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Exploring the influence of Fishing activities and behavior mannerisms of Learners in primary schools in Uganda: Lessons from Katwe sub-region in Kasese district

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ABSTRACT*: This article examined the impact of fishing on Learners' behavior mechanism in Primary Schools in Katwe Sub-Region, Kasese district. It examined the behavior mechanism among Learners, find out challenges faced by school administrators in handling Learners' behavior mechanism and to determine the influence of fishing activities on Learners' behavior mechanism. A total of 105 respondents were involved in the study who were purposively selected and stratified random sampling was used to select them. Sources of Primary data were structured questionnaires and interview guides. Analytical techniques used where descriptive statistics means was used to analyse quantitative data, tables and percentages were used to enhance data analysis. The results of this research show that fishing and its related activities negatively impact on Learners ' behavior mechanism, i.e. these activities are the main causes of bad behavior mechanism among learners. Recommendations include National Policy be put in place to restrict school going ages in fishing and non-government organizations to fund education and provide scholarships for higher education to ease the suffering of teenagers who fish to support and finance their Education.*

Keywords: Fishing grounds, Leadership mechanism, Leaners habits, Behavior change,

Introduction

This research focused on the impact of fishing on Learners' behavior mechanism in Katwe sub Region, Kasese District. Fishing activities is independence variables while learners' behavior mechanism is the dependent variable. Behavior is a system of training of mind and character so that the individual is guided to make reasonable decisions in a responsible manner. Behavior mechanism should lead to obedience, self-control and the development of an attitude of cooperation and being accountable for one's bahaviour and action (MOE 2020). Good bahaviour is widely acknowledged to be essential for creating a peaceful school climate. It is a basic requirement of successful teaching and learning in schools and necessary for effective school management and accomplishment of its goals (Odongo, Odwar, Kabuka 2016). Ouma Simatwa and Semen (2013) ascertained that discipline is an important component of human behaviour that without it, an institution cannot function well towards the achievement of its goal. It is one of the main attributes of effective school (Agbenyega 2006).

Management of Learners ' behaviour mechanism in school's context involves the successful control and guidance of Learners in order to achieve the schools desired outcomes (MOE 2020). Management of discipline also involves the management of learners' behaviour within and outside the classroom (Koh, 2025). Effective management of Learners ' behaviour is about developing productive ways to prevent problems from occurring while creating a positive learning environment (Burden 2016). This implies that for any school to have a smooth running of its activities discipline should be maintained since it ensures no disruptions in the learning process.

In the United Kingdom, every school has a behaviour policy which hosts the rules of conduct for Learners before and after school as well as during the school day. Public schools in the United Kingdom often rely heavily on the maintenance of discipline by older boys (MacCurdy, 2018). Detention is also one of the most common punishments in schools in the United Kingdom, Ireland, Singapore, Canada, Australia, New Zealand and South Africa among other Countries. The South African Act 84 of 1996 section 8 highlights that the management of discipline and Learners ' behaviours calls on teachers to make children feel emotionally comfortable and physically safe so that learners can develop self- discipline and accountability in their actions (Makoelle et al., 2023).

In Tanzania discipline is valued since it is seen as a way of maintaining order. One of the goal and responsibility in the school is management of Learners ' discipline. Discipline is valued in Tanzania since it is seen as a way of maintaining order. The teacher goal is to ensure discipline is maintained and the school activities run without interference (Hegel, 2023). In Kenya, Primary schools

are maintained by board of management who manage the school on behalf of the patron and the minister. The head teacher is responsible for the day-to-day management of the school including guidance and direction of the teachers and other staff of the school (Ssekiziyiru 2013).

