APPROACHES TO DISCIPLINE IN KIMILILI DIVISION OF BUNGOMA DISTRICT

BY

WASIKE NASIMIYU JAYNE

E54/0017/99

A PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION AT KENYATTA UNIVERSITY 2002
DECLARATION

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

WASIKE N. JAYNE

THIS PROJECT HAS BEEN SUBMITTED FOR EXAMINATION WITH MY APPROVAL AS UNIVERSITY SUPERVISOR

PROF. J.O. OLEMBO
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND CURRICULUM DEVELOPMENT
KENYATTA UNIVERSITY
DEDICATION

This work is dedicated to my beloved parents Mr and Mrs Julius Wasike whose inspiration made me undertake the programme. I also dedicate it to my brothers and sisters Moses, James, Denis and Sisters Jacquelyn, Carol Lilian and Sister in-law Rosemary for their constant assistance, encouragement and patience during the two years period.

Lastly, I wish to dedicate to my husband Harrison Mulunda, and my sons Rodney and Sydney for accepting and coping with a student mother, and not to forget friends and relatives who made it possible for me to complete this programme.
ACKNOWLEDGMENTS

Work of this magnitude cannot be undertaken successfully without the assistance of others. I wish to acknowledge Kenyatta University, Institute of Continuing Education for granting me admission to undertake a Master of Education degree in Educational Administration and Management.

My special thanks go to my supervisor Prof. Olembo who patiently gave me the research guidance that enabled me to carry out and organise the work. I also wish to thank the Directors of the School of Continuing Education for the good administration that enabled me complete my programme in good time.

My Gratitude also goes to Headteachers and students of Kimilili Division who gave me warm welcome and co-operation in their schools and without whose responses, this programme would not have been possible.

Finally, I want to thank the Typist (Jane) who kindly helped me in the difficult task of typing this project.
# TABLE OF CONTENTS

1. Title \(\text{i}\)
2. Declaration \(\text{ii}\)
3. Dedication \(\text{iii}\)
4. Acknowledgements \(\text{iv}\)
5. Table of contents \(\text{v}\)
6. List of tables \(\text{viii}\)
7. Abstract \(\text{x}\)

## CHAPTER ONE

1.0 Introduction \(\text{1}\)
1.1 Background of the problem \(\text{1}\)
1.2 Statement of the problem \(\text{5}\)
1.3 Research questions \(\text{6}\)
1.4 Purpose of study \(\text{7}\)
1.5 Objectives of study \(\text{7}\)
1.6 Significance of study \(\text{8}\)
1.7 Assumptions \(\text{9}\)
1.8 Scope and limitation of the study \(\text{10}\)
1.9 Definition of significant terms \(\text{10}\)

## CHAPTER TWO

2.0 Literature review \(\text{12}\)
2.1 Introduction \(\text{12}\)
2.2. Indiscipline in context \(\text{13}\)
2.3. Nature of student indiscipline within the school \(\text{14}\)
2.5 Causes of indiscipline \(\text{15}\)
2.5.1 The physiological environment \(\text{16}\)
2.5.2 The physical environment \(\text{17}\)
2.5.3 The psychological environment \(\text{21}\)
2.6 Interventions for indiscipline \(\text{23}\)
<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.6.2.</td>
<td>Using mild responses</td>
<td>26</td>
</tr>
<tr>
<td>2.6.3.</td>
<td>Using moderate responses</td>
<td>27</td>
</tr>
<tr>
<td>2.6.4.</td>
<td>Using severe responses</td>
<td>30</td>
</tr>
</tbody>
</table>

**CHAPTER THREE**

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0</td>
<td>Research Methodology</td>
<td>33</td>
</tr>
<tr>
<td>3.1</td>
<td>Introduction</td>
<td>33</td>
</tr>
<tr>
<td>3.2.</td>
<td>Research Design</td>
<td>33</td>
</tr>
<tr>
<td>3.3.</td>
<td>Location of Study</td>
<td>34</td>
</tr>
<tr>
<td>3.4.</td>
<td>Target population</td>
<td>35</td>
</tr>
<tr>
<td>3.4.1</td>
<td>Sampling techniques</td>
<td>35</td>
</tr>
<tr>
<td>3.4.2</td>
<td>Sample size</td>
<td>36</td>
</tr>
<tr>
<td>3.5</td>
<td>Research Questions</td>
<td>37</td>
</tr>
<tr>
<td>3.6</td>
<td>Research Instruments</td>
<td>37</td>
</tr>
<tr>
<td>3.7</td>
<td>Piloting of instruments</td>
<td>38</td>
</tr>
<tr>
<td>3.8</td>
<td>Collection of data</td>
<td>38</td>
</tr>
<tr>
<td>3.9</td>
<td>Data analysis</td>
<td>39</td>
</tr>
</tbody>
</table>

**CHAPTER FOUR**

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0</td>
<td>Data presentation and analysis</td>
<td>40</td>
</tr>
<tr>
<td>4.1</td>
<td>Introduction</td>
<td>40</td>
</tr>
<tr>
<td>4.2</td>
<td>Demographic data of subject samples</td>
<td>41</td>
</tr>
<tr>
<td>4.3</td>
<td>Nature of indiscipline cases</td>
<td>45</td>
</tr>
<tr>
<td>4.4</td>
<td>The causes of indiscipline</td>
<td>53</td>
</tr>
<tr>
<td>4.5</td>
<td>Interventions for indiscipline</td>
<td>61</td>
</tr>
<tr>
<td>4.6</td>
<td>The extent to which interventions used have helped arrest indiscipline in schools</td>
<td>68</td>
</tr>
<tr>
<td>4.6.1.</td>
<td>Suggestions on how to improve the interventions for indiscipline</td>
<td>72</td>
</tr>
</tbody>
</table>

**CHAPTER FIVE**

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.0</td>
<td>Summary, conclusions and recommendations</td>
<td>79</td>
</tr>
<tr>
<td>5.1</td>
<td>Introduction</td>
<td>79</td>
</tr>
<tr>
<td>5.2</td>
<td>Summary of findings</td>
<td>79</td>
</tr>
<tr>
<td>5.2.1</td>
<td>Demographic data of the samples</td>
<td>80</td>
</tr>
<tr>
<td>Section</td>
<td>Title</td>
<td>Page</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>5.2.2</td>
<td>Nature of indiscipline cases</td>
<td>80</td>
</tr>
<tr>
<td>5.2.3</td>
<td>The causes of indiscipline</td>
<td>81</td>
</tr>
<tr>
<td>5.2.4</td>
<td>Interventions for indiscipline</td>
<td>82</td>
</tr>
<tr>
<td>5.2.5</td>
<td>The extent to which interventions used have helped arrest indiscipline in schools</td>
<td>84</td>
</tr>
<tr>
<td>5.3</td>
<td>Conclusions</td>
<td>84</td>
</tr>
<tr>
<td>5.4</td>
<td>Recommendations</td>
<td>85</td>
</tr>
<tr>
<td>5.5</td>
<td>Suggestions for further research</td>
<td>86</td>
</tr>
</tbody>
</table>

**APPENDIX**

<table>
<thead>
<tr>
<th>Letter</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>The Students' Questionnaire</td>
<td>92</td>
</tr>
<tr>
<td>B.</td>
<td>The Teachers' Questionnaire</td>
<td>99</td>
</tr>
<tr>
<td>C.</td>
<td>Interview Schedule for Headteacher</td>
<td>106</td>
</tr>
<tr>
<td>D.</td>
<td>Budget</td>
<td>112</td>
</tr>
<tr>
<td>E.</td>
<td>Proposed Time-Table</td>
<td>113</td>
</tr>
</tbody>
</table>

80 81 82 84 85 86

**APPENDIX**

A. The Students' Questionnaire 92
B. The Teachers' Questionnaire 99
C. Interview Schedule for Headteacher 106
D. Budget 112
E. Proposed Time-Table 113

| Percentage of the 10 most common areas of indiscipline as reported by teachers and students | 90 |
| Causes of indiscipline in the physical environment as reported by students and teachers | 92 |
| Causes of indiscipline in the physical environment as reported by teachers and students | 92 |
| Causes of indiscipline in the psychological environment as reported by students and teachers | 94 |
| Causes of indiscipline in the psychological environment as reported by teachers and students | 94 |
| Interventions implemented as indicated by students and teachers | 94 |
| Interventions used for moderate indiscipline as indicated by students and teachers | 94 |
| Responses for interventions for severe indiscipline as indicated by students and teachers | 94 |

vii
LIST OF TABLES

1. Number and percentage of students, teachers and headteachers by sex 41
2. Number and percentage of students' ages 42
3. Number and percentage of teaching experience of teachers and headteachers 43
4. Number and percentage of professional qualifications of teachers and headteachers 44
5. Headship experience 45
6. Cases of mild indiscipline as indicated by students and teachers 46
7. Cases of moderate indiscipline as indicated by students/Teachers 48
8. Cases of severe indisciplines as indicated by student and teachers 50
9. Percentage of the 10 most common cases of indiscipline as Reported by teachers and students 52
10. Causes of indiscipline in the physiological environment as Indicated by students and teachers 53
11. Causes of indiscipline in the physical environment (conditions at home and community) as indicated by students and teachers 55
12. Causes of indiscipline in the physical environment (school-Related factors) as indicated by students and teachers 58
13. Causes of indiscipline in the psychosocial environment as indicated by teachers and students 60
14. Interventions for mild indiscipline as indicated by students and teachers 62
15. Interventions used for moderate indiscipline as indicated By students and teachers 64
16. Responses for interventions for severe indiscipline as Indicated by students and teachers 66
ABSTRACT

The main purpose of this project was to investigate the approaches to discipline in Kimilili division of Bungoma District. The following research questions were used to guide the study.

1. What is the nature of indiscipline experienced in Secondary Schools?
2. What are the probable causes of indiscipline in Secondary schools?
3. What interventions does the school administration employ for the student indiscipline?
4. To what extent have the interventions helped to arrest the situation?

The study was done in 4 Secondary Schools of Kimilili Division in Bungoma District. The sample included 15 teachers, 4 headteachers and 120 students. The tools used for the study were a questionnaire for students and teachers and an interview schedule for headteachers. The questionnaires were administered and collected personally by the researcher. The data was summarized and presented by use of tables and was analysed in percentages and frequencies.
The findings arrived at after the analysis of data are given below:-

1. Teacher education is a vital aspect in the process of instilling and maintaining discipline as it equips the teacher with appropriate approaches to discipline and gives him or her confidence in handling student discipline.

2. Teachers experience numerous problems from students in and out of the classroom. These range from mildly to severly disruptive. Mild indiscipline was the most common indiscipline followed by moderate indiscipline, then severe indiscipline. The most common misconduct in mild indiscipline was noise making in moderate indiscipline it was refusal to do manual work , while in severe indiscipline it was theft and possession of others property.

3. Indiscipline in schools is neither entirely internal nor externally caused, but it is the result of the interaction of the student and environment. Specifically the physiological, physical and psychosocial environments combine to affect behaviour.

In the physiological environment the main cause of indiscipline was failure to cope and recognize the adolescent stage. In the physical environments, lack of parental supervision at home and peer influence at school were the main causes of indiscipline. While in the psychosocial environment, poor interpersonal
relationships and inappropriate student values, priorities, interests and low expectations are the main causes of indiscipline according to the respondents.

4. In selecting the mode of intervention, headteachers and teachers consider the degree of severity hence the degree of intervention matches the degree of severity of the indiscipline. For mild indiscipline, the main mode of intervention is minor manual punishment and for severe indiscipline the main modes of intervention are suspension and expulsion. The other common modes of intervention for all the three categories of indiscipline are guidance and counselling and corporal punishment.

5. According to majority of the respondents, most of the interventions used for indiscipline have been quite successful in improving student discipline by improving performance of students in terms of conduct and results at National Examinations. This has been due to intensification and expansion of guidance and counselling programs in schools and also due to the fear of the severe consequences for indiscipline in school.
CHAPTER ONE

1.0 INTRODUCTION

1.1 BACKGROUND OF THE PROBLEM

Eshiwani (1993) states that education is a process concerned with universal functions. Therefore education has the function of transmitting skills, norms, knowledge and values from generation to generation; also everywhere it has the function of the formation of social personalities.

In short education aims at socializing individuals to fit into their society; to function adequately within it when they become adults. Nyerere (1965: 1) stresses that

*Education has purpose. That purpose is to transmit from one generation to the next the accumulated wisdom and knowledge of the society and prepare the young people for their future membership of the society and their active participation in its maintenance or development.*
One of the National goals of education in Kenya as stated in Eshiwani (1993) is that,

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

The Kenyan society expects the education it offers to mould its youth into disciplined members of the society. Schools are very important social systems with the role of moulding young people into persons with attitudes, knowledge, skills, values and morals acceptable within the society. For the school to achieve this, school discipline is a must. According to Eshiwani (1993) 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.
According to Griffin (1994) the paramount aim of school discipline should be to endow each pupil with such habits, self-respect and proper pride in his own integrity that he will observe the norms of good conduct when not under compulsion or supervision and will carry them eventually into his adult life. Sound discipline is an essential ingredient in the creation of a happy and industrious school community, performing properly its function of training the citizens of tomorrow.

