A STUDY OF PUPIL'S INDISCIPLINE FACED BY PRIMARY SCHOOL TEACHERS IN A NAIROBI SLUM AREA:
THE CASE OF MATHARE PRIMARY SCHOOLS

BY

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A PROJECT SUBMITTED IN PARTIAL FULFILMENT OF REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION (PTE) AT KENYATTA UNIVERSITY.
DECLARATION

THIS RESEARCH PROJECT IS MY ORIGINAL WORK AND HAS NOT BEEN PRESENTED FOR A DEGREE IN ANY OTHER UNIVERSITY.

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DEDICATION

This work is dedicated to my late brother Duncan Namu, whose tireless determination has enabled me to attain this level of education. It is also dedicated to my husband Justin Kamwenda for his constant encouragement and patience during the two years period.

Lastly, it is dedicated to my children Susan, Lydia, and Robert for accepting and coping with a student as a mother.
ACKNOWLEDGEMENTS

I wish to acknowledge the help I received from all those who cooperated with me in the course of this research project.

Special thanks go to Dr. N.M. Kisulu, my supervisor, who patiently gave me the research guidance that enabled me to carry out and organise this project. To Prof. M.M. Patel for his constant instructions on research methods.

Also the Headteachers and teachers of Mathare Education Division who gave me warm welcome and cooperation in their schools and without whose responses, this study would not have been possible.

Finally, I want to thank Miss Grace Mwangi of Dept. of Educational Foundations, Kenyatta University, who kindly helped me in the difficult task of typing this project.
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ABSTRACT

The main purpose of this project is to investigate indiscipline related problems faced by primary school teachers in Mathare Slum area, their causes, methods of dealing with the problems and whether the teachers face any constraints in their efforts to maintain discipline in the school.

Special focus is given to the Headteacher, since he is the overall administrator, who supports and encourages good school discipline, conducive to effective teaching and learning.

The study was done in (10) ten primary schools of Mathare Division in Nairobi District. It involved fourty (40) teachers and ten (10) Headteachers. The tool used was questionnaire for the Headteachers and for the teachers. The questionnaires were given and collected personally by the researcher.

The findings arrived at after conducting the study are given below:

1. The teachers (respondents) considered behaviour problems that directly affected academic performance as more serious, than those affecting character. Most common problems were absenteeism, lateness and poor academic performance.
2. Family background of the pupils was seen as the major cause of indiscipline in Mathare slum schools. Such indiscipline problems were attributed to lack of facilities and poverty of the parents who leave children unattended to go to work very early and come home late.

3. To maintain discipline, the respondents used preventive methods more than punitive methods. These included use of rewards, praise and special favours to the child which helped in behaviour modification.

4. The Headteachers realised their important role in matters of discipline and did all they could to help the teachers in this difficult task. Most of the headteachers only helped where indiscipline was beyond the teachers jurisdiction like when caning or calling the child's parents to school.

5. Teachers face many constraints, the greatest being home background of the pupils and the immediate environment. Mathare was seen as a bad environment for pupils discipline in the schools due to influence related incidents and exposure to some behaviour not conducive to school work.
CHAPTER ONE

THE PROBLEM AND ITS RELATED COMPONENTS

1.1. Background to the Problem

Discipline is an important component of human behaviour. It helps not only to regulate peoples reactions to various situations, but also in regulating human conduct, his relations with others, hence ensuring that harmonious relations prevail. Lack of discipline in any situation would throw many aspects of operations into total chaos.

Reacting to causes of indiscipline in Kenyan schools, the Daily Nation 24/11/1988 emphasised the need for disciplined life, when it said:

"Order is said to be heaven's first Law. Discipline begets order...... Hence a disciplined life is an orderly life, a disciplined Nation an orderly Nation.... It is in the midst of discipline and order that a Nation or individual can make genuine progress in any desirable direction".

The Kenyan society places a very high value to education. While the parents see it as the only means to social and economic mobility, the government sees it as a tool for achieving such National goals like National unity and development. This partly explains the government's policy in 1979 of decreeing
Free Primary Education and the parent's continual effort to struggle to collect money through Harambee effort to expand and improve primary education.

The Ministry of Education states as one of the primary school objectives in the Kenyan syllabuses Volume II 1986 that:

"Education should provide opportunities for fullest individual talents and personality. It should help every child to develop his potential interests and abilities. A vital aspect of individual development is character building. Education should foster sound moral and religious values in order to help children into self-disciplined, self-reliant and integrated citizens".

Such an objective signifies the state's regard for education as the major way in which a society can instil desired attitudes into its youth. The school is thus seen as a social institution charged with the responsibility of preservation and transmission of culture, the inculcation of important values and attitudes and imparting of skills useful for the growing child of that society.

For the school to achieve this, discipline would be necessary. Thus, the question of discipline is very important to the parents, teachers, administrators and all concerned with quality education of the children.
Within the school, good school discipline begins in the classroom. Mbiti 1974:76 supports this when he says:

"Discipline in the classroom is the basis of control. No lesson can be a success without discipline".

The question of discipline was there even in traditional societies. Discipline was a joint effort for all the members of the society. Any adult could correct, punish, reprimand those who did wrong. Socialisation of the children to societal norms and values was a joint venture. This was however made easy since all lived in the same environment with similar experiences.

Today, all children go to school from very early age. Most parents, especially in urban areas, have to be employed, thus spending most of the time away from their children. The important social and moral upbringing of most urban children is therefore left in the hands of adolescent baby sitters with no experience in childcare. The baby sitters themselves need moral and social guidance and counselling. This has increased discipline problems in some children in urban areas.

The researcher notes that the situation of discipline is worse in Nairobi, where every neighbour is a stranger and an individual who cares least as to what happens to his neighbour, leave alone children.
In an urban setting, there is no concern on poor behaviour of children. Nzyoka (1974) attests to this when he says:

"Today it is considered a very serious offense to correct the mistake of a neighbour's child. One may end up in a court of law for doing this.... One is suspected of being brutal and out date"._

Added to this, children in urban centres are exposed to "wholesale influences of city life". Coleman (1965) like phonography, Television, Radio and Video which has a lot of influence on pupil's behaviour. The situation is worse in a slum area like Mathare which is "notorious for being a den of criminals, prostitutes and drunkards". Daily Nation 24/5/89. The unpublished Sagini report 1990 comments that pupils would find it hard to listen to a teacher advising against drugs, alcohol or promiscuity, when all around them are examples of the same activities. Such urban and slum dwellers are exposed to various social economic pressures in the form of inadequate housing, high cost of living and poorly developed social amenities. This forces the two parents to be employed, and thus spend most of their time away from their children. Most of the parents in the slums are single parents who have to leave their children to look for jobs.

The above situation implies that parents have very little time with their children. As such, the
issue of discipline is left to the teachers. The teacher is with the children for the greater part of the day. He has more time to instil in pupils attitudes desirable for social life. Kamunge 1987 supports this:

"The schools carry a heavy responsibility of ensuring that those who go through it [them] come out as disciplined members of society".

Other forms of concern in discipline have been in the area of disciplinary methods where such methods like use of the cane, expulsion and suspension have been condemned. Mary Abwere (Standard 1989) banned caning of pupils in Kitale Municipality since:

"It was not a solution to indiscipline.... Teachers were warned that pupils were not cows to be beaten".

The researcher wishes to study pupil indiscipline faced by primary school teachers in a Nairobi slum area, with the assumption that indiscipline which exists in a normal primary school would be more experienced in a school within the slum environment. This is in view of common statements that pupil behaviour has worsened and that it is likely to deteriorate. Drekurs and Grey 1968:4 feel that:

"The attitude of today's children regardless of age are quite different from old time. Children today no longer accept parent's judgements as absolute... Defiance and outright rebellion are quite common".
1.2. Statement of the Problem

The study attempts to investigate school discipline problems faced by primary school teachers, their causes, the various methods used in solving or dealing with unwanted behaviour, and what problems the teachers experience in their attempts to solve and deal with indiscipline.

The study investigates the role of the headteacher who is the one in charge of the school administration and overall success of the school. The emphasis is however on the primary school teacher, who is in charge of the pupils for greater part of the day, and who is therefore able to establish a relationship between him/her and the pupils. The primary school teacher deals with children who are at their early stages of development, physically, mentally, socially and morally. Maundu, 1986 feels that:

"The teacher's role is not only that of providing opportunities for mastery of subject matter, but also providing a classroom environment, conducive to desirable social interactions and character development".

Richard Farley (1985:10) speaking on the British system supports this when he says that:

"The country's social and moral future depends greatly on the success the classroom teacher achieves".
Therefore, the teacher has a very demanding role.

Recognising this role, Page 1964 states:

"...that classroom discipline is viewed as a problem in school in countless communities. Not only does it give concern to citizens... but teachers view it as one of their most difficult problems."

As a teacher in the school, one has to cope with indiscipline and is often alone in cases of indiscipline.

For learning to take place, there must be social interactions between the teachers and pupils, pupils and pupils. This social interaction is essential for children to learn to plan together, share ideas, respect authority, respect and value others, and to be a leader if the situation so demands. To achieve this, the teacher simultaneously deals with learning and problem behaviours that disrupt, prevent or inhibit learning. The situation becomes more delicate and complex by the fact that primary school pupils are delicate, young and with great resources of energy. Such pupils take pleasure in discharging this energy through play, talking, singing, fighting and in many other ways. These children innocently or deliberately may display behaviours which are unacceptable in the school. The problem is on what basis will the teacher judge the pupils behaviour, acceptable or unacceptable? How does the teacher make sure that his reaction or treatment of that pupil with unacceptable behaviour does
not hinder the primary objective of learning?

This fact requires that the primary school teacher be equipped with relevant and efficient classroom control techniques for the young children, and on various approaches to discipline.

It is observed that many primary school teachers like using the cane. Mbiti (1974) argues that the use of the cane is "a negative view of discipline". To him, discipline in the classroom situation is:

"control of a class to achieve desireable behaviour and a system of guiding the individual to make reasonable decisions responsibly" (Mbiti 1974:76).

