

THE TYPES OF INDISCIPLINE IN SECONDARY SCHOOLS IN PALLISA TOWN COUNCIL. A CROSS-SECTIONAL STUDY.

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Abstract

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Background

Indiscipline can be defined as failure to obey rules and orders or lack of control in the behavior of a person or group of people. Indiscipline cases in schools have been an issue of concern for educators and have become a huge concern among educators, policymakers, and the public in general. This study aimed to document the types of indiscipline in secondary schools in Pallisa Town Council

Methodology

The study adopted a triangulation of a case study design and a cross-sectional survey design. The study also uses a mixed research approach where both qualitative and quantitative techniques were used to analyze data.

A case study design was employed because the researcher did not have enough time or financial resources to conduct a national survey of all secondary schools in Uganda

To collect primary and secondary data three methods were used. A self-administered questionnaire and interview method were used to collect primary data while the documentary review was used to gather secondary data.

Results

According to findings, there are three types of indiscipline in secondary schools in Pallisa district. These were minor, major, and intolerable indiscipline behaviors. The minor behaviors were; Noise-making in class, Absenteeism, and Loitering on school premises. The major indiscipline behaviors were; missing classes, Smoking, Habitual lateness, and drinking alcohol. The intolerable indiscipline behaviors were; Physical violence, Vandalism, Use of drugs, and Bullying

Conclusion

The major indiscipline behaviors were; missing classes, Smoking, Habitual lateness, and drinking alcohol.

Recommendation

More studies should be done on the causes of indiscipline among students.

Teachers should create a more friendly atmosphere for learners to reduce indiscipline.

Keywords: Indiscipline, Secondary School, Students.

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Background of the study

Amina defines indiscipline as misconduct of deviation or bypassing of the established rules which should be followed without any discretion. It is an act or conduct that is prejudicial to the interests of the school administration or which is likely to impair his reputation or create unrest among students (Rukundo, 2009). There are various types of Indiscipline and misconduct in a school that may attract disciplinary action.

According to Ngwokabuenui (2015), students' indiscipline in secondary schools has become a cankerworm that has eaten too deep into the students' moral upbringing. Students have become uncontrollable and highly disrespectful to themselves, teachers, school administrators, parents, and society at large (Odebode, 2019).

Indiscipline cases in schools have been an issue of concern for educators and have become a huge concern among educators, policymakers, and the public in general,

owing to the outbreak of aggression among peers, violence, and vandalism as well (Ngwokabuenui, 2015). This study aims to document the types of indiscipline in secondary schools in Pallisa Town Council.

Methodology.

The study adopted a triangulation of a case study design and a cross-sectional survey design. The study also uses a mixed research approach where both qualitative and quantitative techniques were used to analyze data.

A case study design was employed because the researcher did not have enough time or financial resources to conduct a national survey of all secondary schools in Uganda (Rasmitadila et al., 2020). Secondly, as Mugenda and Mugenda (1999) state, a case study research design permits a researcher to conduct an in-depth examination of a single phenomenon at a given point in time, to arrive

at findings that apply to the broader phenomenon that the case represents.

A cross-sectional survey design was adopted because it permitted the researcher to study a target population by studying a representative cross-section of the population to arrive at findings that applied to the entire target population (Mugenda & Mugenda, 1999). The study used both quantitative and qualitative data collection and analysis techniques. Quantitative techniques were applied to numeric data, such as the effects of indiscipline and academic performance of students in selected secondary schools in Pallisa Town Council while qualitative techniques were deployed for non-numeric data, such as respondents' views or opinions, preferences, attitudes, and feelings.

Study Population

The study population comprised head teachers, Board of Governors members, teaching staff, and student leaders. Therefore 3 head teachers, 30 members of the School Management Committee, 59 teaching staff, and 73 student leaders comprised the study population hence 165 participants were the population of the study.

Sample Size

Out of a total population of 165, a sample of 115 respondents was chosen using the Krejcie, Robert V., Morgan, Daryle W. (1970) table. These included 3 head teachers, 12 Board of Governors members, 50 teaching staff, and 50 student leaders from the selected schools.

