AN INVESTIGATION OF CAUSES OF INDISCIPLINE AMONG
TEACHERS AND ITS IMPACT ON ORGANIZATIONS
PERFORMANCE
(A Case of Teachers Employed by the Service Commission on
Interdiction)

BY

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for the Award of Master of Business Administration (MBA- HRM),
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DECLARATION

This Research Project is my original work, which has not been submitted for a master's degree in any other university.

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Chairman, Business Administration
ACKNOWLEDGMENT

I wish to pay special tribute to my supervisor Ms. Oloko who assisted me tremendously as I prepared the research report. To all those others who in one way or the other gave me their assistance as I worked on the final report. To all my family members who gave me encouragement and to all the respondents without whose co-operation the report would not have been compiled.
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ABSTRACT

Indiscipline among teachers employed by the Teachers Service Commission has been on the increase despite the existence of clearly defined rules of conduct, which every teacher is expected to familiarize themselves with. The commission spends a lot of money and man-hours handling discipline issues thus diverting its attention from other productive functional areas. Indiscipline affects organizations performance since undisciplined employees are not productive. Reducing incidents of indiscipline among teachers is only possible if the commission knows the major underlying causes of indiscipline among the teachers.

The performance of an organization depends on the performance of individual employees. The key factors that generally give rise to indiscipline appear to be lack of commitment to work and to the organization. Poor performance is manifested in different areas of an organization; it is through unachieved goals, increased production or operational costs and a general decline of morale among employees. Giving sever penalties for indiscipline acts may not deter employees in getting involved in acts detrimental to organizational performance. Pigors/Myers noted that many managers now believe that peak performance depends on action by which employees in subordinate position voluntarily carry out instructions issued by supervisors and abide by rules of conduct and standards of work which have been established to ensure successful attainment of organizational objectives. According to this concept effective discipline is a by product of positive discipline.

The study targeted teachers who were on interdiction for various offences and have been invited to the commission for hearing of their cases. The sample used was selected by use of Random probability sampling from a list of teachers scheduled for hearing between 1st August and 31st August 2005. The commission invites an average of 10 teachers for hearing in a day and the panels sit for four days in a week. A structured/semi-structured questionnaire was administered to the units of analysis and the researcher analyzed the data by use of statistical methods.

Observance of stricter discipline on the part of labor and management cannot be imposed by legislation; it has to be achieved by organizations of employer and employees by evolving suitable sanctions of their own. The primary purpose of disciplinary action is to change negative employee behavior. When discipline is handled in a positive manner an employee is less likely to feel defensive and is far more likely to make a serious commitment to change behavior. Organization should therefore strive to achieve “constructive” approach to employees’ discipline which allows the employee to maintain self respect.

Cases of indiscipline among teachers have continued to increase despite the commission’s effort to punish those found guilty of various offences in an effort to deter others from committing similar offences. The increase of discipline cases poses a major threat to the quality of teaching standard, and reduces the active workforce thus effecting the smooth implementation of universal free primary education.
DEFINITION OF TERMS

Teachers service Commission- A body co-corporate that employs teachers and deploys them to public Primary, secondary and technical Institutions.

Discipline- Organized and orderly way of doing things as per prescribed way of doing things in an organization.

Indiscipline—Failure to observe and adhere to organizations rules of conduct and operations.

Organizations performance –Measurable indicators that reflects the achievement of organizations objectives. It takes in to account the ability of the organization to deliver quality service within a given budget allocation and utilization of resources to maximize performance.

Interdiction--- Situation where an employee is stopped by the employer from performing official duties pending the determination of a reported matter of indiscipline while in employment.
CHAPTER ONE

1.0 INTRODUCTION

1.1 Background of the study

Indiscipline in an organization occurs when employees fail to conform to formal and informal rules and regulations. Indiscipline often leads to chaos, confusion and reduction of efficiency in the organization. Among employees indiscipline often leads to poor performance occasioned by strikes, go-slows, absenteeism resulting to loss of production. Organizational performance is highly related to employees’ discipline. Pramod Verma (1981) have said that indiscipline if not managed in one particular shop or plant slowly spreads and affects the whole organization. The management would be unable to sustain overall discipline in the organization at the instance of indiscipline in a part of it.

The Teachers Service commission employs 235,000 teachers who are distributed to all public Primary schools and post primary institutions all over the country. This large number of employees often poses a challenge in maintaining order. The commission’s major objective is to recruit and deploy qualified teachers to all public schools and post-primary institutions. It is therefore necessary to have clearly defined rules, regulations and procedures that are considered necessary for the attainment of the objective. The performance of TSC as an organization can be affected if funds and effort are diverted to deal with increased incidents of indiscipline among the teachers.
Indiscipline among teachers can be very damaging as it trickles down to the students and this affects the student’s performance. Public schools have had to bear with indiscipline among the student population. Indiscipline among students though not directly related to indiscipline among teachers remains intertwined. Indisciplined teachers are not able to instil discipline among students and this negates the principles of education. Once a teacher has been accused of an offence the Commission interdicts that teacher and Suspends him/her in performing their duties. This action disrupts running in institutions, as replacements are not readily available. If a teacher fails to take instructions deserts duty, misappropriates funds, commits fraud, has carnal knowledge of a student or forges documents the Commission subjects him/her to the disciplinary process.

Various socio-economic and cultural factors play a role in creating indiscipline in an organization. Indiscipline in institutions may arise because of poor management, defective communication by superiors, and ineffective leadership of the outcome of supervisor’s non-response to employee’s grievances. The Commission has in place a Code of Regulation and a Code of Conduct that serve as employee’s handbook. The codes determine what is accepted as reasonable standards of behaviour at the work place. The performance of employees depends on the willingness on their part to carry out the orders of their superiors, to abide by the rules and norms of the organization.

Teachers Service Commission is a body corporation formed by an Act of parliament CAP 212 to carry out the following Teacher management functions Register, Recruit, Remunerate, Promote discipline, Deploy and Maintain teaching standards.
The Teachers Service Commission has an employee population of 235,000 teachers distributed in 22,000 public institutions countrywide. In order to remain focused on the needs of its clients it has a vision of effective service for quality teaching and its mission is to Establish and maintain a sufficient professional teaching service for educational institution responsive to environmental changes.

The commission handles about 1500 major cases of indiscipline among its employees in a year. It spends a lot of time, money and man hours handling issues of discipline. The disciplinary procedure is an involving process. Currently the commission has a division manned by over 40 employees. With the number of cases going up the commission is expected to employ more officers to handle the increased workload. Funds for more management employees are not available this means diverting funds for other programmes like training to deal with cases of indiscipline thus affecting performance. The time taken to resolve a discipline case is involving and teachers have to stop working once interdicted withholding a much needed teaching service and making students suffer thus affecting the quality of teaching and final score for students at their final exams due to lost teaching time. Some discipline cases arise out of ignorance of the rules and regulations governing the conduct of teachers. According to Pramod/Verma (1981) managing indiscipline depends on management Philosophy, culture and attitude towards employees adopting a negative approach is in line with traditional managerial attitude of hire & fire, relies on punitive measures to tackle indiscipline. The traditional
management's basic assumption about subordinates is that every average worker has a latent burden, to avoid work.