Therefore, the teacher's role should be to direct the pupil's energy towards useful activities which will provoke in pupils the capacity to work towards directed goals.

1.3. Significance of the Study

Indiscipline has plagued the Kenyan education institutions for a fairly long time. There has been an increase in its frequency and intensity especially mass indiscipline in secondary schools. This has made indiscipline a matter of serious concern to educators, policy makers, administrators and the public. Reacting to this indiscipline in schools, Wachira Kigotho (Standard 14/3/92) suggested that the Ministry should
evaluate the overall situation that in last year led to many strikes in schools.

"....the indiscipline that followed need to be studied in terms of entire education system, rather than isolating it as an emergent wave of unrest and indiscipline".

School discipline is very essential for effective teaching and learning. No learning can be a success without discipline. Osighembe 1974: 42 states that:

"Discipline has a direct relation to academic standards. They both move in sympathy, discipline taking the lead".

This discipline does not occur automatically considering that pupils at primary school are at their early stages of development, largely influenced by instinct, play and vivacity. To effectively adopt a suitable method of control, it is necessary to train and inservice teachers because the methods used usually exert an influence on the growing child. Unfortunately, and as Farley (1984:10) puts it:

"During training, nobody mentions the teacher's role in discipline cases of children".

The tutors prepare teachers as if they will apply the required instructional methods in classes where indiscipline does not exist. It is assumed even during inservice courses that teachers will be innovative and cope with pupil indiscipline.
Unfortunately, most teachers in the field result to less taxing instructional and behaviour control methods like punishment, use of the cane to solve their discipline problems. Such methods and approaches may lead to serious consequences and the quality of education in primary schools (which is the basis and foundation of future learning and character building of the children) may be harmed.

The researcher thus hopes that the findings of this study are of significance to teacher trainers; officials of the Ministry and Inspectorate, Headteachers and practising teachers. The researcher also hopes to increase the literature on the subject which is very scarce. It is hoped that the findings will provide insight to teachers on how to cope with pupils in case of indiscipline.

Research Questions

The researcher will be guided by the following questions in this study:

1. What is the nature of discipline problems experienced by primary school teachers in and out of the classroom setting.

2. What are the major causes of these indiscipline problems?
3. What specific procedures do the teachers use to prevent or in dealing with these problems?

4. What particular problems do the teachers experience in their effort to instil, control and maintain discipline in the schools?

5. What role does the headmaster play in instilling discipline in the school?

1.2 Objective of the Study

The following objectives were developed for the purpose of this study:

1. To investigate:
   a) The types of existing school discipline problems faced by primary school teachers
   b) The possible causes of these classroom indiscipline
   c) The various methods used by teachers in dealing with classroom and school indiscipline:
      i) Punitive methods
      ii) Preventative methods
      iii) Behaviour modification
   d) The types of punishment used by teachers in the school.
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e) The role played by the head teacher in assisting the teachers to obtain and maintain favourable school discipline

2. To recommend, based on the findings of the study, possible improvements to existing approaches to discipline measures in the school.

**Major Assumptions**

The following are the major assumptions taken by the researcher.

1. Discipline problems exist in any normal primary school

2. That teachers are capable of identifying the causes of indiscipline in their classes and school

3. Teachers have developed some standard methods of dealing with indiscipline

4. That the head teachers are aware that they are responsible for discipline and disciplinary procedures in their schools as well as in the classrooms.
1.3 Scope and Limitation of the Study

1. The study will be confined to school in Mathare, Nairobi Province. This would not therefore allow for wider generalisation of the findings to cover the Province or Kenyan primary schools as a whole.

2. Time factor is another limitation. The time allocated for this project seems too short for detailed study.

3. The amount of money allocated for this project could not allow the researcher to select a larger sample for the detailed study.

1.4 Definition of Significant Terms

1. Discipline
A state of physical or mental orderliness or control within a learner as a result of desirable learning experience or externally imposed rules, punishment and rewards. This could include obedience, cooperation, favourable attitude towards study and classroom work, courtesy and respect for work.

2. Self-discipline
State of self-control established in the learner that prevails even in the absence of the teacher
in the classroom, to punish or reward him as a result of training or individual/group effort

3. **Indiscipline**
A state of physical or mental disorderliness within a learner which makes him erratic, temperamental, emotional and casual in his dispensation of duties

4. **Punishment**
A process of intentional infliction of pain, shame, unpleasantness, by a teacher or head-teacher on a pupil or group of pupils as a consequence of the pupils or groups misbehaviour

5. **Reward**
An intentional award, serving as a symbolic approval of desirable behaviour, to a pupil or group of pupils by a teacher for example, prizes, praise, grades, smiles, privileges and general approval or recognition of the self-worth of the individual

6. **Disruptive Behaviour**
This is any act which interferes with the learning, development or happiness of a pupil or his or her peers or with the teacher's attempts to foster those processes or feelings
7. **Reinforcement**

Anything, event or experience in the environment that increases the frequency or strength of a behaviour.
CHAPTER TWO

REVIEW TO RELATED LITERATURE

The present study seeks to investigate the types of pupil indiscipline faced by primary school teachers. It also aims to investigate the causes, the methods used by the teachers in dealing with indiscipline paying special interest to the use of punishment and rewards as methods of dealing with unwanted behaviour. The Headmaster's role in overall discipline in the school will be studied.

Thus, the review of literature will be done in relation to:

a) The concept of discipline and indiscipline in a school setting.

b) The causes of school indiscipline.

c) The types of pupil indiscipline within the school.

d) The methods of dealing with pupil indiscipline.

e) Constraints experienced by teachers in their effort to solve indiscipline in schools.

f) The role played by the headteacher in overall school discipline.
2.1. Review of Literature Related to the Concept of School Discipline

To many, discipline means punishment, pain or fear and correction of the wrongdoer. However (Mbiti 1974: 76) feels that the above view is a negative view of discipline. To him discipline is:

A system of guiding the individual to make reasonable decisions responsibly...
Discipline should be connected with training, guiding and arranging conditions for learning and not just restricting.
(Mbiti 1974:76)

This is true considering that part of growing up is to learn how to fit into one's society to learn the acceptable and unacceptable norms of that society. Thus modern discipline should lead a child to know what kind of behaviour is expected of him by the society at large.

Calderhead (1984:21) considers the teacher's professional practice as dual.

a) The task of instruction; involving the selection and sequencing of appropriate lesson content, the transmission of knowledge, skills and attitudes, and the provision of feedback to pupils about their learning progress.
b) Classroom management; involving the organisation of pupils and materials, the establishment of classroom procedures to facilitate the work of the class and dealing with disruptions and threats to classroom order.

However, this decision is artificial since the two tasks sometimes become

"embedded in teachers everyday practice inseparable from the whole business of teaching (Calderhead:21)

Bushell (1973:97) supports this dual role of the teacher when he states that discipline is "a set of procedures designed to eliminate behaviours that compete with effective learning". Hence the teacher simultaneously deals with learning and with any behaviours that conflict with learning. To him therefore:

"Effective discipline procedures should be arranged which reduce undesirable behaviour while at the same time, they provide strong and consistent reinforcement for appropriate behaviours" (Bushell 1973:97)

H. Sloane though appreciating the fact that discipline skills are not the primary objectives of the school, sees its relationship to academic learning. To him discipline in school is valued because of the belief that it contributes to the students academic learning. (H. Sloane 1980:3)
Many a time, a teacher's competence in teaching is judged from his ability to control the class. Failure to control pupils' behaviour especially in the classroom can have disastrous effects for pupils and the teacher. Calderhead (1985: 22) states, "When classroom order breaks down or becomes difficult to maintain, teaching becomes increasingly demanding and stressful and pupils learn little".

2.2. Review of Literature Related to Types of Pupil Indiscipline within the School

The behaviours that conflict with desirable learning are referred to as discipline problems, behaviour problems, indiscipline and unwanted behaviours.

Talking of the Kenyan situation, Nzyoka defined indiscipline as: "All forms of disrespectful and unruly behaviour shouting in presence of elders, using bad language, rudeness and laziness, insolence, smoking, drinking, gambling and even bullying." (The Kenya Teacher No.19, Oct. 1975:14)

He felt that the public was now aware of the alarming lack of courtesy and bad behaviour seen among school children.

In relation to types of discipline problems faced by teachers in the school, Blair stated:
"Many types of maladjusted children are found in our school classroom. The symptoms they exhibit are numerous. These include: shyness, suspiciousness, untruthfulness, tattling cruelty bullying, cheating, truancy impertinence, tardiness, stealing, profanity boisterousness, showing off... and all sorts of classroom disorderliness". (Blair 1954:401).

Calderhead felt that excessive talking was one of the most common problems faced by teachers. Talking of an urban slum area he felt that:

...more frequently for teachers in inner-city schools in socially deprived areas, serious acts of disruptions and instances of vandalism and personal violence may be confronted". (Calderhead 1985:38)

Viewed in a broad sense, the types of discipline problems includes those related to the conduct and those related to the personality of the pupils. Both conduct and personality behaviours like shyness, nervousness interfere with pupil-pupil and teacher pupil interactions, and may have serious effects on the child's learning.

2.3. Review of Literature Related to Causes of School Indiscipline

There are many factors that cause indiscipline. These factors could be social, economic, political, psychological and even intellectual. They could
also include the level of development of learners, teacher's behaviour, the classroom atmosphere, home background administrative structure of the head and the peer group influence.

P. Martimore and Company (1989:3) identify three factors associated with pupil indiscipline:

a) Parental influence and home background of the pupils.

b) Peer group influence

c) The school influence.

If a child's home life is in any way unsettled, for example parents unemployed, poor and live in poor housing environment, the child's activities in the school are likely to be difficult, and this may have severe consequences for the behaviour of the child in school.

...parental stress picked up by children may make concentration difficult. Poor housing conditions may mean inadequate sleep, lack of privacy in which to do homework which in turn could affect concentration behaviour and attainment: (Martimore 1989:3)

Such a child attempting to cope with the situation may become aggressive or withdraw making participation in class very difficult.

The peer group influence is particularly strong and may form a counter-culture within the
school. Quoting researches done by Hargreeves (1967) and Lacey (1970), Martimore describes the process of peer-polarisation which can result in the forming of an anti-social group... (pg.10).