It is best achieved through the establishment of a positive and powerful “school spirit”, so that new pupils learn the desired attitudes easily and quickly from the example of all around them. A good spirit is not created in a day, but once attained, is self-perpetuating to a considerable degree and will enable the Head to maintain a smooth-running and efficient institution, free from the worry of continual disciplinary crisis.

Recently the country has experienced an unprecedented wave of student unrest and indiscipline that has reached crisis proportions. According to the East African Standard of 6th August 2001 the recent orgy of violence in Kenyan Schools had rendered the family unit and entire socialization process questionable. The upsurge of violence where mostly arson attacks had occurred—indicating a
deteriorating social life that could worsen if no solution was quickly found.

The Kyanguli school disaster in March, 2001 where 67 boys lost their lives in a macabre arson attack appeared to have triggered off an unprecedented wave of student unrest that was threatening to spiral into a tragedy of unbelievable proportions. Just months after the Kyanguli incident, fire bomb attacks quickly became fashionable especially in boys' schools where most cases of student violence were characterized by executed or attempted arson attacks.

Sporadic incidents, most of them violent, kept popping up. Reacting to the indiscipline in Kenyan schools the East African Standard of 28.7.01 reported Lawrence Majali to have said-

".......We must find what has gone wrong. The wave of violence and indiscipline in schools must disturb our sleep and we need to come up with solutions today and not tomorrow."

Indeed the issue of the school discipline is a concern for all key stakeholders in education and to that effect, a task force was set up to visit all provinces in the country to establish the causes of
the rampant student violence and indiscipline and come up with probable solutions to the problems.

The researcher wished to study the approaches to discipline in Kimilili division of Bungoma District, with an aim of establishing the extent to which inventions used have helped arrest indiscipline in schools.

1.2. STATEMENT OF THE PROBLEM

There is an emerging concern over the rising cases of indiscipline and student unrest in Kenyan schools. Society has observed with awe and amazement at the infamous acts of students indiscipline. Reported incidences include St. Kizito Secondary School in 1990, where 19 girls were killed when the boys attacked them at night, the Bombolulu incident where girls were burnt to death when their dormitory was set ablaze, the Nyeri High School incident in 1999 where 4 prefects were set on fire by fellow students and the most recent was the ghastly Kyanguli School disaster in March, 2001 where 67 boys lost their lives in a macabre arson attack.

The sudden increase in the spate of indiscipline and school unrest has left many lives maimed, perish due to arson and injury, relatives and friends traumatized, among other ills.
The main reason for concern has been the realization that the deterioration in student behaviour has far reaching educational, political, emotional and social implications. The acts of hooliganism and anarchism are unwarranted and uncalled for. They have led to erosion of dignity that our schools have been reputed for, and they are also a hindrance to the schools from achieving their aims, goals and objectives.

The purpose of the study based on the problem stated, then:

In order to restore public confidence in the school as an agent of character building and to eliminate the economic burden arising from school indiscipline, a systematic study was needed to unveil the approaches to discipline in secondary schools.

In this context, the present study examined the approaches to discipline in Kimili division of Bungoma District.

1.3 RESEARCH QUESTIONS

The following research questions guided the study:

1. What is the nature of indiscipline experienced in Secondary schools?

2. What are the probable causes of indiscipline in Secondary Schools?
3. What interventions does the school administration employ for the student indiscipline?

4. To what extent have the interventions helped to arrest the situation?

1.4 PURPOSE OF STUDY

The purpose of the study, based on the problem stated, is to investigate the occurrence of student indiscipline and unrest, which has been unprecedented in a short span of time. It doesn't seem to be established reasons why there should be student indiscipline leading to death and destruction. Therefore, the study investigated this problem.

1.5 OBJECTIVES OF THE STUDY

More specifically, the study will investigate:

1. The types of student indiscipline;
2. The possible causes of student indiscipline in Secondary schools;
3. The various methods employed by the school administration in dealing with student unrest;
4. The extent to which the interventions have helped to arrest the situation.

1.6 SIGNIFICANCE OF STUDY

School discipline is very key for effective teaching and learning. Griffin (1994:22) observed that:

 .......... A head's public and professional reputation will depend on the standard of discipline in his or her school than on any other single factor for good discipline brings good results in every field of school endeavour. A head who lets discipline out of his hand is risking trouble.

The prevailing situation in secondary schools of unprecedented wave of student indiscipline has reached crisis proportions and is now a matter of great concern to education, policy makers, administrators, all other stakeholders in education and the public at large. A task force was established in the country to visit all the provinces in the country to establish the causes and probable interventions to student indiscipline and unrest.

The taskforce was able to elicit responses from participants at the National and Pro vincial level , and chances of reaching divisions and
some particular schools were doubtful hence the reason to focus on the division and have few schools in the division.

It was also anticipated that the study would stimulate more educators and students of Educational Administration to undertake the research so as to provide solutions to minimize the unprecedented wave of student unrest in schools.

1.7 ASSUMPTIONS

The following were the basic assumptions of the study:

1. That teachers and students are capable of identifying the types of students indiscipline in the school.
2. That teachers and students are capable of identifying the causes of student indiscipline in the school.
3. That school administration has developed some standard methods of arresting discipline problems.
4. That student indiscipline exists in any normal school.
5. That headteachers and deputy head teachers were aware of their responsibility to instill, control and maintain discipline in their schools.
6. That students, teachers, head teachers would be able to assist in determining the extent to which interventions had helped in arresting indiscipline in schools.
7. That the respondent would provide necessary data required for the study.

1.8 THE SCOPE AND LIMITATION OF THE STUDY

1. The study was carried out in Secondary Schools in Kimilili Division of Bungoma District. This did not allow for wider generalization of the findings to cover the whole province or all Kenyan Secondary Schools.

2. The target population included Secondary Schools head teachers, teachers and form three students.

3. The time allocated for this project was too short for a detailed study.

1.9 DEFINITION OF SIGNIFICANT TERMS

Discipline is a state of physical or mental orderliness or control within learner, as a result of desirable learning experience or the imposition of external standards and controls an individuals conduct.

Off-Task is meant by not performing the planned instructional activity. This may be by pausing to think about an issue, daydreaming or doing other things that are non-disruptive but prohibit one from being engaged in the work.
**Student Indiscipline**

Is any student behaviour that is perceived by the teacher to compete with or threaten the academic actions at a particular moment. It creates disruptions in the flow of school activities but not every infraction of a rule is necessarily student indiscipline.

**Physiological Environment**

This includes those biophysical variables that affect behaviour such as illness, nutritional factors, neurological functioning, temperament, genetic abnormalities, physical disabilities, drugs or medication.

Physical environment includes elements of setting that are used or are present in everyday living. These can be considered in four: resources at home; school factors, classroom arrangements; instructional factors.

Psychosocial environment comprises such values, motivation, preferences and conditioning history.

Intervention is meant by an action taken by the teacher that is intended to stop the disruptive actions and return to the academic flow of activities.
CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 INTRODUCTION

The review of literature include the following:-

(a) Indiscipline in context.
(b) Types of student indiscipline in the school
(c) The probable causes of indiscipline
(d) Interventions for indiscipline

A considerable amount of work touching on discipline has been done by various researchers. For instance, ... Parillo et al (1985), Hagerdon (1983) ... Used various theories to explain indiscipline and deviance in the Western World. An attempt to address indiscipline from the African Context was made by Peil (1977). This study focused on different forms of indiscipline from the African point of view. The limitation of Peil's study was that it was too general for it did not focus on different forms of indiscipline in detail.
2.2. **INDISCIPLINE IN CONTEXT**

According to Burden (1995) indiscipline is any student behaviour that is perceived by the teacher to compete with or threaten the academic actions at a particular moment. Indiscipline creates disruption in the flow of school activities. Not every infraction of a rule is necessarily indiscipline. Therefore indiscipline needs to be seen as action in context and requires considerable interpretation when decisions are made about the best way to deal with indiscipline is to avoid them. Challenging, interesting and exciting activities should be developed for students and they should also be treated with dignity and respect.

Students who are off-task, are not performing the planned instructional activity, they may be pausing to think about an issue, daydreaming or doing other things that are non-disruptive but prohibits them for being engaged in their work. Students who are off-task will need to be addressed differently from those who are purposely misbehaving and interfering with academic activities. Burden (1995)

Some student actions are clearly indiscipline and require teacher intervention. Some other student actions that appear to be quite simple are reacted to differently by teachers when the actions are performed by different students at different times or in

Decisions about interventions are complex judgement about the act, the student and the circumstances at a particular moment in school. Doyle (1986).

Indiscipline then, needs to be seen as "action in context" Mehan et al (1982), and requires interpretation based on what the teacher knows about the likely configuration of events. Hargraves et al (1975). It is necessary to make reliable judgements about the probable consequences of students action in different situations. Judgements should be reliable and consistent.

2.3 TYPES OF STUDENT INDISCIPLINE WITHIN THE SCHOOL

Indiscipline ranges from mildly to severely disruptive. Severely disruptive behaviour and crime in schools includes violence, vandalism, arson, coercion, robbery, alcohol use, drug and or substance use and abuse. These behaviours occur, outside the classroom, in the dining hall, school corridors or anywhere in the school compound. Moderate indiscipline involves disrespect to
authority, unauthorized leaving of the class, cheating, plagiarizing or lying, using profanity, vulgar gestures or obscene gestures. Mild indiscipline involves restlessness in school, noise-making, tardiness, lack of interest in learning activities, inattentivity, low concentration and day dreaming. Burden (1995)

It is therefore construed that when selecting an appropriate response you need to take into account the degree of its severity. You can evaluate severity by factors such as appropriateness, magnitude, intent and extend to which a behaviour differs from what is expected in a particular setting. Evans et al (1989). The degree of the response should match the degree of severity of the indiscipline.

In order to address this gap in our knowledge, the study investigated the types of indiscipline as mild, moderate and severe and the interventions used under these three categories.

2.4 \textbf{CAUSES OF INDISCIPLINE}

Behaviour is neither entirely internally nor externally caused, but is the result of the interaction between the individual and the environment. Specifically the physiological, physical and
psychosocial environments combine to affect behaviour. Evans et al (1989)

2.4.1. THE PHYSIOLOGICAL ENVIRONMENT
This includes those biophysical variables that affect behaviour such as illness, nutritional factors, neurological functioning, temperament, genetic abnormalities, physical disabilities and drugs or medication. These fall into three categories. First, behaviour problems may be related to health factors, an allergy, lack of sleep, illness or an inadequate diet, may greatly affect ability to complete assignments or interact with others. Heron et al (1982). For some children, excessive sugar has an effect on their behaviour and may cause hyperactivity. Burden (1995).

Physical impairments such as visual or hearing loss, paralysis, or a severe physiological disorder may also contribute to behaviour problems. Medication or drugs, whether legal or illegal, may also be a factor. In the East African Standard of 6th August, 2001, Bishop Kogo of Eldoret Diocese was alarmed at the rate at which drugs were destroying young minds. The clergy wanted the drug ring exposed and culprits made to face the full might of the law.

Only recently, students of Alliance High School one of the highly rated schools in the country marched through Nairobi streets
protesting against their headteacher over an issue that touched on drugs.

The World Health Organization (WHO), Kenya drug study project, released a report with alarming statistics on drug abuse in Kenya's high schools. According to the report, at least seven in every 10 boys in high schools chew miraa. Over half of high school students are abusing school while over thirty percent smoke tobacco (The East African Standard, August 6, 2001).

A further 8% of boys in high school also smoke bhang, according to the report released by Professor William Lore the head of the WHO drug study project. Lore further strengthens his view by his findings that in mixed schools 60% of students drink alcohol and 10% smoke bhang while another 10% in mixed schools smoke tobacco. The report further shows that 16% of girls in secondary school smoke tobacco while 2% drink alcohol. Restlessness, inattention and mood swings are just some of the side effects that can be related to use of these substances.

2.4.2. THE PHYSICAL ENVIRONMENT

The physical environment includes elements of the setting that are used or are present in everyday living. These can be considered in four categories: - Burden (1995)
1. Resources or conditions in the home and community may be related to behaviour problems. Problems may be associated with a lack of adequate income, clothing or housing; parental supervision and types of discipline, home routines; significant events such as divorce or the death of a friend or relative, bonding trust-deficits, and community resources. Effects of media and advancement in technology, breakdown of cultural and moral values in society. There has been considerable concern and debate over the effects of television, video and media on the beliefs and conduct of children. Violence on television is seen by some to influence students to be more aggressive.

2. School factors can be related to behaviour. These include the curriculum; effectiveness of teachers; administrators and staff, school routine, adequacy of facilities, and even other students in the classroom.

