A STUDY OF FACTORS CAUSING 
INDISCIPLINED BEHAVIOUR AND 
TEACHERS REACTIONS TOWARDS THE 
SAME IN SECONDARY SCHOOLS OF 
MAGUMONI DIVISION OF MERU SOUTH 
DISTRICT

BY

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DECLARATION

This research project is my own original work and has not been presented for the award of a degree in any other university.

TABITHA MAUGI MBUNGU

This project has been submitted for examination with my approval as a university supervisor.

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DEDICATION

To my Husband, George Mutege Mbungu and my children, Gacu, Soni, Linda, Njagi and Joy for being very understanding and supportive during my period of study at Kenyatta University.

To my parents Juliet and Jason whose love and care during my childhood days nurtured me to what I am today.
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ABSTRACT

The issue of indiscipline is not a new phenomenon in the history of mankind. Man has always had rules and regulations to guide him. The biblical creation story highlights how Adam and Eve defied God's regulation that he should avoid the forbidden fruit. It is also evident in the bible how the Israelites continued to break God's laws one after the other. This prompted God to impose his punishment on them.

It would seem therefore that since time immemorial man has continued to break the rule and regulations laid down before him. The level of deviance in our schools is alarming. This study was therefore prompted by the high level of students delinquent acts reported in our schools. These acts continue to cause a general wastage in our school going youths, hence the need to carry out this research with the aim of unearthing the possible causes of these deviant acts. The study also investigated teachers' reactions to this deviance.

- The study was focused on five selected secondary schools in Magumoni Division of Meru South District. The researcher used a simple survey method. Purposive sampling technique was used in order to arrive at a more representative sample. The researcher used one boys boarding school, one girls boarding, one mixed day and two mixed boarding schools.

Two different questionnaires and one interview schedules were prepared to help in data collection. The questionnaires were used to collect
Data from students and teachers while the Interview schedule was used on headteachers of the selected schools. Twenty students from each of the five schools filled the questionnaires making a total of one hundred. Five teachers from each of the selected schools also filled the questionnaires. The headteachers of each of the selected schools were subjected to an interview schedule administered by the researcher personally. The students to respond to the questionnaires were selected using stratified random sampling. This was to ensure good representation of the sample.

The researcher used mainly form twos and threes as these are the classes alleged to have most indiscipline cases. Form ones were left out because the researcher felt that they are still adjusting to secondary school life and may not be fully aware of what goes on around them. Form fours were left out because many are now focused on their forth coming Kenya Certificate of Secondary Examination.

The obtained data was then subjected to statistical analysis and was interpreted through tables, percentages, charts and frequency distributions.

The study revealed that indiscipline problems do exist in our secondary schools at a higher magnitude than many teachers would imagine. The problems range from less serious ones like rudeness, yelling and shouting, disobedience and laziness to more serious ones like bullying, stealing, fighting, truancy and drug abuse.

The study also revealed that, poor parenting, influence by mass media, peer pressure, harsh and excessive punishments were a major cause of students indisciplined behaviour.
The researcher also found out that corporal punishment, contrary to what many teachers expect did not correct students behaviour. Instead those subjected to it hated their teachers and infact became hardcore criminals. Many students recommended guidance and counselling as the best way of curbing indiscipline problems.

Consequently, the study findings imply that a different approach is necessary in the handling of students disciplinary issues. Teachers need to realize that the days for offensive modes of punishment are long gone. Many students now wish to be treated in a dignified manner as opposed to the expectations of many conservative teachers. The much cherished democratic ideals are now quite deeply entrenched in our schools as evidenced by this study. Failure by teachers and policy makers to accept this fact will only lead to many of our youths being thrown into the dustbins.
CHAPTER ONE

1.0 Introduction

This study aimed at investigating the causes of indisciplined behaviour in secondary schools of Magumoni Division, Meru South District. Discipline is the core factor of success in any institution. Without it no system would function appropriately.

1.1 BACKGROUND TO THE PROBLEM

Discipline is as old as history and is further implied in the bible when God gave the Ten Commandments to the Israelites to as a guideline in their day to day functioning. In fact no family, school or government would function appropriately without discipline. Traditional societies had social systems that ensured the proper conduct of all age groups in the society. There were punitive measures for the errant members of the society.

Today, all governments of the world have relevant rules and regulations that regulate the behaviour of its citizens. Stipulated are forms of punishment for wrong doers.

Schools on the other hand admit children of diversified backgrounds both culturally and religiously. It is imperative therefore that rules and regulations are put in place to regulate the behaviour of students and harmonize their stay in schools to enable them achieve their academic expectations.
Schools also act as socializing agents to our children. Right from the age of five to about seventeen years; schools with good discipline are also associated with good academic performance and are therefore favored by many of our parents. The parents expect the teachers to inculcate good discipline in the students and in an event where this is not achieved; the whole nation is up in arms to blame both the teachers and the students. No parent ever thinks that’s he or she has a role to play in the discipline of his child. Teachers are indeed blamed for strikes in schools, poor performance and bad conduct in general. Eager to defend themselves, teachers in turn blame the parents for spoiling their children in the event of accusing fingers on who is to blame for the bad conduct of our youth, the problem gets worse day by day. Controversy gets heated up every time a new school is burnt down. A permanent solution is therefore a must if we have to restore harmony in our schools since the entire education system of the country is threatened.

1.2 STATEMENT OF THE PROBLEM

The increase in the number of schools experiencing students’ indiscipline has been alarmingly high. These disturbances are not only confined to secondary schools but also to primary schools, middle level colleges and the universities. The disturbances are characterized by violence and wanton destruction of property and life. Between 1980 and
1990, the number of schools experiencing student unrest increased tremendously from 22 (0.9%) to 187 (7.2%) (report of the task force on student indiscipline and unrest in secondary schools, 2001)

The problem therefore is the deteriorating standards of students discipline in our schools. These discipline problems range from the less serious ones like rudeness, laziness, careless laughters, coming to class late, careless dressing and noise making in class, to more serious ones like stealing, bullying of a fellow students, coupling and drug abuse.

This study therefore endeavored to unearth some possible causes of this negative behaviour and teachers reactions to the same. Faced with a host of students indiscipline problems, the study found out that many teachers employ punitive measures to correct students behaviour. These ranged from corporal punishment, scolding, manual work, suspensions and even fining in some cases. Unfortunately these methods do not seem to correct students' behaviour according to this investigation.

Factors leading to indiscipline in Magumoni Division are not well understand hence the need for this research which hopefully has arrived at recommendations for areas of further research and appropriate measures to curb this menace.

1.3.0 RESEARCH QUESTIONS

The general research questions of this study were:-
1.3.1 What is indiscipline?

1.3.2 What is the importance of discipline in our schools?

1.3.3 How is discipline enforced in our school?

1.3.4 What is the role of the family in child’s discipline?

1.3.5 How effective are the models of punishment currently used in our schools?

1.3.6 Is guidance and counselling being used effectively in our schools to correct indiscipline?

1.3.7 Who is to blame for the poor discipline standards in our schools?

1.3.8 What is the nature of our society? Is it a disciplined society? If not, could indiscipline in our schools be a reflection of the society we are living in?

1.3.9 What alternative measures could compliment the already existing recommendations on discipline matters?

1.4 PURPOSE OF THE STUDY

If parents and teachers have failed to control students indiscipline in schools, one wonders who would do it, often teacher and parent have pointed accusing fingers at each other in matters of student discipline pouring blame whenever a child’s indiscipline case arises. The purpose of this study was therefore to analyze the high rate of delinquent acts in our schools and uncover factors responsible for students’ lawlessness and general lack of regard for authority in
secondary schools with a view to highlighting possible solutions to this situation.

1.5.0 OBJECTIVES OF THE STUDY

This study focused on the following objectives.

1.5.1 To find out the current state of discipline in Meru South District secondary schools.

1.5.2 To analyze the nature of indiscipline cases in the district.

1.5.3 To find out the frequency of indiscipline cases in the district.

1.5.4 To find out the most common types of punishment used by teachers in our district.

1.5.5 To determine the impact of guidance and counselling as a way of correcting behaviour in our district.

1.5.6 To uncover the critical non–school based factors causing students’ indiscipline.

1.5.7 To determine the overall impact of indiscipline in schools on the general goals of education in Kenya.

1.5.8 To find out the possible solutions to students indiscipline in the study district.

1.5.9 To offer recommendations on policy matters regarding discipline issues in schools.
1.6.0 ASSUMPTIONS OF THE STUDY

This study was guided by the following assumptions:

1.6.1 All respondents provided reliable responses.

1.6.2 All secondary schools have experienced a form of indiscipline at one time or another.

1.6.3 All students selected for the study understand the concept of discipline.

1.6.4 All headteachers selected for the study volunteered sincere information.

1.6.5 The schools sampled were a representation of the situation in the whole country.

1.7.0 THEORETICAL FRAMEWORK

The researcher’s investigation was based on Freud’s psychoanalytic approaches to human behavior. The most famous personality theorist the world has ever known, Freud revolutionized peoples thinking about the development of human personality (Papalia, D.E. 1985).

As Freud listened to his patients – mostly middle – aged, upper – middle class viennese women talk about their concerns and recite many of their experiences to human behaviour, he coined the terms id, the ego and the superego as the three different parts of human personality. The id (Latin word for “it”) is present at birth. It consists
of such basic needs as hunger, thirst and sex which Freud called the life instincts. The id also contains a death instinct called ‘thenatos’ responsible for aggressiveness and destruction. To Freud, those life and death instincts are the basis for all human behavior throughout life.

The ego (Latin for “I”) develops soon after birth when the infant realizes that all that she wants will not automatically come to her. It operates on the reality principle.

The superego (Latin word for “over – the I”) appears in early childhood. It operates on the perfection principle. It represents the values that parents and other representatives of society communicate to the child as ideals. The superego lets the child internalize the concepts of right and wrong so that he can control his own behaviour according to whether he himself considers a given action right or wrong.

Ideally, the three faces of the psyche – the id, the ego and the superego – are in a state of equilibrium with each other. When these forces are out of balance, however, people often become anxiety-ridden. To relieve the pressure, the ego often comes to the rescue with one or more defense mechanisms. These are unconscious processes so that the person is not even aware that any distortion has taken place and is completely convinced that his or her viewpoint is the only
correct one. All of us, students included, engage in these common defenses at some times.

According to Freud, abnormal behaviour results from conflicts between the id and the superego, conflicts too great for the ego to handle. They can be aggravated by serious errors in child rearing committed by parents who either understimulate or overstimulate their children during the oral, anal, or phallic stages of early childhood. As a result of the child’s own inborn needs and the parents blunders, the child becomes fixated in one period or another and is unable to develop normally.

Freud therefore proposes psychotherapy, the non-medical form of treatment for deviant behaviour. Psychotherapists do not make any physiological changes in their client’s bodies. By the end of a successful psychotherapeutic session, the recipient should have gained greater control over his or her life.

From Freud’s psychodynamic theory, the researcher is tempted to conclude that many of our students negative behaviours do not originate from external factors as much as from the inner conflicts caused by the id, ego and superego. This theory therefore recommends guidance and counselling as the most effective way of correcting students’ negative behaviour.
1.8 SIGNIFICANCE OF THE STUDY

The researcher hopes that the findings of this study will have both practical and theoretical implications of students discipline in our schools. Theoretically, the study will contribute to the already existing knowledge in the area of school discipline in Kenya.

On the practical side, the study will lead to the improvement of strategies used by schools and the ministry of Education in enforcing students discipline. This study has identified the strengths and constraints in the implementation process. The study may also be of immediate help to the Ministry of Education Science and Technology (MOEST) in the formulation of future policies on enhancement of students discipline. It is hoped that this investigation will form a basis on which other researchers in this area can develop their studies.