The positive approach stresses on modifying the forbidden behaviour by taking positive action like counselling and education a positive and constructive approach towards the management of indiscipline would add to managerial and organization performance.

The increase in the number of discipline cases, denies the commission time to perform other functions. For the last four years the recorded cases of indiscipline has been as tabulated below:

**Recorded case of Tsc teachers interdicted for period 2001 – 2004**

**TABLE 1.1**

<table>
<thead>
<tr>
<th>Year</th>
<th>Number registered</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>1306</td>
</tr>
<tr>
<td>2002</td>
<td>1629</td>
</tr>
<tr>
<td>2003</td>
<td>1282.</td>
</tr>
<tr>
<td>2004</td>
<td>1785</td>
</tr>
</tbody>
</table>

Source: Tsc discipline records Register (2004)

The commission is mandated to maintain professionalism and integrity in the teaching service. It does this by enforcing the code of regulation for teachers and the code of conduct and ethics for teachers and secretariat staff. The commission expects all its
employees to read and understand the code of Regulation for teachers. The code gives a summary of matters connected with organisation performance and procedures for conduct of the Organisations business. Discipline is enforced when employees know their rights and obligations. It is the responsibility of the employer to spell out these requirements through an induction programme.

The commission expects headteachers to facilitate the understanding of the code among all teachers in their institutions. However the continued increase of indiscipline among the teachers reflects a breakdown of communication and this requires an investigation that will help the employer look for a lasting solution in reducing cases of indiscipline among the teachers.

1.2 The Statement of the Problem

Employee discipline affects both the private and public sector, according to a survey conducted by the US Bureau of National Affairs Inc. In 1992 60% of all participating companies considered absenteeism, poor interpersonal relations in workplace, chaos, confusion, inefficiency and increased cases of domestic enquiry to be their most serious discipline problem.

Thomas & Brian (1992) have pointed that indiscipline leads to a loss of 30 million dollars annually to the American business due to lost productivity and training costs for replacement of workers.
The major indicators of indiscipline among employees are low productivity, increased incidences of absenteeism, poor interpersonal relations in workplace, chaos, confusion, and inefficiency. No organisation on earth can perform if its employees are indiscipline. Research carried out in the country in schools has focused mainly on indiscipline among students. Despite the increase of indiscipline cases recorded yearly among teachers, the problem seems to have being ignored. Efforts to improve discipline among students may not take effect if teachers who are supposed to monitor and guide the students are indisciplined. The question then becomes what are the causes of indiscipline among teachers employed by the Teachers Service Commission? To what extent can one attribute the increase of reported cases of indiscipline to inaccessibility of the Code of Regulation to teachers in schools and poor communication? How does the increase of indiscipline impact on the performance of the commission?

1.3 Objectives of the Study

The main objective of the study was to find out the major causes of indiscipline among teachers employed by the Teachers Service Commission. Specifically the study was intended,

i) To identify the perpetual offences that are continuously committed by the teachers

ii) To find out if teachers have access to the code of regulation and code of conduct in schools
iii) To find out if education officials and head teachers guide and educate teachers on matters of discipline and on the contents of the code of regulation and code of ethics and conduct.

iv) To identify how participative the teachers unions are in educating their members in matters of discipline.

v) To fund out if teachers receive any circulars from TSC

vi) To find out the cost of handling discipline cases to the commission

vii) To find out if effects of indiscipline to the overall performance of the teachers service commission.

1.4 Research questions

i) What are the common offences committed by teachers?

ii) Have teachers in schools seen and read the Code of Regulation for teachers?

iii) Do teachers receive the circulars released by TSC at any time in the school?

iv) Do the education officers and head-teachers in your district guide teachers on the employer’s expectation and on issues that are considered to be Acts of Indiscipline?

v) Does the Union officials advice teachers on matters governing disciplinary issues as it relates to the employers at their meetings with the members

vi) What does it cost the commission to deal with indiscipline cases in a year?

vii) What other programmes of the commission are affected by issues of indiscipline?
1.5 Research Assumptions

The researcher assumed that the respondents would complete the questionnaires and give accurate and verifiable responses such that findings could be generalised to the others not studied.

1.6 Justification of the Study

The commission spends a lot of man-hours and finances in disciplining teachers, the study will help the commission in identifying the major causes of indiscipline among teachers so as to find lasting solutions to the problem. Communication between employee and employer is very important, however, at times when the population dealt with is large the effectiveness of the communication channels may be insufficient, it is important for the employer to know if the employees receive guidance from those empowered to communicate information. The findings of the study will beneficial to the TSC as an employer as it will assist in the identification of major areas of weakness in the management of staff. Knowing the cost of indiscipline to the organisation will help in improving awareness to the problem hence rekindle the need for a lasting solution. The study findings will be useful to the government in trying to find a lasting solution to indiscipline in public schools.

Headteachers are the commission first line managers, if they are not effective or don’t facilitate dialogue then they fail in their roles. The study will be used by the Headteachers to understand their contribution to indiscipline among members of their staff. The commission deals firmly with issues of indiscipline, however it is futile to punish when the offenders are unaware of the rules. The study seeks to know if teachers
are aware of the rules governing their employment contracts. The study is made to find out if teachers have access to documents that give guidance and direction.
CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

Discipline is a management function. Most of data available on indiscipline in the Education sector focuses on school discipline, which captures specifically student’s indiscipline. Teachers’ indiscipline has been given far much less attention.

Paul and Myers (1996) have noted, traditionally managers have thought of discipline only as punishment, even today many managers and supervisors see discipline primarily as a means to enforce external demands for responsible behaviour. Discipline in broad sense means orderliness the opposite of confusion it is a fundamental requirement for the people working in an organization just as it for other segments of society. Discipline as we use the term does not mean strict and technical observance of rigid rules and regulation it simply means working co-operating and behaving in a normal and orderly way as all reasonable persons would expect an employee to do

Discipline as a management function seeks to address issues of orderly and normal behaviour, the disciplinary process in an organization, why indiscipline occurs even in organizations that encourage participative management. Indiscipline in many organization is seen in the context of the underlying factors that lead to the employees being in disciplined. It is Management intention to foster at all times and throughout the whole employment relationship the high morale that makes for self-discipline, in every employee and group discipline within every work team.
2.2 **Approach to managing indiscipline**

Decenzo & Robins (1973) have elaborated on two views of discipline. The positive view system and the negative view system. The traditional management’s basic assumption about subordinates is that every average worker has a latent tendency to avoid work. The positive approach stresses on modifying the forbidden behaviour by taking positive action like counselling and educating. Indiscipline arises out of the employees suppressed or unresolved grievances. Therefore a positive and constructive approach towards the management of indiscipline would add to managerial and organization strength.

Decenzo & Robins points out that an executive who believes in participative management is not satisfied merely to keep disciplinary procedures within units which can be processed by a union or imposed by an impartial arbitrator. Instead he wants to make sure that disciplinary action taken in the organization starts with an effort to foster mutual understanding is fair, it demonstrates consistency with sound principle of human relation is in accord with policy statement on discipline, is clear and well known to all. Only when discipline meets such specification can it play a part in the kind of mutually responsible behaviour which contributes to peak performance.

