A SURVEY OF CLASSROOM DISCIPLINE PROBLEMS FACED BY
TEACHERS IN SELECTED PRIMARY SCHOOLS IN
KANGUNDO DIVISION OF MACHAKOS DISTRICT.

BY:
BENJAMIN KIMATU MAUNDU.

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Maundu Benjamin
A survey of
classroom discipline

1986.
DECLARATION

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

BENJAMIN KIMATU MAUNDU

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

DR. (MRS.) PAMELA WANGA.
LECTURER.

DEPARTMENT OF EDUCATIONAL ADMINISTRATION PLANNING AND CURRICULUM DEVELOPMENT KENYATTA UNIVERSITY.
DEDICATION

This work is dedicated to my parents whose tireless efforts and determination has enabled me to attain this level of education, my daughter Muthoki whom I had to leave at the age of one month in order to attend this course, my wife for her good understanding, support and cooperation during the time of study and all those who taught me.

(ii)
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To all these people, I am most grateful.
ABSTRACT

The primary purpose of this study was to investigate classroom related discipline problems faced by primary school teachers, their causes, and the methods, used by teachers in dealing with these problems in their classrooms. It focuses on the Headteacher as the overall administrator in the school whose role is that of supporting and encouraging good school and classroom discipline conducive to effective teaching and learning.

The study was limited by two major factors; firstly, it was carried only in one area, Kangundo Division. This would therefore not allow for generalisation of findings to all schools in Machakos District, let alone schools in Kenya; secondly, the time and financial constraint, did not allow the researcher to use a larger sample.

The project was therefore limited to 6 primary schools, from which 24 teachers and 6 Headteachers were randomly selected to be subjects/respondents for this research study.

The tool used in this study was the questionnaire, one for the Headteachers and the other for the teachers, which were personally administered by the researcher.
The major findings of the study were:

1. Primary school teachers face numerous pupil problem behaviours in the classroom. However, teachers perceive problem behaviours which directly affect academic learning and performance to be of more concern than those which affect pupils' moral and character building like theft, dishonesty and disrespect for authority.

2. Teachers and Headteachers perceive family background of pupils, parent interference in school matters and shortage of teaching material to be the major causes of classroom and general school indiscipline.

3. Teachers prefer to use preventive and behaviour modification methods of dealing with classroom problem behaviour than punitive ones. However, teachers mostly use the punishments which engage the pupils in a tiring activity, detention, repeating poorly done work and loss of privileges.

4. Headteachers discourage the teachers from using serious caning and suspending pupils from classroom.
5. Teachers have a negative attitude towards use of punishment and positive attitude towards use of rewards as methods of dealing with classroom indiscipline.

6. Primary school Headteachers are aware of, and understand their role in improving classroom discipline particularly in area related to improving the teachers' professional competence, the school curriculum and classroom instruction and fostering a conducive school working climate amongst the teachers.
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CHAPTER 1

THE PROBLEMS AND ITS RELATED COMPONENTS

1.1 CONTEXT OF THE PROBLEM.

The issue of classroom discipline is very sensitive to educational administrators, teacher trainers and all concerned with quality education for children. To the Headteacher, good school discipline begins in the classroom. Mbiti (1974:84) testifies to this effect when he states that "Discipline in the classroom is the basis of control. No lesson can be a success without discipline." Osighemhe (1974:20) adds that "Discipline has a direct relation to academic standards. They both move in sympathy, discipline taking the lead".

A school, being a social institution, is charged with the responsibility of preservation and transmission of culture, the inculcation of appropriate values and attitudes, the imparting of skills and promotion of innovative, creative and critical abilities (Eshiwani 1979:347). Cooke and Dunhill (1966:11) summarize the aims of school education as:

The development of the spiritual, moral, mental and physical well-being
of their pupils, and the pursuit of skills in the tools by which pupils acquire the knowledge, understanding, dexterity, and logic to enable them not only to make a material success of life but to appreciate their leisure time and to contribute to the good of the society in which they live.

The Ministry of Education, Science and Technology in the syllabuses for primary school standard VII-VIII (1984), stated one of the national goals of education in Kenya to be concerned with individual development and self-fulfilment as:

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

It is important to note, from above, that the transition from school to adult world can be painful, unless pupils are given daily opportunity in school to follow a pattern of good community living as practiced by their elders in the immediate neighbourhood and the country as a whole. This view express the importance of good discipline as defined in the broad sense in school (see definition of terms).

The government and the people of Kenya are concerned
with both quantity and quality of education of Kenyan children. This was demonstrated in 1979 (Eshiwani 1984:3) when the government decreed free education in primary schools. Fund raising activities continue to be organized by parents, with support of the government to expand and improve primary schools. However, time and again parents, teachers and administrators continue to express their concern on school discipline, through the mass media and public gathering. Buni, (Daily Nation 1984:7) for example complained:

The habit of school children to smoke, drink, disobey teachers and parents and eventually fail examinations is everywhere ....

Other forms of concern in school discipline have been in the area of disciplinary methods where observers have warned for example that "Discipline will never be achieved through punishment, pain and fear. This is what the rod does". (Ndegwa 1984:7). Mullie (Sunday standard 1980:3) addressing himself to the issue "intelligent children are made" stressed that "Discipline plays a very important role in the learning process".
Most of formal learning occurs in the classroom. In the Kenyan primary school system, the policy is one teacher per class particularly in the lower primary. This means that one teacher stays with the pupils in one class for most of the time and so faces all the discipline problems associated with his/her class. As Dube (1972:8) states, healthy children are largely under the influence of the instinct of activity, "they are full of vivacity and movement and no amount of pursuasion or compulsion can therefore force them to remain motionless for a considerable length of time."

The researcher notes that, very few of the researchers who have investigated primary school administration, have addressed themselves to the issue of classroom discipline. This study took this venture, and placed emphasis on it because good school discipline begins in the classroom, and that no lesson can be a success in the absence of good discipline.

1.2. STATEMENT OF THE PROBLEM

This study attempts to investigate classroom discipline problems faced by primary school teachers, their causes, the methods used by primary school teachers in dealing with classroom unwanted behaviour
and the role played by the Headteachers, as the overall administrators in the school, in supporting and encouraging good school and classroom discipline conducive to effective teaching and learning. In this study the Headteacher is viewed as one who bears the ultimate responsibility for all school discipline, who should be a shining example of discipline to his members of staff, who in turn will reflect it to the pupils, and who is responsible for the overall running and control and for the maintenance of the tone and all round standards in his/her school. (A manual for Heads of secondary schools; A Handbook for primary school Headteachers).

The primary school teacher deals with children who are at their early stages of development, physically, mentally, socially, morally and any other aspect of human development one can think of. The teacher's role in the classroom is not only that of providing opportunities for the mastery of subject matter but also, providing a classroom environment conducive to desirable social interactions. Page (1964:290) recognized this demanding role of the teacher when he stated:

Classroom discipline is viewed as a problem in schools in countless communities. Not only does it give concern to the citizens and school administrators, but teachers view it as one of their most difficult problems.
Mbiti (1974:79) adds to this that:

Behaviour is as a result of both hereditary and environmental factors. Discipline is a system of arranging conditions for healthy living and learning.

In the classroom, this social interaction is essential so that children can learn to plan together and agreeably, offer constructive criticism impersonally, share ideas, respect the values and ideas of others, and be a leader or follower as the occasion demands. To achieve this climate, the teacher deals simultaneously with learning and problem behaviours that disrupt, prevent or inhibit learning. In so doing, the teacher deals with young and delicate children full of "youthful energy". They take pleasure in discharging this energy through play, talking and singing to name a few. The children may innocently or deliberately, (due to their age), display behaviours which are unacceptable in the classroom, legally, morally, educationally, on safety grounds or on teachers personal consideration. This fact requires that primary school teachers be equipped with relevant and efficient classroom control techniques for young children.

Hassan (1979) studying Pupil Control Ideology in Science Classrooms in Secondary Schools in Sudan revealed that some science teachers in Sudan were proud of being harsh and punitive and that there was no place for
laughter and smiles in their classroom. If this is the case in the Kenyan Primary school classroom, Mbiti (1974) Cautions against this approach which he calls "a negative view of discipline" and states that in the classroom, discipline should mean the control of the class to achieve desirable behaviour and a system of guiding individuals to make reasonable decisions responsibly. The teacher's role in the classroom should be to direct the pupils' energy towards useful and worthwhile activities such that their energy can be profitably expended realizing that "an idle mind is a devil's work shop".

1.3 SIGNIFICANCE OF THE STUDY.

Classroom discipline is very essential for effective teaching and learning and the Headteacher as the chief executive in the school is accountable for all the disciplinary policies and methods in the school. No lesson can be a success in absence of good discipline. Good classroom discipline does not occur automatically. In the primary school, the children are at their early stages of development and are largely influenced by the instinct of play and vivacity. To effectively adopt suitable methods of control in the classroom, there is need for training and continued in-servicing of teachers for as page, (1964:291) puts it that:
The researcher, therefore, hopes that the findings and recommendations that come out of this study are of significance to teacher trainers, Headteachers, school inspectors, officials of the Ministry of Education Science and Technology, prospective teachers in colleges, teachers undergoing in-service courses, the practicing teachers, and other people interested in school administration could use this information as a basis for further research.

1.4 OBJECTIVE OF THE STUDY.

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

(1) To investigate:

(a) The types of classroom discipline problems faced by primary school teachers,

(b) The possible causes of classroom indiscipline,

(c) The methods used by primary school teachers in dealing with classroom indiscipline

(i ) punitive methods

(ii ) preventive methods

(iii) Behaviour modification techniques
(d) The types of punishment used by teachers in the classroom.

(e) The teachers' attitudes towards punishment as a method of dealing with classroom indiscipline (Problem behaviour)

(f) The teachers' attitudes towards the use of rewards as a behaviour modification technique.

(g) The role played by the Headteacher, as the school administrator, leader, and supervisor, in assisting the teachers to obtain and maintain favourable classroom discipline.

(2) To recommend, based on the findings of the study above, possible improvements to the existing approaches to classroom control techniques, punitive and other disciplinary measures in Kenyan primary schools.

1.5 MAJOR ASSUMPTIONS.

1.5.1. Classroom discipline problems exist in any normal primary school classroom.

1.5.2. Teachers are capable of identifying the causes of indiscipline in their classrooms.
1.5.3 Teachers have developed some standard methods of dealing with indiscipline in the classroom.

1.5.4 Teachers have, as a result of their classroom experience, or training, formed attitudes towards the use of punishment and rewards in classroom.

1.5.5 The Headteachers are aware that they are responsible for and accountable for discipline and disciplinary procedures in their schools as well as in the individual classrooms.

1.6 SCOPE AND LIMITATION OF THE STUDY.

1.6.1 The study was confined to Kangundo Division of Machakos District. This would not therefore allow for wider generalizability of the findings to cover the District, let alone Kenyan Primary Schools, as a whole.

