



UGANDA MANAGEMENT INSTITUTE

**INFLUENCE OF STUDENTS' INDISCIPLINE ON ACADEMIC PERFORMANCE
OF 'O' LEVEL SECONDARY STUDENTS AT KAIROS HIGH SCHOOL IN
MAKINDYE DIVISION, KAMPALA CAPITAL CITY AUTHORITY, UGANDA.**

BY

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Declaration

I **MARY BLANTINE AWOR**, hereby declare that this is my original work and it has not been presented to any university or institution either partially or in total for any academic award or publication.

Where the works of others are quoted, appropriate references have been given.

Signed;

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Approval

This dissertation has been submitted for examination with the approval of Ms. PROSS OLUKA and Dr. STELLA KYOHAIRWE as the supervisors from the School of Management Sciences of the Uganda Management Institute.

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Dedication

To God almighty. May His name be praised forever.

To my loving husband, Ignatius; children, Darius, Daniela and Desmond whose support has been tremendous.

To my parents, Daniel and Immaculate Padde, without whom I would not have seen the light.

To my Brothers, sisters, uncles and aunties for all the encouragement.

To a great woman in my life Owino Mary Akumu. **Thank you Aunt.**

To all lovers of discipline.

Acknowledgement

This book would not have been complete without the tireless efforts and support of the following people; My teachers from primary to university, the knowledge and wisdom I got from you has been very helpful. My supervisors Ms. Prossy Oluka and Dr. Stella Kyohairwe, for the advice and guidance. The management of Kairos High School for the permission granted to me to carry out my research in their institution. The staff of Kairos High School who provided information needed for this research. Fellow students in schools attended and students of Kairos High School from which the research was carried. The various scholars whose work has been quoted in this dissertation. And all people who contributed in one way or the other towards my education and success in life.

To God be the Glory.

Table of Contents

Declaration.....	ii
Approval	iii
Dedication	iv
Acknowledgement	v
Table of Contents.....	vi
List of Tables	ix
List of Figures.....	x
List of Abbreviations.....	xi
Abstract.....	xii
CHAPTER ONE.....	1
INTRODUCTION	1
1.1 Introduction.....	1
1.2 Background to the Study.....	2
1.2.1 Historical background.....	2
1.2.2 Theoretical review	4
1.1.3 Conceptual background.....	6
1.1.4 Contextual background	8
1.2 Statement of the problem.....	9
1.2 Purpose of the study.....	10
2. To assess the influence of absenteeism on academic performance.....	10
1.5 Research questions.....	10
1.6 Hypotheses of the study.....	10
1.7 Conceptual framework of the study	11
1.8 Significance of the study.....	12
1.9 Justification of the study	13
1.10.1 Geographical scope.....	13
1.10.2 Content scope.....	13
1.10.3 Time scope	13
1.11 Operational Definitions.....	14
CHAPTER TWO	15
LITERATURE REVIEW	15
2.3 Indiscipline and Academic Performance	21

2.3.1 Influence of disrespect of rules and regulations on academic performance	21
2.2.2 Influence of absenteeism on academic performance	23
METHODOLOGY	31
3.1 Introduction.....	31
3.2 Research Design.....	31
3.4 Sample Size and Selection	32
3.5 Sampling Techniques and Procedure	33
3.6 Data Collection Methods	33
3.6.1 Questionnaire administration	33
3.6.2 Interviews.....	34
3.6.3 Documentary review	34
3.7 Data Collection Instruments	34
3.7.1 Self-administered Questionnaire.....	34
3.7.2 Interview guide	35
3.8 Validity and Reliability.....	36
3.8.1 Validity of the study.....	36
3.8.2 Reliability of the study.....	37
3.11 Measurement of variables	39
3.11.1 Measurement using the Nominal Scale.....	39
3.11.2 Measurement using interval scale	39
3.11.3 Measurement using ratio scale.....	40
3.12 Ethical Considerations	40
PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS.....	41
4.1 Introduction.....	41
4.2 Response rate	41
4.3: Background characteristics of respondents.....	42
4.3.1 Distribution by gender	42
4.3.2 Distribution by marital status	43
4.3.3 Distribution by teaching experience	44
4.3.4 Distribution by type of qualification.....	45
4.4 Results on students' indiscipline and academic performance at Kairos High School.....	45
4.4.1 Academic performance at Kairos high school	45

4.4.2: How does disrespect of school rules and regulations influence academic performance at Kairos High School?	47
4.4.2.1 Correlation between disrespect of school rules and regulations on academic performance at Kairos High School.....	49
4.4.3 Does absenteeism influence academic performance at Kairos High School?.....	50
4.4.3.1 Correlation between absenteeism on academic performance at Kairos High School.....	51
4.4.4: How does poor time management influence academic performance at Kairos High School?52	
4.4.4.1 Correlation between poor time management on academic performance at Kairos High School	54
CHAPTER FIVE	56
SUMMARY, DISCUSSION, CONCLUSION AND RECOMMENDATIONS	56
5.1 Introduction.....	56
5.2 Summary of study findings.....	56
5.2.1 Influence of disrespect of School rules and regulations on academic performance at Kairos High School	56
5.2.2 Influence of absenteeism on academic performance at Kairos High School.....	56
5.3 Discussion of study findings.....	57
5.3.1 Influence of disrespect of school rules and regulations on academic performance at Kairos High School	57
5.3.2 Influence of absenteeism on academic performance at Kairos High School.....	59
5.4.2 Influence of absenteeism on academic performance at Kairos High School.....	62
5.5 Recommendations.....	63
5.5.1 Influence of disrespect of School rules and regulations on academic performance at Kairos High School	63
5.5.2 Influence of absenteeism on academic performance at Kairos High School.....	63
5.5.3 Influence of poor time management on academic performance at Kairos High School.....	64
5.7 Contributions of the study.....	64
References.....	66
APPENDICES	i
QUESTIONNAIRES	i
PART B: RESEARCH STUDY INFORMATION.....	iii
APPENDIX II.....	i
INTERVIEW GUIDE.....	i
Documentary Check List	i

List of Tables

Table 1: Performance of students in Kairos High School (2011-2013)

Table 2: The Target Population of the Study

Table 3: The Sample Size and Selection of the Study

Table 4: The results of Validity test of the Study

Table 5: The Results of Reliability Test

Table 6: Results of the Response Rate of the Study

Table 7: Findings on Academic Performance at Kairos High School

Table 8: Findings on Disrespect of School Rules and Regulations on Academic Performance at Kairos High School

Table 9: Correlation between disrespect of school rules and regulations on academic performance at Kairos High School

Table 10: Findings on absenteeism on academic performance at Kairos High School

Table 11: Correlation between absenteeism on academic performance at Kairos High School

Table 12: Findings on poor time management on academic performance at Kairos High School

Table 13: The Correlation between poor time management on academic performance at Kairos High School

Table 14: Multiple Regressions of Independent Variables against the Dependent variable using the Model Summary

List of Figures

Figure 1: The relationship between the independent and dependent variables

Figure 2: The Distribution of Respondents by Gender

Figure 3: The Distribution of Respondents by marital status

Figure 4: The Distribution of Respondents by teaching experience

Figure 5: The Distribution of Respondents by type of qualifaication

List of Abbreviations.

PTA	Parents Teachers Association Members
SPSS	Statistical Package for Social Sciences
UMI	Uganda Management Institute
UNEB	Uganda National Examinations Board.

Abstract

The issue of indiscipline is a challenge to all stake holders and secondary schools in particular. This study sought to find out the influence of students' indiscipline on academic performance of 'O' level secondary students at Kairos High School in Makindye Division in Kampala Capital City Authority in Uganda. The objectives were; to establish the influence of disrespect of school rules and regulations on academic performance at Kairos High School, to assess the influence of absenteeism on academic performance at Kairos High School, to establish the influence of poor time management on academic performance at Kairos High School. Using a cross sectional survey design, data was collected through questionnaires, interviews and documentary reviews, using a study sample of 36 respondents and data was analyzed using the Pearson correlation coefficient and regressions with sampling techniques of simple random sampling and purposive sampling. The study findings revealed that: disrespect of school rules and regulations is at a positive value of .609** using the Pearson's Correlation Coefficient. Also the findings confirmed that absenteeism is positively associated with academic performance at Kairos High School with a Pearson correlation coefficient of .652**. Findings further revealed that time management does significantly influence academic performance at Kairos High School with positive value of .682** using a Pearson correlation coefficient. The regression results revealed only 52.4% meaning that the explanatory power of the model study was moderately positive since a unit change in disrespect of school rules and regulations, absenteeism, and time management can only cause variability in academic performance by 52.4%. In a conclusion, indiscipline affects academic performance by only 52.4% and other factors affect academic performance by 47.6% and the researcher did not look at these factors. The recommendations therefore are that head teachers in particular and all stake holders need to create awareness about the importance of obeying school rules, sensitize students against absenteeism and encourage good time management, so as to improve academically

CHAPTER ONE

INTRODUCTION

1.1 Introduction

Educators, parents, and politicians are continuously searching for that magic solution that will reform our public and private education system and establish a flawless system of education for our youth, by providing them with a quality education (Edwards, 2002). “The success of the school in carrying out its primary charge of educating and socializing students is contingent on students attending school regularly” (Smith, 1998). Students must be present in school in order to benefit from the academic program in its entirety (Rothman, 2001). Schools and law enforcement officials are getting tough by enforcing laws that mandate school attendance and by holding parents responsible for their student’s attendance. Student indiscipline is a problem that extends beyond the school. It affects the student, their families, and the community (DeKalb, 1999; U. S. Department of Education, 2001). This study aimed at finding out the influence of indiscipline on the academic performance of ‘O’ level secondary students at Kairos High School in Makindye division, Kampala Capital City Authority, in Uganda.

In this chapter the researcher looked at the background of the study clearly detailing Historical background, Theoretical review that guided the study, Conceptual review, Contextual background and Conceptual Framework, highlighting the Statement of the problem, Purpose of the study, Objectives, Research question, Hypotheses of the study, scope and the significance of the study thus giving operational definitions and justification of the study.

1.2 Background to the Study

1.2.1 Historical background

According to Sidhu, (1996) good discipline at school plays a vital role in the achievement of expectations and goals. Discipline also plays a vital role in instilling responsibility in learners as well as educators. Educator's ability to exercise effective discipline as suggested by Dunham (1984:66) is essential. Good discipline creates a good image of the school and prepares learners for the future. Disruptive behavior (indiscipline) amongst learners is eliminated if there is good discipline at school. The implementation of effective discipline at school is a key for the learner in his journey to adulthood. Parents always look for schools with good discipline to enroll their children so as to achieve good academic performances.

According to Ssekamwa (2000) many secondary schools experience ineffective discipline/discipline problems, which affect the learner's academic performance and their progress in school. He goes on to say that if a school lacks effective discipline, the achievement academically will be poor. Criminal activities result because of dropouts caused by failure to cope with school discipline.

Mafabi (2005) points out that in our secondary schools today, some learners are habitual late comers; contrary to the school rules and regulations. They leave school premises without permission; do not bring their books to school; refuse to do their homework; reject any kind of authority and resist any disciplinary measures taken against them. Bieketty (2004) asserts that lack of discipline and disrespect of teachers cause a severe barrier to effective teaching and learning in the classroom. Discipline has been underestimated by over actualizing freedom and rights, an understatement of responsibilities and obligations, marginalization of the authority of the head teacher, poor role models by some teachers, lack of punctuality, abscondment from classes by both learners and teachers.

According to the Ministry of Education and Sports Report (2005), the number of school going students was recorded increasing from 1986 as a result of the good governance, new education policies and political stability in the country. The education system had a double shift mode of studying where Senior One, Senior Two and Senior Five students used to study during the afternoon while Senior Three, Senior Four and Senior Six students studied in the morning. This assisted to create a balance between teacher to students ratio of 1:45, as required by the Ministry of Education and Sports. The level of discipline in classes and schools at large could easily be managed then and the level of indiscipline though existed, was not so strange (Ministry of Education and Sports, 2005 report). The only existing schools by then were government funded schools where admissions were centralized and thus dismissed students could not easily access other schools without recommendations from previous schools. Students therefore had to maintain discipline for fear of not easily accessing new schools. Most of these schools were day schools where parents could also participate in keeping a watch over their children's behaviors at home. Many Ugandans have been going through this education system for a number of decades.

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

Nakabugo et al., (2007), goes on to say that dismissed students from one school can easily be admitted in another school no matter whether he/she has a recommendation from the previous

school or not. This does not necessitate students to maintain discipline while at school. Marshall (2006), points out that some schools have changed to boarding section as a way of coping up with the increasing stiff competition among students and schools as well as for national level exams. This has also resulted in students spending more time in schools than with parents where they are suspected to get adapted to all various kinds of behaviors such as homosexuality, smoking, abuse of substances, and use of nasty words among other things.

