METHODS USED BY TEACHERS IN MANAGING PUPILS INDISCIPLINE IN PRIMARY SCHOOLS IN KARUNGU DIVISION IN MIGORI DISTRICT -KENYA

BY

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DECLARATION

This research project is my original work and has not been presented for a degree in any other University.

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This project has been submitted for examination with my approval as University Supervisor.

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ABSTRACT

The main purpose of this study was to investigate the methods used by the teachers in managing pupils indiscipline in Karungu Division in Migori District.

The study focussed the following areas:

1. The forms of pupils indiscipline in primary schools in Karungu Division.
2. The causes pupils indiscipline
3. The methods used by teachers in managing the pupils indiscipline

The study was conducted in ten (10) schools out of the thirty (30) schools in Karungu Division. The study sample comprised 10 head teachers, 40 class teachers and 103 class eight pupils.

The tools used in the collection of data were three types of questionnaire i.e. the headteachers questionnaire, the class teachers questionnaire and the pupils questionnaire.

The data collected was analysed and the summary was given in the table of frequency and percentage. Qualitative data was put in a coherent discourse.

The findings arrived at after the analysis of the data are given below;
1. Many forms of pupils indiscipline existed in Karungu Division. These included absenteeism, truancy, lateness etc. Teachers treated, these forms of pupils indiscipline which interfered with learning more seriously than those which were related to moral development.

2. The respondents gave numerous causes of pupils indiscipline such as peer group influence, home environment and the school environment. It was revealed that the causes of pupils indiscipline were varied.

3. Teachers and head teachers used various methods of managing the pupils indiscipline depending on the cause and the severity of the indiscipline.

4. The respondents indicated that several problems were encountered in managing the pupils indiscipline.
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ABBREVIATIONS

EFA  - Education for ALL

UP – Universal Primary Education

TIQET - Totally Integrated Education and Training

AEO – Area Education Officer

D.O. – District Officer

GHCR – Geography, History, Civics and Religious Groups

UT – Untrained Teacher

NARC–National Alliance Rainbow Coalition
CHAPTER ONE

1.0 INTRODUCTION

1.1 Background to the problem

From very early times, man understood the importance and necessity of discipline. As early as the Late Stone Age period, man has established laws and codes of ethics to guide people's behaviour (Kiio, et.al. 2003). In Ancient Greek civilization discipline was valued and was part of Education. In the African traditional societies, discipline was an integral part of man's life and efforts were made to ensure that discipline accompanied every activity. In the contemporary society discipline remains an indispensable quality which an individual must possess in order to be successful in any endeavour be it economic, religious, social or political. In fact without discipline many operations in man's society would be thrown into total chaos. In both the life of an individual citizen and nation as a whole discipline is necessary. One reporter of Daily Nation Newspaper (24th November 1988,) says that discipline begets order and therefore a disciplined life means an orderly life, a disciplined nation is an orderly nation and it is in the midst of discipline and order that an individual or a nation can make genuine progress in any desirable direction.
In schools, discipline is inevitable if the educational goals are to be achieved. This is so because it determines the extent to which the members of the school community will relate and execute their expected roles. Such discipline is required both in the classroom and outside the classroom. Mbiti (1974) makes it explicit by saying that discipline in the classroom is the basis of control and no lesson can be a success without discipline. The success of educational programmes depends largely on the level of discipline.

Contemporary society places a very high value to education which is provided in schools. Parents see it as the only means to social and economic mobility. The government sees it as a tool for achieving social and economic development. President Kibaki, while addressing a gathering during the 2003 Madaraka Day celebrations 1st June, maintains that there is a high correlation between the national development and primary school enrolment. The unpublished Koech Report of 1999 also emphasizes that the philosophy of education must be based on the need to fashion the individual to grow and develop into a sound and effective citizen with the mental capacity to appreciate their cultural heritage of his own nation as well as being able to make a
meaningful contribution towards further development of the nation economically and socially.

Generally, schools are seen as institutions where formal education is provided; where pupils go to pursue knowledge, get moral education, dexterity and logics. Education helps the learners to appreciate their leisure time and contribute to the good of the society in which they live. It should provide opportunities for the fullest development of the individuals’ talents and personality. Education should help every child to develop his her potential interests and abilities. According to Nyerere (1965), Education has a purpose and the 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 as active members of the society.

It is because of this high premium placed on education that the government has painstakingly directed its efforts towards the development of education in the country. Among these steps include the setting up of various committees and commissions with the view of tackling the emerging challenges in the sector of education; being a signatory of the world’s declaration on Education For All (EFA), Jontien (1990); the enactment of the children’s Act of 2001 by Kenya’s parliament in which education was recognised as a basic right to all
children as well as reaffirmation that it is the responsibility of the parents and the government to provide education to the child. Because of these efforts, there has been an increasing enrolments in both primary and secondary schools. The table below shows enrolment for the years 1990, 1995 and 1999.

Table 1: Enrolments in schools for the years 1990, 1995 and 1999.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>1990</th>
<th>1995</th>
<th>1999</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRIMARY</td>
<td>5,392,319</td>
<td>5,536,396</td>
<td>5,392,319</td>
</tr>
<tr>
<td>SECONDARY</td>
<td>618,461</td>
<td>632,388</td>
<td>661,824</td>
</tr>
</tbody>
</table>


Despite the efforts being made to provide education to Kenya citizens by the government a myriad of challenges are encountered. Among these is the increasing cases of indiscipline in schools. The provision of education and management of indiscipline are inseparable as far as the learning in school is concerned. As Osigehembe (1974) puts it, discipline has a direct relation to academic standards and they both move in sympathy, discipline taking the lead. Mr. Onindo Onginga, the Nyanza Provincial Inspector of schools, maintains that the students' overall performance in national
examination has a direct bearing to personal discipline (The East African Standard, Saturday, July 5, 2003.)

It is generally agreed that discipline plays an important role in the success of education. Despite this the problem of indiscipline has persisted in many schools in Kenya. Those have been in the form of students unrest, strikes, demonstrations, bullying, truancy, cheating in examinations. Professor Peter Odhiambo also reveals that about 400,000 students are drug addicts (East African Standard, Wednesday June 25, 2003). In Nyanza it is reported that two cases of students unrest occur every week (The East African Standard, Saturday 5, 2003). The case of Kyanguli and the rape case of St. Kizito are still fresh in memory. All these forms of indiscipline have interfered with teaching-learning process and activities in schools. The report of Task Force on students discipline and unrest (September 2001) reveals that between 2000 and 2001 cases of students unrest occurred in all province as shown in the below:
Table 2: Cases of unrest of students between 2000 and 2001.

<table>
<thead>
<tr>
<th>Province</th>
<th>No. of schools</th>
<th>No. of schools which experienced unrest</th>
<th>The gravity of the Unrest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central</td>
<td>630</td>
<td>85</td>
<td>Violent and destruction</td>
</tr>
<tr>
<td>Coast</td>
<td>151</td>
<td>4</td>
<td>Destruction of school property</td>
</tr>
<tr>
<td>Nyanza</td>
<td>680</td>
<td>7</td>
<td>Destruction of school property</td>
</tr>
<tr>
<td>Eastern</td>
<td>626</td>
<td>76</td>
<td>Destruction of property and loss of life</td>
</tr>
<tr>
<td>R. Valley</td>
<td>625</td>
<td>50</td>
<td>Violent and destructive</td>
</tr>
<tr>
<td>Nairobi</td>
<td>93</td>
<td>2</td>
<td>Minor damage to property</td>
</tr>
<tr>
<td>N. Eastern</td>
<td>21</td>
<td>7</td>
<td>Damage to property</td>
</tr>
<tr>
<td>Western</td>
<td>408</td>
<td>19</td>
<td>Minor damage to school property</td>
</tr>
</tbody>
</table>

The foregoing paragraphs reveal that indiscipline is a reality and not an imagination in schools. Such forms of indiscipline have had far reaching effects not only on the teaching and learning activities in school but also to the entire public.

1.2 The statement of the problem
The cases of misbehaviour in schools have been in existence as far back as 1908 when the first case was reported in
Maseno. Today many forms of indiscipline exist both in primary and secondary schools. Such forms of indiscipline include drug abuse, fighting, bullying, cheating in examination, stealing, untruthfulness among many others.

As a method of controlling the behaviours of learners in schools the government permitted the use of corporal punishment through the legal notice No. 4 of 1972. From that time, the method has been the most commonly used in managing the behaviour of learners both in primary and secondary schools. Recently the government banned the use of corporal punishment in schools through a document Ref. No. OP/24, dated 27th 2000. This ban on corporal punishment has left the teachers in a quandary as far as the handling indiscipline is concerned. In fact controlling the behaviour of learners in the absence of corporal punishment remains a challenging task to teachers. The case is especially worse in primary schools where teachers deal with children at their early stages of physical, mental, social and moral development. If a wrong method is used at this stage the pupils may develop a negative attitude towards the school environment.
It is also worth noting that teachers are not adequately prepared to handle cases of misbehaviour in schools (Manual for Secondary Schools, 1979). Farley (1984) also notes that during training of teachers nobody mentions the teachers role in discipline cases. Tutors prepare them as if they will apply the instructional skills in classrooms where indiscipline does not exist. Truly, without appropriate methods of managing indiscipline teachers cannot teach successfully.

There are some emerging issues in the contemporary society which have bearing on pupils discipline and actually pose challenge in managing pupils indiscipline. These include the right of children, the commitment to attaining E.F.A, Universal Primary Education and even the recognition of education as a basic right to children. This state of affairs has left teachers with little or no room of expelling a learner from the school even in case of gross misconduct.

1.3 The purpose of the study
The purpose of this study was to investigate the methods used by teachers in managing the pupils' indiscipline in primary schools in Karungu Division, Migori District.

1.4 The objectives of the study
The following objectives were developed for the purpose of the study.
1. To identify the methods used by teachers in managing the pupils indiscipline.

2. To list the forms of indiscipline which exist in the primary schools in Karungu Division.

3. To identify the major causes of indiscipline in primary schools in Karungu Division.

1.5 Research Questions

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

1. What forms of indiscipline are experienced by teachers in primary schools during lessons in the classroom?

2. What forms of misbehaviour do pupils display in school in primary schools?

3. In which ways do teachers and head-teachers contribute to the pupils indiscipline?

4. In which ways do parental care and home background contribute to indiscipline in primary schools?

5. What actions do the head-teachers and teachers take in order to prevent pupils indiscipline?

6. What steps do head-teachers and teachers take when any form of indiscipline occur?
7. What roles do the parents play in the management of pupils indiscipline?

1.6 The significance of the study

This study, through its findings, may provide insight to teachers on how to cope with different forms of indiscipline in primary schools. This is important because discipline is the basis of classroom control (Mbiti 1974) it has a direct relation to academic standards (Osigebembe 1994) and teachers view it as one of their most difficult problems page (1964). The findings and recommendations of this study may also help the tutors in the teacher colleges get some information on the necessity of imparting the skills of managing the pupils indiscipline to the trainees; rather than ignoring it as Farley (1984) puts it that during training more attention is given to the instructional methods and mastery of content and less attention is paid to the management of pupils indiscipline.

1.7 Major assumptions of the study

The following are the assumption taken by the researcher:

1. Pupils indiscipline of varied kinds exist in any normal primary school.

2. The government ban on the use of corporal punishment is effective in primary schools.
3. Teachers have developed different methods of managing different forms of indiscipline among the pupils.
4. All forms of pupils indiscipline have causes.

1.8 Scope and Limitations of the study
1. The study was to be confined only in Karungu Division and this may not allow for a wider generalisation of the findings to cover the entire district or nation.
2. Time is a limiting factor. The time within which the research was done was short.
3. Lack of adequate funds.
4. Transport and communication is another limiting factor given that most primary schools in Karungu Division are scattered, far from roads and lack communication facilities such as telephones.