1.6.2 Time factor was another limitation. Time allocated for this project of about 10 weeks was too short to allow for detailed study.

1.6.3 The amount of money allocated for this project could not allow the researcher to select a larger sample for the study.
1.6.4 Schools in the rural areas are very scattered. This coupled with the problem of means of transport, forced the researcher to choose only one school in each educational Zone, giving a sample of 6 Headteachers out of 161, 24 teachers out of 1512 teachers, (source: Kangundo Division Education Officer), in the division.

1.7. DEFINITION OF SIGNIFICANT TERMS.

1. Classroom:
   A building or any environment, chosen by the teacher or school administration where teachers and pupils engage in teaching and learning (instructional) activities.

2. Pupil:
   A learner or primary school child in school.

3. Primary School:
   A public institution for learning, which in Kenyan Education system comes after nursery (Pre-primary) and before secondary education and comprises of eight years of
education, catering mainly for children of average ages of between six and eighteen years.

4. Teacher:
A person employed by the Teachers' Service Commission whose duty is to teach or give learning instructions to children in school, after successfully completing a training programme.

5. Headteacher:
A person, who is a teacher by training and employed by the Teachers' Service Commission, and entrusted, by appointment, with the overall administration and supervision of a primary school.

6. Learning:
A permanent desirable change of behaviour, physical, or mental, with regard to laid-out educational objectives.

7. Behaviour:
Used in broad sense to refer to overt and covert changes within a learner as a result of exposure to formal, informal or
8. Discipline:

A state of physical or mental orderliness, or control within a learner, as a result of desirable learning, experience or externally imposed by rules, punishment and rewards for example: Obedience, Cooperation, favourable attitude towards study and classroom work, courtesy, respect for others and property.

9. Self-discipline:

A state of self-control established in the learner that prevails (persists) even in the absence of the teacher in the classroom, to punish or reward him/her as a result of training or individual/group effort.

10. Punishment:

A process of an intentional infliction of pain, shame, unpleasantness, by a teacher or Headteacher on a pupil or group of pupils as a consequence of the pupil's or group's misbehaviour.
11. Reward:
An intentional award, serving a symbolic approval of desirable behaviour, to a pupil or group of pupils by a teacher for example, prizes, praise, grades, smiles, privileges, tokens, shaking hands and general approval or recognition of the self-worth of the individual.

12. Attitude:
A state of mind that governs some one's acceptance, rejection, dispositions, prejudices, feelings, thinking, believing, or pre-concieved notions and convictions of something, event or phenomena, opinions being seen as a verbal expression of attitude and index of it.

13. Role:
Functions, duties or responsibilities of an individual in a given situation set about by the expectations of the members of the group in the situation at a given time. In this study, "the situation" is the discipline in the classroom, and the
"individuals" refer to Headteacher, teachers and pupils (parents implied).

14. Conduct problem behaviour:

Behaviour that is grossly disturbing to others and may be directed to them, in that it is hostile, aggressive, disruptive or/and disobedient.

15. Personality problem behaviour:

Behaviour taking the form of "withdrawal" that suggests that the child is fearful of others, is anxious, lacks confidence, and is avoiding situations that might expose him/her to criticism, ridicule or rejection.

16. Reinforcement:

Any thing, event or experience in the environment that increases the frequency or strength of a behaviour.

17. Effective teaching:

Satisfactory and desirable teaching, being able to bring about or meet the cognitive, affective and psycho-motor educational needs of learners in the classroom.
18. **Administrator:**

A person charged with the responsibility of carrying out the process of planning, deciding, organizing, coordinating, communicating, evaluating and influencing matters concerning the school program, pupil personnel, staff-personnel, community relations and financial management in a school for example Headteacher, Education Officers or inspectors.

19. **Teacher Educator:**

Person working in a teacher training institution whose responsibility is to teach prospective teachers (Student teachers) during their pre-or in-service training in preparation to teach effectively in schools.

20. **Curriculum:**

All subjects taught and activities provided in a school and includes time devoted to, and scope of each subject and activity.
21. **Questionnaire:**

A set of written questions to which written responses are required from the sampled respondents.

22. **Data:**

Information that is systematically collected in this study for the purpose of addressing the objectives of the study.

23. **Generalizability:**

The degree or extent to which results of a study may apply to a larger population. In this study the larger population to which the findings may be generalized is all primary schools in Kangundo Division of Machakos District and would even extend to all Kenyan primary schools, had the sample been larger and more representative.

24. **Pilot-testing:**

Administration of the questionnaire (research instrument) to individuals
or groups with relevant knowledge, skills, and attitudes regarding the topic of the research study, for the purpose of checking the validity of the items on the instrument as well as their relevance to the target population. It provides useful insight upon which appropriate revision can be made before administration of the final draft.

25. Random Selection:

Picking or choosing of persons or items in a group in such away that each person or items has equal chance of being chosen or selected.

26. Study:

A systematic collection of data to answer one or more question(s) or for attaining an objective.

27. Educational Zones:

Small divisions into which an educational division is split for easy administrative purposes. Each zone is placed under an officer called Assistant Primary School
28. Untrained Teacher:

A person who does not possess professional certificate to be a teacher but is employed by the Teachers' Service Commission as a teacher.

1.8 Organization of the Rest of the Project.

Chapter 2: Review of Related Literature under the following headings:

(a) The concept of classroom discipline.

(b) Types of classroom indiscipline.

(c) Causes of classroom indiscipline,

(d) Methods used by teachers in dealing with classroom indiscipline.

(e) Teachers attitude towards the use of punishment and rewards in classroom.

(f) The roles played by Headteachers to ensure teachers obtain and maintain good classroom discipline.
Chapter 3: Discusses the design of the study describing the methodology used, sample, data collection and analysis procedures.

Chapter 4: Analyses the data. Finding of the data analysis and discussions fall under this chapter.

Chapter 5: Deals with summary of the study observations, Conclusions and recommendations for further study.
CHAPTER 2.

2.0 REVIEW OF RELATED LITERATURE.

The present study seeks to investigate the Types of Classroom Discipline Problems. Faced by Primary School Teachers, Their Causes, the Methods used by primary School Teachers in Dealing with Classroom Indiscipline, the Types of Punishments Used by Teachers in Dealing with Classroom Indiscipline, The Teachers' Attitudes Towards the Use of Punishment and Rewards in the Classroom as methods of Dealing with Unwanted behaviour and the Roles played by the Headteacher in Ensuring that Good Classroom Discipline Conducive to effective Teaching and Learning Prevails in their Schools.

The review of literature was done in relation to:

(a) the concept of classroom discipline;

(b) causes of classroom indiscipline;

(c) types of classroom discipline problems (unwanted behaviours).

(d) Methods of Dealing with classroom Misbehaviour;

(e) the teachers' attitudes towards the use of;
(i) Punishment in classroom.

(ii) Rewards in classroom; and

(f) the roles played by Headteachers to ensure that favourable classroom discipline prevails in their schools.

2.1. Review of Literature Related to the Concept of Classroom Discipline.

Calderhead (1984:21) stated that the teacher's professional practice can be described in two major and apparently separate tasks:

(a) The task of instruction; involving the selection and sequencing of appropriate lesson content, and the transmission of knowledge, of skills and attitudes and the provision of feedback to pupils about their learning process.

(b) The task of classroom management; involving the organization of pupils and materials, the establishment of classroom procedures to facilitate the work of the class and dealing with disruptions and threats to classroom order.

Although the present study is related to the second task, the researcher notes that the two tasks are intermeshed.
Bushell (1973:75) defined classroom discipline as "a set of procedures designed to eliminate behaviours that compete with effective learning". The value of this definition is that it emphasises the role of the teacher in the classroom as that of simultaneously dealing with LEARNING and with any BEHAVIOURS THAT CONFLICT with learning. Effective classroom discipline procedures should therefore arrange for consequences which reduce undesirable behaviour, while at the same time providing strong and consistent reinforcement for appropriate behaviour. To this effect Kelly (1980:57) states:

Effectiveness in the classroom requires that the teacher's plans for organization and management begins with the expectation that students can and will learn appropriate social and academic behaviours.

Osigbemhe (1974:16), stressing the importance of school discipline as it relates to academic standards stated:

Discipline is enforced as a means of creating the atmosphere of a learning situation conducive to effective teaching and learning free from unnecessary interruption and disturbance ... It should lead children to develop socially desirable habits such as neatness, punctuality, obedience, honesty, industry and so on.
Mhlanga (1975:17) stressing that good discipline is fundamental to good teaching stated:

Unless a pupil listens to a teacher, he cannot learn or understand anything said by the teacher, he cannot make any progress. A child must give the teacher full attention if he is to learn successfully.

However, Mhlanga (1975:17) cautions that good classroom discipline should not be interpreted to mean a situation where pupils leap to the teacher's commands like soldiers but "Good discipline exists when the pupils control themselves and behave in acceptable manner without being commanded".

2.2 Review of Literature Related to Types of Classroom Problem Behaviours

From the fore-going literature, the behaviours that conflict with desirable learning are referred to as discipline problems, problem behaviours, or unwanted/undesirable classroom behaviours. These, viewed in broad sense, includes conduct and personality behaviour problems (see definition of terms).

Since classroom learning involves pupil-pupil and teacher-pupil interactions, the personality problem
behaviours such as shyness, nervousness, impulsiveness, lack of confidence, feeling unworthy/inferior, to name a few, seriously affect the child's learning as much as conduct behaviour problems may affect. In this connection Lindgren (1972:137) warns that since personality troubled children may not have hostile behaviour, unless placed under an unusual degree of stress, or if any, may hold it back, direct it against themselves in form of guilt or self-criticism, personality problems in the classroom may not obviously come to the attention of the teacher. Lindgren (1972:131) exemplifies this point by stating that:

A boy who is so shy that he can not make a scheduled presentation to the class is likely to present a problem that calls for more than average attention on the part of the teacher.

In relation to types of discipline problems faced by teachers in the classroom Blair, (1954:416) stated:

Many types of maladjusted children are found in our school classroom. The symptoms they exhibit are numerous. These include; shyness, suspiciousness, untruthfulness, tattling, cruelty, bullying, cheating, truancy, impertinence, tardiness, stealing, profanity, boisterousness, showing-off... and all sorts of classroom disorderliness.

Lindgren (1956:137) made a list of symptoms characterising them into three major kinds of behaviour problems in early adolescent children as falling under personality
(neurotic) problems conduct (Psychopathic) problems and problems of emotional and social immaturity.

2.3 Review of Literature Related to Causes of Classroom Indiscipline.

Review of literature on possible causes of classroom indiscipline reveals that many factors such as the level of development of the learners, teacher's behaviour, the nature of the curriculum, classroom atmosphere, home background of the children, the administrative behaviour of the Headteacher and peer influence, to name a few, affects pupil behaviour in classroom. Kelly (1980:57) for example states that:

Many teachers fail to give adequate attention for classroom management practices for instruction related to appropriate behaviours.