In primary schools in Uganda, the head teacher's management of discipline skills are therefore very essential because the general school and classroom discipline is dependent upon him or her (Okumbe 2017). The head teacher plays an important role in managing Learners behaviour in that he/she monitors and maintains the behaviour and classroom activities being felt around the school in all the activities happening and dealing with staff which are all part of the management functions (Darling, Hammon and Lieberman 2013). The head teacher also oversees the evaluation of Learners , promotes welfare of Learners and staff, overall organiser and supervisor of all activities and responsibilities for improving and maintaining the school standard (Jelly, Fuller and Byers 2013).

Okumbe (2017) ascertains that despite the acquisition and application of theoretical skills, educational managers are still faced with challenges of non-adherence to the set discipline standards of their schools from Learners , teachers and support staff. This implies that school head teachers, deputy head teachers and teachers should use appropriate disciplinary actions to maintain school standards in order to achieve the school set goal. Simatwa (2012) in a study of management of discipline observed that head teachers, deputy head teachers and teachers used a wide range of methods in managing Learners ' discipline in schools. They include suspensions, physical punishment, detention, reprimanding, kneeling, guidance and counselling among others.

In Uganda corporal punishment was used as a method of discipline management and it dates back in the colonial era and is culturally acceptable among various communities (Mairia and Sindabi 2016). It was introduced under legal notice No. 40 of 1972 Human Right watch (1999) noted that Learners were Caned for making noise, truancy, bullying, fighting, stealing, rudeness, leaving the classroom or school when the teacher is away. Other forms of punishment include; Learners forced to kneel for long periods, physical labour like digging, slashing the compound, uprooting the stumps, cleaning school toilets and others made to run around the school compound repeatedly (Busienei 2012).

Corporal punishment was buried in Schools following the United Nations Convention on the rights of the child (Zolotor and Puzia, 2010). The convention has been ratified by almost every nation in the world including Uganda (Gershoff and Bitensky, 2007). In Uganda corporal punishment which used to be a means of shaping bad behaviors was barred/ abolished in the year 2001through legal notices after intentions with which the government introduced corporal punishment in schools waned off and teachers transformed the cane into an instrument of terror and brutality. Ajowi and Omboto (2013) observes that Learners lost their lives as the teacher brutally applied the cane on them and others suffered irreparable psychological damage although this type of punishment was meant to stamp out bad behavior mechanism .

The policy of outlawing off corporal punishment was also a major educational change which required planning by the ministry of Education. The Tiwari (2014) urged that outlawing corporal punishment would create a venue for controlling discipline in Learners who avoided cases of misbehavior in order to avoid punishment. Teachers also feel they have been completely stripped off their powers and have no control over their Learners . The government through ministry of education and sports identified guidance and counseling programmes as a comprehensive attractive disciplinary mechanism for schools (Karula 2014). Other methods included giving rewards to Learners , depriving Learners of privileges, enforcing classroom rules and regulations and making parents face up to their responsibility so that there can be discipline in schools.

Despite the use of these alternative methods, the disciplinary cases are yet on rise MoES (2020). Bita, (2015) attributes this to the ban on corporal punishment. Most schools also lack the facilities to carry out guidance and counseling for instance they have no rooms where guidance and counseling can take place and those that have sometimes are situated in areas where Learners feel embarrassed to seek the service. Most teachers also have little training in guidance and counseling (UNESCO, 2012). Busiena, (2012) in a study on behavior management in Eldoret observed that cases of indiscipline have not reduced in school especially those near the fishing grounds with the use of alternative method. Mukiri (2014) in a study on pupil's discipline in Nairobi found out that in traditional society the question of children discipline and behavior was joint effort for all members in society. That changed since most children go to school from every early age, others at a later age after spending most of their time fishing and those who go to school spend most of their time at school away from their parents. The parents are also busy making money in landing sites and other areas of business thus the issue of managing pupil's behaviors is left for the teachers and school administration. Manage (2019) in a study also observed that children were left and cared for by parents with low income specifically along fishing areas prompting them to engage in fishing activities and adopting to undesirable behavior along the landing site. Lowry (2015) observed that problems like poverty, separation and divorce, stress, lack of basic needs among others lead children to involve in early fishing activities which manifest themselves into different behavioral mechanism in school. Such pose a challenge in management of discipline in school.