In many large organizations, there is likely to be a few employees who for various reasons fail to observe established rules and standards even after having been informed of them. When it is necessary for management to take disciplinary action it is important for them to remind employees about accepted standards of work and of conduct. To prevent indiscipline behaviour by unruly minority from exercising an undue influence.
Disciplinary procedure should be used whenever possible as to reinforce in employees the desire to meet standards accepted for the organization. The negative view system looks at discipline only as punishment, even today many managers and supervisors see discipline primarily as a means to enforce external demands for responsible behaviour. Revolt against arbitrary exercise of power has been the prime reason why workers formed unions.

To manage indiscipline in an organization management requires to develop steps for a constructive disciplinary process. First management requires to document the major issues of indiscipline affecting its employees.

The concept of positive discipline is to integrate the disciplinary process within the performance management system this facilitates conflict resolutions when problems arise rather than promptly responding with a written verbal warning. Positive discipline attempts to get the employee back on track by helping to convince the individual to abide by company’s performance standards.

2.3 Causes of indiscipline

2.3.1 Stress

Kappa (1997) Noted that Performance control involves correcting instances of ineffective performance by first determining the causes of the difficulty and then instituting appropriate corrective action. The impact of drug and alcohol use in the work place is
being increasingly recognized as a problem negatively impacting the entrepreneur through accidents, absenteeism lost productivity and health costs besides affecting the workers and their families.

A major cause of indiscipline among teachers has been associated with stress. In a study report and published from Cardiff university, the scale of occupational stress found that 20% of people reported high levels of stress at work. Among teachers the rate was 41%. The major cause of stress was cited as pupil behaviour. In the same research 5,382 teachers reported conflict with their manager, a colleague, a parent or a governor. It is clearly spelt out in surveys that many teachers leave the profession because of pupil indiscipline. National union of teachers (2000) has noted that it is perhaps in the teaching profession where cases of work related stress are on the increase. Stress is one of the biggest problem facing teachers today.

Gargate and Adogilvie (2003) in their research shows that teachers are now facing greater day-today problems with occupation stress than most other employees. Among cause of stress in the teaching profession are bullying, poor management, pupil indiscipline and work load together with inspections by the officers for standards in education.

2.3.2 Supervision

The key factors that generally give rise to indiscipline appear to be lack of commitment to work, to the organization and to the industrial way of life. A non-committed workman
invariably develops apathy towards work. Professor De has identified the manifestation of non-committence to work as apathy to work, unconcern for quality, low interest in acquiring knowledge and picking up skill and a tendency towards extrusive reward unrelated to performance, suppressed and subdued form of hostility towards others and keener interest in being away from work.

Absence of intrinsic reward in the form of recognition of appreciation of employees contribution often leads the employee feeling un-important and can easily lead to incidents of indiscipline

2.3.4 Communication

Pigors&Myers have pointed out that information is the engine that drives organizations. Information about the organization, its environment, its products and services and its people is essential to management of workers. Insufficient information may cause stress and dissatisfaction among workers. Communication is the transfer of information and understanding from one person to another. Without open communication co-operation becomes virtually impossible because people cannot communicate their needs and feelings to others. Organizations rules, procedures, policies and objectives have to be communicated to all employees. If this is not done, then control becomes impossible.

2.3.5 Poor induction

Derek & Laura (1987) have said that information is needed so that every one knows what the rules are and why they should be obeyed. Induction is a means of making
the rules current and reinforcing their understanding. Poor induction can make employees commit acts of indiscipline unknowingly. Placement and relocation can both avoid the risk of rules being broken by placing a new recruit with a working team that has high standards of compliance. Training increases the new recruits awareness of the rules improving self confidence and self discipline review of the rules to ensure that they are up to date and also observance is a live issue. Penalties make the Framework of organizational justice firmer.

2.3.6 Poor remuneration

Employees lack of commitment to the organization occurs because of the employers failure or inability to satisfy at least partially the social and economic needs and aspirations of the employees. It is important for employers to ensure that they provide for a living wage. Financial worries are a major cause of stress and employers need to monitor the activities of employees so that they don’t over commit their salary.

2.3.7 The nature of work

Sarget (1989) noted that a great deal of work is very boring indeed. A number of occupation are if there is such a word unreachable. Consequently large numbers of people are confronted with the gloomy reality of having to turn up for their entire lives to do a job which is repetitive

2.3.8 Size of the organization

As an organization gets bigger and bigger it becomes more and more difficult for individuals to feel that they matter or to see where they fit into the scheme of things.
Since no one recognises their effort employees may decide to absent themselves thus committing acts of indiscipline.

2.3.9 Personnel Policy

Some problems are caused by personal Policy. When there are loopholes then it becomes difficult to effectively manage Management should avoid introducing too many rules especially rules that seem unrelated to the job at hand. Management should make every effort to convince employees that the rules it introduces are reasonable.

In many instances failure on the job is due to poor assignments. The employees skills and interests do not match the job.

At times too the problem arises from failure of management to explain what the job requires or to be sufficiently alert to employees progress. Many apparent discipline problems are merely misunderstanding that can easily be settled in a face to face conversation.

2.4 Indiscipline issues

A serious disciplinary problem facing managers involves attendance. study of 200 organisations sixty percent of which employed over one thousand workers found that absenteeism, tardiness, abuse of sick leave and other aspects of attendance were rated as the far most problem by 79 percent of the respondents. Why such attendance problem? Duecento and Robbins(1973) Found out that, while there is no simple clear answer, many organization failed to align workers goals with those of the organization, the result a decline in attendance. Indiscipline in an organization can be controlled by observance of
constructive discipline process. It is worthwhile to look into what makes an organizational disciplinary procedure acceptable and workable.

Pgiots & Meyer (1969) notes that, first the official statement should inform everyone concerned about what top management expects in general of all employees. Employees cannot be reasonably expected to meet standards or obey rules unless they know what the standards and rules are. Nor can supervisors be expected to represent top management in explaining and enforcing regulations without specific guidance. Disciplinary action must take place quickly as possible as the problem occurs. Unless the matter at hand is serious enough to warrant termination, employees should be given time to improve behaviour of performance.

A study carried out in 1954 showed that many employees discharged and then reinstated made satisfactory progress. A follow up survey had the following report. Of the affected employee 65 percent had been satisfactory employees since reinstatement. However 35 percent had not reformed. Another question asked was whether the grievant employee made normal occupational progress. The report was that 35 percent did not any progress while 65 percent had improved. Of the 123 reinstated employees 70 had presented no subsequent disciplinary problem 8 repeated the same offence 4 discharged again 21 committed different offence and 11 discharged.
Table 2.1 **Attitude Change**

<table>
<thead>
<tr>
<th>Attitude</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitude good</td>
<td>54%</td>
</tr>
<tr>
<td>Attitude average</td>
<td>14%</td>
</tr>
<tr>
<td>Poor</td>
<td>30%</td>
</tr>
</tbody>
</table>

Source: Miner and Miner (1977) Personnel and industrial relations pg464

Such findings suggest that first level supervisors need a better understanding on how constructive discipline process can help a problem employee to re-orientate himself.

In the same survey the attitude of the employees was taken, the analysis was as follows major cause of indiscipline in our institutions is as a result of drug abuse while students will use bhang and other related substances. Teachers are mainly destroyed by excessive alcohol consumption.