Table 1: showing population size, sample size, and sampling techniques

Category	Pallisa ss	St Peter ss	Mother Kevin ss	Population size	Sample size	Sampling techniques
Headteachers	1	1	1	3	3	Purposive sampling
Board of Governors	10	10	10	30	12	Convenience sampling
Teaching staff	25	16	18	59	50	Random sampling
Student leaders	30	19	24	73	50	Random sampling
Total	66	46	53	165	115	

Sampling Techniques

The researcher used random technique, convenience sampling, and purposive sampling techniques to select respondents for the study.

A random sampling technique was used to select teaching staff and student leaders who participated in this study. This gave them an equal chance to be included in a sample hence elimination of bias.

A purposive sampling technique was used to select head teachers to participate in this study. This helped the researcher to get more detailed information about the study variables since the selected respondents were knowledgeable and had vast experience on the subject of the study. Convenience sampling was used to select Board of Governors members who were easily accessible.

Data Collection Methods

To collect primary and secondary data three methods were used. A self-administered questionnaire and interview method were used to collect primary data while documentary review was used to gather secondary data.

Questionnaire method

Questionnaires were selected for the collection of primary data because they allowed the Researcher to collect detailed data in a relatively short time and at a relatively low cost. This method was used because it was reliable and dependable for large samples, gave respondents adequate time, and eliminated bias (Mugenda & Mugenda, 2003). Each item in the questionnaire was developed to address a specific objective/ research

question of the study. The questionnaire was used to collect data from teaching staff and student leaders.

Interviews

The Researcher used the interview method purposively to collect data from the Head Teacher and selected members of the Board of Governors. Interviews were done to complement questionnaires in a methodological triangulation framework. Interviews were particularly appropriate because they enabled the researcher to collect in-depth data by posing probing questions and to access non-verbal communication by observing the body language of the respondents (Mugenda & Mugenda, 2003).

Documentary review

A documentary review of relevant documents was done to obtain secondary data from various records, including monitoring and evaluation reports, records from the Office of the Director of Studies (DOS), monthly and quarterly reports, UNEB Computer sheets, newspapers, and the Internet.

Data Collection Instruments

Self-administered Questionnaire

The researcher designed a set of questions. The respondents to the questionnaires were teaching staff and student leaders from the selected three secondary schools in Pallisa Town Council.

The questionnaires were comprehensive enough to cover the extent of the problem and all aspects of the study variables based on the objectives of the study and research

question. The questions were close-ended to make it easier and quicker to answer for respondents. The questionnaires were delivered to respondents by the researcher and thus self-administered.

A Five Likert-Scale questionnaire was used to investigate the relationship between indiscipline and academic performance. The questionnaires were designed according to the objectives of the study variables and responses to the questions were anchored on a Five (5) Point Likert Scale ranging from 5- Strongly Agree to 1 - Strongly Disagree.

Interview guide

An interview guide was prepared based on the research objectives. Face-to-face interviews were conducted. This technique was used to gain an understating of the underlying reasons and motivations for people’s attitudes, preferences, or behavior about indiscipline and academic performance of the schools (Mugenda & Mugenda, 2003). Still, the interviews were semi-structured in that the questions were predetermined but allowed the respondents to express themselves at length. The questions were directed at clarifying and establishing whether there was any influence between indiscipline and the academic performance of students in the selected secondary schools. The interviews were held with Head Teachers and selected members of the School Management Committee of the selected secondary schools.

Documentary Review Checklist

These included mainly secondary sources. Information was sourced from documents related to the area of study. These documents were studied and critically reviewed while keeping the ethical standards in mind. They were used to examine the effectiveness; relevance and appropriateness of the language including those related to the policies and background information of the organization mainly the end-of-term reports, and general staff meeting minutes.

Validity and Reliability

To ensure that the selected data collection instruments were capable of collecting the data that they were meant to collect and that they could measure consistently the variables that they were supposed to measure, the instruments were pre-tested for validity and reliability.