Kagema et al, (2018) in a study observed that lack of discipline among leaner's is a reflection of values and morals of their society. If there is no social order in the society it will be reflected in the school. This therefore implies that if there are social problems in

fishing communities / societies such as crime and drug abuse in the society they are likely to be taken to school by learners thus posing a challenge in management of Learners , discipline

Kasese is endowed with water bodies surrounding it. Most of the branches of lake Kyoga surround Kasese and Katwe sub-Region is the nearest to most of the fishing grounds and landing sites where fishing and its related activities are conducted. Most of the communities in Katwe sub-Region involve in fishing as the main source of income. The children of school going age are taken by their parents as helpers and even finally grow up as fisher men. These children adopt all different behavior mechanism as a result of associating with other fisher men. (Robinson et al., 2025)carried a study on behaviors mechanism of children along fishing societies in public schools and found out that most of these children displayed behaviors such as making noise in class, truancy, bullying others, fighting, stealing, rudeness, escaping from school, late coming. It's for these reasons that this study aimed at investigating the impact of fishing activities and Learners ' behavior mechanism in primary schools of Katwe sub-Region . Kasese District

Statement of the Problem

Management of discipline involves the management of learner's behavior within and outside class room. Management of discipline is important because it ensures the learners display acceptable behavior and follow set rules and regulations (Sprick et al., 2021). This helps to create a positive learning environment and smooth running of the school activities. Management of Learners ' discipline and behaviors has continued to face challenges due to emerging issues like fishing activities and its related activities, drug abuse leading to indiscipline in school, fighting in classes, Bullying, late coming, absenteeism, and drug trafficking (Garton, 2025). Observations by shareholders on emerging cases of indiscipline brought as a result of fishing and its related activities contributed to Learners ' behavior mechanism . It is for this reason that this research sought to investigate on fishing activities and Learners ' behavior mechanism in primary schools in Katwe Sub-Region primary school in Kasese District

Methodology

The article adopted a parallel descriptive mixed methodology to enable the collection of both qualitative and quantitative data. According to **(Adu & Miles, 2023)** a case research design is a procedure was used to enable the in-depth and clear understanding of the variables under Investigation. The study used interviews, focused group discussion and survey in the processes of data collection. The data collection were validated and tested before engaging them in data collection. The questionnaires were administered in a survey to a sample or to the entire population of people to determine or describe the attributes, opinions, behaviors or characteristics of the population. This study applied descriptive research design that incorporates both qualitative and quantitative approaches **(Boswell & Cannon, 2022)**. This type of research design was chosen because it helped in obtaining precise information concerning the current condition of phenomena and draw valued conclusions from the facts discovered. Questionnaires were subjected to the respondents who know how to read and write while interview guides were applied to respondents who cannot read and write especially Learners of lower classes **(Mihajlovic, 2023)**. The study was carried out in Katwe Sub-Region , Kasese District. Katwe Sub Region is located on the Eastern region of Uganda in Kasese District and in Katwe Region . On the North it is bordered pest its boarded by another arm of L. Kyoga called Daraja, lake Opeta while on the East its bordered by Apopong sub Region. The main economic activities in the area of study are fishing, animal keeping and farming. The kinds of schools found in the area are primary and one secondary school.

According to Mohanty & Sasmal, (2025) population of the study refers to a large collection of individuals or objects that is the main focus of a scientific query. It is also known as a well-defined collection of individuals or objects known to have similar characteristics. In this study, the populations of the study were head teachers, teachers and Learners.

The head teachers were used because they are key administrators in schools who monitor and supervise the attendance of Learners in schools (Leadership et al., 2025). The teachers were used because they are the ones who mark registers on daily basis and are able to identify a number of factors that prompt children to attend regularly and also drop out of school. The Learners were used because they are the target group who give accurate information about the impact of fishing and its related activities on their studies.