Mafabi (2005) as sighted by Nkuni (2010), points out that indiscipline has taken new forms with increased violence, sale and consumption of drugs, theft, disrespect of school rules and regulations which has resulted into wide spread corporal punishments, student's expulsion and suspension from schools, cases of arsons are on the increase in schools, problems which go beyond educational institutions. This has attracted serious attention from scholars and administrators as well as education stakeholders about the academic performance from such undisciplined students that is why the researcher wanted to find out the influence of indiscipline on academic performance.

1.2.2 Theoretical review

This section highlights the theory that helped to explain how indiscipline affects academic performance including its application to this study. This study was guided by; the Theory of Moral Development by Lawrence Kohlberg (1958)

Lawrence Kohlberg's stages of moral development constitute an adaptation of a psychological theory originally conceived by the Swiss psychologist Jean Piaget. Kohlberg began work on this topic while a psychology graduate student at the University of Chicago in 1958. The theory holds that moral reasoning, the basis for ethical behavior, has six identifiable developmental stages, each more adequate at responding to moral dilemmas than

its predecessor. Kohlberg determined that the process of moral development was principally concerned with justice, and that it continued throughout the individual's lifetime. The six stages of moral development are grouped into three levels: pre-conventional morality, conventional morality, and post-conventional morality.

In the Pre-conventional Morality, Kohlberg (1958) two stages have been identified as: Obedience and Punishment where the earliest stage of moral development is especially common in young children, but adults are also capable of expressing this type of reasoning. At this stage, children see rules as fixed and absolute. Obeying the rules is important because it is a means to avoid punishment. Second Stage is Individualism and Exchange, at this stage of moral development, children account for individual points of view and judge actions based on how they serve individual needs. Reciprocity is possible at this point in moral development, but only if it serves one's own interests.

Kohlberg (1958) also identified Level two as the Conventional Morality which forms the third stage; Interpersonal relationships Often referred to as the "good boy-good girl" orientation, this stage of moral development is focused on living up to social expectations and roles. There is an emphasis on conformity, being "nice," and consideration of how choices influence relationships.

He still provides the fourth Stage which is Maintaining Social Order, and it at this stage of moral development, people begin to consider society as a whole when making judgments. The focus is on maintaining law and order by following the rules, doing one's duty and respecting authority.

Kohlberg (1958) further identified third Level called Post conventional Morality which provides stage five referred to as Social Contract and Individual Rights At this stage, people begin to account for the differing values, opinions, and beliefs of other

people. Rules of law are important for maintaining a society, but members of the society should agree upon these standards. And Stage six which is the Universal Principles Kohlberg (1958) asserts that moral reasoning is based upon universal ethical principles and abstract reasoning. At this stage, people follow these internalized principles of justice, even if they conflict with laws and rules, therefore this theory was to assess the influence it has on the human behavior mainly the student in the achievement of their academic goals and objectives at Kairos High School.

1.1.3 Conceptual background

To understand indiscipline, I first want to look at what discipline is. According to Ssekamwa (2000), discipline is the development of self-worth, self-control, respect for self and others and adherence to the school routine set up in terms of schedules and school regulations. According to Okumbe (1998), as cited by Nkuni (1999), discipline is the action by management to enforce organizational standards. Bahemuka (1998) defines discipline as a means to bring control, train to obedience and order or drill. Cotton (2000) defines school discipline as a form of discipline appropriate to the regulation of children and maintenance of order in the school.

According to Rosen (1997) and Sleek (1995), discipline includes a branch of knowledge, training that develops self-control, character, orderliness or efficiency, strict control to enforce obedience and treatment that controls or punishes and a system of rules and regulations. Good discipline is considered to be one of the major attributes of effective schools and many failing schools have been blamed for lack of discipline (Rosen, 1997).

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

activities, bullying, indecent dressing, misuse of mobile phones, rudeness, vandalism, aggressiveness, smocking, alcoholism, and disrespect of authority, which leads to total chaos, a situation that makes realization of school goals a night mare, especially academic performance.

Academic performance in this study is perceived as the degree of achievement by students in their class assessment tests, beginning of term exams, mid-term exams, terminal and national examinations. Thomas and Marshall (1999), described performance as action of a person or a group when given a learning task. In education, performance is often presented as synonymous with academic achievement or attainment, in carrying out of a task, course or assignment. Derek (1981) argued that academic performance is the measured ability and achievement level of a learner in a school, subject or particular skills. Therefore academic performance has to do with a learner's ability and attainment, as regards his or her work and this is often measured through tests, exams, course works and assignments.

Academic performance is an outcome of quality, knowledge, skills techniques and positive attitude, behavior, philosophy that a student acquires during a stated academic period. This is evaluated by the grades or marks a student attains in the test/ exam conducted at the end of the cycle. The degree of achievement is measured by the scores each student obtains. The quality of grades and the number of candidates who pass in the various grades determines the level of academic performance of a given institution in the period of exam. The grades become the guiding principle of measuring academic performance.

Martin (2007) shared the same idea with Derek (1981), and defined achievement as successful accomplishment of performance in a particular subject, area and course usually by reasons of skill, hard work and interest typically realized in various types of grades and marks.

Academic performance has been defined by Kaggwa (2003) and the World Bank (2002) as the quality and quantity of knowledge, skills, techniques and positive attitudes, behaviors and philosophy that students achieve. This achievement is evaluated by the mark or grade that students attain in tests or examinations done at the end of the topic, term or year or education cycle World Bank (2002). Therefore, the quality of the grades and the number of students that pass in various grades, determine the level of academic performance. In schools, academic performance is a concern of people who have vested interest in these schools. These may include parents, students, the staff, proprietors and the entire society that forms the school as a system or community.

1.1.4 Contextual background

All students in Uganda are expected to sit for Uganda Certificate of Education (UCE) examinations as they complete ordinary level cycle. These exams are set by Uganda National Examinations Board (UNEB), which is the established examinations body in Uganda. These examinations are a yardstick for the selection of students to the next level (ministry of education and sports, 2005).

Table 2: Performance of students at Kairos High School (2011-2013)

Year	Division one	Division two	Division three	Division four
2011	7	14	7	11
2012	3	10	17	22
2013	3	14	24	17
TOTAL	13	38	48	50

Source: *Academic Performance Records of Kairos High School Minutes (2014)*

The table above shows the performance of Kairos high school students in the years 2011 to 2013. The number of students passing in grade one reduced in 2012 and 2013, while the number of students passing in grade 2,3,and 4 kept increasing, which indicates decline in the academic performance of the school. Thus the researcher wanted to find out whether such performance can be attributed to students' indiscipline using three areas of disrespect of schools rules and regulation, absenteeism and poor time management.

1.2 Statement of the problem

Good academic achievement is the target of every school as accountability to stake holders, (Namuganza, 2010). Head teachers, teachers, learners, the parents and even the Government, all play their various roles, to ensure good academic performance. At Kairos High school specifically, the school governing board ensures good structures are in place, facilities are in good condition to promote learning. School administrators continue to maintain conducive learning environment by ensuring the operation of discipline in school for academic performance, through cancelling, peer talk, suspension and others. Teachers on the other hand, do their best to complete the syllabus in time, carry out assessments to help learners to perform better by subjecting them to continuous tests, career guidance and counseling. The learners are expected to do the tests, be present in school daily, obey school rules and regulations and generally be disciplined. Despite the efforts the academic performance, measured in grades in Kairos High School is still poor. (Institutional Performance Report, 2014).

According to Mafabi (2005) symptoms of indiscipline in schools include late coming, habitual absenteeism, telling lies, inattentiveness, disruption in classes, evading school activities, bullying, indecent dressing, misuse of mobile phones, rudeness, vandalism, aggressiveness, smocking, alcoholism, and disrespect of authority, which leads to total chaos,

a situation that makes realization of school goals a night mare, especially academic performance. This is not different from the situation at Kairos High School (Institutional Performance Report, 2014). This research therefore sets to investigate the influence of indiscipline on academic performance of “O” level students at Kairos High School in Makindye division, Kampala Capital City, in Uganda.

1.2 Purpose of the study

The purpose of the study was to find out the influence of students indiscipline on academic performance at Kairos High School.

1.4 Objectives of the study

1. To establish the influence of disrespect of school rules and regulations on academic performance.
2. To assess the influence of absenteeism on academic performance.
3. To establish the influence of poor time management on academic performance at Kairos high school

1.5 Research questions

1. How does disrespect of school rules and regulations influence academic performance?
2. How does absenteeism influence academic performance?
3. How does poor time management influence academic performance l?

1.6 Hypotheses of the study.

1. Disrespect of school rules and regulations significantly influences academic performance.
2. Absenteeism significantly influences academic performance.
3. Poor time management significantly influences academic performance.

1.7 Conceptual framework of the study

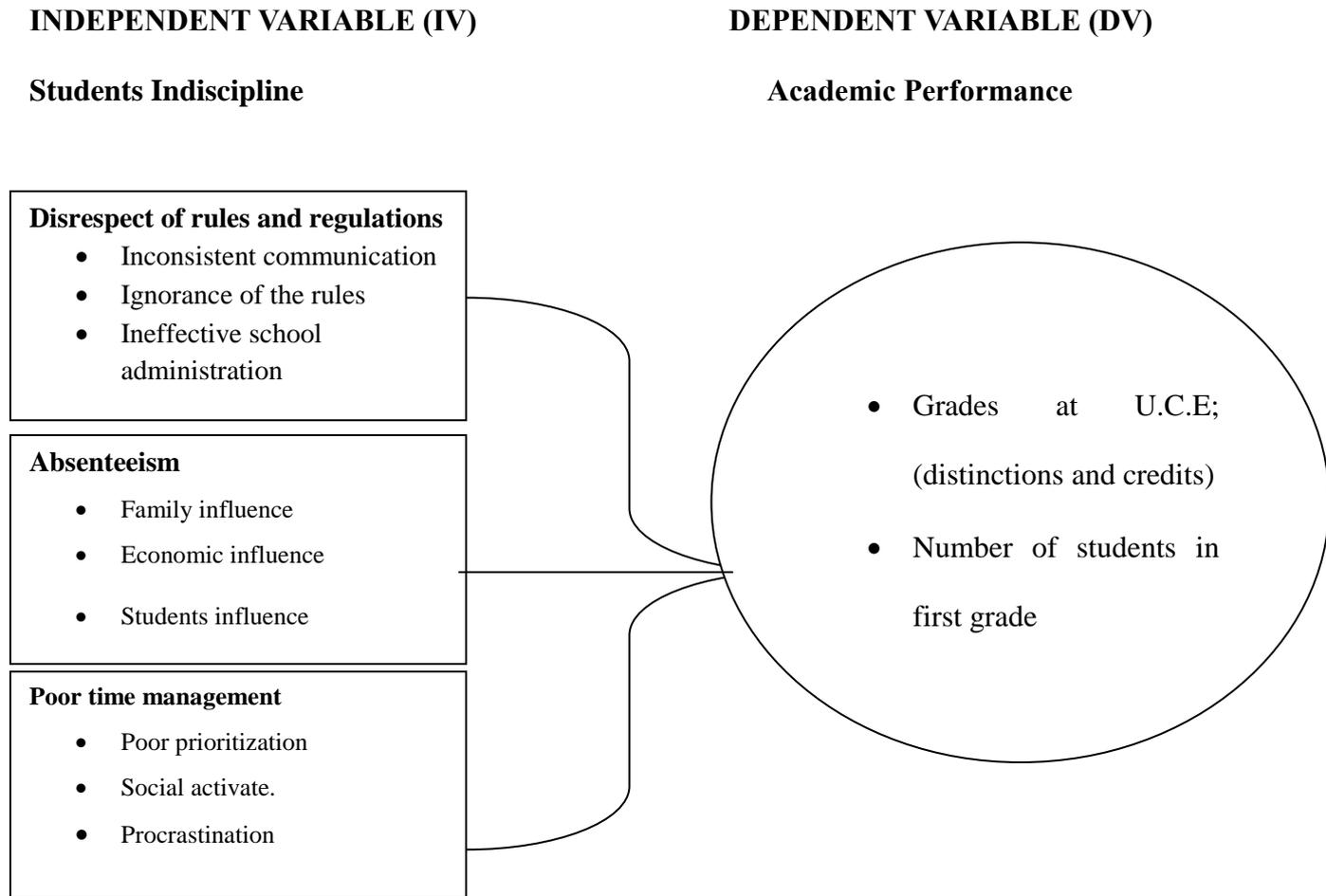


Figure 2: Showing the relationship between the independent and dependent variables.