An overcrowded academic calendar has also been cited as another cause of student unrest and indiscipline. This is supported by the fact that more student unrest and indiscipline is experienced in the second term compared with the first and last terms of an academic year. East African Standard of 6th August, 2001.
Second term is characterized by heavy academic programmes when most teachers target to cover greater volume in their subject areas in all forms. This is also the term when students, especially form threes and fours sit their pre-mock and mock examinations. It is argued that students who have not prepared well for this particularly challenging examinations tend to become jittery and may resort to acts of violence with the hope that they will disrupt the operations of the institutions and hence avoid sitting the examinations.

Headteachers who are deficient in communication skills also have been cited as a major cause of strikes in schools. It is common practice that most schools heads do not communicate to the student changes in their institutions.

There are several elements of school culture and climate that can help to increase or decrease a school tendency to be safe. Violence and antisocial behaviour are more likely to occur in schools that have the following risk factors. East African Standard of 6th August 2001.

- Overcrowding, poor design and use of school space
- Multicultural insensitivity
• Lack of firm, yet covering disciplinary measures
• Teacher and peer rejection of at risk students
• Student alienation
• Student resentment toward school

Violence and antisocial behaviour are less likely to occur in the school with the following characteristics:

• A positive school climate and atmosphere
• Clear and high expectations of all students
• Strong student bonding to school
• High levels of student participation and parent involvement
• Opportunities to gain skills and develop socially

3. Classroom arrangements may play a role on student behaviour. The physical arrangements, temperature, noise and lighting may have a significant effect on student performance. Student crowding may also be involved Evans et al (1986); Zentall (1983).

4. Instructional factors may be the most important of all the physical factors that directly affect student behaviour. They include the learning climate, the appropriateness of curriculum
and instructional materials and effectiveness of the instructional delivery.

Teachers sometimes needlessly create indiscipline by the way they manage and conduct their classes. Emmer et al (1980); Emmer et al (1994); Moskowitz et al (1976). These inappropriate behaviours include being overly negative, maintaining an authoritarian climate, overreacting to situations, using mass punishments, blaming students, lacking a clear instructional goal, separating or reviewing already learned material, pausing too long during instruction, dealing with one student at length and failing to recognize student ability levels.

2.4.3. THE PSYCHOSOCIAL ENVIRONMENT

The psychosocial environment comprise factors such as values, motivation, preferences and conditioning history. This environment can be examined in three ways Burden (1995). First emotional and learning impairments may affect student behaviour. These problems hinder ability to reason or interact with others in an appropriate manner. They may be the result of developmental delay, communication disorders, mental retardation or learning disabilities.
Second, interpersonal factors refer to variables such as interest, values and motivation. These personal factors determine the sort of activities students are interested in and thus influence their behaviour.

Expectations also determine how behaviour will be evaluated, Algozzine et al (1981). Expectations may influence the way teachers, students and parents interact with others. Predicted outcomes may cause students to give up or behave in a manner to fulfill the expectation.

Finally, the quantity and quality of interpersonal interactions of parents, teachers and peers often affect student behaviour. Much of what we do is dictated by the reaction of others, but not all reactions are equally valued. Praise from a friend or someone who is admired may be more reinforcing than praise offered by someone whose opinion the student does not highly value. Burden (1995).

Students often do things to gain the teachers' attention and recognition. A teacher who is overly stern gives little praise and creates an oppressive climate does little to motivate or foster appropriate student behaviour. In fact teachers often precipitate inappropriate behaviour by shouting, handling students physical and

Conclusions should not be automatically jumped to if an accident.

The foregoing discussion indicates that behaviour is determined by physiological, physical and psychosocial environments. Hence the need to systematically study the context from the view of students cause of indiscipline as the physiological, physical and psychosocial environments.

2.5. INTERVENTIONS FOR INDISCIPLINE

An intervention is an action taken by the teacher that is intended to stop the disruptive actions and return to the academic flow of activities. Kaunin (1970)

Interventions can repair temporary disturbances in order, but they cannot establish order when order in the school does not exist. The degree of order instead, depends upon the strength of the academic program and the timing of interventions so they occur before the disruptions have gained strength. Kounin (1970).

Intervention decisions are typically based on the teacher's knowledge of who is misbehaving, what the misbehaviour is, and
when it occurs. Decisions to intervene are based on information about whether the behaviour is serious and distracting and decisions about the intensity of the intervention depend on the student's history of inappropriate behaviour. Pitman (1984). Conclusions should not be automatically jumped to if an accident involves a student with a history of behaviour problems.

Decisions to intervene are often made under conditions of uncertainty. That is, early cues may be ambiguous, yet you may have only a limited amount of time to make a judgement and act. To reduce uncertainty teachers sometimes categorize students in terms of their persistence and their visibility in the social structure of the group. Teachers learn the likely configuration of events associated with action by different students and take this into action when deciding whether an intervention is necessary. Doyle (1986). It is helpful to discuss the problem with the student to clarify it from both your perspective and the students and to consider the possible interventions.

Recent research suggest that there is a growing interest toward helping students to cope with classroom processes rather than having teachers implement behaviour modification patterns. This includes teaching social and cooperative skills, coping strategies, participation skills and self-monitoring and self-control strategies.
Based on this review, it can be concluded that interventions—

(a) Are used to repair disorder rather than create order

(b) Involve complex decisions about the probable consequences of particular actions by particular students at specific moments in the activity flow of a class session; and

(c) Can themselves disrupt order

For students who are showing signs of getting off-task or who are off-task, situational assistance can be provided to help them get back on-task. Mild, moderate or severe responses can be used for students who are misbehaving.

Situational assistance includes actions that take to help students cope with the instructional situation and to keep them on-task or get them back on-task before a problem becomes more serious. This includes providing cues, helping them through hurdles, redirecting behaviour, altering the lesson or other techniques.
Mild responses are non-punitive responses to indiscipline that get the student back on-track. You may use nonverbal responses such as signals; or verbal responses might be necessary.

Moderate responses to indiscipline might be needed to get the student back on-track and to restore order, such as removing desirable stimuli with logical consequences or behaviour modification. You may also need to use severe responses such as reprimands to help restore order.

2.5.1 MILD RESPONSES

Mild responses are non-punitive responses to indiscipline that get the student back on-track. They include non-verbal responses and verbal responses.

A. Non-Verbal responses

Non-Verbal responses are a non-punitive means to get the student back on task, these responses may include deliberate ignoring, signal interference, proximity control, touch control and writing notes to students. Burden (1995). These are taken in increasing order of teacher control.

Shrigley (1985) studies of 523 off-task behaviours and found that forty percent could be corrected by the non-verbal responses.
Five percent by signal interference, twelve percent by proximity and nine percent by touch control. Non-verbal approaches successfully extinguish many off-task behaviours. If these approaches are not effective, higher control approaches such as verbal interventions need to be used.

B. **Verbal Responses**

While non-verbal mild responses may be effective, verbal responses present non-punitive, mild responses, to indiscipline. Their purposes is to get the student back on-task with limited disruption intervention. Various verbal responses include: reinforcing peers on task, calling on the student during the lesson, using humour, sending an I-message, using positive phrasing, reminding students of the rules, giving choices, asking what are you doing, giving a verbal reprimand and using differential reinforcement.

2.5.2. **USING MODERATE RESPONSES**

Following mild non verbal and verbal responses, students might continue to misbehave. In that case, moderate responses should be used to correct the problem.

Moderate responses are intended to be punitive ways to deal with indiscipline by removing desired stimuli to decrease the occurrence

Since student behaviours that warrant moderate responses are more problematic than mild indiscipline, it is often useful to discuss the specific problems with the principal, other teachers, or the school counsellor. Parents can be contacted at any point in an effort to inform their child's action to solicit their help.

1. Logical consequences

Dreikurs (1982) expanded on Adler's concept of social acceptance. Based on Dreikurs ideas, teachers can use natural and logical consequence to help the indisciplined behave appropriately and to restore order.

A natural consequence is the flow of events in which a person is faced with the unexpected effects of his or her behaviour. For instance if a student says mean things to other students, he or she will likely have few friends. Natural consequences are not arranged or improved by the teacher or anyone else; they simply occur.

By allowing students to experience the natural consequences of their behaviour, they are given an honest and actual learning
experience. There are situations where, for the student’s safety you should not allow natural consequences to occur.

By contrast, a logical consequence is an event arranged by the teacher which is directly and logically related to the indiscipline. For instance, if a student leaves paper on the classroom floor, the student must pick the paper up. This approach can be very effective because the student feels a sense of ownership in solving the problem and the issue is over is quickly. Dreikurs et al (1982).

**Behaviour Modification Techniques**

Behaviour modification techniques can also be used as moderate responses to indiscipline to deliver punishment. Loss of privileges (response cost) and time-out are the two primary ways of removing desired in an effort to get the student back-on-task and to restore order.

These techniques are intended to decrease indiscipline. With these approaches, positive reinforcement should be used simultaneously as a means to reinforce students for appropriate behaviour.
1.6.4. Using Severe Responses

Sometimes withholding positive stimuli (i.e. using moderate responses) as a means of punishment does not work. One more intervention is needed to deliver penalties as punishment; these represents the use of severe responses.

Severe responses are intended to be punitive methods of dealing with indiscipline by adding aversive of indiscipline and restoring order. Common forms of aversive stimuli are overcorrection and physical consequences. Azrin et al (1980).

Most indiscipline can be handled through mild, moderate and severe responses. If the earlier steps are successful there may be few times when severe responses are needed. If you have students who are continually disruptive, however, even severe responses may not be the solution. It may be necessary to consider some alternative strategies for dealing with difficult students.

Physical Consequences

Corporal punishment refers to punishment that inflicts physical pain or discomfort to modify behaviour. Paddling, slapping or pinching are examples. Physical consequences also include physical
restraint and exercise, such as doing sit-up, as consequences for a targeted behaviour. Long et al (1989).

There are many disadvantages to physical consequences. Evans et al (1989); Hyman (1990). Indiscipline may be suppressed only temporarily and appropriate behaviours may be suppressed as well. Other negative behaviours often emerge, such as escape (from the punisher), avoidance (lying, stealing, cheating), anxiety, fear, tension, stress, withdrawal, poor self-concept, resistance and counter aggression. The student also may suffer physical harm. Furthermore, physical punishment may serve as a model of aggressive behaviour of the student.

Because of these disadvantages, physical consequences should be minimized if not completely done away with. In fact, the Kenyan Government has banned corporal punishment in schools.

In reviewing public opinion polls, Jones et al (1990) noted that during the past twenty years, public opinion has gradually moved away from a favourable view of physical punishment. They indicate that it is likely there is considerably less public support for physical punishment. They indicate that it is likely there is considerably less public support for physical punishment with upper elementary and older children, and that the public favour physical
punishment only when other methods have not been effectively and systematically employed.

The foregoing discussion indicates that most of the indiscipline can be prevented or students can be redirected to positive behaviour through situational assistance, mild, moderate and severe responses to indiscipline. Hence the need to systematically study the approaches to discipline by categorizing the indiscipline as mild, moderate and severe and establishing the mode of intervention to each category.

Research Design

The study is a descriptive survey, because according to Lovell (1977) it is one of the most commonly used methods of descriptive research in behavioural science. He further states that a descriptive survey gathers data from a relatively large number of respondents over time. The descriptive surveys are also widely used in educational research for many years and continue to be used to gather information about prevailing conditions. Since the study covered a large number of respondents, descriptive survey was the most suitable.

The study aims at finding out the approaches to discipline in Secondary Schools. The study also seeks to investigate the types
CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 INTRODUCTION

The main focus of Chapter three is on the research design, specifically the chapter establishes the target population, sample and sampling techniques, the research instrument, data collection procedures and data analysis.

3.2 Research Design

The study is a Descriptive survey, because according to Lovell (1977) it is one of the most commonly used methods of descriptive research in behavioural science. He further states that descriptive survey gathers data from a relatively large number of cases at a particular time. The descriptive surveys are also widely used in educational research for many years and continue to be used to gather information about prevailing conditions, since the study covered a large number of respondents, descriptive survey was the most suitable.

The study aims at finding out the approaches to discipline in Secondary Schools. The study also seeks to investigate the types
of indiscipline, their causes, the interventions used and the extent to which the instructions have helped arrest the situation.

3.3. Location of the study

The place of study is Kimilili division of Bungoma District in Western Province of Kenya. Kimilili is approximately 360 km to the North-West of Nairobi, along the Kitale-Bungoma road and on the slopes of Mt. Elgon.

The main economic activities in the division are agriculture and livestock production which support about 70% of the population. The remaining 30% derives a livelihood from commercial activities and employment in public sector.

The division has 15 secondary schools.

These schools are:

1. Old established schools which are also referred to as Provincial schools.

2. Other established schools also referred to as District Schools. These mainly serve members of the immediate community.

The study sample included:

- Boarding schools and day schools
- Single-sexed and mixed schools
Kimilili Division was used for the study because it has a fairly good infrastructure in terms of road transport and most schools are accessible.