1.9 Operational Definitions

- **Classroom Management**: This means directing the teaching-learning activities during the class sessions so that pupils do not leave the path set by the teacher.

- **Managing pupils Indiscipline**: Correcting and controlling, misbehaviour among the pupils while in school.
• **Classroom** - where a group of learners and a teacher meet for the purpose of learning.

• **School environment** - refers to the locality in which the school is found and the prevailing conditions in the school.

• **Home environment** - refers to the surrounding of the dwelling place and the conditions in the family set up.

• **Pupil** - refers to a learner in primary school.

• **A student** - refers to a learner in secondary school.

• **Class teacher** - a person who has the duty of teaching and teachers pupils in the classroom.

• **Head teacher** - is the chief administrator in a school.

• **Indiscipline** - refer to any behaviour of a learner which threatens teaching and learning activities in the school.
CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

Discipline plays an important role in the teaching learning activities in schools. It is the basis of classroom control (Mbiti, 1974) and without it we cannot achieve any success or make progress (Jacob, 1983). Discipline in school takes lead and academic success follows (Osigehember 1974). A lot of research has been done on matters related to indiscipline in schools because it has impact on the outcome of teaching and learning activities in schools. The purpose of this literature review was to discover what is already known about the topic. This formed the basis of this research.

The literature review of this research was done on the following.

1. The concept of indiscipline and its manifestations in schools.

2. The causes of indiscipline as may be related to teachers, head-teachers and the school environment.

3. The causes of indiscipline as may be related to parental influence and home background.

4. Causes of indiscipline in schools other than those indicated in no.2 and 3 above.
5. The methods used by teachers in managing indiscipline in schools.

6. Problems encountered by teachers in their effort to manage indiscipline in schools

2.2 Indiscipline and its manifestation in schools

The Longman Dictionary for Contemporary English (2000:533) views indiscipline as a state of disorder because of lack of control. According to Nzyoka (1975), indiscipline includes all forms of disrespectful and unruly behaviour; shouting in the presence of elders, using bad language, rudeness, laziness, insolence, smoking, drinking alcohol, gambling and even bullying. Blair (1954) also identifies a number of ways in which students manifest various forms of indiscipline in the classroom – shyness, suspiciousness, untruthfulness, cruelty, bullying, cheating, truancy, impatience, tardiness, stealing, profanity, boisterousness or showing all sorts of classroom disorderliness.

The foregoing paragraph gives indiscipline to refer to all sorts of behaviour displayed by the students or pupils which are not conducive to learning. They include the activities by the learners which tend to move away from the path set by the teachers. Such behaviours are shown by the learners who
have failed to cope with the demands of the school environment. Cowley (2001) observes that the test of whether discipline or indiscipline exists in the classroom involves determining whether or not the behaviour of the group of students permits every learner to work effectively; and in a situation where each learner does his or her own things or activities or takes part in a disorderly conversation, there is indiscipline. Indiscipline occurs when a learner fails to do the right thing at the right time or when a learner fails to perform his or her role, does not meet the expectation of the society or interferes with other people's rights or privileges.

Varied forms of indiscipline have occurred in the Kenya schools. The report of the Task Force on Students Discipline and Unrest (2001:7) reveals that all the provinces in Kenya were affected by the unruly behaviours between 2000-2001 especially at secondary school level. The central province led where eighty five schools were involved in violent and destructive activities which culminated in the loss of life and disruption of learning programmes. Professor Peter Odhiambo, who is a chief campaigner against tobacco use has estimated that 400,000 students in secondary schools are drug addicts (East African Standard, Wednesday, June 25, 2003). In Nyanza it has been reported that cases of
indiscipline are on the increase where two cases are reported every week (East African Standard Saturday July 5, 2003). Cases of students beating one another, teachers or the head-teachers have been reported as the case of Nyamache secondary school where students attacked their head-teacher and set three dormitories ablaze. (East Africa Standard, May 17 2003).

2.2 Causes of indiscipline in schools related to the teachers, headteachers and the school environment

As Cowley (2001) notes, there is a tendency among people in general and teachers in particular to believe that misbehaviour is planned or premeditated by the students; it is not true in all cases. In reality, majority of poor behaviour stem from very different factors. Some causes of poor behaviour or indiscipline may be related to economic, social, psychological and intellectual factors. Some forms of indiscipline are due to low level of the learners’ mental development, teachers’ behaviour, the classroom atmosphere, home background, peer group influence and the leadership style adopted by the head-teacher. A teacher should know these factors because acquiring such knowledge would make a teacher to avoid a negative emotional response to a student misbehaviour.
According to Gachathi Report (1976) lack of discipline among the youth is largely a reflection of the attitudes, values and practices of the society to which they belong. According to Martimore et al. (1989) three main factors are associated with indiscipline. These are parental influence or home background, Peer group influence and the school influence.

On the part of the school in general and the teacher in particular, (Casparl, 1976) notes that there is link between the method used by the teacher to handle the children and the improvement of the children’s behaviour. Cowley (2001) further clarifies this point by stating that although it is entirely unintentional, some teachers, perhaps all of them do contribute to their students misbehaviour.

There is a direct relationship between a teachers' behaviour and the students behaviour in the classroom. Balson (1988) makes it clear that some pupils misbehave due to lack of proper management by the teachers. In fact, according to Balson, the most critical issue which is the genesis of the pupils behaviour problems in the classroom is the teachers' lack of psychological understanding of the pupils behaviour.

A teacher's instructional methods also determine the level of discipline in the classroom. Calderhead (1984) notes
that teachers who lack teaching resources contribute to misbehaviour because they have no way of making the classroom instruction interesting. The learners get bored easily. As Cowley (2001) puts it rightly, when learners are bored, they are likely to misbehave either to dissipate the feelings of boredom or to add some interest to the lesson time.

Lack of competence in handling the subject by the teacher also contributes to indiscipline especially in the classroom. Nzyoka (1974) makes it clear that lack of knowledge of the subject on the part of the teacher may make students to be indiscipline. According to Mbiti (1974) a teacher who knows the subject well and who communicates it adequately to students will exert greater power on them and consequently will have fewer dissidents.

A teachers' inability to motivate and retain the students interest in the classroom has far reaching effects on the standards behaviour. David (1975:239) singles out the pace of teaching and notes that when a teacher drags a lot and the pace is slow, the students' behaviour often comes under the control of non academic aspects of the environment, interest in school work wanes and disruptive behaviours gain strength. In addition the author argues that indiscipline in the classroom arises if students are asked to do a piece of
work which is either so easy or difficult that learners do not receive any reinforcement from the material.

It is also agreed that part of the problem is related to the training given to the teachers. Farley (1984) blames this on the tutors and states that during training nobody mentions the teachers' role in cases of discipline. The tutors prepare teachers as if they will apply the required instructional methods in the classrooms where indiscipline does not exist. It is assumed that while in the field the teachers will be innovative enough and cope with pupils indiscipline. David et al (1975) also admit that many teachers feel that their training has been incomplete especially in the area of motivation of students.

Another cause of indiscipline in schools, according to Balson (1988) is discouragement. This occurs when a pupil has lost faith in his or her ability to meet the challenges of learning in the school. Cowley (2001) further clarifies this point by stating that there are huge range of learning difficulties which can be a source of misbehaviour. These may include difficulty in writing, spelling errors or solving mathematical problems. Although a leaning difficulty does not necessarily lead to a behaviour problem in some cases, children can quickly become frustrated and embarrassed by
their lack of ability in whatever area. If the teacher responds in an inappropriate way, for instance accusing the students of being lazy, their poor behaviour could be their reward.

Generally, indiscipline is likely to arise in the classroom or school if the teacher does not engage the pupils in the learning, activities; is rude to learners, confrontational, violent and short tempered.

Gnagey (1985) identifies a number of reasons why pupils misbehave within the school. Sometimes the pupils are ignorant of the rules and therefore try teachers to see which rules are operational and which ones are not, there also conflicting rules in school and home environment such that the pupils are unable to discriminate the rules for home and those for school; anxiety and tat times, students are frustrated by either their teachers, classmates or activities within the classroom.

As for the head-teacher's role, Page (1964) notes that failure by the head-teacher to have a suitable policy of school management and use of inappropriate leadership style is likely to cause the misbehaviour among the students. Cooke and Dunhill (1966) therefore conclude that indiscipline is most likely in school if the head-teacher does not set standard for good behaviour.
2.3 Causes of indiscipline in schools related to parental influence and home background.

Martimore (1989) identifies parental influence and home background as some factors causing indiscipline in school. Gachathi report (1976) notes that children are strongly influenced by the attitudes, habits and other activities of their parents. These attitudes have in fact influenced discipline in a number of schools, where influential parents have tried to and often managed to erode the authority of the school head-teacher and teachers. Frequently, teachers have been ridiculed, humiliated and fined in courts of law for caning pupils. This has made them not to care about the pupils indiscipline.

The home environment may lead to some forms of misbehaviour for, example if there is no stability, family conflicts, poor housing or poverty. As Martimore (1989) observes, a parental stress picked up by a child may make concentration in classroom difficult. Poor housing conditions may mean inadequate sleep, lack of privacy, lack of room to do home work and these in turn can lead to frustration and embarrassment to the child. Such a child, according to P. Martimore, in attempting to cope up with the situation may become aggressive or withdraw, making participation in class very difficult. Robertson (1975) also adds that children
rejected are considerably more likely to have psychiatric problem, a condition which can cause behavioural problems in school. According to Krisnamurti (1976), cultural, economic, motivation and emotional factors of home environment affect students. In particular, students who come from very large families, low education or unstable family have low motivation, get disturbed and generally have no interest in learning.

2.4 Other causes of indiscipline in schools

Apart from the causes of pupils indiscipline related to home or school, the following have also been suggested.

(i) Peer pressure: Cowley (2001) notes that this a crucial aspect of students misbehaving, a student can achieve a great deal of reinforcement from the peer. They fear that if they do not follow the crowd, they will be rejected.

(ii) Lack of self-discipline. Many of our students may not have learned the ability to control themselves adequately, perhaps because they have no tangible rewards for doing so. Cowley (2001) gives a case when pupils go to the school for the first time, they are in a state of confusion. They may not have
little idea of what others think and feel, they have no empathy. It is only as they grow older that children realise that their bad behaviour may make others unhappy.

2.5 Methods used by teachers in managing the pupils indiscipline.

Descombe (1985) concludes that classroom control may not appear on the school curriculum but it is one of the most fundamental and pervasive features of school. Teachers, pupils, parents and the general public know that managing pupils behaviour is a matter of concern.

It is largely agreed that teachers and head-teachers are in position to manage the pupils behaviour. As Jacob research asserts (1975:57) that:

Everybody knows that our lives have been greatly influenced by the understanding and help we received from our teachers during our school life. Our value system and our attitude to life have been life influenced by our teachers than we know. In deed, only one needs to ask why he liked a particular subject and the answer will be that he liked the teacher.

The management of pupils behaviour and maintaining discipline in the classroom, according to Cowley (20001) means the effort being put to direct events during a learning-
teaching process. It involves controlling the students behaviours, without necessarily calling on colleagues for help. It means managing to obviate or get rid of any challenges to a teacher as a director of events in the classroom. Realistically pupils management means coping with, containing and quashing efforts by pupils to move from the path set by the teacher. In the classroom, it means creating a learning atmosphere which is characterised by orderliness as a result of negotiation between a teacher and pupils.

A lot has been already been written on what cause some pupils to pose control difficulties - whether psychological disorders, cultural, family problems suffered by the pupils. It is true as Descombe (1975) notes that the knowledge on the causes of indiscipline may give teachers insight on the suitable methods to use in order to achieve maximal classroom control; or deal with pupils in a way which minimises the prospect of control problems.

