 6 (9) 12-45.

Asiyai, R. I. (2012). *Indiscipline in Nigerian Primary Schools*. Delta State University,

Abraka press.

Asonibare, L. (2016). *Transforming the School Counselling Profession*. Upper Saddle

River, NJ: Pearson Education, Inc.

Babatunde, H. (2016). *Guiding the Social and Emotional Development of Gifted Youth*.

White Plains, NY: Longman.

Bandura, A and Walters, (1963). *Social Learning and Personality Development*. New

York. Holt. Rinehart and Winston Inco.

Banja, M, K. (2001). *The relationship between the School, Environment and Indiscipline*

*Among pupils in Government high schools in Kitwe District*. (un  
published).

Borg,F. and Gall, .N. (1989). *Educational Administration: Issues and Perspectives*.

Limbe: PRESSPRINT Ltd.

Bolu- Steve F. N and Esere M.O. (2002). *'Strategies for Managing Deviant Behaviour*

*among In- School Adolescents as expressed by Primary School  
Counsellors in Kwara State*. Nigeria: Abraka Press

Creswell, F. (2009). *Introduction to Educational Administration Planning and Supervision*.  
Lagos: Joja Educational Research & Publishers Ltd.

Creswell, J. W. (2009). *Research Design: Qualitative, Quantitative, and Mixed Methods*

*Approaches* (3rd Ed.). Lagos: Joja Educational Research and Publishers Ltd.

Danso, E. (2010). Operationalization of the Multicultural Counselling Competencies.

*Journal of Multicultural Counselling and Development*, 9 (24), 42-78.

Doucette, J. and MacDonald D, (1993). The Influence of Parenting Style on Adolescent

Competence and Substance Use. *Early Adolescence Journal* 11 (1): 56 – 95.

Edem, E.M (1982). *Social Science Research: Conception, Methodology and Analysis*.

Kampala: Makerere University print.

Egwunyenga, O. (1994). *Psychology and Education of the Gifted* (2nd Ed.). New York,

NY: Irvington Publishers.

Eseré, Z. (2008). *An Investigation of School Counsellor Involvement in School family-*

*Community Partnerships: Exploring the Gap between Current and Prescribed Practice*. Unpublished doctoral dissertation, University of Maryland, College Park.

Goode, H. (1997). Using Reality Therapy in the Classroom with Gifted Individuals. *Gifted*

*Child Quarterly*, (24), 167-168.

Gossen, P. (1998). The State of Discipline in Primary schools in Cameroon.

*Journal of Research in Education* 3 (4): 52-58.

Henslin,R. (1999). Specific Program Information: A Key to Attitudes about the Gifted

Education Program. *Gifted Child Quarterly*, 2 (31), 20-24.

Kanayi, R. (2009). ZCEA begin Campaign against Corporal Punishment, says Report.

*Post News Paper, 18<sup>th</sup> December, 2009.P, 14. Education Supplement.*

Kendall, F. (2005). Corporal Punishment in the Schools of Ghana: Does Inclusive

Education Suffers? *The Australian Education Research* 33 (3): 107-122.

Kocchar, M. (2014). *School Administration and Management*. New Delhi. Sterling Publishers.

Kornblum, W. (1988). *Counsellor Education for the Twenty-First Century*. Westport, CT:

Bergin & Garvey.

Macbeath, R. (2005). Developing the Whole Child: *A Developmental Approach to*

*Guidance with the Gifted*. *Roeper Review*, (5), 24-26.

Malumani, O. (2013). *Education and Vocational Guidance of Primary School Students in*

*Nigeria*. Jos: Savanna Publishers L

Reid, M. (2000). Classroom Practices Used with Gifted third and Fourth Grade Students.

*Journal for the Education of the Gifted*, 13 (16), 103-119.

McNamara, W. (2001). State Identification Policies: *Gifted Students from Special*

*Populations*. *Roeper Review*, 23 (17), 268-275.