Purposive Sampling

This technique was used to sample Learners because they are the most affected target group. This technique was chosen because it helped the researcher to rely on the judgment when choosing members of the population to participate in the study (Hussain et al., 2023). This type of sampling is used when all members have equal chance of being chosen or left out of study. This type of sampling

was used to sample teachers because all teachers in schools have equal chance to participate in the study but not all were considered for this study.

Convenient Sampling

This type of sampling is used to sample people who are at the researchers reach. This technique was used to sample heat teachers because they are easily available in schools and are custodians of information as regards their pupil's enrolments and retention status (Adu & Miles, 2023).

Data Collection Methods and Instruments

Eslamian et al., (2024)defines data collection instruments as tools used to collect a raw data in form of figures, texts, or pictures in relation to the area of study. The following data collection tools were used for collecting data for this study.

Questionnaires were used to collect data from head teachers, teachers, parents and Learners who can read and write (Eslamian et al., 2024). Questionnaires were in three (3) sections which included demographic information, the level of enrolment and retention of Learners in primary schools, relationship between fishing and its related activities on Learners ' behavior mechanism .

The questionnaire had both open and closed ended questions to enable the researcher gather adequate data (Robinson et al., 2025). The questionnaire was used as a data collection instrument because it's capable of collecting large amount of data from a number of respondents within the shortest time available to meet the deadlines of the specified research period.

Interview guide was used to collect data from respondents who do not know how to read and write especially some parents and Learners . The interview guide had both closed and open-ended questions to enable the researcher collect vast data in relation to the topic under study (Mohanty & Sasmal, 2025). The interview guide was chosen because it enabled the researcher interact fact to face with the respondents and get their views in an original manner and authentic information could be obtained. The interview guide was in four (4) sections which include demographic information, the level of Learners ' behavior mechanism in primary schools.

Documentary Review Analysis

The researcher assessed available documents that are related to attendance, guidance and counseling files or records admission books, class registers, drop outs and leavers registers and finally made analysis.

According to (Black et al., 2023)the instrument used in research data collection should be valid and free from bias. In this case before the researcher used the instrument, it was validated by examining its contents by using supervisors rating of the items as; very relevant (VR), relevant (R) and not relevant (NR). The rating was then p to compute the content validity index (CVI) which was a measure for the validity of the instrument.

$$\text{C.V.I} = \frac{Number\ of\ questions\ declared\ valid}{total\ number\ of\ items\ in\ the\ questionnaire}$$

Reliability

According to Kambasa (2005) he states that every research should be able to give accurate and reliable data required for specific research problem. In this research the researcher used a questionnaire because it was able to give large sums of raw data from a large number of respondents within the shortest time possible and it is easy to analyze quantitative data. An interview guide was also applied so as to get data from respondents who may not be able to read and write. This interview guide also helped to get real life situation and free interaction with the

Data Analysis

Quantitative data was analyzed through descriptive statistical means which was categorized under research questions. Frequency distribution tables and percentages were calculated to enhance data analysis. Findings were presented by use of tables and pie charts

which were later interpreted (Badr & Lhoussaine, 2024). Qualitative data from interviews were classified in to categorical variables. The data was analyzed by identifying major themes and categorizing them. The researcher also took in to account the relevant information to the research objectives and questions. Coding system basing on samples of collected data and classified major issues were coded. The researcher further highlighted key quotations and interpretations as well as indicating major themes in the margin. The researcher finally developed a report with the help of the quotations.

Ethical Considerations

Ethics involves requirements on daily work, protection of dignity of subject and publication of information in the research (Iphofen & O'Mathúna, 2021). The researcher made an informed decision, consent, beneficence, respect for anonymity, confidentiality and respect for privacy.