Ng’ang’a (2000) reported “In a space of one month over 30 secondary schools in Central Province have been closed after riots by students”. The cause was said to be drug abuse by students. Even though Kenya is currently demanding the review of the countries constitution there are fears that the generation that is supposed to benefit from the changes may not live to enjoy them. This is due to high incidences of drug abuse among the country’s youth. Kogo (2001) observed that with the rate at which the youth are imbibing narcotic drugs, there will be no country to speak of to enjoy these reforms.

There is also another angle that it is actually some teachers who are peddling the drugs to the students. Wilson John, a professional counsellor agrees and attributes this to the terms of service that the teachers work under. He says: “One cannot expect a poorly-
paid teacher to work effectively”. At the same time he adds: “The teacher is a product of the society, a society fraught with the misuse of drugs. It is very possible that some teachers particularly in the younger age group, and more so from urban settings are drug users or peddlers”.

Pigors and Meyers(1969) found out that dissatisfaction has been seen as one of the other cause of indiscipline among employees, one way in which dissatisfaction may appear is through overt flaunting of work rules and intentional deviation from role prescriptions. Such behaviour characteristically results in warning, suspension or discharge after a formal disciplinary hearing. When such formal disciplinary action occurs frequently within a given unit it may well be that the manager has provoked considerable resentment.
Table 2.2

TYPICAL PROGRESSION OF DISCIPLINARY ACTION FOR VARIOUS SAMPLE OFFENCES

<table>
<thead>
<tr>
<th>Type of offence</th>
<th>First offence</th>
<th>Second offence</th>
<th>Third offence</th>
<th>Fourth offence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unexcused absence</td>
<td>Warning</td>
<td>Warning</td>
<td>Warning</td>
<td>Dismissal</td>
</tr>
<tr>
<td>An authorized absence</td>
<td>Warning</td>
<td>Warning</td>
<td>Dismissal</td>
<td></td>
</tr>
<tr>
<td>Solicit</td>
<td>Warning</td>
<td>Suspension</td>
<td>Dismissal</td>
<td></td>
</tr>
<tr>
<td>Theft</td>
<td>Dismissal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carelessness</td>
<td>Warning</td>
<td>Warning</td>
<td>Suspension</td>
<td>Dismissal</td>
</tr>
<tr>
<td>Sleeping on the job</td>
<td>Warning</td>
<td>Dismissal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leaving without permission</td>
<td>Warning</td>
<td>Suspension</td>
<td>Dismissal</td>
<td></td>
</tr>
<tr>
<td>Slow production</td>
<td>Warning</td>
<td>Suspension</td>
<td>Dismissal</td>
<td></td>
</tr>
<tr>
<td>Wilful damage property</td>
<td>Warning</td>
<td>Warning</td>
<td>suspension</td>
<td>Dismissal</td>
</tr>
</tbody>
</table>

Source – Miner and Miner 1977 Personnel and industrial Relations. Pg 465

It is clear that different circumstances surrounding the offence tend to elicit discipline in varying degrees. In the context of the work situation, the concept of discipline emerges from ones interaction with subordinates. Ones interaction with subordinates is governed by various formal and informal rules and regulations.

2.5 Factors to consider when disciplining

Decanzo/Robbins (1999) have identified the following factors to consider when disciplining officers. The first important factor is the seriousness of the problem. For example, a noted previous dishonesty is a serious problem than reporting late. Other issues to consider are the duration of the problem, the frequency and nature of the
problem, extenuating factors, degree of socialization, history of the organizations discipline practices and management backing.

Decenzo ad Robbins (1999) identified some disciplinary guidelines. First the human resource managers should make disciplinary action corrective rather than Punitive. Secondly, the disciplinary action should be progressive in that only serious violations should lead to an employee's dismissal after the fist offence. Typically progressive disciplinary action begins with verbal warning, proceeds through a written warning, suspension and only in the most serious cases dismissal.

Thirdly managers should follow the Hot-stove rule by administering discipline as soon as the offence is committed, this means when you touch a hot stove you get immediate response the burn due receives is instantaneous. The result should be impersonal regardless of who you are.

2.6 Disciplinary action

Every organization has in its policy a detailed procedure to follow while disciplining employees. However there are standard procedures that are common. Decenzo/Robbins (1999) have documented a progressive discipline process that starts with a written verbal warning. This is a temporary record of reprimand that is placed in the managers file on the employee. This will be followed by a written warning in the second step in the progressive discipline process. This is the formal stage of the disciplinary process, the written warning becomes part of the employees official personnel file.
A suspension is usually the next disciplinary step the suspension may be for one day or in excess of one month. The ultimate disciplinary punishment is dismissing the problem employee. This should be used for the most serious offences.

In a report entitled "Report on the cause, effects and remedies of indiscipline in secondary schools in central province, the report clearly states that discipline among teachers and students plays a major role in performance of schools in national examination. Schools which have maintained high scores in the national exams like Starehe Boys have continued to excel "But this has to be backed by a firm elaborate school routine effective delivery of learning and teaching students and faculty discipline strong leadership by the head and support from government parents and the alumni".

Njoroge (2001) says that schools that have a strong religious background excel because of strong value system that emphasizes discipline and honesty. Njoroge says schools that post good examination results mutually get popular with parents and they raise and maintain the cut off point, during form one section barring negative eventualities such as high staff turnover, or lack of morale and indiscipline among workers the results are always good.

Wanjiru (2001) a parent at Manju High School believes that all it requires for a school to be perennially good performer is discipline, a well motivated teaching force and a tradition of excellence in academic and other activities. In an interview carried out by the nation newspaper it was revealed that the reasons why some unheard of school have been
propelled to the top which others veer in academic wilderness is the diligent administration hardwork and discipline among staff and students.

The report also cites cases of student’s indiscipline in schools, which have been prompted by indisciplined teachers. A case in point is one from Kahumo mixed secondary school where students protested on the indecent intelligent dressing by a female teacher. Teachers are supposed to set good moral standards for their pupils but unfortunately this was not the case as reported in Kuala Lumpur the ampire who was a teacher failed in his duties, when he failed to stop a match when it was clear that one of the players was on the wrong.

Matters of teacher discipline have been giving authorities reasons to introduce reforms. In the state of Illinois in the USA, the 1985 school reform act amended the school code and many earlier reforms by providing a uniform framework throughout the state governing teacher evaluation remediation and teacher dismissal for unsatisfactory teaching performance.

In a response to an answer on the Internet a teacher in the Island of Guan responded as follows on issues of indiscipline among teachers “I am aware that the most important question is if a teacher does illegal things, what are the options. These are he will be sent to jail, be reported to sponsoring church or the Principal/Priest of the school. If the school does nothing then the parent can opt to withdraw their children from the Class or the schools.
As expounded in the TSC strategic plan, the commission is mandated to maintain professionalism and integrity in teaching service. It achieves this by enforcing the code of regulation for teachers, code of conduct and ethics for teachers and secretariat staff. The discipline function is mainly performed through established discipline panels.

Harriso/Valerie (1987) have shown that indiscipline in an organization can be caused by various reasons attitudes, attitudes towards other people and authority. Managers or supervisors must recognize that all that all individuals are unique and learn to accept personality traits, which cannot be changed but instead, accept them and use to the advantage of the organization.