Millman, H.L. (1980). *Therapies for school Behavioural Problems*; London. Joss Bass

MOE, (1997). *Counselling Gifted and Talented Students*. Storrs, CT: The National  
Research Centre on the Gifted and Talented.

Moono, T. (2013). *Qualitative Inquiry and Research Design: Choosing Among Five  
Approaches*. (2nd ed.). Thousand Oaks, CA: Sage.

Mweemba, G, (2011). *Factors that lead to Deviant Behaviour among Pupils in Selected  
High Schools in Kabwe, Zambia,*

Nabiswa, J, Misigo, B.L and Makhanu F.N. (2016). *Analysis of Student Deviant Behaviour  
Most Prevalent in Schools of Bungoma County. Kenya.*

Natalya, M.L, (2016). *School Related Deviant Behaviours in Primary School  
Adolescents*. New York. Mcgraw Hill

Nkhata, M and Mwale, M. (2016). *An Investigation of the Contributing Factors to  
Adolescent Deviant Behaviour in Rural Community Day  
Primary Schools*. Mzuzu University. Malawi.

Odonyiwa, A. (2001). Special Considerations in Counselling Gifted Students. *School  
Counsellor* 17 (40), 184-190.

Olawale, H. (2001). A Study of Student, Parent, and Teacher Attitudes towards Gifted  
Programs and Gifted Students. *Gifted Child Quarterly*, 8 (27), 107-110.

Olawale, I. (2001). Attitudes of School Counsellors and Psychologists toward Gifted Children. *Journal for the Education of the Gifted*, 8 (7), 164-169.

Omotosho M.R. (2009). The Identification of Students who are gifted. Arlington, VA: *The Council for Exceptional Children (ERIC Clearinghouse on Disabilities and Gifted Education No. E644)*.

Reid, M. (2000). Classroom Practices used with Gifted Students. *Journal for the Education of the Gifted*. 11 (16), 103-119.

Shana, T. (1974). Introduction and Overview. In N. Colangelo, & G.A. Davis (Eds.),

*Handbook of gifted education (2nd Ed.)* 3-9 Needham Heights, MA:

Alyn & Bacon.

Sidhu, K.S. (1996). *School Organization and Administration*. New Delhi: Sterling

Publishers.

Simate, S. (1992). *Rights and Obligations*. In Adesina N. (ed.)

*Citizenship Education in Nigeria*. Lagos: Idowu Publishers.

Suleimen, K. (2011). Developing a Comprehensive Array of High School Services. *Gifted*

*Child Today Magazine*, (20), 32, 48.

Suleimen, U. (2011). *Education of the Gifted and Talented (4th Ed.)*. Needham Heights,

MA: Alyn & Bacon.

Torrente, F. & Vazsonyi, U. (2012). An Exploratory Study of Characteristics of Gifted and

Talented Foreign Language Learners. *Foreign Language Annals*, 10 (14), 385-391.

UNESCO (1990). A Survey of Behaviour Problems among Primary Schools in

Akwanga Local Government Area of Niger State. *Journal of Arts Education* 3(1): 11- 19.

UNICEF (2015). *Parenting and Responding to Violence against Children. Draft Program Guidance*. New York. UNICEF.

Wairimu, M. (2013). *Perceived Factors Influencing Deviant Behaviour among the youth in Njathaini, Kenya*.

Wesang'ula, I.e tal (2010). Measurement Issues in the Screening and Selection of the Gifted. *Roeper Review*,7 (12), 76-78.

Whitehead, N. (1993). *Deviant Behaviour*. Upper Saddle River. N. J. Prentice Hall

Yaroson, P. (2006). *Case Study Research in Educational Settings*. Philadelphia. Open University Press.

