

**PARTICIPATION IN PERFORMING ARTS AND STUDENT
DISCIPLINE MANAGEMENT: AN INVESTIGATIVE
STUDY IN SELECTED SECONDARY SCHOOLS
OF KAMPALA DISTRICT**

By

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DECLARATION

This is to declare that, this dissertation entitled **Participation in Performing Arts and Student Discipline Management: an Investigative Study in selected Secondary School of Kampala District** is my original work and to the best of my knowledge has never been submitted to any University or Institution of higher learning for any award or presented for publication anywhere.

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APPROVAL

This is to certify that this dissertation with the title “**Participation in Performing Arts and Student Discipline Management: an Investigative Study in Selected Secondary Schools of Kampala District**” is now ready for submission to the Graduate School for examination and is therefore submitted with our approval as the supervisors.

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DEDICATION

This work is dedicated to my wife Elizabeth Victoria, our daughters Joy Samantha and Peace Esther.

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I thank the Lord for graciously enabling me to reach this level so far. I thank all people who have prayed for me during my studies.

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ABSTRACT

This work is an investigative study that was carried out in selected secondary schools in Kampala district to find out whether participation in PA could be used to manage student discipline. The objectives of the study were: to establish what school managers perceive to be the roles of PA in student discipline management, to find out students' thoughts about influence of PA activities on their discipline and to establish ways through which PA could be utilized to address student indiscipline. This was necessitated by the escalating student indiscipline in schools yet there is limited literature to guide management of student discipline. Head teachers, teachers, parents and society in general were cited to contribute towards causing the growing student indiscipline yet current measures are failing to address it. The phenomenological study design was used and data was collected using interviews, focus group discussion, observation, photography and documentary analyses. The study involved dual sampling of the schools and then respondents. Three schools were purposively selected. Other potential schools were identified using snowball and three of them selected through stratified random sampling. Respondents included head teachers, teachers, and students in six secondary schools of Kampala. The qualitative data was analyzed following Colaizzi's seven step phenomenological procedures. Findings are presented, analyzed, discussed and recommendations given in line with the study objectives. It was revealed that, PA could be a motivation for students to understand the need for their being disciplined. Furthermore PA were found to affect students' academic achievement, growth and development yet they are the weakest subjects on the secondary school curriculum. The study further revealed that music can be used to address students' stress and pressure and that PA could be used to affect students' interpersonal skills. Therefore it is recommended that the secondary school PA curriculum could include issues dealing with discipline, teacher trainees be offered orientation in discipline management and all secondary schools need to include PA in their programs among other measures recommended.

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LIST OF ABBREVIATIONS AND ACRONYMS

ACSA	-	African Correctional Services Association
FGD	-	Focus Group Discussion(s)
HSc	-	High School
MC	-	Mistress of Ceremonies
MDD	-	Music, Dance and Drama
MoES	-	Ministry of Education and Sports
NCDC	-	National Curriculum Development Centre
n.d	-	Not Dated
PA	-	Performing Arts
UACE	-	Uganda Advanced Certificate of Education
UCE	-	Uganda Certificate of Education
UPS	-	Uganda Prison Services
USE	-	Universal Secondary Education

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter presents the background, the research problem, purpose and objectives of the study, research questions and Significance of the study. It also presents the geographical, time and content scope of the study as well as the conceptual framework and definition of operational terms.

1.1 Background

Student Discipline Management has become a major challenge for school managers and other education stakeholders globally (Abidoye & Onweazu, 2010; Bharadwaj, 2012; Vogel, 2004; Yaroson & Zaria, 2004). This is because of the rampant student indiscipline in schools and colleges. According to Skiba & Peterson (2000), there is a dramatic incidence of school violence that has thrust student discipline to the forefront of public consciousness. Student Indiscipline is ranked as a major problem in Malaysia, (Yahaya, Ramli, Ibrahim, Abd Rahman & Yahaya, 2009). Also the United States of America's education department report of May 2009 highlights safety at schools as a major concern. This is because students carrying guns attacked and in some cases shot to death teachers and fellow students on school compounds. The report adds that there are high rates of distribution, possession and use of illegal drugs as well as gang crimes within city schools in the United States of America. On the other hand, Campos (2013) reports that students' alcohol consumption, drug abuse and violence in Brazil is on the increase.

The African continent is not spared too; for example in South Africa, more cases of challenging learner behavior such as drug abuse in schools are reported (Bechuke & Debeila, 2012). In Nigeria, student indiscipline is on the increase despite various measures taken by

educationists to alleviate the problem (Nakpodia, 2010; Yaroson & Zaria, 2004). Nwaka (2010) argues that in Nigeria, many students had become gangsters and ruffians that engage in meaningless damage of school property. They gang up and fight, engage in drug abuse, armed robbery, beating up teachers among others. In Kenya, government set up a Presidential Task Forces to address student indiscipline and unrest in 2008 but student indiscipline continues to increase (Gatabu, 2012; Kilonzo, 2013).

In Uganda, students' indiscipline was reported by Editorial of the Observer Newspaper, 2012, April 11, Nabatanzi (2013)¹ and Uganda Harm Reduction Word Press report of 2013, October 21 among others. According to (Kiggundu, 2009; Nassozi, 2010), student indiscipline is on the increase in Uganda. In Bushenyi district for example, during term II 2013, 44 Secondary Schools were closed due to students' riots as reported by Mugisha (2013)². Unfortunately student indiscipline has partly been caused and escalated by head teachers, teachers, parents and society in general, among others. Ssekamwa (2000:180) notes that,

Many male teachers started being accused of defiling school girls.. some teachers and even head teachers started to be involved in public examinations malpractices.. in 1991, a head teacher was giving answers of a leaked examination to students and when found he jumped through the window.. the public seemingly accepts such behavior.. yet there are some people who lament that discipline and desirable behavior have declined in schools.. is it any wonder then that discipline and desirable behavior are disappearing from our schools? How can such teachers enforce discipline when students know that head teachers and teachers are themselves corrupt?

In addition to that, corporal punishment was outlawed by the Ugandan Ministry of Education and Sports (MoES), according to Natukunda (2006)³.

¹ in New Vision newspaper 2013, March 7

² in New Vision newspaper of 2013, July 3

³in New Vision newspaper of 2006, August 12

In line with that, Nakpodia (2010: 149) argues that,

Students are prone to misconduct for they know that teachers are not allowed to administer corporal punishment, and the one who is designated to do so can never be omnipresent. So they make hay whilst s/he is in the administration office knowing that the teacher is not authorized to administer corporal punishment.

Further to that, some private schools do not care about student indiscipline so long as they (students) pay fees. Ssekamwa (2000) observes that some private school owners looked at schools as a commercial affair. Therefore, enforcement of rules like expulsion of indiscipline students cannot change their conduct since expelled students get admitted in other schools and remain indiscipline cases. This calls for research into ways of dealing with this problem. To this end, this study sets out to explore whether Performing Arts (PA) could be used to address the problem of student indiscipline in Uganda.

Performing Arts are expressive idioms that include Music, Dance and Drama (MDD) and which involve use of the body or its parts to communicate with an audience. McDaniel (2011) observes that Performing Arts can change indiscipline students since they can communicate with their souls. In addition to that Riebesehl (2001) argues that the arts are outlets that help students improve their behavior and achieve better success. Youths are fond of music and many of them wear earphones all day listening to music while others spend countless hours watching music videos. This is supported by Hogan et al (1996) that music videos are popular among children and adolescents. McDaniel (2011) also argues that PA could improve student behavior because through these arts, students can learn to work in teams, listen and follow instruction, socialize and achieve their objectives individually and collectively. Further to that (Griffin, 2006) argues that PA are an effective communication channel and therefore through them students can express themselves freely on issues of their concern.

Sadly, PA are being removed from school programs at an alarming rate. Although there are many secondary schools in Kampala district, very few have PA programs. To illustrate this, very few secondary schools participate in MDD Festivals. In relation to that, Nakazibwe (2011) points out that, Optional subjects are grouped in a manner that does not encourage students to offer PA. As a result very few students opt for PA and therefore not many schools that present candidates of these subjects at Uganda Certificate of Education (UCE) and Uganda Advanced Certificate of Education (UACE). Therefore, while indiscipline is increasing in secondary schools, PA that could possibly be used to address it are being neglected to a point of near extinction.

This study was based on a related experience that I had in 2012, while organizing programs to rehabilitate inmates at Luzira maximum prison. Performing Arts were the primary medium of carrying out the stated rehabilitation program. The program involved training and performance of music on instruments and singing, traditional folk dances as well as creative dances. About 400 inmates, mostly those that had been quiet, reserved and hostile were targeted by the program. After six months the inmates showed tremendous improvement in behavior; they opened up to speak and seek emotional support. Through their own original composition songs, inmates started to express remorse and apologies to the ones they injured. This improvement was actualized when inmates were allowed by Uganda Prison Services (UPS) authorities to entertain during the African Correctional Services Association (ACSA) conference at Munyonyo. This was an international, high caliber and public conference where it was unthinkable to bring inmates as entertainers. In the first instance the commissioner cautioned that, it is not lawful to take inmates into the public. He noted that they could use such opportunity to escape or even injure members of the public. Entertaining at such a high caliber conference required well prepared, artistic and exciting presentations to meet the

international audience. The inmates spent countless hours rehearsing songs and dances that satisfied the prison authorities. The choice of items was acceptable since we had prepared Bwola (Acholi peoples' royal dance) folk dance and a song about rehabilitation programs for inmates. While the quality of performances was an issue, the discipline of inmates was more important because it meant that the entire image of Uganda in front of an international audience was at stake. We thoroughly studied the inmates within our ranks to rule out the possibility of anything catastrophic at the conference. The security experts did their work and we, social workers did ours. The prison authorities required convincing assurance that inmates were not going to injure the image of the country before such international delegates by being undisciplined.

Convinced that the inmates had really changed, prison authorities even decided to relax the way of handling them. They were given a bus that had no mesh to travel in to Munyonyo; a distance of about 10 kilometers going through jam packed roads. Inmates were allowed to wear traditional dance costumes, smart "Kitenge" (certain type of print fabric made from cotton) skirts and other uniform that were bought by UPS (Refer to Appendices **XXII**, **XXIII** and **XXIV**, pages 131 - 133). Their yellow prison uniform was put aside for once. I observed that inmates had some open chances to escape or even injure anybody if they wished. They could have jumped out of the bus in the traffic jam in Kampala city and run away. This is because most inmates that we selected had been fighters in the Lord's Resistance Army, a rebel group that caused insurgency in northern Uganda. Despite such risk, no single instance of indiscipline was noted. All inmates were highly disciplined and simple; consulting all the time about each and everything they wanted to do. After this experience I asked the question; If Performing Arts activities could rehabilitate inmates, couldn't indiscipline students be changed in a similar way?

1.2 Statement of the Problem

While Schools Managers put in place various measures to address student indiscipline, the problem is just increasing in worrying proportions by the day (Kiggundu, 2009; Nassozi, 2010; Gatabu, 2012; Kilonzo, 2013). Apparently an effective means of addressing this problem is lacking (Bechuke & Debeila, 2012). As a result students are increasingly burning schools, consuming drugs and alcohol as well as engaging in violent behaviors among others, leading to many problems in schools and society. On the other hand Performing Arts are rapidly being phased out of schools according to Nakazibwe (2011) and yet they could be used to address indiscipline (Ruppert, 2006; Ewing, 2010). Basing on the success we registered using Performing Arts to rehabilitate inmates at Luzira prison, I questioned; could student participation in Performing Arts be used to address student indiscipline in secondary schools? I tried to find out whether there is any literature on how Performing Arts could be used to manage student discipline but did not find any. Therefore, this study was intended to find out whether Performing Arts could play a role in the management of student discipline in secondary schools of Kampala District.

1.3 Purpose of the Study

The purpose of this study was to investigate the possibility of using students' participation in Performing Arts to address the escalating student indiscipline in secondary schools and in society as a whole.

1.4 Objectives of the study

The objective of this study included:

- i. To establish what school managers perceive to be the roles of PA in management of student discipline.

- ii. To find out whether students think PA activities can influence their (students') discipline.
- iii. To find out ways through which PA can be utilized to address student indiscipline.

1.5 Research Questions

The research questions of this study included:

- i. What do school managers consider to be the roles of PA towards management of student discipline in schools?
- ii. What are the students' perceptions regarding the influence of PA activities on their discipline?
- iii. In which ways can PA be used to address student indiscipline in schools?

1.6 Significance of the Study

The need to research into ways of managing student discipline in secondary schools cannot be over emphasized. It is hoped that this study could provide insights to school managers into using Performing Arts to address the problem of student indiscipline which will in turn improve schools' effectiveness. The study will also raise the need for head teachers and teachers to delve into new alternative methods of discipline management. It is also hoped that this research will enlighten policy makers to initiate education policies taking into account alternative ways of managing student discipline. It is further hoped that findings of this study will generate awareness among education managers of the need to come up with practical means such as PA that can be used to change indiscipline into disciplined students. As a result, this research could contribute additional ways of reducing indiscipline among secondary school students. The study could also generate insights for researchers to investigate other ways of improving student discipline in educational institutions.

1.7 Scope of the Study

The scope of the study included geographical, time and content aspects.

1.7.1 Geographical scope

The study was carried out in selected secondary schools of Kampala District. Kampala is an urban area where youths are exposed to many influences on their behavior. Secondary schools in Kampala District include: private and government Aided schools, Universal Secondary Education (USE) and non-USE schools, mixed and single sex schools, day and boarding schools.

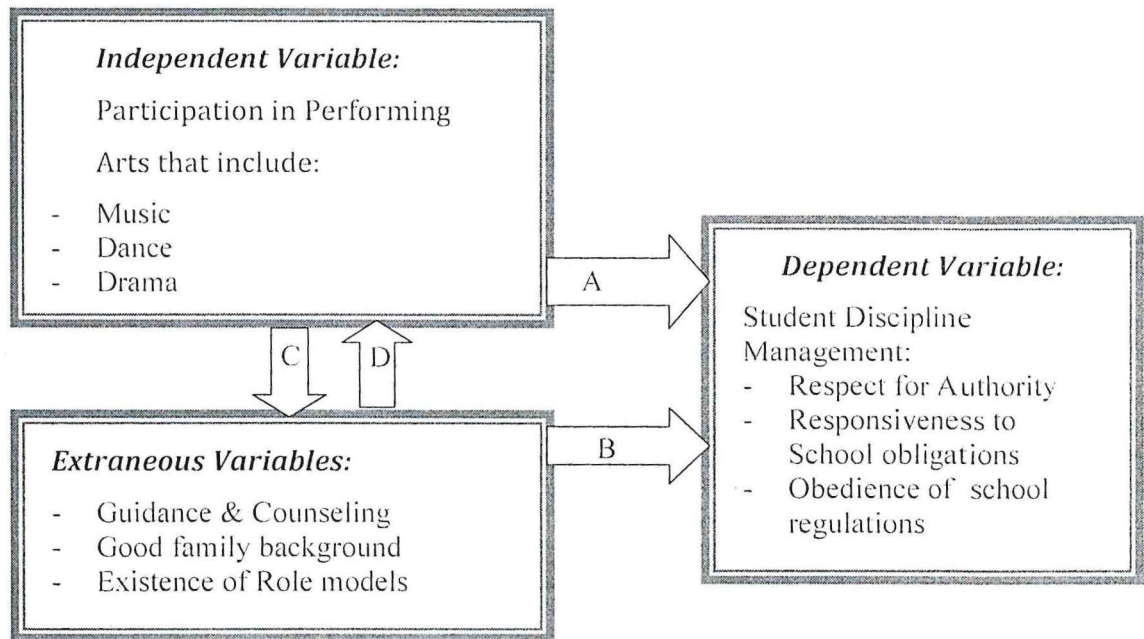
1.7.2 Time scope

The study focused on modern times because the problem of student indiscipline is a current paradigm in the Ugandan secondary schools.

1.7.3 Content scope

The study will investigate whether participation in PA can be a means of managing student discipline in secondary schools of Kampala District.

1.8 Conceptual Framework of the Study



Source: Author

Fig. 1.1: The relationship between Participation in Performing Arts and Student Discipline

Figure 1.1 shows concepts of the independent variable Participation in Performing Arts (PA) that include Music, Dance and Drama. The dependent variable, student discipline management conceptualized as realization of respect for authority, responsiveness to school obligations and obedience of school regulations among students. Arrow A shows the influence of Independent Variable; Participation in PA on Dependent Variable: student discipline management. Arrow B shows the effects of the extraneous Variables on the Dependent Variable; student discipline. The extraneous variables included: guidance and counseling, good family background and existence of role models. Arrows C and D show the interface between the Independent Variable and Extraneous Variables that affect the Dependent Variable in combination. These could have influence on student discipline. However, according to Amin (2005), extraneous variables are those that influence the

dependent variables but are not of primary interest to the study. They should be identified and their indicators developed so that they can be controlled for during analysis. The study investigated the influence of the Independent Variable; Participation in Performing Arts on the Dependent Variable; Student discipline as conceptualized (arrow A) above.

1.9 Definition of Operational Terms

Authority: To wield influence among people or to have the mandate or to have certainty about something or a department charged with certain responsibility or an expert in a field of work or the source of something.

Concentration: is the attentiveness, without distraction

Discipline: Willingness to manifest a high degree of socially acceptable behavior. To cultivate attributes of an individual to demonstrate decency, modest conduct, respect for self and others, a sense of responsibility and willingly doing any assigned duties promptly, effectively and efficiently.

Discipline management: Is taken in this work to mean the way one organizes the teachers, students and other stakeholders to ensure discipline is not absent among the students, teachers and other subordinates.

Indiscipline: Is the absence or lack of discipline or manifestation of disruptive behavior or state of being unruly or disorderly or rowdy.

Investigative: Any act that involves exploring and analyzing a situation in order to find out the truth.

Management: The act of working together with people in order to find solutions to any problem successfully. It involves setting standards and mobilizing, organizing and motivating resources towards achieving the collective set goals.

Obey school regulations: Is taken in this work to mean, complying or abiding by the school systems, rules and policies.

Obligation: A duty or responsibility.

Participation: Being involved in or taking part in something either actively or passively.

Performing Arts: Has been taken to mean all forms of creative expressions performed before an audience, including Music, Dance and Drama.

Regulations: Rules set by a school.

Respect for authority: To treat persons charged with responsibilities with value and humility.

Responsiveness to school obligations: In this work has been taken to mean, attending to all school duties and responsibilities without being forced.

Student: Has been taken to mean any person who is enrolled to study in a secondary school.

Study: Is the activity of searching for knowledge either from books or by examining things in the environment.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents the review of related literature in line with the objectives of the study under the following sub headings: Secondary Schools' Managers perceptions of Performing Arts and Student discipline management, Students Views of Performing Arts and how it affects their discipline and the ways in which Performing Arts can be used to address student indiscipline.

2.1 School managers' views on effects of participation in PA on student discipline

Kiggundu (2009) points out that widespread violence and misbehavior exists in many secondary schools in Botswana. Referring to the situation in Uganda, Kiggundu (2009: 16) adds that,

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 to the extent of using acid as a means of defense.

Kiggundu (2009) recommends the need to emphasize school rules and regulations, setting behavioral standards, proper and appropriate planning for the time in schools and emphasis on respect for timetables and designing proper ways of handling punishments as means of managing student discipline.

However, Irons and Allen (n.d) are critical about current discipline management practices arguing that, education is full of contradictory discipline management interventions based on teachers' opinions and unsound research. As a result, educators rely on punishment, strict enforcement of rules and others that do not give students chance to understand the motivation

for discipline. Thus I sought to find out whether Performing Arts could motivate students to understand the need for being disciplined. This would empower them to care about their discipline.