Ruttler 1975: 12 stated that:

"children who are socially isolated or rejected by other children are considerably more likely than other children to have psychiatric problems". Martimore 1989: 10)

Citing the school as one of the influences that cause indiscipline, Mortimore sees the school as a social institution that operates on a basis of rules being accepted by pupils and teachers.

Gnagey identifies a number of reasons why students misbehave within the school.

a) Sometimes pupils are ignorant of the rules or want to try the teachers to see which rules are operational and which are not.

b) Pupils are frustrated either by the teachers, classmates, or activities within the class.

c) Anxiety

d) Conflicting rules in school, the home and the society, such that pupils cannot discriminate which rules are for home and the school situation.
Balson (1988:12) attributes indiscipline to a number of reasons. These include students lack of motivation, lack of proper management by the teachers, poor attitudes of pupils but above all he states that

"Most problems of classroom management or control stem from the teacher's lack of psychological understanding of the behaviour of pupils" (Balson 1988:12).

Some children become bored or seek to express themselves in ways that may be considered inappropriate by adults and others display an innate high level of activity" (Gnagey 1985:10)

Balson also considers discouragement as one of the causes of indiscipline since:

"Many of them have lost faith in their ability to meet the challenges ahead and in their attempt to belong, have turned to inappropriate behaviours, the goals which have been described as attention seeking, power, revenge, escape and withdrawal. (Balson 1988:90)

This implies that belonging to the group or class or the school is very important for feeling accepted and motivated.

In most cases, teachers are held responsible either collectively or individually when there is poor performance, falling standards and poor behaviour in the school. However, talking on indiscipline in
Kenya, the Gachathi Commission 1976 stated that:

"lack of discipline among youth is largely a reflection of the attitudes, values and practices of the society which they belong".

To him and fellow commissioners, the teachers cannot be wholly blamed as causes of indiscipline in schools and instead of blaming teachers, they suggested that "...it is important for everybody to do their very best to uphold the highest social values inorder that youth may also adopt and use them". (Gachathi Report 1976:41)

3.4. Review of Literature Related to Methods of Dealing with Pupil Indiscipline.

The literature deals mainly with classroom management and control. However, three methods seem to be available to the teachers:

a) Punitive methods: or inflicting punishment with an aim of dettering the pupil from committing the crime. The underlying principle is that:

"When a response is followed by an annoying state of affairs, the connection between this response and the stimulus which preceded it tends to be weakened" (Thordike 1913:172)

b) The use of rewards method. The assumption is that "any actions which are rewarded
will tend to be repeated and learned, whereas actions which have no consequences for the individual will not continue". (J. Robertson 1983:95) Such a method advises the teacher to ignore the unwanted behaviour and to reward the pupil for desirable behaviour.

c) Preventive methods: which aim at preventing the situations which call for remedial measures. Larson and Karpas (1978:146) state:

An enormous amount of anti-social behaviour would never occur if we could remove its causes and provide a desirable environment in which children could grow"

Such a situation would produce an individual possessed of a social conscience who sees the good sense in acceptance behaviour.

Thus the teacher's ability to prevent disruptions occurring in the first place is very important. Attesting to this Kounin (1970) in his study found that:

Teachers achieved high levels of pupil involvement and avoided classroom disruptions not through their handling of deviance and disruption, but through their careful planning and design of activities, through
the establishment of norms for classroom behaviour and work procedures which enabled activities to be easily implemented and changed, and through a number of classroom management skills that ensured the efficient working of the class". Calderhead (1984:23-24)

2.5. Literature Related to Constraints the Teachers Experience in their Effort to Solve Indiscipline in Schools

Some of the constraints experienced by teachers include lack of interest in pupils which could lead to open deviance, parents interference, political influence and the headmasters leadership style in the school. Commenting on this, page (1964:296) said:

"Many teachers who would like to adopt a more constructive attitude towards the problems of classroom discipline and control are prevented from doing so by the conditions under which they must teach, and the attitudes of the superior officers of the community"

Speaking on general constraints facing teachers, Calderhead (1984:102) identified "a shrinking supply of aid and resources and by pupils who were reluctant to learn or resentful of school". Teachers who lack teaching resources have no way of making their classroom instruction interesting, varied and lack monotony.
The Kenya Newspaper Media offer a lot on constraints that teachers face. Nzyoka commenting on causes of indiscipline in Kenya schools, cites absence of corporal punishment as one cause. Teachers are reluctant to use this and other methods because

"...frequently teachers have been ridiculed, humiliated and fined in courts of law for caning pupils... this has made them not to cane pupils or care about discipline". Nzyoka 1975:44 (Kenya Teacher).

Threats from parents especially those who hold positions in society is a source of constraint for teachers over matters of discipline. Speaking on this, the Gachathi Report (1976:5) stated that

"Children are very strongly influenced by the attitudes, habits and other activities of their parents. These attitudes have in fact influenced discipline in a number of schools, where influential parents have tried and often managed to erode the authority of the school heads and teachers".

2.6. Review of Literature Related to the Role of the Headteacher (Administration) in Overall School Discipline

Discipline in the school is the function of the administration. This general school and classroom discipline is dependent upon the headteacher's administrative, supervisory and leadership styles, since he is incharge of all the school matters. Stating on
the role of the principle in British school systems, Page realised the importance of the headteacher's need to have a clear philosophy and interpretation of the purpose of education when he said:

"... if the principal (headteacher) takes a positive and constructive point of view towards education, he makes possible a constructive attitude for the teachers. But if he is a believer in authoritarian control and repression, he makes the teacher's task difficult. (Page 1964:296).

This implies that the headteacher is the leader of a primary school who must have a clear policy of what he wants for his school. Cooke and Dunhill (1966:38) felt that "the success of a school to a great extent depends upon its principal". He is the leader who must set the standard for hard work and good behaviour. The head as such, must:

"insist on the very best, both in work and behaviour from every one, and because he himself strives to live up to high standards, he will find that with encouragement the rest of the school community will follow where he leads. (Cooke and Dunhill 1966:38).

Njagi, 1981:1 calls the headteacher "the chief executive of a primary school". He felt that the teachers must obey him. He further stated that the teachers must also "see the head as being engaged in the very important task of guiding, controlling and coordinating their everyday activities in the school". (Njagi 1981:1).
Thus the headteacher has a very important role to play in maintaining discipline in the school. He sets the tone and the morale of the school by which he influences the teachers and the pupils. Even at the class level, what the teacher does on matters of discipline is influenced by "the standards and expectations of the principal". (Page 1964:297).

To Whitaker (1983:1), the headteachers role is becoming increaingly demanding due to the social changes which are making schools more complex organisations. The headteacher has multiple roles which include "a public relations officer, a diplomat, a negotiator, and a personnel manager...". The specific duties Whitaker identifies for the headteacher are many.

"The headteacher shall control the internal organisation, management and discipline of the school...." (Whitaker 1983:1).

As the overall administrator of the school, the headteacher not only supports and encourages good school discipline, but also deals with indiscipline cases which go beyond the control of the teacher. Calderhead (1984:38) supports this by saying:

"In most schools, pupils with serious moral and legal infringements are referred to senior member of the staff like the headteacher.... who identifies the
causes of misbehaviour which may determine the most appropriate action to be taken".

Even in cases where the headteacher delegates authority to the deputy and the senior teacher, the headteacher

"Himself will be held ultimately responsible in the public eye for all that is good or bad in his school. Where on occasion, he may appear to receive the credit, he must also be prepared to take the blame for anything that may go wrong". (Cooke and Dunhill 1966:41)

Raju (1971:13) lists seven (7) leadership roles of a headteacher, as related to

i) Improvement of teaching
ii) Evaluation of teaching and learning
iii) Parents and community relations
iv) Creative and curricular development
v) Improvement of school living
vi) Planning, organising and implementing plans for total school improvement and
vii) Improvement of educational methodology.

As such, the headteacher's role is diverse. He is an overall instructional supervisor in the school, who must try to improve both the programme and the staff. He must also serve as a source person for the teachers with the ultimate goal being the improvement of teaching - learning situation.
3.1. STUDY SAMPLE

The research was done in Mathare Educational Division of Nairobi District. Mathare Educational Division is divided into two zones: Huruma zone and Kahawa Zone. The sample of the study came from primary schools in Huruma zone where the Mathare slum area is situated.

The researcher got a list of all the schools in Huruma zone from the City Education office at Country Hall. This list was used to identify those schools within the slum area. The selection of a school depended on its being within the slum area to ensure that 100% of the children in those schools came from the slum area.

Since there are thirty (30) schools in the two zones, the researcher used ten (10) schools from Huruma zone, which were within the slum area.

The subjects of the study were the ten (10) headteachers in these schools and the teachers teaching. Most subjects in classes five, six, seven and eight. This made a total of 4 teachers in each school, thus totaling to forty (40) teachers from the ten schools. The selection of
of the teachers was done from the headteacher's office. Those teachers teaching most subjects happened also to be class-teachers of these classes.

3.2. RESEARCH METHODOLOGY

This study is a single element survey research. As such, the study does not seek variable relationships, but aims at finding out in a survey, the indiscipline in primary schools of a slum area.

The survey was carried out through Headteachers and Teachers as the subjects in the study.

3.3. STUDY INSTRUMENTS AND DATA COLLECTION

3.3.1 Instrumentation

A questionnaire was used as the major data gathering instrument for this study. Two types of questionnaires were used: One for headteachers and the other for teachers.

i) The Headteachers questionnaire, had two sections - Section A and section B. Section A required the headteacher to give general and relevant information about the school while section B asked the Headteachers specific information regarding their role in assisting teachers to maintain good discipline in school.

ii) The Teachers questionnaire was divided into four parts in order to:
a) Identify popular discipline problems
b) Indicate possible causes for these indiscipline.
c) Show the method used in dealing with indiscipline.
d) Show constraints to maintenance of discipline in schools.

The items in each questionnaire were designed by the researcher through the review of literature on the general aspects of discipline.