Participation in decision-making can also reduce incidences of indiscipline among teachers. This can be done through brief meetings of workgroups and departmental meeting, consultative committees between staff and management and negotiations between management and staff. Participative styles of management are noted to boost employee’s morale and output as staffs are more committed to the success of the policies decided by them.

Changes in the Education sector at times may make staff feel threatened. Constant changes in the curriculum may make some teachers unable to cope hence they appear indiscipline. Changes should be accompanied by re-training to enable them a cope instead of resulting to indiscipline habits.
The Code of Regulation for the Public Service and the code of Regulation for teachers defines the Disciplinary Process and this in itself reflects the magnitude of the problem. Over the years a set of generally accepted standard for due process has been developed as a result of Judicial and arbitrative decision-making. The Employment Act Cap 226 clearly gives a Disciplinary Process for employees in all sectors of employment. It clearly defines that a supervisor who observes constructive discipline steps and the standards that follow can feel fairly certain that disciplinary action including termination has been objective and fair and that the employee has been granted adequate due process.

A supervisor must be able to establish that the employee had a clear understanding of job; duties performance measures and expectations related behaviour unless an employee had a clear understanding of job expectations related behaviour. Unless employee misconduct is serious enough to warrant immediate suspension, the Supervisor should be able to provide counselling or training efforts directed towards helping the employee improve behaviours of performance.

It is important for Disciplinary action including termination to take place as quickly as possible after the problem occurs. If a supervisor fails to discipline in timely manner it may later be determined that the employee was justified in assuming the behaviour was condoned. The degree of discipline administered must be reasonable related to the seriousness of the employee’s proven offence and the employee’s service record. The Code of Regulation for teachers provides that the employee must have an opportunity to tell his or her side of the story and enter it into the official record of a disciplinary action.
To Head teachers suspension and expulsion are effective ways of dealing with indisciplined students. Most principals say there is certain cases of indiscipline that call for expulsion; cases of habitual thieves or bhang taking fights or drinking alcohol are some of the indiscipline issues that call for expulsion.

In cases of mass indiscipline the law allows headteachers to close schools and suspend the students. However the school board should then be notified of the action and findings submitted to the Director of Education.

For teachers the disciplinary process is spelt out in the code of Regulation and calls for action by the board of Governors or Provincial Director of Education for teachers in Post Primary Schools and the District Education Officers for those in Primary to institute the disciplinary process. If the agents fail then the process can be started at the TSC Headquarters.

The procedure as spelt out in the code requires an investigation of the allegations and if possible assembling of the evidence. An interdiction letter is therefore prepared that spells out the particular offence committed and the offender is given 21 days to give their defence in writing whether the statements of defence is received or not the Commission will proceed to programme the case for hearing and final determination. The decision of the Panel is not final, if the teacher feels still aggrieved he/she is allowed to lodge and appeal within 28 days after the hearing provided there is new evidence. The commission therefore allows the appeal and give a second hearing. Those accused of canal
knowledge can only appeal to the teachers appeals tribunal a separate body appointed by
the Minister of Education. After the hearing the Commission can dismiss, demote,
suspend or warn a teacher if found guilty of the allegations.

Cole explains that discipline may be of two types, positive and negative. Positive
discipline or self-discipline is the best discipline. This refers to an organisational
atmosphere in which subordinates willingly abide by rules, which they consider fair. The
management issues of indiscipline through positive motivational activities such as praise,
participation and incentive pay. Despite the existence of a punitive policy for indiscipline
there are those who advocate for more punitive methods to deal with issues of
Indiscipline. Cole has elaborated four ways of alternatives to punishment in eliminating
undesired behaviour. First we can strive to achieve extinction by finding out what
reinforces the undesired behaviour. First we can strive to achieve extinction by finding
out what reinforces the undesired behaviour then addressing that issue. The second is
environmental engineering, which requires the rearrangement of the environment so that
stimulus situation does not evoke the undesired response. The third is the reward, this an
employer can decide to reward behaviour, which is desired and lastly adjustment
development or maturation has to be allowed to take its course. All these efforts are
made to assist the employer and employee co-exist and reduce incidents of indiscipline.

2.6  **Steps for Constructive Discipline**

For every misconduct and act of indiscipline, the manager will have to take a disciplinary
action against the concerned worker. However there is no hard and fast rule to deal with
indiscipline. The positive approach calls for self discipline. This approach assumes that most of the subordinates if not all, generally behave reasonably following the given norms and procedures. To institute this kind of discipline one must ensure that they use their authority that is easily acceptable to subordinates. To establish this kind of positive discipline among subordinates one must ensure that:

i) Rules and regulations are reasonable legitimate and clear

ii) Subordinates are involved in framing rules and regulations so that they willingly accept them.

iii) Prior and clear notice is given of the consequences of breaking rules.

iv) There is consistency and uniformity of punishment.

v) Human personality is treated with dignity.

Manager should get high standards.

The employment act Cap 226 gives the steps taken in disciplining an employee. First it is an oral warning depending on the severity of the offence followed by a written reprimand if indiscipline persists. The written warning should be very specific. This follows the final warning, which is accompanied by an interdiction that allows the employee to attend the hearing.

In the US Army in Japan and I quote “employees are responsible for dedication to work, observance of applicable rules and regulation, co-operative personal relations with the supervisors and co-workers. An employee whose conduct violates work ethics and disrupts discipline in work place will receive remedial action”.

28
In principle, disciplinary action is taken for offence committed within the work place and during duty hours. However misconduct that severely dishonours the US Army or Defence agencies may be subject to Disciplinary action. “No offence other than those set fourth will be charged against an employee”.

Under the employment Act which governs all employees in Kenya, an employee can be dismissed if he/she without leave or other lawfully course absents himself from the place of work or if during working hours he/she becomes intoxicated, wilfully neglects to perform his/her duties or carelessly and improperly performs any work which from its nature it is his duty or an employee commits or suspected of having committed a criminal offence.

**2.8 CONCEPTUAL FRAMEWORK**

**Independent Variables**

- Stress
- Supervision
- Communication
- Induction
- Remuneration
- Nature of work
- Size of the Organization

**Dependent Variable**

Organization Performance

Causes
Performance in an organization can either be low or high. High performance can be attributed to disciplined employees; Low performance is associated with indisciplined employees. Organisational performance in this concept focuses on the effects of indiscipline on overall delivery of service. It centres on associated costs and allocation of resources.

Performance of an organisation is dependent on individual performance of employees. For an organisation to achieve its objectives all aspects that may derail its operations must be addressed. Stress lowers the level of concentration which lowers productivity, employees self esteem and at times the cause of various forms of indiscipline.

Communication, supervision, size of the organisation, salary poor induction all contribute to poor performance of an organisation as they lead to indiscipline if not well addressed. When an organization is large the top managers have to have system that enables employee feel appreciated and recognized otherwise they will end up feeling their contribution is minimal which may lead to incidents of absenteeism.
CHAPTER THREE

3.0. DESIGN AND METHODOLOGY

To achieve the set objectives of this study the researcher carried out a case study on teachers who have been interdicted by the commission for various causes. The researcher carried out a descriptive study that will enable inferences to be made on the findings, which were analyzed quantitatively. A descriptive study was suitable for this study as it enabled the researcher to collect statistics that enabled the researcher summarize and organize the data in an efficient, effective and meaningful way since the study was a social science research.