1.9.0 LIMITATIONS OF THE STUDY

A limitation is an aspect of the study that the researcher feels may adversely affect the results or generalizability of the results of the study, but over which he or she has no direct control. It may be a theoretical or practical constraint or drawback that may affect the reliability of the research findings.

As such the following were the limitations of this study

1.9.1 The study limits itself to only one district in Kenya. For more reliable results the entire districts in Kenya should have been studied.
However, this was not possible due to financial constraints as well as time factor.

1.9.2 The study would have been more exhaustive with the opinion of parents and other stakeholders concerned with education matters in this country. However, tracing them would have called for enormous resources and other logistics like security and letters of introduction, all which were not possible within the time span allocated for research completion.

Given more time, the researcher would certainly have done a better job.

1.10 OPERATIONAL DEFINITION OF TERMS

1.10.1 DISCIPLINE: Commonly accepted standards of behaviour. Adherence to societal norms. Could also mean compliance to laid down rules and regulations.

1.10.2 INDISCIPLINE: Failure to comply to the laid down rules and regulations. Refusal to follow the guidelines set by the school

1.10.3 DEVIANECE: Conscious refusal to follow the set guidelines

1.10.4 RULES AND REGULATIONS: Guidelines put in place for regulating behaviour.

1.10.5 SELF-DISCIPLINE: Ability to self direct yourself towards the right behaviour.

1.10.6 TRUANCY: An act of staying away from school without the knowledge of the authorities.
1.10.7 PUNISHMENT: Any punitive measure used on an offending person by the authorities.

1.10.8 HEADTEACHER: Term used to mean Headmaster or Headmistress. A person who heads other teachers in the general administration of the school.

1.10.9 RESEARCH: An investigation of a problem with an aim of generating knowledge and offering solutions to the problem.

1.10.1.0 DRUGS: Any substance that if taken changes the normal functioning of a person's body mechanism.

1.10.1.1 GUIDANCE & COUNSELLING: Correcting a person's behaviour through talking and reasoning together.
CHAPTER TWO

REVIEW OF RELATED LITERATURE

1.0. INTRODUCTION.

In this chapter, the researcher highlights some of the conceptual and empirical studies pertaining to discipline in schools. The review is diversified to include origins of indiscipline in other countries of the world, views of scholars, opinion leaders and other research findings.

These studies reveal that despite the many studies undertaken on the subject, the problem continues to persist to unimaginable magnitudes.

1.1. LITERATURE RELATED TO NATURE OF INDISCIPLINE IN OUR SCHOOLS

Indiscipline among the youth in Kenyan schools can be observed in various forms. First, there is the self-destructive behavior such as drinking alcohol, smoking drugs, and cases of suicide. Then there is destruction of school property such as burning down school buildings or simply breaking window panes and wanton destruction of anything they may lay their hands on. Students have been reported to boycott classes, heat up administrations stone police cars, rape and murder. Notable cases being the raping orgy at St. Kizito secondary school in Meru in 1991, the burning of two schools prefects at Nyeri High School the same year, the burning of a dormitory at Kyanguli high school in Machakos in which sixty seven students were burnt to death in the year 201 and the fire at Bombolulu 1 which many girls were burnt to death and many other injured.

Students have also been involved in thefts, frequenting bars and lodgings, and also serious impersonation cases. They learn our streets aimlessly, engage in hooliganism, just like other criminals.

Pregnancy among school girls is a major problem that has become difficult to control. There is also improper use of sex in some mixed
boarding schools, a practice now referred by teachers as 'coupling' Truancy, theft, defiance of authority and rowdiness are problems that schools may learn to live with.

Pepin ski (1976) points out that all these discipline problems by adolescents could be defined as delinquent acts. Yet no one seems to understand why students are acting this way.

The society has observed with amazement, dissatisfaction and disapproval the infamous acts of in disciplined students. Many comments have been made but few have stepped in schools to find out what is going on. Teachers, used to this game, have kept on reminding students to be mindful of the sacrifices their parents are making. They have been given the advice to take their studies seriously yet their falls on deaf years. But no one in a position to make policies and decisions has gone into the schools to study the root causes of these problems in order to find permanent solutions.

According to an article in the Kenya teacher, discipline includes all forms of disrespectful and unruly behaviour, shouting in the presence of elders, using bad language, rudeness, insolence insulting by word or deed, smoking, drinking, stealing, bullying and illicit sex. Youths display this sort of behaviour during school days, sport meetings, in the halls and no roads sometimes without regard of teachers or parents who may be around.

The public is now aware of the alarming lack of courtesy and bad behaviour frequently seen among school children.

The type of hooliganism our Kenya schools is the outward manifestation of a growing lack of traditional respect for authority and especially elders. What is apparent is that the type of hooliganism now seen is much more that the youthful exuberance, in which we perhaps indulged when we are young. It takes the destructive form of throwing stones, molesting people in cars, abusing elders and many others. The youths concerned are mostly those between 15 – 22 age ranges.
2.2 LITERATURE RELATED TO ORIGINS OF STUDENTS DISTURBANCES

The origins of student disturbances the Kenyan case Accustomed to a tradition which places schooling within the more privileged spheres of society, and unaware of history of academic turmoil and political activism shocked and even angered by the eruption of protest in their intuitions of learning. These concerns become more pronounced since; student community is considered more or less passive and a political. There is then a heightened concern at all levels of the political system about the real cause of student disturbances and calls to amount a thorough probe into the origins of this educational problem.

Student rebellions against establishment authority have occurred in practically every country with significant student communities (Nkinyangi, J.A 1981) Since the 1960s when major student disturbances erupted in a number of advanced capitalist societies, student revolt has gained international focus.

In France for example, massive student demonstrations shook the foundations of the fifth republic. They pressured organized labor into calling a strike. They also forced the dissolution of the national assembly and the holding of general election. In fact, students were largely responsible for the subsequent fall of General Charles De Gaulles government. The student uprising in France brought about no lasting social change. The old ills such as over crowded classrooms and miserable living conditions in the universities prevail, and to date, continue to plague life in the country’s institutions of higher learning.

In Italy students continue to strike against an archaic system of higher education and to demand reforms and a voice in university administration.

In Spain, students fought vigilantly against the fascist regime of Generalissimo Francisco Franco while in neighbouring Portugal they carried
out an uncompressing struggle against unpopular colonial wars in Portuguese Guinea, Angola and Mozambique.

In the United States, students held violent demonstrations against the war in Indo-China and protested against social conditions at home.

In many developing countries, students disturbances, and the general unrest were directly responsible for the fall of many regimes. Some sold recent examples are, Cuba, Turkey, South Korean, South Vietnam, Bolivia, Venezuela, Ethiopia, Liberia and Ghana.

In the last decade, for example, there have been recurrent violent student uprisings in different parts of the Africa continent in 1978 for example, students at Ghana’s University of science and technology in Kumasi gathered at a busy traffic intersection and hurled missiles at passing motorists and other passers by according to the police “for no apparent reason.” At the same time, police were dispatched to the Accra Campus of university of Ghana after students there had reportedly set off three powerful bomb explosions. Meanwhile at the University of Cape Coast, students clashed with the police at a demonstration where they sang war songs and carried placards protesting against living conditions at the university.

In Nigeria, the government ordered the closure of all colleges of technology after students posted the government’s introduction of a single tier system of technical education.

In Tanzania, the government ordered the immediate dismissal of at least 350 students at the University pf Dare Salaam, for taking part in a protest demonstration. The students had protested against recruitment into the national service and against newly announced privileges for members of parliament.

In the Ivory Coast, the government accused of plotting to create bloodshed in the country as a justification for stepped up reprisals against Ivorian students both in the country and in France.
As in other countries, school campuses in Kenya have become like dormant volcanoes, example, there was at least one reported strike each day somewhere in the primary school, secondary schools, institutes of technology, not to mention universities and the constituent colleges. Such an overview is a starting point for a serious inquiry into what may be the malaise afflicting the country’s institutions of learning.

Given the new world order and globalization undesirable, alien cultures have surely found their way into our schools. It is time we reassessed and redefined our commitment to these western commercial exploits especially the so called human rights tenets. Is the individual’s knack for adventure supreme to the larger society’s common interest?

A schools standard of discipline is directly proportional to its expected performance in national examinations.

An increasing number of people. Who are engrossed in the morbidity engrossing debate of why our children have resorted to violence, say that the problem is with schools, not the children. Murder and arson are not activities that are normally associated with children; we are not likely to solve the problem unless we go back to the basics of how our children socialized. We need to discover whether, in our zeal to push them to pass examinations, we are not pushing them over the brinks of sanity. The onus is on parents and teachers to recognize this danger and to shelter the child from this rush and over stimulation, to provide a quite time for an inner life of imagination and reflection.

The findings of physician Stuart Brown, (daily nation, Monday, August 20, 2001, P3 3 col 1) asked to investigate the background of a young man who some years ago shot and killed 19 people from a tower at the university of Texas, found that the man had a history of not playing in his childhood and adolescence. When Brown went into examine lives of other killers, he found similar deprivation in their early years.
2.3 LITERATURE RELATED TO CAUSES OF INDISCIPLINE.

What are the causes of indiscipline in our Kenya schools? Is it a struggle between the ancient and the modern based on social and economic status in the third world? Today we have enough evidence to prove that one of the causes of indiscipline in schools is the parents. Certain parents after hearing from their children that teacher X for instance does not like and that one of their children was beaten by a teacher; the parent is charged and resolved to go to school and fight the concerned teacher. How does the parent expect that teacher to continue helping his or her child?

Another cause of indiscipline in schools is serious lack of cooperation among members of staff. Some teachers gang up against the head of the institution. This makes the administration of the school very shaky and unreliable. Some teachers go as far as discussing what they see as the head masters mistakes with students. This becomes a loop hole in school administration.

During the days of the writer, corporal punishment was administered for the following offences:

- Getting sums wrong in class. Sometimes the class was punished when only one of its members could not get a problem correct.
- Incorrect spelling of words.
- Incorrect answers to oral questions, asked by the teacher in a lesion.
- Failure to bring necessary items to school.
- Coming to school late.
- Failure to do assignment.
- Deliberate in subordination or disobedience.

This was the time when many of the people who are today highly placed in our society. Many teachers in the 40s used the cane with the sincere intention of improving and conduct of pupils.
And in East Africa standard of Friday, August 24, year 2001, Caroline Mango and Leah Olalo reported that coast students attributed widespread school unrest to breakdown in communication between them and school administrators. The students were presenting their views on schools unrest at the Aga Khan secondary school, Mombasa. They said communication breakdown was the major cause of unrest. Lack of proper guidance and counseling and the harsh disciplinary measures implemented without their knowledge was another cause. They regretted the sour relationship between them and their teachers.

Other causes of school unrest represented the task before on subsequent days included;

- Chronic absenteeism from school by head teachers.
- Negative media influence.
- 8-4-4 system of education was over burdening and a source of frustration to the learners.
- School heads blamed parents for abdicating their role of giving guidance and wholly imposing the task of the teachers who were too busy on academics.
- It was unfortunate that only bright students were treated well by teachers, while the academically weak were treated as failures in life. This leads to immense frustration. Poor students lose hope in life and this drives them into delinquent acts.
- Teachers ridiculed students who performed poorly in certain subjects killing their morale.
- Students viewed any other forms of punishment apart from caning as a form of "communal work".
- Drug abuse.
- Indiscipline staff.
- Deteriorating standards of our economy leading to unemployment of school graduates is a source of hopelessness of students.
Giving students too much pocket money without adequate guidance. Rich students in some schools were employing those from poor families to do demeaning duties like washing clothes to them.