Osigbemhe (1974:21) addressing himself to the issue of "School Discipline and Academic Standards" to Nigerian audience enumerated two possible causes of school indiscipline as:

(a) The home environment which includes parents, relatives, dwelling place, play-things, and play-mates.
(b) The wider-environment outside the home which includes the people the child comes in contact with (the community), the language he hears, the ideas he imbibes, the television and cinema he watches outside and the play group and their individual characteristics.

and adds that:

Today there is conflict between the home and the society and between the ideals the schools want to inculcate in the children and what the children see going on in the society.

While it is plausible that teachers should shoulder the blame for indiscipline in the classroom, as they are "expected to be paragons of excellence in the community, reflecting the ideals rather than practice of the community (page, 1964:297), Scarfe (1974:21) addressing himself to the issue of classroom indiscipline in American context, stated that parents have a share of the blame of classroom indiscipline:

Our permissive society has reared a generation of rude, arrogant, supercilious, selfish younger people. They are the pleasure-seeking "now" generation .... Teachers cannot continue to be efficient in classrooms unless parents and society in general take firmer hand in home training in morals, ethics and good manners.
Review of Literature Related to Teachers' Methods of Dealing with Classroom Indiscipline

Review of literature of the methods of dealing with classroom misbehaviour showed that three methods are available to the teachers:

(a) Punitive methods; The underlying principle being that "when a response is followed by an annoying state of affairs, the connection between this response and the stimulus which preceded it tends to be weakened." (Thorndike 1913).

(b) Use of rewards method; The assumption being that every behaviour is purposeful. So if the teacher ignores unwanted behaviour and rewards the pupils for desirable behaviour, the desirable (rewarded) behaviour will increase in strength and frequency while the ignored unwanted behaviour weakens.; and

(c) Preventive methods; The assumption is that if the teacher arranges the learning environment such that the conditions under which misbehaviour occurs are absent, then the pupils will not misbehave. This method requires
the teacher to be vigilant and monitor the classroom social and physical environments such that the resulting classroom climate is conducive for favourable human living and learning. Cohen (1977:176) stated that teachers possessing classroom monitoring show "withitness" and added that:

The good teacher is "out there" in the classroom, not wrapped in his own involuted Musing. He is aware of everything that is going on and the children sense vividly his perception of them as well as his grasp of the subject matter. A teacher with this kind of awareness responds immediately to a minor problem before it has time to develop.

2.5 Review of Literature Related to Attitude Towards Use of Punishment in Classroom.

Review of Literature related to teachers' attitude towards the use of punishment in classroom reveals that, more educators, and parents have a negative attitude towards the use of punishment in classroom. Page, (1964: 293-294), for example identified 6 concomitants of punishment:

(a) Anxiety may be aroused by the threat of punishment which may cause the effect of punishment to spread to other situations.
(b) Punishment arouses hate of the punisher and what the punisher stands for.

(c) Since punishment is administered in the spirit of anger, it may arouse in the child a tendency to struggle and challenge the authority of the punisher, resulting in counter aggression.

(d) The punished child may find it necessary to test the extend and severity of the punishment to which he is reliable and whether this punishment can be tolerated.

(e) Since an individual acts in accordance of his conception of himself, the most devastating effect of punishment is the lowering of self-esteem and arousal of feelings of inferiority that follow its wake.

(f) Since punishment leads to guilt for the repressed tendencies which on the other hand struggle for expression and on the other hand are blocked from acceptable expression, it eventually leads to a need for punishment to expiate the guilt.

Shakombo (Standard 1979:3) addressing himself to the issue of corporal punishment warned that:
Caning of pupils must be discouraged because it does not improve teaching but only creates enmity between the teacher and pupils.

Ausubel, (1968:380), viewing punishment in the sense of nonreward and stated that punishment:

Helps structure a problem meaningfully, furnishing direction to activity, and information about progress towards goal, in terms of what is to be avoided.

2.6 Review of Literature Related to Teachers' Attitudes Towards Use of Rewards in the Classroom.

Review of literature related to the use of rewards in educational setting reveals that the principle underlying the use of rewards in classroom is that behaviour is purposeful so that the behaviours (responses) that are accompanied by satisfying state of affairs are selected and learned.

Ausubel (1968:379) identified three general ways in which rewards can influence learning.

(a) By serving as incentives, rewards help set a meaningful problem by relating a specific sequence
or organization of component responses to specified goal outcome.

(b) By providing significant information about the success or failure of responses, rewards give selective emphasis at critical points to desired or correct reactions, thereby facilitating discrimination between relevant and irrelevant cures.

(c) By satisfying certain drives at a given time, rewards strengthen, on a more permanent basis, those drives which they satisfy at the moment.

Giving a contrast between the effectiveness of punishment in reducing unwanted behaviour and the effectiveness of rewards in strengthening desirable behaviour, Page (1964:292) stated that:

The effect of punishment is to produce an inhibition (repression) of behaviour which is quite different from weakening the response or the tendency to make it .... repressions serve the needs of the parent and the teacher but donot help the child to become more self directing, which should be the primary goal of education .... The effect of punishment is by no means so significant in weakening learning as reward is in strengthening learning.
However, although a lot of literature favoring the use of rewards in the classroom exists, Vernon (1974:77) warned that:

"rewards given at school may have a carry-over effect", meaning that the child may develop an expectation that people outside school are keen to reward him/her for his/her success. If this does not happen, the child may return to the unwanted behavior.

Kochhar (1978:330-331) adds that:

In many cases receipt of the rewards becomes a signal of termination of effort .... Rewards, so to say, have a demoralizing effect on the pupil because they attempt him to do work not for duty's sake but for the sake of receiving a prize.

2.7 Review of Literature Related to the Roles played by the Head-teacher to improve Classroom Discipline.

The general school and classroom discipline is dependent on the administrative, supervisory and leadership styles of the Headteacher who is the overall person in charge of all the school matters. Page (1964:296) states that if a principle, (Headteacher);
Takes a positive and constructive point of view towards education, he makes possible a constructive attitude for his teachers, but, if he is a believer in authoritarian control and repression, he makes the teachers' task difficult.

Njagi (1981:1,3) adds that:

If the attitude of teachers towards the Headmaster's administrative behaviour is negative, their morale is bound to be low and in consequence their teaching performance and effectiveness are decreased tremendously.... For the school to succeed in its endeavours, the teachers should consider the Headteacher as a colleague rather than an authority in an ivory tower whose major role is to order what to be done and how to do it.

The views of Njagi and Njagi can be taken to mean that while it is his duty to maintain "status quo" of the school, the Headteacher should also have the skill and ability to influence his followers (pupils and teachers), to work hard so that it is possible to obtain the proposed goals. This can only be achieved when the climate of the school organization is conducive to working, conditions. Thus as far as discipline and academic standards are concerned, he must prove helpful in all ways to his staff.

In connection to discipline, the City Education department (1979:34) states that:
The Headteacher and the staff should realize that discipline is a very essential educational element for the development of a healthy and dynamic primary school.

Raju (1971:13) listed seven (7) leadership roles of a Headteacher as related to:

(i) improvement of teaching,
(ii) evaluation of teaching and learning,
(iii) Parents' and community relations,
(iv) creative and curricular development,
(v) improvement of school living,
(vi) planning, organizing, and implementing plans for total school improvement, and
(vii) improvement of educational methodology.

Raju (1972:35, 36) stated two of the objectives of educational administration as:

To provide a child with a proper atmosphere and desirable conditions to enable him to develop socially, intellectually, morally, physically, creatively and ethically, and to provide facilities to teachers for in-service training so that they develop professionally and be worthy of the task entrusted to them and keep in pace with the advances of knowledge especially in their respective fields.

Perrine (1984:3) summarizes the Headteacher's role as that of an overall instructional supervisor in the
school, that of improving both the program and the staff, and to serve as a source person, with the ultimate goal being the improvement of teaching and learning situations.

**Summary of Literature Related to Classroom Discipline**

Review of literature related to the purpose of the present study, that is, Classroom Discipline, revealed that:

(a) The role of a teacher in the classroom is that of simultaneously dealing with learning and the behaviours that conflict with the teaching and learning activities, which are referred to as unwanted behaviours, indiscipline or problem behaviours.

(b) In primary schools some of these indiscipline problems are related to the childrens' level of development, childrens' family background, and that some are teacher, school and curriculum related.

(c) Methods of dealing with classroom indiscipline include preventive measures, behaviour modification approaches and punitive methods.
(d) Educators hold varied views (opinions) about use of punishment and rewards as methods of dealing with classroom indiscipline.

(e) Headteachers are accountable for classroom indiscipline in their schools.

The researcher, then, found it of paramount importance to investigate the aspect of classroom indiscipline under the following operational areas:

(a) The types of classroom discipline problems faced by teachers.

(b) The causes of Classroom Indiscipline.

(c) The Methods Used by Teachers in Dealing with Classroom Indiscipline.

(d) The Types of Punishments Used by Teachers in Dealing with Classroom Indiscipline.

(e) The Teachers' attitudes Towards the Use of:

(i) Punishment and

(ii) Rewards,

a) as Methods of dealing with Classroom Indiscipline

(f) The Roles Played by Headteachers to assist Teachers to obtain and Maintain Favourable Classroom Discipline Conducive to effective teaching and learning.
CHAPTER 3

3.0 DESIGN AND METHODOLOGY

3.1 STUDY SAMPLE:

The sample of the study consisted of 6 primary School Headteachers and 24 primary school teachers derived from randomly selected primary schools in Kangundo Division of Machakos District. The Division has 6 Educational Zones as shown in table 1.

TABLE 1: SHOWING KANGUNDO EDUCATION DIVISION ZONES, NUMBER OF SCHOOLS AND NUMBER OF TEACHERS IN EACH ZONE.

<table>
<thead>
<tr>
<th>ZONE</th>
<th>NUMBER OF SCHOOLS</th>
<th>NUMBER OF TEACHERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Kakuyuni</td>
<td>29</td>
<td>340</td>
</tr>
<tr>
<td>2. Kangundo</td>
<td>23</td>
<td>346</td>
</tr>
<tr>
<td>3. Matungulu</td>
<td>27</td>
<td>306</td>
</tr>
<tr>
<td>4. Kianzabe</td>
<td>24</td>
<td>189</td>
</tr>
<tr>
<td>5. Mwala</td>
<td>28</td>
<td>243</td>
</tr>
<tr>
<td>6. Mbiuni</td>
<td>30</td>
<td>208</td>
</tr>
<tr>
<td>TOTALS</td>
<td>161</td>
<td>1512</td>
</tr>
</tbody>
</table>

The selection of the schools was done in the Assistant Primary Schools Inspectors offices (A.P.S.I.) as follows:
The A.P.S.I. provided the researcher with a list of names of the primary schools in his Zone. The researcher numbered the school 0, 1, 2, ... to the last school. Equally numbered cards were made, and mixed up. The researcher blindly picked one card. The number on the picked card determined the school chosen for the study.