The PA are beneficial in education as is argued by Ewing (2010: 14) that,

Intrinsic benefits of the arts in education include the pleasure and emotional stimulation of a person.. an expanded capacity for empathy leading to the potential for creating social bonds and the ability to find a voice to express meaning through art.

Ewing (2010) adds that Arts education offers attitudinal and behavioral benefits like self-discipline. In relation to that, Ruppert (2006: 14) observes that,

Dance also can affect the way.. youth feel about themselves. One study demonstrated that when a group of 60 adolescents, ages 13 to 17, participated in jazz and hip-hop dance classes.. they reported significant gains in confidence, tolerance and persistence related to the dance experience.

The above arguments by Ewing (2010) and Ruppert (2006) imply that arts can positively affect student discipline since they influence attitudes and can cause tolerance. However, those perspectives do not clearly show how those positive attributes of PA can be harnessed to manage student discipline. This would be useful information that could guide education managers to address the problem of student indiscipline. Therefore I wanted to find out whether education managers in selected secondary schools of Kampala district also think that PA could be used to manage student discipline given those positive qualities.

Hodges & O'Connell (n.d) argued that Music (one of the PA) has wonderful humanizing benefits as well as contributes to academic achievement and because of that, it must be taught in schools. Humanizing benefit means that music can be used to civilize a person. This argument highlights the fact that music education impacts on human behavior by civilizing them and that it improves academic performance.

The overall objective of any schooling child should be to excel in their education, (including academic performance). Thus I raised the questions; does music education contribute to academic achievement in Kampala district? How does it do so? Then, I sought to find out whether it could be through improvement of discipline or other means that music education might contribute to improved academic achievement. This is based on the assumption that, if students are disciplined, they can settle down at their academic work and are likely to perform better.

The Alberta Education Report (1989: 1) states that,

Drama can develop the whole person emotionally, physically, intellectually, imaginatively, aesthetically and socially by giving form and meaning to experience through “acting out”. It fosters positive group interaction as students learn to make accommodations in order to pursue shared goals. Drama fosters an atmosphere that is cooperative, supportive, joyful yet challenging, a positive self-concept in students by encouraging them to explore life, the self-development and socialization processes.

The above report focuses on how the Drama can positively affect behavior and improve human growth and development. Kelly (2003) also supports that view and adds that all students must be exposed to drama lessons. I intended to find out whether education managers in Kampala district thought PA affect growth and development of students as argued in the above literature.

Available literature indicates that many schools are phasing out PA programs. This is because of the western education system that is followed as illustrated by Ewing (2010: 1) who argues that,

In the latter part of the 20th century, particularly in western cultures and education systems, the Arts have increasingly been regarded as peripheral, relegated to the margins; the extra-curricular. Formal curriculum documents have focused heavily on literacy, numeracy and the sciences.

The above perspective is further clarified in respect to East Africa by Akuno (n.d: 6) that, “in Kenya, music education policy does not exist, and none has been found in either Tanzania or

Uganda". From this argument, I noted the absence of legal frameworks and structures in East Africa that favor PA Education. In addition to that and perhaps as a result of it, school managers manifest negative attitudes towards PA in schools. Further to that and in reference to Buganda, the region where Kampala is located, Kigozi (2008:16) points out that, "Music is the weakest subject on the Ugandan syllabus and receives low priority among schools in Buganda". It was therefore, my interest to find out why Music as well as other PA are the weakest subjects on the Ugandan syllabus.

In conclusion, I examined how the above positive attributes associated with the PA could be translated into means of addressing the existing problem of student indiscipline in schools. Secondly, this study could offer literature that might be useful to address the apparent threatening extinction of PA programs in secondary schools.

2.2 Students' views on how participation in PA affects their discipline

While student indiscipline has been studied by various scholars, there is little to show that students' views on this problem have been captured. This is shown by the near absence of education management literature to that effect. However, Ewing (2010: 36) observes that a child in a class that had been exposed to music experiences wrote appreciation to their PA teacher that, "You have brightened our school days, lifted burdens in our personalities and let us totally express our emotions". This shows that students resent endless stressful experiences, aspire for excitement in life and value the fact that PA offer them opportunity to express themselves. Therefore, I intended to find out what views Ugandan students have regarding participation in PA and how it influences their discipline. It was interesting to find out what students think are the solutions to a management problem that is manifested by them although its causes may not be entirely their own making.

Carver (2012: 39) notes that “musical rhythm provides interest and energy, complexity, ambiguity and playfulness”. Hornby (2010) defines rhythm as “a strong repeated pattern of sound or movements”. According to Carver, students like a playful environment and PA like music have rhythms that offer them a world full leisure and they get opportunity to dance. I therefore intended to find out how such playful PA experiences could be translated into productive rather than unproductive ambiguous activities.

In addition to that, one American research organization posted a debate blog where youths could give their opinions whether they should be allowed to listen to music in class. The blog⁴ has many postings by students arguing that they should be allowed to experience music. The following are some of opinions that student posted on the blog. One student argued that,

I feel that music should be allowed for the students.. for the fact that it calms the body and focuses the mind. The music also reduces stress and that will help a student while working.. they are focused on their work. Music gets the body moving it can energize us if we can get really into it.

This student raises desire to calm down after stress and be focused. I will find out the effects of stress and lack of focus on student discipline. If stress and lack of focus lead to indiscipline, then I wanted to find out how music can be used to address students stress and to calm them down.

Another student posted an observation on the blog that,

For kids these days, they usually have some type of music they are listening to, so they can relax and just go into their own little world, and forget about everything else. But when a test is coming, they have anxiety and they cannot concentrate, but with music, they will relax and be less tense, and be able to concentrate on any assignment, test and/or studies they need to do.

This student observed the need to be relaxed from anxiety of assignments or tests and to concentrate. According to this student, if they are not allowed to have music experiences,

⁴ <http://www.debate.org/opinions/should-students-be-able-to-listen-to-music-in-class>.

then they will face anxiety, tensions, lack of concentration and they will not relax. While I do not encourage relaxing all the time in a school setting, if music can offer a solution to undesirable situations that cause tension and anxiety for students, then PA is necessary in students' lives. This is because if tension and anxiety can lead to indiscipline, then participation in PA could address discipline problems by offering students opportunities for reassurance, concentration and relation. I therefore intended to find out how reassurance, concentration and relaxation affect student discipline and how PA could cause these to happen in the lives of students.

Another student also posted an observation on the blog that,

I think music will help students concentrate in class and it helps me learn better and to do my homework better, so why not listen to music? It will help a lot. I think they should make a rule to let students listen to music.

In relation to that, another student observed that, "If you are stressed just put on your headphones and start listening to music without disturbing anyone and the music should be school appropriate like Katy Perry". In this case one of the students points out a desire to achieve better understanding in class and while doing their homework. The student points out their need to concentrate in order to do their work better by listening to music. The second student raises the problem of stress and a need to be calmed by listening to music through headphones as the solution.

Kwesiga Pascal (2013)⁵ quoted one student to have said that, Mr. Maweje managed to bring about behavioral change and resolved conflicts among students through music. This is a case in Mityana (a semi urban area) where music was reported to have improved learners' discipline and performance. I therefore got interested to find out how Kampala schools could

⁵ in the New Vision newspaper of 2013, July 24, wrote an article entitled "Mityana's Maweje uses music to improve learners' performance" and

use music to affect students so that they can excel in their studies, calm them down and manage discipline.

2.3 How participation in PA could be used to address student indiscipline

The positive attributes associated with PA above need to be examined in the context of the discipline problem in secondary schools of Kampala. It became important for me to search for literature about the manner in which PA could be used to deal with the problem of student discipline.

In line with that, Ewing (2010: 1) points out that,

Immersion in the Arts can improve an individual's sense of enjoyment purpose and identity positively changing the direction of people's lives. The Arts, it is argued by transforming learning in formal educational contexts can ensure that the curriculum engages and has relevance for all children.

This means Arts can be enjoyed by students and that a curriculum which includes PA can engage the learners, meet their needs and positively change their lives. However, the above argument does not show whether school managers have similar views and that they feel PA should be included in the curriculum to realize those benefits in schools. I therefore intended to find out whether the curriculum fully caters for PA, to ensure that it is engaging to the learners and how it affects discipline of the learners.

Referring to how music evokes various human responses, Chanda & Levitin (2013: 180) argue that,

Music is one of a small set of human cultural universals, evoking a wide range of emotions, from exhilaration to relaxation, joy to sadness, fear to comfort, and even combinations of these. Many people use music to regulate mood and arousal,.. armies use it to coordinate movements and increase cooperation.

This means music can be used to induce certain human responses, to relax, to increase cooperation and to affect behavior as argued above. I was therefore interested to find out

what school managers in Kampala schools could do so that PA can be used to improve the behavior of indiscipline students basing on the fact that they evoke various human responses and affect behavior.

Downey Maureen set up a blog⁶ for school music⁷ where guitarist, Walker together with education Prof. Smagorinsky of Georgia University posted observations that,

Students of music learn self-discipline, expression through sound.. develop problem solving skills, learn how to cooperate and collaborate with others.. take these skills and apply to their everyday lives and career.. Participation in a music program can foster and hone.. perseverance, flexibility.. self-discovery.

In relation to that, Ewing (2010: 13) argues that,

An education rich in creative arts maximizes opportunities for learners.. as audience members and as artists. Such an education is vital.. emphasizing not only creativity and imagination, but also the values of.. social harmony that the arts can engender.. working cooperatively.. development of negotiation skills.. conflict can be managed more effectively and tolerance for difference built. Social cohesion and community can develop because multicultural understanding is promoted.

In another instance, Ewing (2010: 8) adds that,

In the PA, well-developed interpersonal skills.. for example, consider the range of elements which together constitute the development of a script or dance: its interpretation in direction, the set design and discussion by the actors or dancers during rehearsal, the actual performance and the audience's response. Similarly, drama enables a group of students working together to explore an issue.

The above literature generally argues that PA can lead to improvements in personal behavior towards self and others. However this literature does not show whether collaboration with peoples could be a product of discipline of self and of members in a group. I was therefore interested to find out how PA can be exploited to improve discipline among students

⁶ <http://blogs.ajc.com/get-schooled-blog/> (retrieved 2014, February 10)

⁷ entitled "The power of school music programs: Students come for the music and stay for the math"

individually and collectively since it has been argued that they develop students' interpersonal skills and whether those abilities can be used to improve student discipline.

Carver (2012: 113) observes that, "By far the most common topic for songs is human relationships: family, complaints, misbehavior" and in relation to that Kigozi (2008) argues that,

Telling stories, poems, speeches, proverbs and history using music as a medium, the young generation used to and some still do in rural areas, acquire useful knowledge and education pertaining traditional and cultural issues of what is acceptable and how to live and behave in society.

This means many music works deal with human issues and that music and other arts educate people including secondary students on acceptable behavior and how to function in rural societies. I wanted to find out what the case is in urban areas like Kampala. In relation to that, Ewing (2010) points that Ballet dance classes conducted by Dance- The- Next -- Generation, an organization in Florida had changed the youth who had discipline problems and they became role model students. This shows that participation in the dance had positively changed behavior of the youths and offered them other social benefits.

The problem of student indiscipline is escalating globally more so in Uganda. Although available literature shows that PA can change human behavior, secondary school managers are phasing out PA programs in schools. In addition to that, there is no discipline management literature that has considered PA as possible means of addressing student indiscipline. Therefore this study sought to find out whether participation in PA could be used to manage student discipline in schools and society as a whole. The recommendations of this study could help school managers to address student indiscipline and improve performance.

2.4 Summary of the literature review

In conclusion, related literature was reviewed according to the objectives of the study and gaps were identified. These gaps included: school managers' thoughts and experiences about student participation in PA as motivation for students to understand the need for them being disciplined, effect of PA education on academic achievement, how PA affect growth and development of students and why PA are the weakest subjects on the secondary curriculum. Furthermore gaps existed in the students' perceptions of how music could be used to address student stress, how PA could be translated into productive activities, how reassurance, concentration and relaxation affect student discipline and how PA could address these student problems. Literature review also identified gaps; on how the PA curriculum affects learners' discipline as well as effects of Students' interpersonal skills on their discipline. The above identified gaps in the literature had to be filled in order to achieve the study objectives.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the research design, study population, research instruments, research procedure and methods of data analysis.

3.1 Research Design

I used the Phenomenological study design to explore whether participation in PA could be used to improve student discipline. According to Amin (2005), the phenomenological researcher seeks to derive and describe findings that promote greater understanding of how and why people behave the way they do basing on descriptions of their lived experiences. The phenomenological researcher gives in-depth description of the phenomenon as experienced by the subjects (Fade, 2004; Groenewald, 2004). This research design was chosen for this study because I intended to cultivate in-depth understanding of PA as a possible solution to the rising problem of student discipline; an area where literature is apparently lacking in Uganda. The other reason for choosing the phenomenological design is that this study was intended to generate theory that could be used to carry out an extensive study whose findings can be generalized.

3.2 Study Population

The parent population for the study was head teachers, teachers and students in 157 secondary schools of Kampala district. The population included government aided and private schools that provide PA activities to students and some that do not. The study covered boarding and day schools that were single sex as well as mixed secondary schools.

3.2.1 Accessible Population

The accessible population for this study included six selected schools in Kampala district. This was due to the fact that there were very few secondary schools that had active PA programs. Selection ensured that schools in different categories were included. A total of 20 subjects including: 6 secondary schools head teachers, 5 teachers, 1 retired music teacher and 8 students were selected. Selection was based on the respondents' ability and willingness to generate relevant information in line with the study objectives.

3.2.2 Sampling

Amin (2005: 236) states that, "Sampling is a process of selecting elements from a population in such a way that the sample elements selected represent the population". The study employed duo-stage sampling that involved selecting the schools where the study was to be conducted. After that individual respondents at each school were selected. Purposive sampling, snowball sampling and stratified random sampling techniques were used to select the school and where representative elements of the population were identified.

3.2.3 Sampling Techniques

Purposive sampling technique was used to select two schools that I knew to have vibrant PA activities. Purposive sampling technique has the primary consideration of the researcher's judgment regarding who can provide the best information to achieve the objectives of the study. According to Kumar (2011: 207), "You as a researcher only go to those people who or places where in your opinion are likely to have the required information and be willing to share it with you". This technique has been selected because there are not many known secondary schools with vibrant PA programs. Also few people are well versed with this subject since very few schools have active PA programs. Snowball sampling was then used

to identify other schools where PA programs exist by inquiring from the head teacher in the two schools that had now become key informants. Twenty schools were identified and then organized into strata as USE or Non – USE, Boarding or Day, Single Sex or Mixed. Then stratified random sampling was used to select representative schools for each stratum. In this way, four other schools were selected in order to realize the targeted six schools.

At each school, the head teacher was the first respondent. The teachers and student respondents were identified using Snowball sampling and stratified random sampling techniques. In this way all individuals with proper understanding of the phenomenon were identified and I got access to all of them; elements with similar characteristics using their networks. This was done to ensure no bias during sample selection, ensure rigor and cater for all gender in the study.

3.3 Data Collection Instruments

A data collection instrument or research instrument refers to the method that are used to gather data or information that is used in the study from the subjects. The data collection instruments included interview, observation, focus group discussions and audio recording plus documentary analysis.

3.3.1. Interview Guide

Kumar (2011: 144) argues that,

An interview is a verbal interchange, often face to face, though telephone may be used, in which an interviewer tries to elicit information, beliefs or opinion from another person.. any person- to person interaction either face to face or otherwise, between two or more individuals with a specific purpose in mind is called an interview.

In order to conduct interviews, I prepared guides basing on the identified gaps in the literature and according to the objectives of the study. Interview guides for different subjects' stratum

were prepared to aid the interviews. "An interview guide is a written list of questions open or closed ended prepared for use by an interviewer in a person – to – person interaction" (Kumar, 2011). I used open ended questions and in some cases unguided interview method helped me to obtain insights into more detailed thought of the subjects regarding my research objectives. Unguided interviews permit the subject to talk freely while the researcher acts as a good listener waiting to approve and ask probing questions (Amin, 2005).

3.3.2 Observation Guide

According to Amin (2005), use of this instrument employs vision as the method of data collection in which the researcher examines what is happening in the environment, classifies and records pertinent issues according to a predesigned scheme. I made an observation checklist in line with the study objectives. The observation guide was intended to obtain data from the research environment by observing notices, school calendars, time tables, trophies, photographs, albums and notice board displays.

3.3.3 Focus Group Discussion Guide

Focus Group Discussion (FDG) guide is a research instrument that is used where a number of people are chosen basing on their expertise or position to participate in a brainstorming. The researcher gets to know the different perspectives of respondents about a certain subject. I designed FDG open ended questions to guide the teachers and students groups basing on the identified gaps in the literature and objectives of the study. I also used the SAMSUNG Galaxy Tab to record the proceedings of interviews and FGDs then files were transferred to the research data folder on my computer. This was based on Bloor & Wood (2006) and Smith & Osborn (2007), who argue that audio recording for purposes of data collection, is significant because it enables the researcher to capture all expressive details of the subjects,

help the interview to go on smoothly and aid in establishment of rapport. Audio recording also saved time during interviews and made the flow of the subjects' thoughts more natural because I did not interrupt responded in any way as the case would be if I was taking notes during the interviews and FGDs.

3.3.4 Documentary Analysis

Documentary analysis was done in order to access information about schools programs that happened before I went to study in the different schools. School literature like minutes, albums, students' record books, reports and other documents, PA video and audio and other documentary materials generated additional information for the study.

3.3.5 Photographs

Schulze (n.d) argues that, when the participants comment on the photographs taken by the researcher, the identification and reading of the photographs are used as the "can-opener" or "golden key" to human settings and the participants are put in the role of the expert who teach the researcher. I presented some photographs of students engaging in PA activities during FGD. The photographs acted as the spark to participants' perceptions and subsequent discussions regarding PA and student discipline management as experienced by the respondents.

3.4 Research procedure

In order to get into the research field, I obtained a letter of introduction from the Head, Department of Education Planning and Management seeking permission from responsible school managers to visit and carry out the study in their schools. I presented the letter of introduction to the relevant school officials and made appointments for interviews with them.

Teachers and students that could generate relevant information for my study were identified with guidance of the head teachers after briefing them on my study field and objectives. Each subject was treated independently and separate interview arrangements were made. Head teachers, teachers and students had separate interview guides and arrangements. Audio recording equipment was used with permission of the subjects to record the proceedings of the interviews. Each subject was interviewed until the researcher's saturation point. FGDs were held for 3 teacher and 4 students separately. Audio recording of the discussions was done. Thus recordings of interviews and FGDs were transcribed into data. In addition to that I took notes of observed phenomenon in the different schools and incorporated some information which was in line with the study objectives. The process of data gathering and analysis was iterative as is often the case with phenomenological inquiry. When all data was collected and analyzed the research report was generated, detailing whether Participation in Performing Arts can be used to address the problem of student indiscipline in secondary schools.

3.5 Quality control

Quality was addressed by ensuring credibility of the study as well as the research instruments in line with Phenomenological procedures. This study involved triangulation of data collection instruments. I also used triangulation of data sources; by using various informants so that individual viewpoints and experiences could be verified against others and, ultimately realized, a rich picture of the phenomenon due to diverse perspectives. Site triangulation was also used where participants were selected from several schools to reduce the effect of single site factor on the study. Subjects were requested to participate in the study and their decisions were respected. The data collection sessions involve only those that were genuinely willing to take part and were prepared to offer data freely.