When a good teacher is transferred.

An article from the East African standard, August 14, 2001, urged the authorities to involve them in school management to stem indiscipline in schools. Giving views to the task force on indiscipline in schools, the students said dialogues involving their teachers and parents should be encouraged.

The task force committee, Led by the director of education, Mrs. Ann Wangai, heard that the students of nowadays are more enlightened and aware of their surroundings.

Charles Irungu of Nyandarua high school, blamed student unrest on drug abuse, a stressful education system, irresponsible upbringing and lack of guidance by teachers. John Mwangi of Inoro secondary school in Laikipia said disciplinary action should be taken against male teachers who have affairs with their students. "this leads to rivalry and jealousy between male students and the students and the teachers and this culminates into violence said.

He said prefects in some schools wiled too much power which leads to conflict, hatred and jealousy among students.

Mwangi said the students of today are informed and want to know how school funds are used, bursary distribution and student selection criteria.

On the daily nation of August 16 2001, school riots are blamed on school heads. At the third sitting of the task force investigating unrest in schools, leaders, parents and school managers said standards of education had fallen due to poor management styles.

The headmaster of Maseno high school, Mr. Paul Otula, said poverty was to blame for indiscipline and falling standards of education in Nyanza
and argued to government to address the situation Mr. Otula accused the Ministry of education of abetting riots in schools by banning corporal punishment and ordering the readmission of students expelled for indiscipline.

The chairman of Nyanza schools heads association, Mr. F. Munyere said interference in the management of schools by sponsors and politicians had also contributed to students.

2.4 LITERATURE RELATED TO METHODS OF ENFORCING STUDENTS DISCIPLINE IN SCHOOLS.

"Caning is biblical and Godly" claims Simon Njagi Nyamu of Kiambu (the East Africa Standard Friday, August 17, 2001) he says that caning has been given all the blame which to the best of his knowledge is biblical and Godly. Those to be blamed should be teachers who misuse the cane by using excessive force while instilling discipline on pupils.

"Terming the cane to be the efficient in schools is actually pointless" He said "he would the parents who don’t spank their children expect them to change their bad behaviors?"

He said that some parents chose to take their children to boarding schools because they are too stubborn at home. He justifies his assertion by referring to various verses in the bible; Proverbs 13:24, 23: 13-4, 29: 17. Proverbs 22:15 says, “Foolishness is too bound up in the head of a child; the rod of correction will drive it far from him”

“I therefore ask people to observe the trend of our schools after the removal of the cane. Let it be known that the teachers have not been given a chance to express their views about the cane. I am therefore proposing that the Ministry of Education conduct a research to that effect.”

The coordinator, people against torture, Mr. Kang’ethe Mungai asks “can caning school children constitute an offence punishable by law?”
In the daily Nation Wednesday, August 22, year 2001, parents vowed to defy the caning ban. They argued the government to give them an alternative to corporal punishment.

Mr. Hassan Adhowa, chairman of Hirimani secondary school in Tana River district told the task force investigating unrest in schools that teachers will not observe the order until the alternative to caning is introduced to check indiscipline.

Teachers, leaders and students from North Eastern province and Tana river district cited prolonged drought, ethnic clashes and poverty as some of the factors affecting education in the area. The team heard that several students lost their parents in the clashes and were not able to pay school fees. “But they demand a balanced diet and go on the rampage when schools cannot afford the tastes”

To this end parents suggested that bursaries should be awarded on the basis of poverty level index rather than population.

They added that 8-4-4 system was not suited to the impoverished residents of the marginalized parts of the country. The team also heard that none of the teachers in the province is trained in guidance and counseling.

Poor administration, influence of the mass media and lack of accountability were also cited an act of torture? The answer is yes and no it can if it causes severe pain of suffering as when the size of the cause is very large relative to the body size of the victim. It is also torture when the teacher’s uses great force to stroke or a high number of strokes are applied on a student or pupil who is at a delicate age in poor health.

Therefore caning may not amount to torture if administered in moderation. But even then it is like splitting hair trying to separate striking a child with a stick for discipline from assaults causing actual bodily harm which is a criminal offence. (East African Standard, Thursday, August 23, 2001).
Still on the subject of caning. Starehe Boys Centre director, Dr. Geoffrey Griffin, said the government should permit caning in schools but strictly limit it to certain extents. "As is often the case in human affairs, extremes are bad and it is the middle course that is expeditious, wise and best," he said Griffin said abolition of canning in Western countries had occasioned gross misconduct and indiscipline among students. "In certain instances, the police are even forced to use metal detectors on the students to ensure that they are not carrying gun or knives. Would any of the foregoing be acceptable in Kenya? He posted (the east African standard, Tuesday, August 28, 2001).

Several teachers have often complained that the deterioration could be due to restriction on caning. A teacher, Mr. S.N. Mutunga of Machakos gives his views on the issue.

There is one very bad enemy of education. The name of that enemy is lack of good discipline. Bad discipline ranges from bad behaviours, disrespect and general ignorance of teachers by their pupils. According to Mutunga, when the discipline of children becomes worse and almost starts smelling like a wound, is when pupils feel free to abuse their teachers, refuse doing homework refuse to listen carefully, refuse to be caned, refuse to be given any form of punishment. As a result of all this the teacher feels less powered and due to the minds of the ill-disciplined pupils, they fail.

Good discipline should start to be instilled to the young right at the nursery school. By the time the child goes to standard one, he or she should be ready to respect the parents, the teachers and also the brothers and sisters. There is a proverb of our people which backs us the statement, "walea unkonzwa wi mwii wooma ndukonzeka," says Mr. Mutunga. This means if a piece of wood is not curved when its dry. And this is true with discipline him or her when grown up. Students in secondary schools, colleges and even at the universities are expected to have been taught good behaviour in their primary schools. If we look back to the 1980s and 1960s
we find that children were well disciplined they obeyed rules, did punishments and passes their examinations well.

Today, teachers are not respected, nor they empowered by the parents to be strict instead a large number of parents hate teachers and wait anxiously for the day their children will be beaten in order to take up the issue and take the teachers to court.

Mutunga notes that from the very first, or parents had been beating us slightly on the legs or on the hands when we made mistakes. Did we die because we were beaten slightly with small sticks?, he asks and not only that, our parents today ever visit schools and empower teachers to punish their children when they misbehave? We teachers have our own sons and daughters, and it should be known that we only beat children in schools slightly on the palms (for girls) and on the buttocks (for boys) just as we do to our children at home. We have not heard of teachers who go to the classroom carrying a club for beating a child.

Children need to know that their parents are in control of them and that they can rely on their parents' adult judgments. In spite of children testing of the rules and limits that parents set, and carrying or labeling when a parent does not grant a wish, they often feel more confident when they know what the restrictions are. Children want their parents to hold them to certain standards of behaviour until they are capable of self control and good judgment (Evan, I.M, 1978).

Positive pattern of interaction between parents and children are established when parents are able to avoid the extremes of rejection and over protection and can reach a balance between excessive punishment and lack of control and guidance. Parents who are tolerant of children's mistakes but able to give praise and encouragement for their efforts contribute to the security of their children and to their self esteemed. Sensitivity to children's mistakes and respect for their rights and individuals help them learn respect for other people. If parents cater to all their children's whims and shower
them with material possessions, they are likely to develop an exaggerated opinions of themselves and fail to develop adequate tolerance for frustration. At the other extreme parents who demand strict obedience and punish children severely set standards too high for them to meet and cause them to have poor opinions of themselves often the family is a democratic unit and authority is shared by both parents equally. Children who accept authority as it is intended, for the protection and guidance, find it easy to accept the authority of teachers, policemen and employers. They learn that whoever has control over others also carries the responsibility for protecting them.

According to Evans, L.M. (1978) the techniques of discipline that parents use to assert their authority is very important. Inconsistency in handling the child seems to have the most disruptive effects. Parents may be very strict or they may be very lax in controlling them, but as long as they are consistent, they will have better results than parents who are overly strict at one time and lax another. Consistency is exercising parents authority, even when the rules are harsh, provides children with a dependable situation in which they can organize themselves and adjust. Children rebel blindly and resent and fail to identify with their parents when authority is administered haphazardly. Later this hostility may be directed against society.

Coon D. (1986) describes effective parents as those who balance their own rights with those of their children. Such parents are authoritative but not authoritarian. They control their children’s behaviour but they are also loving and caring. Effective parents approach discipline in way that is firm and consistent, not harsh or rigid. This parenting style produces children who tend to be competent, self controlled, independent, assertive and inquiring.

Parents should also expect some rebellion form their children. Most school going children rebel at times against rules and limitations of the adult world. For many children the company of peers offers a chance to “let off steam” by doing some of the things adults forbid. Being messy, noisy,
hostile or destructive is normal to children when engaged into a moderate degree (Ibid).

Many experts are advocating a new style of child rearing that recognizes child’s psychological needs. When parents fail to give their children a good start in life every body suffers. The child, the parents and society as a whole.

Discipline should give children freedom to express their deepest feelings through speech and actions. This means the child has room to move freely through defined limits. Management techniques combine praise, recognition approval, rules and reasoning to encourage desirable behavior. Direct studies for children found out that low self esteem is related to the use of physical punishment or with holding of love. High self esteem in contrast, was related to management techniques that emphasized clear and consistent discipline coupled with high parental regard for the child.

Parents ministry officials and teachers alike share the responsibility of not only formulating the goals of school discipline but also shaping children attitudes towards these goals. Mr. Isaac Wambua Nzyoka, the national treasurer of KNUT quotes incidences he has witnessed to substantiate his assertion. He told the Kenya teacher no. 18, 1974 that this would be the first in a series of articles on the subject of discipline in our schools. He further hoped that many more educators would come forward to discuss this currently important development (indiscipline) in our education system and suggest possible solutions.

Order is said to be heavens first law. But discipline begets orders. Hence a disciplined life is an orderly life. A disciplined nation an orderly nation and it is in the midst of discipline and order that a nation or an individual can make genuine progress in any desirable direction.

Now the question is: were the children really better disciplined and better behaved in so called old days than they are in the modern society. If so, then how was that well behaved and disciplined life of the children pf
those days? Was discipline achieved through fear or brutal punishment or was it a voluntary product of a genuine willingness and understanding of what is right?

In the traditional African society, every member of a tribe of clan regarded it his or her duty to correct or punish a child who was found doing wrong. As such whole community joined in child training. It was everybody's duty to correct the neighbour's child and to treat that child as his/her own.

Today it is serious mistake to correct the mistake of a neighbour's child. One may end up in a court of law for beating a neighbour's child who is caught doing wrong. Do we really respect our African culture?

Eshiwani (1993) Says: School discipline must be maintained at all times because it is only when there is good discipline that proper learning can be expected to take place.

What is the school administration supposed to do to control, regulate students discipline? According to Okumbe (1998) there are two types of discipline, namely, preventative and corrective discipline.


Mutual social responsibility, if properly inculcated into the minds of the youths through an inclusive education curriculum, would play a crucial role in the development of such virtues as honesty, confidence, work ethics, concern for others welfare and overall integrity of character which are essential foundations of success.
Sitima (1987) says: Indiscipline could be minimized if effective
guidance and counselling services are offered in schools. And Mutie (1999)
supporting these views that schools should have guidance and counselling
activities says: Guidance and counselling can also help the youth to prepare
for adult life. This would help them acquire the right values and attitudes
that will make them productive and useful citizens. It will help them acquire
self-esteem, a sense of identity, values and beliefs that can guide their
behaviour and form their character.