There is a general agreement that the success in managing the pupils indiscipline require the active involvement of the teacher, the head-teacher, parents and perhaps the general community. The Gachathi of 1976 Report further states that the pupils would find it hard to listen to a teacher’s advise against taking drugs,
alcohol or promiscuity when all around them are examples of the same activities. The Gachathi Report of (1976) specially notes the role of parents in managing the students at school given that children are strongly influenced by their parents. These show how instrumental the surrounding and the parental influence are in shaping the pupils' behaviour.

As for the involvement of parents, Besag (1994) states that parents often know their children best. They are aware of their strengths, weaknesses, failures, achievements and hobbies. This kind of background information is useful in understanding the pupil. The teachers must therefore involve the parents if they are to succeed in managing indiscipline of pupils in schools. Parents should be used to get information about any recent upset in the family which might be contributing to the child upset. Further more the author notes that anxiety can be reduced if parents feel that they are actually involved in remedying the discipline problems of their children. It is further explained that a close association between parents and teachers is important in knowing the rewards from the home environment which are not in school and may be a source of misbehaviour.
According to Kamunge Report of 1988, the school carries the responsibility of ensuring that those who go through it come out as disciplined members of the society. This therefore means that the headteacher and the teacher are directly involved in the management of the pupils' discipline in schools. As Cowley (2001) observes, pupils show many behaviour problems but a teacher should have some ways of dealing with them.

Teachers must establish rules which are geared towards the conduct of the pupils (Descombes 1975). Where necessary, the pupils need to be consulted during the drafting of the rules. Rules are necessary because schools tend to be large crowded places and thus generate certain problems which are characteristic of large organizations. The classroom should not be over-enrolled. Generally, clear school rules deter pupils from displaying misbehaviour (Cowley 2001) and page (1964) emphatically adds that a head-teacher should have a clear policy on the management of the school.

For the purpose of classroom control several methods have been proposed. These include adequate preparation for teaching; use of appropriate teaching strategies, rewards, punishment and confiscation of pupils property. Guidance and counselling is much encouraged in modern times.
A teacher's competence in handling a subject and use of appropriate teaching strategy are better tools for managing the pupils in classrooms. Nzyoka (1974) and Mbiti on (1974) both agree that a teacher can control the pupils in the classroom if he/she has proper knowledge of the subject and communicates it adequately to the students. This places a teacher in a better position to exert greater power on the pupils and so there will be fewer dissidents. A teacher should therefore have adequate teaching resources to make the lesson interesting as Calderhead(1984) proposes, and also have a good mastery of the subject or content to be taught.

At times a teacher may be forced to use sanction in managing indiscipline cases, but as (Cowley 2001:88) advises, a teacher should depersonalize such sanctions by making it clear that it is pupils behaviour which has necessitated it rather than being a personal attack. In cases where any form of punishment is used alternative acceptable forms of behaviour should be made known to the students. In any case researchers in the field of psychology have shown that rewards are more effective than punishment in changing the behaviour.

According to Cowley (2001) the following suggestions are given:
• A teacher should show no fear but should be firm and make the learners aware of what is expected of them.

• A teacher should make learners aware of what will happen if they choose to show a misbehaviour.

• A teacher be calm, polite, fair, and positive to students while dealing with them.

• A teacher should analyse the learners to discover their learning difficulties.

• A teacher should deal with emotional and behavioural difficulties appropriately; example

  (i) Avoid shouting as this will only exacerbate any possible confrontation.

  (ii) Find out what motivate them to misbehave.

  (iii) Set easily achievable target for them.

  (iv) Offer a calm, consistent and positive environment.

  (v) Greet a student by name.

Jackob whose research was based in Congo also recommends the teaching of religion in schools as a vital fool for promoting discipline. It is argued that the teaching of religion encourages a belief in a good remuneration of good deeds and punishment for the wicked.
A school head-teacher can use different methods to manage the pupils' indiscipline given that he is the overall administrator in the school (Whitaker 1983). The head-teacher has the responsibility of guiding, controlling and coordinating all the activities in the school. That is why Njagi (1981) calls him the chief executive administrator. Rajar (1971) identifies some roles of discipline in the school:

(i) Improvement of teaching
(ii) Evaluation of teaching and learning
(iii) Parents and community relations improvement
(iv) Creative and curriculum development
(v) Improvement of school living
(vi) Improvement of Educational Methodology
(vii) Planning, organising and implementing for total school improvement.

Generally, the management of indiscipline requires guidance and counselling. This according to Cowley (2001:77) means giving students guidelines about what actually a good behaviour means. In addition, open dialogue between teachers and students should be used to iron out some misunderstanding (East African Standard, Thursday, May 29, 2003, p. 11 col. 2).
2.6 Problems experienced by teachers in their effort to manage indiscipline in schools.

Teachers and head-teachers experience many problems in managing indiscipline in schools. Gachathi Report of 1976 reveals that some influential parents have eroded the power of teachers and head-teachers over the pupils.

The surrounding of most schools do not set good examples. As Gachathi Report (1976) puts it pupils find it hard to accept a teacher's advise against drug abuse, alcohol or promiscuity because these are common in their environment.

2.7 Conclusion

From the above review of literature the researcher concludes that a lot of attention has been to the learners who are in the upper primary and secondary schools. Less attention has been paid to the learners in the lower primary schools. This study therefore aims at focusing primary schools where such young learners are. The researcher also concludes that a teacher has a direct role to play in managing the pupils indiscipline and so a teacher should have relevant appropriate methods of dealing with pupils indiscipline and in deed this is the focus of this study.
CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

The purpose of this study was to investigate the methods used by teachers in managing the pupils indiscipline in primary schools in Karungu Division in Migori District.

The main focus of this chapter is the research design. The chapter establishes the target population, the sample and sampling techniques, the research instruments, data collection procedures and data analysis.

3.2 Research Design

The researcher used Descriptive Survey Research Method According to Lovell (1977), it is one of the most commonly used methods of descriptive research in behavioural science. The author further argues that descriptive survey gathers data from a relatively large of cases at a particular time. This method of research has been widely used in educational research for many years. The Descriptive Survey Research is concerned with the present conditions and relationships which exist, the prevailing practices and beliefs or points of view.
This study focused the prevailing conditions, practices and beliefs as far as the management of pupils indiscipline is concerned; Furthermore, the study covered a large number of respondents. For these reasons, the researcher found it most appropriate to use the Descriptive Survey method in conducting the research.

3.3 Research Site

The research was carried out in Karungu Division in Migori District. The division is next to Lake Victoria. The main economic activities in the region are fishing, trade and subsistence farming.

The researcher chose the area as a research site because of the many cases of pupils indiscipline which had been reported from the area. Parents in the area also complained about the incessant cases of pupils going to school late or missing to go altogether.

3.4 Target Population

In this study, the target population were class-eight pupils, class-teachers and headteachers of primary schools in Karungu Division. There were 30 headteachers, 193 class teachers and 561 class-eight pupils in the division.
The head teachers were targeted in this study because they are the chief school administrators and are therefore conversant with most of the things in the school regarding the management of pupils' indiscipline. They were likely to give the researcher information on some ways in which teachers contribute to pupils indiscipline. The head teacher could also give some information on the role of head teachers in the management of pupils indiscipline. Being the public relations officer of the school, the head-teachers could also give the researcher some useful information on parents' involvement in managing the pupils indiscipline.

The class-teacher were targeted in the study because they spend most of the time with the pupils. They also deal with the pupils in many ways; in the field, classroom, and during the manual work. They could therefore give the researcher some information on the common forms of the pupils indiscipline in primary schools and the methods they used to manage them.

The class eight pupils were chosen for the study because they were old enough to give some information on forms of pupils indiscipline because some pupils only misbehave in the absence of teachers. Furthermore, they were the ones who were dealt with by the teachers and so could
give more accurate information on methods teachers used in managing pupils indiscipline than the teachers or the head teachers, who could hide some methods deliberately for safety reasons.

3.4.1 Sampling and Sample Size

Several sampling techniques were used to determine the study sample size which comprised 10 head teachers, 40 class teachers and 103 class eight pupils.

(i) Stratified sampling was used to group the schools into the two zones in Karungu Division. The technique guaranteed taking equal number of schools from each zone.

(ii) Simple Random Sampling was used to pick any five schools from each zone.

(iii) Simple Random Sampling was also used to pick four teachers from each sampled school to take part in the research as subjects.

(iv) Purposive Sampling technique was used to select pupils where only class eight pupils of the Sampled School were used rather the whole school.

3.5 Instrumentation

In order to obtain data, the following instruments were used:
(i) The Head teacher questionnaire on forms, causes and management of pupils indiscipline in primary school.

(ii) The class-teachers Questionnaire on forms, causes and management of pupils indiscipline in primary schools.

(iii) The Pupils Questionnaire on form, causes and management of pupils indiscipline in primary schools.

The Head teacher Questionnaire was structured into parts A, B, C, D and E. Part A required the respondents to give some general information about the school; part B required the respondents to give information on forms of pupils indiscipline in primary schools by inserting YES against the forms of indiscipline provided in the list where applicable; part C required the respondents to give ways in which teachers may cause pupils indiscipline in primary schools by writing YES against the points given in the list; part D required the respondents to give the roles of the head teacher in managing the pupils indiscipline and part E required the respondents to give information on problems that head teachers face in managing the pupils indiscipline.
The headteacher Questionnaire had both closed and open ended questions. The closed ended questions were expected to direct the respondents on what was expected of them while the open ended questions were expected to give the respondents freedom to express ideas not covered in the questionnaire adequately.

The class-teachers Questionnaire was divided into parts A, B, C, D and E. Part A required the respondents to give some general information regarding themselves; part B required the respondents to give some forms of pupils indiscipline in primary schools by indicating YES against the applicable statements given in the list; part C required the respondents to give the causes of pupils indiscipline in primary school by writing YES against the applicable points listed; part D required the respondents to give some methods teachers in primary schools use in managing the pupils indiscipline by writing YES against the applicable points given in the list; part E required the respondents to state the problems which teachers encounter in managing the pupils indiscipline.

The class-teachers Questionnaire had both closed ended and opened ended questions. The closed ended questions were meant to direct the respondents on what was expected of them while the opened ended questions were
intended to give the respondents freedom to add any other useful information not covered by the questionnaire.

The pupils Questionnaire was divided into parts A, B, C, D, E and F. Part A required some general information about the respondents; part B required information on the background of the respondents; part C required the respondents to give ways in which parents interfered with the primary education of the pupils; part D required the respondents to state some forms of pupils indiscipline in primary schools by putting a tick (√) against the applicable points given in the list; part E required the respondents to give information on some ways in which teachers may contribute to pupils indiscipline in primary schools and part F required the respondents to state the methods teachers use in managing the pupils indiscipline in primary school by putting a tick against the applicable points given in the list.

The pupils Questionnaire had both open and closed ended questions. The open ended questions were intended to give the respondents freedom to give any other useful information not adequately by the questionnaire. The closed ended questions were intended to direct the respondents on what was expected of them.
3.5.1 Validity and Reliability

The researcher consulted the supervisor and other experts to help in ascertaining the validity and reliability of the questionnaires before use.

3.5.2 Piloting

Before conducting the research, piloting was done to test the effectiveness of the questionnaires. According to Mugenda et.al (1999) piloting helps in enhancing the reliability and validity of the instruments. A single school which was not among the ten schools from which the actual data was collected was used. This helped to check whether the items in the questionnaires were clear and relevant.