3.3.2 Pilot Testing

Before the actual collection of data using the questionnaire, the researcher did pilot testing using two primary Headteachers and six primary school teachers. These subjects were asked to complete the questionnaire and to give their comments on whether the items and instructions were clear and whether the time allowed for completion of the questionnaire was enough.

At the end, it was found that some items needed to be rephrased for clarity. The time allocated was reduced from 8 days to 4 days, due to teachers sentiments that the longer they stayed with the questionnaire, the more likely they would forget about it. They thus felt they needed a shorter period to be with the questionnaire.
3.3.3 Collection of Data

After seeking permission from the Office of the President and from City Education Office, the researcher was provided with introductory letter to all the ten schools to be visited. Copies were also sent to all the schools (10) Headteachers in the Division, alerting them of the presence of the researcher and asking for their cooperation.

The researcher visited the schools personally, introduced herself to the headteacher. The headteacher gave the researcher a list of all the teachers teaching the upper classes. Since all the schools visited were double streamed or 3 streams, the researcher selected the teachers using random sampling of all the classes to be used for the study. The Headteacher then introduced the researcher to the teachers selected who gave them the questionnaire and explained what needed to be done.

The researcher then allowed 4 days before the collection of the completed questionnaire.

3.4. DATA ANALYSIS

Because this was a single element survey study, the data analysis used descriptive statistics. Data was presented in frequencies and percentages.
were to be used in reaching conclusions, to provide answers to the objectives set at the beginning of the study.
CHAPTER FOUR

4.0. DATA PRESENTATION AND ANALYSIS

Mathare Educational Division is divided into two (2) zones. Huruma zone and Kahawa zone. The researcher used one zone — the Huruma zone for the study to find out the state of indiscipline in a slum area. Mathare slum area which was used as a case study is in Huruma Educational Zone.

Ten (10) schools were used for this study. The schools were selected on their being within the slum area. This selection basis aimed at getting 100% attendance to these schools by pupils who come from the slum area.

A sample of forty (40) teachers and ten (10) headteachers was used for this study. There was a 100% return rate for the questionnaire, and all had usable data.

The responses of the Headteachers to the questionnaire items were used to determine the roles played by the Headteachers in ensuring that the teachers attain and maintain discipline conducive to effective teaching and learning.
The responses to the teachers' questionnaire items were used to determine:

i) The types of existing school discipline problems faced by primary school teachers.

ii) The possible causes of these classroom indiscipline.

iii) The various methods used by teachers in dealing with classroom and school indiscipline.

iv) The constraints experienced by teachers in their attempt to maintain discipline in the school.

4.1. TYPES OF INDISCIPLINE PROBLEMS IN PRIMARY SCHOOLS

The first objective of this study was to investigate the types of discipline problems faced by teachers in primary schools.

Table 1 shows the types of problems perceived by the respondents to be the most serious problems in the school. They are arranged in the order of frequency of the responses.

87.5% of the respondents perceived absenteeism to be the most serious problem while selfishness (42.5) was considered to be the least serious problem.
Most respondents seem to rate the behaviours that directly affected learning process and mastery of the subject matter to be more serious problems. These include absenteeism, lateness, laziness and innatentive to learn and poor academic performance. This may be interpreted to mean that most teachers are concerned with those problems that affect learning directly, maybe at the expense of other forms of misbehaviour. This could be understood from the fact that the society (parents, educator's and even pupils) measure a school's success and the teacher's competence through his/her pupils achievements in the examinations.

Absenteeism, lateness and laziness affect the teacher's time allocation and scheme of work, such that the teacher might be required to give remedial teaching a fact not liked (accepted) by the teacher today.

Disobedience, lack of interest to learn and laziness implies that pupils have no motivation to learn. This is a serious problem for the teacher who must make their pupils to pass, to avoid the wrath of the parents and the society.

Behaviours which do not directly affect academic performance or mastery of subject matter like theft, selfishness and disrespect for the teacher
were not considered to be significant problems. However, the fact that most respondents rated all the problems highly (i.e. the least 42.5 of respondents) could mean that most teachers realise that any behaviour problem may directly or indirectly affect academic performance.
### TABLE I

Types of Classroom Discipline Problems

<table>
<thead>
<tr>
<th>Problem</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Absenteeism</td>
<td>35</td>
<td>87.5</td>
</tr>
<tr>
<td>2. Lateness</td>
<td>34</td>
<td>85</td>
</tr>
<tr>
<td>3. Disobedience and unwillingness to learn e.g. laziness, inattentiveness and low concentration span (lack of interest to learn)</td>
<td>34</td>
<td>85</td>
</tr>
<tr>
<td>4. Poor academic performance</td>
<td>33</td>
<td>82.5</td>
</tr>
<tr>
<td>5. Dishonesty</td>
<td>30</td>
<td>75</td>
</tr>
<tr>
<td>6. Untidiness and dirty pupils</td>
<td>29</td>
<td>72.5</td>
</tr>
<tr>
<td>7. Aggression e.g. pupils who fight others, destroy classroom property or easily loose temper</td>
<td>29</td>
<td>72.5</td>
</tr>
<tr>
<td>8. Theft</td>
<td>28</td>
<td>70</td>
</tr>
<tr>
<td>9. Withdrawn pupils e.g. shy, lack of confidence</td>
<td>23</td>
<td>57.5</td>
</tr>
<tr>
<td>10. Disrespect for the teacher, classroom rules, classmonitor or the school authorities</td>
<td>19</td>
<td>37.5</td>
</tr>
<tr>
<td>11. Selfishness</td>
<td>17</td>
<td>42.5</td>
</tr>
</tbody>
</table>
4.2. THE POSSIBLE CAUSES OF INDISCIPLINE

The second objective of this study was to investigate what the teachers and Headteachers perceived to be the causes of school indiscipline.

In part II of teachers' questionnaire, the respondents were asked to indicate by a tick (✓), the causes of behaviour problems from a given list, as they perceived it in their schools.

In part A of the Headteachers' questionnaire number 13 (see Appendix A), the respondents were asked to rank a given set of possible causes of indiscipline in schools.

Table II shows to what extent the problems were perceived to be causes of misbehaviour, while table III shows some administrative perception as to the causes of indiscipline in the school.

Table II indicates that family background of the pupils was considered by all the respondents (100%) to be the most serious cause of misbehaviour in the school. This is closely followed by influence from the surrounding society and peer group influence which were ranked 95 and 92.5% respectively.

This could be seen to be related to and a possible explanation as to why absenteeism and
lateness were perceived as the most common problems by the respondents (see table I). This could mean a number of things for the slum area schools:

a) That most parents leave for work very early since they are poorly paid and cannot afford transport. This means that the children are left alone to prepare for school and thus no one to push them, not to be late or even not to be absent from the schools.

b) Most people in the environment are engaged in small business like selling sukuma, tin and paper collection and so on, and due to this, some pupils might absent themselves from school to engage in such businesses, which is an easier form of getting money than going to school. This could account as to why most respondents indicated influence from the environment and from peers as major causes of misbehaviour in school.

c) Since most parents in the slum area are poor, some might ask their children to engage in income generating activities to add to the parents income instead of going to school. Other parents, due to poverty, might not be able to provide books, uniform, fees and even food to their children, which might result to behaviour problems like absenteeism and theft.
From table II, the causes of indiscipline in schools can be arranged into three categories:

1. Home environment related causes: These include the family background of the pupil, the environment of the home and the school, peer group influence and conflict between the home training and school rules. These, according to the respondents, were the most serious causes of indiscipline.

2. Teacher related causes: These include, teachers' lateness to class, poor teaching methodology and teacher's behaviour towards the pupils.

3. Administrative related causes which include. Too many pupils in class, exam pressure, too much work and conflict between home training and school rules.

Poor teaching methodology and exam pressure were perceived by the least number of respondents (12.5%) as causes of indiscipline. This may imply that the teachers consider themselves adequately trained and thus use the proper teaching methodology. The exam pressure is not a cause of indiscipline since most pupils in the slum area lack motivation to continue with school. The respondents felt that
this was due to lack of role models within the environment.

TABLE II
Teacher's Perception of Causes of Indiscipline in Schools

<table>
<thead>
<tr>
<th>Causes of Indiscipline</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Family background of pupils</td>
<td>40</td>
<td>100</td>
</tr>
<tr>
<td>2. Influence from the surrounding society</td>
<td>38</td>
<td>95</td>
</tr>
<tr>
<td>3. Peer-group Influence (pupil-pupil influence)</td>
<td>37</td>
<td>92.5</td>
</tr>
<tr>
<td>4. Conflict between classroom rules and home training</td>
<td>33</td>
<td>82.5</td>
</tr>
<tr>
<td>5. Teacher being harsh, hates pupils and fails to listen to pupils problems or opinions</td>
<td>20</td>
<td>50</td>
</tr>
<tr>
<td>6. Teacher's lateness for class, or leaving the class before the lesson is over</td>
<td>18</td>
<td>45</td>
</tr>
<tr>
<td>7. Too many pupils in class</td>
<td>16</td>
<td>40</td>
</tr>
<tr>
<td>8. Influence from the mass media e.g. radio, newspapers, television and magazines</td>
<td>15</td>
<td>37.5</td>
</tr>
<tr>
<td>9. Too much work given to the pupils</td>
<td>9</td>
<td>22.5</td>
</tr>
<tr>
<td>10. Poor teaching methodology</td>
<td>6</td>
<td>12.5</td>
</tr>
<tr>
<td>11. Examination pressure</td>
<td>6</td>
<td>12.5</td>
</tr>
</tbody>
</table>
Table III ranked parent's interference as the most serious cause of indiscipline. Though it was not possible through this study to establish how and to what extent parent's interference affects discipline, it could be that the parents attitude towards the school, the teachers and the headteachers, and the way parents react to the school's disciplinary procedures, school rules and regulations affect pupils behaviour in the school.

Shortage of teaching material was ranked 2nd. From the 10 schools, the researcher observed that there were enough classrooms in all the schools visited. Shortage of teaching material could be explained through the current policy of cost-sharing, which requires the parents to provide books (textbooks and exercise books) and other teaching materials. Since parents are poor, they cannot afford to provide such materials. This could explain why Absenteeism ranked highest as type of behaviour problem (see table I) as most pupils stayed away from school for such an excuse.