Guidance and counselling therefore is an effective method of
maintaining students discipline.

Larson (1963) suggests the following methods of maintaining school
discipline:

- **Reprimanding** – if administered calmly and without anger, can be very
effective.

- **Detention** – staying in school after others have gone home. It is a very
effective method of correcting behaviour.

- **Fines** – carelessly damaged school property should be compensated for.

- **Loss of privileges** – a student may be removed from class for days or
may be demoted from being a prefect.

- **Enforced labour** – selection of manual work which is useful to the
school.
Suspension from school – according to the Education Act Cap. 211 (1968) revised (1980) laws of Kenya, regulation 19 says:

A pupil may be suspended from attendance at school by the headteacher of the school or a teacher acting in that capacity, if his language or behaviour is habitually or continually such as to endanger the maintenance of a proper standard of moral and social conduct in the school, or if any single act of subversive behaviour is committed.

In support of this Griffin (1994) says:

A good school will apply a variety of punishments that are useful to the community such as cutting long grass and cleaning ditches. For healthy students, press ups, running round the athletic truck are some of the constructive punishments that can be used.

He further suggests that mass punishments should be avoided as this could cause mass indiscipline.

2.5 LITERATURE RELATED TO RECOMMENDATIONS BY THE TASK FORCE ON STUDENT DISCIPLINE AND UNREST IN SCHOOLS.

Recommendations of the 15 member task force on student discipline and unrest in secondary schools were:

- Students recommended that an “institutional parliament” be introduced in every learning institution to enable students openly debate their short comings and those of the administration.
- That the role of prefects to reviewed to the level of them being overseers rather than meeting out punishments. Heaping powers on them spurs tension and discontent
• The ministry should start a strong guidance and counseling department in every institution.
• Ministers of education should be former teachers conversant with education trends in the country.
• Head teachers to have dialogue with students.
• Head teachers should serve a maximum of five years in one institution incompetent head teachers had been appointed due to political patronage.
• Most teachers served in their home area. This localization brought about parochialism in the management of schools.
• Students with severe disciplinary problems should be transferred to approved school.

2.6 SUMMARY OF THE KEY ISSUES EMERGING FROM THE LITERATURE REVIEW.

The following causes are highlighted

• Lack of potential role models
• Lack of guidance and counselling
• Lack of dialogue
• Peer pressure
• Influence by mass media
• Poor curriculum implementation
• Overloaded curriculum
• Ineffective supervision of students
• Poor/unclear delegation of responsibilities by headteachers
• Lack of teamwork/ cooperation.
• Poor maintenance of physical facilities
• Poor and inadequate food
• Unhygienic conditions in the school
• Lack of rapport between teachers and students
• Lack of proper channels of communication
• Lack of transparency and accountability by the school administration.
• Insensitivity to students, parents and teachers needs
• Ineffective, inefficient and corrupt school heads.
• Punitive modes of punishment
• Drug abuse/alcohol abuse
• Political interference.
CHAPTER THREE

RESEARCH METHODOLOGY

2.0 This chapter focuses on the procedures used in the study. Specifically it discusses the research design, location of study, sample selection, research instruments, pilot study, data collection and analysis techniques.

1.3 RESEARCH DESIGN

A single element simple survey design was used. This was so because the design is appropriate for determination of the status quo and facts collection.

1.4 LOCALE OF THE STUDY

This study was undertaken in Magumoni Division of Meru South District. This division is mainly agricultural oriented with the upper parts depending on tea, coffee and dairy products as their cash crops. The lower parts of the division are quite productive with maize & beans being the main crops. Hence this is a division well endowed with resources necessary for secondary education.

1.5 TARGET POPULATION

This study targeted Headteachers, teachers and students of five schools in the Magumoni division. In each of the schools, twenty students responded to the questionnaire making a total of one hundred students. Four teachers from each of the selected schools responded to
the questionnaire making a total of twenty teachers. Each of the
headteachers of the five schools responded to a structured interview
schedule.

1.6 SAMPLE AND SAMPLING PROCEDURE.

Purposive sampling procedure was used in this study. The researcher
decided on this in order to include all categories of schools. The total
number of schools were five, namely:

- Ikuu Boys High School
- Magumoni Girls Sec School
- Mukuuni Mixed secondary school
- Njuri mixed secondary school
- Magumoni day secondary school

Stratified random sampling procedures were used. In each school,
form threes were targeted on the grounds that they were well conversant
with what goes on in school having been there for more than two years.
Form ones were avoided because they are still new to secondary school
life. Form fours were also avoided on the grounds that they were too
busy to bother about some issues in the school.

1.7 RESEARCH INSTRUMENTS.

The researcher used questionnaires on students and teachers and an
interview schedule on headteachers. Questionnaires were used as they
are quite appropriate for large populations. The interview schedule was
used on headteachers as the researcher felt that five respondents were relatively few and their personal opinions could best be captured through an interview.

The questionnaire had both closed and open-ended questions. It was designed this way noting that the respondents are quite busy and needed to respond to it within the shortest time possible. A loaded questionnaire discourages respondents.

1.8 DATA COLLECTION TECHNIQUES

Appointments with relevant authorities were made. On the agreed dates, the researcher visited the offices concerned and explained the purpose of the visit. The researcher, with permission from the administration administered the questionnaires personally to the targeted groups.

1.9 PILOT TESTING

Pilot testing was done at Ndagoni Girls Secondary School. After piloting, corrections were done to make them suitable for the study.

1.10 DATA ANALYSIS

The completed questionnaires were assembled. Quantitative methods were used to analyze the data. The data was then subjected to interpretation using tables, charts, bar graphs involving mathematical calculations, frequencies and percentages were worked out. The data
arrived at offered conclusions, thus providing answers to the objectives set.
CHAPTER FOUR

4.0 PRESENTATION AND ANALYSIS OF THE FINDINGS

4.1 INTRODUCTION

This study was undertaken to find out the causes of indisciplined behaviour in our schools and teachers reactions to the same. The researcher focused on five schools all in Magumoni Division of Meru South District. Questionnaires were presented to twenty form three students of the five schools. Four teachers were also randomly selected in each of the five schools making a total of twenty. All the five headteachers of the selected schools responded to a structured interview schedule.

The researcher's findings were developed around the following themes:

(a) Common indiscipline problems in our schools
(b) Causes of students indiscipline in our schools
(c) Methods used by teachers to manage indiscipline in our schools
(d) Students views on methods used by teachers to manage indiscipline in our schools.
(e) Recommendations by students, teachers and headteachers on methods of enforcing discipline in our schools.
4.2 FINDINGS RELATED TO THE INTERVIEW SCHEDULE FOR THE HEADTEACHER

4.2.1 HEADTEACHERS GENDER

Out of the five headteachers interviewed, two were females and three were males. This translates into 40% for females and 60% for males.

4.2.2 HIGHEST PROFESSIONAL QUALIFICATION

Headteachers’ qualifications are presented in the table below:

Table 1:- Headteachers Qualifications

<table>
<thead>
<tr>
<th>QUALIFICATION</th>
<th>NUMBER</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma/S1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>B.ED</td>
<td>5</td>
<td>100%</td>
</tr>
<tr>
<td>M.ED</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Any Other</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>5</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

From the above table, it shows that all the five headteachers interviewed have a bachelor of Education degree.

4.2.3 DURATION IN THE PRESENT STATION

The table below shows the length of stay in the present and in other stations.
From the above table, it seems that out of the five headteachers interviewed, two have a long headship experience. One headteacher has a brief headship span of less than two years while the other two have headed for less than five years. Half of the heads interviewed (40%) have an experience of less than five years, while the remaining 60% have a long experience.

4.2.4 EXTRA TRAINING OTHER THAN THE UNIVERSITY

Out of the five heads interviewed, all said they had received extra management training with most of it done by Kenya Education Staff Institute (K.E.S.I)

4.2.5 TOTAL STUDENT POPULATION

Table 3: Student Population in the sampled schools
The above table shows that the sampled schools have a good student population with 80% of the schools having a double stream. Only Magumoni day secondary school has a single stream population.

4.2.6 STAFFING SITUATION BY GENDER

Table 4: Staffing situation by gender

<table>
<thead>
<tr>
<th>School</th>
<th>Males</th>
<th>Females</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ikuu Boys</td>
<td>22</td>
<td>08</td>
<td>30</td>
</tr>
<tr>
<td>Njuri Mixed Sec</td>
<td>13</td>
<td>08</td>
<td>21</td>
</tr>
<tr>
<td>Mukuuni Sec Sch</td>
<td>10</td>
<td>11</td>
<td>21</td>
</tr>
<tr>
<td>Magumoni Girls</td>
<td>10</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>Magumoni Day</td>
<td>9</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>64</strong></td>
<td><strong>38</strong></td>
<td><strong>102</strong></td>
</tr>
</tbody>
</table>

From the above table, it seems like the teachers have a male bias with one school reporting only one female teacher. 75% of the schools reported moderate staffing. Out of the five schools, only one reported understaffing. 80% of the schools reported having employed board of governors teachers.
42.7 SCHOOLS SPONSORSHIP

Out of the five schools selected, three are sponsored by the Presbyterian Church of East Africa (P.C.E.A) While two are sponsored by the Catholic Church.

4.2.8 COMMON INDISCIPLINE PROBLEMS

The following table presents a list of common indiscipline problems in schools and headteachers opinions on the ones prevalent in their schools.

Table 5: common indiscipline problems

<table>
<thead>
<tr>
<th>Crime</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. Fighting amongst students</td>
<td>1</td>
<td>20%</td>
</tr>
<tr>
<td>ii. Bullying of fellow students</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>iii. Drug abuse</td>
<td>0</td>
<td>%</td>
</tr>
<tr>
<td>iv. Truancy</td>
<td>2</td>
<td>40%</td>
</tr>
<tr>
<td>v. Laziness</td>
<td>2</td>
<td>40%</td>
</tr>
<tr>
<td>vi. Coming to class late</td>
<td>2</td>
<td>40%</td>
</tr>
<tr>
<td>vii. Failure to attend classes</td>
<td>2</td>
<td>40%</td>
</tr>
<tr>
<td>viii. Stealing</td>
<td>2</td>
<td>40%</td>
</tr>
<tr>
<td>ix. Raping other students</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>x. Refusing teachers punishments</td>
<td>1</td>
<td>20%</td>
</tr>
<tr>
<td>xi. Dressing carelessly</td>
<td>3</td>
<td>60%</td>
</tr>
<tr>
<td>xii. Noise making in class</td>
<td>4</td>
<td>80%</td>
</tr>
<tr>
<td>xiii. Sleeping (dozing) in class</td>
<td>3</td>
<td>60%</td>
</tr>
</tbody>
</table>
The above table shows that indiscipline problems indeed do exist in our schools. The highest indiscipline problem being noise making during study time. This is followed closely by careless dressing, dozing in class, alcohol consumption, coupling in mixed schools and use of vernacular. However, the heads of schools reported low levels of teacher–student love affairs, bullying, raping and drug abuse.

4.2.9 INDISCIPLINE RATING BY HEADTEACHERS

Table 6: Indiscipline rating by headteachers

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very High</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>High</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Low</td>
<td>3</td>
<td>60%</td>
</tr>
<tr>
<td>Very Low</td>
<td>2</td>
<td>40%</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>100%</td>
</tr>
</tbody>
</table>
From the table above, all the heads interviewed reported indiscipline to be either low or very low in their schools.