Source: Kohlberg, L. (1984). *The Psychology of Moral Development: The Nature and Validity of Moral Stages (Essays on Moral Development, Volume 2) and modified by the researcher*

The conceptual framework above shows the relationship between indiscipline which is the independent variable and academic performance which is the dependent variable. Indiscipline affects academic performance in that non adherence to school rules and regulations makes students to come to school late, disrespect school authority, don't accomplish school tasks, use the mobile phones to send threatening messages to teachers, love messages to their lovers instead of concentrating on academic work, absent themselves from school to go for sports

betting and other activities, all these effects their academic performance because they do not have enough time to concentrate on their studies hence end up with poor grades.

1.8 Significance of the study

The study identified and critically analyzed the relationship between indiscipline and academic performance at Kairos High School in Makindye in Kampala Capital City Authority. This may act as feedback into the schools in ways of improving students' performance and adjustment may be carried out accordingly to promote better, effective and efficient students' academic achievement in different institutions of learning.

New investors may use the findings and recommendations of the study to appreciate the different indiscipline practices and their influence on performance in Ugandan schools thus helping them create institutions that may have a competitive edge in the knowledge and skill provision.

At the research level, the findings may bridge the gap between the theory studied in class and indiscipline practices. The findings may contribute to the existing literature about the indiscipline and academic performance of students since the students are the most valued assets of the educational institution and it may also aid in formulation, implementation and monitoring as far as teacher commitment practices is concerned.

The information obtained may be utilized in formulation of policies at all institutions like, agencies, government institutions and non-government organizations in regard to discipline management. This may help to curb poor performance of the academics in such schools mainly if the study is furthered up to the publication level.

The findings of the study may be beneficial to school directors at Kairos High School, policy makers in the Ministry of Education and Sports, parents and other stakeholders in Uganda.

1.9 Justification of the study

Good academic performance is a major indicator of quality education. Quality education in turn is considered the key to economic and industrial growth and ultimately development. The national goals of economic recovery and industrialization are jeopardized by students' unrests and indiscipline in public secondary schools. Students' academic performance is affected by their indiscipline like strikes, disrespect of their teachers, absenteeism, poor time management, violence, alcoholism and many other factors, which limit their concentration in class and leads to poor grades, thus necessitating this study to help find solutions to indiscipline so as to improve academic performance.

1.10 Scope of the study

1.10.1 Geographical scope

The study was conducted at Kairos High School in Makindye division in Kampala Capital City Authority, located on Bukasa road, 8 kilometers from the Town Centre. This was chosen because the location was favorable in terms of transport and accessibility.

1.10.2 Content scope

This study assessed the influence of students' indiscipline on academic performance using elements of disrespect of school rules and regulations, absenteeism, poor time management, thus affecting the academic performance. This was chosen because the researcher thought were the most important factors affecting institutions in Kampala Capital City Authority mainly Kairos High School.

1.10.3 Time scope

The study focused mainly on the years of 2011-2015, because this was the period when poor academic performance was realized at Kairos High School as indicated in table 1.

1.11 Operational Definitions

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

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

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

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

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

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

Secondary School- is a formal institution which prepares pupils for tertiary education or to go to an industrial sphere.

CHAPTER TWO

LITERATURE REVIEW

2.1 Literature review

This chapter contains the assessment of literature on the independent variable, indiscipline mainly disrespect of school rules and regulations, absenteeism, poor time management assessing the influence they have on the academic performance as put forward by different scholars, conceptual review and theoretical review. It further reviews literature on how these two variables impact each other, clearly underscoring gaps in literatures of different academicians

2.2 Theoretical Framework

This section highlights the theory that helped to explain how indiscipline affects academic performance including their application to this study. This study was guided by; the Theory of Moral Development by Lawrence Kohlberg (1958)

The Theory of Moral Development by Lawrence Kohlberg (1958) constitutes an adaptation of a psychological theory originally conceived by the Swiss psychologist Jean Piaget. Kohlberg began work on this topic while a psychology graduate student at the University of Chicago in 1958. Kohlberg's scale is about how people justify behaviors; his six stages of moral development are grouped into three levels: pre-conventional morality, conventional morality, and post-conventional morality.

Pre-conventional level, of moral reasoning is especially common in children, although adults can also exhibit this level of reasoning. Reasons at this level judge the morality of an action by its direct consequences. The pre-conventional level consists of the first and second stages of moral development and is solely concerned with the self in an egocentric manner. A child

with pre-conventional morality has not yet adopted or internalized society's conventions regarding what is right or wrong but instead focuses largely on external consequences that certain actions may bring.

In Stage one (obedience and punishment driven), individuals focus on the direct consequences of their actions on themselves. For example, an action is perceived as morally wrong because the perpetrator is punished. An example of obedience and punishment driven morality would be a child refusing to do something because it is wrong and that the consequences could result in punishment. For example, a child's classmate tries to dare the child to skip school. The child would apply obedience and punishment driven morality by refusing to skip school because he would get punished. Another example of obedience and punishment driven morality is when a child refuses to cheat on a test because the child would get punished

Stage two (self-interest driven) expresses the "what's in it for me" position, in which right behavior is defined by whatever the individual believes to be in their best interest but understood in a narrow way which does not consider one's reputation or relationships to groups of people. Stage two reasoning shows a limited interest in the needs of others, but only to a point where it might further the individual's own interests. As a result, concern for others is not based on loyalty or intrinsic respect, but rather a "You scratch my back and I'll scratch yours" mentality. An example of self-interest driven is when a child is asked by his parents to do a chore. The child asks "what's in it for me?" The parents would offer the child an incentive by giving a child an allowance to pay them for their chores. The child is motivated by self-interest to do chores. Another example of self-interest driven is when a child does his homework in exchange for better grades and rewards from his parents and teachers.

Conventional; The conventional level of moral reasoning is typical of adolescents and adults. To reason in a conventional way is to judge the morality of actions by comparing them to society's views and expectations. The conventional level consists of the third and fourth stages of moral development. Conventional morality is characterized by an acceptance of society's conventions concerning right and wrong. At this level an individual obeys rules and follows society's norms even when there are no consequences for obedience or disobedience. Adherence to rules and conventions is somewhat rigid, however, and a rule's appropriateness or fairness is seldom questioned.

In Stage three (good intentions as determined by social consensus), the self enters society by conforming to social standards. Individuals are receptive to approval or disapproval from others as it reflects society's views. They try to be a "good boy" or "good girl" to live up to these expectations, having learned that being regarded as good benefits the self. Stage three reasoning may judge the morality of an action by evaluating its consequences in terms of a person's relationships, which now begin to include things like respect, gratitude, and the "golden rule". "I want to be liked and thought well of; apparently, not being naughty makes people like me."

In Stage four (authority and social order obedience driven), it is important to obey laws, because of their importance in maintaining a functioning society. Moral reasoning in stage four is thus beyond the need for individual approval exhibited in stage three. A central ideal or ideals often prescribe what is right and wrong. If one person violates a law, perhaps everyone would, thus there is an obligation and a duty to uphold laws and rules. When someone does violate a law, it is morally wrong; culpability is thus a significant factor in this stage as it separates the bad domains from the good ones. Most active members of society remain at stage four, where morality is still predominantly dictated by an outside force.

Post-Conventional, The post-conventional level, also known as the principled level, is marked by a growing realization that individuals are separate entities from society, and that the individual's own perspective may take precedence over society's view; individuals may disobey rules inconsistent with their own principles. Post-conventional moralists live by their own ethical principles that typically include such basic human rights as life, liberty, and justice. People who exhibit post-conventional morality view rules as useful but changeable mechanisms ideally rules can maintain the general social order and protect human rights. Rules are not absolute dictates that must be obeyed without question. Some theorists have speculated that many people may never reach this level of abstract moral reasoning.

In Stage five (social contract driven), the world is viewed as holding different opinions, rights, and values. Such perspectives should be mutually respected as unique to each person or community. Laws are regarded as social contracts rather than rigid edicts. Those that do not promote the general welfare should be changed when necessary to meet "the greatest good for the greatest number of people". This is achieved through majority decision and inevitable compromise. Democratic government is ostensibly based on stage five reasoning.

In Stage six (universal ethical principles driven), moral reasoning is based on abstract reasoning using universal ethical principles. Laws are valid only insofar as they are grounded in justice, and a commitment to justice carries with it an obligation to disobey unjust laws. Legal rights are unnecessary, as social contracts are not essential for good moral action. Decisions are not reached hypothetically in a conditional way but rather categorically in an absolute way, This involves an individual imagining what they would do in another's shoes, if they believed what that other person imagines to be true. The resulting consensus is the action taken. In this way action is never a means but always an end in itself; the individual

acts because it is right, and not because it avoids punishment, is in their best interest, expected, legal, or previously agreed upon.

However, Kohlberg's stages of moral development are based on the assumption that humans are inherently communicative, capable of reason, and possess a desire to understand others. Kohlberg's theory centers on the notion that justice is the essential characteristic of moral reasoning. Kohlberg's theory understands values as a critical component of the right. Whatever the right is, for Kohlberg, it must be universally valid across societies.

According to Kohlberg: someone progressing to a higher stage of moral reasoning cannot skip stages. For example, an individual cannot jump from being concerned mostly with peer judgments (stage three) to being a proponent of social contracts (stage five). On encountering a moral dilemma and finding their current level of moral reasoning unsatisfactory, however, an individual will look to the next level. Realizing the limitations of the current stage of thinking is the driving force behind moral development, as each progressive stage is more adequate than the last.

It emphasizes justice to the exclusion of other moral values, such as caring and so may not adequately address the arguments of those who value other moral aspects/actions. That there is such an overlap between stages that they should more properly be regarded as separate domains.

Although Kohlberg insisted that stage six exists, he found it difficult to identify individuals who consistently operated at that level. Kohlberg's theory was initially developed based on empirical research using only male participants; it did not adequately describe the concerns of women. Kohlberg stated that women tend to get stuck at level 3, focusing on details of how to maintain relationships and promote the welfare of family and friends. Men are likely to

move on to the abstract principles, and thus have less concern with the particulars of who is involved.

Another criticism of Kohlberg's theory is that people frequently demonstrate significant inconsistency in their moral judgments. This often occurs in moral dilemmas involving typically using more self-interest driven reasoning (stage two) than authority and social order obedience driven reasoning (stage four).

But this theory will help in assessing that Obedience, students tend to obey authority and rules because of fear to obtain poor academic grades. This mainly happens when they are new in a school. Stage two reasoning shows a limited interest in the needs of others, but only to a point where it might further the individual's own interests. As a result, concern for others is not based on loyalty or intrinsic respect, but rather a "You scratch my back and I'll scratch yours" mentality. Students justify their behavior on what they expect to gain from the group. At Stage three (good intentions as determined by social consensus/ conformity), the self enters society by conforming to social standards. Students tend to misbehave so as to gain acceptance of their peers who are seen as members of their society.

Stage four (authority and social order obedience driven), it is important to obey laws, because of their importance in maintaining a functioning society. For students to remain members of the peer group, they have to obey rules because they want to maintain social order, some of which may be seen as indiscipline by those in authority. Stage five (social contract driven), Laws are regarded as social contracts rather than rigid edicts. Those that do not promote the general welfare should be changed when necessary to meet "the greatest good for the greatest number of people". This is achieved through majority decision and inevitable compromise. This may be the reason why students tend to bend school rules and regulations to suit their own "good" and this may be regarded as indiscipline.

Stage six (universal ethical principles driven), Laws are valid only in as far as they are grounded in justice, and a commitment to justice carries with it an obligation to disobey unjust laws. It is perhaps the reason students disobey rules that they feel are unjust, thus interpreted by those in authority as indiscipline at school.

2.3 Indiscipline and Academic Performance

2.3.1 Influence of disrespect of rules and regulations on academic performance

Okumbe (1998) asserts that school rules and regulations are the standard of behavior expected of the teachers and the students. According to Adams (2003), schools rules and regulation are among the strategies designed to instill good conduct of students. This implies self-control, orderliness, good behavior and obedience to school authority. On admission schools especially at secondary level, students are given school rules, which spell out some of the school expectations (Adams, 2003). These rules and regulations specify in most cases what school members should do and what they should not do. However students break these rules and regulations with wide spread indiscipline acts such as escaping from schools, disrespecting teaches, taking of alcoholic drinks, participating in frequent strikes with closure of schools and suspension of students that affect students' academic performance.

Cotton, (2001) argues that rules and regulations are enforced through prefectoral bodies and student councils, disciplinary committees, teachers and involvement of parents. Cotton (2001), goes on to say, it has become normal in many secondary schools for students to break school rules and regulations with impunity, showing lack of respect to school authority, damaging of school property, beating up their teachers, rioting at any slightest opportunity and even inflicting harm on one another. The consequences from such undisciplined behaviors may result into poor students' academic performance.