3.4: **Target Population**

The target population of the study comprised of headteachers and teachers and students in Kimilili Division Secondary schools. Headteachers participated in the study because they have the responsibility of instilling, controlling and maintaining discipline in their schools. Teachers also participated because they have a key role in maintaining discipline in the classroom and the school at large. Students too participated because they are the ones on whom discipline is instilled, controlled and maintained.

3.4.1. **Sampling Techniques**

The following sampling techniques were employed -

1. Convenient sampling was used to select the 4 schools for the study. This technique was used because it guaranteed the researcher's accessibility to the schools.
• Rural and urban schools

2. Once in school, the researcher used purposive sampling to select the study sample of form three students. This was done because it was not possible to take data from all students in the school. It was assumed that the form ones and twos may have difficulties in completion of the questionnaire and the form fours were too busy preparing for their National examinations.

3. Random selection who used to pick thirty form three students from each school.

   A. Purposive sampling was also used to select the teachers. Those selected for the sample included class teachers.

3.4.2. Sample Size

From the target population, the researcher used 4 headteachers in the sample schools as they were in the sampled schools. The total number of teachers who were sampled for the study was 15, there were 4 or 3 teachers per school. Class teachers were preferred because it was assumed that these teachers are more familiar with student discipline than other teachers. The number of students for the study was 120. 30 students were selected from each school.
3.4 Research instruments

In order to obtain data, the following instruments were used:

(a) Questionnaires

(b) Interview schedules

(a) Questionnaires

Questionnaires were developed for teachers and students. The questionnaire asks specific questions which call for specific answers. Lovell (1977). The answers can be classified and the information contained in the responses can sometimes be quantified. Thus the questionnaire provided the information quickly and in a precise form.

The students' and teachers' questionnaires were divided into two main sections. Section 1 sought general information of the student and the teacher. Section 11 was divided into three parts. Part 1 sought information concerning types of student indiscipline, Part 11 sought information on the probable causes of indiscipline and Part 111 dealt with the interventions used and the extent to which they have helped in arresting student indiscipline.

(b) A face to face interview schedule was administered on headteachers to gather qualitative information. Mugenda O
et al (1999), states that interviews provide in-depth data which cannot be obtained from a questionnaire.

3.5 Piloting of instruments

Before collecting the actual data, the researcher carried out piloting of the instruments. Piloting helps in enhancing the reliability and validity of the instrument, Mugenda O et al (1999). A single school which was not among the four schools from which the actual data was collected was used. This was also to check whether the items were clear and relevant and they were collected adequate time.

3.6 Collection of data

The researcher sought an introductory letter from the institute of continuing education of Kenyatta University.

Selected schools were visited to make personal contact with the headteachers for introduction and explanation of the purpose of the study. The headteacher introduced the researcher to the class teachers, to whom further explanation was given. Objectives of the study were given and what was expected of them was also stated. When instructions were clear, the questionnaires were distributed to the teachers. An appointment
for interview schedule with the headteachers in the sample schools were booked.

4.0 PRESENTATION AND ANALYSIS OF DATA

Assistance of the class-teachers was sort to sample form three students. After explaining to students the purpose of the study and what was expected of them, questionnaires were distributed and students were requested to respond to all items of the questionnaire. Students were then assured that their responses would be used for the purpose of the study and nothing else. The headteachers preferred not to interfere with the school routine, so the questionnaire was administered after classes in three schools and on a Sunday afternoon in the fourth school.

The students' questionnaire were administered and collected on the same day. Teachers' questionnaire were collected after one or two weeks. The interview schedules with the headteachers lasted for thirty minutes.

3.7 Data analysis

Descriptive statistics was used for data analysis. Tables, frequency distribution and percentages were used. Mugenda et al (1999) states that the purpose of descriptive statistics is to enable the researcher to meaningfully describe a distribution of scores using a few indices or statistics.
CHAPTER FOUR

4.0 PRESENTATION AND ANALYSIS OF DATA

4.1 INTRODUCTION

The main purpose of this project was to investigate the approaches used to ensure discipline among students in secondary school in Kimilili division of Bungoma district. The following research questions were used to guide the study:

1. What is the nature of indiscipline experienced in Secondary Schools?
2. What are the probable causes of indiscipline in Secondary Schools?
3. What interventions does the school administration employ for the student indiscipline?
4. To what extent have the interventions helped to arrest the situation?

The study was carried out in 4 secondary schools. The study sample included 15 teachers, 4 headteachers and 120 students. The tools used for collection of data were a questionnaires and an interview schedule. The questionnaires were administered personally by the researcher. The findings were summarized and
presented by use of tables indicating percentage and frequency distribution.

4.2 Demographic data

Students and teachers were asked to indicate by a tick (✓) whether they were male or female. Table 4.01 shows the number and percentage students, teachers, and headteachers by sex.

TABLE 4.01 Number and Percentage of students, teachers and headteachers by sex

<table>
<thead>
<tr>
<th>Category</th>
<th>Students</th>
<th>Teachers</th>
<th>Headteachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percentage</td>
<td>Number</td>
</tr>
<tr>
<td>Female</td>
<td>45</td>
<td>37.5</td>
<td>5</td>
</tr>
<tr>
<td>Male</td>
<td>75</td>
<td>62.5</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>100</td>
<td>15</td>
</tr>
</tbody>
</table>

From Table 4.01, it was found that majority of the students who participated in the study were male, representing 62.5%, while the girls represented 37.5%. This was so, because it was observed that more boys' schools were involved in the student unrest that hit the country in the year 2001. Male teachers in study were 66.7% while the females represented 33.3%. 75% of the headteachers were male and 25% were female. This was so,
because there were more male teachers in the sampled schools then female.

Students were asked to indicate their ages and the findings appear in Table 4.02.

<table>
<thead>
<tr>
<th>Age</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>12</td>
<td>10.0</td>
</tr>
<tr>
<td>16</td>
<td>30</td>
<td>25.0</td>
</tr>
<tr>
<td>17</td>
<td>45</td>
<td>37.5</td>
</tr>
<tr>
<td>18</td>
<td>20</td>
<td>16.7</td>
</tr>
<tr>
<td>19</td>
<td>9</td>
<td>7.5</td>
</tr>
<tr>
<td>20</td>
<td>4</td>
<td>3.3</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>100</td>
</tr>
</tbody>
</table>

Majority of the students representing 37.5% were 17 year olds, this were followed by 16 year olds representing 25%, 16.7% 18 year olds. And 3.3% of students had 20 years of age.

Teachers and headteachers’ were asked to indicate their teaching experience. Table 4.03 shows their responses.
Table 4.03 Number and Percentage of teaching experience of teachers and headteachers

<table>
<thead>
<tr>
<th>Category</th>
<th>Teachers</th>
<th>Headteachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percentage</td>
</tr>
<tr>
<td>0-2</td>
<td>1</td>
<td>7.0</td>
</tr>
<tr>
<td>3-5</td>
<td>5</td>
<td>33.3</td>
</tr>
<tr>
<td>6-10</td>
<td>7</td>
<td>46.7</td>
</tr>
<tr>
<td>Over 10</td>
<td>2</td>
<td>13.0</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>100</td>
</tr>
</tbody>
</table>

Majority of the teachers had a teaching experience of between 6-10 years representing 46.7% and 13% had teaching experience of ten years and above. Majority of the headteachers representing 75% had a teaching experience of ten years and above. The remaining 25% had a teaching experience of between 6-10 years.

Teachers and headteachers were asked to indicate their level of training. This is shown in table 4.04.
Table 4.04 Number and percentage of professional qualifications of teachers and headteachers

<table>
<thead>
<tr>
<th>Category</th>
<th>Teachers</th>
<th></th>
<th>Headteachers</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percentage</td>
<td>Number</td>
<td>Percentage</td>
</tr>
<tr>
<td>Diploma</td>
<td>2</td>
<td>13</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>B'Ed</td>
<td>12</td>
<td>80</td>
<td>3</td>
<td>75</td>
</tr>
<tr>
<td>M'Ed</td>
<td>1</td>
<td>7</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>100</td>
<td>4</td>
<td>100</td>
</tr>
</tbody>
</table>

All the teachers and headteachers in the study samples were trained, although at different professional levels. The majority of the teachers representing 80% were B'Ed graduates, 13% had Diploma certificate and 7% had M'Ed degree. The findings revealed that majority of headteachers in sample representing 75% were also B'Ed graduates 25% were M'Ed graduates.

Headteachers indicated the number of years served as headteacher in their present schools. Table 4.05 indicates the headteachers experience in their schools.
Table 4.05  Headship experience

<table>
<thead>
<tr>
<th>Years</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-2</td>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td>3-5</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>6-10</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
<td>100</td>
</tr>
</tbody>
</table>

Findings from Table 4.05 revealed that 50% of the headteachers had served on those posts for a period ranging from 0 to 2 years and 25% for between 3 and 5 years another 25% between 6 to 10 years.

Headteachers were asked to state the student population of their schools. The range of the student population in the four schools was from 580 to 760.

4.3 Nature of indiscipline cases

The first objective of this study was to investigate the nature of indiscipline experienced in secondary schools. These were categorised as mild, moderate and severe. Table 4.06 indicates the nature of mild indiscipline as indicated by responses from students and teachers.
TABLE 4.06 Cases of Mild indiscipline

<table>
<thead>
<tr>
<th>Mild indiscipline</th>
<th>Teachers</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percentage</td>
</tr>
<tr>
<td>1 Restlessness in school</td>
<td>4</td>
<td>27</td>
</tr>
<tr>
<td>2 Noise making</td>
<td>15</td>
<td>100</td>
</tr>
<tr>
<td>3 Disrupting others</td>
<td>10</td>
<td>67</td>
</tr>
<tr>
<td>4 Sleeping in class</td>
<td>12</td>
<td>80</td>
</tr>
<tr>
<td>5 Tardiness</td>
<td>4</td>
<td>27</td>
</tr>
<tr>
<td>6 Exhibiting inappropriate</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>familiarity (e.g. Kissing)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 Eating in class</td>
<td>6</td>
<td>40</td>
</tr>
<tr>
<td>8 Lack of interest in learning</td>
<td>9</td>
<td>60</td>
</tr>
<tr>
<td>activities, inattentive low</td>
<td></td>
<td></td>
</tr>
<tr>
<td>concentration in learning, day</td>
<td></td>
<td></td>
</tr>
<tr>
<td>dreaming</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

All teachers and 95% of students seemed to agree that noise making was the most frequent mild indiscipline. This was followed by sleeping in the class representing 80% for both.

Headteachers too were asked to list the nature of indiscipline in the school, under the category of mild indiscipline.
All headteachers in the study sample agreed with the teachers and students that noise making was the most frequent mild indiscipline incidence. One of the headteachers lamented that "noisemaking was very rampant in the school". Seventy five (75%) of the headteachers also reported that wearing of wrong uniform was also prevalent, among students. There was a difference in the other forms of indiscipline with each headteacher stating unique types of mild indiscipline incidences.

Teachers and students were further asked to indicate the types of moderate indiscipline experienced in the school. Table 4.08 indicates types of moderate indiscipline as indicated by responses from students and teachers. As shown in that table, teachers and students seemed to agree that the most frequent moderate indiscipline incidence was refusal to do manual work as indicated by 73% and 68.3% respectively. According to the students this was followed by cheating, plagiarizing or lying representing 65%. Disrespect to authority was reported as second most frequent by teachers.
<table>
<thead>
<tr>
<th>Moderate indiscipline</th>
<th>Teachers</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percentage</td>
</tr>
<tr>
<td>1 Disrespectful to authority, prefets, rules, teachers</td>
<td>9</td>
<td>60</td>
</tr>
<tr>
<td>2 Unauthorized leaving of class</td>
<td>3</td>
<td>20</td>
</tr>
<tr>
<td>3 Sneaking from school</td>
<td>8</td>
<td>53</td>
</tr>
<tr>
<td>4 Abusive conduct towards others</td>
<td>8</td>
<td>53</td>
</tr>
<tr>
<td>5 Non-compliant</td>
<td>3</td>
<td>20</td>
</tr>
<tr>
<td>6 Cheating, plagiarizing or lying</td>
<td>8</td>
<td>53</td>
</tr>
<tr>
<td>7 Using profanity, vulgar gestures or obscene gestures</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>8 Missing classes, church, other school activities</td>
<td>7</td>
<td>47</td>
</tr>
<tr>
<td>9 Refusal to do manual work</td>
<td>11</td>
<td>73</td>
</tr>
<tr>
<td>10 Refusal to do homework</td>
<td>6</td>
<td>40</td>
</tr>
<tr>
<td>11 Formation of cliques with hidden agenda</td>
<td>5</td>
<td>33</td>
</tr>
<tr>
<td>12 Writing of anti-authority slogans on walls, floor</td>
<td>7</td>
<td>47</td>
</tr>
<tr>
<td>13 Heckling of teachers in class, parade etc</td>
<td>2</td>
<td>13</td>
</tr>
</tbody>
</table>
The headteachers were also asked to state the nature of moderate indiscipline experienced in their schools. All headteachers in the study sample reported that refusal to do manual work was the most prevalent moderate indiscipline incidence. Seventy five percent of the headteachers also indicated that cheating, plagiarizing or lying was also common.