Results

The findings clearly indicate that finishing Sub Section contains results of activities associated with fishing as well as their impact on Learners ' behavior mechanism in Katwe Sub Region . The researcher sought to examine the various activities associated with fishing by finding out the extent to which Learners engage in various fishing activities namely; actual fishing, loading and off-loading fish merchandize from boats into lorries, sorting of fish into different sizes, washing of fish, making of fish boats, making of fishing nets, selling of already processed fish, smoking of fish, repairing of fishing boats, repairing of fishing nets and salting of fish.

Table1: extent to which Learners engage in various fishing activities

Statement on the engagement of Learners on fishing activities		Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree	Total
Learners engage in actual fishing	F	02	02	01	25	20	50
	%	04	04	02	50	40	100
Learners are involved in loading fish merchandize from boats to lorries.	F	01	02	01	24	22	50
	%	02	04	02	48	44	100
Learners are involved in off-loading fish merchandize from lorries.	F	02	02	01	23	22	50
	%	04	04	02	46	44	100
Learners are involved in sorting of fish according to sizes.	F	02	01	02	20	25	50
	%	04	02	04	40	50	100
Learners are involved in washing fish.	F	01	01	01	25	22	50
	%	02	02	02	50	44	100
Learners are involved in making fish boats.	F	20	28	00	01	01	50
	%	40	56	00	02	02	100
Learners are involved in making fish nets.	F	26	23	01	00	00	50

	%	52	46	02	00	00	100
Learners are involved in setting of nets in the lake.	F	02	02	04	22	20	50
	%	04	04	08	44	40	100
Learners are involved in removal of fish from the nets.	F	01	02	01	30	16	50
	%	02	04	02	60	32	100
Learners are involved in selling of already processed fish.	F	05	05	05	15	20	50
	%	10	10	10	30	40	100
Learners are involved in smoking fish.	F	05	06	04	20	15	50
	%	10	12	08	40	30	100
Learners are involved in repairing fishing boats.	F	25	20	02	02	01	50
	%	50	40	04	04	02	100
Learners are involved in repairing of fishing nets.	F	02	02	01	25	20	50
	%	04	04	02	50	40	100
Learners are involved in salting of fish.	F	02	02	01	20	25	50
	%	04	04	02	40	50	100

Source: Researcher Field Data (2025)

The analysis on table1, indicates that the major activities in which Learners are involved include; actual fishing (90%) repairing fish nets (90%) setting net sin the lake (84%). This gives firm evidence that Learners actually engage in fishing activities. These findings concur with those of (Huffman et al., 2025).

Table ii: Statements on types of behavior mechanism among Learners

Scale	**5 SA**		**4 A**		**3 NS**		**2 D**		**1 SD**		**TOTAL**	
Statements on behavior mechanism	**N**	**%**	**N**	**%**	**n**	**%**	**N**	**%**	**n**	**%**	**n**	**%**
Some Learners abuse drugs and are addicts.	72	68	25	24	04	04	02	02	02	02	105	100
Learners who engage on fishing activities use obscene words.	70	56	17	16	08	08	04	04	06	06	105	100
Learners who engage in fishing activities abuse others and are violent.	70	66	21	20	08	08	04	04	02	02	105	100

Learners who engage in fishing activities fight in and out of class and destroy school property.	68	64	27	26	06	06	02	02	02	02	105	100
Fishing activities make Learners to escape from school and come late to school.	66	62	21	20	06	06	08	08	04	04	105	100
Learners who engage in fishing activities involve in sex related activities and later drop from school.	62	59	25	23	10	10	06	06	02	02	105	100

Source: Researcher Field Data (2025)

The analysis in Table ii, above indicates that 68% of the respondents strongly agree that Learners who abuse drugs are addicted, 24% also agree that its true, 4% are uncertain, 2% disagree and 2% strongly disagree that Learners ' who abuse drugs are not addicts. This gives firm evidence that Learners who abuse drugs are addicts . The findings of the study support those of (Madoda et al., 2025)which pointed out that 91.7% of the Learners who participate in fishing and its related activities abuse drugs and have become addicted to it.