Most headteachers did not consider the presence of untrained teachers as causes of indiscipline, because these were very few if any. Only 3 out of the 10 headteachers reported as having untrained teachers and most felt that their schools were adequately staffed. As such discipline problems
due to teacher's incompetence and poor teaching methodology were not experienced in their schools. (see table III).

It is insignificant to note that both teachers and the headteachers consider the home background of pupils as a major source of pupil indiscipline (see table II and III).

TABLE III
Relative Ranking of Causes of Indiscipline
by Headteachers

<table>
<thead>
<tr>
<th>Cause</th>
<th>Relative Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Parent's interference</td>
<td>1</td>
</tr>
<tr>
<td>2. Shortage of teaching material</td>
<td>2</td>
</tr>
<tr>
<td>3. Small school compound</td>
<td>3</td>
</tr>
<tr>
<td>4. Too many untrained teachers</td>
<td>4</td>
</tr>
</tbody>
</table>

4.3.1 TEACHER'S METHODS OF DEALING WITH INDISCIPLINE

The third objective of the study was to find out methods teachers use in dealing with indiscipline. In part III of the teacher's questionnaire, the
respondents were given a list of possible methods most teachers use, and were asked to indicate with an (A) if they used any of the methods or an (N) if they never used the method.

Table IV shows the methods used by the respondents (teachers) when dealing with indiscipline. All the respondents indicated that they gave rewards to those pupils who improved their performance, involved pupils in the lesson, and gave equal attention to the bright and poor pupils. This kept the pupils busy all the time, such that there was no time for indiscipline.

From the table, one can observe that 100 per cent of the teachers indicate they reward pupils for academic improvement while 82.5% reward pupils for improved behaviour. This supports the fact that more teachers are concerned with academic performance than character building and improvement of the pupils.

The table also shows that few respondents perceived severe punishment, use of the cane as means of dealing with indiscipline.
TABLE IV
Methods Teachers use When Dealing with Indiscipline

<table>
<thead>
<tr>
<th>Idiscipline</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Giving rewards in form of prizes, tokens, praise to performance.</td>
<td>40</td>
<td>100</td>
</tr>
<tr>
<td>Involving all pupils in the lesson</td>
<td>40</td>
<td>100</td>
</tr>
<tr>
<td>Giving equal attention to both the bright and poor pupils in class</td>
<td>40</td>
<td>100</td>
</tr>
<tr>
<td>Giving rewards to those pupils who show improvement in discipline</td>
<td>33</td>
<td>82.5</td>
</tr>
<tr>
<td>Giving pupils a list of school rules</td>
<td>33</td>
<td>82.5</td>
</tr>
<tr>
<td>Allowing pupils to chose their own prefect</td>
<td>30</td>
<td>75</td>
</tr>
<tr>
<td>Ensuring that every misbehaviour is followed by punishment</td>
<td>16</td>
<td>40</td>
</tr>
<tr>
<td>Caning pupils who misbehave</td>
<td>15</td>
<td>37.5</td>
</tr>
<tr>
<td>Severe punishment for misbehaving pupils to serve as deterrent to others</td>
<td>13</td>
<td>32.5</td>
</tr>
<tr>
<td>Ignoring pupils who misbehave</td>
<td>01</td>
<td>01</td>
</tr>
</tbody>
</table>

Infact, all the respondents indicated that they never ignored a pupil as a method of indiscipline.
This suggests that teachers are very keen with those who misbehave especially if it affects pupils academic performance.

The methods used by most of the respondents seem to be preventive and behaviour modification methods like giving rewards, while the methods least used are punitive methods like caning and severe punishment. This shows a shift from the traditional methods of dealing with indiscipline which were more punitive than preventive.

In section B of part III, the respondents were asked to indicate the punishments they frequently used in dealing with indiscipline, and provide examples of each type of punishment.

In section A of the Headteachers' questionnaire, (see Appendix A) question 15 asked the respondents to indicate the types of punishments they allowed their teachers to use and those they did not allow them to use.

Table V shows the teachers responses while Table VI shows the punishments the headteachers allowed their teachers to use or not use in the school.
All the respondents in Table V indicated that they used verbal reprimand and withdrawal of privileges as a form of punishment, 75% used physical torture, while only 5% indicated that they use mental torture as a form of punishment.

Table VI indicates that all the 10 headteachers never allowed their teachers to use caning, slapping, intimidation or any punishment that is physically detrimental to the health of the child. This could explain why all the teachers use verbal reprimand and withdrawal of privileges more than physical torture. However, in teacher's examples of physical torture, some said that they used caning. In Table VI 37.5 of the respondents indicated they allowed caning as a form of punishment. However, this was light caning on the hand using a ruler. Any serious caning was only done by the Headteacher in the presence of a witness as required by the Ministry's Act on indiscipline.

Equally not allowed was suspension as a form of punishment. Only 7.5% of the teachers used it as a form of punishment and only if they had consulted the head teachers so that pupils could go and bring their parents. Suspension was particularly avoided in Mathare, since the pupils and some parents would use this as a chance to avoid going to school. Most
teachers however used kneeling, standing up and cleaning the class as physical means of controlling misbehaving.

TABLE V

Types of Punishment Used by Teachers in Cases of Indiscipline

<table>
<thead>
<tr>
<th>Punishment Type</th>
<th>Frequency</th>
<th>Percent</th>
<th>Examples Produced</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Withdrawal of privilege</td>
<td>40</td>
<td>100</td>
<td>Demotion if a group leader or prefect. Detain during P.E. or break time.</td>
</tr>
<tr>
<td>2. Verbal reprimand</td>
<td>40</td>
<td>100</td>
<td>Revealing child's misbehaviour in class, rebuking and reproving child.</td>
</tr>
<tr>
<td>3. Physical torture</td>
<td>35</td>
<td>75</td>
<td>Kneeling down, running a distance putting hands up for sometimes, squatting pinching sweeping/washing classroom.</td>
</tr>
<tr>
<td>4. Fining pupils</td>
<td>10</td>
<td>25</td>
<td>Deduction of mark paying for lost/damaged property</td>
</tr>
<tr>
<td>5. Suspension</td>
<td>3</td>
<td>7.5</td>
<td>Sending child to get the parents.</td>
</tr>
<tr>
<td>6. Mental torture</td>
<td>2</td>
<td>5</td>
<td>Sitting idle not talking to others doing some work over and over again</td>
</tr>
<tr>
<td>Punishment</td>
<td>Allowed</td>
<td>Not Allowed</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>---------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td>1. Cleaning the compound</td>
<td>✔️</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Light caning on hands</td>
<td>✔️</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Repeating poorly done work</td>
<td>✔️</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Kneeling down</td>
<td>✔️</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Calling parents</td>
<td>✔️</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Detaining pupils to do manual work</td>
<td>✔️</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Standing in class while others sit</td>
<td>✔️</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Caning, slapping, intimidation abusing pupils</td>
<td>✔️</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Suspension from class</td>
<td>✔️</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Excessive mental torture</td>
<td>✔️</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Key**

(✔️) Allowed punishments

(✘) Not allowed.
Part C of the objective was for the respondents to give examples of the rewards they use for these children who show improvement in behaviour. The teachers were required to give examples of those rewards they commonly used.

Table VII shows the rewards the teachers used for improved academic performance and improved behaviour. All indicated that they used tokens like giving books and pencils to pupils and praise which could be verbal or clapping for the child and even singing. 87.5 used giving of a responsibility while others gave a privilege especially if it was the whole class in question.
TABLE VII
Rewards Frequently used by Teachers for Improved Behaviour

<table>
<thead>
<tr>
<th>Reward</th>
<th>Frequency</th>
<th>Percent</th>
<th>Examples of rewards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Token</td>
<td>40</td>
<td>100</td>
<td>Books, pencils</td>
</tr>
<tr>
<td>Praise</td>
<td>40</td>
<td>100</td>
<td>Verbal praise, clapping, singing.</td>
</tr>
<tr>
<td>Responsibility</td>
<td>35</td>
<td>87.5</td>
<td>Prefect</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Issue milk, books.</td>
</tr>
<tr>
<td>Privilege</td>
<td>33</td>
<td>82.5</td>
<td>A trip for the whole class.</td>
</tr>
</tbody>
</table>

From the above Tables IV, V, VI, and VII, it is clear that teacher's methods of dealing with indiscipline can be categorised in three (3) groups:

1. Punitive
2. Preventive and

It is also clear that teachers and headteachers prefer and use preventive and behaviour modification techniques more than punitive techniques. This is a clear shift from the traditional emphasis on
punitive measures like severe caning and severe punishments as ways of making pupils stop misbehaving in the schools.

4.4 CONSTRAINTS TEACHERS EXPERIENCE IN THEIR ATTEMPT TO MAINTAIN DISCIPLINE IN THE SCHOOL

The fourth objective was to investigate the constraints teachers might experience in their attempt to instil and maintain discipline.

To achieve this objective, the respondents were required to answer questions related to the objective. For the purpose of analysis, the researcher considered those questions related to the constraints from Administrative perspective, the home and society and from the pupils themselves.

In question 9 and 10 of the Headteacher's questionnaire (see Appendix A), the respondents were asked to arrange in order of seriousness of indiscipline, classes 1 - 8 in their schools and give reasons for each.