Teachers and students were also requested to indicate the type of severe indiscipline experienced in their schools. Table 4.09 shows the cases of severe indiscipline as indicated by students and teachers.
<table>
<thead>
<tr>
<th>Severe indiscipline</th>
<th>Teachers</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>Percentage</td>
<td>Number</td>
</tr>
<tr>
<td>-------</td>
<td>------------</td>
<td>--------</td>
</tr>
<tr>
<td>1</td>
<td>Smoking, drugs and substance abuse</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>Being under the influence of alcohol</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>Defacing or damaging school property</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>Theft, possession of others property</td>
<td>12</td>
</tr>
<tr>
<td>5</td>
<td>Truancy</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>Assault of other students</td>
<td>4</td>
</tr>
<tr>
<td>7</td>
<td>Assault of verbal abuse of teachers</td>
<td>2</td>
</tr>
<tr>
<td>8</td>
<td>Bullying</td>
<td>2</td>
</tr>
<tr>
<td>9</td>
<td>Fighting among students</td>
<td>5</td>
</tr>
<tr>
<td>10</td>
<td>Strikes, demonstration and protests</td>
<td>0</td>
</tr>
<tr>
<td>11</td>
<td>Sexual immorality</td>
<td>4</td>
</tr>
<tr>
<td>12</td>
<td>Devil worship, witchcraft practices</td>
<td>1</td>
</tr>
<tr>
<td>13</td>
<td>Incorrigible conduct</td>
<td>2</td>
</tr>
<tr>
<td>14</td>
<td>Suicidal tendencies</td>
<td>2</td>
</tr>
<tr>
<td>15</td>
<td>Inciting</td>
<td>1</td>
</tr>
<tr>
<td>16</td>
<td>Coercion</td>
<td>0</td>
</tr>
</tbody>
</table>

80% of teachers and 90.8% students seemed to agree that theft and possession of others property were the most prevalent severe indiscipline. For students, this was followed by defacing or
damaging school property representing 54.2%. According to the teachers, the next most common severe indiscipline was fighting representing 33%.

Headteachers too were asked to state the types of severe indiscipline experienced in their schools. All the headteachers reported that the most common severe indiscipline in secondary schools was theft and possession of others property. Seventy five percent of the headteachers reported that sneaking from school and being under the influence of drugs and alcohol were the next most common severe indiscipline in schools.

Teachers and students were also asked to indicate the 10 most common types of indiscipline. Table 4.10 shows those cases.
### Table 4.10 Percentage of the 10 most common cases of indiscipline as reported by teachers and students

<table>
<thead>
<tr>
<th>Case</th>
<th>Teachers Percentage</th>
<th>Students Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Noise making</td>
<td>100.0</td>
<td>95.0</td>
</tr>
<tr>
<td>Theft and possession of others property</td>
<td>90.8</td>
<td>80.0</td>
</tr>
<tr>
<td>Sleeping in class</td>
<td>80.0</td>
<td>80.0</td>
</tr>
<tr>
<td>Refusal to do manual work</td>
<td>73.0</td>
<td>68.3</td>
</tr>
<tr>
<td>Disrupting others</td>
<td>67.0</td>
<td>64.2</td>
</tr>
<tr>
<td>Lack of interest in learning activities</td>
<td>60.0</td>
<td>60.0</td>
</tr>
<tr>
<td>Disrespect to authority, prefects, rules,</td>
<td>60.0</td>
<td>58.3</td>
</tr>
<tr>
<td>teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cheating lying or plagiarizing</td>
<td>53.0</td>
<td>65.0</td>
</tr>
<tr>
<td>Abusive conduct towards others</td>
<td>53.0</td>
<td>57.5</td>
</tr>
<tr>
<td>Missing classes, church, other school activities</td>
<td>47.0</td>
<td>55.0</td>
</tr>
</tbody>
</table>

Mild and moderate indiscipline incidences are more common than severe indiscipline. The headteachers also reported that mild and moderate indiscipline were more common than severe indiscipline.
4.4. THE CAUSES OF INDISCIPLINE

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

In Part 11 of the students' and teachers' questionnaire, the respondents were asked to indicate by a tick (✓) the causes of indiscipline from a given list, as they perceived it in their schools. The causes of indiscipline were categorized as physiological, physical and psychosocial environments.

Table 4.11 Indicates the causes of indiscipline in the physiological environment.

Table 4.11 Causes of indiscipline in the physiological environment as indicated by students and teachers

<table>
<thead>
<tr>
<th>Physiological environment</th>
<th>Students</th>
<th>Percentage</th>
<th>Teachers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Nutritional factors, inadequate diet</td>
<td>54</td>
<td>45.0</td>
<td>5</td>
<td>33</td>
</tr>
<tr>
<td>2. Temperament</td>
<td>54</td>
<td>45.0</td>
<td>5</td>
<td>33</td>
</tr>
<tr>
<td>3. Genetic abnormalities</td>
<td>18</td>
<td>15.0</td>
<td>3</td>
<td>20</td>
</tr>
<tr>
<td>4. Physical disabilities</td>
<td>19</td>
<td>15.8</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>5. Drugs and alcohol abuse</td>
<td>38</td>
<td>31.7</td>
<td>2</td>
<td>13</td>
</tr>
<tr>
<td>6. Failure to recognize and cope with adolescence stage</td>
<td>93</td>
<td>77.5</td>
<td>13</td>
<td>87</td>
</tr>
</tbody>
</table>
87% of the teachers and 93% of the students indicated that the most prevalent cause of indiscipline in the physiological environment was failure to recognize and cope with the adolescence stage.

Headteachers were asked to state some of the probable causes of indiscipline in the school in the physiological environment. All of the headteachers reported that the most common cause of indiscipline in the physiological environment was the inability to recognize and cope with the adolescent stage. The other main cause was reported as influence of drugs and alcohol representing 50%.

The teachers, students and headteachers indicated that the most prevalent causes of indiscipline in the physiological environment were failure to recognize and cope with the adolescent stage and influence of drugs and alcohol.

Teachers and students were also asked to indicate the causes of indiscipline in the physical environment (conditions at home and community). Table 4.12 shows the responses of the teachers and students.
Table 4.12 Causes of indiscipline in the physical environment (conditions at home and community) as indicated by students and teachers

<table>
<thead>
<tr>
<th>Physical environment</th>
<th>Students</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Conditions at home and community</td>
<td>Number</td>
<td>Percentage</td>
</tr>
<tr>
<td>1. Poverty</td>
<td>80</td>
<td>66.7</td>
</tr>
<tr>
<td>2. Inadequate housing, clothing</td>
<td>34</td>
<td>28.3</td>
</tr>
<tr>
<td>3. Lack of parental supervision</td>
<td>87</td>
<td>72.5</td>
</tr>
<tr>
<td>4. Home routines</td>
<td>51</td>
<td>42.5</td>
</tr>
<tr>
<td>5. Significant events such as divorce, separation, dissention</td>
<td>51</td>
<td>42.5</td>
</tr>
<tr>
<td>6. Overprotection from home</td>
<td>67</td>
<td>55.8</td>
</tr>
<tr>
<td>7. Lack of firm disciplinary measures</td>
<td>62</td>
<td>51.7</td>
</tr>
<tr>
<td>8. Bonding that deficits, family conflicts</td>
<td>39</td>
<td>32.5</td>
</tr>
<tr>
<td>9. Rejection from home</td>
<td>43</td>
<td>36.8</td>
</tr>
<tr>
<td>10. Death of parent(s)</td>
<td>49</td>
<td>40.8</td>
</tr>
<tr>
<td>11. Effects of media and advancement in technology</td>
<td>70</td>
<td>58.3</td>
</tr>
<tr>
<td>12. Breakdown of cultural and moral values in society</td>
<td>66</td>
<td>55</td>
</tr>
<tr>
<td>13. Lack of role models at home</td>
<td>85</td>
<td>70.8</td>
</tr>
</tbody>
</table>
75% of students indicated that lack of parental supervision was the main cause of indiscipline in the physical environment. This was followed by lack of good role models at home representing 70.8%. However, 86.7% of teachers indicated that the following were the main causes of indiscipline in the physical environment:

(i) Lack of parental supervision
(ii) Lack of firm disciplinary measures
(iii) Effects of media and advancement in technology

The bonding trust deficits and family conflicts representing 6.7% and inadequate housing and clothing representing 28.3% were least common causes of indiscipline as reported by teachers and students respectively.

The headteachers were also asked to state the probable causes of indiscipline in the physical environment under the category of home-related and community factors.

All of the headteachers reported that the issue of parents abdicating their roles as parents was the main cause of indiscipline among the home-related and community related factors. Fifty percent of headteachers reported that the other factors causing indiscipline in this physical environment included:
(i) Broken families

(ii) Polygamy especially when some fathers neglected their children on marrying other wives.

(iii) Some members of the surrounding community interfering with the students, teachers and administration.

The physical environment was also categorized as school related factors. Teachers and students were also requested to indicate by a tick (✓) the causes of indiscipline from a list indicating school related factors under the physical environment. Table 4.13 indicates the responses of the students and teachers.

75% of the students and 86.7% teachers agreed that the most common school related factor that caused indiscipline was peer influence.
Table 4.13 Causes of Indiscipline in the physical environment  
(School-related factors) as indicated by students and teachers

<table>
<thead>
<tr>
<th>Physical Environment</th>
<th>Student</th>
<th></th>
<th></th>
<th>Teacher</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percentage</td>
<td>Number</td>
<td>Percentage</td>
<td></td>
</tr>
<tr>
<td>School related factors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Overcrowded academic calendar</td>
<td>47</td>
<td>39.2</td>
<td>5</td>
<td>33.3</td>
<td></td>
</tr>
<tr>
<td>2 School routine</td>
<td>50</td>
<td>41.7</td>
<td>5</td>
<td>33.3</td>
<td></td>
</tr>
<tr>
<td>3 Shortage of teachers</td>
<td>57</td>
<td>47.5</td>
<td>4</td>
<td>26.7</td>
<td></td>
</tr>
<tr>
<td>4 Inappropriate teacher behaviours</td>
<td>53</td>
<td>44.2</td>
<td>4</td>
<td>26.7</td>
<td></td>
</tr>
<tr>
<td>5 Inadequacy of facilities</td>
<td>67</td>
<td>55.8</td>
<td>5</td>
<td>33.3</td>
<td></td>
</tr>
<tr>
<td>6 Other students (peer influence)</td>
<td>90</td>
<td>75.0</td>
<td>13</td>
<td>86.7</td>
<td></td>
</tr>
<tr>
<td>7 Overcrowding in classrooms, dorms, poor design</td>
<td>41</td>
<td>34.2</td>
<td>4</td>
<td>26.7</td>
<td></td>
</tr>
<tr>
<td>8 Inadequate preparation for exams, costs</td>
<td>64</td>
<td>53.3</td>
<td>4</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>9 Lack of firm yet caring disciplinary measures</td>
<td>28</td>
<td>23.3</td>
<td>3</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>10 Inappropriate disciplinary measures for</td>
<td>41</td>
<td>34.2</td>
<td>4</td>
<td>26.7</td>
<td></td>
</tr>
<tr>
<td>11 Student resentment towards school</td>
<td>42</td>
<td>35.0</td>
<td>3</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>12 Student alienation</td>
<td>39</td>
<td>32.5</td>
<td>1</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>13 Deficient communication, systems in school</td>
<td>43</td>
<td>35.8</td>
<td>6</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>14 Poor administrative skills</td>
<td>36</td>
<td>30</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

75% of the students and 86.7% teachers agreed that the most common school related factor that caused indiscipline was peer influence.
According to the students, this was followed by inadequacy of facilities representing 55.8%. To the teachers, peer influence was followed by inadequate preparation for examinations and deficient communication systems in school both representing 40%. None of the teachers seemed to agree with the 30% students that poor administrative skills was a cause of indiscipline.

During the interview schedule, headteachers were also to list the probable causes of indiscipline under the category of school related factors.

All of the headteachers reported that peer influence was the main cause of indiscipline in the physical environment under school related factors. However they seemed to differ with teachers and students on inappropriate teacher behaviours which was the second most common cause of indiscipline in the school related factors representing 75%.

Student and teachers were also requested to indicate by a tick (✓) the causes of indiscipline in the psychosocial environment.
Table 4.14 shows the responses of students and teachers.