66% of the respondents strongly agreed that Learners who engage in fishing activities use obscene words or language and were supported by 16% of the respondents who also agreed that it was true. 8% of the respondents were not sure, 4% disagreed and 6% strongly disagreed. The findings of this study is in line with those of (Huffman et al., 2025) who stated that behaviors in fishing communities is distinct in use of obscene words, early marriages, defilement among others. This therefore, confirms that children along fishing communities use obscene language.

In relation to above, the findings also have revealed that 66% of the respondents strongly agreed that Learners who engage in fishing activities abuse others and are violent, 20% also agreed that it is true, 8% were not sure, 4% disagreed and 2% strongly disagreed. The findings above are in line with UNESCO (2008) report which gave its findings that 82.5% of the children who engage in fishing and its related activities are indiscipline (Candela et al., 2022).

The findings further reveal that 64% of the respondents strongly agreed that Learners who engage in fishing activities fight in and out of class and destroy school property, 26% agreed with the statement, 6% were not sure, 2% disagreed and 2% strongly disagreed. A respondent confirmed thus:

It is true that Learners who engage in fishing activities fight in and out of class and destroy school property.

Besides the above, the findings further have revealed that 62% of the respondents strongly agreed that fishing activities make Learners to escape from school and come late to school, 20% also agree with the statement, 6% were not sure, 8% disagreed with the statement while 4% strongly disagreed.

Similarly, (Brough, 2024)confirms with the statement that children who engage in fishing activities escape from school and come late to school as they go early to prepare to enter the lake and come out of the lake late and go for studies.

In relation to the above, 59% of the respondents strongly agreed that Learners who engage in fishing activities involve in sex related activities and later drop out of school, 23% were in support with the statement, 10% were not sure, 6% strongly disagreed and 2% strongly disagreed. The findings of this study support (Huffman et al., 2025)which pointed fishing activities as a pivot for sex related activities which later leads to school dropout. A respondent had this to say:

It is evident that Learners ' behavior mechanism in fishing communities have resulted to Learners being drug abusers, addicts, violent, fighting, destroying of school property, escape from school, late coming and engagement on sex related activities which later cause school drop outs.

Table iii: Statements on challenges faced in handling behavior mechanism among Learners

Scale	**5 SA**	**4 A**	**3 NS**	**2 D**	**1 SD**	**TOTAL**

Statements on challenges faced in handling behavior mechanism	n	%	N	%	n	%	N	%	n	%	N	%
Learners from polygamous families have bad behavior mechanism , they don't adhere to rules and regulations at school and abolition of corporal punishment has led to bad behavior in schools.	82	78	08	08	06	06	04	04	04	04	105	100
There are a few teachers to manage Learners ' behavior mechanism among Learners because they don't adequately guide and counsel Learners and they have also ignored Learners ' problems.	72	68	15	14	08	08	04	04	06	06	105	100
Parents with no occupation rarely provide basic needs for their children.	70	66	17	16	08	08	04	04	06	06	105	100
Fishing activities cause absenteeism and eventually drop out of school.	68	64	19	18	04	04	10	10	04	04	105	100

Source: Researcher Field Data (2023)

The analysis in Table iii, above indicates that; 78% of the respondents strongly agree that Learners from Polygamous families have bad behavior mechanism, they don't adhere to rules and regulations at school and abolition of corporal punishments has led to bad behavior in schools. These findings are in line with a study conducted by (Curaj et al., 2020)on Learners' behavior mechanism in public primary schools in Kenya in which the findings revealed that poor discipline management at home and the banning of corporal punishments with weak guidance and counseling programmes in schools has posed a challenge in effective management of Learners' discipline, 8% of the respondents also agreed with the statement while 6% were not sure and 4% disagreed and 4% strongly disagreed.