3.5.1 Credibility of study findings

According to Kumar (2011: 185), credibility involves “establishing that the results of the qualitative research are believable from the perspective of the participants in the research”. In this case respondents had to judge whether the findings accurately reflected their thoughts and feelings. I ensured credibility of the study by returning all analyzed materials to the subjects for validation and approval. Another means of ensuring credibility of the study was through the use of recording devices and creating a data audit trail that was followed backwards from conclusion to raw data as is theoretically recommended for this study design. I also had prolonged engagements with the subjects in order to gain an adequate understanding of the environment in which they operated and to establish relationships of trust as proposed by Shenton (2004). In the case of interviews, iteration was used to uncover any factual errors that could have been made by the subjects. I returned several times to each subject on matters previously raised by them with rephrased questions to cross check the data.

3.6 Data analysis

Data analysis followed Colaizzi’s model of phenomenological data analysis as argued by Shosha (n.d.: 33) that,

Colaizzi's process of phenomenological data analysis.. includes understanding the data and identifying significant statements which in turn.. are converted into formulated meanings.. that would provide an exhaustive description to the body of knowledge about human experience and.. establish the basis for future research.

Colaizzi recommends seven steps which I employed to analyze data. I read the data transcripts repeatedly to obtain a general sense about the whole content. Transcripts of data were prepared from all audio recordings and interviews, notes taken during observations,

group discussions and analyses of existing literature. Bracketing was done so that I could suspend the critical judgment which would bring in his assumptions and experiences as is necessary for phenomenological study. This is when the researcher writes own experiences, their contexts and situations that influenced those experiences of the phenomenon (Creswell, 2007). Secondly, in each transcript, significant statements that pertain to the phenomenon were extracted. These statements were recorded on a sheet. Then, meanings were formulated from the statements and sorted into categories, themes and clusters of themes. After that, all findings were integrated into an exhaustive description, taking into account the most fundamental structures of the phenomenon. This was followed by validation of the findings with the participants to cross check my analytical stance with their intended meanings of their experiences.

3.7 Ethical consideration

The need for ethical considerations in qualitative inquiry cannot be over emphasized. Silverman (2010: 152) argues that, “Since qualitative research inevitably involves contacts with human subjects in the field, ethical problems are not usually far away”. Silverman mentions issues such as confidentiality, voluntary participation of respondents, protection of research participants, obtaining respondents’ informed consent and ensuring that there will be no harm to the subjects as a result of them participating in the study among others. While some subjects wished to be quoted, other did not. For purpose of uniformity and to safe guard those that preferred anonymity, initials of respondents were used in this study. I also obtained informed consent from the respondents before recording the interviews. I avoided biasing respondents, all information given by respondents was used for study purpose only and was mindful of safety to all respondents especially students in case school managers victimized them.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.01 INTRODUCTION

This chapter is a presentation of qualitative data that was obtained using interviews, observations, focus group discussions and documentary analyses. The respondents included head teachers, teachers and students. Data was analyzed following Colaizzi's model of analysis for the phenomenological paradigm in line with study objectives.

4.02 School managers' perspectives of the student discipline management problem

I chose to start this chapter with my gained background information on the discipline management problem as perceived by the respondents. This gave me a clear picture of the extent and context of the problem as perceived by my subjects. The need for school managers to effectively manage student discipline cannot be over emphasized. This is because when there is no effective management of student discipline, the result will be indiscipline. Yet, if students are badly behaved and therefore not disciplined, effective learning cannot take place. In line with this, one head teacher observed that,

If you do not invest time in student discipline management then you are doing nothing. Even if you get the grades you will not have the product. You have the grades but those people you will not see them after a few years. We want to see our students in nation building. Even if they do not get the triple As, if you go outside there you will see them. Even those who got triple Ds, you will see them because they have our school identity. (HMN interview 2014, June 18)

This means when students are not disciplined their achievement from school is naught. Therefore, education managers need to put in place measures that should directly mould students' discipline and allocate those interventions space on the school timetable. The findings revealed that, school managers need to realize that, the quality of their alumni is judged by society basing on the values which their students stand for and manifest not

academic grades. It is those values that represent the school identity as pointed out above. Such values may include humility, obedience, time management, team spirit, creativity among others. Those values are more virtuous than academic grades. This means even if a student gets high scores in all subjects but has indiscipline issues s/he can be a social misfit. In such a case the problem with the student is not academic but disciplinary; issues that have to do with unacceptable behavior. Therefore, school management has to affect learners so that their behavior in society is acceptable during their student days and after.

In addition to that, when students conduct themselves well, their discipline can be visible at school and in societies where they live after they have completed. Such students will contribute to development of society because they have discipline; because they have values that highlight the identity of the school where a student went. Therefore it is not enough to focus on students' academic grades alone because they do not embody the most important human attributes. That is why, even when a student is a high academic achiever, if they are without discipline that comes to nothing. Yet, a student may not be a high academic achiever but stand out and positively influence society, if they are well disciplined. What is more to this is the fact that students are looked at as products of a school. When they do something good or bad, the public will ask; which school did s/he attend? In this case it is the entire reputation of a school that is at stake when a single student manifests indiscipline of any kind in society. Therefore, it is important for school managers to realize that students should be empowered to conduct themselves well at all times without policing. This is due to the fact that when they complete their studies nobody will be there to police them, yet they will carry the name of the school where ever they go. In addition to that, when students are not disciplined, they will be invisible in society. They could be drunkards, drug addicts, rapists and do all sorts of crime then end up in prison or other pitiable situations, if they survive

premature death. It is for this reason that secondary school managers must invest in student discipline management.

The study revealed that student discipline in urban Uganda raises worries due to the fact that it is getting worse every day. One head teacher pointed out that in different schools students consume alcohol, engage in drug abuse, burn school buildings, riot, dress indecently, escape from school, watch pornography and engage in sexual acts among others (JW interview 2014, June 16). This is in agreement with (Kiggundu, 2009; Nassozi, 2010; Gatabu, 2012; Kilonzo, 2013), who generally argue that student indiscipline has escalated.

The study found out that, this is partly caused by the current social developments in the country that are making education management in general and student discipline management in particular very challenging. The education of any child necessarily requires concerted efforts of the parent, the teacher and the student. Where any of the two does not play their role, the process gets affected and quality of the student; the product of the system is compromised. The parent is the first teacher of discipline for any child because this starts right from the time when one is born. If the parent does not play their role in disciplining the child, it becomes challenging for the school to manage. This is in line with Camelon & Moss (2011) who argues that, “education involves working in partnership with parents to strengthen those natural influences for good which will assist the child to develop into a mature and useful member of society”. Unfortunately the demands of modern society have greatly affected the parents and in many cases they are not playing their roles. Parents have become less committed to matters of their children’s discipline as was observed by one head teacher that,

Parental involvement in adolescent children’s discipline is reducing seriously. Parents tend to ignore their children as soon as they join

secondary. At times families are split, broken down or parents are very busy. (JW interview 2014, June 16)

Another head teacher added that,

Most of the families do not fully exist; where there is a father, there is no mother; where there is a mother, there is no father; where both parents exist, they do not have the time. And we are forced to fill in that gap because we have got to be accountable to the society for the students brought to us although parents have not done their duty. (HMN interview 2014, June 20)

This lack of proper parenting leaves a gap that causes youths to look for alternative ways of satisfying the missed parental attention. Searching questions that the youth should ask their parents are directed to their peers, the internet or other unsolicited close associates. As a result they get influenced by those peers and other associates. However, the influence from those peers and other associates may not be positive. The result here is bad groups and subsequently loss of focus and indiscipline behavior. The other influence is internet social networks like twitter, facebook, skype among others. Students in urban areas regularly visit internet cafes, while others use mobile phones to access internet. There are all sorts of information on internet some of which pose harmful influence to the youth. This is partly because students end up copying anything even that which can be socially out of place or harmful to their lives. The internet for example has pornographic websites which are attractive to the youth. Students get addicted to viewing pornographic material which eventually influences their behavior.

The study further revealed that, another problem which is negatively affecting student discipline is the entertainment sector showbiz and the celebrity culture where the media project various artists or musicians as celebrities. Some of those artists portray themselves as rastafarians that are proud of being wasted. They publicly consume drugs, dress indecently and project rough life style as the vogue and expression of modernity. As a result youths view

those celebrities as their role models and students emulate them. This is because they may not know how to choose what to copy and what not to copy. They end up copying anything which crosses their way as long as it gives them belonging and therefore satisfaction. In that way, students copy indiscipline behaviors that they manifest at school and in society as a whole.

The findings further reveal another problem contributing to student indiscipline that, some students are raised in dysfunctional families; where they do not get helpful examples from their parents or guardians. As a result some of the students' needs that should be a concern of their parents are not addressed. They want to communicate with their parents but have no opportunity to do so. In other cases they are mistreated and therefore made to perceive life in negative light. At the end, they get angry and manifest their anger in different ways. They may become abusive, disrespectful, resort to drug abuse, engage in bad group activities and generally refuse to heed instruction.

When indiscipline students are caught, schools follow their established procedures within the framework of their rules and regulation or what other head teachers refer to as school policies. Some school managers use punishments and the common penalties given indiscipline students are suspension with serious warning and in some cases expulsion. This is done due to a number of reasons: in the case of drug abuse which is the most common indiscipline issue among Kampala students as revealed by the study, expulsion is preferred by school administrators. School managers do this to save the other students from being influenced by the drugs addicted ones. The other reason for expelling drug addicts is that schools lack medical facilitation that would enable them to address their conditions adequately. More importantly schools expel indiscipline students to avoid tainted public

image and protect their reputation. Then one wonders whether there are schools for bad ones otherwise why should school managers expel learners?

It is apparent that teachers do not receive training in and therefore lack training in discipline management. Teacher training programs have not identified student discipline management as a major area in which teacher trainees need orientation. Therefore, teachers complete college education equipped with knowledge, skills and values and with content in their teaching subjects, pedagogy; history, philosophy, psychology and sociology of education but without due emphasis to student discipline management. In due course some of those teachers are promoted to become deputy head teachers or head teachers. Therefore, it is worth noting that while training of teachers in student discipline management is not emphasized as one of the key training areas, the problem of indiscipline in schools is calling for urgent attention.

The findings indicate that public rating of the schools' performance is generally based on academic grades of the students in national examinations. Society demands that schools should raise students that can get high academic grades whatever the case. If a school does not get first grades in national examinations, then that school is rated to be inferior. This is also in line with Ewing (2010) where he points out the formal education focus on literacy, numeracy and sciences. This problem is worsened by the media hypes that follow immediately after release of public examination results. When Uganda National Examinations Board (UNEB) releases public examinations results, all media houses swing into action. They run up and down collecting information regarding performance of each school in those examinations. School managers join the craze by inviting all sorts of media houses to cover their celebrations. This is intended to show parents that their schools are

doing well and to attract more students. In addition to that, parents complain that a head teacher has done nothing if there are few students in first grades when UNEB results are released. The individual student's performance is judged by the parents and society in general in terms of the marks they obtain. This means if a student gets high grades in academic work, then they are seen to be securing their future and therefore headed to success in society.

The study further revealed that, there are schools with day students where discipline management could require school managers to address even issues outside of the school compound. In line with that, one teacher observed that,

Ours is a USE school and we have too many students that come from these slums around, so it is very hard to know all the students. Now I am teaching only S.1 and I do not know students in S.2, 3, 4 and so on. In S.1 they are 300 plus and you can hardly get space to stand in the class. A stream has 150 and a teacher may not tell that student X was suspended. You can only tell if you are a class teacher or the one who suspended the student. Therefore, suspension or other punishments are not effective because nobody follows up since even administrators, who would do so, hardly enter classrooms. We could be able to know most of them if we had PA programs because at least there you can see them and learn their names even if you do not teach them. The discipline is so bad because, imagine the HM borrowed about 500 plastic chairs to cater for the extra student numbers but only 100 are remaining. Students stole them; you see we have no fence. So students escape as they want and discipline is drastically deteriorating. (NKY interview 2014, July 1)

This is in line with Kiggundu (2009) and Nwaka (2010) regarding lack of respect for authority and school property. With respect to large student numbers, in 2007 the government of Uganda started implementing the Universal Secondary Education program according to the MOE&S policy paper on secondary education of 2013. This led to an abrupt increase in student numbers beyond available physical infrastructure in schools. The big numbers of students in schools make it difficult for teachers to know all the students. Knowing the students is important because if a teacher does not know them, it becomes difficult to correct

them. Students tend to take caution from teachers who know them by name more seriously compared to those that do not know them. Therefore, where the student numbers are very big, activities that enable teachers know them like PA would contribute to reduction in indiscipline. A fence round school is definitely an important security infrastructure that protects the students from dangerous intruders. It can be a means of controlling student movement out of school but it is also necessary to find out why students would think of escaping from school. What activities does the school offer students while they are on campus? Does locking up students in school means improvement in discipline and performance? If students are raised in an environment where crime is high, student discipline management needs to take that into account. Could PA be used to communicate with the immediate surrounding regarding issues of student discipline by organizing concerts at school and inviting the neighbors attend? In that way, members of the immediate neighborhood could be involved in the student discipline affairs of the school.

I was interested to find out how school managers perceive a disciplined student in order to understand their concept of the ideal student. I thought this could determine the kind of measures that schools put in place to realize their envisioned ideal students. One head teacher pointed out that,

A disciplined student should not be told what to do. A disciplined student must be organized. Must know when to wake up, when s/he wakes up what to do, s/he must have a personal program line of work which falls within the school parameters. If I have to be early for morning prep, let me wake up early, make my bed, say my prayers, leave my bed organized, leave my locker organized, take my books, go to class, know that I want to study, know why I have to do my coursework. The students should do the right things so that they get out winners in academic, social and every other parameter of school life. S/he must have passion for whatever s/he does. S/he must do everything to get the best whether it is bathing or ironing this uniform or washing the bed sheets or making the bed or sweeping the classroom or copying notes, writing dates there, drawing the lines, drawing that graph or map; working with passion and commitment and consistence. To move to another level, so that s/he can look back and say these are the

skills I acquired. Skills which will fall into perseverance, time management, excellence, Godliness, Respect, have the self drive. By the way, the catch word here is the self drive; a person who has self drive knows how to time table themselves, knows what s/he should do at what time and knows where s/he will automatically fall into the school program. (VK interview 2014, June 23)

A disciplined student should be one that is independent minded; one that does not require monitoring. They have to fit into the school program and follow it without prompting from teachers or other leaders. This makes discipline important because most employers require people who are self motivated. This is how school life prepares students for their future employment and service to society. If students do not acquire skills of working with minimal or no supervision while at school, it is unlikely that they can do so when they later get employed. Students need to learn to program themselves for each day, week, month, year or years. They need to decide what they will do at a certain time and the other thing at another time. They also need to have meaningful justifications for doing whatever they have to do at a certain time. This is a necessary skill for leaders and for every person: to organize themselves and have values that they base on. Students also need to have a sense of self sacrifice and work hard towards a desired personal or collective goal. Without hard work, students cannot achieve excellent performance in whatever parameter one would think of. Therefore, it would be erroneous for a student to be lazy when there are serious issues to be addressed in their program line. Students need to have ambition to excel in whatever they do. That ambition to be pious, superior and diligent in whatever they do can drive them and dictate the way they behave.

4.1 School managers' perceptions of the roles of PA in student discipline management

School managers' perceptions were investigated and the study findings are given under the following subheadings according to gaps identified in the related literature: Performing Arts as motivation for students to understand the need for being disciplined, effect of PA

education on academic achievement, thoughts about how PA affect students' growth and development and PA as the weakest subjects on the secondary school curriculum.

4.1.1 PA as motivation for students to understand the need for being disciplined

Students are brought to school to be shaped into individuals that will become productive members of society. Unfortunately some of them may enroll with discipline problems. Even with such students the school has to help them achieve their objectives despite such constraints. Some of them could have emotional problems that are complex and may need a lot of support while others might exhibit signs of basic life issues that can be solved easily. Whatever the case, all students will need support to enable them conceive and seek to achieve their best possible goals from school. This could be the best interest of all students even when some of them may not be know what best suites them. In relation to this one head teacher observed that, all students can be rehabilitated if they are exposed to activities like PA. He stated that, "I am sure all students are very malleable; they are like clay and you can make them into anything you want" (JW interview 2014, June 16). By saying that all students are like clay the head teacher meant that all students are flexible. They can be reformed even when they have indiscipline issues at a certain time. To realize good products out of them, one needs to put in effort and at times endure challenge. This is because one would need to prepare and mould them into useful people in society just like a potter does to clay. The head teacher strongly felt that schools can change indiscipline students into good members of society and exposing them to PA could make a contribution to this. In a related instance one head teacher pointed out that,

Like the drama, made me discover me (myself) at that age. The academic work stifles us at that level especially when you are not a good student so you think that you are inadequate. But for me when I went into drama and I said God, can I do it? Then I did; I have never been the same. (VK interview 2014, June 23)

This finding agrees with Ruppert (2006) who argued that dance affected the way youth feel about themselves. Performing Arts such as drama and dance enable students to discover who they are. This self discovery is a fundamental requisite for one to attach value to their lives. This is a result of self examination which is an important aspect of personal development because this process enables one to evaluate their actions and behaviors. As a result PA initiate a lifelong self disciplining process by causing this self discovery. When students discover themselves, they will need no support in shaping their destiny and self discipline plays a key role here.

In addition to that, students recognize their contribution to life as well as receive recognition for their efforts. This concurs with the Alberta Education Report (1989) which argues that drama fosters positive self concept. For example if a student is asked to act a role in a class drama, a dormitory song or a house dance, first they will ask themselves; can I manage? Then they will develop the feeling of “I can manage” and eventually it is done. That means cultivating confidence to do things in front of other humans. Therefore, it becomes more important for the student to know that they have made a positive contribution to their class, dormitory or house. In that way, the student realizes and cherishes their input to society without prompting, the result of which is self discipline.

The student who performs on stage experiences the feelings of other people regarding their achievement of having the courage to do something before an audience. The audience may applaud them or shout insulting remarks or boo the performance. All these reactions offer learning encounters which in the end affect self perception and subsequently discipline of the student. This is because while on stage, the student does not have opportunity to answer back any remarks whether positive or negative. That is the rule of the stage game which eventually

shapes the participant's discipline. When the student finally discovers that s/he has developed courage to perform in public, they consider all their moves in that light; knowing they can make constructive inputs to their house, school or society in general.

The findings further reveal that, students tend to feel choked if they are subjected to unending academic work and without refreshing activities like PA. This situation worsens in the case of students that may not be high academic achievers. While they might not be high academic achievers, they can benefit from PA by developing talents in those areas. As they get opportunity to perform and develop their skills, they feel happy at school. They see themselves moving towards available alternative grounding that could even be their dream and view their school experience as a fulfilling encounter. This causes the students to love school and celebrate their learning processes. In that way PA programs cause the student to be disciplined because school offers them hope that school experiences are shaping them for the future.

The study revealed that, students can educate one another about various disciplinary issues through PA activities. One head teacher pointed out that,

Students can present plays criticizing domestic violence, their own indiscipline; how they get boyfriends, convince an innocent student to join a bad group, peer pressure and the rest of it. So it is a disciplinarian; the drama itself is a disciplinarian. It does more work than many teachers would have done. (HMN interview 2014, June 20)

This concurs with McDaniel (2011) who argues that PA can change indiscipline students since they appeal to their souls. When students present PA items focusing on issues that affect them at home, in school or other places and circumstances, they can learn a lot. This agrees with Petty (2004:247) who argues that; "Drama... is a very powerful method for effective education. If you tell students to avoid early pregnancy they may simply nod in

bored agreement but let them watch a play about it, and you may have them in tears of sympathy”. Therefore performances can focus on their own behaviors by showing certain bad things that some of them do and the effects of those did to their lives. They can act about the problem of engaging in promiscuous love relationships or effects of drug abuse or alcohol consumption and highlight their dangers. They could also act about peer pressure and how bad students can convince good ones to join them in their indiscipline acts. This is in agreement with Perry (2004:247) who argues that, “the subject matter (of a play) needs to have emotional content”. These are lessons which transform the students who act on stage as well as those who watch. The fact that students conceive and rehearse the problems, it exists in the students’ minds longer even after the performance. This is because students experience the messages during creation of the drama, as well as during rehearsals; and these could last a month or so, then during performance and post performance periods. This makes the performances to develop and last for a prolonged period of time in the lives of the students. It is this prolonged existence of the issues among students which makes PA powerful in helping them to understand the motivation for their discipline. In that way, PA greatly contribute to addressing disciplinary issues among the students.