<table>
<thead>
<tr>
<th>Psychosocial environment</th>
<th>Students</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percentage</td>
</tr>
<tr>
<td>1 Emotional impairment</td>
<td>46</td>
<td>38.3</td>
</tr>
<tr>
<td>2 Learning impairment</td>
<td>33</td>
<td>27.5</td>
</tr>
<tr>
<td>3 Inappropriate student values, priorities</td>
<td>53</td>
<td>44.2</td>
</tr>
<tr>
<td>4 Low student morale</td>
<td>69</td>
<td>57.5</td>
</tr>
<tr>
<td>5 Low expectations</td>
<td>57</td>
<td>47.5</td>
</tr>
<tr>
<td>6 Poor interpersonal relationships</td>
<td>77</td>
<td>64.2</td>
</tr>
</tbody>
</table>

64.2% of the students representing indicated that the main cause of indiscipline in the psychosocial environment was poor interpersonal relationships. This was followed by low student morale representing 57.5%. The 53.3% of the teachers and all headteachers indicated that the main causes of indiscipline in the psychosocial environment were inappropriate student values, priorities, interests and low expectations. It was also observed that the factors in the psychosocial environment were not as common as those in the physical environment.

Students and teachers were further asked to add other causes of indiscipline to those listed in the physiological, physical and...
psychosocial environment, and the following list was obtained from teachers.

1. Over confidence of some students
2. Inability of headteachers to appreciate and accommodate students suggestions
3. Lack of team spirit among the teaching staff
4. Interference from the surrounding community
5. Lack of accountability and transparency in the use of school funds by headteachers
6. Futility of learning objectives especially due to widespread unemployment
7. The culture of strikes and student unrest in other schools

One of the headteachers added another cause by saying "the admission of new students from other schools into form two, three or even four, many of whom seem to have been discontinued from other schools due to indiscipline or poor academic performance."

4.5 Interventions for indiscipline

The third objective of this study was to investigate the interventions used in dealing with indiscipline in part 111 of the students' and teachers' questionnaires, the respondents were
asked to indicate how their schools dealt with students' indiscipline incidences which were categorized as mild, moderate and severe. Table 4.15 shows the responses from students and teachers on the interventions for mild indiscipline.

**Table 4.15 Interventions for mild indiscipline as indicated by students and teachers**

<table>
<thead>
<tr>
<th>Interventions for mild indiscipline</th>
<th>Students</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percentage</td>
</tr>
<tr>
<td>1 Minor manual punishment e.g. slashing, weeding</td>
<td>84</td>
<td>70.0</td>
</tr>
<tr>
<td>2 Guidance and counselling, career talks, consultations</td>
<td>63</td>
<td>52.5</td>
</tr>
<tr>
<td>3 Corporal punishment</td>
<td>41</td>
<td>34.2</td>
</tr>
<tr>
<td>4 Warning and reprimand</td>
<td>21</td>
<td>17.5</td>
</tr>
<tr>
<td>5 Condemned publicly e.g. on parade, class</td>
<td>7</td>
<td>6.0</td>
</tr>
<tr>
<td>6 Calling parents</td>
<td>6</td>
<td>5.0</td>
</tr>
<tr>
<td>7 Exclusion from class, other activities</td>
<td>7</td>
<td>6.0</td>
</tr>
<tr>
<td>8 Creation of situations that do not led themselves to indiscipline</td>
<td>34</td>
<td>28.3</td>
</tr>
<tr>
<td>9 Physical punishment such as kneeling running laps around the field, physical exercise</td>
<td>18</td>
<td>15.0</td>
</tr>
<tr>
<td>10 Suspension</td>
<td>8</td>
<td>6.7</td>
</tr>
</tbody>
</table>
70% of the students indicated that minor manual punishment which included slashing, weeding flower beds etc, was the most frequent mode of intervention for mild indiscipline. This was followed by guidance and counselling representing 52.5% and then by corporal punishment 34.2%. 60% of the teachers on the other hand indicated that guidance and counselling was the most common mode of intervention for mild indiscipline.

This was followed by minor manual punishment 53%. From table 4.15, the 34.2% of students and 20% of teachers indicated that corporal punishment was still being used as a method of intervention for mild indiscipline despite the ban.

Headteachers too were asked to state how they dealt with mild indiscipline in their schools.

All the headteachers reported that the main intervention for mild indiscipline was minor manual punishment and guiding and counselling. Like the students and teachers, 50% of the headteachers indicated that corporal punishment was also used as an intervention for mild indiscipline. One of the headteachers said "We sometimes carry out harsh counselling and this involves counselling before and after corporal punishment".
Teachers and students were asked to state the interventions used for moderate indiscipline. Table 4.16 indicates the responses given.

Table 4.16 Interventions used for moderate indiscipline as indicated by students and teachers

<table>
<thead>
<tr>
<th></th>
<th>Student</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percentage</td>
</tr>
<tr>
<td>1 Guiding, counselling and consultation</td>
<td>43</td>
<td>35.8</td>
</tr>
<tr>
<td>2 Expulsion</td>
<td>10</td>
<td>8.3</td>
</tr>
<tr>
<td>3 Suspension</td>
<td>55</td>
<td>45.8</td>
</tr>
<tr>
<td>4 Creation of conditions that do not lend themselves to indiscipline</td>
<td>20</td>
<td>16.7</td>
</tr>
<tr>
<td>5 Corporal punishment</td>
<td>38</td>
<td>31.7</td>
</tr>
<tr>
<td>6 Heavier manual punishment</td>
<td>65</td>
<td>54.2</td>
</tr>
<tr>
<td>7 Invitation of parents</td>
<td>26</td>
<td>21.7</td>
</tr>
<tr>
<td>8 Warning</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>9 Excision from class, school activities</td>
<td>4</td>
<td>3.3</td>
</tr>
<tr>
<td>10 Paying fines</td>
<td>10</td>
<td>8.3</td>
</tr>
<tr>
<td>11 Condemned publicly</td>
<td>7</td>
<td>5.8</td>
</tr>
<tr>
<td>12 Physical punishment such as kneeling, physical exercises</td>
<td>3</td>
<td>2.5</td>
</tr>
</tbody>
</table>
54.2% of students and 53.3% teachers concurred that the most frequent intervention for moderate indiscipline was heavier manual work. According to the students this was followed by suspension representing 45.8% and then guidance and counselling 35.8%. According to teachers the second most frequent interventions were guiding and counselling and corporal punishment both representing 40%.

Headteachers were also asked to state how they dealt with moderate indiscipline.

All the headteachers indicated that the main interventions for moderate indiscipline were heavier manual punishment and guiding and counselling. They concurred with the students and teachers on the same.

Teachers and students were further asked to state the interventions for severe indiscipline. Table 4.17 shows the responses they gave.
Table 4.17 Responses for the interventions for severe indiscipline as indicated by students and teachers

<table>
<thead>
<tr>
<th>Severe indiscipline</th>
<th>Students</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Numbers</td>
<td>Percentage</td>
</tr>
<tr>
<td>1 Suspension</td>
<td>66</td>
<td>55.0</td>
</tr>
<tr>
<td>2 Expulsion</td>
<td>80</td>
<td>66.7</td>
</tr>
<tr>
<td>3 Guiding and Counselling</td>
<td>34</td>
<td>28.3</td>
</tr>
<tr>
<td>4 Corporal punishment</td>
<td>16</td>
<td>13.3</td>
</tr>
<tr>
<td>5 Heavy manual punishment e.g. uprooting</td>
<td>27</td>
<td>22.5</td>
</tr>
<tr>
<td>6 Serious warning</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>7 Invitation of parent</td>
<td>15</td>
<td>12.5</td>
</tr>
<tr>
<td>8 Denial of privileges</td>
<td>1</td>
<td>0.1</td>
</tr>
<tr>
<td>9 Taken to police Custody</td>
<td>4</td>
<td>3.3</td>
</tr>
<tr>
<td>10 Fining</td>
<td>24</td>
<td>20</td>
</tr>
<tr>
<td>11 Creation of situations that do not lend themselves to indiscipline</td>
<td>10</td>
<td>8.3</td>
</tr>
</tbody>
</table>
According to 66.7% of the students the most frequent mode of intervention for severe indiscipline was expulsion, followed by suspension representing 55%, then guiding and counselling 28.3%. One surprising thing is that 3.3% of students indicated that some severely indisciplined cases were taken to police custody. Teachers never indicated this. On the other hand 73.3% of the teachers indicated that the most frequently used mode of intervention for severe indiscipline was suspension followed by expulsion and guiding and counselling both representing 46.7%. Corporal punishment was also indicated as a mode of intervention for severe indiscipline by both students and teachers representing 13.3% and 26.7% respectively.

Headteachers were also asked to state how they dealt with severe indiscipline. Table IV.25 indicates their responses.
All the headteachers representing 100% indicated that the main interventions for severe indiscipline was suspension, this was followed by expulsions representing 75%. Fifty percent of the headteachers reported that at times indefinite suspensions were also used. The headteachers also concurred with students and teachers that the main interventions used for severe indiscipline incidences were suspension and expulsion.

4.6 THE EXTENT TO WHICH INTERVENTIONS USED HAVE HELPED ARREST INDISCIPLINE IN SCHOOLS

The fourth objective was to investigate the extent to which the interventions used have helped arrest indiscipline in schools.

To achieve this objective, the respondents were required to indicate how the interventions have helped in arresting indiscipline in school.

The following are responses from students indicating the extent to which the interventions used have been successful in arresting indiscipline were obtained from the students.

1. Guidance and counselling had helped students to respect authority and understand why they are in schools and what is expected of them while in school,
2. School's performance in terms of conduct and performance in National Examinations had improved due to the good interpersonal relationships, and peaceful atmosphere as a result of good discipline now established and maintained in the school, representing.

3. Peer counselling had helped change the behaviour of most students, since students found it easier to confide in peers than adults.

4. The harsh interventions for moderate and severe indiscipline had made students fear and easily comply.

5. Expulsion excluded persistently, indisciplined students leaving behind more disciplined students.

6. Most of the moderate and severe indiscipline had been eliminated and there were now fewer cases of mild indiscipline.

7. Corporal punishment had not helped students as some had become "immuned" to it resulting in rebellions behaviour.

From the above suggestions, it can be observed that most students do acknowledge and appreciate that the interventions used for indiscipline have helped improve school's performance in terms of conduct and at National Examinations. They also indicated that this was due to the fear of the consequences in the event of infraction of rules, the intensification and expansion of guiding and
counselling. However 5.83% of students were against the use of corporal punishment as an intervention for indiscipline.

The following responses were obtained from the teachers to show the extent to which the interventions used for indiscipline have helped in arresting indiscipline.

1. Fewer students are punished nowadays as the punishments administered affected them psychologically so they tried to avoid the indiscipline representing...

2. Involvement of parents in solving of indiscipline cases has reduced cases of indiscipline amongst students representing...

3. The interventions taken for moderate and severe indiscipline are severe and feared by students hence the reduction of the indiscipline cases.

4. Corporal punishment has helped tame many indisciplined students.

5. Students have learnt from others mistakes and have adhered to school rules and regulations as they know the consequences of infraction of the rules.

6. Although the indiscipline cases have reduced comparably, they have not been completely rooted out.
7. Interventions used have not been very effective due to lack of support from parents, many of whom are opposed to teachers punishing their children. From the above responses, it was observed that teachers like the students did appreciate that interventions used for indiscipline have helped improve the school's performance in terms of conduct and performance in National Examination. This they indicated was mainly due to the fear of the severe interventions used for moderate and severe indiscipline. However some of the teachers indicated that interventions for indiscipline were not very effective because of lack of support from parents many of whom were opposed to teachers punishing their children.

4.6.1 Suggestions on how to improve the situation

Headteachers were also asked to state the extent to which interventions used have helped arrest indiscipline. All the Headteachers reported that there has been improvement in discipline and performance of students at National Examinations because students were with focused. Like the teachers and students they indicated that this was due to the fear of the consequences for infraction of rules and regulations. One of the headteachers reported that “continues guidance and counselling had assisted students to remain focused on academic excellence”.
Headteachers were asked to state the constraints encountered in trying to arrest indiscipline. 75% of headteacher indicated that main constraints they encountered in trying to arrest indiscipline was lack of support and cooperation from parents when students are to be disciplined. 50% of the headteachers also cited as other common constraints.

All the headteachers suggested that to alleviate or minimise the constraints encountered in arresting indiscipline, all stakeholders especially parents be educated and sensitized on their roles and on the need to cooperate with teachers on matters of student discipline.

4.6.1 Suggestions on how to improve the intervention

Suggestions were sought from students and teachers. There were approximately fifty different suggestions, but the ones that seemed to cut across the teachers and students were given as:

2. To improve school discipline the best remedy is to intensify guiding and counselling by expanding the guidance and counselling programme in school.
2. Re-introduction of caning, but it must be administered professionally by accompanying it with guidance and counselling to explain the purpose of the punishment, and the student should be heard before being caned.

3. Open fora in form of Barazas, class meetings, house meetings and headteachers talks should be provided for students to air their grievances.

4. Parents should cooperate with teachers in the discipline of their children and they should guide them while at home and be role models to be emulated.

5. The punishment given should be commensurate to the indiscipline done and it should be corrective and co-ordinated and there must be a follow up of dispensed punishment through guidance and counselling.

6. Good continuous communication and good working relations should be maintained in the school among staff, administration, students, parents and all other stakeholders.

7. Severe punishments should be administered as interventions for indiscipline so as to discourage students from engaging in indiscipline. Even the headteacher should have the power to expel continuously indisciplined students.