Matsoga (2003) during his study on discipline in schools of Botswana, discovered wide spread violence and misbehavior existed in many secondary schools. This lack of discipline, which interfered with the teaching and learning process, manifested itself in various ways including bullying, vandalism, alcohol consumption and substance abuse, truancy, inability or unwillingness to do class work at home. Theft was also identified as a common activity among secondary school students. An example was cited in 2003 where students of one of the secondary school in Botswana, broke into a biology lab to steal ethanol, some of these students lost their lives and others lost their sight.

In the Daily Monitor of (22/5/2014, pg 18) it was reported that a student of Education from Mbarara University in Western Uganda committed suicide after sports betting his fees. He did not follow school rules and regulations that could assist him guide his behaviors at school. The purpose of school rules and regulations is to establish discipline to guide internal social interactions and create order in the school. For rules to be effective however they must be clear, simple consistent and owned by all those who will be affected by the rules/ stakeholders or else they don't produce the intended effect (Cotton 2001).

Edwards (2004) notes that, ignorance of rules, lack of cooperation from students, frustration and peer pressure have a causative effect on the general students' behavior, furthermore, moribund attitude of teachers and ineffective school administration. When rules operating in a school conflict with those operating at home, students become confused and misbehave accordingly. She contends that, in such situations children may rebel against authority. For example, children respond negatively to mockery, temper tantrums and stubbornness.

Yarosan, (2004) on the other hand, blames the prevalence of disrespect of rules in schools on large school size. He further argues that it is very difficult to control a school that is

overpopulated and this leads to student misbehavior. Yoroson (2004) further argues that failure of the school curriculum to meet the moral aspiration of the society in which it is found, the lack of good moral training by parents, the lack of good leadership in the society, idleness in school, wrong ideals learnt from peers and electronic media, injustice/corruption in the society and unrealistic rules are some of the many causes of indiscipline in many African schools.

According to Awuor (2008), high-handed administration, lack of dialogue and rigid rules are to blame for increasing cases of students' unrest, interference, drugs and general social disorder also contribute to school riots. Yaroson (2004), numerates certain teacher behavior, which affects students' behavior as physical appearance, lesson preparation and presentation, administration of rewards and punishment and teacher's personality (i.e. whether he or she is an extrovert or introvert). He mentions shabby dressing and indecent attires by female teachers denoting nudity as a cause of indiscipline. Also, included in his account are teacher communicative patterns in which the student feels disrespected. Unsuitable lesson delivery, unfairness and inconsistency with rewards and punishments are also found to promote discipline problems in schools.

Awuor (2008) says that school authorities could also cause disciplinary problems through organizational lapses manifesting in inappropriate policies and programs. For instance, the nature of the school curriculum, the size of classrooms, poor teaching and learning resources, the competency of teachers handling classrooms, and the nature of time-table schedules are all factors that can cause school regard of school rules and regulations.

2.2.2 Influence of absenteeism on academic performance

Absenteeism is detrimental to students' achievement, promotion, self-esteem, and employment potential (Bolo, 1983; DeKalb, 1999). Students who miss school fall behind

peers in the classroom, which in turn increases the likelihood that they will become at-risk students and will drop out of school (DeKalb, 1999). In a study conducted by Rothman (2001), high student absenteeism rates were found to affect the achievement of students' that attend regularly by disrupting the existing learning groups. According to Schagen, Benton & Rutt (2004), contextual variables such as, school size and location, have a large influence on the extent of absence within schools.

Absenteeism in school is the habit of staying away from school without providing a genuine or any reason for not attending classes. Absenteeism is a truant behavior that negatively affects the performance among students (Zamudio, 2004).

According to U.S. Department of Justice, (2001) family factors and school factors were identified to be the causes of absenteeism in school. They said that family factors include; lack of guidance or parental supervision, domestic violence, poverty, drug or alcohol abuse in the home, lack of awareness of attendance laws, and differing attitudes toward education. School factors include school climate issues such as school size and attitudes of teachers, other students, and administrators and inflexibility in meeting the diverse cultural and learning styles of the students. Schools often have inconsistent procedures in place for dealing with chronic absenteeism and may not have meaningful consequences available for truant youth (for example out of school suspension)

Also DeKalb, (1999) says that economic factors influence absenteeism in school. These include; employed students, single-parent homes, high mobility rates, parents who hold multiple jobs, and lack of affordable transportation and childcare. He continues to point out student factors like drug and alcohol abuse, lack of understanding of attendance laws, lack of social competence, mental health difficulties, and poor physical health, as causes of absenteeism.

Absenteeism can lead to depression and also result in poor quality of education as a result of time lost while being away from school. It could also lead to moral degradation that leads to drug abuse, early pregnancies and unruly behavior (U.S. Department of Justice, 2001)

Dobkin et al, (2010) also provided evidence that suggests class attendance significantly improves students' performance. The study found that mandatory attendance policy will improve attendance rate which consequently potentially improves learning and understanding. However this view is dissimilar with Berenson et al (1992), where mandatory attendance policy will improve attendance but will not affect the academic performance.

The report goes on to enumerate causes of absenteeism as Phobic Adolescence: where there is a lot of fear developed as a result of physical changes of the body for example growth of pimples, turbulent emotions ,that scares teens away from school, lack of interest, poor teacher approach, pamperness from the family, private coaching, diseases like asthma, poor school infrastructural facilities like lack of libraries, sports facilities , accessibility of entertainment facilities like cinemas, sports betting, could divert attention of some students from school and many others.

Lochmiller,(2013) indicated in his report prepared for the Indiana Department of Education by the Center for Evaluation and Education Policy (CEEP) at Indiana University, that chronically absent students in schools perform lower on student learning assessments. And students who are routinely absent are also more likely to drop out of high school.

In his report prepared for the National Assessment Governing Board, as part of an ongoing project to use the data generated by the National Assessment of Educational Progress (NAEP), to provide more context for student performance, Ginsburg (2013) analysis adds to growing evidence that student absenteeism can hamstring a district's performance. He

pointed out that in large urban districts, students who missed three or more days in the previous month of school had an average mathematics score of 260 on the 2011 NAEP, 21 points lower than those who missed no school.

Malikah (2015) asserts that school absences cause valuable loss of instructional education time. Attending school regularly is a vital factor in school success for both students and teachers. Excessive school absenteeism is often linked to poor school academic achievement, so school attendance by both teachers and students plays an integral role in the success and educational advancement levels of any academic institution and all students enrolled.

Successful schools cannot survive without physically present students. According to Williams (2014) excessive absenteeism by students may result in unlearned course material from fewer hours of instruction, and a disruption of class instruction for teachers who have to administer remediation for the absent student when he returns to school. Williams (2014), goes on to say, excessive absenteeism by students may additionally result in poor academic achievement because students are not receiving instruction on a consecutive basis. This problem also causes low standardized test scores because absent students are not present to learn key concepts and skills that are assessed on standardized exams.

2.2.3 Influence of poor time management on academic performance.

Time management is the art of arranging, organizing, scheduling and budgeting one's time for the purpose of generating more effectiveness in work and productivity. It is a priority-based structuring of time allocation and distribution among competing demands since time cannot be stored, and its availability can neither be increased beyond nor decrease from the 24 hours. Gerald (2002) defined time management as a set of principles, practices, skills, tools and systems that work together to help you get more value out of your time with the aim

of improving the quality of your life. Argarwal (2008) in his contribution asserts that time management is usually a personal problem and if one instinctively knows what the right is, then there is no need to worry. Daily life is not actually a gamble and allocating time to every activity will help. Unlike other things, time lost never comes back.

Management of time means managing one's self and not managing time per say. Beardsley (1998) says that time is measured in hours, minutes, weeks, years and others. Management of time requires that the person concerned completes the tasks so as to achieve their goal. When time is not managed appropriately, tasks are not completed; failure is realized due to postponement of responsibilities.

Dobkin et al, (2010) assets that in the 21st century schools, students are involved in many activities, some of which have negative implications in their academic performance. Cases of indiscipline result into hash punishment like expulsion, which makes a student to miss school, have less contact hours with the teachers thus affecting their performance. Making effective use of time is a critical element of college student success. Along with the rigors of college education, students often work and participate in extracurricular activities along with maintaining personal relationships. Lack of ability to prioritize and invest the right amount of time in the most important activities has negative effects on student performance.

Kelly, (2002) argues that one of the more obvious signs that secondary students struggle with poor time management is when they can't get work done because they are caught up in trivial activities. Television, video games, cell phones, parties and sleep have all been known to distract well-meaning students from productive activities like studying and homework. If you don't keep a schedule and calendar, you can easily get caught up in obsessive television or video game playing.

Balduf, (2009) recognized that poor time management can contribute to academic underachievement, and effective time management can contribute to higher levels of college achievement. If the ability to effectively manage one's time was indeed positively related to academic performance, then, presumably, interventions that improve time management would be of value to students. Balduf, (2009) further shows the relationship between time management behaviors, perceived effectiveness, and work-related morale and distress in a university context. For instance, in order for students to manage their time in a good way, they must have a clear purpose in their study, and be able to answer such questions as, "Are you clear about what is important for you to achieve in your study?"

Kelly, (2002) also asserts that, poor time management can negatively affect classroom performance in several ways; first, if students don't structure time for homework and projects, they may not complete them on time. Even if they get work done, procrastination and rushed work will limit performance and grades. Cramming for tests is another common trait of disorganized or undisciplined college students. Rather than setting aside time each evening for study, poor time managers tend to try to absorb everything in a few late hours the day before the test.

Kaushar, (2013) says that procrastination often puts off doing something, especially out of habitual laziness, it is a result of a cultivated habit, and it impacts everyone. A lot of students tend to procrastinate at college. According to Kaushar, (2013) students tend to do so mainly because of task-aversion and studying is the last thing that a student would think to do. Having all kinds of entertainment and distractions, such as video games, social networks, and heard media, would really not make students get into study. It is most likely the student's responsibility, in other words, his ability to control his passion that makes the student progress and complete his tasks. However, it seems everybody procrastinates. Procrastination

plagues people of all occupations and that we all procrastinate at one time or another in our life. Hence, procrastination is everybody's problem which implies that everybody delays in one way or the other, though the levels of procrastination vary from one person to another. The truth is that everybody has a way of day-dreaming and a way of not respecting time; but some do it to the extent of abandoning urgent task and affects the students' performance.

Longman and Atkinson, (1988) says that poor time management behaviors such as improper allocation of time or last minute preparation for examinations, have been frequently discussed as one of the prime source of poor academic performance. It is quite a common practice that students become overcome with feelings that there is not sufficient time to perform all their tasks adequately. It is mostly because of inefficiency in time management.

2.3 Summery of literature review.

Societies all over the world have used education as the instrument for national development while students' academic performance has the real impact on their professional career development, (Awuor, 2008). There are many factors which can directly affect students' academic performance. However, after extensive reviews of the past literatures it shows that students' indiscipline greatly affects academic performance. As social organizations, secondary schools have formally established rules and regulations that are used to guide students and the teaching staff. They have common educational goals to pursue and so students have an obligation of working towards achieving the goals. School rules and regulations are formulated with a view of making students to be responsible on social, moral, spiritual and emotional issues (Awuor, 2008).

Rothman, (2001) asserts that today, regular school attendance is an important factor in school success. Students who are absent from school receive fewer hours of instruction; they often leave education early and are more likely to become long term unemployed, homeless, caught

in the poverty trap, dependent on welfare and involved in the justice system. Time management is among the contributing factors which impinge upon students' academic performance and achievement. Balduf, (2009) recognized that poor time management can contribute to academic underachievement, and effective time management can contribute to higher levels of college achievement (Britton & Tesser, 1991), thus indiscipline can affect academic performance.

However all studies were carried in developed countries and a few developing countries and some dimensions were not considered. This study considered students' indiscipline in terms of disrespect of rules and regulations, absenteeism and poor time management and it was done in a developing country, Uganda.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter presents the methodology that the study adopted. It outlines the research design, the study population and sample size and selection, the sampling techniques and procedure, data collection methods and instruments, the methods for ensuring validity and reliability of the data collection instruments, and data analysis methods in the same order.

3.2 Research Design

The study adopted a triangulation of a case study design and a cross-sectional survey design also deploying both qualitative and quantitative techniques to analyze data. A case study design was chosen because the researcher had neither the time nor financial resources to conduct a national survey of all secondary schools in Uganda (UGAPRIVI, 2012). Secondly, as Mugenda and Mugenda, 1999) states, 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 are applicable to the broader phenomenon that the case represents.