4.2.10 DISCIPLINARY MEASURES IN SCHOOLS

Table 7: disciplinary measurers in schools

<table>
<thead>
<tr>
<th>Disciplinary Measure</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caning</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Suspension</td>
<td>2</td>
<td>40%</td>
</tr>
<tr>
<td>Expulsion</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Manual work</td>
<td>5</td>
<td>100%</td>
</tr>
<tr>
<td>Fining</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Scolding/reprimanding</td>
<td>2</td>
<td>40%</td>
</tr>
</tbody>
</table>

Table 8: The chart representing common disciplinary measurers in schools.

This information is further presented in the chart below:
All heads reported that there was a form of punishment used in their schools to discipline errant students. Manual work was reported by all heads interviewed. Caning, fining and expulsion were not reported by any of the five headteachers.

The researcher sought to rate the effectiveness of punishments given to students. The results were as presented on the table below:

### 4.2.11 EFFECTIVENESS OF PUNISHMENT.

#### Table 9: Effectiveness of disciplinary measures taken in schools

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Effective</td>
<td>3</td>
<td>60%</td>
</tr>
<tr>
<td>Fairly Effective</td>
<td>2</td>
<td>40%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>5</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

60% of the heads reported punishment as very effective while the remaining 40% said it was fairly effective.

### 4.2.12 OPINIONS ON GUIDANCE AND COUNSELLING SERVICES TO STUDENTS

#### Table 10: Headteachers opinions on guidance & counseling in their schools

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very good</td>
<td>3</td>
<td>60%</td>
</tr>
<tr>
<td>Good</td>
<td>1</td>
<td>20%</td>
</tr>
<tr>
<td>Fairly good</td>
<td>1</td>
<td>20%</td>
</tr>
<tr>
<td>Not good</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>-----------</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>5</td>
<td>100%</td>
</tr>
</tbody>
</table>

This information is further presented in the bar graph below:

**Table 11: opinions on guidance and counseling services**

All the five heads recommended guidance and counseling as an effective tool of modifying students behavior. Three heads felt that it is very good, one said it was fairly good and the other said it was good.

The researcher wanted to establish the functionality of guidance and counseling departments in schools. The data collected is presented on the following table.
4.2.13 FUNCTIONING OF GUIDANCE AND COUNSELLING DEPARTMENTS

Table 12: Functioning of guidance and counseling departments

<table>
<thead>
<tr>
<th>Departments</th>
<th>Frequency</th>
<th>Percentage rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Functional Department</td>
<td>4</td>
<td>80%</td>
</tr>
<tr>
<td>Non Functional Department</td>
<td>1</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>100%</td>
</tr>
</tbody>
</table>

The above table shows that most schools have functional guidance and counseling departments.

4.2.14 STUDENTS BARAZAS

Table 13: Frequency of student barazas

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headteachers who hold Barazas</td>
<td>05</td>
<td>100%</td>
</tr>
<tr>
<td>Headteachers who don’t hold Barazas</td>
<td>00</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>05</td>
<td>100%</td>
</tr>
</tbody>
</table>

From the above table, the researcher got the information that all heads hold student barazas in their schools. They pointed out that these meetings were useful in that they highlighted areas of need, for example, repairs needed, indiscipline areas and academic discussions.
4.2.15 HEADTEACHERS SUGGESTIONS ON MEASURES THAT WOULD IMPROVE DISCIPLINE IN SCHOOLS

The interviewed headteachers suggested that the following measures would improve discipline in schools.

4.2.15.1 Intensify guidance and counselling departments in schools

4.2.15.2 Allow the students to elect their own leaders in school (prefects)

4.2.15.3 Reduction of the students workload in schools

4.2.15.4 Involve parents and other important stakeholders in the management of schools.

4.2.15.5 Caning approximately

4.2.15.6 The government can employ qualified guidance and counseling teachers

4.2.15.7 The government should ban all advertisements related to drugs.

4.2.15.8 Headteachers should hold many barazas with students and parents to discuss various issues touching only their welfare.

4.2.15.9 Students who misbehave in one school should not be admitted to other schools

4.2.15.10 Teachers can be encouraged to be good role models

4.2.15.11 Strengthening peer counseling in our schools so that students can assist one another.

4.2.15.12 Involve the local provincial administration to curb the use of illicit brews near our schools.
4.2.15.13 Promoting guidance and counselling teachers so that they can feel motivated.

4.2.15.14 Use of successful resource persons to talk to students as role models.
4.3.0 RESULTS RELATED TO TEACHERS QUESTIONNAIRE

4.3.1 Gender: The study targeted twenty teachers in total. Out of these, eight were females and 12 were males.

Table 14: Sampled Teachers by gender

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Males</td>
<td>12</td>
<td>60%</td>
</tr>
<tr>
<td>Females</td>
<td>08</td>
<td>40%</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>

4.3.2 TEACHING EXPERIENCE

The teaching experience of the targeted teachers is shown on the table below:

Table 15: Teachers teaching experience

<table>
<thead>
<tr>
<th>Years</th>
<th>No</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 – 5</td>
<td>6</td>
<td>30%</td>
</tr>
<tr>
<td>5 – 10</td>
<td>07</td>
<td>35%</td>
</tr>
<tr>
<td>10 – 15</td>
<td>03</td>
<td>15%</td>
</tr>
<tr>
<td>15 – 20</td>
<td>03</td>
<td>15%</td>
</tr>
<tr>
<td>20 – 25</td>
<td>01</td>
<td>5%</td>
</tr>
<tr>
<td>Over 25</td>
<td>00</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>
The above data shows that most teachers sampled have an experience of not more than 10 years. They consist of 65% of the sampled number.

4.3.3 INDISCIPLINE PROBLEMS

The study involved twenty teachers from five different schools. The following data was arrived at from the teachers Questionnaires.

Table 16: Common indiscipline problems according to teachers

<table>
<thead>
<tr>
<th>Indiscipline Problem</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Fighting amongst students</td>
<td>10</td>
</tr>
<tr>
<td>b. Theft of school property</td>
<td>10</td>
</tr>
<tr>
<td>c. Assaulting teachers</td>
<td>1</td>
</tr>
<tr>
<td>d. Truancy (Escaping from school)</td>
<td>11</td>
</tr>
<tr>
<td>e. Drug taking</td>
<td>13</td>
</tr>
<tr>
<td>f. Laziness</td>
<td>19</td>
</tr>
<tr>
<td>g. Coming to class late</td>
<td>15</td>
</tr>
<tr>
<td>h. Failing to attend classes</td>
<td>11</td>
</tr>
<tr>
<td>i. Stealing</td>
<td>17</td>
</tr>
<tr>
<td>j. Raping students</td>
<td>1</td>
</tr>
<tr>
<td>k. Refusing teachers punishments</td>
<td>9</td>
</tr>
<tr>
<td>l. Dressing carelessly</td>
<td>15</td>
</tr>
<tr>
<td>m. Noise making in class</td>
<td>17</td>
</tr>
<tr>
<td>n. Sleeping (dozing) in class</td>
<td>15</td>
</tr>
<tr>
<td>o. Bullying of fellow students</td>
<td>09</td>
</tr>
<tr>
<td></td>
<td>Consumption of alcohol</td>
</tr>
<tr>
<td>---</td>
<td>------------------------</td>
</tr>
<tr>
<td>q</td>
<td>Coupling</td>
</tr>
<tr>
<td>r</td>
<td>Using vernacular language</td>
</tr>
<tr>
<td>s</td>
<td>Teacher – student love affairs</td>
</tr>
<tr>
<td>t</td>
<td>Killing other students</td>
</tr>
<tr>
<td>u</td>
<td>Others</td>
</tr>
</tbody>
</table>

From the data above it was established that indiscipline problems are very common in the following order of severity:-

(a) Laziness 95%
(b) Stealing 85%
(c) Noise making in class 85%
(d) Using vernacular language 85%
(e) Coming to class late 75%
(f) Dressing carelessly 75%
(g) Sleeping (dozing) in class 75%

This information correlated highly with the headteachers responses showing that indiscipline problems really do exist in our schools.

**4.3.4 CAUSES OF STUDENT INDISCIPLINE**

The study involved twenty teachers from five different schools. They gave out the following causes of students indiscipline.
Table 17: Causes of student indiscipline according to teachers

<table>
<thead>
<tr>
<th>Cause of indiscipline</th>
<th>Score</th>
<th>%score</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. Drug abuse</td>
<td>20</td>
<td>100%</td>
</tr>
<tr>
<td>ii. Drunkenness</td>
<td>16</td>
<td>80%</td>
</tr>
<tr>
<td>iii. Transfer of good/performing teachers</td>
<td>08</td>
<td>40%</td>
</tr>
<tr>
<td>iv. Lack of committed teachers</td>
<td>12</td>
<td>60%</td>
</tr>
<tr>
<td>v. Permissiveness in the society</td>
<td>17</td>
<td>85%</td>
</tr>
<tr>
<td>vi. Society influence</td>
<td>18</td>
<td>90%</td>
</tr>
<tr>
<td>vii. Poor role models</td>
<td>18</td>
<td>90%</td>
</tr>
<tr>
<td>viii. Poor working relations between students and teachers</td>
<td>12</td>
<td>60%</td>
</tr>
<tr>
<td>ix. Incitement by teachers</td>
<td>15</td>
<td>75%</td>
</tr>
<tr>
<td>x. Peer pressure</td>
<td>09</td>
<td>45%</td>
</tr>
<tr>
<td>xi. Inadequate/poor food in schools</td>
<td>20</td>
<td>100%</td>
</tr>
<tr>
<td>xii. Harsh punishment by teachers</td>
<td>05</td>
<td>25%</td>
</tr>
<tr>
<td>xiii. Lack of dialogue between teachers and students</td>
<td>04</td>
<td>20%</td>
</tr>
<tr>
<td>xiv. Lack of transparency and accountability</td>
<td>08</td>
<td>40%</td>
</tr>
<tr>
<td>xv. Poor administration</td>
<td>11</td>
<td>55%</td>
</tr>
<tr>
<td>xvi. Others</td>
<td>4</td>
<td>20%</td>
</tr>
</tbody>
</table>

From the data above the following causes of indiscipline are most prevalent in schools
Table 18: Most common indiscipline problems according to teachers

<table>
<thead>
<tr>
<th>Cause of indiscipline</th>
<th>Score</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drug abuse</td>
<td>20</td>
<td>100%</td>
</tr>
<tr>
<td>Peer pressure</td>
<td>20</td>
<td>100%</td>
</tr>
<tr>
<td>Society influence</td>
<td>18</td>
<td>90%</td>
</tr>
<tr>
<td>Poor role models</td>
<td>18</td>
<td>90%</td>
</tr>
<tr>
<td>Permissiveness in the society</td>
<td>17</td>
<td>85%</td>
</tr>
<tr>
<td>Drunkenness</td>
<td>16</td>
<td>80%</td>
</tr>
<tr>
<td>Lack of qualified guidance and counseling teachers</td>
<td>15</td>
<td>75%</td>
</tr>
</tbody>
</table>

This is further illustrated using the bar graph below:

Table 19: Bar graph showing most prevalent indiscipline problems
All teachers reported drug abuse and peer pressure as the two major causes of students' indiscipline. This was unlike the headteachers who did not report drug abuse at all in their responses. The reflection therefore is that drug abuse exists in our secondary schools having been reported by all the twenty teachers. The headteachers may have avoided it as a cause due to administrative reasons. Given an option heads would want to assume that drug abuse is not a reality in their schools. Unfortunately the truth is it does exist.

4.3.5 FORMS OF PUNISHMENT USED IN SCHOOLS

The study established that the following forms of punishment are commonly used in schools. This was derived from a sample of twenty practicing teachers.