3.6 Data Collection Procedures.

A letter of introduction was collected from the department, Institute for Continuing education (ICE) Kenyatta University, to enable the researcher get the research permit. The researcher then visited the Office of the President, where the permission to conduct the research was granted. With the help of the Area District Officer and A.E.O, an introductory letter was written introducing the researcher to the head teachers whose schools were to be involved in the research.
The researcher then visited the schools where piloting was done.

After testing the effectiveness of the instruments, the researcher then sent in person the questionnaires to the respondents. A covering letter explaining the purpose of the study and informing the respondents that their responses would be treated with utmost confidentiality accompanied the questionnaires.

At the end of the third week, the questionnaires were ready for collection. They were collected by the researcher in person.

3.7 Data Analysis.

This research was a descriptive survey. It focused on forms of pupils indiscipline, causes of pupils indiscipline and the methods used in managing the pupils indiscipline in primary schools in Karungu Division. The data collected was analysed using descriptive statistics.

According to Mugenda et.al(1999) the purpose of descriptive statistics is to enable the researcher to meaningfully describe a distribution of scores using a few indices or statistics.
The forms of indiscipline in primary schools in Karungu Division, their causes, methods used in managing them and the problems encountered in managing in them were presented in the tables of frequencies and percentages. These were used to make conclusions on methods teachers used in managing the pupils indiscipline in primary schools.

The qualitative data was cross checked and those with usable information were analysed and put in a coherent discussion.
CHAPTER FOUR

4.0 DATA PRESENTATION AND ANALYSIS.

4.1 Introduction.

The main purpose of this study was to investigate the methods used by teachers in managing pupils indiscipline in primary schools in Karungu Division in Migori District. The following Research questions were developed to guide the study.

1. What forms of pupils indiscipline are experienced by teachers in primary schools during lessons in the classrooms.

2. What forms of indiscipline do pupils display in primary schools outside the classroom?

3. In which ways do teachers and head teachers contribute to the pupils indiscipline in primary schools.

4. In which ways do family background and home background contribute to pupils indiscipline in primary schools?

5. What actions do the teachers and head teachers take in order to prevent and control pupils indiscipline in primary schools.
6. What roles do the parents play in the management of pupils indiscipline.

The study was carried out in ten (10) primary schools out of the thirty (30) primary schools in Karungu Division. The study sample included ten (10) headteachers, forty (40) class-teachers and one hundred and three (103) class eight pupils. Questionnaires were used as instruments for data collection. They were of three types namely, The Head teachers Questionnaires, The Class teacher Questionnaire and The Pupils Questionnaire. All the questionnaires were personally administered and collected by the researcher.

The responses to the Head teachers Questionnaire were used to determine.

1. The forms of pupils indiscipline in primary schools.
2. The causes of pupils indiscipline in primary schools
3. Ways in which teachers may contribute to the pupils indiscipline in primary schools
4. Methods used by the head teachers in managing the pupils indiscipline in primary schools.
5. The forms of punishment allowed in primary schools as means of managing the pupils indiscipline,
6. Problems encountered by the head teachers in managing the pupils indiscipline.
The responses to the class teacher Questionnaire were used to determine:

1. The forms of pupils indiscipline experienced in the classroom in primary schools by the teachers,
2. The causes of pupils indiscipline in primary schools,
3. The methods teachers used in managing the pupils indiscipline in and out of the classroom,
4. Problems experienced by teachers in managing the pupils indiscipline,

The responses to the pupils Questionnaire were used to determine:

1. The forms of pupils indiscipline in primary schools,
2. Ways in which teachers contribute to the pupils indiscipline,
3. The methods used by the teachers in managing the pupils indiscipline.

The results and findings of the three questionnaires i.e the Head teachers Questionnaires, The Class teacher Questionnaire and The Pupils Questionnaire were analysed, summarized and presented by the use of tables indicating frequency distribution and percentage. Qualitative data was also put in a coherent discourse. This chapter therefore
presents the results of the study focusing on the following areas:

1. Forms of pupils indiscipline in primary schools in Karungu Division,
2. Causes of pupils indiscipline in primary schools in Karungu Division,
3. Ways in which teachers contribute to pupils indiscipline in Karungu Division,
4. Methods used by teachers in indiscipline, management.
5. Methods used by the head teachers in managing the pupils indiscipline,
6. problems encountered by the head teachers and teacher in managing pupils indiscipline.

4.2 Demographic data

The data was collected from the head teachers, teachers and pupils who had varied characteristics. The head teachers and class teachers who took part in the study as subjects had different years of work experience as shown in table 1 below.
The findings revealed that majority of the teachers in Karungu Division had a teaching experience of over eleven (11) years. Generally, it was revealed that Karungu Division had a good teaching force given that teachers with above six years experience was 72.5%. The head teachers, according to table 1, had a good work experience because 80% had above six years teaching experience.

Head teachers Questionnaire required the subjects to give the academic qualification of the teaching staff. The results were summarized in the table 2 below.
Table 4: Academic Qualification for the teaching staff

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1</td>
<td>4</td>
<td>5.06</td>
</tr>
<tr>
<td>P1</td>
<td>60</td>
<td>75.95</td>
</tr>
<tr>
<td>P2</td>
<td>9</td>
<td>11.39</td>
</tr>
<tr>
<td>P3</td>
<td>4</td>
<td>5.06</td>
</tr>
<tr>
<td>UT</td>
<td>2</td>
<td>2.54</td>
</tr>
<tr>
<td>Total</td>
<td>79</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Majority of the teachers were found to belong to the P1 category with 75.95% while the least number of teachers belonged to the UT category with 2.54%. This was most likely because the Ministry of Education is in the process of phasing out the untrained teachers. Furthermore today there are many teachers who are trained and in fact some of them have not been employed by the government. So even teachers who are employed by the parents school committees are trained.

The head teachers Questionnaire required the respondents to give the pupils population, and the number of streams per class. Table 3 below shows a summary of the results.
The table revealed that there was high enrolment in lower classes like class one where 50% of the schools had two streams. The trend however, showed a decrease such that at class eight there was no school with two streams. This meant the rate of school drop out in primary schools was very high.

The Head teachers Questionnaire required the respondents to indicate whether their schools were staffed,
under-staffed or over-staffed. The table 4 below shows the finding.

Table 6: **Staffing in Primary Schools in Karungu Division.**

N= 10

<table>
<thead>
<tr>
<th>Teaching staff</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staffed</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Overstaffed</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Understaffed</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The respondents perceived understaffing to be very acute. All the respondents indicated that the primary schools were understaffed. This understaffing could be largely attributed to the fact that many teachers die, some resign while others go on transfer to other divisions without replacement. In addition, the government of Kenya has controlled the employment of teachers since 1998.

The pupils Questionnaire required the respondents to indicate whether they were boys or girls. The table below shows the result.
Table 7: The number of girls and boys who took part in the research.

<table>
<thead>
<tr>
<th>Sex</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>56</td>
<td>54.4</td>
</tr>
<tr>
<td>Girls</td>
<td>47</td>
<td>45.6</td>
</tr>
<tr>
<td>Total</td>
<td>103</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The finding revealed that more boys than girls took part in the study. This meant that there were fewer girls in class eight than boys. This was mainly because the rate of dropout from school among girls is higher than that of boys.

The pupils Questionnaire also required the respondents to give parental background information. The results were presented in terms of whether the respondents had one parent, two parents or nil. The table below gives a summary.

Table 8: Parental background information of pupils.

<table>
<thead>
<tr>
<th>Parental background</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupils with both parents</td>
<td>54</td>
<td>52.13</td>
</tr>
<tr>
<td>Pupils with father only</td>
<td>09</td>
<td>8.78</td>
</tr>
<tr>
<td>Pupils with mothers only</td>
<td>26</td>
<td>25.74</td>
</tr>
<tr>
<td>Pupils with neither father nor mother</td>
<td>14</td>
<td>13.79</td>
</tr>
<tr>
<td>Total</td>
<td>103</td>
<td>100.00</td>
</tr>
</tbody>
</table>
The findings revealed that almost half of the respondents had lost father, mother or both. The table also showed that most of the respondents who had only parent lived with the mother as the surviving parent. Most the pupils in the division seemed not to have full parental guidance.

The pupils Questionnaire required the respondents to indicate whether their parents had gainful employment or not or any other stable source of income. The table below shows a summary of the findings.

Table 9: financial background of the pupils’ families/parents.

<table>
<thead>
<tr>
<th>The income earner</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Only mother with regular income</td>
<td>05</td>
<td>4.85%</td>
</tr>
<tr>
<td>Only father with regular income</td>
<td>29</td>
<td>28.16%</td>
</tr>
<tr>
<td>Both parents with regular income</td>
<td>04</td>
<td>3.88%</td>
</tr>
<tr>
<td>None of the parents with regular income</td>
<td>65</td>
<td>63.11%</td>
</tr>
<tr>
<td>Total</td>
<td>103</td>
<td>100.00%</td>
</tr>
</tbody>
</table>
The findings revealed that majority of the respondents came from families with financial difficulties. Even the few families with regular income, only the father had income in many of them given that only 4.85% of the mothers had regular income.

4.3 Forms of pupils indiscipline as perceived by head teachers, teachers and pupils.

One of the objectives of this study was to identify the forms of pupils indiscipline that exist in primary schools in Karungu Division. All the questionnaires used required the respondents to give information on the forms of pupils indiscipline in primary schools. The respondents were given a list of forms of pupils indiscipline which they were to give responses from. They were also given spaces to write other forms of pupils indiscipline in primary schools not covered in the questionnaires.

The information collected was analysed and results presented in the table of frequency and percentage as shown below in table 8.
<table>
<thead>
<tr>
<th>Sr.</th>
<th>Forms of indebtedness</th>
<th>Pupils N = 103</th>
<th>Headmaster N = 10</th>
<th>Class teacher N = 40</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Frequency</td>
<td>Percentage</td>
<td>Frequency</td>
</tr>
<tr>
<td>1.</td>
<td>Absenteeism</td>
<td>83</td>
<td>81</td>
<td>10</td>
</tr>
<tr>
<td>2.</td>
<td>Lateness</td>
<td>84</td>
<td>82</td>
<td>10</td>
</tr>
<tr>
<td>3.</td>
<td>Truancy</td>
<td>78</td>
<td>76</td>
<td>9</td>
</tr>
<tr>
<td>4.</td>
<td>Untidiness</td>
<td>63</td>
<td>61</td>
<td>8</td>
</tr>
<tr>
<td>5.</td>
<td>Aggression/</td>
<td>99</td>
<td>96</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>fighting/vandalism</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Disrespect for</td>
<td>54</td>
<td>52</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>teachers/authority</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Low concentration</td>
<td>49</td>
<td>48</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>in school activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Noseboisterousness</td>
<td>78</td>
<td>76</td>
<td>8</td>
</tr>
<tr>
<td>9.</td>
<td>Dishonesty/theft</td>
<td>77</td>
<td>75</td>
<td>6</td>
</tr>
<tr>
<td>10.</td>
<td>Cheating in</td>
<td>45</td>
<td>44</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>examinations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Withdrawal of</td>
<td>42</td>
<td>41</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>pupils/shyness</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The findings as revealed by the table of frequency and percentage, indicated that both the head teachers and class teachers rated absenteeism as the most common form of pupils indiscipline in Karungu Division. This was closely followed by lateness, truancy, fighting and untidiness. The head teachers and teachers rated these very highly because these forms of misbehaviour have direct bearing on the outcome of teaching and learning activities in the school.

The pupils on the other hand perceived fighting as the most common form of pupils misbehaviour. This was perhaps so because most of the pupils sorted out their differences through violence especially when teachers were not around.

A part from the forms of indiscipline given in the table, the respondents gave others like drug abuse, immorality especially sexual immorality, failure to complete assignments given by the teachers and frequent use of mother tongue for communication.