A cross-sectional survey design was preferred largely because it permits a researcher to study a target population by studying a representative cross-section of the population to arrive at findings that are applicable to the entire target population (Mugenda & Mugenda, 1999). The study used both quantitative and qualitative data collection and analysis techniques. quantitative techniques was applied to numeric data, such as influence of indiscipline and academic performance at Kairos High School while qualitative techniques were deployed for non-numeric data, such as respondents' views or opinions, preferences, attitudes and feelings.

3.3 Study Population

According to Mugenda and Mugenda (2008) a study population is the totality of the respondents, objects or products in which a particular researcher is interested. The study population comprised of 40 respondents of Kairos High School administrators, the teaching staffs and Parents Teachers Association Members (PTA)

Table 2: The Target Population of the Study

Respondent Category	Target Population (N)
Head teacher	1
Directors of studies	3
PTA members	4
Teaching staff	32
Total	40

3.4 Sample Size and Selection

Out of a total population of 40, a sample of 36 respondents was chosen using the *Krejcie, Robert V., Morgan, Daryle W. (1970) table*. Table 3 summarizes the distribution of the target population and the sample and selection method.

Table 3: The Sample Size and Selection of the Study

Item	Total of target population	Sample size	Sampling techniques
Head teacher	1	1	Purposive random
Director of studies	3	2	Purposive random
P.T.A members	4	3	Purposive random
Teachers	32	30	Simple random
Total	40	36	

Primary Source Kairos High School roll book, *May, 2015 and adapted Krejcie, Robert V.,*

Morgan, Daryle W. 1970

3.5 Sampling Techniques and Procedure

The researcher used simple random technique and purposive sampling technique. With simple random sampling technique it gave equal chances to all the members of the finite population to be included in a sample mainly the teaching staffs. Every member in the population was chosen on a chance basis. This helped to remove the possible biases that could arise as a result of the researcher favoring some members of the population. (Mugenda & Mugenda, 1999). The respondents involved in the simple random technique were Kairos High School teachers.

Also with purposive sampling technique, in this type, the researcher based on knowledge and expertise of the subject, selected the elements of the study. The chosen elements were thought to be the best to represent the phenomena being studied (Mugenda & Mugenda, 2003). The researcher used the population of administrators and Parents Teachers' Association Members (PTA) mainly 1 Head teacher, 2 Directors of Studies and 3 members from PTA because they are key informants on the students management at Kairos High School.

3.6 Data Collection Methods

To collect primary and secondary data three methods were used. Questionnaire administration and interviews were used to collect primary data while documentary review was served to gather secondary data.

3.6.1 Questionnaire administration

Questionnaire administration was selected for the collection of primary data because it allows a researcher to collect much data in a relatively short time and at relatively little cost. This

method was used since it was reliable and dependable for large samples, gives respondents adequate time, free from interviewer bias and cheap, (Mugenda & Mugenda, 2003). Each item in the questionnaire was developed to address a specific objective/ research question of study. The respondents to the questionnaires were mainly the teaching staff of Kairos High School

3.6.2 Interviews

The researcher purposively sampled the population of 1 Head Teacher, 2 Directors of Studies and 3 PTA members. Interviews were selected to complement questionnaire administration in a methodological triangulation framework. Interviews were particularly appropriate because they enabled a researcher to collect in-depth data by posing probing questions and to access non-verbal communication by observing the body language of the respondent. (Mugenda & Mugenda, 2003).

3.6.3 Documentary review

Documentary review of relevant documents was also used 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.

3.7 Data Collection Instruments

3.7.1 Self-administered Questionnaire

The researcher designed a set of questions and made questionnaires. The respondents to the questionnaires were the teaching staff of Kairos High School. The questionnaires were comprehensive enough to cover the extent of the problem and all aspects of the study variables basing on the objectives of the study and research question. The questions were close-ended because they were easy and quick to answer. The method was chosen because

the respondent were literate, a hard copy could be filed for reference purposes and the answers given can be quantified and processed easily to give a tentative answer (Mugenda & Mugenda, 2003). The questionnaires that were delivered to the respondents were broken down to capture background information and data related to each of the variables under investigation. The questionnaires were delivered to respondents by the researcher 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.

3.7.2 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, preference or behavior about indiscipline and academic performance of the school (Mugenda & Mugenda, 2003). Still the interview was semi- structured in that the questions were predetermined but allowed the respondents to express themselves at length. The questions were directed to clarifying and establishing whether there is any influence between indiscipline and academic performance of the school. The questions also requested suggestions on how indiscipline behaviors can be reduced at Kairos High School. The interviews were held with 1 Head Teacher, 2 Directors of Studies and 3 PTA members.

3.7.3 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 putting the ethical standards in mind. They were used to examine the effectiveness; relevance and the appropriateness of the language including those related to the policies and background information of the organization mainly the end of term reports, general staff meetings minutes.

3.8 Validity and Reliability

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

3.8.1 Validity of the study

According to Mugenda and Mugenda, (2003), validity is the degree to which an instrument measures what it purports to measure. Face validity is whether a questionnaire appears to measure what it is supposed to measure (Denscombe, 1998). This study subjected its instruments of data collection to face validity because it ensures the appropriateness, meaningfulness, and usefulness of the inferences made from the results (Mbabazi, 2008). The face validity of the data collection instruments were ascertained by Supervisors at Uganda Management Institute. They helped to rate each questionnaire item basing on the Four (4) Point Scale of relevance, clarity, simplicity and ambiguity.

Content validity index (CVI) for the item was determined. Table 4 summarizes results of validity analysis

Table 4: The results of Validity of the Study

Study Variable	No of items before computing CVI	Number of item after computing CVI
Disrespect of rule and regulations	10	7
Absenteeism	9	7
Time management	7	5
Academic performance	7	5
Total	33	24

Source: *Primary Data, 2015*

Table 4 above shows that out of 33 items, only those with CVI over 70% remained and the rest were discarded as indicated in Amin,(2005) resulting to 24 item scale. These were the items that were finally considered in the questionnaires because all together they provided content validity index of 72.7% which is in line with Amin, (2005)

3.8.2 Reliability of the study

Reliability concentrated on assessing consistency and stability of data collection instruments against any chance factors or environmental conditions in 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 20 employees were used in the study. The information was correlated through Cronbach's Alpha coefficient as seen in the Table: 5. The results of the analysis in the Table: 5 indicate an average Cronbach's Alpha Coefficient for the variables that range from 0.876 to 0.759. Based on guidelines of Amin (2005) this implied that the items adopted in the question were deemed highly reliable, which helped to eliminate ambiguities and biases in the data collection instruments. Because the higher the coefficient of the stability, the more reliable the instrument will be, for an

instrument to be taken as reliable a minimum coefficient of 0.5 is assumed as suggested by Mugenda & Mugenda(2003) in this case the research proceeded .

Table 5: The Results of Reliability Test

Reliability Statistics

	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
School rules and regulations	.830	.876	7
Absenteeism	.755	.831	7
Time management	.708	.759	5
Academic performance	.708	.759	5

Source: *Primary Data, 2015*

3.9 Data Collection Procedure

Following approval of the research proposal, the researcher obtained a letter of introduction from Uganda Management Institute (UMI). Using this letter, the researcher introduced herself to the appropriate institution authorities at Kairos High School and sought permission to carry out research there. The topic was explained and the purpose of the study. Thereafter, the researcher introduced herself to all the selected respondents, stated the topic and explained the purpose of the research and requested permission to get them involved in the study. The researcher also informed the selected respondents that they were at liberty to participate in the study or not to. In addition, the researcher assured the potential respondents that whatever information they provided was to be treated with utmost confidentiality, and used exclusively for academic purposes, and that their identities were to remain strictly anonymous. Throughout the research exercise the researcher observed the principle of *Do no Harm*. In each case, the researcher agreed with the potential respondent on a schedule for the research exercise.

3.10 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 was 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 also used to illustrate ideas and opinions.

3.11 Measurement of variables

Variables were measured to be able to generate data; the researcher used three measurement scales that are nominal, interval and ratio scale because they are what were suited in this study.

3.11.1 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 set (Sekaran, 2003). The researcher used this to measure variables like sex of the respondents to determine distribution of the respondent that is male and female, marital status and level of experience

3.11.2 Measurement using interval scale

An interval scale was used to sum and determine the magnitude of difference of the responses to the questions on a 5(Five) Point Likert scale. The responses were ranked in the 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 calculated 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 determined. These were used to determine measure of central tendency and dispersion, and data analysis using the SPSS. (Denscombe, 2000)

3.11.3 Measurement using ratio scale

Ratio scale is scale with an absolute zero origin and hence the magnitude and proportion of the differences. The unique zero origin allows mathematical and powerful statistical procedures to be used on the response results. This was used on the data that was generated from measurement using the nominal and interval scale to determine ratios for instance determining influence of indiscipline on the academic performance of Kairos High School through the use of SPSS.

3.12 Ethical Considerations

As this is a socio-scientific study, relevant ethical principles were observed. The researcher obtained all the necessary permission before commencing data collection. The researcher informed all the respondents about the topic and purpose of the study and sought their informed consent to participate in the research. The researcher held all the information obtained in utmost confidentiality and did not reveal the identities of respondents. The researcher also ensured that no single respondent is endangered in any way as a result of participating in the study. Finally, the researcher promised all the authorities and individuals who participated in the study that, with the approval of UMI, they will be able to access the resultant research report.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

4.1 Introduction

The chapter presents the analysis and interpretation of the study findings arising from the raw data collected from the field using questionnaires, interview guide and documentary checklist. The first section presents the response rate followed by Scio- demographics information about the respondents, presentation and analysis of the study finding in relation to the objectives of the study. The purpose of this study was to investigate the influence of Students' Indiscipline on Academic Performance at Kairos High School.

4.2 Response rate

A total of 36 individuals were sampled to participate in this study, these included 30 questionnaire respondents and 6 interviewees.

Table 6: Results of the Response Rate

	Sampled number	Realized number	Percentage %
Questionnaires	30	30	
Interviews	6	4	
Totals	36	34	94.4%

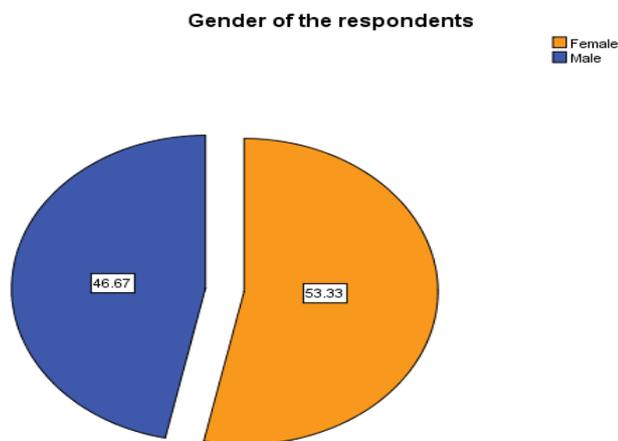
A total of 30 questionnaires were returned and 4 interviews were conducted. This resulted into an overall response rate of 94.4% (34) of those reached and actually responded. The 94.4% response rate that provided data was higher than the 75% response return rates recommended by Amin (2005). This means, the results were trusted to provide fair representation of the study from Kairos High School. The high response was because of the good communication strategies laid by the researcher that convinced many respondents to

take part in the study in addition to the socio-benefit that respondents drive from disciplined students in the institution.

4.3: Background characteristics of respondents.

In this section, data is presented on the socio-demographic composition of the sample obtained through the questionnaires, which included; gender, marital status, teaching experience and type of qualification of the respondents. All the tables are based on the 30 respondents. The purpose of collecting demographic data on respondents was to help in establishing the respondent sample characteristics and be able to form appropriate opinions about the research findings. The detailed analysis of these characteristics and interpretation of the real research findings are presented in the following subsections.