Table VIII ranked class 7 as the most indisciplined followed by 6 and 8. From the table, three groupings emerge:

a) Class 7, 6 and 8 were considered to be the most well behaved class. Various reasons were
given, the most common being the age of the pupils who are starting their teens (13, 14, 15 years) and who want to start expressing their freedom. The girls were pointed out as most notorious and were among those who absented themselves from school. The respondent gave as a reason influence from the society around and the truant peers. The girls in particular absented themselves for periods of time and get married or stayed in somebody's home for money. The boys would involve themselves in such trades like tin and paper collection.

b) Class 4 and 5 were considered the next in order of indiscipline. This is however noise making, naughty and rude children. Main reason given is upper primary phobia and that they start being aware of themselves.

c) The last group is class 1 to 3. Class 1 (1) was the best in behaviour. Headteachers felt that these are still young and the school is a new place for them. As such, they would not be indisciplined like the others.
# TABLE VIII

## Headteachers Perception of the most Indisciplined class in School

<table>
<thead>
<tr>
<th>Relative Ranking</th>
<th>Class</th>
<th>Reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>6</td>
<td>Age of the pupils - approaching Teenage years</td>
</tr>
<tr>
<td>2.</td>
<td>7</td>
<td>Influence of truant children and the society.</td>
</tr>
<tr>
<td>3.</td>
<td>8</td>
<td>- Upper Primary phobia - Have started to be aware of themselves.</td>
</tr>
<tr>
<td>4.</td>
<td>4</td>
<td>Pupils still under one class Teacher.</td>
</tr>
<tr>
<td>5.</td>
<td>5</td>
<td>Too young to be influenced</td>
</tr>
<tr>
<td>6.</td>
<td>3</td>
<td>Parents want them out of home.</td>
</tr>
<tr>
<td>7.</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>
In the teachers' questionnaire, section four, the teachers in number three and six were asked to give examples of indiscipline cases that would require them to consult the headteacher or call the parents of the child. Table IX shows the type of indiscipline cases requiring referral to the Headteacher who might in return call the parents of the pupils to school. The respondents identified continued absence (85) rudeness (80) and chronic lateness (82.5) as indiscipline cases most teachers referred to the Headteachers and the parents. Note that all the above affect academic performance. However, they could call parents due to theft, taking of drugs, fights, sex offences and damage to school property.

Table X shows the type of response the Headteachers give to such appeals. Most respondents felt that Headteachers were very helpful whenever consulted for help, by giving more information about the child. This helped the teacher to know how to deal with the problem. The headteachers also call the parents, since teachers cannot call the parents directly. Only 7.5 of the respondents felt that Headteachers were not helpful. This shows the headteachers are not a constraint to teachers in matters of discipline.
### TABLE IX

**Indiscipline cases requiring referral to Headteachers and calling of Parents to School**

<table>
<thead>
<tr>
<th>Case</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Continual absence from school</td>
<td>34</td>
<td>85</td>
</tr>
<tr>
<td>2. Chronic lateness</td>
<td>33</td>
<td>82.5</td>
</tr>
<tr>
<td>3. Rudeness and use of abusive language to the teacher</td>
<td>32</td>
<td>80</td>
</tr>
<tr>
<td>4. Theft</td>
<td>30</td>
<td>75</td>
</tr>
<tr>
<td>5. Homework not done frequently</td>
<td>30</td>
<td>75</td>
</tr>
<tr>
<td>6. Fights</td>
<td>27</td>
<td>67.5</td>
</tr>
<tr>
<td>7. Use of drugs in school</td>
<td>25</td>
<td>62.5</td>
</tr>
<tr>
<td>8. Damage to school property</td>
<td>20</td>
<td>50</td>
</tr>
<tr>
<td>9. Sex offences</td>
<td>18</td>
<td>45</td>
</tr>
</tbody>
</table>
Table XI indicates parent's responses to teacher's appeals on indiscipline cases. Only 50% of the respondents indicated that parents come to school when called. Most respondents felt that parents were not supportive and instead, they could talk ill of the teachers infront of pupils (their children), were very defensive of their children, and at times, threatened teachers over pupil's punishment. Only 20% of the respondents indicated that parents were supportive to the teachers.

**TABLE X**

<table>
<thead>
<tr>
<th>Headteacher's responses to teacher's appeal for help</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Headteachers give more information about the child</td>
<td>35</td>
<td>87.5</td>
</tr>
<tr>
<td>2. Call parent to school to discuss with the teachers</td>
<td>34</td>
<td>85</td>
</tr>
<tr>
<td>3. Guides and counsels the child</td>
<td>33</td>
<td>82.5</td>
</tr>
<tr>
<td>4. Refers teacher to Guidance and counselling teacher/Deputy Headteacher</td>
<td>28</td>
<td>70</td>
</tr>
<tr>
<td>5. Is supportive to teachers incase of threats from parents</td>
<td>28</td>
<td>70</td>
</tr>
<tr>
<td>6. Punishes the child</td>
<td>20</td>
<td>50</td>
</tr>
<tr>
<td>7. Ignores teachers call for help</td>
<td>3</td>
<td>7.5</td>
</tr>
<tr>
<td>8. Abusive to teachers infront of pupils</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Response</td>
<td>Frequency</td>
<td>Percent</td>
</tr>
<tr>
<td>----------</td>
<td>-----------</td>
<td>---------</td>
</tr>
<tr>
<td>1. Parents not cooperative</td>
<td>30</td>
<td>75</td>
</tr>
<tr>
<td>2. Talk ill of teachers in front of pupils</td>
<td>28</td>
<td>70</td>
</tr>
<tr>
<td>3. Parents insults/threatens teacher in front of pupils</td>
<td>25</td>
<td>62.5</td>
</tr>
<tr>
<td>4. Defend children even when outright wrong.</td>
<td>25</td>
<td>62.5</td>
</tr>
<tr>
<td>5. Parents come to school when called</td>
<td>20</td>
<td>50</td>
</tr>
<tr>
<td>6. Support teacher's methods of dealing with indiscipline</td>
<td>10</td>
<td>25</td>
</tr>
<tr>
<td>7. Replace damaged school property</td>
<td>5</td>
<td>12.5</td>
</tr>
</tbody>
</table>
TABLE XII

Response from the pupils to the teacher’s attempt to correct or punishment

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Continual indiscipline of pupils</td>
<td>32</td>
<td>80</td>
</tr>
<tr>
<td>2. Rudeness at classes 6, 7, and 8</td>
<td>28</td>
<td>73.5</td>
</tr>
<tr>
<td>3. Pupils indifferent to teachers efforts at discipline</td>
<td>25</td>
<td>62.5</td>
</tr>
<tr>
<td>4. Pupils change for better</td>
<td>25</td>
<td>62.5</td>
</tr>
<tr>
<td>5. Some ran away from school</td>
<td>15</td>
<td>37.5</td>
</tr>
</tbody>
</table>
Table XII shows teachers perception of how pupils respond to efforts to instil discipline in them. 80% of respondents felt that pupils continued to be indisciplined and those rude at class 8.7 and six continued with their rudeness. However, some had some positive element in that 62.5 respondents felt that some pupils change and improve their behaviour.

Table XIII shows teachers perception of how the immediate and wider society responds to teacher's methods at instilling discipline. This was in response to question 10 and 11 of teachers questionnaire (see Appendix B) where the respondents were to give examples of how the society responded to discipline matters in the school. 97.5 of the respondents felt that there was a lot of bad influence from the society where pupils were exposed to drugs, indiscriminate sex relationships, and people living close together such that there was no privacy for the growing child. The respondents felt that the society especially in Mathare was indifferent to pupils indiscipline, no one bothered.

Negative criticism of the teacher by the society eroded the teacher's authority and position such that pupils were not ready to obey them.
From Tables VIII to XIII, the following observations can be made:

1. Teachers in Mathare face many constraints in their efforts to maintain/instil discipline. This is from the pupils themselves especially from the upper classes 6-7 who can be openly rude to teachers. These continue with indiscipline even after efforts to help them change. This could be related to lack of motivation and interest to learn by the pupils.

2. Headteachers could present a constraint to teachers in matters of discipline through refusal to help the teachers, or being totally responsible for discipline matters in the school, such that teachers cannot make any decisions.

   However, the study shows that Headteachers in Mathare are very helpful, they allow the teacher autonomy to deal with discipline and offer a lot of assistance. This supports the fact that Headteachers consider teachers as their colleagues who can consult or be consulted in matters of indiscipline.

3. The greatest constraint to teachers in Mathare is the environment, parents and the society at
<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Bad influence from immediate society i.e. drug taking chang'aa brewing</td>
<td>39</td>
<td>97.5</td>
</tr>
<tr>
<td>2. Negative criticism from society through the media</td>
<td>37</td>
<td>92.5</td>
</tr>
<tr>
<td>3. Society indifferent to teachers efforts at indiscipline</td>
<td>33</td>
<td>82.5</td>
</tr>
<tr>
<td>4. The truant peer lure pupils away from school</td>
<td>32</td>
<td>80</td>
</tr>
<tr>
<td>5. Lack of support from ministry officials in cases of dispute with parents over discipline</td>
<td>12</td>
<td>12.5</td>
</tr>
</tbody>
</table>
at large. Of the 40 respondents, 62.5 had clashed with parents of the pupils in questions because the parents were very defensive, did not want to give helpful information about their children and sometimes were outright rude to the teacher (see Appendix C section IV, Question 8).

The surrounding environment was not conducive to learning. Pupils lacked models to copy within their immediate environment. They are surrounded by poverty, overcrowding and lack of privacy. This inturn made the pupils give up in the struggle to succeed and hence most pupils in Mathare lacked motivation to learn, and do well in schools. Appeals to good discipline as a means of academic success is thus met with deaf ears at the slum schools. Others, due to environmental and home conditions, are influenced by their peers or adults to taking drugs, chang'aa drinking or get into petty business at the expense of going to school.

People's indifference to pupil's indiscipline is also a great constraint. The respondents felt that the current negative attitude and criticism of the teacher by anybody in the society has lowered the teacher's dignity and morale. The growing number of threats, physical attacks and legal
cases against a teacher over cases of discipline were felt as a constraint by the respondents. Nearness to Education Ministry's headquarter offices and to members of the press in Mathare (Nairobi) was felt as a constraint that made teachers relax over discipline cases. This could thus explain the current growing indifference among teachers over discipline matters and pupil's character growth while in school.

4.6 THE ROLE PLAYED BY THE HEADTEACHER IN OVERALL SCHOOL DISCIPLINE

The fifth objective was to find out the role played by Headteachers in assisting teachers to maintain discipline in the school.