4.4 Causes of pupils indiscipline in primary schools in Karungu Division

One of the objectives of this study was to identify the causes of pupils indiscipline in primary schools in Karungu Division. Part C of the class-teachers Questionnaire required the respondents to give the causes of pupils indiscipline. The
responses were analysed and presented in a table of as shown below in table 9 below.

**Table 11: Causes of pupils indiscipline in Primary Schools in Karungu Division as perceived by the Class-teachers.**

<table>
<thead>
<tr>
<th>Causes</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Peer group influence</td>
<td>40</td>
<td>100.00</td>
</tr>
<tr>
<td>2. Family background</td>
<td>38</td>
<td>95.0</td>
</tr>
<tr>
<td>3. Influence from surrounding e.g fishing</td>
<td>35</td>
<td>87.5</td>
</tr>
<tr>
<td>4. Conflict between school and home environment</td>
<td>35</td>
<td>87.5</td>
</tr>
<tr>
<td>5. Over enrolment in one classroom</td>
<td>30</td>
<td>75.0</td>
</tr>
<tr>
<td>6. Too much work given to pupils</td>
<td>22</td>
<td>55.0</td>
</tr>
<tr>
<td>7. Lack of good teacher-pupils relationship</td>
<td>20</td>
<td>50.0</td>
</tr>
<tr>
<td>8. Teachers irresponsible behaviour</td>
<td>19</td>
<td>47.5</td>
</tr>
<tr>
<td>9. Poor teaching methodology</td>
<td>18</td>
<td>45.0</td>
</tr>
<tr>
<td>10. Examination pressure</td>
<td>17</td>
<td>42.5</td>
</tr>
</tbody>
</table>

N = 40
The respondents indicated that peer group influence was the most common cause of pupils indiscipline in Karungu Division. This was closely followed by family background as a major cause of pupils indiscipline. Other significant causes included the influence from the surrounding such as fishing. Poor background was likely to have negative impact on the pupils' behaviour in schools. Almost half of the pupils who took part in the study had one parent or none and most the pupils under this category indicated that they stayed with their mothers only (see table 8).

Home background was perceived as a major cause of pupils indiscipline in school because as Martimone (1989) put it that a parental stress picked up by a child may make concentration in classroom difficult. Furthermore, poor housing conditions may mean inadequate sleep, lack of privacy, lack of room to do home work and these in turn can lead to frustration and embarrassment to the child. Such a child, in attempting to cope up with the situation may become aggressive or withdraw, making participations in class very difficult. Krishnmurti (1976) further adds that pupils from unstable family have low motivation, get disturbed and generally have no interest in learning.
The pupils Questionnaire required the respondents to indicate the financial position of the parents. The results were presented in terms of frequency and percentage as shown in table 9. The table revealed that majority of the respondents did not have parents with regular income. It reflected poverty. In such homes children are likely to go without basic things such as food and as Kiminyo et. al (1992) notes a hungry child cannot learn well in school.

Part C of the pupils Questionnaire required the respondents to indicate certain ways in which parents interfered with the primary education of their children. The responses were put in the table of frequency and percentage in order to make a summary and draw conclusion. This was shown in table 12 below.

Table 12: Ways in which parents interfere with primary education of their children.

<table>
<thead>
<tr>
<th>Ways in which parents contribute</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Not providing school uniform</td>
<td>93</td>
<td>90</td>
</tr>
<tr>
<td>2. Not paying money needed in school</td>
<td>93</td>
<td>90</td>
</tr>
<tr>
<td>3. Not buying text books</td>
<td>93</td>
<td>90</td>
</tr>
<tr>
<td>4. Giving too much work at home</td>
<td>29</td>
<td>28</td>
</tr>
<tr>
<td>5. Being requested to marry</td>
<td>52</td>
<td>50</td>
</tr>
<tr>
<td>6. Being discouraged from going to school</td>
<td>41</td>
<td>40</td>
</tr>
</tbody>
</table>

N = 103
The table revealed that most of the respondents perceived parents not to be effective in their role as the providers of the school uniform, those who pay the user charges and the providers of the text books needed in school. Perhaps the poverty reflected in table 9 explains why the parents were not able to meet these financial obligations.

Parts C of the head teachers Questionnaire required the respondents to indicate some ways in which teachers contributed to pupils indiscipline.

This is in agreement with Ayot and Patel (1991) that effective learning with good outcome is achieved when teacher motivate the learners and enrich the teaching strategies by using appropriate learning resources such as charts, maps to mediate learning. The respondents were given a list of points against which they were to indicate (YES) the applicable points. The results were analysed and put in a table of frequency and percentage as shown in table 13 below.
The headteachers perceived teachers to be responsible for the pupils indiscipline. This is a view which is also held Cowley (2001) who states that although it is entirely unintentional, some teachers, perhaps all of them, do contribute to their pupils misbehavior. Balson (1988) also maintains that the genesis of the pupils behaviour problems in the classroom is the lack psychological understanding of the pupils behaviour.

All the respondents indicated that lack of the use of teaching resources by teachers contributed to the pupils indiscipline. According to Calderhead (1984), teachers who
lack teaching resources contribute to pupils misbehaviour because they have no way of making the classroom instruction interesting and so the learners get bored. And Cowley (2001) puts it rightly that when learners are bored, they are likely to misbehave either to dissipate the feelings of boredom or to add some interest to the lesson time.

Table 13 also revealed that all the respondents agreed that poor teacher-pupil relationship also led to pupils indiscipline. This was in agreement with the argument of Skinner (1992) that when a punishment is inflicted on a learner, hatred, fear and emotional instability develops between the teacher and the pupils.

The respondents considered other teachers' behaviour such as going to class late or leaving early, poor teaching methods and incompetence of the teacher on the subject as some common ways in which teachers contributed to the pupils indiscipline. This point of view is supported by several authors. According to Balson (1988) some pupils misbehave due to lack of proper management by the teachers. Casparl (1976) argues that there is link between the method used by the teacher to handle the children and the improvement of the children's behaviour. Some authors argue that lack of knowledge of the subject on the part of the teacher may make
the learners to be indisciplined. Mbiti (1974) maintains that a teacher who knows the subject well and who communicates it adequately to learners will exert greater power on them and consequently will have fewer dissidents.

The poor teaching method which was indicated by majority of the respondents is supported by many authors as a possible cause of the pupils indiscipline. David, et.al (1975) singles out the pace of teaching and notes that when a teacher drags a lot and the pace is slow, the learners behaviour often comes under the control of non-academic aspects of the environment, interest in school wanes and disruptive behaviours gain strength. In addition, the author argues that indiscipline in the classroom arises if students are asked to do a piece of work which is either so easy or difficult that learners do not receive any reinforcement from the material.

Part E of the pupils Questionnaire required the respondents to give responses regarding the teaching strategies used by the teachers and especially those strategies of teaching which could lead to the pupils indiscipline. The respondents were asked to indicate if they liked the way English, mathematics; Kiswahili, GHCR and Science were taught. The results were analysed and
summarized in table 12 below. The respondents were to write YES against the ones that applied and NO against the ones that did not apply.

Table 14: Pupils attitude towards teaching methods.

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>YES</th>
<th>Frequency</th>
<th>Percentage</th>
<th>NO</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subjects</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>78</td>
<td>80</td>
<td>19</td>
<td>20</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Kiswahili</td>
<td>29</td>
<td>30</td>
<td>68</td>
<td>70</td>
<td>70</td>
<td></td>
</tr>
<tr>
<td>GHCR</td>
<td>78</td>
<td>80</td>
<td>19</td>
<td>20</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>68</td>
<td>70</td>
<td>29</td>
<td>30</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>78</td>
<td>80</td>
<td>19</td>
<td>20</td>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>

The table revealed that majority of the respondents did not like the way Kiswahili was taught. This was perhaps because of the general negative attitude towards Kiswahili in the region. A few respondents indicated that they did not like the way English, GHCR, Science and Mathematics were taught. This could be because of various reasons such as
lack of teaching Aids, Lack of regular teaching, caning and incompetence of some teachers.

The pupils Questionnaire also required the respondents to indicate ways in which teachers may contribute to the pupils indiscipline. The respondents were to put a tick (√) against the applicable statements given in the list. The results were summarized in the table of frequency and percentage as shown in table 15 below.

Table 15: Ways in which teachers may contribute to the pupils indiscipline as perceived by the pupils.

<table>
<thead>
<tr>
<th>Ways in which teachers may contribute to pupils indiscipline</th>
<th>Frequency</th>
<th>Percent age %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Caning during the lesson</td>
<td>82</td>
<td>80</td>
</tr>
<tr>
<td>2. Lack of teaching Aids</td>
<td>72</td>
<td>70</td>
</tr>
<tr>
<td>3. Giving too much work</td>
<td>31</td>
<td>30</td>
</tr>
<tr>
<td>4. Irregular class/lesson attendance</td>
<td>41</td>
<td>40</td>
</tr>
<tr>
<td>5. Irregular marking of assignments</td>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>

The table revealed that the respondents perceived caning as a major cause of the pupils indiscipline. This view
is supported by Skinner (1992) where it is argued that caning has negative impact on learning because it leads to hatred between the teacher and the pupil, it causes fear in the pupil, it causes anxiety among the pupils during the lesson and it makes the pupils to associate the teacher or the subject with the cane and this generally makes the learners to develop negative attitude towards the school environment. Furthermore it has been noted that majority of the teachers have abused the use of cane or perhaps they do not know how to use it procedurally.

Lack of teaching aids was also perceived to be a major cause of the pupils indiscipline. The same view was also expressed by the head teachers as revealed in table 13. Generally the use of teaching resources is invaluable because they make learning real, and easy since they intermediate learning, motivate the learners and make learning interesting (Calderhead 1984).

4.5 Methods used by teachers in managing the pupils indiscipline in Primary Schools in Karungu Division.

One of the objectives of this study was to investigate the methods teachers use in managing pupils indiscipline. All the three questionnaires required the respondents to give information on this.
Part F of the Pupils Questionnaire required the respondents to indicate the methods used in managing the pupils indiscipline by putting a tick (✓) against the methods teachers used by choosing from the list given. The frequency of the ticks were counted to determine the frequencies and percentages of all the items. Table 16 below shows this.

Table 16: Methods teachers in managing the pupils indiscipline as perceived by pupils.

<table>
<thead>
<tr>
<th>Methods used in managing pupils indiscipline</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Giving rewards for improvement in behaviour</td>
<td>98</td>
<td>95.1</td>
</tr>
<tr>
<td>2. Caning those who misbehave</td>
<td>101</td>
<td>98.8</td>
</tr>
<tr>
<td>3. Sending those who misbehave home for parents</td>
<td>89</td>
<td>86.1</td>
</tr>
<tr>
<td>4. Advising the pupils who misbehave to change</td>
<td>103</td>
<td>100.0</td>
</tr>
<tr>
<td>Guidance and counselling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Making the pupils to clean the school compound</td>
<td>98</td>
<td>95.1</td>
</tr>
<tr>
<td>6. Detaining the pupils to do manual work over lunch-break</td>
<td>11</td>
<td>10.8</td>
</tr>
<tr>
<td>7. Abusing pupils</td>
<td>16</td>
<td>15.7</td>
</tr>
<tr>
<td>8. Suspension from class</td>
<td>87</td>
<td>92.7</td>
</tr>
<tr>
<td>9. Standing in class while others are seated</td>
<td>95</td>
<td>92.7</td>
</tr>
<tr>
<td>10. Asking the pupils who has misbehaved to kneel down</td>
<td>838</td>
<td>80.8</td>
</tr>
</tbody>
</table>

Table 16 revealed that all the respondents indicated that the use of guidance and counseling was a major method
teachers used in managing the pupils indiscipline. Guidance and counseling is an emerging trend where the government of Kenya discourages the use corporal punishment as a tool for managing the indiscipline in schools and instead the government is encouraging the use of Guidance and Counselling to be used as a substitute. The government discourages the use of corporal punishment in schools because of its negative effects such as physical harm and injury to the learners, fear or hatred between the learners and teachers which it creates.