In relation to the above findings, one head teacher observed that,

Student performance and watching of PA activities can be combined into one thing. Those plays on stage are lessons. It is learning, but this time not facilitated by a teacher standing in front of a class but, by students teaching others. They go to the stage and act it; they don’t have to wait for a teacher to come and tell them please don’t be with boyfriends. They act it themselves. They go and dramatize domestic violence. And we imagine that as they grow up they resent it and probably come up with solutions to domestic violence. They act the witchdoctors and behave like witchdoctors so they will be able to tell when they grow up, that witchdoctors fake things, because they were able to fake those things themselves. So they are better lessons than the ones in class; they convey the message better to the students. If s/he goes on stage and changes the voice herself, and s/he shakes everybody who is around as if s/he is possessed, then they will be able to tell that it is true. It is a practical way of dealing with indiscipline. (HMN 2014, June 20)

This is in line with Griffin (2006) who argues that PA are effective communication channels for students to express themselves freely and to learn. In the above findings the head teacher believes PA activities are real classes / lessons where students learn about life issues. They provide moral lessons to the students. Students act the indisciplined behavior and come to realize the problems associated with such vices. This helps them to learn how to deal with such vices in society and come up with solutions to them. For example, if girls act about the problems faced in relationships with boys, they will see the reality through stage characters. The girls will see how unwanted pregnancy can affect their entire future. Therefore, performances that are done by fellow students become more convincing to them. This is why PA activities can be realistic, workable, convenient and functional means of addressing student discipline issues. I attended an assembly at one school that involved PA presentations by students. Refer to the assembly program and photographs (Appendices VI, XX and XXI).

At one school, I attended a weekly assembly that was held every Monday at 7.00a.m., attended by all students and teachers. The aim was to start every week with inspiring messages for the students and staff by offering an exciting experience through PA. Each assembly had an inspiring theme and was led by a particular class / stream. Therefore all students in the school got opportunity to participate in one way or another during assembly. As a result, all students got opportunity to develop talents in different forms of expression. This is made the assembly to directly influence students rather than just being used to make announcements and expel fees defaulters as is sometimes the case. The assembly became a real class where teacher and students were learners and educators to one another. This enhances students to understand the need for being disciplined.

The assembly theme was modesty which aimed to train students to be humble. The head teacher informed me that, the senior four class needed to address this theme because they were more likely not to be humble themselves compared to the other classes in school. This was intended to challenge them read and think more deeply and understand humility and why they should be humble themselves. Students were challenged through the PA presentations and speeches to meditate on modesty during the week. The assembly on 10th June 2014, started when the two program managers; a girl and a boy introduced the theme for the assembly as well as the week. Introduction of the theme was followed by singing the anthems which was led by all students from the lead stream. All students and teachers sung the anthems, the praise and worship songs. These were done while we were all standing, clapping and dancing gently. I noticed that there were about forty students in the senior four class that led the assembly and each of them played an assigned role.

The assembly lasted about 1 hour and 30 minutes and about 45 minutes of that time was spent on different PA activities. This made the assembly exciting, fast moving and everything was done with strict timing. Everybody that was required to come up and perform waited right next to the stage. There was no moment when we waited for the next act at all. It was clear that time management was an issue to everybody involved; like coming on stage, presenting and speaking including the head teacher were racing against time. This made it clear to me that only important things were said and done during that assembly leaving no room for unnecessary time loss and boredom to all of us.

The lead stream had spent more than a week practicing for their different items and the class teacher was involved only to a limited extent. Students enjoyed their presentations and it was clear that those boys and girls had put in much effort to create a coherent assembly program. I

was informed that they had created time after classes and during lunch hour to rehearse their presentations. The class teacher sat on a bench near her students during the time of speeches and it was visible that students had love for their teacher and had been empowered to be in charge. The head prefect, teacher on duty and head teacher gave brief speeches. The prefect announced the next class to lead assembly. The teacher on duty emphasized the theme of the week just like the head teacher who mentioned that the assembly had been excellent. He observed the need for modesty and spent little time talking about it because the lead stream had effectively communicated. After the assembly, members of the lead stream took the furniture back to the dining hall and students settled in their classes and in about 10 minutes the whole compound was settled and focused. It was visible that the students had enjoyed the assembly and the message had reached the students.

The theme for each assembly was communicated to the students at the beginning of the term. The teacher in charge of assemblies had drawn the term's program (**Appendix VII**, page 114) and circulated it. The program indicates the week of the term, theme and specific activities that should be prepared. Activities included a routine dance, gospel song, dramatized poem for each class and a speech by an old student. Each class was required to be precise, decent and creative in their presentation. The program also indicated that the class teacher was supposed to be in charge of the assembly. The assembly leadership is a competitive activity in the school where students in the stream are collectively judged in respect to creativity, interpretation of the theme, entertainment among other artistic spheres. At the end of the year, the best assembly is determined and organizers awarded a prize.

The study revealed that in PA activities, actors and actresses become symbols of the messages to the students' body for the rest of the week, the month, the term, the year and

beyond. Those living symbols are effective behavior change agents because the issues they represent can be discussed by the students every other time and they understand fully well. Therefore, it is not likely that indiscipline issues presented by students through PA can be forgotten in a short time. Those times when students evaluate the performances become the actual learning moments. The students examine their own individual discipline in relation to the presented issues. Then behavior change becomes an option for them and they stop the wrong things they had been doing. Apart from that, the messages become effective ways of reaching the students since communications are created by peers of the target audience, who understand their feelings very well. This proper understanding is derived from the fact that they are together and talk closely all the time. This makes the messages more relevant and well tailored to suite their age, sex and class levels.

The study further revealed that through PA activities, students get motivated to work harder. In line with this one head teacher pointed out that,

In the past girls in those two houses used to reluctantly participate in MDD activities, others would not even participate, they would come in at the last minute and they reaped what they sowed. They became last or second last. This time, that position haunted them, it haunted them very badly. (VK Interview 2014, June 23)

This is in agreement with Petty (2004) who argues that, motivation is crucial for learning to happen and that it is more effective when one is motivated by the desire to succeed. The girls in the two houses put little effort in preparations for the competitive festivals in the previous years. They might have lost interest and given up during those past years. This year, when they got motivated by desire to win, they changed their behavior and the results were excellent. They became the best in the competition because of changed attitude, increased interest in the activities and effort. There was realization that they were responsible for their fate and this made them do their best to achieve excellence. Education as a learning

experience is all about changing student behavior. The study therefore revealed that behavior change is the essence of school life. If the school does not put in place measures to change student behavior then there is a question about what kind of education such an institution is offering its learners. Student discipline management is thus a major focus of all learning programs since behavior is a primary concern of the education process. If students have disciplinary issues at one time, can the school put in place well planned activities like PA that could correct students' indiscipline behavior? This is because all learning is about behavior change; students acquiring new and desired behaviors. Thus learning experiences should affect / change learners' behavior.

4.1.2 Effect of PA education on students' academic achievement

The study revealed school managers and teachers' experiences about the following effects of PA on academic achievement. A music teacher in one school gave a personal testimony that,

We used to get students that had been expelled from big schools for discipline reasons. We could encourage them to participate in PA. Those students could become proficient in PA while they did their other subjects which were not music. Their discipline changed as well as academic performance. Our performing arts programs were the leading factor in the transformation of those students. A farewell party was recently held by the old students in my honor and most of the people, who voted for me to be recognized, were those who had been the most indiscipline boys. They had been challenging students on joining our school but had changed by the time of completing their courses. They said, if it was not for my compulsory performing arts programs they would not have made it to the university. Most of them had not been music students and were engineers, doctors, lawyers at that time. They said that program must continue to help students realize their goals. (BSLW interview 2014, June 21)

This concurs with Riebesehl (2001) who argues that arts are outlets that help students to improve their behavior and achieve success. According to the interview excerpt above the teacher means that school managers who expelled those students failed to address their disciplinary needs. On the other hand, at this new school their disciplinary needs were

attended to through PA activities and they became better. This agrees with McDaniel (2011) who argued that PA enable students listen to and follow instructions and realize their objectives individually and collectively. This means students may not fit into the school because there are strict rules given to them at the point of admission could be changed through PA activities. This is because an indiscipline student could necessarily have needs that must be addressed in the first place. If the school has vibrant PA programs then such student could be allowed to participate and get openings to expose their needs. When students perform together, at times fellow students identify the problems affecting their peers and may come up with the solution to those disciplinary needs. This is because they are closer to their peers than the teachers.

At times the students become informants when they realize that one of them has a problem. Therefore, the free informal environment presented by PA activities act as the spark for students to manifest their disciplinary needs to their peers, teachers and other managers. When those needs are exposed and met; and it might take some time, the students can be transformed and their performance could improve in all spheres including academics. Later on, they discover that their disciplinary needs have been addressed and they could start to focus on tracing cherished values of the school alongside shaping and pursuing their own goals. That is why the expelled students who become talented in music excelled in their academic work.

In addition to that, those former students recognized the role of PA in shaping their future; enabling them work towards joining university which they successfully did. That is why the rehabilitated students that had qualified as lawyers, doctors, engineers testified that the PA programs played a leading role in their academic achievement.

The study further revealed that PA train students in time management. In line with that one teacher observed that,

You are supposed to keep time; be a good time manager, do voice drills, so you plan your time. Those principles guide your life. We had a school piano player and he was always in time for activities. And I happened to share with him the Decker. I used to sleep on top and he would sleep down. He always told me that music taught him about keeping time. If you don't keep time in music you distort the structure of music. I don't know where he got it but seemed everything he had to do was with a music mind (GL Interview 2014, July 3)

Performing Arts train students to keep time in whatever they do. Time management is a fundamental requisite for any successful every endeavor. In PA, students learn time management because everything is done to time. In music for example, there is time signature which offers the music a rhythmic flow. If the singer does not follow the right time of the song, the rhythmic flow will be distorted. That means the music will not be pleasant. Therefore, the notion of time signature in music (where a music performer is required to keep the time of the piece of music) can affect humans by enabling them to be good in time management. That is probably why; many music teachers and trainers do not compromise issues of time management. When you are a member of a choir, you have to be in time for rehearsals and other activities. In a related instance, one teacher observed that,

Our music teacher could not entertain any one coming late for practice; if the rehearsal time has been put at 2.00p.m., you had to come at that particular time because he always had a way of preparing us. The warm ups before we go into other parts of whatever training, we had to do. He was an inspiration to me because one time as he was training us in the choir, he slapped me for what others would have considered to be a minor fault. Now the reason why he did that is because I went late for choir training. We were supposed to attend a choir training and I was one of his good trebles; I was singing treble then in Senior one and he expected me to be there in the choir and I wasn't there in time. I was really at fault so when he slapped me I took it in good faith. In fact that made me like him so much because he was really a disciplinarian. (GL interview 2014, July 3)

The study revealed that music teachers can motivate their students to be disciplined by their own character. While students can be told what to do and they learn in that way, there are students who learn from the actions of their teachers. In such a case the teacher is a role model for the students. If a teacher keeps time, the students are likely to follow suit. When

this music teacher slapped the student, the boy did not take offence. While it was not the best thing for the little senior one boy to get a slap from the teacher, he instead liked the teacher more and did not consider the pain of the slap. It could not have been a teacher who regularly came late for practice to do such a thing and retain the liking of the student. It had to be a teacher whose time management as well as other human attributes were admirable to the students. Music teachers often race against time because in many schools, the time table does not favor their activities. The teacher has to sacrifice extra time to get the students learning music and return to class on time for the next lessons. This sacrifice also empowers the teacher to influence students positively. They learn self sacrifice and when they are told to manage their break time and spare some for PA activities where a teacher is doing the same, nothing can be more educative to the students. The teacher as an example is enough and this consequently affects their achievement academically because they attach purpose to every single minute of their school life.

The findings further revealed that during PA activities, teachers can have more time to work with students outside class. Teachers could use such time to address student needs by engaging them in PA activities. One head teacher pointed out that,

The impression that many non teachers have is that the teacher's time for the students is the class time. They never realize that the big amount of time that the teacher needs is outside class.⁸ The time spent with students doing activities such as PA; because I can sit down outside class and work with my students and when they go to class, they read their books and pass highly. I can even go to class but will not teach.⁹ So many people have lost out on this. (HMN Interview 2014, June 7)

This finding concurs with Pollard (2002) who argued that the responsibility of a teacher is to interact with pupils so that they actually learn not simply to expose them to subject matter

⁸ I have heard people complain that teachers spend little time with the students; few lesson and therefore few hours per week. I laugh at them; do these people know that teaching has a lot to do with hours outside class than even in class?

⁹ So it is not about the many hours you spend in class. It is the amount of interest and the time you get with the students even if you are not inside class.

and drills. This is why school managers need to allocate teachers time to work with students in addition to the classroom teaching load. This could be the time when teachers engage students in PA and gets to know the students fully well; to know their characters, desires, needs, backgrounds and other motivations of their behaviors. To know the students fully well empowers the teacher with ability to influence and affect them. This is in agreement with Petty (2004) who argues that to help a student improve their discipline, you need to understand them. This is because teachers can develop friendly relationships with the students and listen to them fully. Those relationships enhance memorable and important learning experiences for students and empower teachers to affect students' effectively and cause improvement in their academic work. This becomes a product of the cordial relationships between the teacher and student. That is why one can confidently argue that if they work with their students out of class fully well, their academic performance will be excellent.

4.1.3 Effects of Performing Arts on students' growth and development

Growth and development are a very fundamental aspect of the learning process. This concurs with Petty (2004) who argues that, "according to the humanistic view of learning, personal growth and development are the highest values that should be targeted. Learners should be allowed to pursue their own interests and talents to develop themselves fully in their unique directions". The study revealed that, PA can offer can play a role in the growth and development of students in various ways. They enable students to acquire and manifest exceptional abilities that classroom academic experiences cannot develop. In line with that, one head teacher gave a related testimony that,

During the last PA, one student shocked all of us as an excellent mistress of ceremony (MC). She is just a gifted MC and PA gave us the opportunity to see her, otherwise how would we have seen that other side of the student and I know that when she is given those accolades praises, awards, honors,

great compliments and tributes it will boost her to grow up in whatever field it is. That public recognition of one's abilities cements the background to somebody's future, whatever the future will be. It cements a very strong background to somebody's future life. (VK Interview 2014, June 14)

Therefore, PA enable students to expose their gifts. Some students can be gifted in dancing, others acting or singing. In the academic classroom students may never get opportunity to manifest such gifts. Therefore, teachers never come to know what non academic gifts their students may have. This makes gifted students to surprise teachers; a thing that confirms an unfortunate fact that, in the classroom teachers may never come to know the full abilities of their student. That is why they get surprised to see a certain student dancing extremely well when an opportunity shows up. Members of the audience get surprised because they find themselves in a situation of discovering the real student; the hidden student they never knew. The process of discovering the real student opens avenues for the managers to understand who their students are. This is important because this understanding creates channels that can be used to listen to and communicate with the students effectively.

On the other hand one teacher narrated to me how students loved their headmistress because she used to sing for them songs during assembly. The head teacher used to select songs that captured interest of the students to listen to her communication at assembly. In this case, the head teacher did not look down upon the PA but viewed them as means of attracting students' interest and enhancing effective communication with them. In relation to that one teacher observed that,

There are many of those ones that we see in class unusually quiet in class but on stage they do amazing things and because s/he has opened up, then the teacher is able to communicate better to this child because they have seen him/her doing something. Yet at first when they are really into themselves you don't quite know who s/he is or are you actually communicating or not. Is s/he a difficult student or not. (BG Interview 2014, June 23)

The importance of effective communication PA with students need not be over emphasized in an academic institution. This is because breakdown of communication with one student can

affect the whole school and the subsequent events may not be controlled. This argument is based on Tom Peter's chaos theory where he draws our attention to the butterfly effect (Young, 1992). According to this theory, the flutter of a butterfly's wings in China could affect the weather pattern in New York City (thousands of miles away). Practically, the wings of a butterfly are too small to cause any effect on weather patterns anywhere. The lesson here is that no matter whether very few students are involved in an issue, the school manager must not ignore their needs. Those students can lead to a series of unpredictable behaviors that could influence discipline of the entire student body and eventually their growth and development. Therefore, school managers must consider and address the needs of each single student since they could instigate drastic and undesirable disciplinary incidents in the school.

The study further revealed that students can use the PA to communicate with the school administration when opportunity is created. For example, during a school gathering where administrators are present, students may be encouraged to make PA presentations. This was pointed out by one music teacher when he said that,

We used to have parade every day, but on Thursdays the music students would be given 5 – 10 minutes performance time. We had one student that would entertain the whole school by making requests on behalf of the students to the head teacher. Through that he would communicate and the head teachers would enjoy the literature and take note of the requests. The head teacher loved that student's style of communication and whenever a visitor came to school, the head teacher would ring me and in a few minutes the students would be sent to make a 15 minute performance. No teacher would bypass that arrangement and the school gained a lot by communicating to visitors in an entertaining manner (BSLW Interview 2014, June 21)

This corresponds with Ewing (2010) who argues that the ability to find a voice to express meaning through art. In this way, students may think of raising issues that require attention of the administrators. This is because they could feel the stage immunity when expressing their thought even on potentially touchy issues without fear of victimization. Stage immunity

is the feeling of freedom which empowers the performer to address themselves even on sensitive issues without fear of being victimized. This is because all members of the audience look at the performer as a stage actor and not the real person; they can be seen to be joking. Aware of this, performers often feel free to express themselves even on prickly matters. This is a fundamental human attribute that students need to develop; a kind of assertiveness that grows on stage. When students have opportunity to express their thoughts, it becomes a free environment of trust, where managers access the students' worlds freely. A student may present requests to the school managers through song, drama presentation in a performance at assembly. When this happens, the other students could respond either to show that the request as presented in PA affects them seriously or they may keep quiet if it is an insignificant issue to them.

The responses from the student audience can be useful for the manager to establish the extent of the request; to tell the gravity of the matter. In this way, PA could become channels that can be exploited by school manager not only to access the students' worlds but also to get feedback from students. It requires school managers to develop positive attitude towards students' feelings whether they may be unpleasant. What matters is that PA are more meaningful and open avenues of discovering the thoughts of the students. These findings can enable managers to find ways of answering any necessary issues that arise. This is important because many student riots take place in situations where there is communication breakdown between the school managers and students a thing that subsequently affects them as growing humans.

The findings reveal that PA greatly influences the kind of alumni a school produces. One head teacher observed that,

Without PA and other Co curricula activities the student is not even half backed; s/he is quarter backed. In class you can't see the real child. In class

it is keep quiet, listen and write. When will s/he laugh in class; the instruction is keep quiet, when s/he shout; but shouting is natural; when will s/he dance, but dancing is life, it is good and so many others. (HMN interview 2014, June 14)

This matches with Hodges & O'Connell (n.d) who argue that PA contribute to academic achievement. These findings are also in line with Pollard (2002) who argued that, PA have a powerful influence through communication of values of society and school and can have profound influence on the student. This means if a school does not offer PA experiences, their alumni will have been unsatisfactorily grounded. Therefore they will not be competitive in the modern world. This is because they will be lacking the fundamental orientation that PA activities can offer. They never get opportunity to laugh; to have fun and celebrate life yet it is those happy experiences that fulfill the learners. Another aspect is dancing; which means they will not move parts of the body and express their feelings. And yet, even when a person is seated, some parts of the body; internal and external keep in motion following certain rhythm. The heart and lungs are examples of such parts that move even when a person is seated. When one speaks, the lips move. All those body movements take place in order to sustain life. This could be the reason dancing is said to be life and students need it for their growth and development.