The subjects of the study consisted of the Headteachers of the randomly selected schools, and the teachers who taught classes 2, 4, 6 and 8. The teachers were selected from the Headteacher's office. The teachers who taught most subjects in each of the classes 2, 4, 6 and 8 were chosen. In most cases this teacher happened to be the classteacher (classmaster/mistress). Such teacher was likely to be more conversant with the discipline problems in that class than those who taught fewer lessons. Also alternating classes were chosen because they would provide reliable results of problem behaviour progression (spectrum) in the school than succeeding classes.

If a school had more than one stream per class, one stream was randomly selected using numbers and numbered cards, and then the teachers sampled as
Thus the sample of the study consisted of 6 primary school Headteachers and 24 teachers, giving a total of 30 respondents to whom the questionnaires for this study were administered.

3.2 METHODOLOGY

3.2.1 INSTRUMENTATION.

In this study, the researcher used the questionnaire as the data-collecting instrument/tool. The questionnaire was developed by the researcher and was administered personally to the respondents.

The questionnaires were of two types:–

A. The Headteachers' questionnaire which was divided into two parts:
   (i) Part (A) requiring the Headteachers to provide general and relevant information about the school and
   (iii) Part (B) requiring the Headteachers to provide specific information regarding their roles in assisting teachers to maintain good classroom discipline. (see appendix D).
The teachers' questionnaire consisted of 6 parts as follows:

(i) Part(I) requiring teachers to identify popular classroom discipline problems from a given checklist.

(ii) Part(II) requiring teachers to indicate possible causes of problem behaviour in their classroom;

(iii) Part(III) required teachers to select from a given list, the methods they used most or they never used in dealing with problem behaviour in their classrooms.

(iv) Part(IV) required teachers to rank order six types of punishments, giving examples of each type of punishment, in the order they used them in their classrooms in dealing with problem behaviour.

(v) Part(V) consisted of 10 items aimed at appraising the teachers' attitudes towards punitive discipline in the classroom.

(vi) Part(VI) consisted of 10 items aimed at appraising teachers' attitudes towards use of rewards in the classroom as a means of maintaining discipline.
The items in the questionnaires were designed by the researcher through review of literature on general aspects of discipline.

3.2.2. PILOT TESTING.

Before the actual collection of data using the questionnaire was done, pilot testing was done using one primary school Headteacher and 4 primary school teachers. These teachers were not used in the main study. The subjects used for pilot testing were asked by the researcher to complete the questionnaires and give any comments they found appropriate concerning clarity of the items, instructions, the time that should be allowed for completion of the questionnaire and to indicate whether there was more than one item requiring the same type of information.

At the end of pilot testing it was found that the two days allowed for teachers to complete the questionnaires was too short and so the time allowed for completion of the questionnaires was raised to 5 days. This was reasonable because schools were involved in athletic competitions and District joint assessment tests.
3.2.3 COLLECTION OF DATA.

The researcher, after receiving permission from the president's office for this study, visited the Kangundo Division Assistant Education Officer (A.E.O) who provided the researcher with an introductory letter to all the Headteachers in the division and copies were sent to the Assistant Primary School Inspectors (A.P.S.I.) in each zone, alerting them of the presence of the researcher in the Division, and requesting them to cooperate. After random selection of schools was done in the A.P.S.I.s' offices and selection of respondents in the Headteachers' offices, the questionnaires were personally distributed by the researcher and 4 to 5 days allowed before the collection of the completed questionnaires.

3.2.4 TREATMENT OF DATA.

The data gathered, was analysed and presented in tabular rank-ordered form of frequency and percentage distribution.

Likert-type scale was used for the presentation and analysis of data for the teachers' attitudes towards use of punishment and rewards in the classroom. High scores in the scale meant favourable or positive
attitudes for both teachers' attitude towards use of punishment and rewards in classroom, while low scores meant unfavourable or negative attitude. On the scale, positively or favourably stated items were scored as follows:

- Strongly agree (AS) = 5
- Agree (A) = 4
- Uncertain (U) = 3
- Disagree (D) = 2
- Strongly disagree (SD) = 1

The order of scoring was reversed for unfavourably or negatively stated items, as:

- Strongly disagree (SD) = 5
- Disagree (D) = 4
- Uncertain (U) = 3
- Agree (A) = 2
- Strongly agree = 1

Ten items were developed for appraising the teachers' attitudes towards the use of punishment and rewards in the classroom.

If the number of items = 10
The lowest possible score per respondent = 10
The highest possible score per respondent = 50
If a respondent score = X
His/her percentage score \( Y = \left( \frac{X \times 100}{50} \right) \% \)

Since the number of respondents = 24.

Average score for all respondents

\[
\text{Sumation of } \left( \frac{Y_i}{24^n} \right) \% 
\]

\( i = \text{respondents} \ 1, 2, 3 \ldots \ldots \ 24\text{th respondent} \).

Since on this scale the range of scores is between 10 and 50 per respondent, the mid-point for the scale = \( \frac{10 + 50}{2} \)

\[
= 30 \\
= \left( \frac{30 \times 100}{50} \right) \\
= 60\% 
\]

Then a score of 30 or 60\% indicated uncertainty of the teachers attitude, a score greater than 30 or 60\% indicated positive or favourable attitude towards use of punishment or reward in classroom and a score less than 30 or 60\% indicated negative or unfavourable attitude.
Kangundo Educational Division is divided into 6 zones. In each zone one school was randomly selected and 4 teachers who taught most subjects or lessons in classes 2, 4, 6, and 8, and the Headteachers chosen to be the respondents/subjects for this study. A sample of 24 teachers and 6 Headteachers was used for this study. A 100% return rate for the questionnaires was achieved, and all had usable data.

The responses of teachers to the questionnaire items were analysed to determine:

(i) the types of classroom misbehaviour faced by primary school teachers;
(ii) the possible causes of classroom indiscipline;
(iii) methods used by teachers in dealing with classroom indiscipline;
(iv) types of punishments used by teachers in their classrooms;
(v) teachers' attitudes towards use of punishment in the classroom; and,
(vi) teachers' attitudes towards use of rewards in the classroom.
The responses of the Headteachers to the questionnaire items were on the other hand, used to determine the roles played by the Headteachers, ensuring that the teachers attain and maintain classroom discipline conducive to effective teaching and learning.

4.1.1 Types of Classroom Discipline Problems.

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

Table 2 shows types of problem behaviours, perceived by the respondents to be most serious in their classrooms, arranged in the order of frequency of responses. Absenteeism was perceived, by 95.8% of the respondents, to be the most serious problem while Phobia, perceived by 16.7% of respondents, was considered to be the least serious problem.

A closer look at Table 2 shows that the teachers in the sample, perceived behaviours that directly affect mastery of subject matter, for example absenteeism, withdrawal, disinterest in learning, poor academic
performance, aggression to property and other pupils and speech disorders, to be more serious problems. Behaviours which do not directly affect academic performance or mastery of subject matter, for example phobia, restlessness, theft, disrespect for authority and dishonesty, were not perceived to be significant problems in the classroom. This may imply that teachers in the classroom are so concerned with the mastery of subject matter that they pay utmost attention to problems that directly affect learning at the expense of other forms of misbehaviour. This can be understood in the light of the fact that most parents and educators tend to equate a teacher's competence with his/her pupils' achievement in national and other important examinations. A further implication could be that problem behaviours like absenteeism, lateness, withdrawal and poor academic performance affect the teacher's time allocation and scheme of work in the sense that extra coaching or remedial teaching becomes necessary. These are tasks which many teachers would desire to shy away from by all means!
## TABLE 2.

Types of Classroom Discipline Problems.

<table>
<thead>
<tr>
<th>Problem Type</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Absenteeism</td>
<td>23</td>
<td>95.8</td>
</tr>
<tr>
<td>2. Withdrawal e.g shyness, depression</td>
<td>20</td>
<td>83.3</td>
</tr>
<tr>
<td>3. Lack of interest to learn</td>
<td>19</td>
<td>79.2</td>
</tr>
<tr>
<td>4. Lateness</td>
<td>18</td>
<td>75.0</td>
</tr>
<tr>
<td>5. Poor academic performance</td>
<td>17</td>
<td>70.8</td>
</tr>
<tr>
<td>6. Untidiness and Messy tendencies</td>
<td>15</td>
<td>62.5</td>
</tr>
<tr>
<td>7. Aggression to others and property</td>
<td>13</td>
<td>54.2</td>
</tr>
<tr>
<td>8. Speech disorders</td>
<td>13</td>
<td>54.2</td>
</tr>
<tr>
<td>9. Selfishness</td>
<td>13</td>
<td>54.2</td>
</tr>
<tr>
<td>10. Disobedience and uncooperative</td>
<td>12</td>
<td>50.0</td>
</tr>
<tr>
<td>11. Dishonesty</td>
<td>12</td>
<td>50.0</td>
</tr>
<tr>
<td>12. Disrespect for authority</td>
<td>11</td>
<td>45.8</td>
</tr>
<tr>
<td>13. Theft</td>
<td>10</td>
<td>41.7</td>
</tr>
<tr>
<td>14. Restlessness</td>
<td>9</td>
<td>37.5</td>
</tr>
<tr>
<td>15. Phobia</td>
<td>4</td>
<td>16.7</td>
</tr>
</tbody>
</table>
4.1.2 Causes of Classroom Indiscipline Problems

The second objective of this study was to investigate what teachers perceived as causes of classroom indiscipline.

In part A of the Headteachers’ questionnaire number 14 (see Appendix C), the respondents were asked to rank a given set of possible causes of classroom misbehaviour. In part (II) of the teachers’ questionnaire, (see Appendix D), the respondents were asked to indicate by a tick (✓), the causes of classroom problem behaviour, from a given list, as they perceived it in their classrooms.

Table 3 shows the extent to which the problems were perceived to be causes of misbehaviour by teachers in their classrooms while table 4 shows some 6 administrative causes ranked in the order in which Headteachers perceived to be causes of classroom misbehaviour in their schools.

Table 3 indicates that family background of pupils (ticked by 91.7% of the respondents) was perceived to be the most serious cause of classroom misbehaviour. This is a
possible explanation of the fact that most respondents (95.8%) ranked absenteeism (see Table 2) as the most serious discipline problem they faced in their classrooms. This could mean that some poor parents hold their children at home to engage in income generating activities such as picking coffee instead of going to school.

A closer look at Table 3 reveals that the causes of classroom indiscipline perceived by most teachers (50% and above), as serious can be categorised into 3:

(a) Home environment related causes. These are family background, conflict between home training and classroom rules and peer influence. Peer influence can also occur in the classroom;

(b) School administration related causes; namely, inadequacy of apparatus and text books, too many pupils in one classroom, and conflict between classroom rules and home training can also be included in this category to a lesser extend, and

(c) teacher related causes; lack of prior apparatus and seating arrangement, poor teaching methodology and teacher behaviour.