Validity of the study

According to Mugenda and Mugenda, (2003), validity is the degree to which an instrument measures what it purports to measure. This study subjected its instruments of data collection to face validity because it ensured the appropriateness, meaningfulness, and usefulness of the inferences made from the results. With the help of the supervisor, the correctness of research elements in collecting data intended was done based on the Four (4) Point Scale of relevance, clarity, simplicity, and ambiguity.

The content validity index (CVI) for the item was determined by dividing the number of valid questions (relevant) by the total number of questions in the instrument. Only those instruments with CVI that were over 70% were selected to collect data for the study.

For this study, the relevant questions were 17 of the 20 questions in the questionnaire. Therefore, the Content Validity Index was (0.85) 85% hence the Instrument was used to correct data since it was accurate based on the Content Validity Index.

Reliability of the study

Reliability is concentrated on assessing the consistency and stability of data collection instruments against any chance factors or environmental conditions in the measurement of the variables (Mugenda and Mugenda, 2008). The instruments for data collection were tested for internal reliability from within the school, but a total number of 5 employees were used in the study. The information was correlated through Cronbach’s Alpha coefficient.

Cronbach’s alpha is a way of assessing reliability by comparing the amount of shared variance, or covariance, among the items making up an instrument to the amount of overall variance (Tavakol, 2011). The idea is that if the instrument is reliable, there should be a great deal of covariance among the items relative to the variance.

To measure the consistency and reliability of the questionnaire the researcher used five respondents to pre-test the questionnaire using Cronbach ala ($\alpha = \frac{Nc}{v+(N-1)c}$) in SPSS as follows.

Where

C is the average inter-response covariance, v is the average variance and N is the number of items in the questionnaire.

Table 2: showing the reliability of Research Instrument

		R1	R2	R3	R4	R5
R1	Covariance	1.812	0.675	0.689	0.722	0.674
R2	Covariance	0.675	1.752	0.724	0.737	0.741
R3	Covariance	0.689	0.724	1.821	0.803	0.797
R4	Covariance	0.722	0.737	0.803	1.964	0.853
R5	Covariance	0.674	0.741	0.797	0.853	1.792

$$V = (1.812+1.752+1.821+1.964+1.792)/5 = 1.828$$

$$C = (0.675+0.689+0.722+0.674+0.741+0.797+ 0.853)/7 = 0.633$$

$$\text{prens} = \frac{5(0.633)}{1.828+(5-1)0.633} = 0.72$$

According to Amin (2005) if the Cronbach Alpha is greater than 0.7, then it is a good measure of reliability. Thus for this study, the research instruments were consistent and reliable in collecting data.

Data Collection Procedure

The researcher followed specific steps to enable him to successfully access or compile the necessary data from the right respondents and this was done by first acquiring an introduction letter from the Team University Research Office, which was taken to the Headteachers of selected schools to be allowed to carry out this research.

The researcher then administered the questionnaire to the respective respondents developed with the guidance of the supervisor. He further made appointments with the respondents on when, where, and at what venue they met to conduct interviews or administer questionnaires.

The researcher also made use of secondary data by reviewing available relevant textbooks, journal articles, periodicals, manuals dissertations, publications, and visiting Newspapers both international and local ones.

Data Analysis

The study collected qualitative and quantitative data. Qualitative data was edited and grouped by theme before being analyzed using content analysis. Quantitative data was entered into a data sheet using coded values and manipulated using the Statistical Package for Social Scientists (SPSS 18.0 Windows). Descriptive statistics were obtained and cross-tabulations of some items were made to obtain relationships and tested using Pearson correlation coefficients significant at 0.01 levels. Additionally, frequency counts and percentages were obtained to facilitate interpretations and conclusions. Graphic illustrations were used to summarize and portray the general trends of the results. Direct quotations from documents and interviews were used to illustrate ideas and opinions.

Measurement of variables

Variables were measured to be able to generate data; the researcher used three measurement scales that are

nominal, interval, and ratio scales because they were suited to this study.