Students are often told not to shout because it disrupts academic concentration. At times head teachers or teachers refer to students as empty tins that make much noise. In such cases, students keep quiet because they do not want to approve of the teacher's implied allegation that they are fools. However, students would need to have activities where they have opportunity to shout because they are human beings that may sometimes need to do so. For example, during a wedding people make some noise to congratulate the couple upon the achievement. During a foot ball, when a goal is scored, the fans shout with joy. A person may call for help when in danger by making a loud alarm. Shouting is human and therefore

students may need some opportunities to shout and will soon be silent without prompting. This is because nobody can afford to shout for prolonged period of time.

The findings also revealed that where there are no activities like PA, students live under classroom pressure of regulations dictated by the teaching environment that may not be exciting. The level of achievement in such a case may not match the teacher's effort. This is because teachers may teach for prolonged periods of time and students still perform poorly. This could be because learners are not free and learning has been made stressful rather than playful. Therefore, students perform poorly academically even when plenty of time has been spent on teaching them. Another reason could be that the teacher hardly gets opportunity to reach the inner person of the student. Therefore, the teaching is artificially done and students will appear to have understood just to please the teacher. When evaluation is done, one finds out that minimal learning took place when students get low grades. This could be why the students may be quarter baked in situations where they are not exposed to PA activities as a way of making the learning environment rich and exciting.

It is puzzling to realize that at times teachers stand in front of students who are in kind of artificial existence; where the teacher works hard, dictating notes or other while students are under instruction to be quiet. It is perhaps necessary to note that all humans need to express themselves without hindrance whatever the circumstances. Students need a natural learning environment where they are free to express themselves and eager to learn. This agrees with Camelon & Moss (2011) who argue that learning calls for understanding of individuals and groups and their needs.

In addition to that, if students' channels of communication are not wide open they may keep silent but later resort to undesirable means of expressing themselves at the earliest opportunity. For example if in class, the instruction is keep quiet, listen and write they could

appear to heed but in such circumstances where students hardly get chance to air out their opinions and feelings. Their growth and development is impaired because they lack opportunity to communicate their emotions freely. This could affect their growth and development and can therefore cause student indiscipline. Therefore, PA can be used to give the students opportunity to express themselves freely by removing all barriers; where they lack confidence, fear other students or they could be shy. It is the PA stage experiences that provide sufficient immunity and remove barriers for any student to communicate their emotions. In this way, PA contribute greatly to learners' growth and development.

The findings further revealed that, PA contribute to proper nurturing of students morals. In line with this one head teacher observed that,

The PA help students in moral upbringing. Through PA programs they gain skills from music and dance clubs but also develop good morals. We follow the national curriculum and the school time table is tailored to meet it. We emphasize teaching and learning programs and you will hardly find students idle. They are busy and quiet throughout the day. In any case you have episodes of indiscipline when students are idle. (DHK Interview 2014, July 10)

This means they develop ethical values through PA activities. For example, students learn about the way adolescent boys and girls relate when they look at traditional music and dance performances. In that way, they are able to tell which behavior is appropriate basing on what they observe on the stage. In that way, as students grow up they learn what is expected of them by their society. For example, the Bagisu boys realize that at one point, they are expected to circumcise in order to become adult males. They recognize the power of ethical behavior over their lives when a young man is brought on stage to perform Mwaga¹⁰ dance. In this way, the experience of performing or watching a performance of this nature instills morals in the students.

¹⁰ Bagisu people's male circumcision ritual

In addition to that, students develop skills in Music, Dance, Drama and other areas which eventually benefit them after school. In the case of a dance, some students play musical instruments, others may become singers then others dance to the music. The dance may involve boys and girls; where each sex plays specific roles. The instrumentalists develop their skills because the dancers may complain if their part is not good. The dancers also work hard to become proficient because the singers will complain. If the singers delay or get mixed up, the dancers and instrumentalists will complain. In this way, all role players work hard and rise to the occasion. When this happens, the teacher only has to encourage the challenged students to examine their behavior and meet the demands of all members. This provides a natural learning environment that positively affects learners' growth and development.

The study further revealed that PA can be used to train students to listen effectively. In line with this one teacher observed that,

Music trains students listening skill which is the greatest discipline. Because, if you do not listen, then you have a problem not only with your ears but you will not learn the subject when you lack the discipline to listen. If a teacher cannot teach listening then they are failures. Classroom music really shapes a person because you tell them listen and hear a particular thing and pay attention to that. Therefore, students who miss classroom music miss out that discipline of listening. They do not have the discipline to listen. Therefore, at times I ask my class to be quiet and to listen.¹¹ This makes music a disciplinary subject. (BSL Interview 2014, July 2)

This concurs with Camelon & Moss (2011) who argues that the best approach to learning emphasizes the importance of listening and relationships. The kind of listening referred to here is that which involves use of all the senses, not just the hearing but also sight, smell, taste and orientation. Performing Arts like music teaches students to be good listeners and this helps them to perceive what they have been told correctly. Even in drama students

¹¹ When I resume teaching they pick the correct things and later they become very friendly after class. You sing a song once or twice then you give them questions and find out that some people did not listen. You repeated many times until students become quite disciplined and often I see them talking to me showing they love to come back to a music lesson.

develop listening skills because during rehearsals they repeatedly pay attention to fellow actors or actresses in order to come in at the right point. This attention is very important otherwise the actor or actress makes mistakes. In dance also, performers have to listen to the musical accompaniment in order to follow the right beat. Therefore PA train students to listen and in that way, they develop listening and hearing skills which eventually aid proper understand of information given to them. Students become friendly to the teachers as well as among themselves. This limits the possibility of indiscipline acts because when students develop listening skills there is proper reception of information by them. Where students do not listen effectively, they may even riot because of their poor listening abilities. Listening is a discipline that all students need. ¹² This is because of the frustration caused by the poor listener to the communicator on one side and the disappointment of rejection on the poor listener's side. The end result here is a communication gap that negatively affects the relationship. A listening student population is fundamental to the school manager and therefore measures to cultivate it cannot be over emphasized. By training students to be good listeners PA can play a role in student growth and development.

The findings further revealed that learning of PA involves manifestation of new behavior; the student must demonstrate that they have acquired new knowledge or skills or other attributes. The music teacher is able to evaluate the students immediately when s/he asks the students to sing what they were taught. This is effective because those who do not learn are encouraged to pay more attention and learn. When students know that their teacher will demand those visible results to show their learning experience, they work hard at it and receive positive reinforcement (reward or approval from the teacher for the good work done). This is in line with Petty (2004) who argues that positive reinforcement improves behavior. By encouraging

¹² Many people lack the listening skill; at times humans give wrong answers not because they are ignorant, but due to the fact that they did not listen to the question effectively. This could be why, when tasks are done by people who lack the listening skill, the result can be unacceptable.

hard work among students PA play a role in student growth and development. This is in line with Skinner's behavior analytic approach that centers on manipulation of positive and negative reinforcement to affect behavior (Gerrig & Zimbardo, 2010).

The findings revealed that, PA can be used to dramatize educational messages for students to learn from. When they watch those messages on stage, they change their behavior. One head teacher observed that,

Dramatize a poem on modesty to make the message real to the students. Then you might have a school routine dance. They like dancing so they can compose a dance about the dos and don'ts in the dinning; maybe they get food and never say thank you to the cooks, or they throw food on the floor. Another one can be about dress code, the boys wearing very tight trousers, girls in short skirts or other. Instead of talking about those things during assembly, you encourage them to dramatize those values. We have noticed it sinks a lot in them instead of saying oh now when you go to the dinning, the etiquette is this. Not all students will pick information through that medium. Through PA the message sticks in the minds of the students. This is because PA appeal to commonsense of the students. The performers live what they are dramatizing, so students quickly associate the presentations to their own situations. (JW Interview 2014, June 16)

This means PA are effective means of conveying information to students. If the information is intended to correct them, then PA make the message real and as a result it is effectively delivered and appreciated. The message can involve students in the process of creating and disseminating values of the school. Then all students get involved in monitoring discipline of their peers. This they do by comparing their discipline basing on the perceived standards set by the performances. Therefore, apart from being effective means of communicating with students, PA provide students opportunity to set and monitor desirable and cherished discipline standards of the school. The messages conveyed through music or dance or drama spread out among the students. They talk about the performances and refer to certain instances that concern some of them. In this way, messages are re-energized and effectively delivered to their right recipients. It is important to note that while a teacher may not be

aware of the specific needs of every individual learner, the students have accurate knowledge of one another. When any information is brought to their attention in a pleasant manner; like through PA, they effortlessly deliver it to the right recipients. In this way, PA can be used to address student discipline.

The findings further revealed that student discipline could be improved through well organized PA festivals within the school. I accessed some documents of a school festival that was held in April 2014. Below is the day's program.

Annual School Music, Dance and Drama Festival

Friday 25th April 2014

Program

Theme: Integrity as we excel

8.30 a.m. *Guests take their sits*

9.00 .. *Singing National anthem, schools anthem and School anthem*

9.30 .. *Set piece*

10.30 .. *Mime*

Advertisement

12.00 p.m. *Special presentations / Creative dance*

1.00 .. *Lunch*

2.00 .. *Folk song*

Creative dance

3.00 .. *Folk dance*

4.30 .. *Speeches*

5.00 .. *Awards*

6.00 .. *End*

This is a program of the PA festival that was held at one of the schools. The entire day was devoted to the PA festival and all lessons were cancelled. All students were involved either as participant representatives of their houses or as audience members. Participant representatives were students that went on the stage to perform on behalf of their houses the different items. Six houses including Cheetah, Elephant, Lion, Panther, Rhino and Tiger competed. Each house had a classroom allocated to it as a dressing room. Competition items included: Set piece, Mime, Folk song, Folk dance, Advertisement and Creative dance.

The theme for the festival was “*Integrity as we excel*”. The mime, advertisement and creative dance items were supposed to be based on the theme. This was intended to educate the students about being honest, truthful, reliable and upright as they aimed at and worked towards doing extremely well or standing out in their endeavors. This theme, challenged students in the different houses to create educative performances for everyone in the school. Students worked hard on this because it was critical for them to win the competition. Important disciplinary messages were embedded in the theme. The first aspect was of cultivating great personal qualities that have to do with integrity.

The second aspect was aiming at achieving excellence through hard work. Learners could therefore realize that it is possible to perform extremely well and achieve highly while at the same time remain upright. This was an important theme because there are many people that no longer believe that one can excel without cheating. This is why some school managers have been reported to engage in examination malpractices (Ssekamwa, 2000: 180). Therefore, through this theme students could learn to work hard and cultivate self discipline in order to become people of integrity. Through the theme student growth and development is affected positively by those messages in that way.

Another aspect of the festival was the student prize awards. Outstanding students were awarded certificates of merit in recognition of their excellent performances. The awards list included the following:

- | | | |
|--------------------------|---|-------------------------------|
| 1. <i>Set piece</i> | - | <i>Best conductor</i> |
| | | <i>Best choir</i> |
| 2. <i>Advertisement</i> | - | <i>Best advertiser male</i> |
| | | <i>Best advertiser female</i> |
| 3. <i>Mime</i> | - | <i>Best actor</i> |
| | | <i>Best actress</i> |
| 4. <i>Folk song</i> | - | <i>Best soloist</i> |
| 5. <i>Folk dance</i> | - | <i>Best dancer male</i> |
| | | <i>Best dancer female</i> |
| 6. <i>Creative dance</i> | - | <i>Best creative dancer</i> |

7. *Other area* - *Best drummer*
- *Most active house member (For each of the six houses)*

The best students in the set piece, advertisement, mime, folk song, folk dance and creative dance were mainly determined by the judges during the stage performance. It was clear that through the different items students had to exhibit excellent performing skills in the different areas. I took some pictures of the students' performances (**Appendices XIIIa, XIIIb, XIV and XV**, pages 122 - 124).

The study further revealed that, the most active member of each house was selected by the house master or house mistress based on how cooperative they had been in the house. This award contributed greatly to discipline levels of house members because even those that were not excellent PA presenters could win it. This award could be given to even a non stage performer that was helpful in organizing others, bringing costumes on the stage, taking information to the house members or any other outstanding contribution to the success of the house. This was an indirect way of identifying the outstanding team players in each house. Through these awards, the school managers were able to encourage, identify and promote talents and values among all students, a thing that affects the growth and development of the students.

I was offered a music department file and in it found one of the houses had presented a creative dance based on the following storyline. The storyline was presented to the adjudicators, to guide them understand the creative dance performance.

Title: Sweet now but bitter later

The dance starts when children are getting ready for dance party in the school main hall. One corner of the stage is out of bounds yet it has sweets that attract everyone. The sweets represent HIV /AIDS. Music starts and dancers show happiness. Then some party goers start to escape and pick the sweets to eat. Others remained in the hall dancing but then those who went to pick sweets started to feel pain. The group that do not go to eat sweets plans to help the others who were in pain. Some of those who went to help

also ate the sweets and got into trouble. The ones who ate sweets start to get weak, while the ones who did not eat remain strong. The strong ones form a circle round the weakening friends. The weak ones are later accepted back in society and they all live in harmony. A sound effect alerts all of them that the sweets are coming and they all pick polythene bags for protection. When the enemy comes they are all protected, they beat him up to death. They are all jubilant after defeating the enemy (HIV / AIDS). (Extracted from a school MDD festival file 2014, August 3)

According to the storyline, the creative dance depicts how students that engage in sexual acts could end up catching HIV/AIDS. This was a very important topic to present a dance about because findings had revealed that sexual acts among students were among the major indiscipline problems in schools. Therefore, this creative dance highlighted sexual acts as lack of integrity as well as reminded students that engaging in such acts could lead them to die of AIDS. In addition to that, they include opting for safe sex by using condoms and encourage society to accept those that have been found to have HIV / AIDS. Therefore, the dance offers some interventions that could be used to support students who misbehave or engage in sexual indiscipline and end up catching HIV / AIDS (**Appendix XVI**, page 125).

Therefore, PA present real life issues on stage and in that way, students can associate the stage presentations with their own lives as individuals and in groups. For example if a play can portray the problem of early and unwanted pregnancy among students, such drama can remind the students of their friends who have faced that problem. It is also possible that some students that watch such performance have ever faced the undesirable situation and their peers are aware. In such a case, the play can bring to life a problem that students know about but may still take for granted if nothing is done to caution them. When the play is completed, students can examine their ways and look at it dealing with their weaknesses. At this point students can change their thoughts about certain behaviors and apply commonsense reasoning. That PA instigated reasoning is definitely part of their growth and development processes and leads them to change their behaviors.

The study further revealed another aspect of the festivals that could offer learning experiences are through the adjudication requirements. One music teacher offered me a music festival file that had adjudication forms of previous festivals, some of which may be analyzed to establish their meaning in relation to the objectives of this study. The first item was *Ugandan Folk Song* (**Appendix VIII**, page 117). The guidelines for Ugandan traditional folk included: an authentic tone, clarity of words, steadiness of rhythm, continuity of vocal lines, use of suitable expressions and good presentation among others. Another adjudication form that I accessed and studied was that of mime (**Appendix IX**, page 118). This item required choice of a suitable song, clarity of words, teamwork and message delivery, designed costumes, creativity and good presentation. There are adjudicator's comments in the remarks section that were used to guide allocation of marks in each sector. I observed that as a singer, one has to cultivate an authentic traditional tone and ensure that words are projected genuinely and artlessly. Singers need to be free and steady and realize flowing phrases. Use of dynamics (variations in the volume of sound) as a means of effective communication and general presentation are other areas in which students need to excel in order to get good marks. Training in those different aspects definitely affects students' development and requires the student to be disciplined. Students need discipline to rehearse, be attentive, remember what they learnt, synchronize and work in teams among others. For example according to the comments given in the folk song (**Appendix VIII**, page 117), the choir needed to improve on the dynamics. This means they got lower marks in that field. Therefore, the choir could attain high marks in such an item when all areas are well done which can only happen when they endure hard work and train properly. For example some students have to learn a language that is different from their first language. Such process is often challenging but students care to learn the language in order to get the marks. Through those rigorous

training sessions that students bear, PA affect and can therefore be used to affect students' growth and development.

On the other hand mime involved students selecting songs that are relevant to their setting and ensure they learn and project the lyrics of the original singer. They also acted out the message in the songs and worked in teams. Costumes were designed and items were produced creatively so that the general presentation suited the item. There are a number of attributes that are highlighted in these guidelines but I was more interested in the theme, teamwork and creativity. The theme must highlight issues which affect students. In addition to that, performers must be seen to work as team and make creative presentations. The adjudicator observed that the house had chosen a relevant song but needed to improve on the costuming, acting and to avoid pointing sharp objects to performers. Those comments are a source of learning because they challenge students to be more creative wherever they work. Another important aspect is the time allocation for each item, where students were required to prepare their items according to time. The folk song item (**Appendix VIII**, page 117) was supposed to be performed for 8 minutes and mime (**Appendix IX**, page 118) was 6-8 minutes. This could train students in time management. Time management is a major discipline that students need to acquire in order to achieve their educational aims since everything happens in time.

On the other hand, the findings indicated that, PA activities cause the students to become polite. In line with that, one teacher observed that,

Through PA students explore different things and these make them to become polite and they do not want to annoy their teacher because those activities train them to be disciplined. During music, dance and drama activities students get exposed to many things of the world. In them many disciplining cultural practices are covered so they get a lot more education. (BSL Interview 2014, July 2)

The desire to venture into the unknown is a major determining factor in the behavior of young people. They want to know what is hidden from them. Through PA students get to explore different and hidden cultural values some of which focus on discipline. For example the Baganda peoples' Maggunju royal dance depicts respect for the king. When dancers come on the stage, they prostrate to honor their king. In addition to that, through drama a boy may be trained how to conduct themselves before ladies when they are given such a role in a play. Thus the values acquired through PA activities become a major factor in shaping their behavior as they grow. As a result students become polite. They do not want to be disrespectful to their teachers, older peers, parents or other people they come into contact with. This concurs with Ewing (2010) who argues that the arts have capacity for empathy leading to the potential for creating social bonds. Therefore, students become respectful and well-mannered in society when they are exposed to PA activities that fit their interest.

The study further revealed that PA activities require obedience of instructions given by the teachers or instructors. This is because of limited time in which PA are taught that requires the teacher to creatively harness the learners' obedience in order to realize the intended objectives. One teacher gave an account of his former music teacher that,

If he instructed you over something, he immediately expected obedience that ranged from posture; how you stand, up to other more technical details. One day he was teaching us about posture, then he hit me on the stomach and said; "this is your energy point, you should have a strong stomach". When he hit my stomach the other students looked at him as if to say this man is being unfair to the little boy. But, that alone trained me even now whenever am going to sing I know that if I have a soft stomach, am not doing well, so I learnt that from him. (GL Interview 2014, June 25)

Therefore, during PA activities students are expected to obey instructions. Any disobedience soon shows because the teacher's desired behavior will not be manifested by the student. The teacher required learners to show what they learned there and then, if they did not display the required behavior, the teacher would notice and address the anomaly immediately. The

teacher's action could take any form like the example given where the student was hit on the stomach or even open rebuke. This is in agreement with McDaniel (2011), who argues that PA could improve student behavior because these arts train students to listen and follow instruction.