Influence of mass media was perceived by least number of teachers (14.7%) as a cause of classroom misbehaviour. This can be explained by the fact that Kangundo Division is in rural area and, most if not all, the children have not been exposed to facilities like television, films, newspapers and magazines.
### TABLE 3

Teachers' Perception of Causes of Classroom Indiscipline

<table>
<thead>
<tr>
<th>Causes of classroom Indiscipline</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Pupil family background</td>
<td>22</td>
<td>91.7</td>
</tr>
<tr>
<td>2. Inadequate apparatus and textbooks</td>
<td>21</td>
<td>87.5</td>
</tr>
<tr>
<td>3. Lack of prior apparatus and seating arrangement</td>
<td>20</td>
<td>83.3</td>
</tr>
<tr>
<td>4. Conflict between classroom rules and home training</td>
<td>20</td>
<td>83.3</td>
</tr>
<tr>
<td>5. Too many pupils in classroom</td>
<td>18</td>
<td>75.0</td>
</tr>
<tr>
<td>6. Poor teaching methodology</td>
<td>15</td>
<td>62.5</td>
</tr>
<tr>
<td>7. Peer influence</td>
<td>14</td>
<td>58.3</td>
</tr>
<tr>
<td>8. Teacher behaviour</td>
<td>12</td>
<td>50.0</td>
</tr>
<tr>
<td>9. Teacher lateness to class or leaving the class before end of lesson</td>
<td>12</td>
<td>50.0</td>
</tr>
<tr>
<td>10. Influence of mass media</td>
<td>10</td>
<td>41.7</td>
</tr>
<tr>
<td>11. Teachers incompetence to handle the subject matter</td>
<td>10</td>
<td>41.7</td>
</tr>
<tr>
<td>12. Too much work given to pupils</td>
<td>9</td>
<td>37.5</td>
</tr>
<tr>
<td>13. Holding pupils in class longer than indicated on timetable</td>
<td>8</td>
<td>33.3</td>
</tr>
<tr>
<td>14. Examination pressure</td>
<td>8</td>
<td>33.3</td>
</tr>
</tbody>
</table>
Table 4 indicates that Headteachers ranked parent interference (first) as a serious cause of classroom indiscipline. In this study it was not possible to establish how and to what extent parent interference affects classroom discipline. But could be that the parents attitude towards the school, the teachers and the Headteacher and the way parents react to the schools' disciplinary procedures, school rules and regulations affects pupils' behaviour in the classroom.

Shortage of teachers apparatus textbooks and classrooms were also highly rated by Headteachers. This could be interpreted to mean that Headteachers wish that parents cooperated more than they actually do in construction of classrooms so as to enable the Headteachers to split some of their large classes to smaller units. This ties up well with the fact that shortage of teachers is highly rated by Headteachers as a cause of classroom indiscipline. More teachers would enable Headteachers to split the large classes into smaller and manageable units.

A closer and comparative look at Table 3 and Table 4 reveals the following:

(a) While Headteachers did not perceive too many untrained teachers in their schools to be a serious cause of classroom indiscipline, 62.5% of teachers perceived poor teaching methodology, teacher behaviour
**TABLE 4.**
Headteachers' Relative Ranking of Causes of Classroom Indiscipline

<table>
<thead>
<tr>
<th>Relative ranking of a cause of Classroom indiscipline</th>
<th>Cause as Perceived by Headteachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>parent interference.</td>
</tr>
<tr>
<td>2</td>
<td>Shortage of Classrooms.</td>
</tr>
<tr>
<td>3</td>
<td>Shortage of teachers.</td>
</tr>
<tr>
<td>4</td>
<td>Shortage of teaching material.</td>
</tr>
<tr>
<td>5</td>
<td>Small School compound.</td>
</tr>
<tr>
<td>6</td>
<td>Too many untrained teachers</td>
</tr>
</tbody>
</table>
(50%) and teachers' incompetence to handle the subject matter (41.7% of respondents), to be serious causes of classroom indiscipline. This could mean that while Headteachers do not perceive lack of training to be serious cause of classroom indiscipline teachers on the other hand wish that were better trained and that in-service courses were made available so as to enable them to improve the quality of classroom control techniques.

(b) Headteachers did not rank shortage of apparatus to be serious cause of classroom indiscipline while 87.5% of teachers perceived it to be a serious cause of classroom indiscipline. This could mean that teachers wish that Headteachers purchased more apparatus and textbooks than they actually do, while on the other hand Headteachers expected their teachers to improvise apparatus for most of their teaching.

(c) Shortage of classrooms was highly ranked by Headteachers as serious causes of classroom indiscipline. This is a possible explanation of the observation that many teachers (75.0%) perceived overcrowding in the classroom to be a cause of classroom indiscipline. This is plausible because if there is shortage of classrooms, then, it is not possible to split the larger classes to smaller manageable units.
Methods Teachers Use for Dealing with Classroom Indiscipline

The third objective of this study was to find out what methods teachers use for dealing with classroom indiscipline. Table 5 shows the methods the respondents indicated they highly used and table 6 shows the methods the respondents indicated they least used in their classrooms, in ranked ordered frequencies of responses.

All the respondents indicated that prior (making of) seating and apparatus arrangement before their lessons began, and involving all pupils in the lesson activity, were important methods of dealing with classroom indiscipline. Table 5 also shows that more teachers reward pupils who excel in academic performance (95.8%) than those who reward pupils for improvement in classroom discipline. This further confirms an earlier observation that teachers tend to concentrate more on classroom issues that affect mastery of subject matter than in other classroom aspects. Table 6 shows that few respondents perceived that giving deterrent punishment (12.5% only), ignoring individual misbehaviour (12.5%) and following every misbehaviour with punishment (29.2%), were methods most used in their classrooms in dealing with classroom indiscipline.
<table>
<thead>
<tr>
<th>Method</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Making seating and apparatus arrangement before lesson begins</td>
<td>24</td>
<td>100</td>
</tr>
<tr>
<td>2. Ensuring all pupils are involved in the lesson activity</td>
<td>24</td>
<td>100</td>
</tr>
<tr>
<td>3. Giving rewards to pupils who excel in academic performance</td>
<td>23</td>
<td>95.8</td>
</tr>
<tr>
<td>4. Showing loving, fatherly/motherly relation with pupils.</td>
<td>22</td>
<td>91.7</td>
</tr>
<tr>
<td>5. Equally distributing teacher attention to both bright and less</td>
<td>22</td>
<td>91.7</td>
</tr>
<tr>
<td>bright pupils</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Equally assigning classroom responsibility to both bright and less</td>
<td>17</td>
<td>70.8</td>
</tr>
<tr>
<td>less bright pupils</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Giving rewards to pupils who show improvement in classroom discipline</td>
<td>16</td>
<td>66.8</td>
</tr>
<tr>
<td>8. Giving pupils a chance to choose their work partners.</td>
<td>15</td>
<td>62.5</td>
</tr>
<tr>
<td>9. Giving pupils a list of classroom rules</td>
<td>16</td>
<td>62.3</td>
</tr>
</tbody>
</table>
A comparative look at table 5 and 6 shows that the methods the respondents indicated they use most in their classrooms (table 5) can be termed as preventive and behaviour modification methods while the methods used by least number of respondents (Table 6) can be termed as punitive or oversive methods. This can be interpreted to mean that teachers are aware that classroom control methods are shifting from punitive to better and less aversive methods.

4.1.4 Types of Punishments Used by Teachers in Dealing with Classroom Unwanted Behaviour

The fourth objective of the study was to investigate the types of punishments used by teachers in dealing with unwanted behaviour in the classroom.

To achieve this objective, the respondents of the teachers' questionnaire, were required to indicate the types of punishments they use in the classroom and provide examples of each type (see Appendix D) Part (IV). The Headteachers in part A number 13 of the Headteachers' questionnaire were asked to indicate the punishments they allow or do not allow their teachers to use in the classroom (See Appendix C).
**TABLE 6**

Methods Teachers Use Least Frequently for Dealing with Classroom Indiscipline

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Caning pupils who misbehave</td>
<td>13</td>
</tr>
<tr>
<td>2. Seating bright pupils on one row and less bright pupils on another row</td>
<td>11</td>
</tr>
<tr>
<td>3. Ensuring that every misbehaviour is followed with punishment</td>
<td>7</td>
</tr>
<tr>
<td>4. Ignoring individual misbehaviour and only intervening in case which affect the entire class</td>
<td>3</td>
</tr>
<tr>
<td>5. Severely punishing misbehaving pupils to serve as deterrent to others</td>
<td>3</td>
</tr>
</tbody>
</table>

Table 7 shows the types of punishments used by teachers, the number of respondents who indicated that they use them expressed as a percentage and the examples the respondents provided for each type. Table 8 shows the punishments which respondents to the Headteachers' questionnaire indicated they allow or do not allow their teachers to use in classroom.
TABLE 7.
Types of Punishments used by Teachers in the Classroom.

<table>
<thead>
<tr>
<th>Types of Punishments</th>
<th>Frequency</th>
<th>Percent</th>
<th>Examples Provided</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Loss of privilege</td>
<td>24</td>
<td>100</td>
<td>Demotion from group leader, demotion from class monitor, not allowed to borrow from other pupils</td>
</tr>
<tr>
<td>2. Physical torture</td>
<td>21</td>
<td>87.5</td>
<td>Digging, kneeling down, running a distance, putting hands up for sometime, sweeping and washing, pinching, squatting, standing while others sit.</td>
</tr>
<tr>
<td>3. Mental torture</td>
<td>13</td>
<td>54.2</td>
<td>Writing several lines of same sentence, sitting idle not communicating to others, Doing extra class work, completing work in limited time</td>
</tr>
<tr>
<td>Verbal reprimand</td>
<td>11</td>
<td>45.8</td>
<td>Rebutting/reproving, Revealing child's misbehaviour in class.</td>
</tr>
<tr>
<td>Fining pupil</td>
<td>8</td>
<td>33.3</td>
<td>Deduction of marks, paying for lost or destroyed classroom property</td>
</tr>
<tr>
<td>Suspension from class</td>
<td>1</td>
<td>4.17</td>
<td>-</td>
</tr>
<tr>
<td>Sending pupil for parent</td>
<td>1</td>
<td>4.17</td>
<td>-</td>
</tr>
</tbody>
</table>
All (100%) of the teachers indicated that they use loss of privilege as a punishment in their classroom, 87.5% of the respondents indicated that they use physical torture. Only 4.17% of the respondents indicated that they use suspension from class and sending pupils for parents as forms of punishment in the classroom.