Measurement using the Nominal Scale

A nominal scale is a list of categories to which objects can be classified into mutually exclusive and collectively exhaustive sets (Sekaran, 2003). The researcher used this to measure variables like the sex of the respondents to determine the distribution of the respondent that is male and female, marital status, and level of experience

Measurement using an interval scale

An interval scale was used to sum and determine the magnitude of the difference of the responses to the questions on a 5(Five) Point Likert scale. The responses were ranked in order of importance by determining the percentages of positive and negative responses to the questions in the questionnaires.

After determining the preferred response for each question on the Five (5) Point Likert scale, the researcher will calculate the magnitude of the preferences of the responses. The differences assigned to each interval were ranked in order and the quality of the magnitudes of the differences in the variable was determined. These were used to determine measures of central tendency and dispersion, and data analysis using the SPSS (Denscombe, 2000)

Ethical considerations

After the approval of the research topic by the research supervisor, an introductory letter was obtained from the University which introduced the researcher to the district, division, and village authorities. Permission to collect data was sought from Headteachers of selected secondary schools. After getting permission, 165 respondents who were above 18 years old were randomly selected and meetings were held in the study area in which the objectives of the study were clearly explained to the study participants in the language they understand very well. Written informed consent forms were supplied to them and confidentiality of all the information about the respondents was communicated and maintained.

Results

Response Rate

Table 3: showing the response rate of the study

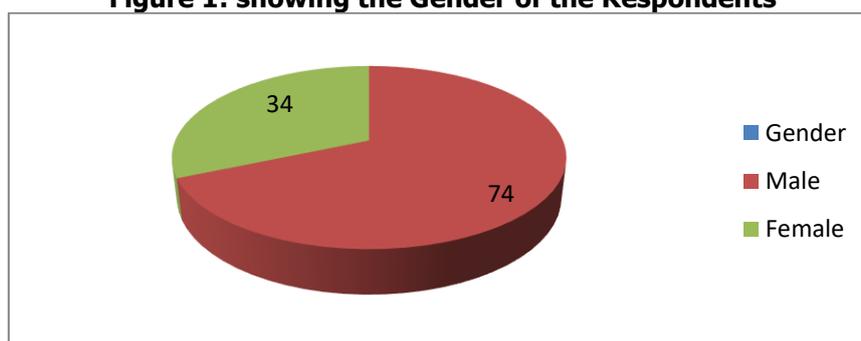
Category	Questions Issued	Questionnaires Returned	Response rate In Percent
Headteachers	3	3	100
Board of Governors	12	12	100
Teaching staff	50	45	90
Student leaders	50	48	96
Total	115	108	93.9

Source: Primary data

According to the findings of the study, out of 115 respondents, 108 returned the research questionnaires with complete responses. Therefore the response rate was 93.9%. This was satisfactorily sufficient to continue and

carry out the study. This was in line with (Hendra, 2019) who suggested 80% response rate was a good measure of response and that studies with such response rates were free from bias.

Background Information of the respondents.
The gender of the respondents
Figure 1: showing the Gender of the Respondents