3.1 The Scope of the Study

The study was carried out at the Teachers Service Commission headquarters in the discipline division. Due to limitation of time and financial constrains the researcher only collected data from teachers visiting the headquarters for hearing of their cases.

3.2 Target Population

The target population was teachers who had been interdicted by the Commission for various offences and had been invited to the Commission for hearing of their discipline cases. The researcher conducted an interview with the head of the discipline division to find out the impact on organizations performance.
3.3 Sample Description

The sampling frame was the list of teachers recorded in the register who have been invited for hearing during the research period. The sampling frame consisted of 240 teachers invited for hearing in each month. The sampling unit was the total sample size which was 100 teachers who were selected from the population sample.

3.4 Sampling Technique

Probability sampling method was used. In this study the population sample is 240 teachers on interdiction who had been invited for hearing during the period of the research. A sample of 100 teachers was selected using simple random sampling.

3.5 Data Collection

The researcher used a questionnaire, interview and observation as tools for data collection.

3.5.1 Questionnaire Administration

The questionnaire was used to collect data from the interdicted teachers. The questionnaire, which was structured, and semi structured was distributed directly to the respondents. This method enabled the researcher to clarify any questions, which may have not been understood and also gave the researcher a chance to explain what was required. The questionnaire sought information as to major factors causing indiscipline among teachers.
3.5.2 Observation schedule

The researcher also used an observation schedule to collect data. It was important to observe the general appearance and observable characteristics of the affected teachers.

3.6 Validity and Reliability

Validity and reliability was obtained through pre-testing of the instruments of the Research. Pre-testing was done where the researcher presented the questionnaires to a small group not included in the sample. The same group was subjected to the observation schedule their responses were analysed and this helped to detect items with ambiguity in the questionnaires which were corrected. The result were used to find if any degree of consistency and this helped to ascertain the validity and reliability of the instruments.

3.7 Data Analysis

Data obtained was analyzed using both qualitative and quantitative procedures. Data presentation involved the use of Graphics. Data was keyed in the computer and ranked using the SPSS (Statistical Package for Social Sciences) data sheet to generate highest to lowest scores on responses to questions. The data was then analysed using the same SPSS package and the results presented using tables, charts and graphs.
CHAPTER FOUR
DATA ANALYSIS AND INTERPRETATION

4.0 Introduction
This chapter presents the analysis of the collected data and discusses the findings of the study. The chapter also provides the frequencies and the corresponding percentages and an analysis of how these findings relate to the study.

4.1 An overview of Data Collected and Analyzed
Out of the 100 questionnaires that were given in the field, 98 were returned giving a response rate of 98% which is highly significant to provide reliable and valid findings on the causes of indiscipline among teachers and its impact on organizations, with reference to the teachers employed by the TSC on interdiction.

4.2 Gender of Respondents

Table 4.2

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>83</td>
<td>84.7</td>
<td>84.7</td>
<td>84.7</td>
</tr>
<tr>
<td>Female</td>
<td>15</td>
<td>15.3</td>
<td>15.3</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>98</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Of the 98 respondents, 83 were males with a percentage of 84.7%, while 15 were females, constituting only 15.3%. This shows that most males were having disciplinary cases. This reflects a tendency of high rates of Indiscipline among male teachers than in their female counterparts.
4.3 Current job grade

Table 4.3

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid P1</td>
<td>43</td>
<td>43.9</td>
<td>43.9</td>
<td>43.9</td>
</tr>
<tr>
<td>GR</td>
<td>21</td>
<td>21.4</td>
<td>21.4</td>
<td>65.3</td>
</tr>
<tr>
<td>Others</td>
<td>34</td>
<td>34.7</td>
<td>34.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>98</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Whereas 43.9% of the respondents were P1 holders, 21.4% of them were graduates, 34.7% of them had other grades. This shows that even senior teachers with high job grades like Graduates had indisciplinary cases.

4.4 Offences for interdiction

4.5 Figure 4.4

For what offences have you been interdicted?
Most of the respondents (56.1%) cited that they were interdicted for desertion of duty, while 11.2% of them indicated they were interdicted for absenteeism. Other offences were also cited as misappropriation of funds (4.1%), sexual natures (4.1%), and failure to report on duty on posting (5.1%). Other respondents did not however cite their offences for interdiction. The analysis shows that majority of the respondents had disserted duty calling for the commission to investigate what causes this disserting of duty among the teachers.

4.5 Code of Conduct for teachers

Table 4.5

<table>
<thead>
<tr>
<th>Do you know what is the code of conduct for teachers?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency</td>
</tr>
<tr>
<td>-----------</td>
</tr>
<tr>
<td>Valid Yes</td>
</tr>
<tr>
<td>No</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

A great majority of the respondents (90.8%) indicated they knew the code of conduct for teachers. Only 9.2% of them did not know the code of conduct for teachers. This shows that the commission communicates with its employees well about the codes of conducts. The interdicted employees then cannot claim to be unaware of the codes of conducts.
4.6 Code of regulation

Figure 4.6

Have you read the code of regulation for teacher?

![Bar chart showing valid percentages of yes and no responses.]

Majority of the respondents (66.3%) cited that they have read the code of regulations for teachers. However, 33.7% of them indicated that they have not. This shows a high level of awareness of the interdicted teachers on the codes of regulations and calls for the few majority who had not read the code to do so.

4.8 Where the teachers got the copies of code of regulation

Table 4.8

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>From Members of the Staff</td>
<td>35</td>
<td>35.7</td>
<td>35.7</td>
<td>35.7</td>
</tr>
<tr>
<td>From the Headteacher</td>
<td>17</td>
<td>17.3</td>
<td>17.3</td>
<td>53.1</td>
</tr>
<tr>
<td>Elsewhere</td>
<td>46</td>
<td>46.9</td>
<td>46.9</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>98</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>
Whereas 35.7% of the respondents got the copies of the conduct for teachers from the members of their staff, 17.3% of them got the copies from the head teacher. Other 46.9% got the copies elsewhere. The respondents further stated that they got the copies from the head teacher’s office.

4.9 Code of regulations in the staffroom

Table 4.9

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid Yes</td>
<td>16</td>
<td>16.3</td>
<td>16.3</td>
</tr>
<tr>
<td>No</td>
<td>82</td>
<td>83.7</td>
<td>83.7</td>
</tr>
<tr>
<td>Total</td>
<td>98</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Only 16.3% of the respondents admitted their schools kept the code of regulation in the staffroom. Majority of them (83.7%) however, cited it was not kept in the staffroom.

4.10 Offences leading to interdiction

Table 4.10

Since you were employed by the commission has any education official talked to you about the offences that may lead to interdiction?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid Yes</td>
<td>61</td>
<td>62.2</td>
<td>62.2</td>
</tr>
<tr>
<td>No</td>
<td>37</td>
<td>37.8</td>
<td>37.8</td>
</tr>
<tr>
<td>Total</td>
<td>98</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

38
A majority of the respondents (62.2%) indicated they have been told about the offences that may lead to interdiction, whereas 37.8% of them cited they have not been told by any education official.