8. There should be pastoral care in schools, including clubs like Young Catholic Society, the Christian Union among others to instil religious virtues in students.
9. Headteachers should have the interest of students at heart, be available and approachable. Corrupt headteachers who misappropriate schools funds should be relieved from their administrative work. Regular in-service courses for headteachers should also be organised to equip them with necessary skills.

10. Where possible the students grievances should be acted upon immediately, if not possible this should be communicated to the students.

From the above suggestions, it was observed that majority of students and teachers could make positive contributions towards the improvement of school discipline. The main ones were to intensify the guiding and counselling by expanding the programmes in school. The other one was the need for parents to cooperate with teachers in the discipline of their children. Although re-introduction of caning was suggested by both parties, fewer students seemed to support the idea compared to the teachers.

There were other suggestions that were unique to students only. These included:

1. The need to be involved in decision making on issues that affect students.
2. Some forms of indiscipline like theft among students cannot be eliminated by suspension, as some students even get away without being noticed. Schools should set up committee among the prefect body to act as investigators to uncover such things as teachers alone cannot manage.

3. Interpersonal relationships among students can be improved through activities like inter-house drama, choir and games. Teachers too should interact with the students in games, debate and so on, with the aim of improving interpersonal relations.

4. Corporal punishment should be completely done away with, as it makes the students deviants and instead guidance and counselling is preferred.

The following are the suggestions that were unique to teachers only.

1. There should be teamwork among members of staff in the approach to discipline, with the headteacher as the team leader.

2. The mass media and public entertainment should not promote moral decadence among the youth.

3. Teachers should be properly renumerated as to motivate them take their duties seriously.
From the above suggestions, students and teachers came up with very positive suggestions to improve discipline, however among teachers, the issue of remuneration still cropped up.

Headteachers were asked to give advice to the following groups of teachers, students and parents, on how to minimize indiscipline in secondary schools.

Headteachers advised teachers to be friendly and close to students, and to strengthen guidance and counselling so as to understand the students. One of the headteachers said "time for teachers to coerce students was long gone since students now understand the trends in Education Management".

All headteachers reported that the main intervention for indiscipline after the ban of corporal punishment was manual work punishment. It may be major or minor depending on the degree of severity of the indiscipline incident. 50% of the headteachers also indicated that guidance and counselling were also enhanced. However, corporal punishment was still going on in some schools.

Headteachers were finally asked to state the precautionary measures they had put in place to avoid the recent spate of strikes and unrest in other schools in their school.
50% of headteachers' advice to students was to remain focused on a mission and vision. One headteacher stated that "students must understand the adolescent stage so as not to let the situation prevail over them and deter them from their mission and vision".

Different headteachers expressed views differently to parents, however the need for parents to cooperate with teachers on matters of student discipline was emphasized by 50% of the headteachers.

Headteachers were asked to state the interventions used for indiscipline now that corporal punishment had been banned.

All headteachers reported that the main intervention for indiscipline after the ban of corporal punishment was manual work. It may be major or minor depending on the degree of severity of the indiscipline incidence. 50% of the headteachers also indicated that guiding and counselling were also enhanced. However, corporal punishment was still going on in some schools.

Headteachers were finally asked to state the precautionary measures they had put in place to avoid the recent spate of strikes and unrest in other schools in their school.
All the headteacher reported that to avoid the recent spate of strikes and unrest in their schools, the main precautionary measures put in place included:

(i) Creation of avenues for students to air their grievances. This may be in form of class meetings, house meetings, headteacher's talks or Barazas after which this is followed by the appropriate reaction, what is possible is done, whatever is not possible is explained.

(ii) Enhancing good communication and relationships between students, teachers, parents and administration.

(iii) Intensifying and expanding the guidance and counselling programme in the school to include peer counselling and in some schools straight talk club. 50% of the headteachers suggested a more drastic measure of expelling students who are continuously indisciplined.

Four secondary schools were sampled from Kimili division, with an aim of finding out the approaches to discipline. The headteachers of the four schools and sample of fifteen teachers and 120 students from the same schools participated in the study.
CHAPTER FIVE

5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

The purpose of this study was to investigate the approaches used to discipline students in Secondary schools in Kimilili division of Bungoma district. To address the problem, the researcher investigated:

(a) The nature of student indiscipline
(b) The possible causes of student indiscipline in secondary schools
(c) The various methods employed by the school administration in dealing with student indiscipline
(d) The extent to which the interventions have helped arrest the situation.

Four secondary schools were sampled from Kimilili division, with an aim of finding out the approaches to discipline. The headteachers of the four school and sample of fifteen teachers and 120 students from the same schools participated in the study.
The tools used for the study were questionnaires interview schedule for headteachers. Data was analysed by use percentage and frequency distribution.

5.2 The following were the major findings

5.2.1. Nature of indiscipline cases
All teachers and headteachers and 95% of students in the study sample indicated that the most frequent mild indiscipline incidence involved noise making. The other common mild indiscipline incidences reported sleeping in class and wearing wrong school uniform.

The most frequent moderate indiscipline incidence in secondary schools in the study sample was refusal to do manual work. The others included cheating, plagiarizing or lying and being disrespectful to authority.

The most common severe indiscipline incidence in secondary schools was theft and possession of other students property. Defacing or damaging the school property, sneaking out of school and being under the influence of drugs and alcohol were among common severe indiscipline incidences according to the responses from the study sample.
According to the three parties, although severe indiscipline did exist in secondary schools, it was not as common as mild and moderate indiscipline.

5.2.2. **The causes of indiscipline**

The headteachers, students and teachers indicated that the main cause of student indiscipline in secondary schools in the physiological environment was the students' failure to recognize and cope with the adolescent stage. The other common cause was the influence of drugs and alcohol. This finding seems to agree with the World Health Organization report released recently with alarming statistics on drug abuse in Kenya's high schools. (The East African Standard August 11, 2001).

Another finding of the study showed that lack of parental supervision as the main cause of indiscipline in the physical environment category. That was followed by lack of firm disciplinary measures against the offenders.

The findings also showed that among school-related factors in the physical environment, the headteachers, teachers and students reported that the main cause of indiscipline was peer influence.
Whereas inappropriate student values, priorities, interests and low expectations were indicated by headteachers and teachers.

5.2.4. **Interventions for indiscipline**

From the findings, teachers, students and headteachers indicated that the common modes for intervention for mild indiscipline were minor manual punishment and guidance and counselling. Corporal punishment was also used.

Another finding of the study showed that the three parties concurred that heavier manual punishment was the main mode of intervention used for moderate indiscipline. The other interventions were guidance and counseling suspension and corporal punishment.

The findings indicated that the headteachers, teachers and students reported that for severe indiscipline the main modes of intervention were suspension and expulsion. Guiding and counseling and corporal punishment were also commonly used.

5.2.5 **The extent to which interventions used have helped arrest indiscipline in schools.**

The headteachers, teachers and students did appreciate that the interventions used for indiscipline had helped arrest indiscipline
because the schools' performance in terms of conduct and in National Examinations had improved with one school being declared the most disciplined school in the District. This they indicated was mainly due to intensification and expansion of continuous guidance and counselling programs, and also due to the fear of the consequences in the event of misconduct.

However a few students were against the use of corporal punishment as an intervention for indiscipline. Some teachers also felt that the interventions for indiscipline were not very effective because of lack of support from parents, many of whom were opposed to teachers punishing their children.

Headteachers reported that they encountered constraints in trying to arrest indiscipline. The main one was lack of support and cooperation from parents on matters concerning discipline. To alleviate or minimize the constraints the headteachers suggested that, all stakeholders especially parents be educated and sensitized on their roles and on the need to cooperate with teachers on matters of student discipline.

Finally the headteachers reported that they used the following precautinary measures to prevent the recent spate of student indiscipline and unrest in their schools.
1. Creation of avenues for students to air their grievances, after which this was followed by the appropriate reaction.

2. Enhancing good communication and relationships between students, teachers, parents and the administration.

3. Intensifying and expanding the guidance and counselling programs in the school to include peer counselling.

4. Expelling of students who are continuously indisciplined.

5.3 Conclusions

Based on the findings of the study, the following conclusions concerning the approaches to discipline in secondary schools have been arrived at:

5.3.1 Teacher education is a vital aspect in the process of instilling and maintaining discipline as it equips the teacher with appropriate approaches to discipline and gives him or her confidence in handling student discipline.

5.3.2 Teachers experience numerous problems from students in and out of the classroom. These can be categorized as mild, moderate and severe indiscipline incidences.

5.3.3 Indiscipline in schools is neither entirely internally nor externally caused, but it is the result of the interaction of the student and the environment. Specifically the
physiological, physical and psychosocial environments combine to affect behaviour.

5.3.4 In selecting the mode of intervention, teachers and headteachers consider the degree of severity, hence in most cases the mild, moderate and severe indiscipline are handled with varying intensity.

5.3.5 According to the responses most of the interventions used for indiscipline have been quite successful in improving students discipline by improving performance in terms of students conduct and results at National Examinations. This has been due to intensification and expansion of guidance and counselling programs and also due to the fear of the severe consequences of observed indiscipline in schools.

5.4 Recommendations

On the basis of the data collected and analysed, the researcher recommends that: The following are the recommendations based on the study findings:

1. To improve school discipline, all school should intensify and expand guidance and counselling programmes. The Ministry of Education should organize more seminars, workshops staff
clinics and other inservice courses for all teachers to equip them with skills necessary in guidance and counselling.

2. All schools should create open fora and other avenues for students to freely air their grievances, after which the relevant action should be taken by headteachers.

3. Headteachers should use participatory techniques in management by allowing students to some degree of freedom to make decisions on issues that affect them.

4. Parents should be educated and sensitized on their roles so as not to abdicate their parental duties to teachers and househelps. They should also be educated on the need to cooperate with teachers on matters pertaining to student discipline. This can be done in schools by inviting guests speakers to talk to parents or by chiefs in Barazas or even through the mass media.

5. Some forms of indiscipline like theft among students cannot be eliminated by suspension, as some students even get away without being noticed. Schools should set up committees among the prefects body to act as investigators to uncover such vices as teachers alone cannot manage.

5.5. Suggestions for Further Research

This study cannot be considered exhaustive in discussion the areas of focus. Further research should be conducted in the following:
1. A similar study can be conducted in other districts which may not have similar conditions like Bungoma District for comparative purposes.

2. In the year 2001, the Kenyan Government outlawed corporal punishment in schools. A study can be carried out on effect of outlawing corporal punishment on student discipline.

References:


BIBLIOGRAPHY


Burden P.R ((1995) Classroom management and Discipline to Facilitate Cooperation and instruction USA. Longman


Heron F. Assessment, Implications students, learning disability.


This is an educational study that is being undertaken to improve discipline in secondary schools in Kimili District of Kigoma District. It is hoped that the findings will go along in helping improve discipline in schools. You are part of the students who have been chosen to participate in the study. You are therefore requested and to complete the questionnaire to the best of your knowledge. The information will be treated as confidential and will be used for the study and nothing else.

Instructions:
Please respond to all the items by ticking (✓) in brackets where necessary and briefly writing in the spaces provided appropriately. It is not necessary to write your name.

Section 1
1. Name of school:
2. Sex: Male ( ) Female ( )
3. Age: _______ years

Section 1.1
Form:
Indicate by the use of the discipline problems experienced by you in your school:

1. Recklessness in school
2. Noise making
3. Disrupting
4. Skipping
5. Tardiness
6. Fraternizing inappropriate familiarity (kissing, hugging)
7. Smoking

( )
APPENDIX A

STUDENT QUESTIONNAIRE
This is not a test, it is an educational study that is being undertaken to find out approaches to discipline in secondary schools in Kimilili Division of Bungoma District. It is hoped that the findings will go along in helping improve discipline in schools. You are part of the students who have been chosen to participate in the study. You are therefore requested and to complete the questionnaire to the best of your knowledge. The information will be treated as confidential and will be used for the study and nothing else.

Instructions
Please respond to all the items by ticking (✓) in brackets where necessary and briefly writing in the spaces provided appropriately. It is not necessary to write your name.

Section 1
1. Name of school
2. Sex: Male ( ) Female ( )
3. Age Years.

Section 11
Part.
Indicate by a tick, some of the discipline problems experienced by students in your school.

Mild Indiscipline
1. Restlessness in school
2. Noise making
3. Disrupting others
4. Sleeping in class
5. Tardiness
6. Exhibiting inappropriate familiarity (kissing, hugging)
7. Eating in class
8. Lack of interest in learning activities, inattentive low concentration and day dreaming

**Moderate Indiscipline**
1. Disrespectful to authority, prefects, rules, teachers
2. Unauthorized leaving of the class
3. Sneaking from school
4. Abusive conduct towards others
5. Non-compliant
6. Cheating, plagiarizing or lying
7. Using profanity, vulgar gestures or obscene gestures
8. Missing classes, church, other school activities
9. Refusal to do manual work
10. Refusal to do home work
11. Formation of cliques or groups with hidden agenda among Students
12. Writing of anti-authority slogans on walls, floor etc
13. Heckling of teachers in class, parade etc

**Severe Indiscipline**
1. Smoking, drugs and substance abuse
2. Being under influence of alcohol
3. Defacing or damaging school property or property of others
4. Truancy
5. Assault of other students
6. Assault or verbal abuse of teachers
7. Bullying
8. Fighting among students
9. Strikes, demonstrations and protests
10. Sexual immorality, (Lesbianism, homosexuality)
11. Devil worship, witchcraft practices
12. Incorrigible conduct
13. Suicidal tendencies
14. Inciting
15. Coercion

Please add any other to the list.