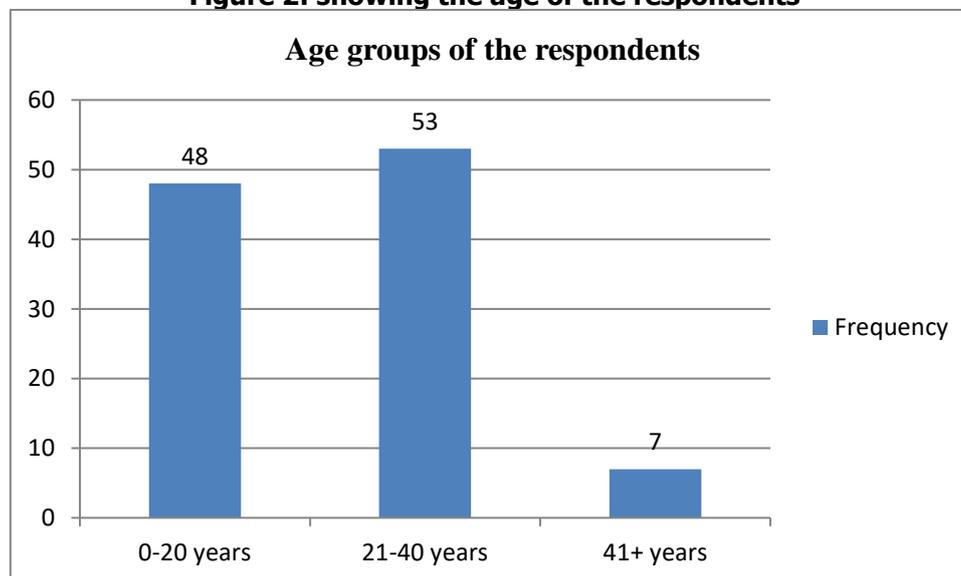


Source: Primary (2022).

According to Figure 1 below, 74 of the respondents were males and 34 of the respondents were females. Therefore, the majority (68.5%) of the respondents to the study were males.

Age of the respondents

Figure 2: showing the age of the respondents



Source: Primary data

According to Table 3, the majority of the respondents of the study 53 were between 21-40 years of age followed by 48 respondents who were below 20 years and 7 respondents that were above 41 years. Therefore majority

of the respondents were adults (teachers, head teachers Board of Governors, and some student leaders) hence having sufficient knowledge of student discipline in schools in the Pallisa district.

Marital status of the respondents

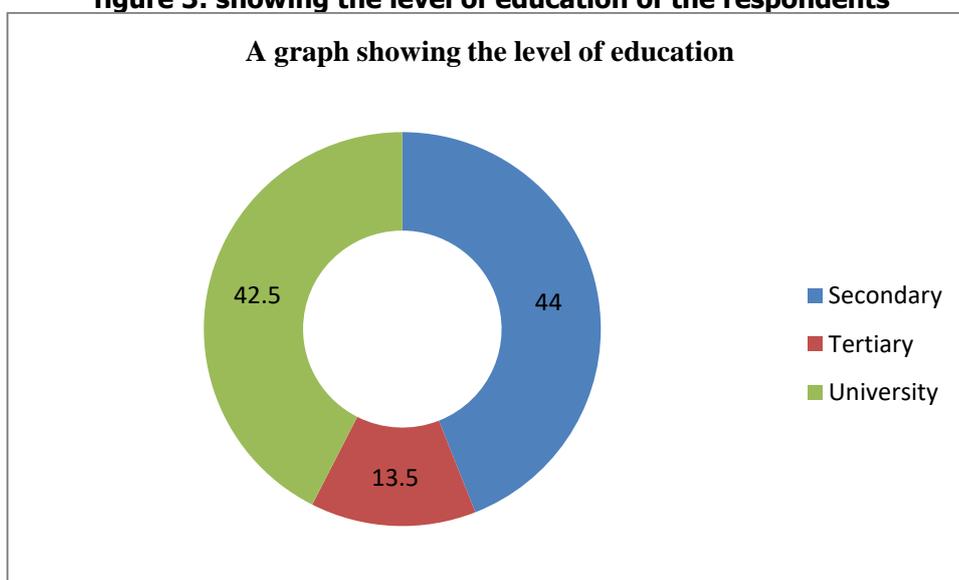
Table 4: showing the marital status of the respondents

Marital status	Frequency	Percent
Single	46	42.5
Married	40	37.2
Widow	5	4.6
Separated	17	15.7
Total	108	100

Source: Primary data (2023)

According to Table 4, 46 respondents were single, 40 were married, 17 were separated and 5 were widowed. Therefore, the biggest percentage of the respondents (46%) were single (students) and the smallest percentage of respondents were widowed.

Level of Education
figure 3: showing the level of education of the respondents



Source: Primary data

According to the findings in Graph 3 above, 44% of the respondents had a secondary level of education, 42.5% had University Education and 13.5% of the respondents had a tertiary level of education. Therefore, all the respondents had formal education and thus had enough knowledge to read, understand, and answer the questions of the study.