A part from guidance and counseling, other methods which the respondents indicated to be majorly used included the use of caning, making the pupils to clean, the compound of the school, making the pupils who misbehaved to stand up while others are seated, sending those who misbehaved to go home for parents and suspension from class.

Although caning is banned in school, it was revealed that teachers used it. The use of caning was perhaps inevitable in primary schools because some of the pupils were naughty, some were naive and some were in adolescent stage. The use of cane could reduce the rate of misbehaviour among the pupils. Making the pupils to stand in class or suspension
from class were some alternative methods to caning which teachers could use in managing the pupils indiscipline.

Part D of the class teacher Questionnaire required the respondents to give information on the methods teachers use in managing pupils indiscipline. The respondents were given a list of methods and they were to select from the list by writing YES against the applicable ones and NO against those which were not applicable. The findings were analysed and presented in a table of frequency and percentage as shown in table 17 below.

Table 17: Methods teachers use in managing the pupils indiscipline as perceived by the teachers.

<table>
<thead>
<tr>
<th>Methods teachers used in managing pupils in indiscipline</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Giving rewards to those who show improvement in behaviour</td>
<td>33</td>
<td>82.5</td>
</tr>
<tr>
<td>Use sanctions/penalty</td>
<td>30</td>
<td>75</td>
</tr>
<tr>
<td>Ignoring pupils who misbehave</td>
<td>12</td>
<td>30</td>
</tr>
<tr>
<td>Giving rules and punishing those who disobey them</td>
<td>39</td>
<td>97.5</td>
</tr>
<tr>
<td>Use of learner centered method of teaching</td>
<td>39</td>
<td>97.5</td>
</tr>
<tr>
<td>Involving pupils in choosing prefects/making school rules</td>
<td>25</td>
<td>62.5</td>
</tr>
<tr>
<td>Involving pupils in learning activities</td>
<td>39</td>
<td>97.5</td>
</tr>
<tr>
<td>Sending pupils who misbehave away from class</td>
<td>16</td>
<td>40</td>
</tr>
<tr>
<td>Improving teaching methodology</td>
<td>40</td>
<td>100</td>
</tr>
<tr>
<td>Use of Guidance and Counselling</td>
<td>40</td>
<td>100</td>
</tr>
</tbody>
</table>
All the respondents indicated that they used guidance and counselling as a method of managing the pupils indiscipline. According to Cowley (2001) guidance and counseling involves giving the pupils guidance about what actually a good behaviour means. The use of guidance and counselling was widely used because it was an alternative to corporal punishment, which hither-to was outlawed by the Kenya government. Furthermore, the report of the Task Force on Implementation of free Primary Education (2003) under the NARC government recommended the strengthening of guidance and counselling in Primary Schools in order to cope with the challenges caused by the influx of children and overage learners in schools.

All the respondents indicated that improving the teaching methodology could be used in managing the pupils indiscipline. Improving the teaching methodology according to Nacino (1982) involves making deliberate plans on the use of correct use of teaching techniques such as questioning or giving assignments during the instructional. The author further notes that the success of the teaching-learning process depends to a considerable extent on how well these teaching strategies are executed.
Other methods which the respondents indicated significantly were giving rules and punishing those who disobeyed the rules, use of learner centered methods of teaching and involving in learning activities. As for the usefulness of the rules, Gnagey (1985) states that pupils sometimes misbehave because they are ignorant of the rules and therefore try teachers to see which rules are operational and which ones are not. This, perhaps, was the reason why most of the respondents indicated that they establish rules to guide the pupils and punished those who disobeyed the rules. Cowley (2001) makes this even clearer by stating that a teacher should make learners aware of what is expected of them and also inform them what will happen if they choose to show misbehaviour.

The respondents considered the use of learners centered method of teaching and involving the pupils in the learning activities because these make the learners to be active during the instructional programmes such that the learners do not get bored.

According to table 17, some of the least used methods included sending pupils who misbehaved away from class, ignoring pupils who misbehaved and use of sanctions. These were rarely used because of their negative impact on the
learners. Furthermore the use of penalties such as corporal punishment is illegal according to the guidelines from the Ministry of Education in Kenya.

4.6 The methods used by head teachers in the overall management of pupils indiscipline as perceived by the head teachers.

One of the objectives of this study was to investigate the methods used in managing the pupils in primary schools in Karungu Division. Part D of the head teachers Questionnaire required the respondents to indicate methods head teachers used in the overall management of the pupils indiscipline. The responses were analysed and presented in table 18 below.

Table 18: Methods Head teachers used in managing pupils indiscipline.

<table>
<thead>
<tr>
<th>Methods head teachers use</th>
<th>Frequency</th>
<th>Percent age%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Supporting teachers in all in discipline matters</td>
<td>8</td>
<td>80</td>
</tr>
<tr>
<td>2. Checking teachers lesson notes/ schemes of work etc.</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>3. Checking the class register and dealing</td>
<td>8</td>
<td>80</td>
</tr>
</tbody>
</table>
with absentees

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>Making the school rules in which pupils are involved</td>
<td>8</td>
</tr>
<tr>
<td>5.</td>
<td>Avoiding overcrowding in the classroom</td>
<td>3</td>
</tr>
<tr>
<td>6.</td>
<td>Making the teaching/learning resources available</td>
<td>10</td>
</tr>
<tr>
<td>7.</td>
<td>Involving parents in solving indiscipline cases</td>
<td>10</td>
</tr>
<tr>
<td>8.</td>
<td>Checking the teachers punctuality in class</td>
<td>10</td>
</tr>
<tr>
<td>9.</td>
<td>Appointing class prefects who are competent</td>
<td>10</td>
</tr>
<tr>
<td>10.</td>
<td>Rewarding pupils who show good behaviour</td>
<td>8</td>
</tr>
<tr>
<td>11.</td>
<td>Discouraging teachers from idle talk in the staff room</td>
<td>7</td>
</tr>
</tbody>
</table>

All the respondents indicated that the teachers' lesson notes, schemes of work and other materials for teaching were checked, the teaching/learning materials were made available for teachers, the parents were involved in solving indiscipline cases, the punctuality of teachers in class was checked and competent class prefects were appointed to manage the
pupils. Checking the teachers’ preparation was necessary for the success of teaching and learning process.

As Ayot and Patel (1991) put it that the new approach in teaching-learning has become a technological process. The new approach requires qualified and dedicated personnel. Being a facilitator, a teacher plans, prepares and organizes all facts and procedures he wants to teach, for this reasons the head teachers, had to check all the teachers preparations for the lesson including lesson plan and schemes of work.

All the respondents indicated they provided the needed teaching-learning resources. This was necessary as Calderhead (1984) notes that teachers who lack teaching resources contribute to pupils misbehaviour in classroom because they have no way of making the classroom instruction interesting. In the same way, all the respondents indicated that parents were involved in solving indiscipline cases of pupils. This was important as Besag (1994) notes that parents often know their children best, they are aware of their strengths, weaknesses, failures achievements and hobbies. This kind of background information was found to be useful in understanding the pupils’ indiscipline. Checking the punctuality of teachers in class attendance was indicated by all the respondents as a method used to ensure that teachers
engaged the pupils such that they (pupils) were kept busy all the time they were in school/class. All the respondents indicated that competent class prefects were to help in controlling the pupils.

Avoiding overcrowding in the classroom was the least indicated as a method used in managing the pupils' indiscipline. This could not be practised, perhaps, because with the attempts by the NARC government to introduce free primary Education, over enrolment was inevitable. In fact the Report of the Task Force on Implementation of Free Primary Education (2003) recommended that the classrooms be expanded to cater for fifty pupils per stream and not forty as had been the case.

Other significant methods which the respondents indicated included making the schools rules in which the pupils were involved, checking on absentees and discouraging teachers from idle talks in the staff room. The school rules were found to be important because as Cooke and Dunhill (1966) conclude that pupils indiscipline is most likely in the school if the head teacher does not set standard for good behaviour. And Descombe (1975) adds that pupils need to be consulted during the drafting of the rules where necessary checking both the teachers and pupils activities in the school
was found to be important because that is an aspect of supervision and inspection.

Part E of the head teachers Questionnaire asked the respondents to indicate the forms of punishments which they allowed to be practiced in schools as methods of managing the pupils indiscipline. The respondents were to indicate YES against the ones they allowed and NO against the ones they did not allow. The responses were analysed and presented in the table below.

**Table 19: Forms of punishment allowed in Primary Schools in Karungu Division.**

<table>
<thead>
<tr>
<th>Forms of Punishment</th>
<th>RESPONSES</th>
<th>N = 10</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td></td>
<td>Frequency</td>
<td>Percentage</td>
</tr>
<tr>
<td>1. Repeating poorly done work</td>
<td>9</td>
<td>90</td>
</tr>
<tr>
<td>2. Kneeling down</td>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td>3. Detaining pupils to do manual work</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td>4. Standing in class while others are seated</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>5. Slapping</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6. Abusing</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7. Suspension from class</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td>8. Mental torture</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>9. Caning</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>10. Cleaning the school compound</td>
<td>10</td>
<td>100</td>
</tr>
</tbody>
</table>
The table revealed that all the respondents allowed cleaning of the compound as punishment to be used in discouraging misbehaviour in schools. On the other hand, all the respondents indicated that they did not allow caning, slapping and abusing the pupils as methods of managing discipline. Other forms of punishment which were not largely used include mental torture, kneeling down and standing in class while others are seated.

Mostly likely, caning was not allowed because it was outlawed by the government. Similarly other forms of punishment which hurt pupils are generally discouraged in schools in modern times.

Part E of the Headteachers Questionnaire also required the respondents to identify ways in which the parents were involved in the management of the pupils indiscipline. The respondents were given blank spaces to write answers based on their experiences. The responses were analysed and put in a table showing the ways in which the parents were involved, their frequencies and percentages. Table 20 below show this.
Table 20: Ways in which Parents were involved in the management of the pupils indiscipline.

<table>
<thead>
<tr>
<th>Ways of parents involvement</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Punishing pupils in school</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>2. Being strict on pupils/children</td>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td>3. Guidance and counseling</td>
<td>8</td>
<td>80</td>
</tr>
<tr>
<td>4. Discussing the misbehaviour with teachers</td>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td>5. Providing pastoral programmes</td>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td>6. Responding to summons</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>7. Co-operating in condemning misbehavior</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td>8. Taking part in drafting the school rules</td>
<td>4</td>
<td>40</td>
</tr>
</tbody>
</table>

Most of the respondents indicated that parents mainly took part in the management of the pupils indiscipline through guidance and counselling. This was, perhaps because this is the most recommended method in the modern times. Most parents seemed not to be active in managing the pupils indiscipline. Perhaps they held the traditional belief that managing the pupils indiscipline is the responsibility of teachers in schools.
4.6 Problems encountered by teachers and headteachers in managing the pupils indiscipline

One of the objectives of this study was to investigate the problems the teachers and headteachers encountered in managing pupils indiscipline. A section of part E of the classteachers Questionnaire required the respondents to indicate the problems encountered in managing the pupils indiscipline. They were given a list of problems and they were to use a tick (✓) to show the relevant ones. The responses were analysed and the results presented in a table of frequency and percentage as shown in table 21 below.