In part B of the Headteacher's questionnaire the (see Appendix A) the respondents were asked to indicate by a tick (✓) the roles they practise. Table XIII shows the six roles all the ten Headteachers practise to ensure that teachers obtained an maintained discipline in the school. Three of the roles were concerned with the improvement of the curriculum and instruction. Such included checking teacher's lesson notes, purchasing and maintaining teaching materials, checking teacher's punctuality. This supports the idea (claim) that both teachers and Headteachers are more concerned with that
indiscipline that may affect pupils' academic performance.

The headteachers were aware of the need to fully support their teachers and be helpful in all ways, if their schools were to be successful. This makes headteachers to support teachers in all disciplinary matters, encouraging the teachers to feel free to discuss with the headteachers any school related matters especially affecting discipline.

Such a relationship makes the teachers feel as part of decision makers, colleagues with the headteachers, which in turn makes them willing and involved participants in matters related to indiscipline. The headteachers also realise that dealing with indiscipline in the school is a joint responsibility involving the teachers and the parents of the child. Hence, headteachers request parents to come to school on behalf of the teachers when the need arises.

Table XIV shows twelve (12) roles which most respondents perceived to be performing to ensure good discipline in the school. Four (4) of these are related to general school discipline. These include appointing a teacher or a group of teachers
# TABLE XIV

**Roles Headmasters Practice to Ensure Discipline**

*in the school*

<table>
<thead>
<tr>
<th>Role</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Supporting teachers in all the disciplinary matters.</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>2. Checking teachers lesson notes, records of work and schemes of work</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>3. Purchasing and maintaining teaching material</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>4. Checking teacher's punctuality in class</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>5. Making teachers feel free to come and discuss the problems they face while in school</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>6. Asking parents to cooperate in cases of pupils indiscipline</td>
<td>10</td>
<td>100</td>
</tr>
</tbody>
</table>
to be in-charge of guidance and counselling in the school, holding frequent staff meetings to discuss indiscipline and disciplinary procedures in school, and avoiding too many pupils in a class. This suggests that, the headteachers realise the importance of delegating responsibility, which in turn helps the teacher to become more responsible with school work.

Standing out, but practised by most headteachers (80%) is the role of discouraging idle talk from the teachers. Idle talk, headteachers realise would cause conflict among the teachers, and prevent them from effective executive of their duties.

Table XV shows five (5) roles played by fewer headteacher to help and maintain discipline. Only 30% of the respondents perceived. Expulsion from school as punishment for indiscipline. This means that headteachers are aware of the many lures for the youth in Mathare environment, and that suspending them would give a valid excuse to be truants. This supported by the fact that absenteeism is the highest indiscipline problem in all the ten (10) schools visited.

Only 40% encouraged teachers to visit teacher's advisory centres or other schools. The study however did not establish why such few headteachers
did this. None of the headteachers perceived sitting at the back of class as a way of helping teachers in matters of indiscipline. This would suggest that headteachers consider their teachers mature and well trained to control discipline without the need for supervision.
<table>
<thead>
<tr>
<th>Role</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Supporting teachers in all the disciplinary matters</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>2. Checking teachers lesson notes, records of work and schemes of work</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>3. Purchasing and maintaining teaching material</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>4. Checking teachers punctuality in class</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>5. Making teachers feel free to come and discuss the problems they face while in school</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>6. Asking parents to cooperate in cases of pupils indisipline</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>7. Appointing a teacher to be in charge of guidance and counselling in the school</td>
<td>8</td>
<td>80</td>
</tr>
<tr>
<td>8. Discouraging teachers from idle talk in the staffroom</td>
<td>8</td>
<td>80</td>
</tr>
<tr>
<td>9. Holding frequent staff meeting to discuss indiscipline and disciplinary procedures in school</td>
<td>8</td>
<td>80</td>
</tr>
<tr>
<td>10. Avoiding too many pupils in a class</td>
<td>7</td>
<td>70</td>
</tr>
</tbody>
</table>
### TABLE XVI

**Roles few Headteachers play in Maintaining Discipline**

<table>
<thead>
<tr>
<th>Role</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Appointing prefects and class monitors in every class</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td>2. Holding frequent meetings with prefects and class monitors</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td>3. Encourage teachers to visit teacher's advisory centres, or visit other schools and learn from colleagues</td>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td>4. Expelling misbehaving pupils from school</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>5. Sitting at the back of class as a teacher is teaching</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. The major concern of this study was to investigate discipline problems faced by primary school teachers in Mathare slum area of Nairobi. To address the problem, the researcher investigated:

a) The types of classroom and school discipline problems.
b) The causes of indiscipline in schools.
c) The methods used by teachers in dealing with pupil indiscipline.
d) The constraints experienced by teachers in their effort to solve indiscipline in schools.
e) The role played by the headteachers in overall school discipline.

Ten schools were selected from Huruma zone, Mathare Division, selected on the fact that the study aimed at finding out about indiscipline in a slum area. All the ten (10) schools were at the centre of the slum area, with an aim of providing the researcher with 100% school enrolment of children from the slums. Ten headteachers out of 30 were used while the 40 teachers out of 524, four (4) from each school were selected as respondents.

Two types of questionnaires, one for the headteachers only and the other for the teachers only,
administered and all returned with usable data.

Chapter two dealt with literature review. Literature related to the subject area was reviewed under six operational areas namely:

a) Concept of discipline and indiscipline
b) Causes of indiscipline
c) The types of indiscipline
d) The methods of dealing with pupil indiscipline.
e) The constraints experienced in the process and
f) The role played by Headteachers.

Chapter three (3) dealt with the design and methodology of the study which showed the sample, instrument, and presented construction and administration of the questionnaire.

Analysis of data was presented in chapter four (4).

5.2 The following is a summary of the findings:
5.2.1 Teachers' (respondents') perceptions of various types of indiscipline. The behaviour problems which directly affected academic performance and masterly of subject matter were considered more disturbing. Such misbehaviours included absenteeism, lateness, lack of interest to learn and poor academic performance. However, most teachers felt that any indiscipline affected pupils character, growth and
and academic performance.

5.1.2 All the respondents, both the headteachers and teachers, perceived family background as the major cause of indiscipline in schools. This was closely followed by influence from immediate environment and peer group influence. The examples given of home background related problems included absenteeism due to lack of facilities like books, uniform and the like since the parents are poor, lateness because parents leave home very early to report to work and lack of interest to learn since there is no motivation from home.

Teachers also indicated that some causes of indiscipline were related to teacher behaviour like teachers lateness to class, poor teachings methodology or too much work given for very short periods. Indiscipline in school could also be caused by administrative related courses. Home background and parent's inference were, however, perceived as major causes of indiscipline in schools.

5.1.3 Teachers indicated that they used preventive methods of instilling and maintaining discipline more than punitive methods. All the teachers used rewards for academic improvement while 83.5 percent used rewards for improved behaviour. The most common rewards used include giving of tokens like
books, pencils, praising the pupil in and out of class, giving special favours and giving a responsibility in class.

However, the respondents agreed that they used punitive methods to help instilling discipline in the classes. Such punishments commonly used were physical work like running, squatting or kneeling in class or cleaning a classroom or toilet in the school. Most teachers indicated they used light caning. However, all the teachers indicated that as punishment, they used verbal reprimand and withdrawal of privileges as a form of punishment more often than physical punishment.

Suspension from class and school was not commonly used since pupils would be happy to keep away from school.

The headteachers indicated that they allowed their teachers to use such punishments like cleaning the compound, detaining pupils, but did not allow caning, slapping or any punishment that can cause injury to the child. Suspension was not allowed because the children were too young and headteachers felt that other methods of punishment could help them.
5.1.4 The teachers indicated that constraints to indiscipline are many. They considered the greatest constraint as the parents and home background of the pupils, the immediate environment of the children and the society at large. Other constraints could be pupil related like continued indiscipline or administrative related constraint like large classes, uncooperative headteachers and lack of facilities. However, most teachers felt that headteacher in Mathare were very helpful to them in matters related to discipline.

5.1.5 The headteachers were aware of their special responsibility in the school. They indicated that discipline was very vital for the child and they were ready to help the teacher in matters of discipline. They thus supported teachers in all disciplinary matters. They, however, took more seriously the roles related to improvement of teachers competence and those related to winning the confidence of their teachers inorder to achieve favourable working climate in the school. The headteachers recognised the importance of delegation of discipline related matters to other teachers like guidance and counselling, and parental involvement in discipline cases.
5.2. CONCLUSIONS

Based on the data collected and analysed in this study, the researcher arrived at the following conclusions concerning school indiscipline.

5.2.1 Teachers experience numerous problems from pupils in and out of the classroom. The teachers are, however, more concerned with those indiscipline problems that directly affect academic learning than those which affect the pupil's moral and character building like selfishness and theft. This reflects the Kenyan society's interest and concern on academic success of the pupil. The teachers competence and the schools success is based on how well they have performed in National examination. This type of concern makes the teacher concentrate on developing cognitive skills in learners through rote learning and memorisation than in development of affective skills which would help in character building of the child.

5.2.2 The major causes of indiscipline in schools was the family background of the pupils. This influenced the type of attitude parents had towards school, indiscipline, and other related matters. Parents interference and influence from the environment had a very great influence on indiscipline in school.
5.2.3 There are variety of ways of dealing with indiscipline in schools. These include punitive, preventive and behaviour modification techniques. There is a shift from teachers use of punitive control methods to methods based on preventive and behaviour modification techniques. This included guidance and counselling in schools, a department which seems to be very active in primary schools. Teachers also use rewards more than punishments which encourages the child to change, rather than punitive methods that leave the child with a lot of bitterness.

The punishments commonly used by teachers included detention, repeating poorly done work, loss of privileges and engaging pupils in a tiring activity. Teachers were not allowed to use caning, slap a child or suspend a child because this caning is harmful, while suspension would legally allow the child to be absent from school.

5.2.4 Though the teachers did their best to instil discipline in the schools, they faced serious constraints. The greatest was the home background related problems like poverty, overcrowdedness, the immediate environment which has a great influence on pupils behaviour in schools. Administrative problems were cited although headteachers acted on these problems very effectively.
5.2.5 The age of pupils seems to determine the nature and extent of indiscipline. The upper classes six, seven and eight which had more nature pupils, tend have more behaviour problem than the lower classes. These upper classes seem to be easily influenced and have more distractions than those in the lower classes.