4.3.1 Distribution by gender



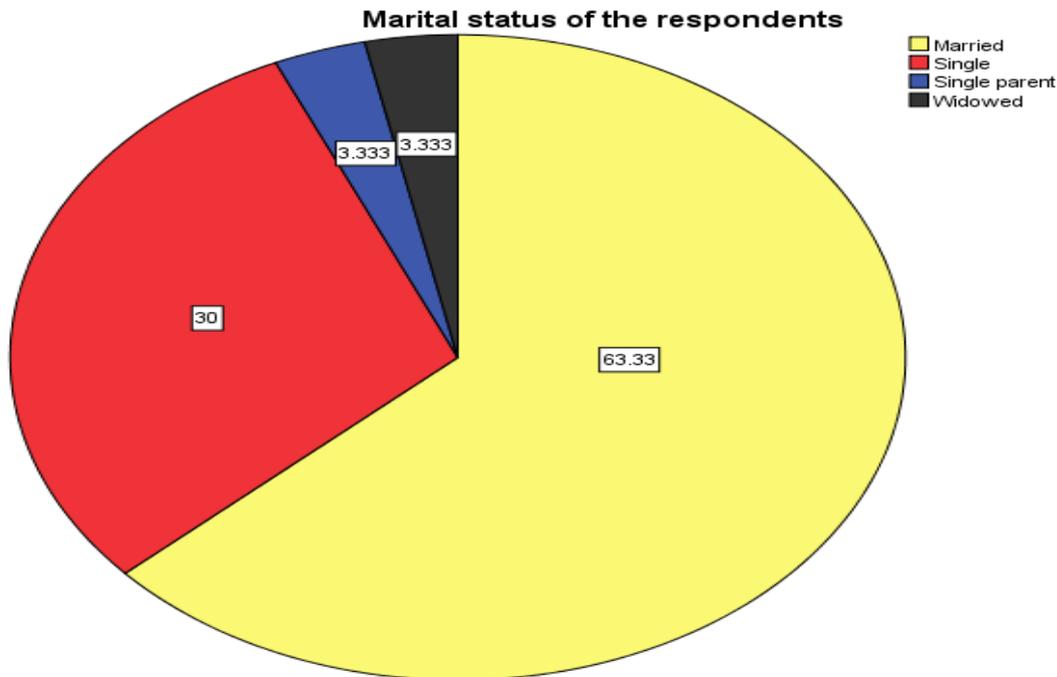
Source: *Primary data, 2015*

Figure 2: The distribution of respondents by gender

The gender distribution showed that majority of the respondents were female at 53.33% while the male were at 46.67%. This implies that moral implementation is a collective

responsibility of both female and male staff at Kairos High School. Having more female staff implies the school regards the contribution of the motherly figure played by female staff and their contribution towards the up bringing of morally responsible students.

4.3.2 Distribution by marital status

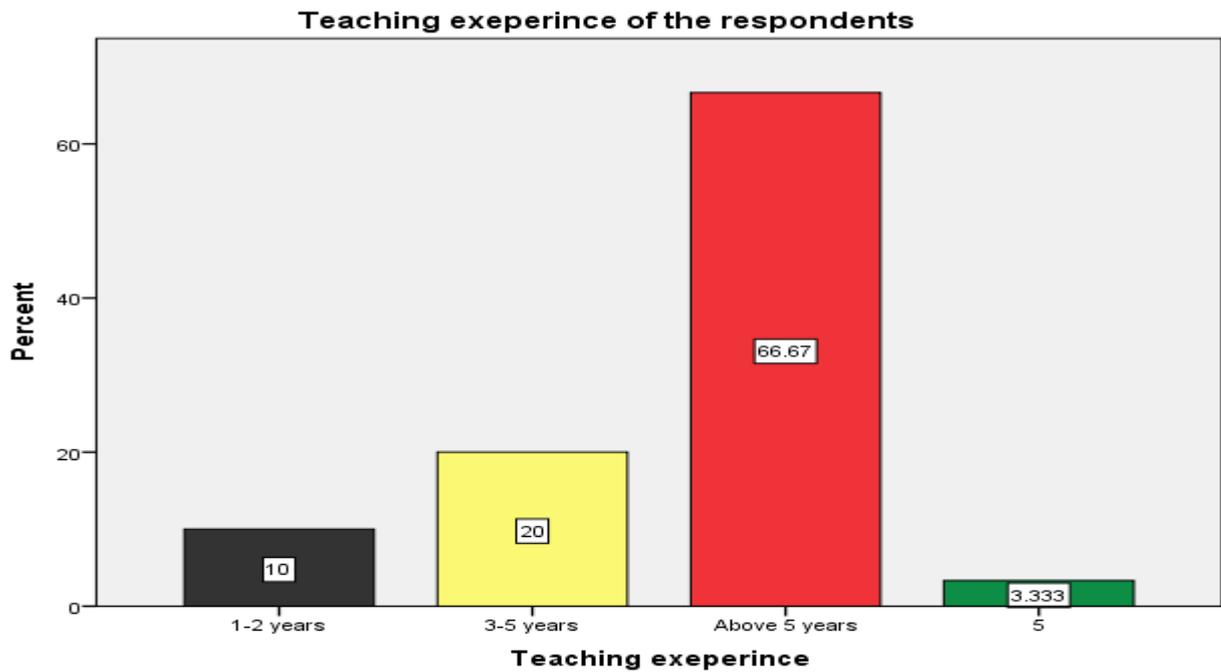


Source: *Primary Data, 2015*

Figure 3: The distribution of respondents by marital status

From figure 3 the respondents marital status were seen as 63.33% of the respondents were married, 30% of the respondents were single and 6.66% of the respondents were single and widowed parents. This implies, most of the respondents are responsible people who value the behaviours of the children at school, since they are responsible for bringing up people who are morally up right in the community. Married people tend to be more responsible towards the morality of students because they take them as their own children.

4.3.3 Distribution by teaching experience

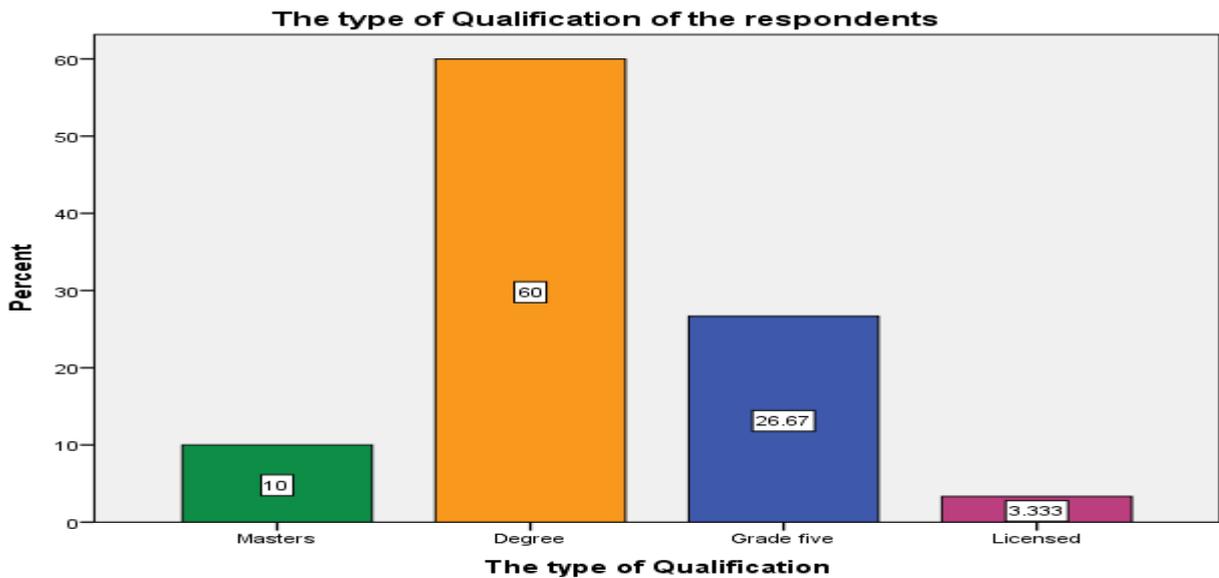


Source: *Primary Data, 2015*

Figure 4: The distribution of respondents by teaching experience

From figure 4 above it is seen that the majority 66.67% of the respondents have had teaching experience of above 5 years and 20% have spent 3-5 years in the teaching practice. This implies that the information got was reliable to the researcher because most of the respondents were those who have known more about the professional activities and influence that may come from indiscipline behavior. Cases of indiscipline may not be new to them; they know its influence and how to handle indiscipline cases.

4.3.4 Distribution by type of qualification



Source: *Primary Data, 2015*

Figure 5: The distribution of respondents by type of qualifaication

It was noted that most of the respondents in the study either attained education of bachelors or Grade Five at 60% and 26.67% respectively. 10% have had education up to Masters, 3.33% were licensed teachers. This implies that most of the respondents were able to understand what was asked during the study given that majority are trained and qualified teachers

4.4 Results on students' indiscipline and academic performance at Kairos High School

4.4.1 Academic performance at Kairos high school

Since academic performance was a common factor in all the study objectives, it was important to first establish the current status of the levels of academic performance and then determine how disrespect of school rules and regulations, absenteeism, time management were related to it. Table 7 below presents a summary of the findings on respondents' views on their level of students' academic performance at Kairos high school.

Table 7: Findings on academic performance at Kairos High School

	N	Mean	Std. Deviation
The academic performance of the school is good	30	3.43	1.104
Academic performance is consistently improving.	30	3.67	1.184
Indisciplined students perform poorly than disciplined students	30	4.10	1.185
Grades of disciplined students are better than those of undisciplined students	30	4.07	.980
Good performance is measured by good grades got in exams.	30	3.07	1.437

Source: *Primary Data, 2015*

The findings in table 7 show a mean score of 3.43 when the respondents said that the academic performance of the school is good. The respondents still said that Academic performance of the school is consistently improving with a mean score of 3.67.

As noted by the Head teacher.

The performance is good in that for a school which is 7 years old and its performing better than some government schools which have lasted for over 20 years, (UCE UNEB results of 2014.....we got more students in division one than some government schools..... But we strive to improve (Head teacher, 2015)

The findings further revealed that undisciplined students perform poorly than disciplined students with a mean score of 4.10.

This was affirmed by the D.O.S;

Undisciplined students don't concentrate hence get poor grades/marks in assessments. But to be tricked with discipline, we ask for recommendations from the previous schools for continuing students, orientate new students about the expectations of the school in terms of discipline, counsel undisciplined students, give rewards and recognize well behaved students..... (D.O.S, 2015)

However the respondents agreed that grades of disciplined students are better than those of undisciplined students with a mean score of 4.07. In nutshell, the respondents said with a mean score of 3.07 that good performance is measured by good grades got in exams.

Noted the P.T.A member;

Regular students perform better than those who are irregular at school for whatever reason, because they get all teachers' instructions.... And the performance of the school is quite good and it's improving Because better disciplined students perform well(P.T.A member, 2015)

4.4.2: How does disrespect of school rules and regulations influence academic performance at Kairos High School?

Table 8: Findings on disrespect of school rules and regulations on academic performance at Kairos High School

Statements	N	Mean	Std. Deviation
Students are involved when drafting school rules and penalties.	30	3.83	1.206
School authorities management could also cause regard of school rules and regulations	30	3.03	1.497
Poor communication among the students' leadership and school causes disrespect of rules and regulations.	30	4.03	1.033
Students always disobey school rules and regulations due to ignorance, frustration and peer pressure	30	3.20	1.400
School rules are applied to all students consistently	30	2.83	1.341
Students normally reform after punitive measures are applied on them.	30	3.37	1.402
The punitive measures for breaking school rules are fair and just.	30	2.83	1.341

Source: *Primary Data, 2015*

From table 8 the findings revealed that Students are involved when drafting school rules and penalties with a mean score of 3.83. While the respondents said with a mean score of 3.03 that school authorities' management could also cause regard of school rules and regulations. This was emphasized by the P.T.A member;

Rules also help prepare students for life as an adult. By learning to follow rules as a child, a person may be better prepared for following laws as an adult. It also helps the student to get used to adhering to policies and procedures that they will face as an employee once they reach adulthood. That is why the students' leadership is involved in drafting school rules..... (P.T.A member, 2015)

This was in line with the school rules and regulation hand book;

Discipline is an integral part of schooling in Kairos High School. We believe that discipline forms the bedrock of a student's development and growth. Only with good discipline will there be effective teaching and learning. The discipline policy at Kairos High School is, every teacher is a discipline teacher and every student matters". We aim to nurture our students into self-disciplined youths through the inculcation of values, social and emotional competencies. (School Rules and Regulation Hand Book, 2009)

The results show that poor communication among the students' leadership and school causes disrespect of rules and regulations with a mean of 4.03. But the respondents said with a mean score of 3.20 that the students always disobey school rules and regulations due to ignorance, frustration and peer pressure. Noted the D.O.S;

Some students always obey school rulesbecause they help put the student in a like home environment with rules, assignments (chores), and a teacher who has all control (parent). So it is proven people perform better in a comfortable place (home), so it makes them have a better attitude about getting their work turned in and making sure they try their hardest. But most of the students do not read the rules and regulations displayed (D.O.S, 2015)

While the respondents disagreed with the statement that School rules are applied to all students consistently and that punitive measure for breaking school rules are fair and just with

a mean score of 2.83 respectively. Finally the respondents said that students normally reform after punitive measures are applied on them with a mean score of 3.37.

Highlighted the head teacher;

Punitive measures are grouped into minor and major cases, where for minor cases there is mopping of the floor, cleaning windows, picking rubbish. digging the pit chopping firewood among others and for major cases, parents are involved; suspension, expulsion and also counseling (Head teacher 2015).