Table 20: forms of punishment used in school according to teachers

<table>
<thead>
<tr>
<th>Form of punishment</th>
<th>Score</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Manual work</td>
<td>20</td>
<td>100%</td>
</tr>
<tr>
<td>(b) Suspension</td>
<td>18</td>
<td>90%</td>
</tr>
<tr>
<td>(c) Kneeling down</td>
<td>17</td>
<td>85%</td>
</tr>
<tr>
<td>(d) Denial of privileges</td>
<td>14</td>
<td>70%</td>
</tr>
<tr>
<td>(e) Scolding/reprimanding</td>
<td>13</td>
<td>65%</td>
</tr>
<tr>
<td>(f) Retention</td>
<td>07</td>
<td>35%</td>
</tr>
<tr>
<td>(g) Corporal/caning</td>
<td>06</td>
<td>30%</td>
</tr>
<tr>
<td>(h) Fining</td>
<td>04</td>
<td>20%</td>
</tr>
</tbody>
</table>
From the data above the most common form of punishment is manual work. Followed closely by suspension and kneeling down. Teachers results show that caning still exists in secondary schools though it was denied by the headteachers.

4.3.6 WHETHER STUDENTS CHANGE THEIR BEHAVIOUR AFTER PUNISHMENT

The researcher also wanted to find out the effectiveness of punishment from teachers. Twenty teachers were interviewed on the issue of behaviour change after a given form of punishment. The data realized is tabulated below.

Table 21: Effectiveness of punishment according to teachers

<table>
<thead>
<tr>
<th>Response</th>
<th>Score</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>They change</td>
<td>19</td>
<td>95%</td>
</tr>
<tr>
<td>They don’t change</td>
<td>01</td>
<td>5%</td>
</tr>
</tbody>
</table>

95% of the teachers reported behaviour change after punishment. One teacher felt that students do not change.

4.3.7 STATEMENTS ABOUT PUNISHMENT

Some statements about punishment were presented to the teachers.
The results were as below:

**Table 22: Teachers responses to some statements about punishments**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Score</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. Punishment must be used every time a student makes a mistake</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>ii. Punishment does not correct behaviour</td>
<td>01</td>
<td>5%</td>
</tr>
<tr>
<td>iii. Punishments make students hate their teachers</td>
<td>05</td>
<td>25%</td>
</tr>
<tr>
<td>iv. A punished student feels withdrawn</td>
<td>06</td>
<td>30%</td>
</tr>
<tr>
<td>v. It hurts me to punish students</td>
<td>07</td>
<td>35%</td>
</tr>
<tr>
<td>vi. Punishments makes pupils work harder</td>
<td>16</td>
<td>80%</td>
</tr>
<tr>
<td>vii. I prefer guidance to punishing pupils.</td>
<td>17</td>
<td>85%</td>
</tr>
<tr>
<td>viii. A punishment makes some pupils run away from school</td>
<td>13</td>
<td>65%</td>
</tr>
<tr>
<td>ix. Without punishment, students will never be disciplined</td>
<td>11</td>
<td>55%</td>
</tr>
<tr>
<td>x. Corporal punishment is the most effective way of punishing students</td>
<td>07</td>
<td>35%</td>
</tr>
</tbody>
</table>

From the table, most teachers preferred guidance and counseling to punishment. Only 35% supported corporal punishment 85% said that punishment makes pupils work harder.
4.3.8 WHO IS TO BLAME FOR THE GENERAL INDISCIPLINE IN OUR SCHOOLS

Table 23: Responsibility for indiscipline in our schools

<table>
<thead>
<tr>
<th>One to blame</th>
<th>Score</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Parents</td>
<td>19</td>
<td>95%</td>
</tr>
<tr>
<td>b. Society</td>
<td>19</td>
<td>95%</td>
</tr>
<tr>
<td>c. Government</td>
<td>14</td>
<td>70%</td>
</tr>
<tr>
<td>d. Students</td>
<td>12</td>
<td>60%</td>
</tr>
<tr>
<td>e. Administration</td>
<td>10</td>
<td>50%</td>
</tr>
<tr>
<td>f. Teachers</td>
<td>10</td>
<td>50%</td>
</tr>
<tr>
<td>g. Others</td>
<td>4</td>
<td>20%</td>
</tr>
</tbody>
</table>

This data is also presented with a bar graph as shown below:

Table 24: Graph showing responsibility for indiscipline in our schools
The above bar graph shows that teachers blamed most indiscipline problems on parents and permissiveness in the society.

4.3.9 FUNCTIONING OF GUIDANCE AND COUNSELLING DEPARTMENTS IN SCHOOLS.

Table 24: Functioning of Guidance and Counselling in schools

<table>
<thead>
<tr>
<th>Functional departments</th>
<th></th>
<th>75%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non functional departments</td>
<td>5</td>
<td>25%</td>
</tr>
</tbody>
</table>

This information is also presented in the pie chart below:

Table 25: Pie chart showing functioning of guidance & counselling in schools

Just like the headteachers, most teachers (75%) reported that guidance and counselling was functional in their schools.
4.5.10 STUDENTS RESPONSE TO GUIDANCE AND COUNSELLING SERVICES

Table 26: Response to guidance and counselling

<table>
<thead>
<tr>
<th>Response</th>
<th>Score</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very well</td>
<td>4</td>
<td>26.7%</td>
</tr>
<tr>
<td>Fairly well</td>
<td>11</td>
<td>73.3%</td>
</tr>
<tr>
<td>Poorly</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Very poorly</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>100%</td>
</tr>
</tbody>
</table>

Pie chart representing this data

Table 27: Students Response to Guidance and Counselling

Most teachers reported that students’ response to guidance and counseling was fairly good. No teacher reported poor response by students.
4.3.11 IF THE HEADTEACHER IS DOING ENOUGH TO MAINTAIN SCHOOL DISCIPLINE

Table 28: Maintenance of discipline by headteachers

<table>
<thead>
<tr>
<th>Response</th>
<th>Score</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>18</td>
<td>90%</td>
</tr>
<tr>
<td>No</td>
<td>02</td>
<td>10%</td>
</tr>
</tbody>
</table>

This is also presented in the bar graph below:

Table 29: Performance in discipline matters by headteachers

Most teachers (90%) reported that headteachers were doing enough to maintain school discipline. Only two teachers (10%) felt that little was being done.
4.3.12 TEACHERS SUGGESTIONS ON IMPROVEMENT OF DISCIPLINE IN SCHOOLS

4.3.12.1 Parents should be involved in discipline matters

4.3.12.2 Teachers should realize that they are also parents to the students. They should guide their students accordingly.

4.3.12.3 Guidance and counseling teachers should be taken for in-service courses

4.3.12.4 Schools should strengthen inter-school peer counselling

4.3.12.5 Teachers should use resource persons to talk to the students

4.3.12.6 Students should be encouraged to change their societal attitudes towards punishment.

4.3.12.7 Teachers can use light punishments which are academically oriented.

4.3.12.8 Promotion of dialogue between the administration and the students.

4.3.12.9 The government should monitor supply of illicit drugs to schools

4.3.12.10 Schools should involve students in the formation of school rules and regulations.

4.3.12.11 The government should employ guidance and counseling teachers who are not regular teachers.
4.3.12.12 Involving students in various decision making issues especially on matters touching their welfare.

4.3.12.13 Keeping all students busy most of the time

4.3.12.14 Involving all teachers in decision making.
4.4.0 RESULTS RELATED TO STUDENTS QUESTIONNAIRE

The study targeted one hundred students selected using stratified random sampling method. Fifty males and fifty females were used for the study as shown on the table below:

Table 30: Sampled students by gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Score</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males</td>
<td>50</td>
<td>50%</td>
</tr>
<tr>
<td>Females</td>
<td>50</td>
<td>50%</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100%</td>
</tr>
</tbody>
</table>

4.4.2 AGE OF STUDENTS IN THE SAMPLE

The ages of student respondents are tabulated below:

Table 31: Ages of student respondents

<table>
<thead>
<tr>
<th>Years</th>
<th>Score</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>16 years</td>
<td>15</td>
<td>15%</td>
</tr>
<tr>
<td>17 years</td>
<td>47</td>
<td>47%</td>
</tr>
<tr>
<td>18 years</td>
<td>28</td>
<td>28%</td>
</tr>
<tr>
<td>19 years</td>
<td>08</td>
<td>8%</td>
</tr>
<tr>
<td>20 years</td>
<td>02</td>
<td>2%</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100%</td>
</tr>
</tbody>
</table>

The mode of the data is seventeen years. This shows that majority of the students in the sample are adolescents.
### 4.4.3 INDISCIPLINE PROBLEMS COMMON IN THEIR SCHOOLS

Table 32: Common indiscipline problems according to students

<table>
<thead>
<tr>
<th>Problem</th>
<th>Score</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Truancy</td>
<td>23</td>
<td>23%</td>
</tr>
<tr>
<td>b. Drug taking</td>
<td>40</td>
<td>40%</td>
</tr>
<tr>
<td>c. Fighting</td>
<td>38</td>
<td>38%</td>
</tr>
<tr>
<td>d. Rudeness to teachers</td>
<td>39</td>
<td>39%</td>
</tr>
<tr>
<td>e. Stealing</td>
<td>81</td>
<td>81%</td>
</tr>
<tr>
<td>f. Laziness</td>
<td>68</td>
<td>68%</td>
</tr>
<tr>
<td>g. Coming to class late</td>
<td>65</td>
<td>65%</td>
</tr>
<tr>
<td>h. Failing to attend classes</td>
<td>46</td>
<td>46%</td>
</tr>
<tr>
<td>i. Theft of school property</td>
<td>35</td>
<td>35%</td>
</tr>
<tr>
<td>j. Raping students</td>
<td>6</td>
<td>06%</td>
</tr>
<tr>
<td>k. Refusing teacher punishment</td>
<td>25</td>
<td>25%</td>
</tr>
<tr>
<td>l. Dressing carelessly</td>
<td>48</td>
<td>48%</td>
</tr>
<tr>
<td>m. Noise making in class</td>
<td>78</td>
<td>78%</td>
</tr>
<tr>
<td>n. Dozing in class</td>
<td>82</td>
<td>82%</td>
</tr>
<tr>
<td>o. Bullying of fellow students</td>
<td>41</td>
<td>41%</td>
</tr>
<tr>
<td>p. Consumption of alcohol</td>
<td>33</td>
<td>33%</td>
</tr>
<tr>
<td>q. Coupling</td>
<td>40</td>
<td>40%</td>
</tr>
<tr>
<td>r. Using vernacular language</td>
<td>66</td>
<td>66%</td>
</tr>
</tbody>
</table>
Common indiscipline problems cited by students are summarized below in order of severity.