### 4.11 Officials

#### Table 4.11

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>District Education Officer</td>
<td>26</td>
<td>26.5</td>
<td>26.5</td>
<td>26.5</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>28</td>
<td>28.6</td>
<td>28.6</td>
<td>55.1</td>
</tr>
<tr>
<td>District Personnel Officers</td>
<td>11</td>
<td>11.2</td>
<td>11.2</td>
<td>66.3</td>
</tr>
<tr>
<td>Others</td>
<td>33</td>
<td>33.7</td>
<td>33.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>98</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

While 26.5% of the respondents cited they were briefed on such offences by the District Education Officer, 28.6% of them indicated they were briefed by head teachers. 11.2% admitted they were briefed by District Personnel Officers, with 33.7% of them citing other officials. This shows that the teachers’ service commission has ensured that teachers are communicated with on issues relating to their interdiction.
4.12 Union officials

Figure 4.12

Have the union officials ever talked to you on the activities that may lead to interdiction

Majority of the respondents (60.2%) admitted that the officials had talked to them on the activities that may lead to interdiction. The other 39.8% indicated had not talked to them on such activities. The analysis indicates that the teachers have prior information about the consequences that indiscipline can lead to.

4.13 Head teacher and meetings on interdiction

Figure 4.13

Does the head teacher hold meetings and explain actions that may lead to interdiction
From the analysis in figure 4.13, 55.1% of the respondents admitted that their head teachers hold meetings to explain actions that may lead to interdiction, however, 44.9% of them did not concur. This calls for the small majority who do not hold meetings to explain to the teachers on the actions that may lead to interdiction to take such meetings seriously and convene them.

4.14 Circulars from Teachers’ Service Commission headquarters

Table 4.14

<p>| Do you get circulars released from TSC HQRS detailing various issues affecting your employment terms of service |
|-------------------------------------------------|-----------------|-----------------|-----------------|</p>
<table>
<thead>
<tr>
<th>Valid</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>Yes</td>
<td>50</td>
<td>51.0</td>
<td>51.0</td>
</tr>
<tr>
<td>No</td>
<td>48</td>
<td>49.0</td>
<td>49.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>98</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

From the table 4.14 above, 51.0% of the respondents cited that they get circulars from the Teacher’ Service Commission headquarters detailing various issues affecting their employment and terms of service. However, 49.0% of them admitted they don’t get such circulars. There is need for the TSC to communicate with teachers on these issues of indiscipline and interdiction.
4.15 Accessing the circulars

Table 4.15

<table>
<thead>
<tr>
<th>If yes, how do you access the circulars</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>From the head teacher's office</td>
<td>42</td>
<td>42.9</td>
<td>42.9</td>
<td>42.9</td>
</tr>
<tr>
<td>From teachers in neighbouring schools</td>
<td>15</td>
<td>15.3</td>
<td>15.3</td>
<td>58.2</td>
</tr>
<tr>
<td>Other</td>
<td>41</td>
<td>41.8</td>
<td>41.8</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>98</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

While 42.9% of the respondents accessed the circulars from the head teacher’s office, 15.3% accessed the circulars from teachers neighbouring schools. The other 41.8% of them however, accessed it from other sources.

4.16 Reason for committing the offence

Figure 4.16

What reason can you give that made you commit the offence for which you have been invited for hearing?

Valid %

<table>
<thead>
<tr>
<th>Poor communication from Tsc</th>
<th>Poor induction</th>
<th>Nature of work</th>
<th>Poor supervision</th>
<th>Non-recognition by employer</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>60</td>
<td>50</td>
<td>40</td>
<td>30</td>
<td>20</td>
<td>10</td>
</tr>
</tbody>
</table>

Variables
The respondents gave various reasons that made them commit the offence. 16.3% of the respondents cited poor communication from the Teachers’ Service Commission while, 13.3% of them cited the nature of work. 9.2% and 3.1% of them indicated poor supervision and poor induction or non-recognition by employer respectively. However, 55.1% of the respondents cited other reasons.

4.17 Qualitative Data Analysis

4.17.1 Effects of indiscipline on performance

Performance in an organization starts with the individual and then the organization. Indiscipline affects performance at both the individual level as well as at the organizational level. Interviews conducted among senior managers of the Teachers Service Commission mainly covered on the effects of indiscipline in organization performance.

4.17.2 Cost

The management of Discipline costs the commission 250 million Kenya Shillings annually (Tsc budget allocations 2005/2006). This is a cost that can be reduced if cases of indiscipline were to be reduced. This expenditure is as a result of:

1) Payment of salary to 40 officers working in the discipline Division
2) Cost of paying the commissioners
3) Traveling and accommodation claims for witnesses
4) Traveling and accommodation for commissioners and officers
The officers currently deployed in the division can be used in other areas to improve on service delivery if matters of discipline were eliminated. Space occupied also increases the cost of managing discipline. It was also reported that teachers facing disciplinary cases are not required to teach yet some are on half salary and full allowances. This is a double loss to the commission as the teacher is not productive yet on salary and the students continue to suffer yet the teacher cannot be replaced until the case is finalized.

The commission always strives to achieve its vision of quality service for quality teaching. When teachers are involved in acts of indiscipline they are not able to deliver and these hinders the commission in achieving quality teaching.

One of the interviewees reported that teachers interdicted usually find it difficult to adjust back even after the commission allows them to continue teaching. During this transition period productivity affected. Observation made by the researcher showed that most of the teachers invited for interview were uneasy and easily irritable. Once a teacher is interdicted it affects their self-worth and their self esteem is diminished. From the observation those invited for the discipline hearing showed luck of confidence.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATION

5.0 Introduction

This chapter contains a summary of the study finding on the causes of indiscipline among teachers. It also covers a discussion of the findings in relation to literature review and captures recommendations of the researcher suggestions for further research and conclusion.

Indiscipline among employees has been on the increase with the high rate of unemployment, one would expect employees to avoid acts of indiscipline so as to safeguard their jobs. The commission also spends money and man-hours trying to manage cases of indiscipline. Despite its efforts to reduce the numbers very little has changed.

The commission is a large organization with a workforce that spreads in all corners of the country. Education is the basis of a country’s development and all efforts should be made to maintain order and consistency in decision making so as to improve on industrial relations and improve on performance.

5.1 Summary of Findings

The researcher’s frame of reference was to find out the cause of indiscipline among teachers and the impact of indiscipline on organizations performance. This could only be done through administration of a questionnaire to teachers invited for hearing of their
discipline cases and interviewing specific managers to get the impact of indiscipline on the organizations performance.

The researcher established that 84% of the teachers with discipline cases are male teachers. The researcher's major interest was to find out if teachers were aware of the existence of the codes of Regulation and Code of conduct for teachers. The finding were that 66% of the respondents had read the code. However 33% have never read the codes and 46.9% reported to have not seen the codes in their institutions with 17.3% reporting that the codes access was limited to the head teachers office.

The researcher found out that 66.3% of the teachers has had education officers talk to them about discipline issues. This makes it clear that teachers are not committing the offences out of ignorance but have access to officers who can guide and advise them.

The study has found out that teachers unions have gone a step further and are educating their members on matters of discipline with 60.2% of the respondents indicating that unions' officials had talked to them. The role of the head teacher in disciplinary issues is that of the first line manager and has been taken seriously by the head teacher as 55% of the respondents reported that the head-teacher in their respective school had talked to them on matters of indiscipline and interaction.

Communication is key in management of organizations. Due to the location of the institutions, the commission finds it easier to communicate decisions through circulars.
The study found out that 51% of the respondents get circulars with 42.9% reporting that the circulars are received through their head teacher.