All the respondents to the Headteachers' questionnaire indicated that they do not allow their teachers to use corporal punishment (Caning), slapping, intimidation and abusing pupils in the classroom, and suspension from class (Table 8). This explains the observation that only 4.17% of the teachers respondents indicated that they suspend pupils from class as a form of punishment. Although 87.5% of teachers indicated that they use physical torture in their classroom, those who gave "Caning" as an example of it indicated that it was "light caning". How light "light caning" is was difficult to establish. However, this implies that teachers are aware of the fact that the Ministry of Education, Science and Technology stipulates that corporal punishment can be administered only under serious indiscipline conditions, and that it should be done by the Headteacher, in presence of a witness preferably the parent of the child and put in record.
TABLE 8.
Types of Punishments Headteachers
Allowed or Didnot allow the
Teachers to use in
Class.

<table>
<thead>
<tr>
<th>Punishment</th>
<th>Allowed</th>
<th>Not allowed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Caning, Slapping, intimidation, abusing pupils</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>2. Light Caning</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>3. Suspension from class</td>
<td>✔️</td>
<td>x</td>
</tr>
<tr>
<td>4. Cleaning the compound</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>5. Calling parent</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>6. Kneeling down</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Digging in the Compound</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>8. Coming to school early in the morning to do manual work</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>9. Repeating poorly done work</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>10. Standing in class while others sit</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>11. detaining pupils after school to do manual work.</td>
<td>✔️</td>
<td></td>
</tr>
</tbody>
</table>

Key: x = not allowed, ✔️ = allowed.
A close look at tables 7 and 8 shows that most respondents, Headteachers and teachers, indicated that engaging pupils in a tiring activity for example digging, weeding, kneeling down, standing up, cleaning, running short distances, to name only a few, were most practised by teachers for controlling misbehaving in the classroom.

4.1.5 Teachers' Attitudes Towards Use of
Punishment and Rewards in the
Classroom as Methods of
Dealing with Unwanted
Behaviour.

The fifth and sixth objectives of this study were to investigate the teachers' attitudes towards the use of:
(i) Punishment and
(ii) rewards,
in the classroom as methods of dealing with unwanted behaviour.

A Likert-type scale was used for the presentation and analysis of this data. 10 items were used for measuring the respondents' attitudes towards both use of rewards and punishment in classroom. The highest possible score a respondent could obtain was 50 and the lowest possible score was 10, giving a mid-point on the scale to be 30.
The scores were then expressed as percentages out of 50. The respondents were rated as:

Most positive for scores  70.0% - 100.0%
Mild positive for scores  60.5% - 69.5%
Uncertain for score       60.0%
Mild negative for score   50.5% - 59.5%
Most negative for score   0.0% - 50.0%

(for details see Appendices E and F)

Table 9 shows in summary the number of respondents and percentages who fell under each of the five rating categories for attitudes towards use of punishment and rewards in classroom as methods of dealing with classroom misbehaviour. On the overall, the respondents had a mildly negative attitude towards use of punishment, (average score 29.7 or 59.4%), and had mostly positive attitude towards use of rewards, (average score of 38.8 or 77.5%), as methods of dealing with classroom indiscipline.

(See details on Appendices E. and F)

It can be therefore concluded that teachers are shifting from aversive (punitive) to behaviour modification methods of classroom control. This finding ties up well with the conclusion derived from 4.1.3 of this study.
Table 9 shows that more respondents (50.0%) (mildly or mostly) favoured the use of punishment, and 45.8% did not favour its use in the classroom. 4.2% of respondents were uncertain. All (100.0%) of respondents favoured use of rewards in their classrooms,
The last objective of this study was to investigate the roles played by the Headteacher, as overall school administrator, leader and supervisor, in assisting the teachers to obtain and maintain favourable classroom discipline.

In part B of the Headteachers' questionnaire, the respondents were given a list of 22 roles of a Headteacher in instilling good classroom discipline and asked to indicate the ones they performed in order to ensure that teachers obtained and maintained good classroom discipline.

Table 10 shows 10 roles which all the respondents perceived to be performing most in order to ensure good classroom discipline of these ten roles:

(a) three were concerned with improvement of the teachers' professional competence. These are encouraging teachers to attend educational seminars, inservice courses and conferences; facilitating joint discussions of syllabus, schemes of work and teaching methodology in staff meetings, and encouraging teachers to visit Teacher Advisory Centres (T.A.Cs.)
four were concerned with the improvement of the curriculum and instruction. Such were checking teachers' lesson notes, schemes of work and records of work; purchasing and maintaining teaching materials; seeking parents' cooperation to construct buildings and buying desks; and checking teachers' punctuality to classrooms.

One of the roles "encouraging teachers to feel free to go and discuss their classroom problems in the Headteachers' offices suggested that the Headteachers were aware of the importance of proving helpful in all ways to their teachers and establishing a peer relation with their teachers. It can also be interpreted to mean that Headteachers want their teachers to consider them (Headteachers) as resource persons and colleagues rather than authorities in an ivory tower whose major role is to order what is to be done and how to do it.

Table 11 shows 8 roles which most respondents perceived to be performing to ensure good classroom discipline. Of these 8 roles (a) The 5 of them reflect the aspect of delegation of duties related to general school and classroom discipline to teachers and other members of public. A good example is the appointing of a member or group of members of staff to be incharge of guidance and counselling.
### TABLE 10

Roles all Headteachers Play to Ensure Good Discipline in the Classroom in their School

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Encouraging teachers to attend Educational seminars, inservice course and conferences.</td>
</tr>
<tr>
<td>2.</td>
<td>Facilitating joint discussion of syllabus, schemes of work, teaching methodology in staff meeting.</td>
</tr>
<tr>
<td>3.</td>
<td>Checking teachers' lesson plan, lesson notes, record of work and schemes of work.</td>
</tr>
<tr>
<td>4.</td>
<td>Checking class register to deal with absentees</td>
</tr>
<tr>
<td>5.</td>
<td>Encouraging teachers to visit Teacher Advisory Centres (T.A.C.)</td>
</tr>
<tr>
<td>6.</td>
<td>Purchasing and maintaining teaching material.</td>
</tr>
<tr>
<td>7.</td>
<td>Seeking parents cooperation in construction of buildings and buying desks.</td>
</tr>
<tr>
<td>8.</td>
<td>Appointing classmonitors and prefects in each class.</td>
</tr>
<tr>
<td>9.</td>
<td>Checking teacher' punctuality in class.</td>
</tr>
<tr>
<td>10.</td>
<td>Encouraging teachers to feel free to go and discuss their classroom problem in the Headteachers's office.</td>
</tr>
</tbody>
</table>
This can be interpreted that primary school Headteachers are aware of the importance of delegation of duties in administration. (b) Two of them reflect the aspect of community relations in school administration. Such are encouraging staff to visit other schools and learn from colleagues and exchanging teaching materials with other schools.

Table 12 shows the roles played by fewer Headteachers to ensure good Classroom discipline in their schools. Of these 3 of them have punitive connotations and other related negative effects. Such are the roles pertaining to refusing teachers permission to go out of school during working hours, sitting at the back of classroom and watch a teacher teach and expelling misbehaved pupils from school. For example the fact that few (33.3%) Headteachers indicated that they sit at the back of the classroom and watch a teacher teach would be because most Headteachers would like to avoid embarrassing their teachers in class, and that it could cause distrust and suspicion and hence set tense working atmosphere in the school. However, the "Manual for secondary School Heads" and "A Handbook for Secondary School Primary School Teachers" stipulates that the Headteacher can sit at the back of class and observe the teaching that is going on.

The Ministry of Education, Science and Technology discourages expulsion of primary school children from school, unless under special indiscipline cases in which
### TABLE 11

Roles Most Headteachers Play to Ensure Good Classroom Discipline in Their Schools

<table>
<thead>
<tr>
<th>Roles of Headteachers</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Supporting teachers in all disciplinary matters</td>
<td>5</td>
<td>83.3</td>
</tr>
<tr>
<td>2. Appointing a teacher or group of teachers to be in charge of guidance and counselling</td>
<td>5</td>
<td>83.3</td>
</tr>
<tr>
<td>3. Reminding staff and pupils of school rules</td>
<td>5</td>
<td>83.3</td>
</tr>
<tr>
<td>4. Holding staff meeting to discuss discipline and disciplinary procedures in the school</td>
<td>5</td>
<td>83.3</td>
</tr>
<tr>
<td>5. Inviting other people to advise pupils on discipline matters</td>
<td>4</td>
<td>66.7</td>
</tr>
<tr>
<td>6. Encouraging staff to visit other schools and learn from colleagues</td>
<td>4</td>
<td>66.7</td>
</tr>
<tr>
<td>7. Exchanging teaching materials with other schools</td>
<td>4</td>
<td>66.7</td>
</tr>
<tr>
<td>8. Avoiding too many pupils per class</td>
<td>4</td>
<td>66.7</td>
</tr>
</tbody>
</table>
case the Headteacher has to seek authority to expel from a higher authority in the Ministry. This explains the observation that few respondents (33.3%) indicated that they expel misbehaving pupils from school. This observation can also be interpreted to imply that the Headteachers feel that Primary school children, being so young, they (Headteachers) would be causing more damage to expel a misbehaving pupil from school than the misbehaviour they were guarding against would cause.

TABLE 12

Roles Fewer Headteachers Play to Ensure Good Classroom Discipline in their Schools

<table>
<thead>
<tr>
<th>Roles Played by Few Headteachers</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Holding meetings with</td>
<td></td>
<td></td>
</tr>
<tr>
<td>prefeces and classmonitors</td>
<td>3</td>
<td>50.0</td>
</tr>
<tr>
<td>2. Refusing teachers permission</td>
<td></td>
<td></td>
</tr>
<tr>
<td>to go out of school during</td>
<td>3</td>
<td>50.0</td>
</tr>
<tr>
<td>working hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Sitting at the back of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>classroom to watch a teacher</td>
<td>2</td>
<td>33.3</td>
</tr>
<tr>
<td>teach</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Expelling misbehaved</td>
<td></td>
<td></td>
</tr>
<tr>
<td>pupils from school</td>
<td>2</td>
<td>33.3</td>
</tr>
</tbody>
</table>
CHAPTER 5.

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS:

5.1.1 Summary

The primary concern of this study was to investigate classroom discipline problems faced by primary school teachers in selected schools in Kangundo Division of Machakos District. For the purpose of addressing this problem, the researcher investigated:

(a) Types of classroom discipline problems.
(b) Causes of classroom discipline problems.
(c) Methods used by teachers in dealing with classroom unwanted behaviour.
(d) Types of punishments used by teachers in the classroom.
(e) Teachers' attitude towards the use of
   (i) Punishment and (ii) rewards in the classroom as methods of dealing with classroom unwanted behaviour.
(f) The role played by the Headteacher in order to ensure that teachers obtained and maintained favourable classroom discipline conducive to effective teaching and learning.
Six schools one from each of the 6 educational Zones were randomly selected. 4 teachers were selected in each school and the Headteachers giving a sample of 24 teachers out of 1512 teachers and 6 Headteachers out of 161 Headteachers in the division. Questionnaires of 2 types one for the Headteachers only and the other for teachers were administered and all returned with usable data.