The study further revealed that students like the non-formal setting in which PA learning takes place. They may not sit still for long or write or keep quiet all the time. Since students like this kind of life, they avoid behaving in a way that could annoy their teachers. Such undesirable behavior would attract the teacher's attention and subsequently corrective action. One teacher pointed out that when a student does not behave as expected, she just asks that one to leave. Then the student can cry all the time and plead never to repeat the mistake. This is because the student feels the pain of missing the exciting and fulfilling experiences of the PA activities.

The findings further revealed that PA can affect students is by enhancing their ability to express themselves. One teacher pointed out some experiences they observed during PA programs that,

I have seen students get out of themselves, they may be shy but participation in PA can change them. They may cease to fear and become unreserved because of participation in PA. Somebody who may have been very quiet in class, suddenly is able to express themselves very well whether it is in the spoken or sung or danced or instruments activities. Somebody actually comes out of herself and wants to do things this time she wants to say something in class just because she was given that platform. I have seen a girl who was so quiet in class; one of the real quiet ones and because she was given an opportunity to do something, in music, she wrote some songs which she brought to me. She said you know, I've written these 8 songs. She wants to record them and do a video. I said this is very good, make a photocopy and let me have a look at them. So she did. The girl is out of herself., out of the box. (BG Interview 2014, June 23)

The study therefore revealed that PA give students opportunity to manifest the different personalities which classroom teachers can never be privileged to see. This other personality

is the student's true character; the sincere being which does not lie but comes out freely and naturally. In this character humans think and act beyond what is manifested in a controlled environment such as the one required in classroom. For example some students tend to keep quiet in class for various reasons. It can be that they lack confidence to express themselves, or they are shy or other students tease them. At times they may not like the school experiences because nothing excites them. This agrees with Petty (2004) who argues that students do not see the educative experience as being in their own interest. In such cases the students do not live their true lives; they live in kind of artificial existence. In such existence students could be deceptive of who they are and this can make the job of educating them and their academic achievement very difficult. The educator cannot, and yet they must, know the true student personality in order to cause successful student learning to take place. Therefore while intensive traditional classroom teaching denies the learners opportunity to live their true selves in natural setting, PA activities provide them a world to celebrate their learning experiences. In such a setting they learn happily, completely and develop fully well.

4.1.4 PA as the weakest subjects on the secondary school curriculum

The findings of this study reveal that the education curriculum does not favor PA activities as was pointed out by one head teacher that, the curriculum is too tight that everybody is focusing on grades and because there is no value attached to PA in the final results, people are giving it lip service (JW Interview 2014, July 7). This is in line with Ewing (2010) who argues that the arts have been relegated to the margins. This means PA are neglected when compared to other subjects that schools offer. On the other hand, there is not enough time for schools to cover all that needs to be completed for the students to ably perform in national examinations. In addition to that, there is a lot of work that has to be covered. That is why the curriculum is tight. On the other hand, school managers tend to look at what other schools are

doing in order to fit in examinations results competition. This is because society is interested in examination results. This is in agreement with Petty (2004:123), who argues that, “many behavioral problems are really curriculum problems. Schools rewards intellectual skills and ignore creative, personal, manual and other skills. Then students with non intellectual skills feel undervalued and reject the system which they feel has rejected them. Many behavioral problems are really curriculum problems”. Therefore, neglecting PA could be a source of student indiscipline in many schools. This is because students that are not high academic achievers will tend to reject the school system and end up misbehaving.

Further still, the study revealed that since society focuses on academic results, school managers also concentrate on that. Another head teacher observed that,

In Uganda people focus too much on class achievement and they deny managers opportunity to give PA chance to affect students because there are no marks attached to them. Everybody is about competition; they buy newspapers to look at that. Even when we are the national basketball champion but are the 10th in the newspaper ranking for UCE or UACE everybody will call to complain. When you are the best in basket ball and newspapers report, you will never get a telephone call. (HMN Interview 2014, June 20)

When UCE or UACE leavers seek admission either to advanced studies in the universities, they are required to generate UNEB certificates. Those certificates do not include PA activities and yet students could have been involved in them and gained lots of knowledge and skills. This is an impasse situation faced by school heads while they would put in place PA programs, UNEB results ignore such programs. Yet school managers are caught in the race for academic grades because it is those grades which will be given by UNEB to their students as examination results.

Another reason PA are the weakest is that many school managers and teachers look down upon the PA and do not allocate them time on the timetable. One teacher observed that,

The MDD program is not moving on smoothly because time is not provided for it on the timetable yet the students have interest. Administrators are blocking MDD and only allow music as a classroom subject. When students get to S.3, they are discouraged from offering music especially the brighter students. The subjects are grouped as Music, Agriculture, Art and Computer; as vocational subjects and students get a challenge of selecting one of the subjects. I always have a smaller number in the class. While there may be 50+ in Computer or Agriculture, I end up with less than 10 students offering Music. Students are highly interested in PA for example we had a function of opening a new classroom block but the whole school wanted to participate. I had to create items at least for each group of interested students to participate. (NKY interview 2014, July 1)

This shows that students could get interested in PA for various reasons. However, they need school management to provide the enabling environment for those PA activities. When the school manager does not support PA students may against their wishes shun them. There are some head teachers and teachers that do not encourage students to participate in PA programs. The teacher added that,

For example in some schools if there are lessons to be sacrificed for a one off activity, then a music or drama lesson is given up to such activity. In some cases students that wish to offer music are discouraged from doing so. They are told that music will lead them nowhere. My former mathematics teacher used to look down upon music students. The teacher often referred to us as d,r,m...d only. (NKY interview 2014, July 1)

Such perceptions among education managers render PA disservice and make them weaker among other subjects in the school curriculum. In addition to that, grouping of optional subjects makes it difficult for students to offer PA. In relation to this, one teacher observed that,

Music, Agriculture, Art and Computer are grouped as vocational subjects and they get a challenge of leaving out the other subjects. As a result I always have a smaller number of students. Computer may have 50, Agriculture 50 and I end up with less than 10 students in senior four offering Music (NKY interview 2014, July 1)

This is challenging because teachers tend to encourage students to offer either Agriculture or Computer; in line with the modern IT paradigm or Art as a vocational subject. They generally

discourage students from leaving out any of the three named subjects in favor of music. In this way, PA are viewed as the weakest in the secondary school curriculum.

4.2 Students' thoughts about the influence of PA activities on their discipline

I held interviews and one FGD with student informants to find out their view on how PA could be used to manage their discipline. The findings revealed the following sub headings in light of the gaps identified in the related literature: How PA experiences could be translated into productive activities, how reassurance, concentration and relaxation affect student discipline and how music can be used to address students stress and pressure.

4.2.1 How PA could be translated into productive activities in schools

The study was able to find out from students insightful findings regarding the influence of PA on their discipline. This is because they had been exposed to those activities and found meaning in them. One student observed that,

Music can be the best instrument of changing secondary students. Speaking does not go far. A youth wants music; the more they listen to the tune (music) the more they are affected, especially when it is in video format. They can use gadgets and listen to music any time but if someone only speaks, s/he can keep quiet. Our brains are visual, you may fail to understand what the teacher is saying but can learn a song in two minutes. So music is so powerful. (AMB Interview 2014, June 20)

This informant refers to music as the most effective mechanism for altering youth behavior because it cannot keep quiet. Therefore, while there are other means of communicating with and influencing students, music could be the most effective. The student raises the issue of changing youths which should be a major focus of discipline management. It is more important as a fundamental issue because school managers should necessarily focus on changing the bad students rather than get rid of them. If students are sent out of school, they

may never get opportunity to change because they may not find a school for bad ones anywhere.

Youths can be badly behaved at one point in their lives but school managers could devise means of transforming them into good students. Therefore, student discipline management has much to do with changing indiscipline ones to become well behaved individuals. This constitutes a fundamental dimension of student discipline management which was been advocated for by one head teacher that all students are very malleable; they are like clay and you can make them into anything you want.

The study further revealed that, students need continuous communication regarding aspects in which students are required to change. Recorded music for example, can be effective because students can listen and even memorize texts in a short time. They end up owning those memorized songs and hear them anywhere. In that way students own the messages in the songs any time and in any place. Such messages inevitably affect the discipline of the recipient students and consequently their networks in and even out of school. This is one way PA could be productive experiences for the students.

The findings further reveal that, PA enable the students to use up excess energy. This is helpful because when such energy is not used up in a productive way, then students can misuse it by engaging in indiscipline acts. One music teacher observed that students always said that,

Energies are burnt because PA like dancing, acting and playing musical instruments takes a lot of energy. By the time students are through with these activities they just want to rest. They are tired and usually you do not require a teacher to dismiss them; they just go home by themselves. When the teacher says, okay you are dismissed they say Ah master, we are tired. They want to go

and rest. So they go and rest and prepare for the following day (GL Interview 2014, June 25)¹³

Performing Arts offer the youth opportunities to use up energies in their bodies. If the energy is not directed to productive activities, the youth can use it in anyway. Until the energy is spent, youth tend to be restless and could engage in unproductive acts. When they participate in PA like dancing, acting or singing they eventually use up their energy and get tired. This is because PA involve body movements of different kinds like gestures, hitting instruments, jumping in a dance or any other related activity which would help them spend excess energy. It is these physical activities that use up all the excess energy and bring about relief and refreshment in the students' bodies. Therefore, PA could be used to regulate student energy levels and can be refreshing to them.

According to the informants from the student community, this study further revealed that, PA can be used to create practical indiscipline solutions for students to learn from. In line with that, one student testified that,

MDD is a practical way because you can see the situations and tend to pay more attention. They can show pictures for example lung cancer, pictures stick in the minds and you keep on recalling them. Scene that are showing the dangers of indiscipline like using drugs, associating with bad peer groups and you track the students minds, sexual immorality, the dangers. They can see dramatic experiences for example of how lung cancer patients suffer. Those pictures stick in the minds and you keep on recalling them. (AM Interview 2014, July 4)

Music, Dance and Drama can enable the students to create situations about certain disciplinary problems like drug addiction, alcohol consumption and sexual immorality that could result into students' health hazards. The problems associated with such indiscipline are portrayed on stage, students pay keen attention to the performances. Through those performances students can visualize the problems associated with indiscipline acts and

¹³ This was a plausible argument because this teacher was responsible for PA activities in the School for a long time. His argument was based on long time experience with the students in PA activities.

examine their own lives. When they see the problems associated with such indiscipline behavior, they can consider changing their own behavior. This is another way PA can be used to effectively and productively address student disciplinary problems.

The study further revealed that on the other hand, PA activities can create unity among students. In line with that, one student pointed out that,

During PA we co-operate; promoting togetherness and unity. When I am doing something for the house everyone is like, she is doing something let us help her, everyone provides everything that they can to the one who is representing them on stage so that the house can win and that is the ideal school according to me. (NSY Interview 2014, June 24)

This is in agreement with Ewing (2010) who argues that arts have an expanded capacity for empathy leading to the potential for creating social bonds. Performing Arts activities provide opportunity for students to work with one another and to co-operate. They support each other and develop the feeling of communality in order to achieve positive rather than negative objectives. In this way, they can develop more useful relationships that shape their value systems. They learn to appreciate positive contributions of their members and offer material support. They lend hand within their means to those who represent them in order to realize the social goals; to win a festival. The ideal school is one in which students support one another to realize a common objective. In relation to that, another student observed that,

Even the badly behaved people that week (when we hold PA rehearsals and festival) they follow our rules. Everything, they don't give us hard time. They are the ones actually helping us to bring people together. Like, come and we practice. They carry the instruments willingly to the stage. (JG interview 2014, June 26)

During PA activities, students get opportunity to set discipline standards that they feel should be followed and members of the group can definitely follow them. They decide that members of the group have to obey their set behavioral standards and perform their roles. Even when there are indiscipline students in the group, when the behavioral standards are set, all

members have to obey. These are virtuous aesthetic values which develop out of experiences offered by well managed PA programs. Students affect one another through free collegial criticisms that are often followed up because monitoring is done by members of the group on the ground. Students do not give in when a group desire is at stake. If one of them behaves in a manner that threatens their ambition, all of them get involved in their member's behavioral needs as a way of finding a solution to a group problem. This is how PA competitive festivals become a platform for changing students with minimal effort. Students have group ambitions to achieve and this is why all members have to cultivate acceptable discipline standards.

4.2.2 Reassurance, concentration, relaxation and student discipline

The study revealed that reassurance, concentration and relaxation can affect student discipline. The PA play a role in enabling students to concentrate and be comfortable at school. The findings also revealed that PA are attractive to the students because they relax them due to beauty of musical sound. In line with that, one student observed that,

We students do not want to listen to your speeches. You will speak and I will leave your words there. PA will attract me. As a youth I am so visual and tend to put my eyes before the ears. So, the best way to reach me and I think other youths is to be practical. A movie for example will attract me. Show me the dangers of indiscipline for example when I see the effect of smoking then I can be moved. We youth want proof not just assumption. MDD is a practical way because you can see the situations and tend to pay more attention. (AMB Interview 2014, June 20)

This is because musical sound is beautiful, also in drama there is characteristic humor; these are qualities that make PA joyful and relaxing to youths. This is in agreement with the perspectives given by the youths on the debate blog referred to in Chapter Two. Youths find it boring to listen to speeches all the time; at assembly, in class or other places in school. When teachers communicate to them verbally all the time, they tend to switch off their attention after a short time. This could lead to loss of concentration or anxiety when under tension for some reason. This means any messages intended and passed on to those students

will not be taken fully because they may stop to pay attention. Performing Arts attract the youth because they appeal to their eyes, ears and eventually inner feelings. Things that appeal to the inner person have more power because they touch one's emotions.

In addition to that, PA offer a variety of idioms. Music for example is pleasant sound that may be strengthened by addition of pictures. As one views the pictures they also hear the pleasant musical sound. In that way, the message can be well received by the students and this could result in relaxation. In this case the pleasantness of the musical sound empowers the communicator to sustain the attention of the youth. At times students may have opportunity to participate in the activity by telling their feelings unhindered. Freedom to shout out a comment makes the experience of the musical message participatory and keeps off anxiety in them. This participatory nature of PA is very exciting for youths. It is a practical way of getting them to listen as revealed by the study. For example when artists release songs, within a short time, the youths have learnt all the lyrics. In addition to that, the situations that artists want to address can be acted out to give the visual impression of those lyrics. Therefore, the study revealed that PA lyrics can be used to reassure, relax and cause concentration among students which can finally address their discipline.

4.2.3 Music and students stress and pressure

The study further showed that PA can be used calm down students with indiscipline problem by listening to relaxing music genres. This can soothe the minds of the students and lead them to calm down. One student gave a related testimony that,

Listening to classical music makes me behave in a smooth way; calm, composed like that. People who listen to hard rock music become ruffians because it gets so disturbing in their heads and that makes them badly behaved, I think. I had a friend. She listened a lot to hard rock music and she was really badly behaved, vulgar language and all that. But then, one time I took her to the music room, I got a CD from home and it had Mozart's music. I played it for her and she later liked it. So every day she would come to the music room and listen to it. It made her calm and people were wondering what happened to her. She was so bad and was always

caught on the wrong side but she changed completely. All because it calmed her down and made her a better person because right now she has not gone to the administration (for wrong doing).¹⁴ That is why I said the type of music affects someone's behavior. (JG Interview 2014, June 26)

Music can offer a calming effect on a person that experiences it. This is in line with one student's argument referred to in the literature that, "if you are stressed, just put on your headphones and start listening to music". This is especially the case when indiscipline is seen as a result of emotional problems that require one to calm down. This could be a practical option rather than punishments like indefinite suspension or expulsion which may not effectively address the indiscipline.

The study further revealed that, when a person is exposed to music that is calm and quiet, their behavior and even health will respond in that direction. The music will make them feel soothed and comforted. On the other hand, when a person is exposed to rough, hard music they will become hardcore people that may not care to behave well. In a school setting, students can reach any part of the internet world to get the latest music and some of it is hard rock. The question asked in this study is, how does such music influence the students? If they choose hard rock for example, they are likely to become hardcore indiscipline cases. They will want to take drugs, wear dreadlocks, drink alcohol, engage in sexual acts and express the hardness in their cherished music to identify with and belong to the ruffian gangs. They could also want to live the kind of lives that their preferred musicians cum role models portray in their music and public lifestyles. Then they will not follow established school regulations or easily heed advice plus much more. On the other hand when students are exposed to formal polished music, they will learn to be calm and heed advice.

¹⁴ She is called Tracey. Indiscipline was really disorganizing her but the change made her perform better academically.

The study further revealed that contemporary music styles have attracted youths greatly. They enjoy jazz music and schools could offer them opportunities to experience it, as a way of enhancing their school lives. This is important because if school gets into the students world, then knowing them can become automatic. On student observed that,

Schools need to allow pop music to be trained in school. This will improve the quality of pop music and improve their skills. I know a head teacher that bought the jazz kit at his school. The new head teacher in our school has also bought the jazz kit and students have started learning how to play. There is a lot of discipline in music. It is enjoyable to the students; it is the world they are in. Our music syllabus needs to pay attention to that trend; jazz can be included on the syllabus. In the job world many students can get jobs. (AMB Interview 2014, June 28)

Music can be used to reach the students in their world when it is located in the obtaining music genres. For example popular hip-hop or jazz music appeals to the youth most because they are current. As a result some students tend to identify role models among hip-hop or jazz musicians yet some of them do not behave responsibly. Therefore, they tend to learn indiscipline acts like indecent dressing from those artists. If such¹⁵ music is taken to schools without due scrutiny and guidance to students, then students could have role models among their favorite artists. The influence of such artists can be distasteful especially if they are drug addicts or other. Incidentally that is the attractive option for youths to take. Therefore, this is a negative effect of PA on student discipline that this study revealed that calls for serious attention from all education stakeholders.

In addition to that, the findings revealed that when music genres that attend to the world in which the students live are examined and spaces are opened for them in the school curriculum as well as time table, participation could increase. This would reduce on their stress and pressures of their academic experiences.

¹⁵ popular music, hip-hop, dancehall, rock and related genres of

Another informant observed that, Music is a spirit and it is that spirits which will lead you do the things that they communicate to you in Music. At times the things they tell us in a song you end up doing it (AM Interview 2014, July 4). This student conceived music as a force that influences a person. This is because music has power to possess a person and affect the way s/he behaves. This is true because there are many instances when music is used to possess people's minds. For example diviners play music to get their believers possessed so that the spirits can manifest. On the other hand, music can heal spiritual problems because it reaches the spirit of a person. This is illustrated by the biblical story of David and King Saul in the book of I Samuel 16:23, where it is written that, "...when the evil spirit from God was upon Saul, David took an harp and played with his hand: so Saul was refreshed and was well and the evil spirit departed from him". This means that even when a person is haunted by bad spirits, music can make them well. Even in the African traditional societies, music is used to invoke the spirits to manifest and listen to their children. The diviners play music then some people that get possessed speak out the desires of the gods and the process ends when all issues are resolved. Even in the church, praise and worship songs are used to get people into the presence of God. This is the moment when members of the congregation get ready to pray to God and they believe He is present.

This means the kind of music a youth gets familiar with can influence their lives; reduce the effect of any pressure and eventually their behaviour. This can be through the lyrics in the music or influence by behaviour of their favourite artist. This is because the lyrics in the music can include what students eventually believe to be the truth thereby giving them satisfaction. On the other hand, if the favourite artists are drug addicts, students could also copy such life style. This is a potentially negative effect of music on students' discipline. This is because such music could reduce any stress that the students may have but when the effect

on their behaviour is negative. Therefore, it is important that school managers put in place measures to guide students about the best kind of music that they should be interested in.