Types of indiscipline in secondary schools in Pallisa Town council

The researcher used the punishments given to students, to measure the type of indiscipline behavior

of secondary school students in Pallisa District. Minor indiscipline behaviors were punishable by caning and slashing of school compound, major indiscipline behaviors were punishable by suspension or call for parents and intolerable indiscipline behaviors were punishable by explosion. The following table shows the statistics on types of indiscipline behaviors in the selected schools based on the records in 2022.

Table 5: showing the types of indiscipline in secondary schools in Pallisa Town Council

Types of indiscipline	Freq	Perc
Minor indiscipline behaviors i. Noise-making in class ii. Absenteeism iii. Loitering on school premises	620 562 471	
Total	1653	61.4
Major indiscipline behaviors i. Missing classes ii. Smoking iii. Habitual lateness iv. Drinking alcohol	443 54 333 156	
Total	986	36.6
Intolerable indiscipline behaviors i) Physical violence ii) Vandalism iii) Use of drugs iv) Bullying	23 14 11 3	
Total	51	2%
Total	2690	

Source: School indiscipline cases Records (2022)

According to findings in Table 5, there are three types of indiscipline in secondary schools in Pallisa district. These were minor, major, and intolerable indiscipline behaviors. The minor behaviors were; Noise-making in class, Absenteeism, and Loitering on school premises. The major indiscipline behaviors were; missing classes, Smoking, Habitual lateness, and drinking alcohol. The intolerable indiscipline behaviors were; Physical violence, Vandalism, Use of drugs, and Bullying. Further, the findings showed that 61.4% of the indiscipline cases in secondary schools were minor indiscipline behaviors, 36.6% of the indiscipline cases were major indiscipline behaviors and 2% of the indiscipline cases were Intolerable indiscipline cases.

Discussion

According to findings, there are three types of indiscipline in secondary schools in Pallisa district. These were minor, major, and intolerable indiscipline behaviors. The minor behaviors were; Noise-making in class, Absenteeism, and Loitering on school premises. The major indiscipline behaviors were; missing classes, Smoking, Habitual

lateness, and drinking alcohol. The intolerable indiscipline behaviors were; Physical violence, Vandalism, Use of drugs, and Bullying.

Further, the findings showed that 61.4% of the indiscipline cases in secondary schools were minor indiscipline behaviors, 36.6% of the indiscipline cases were major indiscipline behaviors and 2% of the indiscipline cases were Intolerable indiscipline cases.

The findings agree with Cerda et al(2019), Students portray different types of indiscipline behavior among which include the following acts: boycotting lessons, watching and practicing pornography, lies telling, violence, dishonesty, disobedient to teachers, prefects, and school administration, rapping school/classmates, alcohol consumption, confronting their teachers

The findings also agree with Rukundo (2009), who observed three types of misbehavior that are regarded as disciplinary problems for the educator in the classroom that include: misbehaviors that inhibit the learner's learning, misbehaviors by one learner which is destructive to the learning of another and misbehaviors which are disrespectful, defiant or abusive to the educator. He added that these misbehaviors can be committed intentionally or unintentionally

And all the people who contributed in one way or the other towards my education and success in life.
To God be the Glory.

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Conflict of interest

The author declares no conflicts of interest

Author Biography

Master student of education, planning, and management at Team University

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Conclusion

According to findings, there are three types of indiscipline in secondary schools in Pallisa district. These were minor, major, and intolerable indiscipline behaviors. The minor behaviors were; Noise-making in class, Absenteeism, and Loitering on school premises. The major indiscipline behaviors were; missing classes, Smoking, Habitual lateness, and drinking alcohol. The intolerable indiscipline behaviors were; Physical violence, Vandalism, Use of drugs, and Bullying. All these types were significant to the types of indiscipline among students in Palisa town council

Recommendation

More studies should be done on the types of indiscipline among students.

Teachers should create a more friendly atmosphere for learners to reduce indiscipline.

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