In relation to the findings above, 68% of the respondents revealed that there are a few teachers to manage Learners ' behavior mechanism among Learners because they don't adequately guide and counsel Learners and they have also ignored Learners ' behavior related problems.

The findings are in line with the findings of (Huffman et al., 2025)whose study revealed that high pupil / teacher ratio makes classes congested hence leading to poor class control and making it difficult for teachers to move around and monitor Learners ' behavior fully. (Butler & Huang, 2022)also adds that high teacher pupil ratio has become a challenge to school administrators in identifying Learners ' behavior and attending to individual children's problems, 4% of the respondents also agreed with the statement, 8% were not sure, 4% disagreed and 6% strongly disagreed. One respondent said thus:

Few teachers to manage Learners' behavior mechanism have proved to be a challenge in handling behavior mechanism among Learners .

The findings also disclosed that 66% of the respondents' said parents with no occupation rarely provide basic needs for their children, 16% also agreed that the statement is true, 8% were not sure, 4% disagreed with the statement and 6% strongly disagreed with the statement. The findings further have revealed that 64% of the respondents said that fishing activities cause absenteeism and eventually drop out of school, 18% agree with the statement, 4 are not sure, 10% disagree and 4% strongly disagree. Basing on the percentages given above, one respondent confirmed, thus:

The causes of indiscipline in Learners is due to failure to provide basic needs to their children leading to theft of other learners' property, destruction of school property among other behaviors.

Table iv: Statements on influence of fishing activities on behavior mechanism

Scale	5 SA	4 A	3 NS	2 D	1 SD	TOTAL

Statements on impact of fishing activities on behavior mechanism .	n	%	N	%	n	%	N	%	n	%	n	%
Learners who engage in fishing activities bully others, have bad behaviors and are abusive.	80	76	08	08	12	11	02	02	03	03	105	100
Learners ' who engage in fishing activities are violent at school.	72	68	15	14	08	08	04	04	06	06	105	100
Learners who sort fish according to their sizes smoke cigarettes and drink alcohol.	70	66	10	10	10	10	08	08	02	02	105	100

Source: Researcher Field Data (2025)

The analysis in Table iv, above indicates that 76% of the respondents strongly agreed that Learners who engage on fishing activities bully others, have bad behaviors and are abusive, 8% agreed with the same statement while 11% were not sure and 3% strongly disagreed. The findings of this study are in line with the findings of Mult (2005) who found out that adaptation to fishing related activities among Learners results to indiscipline among learners.

The research went ahead and found out that 68%of the Learners who engage in fishing activities are violent at school, 14% agreed with the statement, 8% were not sure, 4% disagreed with the statement and 3% strongly disagreed. The findings of (Abbott et al., 2023)who revealed that fishing and its related activities end up making children attract different behavior mechanism which eventually results to a number of behaviors including violence. The results on Table VI above also revealed that 66% of the Learners who sort fish according to their sizes, smoke cigarettes and drink alcohol and have become addicts to such drugs, 10% agree with the statement and responses given 10% are not sure while 8% disagree with the statement and 2% strongly disagree. The findings are in line with those of (Absher, 2021) who observed that causes of indiscipline in schools is as a result of drug abuse such as drinking alcohol, smoking, marijuana inhaling among others. A respondent said:

The pertinent results on the level of agreement with statements on the impact of fishing activities on behavior mechanism have shown that Learners who engage on fishing and its related activities bully others, have bad behavior, are violent and are abusive. Besides the above behavior mechanism, they are addicted to smoking and alcoholism.