4.4.2.1 Correlation between disrespect of school rules and regulations on academic performance at Kairos High School

In order to statistically determine the relationship between school rules and regulation on academic performance the average score for each item on the school rules and regulations was correlated with the corresponding average score value for items on academic performance. This data was correlated under the following hypothesis “*Disrespect of school rules and regulations significantly influence academic performance at Kairos High School.*”

Table 9: Correlation between disrespect of school rules and regulations on academic performance at Kairos High School

Correlations			
		Disrespect of School rule and Regulations	Academic performance
Disrespect of School rule and Regulations	Pearson Correlation	1	.609**
	Sig. (2-tailed)		.000
	N	30	30
Academic performance	Pearson Correlation	.609**	1
	Sig. (2-tailed)	.000	
	N	30	30
**. Correlation is significant at the 0.01 level (2-tailed).			

Source: *Primary Data, 2015*

The results in table 9 above shows a Pearson correlation coefficient of 0.609** and a probability value of 0.000 which is less than the pre-determined significant level of 0.05.

These findings imply that there was a significant positive relationship between disrespect of school rules and regulations on academic performance. That is, the lower the activities of disrespect of school rules and regulations, the higher the levels of academic performance, and the higher the activities of disrespect of school rules and regulations, the poor levels of academic performance. Therefore, it was concluded that indeed there was a significant positive relationship between disrespect of school rules and regulations on academic performance

4.4.3 Does absenteeism influence academic performance at Kairos High School?

Table 10: Findings on influence of absenteeism on academic performance at Kairos High School

	N	Mean	Std. Deviation
Students are always present at school	30	2.80	1.297
Lack of affordable transportation and attitudes of teachers cause absenteeism	30	4.03	1.098
Children who are perpetual absentees perform poorly academically	30	4.33	1.061
Absenteeism leads to less contact hours with the teacher.	30	4.30	1.055
Absenteeism demoralizes students from working hard.	30	3.67	1.398
Lack of guidance or parental supervision, domestic violence, poverty, drug or alcohol abuse in the home cause absenteeism	30	4.30	1.055
Absenteeism makes a student struggle to grasp all that he missed within a short time leading to stress.	30	4.30	1.149

Source: *Primary Data, 2015*

The results in table 10 show a lower mean score of 2.80 was achieved when the respondents said Students are always present at school. The respondents said lack of affordable transportation and attitudes of teachers cause absenteeism with a mean score of 4.03.

From the findings a mean score of 4.33 was achieved when the respondents said that Children who are perpetual absentees perform poorly academically. And the respondents said that

absenteeism leads to less contact hours with the teacher with a mean score of 4.30. Affirmed the D.O.S:

Students with higher truancy rates have the lowest academic achievement rates, and are more likely to drop out of school which indicates that there is a relationship between student attendance and student achievement..... (Director of Studies, 2015)

The findings further revealed that absenteeism demoralizes students from working hard with a mean score of 3.67. Still the respondents agreed that lack of guidance or parental supervision, domestic violence, poverty, drug or alcohol abuse in the homes cause absenteeism with a mean score of 4.30 while the respondents finally strongly agreed with a mean score of 4.30 that absenteeism makes a student struggle to grasp all that he missed within a short time leading to stress.

Noted the P.T.A member;

“Students who are absent from school receive fewer hours of instruction; they often leave education early and are more likely to become long term unemployed, homeless, caught in the poverty trap, dependent on welfare and involved in the justice system”(P.T.A member, 2015)

4.4.3.1 Correlation between absenteeism on academic performance at Kairos High School

In order to statistically establish the relationship between absenteeism on academic performance data in table 11 was aggregated into a single value representing absenteeism and correlated with an index value representing academic performance. The correlation test was conducted under the following hypothesis *“Absenteeism significantly influences academic performance at Kairos High School”*

Table 11: Correlation between absenteeism on academic performance at Kairos High School

Correlations			
		Absenteeism	Academic performance
Absenteeism	Pearson Correlation	1	.652**
	Sig. (2-tailed)		.000
	N	30	30
Academic performance	Pearson Correlation	.652**	1
	Sig. (2-tailed)	.000	
	N	30	30

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Primary Data, 2015

In the Table 11 above, the correlation analysis between absenteeism and academic performance was found to be $r = .652^{**}$. Considering that this was a moderate positive correlation, it implies that as absenteeism increases so does academic performance decreases at Kairos High School. The p value was found to be 0.000; considering this is a value less than 0.05 we reject the null hypothesis and accept the hypothesis that absenteeism has a significant effect on academic performance at Kairos High School.

4.4.4: How does poor time management influence academic performance at Kairos High School?

Table 12: Findings on poor time management on academic performance at Kairos High School.

	N	Mean	Std. Deviation
Procrastination causes poor grades among students	30	3.43	1.104
Improper allocation of time can contribute to academic underachievement	30	3.67	1.184
Students allocate most of their time to priority activities.	30	4.10	1.185
Students do waste time on pinking and phoning issues	30	4.07	.980
Time spent on serving punishment for indiscipline affects students' performance.	30	3.07	1.437

Source: Primary Data, 2015

From the Findings in table 12 mean score of 3.43 was achieved when the respondents said that procrastination causes poor grades among students. Mean score of 3.67 was achieved when the respondents said that improper allocation of time can contribute to academic underachievement. This is in line with head teacher' remarks;

Time management is the key to success. It allows you to take control of your life rather than following the flow of others. As you accomplish more each day, make more sound decisions, and feel more in control, people notice. Students in your class will come to you when they need to get things done on time. And that increased exposure helps put you in line for advancement opportunities (Head Teacher, 2015)

However the respondents strongly agreed that Students allocate most of their time to priority activities with a mean score of 4.1. Emphasized the D.O.S:

...You become more productive using improved time management skills and tools, and you can accomplish more with less effort and time.....time management can help students reduce wasted time and energy, help students become more creative and productive, and enable them to do the right thing at the right time..... This will of course lead to fulfillment in student life and academic performance..... (D.O.S, 2015)

Further the respondents strongly agreed that students do waste time on pinking and phoning with a mean score of 4.07. And the respondent said that time spent on serving punishment for indiscipline affects students' performance with a mean source of 3.07, as noted by the D.O.S;

Time spent by students serving punishments is about 15-30 minutes for minor cases, by the time they enter the class they will have missed a small part of the lesson. But those who are suspended from school miss for all the period they serve their punishment..... (Director of Studies, 2015)

4.4.4.1 Correlation between poor time management on academic performance at Kairos High School

Following a descriptive analysis of the responses on time management, a correlation was conducted between an average score of the items on time management and an average score of the items on academic performance to determine the statistical relationship between the two variables. The correlation test was conducted under the following hypothesis; “*Time management significantly influences academic performance at Kairos High School*”

Table 13: The Correlation between poor time management on academic performance at Kairos High School

Correlations			
		Poor Time management	Academic performance
Poor Time management	Pearson Correlation	1	.682**
	Sig. (2-tailed)		.000
	N	30	30
Academic performance	Pearson Correlation	.682**	1
	Sig. (2-tailed)	.000	
	N	30	30
**. Correlation is significant at the 0.01 level (2-tailed).			

Source: *Primary Data, 2015*

Table 13 above shows that, Pearson’s Correlation Coefficient for time management was $r = .682^{**}$, with probability value ($p = 0.000$) that is less than $\alpha = 0.01$ level of significance showing a moderate relationship between time management and academic performance at the one percent level of significance. Therefore, academic performance (P) is significantly influenced by time management.

4.5 The influence of indiscipline on academic performance at Kairos High School.

To examine further the influence of indiscipline on the Dependent (Academic Performance) and Independents (disrespect of school rules and regulations, absenteeism, and poor time management) a Multiple Regression was carried out and the findings are presented in Table 14 below

Table 14: Multiple Regressions of Independent Variables against the Dependent variable using the Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.724 ^a	0.524	0.509	0.377

a. Predictors: (Constant), disrespect of School Rules and Regulations, Absenteeism, Poor Time management

Source: *Primary Data, 2015*

The regression results in table 14 above show that the r square is .524^{**} or 52.4%. This implies that academic performance at Kairos High School can be explained up to 52.4% by disrespect of school rules and regulations, absenteeism, and time management. It means that the explanatory power of this model is moderately positive since a unit change disrespect of school rules and regulations, absenteeism, and time management can only cause variability in academic performance by 52.4%. In other words, remaining 47.6 % variability in academic performance at Kairos High School is explained by other factors outside this model for example institutional management factors.

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, discussion, conclusions and the recommendations of the study. The chapter has been structured according to the objectives of the study which were to establish the influence of disrespect of school rules and regulations by students on academic performance at Kairos High School, to assess the influence of absenteeism on students' academic performance at Kairos High School, to establish influence of poor time management on academic performance at Kairos High School.

5.2 Summary of study findings

5.2.1 Influence of disrespect of School rules and regulations on academic performance at Kairos High School

The finding indicate that disrespect of school rules and regulations at a positive value of .609** using the Pearson's Correlation Coefficient with probability value ($p = 0.000$) that is less than 0.01 level of significance, thus a moderate positive relationship of disrespect of school rules and regulations on academic performance, therefore academic performance is mostly likely to be poor if the students do not observe school rules and regulations.

5.2.2 Influence of absenteeism on academic performance at Kairos High School

The finding got indicate that absenteeism is positively associated with academic performance at Kairos High School with a Pearson correlation coefficient of .652** and a probability value of 0.000 which is less than the pre-determined significant level of 0.05.

5.2.3 Influence of poor time management on academic performance at Kairos High School.

Finding on this objective confirmed that time management does significantly influence academic performance at Kairos High School with positive value .682** using a Pearson correlation coefficient, considering the **p** value at 0.000 which less than 0.05. Thus, adequate emphasis should be given to improve students' ability to manage their time effectively and efficiently in order to gain academic excellence.

5.3 Discussion of study findings

5.3.1 Influence of disrespect of school rules and regulations on academic performance at Kairos High School

The finding indicate that disrespect of school rules and regulations at a positive value of .609** using the Pearson's Correlation Coefficient with probability value ($p = 0.000$) that is less than 0.01 level of significance, thus a moderate positive relationship of disrespect of school rules and regulations on academic performance, therefore performance of students is mostly likely to be poor if the students do not observe school rules and regulations. The findings are line with Cotton, (2001) who argues that rules and regulations are enforced through prefectural bodies and councils, disciplinary committees, teachers and involvement of parents. Cotton (2001), goes on to say, it has become normal in many secondary schools for students to break school rules and regulations with impunity, showing lack of respect to school authority, damaging of school property, beating up their teachers, rioting at any slightest opportunity and even inflicting harm on one another. The consequences from such undisciplined behaviors may result into poor students' academic performance.

The findings are also consistent with that of Matsoga (2003) who said during his study on discipline in schools of Botswana, discovered wide spread violence and misbehavior existed

in many secondary schools. This lack of discipline, which interfered with the teaching and learning process, manifested itself in various ways including bullying, vandalism, alcohol consumption and substance abuse, truancy, inability or unwillingness to do class work at home. Theft was also identified as a common activity among secondary school students. In 2003 students of one of the secondary school in Botswana, broke into a biology lab to steal ethanol some of these students lost their lives, and others lost their sight.

The findings are in line with that of Daily Monitor of (22/5/2014, pg 18) where it was reported that a student of Education from Mbarara University committed suicide after sports betting his fees. He did not follow school rules and regulations that could assist him guide his behaviors at school. The purpose of school rules and regulations is to establish discipline to guide internal social interactions and create order in the school, thus the disrespect of the school rules and regulations is mostly to affect the performance of the students in secondary schools.

The respondents said with a mean score of 3.03 that School authorities' management could also cause regard of school rules and regulations, this is consistent with Awuor (2008) says that School authorities could also cause disciplinary problems through organizational lapses manifesting in inappropriate policies and programmes. For instance, the nature of the school curriculum, the size of classrooms, poor teaching and learning resources, the competency of teachers handling classrooms, and the nature of time-table schedules are all factors that can cause school regard of school rules and regulations.

Finally, the result are aligned with that of Adams (2003) who asserts that schools rules and regulation are among the strategies designed to instill good conduct of students. This implies self-control, orderliness, good behavior and obedience to school authority. On admission schools especially at secondary level, students are given school rules, which spell out some of

the expectations (Adams, 2003). These rules and regulations specify in most cases what school members should do and what they should not do.

5.3.2 Influence of absenteeism on academic performance at Kairos High School

The finding got indicate that absenteeism is positively associated with academic performance at Kairos High School with a Pearson correlation coefficient of .652** and a probability value of 0.000 which is less than the pre-determined significant level of 0.05, thus failure to attend school may result into poor performance. This findings are consistent with Boloz, 1983 and DeKalb, 1999) who asserts that absenteeism is detrimental to students' achievement, promotion, self-esteem, and employment potential.