2. From the above list, name the 10 most common types of indiscipline in your school.

<table>
<thead>
<tr>
<th>No.</th>
<th>Type of Indiscipline</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Fighting among students</td>
</tr>
<tr>
<td>9</td>
<td>Strikes, demonstrations and protests</td>
</tr>
<tr>
<td>10</td>
<td>Sexual immorality, (Lesbianism, homosexuality)</td>
</tr>
<tr>
<td>11</td>
<td>Devil worship, witchcraft practices</td>
</tr>
<tr>
<td>12</td>
<td>Incorrigible conduct</td>
</tr>
<tr>
<td>13</td>
<td>Suicidal tendencies</td>
</tr>
<tr>
<td>14</td>
<td>Inciting</td>
</tr>
<tr>
<td>15</td>
<td>Coercion</td>
</tr>
</tbody>
</table>

- Please add any other to the list.
PART 11

Causes of Indiscipline

Here is a list of probable causes of student indiscipline. Based on your experience as a student indicate by a tick (✓) the probable causes of student indiscipline in your school.

Physiological environment

1. Nutritional factors, inadequate diet  
2. Temperament  
3. Genetic abnormalities  
4. Physical disabilities  
5. Drugs  
6. Failure to recognize and cope with adolescence stage

Physical Environment

(a) Conditions at home and community

1. Poverty  
2. Inadequate housing, clothing  
3. Lack of parental supervision  
4. Home routines  
5. Significant events such as divorce, separation, dissertation  
6. Over protection from home  
7. Rejection from home  
8. Lack of firm disciplinary measures  
9. Bonding trust deficits, family conflicts  
10. Death of Parent (s)  
11. Effects of media and advancement in technology  
12. Breakdown of cultural and moral values in society  
13. Lack of good role models at home

(b) School Related Factors

1. Overcrowded academic calendar
2. School routine
3. Shortage of teachers
4. Inappropriate teacher behaviours—lateness, overly negative
5. Inadequacy of facilities
6. Other students (peer influence)
7. Overcrowding in classrooms, dormitories, poor design and use of school space
8. Inadequate preparation for exams, cats
9. Lack of firm yet caring disciplinary measures
10. Inappropriate disciplinary measures for indiscipline
11. Student resentment towards school
12. Student alienation
13. Deficient communication systems in school
14. Poor administrative skills

Psychosocial environment
1. Emotional impairment
2. Learning impairment
3. Inappropriate student values, priorities, interests
4. Low student morale
5. Poor interpersonal relationships (student-teacher, student-Peer student-administration)

Please add any other causes to the list.
PART 111

INTERVENTIONS FOR INDISCIPLINE

Please indicate how your school deals with students with the following forms of indiscipline.

1. (i) Mild indiscipline

2. (ii) Moderate indiscipline

3. (iii) Severe indiscipline

2. To what extent have the interventions used helped in arresting indiscipline in the school?
3. Please give your suggestions on how to improve the interventions for indiscipline with an aim of improving school discipline.
APPENDIX B

TEACHER QUESTIONNAIRE

This is part of an educational study that is being carried out to establish the approaches to discipline in Secondary schools in Kimilili Division of Bungoma District. It is hoped that the findings will go a long way in helping improve discipline in schools. You are one of the people chosen to participate in the study. You are therefore requested to complete the questionnaire as accurately as possible. The information obtained will be treated as confidential and will be used for the study and nothing else. Your co-operation and assistance will be highly appreciated.

Instructions

Please respond to all items by ticking (✓) in brackets where necessary and briefly in the spaces provided appropriately.

Section 1

1. Name of school
2. Sex: Male ( ) Female ( )
3. Teaching experience Years
4. Professional qualifications
   Diploma/SI ( )
   B'ED ( )
   M'ED ( )
   Other .................................. ( ) specify
5. For how long have you been a class teacher?
SECTION 11
PART 1

Indicate by a tick some of the indiscipline experienced by students in your school.

**Mild indiscipline**
1. Restlessness in school
2. Noise making
3. Disrupting others
4. Sleeping in class
5. Tardiness
6. Exhibiting inappropriate familiarity (kissing, hugging)
7. Eating in class
8. Lack of interest in learning activities, inattentiveness, low concentration and day dreaming

**Moderate indiscipline**
1. Disrespect to authority, prefects, rules
2. Unauthorized leaving of the class
3. Sneaking from school
4. Abusive conduct towards others
5. Non-compliant
6. Cheating, plagiarizing or lying
7. Using profanity, vulgar gestures or obscene gestures
8. Skipping classes, church, other school activities
9. Refusal to do manual work
10. Refusal to do homework
11. Formation of cliques or groups with hidden agenda among students
12. Writing of anti-authority slogans on walls, school furniture, floors etc
13. Heckling, booing of teachers, prefects in class, Parade etc
Severe Indiscipline

1. Smoking ( )
2. Drugs and substance abuse ( )
3. Being under influence of alcohol ( )
4. Defacing or damaging school property or the property of others ( )
5. Theft, possession of others property ( )
6. Truancy ( )
7. Assault of other students ( )
8. Assault or verbal abuse of a teacher ( )
9. Bullying ( )
10. Fighting among students ( )
11. Strikes, demonstrations and protects ( )
12. Sexual immorality (lesbianism, homosexuality) ( )
13. Devil worship, witchcraft practices ( )
14. Incorrigible conduct ( )
15. Suicidal tendencies ( )
16. Inciting ( )
17. Coercion ( )

Please add any others to the list

2. From the above list, name the 10 most common types of indiscipline in your school.

...
### PART 11

**Causes of Indiscipline**

Here is a list of probable causes of student indiscipline. Based on your experience as a teacher indicate by a tick (✓) the probable causes of student indiscipline in your school.

#### Physiological environment

1. Nutritional factors; inadequate diet ( )
2. Temperament ( )
3. Genetic abnormalities ( )
4. Physical disabilities ( )
5. Drugs, alcohol ( )
6. Failure to recognize and cope with adolescence stage ( )

#### Physical Environment

(a) **Conditions at home and community**

1. Poverty ( )
2. Inadequate housing, clothing ( )
3. Lack of parental supervision ( )
4. Home routines ( )
5. Significant events such as divorce, separation, dissertation ( )
6. Overprotection from home ( )
7. Rejection from home ( )
8. Lack of firm disciplinary measures at home ( )
9. Bonding trust deficits, family conflicts ( )
10. Death of parent(s) ( )
11. Effects of media and advancement in technology ( )
12. Breakdown of cultural and moral values in society ( )
13. Lack of good role models at home ( )
(b) School-related factors

1. Overcrowded academic calendar ( )
2. School routine ( )
3. Shortage of teachers ( )
4. Inappropriate teacher behaviours - (lateness, overly negative, unpreparedness etc) ( )
5. Inadequacy of facilities ( )
6. Other students (peer influence) ( )
7. Overcrowding in classrooms, dormitories, poor design and use of school space ( )
8. Lack of firm, yet caring disciplinary measures ( )
9. Inappropriate disciplinary measures for Indiscipline ( )
10. Students alienation ( )
11. Deficient communication system in school ( )
12. Student resentment towards school ( )
13. Inappropriate disciplinary measures for indiscipline ( )

Psychosocial environment

1. Emotional impairment ( )
2. Learning impairment ( )
3. Inappropriate student values, priorities, interests ( )
4. Low student morale ( )
5. Low expectations ( )
6. Poor interpersonal relationships (student-teacher, student-peer, student-administration) ( )

Please add any other cause to the list
........................................................................................................
........................................................................................................
........................................................................................................
........................................................................................................
........................................................................................................
........................................................................................................
PART 111

Interventions for Indiscipline

Please indicate how your school deals with students with the indicated forms of indiscipline

1. (i) Mild indiscipline

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

(ii) Moderate indiscipline

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

(iii) Severe indiscipline

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

2. To what extent have the interventions used helped in arresting indiscipline in the school?

.............................................................................................................................................
.............................................................................................................................................
.............................................................................................................................................
3. Please give your suggestion on how to improve the interventions for indiscipline with an aim of improving school discipline.
APPENDIX C

INTERVIEW SCHEDULE FOR HEADTEACHER

This is part of an educational study that is being carried out on the approaches to discipline in secondary schools in Kimilili Division of Bungoma District. It is hoped that the findings will go along way in helping improve school discipline. You are one of the people chosen to participate in the study, and the information obtained will be treated as confidential both during and after the study. Your co-operation and assistance will be highly appreciated.

Section 1

1. Name of school
2. Sex Male ( ) Female ( )
3. Academic qualifications
   KCE
   KACE
   KCSE
   Other ( ) Specify
4. Professional Training
   Diploma/SI ( )
   B'ED ( )
   M'ED ( )
   Any other ( )
5. How long have you been a teacher ?

..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
6. For how long have you been the Headteacher/Deputy Head Teacher in this school?

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

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

7. What is the student population of your school?

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

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

8. From your own analysis of your school which class is:
   (i) Most indisciplined?

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

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

(ii) Why do you think so? Please give reasons for their indiscipline.

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

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

9. Which class is most disciplined?

(i) Why do you think so?

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

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

10. Which mechanisms have you put in place to control and maintain discipline in your school?

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

..................................................................................................................................................
11. List the types of indiscipline experienced in the school under the following categories:

(i) Mild

(ii) Moderate

(iii) Severe

12. Which ones among the mentioned cases are most common?

13. What are some of the probable causes of indiscipline in your school under the following categories
(i) Home-related and community factors

(ii) School factors

(iv) Other factors

14. How do you and your teachers deal with the following indiscipline-

(i) Mild

(ii) Moderate

18. Which advice would you give to the following on how to minimize indiscipline in secondary schools?
15. Have the interventions used in the school helped in arresting indiscipline?

(i) Yes  How?

(ii) No  Why?

16. Which constraints do you encounter in trying to arrest indiscipline?

17. Suggest ways to alleviate or minimize the constraints mentioned in No. 16 above.

18. Which advice would you give to the following on how to minimize indiscipline in secondary schools?
19. Now that corporal punishment in schools has been banned which interventions for indiscipline have you put in place for you and your teachers?

20. Which precautionary measures have you put in place to avoid the recent spate of strikes and unrest in secondary schools in your school?

Thank You.
# APPENDIX D

## BUDGET

<table>
<thead>
<tr>
<th>TASK</th>
<th>COST IN KSHS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Typing of proposal</td>
<td>1,000</td>
</tr>
<tr>
<td>Typing of questionnaires</td>
<td>800</td>
</tr>
<tr>
<td>Duplicating</td>
<td>2,000</td>
</tr>
<tr>
<td>Travelling during pilot study</td>
<td>500</td>
</tr>
<tr>
<td>Typing of final questionnaires</td>
<td></td>
</tr>
<tr>
<td>And duplicating</td>
<td>800</td>
</tr>
<tr>
<td>Transport</td>
<td>2,000</td>
</tr>
<tr>
<td>Typing final report</td>
<td>2,500</td>
</tr>
<tr>
<td>Photocopying</td>
<td>800</td>
</tr>
<tr>
<td>Binding</td>
<td>1,000</td>
</tr>
<tr>
<td>Stationery</td>
<td>1,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12,400</strong></td>
</tr>
</tbody>
</table>
## APPENDIX E

### PROPOSED TIME-TABLE

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Task Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th May- 10th Sept 2001</td>
<td>Writing of Research Proposal</td>
</tr>
<tr>
<td>14th - 25th Sept 2001</td>
<td>Pilot study</td>
</tr>
<tr>
<td>26th Sept- 3rd Oct 2001</td>
<td>Analysis of Pilot study, Data and improving of Questionnaire</td>
</tr>
<tr>
<td>5th Oct- 19th Oct 2001</td>
<td>Administration of Questionnaire and Conducting of interview schedules</td>
</tr>
<tr>
<td>27th Oct - Dec 2001</td>
<td>Analysis of data</td>
</tr>
<tr>
<td>Jan- 29th March 2002</td>
<td>Writing Research Report</td>
</tr>
<tr>
<td>10th April 2002-19th April '02</td>
<td>Submit Draft to Supervisor for reading</td>
</tr>
<tr>
<td>22nd April 2002-24th April 2002</td>
<td>Revise Research Report</td>
</tr>
<tr>
<td>25th - 29th April 2002</td>
<td>Binding</td>
</tr>
<tr>
<td>30th April 2002</td>
<td>Submit report</td>
</tr>
</tbody>
</table>