**Table 33: Common indiscipline problems in order of severity**

<table>
<thead>
<tr>
<th>Problem</th>
<th>Score</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dozing in class</td>
<td>82%</td>
<td></td>
</tr>
<tr>
<td>Stealing other students property</td>
<td>81%</td>
<td></td>
</tr>
<tr>
<td>Noise making in class</td>
<td>78%</td>
<td></td>
</tr>
<tr>
<td>Laziness</td>
<td>68%</td>
<td></td>
</tr>
<tr>
<td>Using vernacular language</td>
<td>66%</td>
<td></td>
</tr>
<tr>
<td>Coming to class late</td>
<td>65%</td>
<td></td>
</tr>
</tbody>
</table>

**4.4.4 FACTORS BEHIND STUDENTS MISBEHAVIOR.**

Students responses to factors behind their indisciplined behaviour are tabulated here below:

**Table 34: Factors that cause students indiscipline**

<table>
<thead>
<tr>
<th>Factors</th>
<th>Score</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer pressure</td>
<td>89</td>
<td>89%</td>
</tr>
<tr>
<td>Parents</td>
<td>33</td>
<td>33%</td>
</tr>
<tr>
<td>Teachers</td>
<td>36</td>
<td>36%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>4.</td>
<td>Headteachers</td>
<td>15</td>
</tr>
<tr>
<td>5.</td>
<td>Taking drugs</td>
<td>63</td>
</tr>
<tr>
<td>6.</td>
<td>Frustration</td>
<td>72</td>
</tr>
<tr>
<td>7.</td>
<td>Society</td>
<td>40</td>
</tr>
<tr>
<td>8.</td>
<td>Alcohol consumption</td>
<td>65</td>
</tr>
<tr>
<td>9.</td>
<td>Inadequate/bad food</td>
<td>54</td>
</tr>
<tr>
<td>10.</td>
<td>Shortage of books</td>
<td>34</td>
</tr>
<tr>
<td>11.</td>
<td>Failure by teachers to attend classes</td>
<td>4</td>
</tr>
<tr>
<td>12.</td>
<td>Harsh prefects</td>
<td>66</td>
</tr>
<tr>
<td>13.</td>
<td>Poor performance in national exams</td>
<td>22</td>
</tr>
<tr>
<td>14.</td>
<td>Congestion in the dormitories</td>
<td>29</td>
</tr>
<tr>
<td>15.</td>
<td>Lack of enough water</td>
<td>44</td>
</tr>
<tr>
<td>16.</td>
<td>Interference by outsiders</td>
<td>40</td>
</tr>
<tr>
<td>17.</td>
<td>Harsh punishment by teachers</td>
<td>70</td>
</tr>
<tr>
<td>18.</td>
<td>Lack of dialogue between students and the administration</td>
<td>61</td>
</tr>
</tbody>
</table>

Common factors

- Peer pressure | 89%
- Frustrations | 72%
- Harsh punishment by teachers | 70%
- Harsh prefects | 66%
Students blamed indiscipline on peer pressure, frustrations, harsh punishments by teachers and harsh prefects as the major causes. 63% of the students interviewed cited drug abuse as a cause. From the above table it is evident that indiscipline exists in our secondary schools

4.4.5 FORMS OF PUNISHMENTS USED IN SCHOOLS

Table 35: Forms of punishment in schools according to students

<table>
<thead>
<tr>
<th>Form of</th>
<th>Score</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Suspension</td>
<td>91</td>
<td>91%</td>
</tr>
<tr>
<td>b. Kneeling down</td>
<td>87</td>
<td>87%</td>
</tr>
<tr>
<td>c. Manual work</td>
<td>80</td>
<td>80%</td>
</tr>
<tr>
<td>d. Caning</td>
<td>75</td>
<td>75%</td>
</tr>
<tr>
<td>e. Denial of privileges</td>
<td>63</td>
<td>63%</td>
</tr>
<tr>
<td>f. Scolding</td>
<td>21</td>
<td>21%</td>
</tr>
<tr>
<td>g. Fining</td>
<td>21</td>
<td>21%</td>
</tr>
<tr>
<td>h. Retention</td>
<td>17</td>
<td>17%</td>
</tr>
</tbody>
</table>

From students responses, it is evident that suspension and caning do exist in our schools although headteachers interviewed denied any existence of caning in our schools. Their data may have been biased due to fear of victimization.
This data is further illustrated in the following bar graph.

Table 36: Most common forms of punishment used by teachers according to students responses

![Bar graph showing percentages of different forms of punishment]

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Suspension</th>
<th>Kneeling down</th>
<th>Manual work</th>
<th>Caning</th>
<th>Denial of privileges</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>40</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>50</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>60</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>70</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>80</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>90</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>100</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4.4.6 STATEMENTS ABOUT PUNISHMENTS AND STUDENTS RESPONSES.

Table 37: Students responses to statements about punishment

<table>
<thead>
<tr>
<th>Statement</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Punishment should be used whenever a student makes a mistake</td>
<td>42</td>
<td>58%</td>
</tr>
<tr>
<td>b. Caning a student is the best form of discipline</td>
<td>19</td>
<td>81%</td>
</tr>
<tr>
<td></td>
<td>Punishment does not correct behaviour</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>-------------------------------------</td>
<td>---</td>
</tr>
<tr>
<td>d</td>
<td>Punishment makes students hate their teachers</td>
<td>67</td>
</tr>
<tr>
<td>e</td>
<td>A punished pupil feels humiliated and withdrawn</td>
<td>79</td>
</tr>
<tr>
<td>f</td>
<td>I prefer guidance other than punishment</td>
<td>83</td>
</tr>
<tr>
<td>g</td>
<td>Punishment makes some students to run away school</td>
<td>72</td>
</tr>
<tr>
<td>h</td>
<td>Without punishment students cannot be disciplined</td>
<td>35</td>
</tr>
</tbody>
</table>

From the above table, it is clear that most students (81%) do not support punishment and especially caning as a means of correcting behaviour.

**4.4.7.0 STUDENTS SUGGESTIONS ON HOW INDISCIPLINED BEHAVIOUR CAN BE IMPROVED**

4.4.7.1 Soft caning by teachers

4.4.7.2 Offering guidance and counselling services

4.4.7.3 Providing girls with enough basic needs.

4.4.7.4 Teachers should open dialogue with their students

4.4.7.5 Teachers should give appropriate punishments which are not exaggerated

4.4.7.5 Strengthening the religious movements in schools.
CHAPTER FIVE

5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This study was about indiscipline problems and teacher reactions to them in Magumoni Division of Meru-south District. The study focused on five secondary schools purposively selected from the target Division. The researcher used an interview schedule to collect data from headteachers of the five schools. A questionnaire was used to collect data from one hundred form three students from the five schools. Twenty respondents from each school were selected through stratified random sampling.

In each of the five schools, four teachers randomly selected responded to a questionnaire. The researcher focused on the following issues related to indiscipline and punishment in our schools:

♦ Common discipline problems
♦ Factors that cause indiscipline in our schools in schools
♦ Disciplinary measures used in our schools
♦ Effectiveness of these measures
♦ Part played by guidance and counseling in school discipline
♦ Recommendations by headteachers, teachers and students on how to curb indiscipline.
5.2 SUMMARY OF THE MAIN FINDINGS

5.2.1 The three groups of respondents, that is headteachers, teachers and students did agree that indiscipline problems do exist in our secondary schools. The three concurred that the most common problems are: noise making in class, Laziness, stealing and drug abuse. The three groups agreed that all the discipline problems presented by the researcher existed to a certain magnitude in their schools.

5.2.2 FACTORS RESPONSIBLE FOR STUDENTS UNDISCIPLINED BEHAVIOUR

The three groups of respondents agreed that indiscipline was caused by drug abuse, peer pressure and permissiveness in the society. All the possible factors presented by the researcher were found to be responsible for indiscipline to a certain magnitude.

5.2.3 METHODS USED IN CORRECTING STUDENTS' INDISCIPLINE

Respondents interviewed revealed that common methods being used in schools to correct students misbehaviour are: manual work, suspension, denial of privileges and scolding. Corporal punishment was reported by both teachers and students to be in existence in our schools although it was denied by head teachers probably because of administrative reasons.
5.2.4 EFFECTIVENESS OF METHODS USED

It was realized that the methods used did not modify students' behaviour. Instead they became habitual criminals. All groups recommended guidance and counselling as the most effective way of improving students' discipline.

5.2.5 WHAT THE RESPONDENTS RECOMMENDED IN ORDER TO SOLVE INDISCIPLINE PROBLEMS IN SCHOOLS.

5.2.5.1 Offering guidance and counselling services
5.2.5.2 Teachers to open dialogue with their students
5.2.5.3 Teachers should avoid excessive punishment
5.2.5.4 Provision of enough basic needs to students
5.2.5.5 Government to provide qualified guidance and counselling teachers
5.2.5.6 Peer counseling should be strengthened
5.2.5.7 Government should ensure that schools are drugs free zones
5.2.5.8 Students be involved in formulation of rules and selection of prefects
5.2.5.9 Headteachers should hold open barazas with students
5.2.5.10 Parents to be involved in matters of school discipline.

5.3 RECOMMENDATIONS BY THE RESEARCHER

On the basis of the findings of this study the researcher recommends the following:
5.3.1 That head teachers must not be allowed to serve in one station for more than ten years.

5.3.2 Extra management training is required before university graduates take headship roles.

5.3.3 Since all mixed schools were reported to have boy-girl relationships, communities should encourage single sex schools.

5.3.4 Most schools reported having employed Board of Governors teachers. The government needs to address seriously staffing problems in schools, otherwise students show indisciplined behaviour when a school is poorly staffed.

5.3.5 Since all schools reported noise making during class time, it follows that students are not well motivated to learn, schools must therefore try to raise the academic morale of their students. This could be achieved by cultivating both extrinsic and intrinsic motivation.

5.3.6 All schools reported use of manual work as a common disciplinary measure. Teachers are advised to vary their methods of punishment. Manual work as a method of punishment makes students hate farm work yet agriculture is the main stray of our economy.

5.3.7 The government could also monitor the effectiveness of banning of corporal punishment in schools since it was reported to be prevalent by both teachers and students.
5.3.8 The researcher also recommends that the government tries to post full
time counsellors to schools who are not necessarily teachers. This is
so because most of the guidance and counselling departments in
schools lack qualified personnel yet the task they are supposed to
carry out is very crucial

5.3.9 All schools are encouraged to hold regular students barazas. These
help students to let out any carthasis that would otherwise be very
destructive if left within the students.

5.3.10 It was realized that a good number of teachers have taught for more
than ten years yet they have no promotion over the years. Their
disillusionment could spill over to students and cause indiscipline.
The government should consider promoting long serving teachers to
take up responsibility in schools.

5.3.11 All teachers reported existence of drug abuse in schools. The
government and not the head teachers hold the responsibility of
protecting schools from illicit brews and other forms of drugs.

5.3.12 Since peer pressure is a major problem among the youth, schools
should appoint peer counsellors to assist their colleagues.

5.3.13 Students bad behaviour is a reflection of what is happening in our
society. There fore, parents, teachers and other adults must be good
role models to the youth. The government should ban all pornographic
materials that are influencing the youth negatively. Discipline of our youth is a corporate affair.

5.3.14 If teachers could deal with their students in a more humane manner, indiscipline in schools would be a thing of the past. Where dialogue between teachers and students is emphasized, indiscipline problems are low.

5.4 **RECOMMENDATIONS FOR FURTHER RESEARCH**

The researcher recommends further research on the following areas:

5.4.1 Sanitary facilities available to students

5.4.2 Catering facilities offered to students

5.4.3 The extent of devil worship in schools

5.4.4 Sources of drugs used in schools

5.4.5 Role of non-teaching staff in students indiscipline

5.4.6 Unemployment and its effect on school discipline

5.4.7 Study of other districts in Kenya.
BIBLIOGRAPHY


### RESEARCH BUDGET

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<td>2000</td>
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<tr>
<td>Questionnaires typing</td>
<td>1500</td>
</tr>
<tr>
<td>Transport during data collection</td>
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</tr>
<tr>
<td>Computer data analysis</td>
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</tr>
<tr>
<td>Report writing, typing and photocopying</td>
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<tr>
<td>Binding (6 copies)</td>
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<td>Transport to meet my supervisor</td>
<td>2000</td>
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</thead>
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<td>Pilot study</td>
<td>May, 2005</td>
</tr>
<tr>
<td>Data collection</td>
<td>May, 2005</td>
</tr>
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<td>Data analysis</td>
<td>June, 2005</td>
</tr>
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<td>Compiling</td>
<td>July, 2005</td>
</tr>
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<td>Submission of report</td>
<td>August, 2005</td>
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</tbody>
</table>
APPENDIX B

AUTHORITY LETTER

Ndagoni Girls Sec School,
Box 65,
Magumoni.
20th May 2005

(The Headteacher,
Ikuu Boys High School,
Box 40,
Chuka.