The study further revealed that messages packaged in musical forms can be entertaining and this attractive quality makes the PA an effective means of reducing stress and pressure on the youths. In relation to that one head teacher observed that students in his school kept on making demands that,

Students want us to approach their issues using what interests them (students). They want music; they want dance; they want drama. So we say let us use that as a means to reach them and we have noticed it is doing great work for us and the teachers appreciate the role of MDD. (JW Interview 2014, June 16)

Performing Arts are interesting to students and therefore useful in communicating with them (students). Students pay attention and can easily enjoy the performances at the same time understand information given them through PA. Therefore, problems associated with indiscipline could be handled through PA activities because of their capacity to address students' pressures and stress.

4.3 Ways through which PA can be used to address student indiscipline

The concern here is to examine how PA can be used to manage student discipline. These were handled under the following headings and in line with gaps identified in the reviewed literature: Curriculum for PA and how it affects learners' discipline and effects of Students' interpersonal skills on student discipline.

4.3.1 Curricula for PA and how it affects learners' discipline

Performing Arts including music, dance and drama offer diverse learning areas to the students. Participation in those arts enables the students to make presentations to fellow

students and teachers. This puts a student in public attention and humbles them. One informant shared their experience thus,

The speech I presented affected me and will affect my behaviour positively because everyone's eyes were on me; the headmistress was looking at me. All the administrator's eyes were on me so if I come up one morning and then I am taken to the Headmistress' office because I have done something bad, it will be a very great disappointment, so when I look at the attention that I had, I sit back and say, this I cannot do. It is easier to get into the headmistress' office for doing wrong if they do not know you and you will not feel terrible but get into the office for wrong doing when you are known, it will really be havoc. Therefore, when you do PA, you get into the limelight of the school and shun away from any bad things like the celebrities do.¹⁶ Everyone would say we know her but if you are not known, nobody would bother. They would ask who is she, who is she? You even get out of the memories of the people very fast. But if you participate they will be saying she is the one, who acted this, so if you do a bad thing, no one will forget. Participation in PA affects all students in that same way. (NSY Interview July 1)

This means when students actively participate in PA, they become public figures in their schools. All administrators, teachers and students get to know them through their stage acts. The students who perform are always conscious of this while on stage. After performing a student is sure that all people in their school community know them by name; which is probably true. They come to know this student from a positive public angle; that s/he is the one who led the choir, danced well, played the piano or other. This acquired positive public image places a corresponding self perception in the student's mind. The student feels greatly encouraged when they are given attention to communicate in the presence of everybody. To them it is such a great honour to communicate while school administrators are listening attentively. The student sees themselves as special and will work on their characters to maintain that status. The main means of doing so is to ensure that they are not found among the indiscipline cases. The student argued that to lose such a prestigious status can embarrass them as well as disappoint their teachers and top school managers. Therefore, after becoming

¹⁶ There are certain things they do not do because they are celebrities. If I wasn't into the limelight I could sit by the roadside and wait for my parents. But I cannot because I am in the limelight. So there are certain things I will restrain from because I am in the limelight.

famous the student humbles themselves in order to retain the earned social status in school. This presentation is one of the typical PA activities which definitely affect student discipline.

At one secondary school, I organized a focus group discussion to get students' thoughts about photographs of some PA students' activities that had been taken earlier (Appendices **XII**, **XIIIa**, **XIIIb**, **XIV**, **XV**, **XVI** and **XVII**, pages 121 - 126). The group involved two girls (**NC** and **SD**) and two boys (**CK** and **NF**). The group discussion led to realization of informants perspectives that,

NF: We have undeveloped MDD. They have just started it. When it is started many students want to be part of it. **NC:** When they took away music, students complained. If we are allowed to perform music, it could minimize the rate of escaping from school. **SD:** One of the reasons for escaping from school is lack of activities like music. Students go to participate in MDD of other schools like Bethel Covenant College (Not real name). It has the MDD and last year they had a festival. We had a student in S.4, who was performing in MDD there yet he was in this school because we lack MDD in the school. If only we had MDD in our school, he wouldn't have gone there. **CK:** Some students enjoy the music so much. We used to perform at assembly but no longer. There is no time for that because assembly lasts only 40 minutes during which we are told what is going on in the school; new teachers are introduced to us plus activities for the week. **SD:** If only we had MDD, academic performance would be high. Imagine students stay in class all day and their minds collapse. **NF:** MDD develops talents. If you do not have it they (students) will not expose their talent. Students learnt the cultures, how to behave for example the Baganda we are supposed to wear long clothes. We can check our cultural behaviors and we can get the right behaviors from MDD. (FDG held on 2014, July 24)

These four informants raised concern about absence of PA programs in their school yet they stay in class all day and get exhausted. They admire other schools where PA exist and mention one student that left school to search for PA activities in another school. The findings revealed that the absence of PA activities was the cause for the student indiscipline in the school. One student points out that MDD would enable them to do well academically,

develop talents and learn good behavior from their cultures. This is in agreement with Ewing (2010) who argues that an education rich in PA maximizes opportunities for learners.

The study further revealed that, PA can be used to train students to appreciate beauty. In relation to that one teacher pointed out that,

We had one boy that was a musician who was always smart in his dressing. You would never find his shoes unpolished. I don't know how he used to manage, even with bad weather he always had clean shoes and smart uniform; he used to tuck in nicely and belt, always smart in everything he did. He would move musically go to play the piano and then after playing the piano he would make sure that his books were put in order and whatever he used was smart. (GL Interview 2014, July 3)

The findings exposed the fact that PA train students the sense of beauty. Students love to have a beautiful and pleasant world that originates probably from the pleasantness of art. Musical sound for example is organized in order to realize pleasant combinations. This is because music could be defined as a combination of sounds with a view to beauty and expression of emotion. Therefore, through beautiful sounds musicians aim to express their emotions. In drama, the artistic works of costumes designing, make-up, scenery and lighting among others aim to beautify the performance. The same thing applies to dance performance. The love for beauty controls the student to cultivate a peaceful environment. In other words the student will not wish to scandalize themselves because that would disrupt their peaceful and pleasant environment. Therefore, PA affect the emotions of the performing students and those that listen to their serene performing art works. In this way, the PA activities directly affect student behavior and therefore discipline.

The study further revealed that, PA programs can be successful when all teachers and students are involved in the activities. In line with that, one music teacher pointed out that,

I began by mobilizing the teachers of course many did not know the usefulness of PA but when they got convinced, they helped me greatly. It

should be a collective effort by all the teachers and if the program is well organized, you cannot lose time for studies. (BSL Interview 2014, June 21)

There is a need to have a teacher with technical knowledge, skills and interest in PA to manage a department. The role of that teacher would include but is not limited to mobilizing fellow teachers to participate in PA activities. In this way, valuable time will not be wasted because every activity can be well managed. When the teachers realize there is no wastage of time, they will not only participate but also encourage the students to do so.

4.3.2 Effects of PA and interpersonal skills on student discipline

Interpersonal skills are very important in training people to work with others smoothly. Performing Arts can effectively train learners in those skills. This is because PA requires and leads to development of social skills in order to work well with others. This concurs with Petty (2004) who argues that role play is very useful in training interpersonal skills, social skills and other sensitive spheres that could help learners to deal with issues like teen pregnancy, smoking, puberty and others. This study revealed that in the school, PA activities can create opportunity for the school managers, teacher, students and other stakeholders to meet up and even work together. In line with that, one teacher observed that,

Teachers support houses not only to control but they go there to listen to the students. They don't impose anything on them but they allow them to talk, listen to the students and either agree or disagree with what they have to say. ¹⁷One house has been performing poorly in the festivals, they went back and thought that was not supposed to be their usual place. The teacher went in to work for the sake of the students. He was working with them, they were also working with him, so they could do things together. They planned the dances together, designed the costumes together; planned everything together. And in the end it was the house that won. (BG interview 2014, June 23)

This means during PA teachers attend the rehearsals and play many roles; as observer, advisor, organizer, audience member among others. One major role is that of listening to and

¹⁷ The students come to know whether the teachers disagree with what they are doing together. I've seen a house where that young lady (pointing to one of the girls in the house) belongs, the teacher was there talking to the girls and focusing on their interests. The teacher was showing them how something can be done very well and in a very interesting way.

watching the students rehearsing. This is in agreement with Camelon & Moss (2011) who argued that listening to and communicating with learners improves learning. The study revealed that when the teachers listen to and communicate with the students during PA activities, their behavior is controlled without much effort. Students tend to feel the presence of the teacher and behave accordingly. In addition to that, they feel encouraged to work in the attention of the teacher but without the latter dominating the process as is usually the case in a traditional classroom. Students may ask some questions which they need answers to which the teacher should address. When students have opportunity to talk with the teacher the gap between them and the latter is narrowed. This brings about open channels that will be exploited by the students to develop interpersonal skills and express their needs. In the same way, teachers will be able to identify the needs of the students and address them.

The study further revealed that PA enable students to develop skills that enable them to live together. Those skills enable them to cultivate interpersonal abilities. In line with that, one student observed that,

PA enable us to live as communities.¹⁸ We may not sleep together but meet during PA performances. For example I may act with a girl in a younger class and this makes it communal. I would not have known that young girl but PA offers such opportunities. We get closer to one another. PA therefore differs from other educational programmes in that way. (NSY Interview June 24)

This means PA creating opportunities for students to work in groups is a fundamental requisite of education managers. This is in line with Pollard (2002) who argues that learning is influenced by culture, knowledge, values and ideas of social groups the student has experience with. Nothing can give students a sense of security than to know that they have

¹⁸ We are growing up in an era where everyone minds about themselves. There is nothing communal. We have built the walls to our houses way too high. It is at school where students get to know about community. It is important because the (fenced) houses teach children to be selfish. They only care about themselves and even in class we are taught to compete. Sharing of marks is never done; instead everybody is told how they performed individually. We do not praise each other for any good performance in class because we are taught to compete.

friends in their environment. This concurs with Camelon & Moss (2011) who argued that education has the aspect of socializing function in reinforcing social solidarity and interdependence. Students cherish life in a society where they have opportunity to relate and understand one another. In addition to that, they learn a great deal from their peers when a free atmosphere is created for them. They want to share experiences and opportunities among themselves. Since many urban families do not offer their children chance to meet with their peers at home, they want to catch up while at school. In addition to that classroom academic work does not enable them to socialize; they exploit activities like PA to meet their needs in that respect. There is more interaction among young and old students (vertical) and classmates (horizontal) in their houses since all classes may be represented in each house. Different cohorts interact and socialize; get closer to one another. This builds relationships among students where older students cannot tread on young ones because they realize their value in the group.

Performing Arts can be used to keep students busy and interested them in their school activities. One student observed that,

I have noticed that during time for PA programs you do not get to hear of student having escaped from school or partnering up and having all sorts of immoral behavior because there is something that has taken up their mind. When music sounds in a certain room students come round especially when they hear nice music, they gather around to enjoy the music and see what is going on. (AMB Interview 2014, July 3)

When students are exposed to PA activities, they can work together; boy and girls. This is helpful because where they would have been involved in promiscuous relationships; they find themselves partnering in music, dance and drama performances. Performing Arts are social activities that require them to perform different roles while working together. During MDD rehearsals in mixed schools, the boys and girls train together. They are allocated roles that suite their abilities, age and sex. For example, the bigger boys can act the father's role, bigger girls the mothers and the young ones become children and in that way, the family is

complete. Then they are trained to relate in that setting. The boys are able to meet girls, and girls the boys. They behave very freely to one another while training helped by the teachers. So the socialization which they would have gone searching for outside school they find it inside the campus. That gives them satisfaction so they do not go to look for the opposite sex or even imagine disruptive thoughts about them. They also discover the strengths and weaknesses of their peers. This is quite helpful in training student social skills because they learn to relate with one another.

I had a FGD where three teachers at one school after a drama festival participated. Following are their perspectives about PA and student interpersonal skills,

SK: It could be natural that a performer is social, a performer is cooperative, a performer is responsible, a performer is tolerant; there are so many things. As you go on stage and as you work together, there is self respect, and if the performer has no self respect, you fail the group. Those who have no self respect will dropout. In music it is just a combination. The combination gives you the best. Therefore you must be disciplined. **KTN:** Without discipline, you cannot socialize with other people. You just have to be dynamic other people have their ways and you have your ways. So you have to adjust because other people will be different and you are different; therefore you have to adjust to fit together. **JPM:** Like in drama, you create the model of a person you want, interpret it, dress it, permit it and you become that. Then tomorrow you are a different person. (SK, KTN and JPM discussion excerpts 2014, August 3)

The study revealed that PA make one to be social because their works attract many people; some are fellow performers, advisors, designers and others audience. Their works involve people with different talents getting together either to perform or to watch the performances; this makes them social people. Those who perform must develop a certain level of understanding among themselves for mutual reasons. This harmony can only develop when people that are involved have discipline. Harmony is also a music concept that describes the state of musical sounds being well in agreement. Therefore, music has inherent concepts that highlight the need for mutual understanding and friendliness among members.

The study further revealed that it is discipline of the members that determines the success of a group of students. This is because members of the group will work together only when they are disciplined towards one another. They will be able to put up with one another because they see need to combine efforts. Generally one cannot be a sole person in music; you need other technical people around to make contributions as the needs may demand. When you are composing, you need people around; when you are recording, you need people; when you are playing instruments, you need people. You cannot do everything alone. When you work collectively, the different ideas, skills and abilities result into realization of a harmonious and marketable whole. When some members see no need for working together, they miss the advantage of synergizing; which enables some members cover up for weaknesses of one another in their group. If one person is a good singer but cannot dance, then the good dancer who is not a good singer will cover up. It is good discipline that enhances social behaviors and attracts others to belong to one's group. This is one way the PA dictate on personal discipline because of their sociable nature.

The findings further revealed that in addition to that, through PA activities students can develop team spirit, set collective goals and work towards those goals with minimal teacher involvement. The point is not the passive role of teachers but the free environment where students are fully in charge of their learning. In line with that, one head teacher observed that,

The house mistress said this time she had experienced the biggest teamwork. She had never seen such house spirit since she became house mistress. Teamwork, rapport, thirst to win, thirst to change the status quo of being last really determined the way they behaved. Whatever they were told to do, they did; the way they got on the stage, the dress code everything had changed. If they were told to do something because it would give them marks they would bend, they would do anything to earn that one mark.¹⁹ So the house mistresses, the students, the parents, everybody in those two

¹⁹ I don't know what I saw that day. I have not seen it anyway. And it came also from the leadership of the housemistresses this time round. So that house started practicing at the beginning of the term and said to me they were not going to be the last or second last. We must be among the top two.

houses actively participated. That is what moved me.²⁰ I never use academics, if somebody can do the co-curricular very well, the academic falls neatly in place depending on somebody's strength really. (VK Interview 2014, June 29)

Performing Arts offer students opportunity to work on common goals in teams. This builds team spirit among students and helps them to learn from one another. Working together leads them to develop collective inner feelings of love for their group. This love for the group makes the students to sacrifice whatever it takes to contribute towards the collective ambition. Since students tend to love occasions where they work together with in their own means and at their levels, they learn from one another and build teams that aim at collective achievement. This in itself trains the students to put the values of the group above their individual interests. The needs of the group end up dictating on individual discipline of every member of the group; it may be a dormitory, house or class. That is how PA affect interpersonal skills which in the end affect the discipline of students.

The study further revealed that when students understand the motivation for doing what they have to do, the results can be amazing. The students can sacrifice anything in order to achieve what they have been convinced to be worth doing. It becomes more exciting when they are part of the process of shaping their collective ambition that call for team effort. The students of that former poorly performing house which became the winners had modeled up their strategy collectively. They worked with their teacher and other technical persons. They regarded the instructors as guides that were moving them towards their collectively desired goal. This is why they were ready and actually did whatever they were instructed to do in order to win. The fact that they were in need of winning the festival made them to work very hard and collectively without being policed. In that way, the teacher effortlessly witnessed

²⁰ I pick from those learning moments, to talk about discipline, to talk about academic performance, to talk about the ethos of the school, I pick from the house work, sports, music, dance, drama, community work cleanliness. I pick from that.

students shaping their own good discipline. It was the fact that students had collective goals to achieve that arose from a bad history and the opportunity of participating in PA that caused collective work to happen. As a result, students develop interpersonal skills.

In conclusion, basing on the study findings presented and discussed above participation in PA can play various roles in affecting discipline of students. Participation in PA motivates students to understand the need for being disciplined, affect students' academic performance, growth and development yet they are the weakest subjects on the secondary school curriculum. Performing Arts experiences could be translated into productive activities, reassurance, concentration and relaxation affect student discipline and music can be used to address students stress and pressure. The curriculum for PA education can affect learners' discipline and Students' interpersonal skills can affect their discipline too. Therefore, Since PA affect students' behaviour, they could be used to manage student discipline.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENATIONS

5.0 INTRODUCTION

This chapter presents a summary of my findings, conclusions arising there in and the study recommendations as well as areas for further research. This study was carried out to establish the possibility of using PA to address the escalating student indiscipline in secondary schools.

5.1 Summary and conclusion

The summary and conclusions are given according the objectives of the study.

5.1.1 Managers' perceptions of the role of PA in student discipline management

The school managers included head teachers and teachers in the six selected schools. I wanted to find out whether school managers had experiences and thoughts about the possibility of using PA to address the problem of student indiscipline.

The findings of the study showed that student discipline in urban Uganda raises fears due to the fact that it is getting worse every day. Some parents do not care about the discipline of their children especially when they get to secondary schools. The study further revealed that teacher trainees do not receive thorough orientation in discipline management and yet they later become the school managers. As a result they are using ineffective methods to manage student discipline.

The study therefore concludes that the student discipline problem in Kampala district is big and is caused by lack of proper parenting, teacher trainees that lack training in discipline management and society in general.

This study further revealed that PA could be used to address student discipline in the following ways:

Performing Arts enable schools to affect students discipline because they can go beyond the ears and reach the real child. The real child laughs, shouts and dances. By shouting the student is proving the fact that they are natural; normal, sincere, genuine and relaxed. When students dance they relax physically and emotionally. The school reaches the real student by offering the PA experiences that provide a fertile learning environment for the developing person to learn effectively. Therefore, through PA activities students can educate one another about various issues. These become lessons where students take full charge of their learning and it transforms all of them; those that act on stage as well as those that watch are all transformed.

The study revealed that, PA offer a social platform where students can be guided on disciplinary matters by their peers. This helps them to understand more easily and impacts on their discipline. Through PA students discover who they are. This self discovery takes place after a successful stage performance where the student identifies their potentials. After that they move on to develop and celebrate their talents. The study further revealed that PA help students to attach value to their lives and therefore behave well. Students tend to feel choked if they are subjected to unending academic work.

I therefore conclude that without refreshing activities like PA students become indiscipline cases especially those that are not talented academically.

The study further revealed that, PA are effective interaction outlets for students to express themselves freely about issues that affect them in school. This helps the school managers to know the thoughts of the students and get feedback about the experiences of the school and devise means of addressing any problems that may be pointed out. In addition to that PA are

effective means of addressing indiscipline because the actors and actresses become symbols of the messages to the students' body for a long time. Also through PA students get motivated to work harder and are trained in time management. In addition to that, through PA activities, teachers can get more time to work with students outside classroom teaching. The study further revealed that students can manifest their exceptional abilities that classroom experiences cannot give them opportunity to show.

The study further revealed that PA greatly influences the kind of alumni a school produces because they can be channels for communication of values of the school and society. As a result they can have great influence on the students' morals. In addition to that PA activities are a way of making the learning environment rich and exciting for the students and this affects their discipline. Findings further shared that, through PA students develop skills in Music, Dance, Drama and other areas which eventually become sources of income after school and enable students to develop effective listening skills. The study further revealed that student discipline could be improved through well organized PA festivals within the school. Giving outstanding performers award can greatly improve discipline levels because even those that are not excellent PA presenters could win prizes.