Discussion

The purpose of this study was to establish the impact of fishing on Learners' behavior in Katwe Primary Schools, Kasese district, Uganda. The objectives that guided the study included; to examine the types of behavior mechanism among Learners in Primary Schools of Katwe Sub-Region , to find out the challenges faced by school administrators in handling Learners ' behavior mechanism and to determine the influence of fishing activities on Learners ' behavior mechanism (Steins et al., 2023)

There were 56% of the males who responded to the questionnaires and interview guides and 44 females, 4% of the respondents were Head teachers, 48% were teachers and 48% were Learners . The greatest category of respondents was above 25 years of age and they were represented by 52%. According to experience 57% were of 5 – 10 years of experience.

The findings of this study have revealed that 68% of the respondents said the common type of behavior mechanism. The learners use drug abuse which has made most learners addicted, 66% said besides drug abuse, there is use of obscene words, abusive and violent, 64% said these learners fight in class and also destroy school property while 64% still said these learners escape from school and also come to school late, 59% said these activities make learners to drop out of school (Williams-Koroma, 2019).

In conclusion, the type of behavior mechanism among Learners in fishing communities include; drug abuse and addicts, use of obscene words, abusive and violent, fighting and destruction of school property, late coming and escaping from school and drop out (Arslan & Yıldırım, 2024).

Challenges faced in handling behavior mechanism among Learners.

The findings based on this objective have revealed that 78% of the respondents said that the main challenge in handling behavior mechanism among Learners is failure of Learners to adhere to rules and regulations at school. It is notable that, abolition of corporal

punishment which has encouraged indiscipline in school, 68% said the schools are over populated. The study indicated understaffed hence making it difficult for the teachers to handle individual behaviors, 66% said due to lack of income generating occupations for the parents. The children have inadequate basic needs which leads to indiscipline in classes as children will tend to steal.64% said absenteeism and school dropout is another challenge because today, you handle this case tomorrow that person is absent so follow up becomes difficult (Steins et al., 2023).

In conclusion, basing on the responses given above, this research has identified that the challenges faced in handling behavior mechanism among learners are failure to adhere to school rules and regulations, abolition of corporal punishment, a few teachers to handle guidance and counseling, failure to provide basic needs, absenteeism and eventually drop out of school.

Influence of Fishing Activities on behavior mechanism.

The findings basing on this objective showed that 76% of the respondents said that fishing activities have a positive influence on Learners bad behaviors because they make these learners bully others, abuse others. It was observed that children also exhibit bad behaviors. 68% also said these activities tend to make these learners violent while 66% said these activities have activated these learners to smoke cigarettes and also drink alcohol due to the coldness and the nature of the activity (Huffman et al., 2025).

In conclusion, these findings have clearly spelt out that fishing and its related activities contribute to bad behavior mechanism among learners, it has made other Learners to bully others, have bad behaviors and abusive, violent, smoke cigarettes and drink alcohol.

Conclusion

Having collected enough data from the field and analyzed, the findings have clearly revealed that fishing activities negatively impact on Learners ' behaviors mechanism ; i.e. they are the major cause of indiscipline among learners in Katwe Sub-Region , Kasese district, Uganda.

Recommendations

The recommendations include; national policy aimed at restricting school going ages to involve in fishing and its related activities.

Non-governmental organizations to work united with different levels of government in funding and providing free education at all levels of lower primary and scholarships for higher studies to ease the suffering of teenagers who fish to support / finance their education.

School headteachers should actively engage parents in discussing about issues affecting Learners in fishing communities an on ways of improving their children's behaviors.

Parents should undertake to discipline their children and provide adequate parental advice to their children on the negative effects of fishing activities on their behavior mechanism.

The study identifies the communities along the beaches as one with a crucial role to play bin order to curb fishing activities among Learners . It is recommended that the communities work together with the Local Councils, SMC to institute measures that will keep Learners away from engaging in fishing activities.

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Declarations

The study was conducted in accordance with the principle of the declaration of Helsinki. The research ethical committee approved. The research participants consented to the dissemination of the study findings in any form including publication in a academic Journals

Informed Consent

We obtained informed consent all subjects and their legal guardians to participate in this study

Competing interest:

The author declare no competing interests

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