Dear sir/Madam

RE: PERMISSION TO CARRY OUT AN EDUCATIONAL RESEARCH IN YOUR SCHOOL

This is to request you kindly to allow me visit your school on Monday 30th May, at 10.30 a.m with a view to obtaining some information for use in my educational research project.

During my visit, I wish to present a questionnaire to twenty of your form three students and four of your staff members. This should take a maximum of forty minutes.

Please also prepare to respond to a headteachers interview schedule the same day.

Thank you in advance

Yours faithfully,

Tabitha M. Mbungu
M.ED Student
Kenyatta University
APPENDIX C

STUDENTS QUESTIONNAIRE

The following questions are meant for an educational research. Please respond to each one of them as honestly as possible. Your responses will be treated with strict confidence. Do not write your name anywhere.

SECTION A

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

2. Gender: male ( ) female ( )

3. Age: ......................... years

4. Form ........................................

SECTION B

5. Below is a list of some indiscipline problems experienced by some secondary schools. As honestly as possible, indicate by use of a tick (✓) the problem you consider prevalent in your school.

a. Truancy (escaping from school) (✓).

b. Drug taking ( ).

c. Fighting ( ).

d. Rudeness to teachers ( ).

e. Stealing ( ).

f. Laziness ( ).

g. Coming to class late ( ).

h. Failing to attend classes ( ).
i. Theft of school property ( ).

j. Killing other students ( ).

k. Refusing teachers punishment ( ).

l. Dressing carelessly ( ).

m. Noise making in class ( ).

n. Sleeping (dozing) in class ( ).

o. Bullying of fellow students ( ).

p. Consumption of alcohol ( ).

q. Coupling ( ).

r. Using vernacular language ( ).

s. Teachers – student love affairs ( ).

t. Killing other students ( ).

Write any other problems not mentioned above.
6. Below are some factors that make students to misbehave in schools.

Respond by use of yes or no against the cause that you consider relevant to your school.

i) Friends (peer) pressure ______________

ii) Parents ______________

iii) Teachers ______________

iv) Headteachers ______________

v) Taking drug ______________

vi) Frustration ______________

vii) Society ______________

viii) Alcohol consumption ______________

ix) Inadequate/bad food ______________

x) Shortage of books ______________

xi) Failure by teachers to attend classes ______________

xii) Harsh prefects ______________

xiii) Poor performance in National Exams ______________

xiv) Congestion in dorms ______________

xv) Lack of enough water in the school ______________

xvi) Interference by outsiders ______________

xvii) Harsh punishment by teachers ______________

xviii) Lack of dialogue between students and the administration ______________
Write here below any other cause of indiscipline in your school not mentioned above.

7. Teachers use many forms of punishment to punish indisciplined students. Indicate by use of a tick (✓) whether the following forms of punishment are used in your school.

   a. Kneeling down
   b. Manual work
   c. Suspension
   d. Detention
   e. Caning
   f. Scolding
   g. Fining
   h. Denial of privileges

8. Below are some statements about discipline. Respond to each one of them using the words ‘True’ or ‘False’ as appropriate.

   a. Punishment should be used whenever a student makes a mistake
   b. Caning a student is the best form of discipline
   c. Punishment does not correct behaviour
d. Punishment makes students hate their teachers

e. A punished student feels humiliated and withdrawn

f. I prefer guidance and counselling to getting punished

g. Punishment makes some students run away from school

h. Without punishment, students cannot be disciplined

9. As a concerned student, list down at least five ways of improving on indisciplined behaviour in our schools.

The End.

Thank you.
APPENDIX D

TEACHER’S QUESTIONNAIRE

This questionnaire is meant for an academic research based on educational issues in our country. Please respond to the questions as accurately and honestly as possible. Your responses will be treated with strict confidentiality and used only for the intended purpose. Do not write your name anywhere.

SECTION A

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

2. Gender: male ( ) female ( )

3. Teaching experience: ............... years

4. Indicate the subjects you teach : ...........................................

5. Indicate the classes you teach: ............... .............................

6. What other responsibilities do you hold in this school?

    ..................................................................................

    ..................................................................................

    ..................................................................................

SECTION B

7. Indiscipline problems are prevalent in almost all schools in this country.

    Below is a list of common indiscipline problems in our schools. As honestly as possible put a tick ( √ ) against each problem you consider
prevalent in your school and a cross (X) against those you consider absent.

(i) Fighting amongst students ( )

(ii) Theft of school property ( )

(iii) Assaulting teachers ( )

(iv) Truancy (Escaping from school) ( )

(v) Drug taking ( )

(vi) Laziness ( )

(vii) Coming to class late ( )

(viii) Failing to attend classes ( )

(ix) Stealing ( )

(x) Raping students ( )

(xi) Refusing teachers punishment ( )

(xii) Dressing carelessly ( )

(xiii) Noise making in class ( )

(xiv) Sleeping (dozing) in class ( )

(xv) Bullying of fellow students ( )

(xvi) Consumption of alcohol ( )

(xvii) Coupling ( )

(xviii) Using vernacular language ( )

(xix) Teacher – student love affairs ( )

(xx) Killing other students ( )
8. Below is a list of the perceived causes of students indiscipline in our schools. Indicate your opinion by putting a tick (✓) for agree and a cross (X) for disagree.

(i) Drug abuse ( )

(ii) Drunkenness ( )

(iii) Transfer of good/performing teachers ( )

(iv) Lack of committed teachers ( )

(v) Permissiveness in the society ( )

(vi) Society influence ( )

(vii) Poor role models ( )

(viii) Poor working relations between students and teachers ( )

(ix) Lack of qualified guidance & counselling teachers ( )

(x) Incitement by teachers ( )

(xi) Peer pressure ( )

(xii) Inadequate/poor food in schools ( )

(xiii) Harsh punishments by teachers ( )

(xiv) Lack of dialogue between teachers and the students ( )

(xv) Lack of transparency and accountability by the administration ( )
Write here below any other cause not covered above.

____________________________________________________________________________________

____________________________________________________________________________________

9. Teachers use many forms of punishments to discipline errant students.

Show by use of a tick (✓) the types of punishment used in your school put a cross (X) for those not used.

(a) Kneeling down ( )

(b) Manual work ( )

(c) Scolding/reprimanding ( )

(d) Suspension ( )

(e) Detention ( )

(f) Corporal/caning ( )

(g) Fining ( )

(h) Denial of privileges ( )

10. (i) In your opinion, do students who get punished improve their behaviour? Yes ( ) No ( ).

(ii) Briefly explain your answer.

____________________________________________________________________________________

11. Below are statements about punishment. Show your position by putting a tick (✓ ) for agree, and a cross (X) for disagree.
(i) Punishment must be used every time a student makes a mistake ( )

(ii) Punishment does not correct behaviour ( )

(iii) Punishment makes students hate their teachers.

(iv) A punished student feels withdrawn ( )

(v) It hurts me to punish students

(vi) Punishment makes pupils work harder ( )

(vii) I prefer guidance to punishing pupils ( )

(viii) A punishment makes some pupils run away from school ( )

(ix) Without punishment, students will never be disciplined ( )

(x) Corporal punishment is the most effective way of punishing students ( )

12. In your view who is to blame for the general indiscipline in our schools?

Respond by putting a tick where applicable.

(i) Students ( )

(ii) Teachers ( )

(iii) Administration ( )

(iv) Parents ( )

(v) Society ( )

(vi) The government ( )

(vii) Others

13. (i) Is guidance and counselling functional in your school? Yes ( ) No ( )

(ii) If yes, how well do students respond to it?
(i) Very well
(ii) Fairly well
(iii) Poorly
(iv) Very poorly.

14. In your view, is the headteacher doing enough to maintain school discipline? Yes ( ) no ( )

Briefly explain your position

15. As a concerned teacher, suggest at least five ways of improving discipline in our schools.

The End.

Thank you.
INTERVIEW SCHEDULE FOR THE HEADTEACHER

Dear Sir/Madam,

This interview schedule is meant for an educational research. Information provided will be treated with strict confidentiality. Since indiscipline problems exist in almost all schools in the country, there is nothing to be ashamed of. Feel free and respond to the questions as honestly as possible.

SECTION A

GENERAL INFORMATION

1. Name of school

2. Administrative zone

3. Headteacher's Gender: Male ( ) Female ( )

4. Highest professional qualification
   - Diploma/S1 ( )
   - B.Ed ( )
   - M. Ed ( )
   - Any other (specify)

5. How long have you headed this school?
   ________________ years/months

6. (i) Have you headed other schools other than this one? Yes ( ) No ( )
(ii) If yes, what is your experience in other schools?

__________________ Years/months.

7. (i) Have you received any other training other than the College/University training? Yes ( ) No ( )

(ii) If yes, please specify ________________________________

______________________________________________________________________________

If not, please explain why ________________________________

______________________________________________________________________________

8. What is your total student population? ________________________________

9. How many in each class?

   Form 1 ______________________

   Form 2 ______________________

   Form 3 ______________________

   Form 4 ______________________

10. What is your total teaching staff population?

    Males ______________________

    Females ______________________

    Total ______________________

11. How is the staffing situation in your school?

    Overstaffed – yes ( ) No ( )

    Understaffed – Yes ( ) No ( )

    Moderately staffed yes ( ) No ( )
12. (i) Are there teachers employed by the B.O.G? Yes ( ) No ( )

(ii) If yes, how many? __________________________

13. Who is your school's sponsor? __________________________

SECTION B

14. Below is a list of some serious indiscipline problems being experienced in our secondary schools. As honestly as possible please give your opinion as to which are prevalent in your school.

(i) Fighting amongst students ( )

(ii) Bullying of fellow students ( )

(iii) Drug abuse ( )

(iv) Truancy (Escaping from school) ( )

(v) Laziness ( )

(vi) Coming to class late ( )

(vii) Failing to attend classes ( )

(viii) Stealing ( )

(ix) Raping students ( )

(x) Refusing teachers punishment ( )

(xi) Dressing carelessly ( )

(xii) Noise making in class ( )

(xiii) Sleeping (dozing) in class ( )

(xiv) Consumption of alcohol ( )

(xv) Coupling ( )
15. How do you rate indiscipline cases in your school?

(i) Very High

(ii) High

(iii) Very low

(iv) Low

16. Below are some disciplinary measures used in schools to discipline students. Please comment on the ones used in your school.

(i) Caning – Yes ( ) No ( )

(ii) Suspension – Yes ( ) No ( )

(iii) Expulsion – Yes ( ) No ( )

(iv) Manual work – Yes ( ) No ( )

(v) Fining

(vi) Scolding/reprimanding

17. Please comment on the effectiveness of these methods of punishing students in modifying behaviour.

(i) Very effective ( )
18. (i) What is your opinion on guidance and counselling as an alternative means of modifying students behaviour?

   (i) Very good ( )
   (ii) Good ( )
   (iii) Fairly good ( )
   (iv) Not good ( )

(ii) Please be as honest as possible. Is your guidance and counselling department functional? Yes ( ) No ( )

If yes, what have you done?

If not, what are the limitations?

19. As a Headteacher, do you ever hold students barazas? Yes ( ) No ( )

If yes, say how they help

If not, Please specify why
20. As an Educationist suggest at least five ways of improving discipline in our schools.

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________________________________________________________________________

The End.

Thank You.