Performing Arts activities also cause the students to become polite and enhance their ability to express themselves as well as give students opportunity to manifest their true characters. In addition to that PA also offer training in stage communication skills addresses the student's inadequacies such as shyness, fear, nervousness among others. The student is encouraged to express themselves at all times and want to venture further as they develop those skills. In that way school life leaves no room for students to misbehave.

I therefore conclude that PA are inevitable in the secondary school students' lives because they play a great role in their growth and development in the first place. In addition to that, they affect students in many ways which could make their school learning more successful. This is because if school offers well planned and managed playful experiences, that will constitute the real education. Students will love the schools and feel happy to be in them because they address their interests.

The study however revealed that the education curriculum does not favor PA activities since society focuses on academic results and school managers also concentrate on that. As a result PA are the weakest subjects because many school managers and teachers look down upon them and do not allocate them time on the timetable. Secondary schools are phasing out PA activities from their programs and as a result very few schools offer students opportunity to participate in PA because they are generally looked down upon.

I therefore conclude that the education curriculum does not take into account the fundamental contribution of PA to students' lives and this could be a major reason for the escalating student indiscipline.

5.1.2 Students' thoughts about the influence of PA on their discipline

The second objective of this study was to find out the students' view about the role of PA in management of student discipline. The following were the key findings in line with this objective as reflected in the previous chapter of this work.

Lengthy classroom work tires students and PA can be used to refresh their minds. Performing Arts engage the mind, the body and soul thereby reaching and refreshing the whole person of the student. The time to laugh provides emotional refreshment and when they dance and sweat, they refresh their bodies. The study also revealed that memorizing the vocal parts in

the choir keep the minds of the students alert and that is how the PA can refurbish the whole student. The study further revealed that PA can make school life interesting and students get opportunity to use up their energy instead of being dormant and idle. This is based on the saying that an idle mind is the devil's workshop. Students tend to manifest indiscipline when idle and eventually lose interest in their school affairs. Performing Arts also provide students opportunity to be active and interested in their school experiences. In this way indiscipline is kept under check.

I therefore conclude that PA play a role in refreshing and engaging students both physically and mentally, which is fundamental for their growth, development and eventually discipline.

Findings also showed that music activities can create unity among students and can be attractive to them due to the beauty of musical sound. This sound can soothe the minds of the students and lead them to calm down. This is because when a person is exposed to music that is calm and quiet, their behavior and even health will respond in that direction. In addition to that contemporary music styles have attracted and influenced youths greatly. Schools need to include those genres in their programs. This is because music has power to possess a person and affect the way s/he behaves since there are instances when music has been used to possess people's minds.

I therefore conclude that music can discipline students by making them relaxed, peaceful and composed when they perform or listen to it. This has got to be cool music rather than hard rock or other similar genre.

5.1.3 Ways through which PA can be used to address student indiscipline

The findings related to this study objective revealed a fundamental that the absence of PA activities was one of the causes for student indiscipline. In addition to that, MDD was found

to enable students to do well academically, develop talents in those arts and learn good behavior from their cultures as reflected in the performances.

I therefore conclude that when schools do not offer PA activities they risk spending a lot of time punishing indisciplined students and missing out on their academic performance.

The findings further showed that participation in those arts enables the students to make presentations which in the end put them in public attention which eventually humbles them. The study further revealed that, PA can be used to train students to appreciate beauty and that PA programs can be successful when all teachers and students are involved in the activities. The study also revealed that PA trains students in interpersonal skills and enable them to work with others smoothly. This is because PA requires and leads to development of social skills that enable them to live together. In addition to that, PA can be used to keep students united and interest them in their activities.

I therefore conclude that when students get known by many people in the school environment for doing good things, they become even more disciplined. They focus on maintaining the good image and will not want to do anything that can cause negative publicity. In addition they will prefer tranquil organized environment and do anything to stay at peace with everybody. In that way, their discipline is kept under check.

The study further established that it is discipline of the members that determines the success of a group of students. This is because members of the group will work together only when they are disciplined towards one another and also develop team spirit, set collective goals and work towards those goals with minimal teacher involvement. I therefore conclude that discipline needs to be managed among students in totality since they form one community

that has a united overall objective. They can be united to support one another in issues of discipline in order to sustain the good image of their community.

In conclusion, basing on the study findings, the discipline problem in secondary school of Kampala district is only escalating but immediate intervention can change the trend. If education stakeholders put in place appropriate measures like instituting PA programs among others, the student discipline problems will cease to be a threat.

5.2 Recommendations

The following recommendations that could enable school managers use PA to contribute to reduction of student indiscipline in secondary schools are made:

School managers need to draw programs for students to make PA presentations during assembly every week focusing on disciplinary needs among the students. Those presentations can be competitive and held every term. School managers could also encourage organization of festivals and concerts that target student disciplinary problems where parents and the public are invited. This can lead to involvement of all stakeholders in the school environment in discussing and coming up with solutions to the student disciplinary problems as they happen in the school. The school managers should encourage all members of the teaching staff to participate in PA programs. This is because without their support, some students may never realize the value of PA. The involvement of the entire staff calls for proper planning, coordinating, monitoring, controlling and evaluating by a well qualified teacher of PA.

The curriculum for UCE and UACE could include participation in PA as one of the competencies that should be on the final grading of students. Therefore UNEB and National Curriculum Development Centre (NCDC) could devise ways and means of assessing students' competencies in PA for that reason. The teaching syllabus for music as a subject

needs to take into account current popular music genres. This is the music which, students hear on radios, watch on TVs and during functions that take place in society. This can interest them more in the subject. In addition to that, public and private TVs and Radio need to air more formal and traditional folk music so that it becomes part of students' daily experiences. Teachers need to be allocated more time on the time table to work with students outside the academic classroom teaching to engage in PA and similar activities. During that time teachers can address the discipline needs of their students.

Teach training programs could give prominence to the aspect of discipline management in light of the students' needs and limitations in their diversity. This would prepare teachers that later become school managers for more effective discipline management roles.

Policy makers should come up with policies that highlight the primacy of addressing student disciplinary problems in secondary schools.

Students need to be more careful when deciding the kind of music to listen to for prolonged periods of time. The music lyrics can affect the way they think and eventually behave. They also need to avoid the thinking that being wasted means living modern life.

Parents should not ignore the discipline of their children even when they get to secondary school.

5.3 Areas for further research

This study was carried out in the city; an urban area. A similar study could be carried out in a rural environment to find out whether similar results can be attained. It could also be interesting to find out how role models shape student discipline, how family backgrounds influence student behavior and whether PA could be combined with guidance and counseling to address student indiscipline. It could be interesting to find out whether it could be possible to involve students more in management of their discipline and how this could be done.

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APPENDIX I: School Managers' Interview Guide

1. Could you explain to me your experiences of student discipline in your school?
2. Could you explain to me the roles that participation in PA can play in the growth and development of students?
3. Could you explain to me the roles that participation in PA can play in students' academic achievement?
4. Could you explain to me how much students' participation in PA features in your school curricula activities?
5. Could you explain to me how the PA curriculum affects student discipline?

APPENDIX II: Teachers' Interview Guide

1. Could you explain to me how participation in PA affects students' behavior?
2. Could you explain to me how participation in PA could be used to affect students' academic work?
3. In which ways could participation in PA be used to manage student discipline?
4. Could you explain to me how participation in PA affects growth and development of students?
5. Could you explain to me how student interpersonal skills affect student discipline?

APPENDIX III: Students' Interview Guide

1. Could you explain to me the methods which your school uses to address indiscipline among students?
2. Can you explain to me how participation in PA could be made productive activities in your school?
3. Could you explain to me how participation in PA affects your behavior?
4. Could you explain to me how reassurance, concentration and relaxation affect student discipline?
5. In which ways could participation in PA be used to address students' stress?

APPENDIX IV: Focus Group Discussion Guide

1. What are your experiences about the state of student indiscipline in your school?
2. How can participation PA activities be made productive in school?
3. How can participation in PA activities influence your behavior?
4. How can participation in PA be used to address your stress?
5. What roles can students play in the use of Performing Arts to address student indiscipline?

APPENDIX V: Observation guide

1. Identify any PA materials in the school
2. Identify any students' PA activities held in the school
3. Identify the level of student participation in PA activities
4. Identify responses of the students towards students' PA activities
5. Identify School managers' responses towards students' PA activities

APPENDIX VI: Assembly Program

ASSEMBLY LED BY S.4 Blue Class on 10th June 2014

Theme: Modesty

ITEM	DETAIL	INCHARGE
Opening prayer Introduction of theme	Definition of Modesty	KJ S.4
<i>National Anthem</i> <i>School chant</i> <i>East African Anthem</i> School pledge Psalm 23	- 1 Minute - 2 Minutes - 2 Minutes	AF S.4.B KJ S.4.B ML S.4.B MAM S.4.B BB S.4.B
Praise & Worship	Praise - <i>Double double – 2 Minutes</i> - <i>Yesu Niwangu – 2 Minutes</i> - <i>Touch me – 2 Minutes</i> - <i>Hakuna Mungu kama wewe – 2 Minutes</i> - <i>Sugar and butter my bread – 2 Minutes</i> - <i>Let it shine – 2 Minutes</i> Worship - <i>None like you – 2 Minutes</i> - <i>He knows my name – 2 Minutes</i> - <i>Touch my body – 2 Minutes</i> - <i>Rock of ages (I have a father) – 2 Minutes</i>	AF KJ ML MAM BB 20 minutes
Intercessions	For the school For the sick and suffering For the candidates	BB AF AKM in Arabic
Bible reading and Interpretation	Proverbs 25: 6-7	TT S.4 TC S.4
News	School news National news International news Sports news	AA WS AH NM
<i>Dramatized poem</i>	<i>Demonstrating modesty</i>	<i>NF – 8 Minutes</i>
Old student		KD
<i>Group song</i>		<i>AF – 4 Minutes</i>
Speech		LO
<i>School routine dance</i>		<i>MP – 5 Minutes</i>

APPENDIX VII: Term Assembly Fixtures
TERM II 2014

WEEK	CLASS	THEME	INCHARGE
1	Staff members	<ul style="list-style-type: none"> • Routine dance highlighting one of your school activities / events that promote theme: <i>Gratitude</i> • Sing a gospel song that has your theme as the main message • Dramatize your poem (Must be about the theme) • Your class members & teacher must invite an old student, to speak at your assembly for only 3 Minutes <p>Be to the point, decent, creative</p>	Ms. JN
2	S.2. B, S.2. R	<ul style="list-style-type: none"> • Routine dance highlighting one of your school activities / events that promote theme: <i>Hard work & Dedication</i> • Sing a gospel song that has your theme as the main message • Dramatize your poem (Must be about the theme) • Your class members & teacher must invite an old student, to speak at your assembly for only 3 Minutes <p>Be to the point, decent, creative</p>	Ms. DN
3	S.4.R	<ul style="list-style-type: none"> • Routine dance highlighting one of your school activities / events that promote theme: <i>Commitment & Time Consciousness</i> • Sing a gospel song that has your theme as the main message • Dramatize your poem (Must be about the theme) • Your class members & teacher must invite an old student, to speak at your assembly for only 3 Minutes <p>Be to the point, decent, creative</p>	Mr. AJ
4	S.4.B	<ul style="list-style-type: none"> • Routine dance highlighting one of your school activities / events that promote theme: <i>Modesty</i> • Sing a gospel song that has your theme as the main message • Dramatize your poem (Must be about the theme) • Your class members & teacher must invite an old student, to speak at your assembly for only 3 Minutes <p>Be to the point, decent, creative</p>	Mr. AS
5	S.6 Div/Lit	<ul style="list-style-type: none"> • Routine dance highlighting one of your school activities / events that promote theme: <i>God Fearing</i> • Sing a gospel song that has your theme as the main message • Dramatize your poem (Must be about the theme) • Your class members & teacher must invite an old student, to speak at your assembly for only 3 	Mr. OD

		Minutes Be to the point, decent, creative	
6	All student leaders & Old students	<ul style="list-style-type: none"> • Celebrating the School anniversary • Sing a gospel song that has your theme as the main message • Dramatize your poem (Must be about the theme) • Your class members & teacher must invite an old student, to speak at your assembly for only 3 Minutes Be to the point, decent, creative	Mrs. PNN, Mr. KJ, Mr. MT, Mr. JK
7		School Service	Mr. AJ Laity
8	S.6.Geog	<ul style="list-style-type: none"> • Routine dance highlighting one of your school activities / events that promote theme: Graciousness • Sing a gospel song that has your theme as the main message • Dramatize your poem (Must be about the theme) • Your class members & teacher must invite an old student, to speak at your assembly for only 3 Minutes Be to the point, decent, creative	Mrs. JLB, Ms, EK
9	S.3.B	<ul style="list-style-type: none"> • Routine dance highlighting one of your school activities / events that promote theme: Courtesy • Sing a gospel song that has your theme as the main message • Dramatize your poem (Must be about the theme) • Your class members & teacher must invite an old student, to speak at your assembly for only 3 Minutes Be to the point, decent, creative	Mr. JK, Mr. SK
10	S.6.Sc	<ul style="list-style-type: none"> • Routine dance highlighting one of your school activities / events that promote theme: My contribution to society • Sing a gospel song that has your theme as the main message • Dramatize your poem (Must be about the theme) • Your class members & teacher must invite an old student, to speak at your assembly for only 3 Minutes Be to the point, decent, creative	Ms.VM, Mr. MS
11	S.3.R	<ul style="list-style-type: none"> • Routine dance highlighting one of your school activities / events that promote theme: Positioning myself for greatness • Sing a gospel song that has your theme as the main message • Dramatize your poem (Must be about the theme) • Your class members & teacher must invite an old student, to speak at your assembly for only 3 	Mr. TM, Mrs. PIN

		Minutes Be to the point, decent, creative	
12	S.5	<ul style="list-style-type: none"> • Routine dance highlighting one of your school activities / events that promote theme: <i>Integrity</i> • Sing a gospel song that has your theme as the main message • Dramatize your poem (Must be about the theme) • Your class members & teacher must invite an old student, to speak at your assembly for only 3 Minutes Be to the point, decent, creative	Mrs. GNW, Mr. II, Mr. OD, Mr. MT
13	S.1.B, S.1.R	<ul style="list-style-type: none"> • Routine dance highlighting one of your school activities / events that promote theme: <i>Esteem</i> • Sing a gospel song that has your theme as the main message • Dramatize your poem (Must be about the theme) • Your class members & teacher must invite an old student, to speak at your assembly for only 3 Minutes Be to the point, decent, creative	Ms. FN, Ms. EL, Mr. DN, Mr. RT

APPENDIX VIII: Folksong Adjudication Form

Ugandan Folk song

(Not more than 8 minutes), House:..... Date: 25th April 2014

GUIDELINES	REMARKS	MARKS
Tone (Authenticity, belonging to tradition as stated)	<i>The tone is African and richly authentic</i>	/15
Diction (Clarity of words, naturalness)	<i>The words were natural and clearly traditional</i>	/15
Rhythm / accompaniment (Life freedom, steadiness)	<i>The rhythm is steadily kept</i>	/15
Phrasing (Shape and continuity of vocal lines, flowing)	<i>Tried to sing the vocal lines. A good attempt to sing the syncopations. Keep it up.</i>	/15
Expression (Appropriate dynamics)	<i>A lot is desired to employ dynamics</i>	/15
General Interpretation and Presentation	<i>The costumes and props are good and authentic. A rich climax is noted. A good effort was put in</i>	/25
Total		/100

APPENDIX IX: Mime Adjudication Form

Mime (6-8 Minutes), House:..... Date: 25th April 2014

GUIDELINES	REMARKS	MARKS
Choice (Suitability, relevance)	<i>A good choice, relevant and suitable. Appropriate</i>	/10
Diction (Intonation, clarity of words, naturalness)	<i>Fairly mastered but could be improved on so as to clearly imitate the original song</i>	/15
Acting (characterization, teamwork, message, movement)	<i>A good trial but should stop pointing sharp materials to the performers</i>	/20
Costume (Appropriate)	<i>The props and costumes are okay and appropriate but could make more authentic African women costumes</i>	/10
Production (Variety, pace, creativity, imagination)	<i>A good attempt but could avoid double acting. A fair trial on creativity and general performance</i>	/20
General Interpretation and Presentation	<i>Could improve on the general acting otherwise double acting spoils the general production</i>	/25
Total		/100

Appendix X: Shield for Best House in Speech (Photo by Isabirye. J.)



Appendix XI: Shield for Best House in Performing Arts *(Photo by Isabirye. J.)*



Appendix XII: Backdrop & stage set for students' play *(Photo by Isabirye. J.)*



Appendix XIIIa: Students Perform Fishing Folk Song (*Photos by Isabirye. J.*)



Appendix XIIIb: Fisherman (in foreground) survived a crocodile (*Photos by Isabirye. J.*)



Appendix XIV: Students perform folk song about drunkenness (Photo by Isabirye. J)



Appendix XIV: Students Perform Folk Song about cattle raring. (Photo by Isabirye. J.)



Appendix XVI: Students perform HIV / AIDS creative dance (Photo by Isabirye . J.)



Appendix XXVII: Students perform Runyeye courtship dance *(Photo by Isabirye. J)*



Appendix XXVIII: Students mime a song about cultural values (Photo by Isabirye. J)



Appendix XIX: Notice Board Poster inviting parents to drama competition (Photo by Isabirye. J.)

NABISUNSA GIRLS' SCHOOL
INTER-HOUSE DRAMA COMPETITIONS

The headmistress and staff of Nabisunsa Girls' School with pleasure invite
Parents
 To the Inter-Drama competitions scheduled for 21st June 2014, starting at 7:00am to 6:45pm
 at the School.
 Your presence will be highly appreciated.

DAY'S PROGRAMME

7:00 TO 7:40am	8:00 TO 12:30pm	12:30 TO 2:00pm	2:00pm TO 6:45pm	6:45pm
Students Assembly Teachers Assembly National Anthem Schools Anthem Prayer Aids Song	Blue East Pink West Blue West Yellow West Yellow East	LUNCH	Green East Pink East Green West	END OF PROGRAMME

Uganda Police Force

Children who witness violence may be harmed as well as the victim. See school for more info.

The Connection Between Violence against Women and HIV/AIDS

Violence Against Women

Appendix XX: School assembly led by senior four blue class on June 10th 2014 (Photo by Mr. Tugumisirize)



Appendix XXI: Senior four blue class sing and dance at assembly on June 10th 2014
(Photo by Mr. Tugumisirize.)



Appendix XXII: Inmates' dress rehearsal at Luzira Upper prison (Photos by J. Isabirye)



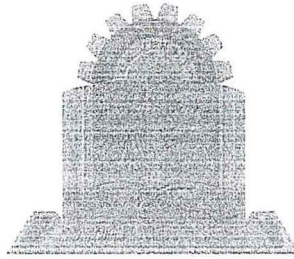
Appendix XXIII: Inmates waiting to perform at Munyonyo ACSA conference (Photos by J. Isabirye)



Appendix XXIV: Women Inmates perform at Munyonyo in ACSA conference *(Photos by J. Isabirye)*



KYAMBOGO



UNIVERSITY

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www. Kyambogo.ac.ug

Department of Educational Planning Management

Date: 04 June 2014

TO WHOM IT MAY CONCERN

This is to certify that **ISABIRYE James, Reg. No. 12/U/ /084/GMED/PE**, is a student in our department pursuing a Master's Degree in Education in Policy Planning and Management. He is carrying out research as one of the requirements of the course. He requires data and any other information on this topic entitled:

Participation in Performing Arts and Student Discipline Management: An Investigative Study in Selected Secondary Schools of Kampala District.

Any assistance accorded to him is highly welcome. He is strictly under instructions to use the data and any other information gathered for research purposes only.

Thank you

Yours faithfully

Komba

Leticia Komba Rwakijuma (Mrs.)
HEAD OF DEPARTMENT