Literature related to the subject area was reviewed under each of the six operational areas listed above.

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

Analysis of data was presented in Chapter 4.

The following is a summary of the findings:

1. Teachers perceived behaviour problems which directly affected the mastery of subject matter to be more disturbing than those which did not directly affect it. Examples of misbehaviours affecting mastery of subject matter included absenteeism, withdrawal, disinterest to learn, lateness, poor academic performance, aggression and speech disorders.
The misbehaviours perceived to be of less disturbing to teachers were dishonesty, theft, phobia, and disrespect for authority.

Both headteachers and teachers perceived family background to be the most serious cause of classroom indiscipline. The major examples of family related problems were cited as absenteeism, conflict between classroom rules and home training and peer influence. Closer to family background infrequency was parent interference in school affairs which seemed to affect classroom as well as general school discipline. Teachers also perceived some causes of classroom indiscipline to be related to school administration and policy as well as teacher behaviour.

3. Teachers indicated that they used more of preventive and behaviour modification methods of dealing with classroom indiscipline than they used aversive or punitive methods.

4. Teachers indicated that they mostly used loss of privilege and physical torture in their classrooms. The major examples related to loss of privilege were demotion from being a group leader, classmonitor or class prefect and withdrawal of
privilege to borrow something from friends in class. Major examples cited as related to physical torture were digging, cleaning, running a short distance, kneeling, putting hands up for sometime, standing up while other pupils sat down, pinching and squatting.

Verbal reprimand and mental torture were indicated to be fairly used. Corporal punishment (caning), suspension from class sending pupils for their parents, and fining pupils were least practised. Headteachers indicated that they did not allow their teachers to suspend pupils from school seriously cane, or intimidate them in class.

5. Teachers had a mildly negative attitude towards use of punishment and mostly positive attitude towards use of rewards in classroom as methods of dealing with classroom indiscipline.

6. The Headteachers, however, indicated that they were aware of their accountability to classroom discipline. They took more seriously the roles related to improvement of teachers' professional competence, school curriculum and classroom instruction and those related to winning the confidence of their teachers in order
to achieve favourable working climate in the school. The Headteachers also indicated that they recognized the importance of delegation of matters related to discipline to other teachers for example guidance and counselling, and utilization of good community relations, for example exchanging teaching material with other schools in improving classroom discipline.

5.1.2 Conclusions

Based on the data collected and analysed in this study the researcher arrived at the following conclusions, concerning classroom discipline:

1. Teachers face numerous pupil problem behaviours in the classroom. However, teachers perceive problem behaviours which directly affect academic learning to be of more concern than those which affect the pupils' moral and character building like theft or dishonesty. This reflects the fact that most parents and educators tend to equate a teacher's competence with his/her pupils achievement in national and other important examinations. It may then, follows that the examinations test cognitive
skills more than the affective domain related skills.

2. Family background of pupils, parent interference and shortage of teaching materials are major causes of classroom and general school indiscipline.

3. There is general shift from punitive classroom control methods to methods based on prevention and behaviour modification techniques among primary school teachers.

4. Punishments most used by teachers are those related to engaging pupils in a tiring activity, detention, repeating poorly done work, and loss of privileges. However, Headteachers donot allow their teachers to cane, suspend pupils and summon a misbehaving pupil's parent.

5. Teachers have a negative attitude towards the use of punishment, and a positive attitude towards use of rewards in classroom as methods of dealing with classroom indiscipline.

6. Primary school Headteachers are aware of, and understand their role in improving classroom discipline particularly in areas related to improving the teachers' professional competence, the school curriculum and classroom instruction.
and improving the working climate in the school.

5.1.3 **Recommendations**

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

Since family background of pupils, conflict between classroom rules and home training and parent interference were perceived, by teachers and Headteachers, to be significant causes of classroom behaviour problems and general school indiscipline, there is need to educate the public on matters pertaining to the importance of classroom and school discipline as it relates to the education of their children. This could be best done in barazas, the press, the radio, television and film shows.

Since parents play a very essential role in schools, especially in provision of physical facilities and that they will continue to take keen interest in schools attended by their children, there is need to establish managerial courses for both serving and prospective Headteachers, emphasis being placed on public relations so that the Headteachers are equipped with skills to handle what they would consider as parent
interference in schools without causing friction between the school and the parents. This could best be done through inservice courses, seminars, conferences and even during preservice training of teachers.

Since times and values are changing, and that there is a drift from punitive classroom discipline and aversive classroom control methods and that teachers as well as parents have a negative attitude towards use of punishment in classroom, teacher training colleges and in-service programs should place more emphasis on child psychology, theories of learning and classroom control techniques more than they have done before.

The ministry of Education Science and Technology should consider training more teachers so as to increase the teacher: pupil ratio in schools. This would ensure that teachers are assigned smaller classes instead of large ones. This would also require that parents redouble their efforts in construction of classrooms in order to split large classes into smaller units. This would increase the teacher per pupil attention during any given lesson. This way classroom indiscipline could be put to minimum and hence desirable and effective learning facilitated.
5.1.4 Suggestions for further Research.

(i) A more detailed study similar to this one, covering several districts could be done to enable generalization for all school classrooms in the country.

(ii) There is need to investigate how family background of the pupils affects classroom discipline.

(iii) Research could also be done to establish how parents' interference affects classroom and general school discipline.

(iv) Research could be done to establish which punishments used by teachers in classrooms are more effective in dealing with classroom unwanted behaviour.
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<table>
<thead>
<tr>
<th>No.</th>
<th>Author</th>
<th>Title and Details</th>
</tr>
</thead>
</table>
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APPENDIX A.

RESEARCH BUDGET

1. PROPOSAL EXPENDITURE:
   a) Typing about 70 page @ shs. 10.00 per page = 700.00
   b) Photocopying 6 copies @ 1/= per copy = 420.00
   c) Binding 6 copies @ shs. 25.00 per copy = 130.00
   d) Typing questionnaire for piloting = 260.00
   e) Paying for research permit = 25.00
   f) Transport for piloting 2 trips = 2x31x2 = 124.00
   g) Subsistence at rate 40 x 2 = 80.00

2. MAIN RESEARCH AND REPORT
   a) Transport to A.P.S.I's @ 30/= per trip = 180.00
   b) Transport to 6 schools @ 30/= 3 trips
       = 30 x 2 x 3 x 6 = 1080.00
   c) Subsistence 3 trips in 6 schools
       = 3 x 6 x 40 = 720.00
   d) Photo copying 156 pages questionnaire = 156.00
   e) Reporting to supervisor 3 times at
       60.00 per report (trip) = 180.00
   f) Typing about 70 page project report
       @ shs. 10.00 = 700.00
   g) Photocopying 9 copies of 70 page project
       report at shs. 1.00 = 630.00
   h) Binding 9 reports at 85.00 = 765.00

3. STATIONARY
   a) 2 reams fullscup @ 60.00 = 120.00

Total = 7,270.00
APPENDIX B

SCHEDULE OF STUDY:

February 1986, Submitting request for registration.
February - March 1986: Literature review
March - May 1986: Construction of tools and writing the proposal
June 1986: Request for research permit.
June - July 1986: Pilot testing and rewriting final tool
July - August 1986: Collection of data.
August - September 1986: Data analysis and report writing
September 12th 1986: Submitting final report.
APPENDIX C

THE HEADTEACHERS' QUESTIONNAIRE:

1. The information you provide will be kept secret.
2. The questionnaire is divided into 2 parts.
3. Read the instructions given at the beginning of each part before you start answering the questions.
4. Classroom discipline problems exist in all schools. So feel free and give correct information about your school.
5. Please tick or fill in appropriately.
PART A

GENERAL INFORMATION

1. Name of school

2. Administrative zone

3. Your highest professional qualification
   \[P_1( ), P_2( ), P_3( ), S_1( )\]

4. Your experience as a teacher \[\text{___________ Years.}\]

5. Your experience as a Headteacher \[\text{___________ years.}\]

6. Number of teachers in your staff and their
   highest professional qualification as
   \[P_1____, P_2____, P_3____, S_1____, UT____\]

7. School staff establishment \[\text{___________ teachers.}\]

8. Number of streams in each class.
   
   \[
   \begin{array}{c|c}
   \text{STD} & \text{V} \\
   \hline
   \text{I} & \text{VI} \\
   \text{II} & \text{VII} \\
   \text{III} & \text{VIII} \\
   \text{IV} & \\
   \end{array}
   \]

9. Number of pupils in each class
   
   \[
   \begin{array}{c|c}
   \text{STD} & \text{V} \\
   \hline
   \text{I} & \text{VI} \\
   \text{II} & \text{VII} \\
   \text{III} & \text{VIII} \\
   \text{IV} & \\
   \end{array}
   \]
10. Do you consider your school to be:
   Overstaffed ( )
   Understaffed ( )
   Adequately staffed ( )

11. Arrange the classes, std. 1 to std. viii in order of seriousness of classroom misbehaviour. Start with the most notorious to the most well behaved class.
   1. STD. ____________________
   2. ____________________
   3. ____________________
   4. ____________________
   5. ____________________
   6. ____________________
   7. ____________________
   8. ____________________

12. Give possible reasons for the state of indiscipline in the first
   (a) Two most notorious classes
       ______________________
       ______________________
       ______________________
       ______________________
   (b) Two least notorious classes.
       ______________________
       ______________________
       ______________________
13. Give a list of types of punishment you:

(a) Allow your teachers to use in class in dealing with misbehaviour.

Please explain

(b) Do not allow your teachers to use in class in dealing with classroom misbehaviour.

Please explain.

14. Rank the following possible causes of classroom misbehaviour, among pupils, in the order of their seriousness, starting with number one as the most serious.
15. Explain how the 2 most serious causes of indiscipline affect classroom behaviour.

PART B

HEAD TEACHERS' ROLE IN ENSURING GOOD CLASSROOM DISCIPLINE

Below is a list of possible roles played by a Headteacher in a school in order to ensure good classroom discipline. Circle M for the ones you practice most and N for the ones you never practice.
1. Supporting teachers in all disciplinary matters
2. Encouraging teachers to attend educational seminars, inservice courses and conferences
3. Facilitating joint discussions of syllabuses, schemes of work and teaching methods, at staff meetings
4. Checking teachers lesson notes, records of work and schemes of work
5. Checking class registers and dealing with absentees
6. Inviting other people e.g. social workers, parents, priests etc to address pupils on discipline matters.
7. Appointing a teacher or group of teachers to be in charge of guidance and counselling
8. Avoiding too many pupils in a class
9. Encouraging teachers to visit teacher advisory centres.
10. Reminding staff and pupils of school rules and regulations
11. Encouraging teachers to visit other schools and learn from colleagues
12. Exchanging teaching material with other schools
13. Purchasing and maintaining teaching materials.
14. Seeking parental cooperation in construction of building and buying desks

15. Appointing class monitors and prefects in every class

16. Holding staff meetings to jointly discuss discipline problems and disciplinary procedures in the classrooms

17. Holding frequent meetings with prefects and class monitors.

18. Checking teachers' punctuality in class

19. Expelling misbehaving pupils from school

20. Refusing teachers permission to go out of school during working hours

21. Sitting at the back of class and watch a teacher teaching

22. Telling teachers to feel free to come and discuss the problems they face in class with you in your office

23. Please suggest any other ways in which you assist your teachers to maintain good discipline in the classroom.
24. Do you have any general comments regarding classroom discipline in your school?