The finding are in line with Rothman (2001) who asserts that, high student absenteeism rates were found to affect the achievement of students' that attend regularly by disrupting the existing learning groups.

The findings further revealed that absenteeism demoralizes students from working hard with a mean score of 3.67. Still the respondents agreed that Lack of guidance or parental supervision, domestic violence, poverty, drug or alcohol abuse in the homes cause absenteeism with a mean score of 4.30 while the respondents finally strongly agreed with a mean score of 4.30 that absenteeism makes a student struggle to grasp all that he missed within a short time leading to stress. The above findings are aligned with U.S. Department of Justice, (2001) that asserts that absenteeism can lead to depression and also result in poor quality of education as a result of time lost while being away from school. It could also lead to moral degradation that leads to drug abuse, early pregnancies and unruly behavior.

Still the respondents agreed that lack of guidance or parental supervision, domestic violence, poverty, drug or alcohol abuse in the homes cause absenteeism with a mean score of 4.30

while the respondents finally strongly agreed with a mean score of 4.30 that absenteeism makes a student struggle to grasp all that he missed within a short time leading to stress. The findings are consistent with Williams (2014) who alludes that excessive absenteeism by students may result in unlearned course material from fewer hours of instruction, and a disruption of class instruction for teachers who have to administer remediation for the absent student when he returns to school. Excessive absenteeism by students may additionally result in poor academic achievement because students are not receiving instruction on a consecutive basis. This problem also causes low standardized test scores because absent students are not present to learn key concepts and skills that are assessed on standardized exams.

The research findings are in line with U.S. Department of Justice, (2001) which said that family factors and school factors influence absenteeism in school and identified factors include; lack of guidance or parental supervision, domestic violence, poverty, drug or alcohol abuse in the home, lack of awareness of attendance laws, and differing attitudes toward education. School factors included school climate issues such as school size and attitudes of teachers, other students, and administrators and inflexibility in meeting the diverse cultural and learning styles of the students. Schools often have inconsistent procedures in place for dealing with chronic absenteeism and may not have meaningful consequences available for truant youth

5.3.3 Influence of poor time management on academic performance at Kairos High School

Findings on this objective confirmed that poor time management does significantly influence academic performance at Kairos High School with positive value .682** using a Pearson correlation coefficient, considering the p value at 0.000 which less than 0.05. The findings are line with Balduf, (2009) who recognized that poor time management can contribute to

academic underachievement, and effective time management can contribute to higher levels of college achievement. If the ability to effectively manage one's time was indeed positively related to academic performance, then, presumably, interventions that improve time management would be of value to students

From the Findings in table 12 mean score of 3.43 was achieved when the respondent said that procrastination causes poor grades among students. A Mean score of 3.67 was achieved when the respondents said that improper allocation time can contribute to academic underachievement. The findings are aligned with Kaushar, (2013) who asserts that procrastination often puts off doing something, especially out of habitual laziness, thus a result of a cultivated habit, and it impacts on everyone which has affected lot of students who tend to procrastinate at college.

Kaushar, (2013) further says that procrastination plagues people of all occupations and that we all procrastinate at one time or another in our life. Hence, procrastination is everybody's problem which implies that everybody delay in one way or the other. Though, the levels of procrastination vary from one person to another. The truth is that everybody has a way of day-dreaming and a way of not respecting time; but some do it to the extent of abandoning urgent task and affects the students' performance

Further, the results revealed that students do waste time on pinking and phoning with a mean score of 4.07. And the respondent said that time spent on serving punishment for indiscipline affects students' performance with a mean source of 3.07. This is consistent with Kelly, (2002) who also asserts that, poor time management can negatively affect classroom performance in several ways; first, if students don't structure time for homework and projects, they may not complete them on time. Even if they get work done, procrastination and rushed work will limit performance and grades.

5.4 Conclusions.

5.4.1 Influence of disrespect of school rules and regulations on academic performance at Kairos High School.

Disrespect of rules and regulations prevents the schools from attracting the right caliber of teaching staff and distracts the academic calendar of the schools, Dunham(1984:66). It also brings about poor quality of teaching and learning and slows down the pace of academic work, thus bringing about, reduction in school enrolment and making parents lose interest and finally causes poor examination results in schools. This results from the inconsistent communication, ignorance of the rules, ineffective school administration as shown by the framework of the study where the findings indicate that disrespect of school rules and regulations at a positive value of .609** using the Pearson's Correlation Coefficient with probability value ($p = 0.000$) that is less than 0.01 level of significance, thus a moderate positive relationship of disrespect of school rules and regulations on academic performance.

5.4.2 Influence of absenteeism on academic performance at Kairos High School

Given that absenteeism is associated with poor academic performance, some authors contend that attendance should be more closely monitored and the study found that the consistent class attendance is a key factor in the academic success of students, and class absenteeism negatively impacts students' ultimate course results for example the findings indicate that absenteeism is positively associated with academic performance at Kairos High School with a Pearson correlation coefficient of .652** and a probability value of 0.000 which is less than the pre-determined significant level of 0.05, thus failure to attend school may result into poor performance.

5.4.3 Influence of poor time management on academic performance at Kairos High School.

Lack of proper time management on the part of the students has some influence on academic activities especially in the area of resumption for the school activities, registration of courses, attending classes, doing the assignment, reading for the test and preparation for examination on time. These are as a result of procrastination, social activities and not paying attention to issues like planning and prioritization that is why finding on this objective confirmed that poor time management does significantly influence academic performance at Kairos High School with positive value .682** using a Pearson correlation coefficient, considering the p value at 0.000 which less than 0.05 using the conceptual framework factors of Family influence, Economic influence and Students influence.

5.5 Recommendations.

5.5.1 Influence of disrespect of School rules and regulations on academic performance at Kairos High School

School rules and regulations need to be emphasized and students should be given enough awareness so that they understand them. This will help to prescribe the standard of behavior expected of students and teachers. Students will learn to behave like students and so will the teachers. School administrators should properly and appropriately plan for the time in schools and also emphasize that timetables are respected.

5.5.2 Influence of absenteeism on academic performance at Kairos High School

There is need to identify at-risk students based on their absenteeism as early as possible; the need for schools to identify in-school factors that could be addressed to discourage absenteeism, including classroom management, teaching styles, competitiveness in schools, parental involvement, aggressive counseling programs for at-risk students, consideration of cultural and language differences, a strong attendance policy, expansion of student educational opportunities through choices, and reconsideration of procedures for student enrollment.

5.5.3 Influence of poor time management on academic performance at Kairos High School

Students especially those in the candidate class should use the findings of this work to improve on their time management. They have to be conscious of time in performing their academic activities so that the level of their academic performance can be high. Students should strive hard to complete their assignments as well as other academic activities on time so as to avoid not meeting deadlines.

Students need to do their assignments as soon as they get them, keep important notes and papers in places where they can be easily found and consult their teachers or more knowledgeable friends about the important things to study.

5.6 Limitations of the study

The research design was cross sectional which could not provide an in-depth investigation of students' indiscipline and academic performance. However, through the use of a mixture of quantitative and qualitative approaches accompanied by a case study the cause effect relation could be partially established.

Much of the findings of this study were based on primary information provided by the respondents which are subject to the potential bias and prejudice of respondents. However this was overcome by ensuring that as much as possible the study relied on secondary data related to the subject under investigation in addition to the primary data

5.7 Contributions of the study

The importance of this study can be viewed in two dimensions: theoretical contribution and practical implications. Theoretically: this study fills the gap in the literature: that is exploring influence of students' indiscipline and academic performance at Kairos High School.

Therefore the findings of this study would be added to the literature as it could help the researchers for future studies. Practically: this study would help the policy makers in the educational sector to design school polices, producers and rules that can increase academic performance and students commitment.

Also various studies have been made in relation to students discipline on academic performance. However no such study had been found to have been carried out at Kairos High School. This may tend to compare with the different areas and context where similar studies have been carried out

5.8 Areas recommended for future research

The study suggests that a similar study should be conducted in future as a follow up or a longitudinal study, probably after one year so as to assess whether there is improvement in the students' discipline and academic performance.

The study recommends that a similar study should be conducted in another educational institution so as to compare with the findings of this study. The study also recommends that a single regression analysis study should be conducted to establish the predictive equation that explains the relationship between the independent variable to the dependent variable.

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APPENDICES

APPENDIX 1

QUESTIONNAIRES

Dear Respondent;

RE: INFLUENCE OF STUDENTS' INDISCIPLINE ON ACADEMIC PERFORMANCE OF "O" LEVEL STUDENTS AT KAIROS HIGH SCHOOL IN MAKINDYE DIVISION , KAMPALACAPITAL CITY AUTHORITY, IN UGANDA.

I am pleased to inform you that you are one of the selected individuals who were randomly selected to respond to this questionnaire. The data collected using this questionnaire will be used to compile an academic research report to be presented to Uganda Management Institute for the award of the Master's Degree in Institutional Management and Leadership.

You are cordially requested to spare some time and fill this simple questionnaire. The information obtained through this questionnaire shall be used for aforementioned purpose and will be taken with utmost confidentiality. For this reason, I do not seek to know the name or identity of any respondent.

Yours Sincerely;

.....

MARY BLANTINE AWOR

PART A: BIO DATA OF THE RESPONDENTS

1. Gender

A. Female

B. Male

2. Teaching experience

A. Less than 1 year

B. 1-2 years

C. 3-5 years

D. Above 5 years

3. Marital status

A. Married

B. Single

C. Single parent

D. Widowed

4. What type of Qualification do you have?

A. Masters

B. Degree

C. Grade five

D. Licensed

PART B: RESEARCH STUDY INFORMATION

Please note: In the subsequent parts, tick appropriately in the boxes provided whether you: **Strongly Agree SA (5), Agree A (4), Neural N (3), Disagree (2) and strongly disagree SD (1)**

SECTION A: INFLUENCE OF DISRESPECT OF SCHOOL RULES AND REGULATIONS ON ACADEMIC PERFORMANCE OF STUDENTS AT KAIROS HIGH SCHOOL.

No	Category	SA(5)	A(4)	N(3)	D(2)	SD(1)
1	Students are involved when drafting school rules and penalties.					
2	School authorities management could also cause regard of school rules and regulations					
3	Poor communication among the students' leadership and school causes disrespect of rules and regulations.					
4	Students always disobey school rules and regulations ignorance, frustration and peer pressure					
5	School rules are applied to all students consistently					
6	Students normally reform after punitive measures are applied on them.					
7	The punitive measures for breaking school rules are fair and just.					

Section B: INFLUENCE OF ABSENTEEISM ON STUDENTS' ACADEMIC PERFORMANCE AT KAIROS HIGH SCHOOL.

NO	category	SA(5)	A(4)	N(3)	D(2)	SD(1)
1	Students are always present at school					
2	Lack of affordable transportation and attitudes of teachers cause absenteeism					
3	Children who are perpetual absentees perform poorly academically					
4	Absenteeism leads to less contact hours with the teacher.					
5	Absenteeism demoralizes students from working hard.					
6	Lack of guidance or parental supervision, domestic violence, poverty, drug or alcohol abuse in the					

	home cause absenteeism					
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SECTION C: INFLUENCE OF POOR TIME MANAGEMENT ON STUDENTS' ACADEMIC PERFORMANCE AT KAIROS HIGH SCHOOL.

No.	Category	SA(5)	A(4)	N(3)	D(2)	SD(1)
1.	Procrastination causes poor grades among students					
2.	Improper allocation of time can contribute to academic underachievement					
3.	Students allocate most of their time to priority activities.					
4.	Students do waste time on pinking and phoning issues					
5	Time spent on serving punishment for indiscipline affects students' performance.					

SECTION D; STUDENTS' ACADEMIC PERFORMANCE AT KAIROS HIGH SCHOOL

No	category	SA(5)	A(4)	N(3)	D(2)	SD(1)
1	The academic performance of the school is good					
2	Academic performance of the school is consistently improving.					
3.	undisciplined students perform poorly than disciplined students					
4.	Grades of disciplined students are better than those of undisciplined students					
5	Good performance is measured by good grades obtained in exams.					

APPENDIX II

INTERVIEW GUIDE

Particulars	Responses
Age	
Gender	
Designation	
Directorate/Department	
Years worked	

1. Do you experience any indiscipline cases in your school?
2. What is the relationship between time management and academic performance in your school?
3. Between children who are regular in school and those who are irregular, which ones normally perform better academically?
4. What has been the level of academic performance of students in your school?
5. How does indiscipline affect academic performance of students in your school?
6. How can indiscipline be reduced at Kairos High School?

APPENDIX III

Documentary Check List

Disciplinary students' book

Institutions minute book

Students' registers.

Institutional performance reports