Table 21: Problems encountered in managing pupils indiscipline as perceived by the classteachers

<table>
<thead>
<tr>
<th>Nature of problems</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Learning difficulties of learners.</td>
<td>37</td>
<td>92.5</td>
</tr>
<tr>
<td>2. Lack of teaching materials</td>
<td>35</td>
<td>87.5</td>
</tr>
<tr>
<td>3. Over-enrolment in classroom</td>
<td>30</td>
<td>75.0</td>
</tr>
<tr>
<td>4. Naivety of children</td>
<td>29</td>
<td>72.5</td>
</tr>
<tr>
<td>5. Lack of headteachers co-operation</td>
<td>27</td>
<td>67.5</td>
</tr>
</tbody>
</table>
Most of the respondents indicated that lack of teaching materials hindered their effort of managing the pupils' indiscipline. This was possible because the money the government sent for the implementation of free primary education did not reach in time. The respondents indicated lack of the headteachers' cooperation to be the least problem encountered. This was perhaps because most of the headteachers who took part in the study had wealth of experience in the teaching profession as revealed in table 3.

Part E of the classteachers questionnaire asked the respondents whether they had been disobeyed by their pupils or whether their pupils had shown any negative attitude when corrected. Those who had been disobeyed were to indicate by YES and those who had not been disobedied indicated No. The responses were analysed and presented in the table of frequency and percentage shown below in table 22.

**Table 22: Cases of Pupils disobedience to teachers as perceived by the classteachers**

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>38</td>
<td>95</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>05</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100</td>
</tr>
</tbody>
</table>

N = 10
The table revealed many teachers encountered problems in attempts to manage the pupils indiscipline. This meant teachers had to find means of coping up with the situation.

The respondents were also required by the classteacher questionnaire to show how many times they had been disobeyed. The results were as shown below.

Table 23: The frequency of Pupils disobedience

<table>
<thead>
<tr>
<th>Cases of disobedience</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Nil</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>2. Once</td>
<td>5</td>
<td>12.5</td>
</tr>
<tr>
<td>3. Twice</td>
<td>0</td>
<td>25.0</td>
</tr>
<tr>
<td>4. Thrice</td>
<td>11</td>
<td>27.5</td>
</tr>
<tr>
<td>5. More than thrice</td>
<td>12</td>
<td>30.00</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100</td>
</tr>
</tbody>
</table>

Both the Headteacher Questionnaire and classteacher questionnaire asked the respondents to state whether they had clashed with the parents of the pupils over the indisciplinary cases. The responses were analysed and results presented in the table of frequency and percentage shown in table 24 below. The respondents who had clashed
with parents over indisciplinary cases of pupils were to indicate using YES while those who had not were to write NO.

**Table 24: Cases of parents clashing with teachers or headteachers over the indisciplinary cases of pupils**

<table>
<thead>
<tr>
<th>Responses</th>
<th>Headteacher N = 10</th>
<th>Classteacher N = 40</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percentage</td>
</tr>
<tr>
<td>Yes</td>
<td>03</td>
<td>30</td>
</tr>
<tr>
<td>No</td>
<td>07</td>
<td>70</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100</td>
</tr>
</tbody>
</table>

The table revealed at least a teacher and a headteacher had clashed with a parent over the pupils indiscipline. The fact that parents sometimes cause pupils indiscipline in this way was mentioned by Gachathi Report of 1976 and Martimore (1989).

Part E of the head teachers questionnaire asked the respondents to state whether teachers cooperated in the managing of the pupils indiscipline. Of the ten respondents, eight of them representing 80% indicated that they lacked the teachers cooperation in managing the pupils indiscipline.
CHAPTER FIVE

5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The main purpose of this study was to investigate the methods used by teachers in managing the pupils indiscipline in Primary schools in Karungu Division in Migori District. To address the problem, the researcher investigated.

1. The forms of pupils indiscipline in primary schools in Karungu Division.
2. The causes of pupils indiscipline in primary school in Karungu Division.
3. The problems the teachers used in managing the pupil indiscipline in Karungu Division.
4. The methods the teachers and headteachers encountered in managing the pupils indiscipline in primary schools in Karungu Division.
5. The role of parents in managing the pupils indiscipline in primary schools in Karungu Division.

5.2 Summary of Findings

The following is a summary of the findings.
5.2.1 Forms of Pupils Indiscipline in Primary schools in Karungu Division

Absenteeism, lateness and truancy were rated highest by both the teachers and headteachers as the most common forms of pupils indiscipline in primary school in Karungu Division. The pupils however, rated fighting as the most frequent form of pupils indiscipline in primary schools in Karungu Division. Untidiness was also perceived by both the headteachers and teachers as very serious indiscipline problems among the primary pupils in Karungu Division. Other forms of pupils indiscipline which were less serious included disrespect for teachers, low concentration in school activities, sexual immorality and failure to complete assignments in schools.

5.2.2 The Causes of Pupils Indiscipline

The teachers indicated peer group influence as a major cause for the pupils indiscipline. The other common causes as perceived by the teachers were the family background and parental influence, influence from the surrounding such as fishing, the conflict between school and home environment and over-enrolment in the lower classes of primary schools. Failure by the parents to play their roles of providing the decent school uniform, paying the money needed in school
and buying the necessary text books was perceived by the pupils as a major cause of pupils indiscipline. Furthermore, some parents gave a lot of work to the pupils such that the pupils did not have enough time for school assignments.

The headteachers indicated that teachers also contributed to the pupils indiscipline by going to class late or leaving early. It was also indicated by the headteachers that some teachers used poor methods of teaching and these led to pupils indiscipline. The failure by teachers to establish cordial relationship with pupils was also perceived by the headteachers as a major cause of pupils indiscipline.

The class eight pupils perceived poor teaching methodology such as lack of teaching aids as a major cause of pupils indiscipline in primary schools in Karungu Division. They also perceived caning as a major cause of pupils indiscipline.

5.2.3 Methods used in managing the pupils indiscipline in Primary school in Karungu Division

Both the teachers and the pupils indicated the use of Guidance and Counselling as the most common method used in managing pupils indiscipline. This was more of a preventive measure. Such other preventive methods used in managing pupils included improving methods of teaching,
giving rewards to those who showed improvement in behaviour and involving the pupils in the learning activities.

The respondents also indicated that punitive measures were used in managing pupils indiscipline. The pupils rated caning the second highest among the methods teachers used. Other forms of punishment indicated by the teachers and pupils included cleaning the compound, kneeling down, sending those who misbehave home for parents and standing in class.

The headteachers also indicated that they allowed certain forms of punishment to be used in managing pupils indiscipline. All of them indicated that they allowed cleaning the compound. 90% of the headteachers also indicated that repeating poor done works was also allowed. The headteachers, however indicated they never allowed such punishments like caning, abusing the pupils and slapping the pupils.

The headteachers also indicated they used various methods in managing the pupils indiscipline. All of them indicated that they checked the teachers' lesson plan and schemes of work, making the teaching/learning activities available for the teachers and the pupils, involving the parents in all the indisciplinary cases where their children were involved and
appointing competent class prefects. The headteachers, however indicated that they could do very little to help the problem of overcrowding in the classrooms.

5.2.4 Problems teachers and headteachers encountered in managing pupils indiscipline

Teachers indicated that they faced varied problems in managing the pupils indiscipline. Some of these problems were related to home, school or the pupils. Some teachers indicated that they had clashed with parents over the indisciplinary cases of the pupils. Teachers also indicated that several pupils responded negatively to punishments and some disobeyed instructions from teachers.

In the classroom teachers indicated that they faced problems like lack of adequate teaching aids to make teaching interesting to the learners, over enrolment of pupils in classes, Learning difficulty behaviours among learners, naivety of children and lack of head teachers cooperation in handling indisciplinary cases.

5.3 Conclusions

Based on the data collected and analysed in this study, the researcher arrived at the following conclusions regarding pupils indiscipline in primary schools.
5.3.1. There are many forms of pupils indiscipline in primary schools. These are both found in the classroom and outside the classroom. Teachers, however, pay more attention to those which have a lot of bearing on academic achievement than those which are related to moral and character formation such as cheating in examinations. This is a true reflection of the modern society’s attitude towards learning and education, where it is seen as a means of getting good job in future rather than considering the broads aims of education of development of full personality of an individual as Nyerere (1965) suggests.

5.3.2. Pupils indiscipline in primary schools is neither internally within the school caused or externally caused by the home environment. It is a result of the failure of stakeholders to play their roles effectively and especially the teachers, parents head teachers and the community in general.

5.3.3. There are numerous ways of dealing with the pupils indiscipline in primary schools. These include punitive methods, preventive techniques and behaviour modification strategies. Teachers have fully embraced the use of guidance and counseling in schools as
methods of managing the pupils indiscipline. Teachers, however still use caning despite being outlawed. Generally the use of methods which inflict pain to the pupils in the process of managing the pupils indiscipline is discouraged. Preventive methods such as guidance and counseling or giving rewards are encouraged.

In managing the pupils indiscipline, teachers head teachers and parents have a role to play. Teachers must modify their teaching methodologies as may be appropriate to avoid dissidents among pupils in schools. Head teachers have the responsibility of making the school climate conducive for teaching and learning activities. The parents have essential roles to play such as providing books, uniforms and generally taking interest in what the child does at school. All the stakeholders in matters of education in school should work together parents, however seem to abandon their role of managing the pupils indiscipline. They have left the work to the teachers.

5.3.4 Teachers faced several problems in managing the pupils indiscipline. The problems originated from the parents of the pupils. Other problems originated from
the lack of head teachers cooperation in handling the disciplinary cases. The teachers were also disobeyed by the pupils. The head teachers also faced similar problems like clashing with parents, lack of teachers cooperation in managing the pupils indiscipline or simply disobedience from the pupils.

5.4 Recommendations

On the basis of the data collected and analysed, the following are the recommendations of the researcher.

1. There is need to expand and strengthen guidance and counseling in primary schools because it is the most commonly used method and legally accepted method in managing pupils in schools. The ministry of Education science and Technology should organize more seminars, workshops, clinics for all teachers in primary schools to equip them with the necessary skills in the use of the method.

2. Since family background of pupils was perceived to have a lot bearing on the pupils level of discipline particularly on the causes and managing of the indiscipline of the pupil, there is need to educate and sensitise parents on their roles in managing the pupils indiscipline so as not
to abdicate their parental duties to teachers. They should be educated on the need to cooperate with the teachers in matters related to handling of the pupils indiscipline. This can be done by inviting the parents to school. In the same way the public should be sensitised on the need to keep the pupils out of the reach of drugs which are commonly abused.

3. The study established that teachers still cane pupils as a method of managing the pupils indiscipline despite being made illegal. The researcher there recommends that the government should come up with a policy to ensure that caning is stopped in primary schools.

4. There is need to strengthen general supervision and instructional supervision in primary schools to ensure that teachers conduct their activities of facilitating learning professionally and according to the guidelines of ministry of Education science and Technology.

Suggestions for further research.

This study cannot be considered exhaustive in discussion considering the areas of focus. Further research should be conducted in the following areas.
1. A similar study should be conducted in other areas/division which may not have similar conditions like Karungu Divisions for comparative purpose.

2. In 2001, the Kenya government outlawed corporal punishment in schools as a method of managing the pupils' indiscipline in schools. A study should be carried out to find out the effects of this on the pupils' indiscipline.
BIBLIOGRAPHY


David, R. et. al (1975): Classroom and Instructional Management. Cemrel; Walker Educational Book Corp.


APPENDIX A : LETTER OF INTRODUCTION

Samson Arodi
Kenyatta University
Box 43844,
NAIROBI

Dear sir,

I am a Masters student at Kenyatta University. I am in the process of collecting data to enable me write a research project.

Please note that indiscipline in schools in normal and so kindly be sincere and truthful. The information you give will be treated with utmost confidentiality.