Thank you for your time and cooperation.

Name: B. K. Maundu

Date: July 1986

Signature:
APPENDIX D

THE TEACHERS' QUESTIONNAIRE:

NAME OF SCHOOL: ________________________________

CLASS(ES) YOU TEACH. ____________________________

CLASS MASTER/MISTRESS OF CLASS ________________

1. This questionnaire is divided into 6 parts. Your name is not required in this questionnaire. Read the instructions given at the beginning of each part before you begin answering the questions.

2. The questionnaire deals with classroom discipline problems faced by teachers. Classroom discipline problems face all teachers. So there is nothing to feel ashamed of. Be as honest as possible.

4. Please tick or fill in appropriately.
PART I

TYPES OF CLASSROOM BEHAVIOUR PROBLEMS

Below is a list of possible classroom behaviour problems. You may have encountered some or all of them, in your own classroom. Indicate by a tick (✓) the ones you have encountered in your classroom.

1. Restlessness e.g. fidgeting distracting others (  )
2. Lack of interest to learn e.g. laziness, inattentive, low concentration span (  )
3. Disobedience and unwillingness to cooperate (  )
4. Disrespect for the teacher, classroom rules, class monitor or prefect. (  )
5. Withdrawn pupils e.g. shy, lack of confidence and unhappy pupils (  )
6. Aggression e.g. pupils who fight others, destroy classroom property, or easily lose temper (  )
7. Pupils with speech disorders e.g. stammering (  )
8. Absenteeism (  )
9. Lateness (  )
10. Untidiness, messy or dirty pupils (  )
11. Theft (  )
12. Dishonesty (  )
13. Poor academic performance

14. Phobia e.g. pupils fearing some insects or classroom apparatus

15. Selfishness

PART II

CAUSES OF CLASSROOM BEHAVIOUR PROBLEMS:

Below is a list of possible causes of pupil classroom behaviour problems. Based on your experience in your own class, indicate by a tick (✓) the ones you consider to be causes of indiscipline in the classroom.

1. Teacher behaviour in classroom e.g. hates pupils, harsh, disrespects pupils, fails to listen at pupil problems or opinions

2. Teacher's manner of movement, dressing or gestures.

3. Lack of prior apparatus and seating arrangements, in classroom.

4. Too much work given to pupils

5. Poor teaching methodology

6. Teachers incompetence in handling the subject matter.
7. Examination pressure  
8. Conflict between classroom rules and home training  
9. Too many pupils in the classroom  
10. In adequate apparatus and textbooks  
11. Pupil-pupil (peer) influence  
12. Holding pupils in class for longer time than is indicated on the timetable.  
13. Influence of massmedia e.g. radio, newspapers and magazines  
14. Family background of pupils  
15. Teacher's lateness for class or leaving the class before the lesson ends.  
16. Any others (please specify)
### TEACHER'S METHOD OF DEALING WITH CLASSROOM INDISPLINE

Below is a list of possible methods (punitive, preventive, and behaviour modification techniques) for dealing with classroom misbehaviour. Circle A if you agree that you use any one of them and circle D for the ones you do not use.

<table>
<thead>
<tr>
<th>METHOD</th>
<th>TEACHER'S OPINION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Showing loving, motherly/fatherly relationship with pupils</td>
<td>A</td>
</tr>
<tr>
<td>2. Ensuring that all pupils are involved in the lesson activity</td>
<td>A</td>
</tr>
<tr>
<td>3. Giving rewards to pupils who show more improvement in discipline</td>
<td>A</td>
</tr>
<tr>
<td>4. Distributing teacher attention equally among bright and less bright pupils</td>
<td>A</td>
</tr>
<tr>
<td>5. Severe punishment for misbehaving pupils to serve as a deterrent to others</td>
<td>A</td>
</tr>
<tr>
<td>6. Assigning classroom responsibilities equally among both bright and less bright pupils</td>
<td>A</td>
</tr>
<tr>
<td>7. Giving rewards (prizes, praises, tokens) to pupils who excell in academic performance</td>
<td>A</td>
</tr>
</tbody>
</table>
8. Giving pupils a chance to choose their working partners in case of group work

9. Caning pupils who misbehave in class

10. Giving pupils a list of classroom rules

11. Ignoring individual misbehaviour but intervening in cases which affect the entire class

12. Making seating and apparatus arrangement before the lesson begins.

13. Seating bright pupils on one row and less bright pupils on another

14. Ensuring that every misbehaviour is followed by punishment

15. Any other methods you use in dealing with classroom indiscipline?

<table>
<thead>
<tr>
<th>METHOD</th>
<th>TEACHER'S OPINION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Giving pupils a chance to choose their working partners in case of</td>
<td>A D</td>
</tr>
<tr>
<td>group work</td>
<td></td>
</tr>
<tr>
<td>Caning pupils who misbehave in class</td>
<td>A D</td>
</tr>
<tr>
<td>Giving pupils a list of classroom rules</td>
<td>A D</td>
</tr>
<tr>
<td>Ignoring individual misbehaviour but intervening in cases which</td>
<td>A D</td>
</tr>
<tr>
<td>affect the entire class</td>
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</tr>
<tr>
<td>Making seating and apparatus arrangement before the lesson begins.</td>
<td>A D</td>
</tr>
<tr>
<td>Seating bright pupils on one row and less bright pupils on another</td>
<td>A D</td>
</tr>
<tr>
<td>Ensuring that every misbehaviour is followed by punishment</td>
<td>A D</td>
</tr>
<tr>
<td>Any other methods you use in dealing with classroom indiscipline?</td>
<td></td>
</tr>
</tbody>
</table>
PART IV

TYPES OF CLASSROOM PUNISHMENT

Below are six forms of punishment a teacher can possibly administer to misbehaving pupils in the classroom. Please arrange them in the order of frequency in which you use them. Indicate with an (A) for the ones you use always, (0) for the ones you use least and (N) for ones you never use, in the spaces provided.

1. Physical torture e.g. Infliction of pain or doing tiring activity. ( )
   Please provide examples

2. Mental torture ( )
   Provide examples

3. Fining pupils. ( )
   Provide examples
4. Loss or withdrawal of privileges provide examples.

5. Suspension from class

6. Verbal reprimand

7. Please name any other types of punishment used for classroom misbehaviour.

**PART V**

TEACHERS' ATTITUDE TOWARDS USE OF PUNISHMENT IN CLASSROOM AS A METHOD OF DEALING WITH CLASSROOM PROBLEM BEHAVIOUR:

The statements below indicate various views towards the use of punishment in the classroom. You may agree or disagree with any one of them. If you strongly agree, circle SA, if agree circle A, if uncertain circle U, If you disagree, circle D and if you strongly disagree circle SD.
STATEMENT ABOUT PUNISHMENT
IN CLASSROOM

1. Punishment should be used in the classroom.  
   TEACHER'S OPINION: SA A U D SD

2. Punishing a pupil is not showing him what is expected of him  
   TEACHER'S OPINION: SA A U D SD

3. Punishment makes pupils respect their teachers.  
   TEACHER'S OPINION: SA A U D SD

4. A punished pupil feels worthless and withdrawn.  
   TEACHER'S OPINION: SA A U D SD

5. It hurts me to punish pupils in class  
   TEACHER'S OPINION: SA A U D SD

6. Punishment makes pupils work harder in class  
   TEACHER'S OPINION: SA A U D SD

7. I prefer to correct my pupil's bad behaviour by better methods other than punishment.  
   TEACHER'S OPINION: SA A U D SD

8. Punishment makes less bright pupils stay longer in school.  
   TEACHER'S OPINION: SA A U D SD

9. There is little learning in a class that is controlled through punishments.  
   TEACHER'S OPINION: SA A U D SD

10. Punishment is a revenge on the part of the teacher to the pupil who has offended him  
    TEACHER'S OPINION: SA A U D SD
11. Please state any other views you might hold regarding the use of punishment in the dealing with pupil indiscipline.

PART VI

TEACHERS' ATTITUDES TOWARDS THE USE OF REWARDS IN CLASSROOM AS A BEHAVIOUR MODIFICATION TECHNIQUE:

The statements below indicate various views towards the use of rewards in classroom. You may agree or disagree with any of them. Circle SA if you strongly agree A if you agree, U if uncertain, D if you disagree, and SD if you strongly disagree, with any of the

STATEMENT ABOUT USE OF REWARD IN CLASSROOM.

1. Rewards encourage pupils to develop good behaviour in the classroom. SA A U D SD

2. Rewards make pupils view work as means of personal gain rather than being worthwhile for its own sake. SA A U D SD
3. A lot of useful time is wasted on giving pupils rewards in class.

4. Use of rewards sets healthy working relations in class.

5. Rewards for good behaviour are bribes to pupils.

6. When a pupil is rewarded (e.g. praised, given a prize) for good behaviour others get an opportunity to learn the expected behaviour.

7. A previously rewarded pupil may cease to maintain good discipline once the reward is withdrawn.

8. A pupil who learns that he cannot win a reward in class may misbehave even more.

9. Use of rewards encourages a team spirit in case of group work in class.

10. Rewards given to pupils provide evidence to parents that their children are progressing well.

11. Please state any other views you may hold towards the use of rewards as a behaviour modification technique.
Thank you for your time and cooperation.

Name: B.K. Maundu
Date: July 1986
Signature: ___________________________
### Teachers attitude towards use of Punishment in classroom

<table>
<thead>
<tr>
<th>The Respondent NO.</th>
<th>Respondent Score 150(X)</th>
<th>Respondent (Y) Percentage score</th>
<th>Comment</th>
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</thead>
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<td>82</td>
<td>Significantly</td>
</tr>
<tr>
<td>9</td>
<td>36</td>
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<td>Positive</td>
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<td>4</td>
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<td>12</td>
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<td>Positive</td>
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**Sumation of all X and Y**

<p>|              | 712 | 1423.9 |</p>
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<tr>
<th>Average score</th>
<th>29.7</th>
<th>59.4</th>
<th>Mild Negative</th>
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**APPENDIX F**

Teachers attitude towards use of rewards in classroom.

<table>
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<th>Respondents No.</th>
<th>Respondent score X</th>
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<td>62</td>
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</tbody>
</table>

Sumation of all X and Y

| Sumation of all X and Y | 930 | 1860 |

Average score

| Average score | 38.8 | 77.5 |

Significantly Positive