## APPENDICES



P.o.Box 236, Tororo  
Tel: +256-45448849  
Fax: +256-45436517  
Email: adm@proc.busitema.ac.ug  
Website: www.busitema.ac.ug

---

### NAGONGERA CAMPUS FACULTY OF SCIENCE AND EDUCATION DEPARTMENT OF EDUCATION

#### APPENDIX 1: QUESTIONNAIRE FOR TEACHERS

Dear respondents,

I'm ODONG RONALD, a student of the above university carrying out a research on; “The impact of deviant behavior on academic performance of learners in primary schools in Nagongera Town Council, Tororo district- Uganda.” Do not write your name anywhere and the information will be treated confidently, fairly and anonymous.

I do encourage you to complete the questionnaire carefully and honestly. Your input to this research will be highly acknowledged.

#### **Instructions**

1. Do not write your name on this questionnaire.
2. Put a tick [√] or an explanation in the space provided.

**SECTION A**

1. Gender

- (i) Female [ ] (ii) Male [ ]

2. Age

- (i) 20-30 [ ] (ii) 30-40 [ ] (iii) 40-50 [ ] (iv) Above 50 [ ]

3. Service year in teaching

- (i) 1-5 [ ] (ii) 6-10 [ ] (iii) 11-15 [ ] (iv) 16-20 [ ] (v) 21-25 [ ] (vi) 26-30 [ ]  
(vii) above 30 [ ]

4. Level of education

- (i) Diploma [ ] (ii) First Degree [ ] (iii) 2<sup>nd</sup> Degree [ ]

**SECTION B: The nature of deviant behaviour among pupils in Primary schools**

5. Which deviant behaviour are you experiencing as a school from pupils?

.....  
.....

6. Which pupil discipline problem have persisted for the past five years?

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

7. How would you rate the occurrence of issues such as vandalism, strikes, bullying smoking, drug abuse, aggressive and disruptive behaviour, drunkenness, stealing in your school? a. Rare

- b. Frequent
- c. High
- d. Low

**Section C: Factors contributing to deviant behaviours.**

8. What are the factors contributing to deviant behaviour exhibited by pupils in your school?

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

**SECTION D: Measures that schools have put in place to stop deviant behaviours.**

9. How do you handle deviant erring in your school?

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

10. What ways do you think can be used to stop deviant behaviour in your school?

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

11. What other measures do you think your school can use to manage deviant behaviour following the abolishment of corporal punishment?

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

**APPENDIX 2: INTERVIEW GUIDE: ADMINISTRATORS**

1. Which deviant behaviours are you experiencing as a school from the pupils?

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

2. How do you identify deviant behaviours in your school?

.....  
.....

3. How would you describe the frequency of indiscipline behaviour among primary school pupils such as substance abuse, teen-age pregnancies, abortion, vandalism and many others? a. High

b. Low

c. Average

4. Which common deviant behaviour persist in your school for the past five years?

.....  
.....

5. How have these vices affected pupils in class?

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

**Factors contributing to deviant behaviour in your school?**

1. What are the factors contributing to deviant behaviour in your school?

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

**Measures to curb deviant behaviour among pupils so to enhance their academic performance**

1. What discipline measures do you feel are appropriate for learners who display deviant behaviour?

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

2. What steps do you think should be taken against repeat offenders?

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

3. What are your views concerning the abolishment of corporal punishment?

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

**APPENDIX 3: FOCUS GROUP DISCUSSION: PREFECTS**

1. What are your roles as a prefect in the school?

.....  
.....

2. What factors contribute to deviant behaviour by pupils in your school?

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

3. What discipline measures do you feel are appropriate for learners with deviant behaviour in your school?

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

**APPENDIX 4: FOCUS GROUP DISCUSSION: TEACHERS**

1. What is the nature of deviant behaviour do you experience in your school?

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

2. What factors contribute to deviant behaviour?

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

.....

3. What measures should be used to reduce deviant behaviour?

.....

.....

.....

.....

.....

.....

Thank you for your participation