5.2.6 The Headteachers are aware of and understand their role in improving discipline; knowing that they are ultimately responsible, Headteachers recognise the importance of delegating duty to other teachers especially in matters related to discipline. Equally, Headteachers recognise the need for good working relations between pupils, teachers, Headteachers and the parents. This would help in success of the school.

5.3. RECOMMENDATIONS

On the basis of the data collected and analysed, the researcher recommends that:

Since family background of pupils, parents interference, and influence from the community around the school were perceived to be significant causes of behaviour problems, and constraints to the teachers in their effort to instil discipline, there is need to educate the public through chief's
baraza on importance of school for their children. Parents should visit schools more frequently in order to establish a cordial relationship with teachers, rather than issuing threats which hamper the teacher from effective performance of his/her duty. This calls for more frequent parents teachers meetings in the school to educate parents on pupils progress.

Failure of the parents to provide facilities like books, uniform and other facilities were causes of common absenteeism in school. The researcher recommends that the City Education Office should provide books and other facilities especially in the slum areas where parents can hardly afford to buy books for their children. The researcher also recommends that more detailed study should be done to find out how family background affects discipline of pupils in the schools.

Since it was found that the age of the pupils seem to influence their behaviour, more detailed study should be done on pre-adolescence period of pupils especially girls and how this age affects their behaviour within the school.
APPENDIX A

THE HEADTEACHER'S QUESTIONNAIRE

1. The information you provide will be kept secret.

2. Classroom and school discipline problems exist in all schools so feel free and give correct information about your school.

3. Read the instructions given at the beginning of each part before you start answering the questions.

4. Please tick/fill in appropriately.

SECTION A

General Information

1. Name of school ..............................................

2. Administrative Zone...........................................

3. Your experience as a teacher ..............................

4. Your experience as a headteacher ....................... 

5. The number of teachers in your staff .............. Their highest professional qualifications as

P3_______, P2_______, P1_____, S1_____, UT_____

Other ___________

6. The number of streams in your school _________

7. The number of pupils in each class

Std 1 _________   V _________

II _________   VI _________
8. Do you consider your school to be:
   i) Understaffed
   ii) Adequately staffed
   iii) Overstaffed.

9. Arrange class 1 to 8 in order of seriousness of classroom indiscipline, starting with the most notorious to the most well behaved class.
   Class 1 _______  5    ________
   2 _______  6    ________
   3 _______  7    ________
   4 _______  8    ________

10. What are the possible reasons for
    (i) The most notorious class
        __________________________
        __________________________
        __________________________
    ii) The least notorious class
        __________________________
        __________________________
        __________________________

13. The following are possible causes of indiscipline among pupils, Rank them in order of their seriousness, starting with number one as the most serious.
a) Too many untrained teachers
b) Shortage of teaching material
c) Small school compound
d) Parent's interference

14. How does any of the two most seriously cause/affect classroom behaviour (Explain)

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

15. What type(s) of punishment do you/do not:

i) Allow your teachers to use in school

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

ii) Allow your teachers to use in school.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

iii) Give reasons for each of the above i.e. for each of 15(i) and 15(ii)

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
SECTION B

HEADTEACHER'S ROLE IN ENSURING GOOD SCHOOL DISCIPLINE

Below is a list of possible roles played by a Headteacher in a school inorder to ensure good discipline. Circle M for the ones you practice most and N for the ones you never practice.

1. Supporting teachers in all the disciplinary matters. M N

2. Checking teachers' lesson notes, records of work and schemes of work. M N

3. Checking class registers and dealing with absentees. M N

4. Reminding pupils during parade of all the school rules and regulations. M N

5. Appointing a teacher or a group of teachers to be in charge of guidance and counselling in the school. M N

6. Avoiding too many pupils in a class. M N

7. Discouraging teachers from idle talk in the staffroom M N

8. Purchasing and maintaining teaching material M N

9. Appointing prefects and class monitors in every class. M N
10. Checking teacher's punctuality in class. M N
11. Expelling misbehaving pupils from school. M N
12. Sitting at the back of the class as a teacher is teaching M N
13. Asking parents to cooperate in cases of pupils indiscipline. M N
14. Making teachers feel free to come and discuss the problems they face while in school. M N
15. Holding frequent staff meetings to discuss indiscipline and disciplinary procedures in school M N
16. Holding frequent meetings with prefects and class monitors M N
17. Encouraging teachers to visit teacher's advisory centres, or visit other schools and learn from colleagues. M N
18. Suggest any other ways in which you assist your teachers to maintain good discipline in the school. 

Thank you for your cooperation.
Name: ____________________________
Date: ____________________________
Signature: ________________________
APPENDIX B

THE TEACHER'S QUESTIONNAIRE

Name of School ________________________________

Class(es) your teach __________________________

Class Master/Mistress of class __________________

1. This questionnaire is divided into four parts. Your name is not required in this questionnaire. Read the instructions given at the beginning of each part before you begin answering the questions.

2. Discipline problems face all teachers and they exist in any normal school. So feel free and answer the questions honestly.

3. Please tick or fill in appropriately.

PART I

TYPES OF CLASSROOM BEHAVIOUR PROBLEMS

1. Below is a list of some of the possible behaviour problems (indiscipline) in the school. You may have encountered some, or all of them in your own classroom or in the school. Indicate by a tick (✓) the ones you have encountered.
1. Absenteeism
2. Lateness
3. Dishonesty
4. Theft
5. Untidiness and dirty pupils
6. Disobedience and unwillingness to learn. e.g. laziness, inattentive, low concentration span (lack of interest to learn)
7. Withdrawn pupils: e.g. shy, lack of confidence
8. Aggression e.g. pupils who fight others, destroy classroom property or easily lose temper.
9. Disrespect for the teacher, classroom rules, classmonitor or the school authorities
10. Selfishness
11. Poor academic performance

2. From the above list, name the three most common behaviour problems in your school.
   i) ______________________________________
   ii) ______________________________________
   iii) ______________________________________
PART II

CAUSES OF CLASSROOM BEHAVIOUR PROBLEMS

Here is a list of possible causes of pupil indiscipline. Based on your experience as a teacher indicate by a tick (√) the ones you consider to be the causes of indiscipline.

1. Too much work given to the pupils
2. Examination pressure
3. Conflict between classroom rules and home training
4. Peer-group influence (pupil-pupil influence)
5. Family background of pupils
6. Too many pupils in the classroom
7. Influence from the surrounding society
8. Influence from mass media e.g. radio, newspapers, television and magazines
9. Teacher's lateness for class or leaving the class before the lesson is over
10. Poor teaching methodology
11. Teacher being harsh, hates pupils and fails to listen to pupils problems or opinions
12. Any other especially suited to your school, please specify.
PART III

TEACHER'S METHODS OF DEALING WITH INDISCIPLINE

As a teacher gains more experience in teaching, he/she normally develops his/her own methods of dealing with pupil indiscipline. This could be punitive, preventive or behaviour modification techniques.

1. (a) Below is a list of possible methods most teachers use. Circle A if you agree and that you use any one of them and N for those you do not use.

1. Giving rewards in form of prizes, tokens, praise to performance   A   N

2. Giving rewards to those pupils who show improvement in discipline   A   N

3. Severe punishment for misbehaving pupils to serve as a deterrent to others   A   N

4. Caning pupils who misbehave in class   A   N

5. Ensuring that every misbehaviour is followed by punishment   A   N

6. Ignoring pupils who misbehave   A   N

7. Giving pupils a list of school rules   A   N
8. Involving all pupils in the lesson activity
A N

9. Giving equal attention to both the bright and poor pupils in class A N

10. Allowing pupil to chose their own prefect A N

11. Any other methods you use

(b) Punishment is a very common method of dealing with indiscipline. Below is a list of common punishments a teacher can use in indiscipline cases. Please arrange them in order of frequency in which you use them. Indicate with an (F) for frequently used, (0) for least and (N) for never used.

1. Mental torture F
2. Physical torture F
3. Fining pupils O
4. Suspension F
5. Withdrawal of privileges O
6. Verbal reprimand A

1. (c) Which rewards do you use for those children who show improvement in behaviour?
PART IV

CONSTRAINTS TEACHER'S EXPERIENCE IN THEIR ATTEMPT TO MAINTAIN DISCIPLINE IN THE SCHOOL

Tick the Most Appropriate: or Fill in blank spaces

1. Is the state of discipline in your school
   a) satisfactory
   b) unsatisfactory

2. When do you experience most of the discipline problems in your school?
   a) in class
   b) outside class

3. When you have a serious discipline problem with a pupil, does school administration
   a) help you to solve it
   b) ignore your appeal for help

4. If the administration helps you to solve the problem, in what ways do they help?
5. How would you describe the relationship between the office of the headteacher and the teachers in matters of discipline?

6. What type of indiscipline cases requires you to call a pupil's parents?

7. How do the parents respond?

8. (i) Have you ever clashed with a parent over a pupil's indiscipline?
   a) Yes ( )
   b) No ( )

   (ii) If yes, why did you clash?

9. How do the pupils themselves respond to your attempts to correct, punish them?
   i) Positively ( )
   ii) Negatively ( )
10. How does the society around the school respond to teacher's attempt to discipline their children e.g. caning, sending pupils home, giving the pupils manual work like cleaning classroom or the toilets. 
   i) Postively ( ) 
   ii) Negatively ( ) 

How is any of the above response portrayed? 

11. Name any other serious problems you as a teacher may have encountered or experienced in attempting to instil or maintain discipline in the school. 


Thank you very much for your cooperation.

Name ____________________________
Date ____________________________
Signature ________________________
APPENDIX C

BIBLIOGRAPHY


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## APPENDIX D

### BUDGET

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## APPENDIX E

### PROPOSED TIME-TABLE

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<tr>
<td>14th - 25th Sept. 1992</td>
<td>Pilot study</td>
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<tr>
<td>28th - 29th Oct. 1992</td>
<td>Analysis of Pilot study, Data and Improving of Questionnaire.</td>
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<td>26th Oct. - 20th Nov. 1992</td>
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