Yours faithfully,

Samson O. B. Arodi.
APPENDIX B: CLASS TEACHES QUESTIONNAIRE

The class teachers questionnaire on causes and management of pupils indiscipline in primary schools.

The purpose of this study is to investigate the methods used by teachers in managing the pupils indiscipline in Kerungu Division.

NB: (i) Do not write your name

(ii) The information you give will be treated with utmost confidentiality

Part A General Information

1. Teaching experience ...................... years

2. Which class are you in charge of? ..............

3. Which other classes and subject do you teach? Indicate below:

Class I ____________________ Class ii ____________________
Class iii ________________ Class iv ____________________
Class v ________________ Class vi ____________________
Class vii ________________ Class viii ____________________

Part B:

The following is a list of some possible forms of people indiscipline in primary schools. Write 'YES' against the ones
you have encountered in your school and 'NO' against the ones you have not encountered.

1. Absenteeism
2. Lateness/tardiness
3. Cheating in examination/Dishonesty
4. Theft
5. Untidiness
6. Aggression (fighting, vandalism, short temper)
7. Disrespect for the teachers/school rules
8. Low concentration in class activities
9. Withdrawal of pupils (shyness, lack of confidence, phobia)

From the list of forms of indiscipline above 1-9 write down five common ones in your school beginning with the most common ones.

(i) ____________________________
(ii) ____________________________
(iii) ____________________________
(iv) ____________________________
(v) ____________________________

Please mention any other forms of pupils indiscipline in your school not mentioned above.
Part C.

Below is a list of the possible causes of indiscipline in any primary school. Put YES against the ones which apply to your school and NO against the ones which do not apply.

1. Too much work given to pupils
2. Examination pressure
3. Conflict between school and home environment
4. Family background of pupils
5. Over enrolment in one classroom
6. Poor teaching methodology
7. Peer group influence
8. Influence from the surrounding e.g. fishing activities
9. Teachers irresponsible behaviour e.g. comes late, hostile to students etc.
10. Lack of cordial relationship between the teacher and student (hatred, fear, etc)

Among the causes identified in number 1-11 above, write down five which are very common beginning with the most common ones.

........................................................................................................
........................................................................................................
........................................................................................................
........................................................................................................
........................................................................................................
Part D.

The following are some of the methods which teachers in primary schools use to control the pupils. Write YES against the ones used in your school and NO against the ones not used in your school.

1. Giving rewards in the form of prices, than, praises to pupils who show improvement in discipline.
2. Use of sanctions/penalty for any form of misbehaviour
3. Ignoring the pupils who misbehave.
4. Giving a list of school rules and punishing those who infringe on the school rules.
5. Use of learner centered methods
6. Involving the pupils in choosing their own prefects and drafting the school rules which guide the pupils conduct.
7. Involving all the pupils in learning activities
8. Sending pupils who misbehave out of the classroom
9. Improving the teaching methodology by use of teaching/learning resources using appropriate techniques.
10. Guidance and counselling

Write down any five methods you commonly use beginning with the most commonly used from the list above.
Part E.

Answer the following questions on problems teachers encounter in managing the pupils indiscipline.

37. How do the pupils respond to your attempts to control their behaviour?
   Positive ( ) Negative ( ) tick one.

38. Has any of your pupils disobeyed your order?
   YES ( ) NO ( ) tick one
   If yes how many times in the 2003. Once, twice, thrice, more than three time tick one.

39 (i) Have you clashed with a parent over a pupil indiscipline
   YES _____ NO __
   (ii) If yes, why did you clash ____________________________
   (iii) What step did the parent threaten to take against you?

40. The following are examples of problems you may encounter in the classroom in the management of pupils indiscipline. Tick the ones which apply to your school
Lack of the head-teacher’s corporation

(i) Lack of teaching material
(ii) Over enrolment in the class
(iii) Naivity of children
(iv) Learning difficulties among the learners

Write down three problems beginning with the most serious ones from the list above.

(i)  
(ii) 
(iii) 

Mention any other problems you encounter

• Thank you
APPENDIX C: HEADTEACHERS QUESTIONNAIRE

The head-teacher questionnaire on pupils indiscipline and the headteacher's role in managing the pupils indiscipline in primary school.

The purpose of this study is to investigate the methods teachers use in managing the pupils indiscipline in primary schools in Karungu Division.

**Part A : Instructions**

1. Answer all questions
2. All responses given will be treated with utmost confidentiality.
3. Do not write your name anywhere in this paper.

**Part A: Give the following general information**

1. Give your work experience as a teacher and a head-teacher: Teacher ___ head-teacher ___
2. Give the number of teachers in your school and their qualification as follows P3 ___ P2 ___ P1 ___ S1 ___ UT ___
3. State the number of streams and pupils in your school as follows:

Std I ___ Std ii ___ Std iii ___ Std iv ___
Std v ___ Std vi ___ Std vii ___ Std viii ___
4. Please indicate whether your school is adequately staffed, understaffed or overstaffed; _______. Please give a brief one explanation for your answer.

SECTION B:

Below is a list of some forms of indiscipline which are common in primary schools. Write YES against the ones you have encountered in your school and NO against the ones you have not encountered.

1. Absenteeism ( )
2. Lateness/Tardiness ( )
3. Cheating in examination ( )
4. Dishonesty/theft ( )
5. Aggression (fighting, vandalism, short tempered etc) ( )
6. Disrespect for the teachers or school rules ( )
7. Withdrawal of pupils (shyness, lack or confidence etc) ( )
8. Truancy ( )
9. Boisterousness (an over excitement/noise) ( )

11. From the list of the form of misbehaviour you have encountered, write down five of them which are very common
beginning with the most common and seriousness (from the list above).

1. __________________________
2. __________________________
3. __________________________
4. __________________________
5. __________________________

Arrange the classes in order of seriousness of the classroom indiscipline beginning with the most notorious class.

1st __ 2nd __, 3rd __, 4th __, 5th __, 6th __, 7th __, 8th __.

PART C

Below is a list of ways in which a teacher can cause indiscipline in a school. Indicate the ones you have noticed in your school by indicating YES or NO:

(i) Going to class late or leaving class early ( )
(ii) Poor teaching methods ( )
(iii) Being untrained ( )
(iv) Lack of teaching resources ( )
(v) Lack of cordial relationship between the teachers and pupils e.g. hatred, negative attitude etc ( )
(vi) Incompetence of teachers on subject mastery ( )
(b) Rearrange the items above starting with the most common ones

(i)

(ii)

(iii)

(iv)

(v)

(c) Specify any other ways in which teachers in your school have contributed to the pupils indiscipline

PART D

Below is a list of possible roles a head-teacher can play in order to manage the pupils indiscipline in primary schools. Write (YES) against the ones you have succeeded doing and NO against the ones you have not.

1. Supporting teachers in all disciplining matters.

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

3. Checking class registers and dealing with the absentees

4. Making school rules in which pupils are involved.
5. Avoiding overcrowding in the classroom.

6. Making the teaching and learning resources available to teachers to make the learning interesting.

7. Involving the parents in solving indiscipline cases.

8. Checking the teachers punctuality in class.


10. Rewarding pupils who display good behaviours.

11. Discouraging teachers from idle-talk in the room.

Write down five roles which you have practised most beginning with the most frequently used from the list above.

1. 

2. 

3. 

4. 

5. 

PART E

The following questions or statements are related to problems head-teacher face in managing the pupils indiscipline. Respond as appropriate:

(i) Lack of teachers cooperation

(ii) Clashing with the parents over the pupils
Do your teachers in your school cooperate in the management of the pupils' indiscipline in the school? Yes (  ) No (  )

1. Comment on your teachers' involvement in the management of the pupils' indiscipline.

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

2. Which forms of indiscipline make you send a pupil home for a parent?

(i) 

(ii) 

(iii) 

(iv) 

(v) 

3. Mention any ways in which the parents have been useful to you in the management of pupils' indiscipline in the school.

.................................................................................................................................
.................................................................................................................................
.................................................................................................................................
4. Have you clashed with any parents over the pupils indiscipline? YES ___ NO ___

If yes how many times? Once, twice, more than three times, _____.

Please indicate whether you allow the following types of punishment in your school. Writer YES against the ones you allow and No against the ones you do not allow.

1. Cleaning the compound. (   )
2. Repeating poorly done works. (   )
3. Kneeling down. (   )
4. Detaining pupils to do manual work. (   )
5. Standing in class while others are seated. (   )
6. Slapping, abusing. (   )
7. Suspension from class. (   )
8. Mental torture. (   )
APPENDIX D: PUPILS QUESTIONNAIRE

This is pupils Questionnaire on forms, causes and management of pupils indiscipline in Primary Schools.

Note.

(i) The information given here will be treated with utmost confidentiality.

(ii) Do not write your name in this paper

(iii) Please, ensure that all questions are responded to.

PART A. General Information

1. Indicate whether you are a boy or a girl

2. Give the name of your school-----------------------------

3. Give the zone under which your school falls-----------------

4. Do you go back home for lunch yes No (tick one)

5. How long, in minutes) do you take to walk from your home to school ------------------------.

PART B. Home background information

1. Is your mother alive? Yes No

2. Is your father alive? Yes No
3. Does your mother have gainful employment yes No
4. Does your father have gainful employment yes No.
5. Does your father work near home? Yes NO.
6. Does your mother work near home? Yes No.

PART C

The following are some ways in which parents interfere with pupils education in Primary Schools.

Put tick (3) against the ones you have experienced.

1. Not buying the school uniform_____
2. Not paying money needed in school_____
3. Not buying the required text books_____
4. Being given too much work at home_____
5. Being requested to marry/get married_____
6. Being discouraged from going to school
7. Mention any other ways not covered in number 1-6

____________________________________

____________________________________

PART D.

The following are some forms of indiscipline among pupils in primary schools. Tick (3) against the ones you seen your school.
1. Absenteeism

2. Lateness in going to school

3. Cheating in examinations

4. Truancy

5. Untidiness

6. Fighting /vandalism

7. Disrespect for teachers/prefects/school rules

8. Not attending classes/skiving lessons

9. Theft/dishonesty

10. Drug abuse/taking Bhang

11. Mention any other forms of indiscipline you have seen among pupils in your school.

PART E.

Answer the following questions regarding the methods of teaching.

1. Do you like the way the following subjects are taught in your school/class?
(a) Mathematics
(b) English
(c) Kiswahili
(d) GHCR
(e) Science

8. The following are some of the reasons why a pupil may not like the teaching method used by a teacher. Indicate using a tick the ones you have noticed in your school.

(a) A teacher gives too much work
(b) A teacher does not come for the lessons regularly.
(c) A lot of caning during the lessons.
(d) A teacher does not mark exercise books.
(e) A teacher does not use teaching aids e.g maps, etc.

PART F.

The following are some of the methods teachers use in managing the pupils indiscipline. Tick the ones which you have seen in your school.

1. Giving rewards to those who show improvement in behaviour.
2. Caning those who mibehave

4. Advising the pupils who misbehave to change

5. Making the pupils to clean the school compound

6. Detaining pupils to do manual work over lunch-break

7. Abusing pupils

8. Suspension from class

9. Standing in class while the rest are seated

10. Asking the pupils to kneel down.

11. Mention any other methods that the teachers use in your school to control misbehavior among the pupils

Thank you.
APPENDIX E: WORK PLAN

1. April 2003 - August 2003 - Writing a research proposal.
2. September to December 2003 - Pilot study
3. September 2004 - 26th October - Analysis of pilot study and improving the questionnaire
4. October 2003 (5th - 27th) - Data collection
5. 1st November - 31st December - Analysis
7. July 2004 - Binding
8. August 2004 - Submission of the report to the supervisor