An organization can only solve or minimize indiscipline cases if it first establishes the cases of indiscipline among employees. The researcher found out that 16.3% of the respondents cite poor induction as the cause of indiscipline while 55% did not give the cause leaving the researcher was to assume that it may be stress related since it is not easy for one to recognize when they are stressed.

5.2 Conclusions

The number of teachers being interdicted by the commission continues to increase every year. The cost of managing indiscipline is very high. The causes of indiscipline among teachers are varied; however many of the respondents did not cite the cause of indiscipline leaving a gap that needs to be explored further. Kappa(1997) had noted that the impact of drug and alcohol use in the workplace is being recognised as a problem, however respondents with such a problem may not know it themselves hence the need to conduct a wider research that requires involvement of school administrators and colleagues of the indiscipline teacher. The commission has in place codes of conduct and regulation to guide their employees’ behaviour. The absence of these important documents in the institutions reflects a serious breakdown in communication between the heads of institution and the commission headquarters. It is the responsibility of the employer to provide the documents that contain rules and regulation to the employee at the start of the contract. The commission has failed in this area as 83.7% of the
respondents said the code was not available in the staffroom. A code of regulation should be one of the documents used at induction its no availability as reported by 46.9% of the respondents who got it elsewhere reflects poor coordination of the induction process. The employer Teachers service Commission is partly to blame for the increase of indiscipline cases among the employees in this respect.

Contrary to popular belief, teachers have access to circulars released by the commission and head teachers and education officials have taken their responsibilities seriously by educating the teachers’ issues that may lead to interdictions. Generally the respondents were willing to complete the questionnaire eliminating fears that since they are faced with disciplinary action, they may be uneasy while completing the questionnaire.

5.3 Recommendations

The Teachers Service Commission employs a large workforce and getting the employees to conform to laid down regulations and procedures is a nearly impossible task. However the commission requires to put in place systems that can help reduce the frequency and increase of the cases. The study report shows that contrary to expectations the commission does not ensure that all employees get to know and understand rules and regulations guiding their employees.

The researcher would like to recommend that the commission develops an induction manual that should be given to all employed teachers. The commission should also develop a strategy that will facilitate educating all the teachers on rules and procedures
and ensure that the information cascades down to every employee in the field. A way of ensuring that each school have copies of the codes of regulation and conduct should be developed and enforced.

The research was confined to only those teachers on interdiction. It is recommended that a wider research covering teachers in the institutions be done to ascertain the magnitude of the problem. The research should also centre on the induction process and how individual head teachers handle the induction of newly appointed teachers or those who have been deployed.

The commission requires all available funds to improve on standards of education. The current disciplinary process is lengthy and expensive to the commission. The commission can look at the possibility of delegating this duty to education boards who are available for each institution. This will lead to a reduction of cost and decentralize the discipline process. It will also be important to do a follow up research study on the performance of those who are given an opportunity to continue teaching to find out how the continued to perform or if there are some who repeat the mistakes again.

5.4 Limitations of the study

1. The duration of the study was rather limited and did not capture a good representative sample

2. The target group were employees facing disciplinary action; there was a possibility of reluctance to give information.
3. Some cases like those for carnal knowledge are taken to the districts heads. The study may have not captured those facing such accusations.

The researcher dedicated the entire period of the research in distributing questionnaires to teachers invited for hearing to maximize on the sample. Teachers invited for hearing are normally nervous, the researcher made an effort to briefly explain the need to complete the questionnaire to assist the responds to relax and assisted them in completing the questions. Respondents were assured of confidentiality of information and that information given was not be used against the teacher. This helped to minimise these limitations.

5.5 Suggestions for further research

The researcher recommends a more expansive study to be carried out to capture those cases where discipline panels travel to the districts. It is also important to find out how indiscipline affects the performance of the teachers and students in the final examinations. Causes of indiscipline did not come out clearly as the research was confined to the affected individuals who may non be in a position to understand their own problems. Supervisors may help give an in-depth understanding of individual teacher indiscipline problem hence the need to conduct a more expansive research.
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APPENDICES

APPENDIX A  QUESTIONNAIRE

Please complete this questionnaires for research only the information provided will be confidential and will not be used against the respondent

1. Name ____________________________ (Optional)

2. Gender: Male Female (Tick one)

3. Name your Station before interdiction ____________________________________

4. Name your District (working Station) ____________________________________

5. What is your current Grade ____________________________ (P1, S1, GR)

6. Date of first appointment by the commission ____________________

7. For what offences have you been interdicted (tick)
   I) Desertion of duty
   II) Absenteeism
   III) Misappropriation of funds
   IV) Sexual natures
   V) Insubordination
   VI) Failure to report on duty on posting
   VII) Other (specify)

8. Do you know what is a code of regulation for teachers □ yes □ No
   If no give reasons -----------------------------------------------------------------

9. Do you know what is a code of conduct for teachers □ yes □ No
10. Have read the code of regulation for teachers  
   □ yes  □ No  
   If no give reasons  

11. Have you read the code of conduct for teachers  
   □ yes  □ No  
   If no give reasons  

12. If yes to the questions 10 and 11 where did you get the copies you read?  
   □ From the staff only  □ From the head  □ Elsewhere (Specify)  

13. Does the school keep the code of regulation in the staff room  
   Yes  □ no  
   If no where is it kept?  

14. Since you were employed by the commission has any education official talked to you about the offences that may lead to interdiction.  
   Yes  □ No  

15. If yes to the above question which of the officials talked to you.  
   Tick one  
   District education officer  
   Head Teachers  
   District personnel officers  
   Others specify
16. Have the union official ever talked to you on the activities that may lead to interdiction.

Yes   No

If yes which areas

17. Does the Head teacher hold meeting and explain actions that may lead to interdiction.

Yes   No

18. Do you get circulars released from TSC HQRS detailing various issues affecting your employment terms of service?

Yes   No

19. If yes, how do you access the circulars (tick or specify)

☐ From the Head teacher Office

☐ From teachers in neighbouring school

☐ Other(specify source)  

20. What reason can you give that made you commit the offence for you have been invited for hearing?

a) Poor communication from Tsc

b) Poor induction

c) Poor remunerating

d) Nature of work

e) Poor supervision

f) Non recognition by employer

f) Other (specify) 

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APPENDIX B

OBSERVATION SCHEDULE

1. How does the teacher appear generally ________________________________
   ________________________________________________________________

2. Mode of dressing ________________________________
   ________________________________________________________________

3. Physical Health ________________________________
   ________________________________________________________________

4. Physical Cleanliness ________________________________
   ________________________________________________________________

5. General habits displayed on contact ________________________________
   ________________________________________________________________
APPENDIX C

INTERVIEW SCHEDULE

1) What cadre of employees are deployed in the discipline division?

2) How much does it cost the commission to run the divisions?

3) How long does it take the commission to finalise a case of indiscipline and what are the processes involved?

4) How do acts of indiscipline by Teachers affect the performance of the commission?
## APPENDIX D

### RESEARCH FRAME

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### APPENDIX E

#### RESEARCH BUDGET

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<td>(ii) Internet Cost</td>
<td>Cost of browsing internet and printing</td>
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<td>(iii) Typing</td>
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